

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Basic Movements</p>	<ol style="list-style-type: none"> 1. Jump and do a quarter turn in the air, landing on both feet. 2. Perform agility movements to the right and to the left. 3. Run in one direction, stop quickly, turn and run in opposite direction. 4. Perform basic group exercises and formations upon command (e.g., attention, close ranks, double arms distance, about face, left/right face, etc.). 5. <i>Knows how to design and modify sequences that show changes in direction and speed.</i> (PE.A.1.2.2) 6. <i>Understands that games consist of people, boundaries, equipment, purpose and rules which all interrelate during game play.</i> (PE.A.1.2.4) 7. <i>Knows how to create, explore, and devise game strategies.</i> (PE.A.1.2.5) 8. <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) 9. <i>Knows the reason that appropriate practices improves performance.</i> (PE.A.2.2.3) 	<ol style="list-style-type: none"> A. The student can perform a series of basic movements (e.g., jumping, running, and changing direction, etc.) while participating in a variety of activities. (PE.A.2.2.2) B. The student can perform basic exercises (jumping jacks, push-ups, etc.) and properly respond to simple commands (see objective number 4).

COMPONENT	OBJECTIVES	COMPETENCY
<p>II Cooperative Activities</p>	<ol style="list-style-type: none"> 1. Volunteer positive statements to others. 2. Engage in actions that communicate positive feeling toward others (e.g., selection of partner). 3. Demonstrate acceptable behavior whether winning or losing (e.g., shaking hands, playing fair). 4. Recognize and discuss the need for a safe environment. 5. Recognize and discuss good sportsmanship. 6. <i>Knows potential risks associated with physical activities.</i> (PE.B.2.2.1) 7. <i>Applies and follows rules while playing sports and games.</i> (PE.B.2.2.2) 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) 9. <i>Recognizes the differences and similarities in the physical activity choices of others.</i> (PE.C.1.2.1) 10. <i>Knows how to perform games from a variety of cultures.</i> (PE.C.1.2.2) 11. <i>Identifies physical activities that contribute to personal feelings of joy.</i> (PE.C.2.2.1) 12. <i>Designs and performs games, gymnastics, and dance sequences that allow for group creativity and discussion.</i> (PE.C.2.2.3) 	<ol style="list-style-type: none"> A. After participating in a physical activity, the student can verbally express his/her feelings resulting from challenges, successes, and failures. (PE.C.2.2.1) 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 hand shake, a high five, or saying “good job”). (PE.C.1.2.1)

COMPONENT	OBJECTIVES	COMPETENCY
<p>III Manipulative skills</p>	<ol style="list-style-type: none"> 1. Catch a small ball, using two hands, while stationary. (PE.A.1.2.1) 2. Strike a volley ball, with the dominant hand, using proper technique. (PE.A.1.2.3) 3. Trap a soccer ball kicked by a partner using the foot or knee. 4. Kick a rolling ball forward from a running position. 5. Kick a soccer ball to a partner, using the inside of the foot (soccer kick). 6. Catch a ball, using two hands, while moving. (PE.A.1.2.1) (PE.A.1.2.3) 7. Dribble a soccer ball by tapping the ball with the inside of the foot while keeping the ball close to the body. (PE.A.1.2.3) 8. Create an individual jump roper routine using a variety of jump rope skills. 9. Pass a basketball, using a chest pass and a bounce pass, to a partner. 10. Catch a basketball at three different levels. (PE.A.1.2.1) (PE.A.1.2.3) 11. Dribble a basketball using the dominant hand and finger tip action. (PE.A.1.2.3) 12. Move forward while dribbling a basketball, alternating hands, without losing control of the ball. (PE.A.1.2.3) 13. Throw a softball/football overhand, stepping with the opposite foot from the throwing arm. (PE.A.1.2.1) (PE.A.1.2.3) (PE.A.2.2.1) 	<ol style="list-style-type: none"> A. While stationary and/or moving, the student can catch a ball using two hands at different levels. (PE.A.1.2.1) B. Using the proper technique, the student can throw/pass a ball at various distances, to a partner, using different styles (e.g., bounce, pass, chest pass, overhand pass, etc.). (PE.A.1.2.1) (PE.A.2.2.1) C. The student can kick a rolling or stationary ball using the toe or instep. (PE.A.1.2.3) D. The student can trap a ball kicked by a partner using the foot or knee. (PE.A.1.2.3) E. Using the proper technique, the student can dribble a ball, using alternate hands or feet, while stationary or moving. (PE.A.1.2.3) F. The student can strike, dribble, and/or bounce a ball with an object. (PE.A.1.2.3) G. Using proper technique, the student can strike a ball with the dominant hand. (PE.A.1.2.3) H. The student can create a jump rope routine using a variety of jump rope skills. (PE.C.2.2.3)

COMPONENT	OBJECTIVES	COMPETENCY
IV Physical Fitness	<p>14. Bounce or dribble a small ball with an object.</p> <p>15. Strike a ball with an object. (PE.A.1.2.3)</p> <p>16. Write responses to questions read by the teacher after viewing a film on basketball.</p> <p>1. Determine heart rate during exercise and at rest (e.g. number of beats per minute).</p> <p>2. Demonstrate endurance by sustaining aerobic activity for a period of two minutes each session (e.g., jogging, rope jumping). (PE.B.1.2.1)</p> <p>3. Performs sit-ups for a period of one minute.</p> <p>4. Attempt a pull-up.</p> <p>5. Keep a written record of fitness test scores.</p> <p>6. <i>Describe healthful benefits that result from regular participation in vigorous physical activity.</i> (PE.A.3.2.1)</p> <p>7. <i>Understands how a healthy body contributes to positive self concepts.</i> (PE.A.3.2.2)</p> <p>8. <i>Knows the opportunities in the school and community for regular participation in physical activity.</i> (PE.A.3.2.3)</p> <p>9. <i>Selects and participate regularly in physical activities for the purpose of improving skill and health.</i> (PE.A.3.2.4)</p>	<p>A. The student can perform strength, endurance, and aerobic activities for designated periods or time for the purpose of improving physical fitness. (PE.B.1.2.1)</p> <p>B. The student can determine his/her heart rate at rest and during physical activity. (PE.B.1.2.2)</p>

COMPONENT	OBJECTIVES	COMPETENCY
<p>V Rhythms and Dance</p>	<p>10. <i>Knows activities that promote a faster heart rate.</i> (PE.B.1.2.2)</p> <p>11. <i>Knows how proper stretching increases flexibility and understands why flexibility is important.</i> (PE.B.1.2.3)</p> <p>12. <i>Knows how exercise helps control obesity.</i> (PE.B.1.2.4)</p> <p>13. <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>14. <i>Knows the positive benefits of exercising at home.</i> (PE.C.2.2.2)</p> <p>1. Follow another individual's movement exploration.</p> <p>2. Perform various social dances from different multicultural groups. (PE.C.1.2.2)</p> <p>3. Perform a repeated locomotor or non-locomotor movements using selected directions (e.g., run, skip, jump, hop, swing and bend).</p> <p>4. Combine selected locomotor and non-locomotor movements to create a dance phrase (e.g., run, jump, fall, roll).</p> <p>5. Chart various movements (e.g., jump, skip, etc.) each time they are performed by a student during their rhythmic activity.</p> <p>6. Perform various square dance movements (e.g., do-si-do, promenade, honor, etc.) with or without flashcard displayed by instructor.</p> <p>7. <i>Understands and applies basic movement concepts (e.g., space awareness, body awareness, and transfer of weight) to dance.</i> (PE.A.2.2.2)</p>	<p>A. The student can perform locomotor, and non-locomotor, rhythmic movements using selected direction (e.g., run, skip, jump, hop, swing and bend). (PE.A.2.2.2)</p> <p>B. The student can create a dance routine using various locomotor and non-locomotor movements. (PE.C.2.2.3)</p> <p>C. The student can perform various social and folk dances from different multicultural groups. (PE.C.1.2.2)</p>

COMPONENT	OBJECTIVES	COMPETENCY
<p>VI Stunts and tumbling</p>	<ol style="list-style-type: none"> 1. Does a variety of balance stunts. 2. Does partner stunts (e.g., Chinese get-up, rocking chair, etc.). 3. Know proper safety procedures pertaining to each activity. 4. <i>Understands and applies basic movement concepts (e.g., space awareness, body awareness and transfer of weight) to gymnastics.</i> (PE.A.2.2.2) 	<p>A. The student can perform three balance stunts and three partner stunts while following proper safety procedures. (PE.A.2.2.2)</p>