

Standards	Standard 1			Standard 2	Standard 3	Standard 4	Standard 5	
Rubrics	S1.E7 2a Nonlocomotor (Stability)	S1.E14.2 Manipulative	S1.E16.2 Manipulative	S2.E1.2 Movement Concepts	S3.E2.2 Engages in Physical Activity	S4.E2.2	S5.E3.2	
	Demonstrate static balance (e.g., stand on one foot)	Throws overhand demonstrating 2 of the 5 critical elements of a mature pattern.	Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.	Demonstrate a variety of dance and rhythmic movements	Participates in moderate to vigorous physical activity (e.g., free play, play with peers, organized activity).	Personal Responsibility.	Self-expression & Enjoyment	
	(Balance) Using the skill cards for stunts and tumbling in the following: 1) Knee Balance, 2) V-Sit, 3) Front Scale, 4) Stork, 5) Push Up Position, and 6) Turk Stand.	Throwing: The student will use a softball/tennis ball size object that fits nicely into his/her hand. 1) "T" and Point (Side to target and eye on target) 2) Arm back and extended, and elbow at shoulder height or slightly above in preparation for action; elbow leads. 3) Step toward target (with opp. foot) 4)Throw-Hip and spine rotate as throwing action is executed (weight transfer, rotation, elbow high) 5) Follow through	Catching: The student will catch a well- thrown large ball 1. Extend arms to reach for ball, watch the ball all the way into the hands. Focus on object 2. Hand position (index fingers together if the catch is above the waist, Pinkies together if the catch is below the waist) 3. Move to ball 4. Catch and absorb momentum of the object.	The dances are the <u>Pata Pata</u> <u>Electric Slide</u> and <u>Cupid Shuffle</u>		Accepts responsibility for class protocols with behavior and performance actions.	Identifies physical activities that provide self-expression.	
	3-Applying	The student demonstrates balance using all 6 balance skills and holds each one for 5 seconds.	The student performs 5 out of 5 cues. The student can throw to a partner while in motion with force/speed and accuracy.	The student performs 4 out of 4 cues while in motion.	The student can perform different rhythmic movements independently.	The student participates and is on task. No inactivity marks have been given. The student initiates and models positive, healthy, active lifestyle habits. The student models self-motivation in relation to knowledge of the positive effects of being physically active in the physical education classroom.	The student has not had any behavior marks. The student is caring & helps others. The student is compassionate, uses interpersonal skills without rewards or teacher direction. The student listens & follows directions, shows self-control & sportsmanship, works & plays safely without any teacher intervention.	The student can identify 4 or more physical activities that provide self-expression.
	2-Maturing	The student demonstrates 4 to 5 balance skills successfully for 5 seconds.	The student performs 4 out of 5 cues	Student performs 4 out of 4 cues.	The student can perform different rhythmic movements with verbal cues from the teacher.	The student participates and is on task. The student has been given 1-3 inactivity marks. The student is self-directed & self-motivated and practices the positive effects of a healthy active lifestyle during physical education activities.	The student has been given 1- 3 behavior marks The student listens & follows directions, shows self-control & sportsmanship with little teacher intervention.	The student can identify 3 or more physical activities that provide self-expression.
1-Emerging	The student demonstrates 2 or 3 balance skills for 5 seconds.	The student performs 3 or less out of 4 cues.	The student performs 3 out of 4 cues.	The student can follow rhythmic movements led by the teacher to music.	The student participates and is on task. The student has been given 4-6 inactivity marks have been given. The student does not regularly participate in physical education activities. Participation in physical education requires teacher intervention.	The student has been given 4-6 behavior marks. The student shows an inability to listen or follow directions. The student demonstrates limited self-control, little or no responsibility, does not play by the rules. Participation in physical education requires teacher intervention.	The student can identify 2 or more physical activities that provide self-expression.	