

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Mechanical Principles of Body management</p>	<ol style="list-style-type: none"> <li>1. Understand and apply the mechanical principles of equilibrium, force, leverage and motion inherent in body management skills. (PE.A.2.3.2)</li> <li>2. Exhibit an improved level of body support while performing weight transfer. (PE.A.1.3.1)               <ol style="list-style-type: none"> <li>a. Change from one base of support to another while maintaining control.</li> <li>b. Changing directions of movement.</li> <li>c. Initializing movement using different body leads.</li> <li>d. Changing from one base of support to another while moving continuously with different body shapes.</li> </ol> </li> <li>3. Exhibit improved level of body management skills while improving the ability to maintain balance. (PE.A.2.3.2)               <ol style="list-style-type: none"> <li>a. Maintain stability in a static or dynamic position on a variety of body parts in a variety of shapes.</li> <li>b. Maintain balance while manipulating objects of different sizes and weights.</li> </ol> </li> <li>4. Exhibit an improved level of body management skills while improving the ability to control body flight.               <ol style="list-style-type: none"> <li>a. Demonstrate the ability to initiate flight in a forward, sideward, upward, or backward direction.</li> <li>b. Demonstrate the ability to maintain or change body shape and position while in the air.</li> </ol> </li> <li>5. Exhibit an improved level of body management skills while improving the ability to land and roll.               <ol style="list-style-type: none"> <li>a. Demonstrate the ability to absorb the force of landing by flexing the knees, elbows and rolling.</li> <li>b. Demonstrate the ability to imitate a controlled roll in a variety of directions, body positions and body shapes.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>A. The student can perform body management skills (jumping and landing, rolling, balancing, transferring weight and manipulating objects of various sizes and weights) while moving continuously using different body shapes and maintaining balance.</li> <li>B. The student can exhibit an improved level of body management skills while: performing weight transfer, balancing, ability to control body flight and the ability to land and roll.</li> </ol>

COMPONENT	OBJECTIVES	COMPETENCY
<p>II Application of Mechanical Principles of Body Management.</p>	<ol style="list-style-type: none"> <li>1. Understand and apply the movement concepts of body awareness, spatial awareness, effort qualities, and relationships inherent in body management skills. (PE.A.2.3.1)</li> <li>2. Demonstrate and apply the concepts of body management inherent to skillful body movements: body weight, body height, timing, eye-muscle coordination, balance, speed, precision, muscular tension, visual aim, specificity, learning (singular or whole skill). (PE.A.2.3.1)</li> <li>3. Demonstrate an improved level of combined locomotor skills in the following: walking, running, hopping, sliding, jumping, leaping, galloping, and skipping. (PE.A.2.3.1)</li> <li>4. Design and perform gymnastics and dance sequences that combine traveling, rolling, balancing, and weight transfer into smooth following sequences with intentional changes in direction, speed and flow. (PE.A.2.3.1)</li> <li>5. Design and refine a routine combining various jump rope movements to music so that it can be repeated without error. (PE.A.2.3.4)</li> <li>6. Leap, roll balance, transfer weight, bat, volley, hand and foot dribble using a moving motor pattern. (PE.A.2.3.1) (PE.A.2.3.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can perform the movement concepts of body awareness, spatial awareness, effort qualities, and relationships inherent in body management skills by performing a series of movement and stationary activities.</li> <li>B. The student can describe the application of movement concepts.</li> <li>C. The student can perform selected gymnastics and dance sequences.</li> <li>D. The student can perform a jump rope routine.</li> <li>E. The student can demonstrate five locomotor skills from the following moving motor patterns: leap, roll, balance, transfer weight, bat, volley, hand, and foot dribble.</li> </ol>

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<p>III Physical Fitness improvements</p>	<ol style="list-style-type: none"> <li>1. Understand and apply the physiological principles related to exercise and training (intensity, frequency, duration, overload, progression and specificity). (PE.A.2.3.3)               <ol style="list-style-type: none"> <li>a. Explain how the physiological principles related to exercise and training can be applied through body management skills to improve fitness levels.</li> <li>b. Explain how body management skills are improved through the application of training principles.</li> </ol> </li>   <li>2. Understand the health-related components (cardiovascular, flexibility, muscular strength, endurance, and body composition) of physical fitness enhanced by participation in activities utilizing management skills. (PE.B.1.3.9)               <ol style="list-style-type: none"> <li>a. Determine after participation in a variety of activities involving body management skills, the effect of participation relative to the health related components of physical fitness.</li> </ol> </li>   <li>3. Exhibit improved level of health-related components (cardiovascular, flexibility, muscular strength, endurance and body composition) of physical fitness through body management activities. (PE.B.1.3.10) (PE.B.1.3.11) (PE.B.1.3.12)               <ol style="list-style-type: none"> <li>a. Identify specific skills related to body management that are enhanced by improvement of health-related fitness.</li> <li>b. Identify specific exercises that will improve performance in body management skills.</li> <li>c. Demonstrate an improved or maintained level of health-related fitness as measured by a district approved health-related fitness tests.</li> <li>d. Identify body management skills that improve the health-related components of fitness.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>A. The student can improve his/her level of individual fitness through the development and refinement of body management skills during refinement of body management skills during cardiovascular endurance activities (two minutes of rope jumping), stretching activities (stretching, bending, pulling, a series of ten, ten seconds each) and muscular strength activities (pull-ups, push-ups, and sit-ups in a series of 3, 12, and 35).</li>   <li>B. The student can apply physiological principles related to exercise and training.</li>   <li>C. The student can describe the components of health-related fitness.</li>   <li>D. The student can describe the components of skill-related fitness.</li>   <li>E. The student can write the difference between skill-related and health-related fitness.</li>   <li>F. The student can perform a series of activities designed to improve or maintain muscular strength and endurance, flexibility, and cardiorespiratory functions such as: running, jogging, rope jumping, rope climbing, stretching, reaching and bending.</li> </ol>

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<p>IV Safety Practices</p>	<p>4. Understand the skill related components (agility, coordination, balance, speed, power and reaction time) of physical fitness enhanced by participation in activities utilizing body management skills. (PE.B.1.3.10)</p> <p>a. Determine, after participation in a variety of activities involving body management skills, the effects of participation relative to the skill related components of physical fitness.</p> <p>1. Understand and apply safety practices related to physical fitness. (PE.B.2.3.1)</p> <p>2. Identify potential safety hazards in fitness enhancing activities. (PE.B.2.3.1)</p> <p>3. Explain precautions to be taken in relation to potential hazards in fitness enhancing activities. (PE.B.2.3.1)</p> <p>4. Apply safety practices while participating in fitness enhancing activities. (PE.B.2.3.1)</p> <p>5. Describe and demonstrate proper warm-up and cool-down procedures specific to physical fitness skills. (PE.B.1.3.3)</p> <p>6. Identify precautions to be taken when exercising in extreme weather and/or environmental conditions. (PE.A.1.3.4)</p>	<p>A. The student can practice safety factors related to fitness related activities based upon verbal and physical directed procedures in identifying safety hazards and adverse environmental conditions.</p> <p>B. The student can identify five precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <p>C. The student can demonstrate five proper warm-up and cool-down procedures specific to physical fitness skills.</p>

COMPONENT	OBJECTIVES	COMPETENCY
<p>V Affective Outcomes</p>	<ol style="list-style-type: none"> <li>1. Understand and apply the social skills derived from participation in activities utilizing body management skills. (PE.B.2.3.3) (PE.B.2.3.4)               <ol style="list-style-type: none"> <li>a. Demonstrate leadership skills.</li> <li>b. Demonstrate the ability to follow the lead of others.</li> <li>c. Demonstrate the ability to cooperate with others as a member of a class or team.</li> <li>d. Demonstrate the ability to compete in an appropriate manner.</li> <li>e. Demonstrate respect for equipment and facilities.</li> <li>f. Demonstrate positive sportsmanship skills.</li> <li>g. Demonstrate positive methods of resolving conflict.</li> <li>h. Demonstrate respect for others.</li> </ol> </li> <li>2. Exhibit attributes of self-discipline and positive behavior toward self and others. (PE.B.2.3.3) (PE.B.2.3.4)               <ol style="list-style-type: none"> <li>a. Demonstrate respect for limitations and abilities of self and others.</li> <li>b. Demonstrate an improved ability to make choices based on examination of alternatives.</li> <li>c. Demonstrate an improved ability to make choices based about the directions of one's own learning.</li> <li>d. Demonstrate the improved ability to work independently or in a group.</li> <li>e. Demonstrate an understanding of the need for rules and structure.</li> <li>f. Demonstrate an improved ability to give and receive constructive criticism.</li> </ol> </li> <li>3. Exhibit an improved level of self confidence in movement settings. (PE.B.1.3.4)               <ol style="list-style-type: none"> <li>a. Demonstrate a willingness to explore an increased variety and level of difficulty in activities using body management skills.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>A. The student can perform social skills derived from participation in activities utilizing body management skills by being a class leader, following teacher's directions, respecting others, exhibiting good sportsmanship, and accepting responsibility for proper use and maintenance of equipment and facilities.</li> <li>B. The student can write a summary about sportsmanship, positive methods of resolving conflict or cooperating with others.</li> <li>C. The student can exhibit attributes of self-discipline and positive behavior toward self and others.</li> <li>D. The student can demonstrate a variety of movement activities in different settings using body management skills.</li> </ol>

# PHYSICAL EDUCATION

COMPONENT	OBJECTIVES	COMPETENCY
VI Multicultural Outcomes	<ol style="list-style-type: none"> <li>1. Recognize the role of games, sports, and dance in getting to know and understand others of like and different cultures. (PE.C.2.3.4)</li> <li>2. Students develop patriotic and civic values with respect to flag courtesies, national anthems and school songs, demonstrating proper behavior at games and events in all settings, giving respect to the right of others and property. (PE.B.2.3.3) (PE.B.2.3.4)</li> <li>3. Students understand and apply knowledge of dance, sports, and games common to our culture as well as other cultures. (PE.A.1.3.3) (PE.C.2.3.4)</li> <li>4. Students understand the contributions that various cultures have made to physical education, dance and sport. (PE.A.1.3.3) (PE.C.2.3.4)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can perform skills associated with understanding and becoming sensitive to various cultures evident from participating in folk festivals, dances, games, and sports. (PE.B.2.3.3)</li> <li>B. The student can write five contributions that various cultures have made to physical education dance and sport. (PE.A.3.3.2)</li> </ol>