COURSE	COURSE PHYSICAL EDUCATION		GRADE:	GRADE 1
STATE STANDARD:	STATE STANDARD: 10.4.3 Physical Activity		TIME FRAME:	
STANDARD STATEMENTS	C - Know And Red D - Identify Likes Ai	Gage In Physical Activities That Promote Physical Fitness An Ognize Changes In Body Responses During Moderate To Vio D Dislikes Related To Participation In Physical Activities Ositive And Negative Interactions Of Small Group Activitie	GOROUS ACTIVITIES	

	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	STANDARD STATEMENT A		
	<b>OBJECTIVE:</b> Identify Adventure Activities That Promote Physical Fitness And Health	WRITTEN TEST: CIRCLE ADVENTURE     ACTIVITIES THAT PROMOTE PHYSICAL FITNESS	TRAVERSING WALL COOPERATIVE GAMES ORIENTEEDING
S	PHYSICAL FITNESS		<ul><li>ORIENTEERING</li><li>NEW GAMES</li><li>PARACHUTE</li></ul>
Ē	ADVENTURE ACTIVITIES		
ACTIVITIES	HEALTH: A STATE OF COMPLETE PHYSICAL, MENTAL AND SOCIAL WELL-BEING; NOT MERELY THE ABSENCE OF DISEASE AND INFIRMITY.		
ADVENTURE	HEALTH-RELATED FITNESS: COMPONENTS OF PHYSICAL FITNESS THAT HAVE A RELATIONSHIP WITH GOOD HEALTH. COMPONENTS ARE CARDIO-RESPIRATORY ENDURANCE, MUSCULAR STRENGTH AND ENDURANCE, FLEXIBILITY AND BODY COMPOSITION.		
AD	STANDARD STATEMENT C		
ä	<b>OBJECTIVE</b> : IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.	MATCHING: USING A DIAGRAM, STUDENTS     WILL LOCATE AREAS TO TAKE THEIR PULSE.	
l ∺	<b>OBJECTIVE</b> : IDENTIFY THE DIFFERENCE BETWEEN HEART RATE AND BREATHING RATE.		
OF INSTRUCTION:	CHANGES IN YOUR BODY DURING ACTIVITY:	SIGNAL TEST: ON THE TEACHERS     COMMAND DEMONSTRATE WHERE TO TAKE	
Ž	<ul> <li>HEART RATE: THE NUMBER OF HEART BEATS (PUMPS) PER MINUTE.</li> <li>LOCATED ON THEIR RADIAL ARTERY (PULSE); DIRECTLY UNDER THEIR THUMB</li> </ul>	THEIR HEART RATE OR THEIR BREATHING RATE.	
0	BELOW THE BASE OF THE PALM.  • PLACE THEIR HAND OVER THEIR HEART (BEATING FASTER OR SLOWER).		
UNIT	Breathing Rate: Number of Breaths you take in one minute.		
	RESPIRATION RATE: THE NUMBER OF BREATHS YOU TAKE IN ONE MINUTE.		

OBJECTIVE: DISTINGUISH BETWEEN ACTIVITIES YOU LIKE AND DISLIKE.      PARTICIPATION		WORKSHEET: DRAW A SMILEY FACE NEXT TO THE PICTURE OF THE ACTIVITIES YOU LIKE, AND A FROWN NEXT TO THE ACTIVITIES YOU	
- Lik	(ES: TO ENJOY (WHEN YOU LIKE A PHYSICAL ACTIVITY YOU WANT TO DO THE CTIVITY)	DISLIKE.	
	SLIKES: TO NOT ENJOY (WHEN YOU DISLIKE A PHYSICAL ACTIVITY YOU DO NOT ANT TO DO THE ACTIVITY)		
STANDA	ARD STATEMENT F		
OBJECTIV	/E: DISTINGUISH BETWEEN POSITIVE AND NEGATIVE INTERACTIONS.	WORKSHEET: DRAW A SMILEY FACE NEXT	
• SMALL	GROUPS	TO THE PICTURE OF POSITIVE INTERACTIONS, AND A FROWN NEXT TO THE NEGATIVE	
• PARTN	IER	INTERACTIONS.	
	VE INTERACTIONS: INCLUDING EVERYONE IN AN ACTIVITY WHILE USING CARING IS AND ACTIONS.		
	TIVE INTERACTIONS: THE OPPOSITE OF POSITIVE INTERACTIONS AND ARE THE BAD S THAT HAPPEN AMONG SMALL GROUPS.		
TASK A	AL <b>SKILLS:</b> ARE THE BEHAVIORS THAT HELP PARTNERS AND GROUPS COMPLETE A AND BUILD POSITIVE FEELINGS AMONG THE PARTICIPANTS. STAYING FOCUSED ON A AND BEING ABLE TO KEEP WORKING ON A TASK.		
• On TA	ASK: WHEN A STUDENT IS ACTIVELY ENGAGED IN THE APPROPRIATE ACTIVITY.		
ENRICHMENT:	STUDENTS WILL GIVE THE PROPER NAME THE AREAS TO TAKE PULSE     EXPLAIN REASONS FOR LIKES AND DISLIKES		
REMEDIATION:	ONE ON ONE DISCUSSION WITH TEACHER     STUDENT WHO HAS MASTERED SKILL WILL HELP THOSE WHO HAVE NOT     PROVIDE IMMEDIATE, SPECIFIC FEEDBACK     REINFORCE RULES AND FUNDAMENTALS     RE-TEACH THE ACTIVITY		
RESOURCES:	Creating Rubrics for Physical Education, by Jacalyn Lund, AAH Physical Education Assessment Toolkit, by Liz Giles-Brown, Unite Sports and Fitness Nutrition, by Barry Miller and Robert Wildman Assessment Strategies for Elementary Physical Education, by Suz Pennsylvania Department of Education Standards Aligned Syste Advanced Curriculum for Physical Education, Elementary Scho Quicksilver, by Karl Rohnke and Steve Butler, Project Adventure	d Graphics (2006), Champaign, IL n, Thomason and Wadsworth (2004) Belmc zann Schiemer, Versa Press (2000), Champai ems: Health and Physical Education ool, by Jane Panicucci (2003), Project Adv	GN, IL

STANDARD STATEMENT D

COURSE PHYSICAL EDUCATION		GRADE:	Grade 1
STATE STANDARD:	10.4.3 PHYSICAL ACTIVITY	TIME FRAME:	
STANDARD STATEMENTS	D - Identify Likes And Dislikes Related To Participation In Physical Activities		
STANDARD STATEMENTS	F - RECOGNIZE THE POSITIVE AND NEGATIVE INTERACTIONS OF SMALL GROUP ACTIVITIES.		

	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	STANDARD STATEMENT D		
	<b>OBJECTIVE</b> : DISTINGUISH BETWEEN ACTIVITIES YOU LIKE AND DISLIKE.	WORKSHEET: DRAW A SMILEY FACE NEXT TO THE PICTURE OF THE ACTIVITIES YOU LIKE.	<ul><li>JOGGING</li><li>STATIONS</li></ul>
	PHYSICAL ACTIVITY	AND A FROWN NEXT TO THE ACTIVITIES YOU DISLIKE.	• STRETCHING
	• PARTICIPATION	DISLIKE.	
	• FITNESS		
SS	LIKES: TO ENJOY (WHEN YOU LIKE A PHYSICAL ACTIVITY YOU WANT TO DO THE ACTIVITY)		
FITNESS	DISLIKES: TO NOT ENJOY (WHEN YOU DISLIKE A PHYSICAL ACTIVITY YOU DO NOT WANT TO DO THE ACTIVITY)		
F INSTRUCTION:	STANDARD STATEMENT F		
COC	<b>OBJECTIVE</b> : DISTINGUISH BETWEEN POSITIVE AND NEGATIVE INTERACTIONS.	WORKSHEET: DRAW A SMILEY FACE NEXT TO THE PICTURE OF POSITIVE INTERACTIONS,	
ISTR	PARTICIPATION	AND A FROWN NEXT TO THE NEGATIVE INTERACTIONS.	
	SMALL GROUPS	INTERACTIONS.	
UNITO	• PARTNER		
5	Positive Interactions: Including Everyone in an activity while using Caring Words and actions.		
	• <b>NEGATIVE INTERACTIONS:</b> THE OPPOSITE OF POSITIVE INTERACTIONS AND ARE THE BAD THINGS THAT HAPPEN AMONG SMALL GROUPS.		
	SOCIAL SKILLS: ARE THE BEHAVIORS THAT HELP PARTNERS AND GROUPS COMPLETE A TASK AND BUILD POSITIVE FEELINGS AMONG THE PARTICIPANTS.		
	ON-TASK: STAYING FOCUSED ON A TASK AND BEING ABLE TO KEEP WORKING ON A TASK.		

ENRICHMENT:	EXPLAIN REASONS FOR LIKES AND DISLIKES     EXPLAIN WHY A BEHAVIOR IS POSITIVE OR NEGATIVE DURING GROUP ACTIVITIES
REMEDIATION:	EXTRA TIME WITH INSTRUCTOR     EXTRA TIME PARTICIPATING IN THE ACTIVITY
RESOURCES:	Creating Rubrics for Physical Education, by Jacalyn Lund, AAHPERD Publications (2000), Oxon Hill, MD Physical Education Assessment Toolkit, by Liz Giles-Brown, United Graphics (2006), Champaign, IL Sports and Fitness Nutrition, by Barry Miller and Robert Wildman, Thomason and Wadsworth (2004) Belmont, CA Assessment Strategies for Elementary Physical Education, by Suzann Schiemer, Versa Press (2000), Champaign, IL Pennsylvania Department of Education Standards Aligned Systems: Health and Physical Education

COURSE	OURSE PHYSICAL EDUCATION		GRADE:	Grade 1
STATE STANDARD:	STATE STANDARD: 10.4.3 PHYSICAL ACTIVITY		TIME FRAME:	
STANDARD STATEMENTS		A - Identify And Engage In Physical Activities That Promote Physical Fitness A C - Know And Recognize Changes In Body Responses During Moderate To V D - Identify Likes And Dislikes Related To Participation In Physical Activities F - Recognize The Positive And Negative Interactions Of Small Group Activiti	IGOROUS ACTIVITIES	

	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	STANDARD STATEMENT A		
	<b>OBJECTIVE:</b> IDENTIFY MANIPULATIVE ACTIVITIES THAT PROMOTE PHYSICAL FITNESS AND HEALTH.	CONCEPT DEVELOPMENT: IDENTIFY     MANIPULATIVE ACTIVITIES BY CIRCLING     THEM ON A WORKSHEET	STATIONS IMPLEMENTING THE FOLLOWING MANIPULATIVE MOVEMENTS:     THROWING/CATCHING
	PHYSICAL ACTIVITY		STRIKING     DRIBBLING     STATIONS
ш	PHYSICAL FITNESS		STATIONS     IMPLEMENT SKILLS     BOUNCERS
\TI\	MANIPULATIVE		BALANCE BOARDS     SCOOTERS
MANIPULATIVE	HEALTH: A STATE OF COMPLETE PHYSICAL, MENTAL AND SOCIAL WELL-BEING; NOT MERELY THE ABSENCE OF DISEASE AND INFIRMITY.		33312.10
OF INSTRUCTION: MAN	<ul> <li>THROW</li> <li>CATCH</li> <li>KICK</li> <li>DRIBBLE</li> <li>BALANCE</li> <li>STRIKE: HITTING AN OBJECT WITH A HAND OR AN IMPLEMENT.</li> </ul>		
STRUC	JUGGLE: TO KEEP SEVERAL OBJECTS IN MOTION IN THE AIR AT THE SAME TIME.      STANDARD STATEMENT C		
OF IN	OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.	MATCHING: USING A DIAGRAM, STUDENTS     WILL LOCATE AREAS TO TAKE THEIR PULSE.	
i	<b>OBJECTIVE:</b> IDENTIFY THE DIFFERENCE BETWEEN HEART RATE AND BREATHING RATE.		
UNIT	CHANGES IN YOUR BODY DURING ACTIVITY:	- Cloudy Trate Out to The Output	
	<ul> <li>HEART RATE: THE NUMBER OF HEART BEATS (PUMPS) PER MINUTE.</li> <li>LOCATED ON THEIR RADIAL ARTERY (PULSE); DIRECTLY UNDER THEIR THUMB BELOW THE BASE OF THE PALM.</li> <li>PLACE THEIR HAND OVER THEIR HEART (BEATING FASTER OR SLOWER).</li> </ul>	SIGNAL TEST: ON THE TEACHERS     COMMAND DEMONSTRATE WHERE TO     TAKE THEIR HEART RATE OR THEIR     BREATHING RATE.	
	■ Breathing Rate: Number of Breaths you take in one minute.		
	RESPIRATION RATE: THE NUMBER OF BREATHS YOU TAKE IN ONE MI		

	STANDARD	CT ATFAITNIT D				
	SIANDARD:	STATEMENT D				
	OBJECTIVE: DISTINGUISH BETWEEN ACTIVITIES YOU LIKE AND DISLIKE.		■ WORKSHEET: DRAW A SMILEY FACE NEXT			
	• LIKES: TO E	ENJOY (WHEN YOU LIKE A PHYSICAL ACTIVITY YOU WANT TO DO THE	TO THE PICTURE OF THE ACTIVITIES YOU LIKE, AND A FROWN NEXT TO THE ACTIVITIES YOU DISLIKE.			
		O NOT ENJOY (WHEN YOU DISLIKE A PHYSICAL ACTIVITY YOU DO NOT O THE ACTIVITY)				
	STANDARD S	STATEMENT F				
	OBJECTIVE:	DISTINGUISH BETWEEN POSITIVE AND NEGATIVE INTERACTIONS.	■ WORKSHEET: DRAW A SMILEY FACE NEXT TO THE PICTURE OF POSITIVE			
	PARTICIPAT		INTERACTIONS, AND A FROWN NEXT TO THE NEGATIVE INTERACTIONS.			
	SMALL GRO	DUPS				
	PARTNER					
	Positive in     Words ani	ITERACTIONS: INCLUDING EVERYONE IN AN ACTIVITY WHILE USING CARING D ACTIONS.				
		INTERACTIONS: THE OPPOSITE OF POSITIVE INTERACTIONS AND ARE THE BAD IT HAPPEN AMONG SMALL GROUPS.				
		ILLS: ARE THE BEHAVIORS THAT HELP PARTNERS AND GROUPS COMPLETE A BUILD POSITIVE FEELINGS AMONG THE PARTICIPANTS.				
	• On Task: S	STAYING FOCUSED ON A TASK AND BEING ABLE TO KEEP WORKING ON A				
ENRIC	HMENT:	<ul> <li>STUDENTS WILL NAME THE SPECIFIC ACTIVITY PICTURED (EX: BASEBALL).</li> <li>STUDENTS WILL GIVE THE SPECIFIC NAME OF THE AREA TO TAKE THE PULSI</li> <li>EXPLAIN REASONS FOR LIKES AND DISLIKES</li> <li>EXPLAIN WHY A BEHAVIOR IS POSITIVE OR NEGATIVE DURING GROUP ACTIVE</li> </ul>				
REME	DIATION:	<ul> <li>STUDENTS WORKING WITH A PEER WHO HAS MASTERED THE SKILL</li> <li>EXTRA TIME PARTICIPATING IN THE ACTIVITIES</li> <li>INDIVIDUAL TIME WITH INSTRUCTOR</li> </ul>				
RESOL	CREATING RUBRICS FOR PHYSICAL EDUCATION, BY JACALYN LUND, AAHPERD PUBLICATIONS (2000), OXON HILL, MD  PHYSICAL EDUCATION ASSESSMENT TOOLKIT, BY LIZ GILES-BROWN, UNITED GRAPHICS (2006), CHAMPAIGN, IL  SPORTS AND FITNESS NUTRITION, BY BARRY MILLER AND ROBERT WILDMAN, THOMASON AND WADSWORTH (2004) BELMONT, CA  ASSESSMENT STRATEGIES FOR ELEMENTARY PHYSICAL EDUCATION, BY SUZANN SCHIEMER, VERSA PRESS (2000), CHAMPAIGN, IL  PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION					

COURSE	COURSE PHYSICAL EDUCATION		GRADE:	Grade 1
STATE STANDARD: 10.4.3 PHYSICAL ACTIVITY		TIME FRAME:		
STANDARD STATEMENTS:		A - Identify And Engage In Physical Activities That Promote Physical Fitness AC - Know And Recognize Changes In Body Responses During Moderate To VD - Identify Likes And Dislikes Related To Participation In Physical Activities F - Recognize The Positive And Negative Interactions Of Small Group Activiti	IGOROUS ACTIVITIES	

	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	STANDARD STATEMENT A	WRITTEN TEST: MATCHING TERMS WITH	• LOCOMOTOR
	OBJECTIVE: RECOGNIZE LOCOMOTOR SKILLS	PICTURES.	<ul><li>NON-LOCOMOTOR</li><li>DANCE</li><li>GYMNASTICS</li></ul>
	OBJECTIVE: RECOGNIZE NON-LOCOMOTOR SKILLS		• GIMINASTICS
	OBJECTIVE: RECOGNIZE MOVEMENT WITHIN PERSONAL SPACE		
Ε	PHYSICAL ACTIVITY		
¥.	PHYSICAL FITNESS		
MOVEMENT	HEALTH: A STATE OF COMPLETE PHYSICAL, MENTAL AND SOCIAL WELL-BEING; NOT MERELY THE ABSENCE OF DISEASE AND INFIRMITY.		
UNIT OF INSTRUCTION:	HEALTH-RELATED FITNESS: COMPONENTS OF PHYSICAL FITNESS THAT HAVE A RELATIONSHIP WITH GOOD HEALTH. COMPONENTS ARE CARDIO RESPIRATORY ENDURANCE, MUSCULAR STRENGTH AND ENDURANCE, FLEXIBILITY AND BODY COMPOSITION.      LOCOMOTOR SKILLS		

NON-LOCAMONOTOR SMULS BEND BEND SIREICH PULL SWING WINST VIMBE READY POSITION NOVEMENT READY POSITION STATIC READY PLANTED  RELATIONSHIPS: MOVEMENT THAT INTERACTS WITH OTHERS OR WITH AN OBJECT OVER UNDER ON OF NEAR IN PROMI BEND ALONG HOUGH ARGUNDH ARGUNDH ARGUNDH ARGUNDH ARGUNDH BEND SPACE AWARENESS SELF-SFACE LEVES PATEMANS DEECTIVE: IDENTIFY AMPROPRIATE LOCATIONS TO TAKE THER HEART RATE.  OBJECTIVE: IDENTIFY THE DIFFERENCE BETWEEN HEART RATE.  OBJECTIVE: IDENTIFY THE DIFFERENCE BETWEEN HEART RATE.  OBJECTIVE: IDENTIFY THE DIFFERENCE BETWEEN HEART RATE.		
OBRIDO OBRIDO OSTRECH PUSH PUSH PUSH PUSH PUSH PUSH OFUSH OFUSH OSWAY OTWAST OT	<ul> <li>NON-LOCOMOTOR SKILLS</li> </ul>	
O STREICH O PUSH O PULL O SWING O SWAY O TWIST O TUMBLE  READY POSITION  I MOVEMENT READY POSITION I STAIC READY PLANTED  RELATIONSHIPS: MOVEMENT THAT INTERACTS WITH OTHERS OR WITH AN OBJECT OVER UNDER ON OF OF NEAR FAR IN FRONT BEHIND ALONG ALONG THROUGH ACOUNT ALONG SELESPACE LEVELS PAINWAYS DIRECTIONS  STANDARD STATEMENT C  OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.		
O PUSH O PULL O SWING SWAY O TWIST TUMBLE  READY POSITION  NOVEMENT READY POSITION STIATIC READY PLANTED  RELATIONSHIPS: MOVEMENT THAT INTERACTS WITH OTHERS OR WITH AN OBJECT OVE UNDER ON OFF NEAR FAR FAR FAR IN FRONT BEHIND ALONG THROUGH AROUND ALONG THROUGH AROUND SPACE AWARENESS SELES-PACE LEVELS PATHWAYS DIRECTIONS  STANDARD STATEMENT C.  OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.		
O PULL O SWING O SWIAY O IWST O TUMBLE  READY POSITION  MOVEMENT READY POSITION STATIC READY PLANTED  RELATIONSHIPS: MOVEMENT THAT INTERACTS WITH OTHERS OR WITH AN OBJECT OVER UNDER UNDER ON OFF NEAR FAR IN FRONT BEHIND ALONG ALONG TIRROUGH AROUND ALONGSIDE  SPACE AWARENESS SIENSPACE LEVELS PAINWAYS DIRECTIONS  STANDARD STATEMENT C  OBJECTIVE: Identify appropriate Locations to take their heart rate.		
O SIMIC O SWAY O TWIST O TUMBLE  READY POSITION  MOVEMENT READY POSITION STATIC READY PLANIED  RELATIONSHIPS: MOVEMENT THAT INTERACTS WITH OTHERS OR WITH AN OBJECT OVER UNDER ON OF OF NEAR IN FRONT BEHIND ALONG THROUGH ACONG THROUGH ACONG SELF-SPACE LEVELS PATHWAYS DIRECTIONS STANDARD STATEMENT C  OBJECTIVE: IDENTIFY appropriate LOCATIONS TO TAKE THEIR HEART RATE.	o Push	
O SIMIC O SWAY O TWIST O TUMBLE  READY POSITION  MOVEMENT READY POSITION STATIC READY PLANIED  RELATIONSHIPS: MOVEMENT THAT INTERACTS WITH OTHERS OR WITH AN OBJECT OVER UNDER ON OF OF NEAR IN FRONT BEHIND ALONG THROUGH ACONG THROUGH ACONG SELF-SPACE LEVELS PATHWAYS DIRECTIONS STANDARD STATEMENT C  OBJECTIVE: IDENTIFY appropriate LOCATIONS TO TAKE THEIR HEART RATE.	o PULL	
O SWAY O TWIST O TUMBLE  - READY POSITION - MOVEMENT READY POSITION - STATIC READY - PLANIED  - RELATIONSHIPS: MOVEMENT THAT INTERACTS WITH OTHERS OR WITH AN OBJECT - OVER - UNIDER - ON - OF - NEAR - NEAR - FAR - IN FRONT - BEHIND - ALONG - THROUGH - AROUND - ALONGSIDE  - SPACE AWARENESS - SELF-SPACE - LEVELS - PATHWAYS - DIRECTIONS  STANDARD STATEMENT C  OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.		
O TWIST O TUBLE  READY POSITION  MOVEMENT READY POSITION STATIC READY PLANTED  RELATIONSHIPS: MOVEMENT THAT INTERACTS WITH OTHERS OR WITH AN OBJECT OVER UNDER ON OF NEAR FAR IN FRONT BEHIND ALONG ALONG ALONG ALONG SIDE  SPACE AWARENESS SELF-SPACE LEVELS PATHWAYS DIRECTIONS  STANDARD STATEMENT C  OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.		
READY POSITION  MOVEMENT READY POSITION STATIC READY PLANTED  RELATIONSHIPS: MOVEMENT THAT INTERACTS WITH OTHERS OR WITH AN OBJECT OVER UNDER ON OF NEAR FAR IN FRONT BEHIND ALONG THROUGH AROUND ALONGSIDE  SPACE AWARENESS SILF-SPACE LEVELS PATHWAY'S DIRECTIONS  STANDARD STATEMENT C  OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.	o SWAY	
READY POSITION  MOVEMENT READY POSITION STATIC READY PLANTED  RELATIONSHIPS: MOVEMENT THAT INTERACTS WITH OTHERS OR WITH AN OBJECT OVER UNDER ON OF NEAR FAR IN FRONT BEHIND ALONG THROUGH AROUND ALONGSIDE  SPACE AWARENESS SILF-SPACE LEVELS PATHWAY'S DIRECTIONS  STANDARD STATEMENT C  OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.	o TWIST	
READY POSITION  MOVEMENT READY POSITION  STATIC READY PLANTED  RELATIONSHIPS: MOVEMENT THAT INTERACTS WITH OTHERS OR WITH AN OBJECT  OVER  UNDER ON OF NEAR FAR IN FRONT BEHIND ALONG THROUGH AROUND ALONGSIDE  SPACE AWARENESS SELF-SPACE LEVELS PATHWAYS DIRECTIONS  STANDARD STATEMENT C  OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.	O TUMBLE	
MOVEMENT READY POSITION STATIC READY PLANTED  RELATIONSHIPS: MOVEMENT THAT INTERACTS WITH OTHERS OR WITH AN OBJECT OVER UNDER ON ON OF READ FAR FAR FAR FAR FAR FAR FAR FAR FAR ACTUME ALONG THROUGH ACOUND ALONGSIDE  SPACE AWARENESS SELE-SPACE LEVELS PATHWAYS DIRECTIONS  STANDARD STATEMENT C  OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.		
MOVEMENT READY POSITION STATIC READY PLANTED  RELATIONSHIPS: MOVEMENT THAT INTERACTS WITH OTHERS OR WITH AN OBJECT OVER UNDER ON ON OF READ FAR FAR FAR FAR FAR FAR FAR FAR FAR ACTUME ALONG THROUGH ACOUND ALONGSIDE  SPACE AWARENESS SELE-SPACE LEVELS PATHWAYS DIRECTIONS  STANDARD STATEMENT C  OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.	- Prady Position	
STATIC READY PLANIED  RELATIONSHIPS: MOVEMENT THAT INTERACTS WITH OTHERS OR WITH AN OBJECT  OVER UNDER ON OF NEAR FAR FAR IN FRONT BEHIND ALONG THROUGH AROUND ALONGSIDE  SPACE AWARENESS SELE-SPACE LEVELS PATHWAYS DIRECTIONS  STANDARD STATEMENT C  OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.		
PLANTED  RELATIONSHIPS: MOVEMENT THAT INTERACTS WITH OTHERS OR WITH AN OBJECT  OVER UNDER ON OF NEAR FAR IN FRONT BEHIND ALONG THROUGH AROUND ALONGSIDE  SPACE AWARENESS PATHWAYS DIRECTIONS  STANDARD STATEMENT C  OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.		
PLANTED  RELATIONSHIPS: MOVEMENT THAT INTERACTS WITH OTHERS OR WITH AN OBJECT  OVER UNDER ON OF NEAR FAR IN FRONT BEHIND ALONG THROUGH AROUND ALONGSIDE  SPACE AWARENESS PATHWAYS DIRECTIONS  STANDARD STATEMENT C  OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.	■ Static Ready	
RELATIONSHIPS: MOVEMENT THAT INTERACTS WITH OTHERS OR WITH AN OBJECT  OVER UNDER ON OFF NEAR FAR IN FRONT BEHIND ALONG THROUGH AROUND ALONGSIDE  SPACE AWARENESS SEL-SPACE LEVELS PATHWAYS DIRECTIONS  STANDARD STATEMENT C  OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.		
OVER UINDER ON OFF NEAR FAR IN FRONT BEHIND ALONG THROUGH AROUND ALONGSIDE  SPACE AWARENESS SELF-SPACE LEVELS PATHWAYS DIRECTIONS  STANDARD STATEMENT C  OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.		
OVER UINDER ON OFF NEAR FAR IN FRONT BEHIND ALONG THROUGH AROUND ALONGSIDE  SPACE AWARENESS SELF-SPACE LEVELS PATHWAYS DIRECTIONS  STANDARD STATEMENT C  OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.	DELATION CHIPCO A LONG LIGHT HAT INTERACTO WITH CTHERS OR WITH AN OR IFOT	
UNDER ON OF NEAR NEAR FAR IN FRONT BEHIND ALONG THROUGH AROUND ALONGSIDE  SPACE AWARENESS SELF-SPACE LEVELS PATHWAYS DIRECTIONS  STANDARD STATEMENT C  OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.		
ON OFF NEAR FAR FAR IN FRONT BEHIND ALONG THROUGH ACOUND ALONGSIDE  SPACE AWARENESS SELF-SPACE LEVELS PATHWAYS DIRECTIONS  STANDARD STATEMENT C  OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.	■ OVER	
ON OFF NEAR FAR FAR IN FRONT BEHIND ALONG THROUGH ACOUND ALONGSIDE  SPACE AWARENESS SELF-SPACE LEVELS PATHWAYS DIRECTIONS  STANDARD STATEMENT C  OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.	■ UNDER	
OFF  NEAR  FAR  IN FRONT  BEHIND  ALONG  THROUGH  AROUND  ALONGSIDE  SPACE AWARENESS  SELF-SPACE  LEVELS  PATHWAYS  DIRECTIONS  STANDARD STATEMENT C  OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.		
NEAR FAR IN FRONT BEHIND ALONG THROUGH AROUND AROUND ALONGSIDE  SPACE AWARENESS SELF-SPACE LEVELS PATHWAYS DIRECTIONS  STANDARD STATEMENT C  OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.		
FAR  IN FRONT BEHIND ALONG THROUGH AROUND AROUND ALONGSIDE  SPACE AWARENESS ESELF-SPACE LEVELS PATHWAYS DIRECTIONS  STANDARD STATEMENT C  OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.		
IN FRONT BEHIND ALONG ALONG THROUGH AROUND ALONGSIDE  SPACE AWARENESS SELF-SPACE LEVELS PATHWAYS DIRECTIONS  STANDARD STATEMENT C  OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.	■ NEAR	
BEHIND ALONG THROUGH AROUND AROUND ALONGSIDE  SELF-SPACE LEVELS PATHWAYS DIRECTIONS  STANDARD STATEMENT C  OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.	■ FAR	
BEHIND ALONG THROUGH AROUND AROUND ALONGSIDE  SELF-SPACE LEVELS PATHWAYS DIRECTIONS  STANDARD STATEMENT C  OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.		
ALONG THROUGH AROUND ALONGSIDE  SPACE AWARENESS SELF-SPACE LEVELS PATHWAYS DIRECTIONS  STANDARD STATEMENT C  OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.		
<ul> <li>THROUGH</li> <li>AROUND</li> <li>ALONGSIDE</li> </ul> • SPACE AWARENESS <ul> <li>SELF-SPACE</li> <li>LEVELS</li> <li>PATHWAYS</li> <li>PATHWAYS</li> <li>DIRECTIONS</li> </ul> STANDARD STATEMENT C OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.		
<ul> <li>AROUND</li> <li>ALONGSIDE</li> <li>SPACE AWARENESS</li> <li>SELF-SPACE</li> <li>LEVELS</li> <li>PATHWAYS</li> <li>DIRECTIONS</li> <li>STANDARD STATEMENT C</li> <li>OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.</li> </ul>	■ ALONG	
<ul> <li>AROUND</li> <li>ALONGSIDE</li> <li>SPACE AWARENESS</li> <li>SELF-SPACE</li> <li>LEVELS</li> <li>PATHWAYS</li> <li>DIRECTIONS</li> </ul> STANDARD STATEMENT C OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.	■ THROUGH	
■ ALONGSIDE  ■ SPACE AWARENESS ■ SELF-SPACE ■ LEVELS ■ PATHWAYS ■ DIRECTIONS  STANDARD STATEMENT C  OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.		
SPACE AWARENESS  SELF-SPACE LEVELS PATHWAYS DIRECTIONS  STANDARD STATEMENT C  OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.		
■ SELF-SPACE ■ LEVELS ■ PATHWAYS ■ DIRECTIONS  STANDARD STATEMENT C  OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.	- ALONGSIDE	
■ SELF-SPACE ■ LEVELS ■ PATHWAYS ■ DIRECTIONS  STANDARD STATEMENT C  OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.	• · · · · • • • · · · · · · · · · · · ·	
■ LEVELS ■ PATHWAYS ■ DIRECTIONS  STANDARD STATEMENT C  OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.		
PATHWAYS DIRECTIONS  STANDARD STATEMENT C  OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.	■ SELF-SPACE	
PATHWAYS DIRECTIONS  STANDARD STATEMENT C  OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.	■ LEVELS	
STANDARD STATEMENT C  OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.		
STANDARD STATEMENT C  OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.		
OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.	• DIRECTIONS	
OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.		
OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.	STANDARD STATEMENT C	
OBJECTIVE: IDENTIFY THE DIFFERENCE BETWEEN HEART RATE AND BREATHING RATE.	<b>OBJECTIVE:</b> IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.	
OBJECTIVE: IDENTIFY THE DIFFERENCE BETWEEN HEART RATE AND BREATHING RATE.		
	OBJECTIVE: IDENTIFY THE DIFFERENCE BETWEEN HEART RATE AND BREATHING RATE.	

- CHANGES IN YOUR BODY DURING ACTIVITY:
  - HEART RATE: THE NUMBER OF HEART BEATS (PUMPS) PER MINUTE.
    - LOCATED ON THEIR RADIAL ARTERY (PULSE); DIRECTLY UNDER THEIR THUMB BELOW THE BASE OF THE PALM.
    - PLACE THEIR HAND OVER THEIR HEART (BEATING FASTER OR SLOWER).
  - **Breathing Rate:** Number of Breaths you take in one minute.
  - **RESPIRATION RATE**: THE NUMBER OF BREATHS YOU TAKE IN ONE MINUTE.

- MATCHING: USING A DIAGRAM, STUDENTS WILL LOCATE AREAS TO TAKE THEIR PULSE.
- SIGNAL TEST: ON THE TEACHERS
   COMMAND DEMONSTRATE WHERE TO TAKE
   THEIR HEART RATE OR THEIR BREATHING
   RATE.

## **STANDARD STATEMENT D**

**OBJECTIVE**: DISTINGUISH BETWEEN ACTIVITIES YOU LIKE AND DISLIKE.

- PARTICIPATION
- LIKES: TO ENJOY-WHEN YOU LIKE A PHYSICAL ACTIVITY YOU WANT TO DO THE ACTIVITY.
- **DISLIKES:** TO NOT ENJOY-WHEN YOU DISLIKE A PHYSICAL ACTIVITY YOU DO NOT WANT TO DO THE ACTIVITY.

# **STANDARD STATEMENT F**

**OBJECTIVE**: DISTINGUISH BETWEEN POSITIVE AND NEGATIVE INTERACTIONS.

- PARTICIPATION
- SMALL GROUPS
- PARTNER
- **POSITIVE INTERACTIONS:** INCLUDING EVERYONE IN AN ACTIVITY WHILE USING CARING WORDS AND ACTIONS.
- **NEGATIVE INTERACTIONS:** THE OPPOSITE OF POSITIVE INTERACTIONS AND ARE THE BAD THINGS THAT HAPPEN AMONG SMALL GROUPS.
- **SOCIAL SKILLS:** ARE THE BEHAVIORS THAT HELP PARTNERS AND GROUPS COMPLETE A TASK AND BUILD POSITIVE FEELINGS AMONG THE PARTICIPANTS.
- ON-TASK: STAYING FOCUSED ON A TASK AND BEING ABLE TO KEEP WORKING ON A TASK.

 WORKSHEET: DRAW A SMILEY FACE NEXT TO THE PICTURE OF THE ACTIVITIES YOU LIKE, AND A FROWN NEXT TO THE ACTIVITIES YOU DISLIKE.

 WORKSHEET: DRAW A SMILEY FACE NEXT TO THE PICTURE OF POSITIVE INTERACTIONS, AND A FROWN NEXT TO THE NEGATIVE INTERACTIONS.

ENRICHMENT:	STUDENTS BRING IN PICTURE OF THEMSELVES PERFORMING ACTIVITY AND EXPLAIN IT TO THE CLASS     STUDENTS WILL GIVE THE PROPER NAME THE AREAS TO TAKE PULSE		
WORK WITH A STUDENT WHO HAS MASTERED THE SKILL     THE CLASS AS A WHOLE WILL SELECT THE CORRECT DEMONSTRATION OF A SKILL.     NDIVIDUAL WORK WITH A TEACHER     EXTRA PRACTICE TIME; INDIVIDUAL OR AS A GROUP			
RESOURCES:	Creating Rubrics for Physical Education, by Jacalyn Lund, AAHPERD Publications (2000), Oxon Hill, MD Physical Education Assessment Toolkit, by Liz Giles-Brown, United Graphics (2006), Champaign, IL Sports and Fitness Nutrition, by Barry Miller and Robert Wildman, Thomason and Wadsworth (2004) Belmont, CA Assessment Strategies for Elementary Physical Education, by Suzann Schiemer, Versa Press (2000), Champaign, IL Pennsylvania Department of Education Standards Aligned Systems: Health and Physical Education		

COURSE PHYSICAL EDUCATION		GRADE:	Grade 1	
STATE STANDARD:	10.5.3 Concepts, Principles and Strategies of Movement	TIME FRAME:		
	B - RECOGNIZE AND DESCRIBE THE CONCEPTS OF MOTOR SKILL DEVELOPMENT USING .	B - RECOGNIZE AND DESCRIBE THE CONCEPTS OF MOTOR SKILL DEVELOPMENT USING APPROPRIATE VOCABULARY		
STANDARD STATEMENT	C - Know the Function of Practice			
	D - Identify and Use Principles of Exercise to Improve Movement and Fitness A	CTIVITIES		

OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
STANDARD STATEMENT B		
OBJECTIVE: IDENTIFY CORRECT FORM IN FITNESS	SUMMARY WORKSHEET:     CIRCLE THE PICTURE THAT SHOWS THE	FITNESS CIRCUITS     TAGGING GAMES
FORM: MANNER OR STYLE OF PERFORMING A MOVEMENT ACCORDING TO RECOGNIZED STANDARDS OF TECHNIQUE.	CORRECT FORM IN A FITNESS MOVEMENT.	<ul><li>HEALTH RELATED FITNESS TEST</li><li>DANCE</li><li>AQUATICS</li></ul>
<b>OBJECTIVE:</b> IDENTIFY CRITICAL ELEMENTS IN FITNESS		
CRITICAL ELEMENTS: THE IMPORTANT PARTS OF A SKILL		
STANDARD STATEMENT C		FITNESS CIRCUITS
OBJECTIVE: REVIEW THE FUNCTION OF PRACTICE		TAGGING GAMES     HEALTH RELATED FITNESS TEST
PRACTICE:: A METHOD OF LEARNING BY REPETITION		<ul><li>DANCE</li><li>AQUATICS</li></ul>
STANDARD STATEMENT D		- FITHERS CIDCUITS
OBJECTIVE: DIFFERENTIATE BETWEEN MOVEMENT AND FITNESS ACTIVITE	S • SUMMARY WORKSHEET:	<ul> <li>FITNESS CIRCUITS</li> <li>TAGGING GAMES</li> <li>HEALTH RELATED FITNESS TEST</li> <li>DANCE</li> </ul>
OBJECTIVE: LIST THE BENEFITS OF EXERCISE	<ul> <li>CIRCLE ACTIVITIES THAT SHOW FITNESS, AND DRAW A SQUARE AROUND</li> </ul>	AQUATICS
• EXERCISE: A SPECIAL FITNESS ACTIVITY THAT IMPROVES HEALTH.	ACTIVITIES THAT SHOW MOVEMENTS.	
<ul> <li>■ BENEFITS</li> <li>▲ STRONGER MUSCLES</li> <li>▲ STRONGER HEART AND LUNGS</li> </ul>		
★ STRONGER BONES AND JOINTS		

ENRICHMENT:	<ul> <li>CREATE A FITNESS CIRCUIT USING THREE DIFFERENT FITNESS ACTIVITIES.</li> <li>DRAW A PERSON SHOWING THE BENEFITS OF EXERCISE.</li> </ul>
REMEDIATION:	FLASHCARDS OF CRITICAL ELEMENTS.     INDIVIDUAL INSTRUCTION WITH TEACHER.
RESOURCES:	Physical Education Methods for Elementary Teachers, by Katherine T. Thomas, Ameila M. Lee, Jerry R. Thomas (2008), Human Kinetics, Champaign, IL Physical Best Activity Guide, (2005) NASPE, Human Kinetics, Champaign, IL Physical Education for Lifelong Fitness, (2005) NASPE, Human Kinetics, Champaign, IL Assessment Strategies for Elementary Physical Education, by Suzann Schiemer (2000) Human Kinetics, Champaign, IL Physical Education Assessment Toolkit, by Liz Giles-Brown (2006) Human Kinetics, Champaign, IL Self-and Peer-Assessments for Elementary School Physical Education, Nancy J. Egner Markos, (2007) NASPE Pennsylvania Department of Education Standards Aligned Systems: Health and Physical Education

COURSE	PHYSIC	CAL EDUCATION		GRADE:	GRADE 1
<b>STATE STANDARD:</b> 10.5.3 CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEME		CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT		TIME FRAME:	
STANDARD STATEMEN	τs:	A - RECOGNIZE AND USE BASIC MOVEMENT SKILLS AND CONCEPTS B - RECOGNIZE AND DESCRIBE THE CONCEPTS OF MOTOR SKILL DEVELO C - KNOW THE FUNCTION OF PRACTICE E - KNOW AND DESCRIBE SCIENTIFIC PRINCIPLES THAT AFFECT MOVEMEN F - RECOGNIZE AND DESCRIBE GAME STRATEGIES USING APPROPRIATE V	IT AND SKILLS US		

	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	STANDARD STATEMENT A		
MANIPULATIVE	OBJECTIVE: ENGAGE AND IDENTIFY IN MANIPULATIVE MOVEMENTS  MANIPULATIVE MOVEMENTS: CONTROL OF OBJECTS WITH BODY PARTS AND IMPLEMENTS. ACTION CAUSES AN OBJECT TO MOVE FROM ONE PLACE TO ANOTHER.  THROW CATCH KICK DRIBBLE STRIKE VOLLEY PUNT	OBSERVATION CHECKLIST	STATIONS IMPLEMENTING THE FOLLOWING MANIPULATIVE MOVEMENTS:  THROWING AND CATCHING  KICKING DRIBBLE STRIKING VOLLEYING PUNTING  BOWLING  BOWLING
Ž	OBJECTIVE: IDENTIFY CRITICAL ELEMENTS OF A SKILL		
UNIT OF INSTRUCTION:	CRITICAL ELEMENTS: THE IMPORTANT PARTS OF A SKILL  THROW  POINT NON-THROWING SIDE/SHOULDER TO THE TARGET (I.E., IF LEFT HANDED THROWER, POINT RIGHT SHOULDER/SIDE TOWARDS TARGET)  THROWING ARM WAY BACK BEHIND HEAD  STEP WITH YOUR OPPOSITE FOOT TOWARDS TARGET (I.E., IF THROWING WITH LEFT HAND, STEP TOWARDS TARGET WITH YOUR RIGHT FOOT)  FOLLOW THROUGH BY LETTING YOUR THROWING ARM COME ACROSS THE OPPOSITE SIDE OF YOUR BODY  CATCH  KEEP EYE ON THE BALL  REACH ARMS TOWARDS BALL  GIVE WITH BALL AS BALL HITS HANDS (BRING BALL INTO BODY)  PINKIES TOGETHER IF BALL IS BELOW WAIST  THUMBS TOGETHER IF BALL IS ABOVE WAIST	OBSERVE A PARTNER USING CRITICAL ELEMENTS OF MOVEMENT CONCEPTS.	

# KICK O NON-KICKING FOOT NEXT TO THE BALL O CONTACT BALL BELOW THE MIDDLE OF THE BALL O CONTACT BALL WITH SHOELACES (I.E., INSTEP OF FOOT) FOLLOW THROUGH DRIBBLE READY POSITION (KNEES BENT/SHOULDER WIDTH APART) O USE FINGER PADS AS ARM EXTENDS DOWNWARD EYES FORWARD WAIST LEVEL DRIBBLE TO THE SIDE OF THE BODY STRIKE EYES ON BALL OPPOSITE FOOT IN FRONT MOVE TO BALL LEVEL SWING SEGMENTAL ROTATION WEIGHT SHIFT FORWARD FOLLOW THROUGH DIRECTION OF TARGET VOLLEY EYES ON BALL MOVE TO BALL PUSH BALL USING HANDS OR IMPLEMENT Use a variety of striking patterns Punt POINT OF BALL TOWARDS TARGET BALL TILTED POINT DOWN HANDS CRADLE BALL WITH THUMBS ON TOP STEP WITH PUNTING FOOT FIRST (TWO STEP APPROACH) O POINT TOE AND STRIKE BALL WITH INSTEP • FOLLOW THROUGH WITH LEG HIGH AND SLIGHT HOP ON NON PUNTING FOOT. CIRCLE EACH PHASE ON A WORKSHEET **OBJECTIVE:** RECOGNIZE MOVEMENT PHASES ■ MOVEMENT PHASES: • READY POSITION: THE FLEXED, YET COMFORTABLE POSTURE A PLAYER ASSUMES BEFORE MOVING. • EXECUTION PHASE: THE ACT OF CARRYING OUT A PHYSICAL MOVEMENT. • FOLLOW THROUGH: TO CONTINUE A STROKE OR MOTION TO THE END OF ITS ARC.

#### **STANDARD STATEMENT B**

**OBJECTIVE:** IDENTIFY CORRECT FORM IN MOVEMENT

• FORM: MANNER OR STYLE OF PERFORMING A MOVEMENT ACCORDING TO RECOGNIZED STANDARDS OF TECHNIQUE.

**OBJECTIVE:** IDENTIFY CRITICAL ELEMENTS IN MOVEMENT

CRITICAL ELEMENTS: THE IMPORTANT PARTS OF A SKILL

### STANDARD STATEMENT C

**OBJECTIVE:** REVIEW THE FUNCTION OF PRACTICE

PRACTICE: A METHOD OF LEARNING BY REPETITION

## STANDARD STATEMENT E

**OBJECTIVE:** RECOGNIZE SCIENTIFIC PRINCIPLES

- SCIENTIFIC PRINCIPLES: LAWS THAT TELL YOU WHY YOU SHOULD MOVE YOUR BODY IN A CERTAIN WAY.
  - FORCE: ANY EXTERNAL AGENT THAT CAUSES A CHANGE IN THE MOTION OF A BODY.
  - GRAVITY: THE EXTERNAL FORCE THAT PULLS OBJECTS/PEOPLE TO THE GROUND.

 SUMMARY WORKSHEET: STUDENTS WILL DRAW OR CIRCLE PICTURES REPRESENTING FORCE AND GRAVITY.

- STATIONS IMPLEMENTING THE FOLLOWING MANIPULATIVE MOVEMENTS:
  - THROWING AND CATCHING
    - KICKING
    - DRIBBLE
    - STRIKING
    - VOLLEYING
    - PUNTING
- BOWLING
- STATIONS IMPLEMENTING THE FOLLOWING MANIPULATIVE MOVEMENTS:
  - THROWING AND CATCHING
  - KICKING
  - DRIBBLE
  - STRIKING
  - VOLLEYING
  - PUNTING
- BOWLING
- SUMMARY WORKSHEET: STUDENTS WILL DRAW OR CIRCLE PICTURES REPRESENTING FORCE AND GRAVITY.
- STATIONS IMPLEMENTING THE FOLLOWING MANIPULATIVE MOVEMENTS:
  - THROWING AND CATCHING
  - KICKING
  - DRIBBLE
  - STRIKING
  - VOLLEYING
  - PUNTING
- BOWLING

STANDARD S	TATEMENT F		
OBJECTIVE:	Rules of Play	OBSERVATION	STATIONS IMPLEMENTING THE     FOLLOWING MANIPULATIVE
RULES OF	PLAY: DIRECTIONS THAT TELL YOU HOW TO PLAY A GAME.		MOVEMENTS:  THROWING AND CATCHING
■ Hc	DW TO PLAY SAFELY DW TO PLAY POLITELY  SAME STRATEGY		<ul> <li>KICKING</li> <li>DRIBBLE</li> <li>STRIKING</li> <li>VOLLEYING</li> <li>PUNTING</li> </ul> • BOWLING
	Create and demonstrate your own manipulative station or ga	AME.	
ENRICHMENT:	<ul> <li>ASSIST OTHER STUDENTS.</li> <li>DRAW 3 PICTURES OF SPORTS WHERE A MANIPULATIVE IS USED.</li> <li>CHOOSE A MANIPULATIVE SKILL AND DRAW THE THREE MOVEMENT PHA</li> </ul>	SES.	
REMEDIATION:	WORK WITH STUDENT WHO HAS MASTERED THE SKILL.     INDIVIDUAL WORK WITH THE TEACHER.     EXTENDED PRACTICE TIME FOR INDIVIDUAL OR GROUP.     FLASHCARDS OF MANIPULATIVE SKILLS.		
RESOURCES:	Physical Education Methods for Elementary Teachers, by Kather Physical Best Activity Guide, (2005) NASPE, Human Kinetics, Cha Physical Education for Lifelong Fitness, (2005) NASPE, Human K Assessment Strategies for Elementary Physical Education, by Suza Physical Education Assessment Toolkit, by Liz Giles-Brown (2006) Self-and Peer-Assessments for Elementary School Physical Education Pennsylvania Department of Education Standards Aligned Syste	mpaign, IL Inetics, Champaign, IL Ann Schiemer (2000) Human Kinetics, Cham B) Human Kinetics, Champaign, IL ation, Nancy J. Egner Markos, (2007) NA	PAIGN, IL

COURSE	Physical Educ	ATION	GRAD	DE:	GRADE 1 BENC	CHMARK ASSESSMENT FOR STANDARD B	
STATE STANDARD: 10.5.3 CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT			TIME	E FRAME:			
STANDARD STATEME	NTS: B - REC C -KNC E - KNC	COGNIZE AND USE BASIC MOVEMENT SKILLS AND CONCEPTS COGNIZE AND DESCRIBE THE CONCEPTS OF MOTOR SKILL DEVELOF OW THE FUNCTION OF PRACTICE OW AND DESCRIBE SCIENTIFIC PRINCIPLES THAT AFFECT MOVEMEN OGNIZE AND DESCRIBE GAME STRATEGIES USING APPROPRIATE V	nt and Skills Usi				

	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	STANDARD STATEMENT A		
OF INSTRUCTION: MOVEMENT	OBJECTIVE: IDENTIFY AND PERFORM LOCOMOTOR MOVEMENTS  • LOCOMOTOR MOVEMENTS: MOVEMENTS PRODUCING PHYSICAL DISPLACEMENT OF THE BODY, USUALLY IDENTIFIED BY WEIGHT TRANSFERENCE VIA THE FEET.  • WALK  • RUN  • JUMP  • HOP  • SKIP  • GALLOP  • SLIDE  • LEAP  • DODGE  OBJECTIVE: IDENTIFY AND PERFORM NON LOCOMOTOR MOVEMENTS.  • NON-LOCOMOTOR SKILLS: MOVEMENTS THAT DO NOT PRODUCE PHYSICAL DISPLACEMENT OF THE BODY.  • BEND/STRETCH  • PUSH/PULL  • SWING/SWAY  • TWIST/TURN	• SUMMARY WORKSHEET	<ul> <li>LOCOMOTOR STATIONS</li> <li>LOCOMOTOR GAMES</li> <li>GYMNASTICS</li> <li>TAGGING GAMES</li> <li>DANCE</li> <li>PARACHUTES</li> <li>TRAVERSING WALL</li> <li>COOPERATIE GAMES</li> </ul>
INU	OBJECTIVE: IDENTIFY AND DEMONSTRATE RELATIONSHIPS  • RELATIONSHIPS: MOVEMENT THAT INTERACTS WITH OTHERS OR WITH AN OBJECT  • OVER • UNDER • BESIDE		

**OBJECTIVE:** IDENTIFY AND DEMONSTRATE SPACE AWARENESS. SPACE AWARENESS SELF-SPACE LEVELS Pathways DIRECTIONS **OBJECTIVE:** RECOGNIZE COMBINATION MOVEMENTS COMBINATION MOVEMENTS: A SKILL THAT REQUIRES MORE THAN ONE MOVEMENT AT A TIME. LOCOMOTOR Non-Locomotor MANIPULATIVE **OBJECTIVE: IDENTIFY EFFORT** • **EFFORT:** THE DEGREE TO WHICH SPEED, FORCE, AND FLOW ARE PRESENT IN A MOVEMENT. • SPEED: RANGE FROM SLOW TO FAST • FORCE: THE AMOUNT OF ENERGY EXPENDED IN A MOVEMENT • FLOW: THE AMOUNT OF CONTROL PRESENT IN A MOVEMENT STANDARD STATEMENT B **OBJECTIVE:** IDENTIFY CORRECT FORM IN MOVEMENT SUMMARY WORKSHEET LOCOMOTOR STATIONS LOCOMOTOR GAMES • FORM: MANNER OR STYLE OF PERFORMING A MOVEMENT ACCORDING TO GYMNASTICS TAGGING GAMES RECOGNIZED STANDARDS OF TECHNIQUE. TRAVERSING WALL DANCE **OBJECTIVE: IDENTIFY CRITICAL ELEMENTS IN MOVEMENT**  FITNESS • CRITICAL ELEMENTS: THE IMPORTANT PARTS OF A SKILL. STANDARD STATEMENT C **OBJECTIVE:** REVIEW THE FUNCTION OF PRACTICE

PRACTICE: A METHOD OF LEARNING BY REPETITION

STANDARD	STATEMENT E		
• SCIENTIF BODY IN A	RECOGNIZE SCIENTIFIC PRINCIPALS  IC PRINCIPLES: LAWS THAT TELL YOU WHY YOU SHOULD MOVE YOUR CERTAIN WAY.  FORCE: ANY EXTERNAL AGENT THAT CAUSES A CHANGE IN THE MOTION OF A BODY.  GRAVITY: THE EXTERNAL FORCE THAT PULLS OBJECTS/PEOPLE TO THE GROUND.	SUMMARY WORKSHEET     STUDENTS WILL DRAW OR CIRCLE PICTURES REPRESENTING FORCE AND GRAVITY.	<ul> <li>LOCOMOTOR STATIONS</li> <li>GYMNASTICS</li> <li>TAGGING GAMES</li> <li>TRAVERSING WALL</li> <li>AQUATICS</li> </ul>
STANDARD	STATEMENT F		
• RULES OF	PLAY: DIRECTIONS THAT TELL YOU HOW TO PLAY A GAME. HOW TO PLAY SAFELY HOW TO PLAY FAIRLY HOW TO PLAY POLITELY  PPEN SPACE  GAME STRATEGY  FAKING AND DODGING	• Observation	LOCOMOTOR STATIONS     LOCOMOTOR GAMES     GYMNASTICS     TAGGING GAMES     TRAVERSING WALL     COOPERATIVE GAMES
ENRICHMENT:	<ul> <li>CREATE AND DEMONSTRATE YOUR OWN LOCOMOTOR STATION OR GAN</li> <li>ASSIST OTHER STUDENTS.</li> <li>DRAW A PICTURE OF THREE SPORTS THAT REQUIRE COMBINATION MOVEN</li> <li>WORK WITH STUDENT WHO HAS MASTERED THE SKILL.</li> </ul>		
REMEDIATION:	<ul> <li>INDIVIDUAL WORK WITH THE TEACHER.</li> <li>EXTENDED PRACTICE TIME FOR INDIVIDUAL OR GROUP.</li> <li>FLASHCARDS OF LOCOMOTOR/NON-LOCOMOTOR SKILLS.</li> </ul>		
DECOUDED.	PHYSICAL EDUCATION METHODS FOR ELEMENTARY TEACHERS, BY KATHERI PHYSICAL BEST ACTIVITY GUIDE, (2005) NASPE, HUMAN KINETICS, CHAI PHYSICAL EDUCATION FOR LIFELONG FITNESS, (2005) NASPE, HUMAN K	MPAIGN, IL	. ,

ASSESSMENT STRATEGIES FOR ELEMENTARY PHYSICAL EDUCATION, BY SUZANN SCHIEMER (2000) HUMAN KINETICS, CHAMPAIGN, IL

SELF-AND PEER-ASSESSMENTS FOR ELEMENTARY SCHOOL PHYSICAL EDUCATION, NANCY J. EGNER MARKOS, (2007) NASPE

PHYSICAL EDUCATION ASSESSMENT TOOLKIT, BY LIZ GILES-BROWN (2006) HUMAN KINETICS, CHAMPAIGN, IL

PENNSYLVANIA DEPARTMENT OF EDUCATION ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION

**RESOURCES:** 

# First Grade Movement Assessment 10.5.3 B

Cl	ass:
the movement picture.	
Manipulative	Locomotor
4	
	Manipulative  Delace to another

A manipulative skill is \_\_\_\_\_\_.

A non-locomotor skill is \_\_\_\_\_\_.

By: Erin Viglione & Ralph Romspert