







Standard: Demonstrates Motor Skills and Movement Patterns		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student... 1. will be able to utilize a variety of locomotor movements in fitness/game activities. (hop, jump, skip, gallop, slide, run, jog and walk). (21 st -H)	I can... a. hop, jump, skip, gallop, slide, run, jog and walk in a game.	<ul style="list-style-type: none"> Teacher observation Refer to locomotor skill rubric. Peer assessment
2. will work on their underhand/overhand throwing, catching and dribbling skills. (21 st -H)	a. throw and catch with a friend. b. dribble a ball.	<ul style="list-style-type: none"> Refer to throwing, catching, and dribbling rubrics. Teacher observation Peer observation
3. will work on their eye-hand coordination through manipulative objects (balls, hula hoops, jump ropes, cups, scarves). (21 st -H)	a. use balls, hoops, jump ropes, cups, and scarves during an activity.	<ul style="list-style-type: none"> Student can demonstrate the designated sequence for each piece of equipment Refer to manipulatives rubric Teacher observation Peer assessment

-  = opportunities to integrate Technology Literacy
- ★ = SEB assesses this skill
-  = technology assesses this skill
-  = not reported




- (21st -F)=Financial Literacy
- (21st-E)=Employability Skills
- (21st-T)=Technology Literacy
- (21st-C)=Civic Literacy
- (21st-H)=Health Literacy

Standard: Movement Concepts		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
<p>The student...</p> <ol style="list-style-type: none"> 1. will be able to use and move equipment safely in a personal space with body awareness. (21st -H) 2. demonstrates an understanding of physical activity concepts which maintain or enhance a healthy, active lifestyle. (21st -H) 	<p>I can...</p> <ol style="list-style-type: none"> a. move without touching others or walls. b. use and move equipment safely. a. tell my teacher that I need 60 minutes of exercise every day to be healthy. b. tell the teacher at least two ways exercise helps my body. c. Identify activities that make my heart and body stronger and more flexible. 	<ul style="list-style-type: none"> • Teacher observation • Personal space movement concepts rubric • Question and answer session • Refer to movement concepts folder on the 'O' drive

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Standard: Physical Fitness		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student... 1. will be able to sustain age-appropriate moderate to vigorous physical activity involving cardiovascular endurance, strength and flexibility for a designated period of time. (21 st -H)	I can... a. play a game without stopping. b. participate in activities that make me stronger, more flexible, and make my heart healthier (Fitnessgram).	<ul style="list-style-type: none"> • Teacher observation of student demonstrating sustained activity • Introduction to Fitnessgram tests • Refer to fitness rubric • Students can identify things to do to increase heart rate • Heart rate batons or check pulse

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Standard: Values and Participates in Physical Activity		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
<p>The student...</p> <ol style="list-style-type: none"> 1. willing to learn and participate in a variety of skills and games. (21st -E,H) 2. accepts and respects decisions made during a game by the teacher and peers. (21st -E, H) 	<p>I can...</p> <ol style="list-style-type: none"> a. participate in all activities in PE class to stay healthy. a. play fair. b. play by the rules. 	<ul style="list-style-type: none"> • Teacher observation • Participation rubric • Student is observed following the rules during a game. • Refer to values physical activity rubric • PARRT

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