

# **Tiller School Physical Education Curriculum**

The overall health and fitness of the Tiller Students is the responsibility of the entire Tiller Community (staff, teachers and families) working as a team to educate children about healthy lifestyle choices and providing learning opportunities to develop and practice physical skills. The Tiller School Physical Education classes are team taught by two special area teachers, one grade level at a time. Classes meet in the assembly building but are taught outdoors as often as possible. The Tiller School Physical Education curriculum is based primarily on the National Standards for K-12 Physical Education.

**National Standards for K-12 Physical Education: The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. To pursue a lifetime of healthful physical activity, a physically literate individual\*:**

- *Has learned the skills necessary to participate in a variety of physical activities.*
- *Knows the implications and the benefits of involvement in various types of physical activities.*
- *Participates regularly in physical activity.*
- *Is physically fit.*
- *Values physical activity and its contributions to a healthful lifestyle.*

\* Adapted from NASPE. (2004). *moving into the future: National standards for physical education (2nd Ed.)*. Reston, VA: Author, and Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2012). *Physical literacy for physical educators. Physical Education and Health Journal, 75 (3), 27 - 30.*

**Standard 1.** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2.** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3.** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4.** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5.** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

# Kindergarten Physical Education Curriculum

## September-October

### *Activities*

- Playground Rules
- Cooperative Games/Ice Breakers
- Gross Motor Skills and Baseline Assessment
- Soccer Skills

### *Standards*

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

- Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. (S1.E1.K)
- Performs locomotor skills in response to teacher-led creative dance. (S1.E5.K)
- Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 elements of a mature kicking pattern. (S1.E21.K)

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance

- Differentiates between movement in personal (self-space) & general space. (S2.E1.Ka)
- Travels in general space with different speeds. (S2.E3.K)

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Identifies active-play opportunities outside physical education class. (S3.E1.K)
- Actively participates in physical education class. (S3.E2.K)
- Recognizes that food provides energy for physical activity. (S3.E6.K)

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

- Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K)
- Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Identifies physical activities that are enjoyable 7 (S5.E3.Ka)
- Discusses the enjoyment of playing with friends. (S5.E3.Kb)

## **November-December**

### *Activities*

- Bean Bags
- Hula Hoops
- Jump Ropes
- Cooperative Games
- Presidential Fitness Assessment

### *Standards:*

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

- Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. (S1.E1.K)
- Performs jumping & landing actions with balance. (S1.E3.K)
- Throws underhand with opposite foot forward. (S1.E13.K)
- Executes a single jump with a self-turned rope. (S1.E27.Ka)
- Jumps a long rope with teacher-assisted turning. (S1.E27.Kb)

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance

- Differentiates between movement in personal (self-space) & general space. (S2.E1.Ka)
- Travels in general space with different speeds. (S2.E3.K)

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Identifies active-play opportunities outside physical education class. (S3.E1.K)
- Actively participates in physical education class. (S3.E2.K)
- Recognizes that food provides energy for physical activity. (S3.E6.K)
- Recognizes that when you move fast, your heart beats faster and you breathe faster. 3 (S3.E3.K)

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

- Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K)
- Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)
- Acknowledges responsibility for behavior when prompted. (S4.E2.K)
- Recognizes the established protocol for class activities. (S4.E5.K)

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Identifies physical activities that are enjoyable 7 (S5.E3.Ka)
- Discusses the enjoyment of playing with friends. (S5.E3.Kb)
- Acknowledges that some physical activities are challenging or difficult. . (S5.E2.K)

## January-February

### Activities:

- Balancing Games
- Dance/Gymnastics
- Cardiovascular Fitness
- Presidential Fitness Assessment

### Standards

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

- Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. (S1.E1.K)
- Performs jumping & landing actions with balance. (S1.E3.K)
- Performs locomotor skills in response to teacher-led creative dance. (S1.E5.K)
- Maintains momentary stillness on different bases of support. (S1.E7.Ka)
- Forms wide, narrow, curled & twisted body shapes. (S1.E7.Kb)
- Rolls sideways in a narrow body shape. (S1.E9.K)
- Contrasts the actions of curling & stretching. (S1.E10.K)
- Volleys a light-weight object (balloon), sending it upward. (S1.E22.K)

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance

- Moves in personal space to a rhythm. (S2.E1.Kb)
- Travels in 3 different pathways. (S2.E2.K)
- Travels in general space with different speeds. (S2.E3.K)

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Actively participates in physical education class. (S3.E2.K)
- Recognizes that when you move fast, your heart beats faster and you breathe faster. 3 (S3.E3.K)
- Recognizes that food provides energy for physical activity. (S3.E6.K)

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

- Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K)
- Acknowledges responsibility for behavior when prompted. (S4.E2.K)
- Follows instruction/ directions when prompted. (S4.E3.K)
- Shares equipment and space with others. (S4.E4.K)
- Recognizes the established protocol for class activities. (S4.E5.K)
- Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Recognizes that physical activity is important for good health. (S5.E1.K)

- Acknowledges that some physical activities are challenging or difficult. . (S5.E2.K)
- Discusses the enjoyment of playing with friends. (S5.E3.Kb)

## **March**

### *Activities*

- Presidential Fitness Assessments
- Basketball

### *Standards*

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

- Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. (S1.E1.K)
- Drops a ball and catches it before it bounces twice. (S1.E16.Ka)
- Catches a large ball tossed by a skilled thrower. (S1.E16.Kb)
- Dribbles a ball with one hand, attempting the second contact. (S1.E17.K)

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance

- Differentiates between movement in personal (self-space) & general space. (S2.E1.Ka)
- Travels in general space with different speeds. (S2.E3.K)

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Actively participates in physical education class. (S3.E2.K)
- Recognizes that when you move fast, your heart beats faster and you breathe faster. 3 (S3.E3.K)
- Recognizes that food provides energy for physical activity. (S3.E6.K)

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

- Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K)
- Acknowledges responsibility for behavior when prompted. (S4.E2.K)
- Follows instruction/ directions when prompted. (S4.E3.K)
- Shares equipment and space with others. (S4.E4.K)
- Recognizes the established protocol for class activities. (S4.E5.K)
- Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Recognizes that physical activity is important for good health. (S5.E1.K)
- Acknowledges that some physical activities are challenging or difficult. . (S5.E2.K)
- Discusses the enjoyment of playing with friends. (S5.E3.Kb)

## **April-June**

### *Activities:*

- Flag Games
- Parachutes
- Kickball
- Relays
- Presidential Fitness Assessments

### *Standards*

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

- Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. (S1.E1.K)
- Contrasts the actions of curling & stretching. (S1.E10.K)
- Throws underhand with opposite foot forward. (S1.E13.K)
- Catches a large ball tossed by a skilled thrower. (S1.E16.Kb)
- Taps a ball using the inside of the foot, sending it forward. (S1.E18.K)
- Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 elements of a mature kicking pattern. (S1.E21.K)

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance

- Differentiates between movement in personal (self-space) & general space. (S2.E1.Ka)
- Travels in general space with different speeds. (S2.E3.K)

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Actively participates in physical education class. (S3.E2.K)
- Recognizes that when you move fast, your heart beats faster and you breathe faster. 3 (S3.E3.K)
- Recognizes that food provides energy for physical activity. (S3.E6.K)

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

- Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K)
- Acknowledges responsibility for behavior when prompted. (S4.E2.K)
- Follows instruction/ directions when prompted. (S4.E3.K)
- Shares equipment and space with others. (S4.E4.K)
- Recognizes the established protocol for class activities. (S4.E5.K)
- Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Recognizes that physical activity is important for good health. (S5.E1.K)
- Acknowledges that some physical activities are challenging or difficult. . (S5.E2.K)
- Discusses the enjoyment of playing with friends. (S5.E3.Kb)

# First Grade Physical Education Curriculum

## September-October

### *Activities*

- Playground Rules
- Cooperative Games/Ice Breakers
- Basic Gross Motor Skills and Assessment
- Soccer Skills

### *Standards*

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

- Hops, gallops, jogs and slides using a mature pattern. (S1.E1.1)
- Taps or dribbles a ball using the inside of the foot while walking in general space. (S1.E18.1)
- Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E21.1)

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- Travels demonstrating low, middle and high levels. (S2.E2.1a)
- Differentiates between fast and slow speeds. (S2.E3.1a)
- Differentiates between strong and light force. (S2.E3.1b)

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Actively engages in physical education class. (S3.E2.1)
- Identifies the heart as a muscle that grows stronger with exercise, play and physical activity. (S3.E3.1)
- Differentiates between healthy and unhealthy foods. (S3.E6.1)

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

- Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)
- Follows the rules & parameters of the learning environment. (S4.E2.1)
- Responds appropriately to general feedback from the teacher. (S4.E3.1)
- Follows teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Identifies physical activity as a component of good health. (S5.E1.1)

## **November-December**

### *Activities*

- Bean bags
- Hula Hoops
- Jump Ropes
- Cooperative Games
- Presidential Fitness Assessment

### *Standards*

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

- Hops, gallops, jogs and slides using a mature pattern. (S1.E1.1)
- Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane. (S1.E4.1)
- Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E13.1)
- Catches a soft object from a self-toss before it bounces. (S1.E16.1a)
- Jumps forward or backward consecutively using a self-turned rope. (S1.E27.1a)
- Jumps a long rope up to 5 times consecutively with teacher-assisted turning. (S1.E27.1b)

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). (S2.E2.1b)
- Differentiates between fast and slow speeds. (S2.E3.1a)
- Differentiates between strong and light force. (S2.E3.1b)

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Discusses the benefits of being active and exercising and/ or playing. (S3.E1.1)
- Actively engages in physical education class. (S3.E2.1)
- Differentiates between healthy and unhealthy foods. (S3.E6.1)

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

- Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)
- Follows the rules & parameters of the learning environment. (S4.E2.1)
- Responds appropriately to general feedback from the teacher. (S4.E3.1)
- Works independently with others in a variety of class environments (e.g., small and large groups). (S4.E4.1)
- Exhibits the established protocols for class activities. (S4.E5.1)
- Follows teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Identifies physical activity as a component of good health. (S5.E1.1)
- Recognizes that challenge in physical activity can lead to success. (S5.E2.1)



## January-February

### Activities:

- Presidential Fitness Assessments
- Balancing Games
- Dance/Gymnastics
- Cardiovascular Fitness and Nutrition

### Standards

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

- Hops, gallops, jogs and slides using a mature pattern. (S1.E1.1)
- Combines locomotor and non-locomotor skills in a teacher designed dance. (S1.E5.1)
- Maintains stillness on different bases of support with different body shapes. (S1.E7.1)
- Transfers weight from one body part to another in self-space and gymnastics environment. . (S1.E8.1)
- Rolls with either a narrow or curled body shape. (S1.E9.1)
- Demonstrates twisting, curling, bending & stretching actions. (S1.E10.1)

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- Moves in self-space and general space in response to designated beats/ rhythms. (S2.E1.1)
- Travels demonstrating low, middle and high levels. (S2.E2.1a)
- Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). (S2.E2.1b)
- Differentiates between fast and slow speeds. (S2.E3.1a)
- Differentiates between strong and light force. (S2.E3.1b)

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Actively engages in physical education class. (S3.E2.1)
- Identifies the heart as a muscle that grows stronger with exercise, play and physical activity. (S3.E3.1)
- Differentiates between healthy and unhealthy foods. (S3.E6.1)

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

- Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)
- Follows the rules & parameters of the learning environment. (S4.E2.1)
- Responds appropriately to general feedback from the teacher. (S4.E3.1)
- Works independently with others in a variety of class environments (e.g., small and large groups). (S4.E4.1)
- Exhibits the established protocols for class activities. (S4.E5.1)
- Follows teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Identifies physical activity as a component of good health. (S5.E1.1)
- Recognizes that challenge in physical activity can lead to success. (S5.E2.1)

## **March**

### *Activities:*

- Presidential Fitness Assessment
- Basketball

### *Standards:*

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

- Hops, gallops, jogs and slides using a mature pattern. (S1.E1.1)
- Catches a soft object from a self-toss before it bounces. (S1.E16.1a)
- Catches various sizes of balls self-tossed or tossed by a skilled thrower. (S1.E16.1b)
- Dribbles continuously in self-space using the preferred hand. (S1.E17.1)

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- Travels demonstrating low, middle and high levels. (S2.E2.1a)
- Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). (S2.E2.1b)
- Differentiates between fast and slow speeds. (S2.E3.1a)
- Differentiates between strong and light force. (S2.E3.1b)

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Discusses the benefits of being active and exercising and/ or playing. (S3.E1.1)
- Actively engages in physical education class. (S3.E2.1)
- Identifies the heart as a muscle that grows stronger with exercise, play and physical activity. (S3.E3.1)
- Differentiates between healthy and unhealthy foods. (S3.E6.1)

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

- Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)
- Follows the rules & parameters of the learning environment. (S4.E2.1)
- Responds appropriately to general feedback from the teacher. (S4.E3.1)
- Works independently with others in a variety of class environments (e.g., small and large groups). (S4.E4.1)
- Exhibits the established protocols for class activities. (S4.E5.1)
- Follows teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Identifies physical activity as a component of good health. (S5.E1.1)
- Recognizes that challenge in physical activities can lead to success. (S5.E2.1)

## **April-June**

*Activities:*

- Flag games
- Parachutes
- Kickball
- Relays
- Presidential Fitness Assessments

*Standards*

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

- Hops, gallops, jogs and slides using a mature pattern. (S1.E1.1)
- Demonstrates 2 of the 5 critical elements for jumping & landing in a horizontal plane using 2-foot take-offs & landings. (S1.E3.1)
- Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane. (S1.E4.1)
- Combines locomotor and non-locomotor skills in a teacher designed dance. (S1.E5.1)
- Maintains stillness on different bases of support with different body shapes. (S1.E7.1)
- Catches a soft object from a self-toss before it bounces. (S1.E16.1a)
- Catches various sizes of balls self-tossed or tossed by a skilled thrower. (S1.E16.1b)
- Volleys an object with an open palm, sending it upward. (S1.E22.1)

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- Travels demonstrating low, middle and high levels. (S2.E2.1a)
- Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). (S2.E2.1b)
- Differentiates between fast and slow speeds. (S2.E3.1a)
- Differentiates between strong and light force. (S2.E3.1b)

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Discusses the benefits of being active and exercising and/ or playing. (S3.E1.1)
- Actively engages in physical education class. (S3.E2.1)
- Identifies the heart as a muscle that grows stronger with exercise, play and physical activity. (S3.E3.1)

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

- Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)
- Follows the rules & parameters of the learning environment. (S4.E2.1)
- Responds appropriately to general feedback from the teacher. (S4.E3.1)
- Works independently with others in a variety of class environments (e.g., small and large groups). (S4.E4.1)
- Exhibits the established protocols for class activities. (S4.E5.1)
- Follows teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Identifies physical activity as a component of good health. (S5.E1.1)
- Recognizes that challenges in physical activities can lead to success. (S5.E2.1)
- Describes positive feelings that result from participating in physical activities. (S5.E3.1a)
- Discusses personal feelings for enjoying physical activities. (S5.E3.1b)

## September-October

### *Activities:*

- Playground Rules
- Cooperative Games/Icebreakers
- Basic Gross Motor Skills and Assessment
- Soccer Skills

### *Standards*

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

- Runs with a mature pattern. (S1.E2.2a)
- Travels showing differentiation between jogging and sprinting. (S1.E2.2b)
- Dribbles with the feet in general space with control of ball and body. (S1.E18.2)
- Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern. (S1.E21.2)

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- Varies time and force with gradual increases and decreases. (S2.E3.2)

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Actively engages in physical education class in response to instruction and practice. (S3.E2.2)
- Uses own body as resistance (e.g., holds body in plank position, animal walks for developing strength). (S3.E3.2a)
- Recognizes the “good health balance” of good nutrition with physical activity. (S3.E6.2)

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

- Accepts responsibility for class protocols with behavior and performance actions. (S4.E2.2)
- Accepts specific corrective feedback from the teacher. (S4.E3.2)
- Works independently with others in partner environments. (S4.E4.2)
- Recognizes the role of rules and etiquette in teacher-designed physical activities. (S4.E5.2)
- Works independently and safely in physical education. (S4.E6.2a)
- Works safely with physical education equipment. (S4.E6.2b)

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Recognizes the value of “good health balance.” (S3.E6.2)
- Compares physical activities that bring confidence and challenge. (S5.E2.2)

## November-December

*Activities:*

- Bean bags
- Hula Hoops
- Jump Ropes
- Cooperative Games
- Presidential Fitness Assessment

*Standards*

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

- Skips using a mature pattern. (S1.E1.2)
- Demonstrates 4 of the 5 critical elements for jumping & landing in a horizontal plane using a variety of 1- and 2-foot take-offs & landings. (S1.E3.2)
- Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane. (S1.E4.2)
- Throws underhand using a mature pattern. (S1.E13.2)
- Practices skills with minimal teacher prompting. (S4.E1.2)Jumps a self-turned rope consecutively forward and backward with a mature pattern. (S1.E27.2a)
- Jumps a long rope 5 times consecutively with student turners. ((S1.E27.2b)

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance

- Varies time and force with gradual increases and decreases. (S2.E3.2)

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family). (S3.E1.2)
- Actively engages in physical education class in response to instruction and practice. (S3.E2.2)
- Uses own body as resistance (e.g., holds body in plank position, animal walks) for developing strength. (S3.E3.2a)
- Identifies physical activities that contribute to fitness. (S3.E3.2b)
- Recognizes the “good health balance” of good nutrition with physical activity. (S3.E6.2)

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

- Practices skills with minimal teacher prompting. (S4.E1.2)
- Accepts responsibility for class protocols with behavior and performance actions. (S4.E2.2)
- Accepts specific corrective feedback from the teacher. (S4.E3.2)
- Works independently with others in partner environments. (S4.E4.2)
- Recognizes the role of rules and etiquette in teacher-designed physical activities. (S4.E5.2)
- Works independently and safely in physical education. (S4.E6.2a)
- Works safely with physical education equipment. (S4.E6.2b)

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Recognizes the value of “good health balance.” (S3.E6.2)
- Compares physical activities that bring confidence and challenge. (S5.E2.2)

## **January-February**

### *Activities:*

- Balancing Games
- Dance/Gymnastics
- Cardiovascular Fitness and Nutrition
- Presidential Fitness Assessment

### *Standards*

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

- Demonstrates 4 of the 5 critical elements for jumping & landing in a horizontal plane using a variety of 1- and 2-foot take-offs & landings. (S1.E3.2)
- Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane. (S1.E4.2)
- Performs a teacher and/or student designed rhythmic activity with correct response to simple rhythms. (S1.E5.2)
- Balances on different bases of support, combining levels and shapes. (S1.E7.2a)
- Balances in an inverted position\* with stillness and supportive base. (S1.E7.2b)
- Transfers weight from feet to different body parts/bases of support for balance and/or travel. (S1.E9.2)
- Rolls in different directions with either a narrow or curled body shape. (S1.E9.2)
- Differentiates among twisting, curling, bending & stretching actions. (S1.E10.2)
- Combines balances and transfers into a 3-part sequence (i.e., dance, gymnastics). (S1.E11.2)

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- Combines locomotor skills in general space to a rhythm. (S2.E1.2)
- Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences.2 (S2.E2.2)

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

- Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family). (S3.E1.2)
- Actively engages in physical education class in response to instruction and practice. (S3.E2.2)
- Uses own body as resistance (e.g., holds body in plank position, animal walks for developing strength. (S3.E3.2a)
- Identifies physical activities that contribute to fitness. (S3.E3.2b)
- Recognizes the “good health balance” of good nutrition with physical activity. (S3.E6.2)

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

- Practices skills with minimal teacher prompting. (S4.E1.2)

- Accepts responsibility for class protocols with behavior and performance actions. (S4.E2.2)
- Accepts specific corrective feedback from the teacher. (S4.E3.2)
- Works independently with others in partner environments. (S4.E4.2)
- Recognizes the role of rules and etiquette in teacher-designed physical activities. (S4.E5.2)
- Works independently and safely in physical education. (S4.E6.2a)
- Works safely with physical education equipment. (S4.E6.2b)

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

- Recognizes the value of “good health balance.” (Refer to (S3.E6.2)
- Compares physical activities that bring confidence and challenge. (S5.E2.2)
- Identifies physical activities that provide self-expression (e.g. dance, gymnastics routines, practice tasks/game environment) (S5.E3.2)

## **March**

*Activities:*

- Presidential Fitness Assessment
- Basketball

*Standards:*

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

- Runs with a mature pattern. (S1.E2.2a)
- Travels showing differentiation between jogging and sprinting. (S1.E2.2b)
- Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body. (S1.E16.2)
- Dribbles in self-space with preferred hand demonstrating a mature pattern. (S1.E17.2a)
- Dribbles using the preferred hand while walking in general space. (S1.E17.2b)

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- Varies time and force with gradual increases and decreases. (S2.E3.2)

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family). (S3.E1.2)
- Actively engages in physical education class in response to instruction and practice. (S3.E2.2)
- Uses own body as resistance (e.g., holds body in plank position, animal walks for developing strength. (S3.E3.2a)
- Identifies physical activities that contribute to fitness. (S3.E3.2b)

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

- Practices skills with minimal teacher prompting. (S4.E1.2)



- Accepts responsibility for class protocols with behavior and performance actions. (S4.E2.2)
- Accepts specific corrective feedback from the teacher. (S4.E3.2)
- Works independently with others in partner environments. (S4.E4.2)
- Recognizes the role of rules and etiquette in teacher-designed physical activities. (S4.E5.2)
- Works independently and safely in physical education. (S4.E6.2a)
- Works safely with physical education equipment. (S4.E6.2b)

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

- Recognizes the value of “good health balance.” (Refer to (S3.E6.2)
- Compares physical activities that bring confidence and challenge. (S5.E2.2)

## **April-June**

### *Activities:*

- Flag Games
- Parachutes
- Kickball
- Relays
- Presidential Fitness Assessment

### *Standards:*

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

- Skips using a mature pattern. (S1.E1.2)
- Runs with a mature pattern. (S1.E2.2a)
- Travels showing differentiation between jogging and sprinting. (S1.E2.2b)
- Demonstrates 4 of the 5 critical elements for jumping & landing in a horizontal plane using a variety of 1- and 2-foot take-offs & landings. (S1.E3.2)
- Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane. (S1.E4.2)
- Transfers weight from feet to different body parts/bases of support for balance or travel. (S1.E8.2)
- Rolls in different directions with either a narrow or curled body shape. (S1.E9.2)
- Throws underhand using a mature pattern. (S1.E13.2)
- Throws overhand, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E14.2)
- Dribbles using the preferred hand while walking in general space. (S1.E17.2b)
- Dribbles with the feet in general space with control of ball and body. (S1.E18.2)
- Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern. (S1.E21.2)

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- Varies time and force with gradual increases and decreases. (S2.E3.2)

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family). (S3.E1.2)
- Actively engages in physical education class in response to instruction and practice. (S3.E2.2)
- Uses own body as resistance (e.g., holds body in plank position, animal walks for developing strength. (S3.E3.2a)
- Identifies physical activities that contribute to fitness. (S3.E3.2b)

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

- Practices skills with minimal teacher prompting. (S4.E1.2)
- Accepts responsibility for class protocols with behavior and performance actions. (S4.E2.2)
- Accepts specific corrective feedback from the teacher. (S4.E3.2)
- Works independently with others in partner environments. (S4.E4.2)
- Recognizes the role of rules and etiquette in teacher-designed physical activities. (S4.E5.2)
- Works independently and safely in physical education. (S4.E6.2a)
- Works safely with physical education equipment. (S4.E6.2b)

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

- Recognizes the value of “good health balance.” (Refer to (S3.E6.2)
- Compares physical activities that bring confidence and challenge. (S5.E2.2)

## **Third Grade Physical Education Curriculum**

## September-October

### Activities:

- Playground Rules
- Cooperative Games/Ice Breakers
- Basic Gross Motor Skills and Assessment
- Soccer Skills

### Standards:

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

- Leaps using a mature pattern. (S1.E1.3)
- Travels showing differentiation between sprinting and running. (S1.E2.3)
- Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. (S1.E7.3)
- Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body. (S1.E18.3)
- Passes & receives a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass. (S1.E19.3)
- Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each. (S1.E21.3a)
- Uses a continuous running approach and kicks a stationary ball for accuracy. (S1.E21.3b)

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- Recognizes the concept of open spaces in a movement context. (S2.E1.3)
- Recognizes locomotor skills specific to a wide variety of physical activities. (S2.E2.3)
- Combines movement concepts (direction, levels, force, and time) with skills as directed by the teacher. (S2.E3.3)

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Identifies physical activity benefits as a way to become healthier. (S3.E1.3b)
- Engages in the activities of physical education class without teacher prompting. (S3.E2.3)
- Describes the concept of fitness and provides examples of physical activity to enhance fitness. (S3.E3.3)
- Recognizes the importance of warm-up & cool-down relative to vigorous physical activity. (S3.E4.3)
- Demonstrates, with teacher direction, the health-related fitness components. (S3.E5.3)

Standard 4: Exhibits responsible personal and social behavior that respects self and others

- Exhibits personal responsibility in teacher-directed activities. (S4.E1.3)
- Works independently for extended periods of time. (S4.E2.3)
- Accepts and implements specific corrective feedback from the teacher. (S4.E3.3)

- Works cooperatively with others. (S4.E4.3a)
- Praises others for their success in movement performance. (S4.E4.3b)
- Recognizes the role of rules and etiquette in physical activity with peers. (S4.E5.3)
- Works independently and safely in physical activity settings. (S4.E6.3)

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Discusses the relationship between physical activity and good health. (S5.E1.3)
- Describes the positive social interactions that come when engaged with others in physical activity. (S5.E4.3)

## **November-December**

### *Activities:*

- Bean Bags
- Hula Hoops
- Jump Ropes
- Cooperative Games
- Presidential Fitness Assessments

### *Standards:*

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

- Travels showing differentiation between sprinting and running. (S1.E2.3)
- Jumps & lands in the horizontal & vertical planes using a mature pattern. (S1.E3.3)
  - Note: This outcome applies to both horizontal and vertical jumping & landing.
- Throws underhand to a partner or target with reasonable accuracy. (S1.E13.3)
- Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in non-dynamic environments (closed skills), for distance and/or force. (S1.E14.3)
- Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E16.3)
- Performs intermediate jump-rope skills (e.g., a variety of tricks, running in and out of a long rope) for both long and short ropes. . (S1.E27.3)

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- Recognizes the concept of open spaces in a movement context. (S2.E1.3)
- Recognizes locomotor skills specific to a wide variety of physical activities. (S2.E2.3)

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Identifies physical activity benefits as a way to become healthier. (S3.E1.3b)
- Engages in the activities of physical education class without teacher prompting. (S3.E2.3)

- Describes the concept of fitness and provides examples of physical activity to enhance fitness. (S3.E3.3)
- Recognizes the importance of warm-up & cool-down relative to vigorous physical activity. (S3.E4.3)
- Demonstrates, with teacher direction, the health-related fitness components. (S3.E5.3)

Standard 4: Exhibits responsible personal and social behavior that respects self and others

- Exhibits personal responsibility in teacher-directed activities. (S4.E1.3)
- Works independently for extended periods of time. (S4.E2.3)
- Accepts and implements specific corrective feedback from the teacher. (S4.E3.3)
- Works cooperatively with others. (S4.E4.3a)
- Praises others for their success in movement performance. (S4.E4.3b)
- Recognizes the role of rules and etiquette in physical activity with peers. (S4.E5.3)
- Works independently and safely in physical activity settings. (S4.E6.3)

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Discusses the relationship between physical activity and good health. (S5.E1.3)
- Describes the positive social interactions that come when engaged with others in physical activity. (S5.E4.3)

## **January-February**

### *Activities:*

- Presidential Fitness Assessments
- Balancing Games
- Dance/Gymnastics
- Cardiovascular Fitness and Nutrition

### *Standards:*

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns

- Leaps using a mature pattern. (S1.E1.3)
- Jumps & lands in the horizontal & vertical planes using a mature pattern. (S1.E3.3) Note: This outcome applies to both horizontal and vertical jumping & landing.
- Performs teacher selected and developmentally appropriate dance steps and movement patterns. (S1.E5.3)
- Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.E6.3)
- Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. (S1.E7.3)
- Moves into and out of gymnastics balances with curling, twisting & stretching actions. (S1.E10.3)
- Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, and time, flow) to create and perform a dance. (S1.E11.3)
- Combines balance and weight transfers with movement concepts to create and perform a dance. (S1.E12.3)

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance

- Recognizes the concept of open spaces in a movement context. (S2.E1.3)
- Recognizes locomotor skills specific to a wide variety of physical activities. (S2.E2.3)
- Combines movement concepts (direction, levels, force, and time) with skills as directed by the teacher. (S2.E3.3)
- Employs the concept of alignment in gymnastics and dance. (S2.E4.3a)
- Employs the concept of muscular tension with balance in gymnastics and dance. (S2.E4.3b)

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Charts participation in physical activities outside physical education class. (S3.E1.3a)
- Identifies physical activity benefits as a way to become healthier. (S3.E1.3b)
- Engages in the activities of physical education class without teacher prompting. (S3.E2.3)
- Describes the concept of fitness and provides examples of physical activity to enhance fitness. (S3.E3.3)
- Recognizes the importance of warm-up & cool-down relative to vigorous physical activity. (S3.E4.3)
- Demonstrates, with teacher direction, the health-related fitness components. (S3.E5.3)
- Identifies foods that are beneficial for before and after physical activity. (S3.E6.3)

Standard 4: Exhibits responsible personal and social behavior that respects self and others

- Exhibits personal responsibility in teacher-directed activities. (S4.E1.3)
- Works independently for extended periods of time. (S4.E2.3)
- Accepts and implements specific corrective feedback from the teacher. (S4.E3.3)
- Works cooperatively with others. (S4.E4.3a)
- Praises others for their success in movement performance. (S4.E4.3b)
- Recognizes the role of rules and etiquette in physical activity with peers. (S4.E5.3)
- Works independently and safely in physical activity settings. (S4.E6.3)

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Discusses the relationship between physical activity and good health. (S5.E1.3)
- Discusses the challenges that come from learning a new physical activity. (S5.E2.3)
- Describes the positive social interactions that come when engaged with others in physical activity. (S5.E4.3)

### **March**

#### *Activities:*

- Presidential Fitness Assessment
- Basketball

#### Standards:

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

- Travels showing differentiation between sprinting and running. (S1.E2.3)
- Throws underhand to a partner or target with reasonable accuracy. (S1.E13.3)
- Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in non-dynamic environments (closed skills), for distance and/or force. (S1.E14.3)
- Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E16.3)
- Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body. (S1.E17.3)

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- Recognizes the concept of open spaces in a movement context. (S2.E1.3)
- Recognizes locomotor skills specific to a wide variety of physical activities. (S2.E2.3)
- Combines movement concepts (direction, levels, force, and time) with skills as directed by the teacher. (S2.E3.3)

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Identifies physical activity benefits as a way to become healthier. (S3.E1.3b)
- Engages in the activities of physical education class without teacher prompting. (S3.E2.3)
- Describes the concept of fitness and provides examples of physical activity to enhance fitness. (S3.E3.3)
- Recognizes the importance of warm-up & cool-down relative to vigorous physical activity. (S3.E4.3)
- Demonstrates, with teacher direction, the health-related fitness components. (S3.E5.3)
- Identifies foods that are beneficial for before and after physical activity. (S3.E6.3)

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

- Exhibits personal responsibility in teacher-directed activities. (S4.E1.3)
- Works independently for extended periods of time. (S4.E2.3)
- Accepts and implements specific corrective feedback from the teacher. (S4.E3.3)
- Works cooperatively with others. (S4.E4.3a)
- Praises others for their success in movement performance. (S4.E4.3b)
- Recognizes the role of rules and etiquette in physical activity with peers. (S4.E5.3)
- Works independently and safely in physical activity settings. (S4.E6.3)

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Discusses the relationship between physical activity and good health. (S5.E1.3)
- Discusses the challenges that come from learning a new physical activity. (S5.E2.3)
- Reflects on the reasons for enjoying selected physical activities. (S5.E3.3)

- Describes the positive social interactions that come when engaged with others in physical activity. (S5.E4.3)

## **April-June**

### *Activities:*

- Flag Games
- Parachutes
- Kickball
- Relays
- Presidential Fitness Assessment

### *Standards*

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

- Leaps using a mature pattern. (S1.E1.3)
- Travels showing differentiation between sprinting and running. (S1.E2.3)
- Jumps & lands in the horizontal & vertical planes using a mature pattern. (S1.E3.3) Note: This outcome applies to both horizontal and vertical jumping & landing.
- Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.E6.3)
- Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. (S1.E7.3)
- Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in non-dynamic environments (closed skills), for distance and/or force. (S1.E14.3)
- Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each. (S1.E21.3a)
- Uses a continuous running approach and kicks a stationary ball for accuracy. (S1.E21.3b)

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- Recognizes the concept of open spaces in a movement context. (S2.E1.3)
- Recognizes locomotor skills specific to a wide variety of physical activities. (S2.E2.3)
- Combines movement concepts (direction, levels, force, and time) with skills as directed by the teacher. (S2.E3.3)
- Applies simple strategies & tactics in chasing activities. (S2.E5.3a)
- Applies simple strategies in fleeing activities. (S2.E5.3b)

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Charts participation in physical activities outside physical education class. (S3.E1.3a)
- Identifies physical activity benefits as a way to become healthier. (S3.E1.3b)



- Engages in the activities of physical education class without teacher prompting. (S3.E2.3)
- Describes the concept of fitness and provides examples of physical activity to enhance fitness. (S3.E3.3)
- Recognizes the importance of warm-up & cool-down relative to vigorous physical activity. (S3.E4.3)
- Demonstrates, with teacher direction, the health-related fitness components. (S3.E5.3)
- Identifies foods that are beneficial for before and after physical activity. (S3.E6.3)

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

- Exhibits personal responsibility in teacher-directed activities. (S4.E1.3)
- Works independently for extended periods of time. (S4.E2.3)
- Accepts and implements specific corrective feedback from the teacher. (S4.E3.3)
- Works cooperatively with others. (S4.E4.3a)
- Praises others for their success in movement performance. (S4.E4.3b)
- Recognizes the role of rules and etiquette in physical activity with peers. (S4.E5.3)
- Works independently and safely in physical activity settings. (S4.E6.3)

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Discusses the relationship between physical activity and good health. (S5.E1.3)
- Discusses the challenges that come from learning a new physical activity. (S5.E2.3)
- Reflects on the reasons for enjoying selected physical activities. (S5.E3.3)
- Describes the positive social interactions that come when engaged with others in physical activity. (S5.E4.3)

# **Fourth Grade Physical Education Curriculum**

## **September-October**

### *Activities:*

- Playground Rules
- Cooperative Games/ Ice Breakers
- Basic Gross Motor Skills and Assessment
- Soccer Skills

### *Standards:*

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

- Passes & receives a ball with the insides of the feet to a moving partner in a non-dynamic environment (closed skills). (S1.E19.4a)
- Passes & receives a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass. (S1.E19.4b)
- Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting). (S1.E20.4)
- Kicks along the ground and in the air, and punts using mature patterns. (S1.E21.4)

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). (S2.E1.4a)
- Applies the concept of closing spaces in small-sided practice tasks. (S2.E1.4b)
- Dribbles in general space with changes in direction and speed. (S2.E1.4c)
- Applies the movement concepts of speed, endurance and pacing for running. (S2.E3.4a)
- Recognizes the types of kicks needed for different games and sports situations. (S2.E5.4c)

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Analyzes opportunities for participating in physical activity outside physical education class. (S3.E1.4)
- Actively engages in the activities of physical education class, both teacher-directed and independent. (S3.E2.4)
- Identifies the components of health-related fitness.5 (S3.E3.4)
- Completes fitness assessments (pre- & post-). (S3.E5.4a)
- Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. (S3.E5.4b)
- Discusses the importance of hydration and hydration choices relative to physical activities. (S3.E6.4)

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

- Exhibits responsible behavior in independent group situations. (S4.E1.4)
- Reflects on personal social behavior in physical activity. (S4.E2.4)

- Listens respectfully to corrective feedback from others (e.g., peers, adults). (S4.E3.4)
- Praises the movement performance of others both more and less-skilled. (S4.E4.4a)
- Accepts players of all skill levels into the physical activity. (S4.E4.4b)
- Exhibits etiquette and adherence to rules in a variety of physical activities. (S4.E5.4)
- Works safely with peers and equipment in physical activity settings. (S4.E6.4)

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Examines the health benefits of participating in physical activities. (S5.E1.4)
- Describes & compares the positive social interactions when engaged in partner, small-group and large-group physical activities. (S5.E4.4)

## **November-December**

### *Activities:*

- Bean bags
- Hula Hoops
- Jump Ropes
- Cooperative Games
- Presidential Fitness Assessments

### *Standards:*

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

- Runs for distance using a mature pattern. (S1.E2.4)
- S1.E13 Manipulative Underhand throw: Applies Skill
- Throws overhand using a mature pattern in non-dynamic environments (closed skills). (S1.E14.4a)
- Throws overhand to a partner or at a target with accuracy at a reasonable distance. (S1.E14.4b)
- Throws to a moving partner with reasonable accuracy in a non-dynamic environment (closed skills). (S1.E15.4)
- Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment (closed skills). (S1.E16.4)
- Creates a jump rope routine with either a short or long rope. (S1.E27.4)

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). (S2.E1.4a)
- Applies the concept of closing spaces in small-sided practice tasks. (S2.E1.4b)
- Applies the movement concepts of speed, endurance and pacing for running. (S2.E3.4a)
- S2.E4 Movement concepts Alignment & muscular tension: Applies Skill

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Analyzes opportunities for participating in physical activity outside physical education class. (S3.E1.4)
- Actively engages in the activities of physical education class, both teacher-directed and independent. (S3.E2.4)
- Identifies the components of health-related fitness.5 (S3.E3.4)
- Completes fitness assessments (pre- & post-). (S3.E5.4a)
- Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. (S3.E5.4b)
- Discusses the importance of hydration and hydration choices relative to physical activities. (S3.E6.4)

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

- Exhibits responsible behavior in independent group situations. (S4.E1.4)
- Reflects on personal social behavior in physical activity. (S4.E2.4)
- Listens respectfully to corrective feedback from others (e.g., peers, adults). (S4.E3.4)
- Praises the movement performance of others both more and less-skilled.
- (S4.E4.4a) Accepts players of all skill levels into the physical activity. (S4.E4.4b)
- Exhibits etiquette and adherence to rules in a variety of physical activities. (S4.E5.4)
- Works safely with peers and equipment in physical activity settings. (S4.E6.4)

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Examines the health benefit of participating in physical activity. . (S5.E1.4)
- Rates the enjoyment of participating in challenging and mastered physical activities. (S5.E2.4)
- Rates the enjoyment of participating in different physical activities. . (S5.E3.4)
- Describes & compares the positive social interactions when engaged in partner, small-group and large-group physical activities. (S5.E4.4)

## **January-February**

### *Activities:*

- Presidential Fitness Assessment
- Balancing Games
- Dance/Gymnastics
- Cardiovascular Fitness and Nutrition

### *Standards*

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

- Uses various locomotor skills in a variety of small sided practice tasks, dance and educational gymnastics experiences. (S1.E1.4)
- Uses spring-and step take-offs & landings specific to gymnastics. (S1.E3.4) Note: This outcome applies to both horizontal and vertical jumping & landing.

- Combines locomotor movement patterns and dance steps to create and perform an original dance. (S1.E5.4)
- Balances on different bases of support on apparatus, demonstrating levels and shapes. (S1.E7.4)
- Transfers weight from feet to hands, varying speed and using large extensions (e.g. kick, handstand, cartwheel) (S1.E8.4)
- Weight transfer, Rolling: Applies Skill
- Moves into and out of balances on apparatus with curling, twisting & stretching actions. (S1.E10.4)
- Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, and time, flow) to create and perform a dance with a partner. (S1.E11.4)
- Combines traveling with balance and weight transfers to create gymnastics sequence with and without equipment or apparatus. (S1.E12.4)

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments. (S2.E2.4)
- S2.E4 Movement Concepts, Alignment and Muscular Tension: Applies Skill

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Analyzes opportunities for participating in physical activity outside physical education class. (S3.E1.4)
- Actively engages in the activities of physical education class, both teacher-directed and independent. (S3.E2.4)
- Identifies the components of health-related fitness.5 (S3.E3.4)
- Completes fitness assessments (pre- & post-). (S3.E5.4a)
- Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. (S3.E5.4b)
- Demonstrates warm-up & cooldown relative to the cardio-respiratory fitness assessment. (S3.E4.4)
- Discusses the importance of hydration and hydration choices relative to physical activities. (S3.E6.4)

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

- Exhibits responsible behavior in independent group situations. (S4.E1.4)
- Reflects on personal social behavior in physical activity. (S4.E2.4)
- Listens respectfully to corrective feedback from others (e.g., peers, adults). (S4.E3.4)
- Praises the movement performance of others both more and less-skilled.
- (S4.E4.4a) Accepts players of all skill levels into the physical activity. (S4.E4.4b)
- Exhibits etiquette and adherence to rules in a variety of physical activities. (S4.E5.4)
- Works safely with peers and equipment in physical activity settings. (S4.E6.4)

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Examines the health benefit of participating in physical activity. . (S5.E1.4)
- Rates the enjoyment of participating in challenging and mastered physical activities. (S5.E2.4)
- Rates the enjoyment of participating in different physical activities. . (S5.E3.4)
- Describes & compares the positive social interactions when engaged in partner, small-group and large-group physical activities. (S5.E4.4)

## **March**

*Activities:*

- Presidential Fitness Assessments
- Basketball

*Standards:*

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

- Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks. (S1.E6.4)
- Throws overhand using a mature pattern in non-dynamic environments (closed skills). (S1.E14.4a)
- Throws to a moving partner with reasonable accuracy in a non-dynamic environment (closed skills). (S1.E15.4)
- Throws overhand to a partner or at a target with accuracy at a reasonable distance. (S1.E14.4b)
- Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment (closed skills). (S1.E16.4)
- Dribbles in self space with both the preferred and the non-preferred hands using a mature pattern. (S1.E17.4a)
- Dribbles in general space with control of ball and body while increasing and decreasing speed. (S1.E17.4b)
- Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting). (S1.E20.4)

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). (S2.E1.4a)
- Applies the concept of closing spaces in small-sided practice tasks. (S2.E1.4b)
- Dribbles in general space with changes in direction and speed. (S2.E1.4c)

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Analyzes opportunities for participating in physical activity outside physical education class. (S3.E1.4)
- Actively engages in the activities of physical education class, both teacher-directed and independent. (S3.E2.4)

- Identifies the components of health-related fitness.5 (S3.E3.4)
- Completes fitness assessments (pre- & post-). (S3.E5.4a)
- Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. (S3.E5.4b)
- Demonstrates warm-up & cooldown relative to the cardio-respiratory fitness assessment. (S3.E4.4)
- Discusses the importance of hydration and hydration choices relative to physical activities. (S3.E6.4)

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

- Exhibits responsible behavior in independent group situations. (S4.E1.4)
- Reflects on personal social behavior in physical activity. (S4.E2.4)
- Listens respectfully to corrective feedback from others (e.g., peers, adults). (S4.E3.4)
- Praises the movement performance of others both more and less-skilled.
- (S4.E4.4a) Accepts players of all skill levels into the physical activity. (S4.E4.4b)
- Exhibits etiquette and adherence to rules in a variety of physical activities. (S4.E5.4)
- Works safely with peers and equipment in physical activity settings. (S4.E6.4)

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Examines the health benefit of participating in physical activity. . (S5.E1.4)
- Rates the enjoyment of participating in challenging and mastered physical activities. (S5.E2.4)
- Rates the enjoyment of participating in different physical activities. . (S5.E3.4)
- Describes & compares the positive social interactions when engaged in partner, small-group and large-group physical activities. (S5.E4.4)

## **April-June**

### *Activities:*

- Flag Games
- Parachutes
- Kickball
- Relays
- Presidential Fitness Assessment

### *Standards:*

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns

- Runs for distance using a mature pattern. (S1.E2.4)
- S1.E13 Manipulative Underhand throw: Applies Skill
- Throws overhand using a mature pattern in non-dynamic environments (closed skills). (S1.E14.4a)
- Throws overhand to a partner or at a target with accuracy at a reasonable distance. (S1.E14.4b)

- Throws to a moving partner with reasonable accuracy in a non-dynamic environment (closed skills). (S1.E15.4)
- Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment (closed skills). (S1.E16.4)
- Kicks along the ground and in the air, and punts using mature patterns. (S1.E21.4)
- Volleys underhand using a mature pattern, in a dynamic environment (e.g., 2 square, 4 square, handball). (S1.E22.4)

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- Applies simple offensive strategies and tactics in chasing and fleeing activities. (S2.E5.4a)
- Applies simple defensive strategies/ tactics in chasing and fleeing activities. (S2.E5.4b)
- Recognizes the types of kicks needed for different games and sports situations. (S2. E5.4c)

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Analyzes opportunities for participating in physical activity outside physical education class. (S3.E1.4)
- Actively engages in the activities of physical education class, both teacher-directed and independent. (S3.E2.4)
- Identifies the components of health-related fitness.5 (S3.E3.4)
- Completes fitness assessments (pre- & post-). (S3.E5.4a)
- Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. (S3.E5.4b)
- Demonstrates warm-up & cooldown relative to the cardio-respiratory fitness assessment. (S3.E4.4)
- Discusses the importance of hydration and hydration choices relative to physical activities. (S3.E6.4)

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

- Exhibits responsible behavior in independent group situations. (S4.E1.4)
- Reflects on personal social behavior in physical activity. (S4.E2.4)
- Listens respectfully to corrective feedback from others (e.g., peers, adults). (S4.E3.4)
- Praises the movement performance of others both more and less-skilled. (S4.E4.4a) Accepts players of all skill levels into the physical activity. (S4.E4.4b)
- Exhibits etiquette and adherence to rules in a variety of physical activities. (S4.E5.4)
- Works safely with peers and equipment in physical activity settings. (S4.E6.4)

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Examines the health benefit of participating in physical activity. . (S5.E1.4)



- Rates the enjoyment of participating in challenging and mastered physical activities. (S5.E2.4)
- Rates the enjoyment of participating in different physical activities. . (S5.E3.4)
- Describes & compares the positive social interactions when engaged in partner, small-group and large-group physical activities. (S5.E4.4)

# **Fifth Grade Physical Education Curriculum**

## **September-October**

### *Activities:*

- Playground Rules
- Cooperative Games/Ice Breakers
- Basic Gross Motor Skills and Assessment
- Soccer Skills

### **Standards:**

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

- Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments. (S1.E1.5b)
- Uses appropriate pacing for a variety of running distances. (S1.E2.5)
- Combines foot dribbling with other skills in 1v1 practice tasks. (S1.E18.5)
- Passes with the feet using a mature pattern as both partners travel. (S1.E19.5a)
- Receives a pass with the foot using a mature pattern as both partners travel. (S1.E19.5b)
- Dribbles with hands or feet with mature patterns in a variety of small-sided game forms. (S1.E20.5)
- Demonstrates mature patterns in kicking and punting in small-sided practice task environments. (S1.E21.5)
- Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E26.5)

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance and games environments. (S2.E1.5)
- Applies movement concepts to strategy in game situations. (S2.E3.5a)
- Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, and extensions) in small-sided practice tasks in game environments, dance and gymnastics. (S2.E3.5c)
- Applies basic offensive and defensive strategies/ tactics in invasion small-sided practice tasks. (S2.E5.5a)
- Applies basic offensive and defensive strategies & tactics in net/wall small-sided practice tasks. (S2.E5.5b)

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.E1.5)
- Actively engages in all the activities of physical education. (S3.E2.5)
- Differentiates between skill-related and health-related fitness. (S3.E3.5)
- Identifies the need for warm-up & cool-down relative to various physical activities. (S3.E4.5)

- Analyzes results of fitness assessment (pre- & post-), comparing results to fitness components for good health. (S3.E5.5a)
- Designs a fitness plan to address ways to use physical activity to enhance fitness. (S3.E5.5b)
- Analyzes the impact of food choices relative to physical activity, youth sports & personal health. (S3.E6.5)

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

- Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5)
- Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. (S4.E2.5a)
- Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b)
- Gives corrective feedback respectfully to peers. (S4.E3.5)
- Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)
- Critiques the etiquette involved in rules of various game activities. (S4.E5.5)
- Applies safety principles with age-appropriate physical activities. (S4.E6.5)

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Compares the health benefits of participating in selected physical activities. (S5.E1.5)
- Expresses the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5)
- Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)
- Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport). (S5.E4.5)

## **November-December**

### *Activities:*

- Bean Bags
- Hula Hoops
- Jump Ropes
- Cooperative Games
- Presidential Fitness Assessments

### *Standards:*

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

- Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance. (S1.E1.5a)
- Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments. (S1.E1.5b)

- Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E1.5c)
- Uses appropriate pacing for a variety of running distances. (S1.E2.5)
- Throws underhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. (S1.E13.5a)
- Throws underhand to a large target with accuracy. (S1.E13.5b)
- Throws overhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. (S1.E13.5a)
- Throws overhand to a large target with accuracy. (S1.E13.5b)
- Throws with accuracy, both partners moving. (S1.E15.5a)
- Throws with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E15.5b)
- Creates a jump rope routine with a partner using a long or short rope.

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics and dance with self-direction. (S2.E2.5)

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.E1.5)
- Actively engages in all the activities of physical education. (S3.E2.5)
- Differentiates between skill-related and health-related fitness. (S3.E3.5)
- Identifies the need for warm-up & cool-down relative to various physical activities. (S3.E4.5)
- Analyzes results of fitness assessment (pre- & post-), comparing results to fitness components for good health. (S3.E5.5a)
- Designs a fitness plan to address ways to use physical activity to enhance fitness. (S3.E5.5b)
- Analyzes the impact of food choices relative to physical activity, youth sports & personal health. (S3.E6.5)

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

- Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5)
- Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. (S4.E2.5a)
- Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b)
- Gives corrective feedback respectfully to peers. (S4.E3.5)
- Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)
- Critiques the etiquette involved in rules of various game activities. (S4.E5.5)
- Applies safety principles with age-appropriate physical activities. (S4.E6.5)

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Compares the health benefits of participating in selected physical activities. (S5.E1.5)
- Expresses the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5)
- Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)
- Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport). (S5.E4.5)

## **January-February**

### *Activities:*

- Presidential Fitness Assessment
- Balancing Games
- Dance/Gymnastics
- Cardiovascular Fitness and Nutrition

### *Standards:*

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

- Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance. (S1.E1.5a)
- Combines jumping & landing patterns with locomotor and manipulative skills in dance, educational gymnastics and small-sided practice tasks and games environments. (S1.E3.5) Note: This outcome applies to both horizontal and vertical jumping & landing.
- Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern. (S1.E5.5)
- Combines balance and transferring weight in a gymnastics sequence or dance with a partner. (S1.E7.5)
- Transfers weight in gymnastics and dance environments. (S1.E8.5)
- S1.E9 Non locomotor (stability) Weight transfer, rolling: Applies Skill
- Performs curling, twisting & stretching actions with correct application in dance, gymnastics, and small-sided practice tasks in games environments. (S1.E10.5)
- Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, and time, flow) to create and perform a dance with a group. (S1.E11.5)
- Combines actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus. (S1.E12.5)

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance and games environments. (S2.E1.5)
- Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics and dance with self-direction. (S2.E2.5)

- S2.E4 Movement concepts Alignment & muscular tension: Applies Skill

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.E1.5)
- Actively engages in all the activities of physical education. (S3.E2.5)
- Differentiates between skill-related and health-related fitness.6 (S3.E3.5)
- Identifies the need for warm-up & cool-down relative to various physical activities. (S3.E4.5)
- Analyzes results of fitness assessment (pre- & post-), comparing results to fitness components for good health. (S3.E5.5a)
- Designs a fitness plan to address ways to use physical activity to enhance fitness. (S3.E5.5b)
- Analyzes the impact of food choices relative to physical activity, youth sports & personal health. (S3.E6.5)

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

- Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5)
- Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. (S4.E2.5a)
- Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b)
- Gives corrective feedback respectfully to peers. (S4.E3.5)
- Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)
- Critiques the etiquette involved in rules of various game activities. (S4.E5.5)
- Applies safety principles with age-appropriate physical activities. (S4.E6.5)

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Compares the health benefits of participating in selected physical activities. (S5.E1.5)
- Expresses the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5)
- Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)
- Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport). (S5.E4.5)

## **March**

### *Activities:*

- Presidential Fitness Assessment
- Basketball

### *Standards*

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

- Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E1.5c)
- Uses appropriate pacing for a variety of running distances. (S1.E2.5)
- S1.E6 Locomotor Combinations: Applies Skill
- Throws underhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. (S1.E13.5a)
- Throws underhand to a large target with accuracy. (S1.E13.5b)
- Throws overhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. (S1.E13.5a)
- Throws overhand to a large target with accuracy. (S1.E13.5b)
- Throws with accuracy, both partners moving. (S1.E15.5a)
- Throws with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E15.5b)
- Catches with accuracy, both partners moving. (S1.E16.5b)
- Catches with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E16.5c)
- Combines hand dribbling with other skills during 1v1 practice tasks. (S1.E17.5)
- Dribbles with hands or feet with mature patterns in a variety of small-sided game forms. (S1.E20.5)
- Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E26.5)

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance and games environments. (S2.E1.5)
- Applies basic offensive and defensive strategies/ tactics in invasion small-sided practice tasks. (S2.E5.5a) Applies basic offensive and defensive strategies & tactics in net/wall small-sided practice tasks. (S2.E5.5b)
- Recognizes the type of throw, volley or striking action needed for different games & sports situations. (S2.E5.5c)

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.E1.5)
- Actively engages in all the activities of physical education. (S3.E2.5)
- Differentiates between skill-related and health-related fitness.6 (S3.E3.5)
- Identifies the need for warm-up & cool-down relative to various physical activities. (S3.E4.5)
- Analyzes results of fitness assessment (pre- & post-), comparing results to fitness components for good health. (S3.E5.5a)
- Designs a fitness plan to address ways to use physical activity to enhance fitness. (S3.E5.5b)

- Analyzes the impact of food choices relative to physical activity, youth sports & personal health. (S3.E6.5)

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

- Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher,
- Student to referee). (S4.E1.5)
- Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. (S4.E2.5a)
- Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b)
- Gives corrective feedback respectfully to peers. (S4.E3.5)
- Accepts,
- Recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)
- Critiques the etiquette involved in rules of various game activities. (S4.E5.5)
- Applies safety principles with age-appropriate physical activities. (S4.E6.5)

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Compares the health benefits of participating in selected physical activities. (S5.E1.5)
- Expresses the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5)
- Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)
- Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport). (S5.E4.5)

## **April - June**

### *Activities:*

- Flag Games
- Parachutes
- Kickball
- Relays
- Presidential Fitness Assessment

### *Standards*

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

- Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance. (S1.E1.5a)
- Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments. (S1.E1.5b)
- Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball) (S1.E1.5c)
- Uses appropriate pacing for a variety of running distances. (S1.E2.5)
- Passes with the feet using a mature pattern as both partners travel. (S1.E19.5a)



- Receives a pass with the foot using a mature pattern as both partners travel. (S1.E19.5b)
- Demonstrates mature patterns in kicking and punting in small-sided practice task environments. (S1.E21.5)

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance and games environments. (S2.E1.5)
- Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics and dance with self-direction. (S2.E2.5)
- Applies basic offensive and defensive strategies/ tactics in invasion small-sided practice tasks. (S2.E5.5a)
- Applies basic offensive and defensive strategies & tactics in net/wall small-sided practice tasks. (S2.E5.5b)
- Recognizes the type of throw, volley or striking action needed for different games & sports situations. (S2.E5.5c)

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.E1.5)
- Actively engages in all the activities of physical education. (S3.E2.5)
- Differentiates between skill-related and health-related fitness.6 (S3.E3.5)
- Identifies the need for warm-up & cool-down relative to various physical activities. (S3.E4.5)
- Analyzes results of fitness assessment (pre- & post-), comparing results to fitness components for good health. (S3.E5.5a)
- Designs a fitness plan to address ways to use physical activity to enhance fitness. (S3.E5.5b)
- Analyzes the impact of food choices relative to physical activity, youth sports & personal health. (S3.E6.5)

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

- Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher,
- Student to referee). (S4.E1.5)
- Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. (S4.E2.5a)
- Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b)
- Gives corrective feedback respectfully to peers. (S4.E3.5)
- Accepts,
- Recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)
- Critiques the etiquette involved in rules of various game activities. (S4.E5.5)
- Applies safety principles with age-appropriate physical activities. (S4.E6.5)

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Compares the health benefits of participating in selected physical activities. (S5.E1.5)
- Expresses the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5)
- Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)
- Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport). (S5.E4.5)