



<b>SUBJECT AREA</b>	<b>EC PHYSICAL EDUCATION</b>		
<b>STANDARDS DOCUMENT(S)</b>	<a href="#">Shape America National P.E. Standards</a>	<a href="#">SEP Plan y Programa de Estudios</a>	<a href="#">Aprendizajes Clave para la Educación Integral</a> (PE starts page 328)

<b>CONTEXT</b>	The Aprendizajes Clave/Sustantivos were created for native Spanish speakers, and the U.S. standards documents were created for native English speakers. The vast majority of our EC students are native Spanish speakers learning English who have an extra year of elementary (P1) in which to develop some of the preschool skills outlined in both those documents. For that reason, it's not enough to translate the Aprendizajes Claves or Sustantivos into English and use those, or to use the U.S. standards documents. Instead, we need to modify and adjust the expectations in both those documents to fit this specific and unique situation, while also accounting for those students who are advanced or native speakers of English and for students who speak neither Spanish nor English. In addition, for some learning standards, students are expected to express themselves in English, but for other standards the focus is on higher order thinking skills so students can express themselves in their language of choice, and teachers model how to say it using English and encourage students to repeat it when appropriate.
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**CATEGORY 1: MOTOR SKILLS & MOVEMENT**

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

STRANDS	NURSERY	PRE-KINDER	KINDER
<b>S1.E1 Locomotor: Hopping, galloping, running, sliding, skipping, leaping</b>	Performs locomotor skills (hopping, galloping, running, sliding, skipping). (S1.E1.K)	Performs locomotor skills (hopping, galloping, running, sliding, skipping) while beginning to balance simultaneously. (S1.E1.K)	Performs locomotor skills (hopping, galloping, running, sliding, skipping) and balances simultaneously, showing confidence in both. (S1.E1.K)
<b>S1.E3 Locomotor: Jumping and landing, horizontal plane.</b>	Performs jumping and landing actions on a horizontal plane. (S1.E3.K)	Performs jumping and landing actions on a horizontal plane with initial balance. (S1.E3.K)	Performs jumping and landing actions on a horizontal plane with controlled balance. (S1.E3.K)
<b>S1.E4 Locomotor: Jumping and landing, vertical plane</b>	Performs jumping and landing actions on a vertical plane. (S1.E4.K)	Performs jumping and landing actions on a vertical plane with initial balance. (S1.E4.K)	Performs jumping and landing actions on a vertical plane with controlled balance. (S1.E4.K)
<b>S1.E5 Locomotor: Dance</b>	Reacts with movement in response to rhythms and sounds. (S1.E5.K)	Performs locomotor skills in response to sounds and music. (S1.E5.K)	Performs locomotor skills in response to teacher-led creative dance. (S1.E5.K)
<b>S1.E7 Non Locomotor* (stability): Balance</b>	Performs momentary stillness during play. (S1.E7.Ka)	Maintains momentary stillness on some bases of support. (S1.E7.Ka)	Maintains momentary stillness on different bases of support on one and two feet. (S1.E7.Ka)
<b>S1.E9 Non Locomotor (stability): Weight transfer, rolling</b>	Performs the action of rolling sideways. (S1.E9.K)	Rolls sideways in a narrow body shape. (S1.E9.K)	Rolls sideways in a narrow body shape alternating directions. (S1.E9.K)
<b>S1.E13 Manipulative: Underhand throw</b>	Begins practice in underhand throws with certain objects. (S1.E13.K)	Practices underhand throws with opposite foot forward. (S1.E13.K)	Throws underhand with opposite foot forward and to a specific target. (S1.E13.K)
<b>S1.E16 Manipulative: Catching</b>	Drops a ball and attempts catching/or picking up from the ground. (S1.E16.Ka) Attempts catching a large ball tossed by a skilled thrower. (S1.E16.Kb)	Drops a ball and catches it after 2 bounces. (S1.E16.Ka) Catches a large ball tossed by a skilled thrower from a short distance. (S1.E16.Kb)	Drops a ball and catches after the first bounce. (S1.E16.Ka) Catches a large ball tossed by a skilled thrower from a long distance. (S1.E16.Kb)
<b>S1.E17 Manipulative: Dribbling and /or ball control with hands</b>	Begins practice dribbling and handling a ball with hands. (S1.E17.K)	Dribbles a ball with both hands, in a straight path. (S1.E17.K)	Dribbles a ball with one hand, in different directions. (S1.E17.K)

<b>S1.E21 Manipulative: Kicking</b>	Kicks a large sized stationary ball from a stationary position. (S1.E21.K)	Kicks a medium sized stationary ball from a stationary position, using a running approach. (S1.E21.K)	Kicks a small sized stationary ball from both a stationary position, using a running approach. (S1.E21.K)
<b>S1.E22 Manipulative: Volley, underhand</b>	Begins volleying a light-weight object such as a balloon, sending it upward. (S1.E22.K)	Volleys a light-weight object such as a balloon, sending it upward, and alternating an additional movement such as clapping while it remains in the air. (S1.E22.K)	Volleys a light-weight object such as a balloon, sending it upward with consecutive hits. (S1.E22.K)
<b>S1.E24 Manipulative: Striking, short implement</b>	Strikes a light-weight object such as a balloon with a paddle or short-handled racket, thrown by a skilled thrower. (S1.E24.K)	Strikes a light-weight object such as a foam ball with a paddle or short-handled racket, thrown by a skilled thrower. (S1.E24.K)	Strikes a light-weight object such as a plastic ball with a paddle or short-handled racket, thrown by himself. (S1.E24.K)
<b>S1.E27 Manipulative: Jumping rope</b>	Jumps a long rope stationery on the floor, from one side to the other. (S1.E27.Kb)	Executes a single jump with teacher-assisted turning. (S1.E27.Ka)	Executes more than one jump with teacher-assisted turning. (S1.E27.Ka)

## CATEGORY 2: MOVEMENT STRATEGIES

The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

STRANDS	NURSERY	PRE-KINDER	KINDER
<b>S2.E1 Movement concepts: Space</b>	Explores the concept of movement in personal (self-space) and general space. (S2.E1.Ka)	Differentiates between movement in personal (self-space) and general space. (S2.E1.Ka)	Masters movement between movement in personal (self-space) and general space. (S2.E1.Ka) Moves in personal space to a rhythm. (S2.E1.Kb)
<b>S2.E2 Movement concepts: Pathways, shapes, levels</b>	Begins to travel in the forward and backward pathway. (S2.E2.K)	Travels in two different pathways: forward and backward, up and down. (S2.E2.K)	Travels in three different pathways. Forward and backward, up and down, right and left. (S2.E2.K)
<b>S2.E3 Movement concept: Speed, direction, force</b>	Travels in general space with introduction to different speeds. (S2.E3.K)	Travels in general space with different speeds, slow and fast. (S2.E3.K)	Travels in general space with different speeds, slow, fast, and faster. (S2.E3.K)

## CATEGORY 3: FITNESS & HEALTH

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

STRANDS	NURSERY	PRE-KINDER	KINDER
<b>S3.E1 Physical activity knowledge</b>	Engages in active play opportunities outside physical education class. (S3.E1.K)	Identifies active play opportunities outside physical education class, after school and on weekends such as going to park, bicycle rides with family or friends. (S3.E1.K)	Identifies active play opportunities outside physical education class, after school and on weekends such as going to park, bicycle rides with family or friends. Discusses benefits of these. (S3.E1.K)
<b>S3.E2 Engages in physical activity</b>	Participates actively in physical education class. (S3.E2.K)	Engages actively in physical education class. (S3.E2.K)	Participates actively in physical education class in response to instruction and practice. (S3.E2.K)
<b>S3.E3 Fitness knowledge</b>	Gains knowledge that exercise is good for the body. (S3.E3.K)	Recognizes physical activities as important for health and fitness. (S3.E3.K)	Recognizes that when you move fast, your heart beats faster and you breathe faster. Acknowledges and recognizes physical activity for well being and being fit. (S3.E3.K)
<b>S3.E6 Nutrition</b>	Recognizes that food provides energy for physical activity. (S3.E6.K)	Differentiates between healthy and unhealthy food. (S3.E6.K)	Demonstrates general knowledge of the healthy eating plate and chooses healthy food appropriate for physical activity. (S3.E6.K)

## CATEGORY 4: RESPONSIBLE BEHAVIOR

The physically literate individual exhibits responsible personal and social behavior that respects self and others.

STRANDS	NURSERY	PRE-KINDER	KINDER
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<b>S4.E1 Personal responsibility</b>	Acknowledges class rules. (e.g., using safe behaviors, following rules, taking turns). (S4.E1.K)	Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K)	Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). Accepts personal responsibility by using equipment and space appropriately. (S4.E1.K)
<b>S4.E2 Personal responsibility</b>	Acknowledges responsibility for behavior when prompted. (S4.E2.K)	Follows rules and parameters of the learning environment. (S4.E2.K)	Acknowledges responsibility for behavior when prompted. Works independently for extended periods of time. (S4.E2.K)
<b>S4.E3 Accepting feedback</b>	Follow instructions and directions when prompted. (S4.E3.K)	Responds appropriately to general feedback from the teacher. (S4.E3.K)	Accepts specific corrective feedback from the teacher. (S4.E3.K)
<b>S4.E4 Working with others</b>	Understands the concept of sharing equipment and space with others. (S4.E4.K)	Shares equipment and space with others, works in groups. (S4.E4.K)	Shares equipment and space with others, works in groups as well as independently. (S4.E4.K)
<b>S4.E5 Rules &amp; etiquette</b>	Understands the established protocol for class activities. (S4.E5.K)	Understands the established protocol for class activities. (S4.E5.K)	Recognizes the role of rules and etiquette in teacher-designed physical activities. (S4.E5.K)
<b>S4.E6 Safety</b>	Understands teacher directions for safe participation and proper use of equipment. (S4.E6.K)	Follows teacher directions for safe participation and proper use of equipment. (S4.E6.K)	Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)

**CATEGORY 5: PHYSICAL ACTIVITY**

The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

<b>STRANDS</b>	<b>NURSERY</b>	<b>PRE-KINDER</b>	<b>KINDER</b>
<b>S5.E1 Health</b>	Recognizes that physical activity is important for good health. (S5.E1.K)	Identifies physical activity as a component of good health. (S5.E1.1)	Recognizes the value of “good health balance.” (S3.E6.2)
<b>S5.E2 Challenge</b>	Understands the knowledge that some physical activities are challenging. (S5.E2.K)	Acknowledges that some physical activities are challenging and difficult. (S5.E2.K)	Compares physical activities that bring confidence and challenge. (S5.E2.2)
<b>S5.E3 Self-expression &amp; enjoyment</b>	Identifies physical activities that are enjoyable. (S5.E3.Ka) Discusses the enjoyment of playing with friends. (S5.E3.Kb)	Describes positive feelings that result from participating in physical activities. (S5.E3.1a)	Identifies physical activities that are enjoyable. (S5.E3.Ka) Discusses the enjoyment of playing with friends. (S5.E3.Kb) Describes positive feelings that result from participating in physical activities. (S5.E3.1a)