

	<p><u>STANDARD STATEMENT D:</u></p> <p>OBJECTIVE: IDENTIFY WHAT IT MEANS TO PARTICIPATE IN ADVENTURE PHYSICAL ACTIVITIES.</p> <ul style="list-style-type: none"> • PHYSICAL ACTIVITY • PARTICIPATION: TO TAKE PART IN AN EVENT OR ACTIVITY. <p><u>STANDARD STATEMENT E:</u></p> <p>OBJECTIVE: DEMONSTRATE HOW MANY PEOPLE MAKE A SMALL GROUP.</p> <ul style="list-style-type: none"> • PHYSICAL ACTIVITY • PARTICIPATION • SMALL GROUP ACTIVITIES: WORKING DURING AN ACTIVITY WITH THREE TO FIVE PEOPLE. • PARTNER: WORKING DURING AN ACTIVITY WITH JUST ONE OTHER PERSON. 	<ul style="list-style-type: none"> • VERBALLY IDENTIFY PHYSICAL ACTIVITIES THAT HE/SHE HAS PARTICIPATED IN. • ASSEMBLY: STUDENTS WILL ASSEMBLE INTO SMALL GROUPS OF 3 – 5 PEOPLE. 	<ul style="list-style-type: none"> • TRAVERSING WALL • COOPERATIVE GAMES • NEW GAMES • PARACHUTE • TRAVERSING WALL • COOPERATIVE GAMES • NEW GAMES • PARACHUTE
ENRICHMENT:	<ul style="list-style-type: none"> • STUDENTS WILL DEMONSTRATE ACTIVITY THAT THE TEACHER SELECTS (AUDITORY) • STUDENT DEMONSTRATIONS • STUDENT SUGGESTED VARIATIONS 		
REMEDATION:	<ul style="list-style-type: none"> • ONE ON ONE DISCUSSION WITH TEACHER • STUDENT S WHO HAVE MASTERED SKILL WILL HELP THOSE WHO HAVE NOT • PROVIDE IMMEDIATE, SPECIFIC FEEDBACK 		
RESOURCES:	<p>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 ADVANCED CURRICULUM FOR PHYSICAL EDUCATION, ELEMENTARY SCHOOL, BY JANE PANICUCCI (2003), PROJECT ADVENTURE, INC. QUICKSILVER, BY KARL ROHNKE AND STEVE BUTLER, PROJECT ADVENTURE, INC.</p>		

	<p><u>STANDARD STATEMENT D:</u></p> <p>OBJECTIVE: IDENTIFY WHAT IT MEANS TO PARTICIPATE IN FITNESS PHYSICAL ACTIVITIES.</p> <ul style="list-style-type: none"> • PHYSICAL ACTIVITY • PARTICIPATION: TO TAKE PART IN AN EVENT OR ACTIVITY. <p><u>STANDARD STATEMENT F:</u></p> <p>OBJECTIVE: DEMONSTRATE HOW MANY PEOPLE MAKE A SMALL GROUP</p> <ul style="list-style-type: none"> • PHYSICAL ACTIVITY • PARTICIPATION <ul style="list-style-type: none"> ▪ SMALL GROUP ACTIVITIES: WORKING DURING AN ACTIVITY WITH THREE TO FIVE PEOPLE. ▪ PARTNER: WORKING DURING AN ACTIVITY WITH JUST ONE OTHER PERSON. 	<ul style="list-style-type: none"> • VERBALLY IDENTIFY PHYSICAL ACTIVITIES THAT HE/SHE HAS PARTICIPATED IN. • ASSEMBLY: STUDENTS WILL ASSEMBLE INTO SMALL GROUPS OF 3 – 5 PEOPLE. 	<ul style="list-style-type: none"> • STATIONS IMPLEMENTING THE FOLLOWING MANIPULATIVE MOVEMENTS: <ul style="list-style-type: none"> ▪ THROWING/CATCHING ▪ STRIKING ▪ DRIBBLING ▪ STATIONS ▪ IMPLEMENT SKILLS ▪ BOUNCERS ▪ BALANCE BOARDS ▪ SCOOTERS • STATIONS IMPLEMENTING THE FOLLOWING MANIPULATIVE MOVEMENTS: <ul style="list-style-type: none"> ▪ THROWING/CATCHING ▪ STRIKING ▪ DRIBBLING ▪ STATIONS ▪ IMPLEMENT SKILLS ▪ BOUNCERS ▪ BALANCE BOARDS ▪ SCOOTERS
ENRICHMENT:	<ul style="list-style-type: none"> • STUDENT WILL DEMONSTRATE ABILITY TO USE A MANIPULATIVE DURING GAME PLAY/ACTIVITY 		
REMEDATION:	<ul style="list-style-type: none"> • STUDENTS WORKING WITH A STUDENT WHO HAS MASTERED THE SKILLS • EXTRA PRACTICE TIME • STUDENTS PARTICIPATE IN INSTRUCTOR CREATED ABILITY GROUPS 		
RESOURCES:	<p><i>CREATING RUBRICS FOR PHYSICAL EDUCATION</i>, BY JACALYN LUND, AAHPERD PUBLICATIONS (2000), OXON HILL, MD <i>PHYSICAL EDUCATION ASSESSMENT TOOLKIT</i>, BY LIZ GILES-BROWN, UNITED GRAPHICS (2006), CHAMPAIGN, IL <i>SPORTS AND FITNESS NUTRITION</i>, BY BARRY MILLER AND ROBERT WILDMAN, THOMASON AND WADSWORTH (2004) BELMONT, CA <i>ASSESSMENT STRATEGIES FOR ELEMENTARY PHYSICAL EDUCATION</i>, BY SUZANN SCHIEMER, VERSA PRESS (2000), CHAMPAIGN, IL PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION</p>		

COURSE	PHYSICAL EDUCATION	GRADE:	KINDERGARTEN
STATE STANDARD:	10.4.3 PHYSICAL ACTIVITY	TIME FRAME:	
STANDARD STATEMENTS:	A - IDENTIFY AND ENGAGE IN PHYSICAL ACTIVITIES THAT PROMOTE PHYSICAL FITNESS AND HEALTH C - KNOW AND RECOGNIZE CHANGES IN BODY RESPONSES DURING MODERATE TO VIGOROUS ACTIVITIES. D - IDENTIFY LIKES AND DISLIKES RELATED TO PARTICIPATION IN PHYSICAL ACTIVITIES F - RECOGNIZE THE POSITIVE AND NEGATIVE INTERACTIONS OF SMALL GROUP ACTIVITIES.		

	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
UNIT OF INSTRUCTION: MOVEMENT	<p><u>STANDARD STATEMENT A:</u></p> <p>OBJECTIVE: DEMONSTRATE LOCOMOTOR SKILLS</p> <p>OBJECTIVE: DEMONSTRATE NON-LOCOMOTOR SKILLS</p> <p>OBJECTIVE: DEMONSTRATE MOVEMENT WITHIN PERSONAL SPACE</p> <ul style="list-style-type: none"> • PHYSICAL ACTIVITY: BODILY MOVEMENT THAT IS PRODUCED BY THE CONTRACTION OF SKELETAL MUSCLE AND WHICH SUBSTANTIALLY INCREASES ENERGY EXPENDITURE. • PHYSICAL FITNESS: A SET OF ATTRIBUTES THAT PEOPLE HAVE OR ACHIEVE AND THAT RELATE TO THEIR ABILITY TO PERFORM PHYSICAL ACTIVITY. GENERALLY ACCEPTED TO CONSIST OF HEALTH-RELATED FITNESS AND SKILL-RELATED FITNESS. • LOCOMOTOR SKILLS - MOVEMENTS PRODUCING PHYSICAL DISPLACEMENT OF THE BODY, USUALLY IDENTIFIED BY WEIGHT TRANSFERENCE VIA THE FEET. BASIC LOCOMOTOR STEPS ARE THE WALK, RUN, HOP AND JUMP AS WELL AS THE IRREGULAR RHYTHMIC COMBINATIONS OF THE SKIP, SLIDE AND GALLOP <ul style="list-style-type: none"> ▪ <i>WALK:</i> ONE FOOT IS ALWAYS IN CONTACT WITH THE FLOOR. ▪ <i>RUN:</i> HEAD IS UP AND THE KNEES ARE LIFTED. ▪ <i>JUMP:</i> TWO FOOT TAKE OFF AND A TWO FOOT LANDING. ▪ <i>HOP:</i> ONE FOOT TAKE OFF AND ONE FOOT (SAME FOOT) LANDING. ▪ <i>LEAP:</i> BODY TAKES OFF FROM ONE FOOT AND LANDS ON THE OTHER FOOT. ▪ <i>GALLOP:</i> ONE FOOT LEADS AND USES A STEP DRAW ACTION (FORWARD OR BACKWARD). ▪ <i>SLIDE:</i> ONE FOOT LEADS AND USES A STEP DRAW ACTION (SIDEWAYS). ▪ <i>SKIP:</i> ONE FOOT STEPS AND HOPS FORWARD THEN ALTERNATE FEET USING THE SAME STEP HOP MOTION. 	<ul style="list-style-type: none"> • <i>CONCEPT DEVELOPMENT:</i> MODEL A PICTURE. 	<ul style="list-style-type: none"> • LOCOMOTOR • NON-LOCOMOTOR • DANCE • GYMNASTICS

• **NON-LOCOMOTOR SKILLS:** MOVEMENTS THAT DO NOT PRODUCE PHYSICAL DISPLACEMENT OF THE BODY.

- *BEND:* BODY PARTS COME CLOSER TOGETHER.
- *STRETCH:* BODY PARTS BECOME STRAIGHTER.
- *SWING:* BODY PARTS HAVE FREE FORWARD AND BACKWARD MOVEMENT.
- *SWAY:* BODY PARTS HAVE CONTROLLED SIDE TO SIDE MOVEMENT.
- *TWIST:* BODY PARTS ROTATE AT A JOINT.
- *TURN:* BODY FACES A NEW DIRECTION.
- *PULL:* BODY PARTS DRAG AN OBJECT.
- *PUSH:* BODY PARTS PRESS AGAINST AN OBJECT.
- *SHAKE:* BODY PARTS HAVE A QUICK BACK AND FORTH MOVEMENT.
- *STRAIN:* BODY PARTS BECOME TIGHT OR TENSE

• **READY POSITION**

- *MOVEMENT READY POSITION* (INSTABLE CREATES A QUICK, CONTROLLED FALL) SPEED
 - NARROW BASE OF SUPPORT- FEET SLIGHTLY APART.
 - HIGH CENTER OF GRAVITY- LEAN FORWARD.
 - CENTER OF GRAVITY ON EDGE OF BASE OF SUPPORT- WEIGHT ON TOE.
- *STATIC READY*
 - PLANTED
 - ✧ WIDE BASE- FEET WIDE APART
 - ✧ LOW CENTER OF GRAVITY CENTER OF GRAVITY OVER
 - ✧ BASE OF SUPPORT- BEND LOW

• **RELATIONSHIPS:** MOVEMENT THAT INTERACTS WITH OTHERS OR WITH AN OBJECT

- *OVER:* THE BODY IS ABOVE AN OBJECT OR PERSON.
- *UNDER:* THE BODY IS BELOW AN OBJECT OR PERSON.
- *ON:* THE BODY IS ABOVE AND SUPPORTED BY AN OBJECT OR PERSON.
- *OFF:* THE BODY IS AWAY FROM AN OBJECT OR PERSON.
- *NEAR:* THE BODY IS CLOSE TO AN OBJECT OR PERSON.
- *FAR:* THE BODY IS AWAY FROM AN OBJECT OR PERSON.
- *IN FRONT:* THE BODY IS BEFORE ANOTHER OBJECT OR PERSON.
- *BEHIND:* THE BODY IS FOLLOWING ANOTHER OBJECT OR PERSON.
- *ALONG:* THE BODY IS FROM ONE END TO THE OTHER OF AN OBJECT OR PERSON.
- *THROUGH:* THE BODY IS BETWEEN THE PARTS OF ANOTHER OBJECT OR PERSON.
- *AROUND:* THE BODY IS ON ALL SIDES OF ANOTHER OBJECT OR PERSON.
- *ALONGSIDE:* THE BODY IS SIDE BY SIDE ANOTHER OBJECT OR PERSON.

- **SPACE AWARENESS:** BEING PERCEPTIVE OF PERSONAL AND GENERAL SPACE, DIRECTIONS, PATHWAYS, LEVELS, AND PLANES.
 - *SELF SPACE:* THE SPACE IN THE IMMEDIATE AREA WHERE YOU DON'T TOUCH ANYONE OR ANYTHING.
 - *LEVELS:* HIGH, MEDIUM, LOW
 - *PATHWAYS:* STRAIGHT, CURVE, ZIG-ZAG
 - *DIRECTIONS:* FORWARD, BACKWARD, RIGHT SIDE, LEFT SIDE, UP, DOWN

STANDARD STATEMENT C:

OBJECTIVE: ENGAGE IN A MOVEMENT CONCEPT THAT PRODUCES DIFFERENT CHANGES IN THE BODY.

- **PHYSICAL ACTIVITY:** BODILY MOVEMENT THAT IS PRODUCED BY THE CONTRACTION OF SKELETAL MUSCLE AND WHICH SUBSTANTIALLY INCREASES ENERGY EXPENDITURE.
- **CHANGES IN YOUR BODY DURING ACTIVITY:**
 - HEART BEATS FASTER
 - BREATH FASTER
 - BREATH LOUDER (HEAVIER)
 - BODY GETS WARM
 - BEGIN TO SWEAT; AND
 - GET TIRED

STANDARD STATEMENT D:

OBJECTIVE: IDENTIFY WHAT IT MEANS TO PARTICIPATE IN FITNESS PHYSICAL ACTIVITIES.

- **PHYSICAL ACTIVITY:** BODILY MOVEMENT THAT IS PRODUCED BY THE CONTRACTION OF SKELETAL MUSCLE AND WHICH SUBSTANTIALLY INCREASES ENERGY EXPENDITURE.
- **PARTICIPATION:** TO TAKE PART IN AN EVENT OR ACTIVITY.

STANDARD STATEMENT E:

OBJECTIVE: DEMONSTRATE HOW MANY PEOPLE MAKE A SMALL GROUP.

- **PHYSICAL ACTIVITY:** BODILY MOVEMENT THAT IS PRODUCED BY THE CONTRACTION OF SKELETAL MUSCLE AND WHICH SUBSTANTIALLY INCREASES ENERGY EXPENDITURE.

- *CLASS VOTING:* STUDENTS WILL VOTE ON WHETHER HE/SHE EXPERIENCED A BODY CHANGE AS A RESULT OF PARTICIPATION IN A MOVEMENT CONCEPT.

- VERBALLY IDENTIFY PHYSICAL ACTIVITIES THAT HE/SHE HAS PARTICIPATED IN.

- *ASSEMBLY:* STUDENTS WILL ASSEMBLE INTO SMALL GROUPS OF 3 – 5 PEOPLE.

- LOCOMOTOR
- NON-LOCOMOTOR
- DANCE
- GYMNASTICS

- LOCOMOTOR
- NON-LOCOMOTOR
- DANCE
- GYMNASTICS

- LOCOMOTOR
- NON-LOCOMOTOR
- DANCE
- GYMNASTICS

- **PARTICIPATION:** TO TAKE PART IN AN EVENT OR ACTIVITY.
 - *SMALL GROUP ACTIVITIES:* WORKING DURING AN ACTIVITY WITH THREE TO FIVE PEOPLE.
 - *PARTNER:* WORKING DURING AN ACTIVITY WITH JUST ONE OTHER PERSON.

ENRICHMENT:	<ul style="list-style-type: none"> • ACT AS A DEMONSTRATOR. • HELP OTHER STUDENTS
REMEDATION:	<ul style="list-style-type: none"> • NAME THE SKILL/ACTIVITY PICTURED • WORK WITH A STUDENT WHO HAS MASTERED THE SKILL • INDIVIDUAL WORK WITH A TEACHER • EXTRA PRACTICE TIME; INDIVIDUAL OR AS A GROUP
RESOURCES:	<p><i>CREATING RUBRICS FOR PHYSICAL EDUCATION</i>, BY JACALYN LUND, AAHPERD PUBLICATIONS (2000), OXON HILL, MD</p> <p><i>PHYSICAL EDUCATION ASSESSMENT TOOLKIT</i>, BY LIZ GILES-BROWN, UNITED GRAPHICS (2006), CHAMPAIGN, IL</p> <p><i>SPORTS AND FITNESS NUTRITION</i>, BY BARRY MILLER AND ROBERT WILDMAN, THOMASON AND WADSWORTH (2004) BELMONT, CA</p> <p><i>ASSESSMENT STRATEGIES FOR ELEMENTARY PHYSICAL EDUCATION</i>, BY SUZANN SCHIEMER, VERSA PRESS (2000), CHAMPAIGN, IL</p> <p>PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION</p>

COURSE	PHYSICAL EDUCATION	GRADE:	KINDERGARTEN
STATE STANDARD:	10.5.3 CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT	TIME FRAME:	
STANDARD STATEMENTS:	C - KNOW THE FUNCTION OF PRACTICE D - IDENTIFY AND USE PRINCIPLES OF EXERCISE TO IMPROVE MOVEMENT AND FITNESS ACTIVITIES		

UNIT OF INSTRUCTION: FITNESS	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><u>STANDARD STATEMENT C</u></p> <p>OBJECTIVE: DEFINE PRACTICE</p> <ul style="list-style-type: none"> PRACTICE: A METHOD OF LEARNING BY REPETITION <p><u>STANDARD STATEMENT D</u></p> <p>OBJECTIVE: IDENTIFY MOVEMENT ACTIVITIES</p> <ul style="list-style-type: none"> MOVEMENT ACTIVITIES: LOCOMOTOR, NON-LOCOMOTOR, AND MANIPULATIVE MOVEMENTS THAT ARE THE FOUNDATION FOR PARTICIPATION IN PHYSICAL ACTIVITY. <p>OBJECTIVE: IDENTIFY FITNESS ACTIVITIES</p> <ul style="list-style-type: none"> FITNESS ACTIVITIES: MOVEMENTS THAT HELP IMPROVE OVERALL HEALTH (<i>STRONGER, FLEXIBLE, ENDURANCE</i>). <p>MOVEMENT ACTIVITIES CAN BE INCLUDED AS FITNESS ACTIVITIES (I.E. ANIMAL WALKS).</p>	<ul style="list-style-type: none"> ORAL QUESTIONING SUMMARY WORKSHEET DRAW A PICTURE OF ONE MOVEMENT ACTIVITY OR FITNESS ACTIVITY. 	<ul style="list-style-type: none"> FITNESS STATIONS LOCOMOTOR STATIONS DANCE HEALTH RELATED FITNESS TEST AQUATICS FITNESS STATIONS LOCOMOTOR STATIONS TAGGING GAMES HEALTH RELATED FITNESS TEST DANCE AQUATICS
ENRICHMENT:	DRAW A PICTURE OF 2 MOVEMENT ACTIVITIES AND 2 FITNESS ACTIVITIES.		
REMIEDIATION:	FLASHCARDS OF MOVEMENT ACTIVITIES AND FITNESS ACTIVITIES. INDIVIDUAL INSTRUCTION WITH TEACHER.		
RESOURCES:	<i>PHYSICAL EDUCATION METHODS FOR ELEMENTARY TEACHERS</i> , BY KATHERINE T. THOMAS, AMEILA M. LEE, JERRY R. THOMAS (2008), HUMAN KINETICS, CHAMPAIGN, IL <i>PHYSICAL BEST ACTIVITY GUIDE</i> , (2005) NASPE, HUMAN KINETICS, CHAMPAIGN, IL <i>PHYSICAL EDUCATION FOR LIFELONG FITNESS</i> , (2005) NASPE, HUMAN KINETICS, CHAMPAIGN, IL <i>ASSESSMENT STRATEGIES FOR ELEMENTARY PHYSICAL EDUCATION</i> , BY SUZANN SCHIEMER (2000) HUMAN KINETICS, CHAMPAIGN, IL <i>PHYSICAL EDUCATION ASSESSMENT TOOLKIT</i> , BY LIZ GILES-BROWN (2006) HUMAN KINETICS, CHAMPAIGN, IL <i>SELF-AND PEER-ASSESSMENTS FOR ELEMENTARY SCHOOL PHYSICAL EDUCATION</i> , NANCY J. EGNER MARKOS, (2007) NASPE PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION		

ENRICHMENT:	<ul style="list-style-type: none"> • CREATE YOUR OWN MANIPULATIVE STATION OR GAME. • ASSIST OTHER STUDENTS. • DRAW A PICTURE OF EACH OF THE MANIPULATIVES.
REMEDATION:	<ul style="list-style-type: none"> • 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:	<p><i>PHYSICAL EDUCATION METHODS FOR ELEMENTARY TEACHERS</i>, BY KATHERINE T. THOMAS, AMEILA M. LEE, JERRY R. THOMAS (2008), HUMAN KINETICS, CHAMPAIGN, IL</p> <p><i>PHYSICAL BEST ACTIVITY GUIDE</i>, (2005) NASPE, HUMAN KINETICS, CHAMPAIGN, IL</p> <p><i>PHYSICAL EDUCATION FOR LIFELONG FITNESS</i>, (2005) NASPE, HUMAN KINETICS, CHAMPAIGN, IL</p> <p><i>ASSESSMENT STRATEGIES FOR ELEMENTARY PHYSICAL EDUCATION</i>, BY SUZANN SCHIEMER (2000) HUMAN KINETICS, CHAMPAIGN, IL</p> <p><i>PHYSICAL EDUCATION ASSESSMENT TOOLKIT</i>, BY LIZ GILES-BROWN (2006) HUMAN KINETICS, CHAMPAIGN, IL</p> <p><i>SELF-AND PEER-ASSESSMENTS FOR ELEMENTARY SCHOOL PHYSICAL EDUCATION</i>, NANCY J. EGNER MARKOS, (2007) NASPE</p> <p>PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION</p>

COURSE	PHYSICAL EDUCATION	GRADE:	KINDERGARTEN
STATE STANDARD:	10.5.3 CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT	TIME FRAME:	
STANDARD STATEMENTS:	A - RECOGNIZE AND USE BASIC MOVEMENT SKILLS AND CONCEPTS C - KNOW THE FUNCTION OF PRACTICE F - RECOGNIZE AND DESCRIBE GAME STRATEGIES USING APPROPRIATE VOCABULARY		

UNIT OF INSTRUCTION: MOVEMENT	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><u>STANDARD STATEMENT A</u></p> <p>OBJECTIVE: IDENTIFY LOCOMOTOR MOVEMENTS</p> <ul style="list-style-type: none"> • LOCOMOTOR MOVEMENTS: MOVEMENTS PRODUCING PHYSICAL DISPLACEMENT OF THE BODY, USUALLY IDENTIFIED BY WEIGHT TRANSFERENCE VIA THE FEET. <ul style="list-style-type: none"> ▪ <i>WALK:</i> ONE FOOT IS ALWAYS IN CONTACT WITH THE FLOOR. ▪ <i>RUN:</i> HEAD IS UP AND KNEES ARE LIFTED. ▪ <i>JUMP:</i> TWO FOOT TAKE OFF AND TWO FOOT LANDING. ▪ <i>HOP:</i> ONE FOOT TAKE OFF AND ONE FOOT LANDING. ▪ <i>LEAP:</i> BODY TAKES OFF ON ONE FOOT AND LANDS ON THE OTHER FOOT. ▪ <i>GALLOP:</i> ONE FOOT LEADS AND USES A STEP DRAW ACTION (FORWARD AND BACKWARD). ▪ <i>SLIDE:</i> ONE FOOT LEADS AND USES A STEP DRAW ACTION (SIDEWAYS). ▪ <i>SKIP:</i> ONE FOOT STEPS AND HOPS FORWARD THEN ALTERNATE FEET USING THE SAME STEP HOP MOTION. <p>OBJECTIVE: IDENTIFY NON-LOCOMOTOR MOVEMENTS</p> <ul style="list-style-type: none"> • NON-LOCOMOTOR SKILLS: MOVEMENTS THAT DO NOT PRODUCE PHYSICAL DISPLACEMENT OF THE BODY. <ul style="list-style-type: none"> ▪ <i>BEND:</i> BODY PARTS COME CLOSER TOGETHER. ▪ <i>STRETCH:</i> BODY PARTS BECOME STRAIGHTER. ▪ <i>SWING:</i> BODY PARTS HAVE FREE BACKWARD AND FORWARD MOVEMENT. ▪ <i>SWAY:</i> BODY PARTS HAVE CONTROLLED SIDE TO SIDE MOVEMENT. ▪ <i>TWIST:</i> BODY PARTS ROTATE AT A JOINT. ▪ <i>TURN:</i> BODY FACES A NEW DIRECTION. ▪ <i>PULL:</i> BODY PARTS DRAG AN OBJECT. ▪ <i>PUSH:</i> BODY PARTS PRESS AGAINST AN OBJECT. 	<ul style="list-style-type: none"> • OBSERVATION CHECKLIST 	<ul style="list-style-type: none"> • LOCOMOTOR STATIONS • LOCOMOTOR GAMES • TAGGING GAMES • GYMNASTICS • PARACHUTES • TRAVERSING WALL • COOPERATIVE GAMES • DANCE • AQUATICS

OBJECTIVE: IDENTIFY RELATIONSHIPS

- **RELATIONSHIPS:** MOVEMENT THAT INTERACTS WITH OTHERS OR WITH AN OBJECT
 - *OVER:* THE BODY IS ABOVE AN OBJECT OR PERSON.
 - *UNDER:* THE BODY IS BELOW AN OBJECT OR PERSON.
 - *ON:* THE BODY IS ABOVE AND SUPPORTED BY AN OBJECT OR PERSON.
 - *OFF:* THE BODY IS AWAY FROM AN OBJECT OR PERSON.
 - *NEAR:* THE BODY IS CLOSE TO AN OBJECT OR PERSON.
 - *FAR:* THE BODY IS AWAY FROM AN OBJECT OR PERSON.
 - *IN FRONT:* THE BODY IS BEFORE ANOTHER OBJECT OR PERSON.
 - *BEHIND:* THE BODY IS FOLLOWING ANOTHER OBJECT OR PERSON.
 - *ALONG:* THE BODY IS FROM ONE END TO THE OTHER OF AN OBJECT OR PERSON.
 - *THROUGH:* THE BODY IS BETWEEN THE PARTS OF ANOTHER OBJECT OR PERSON.
 - *AROUND:* THE BODY IS ON ALL SIDES OF ANOTHER OBJECT OR PERSON.
 - *ALONGSIDE:* THE BODY IS SIDE BY SIDE ANOTHER OBJECT OR PERSON.

OBJECTIVE: RECOGNIZE SPACE AWARENESS

- **SPACE AWARENESS:** BEING PERCEPTIVE OF PERSONAL AND GENERAL SPACE, DIRECTIONS, PATHWAYS, LEVELS, AND PLANES.
 - *SELF SPACE:* THE SPACE IN THE IMMEDIATE AREA WHERE YOU DON'T TOUCH ANYONE OR ANYTHING.
 - *LEVELS:* HIGH, MEDIUM, LOW.
 - *PATHWAYS:* STRAIGHT, CURVE, ZIGZAG.
 - *DIRECTIONS:* FORWARD, BACKWARD, RIGHT SIDE, LEFT SIDE, UP, DOWN.

STANDARD STATEMENT C

OBJECTIVE: DEFINE PRACTICE

- **PRACTICE:** A METHOD OF LEARNING BY REPETITION

STANDARD STATEMENT F

OBJECTIVE: RECOGNIZE GAME STRATEGY

- **GAME STRATEGY:** MAKE USE OF A PLAN TO HELP SUCCESSFULLY AND SAFELY PARTICIPATE IN A GAME.

- ORAL QUESTIONING

- TEACHER OBSERVATION

- LOCOMOTOR STATIONS
- GYMNASTICS
- DANCE
- AQUATICS

- LOCOMOTOR STATIONS
- LOCOMOTOR GAMES
- TAGGING GAMES
- COOPERATIVE GAMES
- TRAVERSING WALL

<p>OBJECTIVE: RECOGNIZE FAKING AND DODGING</p> <ul style="list-style-type: none"> • FAKING: PRETENDING TO MOVE IN ONE DIRECTION BY THEN ACTUALLY MOVING THE OTHER DIRECTION. • DODGING: QUICK CHANGE OF DIRECTION AND SPEED. <p>OBJECTIVE: LOCATE OPEN SPACE</p> <ul style="list-style-type: none"> • OPEN SPACE: AN UNOCCUPIED AREA. 	<ul style="list-style-type: none"> • TEACHER OBSERVATION <ul style="list-style-type: none"> • TEACHER OBSERVATION 	<ul style="list-style-type: none"> • LOCOMOTOR STATIONS • TAGGING GAMES <ul style="list-style-type: none"> • LOCOMOTOR STATIONS • TAGGING GAMES • GYMNASTICS
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ENRICHMENT:	<ul style="list-style-type: none"> • CREATE YOUR OWN LOCOMOTOR STATION OR GAME. • ASSIST OTHER STUDENTS. • DRAW A PICTURE OF EACH OF THE LOCOMOTOR MOVEMENTS OR RELATIONSHIPS.
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REMEDATION:	<ul style="list-style-type: none"> • WORK WITH STUDENT WHO HAS MASTERED THE SKILL. • INDIVIDUAL WORK WITH THE TEACHER. • EXTENDED PRACTICE TIME FOR INDIVIDUAL OR GROUP. • FLASHCARDS OF LOCOMOTOR/NON-LOCOMOTOR SKILLS.
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RESOURCES:	<p><i>PHYSICAL EDUCATION METHODS FOR ELEMENTARY TEACHERS</i>, BY KATHERINE T. THOMAS, AMEILA M. LEE, JERRY R. THOMAS (2008), HUMAN KINETICS, CHAMPAIGN, IL <i>PHYSICAL BEST ACTIVITY GUIDE</i>, (2005) NASPE, HUMAN KINETICS, CHAMPAIGN, IL <i>PHYSICAL EDUCATION FOR LIFELONG FITNESS</i>, (2005) NASPE, HUMAN KINETICS, CHAMPAIGN, IL <i>ASSESSMENT STRATEGIES FOR ELEMENTARY PHYSICAL EDUCATION</i>, BY SUZANN SCHIEMER (2000) HUMAN KINETICS, CHAMPAIGN, IL <i>PHYSICAL EDUCATION ASSESSMENT TOOLKIT</i>, BY LIZ GILES-BROWN (2006) HUMAN KINETICS, CHAMPAIGN, IL <i>SELF-AND PEER-ASSESSMENTS FOR ELEMENTARY SCHOOL PHYSICAL EDUCATION</i>, NANCY J. EGNER MARKOS, (2007) NASPE PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION</p>
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