Subject Area:

PHYSICAL EDUCATION

Component I:

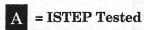
GAMES/SPORTS

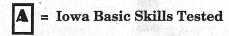
GOALS: The student will be able to...

- 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...

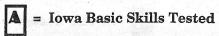
The student will be able to	The teacher will										
SKILLS/CONCEPTS	K	1	2	3	4	5	6	7	8		
A MIND AND BODY											
A1 Exhibit individual, partner, small and large group socialization skills	I	D	D	D	E	E	E	Е	Е		
A2 Demonstrate positive attitudes toward self and others through sport experiences	I	D	D	Е	Е	Е	Е	Е	E		
A3 Demonstrate safe, appropriate use and care of equipment	I	D	D	E	E	E	Е	Е	Е		
A4 Develop outdoor and lifelong leisure pursuits	Ι	D	D	D	A	Е	E	Е	Е		
B RESPECT											
B1 Appreciate other cultures	Ι	D	D	D	E	E	Е	Е	E		
C RELATIONSHIPS							100 100 100				
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	Ι	D	D	Е	E	Е	E	E	E		
D PHYSICAL PERFORMANCE											
D1 Identify the biomechanical principles necessary for safe/skilled physical performance							I	D	A		





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	Е	E
E2 Demonstrate the ability to develop, combine, and refine fundamental techniques in games and sports		D	D	E	Е	E	E	E	Е
E3 Demonstrate rules/strategies for simple games and activities		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	Ε	E	Е
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	enerson	I	D	A	E	E	E	E	E





Subject Area:

PHYSICAL EDUCATION

Component II:

MOVEMENT AND RHYTHM AND NON-

LOCOMOTOR SKILLS

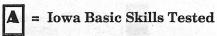
GOALS: The student will be able to...

- 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

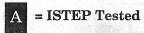
The student will be able to

The teacher will										
K	1	2	3	4	5	6	7	8		
I	D	A	E	E	Ε	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	Ī	D	D	A	E	E	E	E	E
D BODY AND SPACE									1 2 2
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	ar en visio	1000-1000		c Mosennia e e					
E1 Communicate ideas/concepts through physical activity		aii (ster Ste	$\mathbf{I}_{\mathbf{I}}$	D	D	A	E	E
E2 Demonstrate ability to create rhythmic movement patterns		oldi M	303 (S.W.	Ī	D	D	A	E	E
E3 Demonstrate ability to perform more complex rhythmic skills alone or with a partner	d ox		(5 d)		Ī	D	A	E	E





PHYSICAL EDUCATION Subject Area:

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

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...

The student will be able to		IIC	read	cne	LW	111	•	Balantee Salas (mekantar za
SKILLS/CONCEPTS	K	1	2	3	4	5	6	7	8
A HEALTHY BODY	3.4								
A1 Engage in physical activities which help develop mental, social and emotional well being	I	D	D	A	Е	Е	Е	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	81	3.24			I	A	E	Е	E
B SPORTS PARTICIPATION									
B1 Demonstrate knowledge of sports and fitness consumerism	ing ino	iesh ayri	teric 1 i i i	Outs Make	I	D	A	Е	E
B2 Display a reasonable level in all components of health-related fitness					Ī	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	Е	E





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