

Physical Education – LEARNING TARGETS & “I Can” Statements

Grade Kindergarten

<p>Learning Target: Develops, refines, and applies fundamental motor patterns.</p>	<ul style="list-style-type: none"> • I can gallop, run, hop, jump, skip, and slide using beginning level locomotor skills form. • I can demonstrate locomotor skills going slow, fast, and stop safely on a given signal. • I can perform a dance pattern with cues. • I can perform tumbling activities. • I can face my target performing an underhand throw. • I can step with my opposite foot while performing an overhand throw. • I can use my feet and my hands to manipulate an object at a base level. • I can perform long jump rope skills. • I can balances using a variety of body parts and creative shapes.
<p>Learning Target: Develops a cognitive understanding of a skill so as to improve performance.</p>	<ul style="list-style-type: none"> • I can correctly identify body planes and various body parts. • I can move safely around the gym. • I can try my best. • I can demonstrate cue words for a skill being taught. • I can correct movement errors in response to corrective feedback. • I can state one short term effects physical activity has on my heart. • I can explain that appropriate practices improve performance. • I can participate in games and activities using academic skills that may include math, reading, and health related strategies to enhance learning. • I can balance using a variety of body parts and creative shapes.
<p>Learning Target: Engages in many types of physical activities.</p>	<ul style="list-style-type: none"> • I can engage in moderate to vigorous physical activity on an intermittent basis. • I can participate in a variety of physical activities outside of school, with and without objects. • I can participate in a variety of activities outside of school, with and without objects.

Grade Kindergarten

<p>Learning Target: Develops knowledge, skills, and attitudes toward achieving physical fitness.</p>	<ul style="list-style-type: none"> • I can participate in muscular strength activities to improve upper body strength to participate in activities such as climbing, hanging, momentary body support on the hands, horizontal ladder, monkey bars, or traverse wall. • I can participate in physical activities without tiring easily. • I can sustain activity for increasingly longer periods of time while participating in various activities in physical education. • I can begin to identify muscle groups in activities. • I can participate in a variety of activities and games that increase breathing and heart rate. • I can recognize that health related physical fitness consists of different components.
<p>Learning Target: Applies safe practices, adherence to rules, and procedures, etiquette, cooperation and team work, ethical behavior, and positive social interaction.</p>	<ul style="list-style-type: none"> • I can practice specific skills. • I can follow directions given to the class for an all-class activity. • I can use safety procedures. • I can tell the truth. • I can express enjoyment while participating in movement tasks. • I can follow rules, procedures and etiquette in class. • I can work independently on a skill in class. • I can show cooperation and fair play for others by helping, sharing, and taking turns. • I can participate in a variety of cooperative activities. • I can work with all students. • I can accept all students and their differences. • I can explain the elements of socially acceptable conflict resolutions during class activity. • I can say nice things to my classmates.
<p>Learning Target: Participates in new movements and skills for enjoyment.</p>	<ul style="list-style-type: none"> • I can share verbal and non-verbal indicators of enjoyment. • I can attempt new movements and skills willingly. • I can participate even when I am not successful. • I can identify several activities that are enjoyable to me. • I can express personal feelings on my progress made while learning a new skill.