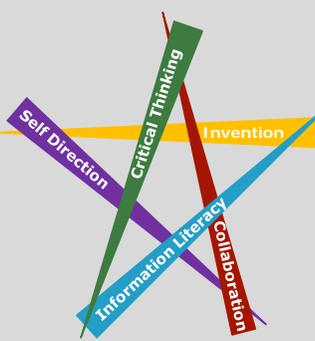


**Curriculum Development Course at a Glance
Planning for 1st Grade Physical Education**

Content Area	Physical Education	Grade Level	1 st Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Movement Competence and Understanding	1. Demonstrate basic locomotor and non-locomotor skills, and rhythmic and cross-lateral movements	PE09-GR.1-S.1-GLE.1	
	2. Demonstrate fundamental manipulative skills	PE09-GR.1-S.1-GLE.2	
	3. Establish a beginning movement vocabulary	PE09-GR.1-S.1-GLE.3	
2. Physical and Personal Wellness	1. Identify the body's normal reactions to moderate and vigorous physical activity	PE09-GR.1-S.2-GLE.1	
3. Emotional and Social Wellness	1. Work independently and with others to complete work	PE09-GR.1-S.3-GLE.1	
	2. Follow the rules of an activity	PE09-GR.1-S.3-GLE.2	
4. Prevention and Risk Management	1. Develop movement control for safe participation in games and sports	PE09-GR.1-S.4-GLE.1	

<p align="center">Colorado 21st Century Skills</p>  <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working Together, Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <i>Creating Solutions</i></p>	 
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Playing Nice In The Sand Box	4-6 Weeks	1
Move It Like You Mean It	4-6 Weeks	2
Rhythm Is Going To Get You	4-6 Weeks	3
Strong Muscles are Healthier Muscles	4-6 Weeks	4
Target Practice	10-12 Weeks	5

Curriculum Development Overview
Unit Planning for 1st Grade Physical Education

Unit Title	Play Nice In The Sand Box		Length of Unit	4-6 Weeks
Focusing Lens(es)	Social Responsibility	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.1-S.1-GLE.3 PE09-GR.1-S.3-GLE.1 PE09-GR.1-S.3-GLE.2 PE09-GR.1-S.4-GLE.1	
Depth of Knowledge (Inquiry Questions/Engaging-Debatable):	<ul style="list-style-type: none"> • How can there be a game with no boundaries? (PE09-GR.1-S.1-GLE.3-EO.c,d;IQ.1;RA.1,3;N.2) • Why is it important to have personal space? (PE09-GR.1-S.1-GLE.3-EO.c,d;IQ.4;RA.1,3;N.2) • What is different about working with someone rather than working by yourself? (PE09-GR.1-S.3-GLE.1-EO.c;IQ.3;RA.2;N.1,2) • What would happen if there were no rules when playing a game? (PE09-GR.1-S.3-GLE.2-EO.c;IQ.3;RA.2;N.2) • What game has too many rules? (PE09-GR.1-S.3-GLE.2-EO.c;IQ.3;RA.2;N.2) • Why does a person need to know how to follow directions when the directions are not given verbally? (PE09-GR.1-S.4-GLE.1-EO.b;IQ.2;RA.1;N.1) 			
Physical Education Standards Addressed	<ul style="list-style-type: none"> • Movement Competence and Understanding – Standard 1 • Emotional and Social Wellness – Standard 3 • Prevention and Risk Management – Standard 4 			
Concepts	Response, discuss, identify, demonstrate, invitation, share, develop, participate, follow, responsibility, ability, cooperation, collaboration, sportsmanship, integrity			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Cooperation and collaboration are key components of effective teamwork.	What are 2 characteristics of effective teamwork?	How do you cooperate and collaborate with a team member?
Good sportsmanship and integrity demonstrate responsible social behavior.	Name 3 ways to demonstrate good sportsmanship.	What is an example of bad sportsmanship and how does it make a person feel?

**Curriculum Development Overview
Unit Planning for 1st Grade Physical Education**

Evidence Outcomes (Key Skills):

My students will be able to (Do)...

- Respond appropriately to a variety of cues (PE09-GR.1-S.1-GLE.3-EO.b)
- Discuss personal space, general space, and boundaries (PE09-GR.1-S.1-GLE.3-EO.d)
- Identify and demonstrate acceptable responses to challenges, successes, and failures (PE09-GR.1-S.3-GLE.1-EO.a)
- Invite others to use equipment or apparatus before repeating a turn (PE09-GR.1-S.3-GLE.1-EO.b)
- Identify and demonstrate the attributes of being an effective partner or group member in physical activity (PE09-GR.1-S.3-GLE.1-EO.c)
- Help another student share space effectively (PE09-GR.1-S.3-GLE.1-EO.d)
- Develop rules for an activity and participate in the activity while following the rules (PE09-GR.1-S.3-GLE.2-EO.b)
- Follow the rules for simple games (PE09-GR.1-S.3-GLE.2-EO.c)
- Accept responsibility for one’s behavior in a game situation (PE09-GR.1-S.3-GLE.2-EO.d)
- Demonstrate the ability to follow verbal and non-verbal instruction (PE09-GR.1-S.4-GLE.1-EO.b)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

Physical Education Objective/Learning Target:

demonstrate how to work cooperatively and participate in physical education safely.

The Student Will.....

Academic Vocabulary:

Respond, discuss, identify, demonstrate, challenges, successes, failures, invite, repeating, help, share, effectively, develop, follow the rules, responsibility

Technical Vocabulary:

Cues, personal space, general space, boundaries, equipment, apparatus, attributes, effective partner, group member, participate, rules, simple games, behavior, ability, verbal instruction, nonverbal instruction

Instructional Resources:

- SPARK-K.2
 - Building a Foundation-Pg. 5-7, 9-11, 13-15
 - ASAP – Pg. 1-2, 3-4
- SPARKFolio – K.2
 - Building a Foundation Task Cards
 - ASAP Task Cards
- Children Moving

Curriculum Development Overview
Unit Planning for 1st Grade Physical Education

	<ul style="list-style-type: none">○ Space Awareness (16) Pg. 251-267○ Relationships (18) Pg. 298-301
Appendix 1	<ul style="list-style-type: none">● Play Nice in the Sandbox Cooperative Rubric- 1-1● Play Nice in the Sandbox Individual Rubric- 1-2● Pre and Post Test 1-3 (to be administered in Fall and Spring)

Curriculum Development Overview
Unit Planning for 1st Grade Physical Education

Unit Title	Move It Like You Mean It		Length of Unit	4-6 Weeks
Focusing Lens(es)	Movement Concepts	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.1-S.1-GLE.1 PE09-GR.1-S.1-GLE.3	
Depth of Knowledge (Inquiry Questions/Engaging-Debatable):	<ul style="list-style-type: none"> • If you were to invent a new locomotor movement what would it look like and what would you call it? (PE09-GR.1-S.1-GLE.1-EO.a,b,c;IQ.1;RA.1;N.1,3) • What makes a jog different from a run? (PE09-GR.1-S.1-GLE.3-EO.a;IQ.3;RA.2;N.1) • What are some similarities in different types of locomotor movements? (PE09-GR.1-S.1-GLE.3-EO.a;IQ.2;RA.2;N.1,2) • Why would someone want to know how to do the same things in different ways? (PE09-GR.1-S.1-GLE.1-EO.a,b,c,f,g;IQ.3,4;RA.1;N.1,2) 			
Physical Education Standards Addressed	<ul style="list-style-type: none"> • Movement Competence and Understanding – Standard 1 			
Concepts	Movement, demonstrate, travel, patterns, locomotor, non-locomotor, compare and contrast, balance			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Changing movement patterns while using locomotor movements exhibits the ability to engage in different activities.	What are three different pathways that one uses while moving?	What different activities use locomotor movements and patterns?
Awareness of body and space help demonstrate balance in movement.	Name 2 activities that require you to demonstrate balance?	Why is it important to demonstrate balance in different ways?
Experimentation with various locomotor and non-locomotor patterns increases balance, coordination and movement abilities.	What are two games/activities that require you to use both locomotor and non-locomotor skills?	Why is it important to have balance and coordination while moving?

**Curriculum Development Overview
Unit Planning for 1st Grade Physical Education**

Evidence Outcomes (Key Skills):

My students will be able to (Do)...

- Move in different directions and at high, medium and low levels in the area around them (PE09-GR.1-S.1-GLE.1-EO.a)
- Demonstrate locomotor movements in a variety of pathways and levels (PE09-GR.1-S.1-GLE.1-EO.b)
- Travel in forward and sideways directions using a variety of locomotor and non-locomotor patterns and change direction quickly in response to a signal (PE09-GR.1-S.1-GLE.1-EO.c)
- Distinguish between a jog and a run, a hop and a jump, and a gallop and a slide (PE09-GR.1-S.1-GLE.3-EO.a)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

Physical Education Objective/Learning Target:

demonstrate different locomotor movements at different levels and different speeds in a variety of activities.

The Student Will.....

Academic Vocabulary:

Move, directions, demonstrate, travel, forward, sideways, distinguish

Technical Vocabulary:

High, medium, low, level, locomotor movements, pathways, response, non-locomotor, patterns, response, jog, run, hop, jump, gallop, slide

Instructional Resources:

- SPARK-K.2
 - Building a Foundation-Pg. v-vii
 - Balance, Stunts and Tumbling Pg. 1-18
- SPARKFolio – K.2
 - Building a Foundation Task Cards
 - ASAP Task Cards
 - Balance, Stunts and Tumbling Task Cards
- Children Moving
 - Traveling (19) Pg. 305-322
 - Balancing (22) Pg. 374-390

Curriculum Development Overview
Unit Planning for 1st Grade Physical Education

Appendix 1	<ul style="list-style-type: none">• Move it Like You Mean It Directionality- Rubric- 1-4• Directions-Levels-Pathways Spreadsheet- Appendix 1-5

Curriculum Development Overview
Unit Planning for 1st Grade Physical Education

Unit Title	Rhythm Is Going To Get You		Length of Unit	4-6 Weeks
Focusing Lens(es)	Balance and Rhythm	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.1-S.1-GLE.1 PE09-GR.1-S.1-GLE.3 PE09-GR.1-S.3-GLE.2	
Depth of Knowledge (Inquiry Questions/Engaging-Debatable):	<ul style="list-style-type: none"> • Why is it important to have personal space? (PE09-GR.1-S.1-GLE.3-EO.c,d;IQ.4;RA.3;N.1,2) • What does it mean to have rhythm and how can one notice whether someone has it? (PE09-GR.1-S.1-GLE.1-EO.d,h,i;IQ.4;RA.1;N.1,2,3) • Which rules for good behavior would you most want to see in your physical education class? Why? (PE09-GR.1-S.3-GLE.2-EO.a;IQ.1;RA.2;N.1,2) 			
Physical Education Standards Addressed	<ul style="list-style-type: none"> • Movement Competence and Understanding – Standard 1 • Emotional and Social Wellness – Standard 3 			
Concepts	Performance, manipulate, balance, demonstration, movements, recognition, tempos, pattern understanding, cooperation, collaboration, sequencing, rhythm, variation			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Understanding patterns and tempos leads to fluid movement and rhythm in dance and music.	What are 3 dances that require a 4-4 count?	How can you create a dance that uses different patterns and tempos?
Rhythms and patterns occur across various content areas and are able to be applied later in life.	Name 3 different activities that require a repeated rhythm or pattern.	How are patterns used in math? What other areas do we use patterns in?
Utilizing balance and various patterns, dances can be learned, created and performed.	What are 2 different techniques that will improve a 1 point balance?	Why is it important to have balance and rhythm in tinkling?

Curriculum Development Overview
Unit Planning for 1st Grade Physical Education

Evidence Outcomes (Key Skills):

My students will be able to (Do)...

- Perform a simple dance step in keeping with a specific tempo(PE09-GR.1-S.1-GLE.1-EO.d)
- Move to a variety of rhythms while changing time, force and flow (PE09-GR.1-S.1-GLE.1-EO.d)
- Balance at different levels on different body parts (PE09-GR.1-S.1-GLE.1-EO.f)
- Demonstrate both static and dynamic balances (PE09-GR.1-S.1-GLE.1-EO.g)
- Perform rhythmical movements using small musical aids (PE09-GR.1-S.1-GLE.1-EO.h)
- Perform a singing dance in a group(PE09-GR.1-S.1-GLE.1-EO.i)
- Recognize personal space, high and low levels, fast and slow speeds, light and heavy weights, balance, and twist (PE09-GR.1-S.1-GLE.3-EO.c)
- Perform a simple sequence of movements within given parameters and guidelines (PE09-GR.1-S.3-GLE.2-EO.a)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

Physical Education Objective/Learning Target:

achieve rhythmic understanding from using various forms of balance and rhythmic movements.

The Student Will.....

Academic Vocabulary:

Perform, travel, balance, demonstrate, recognize

Technical Vocabulary:

Tempo, rhythms changing time, force, flow, levels, body parts, static, dynamic balances, rhythmical movements, musical aids, perform, personal space, high and low levels, fast and slow speeds, light and heavy weights, balance, twist, simple sequence, parameters, guidelines

Instructional Resources:

- SPARK - K.2
 - Dance – Pg. v, 1-14
 - Balance, Stunts and Tumbling – Pg. 15-16
- SPARKFolio – K.2
 - Balance, Stunts and Tumbling Task Cards
 - Dance Task Cards
- Children Moving
 - Balancing (22) Pg. 374-399
 - Transferring Weight and Rolling (23) Pg. 400-405

Curriculum Development Overview
Unit Planning for 1st Grade Physical Education

	<ul style="list-style-type: none">○ Skill Themes and Dance (29) Pg. 601-621○ Relationships (18) Pg. 285-291
Appendix 1	<ul style="list-style-type: none">• Rhythm is Going to Get You Rubric (4 Rubrics attached)- 1-6• Rhythms Spreadsheet- 1-7

Curriculum Development Overview
Unit Planning for 1st Grade Physical Education

Unit Title	Strong Muscles are Healthier Muscles		Length of Unit	4-6 Weeks
Focusing Lens(es)	Strength and Endurance	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.1-S.2-GLE.1	
Depth of Knowledge (Inquiry Questions/Engaging-Debatable):	<ul style="list-style-type: none"> • Would you rather have strong arm and leg muscles or a strong heart muscle? Why? (PE09-GR.1-S.2-GLE.1-EO.a,b,c,d;IQ.1,2,3;RA.1,2,3,4;N.1,2,3,4) • How could you work on improving your muscular strength and endurance? (PE09-GR.1-S.2-GLE.1-EO.a,b,c,d;IQ.1,2,3;RA.1,2,3,4;N.1,2,3,4) • Can one have muscular strength without having muscular endurance? What about the other way around? Explain. (PE09-GR.1-S.2-GLE.1-EO.a,b,c,d;IQ.1,2,3;RA.1,2,3,4;N.1,2,3,4) 			
Physical Education Standards Addressed	<ul style="list-style-type: none"> • Physical and Personal Wellness – Standard 2 			
Concepts	Identification, performance, muscular strength, muscular endurance, exercise, variation, application, critical thinking and reasoning			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Identification of different exercises to improve muscular strength and endurance requires critical thinking and reasoning.	What are 2 exercises that improve muscular strength and 2 exercises that improve muscular endurance?	Why is it important to improve your muscular strength and endurance?
Variation of exercises can improve personal wellness by improving muscular strength and endurance.	What are 2 activities that require muscular strength and muscular endurance?	Why is it important to vary your exercises to improve your muscular strength and endurance?
Frequent participation in muscular strength and endurance exercises facilitates improved performance in physical activities.	When you jump rope 10 times in a row, do you use muscular strength or muscular endurance, or both?	Why is frequent participation in muscular strength and muscular endurance activities important?

**Curriculum Development Overview
Unit Planning for 1st Grade Physical Education**

Evidence Outcomes (Key Skills):

My students will be able to (Do)...

- Identify basic exercises that will help strengthen various muscles of the body (PE09-GR.1-S.2-GLE.1-EO.a)
- Identify physical activities that would require strong muscles (PE09-GR.1-S.2-GLE.1-EO.b)
- Identify and perform specific exercises that can be done to improve muscular strength and endurance of various muscle groups (PE09-GR.1-S.2-GLE.1-EO.c)
- Identify activities that rely on muscular endurance and muscular strength for someone to be successful(PE09-GR.1-S.2-GLE.1-EO.d)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

Physical Education Objective/Learning Target:

engage in activities to promote growth in muscular strength and muscular endurance.

The Student Will.....

Academic Vocabulary:

Identify, strengthen, perform

Technical Vocabulary:

Exercises, muscles, physical activities, muscular strength, endurance, muscular endurance

Instructional Resources:

- SPARK - K.2
 - Parachute Fitness – Pg. 13-14
 - Jumping Rhythmically – Pg. 11-12
- SPARKFolio – K.2
 - Jumping Task Cards
 - Parachute Task Cards
- Children Moving
 - Jumping and Landing (21) Pg. 349-364
 - Effort (17) 268-282

Appendix 1

- **Muscular Endurance/Strength Identification Assessment -1-8**
- **Strong Muscles are Healthy Muscles and/or Rubric- 1-9**

Curriculum Development Overview
Unit Planning for 1st Grade Physical Education

- | | |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none">• Muscle Coloring Worksheet- 1-10• Coloring Sheet Rubric- 1-11• Strong Muscles are Healthy Muscles Assessment- 1-12• True/False – Short Answer Rubric- 1-13 |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Curriculum Development Overview
Unit Planning for 1st Grade Physical Education

Unit Title	Target Practice		Length of Unit	10-12 Weeks
Focusing Lens(es)	Safe Manipulation	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.1-S.1-GLE.1 PE09-GR.1-S.1-GLE.2 PE09-GR.1-S.4-GLE.1	
Depth of Knowledge (Inquiry Questions/Engaging-Debatable):	<ul style="list-style-type: none"> • How does one get better at throwing the ball? (PE09-GR.1-S.1-GLE.2-EO.a,b,c,d,e,f,g,h;IQ.1,2,3,4;RA.1,2,3,4,5;N.1,2,3,4) • What is the most effective way to throw a ball? (PE09-GR.1-S.1-GLE.2-EO.a,b,c,d,e,f,g,h;IQ.1,2,3,4;RA.1,2,3,4,5;N.1,2,3,4) • When is striking used in games and sports? (PE09-GR.1-S.1-GLE.2-EO.a,b,c,d,e,f,g,h;IQ.1,2,3,4;RA.1,2,3,4,5;N.1,2,3,4) • Is it easier to catch a bigger object or a smaller one? Why? (PE09-GR.1-S.1-GLE.2-EO.a,b,c,d,e,f,g,h;IQ.1,2,3,4;RA.1,2,3,4,5;N.1,2,3,4) • Why shouldn't you throw balls at other people? (PE09-GR.1-S.4-GLE.1-EO.a,b;IQ.3;RA.1;N.1) 			
Physical Education Standards Addressed	<ul style="list-style-type: none"> • Movement Competence and Understanding – Standard 1 • Prevention and Risk Management – Standard 4 			
Concepts	Manipulate, recognize, force, speed, effort, flow, directionality, levels, cooperation, reasoning, responsibility, opposition, patterns, spatial awareness			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Force, speed and effort are all components in manipulating an object to a desired target.	What are three sports that require you to hit a target, moving or stationary?	Is it important to be able to hit a moving or stationary target in games and sports? Why?
Manipulating various forms of equipment in different directions, levels and patterns can lead to progression of more complex skills and activities.	What are three games or activities that require you to manipulate equipment in multiple ways?	Would you rather play a game or activity that only allows one way to manipulate the equipment or a game that allows for multiple forms of manipulation? Why?
Responsible use of equipment allows for safe participation during cooperative activities.	What are three safety rules that you should use when using any type of equipment?	If equipment is not used safely, what could the consequences be for you and those around you?

Curriculum Development Overview
Unit Planning for 1st Grade Physical Education

Evidence Outcomes (Key Skills):

My students will be able to (Do)...

- Standing in place, dribble a ball 5 times with one’s dominant hand (PE09-GR.1-S.1-GLE.2-EO.a)
- Manipulate objects such as jump ropes, scarves, hoops, and balls (PE09-GR.1-S.1-GLE.1-EO.e)
- Throw a ball while stepping forward in opposition (PE09-GR.1-S.1-GLE.2-EO.b)
- Strike a stationary object (PE09-GR.1-S.1-GLE.2-EO.c)
- Throw an object with an overhand and underhand motion (PE09-GR.1-S.1-GLE.2-EO.d)
- Toss a ball to oneself, using the underhand throw pattern, and catch it before it bounces (PE09-GR.1-S.1-GLE.2-EO.e)
- Catch a thrown large object with both hands (PE09-GR.1-S.1-GLE.2-EO.f)
- Kick a stationary object, using a simple kicking pattern (PE09-GR.1-S.1-GLE.2-EO.g)
- Use body parts and light implements to strike stationary and moving objects (PE09-GR.1-S.1-GLE.2-EO.h)
- Recognize appropriate safety practices in general space by throwing balls only when others are not in the direct line of the throw (PE09-GR.1-S.4-GLE.1-EO.a)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

Physical Education Objective/Learning Target:

be able to manipulate various objects, sometimes utilizing other objects to do so, in a safe and effective way.

The Student Will.....

Academic Vocabulary:

Dominant hand, manipulate, recognize

Technical Vocabulary:

Standing in place, dribble, throw, stepping forward, opposition, strike, stationary, overhand, underhand, toss, pattern, catch, bounces, kick, implement

Instructional Resources:

- SPARK - K.2
 - Manipulatives – Pg. 1-2
 - Manipulatives – Pg. 5-6
 - Catching and Throwing – Pg. 1-3
 - Kicking and Trapping – Pg. 1-3
- SPARKFolio – K.2
 - Manipulatives Task Cards

Curriculum Development Overview
Unit Planning for 1st Grade Physical Education

	<ul style="list-style-type: none">○ Catching and Throwing Task Cards○ Kicking and Trapping Task Cards○ Dribbling, Volleying, and Striking● Children Moving<ul style="list-style-type: none">○ Throwing and Catching (25) - Pg. 470-489○ Kicking and Punting (24) – Pg. 438-451○ Volleying and Dribbling (26) – Pg. 502-505
Appendix 1	<ul style="list-style-type: none">● Manipulation Checklist Spreadsheet- 1-14● Manipulative Feedback- 1-15● Pre and Post Test- 1-3 (to be administered in Fall and Spring)● Self-Reflection- 1-16