


Strand	Content	PA Stnrd	Skills	Assessment
Physical Fitness	Participate in fitness testing components. <ul style="list-style-type: none"> • Cardiovascular • Flexibility • Muscular Strength • Muscular Endurance 	10.4A	CF3: PE.2 (1) A. Recognize how practice improves physical fitness.	<ul style="list-style-type: none"> • FITNESSGRAM physical fitness test • Pre-test/post test • Student participation • Teacher observation, checklist • Video • Group discussion
	Complete a 30 minute Physical Education class without undue fatigue.	10.4A	CF3: PE.2 (1) B. Identify activities that improve components of physical fitness. (aerobic capacity, muscular strength, muscular endurance, flexibility, body composition).	
	Perform the three phases of a workout. <ul style="list-style-type: none"> • Warm Up • Conditioning • Cool Down 	10.4A	CF3: PE.2 (1) C. Participate independently and cooperatively in games and play activities.	
	Participate in and discuss activities, in a group, which promote the components of fitness.	10.4B	CF3: PE.2 (1) D. Participate in a variety of fitness related games and recognize a relationship between games and fitness.	
	Discuss the positive effects of a game or play activity on physical fitness and health.	10.4B		
	Discuss how practice improves fitness after participating in activities over time.	10.4E 10.5C		
	Participate in individual, cooperative, and student-led games.	10.4A		

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<p>Skills Development</p>	<p>Demonstrate kicking a large moving ball.</p> <p>Attempt running and kicking.</p> <p>Attempt kicking a ball toward various targets.</p> <p>Participate in kicking type games.</p> <p>Demonstrate throwing a small ball underhand and overhand at a target using appropriate form.</p> <p>Demonstrate catching a large ball from a rebound.</p> <p>Participate in games involving throwing and catching.</p> <p>Demonstrate striking a large stationary ball with and without an implement.</p> <p>Demonstrate ability to perform basic movements with the appropriate pace, while performing a warm-up exercise routine.</p>	<p>10.5A</p> 	<p>CF3: PE.4 (1) A. Identify basic elements of movement skills.</p> <p>CF3: PE.4 (1) B. Apply knowledge of basic movement skills to perform:</p> <ul style="list-style-type: none"> • Stretching, twisting, curling, bending, swaying, and swinging • Hop, jump, and gallop • Catch a large ball from rebound. • Strike a large stationary ball with and without implements. 	<ul style="list-style-type: none"> • Teacher observation • Peer group evaluation • Partner check list

Physical Education

Grade 1

Strand	Content	PA Stnrd	Skills	Assessment
<p>Self Confidence/ Self Re-liance/ Social Respon-sibility</p>	<p>Participate in challenging physical activities while utilizing appropriate safety precautions.</p>	<p>10.3A 10.3D</p>	<p>CF3: PE.3 (1) A. Attempt challenging activities, both independently and cooperatively, and recognize appropriate safety measures.</p>	<ul style="list-style-type: none"> • Class Participation • Video • Peer Review • Group oral presentation • Log • Written Test • Student participation • Teacher observation
	<p>Demonstrate actions that should be taken when approached by a stranger.</p> <ul style="list-style-type: none"> • Run away when being chased. • Know “safe people” you can go to. • Know “safe places” you can go to. 	<p>10.3B</p>	<p>CF3: PE.3 (1) B. Identify dangers from fire and as a pedestrian. Demonstrate ways to protect self and others.</p>	
	<p>Demonstrate various techniques needed to escape from a building on fire, or when clothing is on fire.</p> <ul style="list-style-type: none"> • Get as low as possible when exiting. • Stop; Drop; and Roll 	<p>10.3B</p>	<p>CF3: PE.3 (1) C. Demonstrate ability to refrain from negative comments about the effort/performance of others.</p> <p>CF3: PE.3 (1) C. Recognize benefits of taking turns.</p>	
	<p>Participate in physical activities, while refraining from making negative comments about the effort or performance of others.</p>	<p>10.4F</p>	<p>CF3: PE.3 (1) D. Recognize benefits of sharing and cooperating.</p>	
	<p>Perform activities in pairs or small groups without direct supervision when taking turns is necessary.</p>	<p>10.4F</p>	<p>CF3: PE.3 (1) E. Realize that all children have feelings and that there are many similarities and differences in students according to culture and physical ability.</p>	
	<p>Discuss the benefits of sharing and cooperating.</p>	<p>10.4F</p>	<p>CF3: PE.1 (1) A. Recognize physical activities that contribute to good health.</p>	
	<p>Participate in multicultural games and dances. Include students from differently-abled populations in physical activities.</p>	<p>10.4A</p>	<p>CF3: PE.1 (1) B. Describe feelings that result from successful participation in physical activity including: enjoyment, satisfaction, pride, and positive self esteem.</p>	
	<p>Participate in a variety of physical activities and describe how they help the body (e.g., stretching muscles helps prevent injury).</p> <p>Use a record of feelings during participation in physical activities over time.</p>	<p>10.4A 10.4B 10.4D</p>	<p>CF3: PE.1 (1) C. Participate regularly in health-enhancing physical activities .</p>	

	<p>Draw a picture showing participation in a health-enhancing physical activity.</p> <p>Student log, journal, or portfolio</p> <p>Pictures and drawings</p> <p>Use Kid Pix program to draw activities</p>	<p>10.4A</p> <div data-bbox="844 191 945 289" style="border: 1px solid black; padding: 2px;"><p>10.4A 10.4B 10.4D</p></div> <p>↓</p>		
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Physical Education

Grade 1

Strand	Content	PA Stnrd	Skills	Assessment
Movement	<p>Perform physical activities and demonstrate awareness of personal and general space while moving in a variety of levels and directions.</p> <p>Move to various rhythms.</p> <p>Demonstrate the axial skills of twisting, curling, bending, swaying and swinging.</p> <p>Perform physical activities and demonstrate correct foot patterns in hopping, jumping, skipping, leaping, galloping, and sliding.</p> <p>Control objects of various sizes, shapes and weights.</p> <p>Perform various rolling movements. <ul style="list-style-type: none"> • Backward rolls • Combinations of rolls. </p> <p>Apply elements of the concept of dynamic balance (e.g. focus eyes on the end of the balance beam while traveling forward) while performing physical activities.</p> <p>Demonstrate ability to work with a partner, such as leading or following.</p> <p>Demonstrate control in balancing and traveling activities.</p>	<p>10.5A</p> <p>10.5A</p> <p>10.5A</p> <p>10.5A</p> <p>10.5A</p> <p>10.5A</p> <p>10.5A</p> <p>10.5E</p> <p>10.5F</p> <p>10.5A</p>	<p>CF3: PE.5 (1) A. Identify differences between movement and non-movement.</p> <p>CF3: PE.5 (1) B. Recognize the movement concept of dynamic stability (balance while moving) and apply to elements of movement skills.</p> <p>CF3: PE.5 (1) C. Understand that motor skill development requires correct practice.</p> <p>CF3: PE.5 (1) D. Recognize efficient and non-efficient elements of fundamental movement skills.</p> <p>CF3: PE.5 (1) E. Demonstrate the ability to distinguish between different movement patterns.</p> <p>CF3: PE.5 (1) F. Apply the elements of shapes, pathways, and levels to perform movement sequences.</p>	<ul style="list-style-type: none"> • Participation • Teacher observation • Partner check list