

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Physical Education - 5th Grade

December 2021

New Milford Board of Education

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

Physical Education

Fifth Grade

The goal of the fifth grade physical education program is to allow the students to continue their development into establishing a healthy and balanced lifestyle. This goal of a healthy and balanced lifestyle will guide all decision making for this program. Fifth grade students are achieving maturity and are applying many of the locomotor, non-locomotor, and manipulative skills. They begin the process of integrating these skills into a variety of individual and team sports and activities such as, soccer, basketball, volleyball, badminton, softball, cooperative games, bowling, and team building activities that have been modified to their developmental level. Students in fifth grade apply movement principles and concepts to enhance their movement performance, personal fitness, and game strategy and tactics. They self-analyze their own skill and that of their classmates and discuss methods for improving their performance. They begin to demonstrate specialized skills individually, with a partner, and in small and large groups. Vigorous fitness activities are provided through fitness routines, circuits, and games. Through observation and analysis, they are able to critique others as they develop an awareness of the physical, social, and emotional importance of physical activity. Students participate in moderate to vigorous activities for longer periods of time and they continue to improve their fitness levels while they prepare for the fitness testing that happens in sixth grade. Cooperative and team building games allow the fifth grade student to work in pairs and small groups through which they demonstrate competence for working independently and cooperatively, and for exploring and applying the principles of physical activity in both the gymnasium and in out of school activities. Students begin to analyze the differences in individuals and begin to develop an appreciation for those differences. They also demonstrate an evolving appreciation for positive class conduct in accordance with rules and policies, and their ability to problem solve increases with their understanding. They appreciate and participate actively in a variety of physical activities as they prepare to participate in more advanced forms of those activities in middle school.

Pacing Guide

Unit	Timeline
<p>Motor Skills in lead up games and fitness</p> <p>Units of instruction: Fitness (8), Basketball (5), Bowling (5), Cooperative Games/Team Building (8), Volleyball (5), Badminton (5), Golf (2), Invasion Games (5), Softball (3), Kickball (5), Tag Games (5), Scooter Games (2), Dance (2)</p>	<p>One School Year</p> <p>Day 1 of performance task-pre-assessment given</p> <p>Day 2-3 of performance task-formative assessment used</p> <p>Day 5 of performance task-summative assessment given</p> <p>October -November-Analyze data from the year to determine overall level(E, M, A)</p> <p>February-March-Analyze data from the year to determine overall level(E, M, A)</p> <p>May- June-Analyze data from the year to determine overall level(E, M, A)</p>
<p>Physical Activity Knowledge</p> <p>Units of instruction: Fitness (8), Basketball (5), Bowling (5), Cooperative Games/Team Building (8), Volleyball (5), Badminton (5), Golf (2), Invasion Games (5), Softball (3), Kickball (5), Tag Games (5), Scooter Games (2), Dance (2)</p>	<p>One School Year</p> <p>Day 1 of performance task-pre-assessment given</p> <p>Day 2-3 of performance task-formative assessment used</p> <p>Day 5 of performance task-summative assessment given</p> <p>October -November-Analyze data from the year to determine overall level(E, M, A)</p> <p>February-March-Analyze data from the year to determine overall level(E, M, A)</p> <p>May- June-Analyze data from the year to determine overall level(E, M, A)</p>
<p>Personal and Social Skills</p> <p>Units of instruction: Fitness (8), Basketball (5), Bowling (5), Cooperative Games/Team Building (8), Volleyball (5), Badminton (5), Golf (2), Invasion Games (5), Softball (3), Kickball (5), Tag Games (5), Scooter Games (2), Dance (2)</p>	<p>One School Year</p> <p>Day 1 of performance task-pre-assessment given</p> <p>Day 2-3 of performance task-formative assessment used</p> <p>Day 5 of performance task-summative assessment given</p> <p>October -November-Analyze data from the year to determine overall level(E, M, A)</p> <p>February-March-Analyze data from the year to determine overall level(E, M, A)</p> <p>May- June-Analyze data from the year to determine overall level(E, M, A)</p>

Subject/Course: PE

Focus Area 1: Motor Skills in Lead Up Games and Fitness

Grade: 5

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>NPES-1- The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NPES-2- Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NHES-7- Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.</p> <p>CCSS.ELA-LITERACY.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	Transfer	
	Students will be able to independently use their learning to take responsibility for one's health and fitness by maintaining an active and healthy lifestyle through participation in a variety of physical activities.	
	Students will be able to independently use their learning to develop an understanding that the use of proper mechanics of various movements are necessary in activities throughout life.	
	Meaning	
	<p>UNDERSTANDINGS Students will understand...</p> <p>We move our bodies in a variety of ways</p> <p>We can manipulate objects in a variety of ways.</p> <p>Proper technique is important for skill development.</p> <p>Fitness is a process not a product.</p> <p>Strength is needed to be able to perform certain activities as well as daily tasks.</p> <p>Exercise helps build confidence, improves lung and heart health, makes you feel</p>	<p>ESSENTIAL QUESTIONS</p> <p>How can I travel from one area to another area?</p> <p>How can I use my body to manipulate an object?</p> <p>How do our eyes help us in physical activity?</p> <p>How can I control an object while manipulating it?</p> <p>How do I get better?</p> <p>How can I become physically fit?</p>

	<p>better mentally and boosts the immune system.</p> <p>Fitness is important in maintaining a long healthy lifestyle.</p> <p>There are a variety of ways to get exercise to increase overall health.</p> <p>Getting or staying fit is a lifelong process that takes effort and commitment.</p>	
Acquisition		
	<p>Students will know...</p> <p>Locomotor movements: Skipping, running, walking, leaping, hopping, galloping, jumping, grapevine.</p> <p>Non Locomotor movements: Bending, stretching, pushing, pulling, bouncing, swinging, shaking, and twisting.</p> <p>Fitness related exercise: jumping jacks, mountain climbers, pushups, curl ups, ski jumps, piano keys, planks, bicep curls, squats.</p> <p>Skill related: dribbling, passing, catching, throwing, striking, rolling, kicking, volleying</p> <p>Pacing Cardiovascular endurance Muscular Strength Muscular endurance Flexibility</p>	<p>Students will be skilled at:</p> <ul style="list-style-type: none"> -using locomotor movements -using non-locomotor movements -demonstrating manipulative skills

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	The skills and knowledge are coded for introduction, practice, demonstration of critical elements and application in different contexts based upon SHAPE America's Outcome Skills and Knowledge:	PERFORMANCE TASK(S): By the end of fifth grade, students will demonstrate a variety of fundamental motor skills and movement patterns(M/A) throughout a variety of lead up activities and fitness activities. This will be evidenced through the use of teacher observations, checklists, fitness testing and rubrics throughout the year. Refer to the Shape America Document(attached)Standard 1/2) for motor skills and concepts. The Critical Elements of each motor skill will be used to evaluate the student's level. Also, fitness testing will be used to help establish a baseline for the students goals and what improvements are needed at varying times of the year. Suggested Activities: Tag games, fitness, badminton, bowling, basketball, cooperative games, invasion games, volleyball, dance, jump roping, soccer, softball, kickball, hula hooping, golf, scooter games, team building.
A	E=Emerging- Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.	
A	M= Maturing- Students can demonstrate the critical elements of the motor skills and knowledge components of the grade level outcomes, which will continue to be refined with practice.	
A	A=Applying- Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of physical activity environments.	
T, M, A	Formative assessments will use the following code when observing performance during games and activities:	OTHER EVIDENCE: Exit slips Checklists Teacher Observations Peer Assessments Quizzes Summative Assessment Practice Fitness Testing
A	E-Emerging. Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.	
A	M-Maturing. Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of physical environments.	
A	A-Applying. Students can demonstrate the critical elements of the motor skills and knowledge	

	components of the grade-level outcomes in a variety of activity environments.	
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Stage 3 – Learning Plan		
Code	Pre-Assessment	
T, M, A	During the first few weeks of PE, the students will be given opportunities to demonstrate their physical skills and will be evaluated through the use of the Shape America document of expected outcomes(attached).	
T, M, A	Summary of Key Learning Events and Instruction	Progress Monitoring
A	-The teacher will present the performance task early in the unit	Will confer with students
M	- The teacher will review and set safety standards	-to see if there is an understanding of concepts and cues
A	-The teacher will post and present the essential questions of the unit and have the students formulate their own questions	
T	-Students will create and set goals for their individual levels	Will offer specific individual feedback
A	-The teacher will give diagnostic skills tests and pre-tests	-focus on the specific areas of performance the students need help with.
A	-The teacher will use KWL as a pre-test	
A	-The teacher will check for understandings and misconceptions	Check-ins (Thumbs up, thumbs down)
A	-The teacher will use interesting facts and statistics	Exit slips
A	-The teacher will create a simulation (ex. buzzer beater, match point, win the superbowl, beat the pro)	-identify which critical elements are understood and which ones need more time.
T	-The teacher will incorporate technology	Observation checklists
T	-Students will use self-assessments of critical elements of the skills	-looking for correct use of techniques
A	-Students will complete exit slips	-student checklist for physical fitness standards and personal goals
	Suggested Activities: Tag games, fitness, badminton, bowling, basketball, cooperative games, invasion games, volleyball, dance, jump roping, soccer, softball, kickball, hula hooping, golf, scooter games, team building.	Group discussion -teacher led discussion about past experiences, prior knowledge, hypothetical situations in physical activity environments.

Subject/Course: PE

Focus 2: Physical Activity Knowledge

Grade: 5

Stage 1 Desired Results		
<p>ESTABLISHED GOALS NPES-2- Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NPES-3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.</p> <p>NPES-5- The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self expression and/or social interaction.</p> <p>NHES-5- Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>NHES-6- Students will demonstrate the ability to use goal setting skills to enhance health.</p> <p>CCSS.ELA-LITERACY.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	Transfer	
	Students will be able to independently use their learning to apply the necessary knowledge to participate successfully in a variety of physical activities and be able to use their experiences to achieve and maintain a health enhancing level of fitness.	
	Meaning	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand that...</p> <p>Body control is important for safety.</p> <p>Physical activity is a way to become healthier.</p> <p>Rules are restrictions and responsibilities.</p> <p>Being active can be challenging and enjoyable.</p> <p>Healthy choices equals health bodies.</p> <p>Proper mechanics leads to more success.</p>	<p>How much space do I need to stay safe during physical activity?</p> <p>What is the appropriate amount of force/speed needed to keep myself and others safe during physical activity?</p> <p>When running, what is a good pace for me to stay at for a long distance? short distance?</p> <p>At what speeds can I travel through open space safely?</p> <p>What strategies and tactics should I use to be successful in chasing and fleeing games?</p> <p>How do I become healthy?</p> <p>How do I become physically fit?</p>

	Acquisition	
	<p>Students will know...</p> <p>Various movement combinations</p> <p>Simple strategies and tactics during chasing and fleeing activities.</p> <p>Ways to move their bodies safely during physical activity.</p> <p>The four components of fitness.</p> <p>Fitness goal design</p> <p>Cues for various sports skills.</p>	<p>Students will be skilled at:</p> <ul style="list-style-type: none"> • Applying simple strategies and tactics in chasing and fleeing activities • Combining movement concepts(direction, levels, force, time) with skills as directed by the teacher • Recognizing the concept of open spaces in a movement context • Recognizing locomotor skills specific to a wide variety of physical activities • Identifying various sport-specific skills • Creating fitness goals

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	The skills and knowledge are coded for introduction, practice, demonstration of critical elements and application in different contexts based upon SHAPE America's Outcome Skills and Knowledge:	PERFORMANCE TASK(S): By the end of fifth grade students will demonstrate(M) the necessary knowledge to participate successfully in a variety of lead up games, practice fitness testing activities and be able to use their experiences to make improvements to their skill sets. This will be evidenced from exit slips, teacher questioning, fitness testing and performance in structured activities throughout the year. Refer to the Shape America Document(Standard 2/3) for specific skills and concepts that will be focused on. Also, fitness testing will be used to help establish a baseline for the students goals and what improvements are needed at varying times of the year.
A	E=Emerging - Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.	Suggested Activities: Tag games, fitness, badminton, bowling, basketball, cooperative games, invasion games, volleyball, dance, jump roping, soccer, softball, kickball, hula hooping, golf, scooter games, team building.
A	M= Maturing -Students can demonstrate the critical elements of the motor skills and knowledge components of the grade level outcomes, which will continue to be refined with practice.	
A	A=Applying - Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of physical activity environments.	
T, M, A	Formative assessments will use the following code when observing performance during games and activities:	OTHER EVIDENCE:
A	E-Emerging. Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.	Peer assessments Checklists Exit Slips Teacher Observations Quizzes Summative Assessment
A	M= Maturing -Students can demonstrate the critical elements of the motor skills and knowledge components of the grade level outcomes, which will continue to be refined with practice.	
A	A-Applying. Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of activity environments.	

Stage 3 – Learning Plan		
Code T, M, A	<i>Pre-Assessment</i>	
	At the beginning of each topic, the teacher will use questioning and discussion to identify current levels of understanding as it relates to rules, knowledge, and skills to perform the required activities of each lesson.	
T, M, A	Summary of Key Learning Events and Instruction	Progress Monitoring
M	-The teacher will present the performance task early in the unit	Will confer with students
M	-The teacher will review and set safety standards	-to see if there is an understanding of concepts and cues
T	-The teacher will post and present the essential questions of the unit and have the students formulate their own questions	Will offer specific individual feedback
A	-Students will create and set goals for their individual levels	-focus on the specific areas of knowledge the students need help with.
A	-The teacher will give diagnostic skills tests and pre-tests	
M	-The teacher will use KWL as a pre-test	Check-ins (Thumbs up, thumbs down)
M	-The teacher will check for understandings and misconceptions	Exit slips
A	-The teacher will use interesting facts and statistics	-identify which rules and strategies are understood and which ones need more time.
T	-The teacher will create a simulation (ex. buzzer beater, match point, win the superbowl, beat the pro, referee)	Observation checklists
T	-The teacher will incorporate technology	-looking for correct use of techniques/ rules
A	-Students will complete Exit slips	-student checklist for physical fitness standards and personal goals
	Suggested Activities: Tag games, fitness, badminton, bowling, basketball, cooperative games, invasion games, volleyball, dance, jump roping, soccer, softball, kickball, hula hooping, golf, scooter games, team building.	Group discussion
		-teacher led discussion about past experiences, prior knowledge, hypothetical situations in physical activity environments.

Subject/Course: PE

Focus 3: Personal and Social Skills

Grade: 5

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>NPES-4- The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NPES-5- The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self expression and/or social interaction.</p> <p>NHES-1- Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>CCSS.ELA-LITERACY.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	Transfer	
	Students will be able to independently use their learning to apply positive decision making regarding their health, social interaction, and recreational and competitive participation as it relates to physical activity.	
	Meaning	
	<p>UNDERSTANDINGS Students will understand...</p> <p>Healthy choices lead to healthy bodies.</p> <p>That learning new skills may be challenging.</p> <p>Sportsmanship, character, and behavior have a critical impact on successful participation in various lifetime activities.</p> <p>Rules are restrictions and responsibilities.</p> <p>Consistent physical activity promotes a healthy lifestyle and contributes to disease prevention.</p> <p>Participating in group or team activities can motivate individuals to achieve their fitness goals.</p>	<p>ESSENTIAL QUESTIONS</p> <p>How can I help others during physical activity?</p> <p>What does active participation look like? Feel like?</p> <p>Why is it important to play by the rules during a physical activity?</p> <p>How do I correct a mistake I have made?</p> <p>Am I a good teammate?</p> <p>Why is learning something new challenging?</p> <p>What are the positive social outcomes that come with participation in physical activity?</p>

Acquisition		
	Students will know...	Students will be skilled at:
	<p>What cooperation is.</p> <p>What being a good teammate is</p> <p>Safety rules during physical activity.</p> <p>Actions have consequences</p> <p>That participation in physical activity can lead to good health, possible successes and failures, enjoyment, and positive social interactions.</p>	<ul style="list-style-type: none"> • Identifying physical activities that will lead to a healthy lifestyle. • Participating actively in the activities of physical education • Working independently and safely for extended periods of time • Accepting and implementing specific corrective feedback • Working cooperatively with others • Following the rules and etiquette in physical activity with peers

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	The skills and knowledge are coded for introduction, practice, demonstration of critical elements and application in different contexts based upon SHAPE America's Outcome Skills and Knowledge:	PERFORMANCE TASK(S):
A	E=Emerging - Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.	<p>By the end of fifth grade, students will begin to demonstrate(M/A) positive decision making regarding their health, social interaction, and active participation as it relates to physical activity. This will be evidenced through exit slips, teacher observations, and self-assessments. Using the Shape America Document (standard 4/5 criteria) the students will be evaluated during active participation in a variety of dynamic settings and groups.</p> <p>Also, fitness testing will be used to help establish a baseline for the students goals and what improvements are needed at varying times of the year.</p> <p>Suggested Activities: Tag games, fitness, badminton, bowling, basketball, cooperative games, invasion games, volleyball, dance, jump roping, soccer, softball, kickball, hula hooping, golf, scooter games, team building.</p>
A	M= Maturing -Students can demonstrate the critical elements of the motor skills and knowledge components of the grade level outcomes, which will continue to be refined with practice.	
A	A=Applying - Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of physical activity environments.	
T, M, A	Formative assessments will use the following code when observing performance during games and activities:	OTHER EVIDENCE:
A	E-Emerging. Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.	<p>Exit slips Checklists Teacher Observations Peer Assessments Summative Assessment</p>
A	M= Maturing -Students can demonstrate the critical elements of the motor skills and knowledge components of the grade level outcomes, which will continue to be refined with practice.	
A	A-Applying. Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of activity environments.	

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
T, M, A	At the beginning of each topic, the teacher will use questioning and discussion to identify current levels of understanding as it relates to personal and social skills needed for successful participation in a variety of activities.	
T, M, A	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> M -The teacher will present the performance task early in the unit M -The teacher will review and set social emotional expectations T -The teacher will post and present the essential questions of the unit and have the students formulate their own questions A -Students will create and set goals for their individual levels A -The teacher will give diagnostic skills tests and pre-tests M -The teacher will use KWL as a pre-test M -The teacher will check for understandings and misconceptions A -The teacher will use interesting facts and statistics T -The teacher will create a simulation (ex. Etiquette in golf, racket sports, team sports) T -The teacher will incorporate technology T -Students will use self-assessments of critical elements of the skills A -Students will complete exit slips <p>Suggested Activities: Tag games, fitness, badminton, bowling, basketball, cooperative games, invasion games, volleyball, dance, jump roping, soccer, softball, kickball, hula hooping, golf, scooter games, team building.</p>	<p>Progress Monitoring</p> <p>Will confer with students</p> <ul style="list-style-type: none"> -to see if there is an understanding of concepts and cues <p>Will offer specific individual feedback</p> <ul style="list-style-type: none"> -focus on the specific areas of performance the students need help with. <p>Check-ins (Thumbs up, thumbs down)</p> <p>Exit slips</p> <ul style="list-style-type: none"> -identify appropriate ways to handle varying situations that may occur in physical activity environments. <p>Observation checklists</p> <ul style="list-style-type: none"> -looking for correct use of problem solving and conflict resolution -student checklist for physical fitness standards and personal goals <p>Group discussion</p> <ul style="list-style-type: none"> -teacher led discussion about past experiences, prior knowledge, hypothetical situations in physical activity environments.

	<p>Resources: National Standards and Grade Level Outcomes for K-12 Physical Education by Shape America</p>	
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Scope & Sequence for K-12 Physical Education



Standard 1. Motor skills & movement patterns

		Kinder- garten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
STANDARD 1	Hopping	E	M	A							
	Galloping	E	M	A							
	Running	E	→	M	A						
	Sliding	E	M	A							
	Skipping	E	→	M	A						
	Leaping		E	→	M	A					
	Jumping & landing	E	→		M	A					
	• Spring & step					E	M	A			
	• Jump stop							E	M	A	→
	• Jump rope	E	→		M	A	→				
	Balance	E	→		M	→	A				
	Weight transfer			E	M	→		A			
	Rolling	E	→				M	A			
	Curling & stretching	E	→	M	→		A				
	Twisting & bending		E	M	→		A				
	Throwing										
	• Underhand	E	→	M	→			A			
	• Overhand	E	→				M	A			
	Catching	E	→		M	A					
	Dribbling/ball control										
	• Hands	E	→		M	A					
	• Feet		E	→		M	A				
	• With implement				E	→	M	A			
	Kicking	E	→		M	→	A				
	Volleying										
	• Underhand	E	→		M	A					
	• Overhead					E	→				
	• Set								E	→	M
	Striking — with short implement	E	→		M	A					
	• Fore/backhand							E	→	M	A
	Striking — with long implement			E	→	M	A				
	• Fore/backhand								E	→	M
	Combining locomotors & manipulatives					E	→	M	→	A	→
	Combining jumping, landing, locomotors & manipulatives						E	M	A		
	Combining balance & weight transfers			E	→			M	→	A	→
	Serving										
	• Underhand							E	M	A	→
	• Overhand							E	→		M
	Shooting on goal						E	→		M	
	Passing & receiving										
	• Hands						E	→	M	→	
	• Feet					E	→			M	
	• With implement							E	→	M	
	• Forearm pass							E	→	M	A
	• Lead pass						E	→	M	→	
	• Give & go							E	M	→	
	Offensive skills										
	• Pivots							E	M	A	
	• Fakes							E	→	M	
	• Jab step							E	→	M	
	• Screen									E	
	Defensive skills										
	• Drop step							E	→	M	
	• Defensive or athletic stance									M	

Standard 2. Concepts & strategies

		Kinder- garten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
STANDARD 2	Movement concepts, principles & knowledge	E	→			M	→	A	→		
	Strategies & tactics				E	→		M	→	A	→
	Communication (games)							E	→	M	A
	Creating space (invasion)										
	• Varying pathways, speed, direction							E	M	A	
	• Varying type of pass							E	M	A	
	• Selecting appropriate offensive tactics with object							E	→	M	
	• Selecting appropriate offensive tactics without object							E	→	M	
	• Using width & length of the field/court							E	→	M	
	• Playing with one player up (e.g., 2 v 1)							E	→	M	
	Reducing space (invasion)										
	• Changing size & shape of defender's body							E	M	A	
	• Changing angle to gain competitive advantage							E	→	M	
	• Denying the pass/player progress							E	→		
	• Playing with one player down (e.g., 1 v 2)							E	→		
	Transition (invasion)							E	M	A	
	Creating space (net/wall)										
	• Varying force, angle and/or direction to gain competitive advantage							E	→	M	A
	• Using offensive tactic/shot to move opponent out of position							E	→		M
	Reducing space (net/wall)										
	• Returning to home position							E	→	M	A
	• Shifting to reduce angle for return							E	→		M
	Target										
	• Selecting appropriate shot/club							E	→	M	A
	• Applying blocking strategy							E	→		M
	• Varying speed & trajectory							E	→	M	A
	Fielding/striking										
	• Applying offensive strategies								E	→	
	• Reducing open spaces							E	→	M	

Standard 3. Health-enhancing level of fitness & physical activity

		Kinder- garten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
STANDARD 3	Physical activity knowledge	E	→			M	→		A	→	
	Engages in physical activity	E	→			M	→				A
	Fitness knowledge	E	→			M	→				A
	Assessment & program planning				E	→	M	→		A	→
	Nutrition	E	→						M	→	A
	Stress management							E	→		M

Standard 4. Responsible personal & social behavior

		Kinder- garten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
STANDARD 4	Demonstrating personal responsibility	E	→		M	→		A	→		
	Accepting feedback	E	→		M	→		A	→		
	Working with others	E	→		M	→		A	→		
	Following rules & etiquette			E	→		M	→	A	→	
	Safety	E	→	M	→		A	→			

Standard 5. Recognizes the value of physical activity

		Kinder- garten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
STANDARD 5	For health			E	→			M	→		A
	For challenge			E	→			M	→		A
	For self-expression/enjoyment	E	→				M	→			A
	For social interaction				E	→		M	→		A

LEGEND

E = Emerging. Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.

M = Maturing. Students can demonstrate the critical elements of the motor skills/knowledge components of the grade-level outcomes, which will continue to be refined in appropriate activity environments.

A = Applying. Students can demonstrate the critical elements of the motor skills/knowledge components of the grade-level outcomes within appropriate activity environments.

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