

COMPONENT	OBJECTIVES	COMPETENCY
I Track and field	<ol style="list-style-type: none"> <li>1. Start a dash in a stride position, leaning forward and pushing off with the toes.</li> <li>2. Sprint leaning forward, using forceful arm action.</li> <li>3. Start a race on cue without false starts.</li> <li>4. Perform a standing long jump by initiating action with the arms and taking off and landing with both feet parallel.</li> <li>5. Draw a picture of a person performing any track and field event.</li> </ol>	<p>A. The student can utilize the proper techniques for track and field events (e.g., stride and sprint positions, arm motions, etc.). (PE.A.2.2.2)</p>
II Cooperative Activities	<ol style="list-style-type: none"> <li>1. Demonstrate self control during game play.</li> <li>2. Give verbal support during activities that are challenging.</li> <li>3. Make a commitment to the completion of an assigned task.</li> <li>4. Contribute ideas during discussions willingly.</li> <li>5. Encourage peers to respect others rights and abilities.</li> <li>6. Write a short story on how they can demonstrate “self-control” during school.</li> <li>7. <i>Designs and performs games, gymnastics, and dance sequences that allow for group creativity and discussion.</i> (PE.C.2.2.3)</li> <li>8. <i>Knows the importance of seeking out, participating with, and showing respect for people of like and different physical abilities.</i> (PE.B.2.2.3)</li> <li>9. <i>Recognizes the differences and similarities in the physical activity choices of others.</i> (PE.C.1.2.1)</li> </ol>	<p>A. The student can show respect by giving positive verbal support (positive statements) and physical support (handshake, pat on the back, smile) to persons of like or different multicultural backgrounds while participating in various activities. (PE.C.2.2.3)</p> <p>B. The student can demonstrate respect and cooperation to teachers by diligently completing all assigned tasks and by contributing ideas during class discussions.</p>

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<p><i>III Team Sports (general)</i></p>	<p>10. <i>Identifies physical activities that contribute to personal feelings of joy.</i> (PE.C.2.2.1)</p> <p>1. <i>Knows various techniques for throwing or catching different objects.</i> (PE.A.1.2.1)</p> <p>2. <i>Knows how to design and modify sequences that show changes in direction and speed.</i> (PE.A.1.2.2)</p> <p>3. <i>Knows how to demonstrate functional patterns of striking, dribbling, volleying, throwing and catching in dynamic situations.</i> (PE.A.1.2.3)</p> <p>4. <i>Understands that games consist of people, boundaries, equipment, purpose and rules which all interrelate during game play.</i> (PE.A.1.2.4)</p> <p>5. <i>Knows how to create, explore and devise game strategies.</i> (PE.A.1.2.5)</p> <p>6. <i>Understands and applies basic movement concepts (e.g., space awareness, body awareness, and transfer of weight) to games.</i> (PE.A.2.2.2)</p> <p>7. <i>Applies and follows rules while playing sports and games.</i> (PE.B.2.2.2)</p> <p>8. <i>Recognizes the proper techniques of performing and overhead throw.</i> (PE.A.2.2.1)</p>	<p>A. <i>Using the proper technique, the student can perform skills related to various sports and games (e.g., catching, dribbling, fielding, running, passing, serving, shooting, striking, throwing, trapping, volleying, etc.).</i> (PE.A.1.2.1) (PE.A.1.2.3)</p> <p>B. <i>The student can demonstrate an understanding of the rules, boundaries and safety procedures for various sports and games.</i> (PE.A.1.2.4) (PE.B.2.2.2)</p> <p>C. <i>The student can explain the benefits of physical activity as it relates to various sports and games.</i> (PE.A.3.2.1)</p>

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<p>IV Physical Fitness</p>	<p>9. <i>Knows the reasons that appropriate practice improves performance.</i> (PE.A.2.2.3)</p> <p>10. <i>Knows potential risks associated with physical activities.</i> (PE.B.2.2.1)</p> <p>11. <i>Knows how to perform games from a variety of cultures.</i> (PE.C.1.2.2)</p> <p>1. Participate in physical activity and develop fitness habits for life. (PE.A.3.2.4)</p> <p>2. Explain the importance of fitness testing when setting personal fitness goals.</p> <p>3. Walk/run one mile.</p> <p>4. Perform sit-ups for one minute.</p> <p>5. Perform the sit and reach test.</p> <p>6. Perform a pull-up.</p> <p>7. Perform shuttle run while demonstrating proper running techniques.</p> <p>8. Using the percentile charts, read the percentiles for each fitness test.</p> <p>9. <i>Describe healthful benefits that result from regular participation in vigorous physical activity.</i> (PE.A.3.2.1)</p> <p>10. <i>Understands how a healthy body contributes to a positive self-concept.</i> (PE.A.3.2.2)</p>	<p>A. The student can recognize that time and effort are prerequisites for skill improvement and fitness.</p> <p>B. The student can perform different fitness activities and determine a percentile score. (PE.B.1.2.1) (PE.B.1.2.2)</p> <p>C. The student can maintain continuous aerobic activity for a specific period of time and understand the positive benefits. (PE.B.1.2.1) (PE.C.2.2.2)</p>

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<p>V Rhythms and Dance</p>	<p>11. <i>Knows the opportunities in the school and community for regular participation in physical activity.</i> (PE.A.3.2.3)</p> <p>12. <i>Knows how to maintain continuous aerobic activity for a specified period of time in order to improve endurance.</i> (PE.B.1.2.1)</p> <p>13. <i>Knows activities that promote a faster heart rate.</i> (PE.B.1.2.2)</p> <p>14. <i>Knows how proper stretching increases flexibility and understands why flexibility is important.</i> (PE.B.1.2.3)</p> <p>15. <i>Knows how exercise helps control obesity.</i> (PE.B.1.2.4)</p> <p>16. <i>Understands that correct body position and proper use of muscles are necessary to improve strength and flexibility.</i> (PE.B.1.2.5)</p> <p>17. <i>Knows the positive benefits of exercising at home.</i> (PE.C.2.2.2)</p> <p>1. Participate in social dances from different multicultural groupings. (PE.C.1.2.2)</p> <p>2. Perform movement in unison in a large group.</p> <p>3. Combine simple movement phrases to make a dance.</p> <p>4. Recognize the importance of repetition in order to remember sequences of movement in dance.</p> <p>5. List and explain square dance calls (e.g. swing, promenade, grand right and left, etc.).</p>	<p>A. The student can perform three rhythmic patterns in different dance sequences that promote awareness, appreciation, and respect for persons of diverse ethnic and cultural backgrounds. (PE.C.1.2.2)</p> <p>B. The student can combine simple movement phrases to create a dance.</p> <p>C. Upon command, the student can perform basic aerobic dance steps. (PE.B.1.2.1)</p>

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<p>VI Stunts and Tumbling</p>	<p>6. Participate in beginning aerobic dance steps.</p> <p>7. <i>Understands and applies basic movement concepts (e.g., space awareness, body awareness, and transfer of weight).</i> (PE.A.2.2.2)</p> <p>8. <i>Knows how to design and modify sequences that show changes in directions and speed.</i> (PE.A.1.2.2)</p> <p>1. Perform tumbling and inverted balances (e.g., forward and backward roll combinations, three continuous forward rolls, headstand from a tripod position).</p> <p>2. Perform balance stunts (e.g., stoop and mark, balance jump, forward dip).</p> <p>3. Perform individual stunts (e.g., knee jump to standing, crab walk).</p> <p>4. Perform partner and group stunts ( e.g., leapfrog, wheelbarrow ).</p> <p>5. Demonstrate proper safety procedures.</p> <p>6. List and explain at least three safety procedures.</p> <p>7. <i>Understands and applies basic movement concepts (e.g., space awareness, and transfer of weight) to gymnastics.</i> (PE.A.2.2.2)</p>	<p>D. The student can perform basic square dance calls.</p> <p>A. The student can perform two balance stunts and two individual stunts while demonstrating proper safety procedures. (PE.A.2.2.2)</p> <p>B. The student can perform two partner stunts while demonstrating proper safety procedures. (PE.A.2.2.2)</p> <p>C. The student can perform three tumbling stunts and inverted balances while demonstrating proper safety procedures. (PE.A.2.2.2)</p>