

WCSD Physical Education Curriculum
Kindergarten PE Progress Report Statements



Elementary PE Department Philosophy Statement

The Waukeee Elementary Physical Education program aims to provide inclusive, safe, and supportive learning communities where ALL students can feel empowered to become courageous movers. We encourage all students to adopt a positive relationship with healthy activity; to celebrate physical, mental, and social well-being; and to develop habits that lead to long, healthy, happy lives.

	Progress Report Statements	Associated Essential Outcomes
1	Hops, gallops, runs, slides, and skips while maintaining balance	S1.A1.K Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. (S1.E1.K)
2	Throws underhand with opposite foot forward	S1.C1.K Throws underhand with opposite foot forward. (S1.E13.K)
3	Catches a bounced ball	S1.C4.K Drops a ball and catches it before it bounces twice. (S1.E16.Ka)
4	Dribbles with one hand	S1.C7.K Dribbles a ball with one hand, attempting the second contact. (S1.E17.K)
5	Dribbles forward with foot	S1.C9.K Taps the ball using the inside of the foot, sending it forward. (S1.E18.K)
6	Volley an object upward	S1.C15.K Volleys a lightweight object (e.g., balloon), sending it upward. (S1.E22.K)
7	Applies movement-based knowledge to the use of personal space and travel using rhythm, pathways, and speeds	S2.A1.K Differentiates between movement in personal (self-space) and general space (S2.E1.Ka) S2.A2.K Moves in personal space to a rhythm (S2.E1.Kb) S2.A4.K Travels in three different pathways (S2.E2.K) S2.A6.K Travels in general space with different speeds (S2.E3.K)
8	Actively participates in physical education class	S3.B1.K Actively participates in physical education class (S3.E2.K)

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Progress Report Statement #1:

Hops, gallops, runs, slides, and skips while maintaining balance

Essential Outcomes

STANDARD 1: Demonstrates competency in a variety of motor skills and movement patterns

- S1.A1.K Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. (S1.E1.K)

CRITICAL ELEMENTS OF LOCOMOTOR SKILLS - Kindergarten requires balance but does **not** require proficiency of these elements

HOPS	GALLOPS	JOGS (RUNS)	SLIDES	SKIPS
<ol style="list-style-type: none"> Eyes & Body - the eyes look forward in the direction of travel and the body moves in an upright position Foot & Takeoff Leg - take off and land on the same foot, bending the knee on landing Swing Knee - the swing knee is bent and swings forward Arms - the elbows are bent, and the arm opposite the swing leg moves forward Glide - the body moves with a smooth, rhythmic motion 	<ol style="list-style-type: none"> Eyes & Body - the eyes look in direction of travel, and the body moves in an upright position with a slight forward lean Flight - step forward with the lead foot and close with the back foot. Both feet are temporarily off the ground Arms - arms are bent and swinging forward and back Glide - the body moves with a smooth, rhythmic motion 	<ol style="list-style-type: none"> Eyes & Body - the eyes focus in the direction of travel, and the body moves in an upright position with a slight forward lean and toes pointed forward Flight - both feet are temporarily off the ground in a stride position. The foot lands heel to toe Arms - arms are bent at about a 90-degree angle and move in a forward and backward direction without crossing the midline of the body Knees - knee is bent to bring the heel up behind the body and parallel to the ground 	<ol style="list-style-type: none"> Chin, Eyes & Body - the chin is placed over the lead shoulder, the eyes focus in the direction of travel, and the body maintains an upright position Feet - feet stay parallel to each other throughout the entire movement as the body moves either to the right or to the left Flight - both feet are temporarily off the ground Glide - the body moves with a smooth, rhythmic motion 	<ol style="list-style-type: none"> Eyes & Body - the eyes focus in the direction of travel, and the body maintains an upright position Step & Hop - step and hop on the same foot Arms - arms move in opposition Flight - both feet are temporarily off the ground. The nonsupport leg is bent as the hopping leg leaves the ground Glide - the body moves with a smooth, rhythmic motion

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can keep my balance while I hop, gallop, run, slide, AND skip.	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed

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Progress Report Statement #2:

Throws underhand with opposite foot forward

Essential Outcomes

STANDARD 1: Demonstrates competency in a variety of motor skills and movement patterns

- S1.C1.K Throws underhand with opposite foot forward (S1.E13.K)

CRITICAL ELEMENTS OF UNDERHAND THROWING - Kindergarten does **not** require proficiency of these elements

Ready Position - knees bent, facing target, feet shoulder-width apart, eyes on target, object held in preferred hand (palm up) in front of the body

Arm back - swing the throwing arm back to at least waist level

Step - step forward with the opposite foot and bring the throwing arm forward

Release - release the ball between the knee and waist level. The arm stays straight throughout the entire movement

Follow through - The throwing hand continues toward the target in front of the body with the palm facing upward

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can throw underhand while I keep my opposite foot forward.	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed

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Progress Report Statement #3:

Catches a bounced ball

Essential Outcomes

STANDARD 1: Demonstrates competency in a variety of motor skills and movement patterns

- S1.C4.K Drops a ball and catches it before it bounces twice. (S1.E16.Ka)

CRITICAL ELEMENTS OF CATCHING - Kindergarten does **not** require proficiency of these elements

Ready Position - face the target, feet shoulder-width apart, knees bent, eyes on approaching object, elbows bent near sides, hands held in front of body

Step & Reach - as the ball is released, step toward the thrower, extend the arms, and adjust the hands to meet the ball. *To catch throws above the waist*, hands are held in front of the body (elbows bent near sides) with thumbs together. *To catch throws below the waist*, hands are held in front of the body (elbows bent near sides) with pinkie fingers together or thumbs out.

Fingers Only - use only fingers and thumbs to catch the object. The ball should not be trapped against the body.

Give - absorb the force of the object by bringing the arms back toward the body

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can drop a ball and catch it before it bounces twice, whether that is using only fingers and thumbs to catch or trapping it against my body.	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed

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Progress Report Statement #4:

Dribbles with one hand

Essential Outcomes

STANDARD 1: Demonstrates competency in a variety of motor skills and movement patterns

- S1.C7.K Dribbles a ball with one hand, attempting the second contact. (S1.E17.K)

CRITICAL ELEMENTS OF DRIBBLING WITH HANDS - Kindergarten does **not** require proficiency of these elements

Ready Position - knees are bent, and the foot opposite the dribbling hand is forward. The ball is held in both hands in front of the body.

Arm Motion - one hand contacts the ball at waist level or below and pushes downward on top of the ball (when stationary). The wrist flexes and the elbow extends in the direction of travel as the ball is pushed.

Fingers - use the pads of all four fingers and the thumb for contact. (Note: If students are told to use their fingertips to dribble, the fingertips become so rigid at ball contact that they are unable to develop a feel for the ball)

Eyes Forward - as the ball is contacted, the eyes are focused looking over, not down at, the ball

Moving - the pads of the fingers firmly contact the ball on top when stationary. When moving, contact is slightly behind the ball and to the side and away from the feet.

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can dribble a ball with one hand AND I can attempt a second consecutive contact	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed

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Progress Report Statement #5:
 Dribbles forward with foot

Essential Outcomes

- STANDARD 1: Demonstrates competency in a variety of motor skills and movement patterns
- S1.C9.K Taps the ball using the inside of the foot, sending it forward. (S1.E18.K)

CRITICAL ELEMENTS OF DRIBBLING WITH FEET - Kindergarten does **not** require proficiency of these elements

<p>Ready Position - ball is on the ground directly below the head, feet are shoulder-width apart, and knees are bent</p>	<p>Foot Taps Ball - perform a short series of taps with the inside or outside of the foot (not the toe). Use of the non-preferred foot should be practiced and encouraged.</p>	<p>Keep Ball Close - the ball should be on the ground directly below the head as it is contacted, with eyes looking forward. Keep the ball within 2 to 4 feet while dribbling.</p>	<p>Move With the Ball - The foot dribble is a movement activity, and it should be performed at a speed that is faster than a walk</p>
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Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can tap the ball with the inside of my foot and in doing so, I can send the ball forward	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed

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Progress Report Statement #6:

Volleys an object upward

Essential Outcomes

STANDARD 1: Demonstrates competency in a variety of motor skills and movement patterns

- S1.C15.K Volleys a lightweight object (e.g., balloon), sending it upward. (S1.E22.K)

CRITICAL ELEMENTS OF UNDERHAND VOLLEYING - Kindergarten does **not** require proficiency of these elements

Ready Position - face the direction of the strike, feet shoulder-width apart, eyes looking at the ball, ball held in non-preferred hand in front of the body at waist level

Arm Back - pull striking arm back to at least waist level

Step & Swing - lean forward and step forward with opposite foot while the preferred hand strikes the ball in front of the body at waist level or below

Hit - strike the underside of the ball with the heel of the hand while continuing the step with the foot opposite the striking hand

Follow Through - hand continues in the direction of the ball but does not go beyond shoulder height

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can volley a lightweight object to send it upward	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed

Progress Report Statement #7:

Applies movement-based knowledge to the use of personal space and travel using rhythm, pathways, and speeds

Essential Outcomes

STANDARD 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- S2.A1.K Differentiates between movement in personal (self-space) and general space (S2.E1.Ka)
- S2.A2.K Moves in personal space to a rhythm (S2.E1.Kb)
- S2.A4.K Travels in three different pathways (S2.E2.K)
- S2.A6.K Travels in general space with different speeds (S2.E3.K)

Students should KNOW...

- How to identify personal space
- Rhythm

Students should UNDERSTAND...

- The difference between personal space and general space
- Different pathways can be used to get to the same destination

Students should DO...

- Travel in different ways demonstrating proper spacing
- Travel with different speeds
- Move to a rhythm

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can identify my personal space AND I can travel in different pathways while using different speeds AND I can move to a rhythm	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed

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Progress Report Statement #8:
 Actively participates in physical education class

Essential Outcomes

STANDARD 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- S3.B1.K Actively participates in physical education class (S3.E2.K)

Students should KNOW...

- The expectations for actively participating in physical education class, such as:
- Their assigned class spot
- How to stay within personal space
- Safe directions for an activity
- How to use equipment safely and appropriately

Students should UNDERSTAND...

- Safe, active participation influences a healthy lifestyle
- Following directions and being safe makes class a positive experience for themselves and others

Students should DO...

- Demonstrate the knowledge and skills to actively participate in physical education class, such as:
- Finds and sits in their class spot
- Stays within personal space
- Safely follows teacher's directions for an activity with prompting
- Uses equipment safely and appropriately

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can safely follow my teacher's directions with prompting AND I can use equipment and space safely and appropriately with prompting	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed