

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 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		

UNIT OF INSTRUCTION: ADVENTURE ACTIVITIES	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><u>STANDARD STATEMENT A</u></p> <p>OBJECTIVE: IDENTIFY ADVENTURE ACTIVITIES THAT PROMOTE PHYSICAL FITNESS AND HEALTH</p> <ul style="list-style-type: none"> • PHYSICAL FITNESS • ADVENTURE ACTIVITIES • HEALTH: A STATE OF COMPLETE PHYSICAL, MENTAL AND SOCIAL WELL-BEING; NOT MERELY THE ABSENCE OF DISEASE AND INFIRMITY. • 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. <p><u>STANDARD STATEMENT C</u></p> <p>OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.</p> <p>OBJECTIVE: IDENTIFY THE DIFFERENCE BETWEEN HEART RATE AND BREATHING RATE.</p> <ul style="list-style-type: none"> • CHANGES IN YOUR BODY DURING ACTIVITY: <ul style="list-style-type: none"> ▪ HEART RATE: THE NUMBER OF HEART BEATS (PUMPS) PER MINUTE. <ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> • <i>WRITTEN TEST:</i> CIRCLE ADVENTURE ACTIVITIES THAT PROMOTE PHYSICAL FITNESS • <i>MATCHING:</i> USING A DIAGRAM, STUDENTS WILL LOCATE AREAS TO TAKE THEIR PULSE. • <i>SIGNAL TEST:</i> ON THE TEACHERS COMMAND DEMONSTRATE WHERE TO TAKE THEIR HEART RATE OR THEIR BREATHING RATE. 	<ul style="list-style-type: none"> • TRAVERSING WALL • COOPERATIVE GAMES • ORIENTEERING • NEW GAMES • PARACHUTE

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.

• **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. STAYING FOCUSED ON A TASK AND BEING ABLE TO KEEP WORKING ON A TASK.
- **ON TASK:** WHEN A STUDENT IS ACTIVELY ENGAGED IN THE APPROPRIATE ACTIVITY.

- **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 WILL GIVE THE PROPER NAME THE AREAS TO TAKE PULSE
- EXPLAIN REASONS FOR LIKES AND DISLIKES

REMEDATION:

- 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, 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.

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 F - RECOGNIZE THE POSITIVE AND NEGATIVE INTERACTIONS OF SMALL GROUP ACTIVITIES.		

UNIT 0 F INSTRUCTION: FITNESS	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><u>STANDARD STATEMENT D</u></p> <p>OBJECTIVE: DISTINGUISH BETWEEN ACTIVITIES YOU LIKE AND DISLIKE.</p> <ul style="list-style-type: none"> • PHYSICAL ACTIVITY • PARTICIPATION • FITNESS • 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) <p><u>STANDARD STATEMENT F</u></p> <p>OBJECTIVE: DISTINGUISH BETWEEN POSITIVE AND NEGATIVE INTERACTIONS.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • JOGGING • STATIONS • STRETCHING

ENRICHMENT:	<ul style="list-style-type: none"> • EXPLAIN REASONS FOR LIKES AND DISLIKES • EXPLAIN WHY A BEHAVIOR IS POSITIVE OR NEGATIVE DURING GROUP ACTIVITIES
REMEDATION:	<ul style="list-style-type: none"> • EXTRA TIME WITH INSTRUCTOR • EXTRA TIME PARTICIPATING IN THE ACTIVITY
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>

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	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
UNIT OF INSTRUCTION: MANIPULATIVE	<p><u>STANDARD STATEMENT A</u></p> <p>OBJECTIVE: IDENTIFY MANIPULATIVE ACTIVITIES THAT PROMOTE PHYSICAL FITNESS AND HEALTH.</p> <ul style="list-style-type: none"> • PHYSICAL ACTIVITY • PHYSICAL FITNESS • MANIPULATIVE • HEALTH: A STATE OF COMPLETE PHYSICAL, MENTAL AND SOCIAL WELL-BEING; NOT MERELY THE ABSENCE OF DISEASE AND INFIRMITY. • THROW • CATCH • KICK • DRIBBLE • BALANCE • STRIKE: HITTING AN OBJECT WITH A HAND OR AN IMPLEMENT. • JUGGLE: TO KEEP SEVERAL OBJECTS IN MOTION IN THE AIR AT THE SAME TIME. 	<ul style="list-style-type: none"> • <i>CONCEPT DEVELOPMENT:</i> IDENTIFY MANIPULATIVE ACTIVITIES BY CIRCLING THEM ON A WORKSHEET • <i>MATCHING:</i> USING A DIAGRAM, STUDENTS WILL LOCATE AREAS TO TAKE THEIR PULSE. • <i>SIGNAL TEST:</i> ON THE TEACHERS COMMAND DEMONSTRATE WHERE TO TAKE THEIR HEART RATE OR THEIR BREATHING RATE. 	<ul style="list-style-type: none"> • STATIONS IMPLEMENTING THE FOLLOWING MANIPULATIVE MOVEMENTS: • THROWING/CATCHING • STRIKING • DRIBBLING • STATIONS • IMPLEMENT SKILLS • BOUNCERS • BALANCE BOARDS • SCOOTERS
	<p><u>STANDARD STATEMENT C</u></p> <p>OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART RATE.</p> <p>OBJECTIVE: IDENTIFY THE DIFFERENCE BETWEEN HEART RATE AND BREATHING RATE.</p> <ul style="list-style-type: none"> • CHANGES IN YOUR BODY DURING ACTIVITY: <ul style="list-style-type: none"> ▪ HEART RATE: THE NUMBER OF HEART BEATS (PUMPS) PER MINUTE. <ul style="list-style-type: none"> ○ 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 MI 		

STANDARD STATEMENT D

OBJECTIVE: DISTINGUISH BETWEEN ACTIVITIES YOU LIKE AND DISLIKE.

- **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 WILL NAME THE SPECIFIC ACTIVITY PICTURED (EX: BASEBALL).
- STUDENTS WILL GIVE THE SPECIFIC NAME OF THE AREA TO TAKE THE PULSE
- EXPLAIN REASONS FOR LIKES AND DISLIKES
- EXPLAIN WHY A BEHAVIOR IS POSITIVE OR NEGATIVE DURING GROUP ACTIVITIES

REMEDIATION:

- STUDENTS WORKING WITH A PEER WHO HAS MASTERED THE SKILL
- EXTRA TIME PARTICIPATING IN THE ACTIVITIES
- INDIVIDUAL TIME WITH INSTRUCTOR

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
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UNIT OF INSTRUCTION: MOVEMENT	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><u>STANDARD STATEMENT A</u></p> <p>OBJECTIVE: RECOGNIZE LOCOMOTOR SKILLS</p> <p>OBJECTIVE: RECOGNIZE NON-LOCOMOTOR SKILLS</p> <p>OBJECTIVE: RECOGNIZE MOVEMENT WITHIN PERSONAL SPACE</p> <ul style="list-style-type: none"> • PHYSICAL ACTIVITY • PHYSICAL FITNESS • HEALTH: A STATE OF COMPLETE PHYSICAL, MENTAL AND SOCIAL WELL-BEING; NOT MERELY THE ABSENCE OF DISEASE AND INFIRMITY. • 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. <ul style="list-style-type: none"> ▪ LOCOMOTOR SKILLS <ul style="list-style-type: none"> ○ WALK ○ RUN ○ JUMP ○ HOP ○ SKIP ○ GALLOP ○ SLIDE ○ LEAP ○ DODGE 	<ul style="list-style-type: none"> • <i>WRITTEN TEST:</i> MATCHING TERMS WITH PICTURES. 	<ul style="list-style-type: none"> • LOCOMOTOR • NON-LOCOMOTOR • DANCE • GYMNASTICS

- NON-LOCOMOTOR SKILLS

- BEND
- STRETCH
- PUSH
- PULL
- SWING
- SWAY
- TWIST
- TUMBLE

- **READY POSITION**

- MOVEMENT READY POSITION
- STATIC READY
- PLANTED

- **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**

- SELF-SPACE
- LEVELS
- PATHWAYS
- DIRECTIONS

STANDARD STATEMENT C

OBJECTIVE: IDENTIFY APPROPRIATE LOCATIONS TO TAKE THEIR HEART 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.

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.

- **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.

- **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:	<ul style="list-style-type: none"> • 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
REMEDIATION:	<ul style="list-style-type: none"> • WORK WITH A STUDENT WHO HAS MASTERED THE SKILL • THE CLASS AS A WHOLE WILL SELECT THE CORRECT DEMONSTRATION OF A 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 <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>

ENRICHMENT:	<ul style="list-style-type: none"> • CREATE A FITNESS CIRCUIT USING THREE DIFFERENT FITNESS ACTIVITIES. • DRAW A PERSON SHOWING THE BENEFITS OF EXERCISE.
REMEDATION:	<ul style="list-style-type: none"> • FLASHCARDS OF CRITICAL ELEMENTS. • INDIVIDUAL INSTRUCTION WITH TEACHER.
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>

- KICK
 - NON-KICKING FOOT NEXT TO THE BALL
 - CONTACT BALL BELOW THE MIDDLE OF THE BALL
 - CONTACT BALL WITH SHOELACES (I.E., INSTEP OF FOOT)
 - FOLLOW THROUGH

- DRIBBLE
 - READY POSITION (KNEES BENT/SHOULDER WIDTH APART)
 - 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)
 - POINT TOE AND STRIKE BALL WITH INSTEP
 - FOLLOW THROUGH WITH LEG HIGH AND SLIGHT HOP ON NON PUNTING FOOT.

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.

- CIRCLE EACH PHASE ON A WORKSHEET

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.

- **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
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- STATIONS IMPLEMENTING THE FOLLOWING MANIPULATIVE MOVEMENTS:
 - THROWING AND CATCHING
 - KICKING
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 - STRIKING
 - VOLLEYING
 - PUNTING

- BOWLING

STANDARD STATEMENT F

OBJECTIVE: RULES OF PLAY

- **RULES OF PLAY:** DIRECTIONS THAT TELL YOU HOW TO PLAY A GAME.
 - HOW TO PLAY SAFELY
 - HOW TO PLAY FAIRLY
 - HOW TO PLAY POLITELY

- **REVIEW GAME STRATEGY**

- OBSERVATION

- STATIONS IMPLEMENTING THE FOLLOWING MANIPULATIVE MOVEMENTS:
 - THROWING AND CATCHING
 - KICKING
 - DRIBBLE
 - STRIKING
 - VOLLEYING
 - PUNTING

- BOWLING

ENRICHMENT:

- CREATE AND DEMONSTRATE YOUR OWN MANIPULATIVE STATION OR GAME.
- ASSIST OTHER STUDENTS.
- DRAW 3 PICTURES OF SPORTS WHERE A MANIPULATIVE IS USED.
- CHOOSE A MANIPULATIVE SKILL AND DRAW THE THREE MOVEMENT PHASES.

REMEDATION:

- 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 KATHERINE T. THOMAS, AMEILA M. LEE, JERRY R. THOMAS (2008), HUMAN KINETICS, CHAMPAIGN, IL
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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	PHYSICAL EDUCATION	GRADE:	GRADE 1 BENCHMARK ASSESSMENT FOR STANDARD B
STATE STANDARD:	10.5.3 CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT	TIME FRAME:	
STANDARD STATEMENTS:	A - RECOGNIZE AND USE BASIC MOVEMENT SKILLS AND CONCEPTS B - RECOGNIZE AND DESCRIBE THE CONCEPTS OF MOTOR SKILL DEVELOPMENT USING APPROPRIATE VOCABULARY C -KNOW THE FUNCTION OF PRACTICE E - KNOW AND DESCRIBE SCIENTIFIC PRINCIPLES THAT AFFECT MOVEMENT AND SKILLS USING APPROPRIATE VOCABULARY F - RECOGNIZE AND DESCRIBE GAME STRATEGIES USING APPROPRIATE VOCABULARY		

	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
UNIT OF INSTRUCTION: MOVEMENT	<p><u>STANDARD STATEMENT A</u></p> <p>OBJECTIVE: IDENTIFY AND PERFORM 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"> ▪ WALK ▪ RUN ▪ JUMP ▪ HOP ▪ SKIP ▪ GALLOP ▪ SLIDE ▪ LEAP ▪ DODGE <p>OBJECTIVE: IDENTIFY AND PERFORM 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"> ▪ BEND/STRETCH ▪ PUSH/PULL ▪ SWING/SWAY ▪ TWIST/TURN <p>OBJECTIVE: IDENTIFY AND DEMONSTRATE RELATIONSHIPS</p> <ul style="list-style-type: none"> • RELATIONSHIPS: MOVEMENT THAT INTERACTS WITH OTHERS OR WITH AN OBJECT <ul style="list-style-type: none"> ▪ OVER ▪ UNDER ▪ BESIDE 	<ul style="list-style-type: none"> • SUMMARY WORKSHEET 	<ul style="list-style-type: none"> • LOCOMOTOR STATIONS • LOCOMOTOR GAMES • GYMNASTICS • TAGGING GAMES • DANCE • PARACHUTES • TRAVERSING WALL • COOPERATIVE GAMES

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

- **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

- SUMMARY WORKSHEET

- LOCOMOTOR STATIONS
- LOCOMOTOR GAMES
- GYMNASTICS
- TAGGING GAMES
- TRAVERSING WALL
- DANCE
- FITNESS

STANDARD STATEMENT E

OBJECTIVE: RECOGNIZE SCIENTIFIC PRINCIPALS

- **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.

STANDARD STATEMENT F

OBJECTIVE: RECOGNIZE RULES OF PLAY

- **RULES OF PLAY:** DIRECTIONS THAT TELL YOU HOW TO PLAY A GAME.
 - HOW TO PLAY SAFELY
 - HOW TO PLAY FAIRLY
 - HOW TO PLAY POLITELY
- **REVIEW OPEN SPACE**
- **REVIEW GAME STRATEGY**
- **REVIEW FAKING AND DODGING**

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

- LOCOMOTOR STATIONS
- GYMNASTICS
- TAGGING GAMES
- TRAVERSING WALL
- AQUATICS

- OBSERVATION

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

ENRICHMENT:

- CREATE AND DEMONSTRATE YOUR OWN LOCOMOTOR STATION OR GAME.
- ASSIST OTHER STUDENTS.
- DRAW A PICTURE OF THREE SPORTS THAT REQUIRE COMBINATION MOVEMENTS.

REMEDATION:

- 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.

RESOURCES:

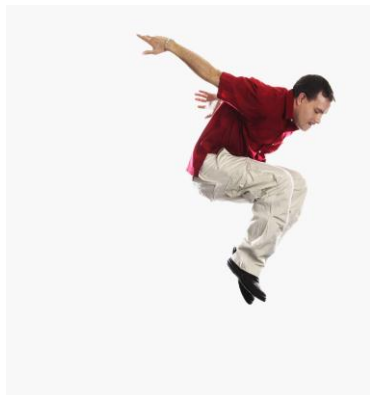
PHYSICAL EDUCATION METHODS FOR ELEMENTARY TEACHERS, BY KATHERINE T. THOMAS, AMEILA M. LEE, JERRY R. THOMAS (2008), HUMAN KINETICS, CHAMPAIGN, IL
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PENNSYLVANIA DEPARTMENT OF EDUCATION ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION

First Grade Movement
Assessment 10.5.3 B

Name: _____ Class: _____

Match the movement name to the movement picture.

Non-Locomotor	Manipulative	Locomotor
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Fill in the blanks:

- | |
|--|
| <ul style="list-style-type: none">A. Moving and objectB. Moving from one place to anotherC. Moving your body while staying in one place. |
|--|

A locomotor skill is movement _____.

A manipulative skill is _____.

A non-locomotor skill is _____.

By: Erin Viglione & Ralph Romspert