

**Physical Education and Health Rubric Kindergarten**

<b>STANDARD</b>	<b>EXCEEDING STANDARD</b>	<b>MEETING STANDARD</b>	<b>APPROACHING STANDARD</b>	<b>NOT YET</b>
<b>WELLNESS</b>	<ul style="list-style-type: none"> <li>-Understand what it means to be healthy.</li> <li>-Describe basic hygiene practices.</li> <li>-Understand which elements of hygiene are essential to good health.</li> <li>-Describe ways to prevent the spread of germs.</li> <li>-Understand differences between communicable and non-communicable diseases.</li> <li>-Identify where to locate trusted adults who can help promote health.</li> <li>-Identify people who can support achievement of a personal health goal.</li> <li>-Identify safety hazards in the home.</li> <li>-Understand bicycle, pedestrian, and transportation safety rules.</li> <li>-Understand fire, water, and sun safety rules.</li> <li>-Explain importance of reporting to an adult when seeing or hearing about</li> </ul>	<ul style="list-style-type: none"> <li>-Recognize meaning of healthy &amp; unhealthy.</li> <li>-Recognize basic hygiene practices.</li> <li>-Understand germs can cause diseases.</li> <li>-Identify ways germs are transmitted.</li> <li>-Describe symptoms that occur when a person is sick.</li> <li>-Identify trusted adults and professionals who can help promote health.</li> <li>-Identify a personal health goal.</li> <li>-Identify safety hazards in the school.</li> <li>-Recognize bicycle, pedestrian, and transportation safety rules.</li> <li>-Identify fire, water, and sun safety rules.</li> <li>-Explain potential dangers of weapons.</li> <li>-Understand differences between emergency and nonemergency situations.</li> <li>-Recognize food groups.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognize meaning of healthy.</li> <li>-Recognize some hygiene practices.</li> <li>-Understand what germs are.</li> <li>-Identify adults who keep us healthy.</li> <li>-When prompted, choose a personal health goal.</li> <li>-Identifies some safety hazards.</li> <li>-Understand the need to wear a helmet when riding a bike and cross the street with an adult.</li> <li>-Identify some safety rules.</li> <li>-Understand the potential dangers of weapons.</li> <li>-Understand what an emergency situation is.</li> <li>-Recognize some food groups.</li> <li>-Identify healthy foods.</li> <li>-Understand the importance of eating breakfast.</li> <li>-Understand that some drinks are healthy and</li> </ul>	<ul style="list-style-type: none"> <li>-Does not recognize meaning of healthy.</li> <li>-Does not recognize hygiene practices.</li> <li>-Does not understand what germs are.</li> <li>-Does not identify adults who keep us healthy.</li> <li>-Does not choose a personal health goal.</li> <li>-Does not identify safety hazards.</li> <li>-Does not recognize bicycle and pedestrian safety rules.</li> <li>-Does not identify safety rules.</li> <li>-Does not understand the potential dangers of weapons.</li> <li>-Does not understand what an emergency situation is.</li> <li>-Does not recognize food groups.</li> <li>-Does not identify healthy foods.</li> <li>-Does not understand the importance of eating breakfast.</li> </ul>

	<p>someone having a weapon.</p> <ul style="list-style-type: none"> <li>-Identify people to ask for help in emergency situations.</li> <li>-Match foods to food groups.</li> <li>-Distinguish between healthy and unhealthy foods.</li> <li>-Understand importance of eating breakfast and lunch.</li> <li>-Recognize importance of drinking water.</li> <li>-Identify location of a Nutrition Facts label.</li> <li>-Understand food provides energy for the body.</li> <li>-Understand that food choices can contribute to a healthy body.</li> <li>-Compare and contrast positive and negative self-talk.</li> <li>-Recognize positive and negative effects of stress.</li> <li>-Identify basic stress management techniques.</li> <li>-Describe appropriate ways to express emotions.</li> <li>-Recognize importance of being sensitive to others' feelings.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify healthy and unhealthy foods.</li> <li>-Recognize importance of eating breakfast.</li> <li>-Identify daily recommended water intake.</li> <li>-Identify healthy and unhealthy beverages.</li> <li>-Describe body signals that tell a person when they are hungry and when they are full.</li> <li>-Understand that food choices affect health.</li> <li>-Understand positive self-talk.</li> <li>-Identify characteristics of stress.</li> <li>-Identify different kinds of emotions.</li> <li>-Identify appropriate ways to express and manage emotions.</li> <li>-Recognize bullying and teasing.</li> <li>-Recognize ways to respond appropriately to bullying and teasing.</li> </ul>	<p>some are not.</p> <ul style="list-style-type: none"> <li>-Describe body signals for hunger.</li> <li>-Understand that personal choices affect health.</li> <li>-Use positive self-talk.</li> <li>-Explain what stress means.</li> <li>-Identify some emotions.</li> <li>-Identify appropriate ways to express emotions.</li> <li>-Recognize bullying and teasing, but does not differentiate between the two.</li> <li>-Recognize ways to respond appropriately to bullying.</li> </ul>	<ul style="list-style-type: none"> <li>-Does not differentiate between healthy and unhealthy drinks.</li> <li>-Does not describe body signals for hunger.</li> <li>-Does not understand that personal choices affect health.</li> <li>-Does not use positive self-talk.</li> <li>-Does not explain what stress means.</li> <li>-Does not identify emotions.</li> <li>-Does not identify appropriate ways to express emotions.</li> <li>-Does not recognize bullying or teasing.</li> <li>-Does not recognize ways to respond appropriately to bullying.</li> </ul>
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	<ul style="list-style-type: none"> <li>-Distinguish between bullying and teasing.</li> <li>-Discuss harmful effects of bullying and teasing.</li> <li>-List ways to respond appropriately to bullying and teasing.</li> </ul>			
<b>PERSONAL AND INTERPERSONAL SKILLS</b>	<ul style="list-style-type: none"> <li>-Describe how family and friends influence health practices and behaviors.</li> <li>-Identify verbal and nonverbal communication.</li> <li>-Demonstrate ways to respond to an unwanted, threatening, or dangerous situation.</li> <li>-Differentiate between situations when a health-related decision can be made individually and when assistance is needed.</li> <li>-Explain and demonstrate how to call 911.</li> <li>-Identify influences on food and beverage choices and eating behaviors.</li> <li>-Demonstrate responsible use of equipment and space.</li> <li>-Demonstrate following rules and procedures.</li> <li>-Respond appropriately to feedback from teacher.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify how family influences health practices and behaviors.</li> <li>-Demonstrate healthy ways to express needs, wants, and feelings.</li> <li>-Identify situations when a health-related decision is needed.</li> <li>-Identify people to ask for help in an emergency situation.</li> <li>-Identify how to call 911 in emergency situations.</li> <li>-Identify how family influences food and beverage choices and eating behaviors.</li> <li>-Demonstrate responsible behavior when prompted.</li> <li>-Recognize class rules.</li> <li>-Demonstrate how to follow directions.</li> <li>-Demonstrate listening respectfully to feedback from teacher.</li> <li>--Demonstrate how to</li> </ul>	<ul style="list-style-type: none"> <li>-Identify healthy practices at home.</li> <li>-Demonstrate healthy ways to express wants.</li> <li>-Identify when to get help for health-related issues.</li> <li>-Identify situations that need adult help.</li> <li>-Identify food and beverage choices of family members.</li> <li>-Sometimes demonstrate responsible behavior when prompted.</li> <li>-Sometimes recognize class rules and follow directions.</li> <li>-Sometime listen respectfully to feedback from teacher.</li> <li>-Sometimes share materials and space with others.</li> <li>-Sometimes take turns.</li> <li>-Sometimes demonstrate following directions for safe participation and</li> </ul>	<ul style="list-style-type: none"> <li>-Does not identify healthy practices at home.</li> <li>-Does not demonstrate healthy ways to express wants.</li> <li>-Does not identify when to get help for health-related issues.</li> <li>-Does not identify situations that need adult help.</li> <li>-Does not identify food and beverage choices of family members.</li> <li>-Does not demonstrate responsible behavior when prompted.</li> <li>-Does not recognize class rules and/or follow directions.</li> <li>-Does not listen respectfully to feedback from teacher.</li> <li>-Does not share materials and space with others.</li> <li>-Does not take turns.</li> <li>-Does not demonstrate</li> </ul>

	<ul style="list-style-type: none"> <li>-Demonstrate working independently with others in a variety of environments.</li> <li>-Recognize conflict resolution skills.</li> <li>-Demonstrate following directions for safe participation and proper use of materials.</li> </ul>	<ul style="list-style-type: none"> <li>share materials and space with others.</li> <li>-Demonstrate taking turns.</li> <li>-Demonstrate following directions for safe participation and proper use of materials with minimal reminders.</li> </ul>	<ul style="list-style-type: none"> <li>proper use of materials.</li> </ul>	<ul style="list-style-type: none"> <li>following directions for safe participation and proper use of materials.</li> </ul>
<b>DRUGS &amp; MEDICINE</b>	<ul style="list-style-type: none"> <li>-Understand differences between safe and unwanted medicine use.</li> <li>-Identify different medicines and harmful drugs.</li> <li>-Understand tobacco and alcohol are harmful drugs.</li> <li>-Recognize effects of medicines used incorrectly.</li> <li>-Recognize how to tell a trusted adult when offered non-prescribed medicine or harmful drugs.</li> <li>-Recognize importance of avoiding tobacco, secondhand smoke, and alcohol.</li> </ul>	<ul style="list-style-type: none"> <li>-Understand how medicines are used correctly.</li> <li>-Recognize differences between medicines and harmful drugs.</li> <li>-Identify trusted adults at home and school who administer prescriptions and over-the-counter medicines.</li> <li>-Understand importance of using medicines only with supervision of a trusted adult.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognize medicines.</li> <li>-Understand the difference between medicines and harmful drugs.</li> <li>-Identify adults in charge of medicines.</li> <li>-Understand that adults are in charge of all medicines.</li> </ul>	<ul style="list-style-type: none"> <li>-Does not recognize medicines.</li> <li>-Does not understand the difference between medicines and harmful drugs.</li> <li>-Does not identify adults in charge of medicines.</li> <li>-Does not understand that adults are in charge of all medicines.</li> </ul>
<b>HUMAN RELATIONSHIPS</b>	<ul style="list-style-type: none"> <li>-Recognize different types of violence and abuse.</li> <li>-Identify medically accurate names for body</li> </ul>	<ul style="list-style-type: none"> <li>-Understand definition of violence and abuse.</li> <li>-Understand boys and girls have some body parts that</li> </ul>	<ul style="list-style-type: none"> <li>-Understand what violence is.</li> <li>-Understand difference between boys and girls.</li> </ul>	<ul style="list-style-type: none"> <li>-Does not understand what violence is.</li> <li>-Does not understand difference between boys</li> </ul>

	<p>parts, including external reproductive anatomy.</p> <ul style="list-style-type: none"> <li>-Describe how living things grow and mature.</li> <li>-Explain that there are many ways to express gender.</li> <li>-Describe characteristics of a friend.</li> <li>-Identify healthy ways to express feelings.</li> <li>-Explain safe and unwanted touch.</li> <li>-Describe how to tell a trusted adult about unwanted touch.</li> </ul>	<p>are the same and some that are different.</p> <ul style="list-style-type: none"> <li>-Understand living things grow and mature.</li> <li>-Understand there are many ways to express gender.</li> <li>-Recognize characteristics of a friend.</li> <li>-Recognize ways to express feelings.</li> <li>-Identify safe and unwanted touch.</li> <li>-Recognize people have the right to refuse giving or receiving unwanted touch.</li> </ul>	<ul style="list-style-type: none"> <li>-Understand living things grow.</li> <li>-Understand some ways to express gender.</li> <li>-Understand what a friend is.</li> <li>-Identify feelings.</li> <li>-Identify safe touch.</li> <li>-Recognize unwanted touch.</li> </ul>	<p>and girls.</p> <ul style="list-style-type: none"> <li>-Does not understand living things grow.</li> <li>-Does not understand ways to express gender.</li> <li>-Does not understand what a friend is.</li> <li>-Does not identify feelings.</li> <li>-Does not identify safe touch.</li> <li>-Does not recognize unwanted touch.</li> </ul>
<p><b>MOTOR SKILLS DEVELOPMENT</b></p>	<ul style="list-style-type: none"> <li>-Demonstrate mature pattern in locomotor skills in isolation (jog, run, gallop, slide, jump, and hop).</li> <li>-Demonstrate mature pattern in locomotor skills in isolation (walk).</li> <li>-Demonstrate emerging pattern in non-locomotor skills while maintaining balance (rock, sway, push, pull, bend, stretch, twist, turn, and swing).</li> <li>-Demonstrate static</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate emerging pattern in locomotor skills while maintaining balance (jog, run, gallop, slide, skip, jump, and hop).</li> <li>-Demonstrate mature pattern in non-locomotor skills in isolation (rock, sway, push, pull, bend, stretch, twist, turn, and swing).</li> <li>-Demonstrate static balance on different bases of support.</li> <li>-Demonstrate rhythmic</li> </ul>	<ul style="list-style-type: none"> <li>-Attempt locomotor skills while maintaining balance.</li> <li>-Attempt non-locomotor skills in isolation.</li> <li>-Demonstrate balance.</li> <li>-Demonstrate some rhythmic skills.</li> <li>-Attempt underhand throw.</li> <li>-Attempt overhand throw.</li> <li>-Catch a dropped ball before it bounces three times.</li> <li>-Attempt to catch a large ball.</li> </ul>	<ul style="list-style-type: none"> <li>-Does not attempt locomotor skills.</li> <li>-Does not attempt non-locomotor skills in isolation.</li> <li>-Does not demonstrate balance.</li> <li>-Does not demonstrate rhythmic skills.</li> <li>-Does not attempt underhand throw.</li> <li>-Does not attempt overhand throw.</li> <li>-Does not catch a dropped ball after it bounces.</li> </ul>

	<p>balance on different bases of support with different body shapes.</p> <ul style="list-style-type: none"> <li>-Demonstrate weight transfer from one body part to another in self-space.</li> <li>-Demonstrate rhythmic skills combining locomotor and non-locomotor movement.</li> <li>-Demonstrate mature pattern in an underhand throw.</li> <li>-Demonstrate an underhand throw using different sizes and types of objects.</li> <li>-Demonstrate emerging pattern in an overhand throw.</li> <li>-Demonstrate emerging pattern while catching a soft object from a self-toss before it bounces.</li> <li>-Demonstrate emerging pattern while catching balls of various sizes that are self-tossed or tossed by a skilled thrower.</li> <li>-Demonstrate emerging pattern while hand-dribbling while continuously using</li> </ul>	<p>skills in response to teacher-led creative activities.</p> <ul style="list-style-type: none"> <li>-Demonstrate emerging pattern in an underhand throw.</li> <li>-Demonstrate emerging pattern in an overhand throw.</li> <li>-Demonstrate emerging pattern while catching a dropped ball before it bounces twice.</li> <li>-Demonstrate emerging pattern while catching a large ball that is tossed by a skilled thrower.</li> <li>-Demonstrate emerging pattern while hand-dribbling continuously in self-space using preferred hand.</li> <li>-Demonstrate emerging pattern while passing and kicking a stationary ball with preferred foot.</li> <li>-Demonstrate emerging pattern while receiving ball with the preferred foot when stationary.</li> <li>-Demonstrate emerging pattern while foot-dribbling with light force when walking.</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate some success with dribbling.</li> <li>-Demonstrate some success with kicking a stationary ball.</li> <li>-Demonstrate some success while receiving a kicked ball with foot.</li> <li>-Demonstrate some success with foot-dribbling.</li> <li>-Demonstrate some success while striking an object upward.</li> <li>-Demonstrate some success striking a lightweight object upward with a short-handled implement.</li> <li>-Demonstrate some success hitting a ball off a tee.</li> <li>-Demonstrate movement in personal space at a slow speed.</li> <li>-Sometimes demonstrates movement in different pathways.</li> <li>-Demonstrate movement in general space, but with difficulty varying speeds.</li> </ul>	<ul style="list-style-type: none"> <li>-Does not attempt to catch a large ball.</li> <li>-Does not have success with dribbling.</li> <li>-Does not demonstrate success with kicking a stationary ball.</li> <li>-Does not demonstrate success receiving a kicked ball with foot.</li> <li>-Does not demonstrate success with foot-dribbling.</li> <li>-Does not demonstrate success striking an object upward.</li> <li>-Does not demonstrate success striking a lightweight object upward with a short-handled implement.</li> <li>-Does not demonstrate success hitting a ball off a tee.</li> <li>-Does not demonstrate safe movement in personal and general space.</li> <li>-Does not demonstrate movement in different pathways.</li> <li>-Does not demonstrate movement in general space at varying speeds.</li> </ul>
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	<p>preferred hand while walking in space.</p> <ul style="list-style-type: none"> <li>-Demonstrate emerging pattern while kicking with preferred foot when approaching a stationary ball.</li> <li>-Demonstrate emerging pattern while foot-dribbling with the preferred and non-preferred foot at a slow speed.</li> <li>-Demonstrate emerging pattern while striking an object upward with an open palm or forearms.</li> <li>-Demonstrate emerging pattern while striking a lightweight object upward continuously with a short-handled implement.</li> <li>-Demonstrate emerging pattern while striking a large ball off a tee with a lightweight bat.</li> <li>-Demonstrate safe movement in personal space and general space at a moderate to fast speed.</li> <li>-Demonstrate movement in different levels.</li> <li>-Demonstrate movement at varying speeds,</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate emerging pattern while striking a lightweight object upward with an open palm.</li> <li>-Demonstrate emerging pattern while striking a lightweight object with a short-handled implement.</li> <li>-Demonstrate emerging pattern while striking a large ball off a tee with an oversized lightweight bat.</li> <li>-Demonstrate emerging pattern while striking a large object with a long-handled implement.</li> <li>-Demonstrate safe movement in personal and general space at a slow to moderate speed.</li> <li>-Demonstrate movement in different pathways.</li> <li>-Demonstrate movement in general space at varying speeds.</li> </ul>		
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	directions, and with different types of force.			
<b>FITNESS</b>	<ul style="list-style-type: none"> <li>-Explain difference between physical activity and inactivity.</li> <li>-Recognize physical activity makes the body more fit.</li> <li>-Recognize basic structure and function of the muscular and skeletal system (muscles move body).</li> <li>-Recognize challenges when learning a new activity.</li> <li>-Describe physical activities that are enjoyable.</li> <li>-Identify that physical activity promotes opportunity for social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognize active and inactive behaviors.</li> <li>-Actively engage in physical education class.</li> <li>-Recognize moving fast causes faster heartbeat and faster breathing.</li> <li>-Participate in developmentally appropriate activities to improve overall fitness.</li> <li>-Recognize basic structure and function of body systems (the heart is a muscle).</li> <li>-Describe the five senses and related body parts.</li> <li>-Understand that some physical activities are challenging.</li> <li>-Identify positive feelings that result from participating in physical activity.</li> <li>-Recognize that physical activity can help develop friendships.</li> </ul>	<ul style="list-style-type: none"> <li>-Know the difference between active and inactive.</li> <li>-Sometimes engages in physical education class.</li> <li>-Recognize moving fast causes faster breathing.</li> <li>-Participate in some developmentally appropriate activities to improve overall fitness.</li> <li>-Recognize basic structure of the body.</li> <li>-Sometimes recognize when a physical activity is challenging.</li> <li>-Sometimes identify positive feelings that result from participating in physical activity.</li> <li>-Sometimes enjoy interaction during physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>-Does not know the difference between active and inactive.</li> <li>-Does not engage in physical education class.</li> <li>-Does not recognize the connection between faster moving and faster breathing.</li> <li>-Does not participate in developmentally appropriate activities to improve overall fitness.</li> <li>-Does not recognize basic structure of the body.</li> <li>-Does not recognize when a physical activity is challenging.</li> <li>-Does not identify positive feelings that result from participating in physical activity.</li> <li>-Does not enjoy interaction during physical activity.</li> </ul>