

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Basic Movements</p>	<ol style="list-style-type: none"> 1. Walks in various directions using varied tempos and pathways. (PE.A.1.1.1) (PE.A.1.1.7) (PE.A.2.1.4) 2. Runs, using arms and legs in opposition. (PE.A.1.1.7) 3. Gallops forward while leading with dominant/non dominant foot. (PE.A.1.1.7) 4. Hops in place on the ball of the foot. (PE.A.1.1.7) 5. Jumps over a stationary rope, ground level. (PE.A.1.1.7) 6. Creates locomotor and non-locomotor movements (e.g., bending, stretching, rocking, swinging, turning, twisting). (PE.A.1.1.1) 7. Demonstrates relationships of body to space (e.g., over, under, around, through). (PE.A.1.1.1) (PE.A.1.1.7) 8. Identify selected body parts during movement experiences. 9. Slide sideways in either direction without crossing his/her feet. (PE.A.1.1.7) 10. Travels in a variety of ways, in a large group without bumping into others or falling. (PE.A.1.1.3) (PE.A.2.1.5) 11. Skips forward. (PE.A.1.1.7) 12. Recognizes various movements and positions when shown flashcards (e.g., bending, swimming, rocking, twisting, over, under, around, through, etc.). 	<ol style="list-style-type: none"> A. The student can perform basic locomotor and non-locomotor movements by participating in a series of activities (e.g., balancing, bending, rocking, hopping, running, jumping, skipping, etc.). (PE.A.1.1.1) (PE.A.1.1.7) B. The student can jump over a rope (ground level), or line with out stepping on it. C. While participating in locomotor and/or non-locomotor movements the student can point to their various body parts upon command. D. The student can demonstrate a relationship of body to space by going over, under, around, or through specific objects. (PE.A.1.1.4)

COMPONENT	OBJECTIVES	COMPETENCY
<p>II Cooperative Activities</p>	<p>13. <i>Chases, flees, and dodges to avoid or catch others and maneuver around obstacles.</i> (PE.A.1.1.4)</p> <p>14. <i>Knows various techniques for landing safely.</i> (PE.A.2.1.3)</p> <p>15. <i>Understands the importance of being aware of one's surroundings and acting in a safe manner while participating in physical activity settings.</i> (PE.B.2.1.1)</p> <p>1. Exhibit self-control (e.g., raising hand to answer, entering another's space appropriately). (PE.C.1.1.1)</p> <p>2. Share equipment, space, and ideas. (PE.C.2.1.3)</p> <p>3. Take turns. (PE.C.2.1.3)</p> <p>4. Listens to directions and reacts appropriately. (PE.B.2.1.2)</p> <p>5. Recognize and discuss good sportsmanship. (PE.C.2.1.1)</p> <p>6. uses positive statements and accepts all classmates as contributing group members. (PE.C.1.1.1)</p> <p>7. Recognizes physical, intellectual, and social abilities of others. (PE.C.1.1.1)</p> <p>8. Illustrates a picture of "sharing" while the teacher dictates what to draw. (PE.C.2.1.3)</p>	<p>A. The student can demonstrate the ability to follow instructions during various activities by raising his/her hand to ask questions, sharing equipment, sharing space, and taking turns. (PE.B.2.1.2)</p> <p>B. The student can demonstrate good sportsmanship by making positive statements or gestures while participating in a physical activity, (e.g., clapping, a pat on the back, a highfive, or saying "good job"). (PE.B.2.1.4)</p>

COMPONENT	OBJECTIVES	COMPETENCY
<p>III Manipulate Skills</p>	<p>9. <i>Understand the difference between compliance and non-compliance with game rules and fair play.</i> (PE.B.2.1.3)</p> <p>10. <i>Identifies appropriate behaviors for participating with other in physical activity settings.</i> (PE.B.2.1.4)</p> <p>11. <i>Knows games to play with students who have disabilities.</i> (PE.C.1.1.2)</p> <p>12. <i>Identifies the feelings resulting from challenges, successes, and failures in physical activity.</i> (PE.C.2.1.1)</p> <p>13. <i>Knows various ways to use the body and movement activities to communicate ideas and feelings (e.g., create movement).</i> (PE.C.2.1.2)</p> <p>1. Tracks and catches a large ball slowly rolled or thrown directly to him/her. (PE.A.1.1.8)</p> <p>2. Throws a small object forward, using a one-handed underarm motion with the opposite foot forward (e.g., ball, bean bag, deck ring, etc.).</p> <p>3. Throws a large ball forward using a two-handed overhead motion to a partner. (PE.A.1.1.8)</p> <p>4. Throws an object (e.g., ball, bean bag, deck ring, etc.) forward using a one-handed overhand motion with the opposite foot forward. (PE.A.1.1.8)</p> <p>5. Kick a stationary medium ball forward from a fast walk/run. (PE.A.1.1.2)</p>	<p>A. Using proper technique, the student can throw or roll objects forward using a one or two handed motion to a partner at various distances with a maximum distance not more than ten feet. (PE.A.1.1.8) (PE.A.2.1.6)</p> <p>B. The student can catch a variety of playground balls thrown to him/her from short distances. (PE.A.1.1.9)</p> <p>C. The student can kick a medium-size playground ball at a given target from a stationary point. (PE.A.1.1.2)</p>

COMPONENT	OBJECTIVES	COMPETENCY
IV Physical Fitness	<ol style="list-style-type: none"> 6. Kicks a medium ball at a given target from a stationary point. (PE.A.1.1.2) 7. <i>Consistently strikes lightweight objects with body parts and with lightweight implements.</i> (PE.A.1.1.5) 8. <i>Knows how to absorb force by establishing a base of support to receive the force of the oncoming object.</i> (PE.A.2.1.1) 9. <i>Knows the characteristics of a mature throw.</i> (PE.A.2.1.6) 1. Differentiate between heart rate during exercise and at rest by putting a hand over his or her heart. (PE.A.3.1.1) 2. Participate in activities involving concepts of pace (e.g., walking, jogging, running). (PE.B.1.1.3) 3. Knows ways in which physical activity promotes muscular strength. (PE.A.3.1.4) 4. Participate in a wide range of bending and stretching exercise before starting activities (e.g., arms, trunk, legs, abdomen, shoulders). (PE.B.1.1.1) 5. Participate in endurance activity by jumping rope for thirty seconds. (PE.B.1.1.4) 6. Perform the skill written on the flascard (e.g., walk, run, etc.). 7. <i>Knows the heart is a muscle that will become stronger as a result of physical activity.</i> (PE.A.3.1.2) 	<ol style="list-style-type: none"> A. The student can perform physical fitness activities in order to build flexibility, agility, and cardiovascular endurance. Activities such as rope jumping, distance walking/running and stretching. (PE.B.1.1.1) B. The student can perform strength building activities that enhances their overall muscle development, (e.g., animal walk, stunts, etc.). (PE.A.3.1.4) C. Then student can do various skills and recognize that upon completion of the skills, their heart rate increases, (e.g., walk, run, etc.). (PE.A.3.1.1) (PE.A.3.1.2)

COMPONENT	OBJECTIVES	COMPETENCY
<p>V Rhythms and Dance</p>	<p>8. <i>Understand that physical activity produces feeling of pleasure.</i> (PE.A.3.1.3)</p> <p>9. <i>Understands the changes that occur in respiration during vigorous physical activity.</i> (PE.B.1.1.2)</p> <p>10. <i>Know various warm-up and cool-down exercises.</i> (PE.B.1.1.3)</p> <p>11. <i>Participate in health-related fitness assessment.</i> (PE.B.1.1.4)</p> <p>1. Explore walking and clapping in time to music.</p> <p>2. Participate in a social dance from a multicultural grouping.</p> <p>3. Use locomotor movements in a rhythmic patterns (e.g., leaps, marches, runs).</p> <p>4. Use locomotor or non-locomotor movements to create patterns. (PE.A.1.1.1)</p> <p>5. Writes the various activities/movements seen in an action picture.</p>	<p>A. The student can participate in locomotor and non-locomotor rhythmic patterns of movement as demonstrated in an ethnic dance from multicultural groups.</p> <p>B. The student can perform a social dance chosen from any culture (e.g., line, circle, or group).</p> <p>C. The student can create simple patterns using locomotro and non-locomotor movements. (PE.A.1.1.1)</p>

COMPONENT	OBJECTIVES	COMPETENCY
<p>VI Stunts and tumbling</p>	<ol style="list-style-type: none"> 1. Do two tumbling and inverted balances (e.g., forward roll, log roll). (PE.A.1.1.6) 2. Do three balance stunts (e.g., one-legged balance stand, Egyptian balance, heel and toe walk). (PE.A.1.1.6) (PE.A.2.1.2) 3. Do two individual stunts (e.g., elephant walk, kangaroo hop). 4. Participate in two partner stunts (e.g., leap frog, Chinese get up). 5. Know proper safety procedures pertaining to each activity. (PE.B.2.1.1) 6. Perform stunts selected from a list given by the teacher (e.g., forward roll, elephant walk, etc.). 	<ol style="list-style-type: none"> A. The student can perform three balance stunts while following proper safety procedures. (PE.A.1.1.6) B. The student can perform two individual stunts or two tumbling activities while following proper safety procedures. (PE.B.2.1.1) (PE.A.2.2.2) C. The student can perform two partner stunts while following proper safety procedures. (PE.B.2.1.1) (PE.A.2.2.2)