

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Basic Movements</p>	<ol style="list-style-type: none"> 1. Run in a game situation without bumping into others or falling down. (PE.A.1.1.3) (PE.A.1.1.7) (PE.A.2.1.5) 2. Slide sideways, using varied tempos and levels (e.g., high, medium, low). (PE.A.1.1.1) (PE.A.1.1.7) 3. Skip and gallop using varied tempos, directions, and levels. (PE.A.1.1.1) (PE.A.1.1.7) 4. Combine a series of leaps from a running start, using a one-foot take off and one-foot landing on the opposite foot. (PE.A.1.1.6) (PE.A.1.1.7) (PE.A.2.1.3) ((PE.A.1.1.1) 5. Jump and do one half-turn in the air landing on both feet. (PE.A.1.1.6) (PE.A.1.1.7) (PE.A.2.1.3) 6. Change speed or direction to dodge a moving object. (PE.A.1.1.4) 7. Apply non-locomotor movements, bending, stretching, rocking, swinging to a game. 8. Leap over an obstacle. (PE.A.1.1.7) (PE.A.2.1.3) 9. Recognize safety factors while performing activities. 	<ol style="list-style-type: none"> A. The student can perform basic movements by participating in a variety of activities using varied tempos, (e.g., skipping, hopping, jumping, galloping. Running, stretching, bending, and pushing an object, etc.). (PE.A.1.1.7) B. Upon command the student can demonstrate various levels (high, medium and low) and directions (right, left, forward and backward), while moving around without bumping into each other. (PE.A.1.1.1) C. The student can perform various locomotor and non-locomotor movements using proper safety procedures. (PE.B.2.1.1)

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<p>II Cooperative Activities</p>	<ol style="list-style-type: none"> 1. Acknowledge the efforts of others. (PE.B.2.1.4) (PE.C.1.1.1) 2. Recognize the impact of decisions made upon individuals and groups. (PE.B.2.1.4) (PE.C.1.1.1) 3. Recognize the impact of communications skills on working cooperatively with others. (PE.B.2.1.3) (PE.C.1.1.1) 4. Appreciate the benefits that accompany cooperation and sharing. (PE.B.2.1.4) (PE.C.1.1.1) (PE.C.2.1.3) 5. recognize that self-control elicits teacher statements that are positive. 6. Participate in managing class activities (e.g., equipment distribution, leading warm-ups). 7. Recognize and discuss good sportsmanship. (PE.B.2.1.3) (PE.B.2.1.4) (PE.C.1.1.1) 8. Bring a picture or an article from the newspaper showing good sportsmanship. 9. <i>Understands the importance of being aware of one's surroundings and acting in a safe manner while participating in physical activity.</i> (PE.B.2.1.1) 10. <i>Follows directions given by instructor or group leader.</i> (PE.B.2.1.2) 11. <i>Knows games to play with students who have disabilities.</i> (PE.C.1.1.2) 12. <i>Identifies the feelings resulting from challenges successes, and failures in physical activity.</i> (PE.C.2.1.1) 	<ol style="list-style-type: none"> A. The student exhibits self control while participating in various activities by cooperating with others, leading warm-up exercises, and sharing and distributing equipment. (PE.C.2.1.3) (PE.C.1.1.1) B. The student can demonstrate good sportsmanship by making positive statements or gestures while participating in a physical activity. (For example, clapping, a pat on the back, a hand shake, a high-five, or saying “good job”). (PE.B.2.1.4)

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<p>III Manipulate Skills</p>	<ol style="list-style-type: none"> 1. Throw a bean or small ball underhand or overhand at a target, (e.g., hoop or trash can). (PE.A.1.1.8) 2. Position himself/herself using properly positioned hands to catch a medium size ball bounced or thrown by a partner. (PE.A.1.1.9) (PE.A.2.1.1) 3. Kick a large ball to a stationary target, using the inside of the foot. (PE.A.1.1.2) 4. Bounce a large ball while alternating hands. 5. Travel forward while dribbling a large ball with the dominant and non-dominant hand, while maintaining control. 6. Move in different directions (forward, backward, sideways) while dribbling. 7. Jump a rope turned forward by himself/herself, or with a partner. 8. Jump a long rope, turned slowly by others. 9. Bring in a picture and an article written about an athlete performing a skill. 10. <i>Consistently strikes light weight objects with body parts and with lightweight implements.</i> (PE.A.1.1.5) 11. <i>Knows characteristics of a mature throw.</i> (PE.A.2.1.6) 	<ol style="list-style-type: none"> A. Using proper technique, the student can throw and kick a playground ball to a partner or a stationary target at a variety of short distances. (PE.A.1.1.2) (PE.A.1.1.8) B. The student can catch a playground ball from a partner at a variety of short distances. (PE.A.1.1.9) C. While remaining stationary, the student can bounce a medium size ball, alternating bands. D. The student can jump a self-turned short rope and a long rope turned by others. E. The student can dribble a large ball in different directions using either hand.

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IV Physical fitness	<ol style="list-style-type: none"> 1. Locate his/her pulse in various locations (e.g., neck, wrist). 2. Demonstrate correct sustained stretching techniques. 3. Identify which body parts are developed through activities (e.g., cardiovascular, flexibility, and strengthening exercises). (PE.A.3.1.2) (PE.A.3.1.4) 4. Demonstrate endurance by jumping rope continuously for one minute and walking/running a half-mile in five minutes. 5. Perform a modified pull-up (e.g., reclining, partner pull-up). 6. Participate in abdominal strengthening activities (e.g., curl-ups, sit-ups). 7. Bring in a collage of healthy foods. 8. <i>Identifies changes in the body during physical activity.</i> (PE.A.3.1.1) 9. <i>Understands that physical activity produces feelings of pleasure.</i> (PE.A.3.1.3) 10. <i>Knows how to move each joint through a functional range of motion.</i> (PE.B.1.1.1) 11. <i>Understands the changes that occur in respiration during vigorous physical activity.</i> (PE.B.1.1.2) 12. <i>Knows various warm-up and cool-down exercises.</i> (PE.B.1.1.3) 13. <i>Participate in health-related fitness assessment.</i> (PE.B.1.1.4) 	<ol style="list-style-type: none"> A. The student can perform physical fitness activities (e.g., rope jumping, half mile run/walk, stretching, arm hand and rope climbing, etc.) in order to build flexibility, agility, cardiovascular endurance and upper body strength. (PE.B.1.1.1) B. The student can understand how exercise and nutrition affects the body. (PE.A.3.1.1) (PE.A.3.1.2) (PE.A.3.1.3) (PE.A.3.1.4)

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V Rhythms and Dance	<ol style="list-style-type: none"> 1. Repeat a rhythmic pattern demonstrated by a teacher or peer. 2. Perform dances from different multicultural groupings. 3. Create loco-motor and non-loco-motor movement patterns to a rhythmic beat. (PE.A.2.1.4) 4. Travel, changing speeds and directions in response to a variety of rhythms. (PE.A.1.1.1) (PE.A.2.1.4) 5. List three countries and a native dance of each. 6. <i>Knows various ways to use the body and movement activities to communicate ideas and feelings (e.g., creative movement).</i> (PE.C.2.1.2) 	<ol style="list-style-type: none"> A. The student can perform a variety of creative rhythmic movements as evident from participation in various folk dances. B. the student can create a loco-motor and non-loco-motor rhythmic pattern of movement as demonstrated in an ethnic dance from multicultural groups.
VI Stunts and Tumbling	<ol style="list-style-type: none"> 1. Know proper safety procedures pertaining to each activity. 2. Do tumbling and inverted balances (e.g., backward roll, forward roll (straddle position), three point tip-up). (PE.A.1.1.6) (PE.A.2.1.2) 3. Do a leg balance stunt. (PE.A.1.1.6) (PE.A.2.1.2) 4. Do individual stunts (e.g., toe grasp walk, truck stand). 5. Do partner and group stunts (e.g., eskimo roll, rocking chair). 	<ol style="list-style-type: none"> A. Following proper safety procedures, the student can perform two individual stunts while maintaining proper balance. B. Following proper safety procedures, the student can perform two partner stunts while maintaining proper balance. C. Following proper safety procedures the student can perform at least three tumbling activities while maintaining proper balance.