

Physical Education First and Second Grade

CONTENT AREA I:Gymnastics and Tumbling

Goal 1. The student will demonstrate the ability to achieve competency in many movement forms and proficiency in a few movement forms while applying movement concepts and principles to the development of motor skills in gymnastics and tumbling.

Movement Objectives – The student will be able to:

- a. Demonstrate all of the locomotor skills of walking, running hopping, jumping, galloping, sliding, and skipping.
- b. Demonstrate and understand simple educational gymnastic sequences that contain a variety of balance, roll, transfer of weight, and flight.
- c. Demonstrate and extend the knowledge of the critical features of basic locomotor, non-locomotor, and manipulative skills (e.g., locomotor skills can be combined to form more complex movements such as step-hop or step-jump.)
- d. Demonstrate the fundamental movement patterns, individually and with a partner, that serve as the foundation of physical activity.
- e. Demonstrate the ability to combine educational gymnastic movements into sequences, including balance, roll, transfer of weight, and flight.
- f. Identify the role of performance feedback in developing a skill.
- g. Identify movement concepts in body management, games, dance and locomotion (e.g., personal/general space, high/low levels, fast/slow speeds, light/heavy force, balance and twist.)
- h. Apply appropriate movement concepts to performance (e.g., change directions while running, move from a gallop to a hop when directed.)
- i. Identify and recognize one's own stage of learning in a variety of motor skills.
- j. Apply the basic movement concepts to change performance of locomotor, non-locomotor and manipulative skills by using feedback to improve skill performance.

Goal 2. The student will demonstrate the ability to achieve a physically active lifestyle and demonstrate the ability to achieve and maintain a health-enhancing level of physical fitness.

Fitness Objectives – The student will be able to:

- a. Demonstrate knowledge of muscular strength and endurance through strengthening exercises in a variety of muscle groups.
- b. Identify and participate in developmentally appropriate physical activities that maintain or enhance flexibility.
- c. Identify and participate in developmentally appropriate strength activities involving manipulation or control of own body weight.

- d. Perform and classify a variety of physical activities in relationship to flexibility, muscular, and cardiovascular benefits.
- e. Select, participate and monitor physical activity outside of school hours.

Goal 3. The student will demonstrate the ability to show responsible personal and social behavior in physical activity settings, understand and respect differences among people in physical settings, and conclude that physical activity provides an opportunity for enjoyment, challenges, self-expression, and social interaction.

Attitude Objectives – The student will be able to:

- a. Treat others with respect and empathy during play.
- b. Participate willingly in individual and group activities.
- c. Identify potential barriers and find solutions to barriers for the attainment of personal goals.
- d. Demonstrate cooperation with partner by successfully working together to complete an assigned task.
- e. Apply safe practices, physical education rules and procedures.

CONTENT AREA III: Games and Sports

Goal 1. The student will demonstrate the ability to achieve competency in many movement forms while applying movement concepts and principles to the development of motor skills in games and sports.

Movement Objectives – The student will be able to:

- a. Explain how muscle pulls bone through range of motion.
- b. Experiment with the effects of different degrees of muscle pull on objects and the body.
- c. Identify critical elements of the basic locomotor and manipulative skill.
- d. Identify the role of performance feedback in developing a skill.
- e. Identify and recognize one's own stage of learning in a variety of motor skills.
- f. Recognize that appropriate practice and variability improves learning.
- g. Demonstrate all of the locomotor skills of walking, running, hopping, jumping, galloping, sliding, and skipping.
- h. Demonstrate with consistency, the manipulative skills performed alone (e.g., toss and catch, dribble with hand and foot, kick and strike with hand or equipment, throw underhand and overhand, volley.)
- i. Demonstrate a variety of stationary manipulative skills (e.g., toss and throw to targets, bounce and catch, toss and catch, kick to a target, strike a paddle, dribble, roll, trap, volley with hand.)
- j. Demonstrate and extend the knowledge of the critical features of basic locomotor, non-locomotor, and manipulative skills.
- k. Identify movement concepts in body management, games, dance and locomotion (e.g., personal/general space, levels, speeds, light/heavy force, balance, twist.)

- l. Apply the basic concepts to change performance of locomotor, non-locomotor, and manipulative skills by using the concept of relationships (e.g., over, under, around, in front, behind, next to, and through) in dynamic movement situations.
- m. Apply appropriate movement concepts to performance (e.g., change directions while running, move from a gallop to a hop when directed.)
- n. Apply the basic movement concepts to change performance of locomotor, non-locomotor, and manipulative skills by using feedback to improve.

Goal 2. The student will demonstrate the ability to achieve a physically active lifestyle and maintain a health-enhancing level of physical fitness.

Fitness Objectives – The student will be able to:

- a. Examine one to three components of a health-related fitness assessment.
- b. Demonstrate the ability to understand the concept of pacing during cardiovascular endurance activities.
- c. Demonstrate the knowledge of muscular strength and endurance through strengthening exercises in a variety of muscle groups.
- d. Perform and classify a variety of physical activities in relationship to flexibility, muscular, and cardiovascular benefits.
- e. Recognize the relationship between nutrition and physical fitness.
- f. Identify each component of the FITT (frequency, intensity, time, type) principle.
- g. Explain the accumulative effect of physical activity and why 30-60 minutes of physical activity is recommended daily.
- h. Explain and give examples of physically active lifestyles.
- i. Select, participate, and monitor physical activity outside of school hours.
- j. Identify and participate in developmentally appropriate physical activities that maintain flexibility.
- k. Identify and participate in developmentally appropriate strength activities involving manipulation or control of one's own body weight.

Goal 3. The student will demonstrate the ability to show responsible personal and social behavior in physical activity settings, understand and respect differences among people in physical settings, and conclude that physical activity provides an opportunity for enjoyment, challenges, self-expression, and social interaction.

Attitude Objectives – The student will be able to:

- a. Treat others with respect and empathy during play.
- b. Participate willingly in individual and group activities.
- c. Identify potential barriers and find solutions to barriers to attain personal goals.
- d. Demonstrate cooperation with a partner by successfully working together to complete an assigned task.
- e. Apply safe practices to physical education rules and procedures.