

Quarter					Strand	Objectives	The Student is Expected To:
1	2	3	4	Movement - Skilled, Principles and Concepts			
				3.1	The student will apply locomotor, non-locomotor, and manipulative skills in increasingly complex movement activities	a) Demonstrate most of the critical elements (isolated, small parts of the whole skill or movement) for manipulative skills	Execute throwing and catching a variety of objects (balls, bean bags, etc) kick to stationary and moving partners/objects, dribble with dominant hand/foot, pass a ball to a moving partner
						b) Use manipulative skills in movement combinations	Practice the key elements in manipulative skills such as eyes on target, follow through, opposite foot/weight transfer, body position, catch a rolled ball while moving, and dodging and moving in different pathways
						c) Moving to a rhythm	Perform simple dances in various formations, or develop and refine a creative educational dance or jump rope sequence that repeats
						d) Perform tumbling sequences with at least four non-manipulative movements.	Be able to execute movements such as egg rolls, log rolls, forward/backward rolls, bear walk, army walk
				3.2	The student will apply movement principles in increasingly complex movement activities	a) Apply the principles of relationships while moving in space and using non-manipulative and manipulative skills	Demonstrate key elements such as underhand throw, overhand throw, and catch and kick
						b) Apply the principles of relationships when working with a partner while moving	Participate in activities with a partner using equipment such as throwing and catching Z-balls, bean bags, chicken, and partner hoop activities
					Personal Fitness		
				3.3	The student will engage in a variety of moderate and vigorous physical activities and describe how and why the body responds to the activities (e.g., physiological changes such as sweating, increased heart rate, increased respiration).		Describe the long term effects of physical activity on the heart and distinguish between aerobic and anaerobic activities
				3.4	The student will demonstrate an understanding of the purpose for rules, procedures, etiquette, and respectful behaviors while in various physical activity settings.	a) Demonstrate independence and good use of time while practicing physical activity	Work independently and stay on task while demonstrating perseverance when not successful on the first try in learning new movement or skills
						b) Provide input into establishing rules and guidelines for behavior in physical activity settings	Identify components of games that can be modified to make the games and participants more successful and explain the importance of basic rules in games and activities
						c) Work cooperatively with peers	Accept and respect differences and similarities in physical abilities of self and others
				3.5	The student will identify and participate in regular physical activities to improve skills and personal health	a) Select and participate in physical activities during unscheduled times at home, at school, or in the community	Identify and participate in opportunities in the school and community for regular participation in physical activity
						b) Identify one physical activity that he/she participates in regularly for fitness, enjoyment, and/or social interaction	Describe and select physical activities that provide for enjoyment and challenge and identify opportunities for participation in physical activity in the community

