

Elkhart Community Schools

**Physical Education**

**CURRICULUM GUIDE**

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August 2002

## Physical Education Curriculum Guide

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**Steering Committee Members**

**Elementary Representatives**

Tom Cripliver – Administrator

Bruce Klonowski – Administrator

Sue Friesner - Teacher

Judy Johnston – Teacher

Michael Pflugner- Teacher

Kelli Weaver – Teacher

Mr./Mrs. David Henke - Parent

Mr. Danny Hurt – Parent

**Secondary Representatives**

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Ted Foland – Administrator

Barry Beyer – North Side

Betsy Tepe – North Side

Arvis Dawson – West Side

Trudy Battjes – Central

Marshall Sellers – Central

Janie Boyden – Memorial

Jon Cook – Memorial

Mrs. Kathy Kain – Parent

**District Level Administrator**

Wayne Stubbs

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### **Philosophy of Physical Education**

We believe

Physical education provides scientifically based opportunities to develop skills, knowledge, and attitudes for all students through fundamental movements, rhythmic, sport, and fitness vigorous exercise and sports. The key is to assist individuals in assuming responsibility for their own health and well being through an active life style.

We believe

A comprehensive physical education should progress from introductory movement skills in the primary grades to advanced skills and in-depth study in high school. Programs should be designed to assist students in the development of their physical, mental, designed and effectively implemented program.

We believe

In a structured physical education program providing Kindergarten through Grade 10 and important and integral part of the educational curriculum. In addition, programs should be taught by physical education specialists.

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### **PHYSICAL EDUCATION POLICES AND PROCEDURES**

#### CURRENT TIME ALLOTMENT PER WEEK

Elementary: K	20 minutes per week	Middle School:	7-8	One Semester
Elementary: 1-6	40 minutes per week	High School:		Two Semesters Required

#### Medical Examination Policy

It is require that a student have physical examination before entering kindergarten, seventh grade and ninth grade. Any pertinent information in regard to the student's performance in physical education classes should be made known to the physical education teacher by the school nurse.

#### Excuse From Participation

Temporary excuses from participation in regular physical education classes should be granted when the reason for the request is of a medical nature and may be granted by the physical education teacher, school nurse, or student's physician.

#### Insurance

All students will be given an opportunity to enroll in the school insurance plan offered at the beginning of each school year.

#### First Aid Policy

Each teacher should be aware of Elkhart Community School's policies and procedures concerning illness, accidents, and bloodspills. This information should be obtained through the school nurse.

#### Accident Reports

Each teacher should be familiar with the Elkhart Community School's procedures and forms that are used for accident reports. A written report (in duplicate) is required for all accidents in class and/or during extra-curricular activities.

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### **PHYSICAL EDUCATION POLICES AND PROCEDURES cont.**

#### Facilities and Equipment

All equipment and facilities should be examined regularly for needed adjustment repair. Special care should be given to mats and mat covers, gymnastic apparatus, other hanging and climbing apparatus. Physical education teachers are responsible for the storage and care of all equipment. An up-to-date inventory of the equipment should be kept at all times by elementary physical education teachers and secondary department chairpersons.

#### Budget and Purchasing

Each physical education teacher should be familiar with the school's procedures for budget and purchasing equipment. This information may be obtained from the principal.

#### Dress For Physical Education

Each student is encouraged to have a pair of gym shoes for use when participating in activities in the school gym. Some schools may require a physical education uniform.

#### Grades

Grades should be given in physical education classes in the same manner as they are in other school subjects. The method of determining the grades shall reflect the purposes of the instructional program and the effort and achievement of the individual students.

#### Evaluation and Testing

Each unit taught should have expected outcomes consistent with the adopted curriculum. Different methods of measuring these outcomes should be used.

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### Grade One

***ACADEMIC STANDARD 1: Demonstrate competency in many movement forms and proficiency in a few movement forms.***

*Students move using locomotor (run, walk, jump, gallop, etc.) and non-locomotor skills (bend, twist, turn, etc.). They move to rhythm, demonstrate balance, and have the ability to jump, climb, and roll. They manipulate objects in a variety of ways.*

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
1.1.1 Demonstrate the ability to perform locomotor (walk, run, traveling actions) and non-locomotor (bend, swing, movement in place) skills upon teacher request. <u>Example:</u> Respond to imagery, demonstrating animal walks by using various non-locomotor and locomotor movements.	<u>Locomotor/non-locomotor skills:</u> <ul style="list-style-type: none"> <li>• Upon teacher request, student will demonstrate skill.</li> <li>• Challenge students to move their feet, with their hands on a hoop, to other parts of the hoop. (1.1.1)</li> </ul>	1. Teacher can use a checklist and observe for correct student performance. (1.1.1)	<u>1.1.1</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i> , C. Hopple, P. 1182. 2. Teacher generated material. 3. Appendix A
1.1.2 Perform basic balance skills alone, with a partner, or on various apparatus. <u>Example:</u> Perform simple stunts like the stork stand or back-to-back partner-sit.	<u>Basic balance skills:</u> <ul style="list-style-type: none"> <li>• Have students cross the balance beam, when they get to a certain point (marked by tape). They will balance on one foot for 3 seconds. (1.1.2)</li> </ul>	1. Teacher checklist to observe whether the student can balance on one foot. (1.1.2)	<u>1.1.2</u> 1. Teacher generated checklist
1.1.3 Manipulate a variety of objects (throw, catch, strike, kick) while moving or standing still, using variations in force/effort. <u>Example:</u> Attempt throwing at various speeds, distances, and at targets. Catches medium sized objects in activities like Hot Potato.	<u>Manipulate objects:</u> <ul style="list-style-type: none"> <li>• Ask the student to throw a ball to the wall using strong and light force. Have them discuss which force makes the ball get to the wall faster or slower and why. (1.1.3)</li> </ul>	1. Students will look at a picture of persons using strong and light force; circle the person using light force. (1.1.3)	<u>1.1.3</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i> , C. Hopple, P. 70 2. Appendix A
1.1.4 Perform basic rhythmic skills alone and with a partner, or	<u>Rhythmic Skills:</u> <ul style="list-style-type: none"> <li>• Teacher uses different</li> </ul>	1. Observe to see if students understand rhythms and sound.	<u>1.1.4</u> 1. <i>Teaching for Outcomes</i>

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<p>within a group. <u>Example</u>: Move creatively to even/uneven rhythms or to a variety of musical rhythms and styles using simple dance steps.</p>	<p>instruments to make a rhythm, students move, using body movements, to match rhythm and sounds. (i.e. shake to maracas, march to drum beat, or tiptoe to a triangle). (1.1.4)</p>	<p>(1.1.4)</p>	<p><i>in Elementary Physical Education, C Hopple, P. 52</i></p>
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### Grade One

**ACADEMIC STANDARD 2:** *Applies movement concepts and principles to the learning and development of motor (movement) skills.*

*Students are capable of distinguishing differences in tempo, force, and direction during movement.*

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
<p>1.2.1 Identify and use a variety of relationships with objects such as directionality and laterality. <u>Example:</u> Move in opposition or applies the concept of left/right as In the Hokey Pokey.</p>	<p><u>Relationships with objects:</u></p> <ul style="list-style-type: none"> <li>• Students will participate in the hokey pokey.</li> <li>• Each student will have a hula-hoop. Teacher will give direction of where to stand in relationship to the hula-hoop. (i.e. on the right side, on the left side, etc. (1.2.1)</li> </ul>	<p>1. Teacher observation of whether students stand in the correct place in relationship to hoop and direction. (1.2.1)</p>	<p><u>1.2.1</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i>, C. Hopple, P. 75.</p>
<p>1.2.2 Identify the characteristics of mature locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills. <u>Example:</u> Circle pictures or state key indicators of correct form for the overhand throw.</p>	<p><u>Knowledge of characteristics of locomotor/non-locomotor, and manipulative skills:</u></p> <ul style="list-style-type: none"> <li>• Students can practice the overhand throw. Partner will assess whether they performed the skill correctly and what they need to work on. (1.2.2)</li> </ul>	<p>1. Circle pictures of correct form of the overhand throw. (1.2.2)</p>	<p><u>1.2.2</u> 1 <i>Teaching Children Movement Concepts and Skills</i>, C. Buschner, P. 33-34 2 Appendix A</p>
<p>1.2.3 Explore variations in force/effort, pathways, or level and tempo. <u>Example:</u> After discussing the concepts of straight, curve, zigzag, etc. the student uses different locomotor (traveling actions) movements to move in those pathways at different levels and speeds.</p>	<p><u>Ability to perform movements with variations in force/effort pathways, or level and tempo:</u></p> <ul style="list-style-type: none"> <li>• Discuss with students the differences between straight, curved, and zigzag. Hold up cards with pathways on them. Students will move in the specified pathway. (1.2.3)</li> </ul>	<p>1. Students will match the correct word to the correct pathway on a worksheet. (1.2.3)</p>	<p><u>1.2.3</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i>, C. Hopple 2. <i>Teaching Children Dance</i>, M. Purcell, P. 23 3. Teacher generated material</p>

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			4. P. E. Central Assessment Sheet #1-2-3
1.2.4 Identify major body parts. <u>Example:</u> Place an object on a designated body part or point to the location of the heart.	<u>Knowledge of body parts:</u> <ul style="list-style-type: none"> <li>Travel-have students place specific body parts on their carpet square or in their hoops at the signal. (1.2.4)</li> </ul>	1. Teacher developed rubric to what extent do students place the correct body part on the carpet square. (1.2.4)	<u>1.2.4</u> 1. Teacher generated materials 2. Appendix A

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### Grade One

**ACADEMIC STANDARD 3:** Exhibit a physically active lifestyle.

*Students begin to understand how being physically active contributes to their health and makes them feel and look better. They discuss their observations about the changes that physical activity makes in their own bodies. They explore various activities and discuss how the activities affected their health.*

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
1.3.1 Participate in lifetime activities during physical education and recess. <u>Example:</u> Participate in twenty minutes fitness walk (fast walk) during physical education class.	<p><u>Understand the benefits of a physically active lifestyle:</u></p> <ul style="list-style-type: none"> <li>• Ask students to tell you about someone they think is fit physically. Discuss how these people got fit. Do they become fit by being active once in a while or often? How often? Ask student if they think these people exercised when they were in first grade? What kind of things do they think these fit people did? (1.3.1)</li> </ul>	1. Students can document (write or draw) the kinds of activities in which they participate, and how often they do these activities. (1.3.1)	<p><u>1.3.1</u></p> <p>1. <i>Teaching for Outcomes in Elementary Physical Education</i>, C. Hopple, P. 169-170</p>

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**ACADEMIC STANDARD 4: Achieves and maintains a health-enhancing level of physical fitness.**

*In the first grade, students begin to understand the effects of physical activity on the body by observing physical changes such as increased heart rate, increased rate of respiration (breathing), and an increase in sweating during exercise. They participate in activities of various intensities and can describe the changes these activities produce within their bodies.*

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
1.4.1 Demonstrate how increasing the intensity of activity will increase their heart rate. <u>Example:</u> Participate in locomotor (traveling actions) activities with the teacher controlling the intensity of the activity with commands—walk, skip, jog, run, etc. They cease activity after each level and feel the beating of their hearts. They are asked to describe the difference in the heartbeats between each level.	<u>Knowledge of increasing intensity increases heart rate:</u> <ul style="list-style-type: none"> <li>• Teacher will discuss worksheet with students. Have students rest, then feel their heart. Chart on the worksheet slow, medium, fast of how they feel. Then the students walk, feel their hearts, chart again on the worksheet, and then run, etc. (1.4.1)</li> </ul>	1. Worksheet to chart understanding of the differences in heartbeats. (1.4.1)	<u>1.4.1</u> 1. <i>Assessment Strategies for Elementary Physical Education</i> , C. Schiemer, P. 119 2. Appendix A
1.4.2 Demonstrate and understanding of the effect of exercise on the muscles. <u>Example:</u> Students can explain the effect of exercise on the muscles.	<u>Understanding of the effect of exercise on the muscles:</u> <ul style="list-style-type: none"> <li>• Discuss how, like the heart, other muscles get strong when we move, play and exercise them.</li> <li>• Ask students for ideas of activities they can do to promote muscle strength. (1.4.2)</li> </ul>	1. Students can name or write activities that promotes muscular strength. (1.4.2)	<u>1.4.2</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i> , C. Hopple, P. 119
1.4.3 Identify various parts of the body that are affected by exercise. <u>Example:</u> Move a particular body	<u>Knowledge of body parts that are affect by exercise</u> <ul style="list-style-type: none"> <li>• When moving or doing</li> </ul>	1. Students can look at a picture of a person using muscles and label which muscles are being	<u>1.4.3</u> 1. <i>Health-Related Physical Fitness</i> , C.

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<p>part on the command of the teacher.</p>	<p>exercises share with students or have them explore what muscles are being used. (i.e., sit-ups—abdominal muscles) (1.4.3)</p>	<p>used. (1.4.3)</p>	<p>Petray, S. Blazer, P. 261, 2. Appendix A</p>
<p>1.4.4 Identify activities that increase cardiovascular (heart and lungs) endurance. <u>Example</u>: Bring in pictures of individuals participating in activities that would enhance their cardiovascular endurance.</p>	<p><u>Knowledge of activities that increase cardiovascular endurance</u>:</p> <ul style="list-style-type: none"> <li>• After a vigorous activity, have students feel their own heart. Discuss why the heart is beating faster. (1.4.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Give examples of activities that are active and inactive. See if they can tell the difference. Which ones promote cardiovascular endurance? (1.4.4)</li> </ul>	<p><u>1.4.4</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i>, C. Hopple, P. 179</p>
<p>14.5 Distinguish between activities that increase muscular strength (how much) and those that increase muscular endurance (how many times). <u>Example</u>: Students are able to identify from pictures the difference between strength and endurance.</p>	<p><u>Knowledge of muscular strength and muscular endurance</u>:</p> <ul style="list-style-type: none"> <li>• Explain the meanings of muscular strength and muscular endurance. Do station activities that promote these items. (1.4.5)</li> </ul>	<p>1. After doing stations, students will be able to tell which ones are related to muscular strength and which ones are related to muscular endurance. (1.4.5)</p>	<p><u>1.4.5</u> 1. <i>Teaching Children Fitness</i>, T Ratliffe, L. Ratliffe, P. 90</p>
<p>1.4.6 Demonstrate a stretch that will help increase the range of motion of a joint <u>Example</u>: Perform a sit and reach stretch to demonstrate how to stretch the hamstrings (muscles on the back of thigh) and low back.</p>	<p><u>Knowledge of flexibility</u>:</p> <ul style="list-style-type: none"> <li>• Use Disney’s <u>Mousercize</u> album as a warm-up. After completing the warm-up, discuss how stretching is good for the body.</li> <li>• Discuss and practice stretches and what muscles are being stretched. (1.4.6)</li> </ul>	<p>1. Name a joint or body part to stretch. Students will need to show a stretch that matches the joint or body part. (1.4.6)</p>	<p><u>1.4.6</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i>, C. Hopple, P. 196</p>
<p>1.4.7 Participate in the majority of class activities and attempts to maintain the intensity and duration necessary for improved fitness. <u>Example</u>: Participate in locomotor (traveling actions)</p>	<p><u>Participation in activities to improve fitness</u>:</p> <ul style="list-style-type: none"> <li>• Discuss with students how moving harder and for a longer time will improve fitness. Do an activity that is</li> </ul>	<p>1. Observe which students will or can participate at the intensity and duration to improve fitness. (1.4.7)</p>	<p><u>1.4.7</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i>, C. Hopple, P. 196</p>

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<p>movements for a continuous period of time at an intensity that they feel is enough to cause their hearts to beat twice as fast as it does at rest.</p>	<p>slow and easy. Then do an activity that is harder and for a longer period of time. Have students tell which one will improve fitness. (1.4.7)</p>		
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### Grade One

**ACADEMIC STANDARD 5: *Demonstrate responsible personal and social behavior in physical activity settings.***

*Students begin to learn and apply behaviors which demonstrate an understanding of rules and directions, safety practices, and working cooperatively with others.*

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
1.5.1 Identify personal space and maintain activities in own space without interfering with others spaces. <u>Example:</u> Participate in games and activities while avoiding contact with others or with stationery (non-moving) objects.	<u>Knowledge of personal spaces:</u> <ul style="list-style-type: none"> <li>• Talk with students about what personal space is.</li> <li>• Play a game with some students being trees inside a hoop, reaching out as far as they can (one foot is the root). If they touch a runner, they trade places. (1.5.1)</li> </ul>	1. Observe students to see if they line up without running into others. (1.5.1)	<u>1.5.1</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i> , C. Hopple, P. 60
1.5.2 Demonstrate a willingness to work with other students toward a common goal.. <u>Example:</u> Participate with a partner or team in a game situation requiring problem solving skills.	<u>Working cooperatively with others:</u> <ul style="list-style-type: none"> <li>• Discuss concepts of cooperation; use activities such as the parachute, to help demonstrate how everyone must work together. (1.5.2)</li> </ul>	1. Observe students to see if they work cooperatively. (1.5.2)	<u>1.5.2</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i> , C Hopple, P. 46
1.5.3 Follow rules and directions for all activities. <u>Example:</u> Participate in activities such as Simon Says.	<u>Ability to follow rules and directions.</u> <ul style="list-style-type: none"> <li>• Discuss the reasons for rules when playing games. (1.5.3)</li> </ul>	1. Observe students to see if they follow the rules of the games. (1.5.4)	<u>1.5.3</u>
1.5.4 Identify personal goals for physical activities. <u>Example:</u> Sets personal goal to ride a bike 3 times per week.	<u>Ability to set goals:</u> <ul style="list-style-type: none"> <li>• Instructor will lead a discussion on what a goal is, and example. (1.5.4)</li> </ul>	1. Ask students what their goals are and see if they meet their goal. (1.5.4)	<u>1.5.4</u> 1. <i>Teaching Children Games</i> , D. Belka, P. 10
1.5.5 Accept responsibility for own	<u>Self responsibility:</u>	1. Student self-evaluation with	<u>1.5.5</u>

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<p>class participation.. <u>Example:</u> Students wear tennis shoes for class.</p>	<ul style="list-style-type: none"> <li>• Discuss what responsibility means have the students give examples of ways to be responsible in class. (1.5.5)</li> </ul>	<p>rubric. (1.5.5)</p>	<ol style="list-style-type: none"> <li>1. <i>Assessment Strategies In Elementary Physical Education</i>, S. Schiemer, P. 109</li> <li>2. Teacher generated material.</li> <li>3. Appendix A</li> </ol>
<p>1.5.6 Accept constructive criticism from teacher and classmates. <u>Example:</u> Allow a teacher to critique a throwing skill in order to improve performance.</p>	<p><u>Acceptance of constructive criticism:</u></p> <ul style="list-style-type: none"> <li>• Discuss with students what constructive criticism is and have students give examples.</li> <li>• Teacher performs a skill and students critique the performance, in order to improve the skill. (1.5.6)</li> </ul>	<ol style="list-style-type: none"> <li>1. Observe students to see if they follow the rules of the games. (1.5.6)</li> </ol>	<p><u>1.5.6</u></p>



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### Grade One

**ACADEMIC STANDARD 6:** *Demonstrate understanding and respect for differences among people in physical activity settings.*

*First grade students begin to grow from a more egocentric (thinking with the view that one’s self is the center) perspective to one in which relationships become more central. Participation in activities requiring cooperative play can enhance the promotion of positive interpersonal relations such as, sharing, cooperation, and courtesy. Students identify these positive relations and can use these relations in problem solving activities.*

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
1.6.1 Demonstrate a willingness to help a fellow student who has difficulty completing a skill. <u>Example:</u> Offer to demonstrate a skill to a student who is unable to do the skill.	<u>Understanding and respect of others and their differences:</u> Discuss: 2. Ways to help a fellow student who has difficulty completing a skill. 3. How someone has helped. 4. How people are different in the sports world. 5. Have students get new partners for each new activity. (1.6.1)	1. Teacher observation and /or student self-assessment with rubric. (1.6.1)	<u>1.6.1</u>
1.6.2 Develop an appreciation for individual physical differences. <u>Example:</u> Participate in constructive peer assessment activities.	<u>Understanding and respect of others and their differences:</u> Discuss: • Ways to help a fellow student who has difficulty completing a skill. • How someone has helped. • How people are different in the sports world. • Have students get new partners for each new activity. (1.6.2)		<u>1.6.2</u>
1.6.3 Choose to participate in activities	<u>Understanding and respect of</u>		<u>1.6.3</u>

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<p>with partners of varying abilities. <u>Example:</u> Choose a variety of partners without arguing. Offer support and or assistance to classmates.</p>	<p><u>others and their differences:</u> Discuss:</p> <ul style="list-style-type: none"><li>• Ways to help a fellow student who has difficulty completing a skill.</li><li>• How someone has helped.</li><li>• How people are different in the sports world.</li><li>• Have students get new partners for each new activity.</li></ul> <p>(1.6.3)</p>		
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### Grade One

**ACADEMIC STANDARD 7:** *Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.*

*Students engage in activities that bring them joy and an opportunity for self-expression and social interaction. They begin to understand their own abilities and seek activities that will improve their skills.*

Content/Knowledge/Skill	Instructional Strategies	Assessment (Indicator)	Resources
1.7.1 Select activities that are difficult to accomplish. <u>Example:</u> In a cooperative team activity, the student chooses to perform the most difficult task for the team. Attempt new activities after being introduced to the activities.	<u>Ability and confidence to select activities that are difficult to accomplish:</u> <ul style="list-style-type: none"> <li>• Teach by invitation: i.e. “If this is too easy for you, try...” Give opportunity to adjust the task to be more challenged. (1.7.1)</li> </ul>	1. Teacher observation of whether students choose more difficult activities. (1.7.1)	<u>1.7.1</u> 1. <i>Teaching Physical Education</i> , G. Graham, P. 99-100
1.7.2 Set short-term goals that will require practice and work to achieve. <u>Example:</u> Students practice to increase the number of continuous jumps with a rope.	<u>Ability to set goals:</u> <ul style="list-style-type: none"> <li>• Have students jump a rope (self-turned) for 30 seconds and count how many turns and write it down. Then set a goal. Bring the time to practice. Have them jump again for 30 seconds and write down the post score. (1.7.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation.</li> <li>• Teacher reviews written goals. (1.7.2)</li> </ul>	<u>1.7.2</u> 1. Teacher generated Appendix A
1.7.3 Demonstrate creativity in an activity setting. <u>Example:</u> Create a unique movement pattern utilizing appropriate locomotor (traveling actions) skills.	<u>Creativity with movements:</u> <ul style="list-style-type: none"> <li>• Have students design an 8-count sequence using locomotor movements. (1.7.3)</li> </ul>	1. Student self-evaluation of thumbs up if movement lasted for 8 counts.	<u>1.7.3</u> 1. <i>Teaching for Outcomes in Elementary Physical Education</i> , C. Hopple, P. 85
1.7.4 Identify personal feelings when participating in physical	<u>Identify with personal feelings:</u> <ol style="list-style-type: none"> <li>1. Students use self-reflection</li> </ol>	1. Student reflection sheet. (1.7.4)	<u>1.7.4</u> 1. <i>Professional and</i>

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activities. <u>Example</u> : Draw a picture representing how they feel when participating in a certain physical activity.	sheet to rate how they feel about certain activities. (1.7.4)		<i>Student Portfolios for Physical Education</i> , V. Melograno, P. 96 2. See Appendix
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