

**PSST:** Please input the summarized Priority Standard, Skill, or Topic, as the more detailed PSST will be part of score 3.

**Content:** Please indicate the learning progressions for the PSST as related to each score.

**Activities:** Please provide examples of activities that will supplement/enrich the learning experiences, encourage new interests, and help students relate the learning to real world experiences. These activities should be considered a method of instruction and should be designed to help students accomplish specific learning outcomes.

**Evidence (A&E):** Assessments (obtrusive, unobtrusive, student-generated), which are activities that provide feedback, and give a clear picture of student progress on learning goals.

PSST: 1.2.4 Identify major body parts, muscles, and bones used to move and support the body. EXAMPLE(S): Verbally and visually identify body parts, muscles, and bones (e.g., head, arm, chest, lungs, heart, biceps, triceps, skull, ribs).		SUBJECT: P.E.	GRADE: 1st
Score	Content	Activities	Evidence (A&E)
<b>4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Explain the importance of how major body parts help with everyday function.</li> </ul>	<ul style="list-style-type: none"> <li>Class Discussion</li> <li>Student-led discussion</li> </ul>	<ul style="list-style-type: none"> <li>Teacher checklist</li> <li>Rubric</li> </ul>
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
<b>3.0</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Identify major body parts, muscles, and bones used to move and support the body.</li> </ul> <p>EXAMPLE(S): Verbally and visually identify body parts, muscles, and bones (e.g., head, arm, chest, lungs, heart, biceps, triceps, skull, ribs).</p>	<ul style="list-style-type: none"> <li>Music and movement activities / Simon Says games</li> <li>Label body parts</li> <li>Students will create a 3-D artwork creating body parts</li> </ul>	<ul style="list-style-type: none"> <li>Teacher checklist</li> <li>Rubric</li> <li>Student Work</li> <li>Observation</li> </ul>
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
<b>2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Recalls vocabulary such as muscles, bones, head, arm, chest, lungs, heart, biceps, triceps, skull, ribs</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>Matching</li> <li>Games</li> </ul>	<ul style="list-style-type: none"> <li>Student Work</li> <li>Observations</li> </ul>
<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
<b>1.0</b>	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
<b>0.0</b>	Even with help, no understanding or skill demonstrated.		

PSST: 1.1.3 Perform manipulative skills with developmentally appropriate challenges to reinforce learning fundamental movements.		SUBJECT: P.E.	GRADE: 1st
EXAMPLE(S): Demonstrate hand-eye and foot-eye coordination in skill development practice/activities and physical fitness activities/games (e.g., with a baseball bat hit a ball off a tee; consecutively catch a self-tossed beach ball; kick a ball with power; bounce/dribble a ball while kneeling; jump a stationary rope on the floor and progress to a self-turned rope).			
Score	Content	Activities	Evidence (A&E)
<b>4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Participate in a multi-skill activity such as an obstacle course (<i>non-stationary</i>). Example: An obstacle course could include dribbling a ball while running/walking (soccer or basketball), catching and receiving a ball, and jumping rope through locomotor movements.</li> </ul>	<ul style="list-style-type: none"> <li>Obstacle Course</li> </ul>	<ul style="list-style-type: none"> <li>Performance Rubric</li> </ul>
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
<b>3.0</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Perform manipulative skills with developmentally appropriate challenges to reinforce learning fundamental movements. EXAMPLE(S): Demonstrate hand-eye and foot-eye coordination in skill development practice/activities and physical fitness activities/games (e.g., with a baseball bat hit a ball off a tee; consecutively catch a self-tossed beach ball; kick a ball with power; bounce/dribble a ball while kneeling; jump a stationary rope on the floor and progress to a self-turned rope).</li> </ul>	<ul style="list-style-type: none"> <li><i>Stationary</i> Activities that include (but not limited to): <ul style="list-style-type: none"> <li>consecutively catch a self-tossed beach ball</li> <li>kick a ball with power</li> <li>bounce/dribble a ball while kneeling</li> <li>jump a stationary rope on the floor and progress to a self-turned rope</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Performance Rubric</li> </ul>
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
<b>2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Recalls vocabulary such as personal space, right, left, forward, backward, side-to-side, forward-to-back, hop, jump, kick, bounce, dribble, catch, toss, throw, distance</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li><i>With support and visual aides</i>, students can engage in <i>stationary</i> activities that include (but not limited to): <ul style="list-style-type: none"> <li>consecutively catch a self-tossed beach ball</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Performance Rubric</li> </ul>

			<ul style="list-style-type: none"> <li>- kick a ball with power</li> <li>- bounce/dribble a ball while kneeling</li> <li>- jump a stationary rope on the floor and progress to a self-turned rope</li> </ul>	
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
<b>1.0</b>		With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
<b>0.0</b>		Even with help, no understanding or skill demonstrated.		