

Subject Area: PHYSICAL EDUCATION

Component I: GAMES/SPORTS

GOALS: The student will be able to...

- A. Use one's mind and body as a temple of God
- B. Respect others and their abilities
- C. Display attitudes for good sportsmanship and effective social relationships in groups
- D. Give his/her best effort in sport activities
- E. Demonstrate knowledge of the fundamental rules and safety concepts

The student will be able to...

The teacher will...

SKILLS/CONCEPTS	K	1	2	3	4	5	6	7	8
A MIND AND BODY									
A1 Exhibit individual, partner, small and large group socialization skills	I	D	D	D	E	E	E	E	E
A2 Demonstrate positive attitudes toward self and others through sport experiences	I	D	D	E	E	E	E	E	E
A3 Demonstrate safe, appropriate use and care of equipment	I	D	D	E	E	E	E	E	E
A4 Develop outdoor and lifelong leisure pursuits	I	D	D	D	A	E	E	E	E
B RESPECT									
B1 Appreciate other cultures	I	D	D	D	E	E	E	E	E
C RELATIONSHIPS									
C1 Demonstrate sportsmanship	I	D	D	E	E	E	E	E	E
C2 Exhibit positive self-concept and socialization skills as contributing members of team and individual activities	I	D	D	E	E	E	E	E	E
D PHYSICAL PERFORMANCE									
D1 Identify the biomechanical principles necessary for safe/skilled physical performance							I	D	A

LEGEND: I = Introduce D = Develop A = Assess E = Expand/Enrich/Extend

A = ISTEP Tested

A = Iowa Basic Skills Tested

SKILLS/CONCEPTS	K	1	2	3	4	5	6	7	8
E SAFETY CONCEPTS									
E1 Exhibit knowledge of rules and strategies for games and leadup activities to sports	I	D	D	D	A	E	E	E	E
E2 Demonstrate the ability to develop, combine, and refine fundamental techniques in games and sports	I	D	D	E	E	E	E	E	E
E3 Demonstrate rules/strategies for simple games and activities	I	D	D	D	A	E	E	E	E
E4 Integrate/Reinforce a variety of educational concepts through games, rhythmic and fitness activities	I	D	D	E	E	E	E	E	E
E5 Apply rules/strategies learned in physical education activities		I	D	D	A	E	E	E	E
E6 Understand risks and safety factors involved with team sports		I	D	A	E	E	E	E	E

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Subject Area: PHYSICAL EDUCATION**Component II: MOVEMENT AND RHYTHM AND NON-LOCOMOTOR SKILLS****GOALS: The student will be able to...**

- A. Execute basic locomotor patterns
- B. Explore/Develop the body's potential for movement
- C. Move in response to rhythm
- D. Demonstrate awareness of body and space
- E. Improve one's concept of self worth

The student will be able to...**The teacher will...**

SKILLS/CONCEPTS	K	1	2	3	4	5	6	7	8
A LOCOMOTOR PATTERNS									
A1 Demonstrate walking, running, hopping, jumping, leaping, galloping, and sliding with variation in speed, direction, force, shape, level and in areas of general and personal space	I	D	A	E	E	E	E	E	E
A2 Demonstrate swinging, swaying, bending, stretching, twisting with a variation of speed, direction, force, level in various areas of space	I	D	A	E	E	E	E	E	E
A3 Demonstrate weight transference skills: rocking, rolling, flight, step like actions	I	D	A	E	E	E	E	E	E
A4 Demonstrate basic tumbling skills: log rolls, forward and backward rolls	I	D	A	E	E	E	E	E	E
A5 Demonstrate simple stunts such as: stork stand, thread the needle, back to back partners, and crab walk	I	D	D	A	E	E	E	E	E
B MOVEMENT POTENTIAL									
B1 Demonstrate understanding of directions	I	D	A	E	E	E	E	E	E
B2 Identify/Name common body parts	I	D	A	E	E	E	E	E	E
B3 Demonstrate ability to follow and lead	I	D	A	E	E	E	E	E	E

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SKILLS/CONCEPTS	K	1	2	3	4	5	6	7	8
C RHYTHM RESPONSE									
C1 Mirror movement of partner/leader	I	D	A	E	E	E	E	E	E
C2 Use movement to express feelings	I	D	A	E	E	E	E	E	
C3 Use movement imitatively	I	D	A	E	E	E	E	E	E
C4 Demonstrate the ability to perform basic rhythmic skills alone and with a partner	I	D	D	A	E	E	E	E	E
D BODY AND SPACE									
D1 Respect physical and performance limitations of self and others	I	D	A	E	E	E	E	E	E
D2 Appreciate other cultures	I	D	D	D	A	E	E	E	E
D3 Integrate/Reinforce a variety of educational concepts through games, rhythmic and fitness activities	I	D	D	D	A	E	E	E	E
D4 Demonstrate the ability to integrate locomotor, non-locomotor and stability movements into more complex skills				I	D	D	A	E	E
E SELF WORTH									
E1 Communicate ideas/concepts through physical activity				I	D	D	A	E	E
E2 Demonstrate ability to create rhythmic movement patterns				I	D	D	A	E	E
E3 Demonstrate ability to perform more complex rhythmic skills alone or with a partner					I	D	A	E	E

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Subject Area: PHYSICAL EDUCATION**Component III: MANIPULATIVE****GOALS: The student will be able to...**

- A. Use manipulative equipment to develop components of movement and physical fitness
- B. Use arms, other body parts or physical equipment to thrust objects into space
- C. Use hands, other body parts or physical equipment to stop and control moving objects

The student will be able to...**The teacher will...**

SKILLS/CONCEPTS	K	1	2	3	4	5	6	7	8
A MANIPULATIVE EQUIPMENT									
A1 Demonstrate safe/appropriate use and care of equipment	I	D	D	D	D	A	E	E	E
A2 Demonstrate ability to manipulate objects with the skills necessary to participate in games and leadup activities	I	D	D	A	E	E	E	E	E
B THRUST MOVING OBJECTS									
B1 Demonstrate a variety of educational concepts through games, rhythmic and fitness activities	I	D	D	D	A	E	E	E	E
C CONTROL MOVING OBJECTS									
C1 Demonstrate ability to manipulate objects	I	D	D	A	E	E	E	E	E
C2 Identify the biomechanical principles necessary for safe/skilled physical performance					I	D	A	E	E

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Subject Area: PHYSICAL EDUCATION**Component IV: FITNESS****GOALS: The student will be able to...**

- A. Identify a level of fitness necessary to maintain a healthy body
 B. Demonstrate the level of fitness necessary for participation in games and sports
 C. Understand the benefits of lifelong fitness

The student will be able to...**The teacher will...**

SKILLS/CONCEPTS	K	1	2	3	4	5	6	7	8
A HEALTHY BODY									
A1 Engage in physical activities which help develop mental, social and emotional well being	I	D	D	A	E	E	E	E	E
A2 Demonstrate warm ups of body muscles before strenuous exercises	I	D	D	D	D	A	E	E	E
A3 Exhibit positive attitudes toward physical fitness	I	D	A	E	E	E	E	E	E
A4 Demonstrate a slow cool down period after strenuous activity	I	D	D	D	D	A	E	E	E
A5 Exhibit responsibility for development of personal fitness					I	A	E	E	E
B SPORTS PARTICIPATION									
B1 Demonstrate knowledge of sports and fitness consumerism					I	D	A	E	E
B2 Display a reasonable level in all components of health-related fitness					I	D	A	E	E
B3 Participate in a personal health-related fitness program					I	D	A	E	E
C LIFELONG FITNESS									
C1 Experience a variety of lifelong fitness related activities	I	D	D	D	E	E	E	E	E

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SKILLS/CONCEPTS	K	1	2	3	4	5	6	7	8
C2 Understand benefits of social sports activities for adult wellness					I	D	D	D	D

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