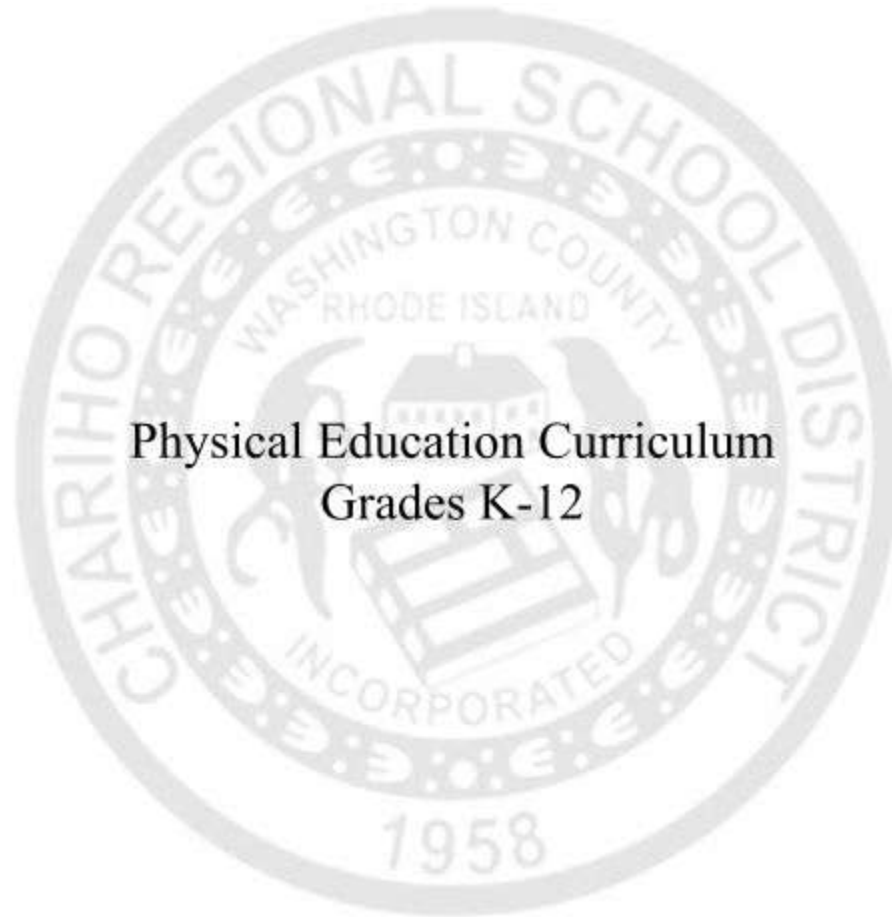


Chariho Regional School District



Physical Education Curriculum
Grades K-12

Working Draft: March, 2021

Chariho Regional School District

Physical Education Curriculum, Grades K-12

Table of Contents

| | Page |
|--|------|
| <i>Section One</i> | |
| <u>Task Force Membership</u> | 2 |
| <u>Epistemological Foundations</u> | 3 |
| <u>Introduction</u> | 3 |
| <u>District Mission, Vision, and Beliefs</u> | 4 |
| <i>Section Two</i> | |
| <u>Report on Knowledge Base for Physical Education</u> | 5 |
| <u>Hallmarks of Excellence for Physical Education</u> | 5 |
| <u>Statement of Educational Goals for Physical Education</u> | 6 |
| <u>National Standards for K-12 Physical Education</u> | 7 |
| <i>Section Three</i> | |
| <u>Physical Education Standards by Grade/Level</u> | 8 |
| <u>Pacing Guides</u> | 41 |
| <u>Year at a Glance Guides</u> | 68 |
| <i>Section Four</i> | |
| <u>Suggested Resources</u> | 74 |
| <u>Glossary of Terms</u> | 77 |
| <u>References</u> | 82 |

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Epistemological Foundations

The Chariho Regional School District believes that students learn best when they are actively engaged in and personally responsible for the learning process. Students need a safe and positive environment in which to talk purposefully about learning, to experience learning, and to observe learning. Learning is enhanced when students have an interest in and choice about what they learn. Students should be engaged in meaningful learning experiences that match their developmental status.

New learning builds on previous knowledge through a process that is challenging and rigorous. That process must encourage students to problem-solve and to think originally, critically, and creatively. Thinking and problem-solving are closely linked to a demanding core of content knowledge. Learning is most quickly assimilated when connected to student goals, when students evaluate their own work and learning habits, and when instruction appeals to a variety of learning modalities and talents.

In an environment of high expectations, sustained and directed student effort and expert teaching practices determine the extent of learning. Our schools and district will organize to encourage and support both.

Introduction

The Chariho Regional School District has developed a new Physical Education Curriculum that is standards-based and one that reflects current best practice in the field. This curriculum updates content and sources of information. It makes expanded use of advances in technology and emphasizes skill building for students, families, and the community. A quality physical education program is an essential component for all students to learn about and participate in physical activity. Physical activity should be included in a school's education program from grades pre-K through 12.

District Mission

The Chariho Regional School District ensures that all students meet high academic standards and are prepared for lifelong learning and productive global citizenship.

District Vision

With a commitment to continuous improvement, the District's highly-qualified staff engages with students in state-of-the-art facilities to master challenging content, to promote creativity, and to foster critical thinking. The District is recognized by the community as its greatest asset.

District Beliefs

We believe that high academic standards and research informed decision making are critical

- Rigorous academic standards and high expectations, along with a robust and responsive system of supports, are the foundation of the this school district.
- All professionals operate from a belief that all students can learn at high levels and meet or exceed demanding rigorous standards.
- All students at every level must be engaged in rigorous and challenging academic experiences.
- Instructional and program decisions must be data-informed and research-based evidence-based.
- Learning is a continuous lifelong process.
- Schools must prepare students to be creative and critical thinkers, problem solvers, and effective communicators.
- The physical, social, and emotional wellness of every child is necessary for optimum learning along with a robust support system.

We believe that the larger community must be fully engaged in the learning process

- Education is a shared responsibility of students, parents, staff, and the community.
- Students thrive when supported, nurtured, and engaged by the community.
- In an environment that emphasizes school safety, everyone must be treated with kindness, dignity, and respect.
- Customer service must be a priority.
- Schools must prepare students to be team members and leaders, civic-minded, community contributors, and productive citizens of in a global society.

Report on Knowledge Base for Physical Education

Physical education is planned, sequential instruction that promotes lifelong activity. Participation in a quality physical education program will lead to healthier lifestyles and healthier lives. Through physical education, our children will learn to improve their fitness, have stronger bones, maintain a healthy weight, and reduce risk of heart disease. As a result, our children will be mentally ready for improved academic achievement and knowledgeable about setting and achieving personal goals. Psychologically, children will build self-confidence and self-esteem, have an outlet for stress reduction, and reduce their risk of depression.

Hallmarks of Excellence for Physical Education

Desirable Features of the Curriculum

| | |
|--|--|
| MORE <ul style="list-style-type: none">• Appropriate equipment / facilities to support the implementation of the curriculum• Student-driven / self-directed lessons• Technology-based assessment tools• Activity time for each student• Emphasis on health-related fitness• Inquiry-based instruction• Current issues in physical education• Regular assessment to reinforce student learning• Out of school assignments that support learning and practice | LESS <ul style="list-style-type: none">• Emphasis on competition• Teacher decision-making• Following patterns of others |
|--|--|

Statement of Educational Goals for Physical Education



The graduate of Chariho High School is physically fit. It is the goal of the district that the students who graduate from Chariho Regional Schools are physically literate. By learning the skills and applying the concepts taught through the K-12 Physical Education Program, the graduate demonstrates responsible practices for themselves and others, respects each peer's diversity and unique strengths and weaknesses, demonstrates responsibility, respects diversity, and appreciates the benefits of regular physical activity. The main emphasis of physical education is to instill enjoyment of exercise, to value the benefits of human movement and to follow sound exercise principles, which encourage safe and effective lifelong fitness.

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.

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.

*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.

*National Standards for K-12 Physical Education Copyright 2013, SHAPE America – Society of Health and Physical Educators, 1900 Association Drive, Reston, VA 20191, www.shapeamerica.org. All rights reserved.

Physical Education Standards by Grade/Level

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

Intent of Standard: This standard is what makes physical education unique. Physical education is truly the only subject that has as a focus a child's psychomotor development with the goal of developing lifetime physical activity habits.

Students will demonstrate the ability to:

Kindergarten

S1.E1.K - Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.

S1.E3.K - Performs jumping & landing actions with balance.

S1.E5.K - Performs locomotor skills in response to teacher-led creative dance. This may include genres of dance which reflect the cultures, traditions, backgrounds and interests of our school community.

S1.E7.Ka - Maintains momentary stillness on different bases of support.

S1.E7.Kb - Forms wide, narrow, curled & twisted body shapes.

S1.E9.K - Rolls sideways in a narrow body shape.

S1.E10.K - Contrasts the actions of curling & stretching.

S1.E13.K - Throws underhand with opposite foot forward.

S1.E16.Ka - Drops a ball and catches it before it bounces twice.

S1.E16.Kb - Catches a large ball tossed by a skilled thrower.

S1.E17.K - Dribbles a ball with one hand, attempting the second contact.

S1.E18.K - Taps a ball using inside of the foot, sending it forward.

S1.E21.K - Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 elements of a mature kicking pattern.

S1.E22.K - Volleys a light-weight object (balloon), sending it upward.

S1.E24.K - Strikes a lightweight object with a paddle or short-handled racket.

S1.E27.Ka - Executes a single jump with self-turned rope.

S1.E27.Kb - Jumps a long rope with teacher-assisted turning.

Grade One

S1.E1.1 - Hops, gallops, jogs and slides using a mature pattern.

S1.E3.1 - Performs jumping & landing actions with balance. *(Note: This outcome applies to both horizontal and vertical jumping & landing.)*

S1.E5.1 - Performs locomotor skills in response to teacher-led creative dance. This may include genres of dance which reflect the cultures, traditions, backgrounds and interests of our school community.

S1.E7.1 - Maintains stillness on different bases of support with different body shapes.

S1.E8.1 - Transfers weight from one body part to another in self space in dance and gymnastics environments.

S1.E9.1 - Rolls with either a narrow or curled body shape.
S1.E10.1 - Demonstrates twisting, curling, bending & stretching actions.
S1.E13.1 - Throws underhand demonstrating 2 of the 5 critical elements of a mature pattern.
S1.E16.1a - Catches a soft object from a self-toss before it bounces.
S1.E16.1b - Catches various sizes of balls self-tossed or tossed by a skilled thrower.
S1.E17.1 - Dribbles continuously in self-space using the preferred hand.
S1.E18.1 - Taps or dribbles a ball using the inside of the foot while walking in general space.
S1.E21.1 - Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern.
S1.E22.1 - Volleys an object with an open palm, sending it upward.
S1.E24.1 - Strikes a ball with a short-handled implement, sending it upward.
S1.E27.1a - Jumps forward or backward consecutively using a self-turned rope.
S1.E27.1b - Jumps a long rope up to 5 times consecutively with teacher-assisted turning.

Grade Two

S1.E1.2 - Skips using a mature pattern.

S1.E2.2a - Runs with a mature pattern.

S1.E2.2b - Travels showing differentiation between jogging and sprinting.

S1.E3.2 - Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of 1-and-2-foot take-offs and landings.

S1.E4.2 - Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane.

S1.E5.2 - Performs a teacher and/or student-designed rhythmic activity with correct response to simple rhythms.

S1.E7.2a - Balances on different bases of support, combining levels and shapes.

S1.E7.2b - Balance in an inverted position with stillness and supportive base.

S1.E8.2 - 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.E10.2 - Differentiates among twisting, curling, bending & stretching actions.

S1.E11.2 - Combines balances and transfers into a 3-part sequence (i.e., dance, gymnastics). This may include genres of dance which reflect the cultures, traditions, backgrounds and interests of our school community.

S1.E13.2 - Throws underhand using a mature pattern.

S1.E14.2 - Throws overhand, demonstrating 2 of the 5 critical elements of a mature pattern.

S1.E16.2 - Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.

S1.E17.2a - Dribbles in self-space with preferred hand demonstrating a mature pattern.

S1.E17.2b - Dribbles using the preferred hand while walking in general space.

S1.E18.2 - Dribbles with the feet in general space with control of ball and body.

S1.E21.2 - Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern.

S1.E22.2 - Volleys an object upward with consecutive hits.

S1.E24.2 - Strikes an object upward with a short-handled implement, using consecutive hits.

S1.E25.2 - Strikes a ball off a tee or cone with a bat, using correct grip and side orientation/proper body orientation.

S1.E27.2a - Jumps a self-turned rope consecutively forward and backward with a mature pattern.

S1.E27.2b - Jumps a long rope 5 times consecutively with student turners.

Grade Three

S1.E1.3 - Leaps using a mature pattern.

S1.E2.3 - Travels showing differentiation between sprinting and running.

S1.E3.3 - Jumps and lands in the horizontal and vertical planes using a mature pattern.

Note: This outcome applies to both horizontal and vertical jumping & landing.

S1.E5.3 - Performs teacher-selected and developmentally appropriate dance steps and movement patterns. This may include genres of dance which reflect the cultures, traditions, backgrounds and interests of our school community.

S1.E6.3 - Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation.

S1.E7.3 - Balances on different bases of support, demonstrating muscular tension and extensions of free body parts.

S1.E8.3 - Transfers weight from feet to hands for momentary weight support.

S1.E10.3 - Moves into and out of gymnastics balances with curling, twisting & stretching actions.

S1.E11.3 - Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance.

S1.E12.3 - Combines balance and weight transfers with movement concepts to create and perform a dance.

S1.E13.3 - Throws underhand to a partner or target with reasonable accuracy.

S1.E14.3 - Throws overhand, demonstrating 2 of the 5 critical elements of a mature pattern.

S1.E16.3 - Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern.

S1.E17.3 - Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body.

S1.E18.3 - Dribbles with the feet in general space at a slow to moderate jogging speed with control of ball and body.

S1.E19.3 - Passes & receives a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass.

S1.E21.3a - Uses a continuous running approach and intentionally performs a kick along the ground at a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each.

S1.E21.3b - Uses a continuous running approach and kicks a stationary ball for accuracy.

S1.E22.3 - Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall, or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern.

S1.E24.3a - Strikes an object upward with a short-handled implement, sending it forward over a low net or to a wall.

S1.E24.4b - Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall.

S1.E25.3 - Strikes a ball with a long-handled implement (e.g., hockey stick, golf club, bat, golf club), sending it forward, while using proper grip for the implement. *Note: use batting ~~the~~ tee or ball tossed by teacher for batting.*

S1.E27.3 - Performs intermediate jump-rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes.

Grade Four

S1.E1.4 - Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences.

S1.E2.4 - Runs for distance using a mature pattern.

S1.E3.4 - Uses spring-and-step take-offs and landings specific to gymnastics. (*Note: This outcome applies to both horizontal and vertical jumping & landing.*)

S1.E5.4 - Combines locomotor movement patterns and dance steps to create and perform an original dance. **This may include genres of dance which reflect the cultures, traditions, backgrounds and interests of our school community.**

S1.E6.4 - Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks.

S1.E7.4 - Balances on different bases of support on apparatus, demonstrating levels and shapes.

S1.E8.4 - Transfers weight from feet to hands, varying speed and using large extensions (e.g. mule kick, handstand, cartwheel).

S1.E10.4 - Moves into and out of balances on apparatus with curling, twisting & stretching actions.

S1.E11.4 - Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner.

S1.E12.4 - Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus.

S1.E14.4a - Throws overhand using a mature pattern in non-dynamic environments (closed skills).

S1.E14.4b - Throws overhand to a partner or at a target with accuracy at a reasonable distance.

S1.E15.4 - Throws to a moving partner with reasonable accuracy in a non-dynamic environment (closed skills).

S1.E16.4 - 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.E17.4a - Dribbles in self-space with both the preferred and the nonpreferred hands using a mature pattern.
 S1.E17.4b - Dribbles in general space with control of ball and body while increasing and decreasing speed.
 S1.E18.4 - Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed.
 S1.E19.4a - Passes & receives a ball with the insides of the feet to a moving partner in a non-dynamic environment (closed skills).
 S1.E19.4b - Passes & receives a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass.
 S1.E20.4 - Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting).
 S1.E21.4 - Kicks along the ground and in the air, and punts using mature patterns.
 S1.E22.4 - Volleys underhand using a mature pattern, in a dynamic environment (e.g., 2 square, 4 square, handball).
 S1.E23.4 - Volleys a ball with a 2-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern.
 S1.E24.4a - Strikes an object with a short- handled implement while demonstrating a mature pattern.
 S1.E24.4b - Strikes an object with a short- handled implement, alternating hits with a partner over a low net or against a wall.
 S1.E25.4 - Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis racket, badminton racket), while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through).
 S1.E26.4 - Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher- and/ or student-designed small-sided practice-task environments.
 S1.E27.4 - Creates a jump-rope routine with either a short or long rope.

Grade Five

S1.E1.5a - Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics, and dance. **This may include genres of dance which reflect the cultures, traditions, backgrounds and interests of our school community.**
 S1.E1.5b - Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments.
 S1.E1.5c - Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball).
 S1.E2.5 - Uses appropriate pacing for a variety of running distances.
 S1.E3.5 - Combines jumping and landing patterns with locomotor and manipulative skills in dance, educational gymnastic and small-sided practice tasks and game environments. *(Note: This outcome applies to both horizontal and vertical jumping & landing.)*
 S1.E7.5 - Combines balance and transferring weight in a gymnastics sequence or dance with a partner. (S1.E7.5)
 S1.E8.5 - Transfers weight in gymnastics and dance environments.
 S1.E10.5 - Performs curling, twisting & stretching actions with correct application in dance, gymnastics, small-sided practice tasks in games environments.
 S1.E11.5 - Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group.
 S1.E12.5 - Combines actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus.
 S1.E13.5a - Throws underhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects.
 S1.E13.5b - Throws underhand to a large target with accuracy.
 S1.E15.5a - Throws with accuracy, both partners moving.
 S1.E15.5b - Throws with reasonable accuracy in dynamic, small-sided practice tasks.
 S1.E16.5a - Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a non-dynamic environment (closed skills).
 S1.E16.5b - Catches with accuracy, both partners moving.
 S1.E16.5c - Catches with reasonable accuracy in dynamic, small-sided practice tasks.

S1.E17.5 - Combines hand dribbling with other skills during 1v1 practice tasks.
 S1.E18.5 - Combines foot dribbling with other skills in 1v1 practice tasks.
 S1.E19.5a - Passes with the feet using a mature pattern as both partners travel.
 S1.E19.5b - Receives a pass with the feet using a mature pattern as both partners travel.
 S1.E20.5 - Dribbles with hands or feet with mature patterns in a variety of small-sided game forms.
 S1.E21.5 - Demonstrates mature patterns in kicking and punting in small-sided practice task environments.
 S1.E23.5 - Volleys a ball using a two-hand overhead pattern, sending it upward to a target.
 S1.E24.5 - Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment.
 S1.E25.5a - Strikes a pitched ball with a bat using a mature pattern.
 S1.E25.5b - Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game.
 S1.E26.5 - Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball).
 S1.E27.5 - Creates a jump rope routine with a partner, using either a short or long rope.

Grade Six

S1.M1.6 - Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance. This may include genres of dance which reflect the cultures, traditions, backgrounds and interests of our school community.
 S1.M2.6 - Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base).
 S1.M3.6 - Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks.
 S1.M4.6 - Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as basketball, flag football, speedball or team handball.
 S1.M5.6 - Throws, while stationary, a leading pass to a moving receiver.
 S1.M6.6 - Performs pivots, fakes and jab steps designed to create open space during practice tasks.
 S1.M7.6 - Performs the following offensive skills without defensive pressure: pivot, give & go, and fakes.
 S1.M8.6 - Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks.
 S1.M9.6 - Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks.
 S1.M10.6 - Shoots on goal with power in a dynamic environment as appropriate to the activity.
 S1.M11.6 - Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player.
 S1.M12.6 - Performs a legal underhand serve with control for net/wall games such as badminton, volleyball or pickleball.
 S1.M13.6 - Strikes with a mature overhand pattern in a non-dynamic environment for net/wall games such as volleyball, handball, badminton or tennis.
 S1.M14.6 - Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddle ball, pickleball or short-handled racket tennis.
 S1.M15.6 - Transfers weight with correct timing for the striking pattern.
 S1.M16.6 - Forehand-volleys with a mature form and control using a short-handled implement.
 S1.M17.6 - Two-hand-volleys with control in a variety of practice tasks.
 S1.M18.6 - Demonstrates a mature throwing pattern for a modified target game such as bowling, bocce or horseshoes.

- S1.M19.6 - Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard and ~~or~~ golf.
- S1.M20.6 - Strikes a pitched ball with an implement with force in a variety of practice tasks.
- S1.M21.6 - Catches, with a mature pattern, from different trajectories using a variety of objects in varying practice tasks.
- S1.M22.6 - Demonstrates correct technique for basic skills in 1 self-selected outdoor activity.
- ~~S1.M2.46 - Preferably taught at elementary or secondary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum. Demonstrates correct technique for basic skills in 1 self-selected individual-performance activity.~~
- S1.M24.6 - Demonstrates correct technique for basic skills in one (1) self-selected individual-performance activity.

Grade Seven

- S1.M1.7 - Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line and world dance. This may include genres of dance which reflect the cultures, traditions, backgrounds and interests of our school community.
- S1.M2.7 - Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment.
- S1.M3.7 - Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play.
- S1.M4.7 - Passes and receives with feet in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as soccer or speedball.
- S1.M5.7 - Throws, while moving, a leading pass to a moving receiver.
- S1.M6.7 - Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps.
- S1.M7.7 - Performs the following offensive skills with defensive pressure: pivot, give & go, and fakes.
- S1.M8.7 - Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks.
- S1.M9.7 - Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks.
- S1.M10.7 - Shoots on goal with power and accuracy in small-sided game play.
- S1.M11.7 - Slides in all directions while on defense without crossing feet.
- S1.M12.7 - Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball or pickleball.
- S1.M13.7 - Strikes with a mature overhand pattern in a dynamic environment for net/wall games such as volleyball, handball, badminton or tennis.
- S1.M14.7 - Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis.
- S1.M15.7 - Transfers weight with correct timing using low to high striking pattern with a short-handled implement on the forehand side.
- S1.M16.7 - Forehand- and backhand-volleys with a mature form and control using a short-handled implement.
- S1.M17.7 - Two-hand-volleys with control in a dynamic environment.
- S1.M18.7 - Executes consistently (70% or more of the time) a mature underhand pattern for target games such as bowling, bocce or horseshoes.
- S1.M19.7 - Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffle-board or golf.
- S1.M20.7 - Strikes a pitched ball with an implement to open space in a variety of practice tasks.
- S1.M21.7 - Catches, with a mature pattern, from different trajectories using a variety of objects in small-sided game play.
- S1.M22.7 - Demonstrates correct technique for a variety of skills in 1 self-selected outdoor activity.
- S1.M24.7 - Demonstrates correct technique for a variety of skills in 1 self-selected individual-performance activity.

Grade Eight

- S1.M1.8 - Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group.
- S1.M2.8 - Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play.
- S1.M3.8 - Catches using an implement in a dynamic environment or modified game play.
- S1.M4.8 - Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (floor, field, ice).
- S1.M5.8 - Throws a lead pass to a moving partner off a dribble or pass.
- S1.M6.8 - Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens.
- S1.M7.8 - Executes the following offensive skills during small-sided game play: pivot, give & go, and fakes.
- S1.M8.8 - Dribbles with dominant and nondominant hands using a change of speed and direction in small-sided game play.
- S1.M9.8 - Foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play.
- S1.M10.8 - Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse.
- S1.M11.8 - Drop-steps in the direction of the pass during player-to-player defense.
- S1.M12.8 - Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball or pickleball.
- S1.M13.8 - Strikes with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton or tennis.
- S1.M14.8 - Demonstrates the mature form of forehand and backhand strokes with a shorter **or** long-handled implement with power and accuracy in net games such as pickleball, tennis, badminton or paddle ball.
- S1.M15.8 - Transfers weight with correct timing using low to high striking pattern with a long-handled implement on the backhand side.
- S1.M16.8 - Forehand- and backhand-volleys with a mature form and control using a short-handled implement during modified game play.
- S1.M17.8 - Two-hand-volleys with control in a small-sided game.
- S1.M18.8 - Performs consistently (70% **or more** of the time) a mature underhand pattern with accuracy and control for one target game such as bowling, ~~or~~ bocce, **or horseshoes**.
- S1.M19.8 - Strikes, with an implement, a stationary object for accuracy and power in activities such as croquet, shuffleboard or golf.
- S1.M20.8 - Strikes a pitched ball with an implement for power to open space in a variety of small-sided games.
- S1.M21.8 - Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play.
- S1.M22.8 - Demonstrates correct technique for basic skills in at least 2 self-selected outdoor activities.
- S1.M24.8 - Demonstrates correct technique for basic skills in at least 2 self-selected individual-performance activities.

Grades Nine

- S1.H1.L1 - Demonstrates competency and/or refines activity-specific movement skills in two lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).
- S1.H2.L1 - Demonstrates competency in dance forms used in cultural and social occasions (e.g., weddings, parties). **This may include genres of dance which reflect the cultures, traditions, backgrounds and interests of our school community.**
- S1.H3.L1 - Demonstrates competency in one specialized skill in health-related fitness activities.

Grade Ten

S1.H1.L2 - Demonstrates competency and/or refines activity-specific movement skills in three or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).

S1.H2.L2 - Demonstrates competency in one form of dance (e.g., ballet, modern, hip hop, tap). This may include genres of dance which reflect the cultures, traditions, backgrounds and interests of our school community.

S1.H3.L2 - Demonstrates competency in two or more specialized skills in health-related fitness activities.

Grade Eleven

S1.H1.L3 - Refines activity-specific movement skills in one lifetime activity (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).

S1.H2.L3 - Demonstrates competency in a form of dance by choreographing a dance or by giving a performance. This may include genres of dance which reflect the cultures, traditions, backgrounds and interests of our school community.

S1.H3.L3 - Demonstrates competency in three or more specialized skills in health-related fitness activities.

Grade Twelve

S1.H1.L4 - Refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).

S1.H2.L4 - Demonstrates competency in a form of dance by choreographing a dance or by giving a performance. This may include genres of dance which reflect the cultures, traditions, backgrounds and interests of our school community.

S1.H3.L4 - Demonstrates competency in four or more specialized skills in health-related fitness activities.

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

Intent of Standard: This standard complements Standard 1 by teaching students the concepts and principles of motor skills to develop competent and proficient movers in a variety of individual and group activities.

Students will demonstrate the ability to:

Kindergarten

S2.E1.Ka - Differentiates between movement in personal (self-space) and general space.

S2.E1.Kb - Moves in personal space to a rhythm.

S2.E2.K - Travels in 3 different pathways.

S2.E3.K - Travels in general space with different speeds.

Grade One

S2.E1.1 - Moves in self-space and general space in response to designated beats/rhythms.

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

Grade Two

S2.E1.2 - Combines locomotor skills in general space to a rhythm.
S2.E2.2 - Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences.
S2.E3.2 - Varies time and force with gradual increases and decreases.

Grade Three

S2.E1.3 - Recognizes the concept of open spaces in a movement context.
S2.E2.3 - Recognizes locomotor skills specific to a wide variety of physical activities.
S2.E3.3 - Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher.
S2.E4.3a - Employs the concept of alignment in gymnastics and dance.
S2.E4.3b - Employs the concept of muscular tension with balance in gymnastics and dance.
S2.E5.3a - Applies simple strategies & tactics in chasing activities.
S2.E5.3b - Applies simple strategies in fleeing activities.

Grade Four

S2.E1.4a - Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling).
S2.E1.4b - Applies the concept of closing spaces in small-sided practice tasks.
S2.E1.4c - Dribbles in general space with changes in direction and speed.
S2.E2.4 - Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments.
S2.E3.4a - Applies the movement concepts of speed, endurance and pacing for running.
S2.E3.4b - Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target.
S2.E5.4a - Applies simple offensive strategies and tactics in chasing and fleeing activities.
S2.E5.4b - Applies simple defensive strategies/tactics in chasing and fleeing activities.
S2.E5.4c - Recognizes the types of kicks needed for different games and sports situations.

Grade Five

- S2.E1.5 - Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance and games environments.
- S2.E2.5 - Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics, and dance with self-direction.
- S2.E3.5a - Applies movement concepts to strategy in game situations.
- S2.E3.5b - Applies the concepts of direction and force to strike an object with a long-handled implement.
- S2.E3.5c - Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance and gymnastics.
- S2.E5.5a - Applies basic offensive and defensive strategies/ tactics in invasion small-sided practice tasks.
- S2.E5.5b - Applies basic offensive and defensive strategies & tactics in net/wall small-sided practice tasks.
- S2.E5.5c - Recognizes the type of throw, volley or striking action needed for different games & sports situations.

Grade Six

- S2.M1.6 - Creates open space by using locomotor movements (e.g., walking, running, jumping & landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace).
- S2.M2.6 - Executes at least 1 the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give & go.
- S2.M3.6 - Creates open space by using the width and length of the field/court on offense.
- S2.M4.6 - Reduces open space on defense by making the body larger and reducing passing angles.
- S2.M5.6 - Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass.
- S2.M6.6 - Transitions from offense to defense or defense to offense by recovering quickly.
- S2.M7.6 - Creates open space in net/wall games with a short-handled implement by varying force and direction.
- S2.M8.6 - Reduces offensive options for opponents by returning to ~~mid-court~~ home position.
- S2.M9.6 - Selects appropriate shot and/or club based on location of the object in relation to the target.
- S2.M10.6 - Identifies open spaces and attempts to strike objects into that space.
- S2.M11.6 - Identifies the correct defensive play based on the situation (e.g., number of outs).
- S2.M12.6 - Varies application of force during dance or gymnastic activities.
- S2.M13.6 - Makes appropriate decisions based on the weather, level of difficulty due to conditions or ability to ensure safety of self and others.

Grade Seven

- S2.M1.7 - Reduces open space by using locomotor movements (e.g., walking, running, jumping & landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal).
- S2.M2.7 - Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give & go.
- S2.M3.7 - Creates open space by staying spread on offense, and cutting and passing quickly.
- S2.M4.7 - Reduces open space on defense by staying close to the opponent as he/ she nears the goal.
- S2.M5.7 - Reduces open space by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection.
- S2.M6.7 - Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates.
- S2.M7.7 - Creates open space in net/wall games with a long-handled implement by varying force and direction, and by moving opponents from side to side.

S2.M8.7 - Selects offensive shot based on opponent's location (hit where opponent is not).
 S2.M9.7 - Varies the speed and/or trajectory of the shot based on location of the object in relation to the target.
 S2.M10.7 - Uses a variety of shots (e.g., slap & run, bunt, line drive, high arc) to hit to open space.
 S2.M11.7 - Selects the correct defensive play based on the situation (e.g., number of outs).
 S2.M12.7 - Identifies and applies Newton's laws of motion to various dance or movement activities.
 S2.M13.7 - Analyzes the situation and makes adjustments to ensure the safety of self and others.

Grade Eight

S2.M1.8 - Opens and closes space during small-sided game play by combining locomotor movements with movement concepts.
 S2.M2.8 - Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go.
 S2.M3.8 - Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball.
 S2.M4.8 - Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective).
 S2.M5.8 - Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection.
 S2.M6.8 - Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage.
 S2.M7.8 - Creates open space in net/wall games with either a long- or short-handled implement by varying force or direction, or by moving opponent from side to side and/or forward and back.
 S2.M8.8 - Varies placement, force and timing of return to prevent anticipation by opponent.
 S2.M9.8 - Varies the speed, force and trajectory of the shot based on location of the object in relation to the target.
 S2.M10.8 - Identifies sacrifice situations and attempts to advance a teammate.
 S2.M11.8 - Reduces open spaces in the field by working with teammates to maximize coverage.
 S2.M12.8 - Describes and applies mechanical advantage(s) for a variety of movement patterns.
 S2.M13.8 - Implements safe protocols in self-selected outdoor activities.

Grade Nine

S2.H1.L1 - Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately.
 S2.H2.L1 - Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self in a selected skill.
 S2.H3.L1 - Follows a practice plan to improve performance for a self- selected skill.
 S2.H4.L1 - Identifies examples of social and technical dance forms. This may include genres of dance which reflect the cultures, traditions, backgrounds and interests of our school community.
 S2.H5.L1 - Uses strategies and tactics effectively during game play in net/wall and/or target games.

Grade Ten

S2.H1.L2 - Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately.
 S2.H2.L2 - Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and others in a selected skill.
 S2.H3.L2 - Creates a practice plan to improve performance for a self- selected skill.
 S2.H4.L2 - Identifies examples of social and technical dance forms. This may include genres of dance which reflect the cultures, traditions, backgrounds and

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| interests of our school community. |
| S2.H5.L2 - Uses strategies and tactics effectively during game play in net/wall and/or target games. |
| Grade Eleven |
| S2.H1.L3 - Identifies and the historical and cultural roles of games, sports and dance in a society. This may include games, sports and dance genres which reflect the cultures, traditions, backgrounds and interests of our school community. |
| S2.H2.L3 - Identifies the speed/accuracy trade-off in throwing and striking skills. |
| S2.H3.L3 - Identifies the stages of learning a motor skill. |
| S2.H4.L3 - Compares various dance forms. This may include genres of dance which reflect the cultures, traditions, backgrounds and interests of our school community. |
| S2.H5.L3 - Applies strategies and tactics when analyzing errors in game play in net/wall and or target games. |
| Grade Twelve |
| S2.H1.L4 - Explains the historical and cultural roles of games, sports and dance in a society. This may include games, sports and dance genres which reflect the cultures, traditions, backgrounds and interests of our school community. |
| S2.H2.L4 - Describes the speed/accuracy trade-off in throwing and striking skills. |
| S2.H3.L4 - Describes the stages of learning a motor skill. |
| S2.H4.L4 - Compares similarities and differences in various dance forms. This may include genres of dance which reflect the cultures, traditions, backgrounds and interests of our school community. |
| S2.H5.L4 - Applies strategies and tactics when analyzing errors in game play in net/wall and or target games. |

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

Intent of Standard: This standard is the foundation for leading a physically active lifestyle. Being physically active requires more than just moving - it requires knowing the type, frequency, duration, and intensity of physical activity to achieve good health and physical fitness. This standard brings together essential components of physical activity, fitness, and health, and provides the student with the knowledge and ability to engage in health-enhancing physical activity behaviors in and outside of school. Lifelong skills will include how to assess, achieve, and maintain a health-enhancing level of fitness by employing behavioral and cognitive strategies such as self-monitoring, goal-setting, and reevaluation.

Students will demonstrate the ability to:

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

Grade One

S3.E1.1 - Discusses the benefits of being active and exercising and/ or playing.

S3.E2.1 - Actively engages in physical education class.

S3.E3.1 - Identifies the heart as a muscle that grows stronger with exercise, play and physical activity.

~~S3.E6.1 - Differentiates between healthy and unhealthy foods.~~

Grade Two

S3.E1.2 - 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.E2.2 - Actively engages in physical education class in response to instruction and practice.

S3.E3.2b - 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.E6.2 - Recognizes the “good health balance” of good nutrition with physical activity.~~

Grade Three

S3.E1.3a - Charts participation in physical activities outside physical education class.

S3.E1.3b - Identifies physical activity benefits as a way to become healthier.

S3.E2.3 - Engages in the activities of physical education class without teacher prompting.

S3.E3.3 - Describes the concept of fitness and provides examples of physical activity to enhance fitness.

S3.E4.3 - Recognizes the importance of warm-up & cool-down relative to vigorous physical activity.

S3.E5.3 - Demonstrates, with teacher direction, the health-related fitness components.

~~S3.E6.3 - Identifies foods that are beneficial for before and after physical activity.~~

Grade Four

S3.E1.4 - Analyzes opportunities for participating in physical activity outside physical education class.

S3.E2.4 - Actively engages in the activities of physical education class, both teacher-directed and independent.

S3.E3.4 - Identifies the components of health-related fitness.

S3.E4.4 - Demonstrates warm-up & cool down relative to the cardio-respiratory fitness assessment.

S3.E5.4a - Completes fitness assessments (pre- & post-).

S3.E5.4b - Identifies areas of needed remediation from personal tests and, with teacher assistance, identifies strategies for progress in those areas.

~~S3.E6.4 - Discusses the importance of hydration and hydration choices relative to physical activities.~~

Grade Five

S3.E1.5 - Charts and analyzes physical activity outside physical education class for fitness benefits of activities.

S3.E2.5 - ~~Actively engages~~ Engages actively in all the activities of physical education.

S3.E3.5 - Differentiates between skill-related and health-related fitness.

S3.E4.5 - Identifies the need for warm-up & cool-down relative to various physical activities.

S3.E5.5a - Analyzes results of fitness assessment (pre- & post-), comparing results to fitness components for good health.

S3.E5.5b - Designs a fitness plan to address ways to use physical activity to enhance fitness.

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

Grade Six

S3.M1.6 - Describes how being physically active leads to a healthy body.

S3.M2.6 - Participates in self-selected physical activity outside of physical education class.

S3.M3.6 - Participates in a variety of aerobic fitness activities such as cardio-kick, step aerobics and aerobic dance.

S3.M4.6 - Participates in a variety of aerobic-fitness activities using technology such as ~~Dance Dance Revolution®~~ or Wii Fit®.

S3.M5.6 - Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities. This may include games, sports and dance genres which reflect the cultures, traditions, backgrounds and interests of our school community.

S3.M6.6 - Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day.

S3.M7.6 - Identifies the components of skill-related fitness.

S3.M8.6 - Sets and monitors a self-selected physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level.

S3.M9.6 - Employs correct techniques and methods of stretching.

S3.M10.6 - Differentiates between aerobic and anaerobic capacity, and between muscular strength and endurance.

S3.M11.6 - Identifies each of the components of the overload principle (FITT: Frequency, Intensity, Time, Type) for different types of physical activity (aerobic, muscular fitness and flexibility).

S3.M12.6 - Describes the role of warm-ups and cool-downs before and after physical activity.

S3.M13.6 - Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale.

S3.M14.6 - Identifies major muscles used in selected physical activities.

S3.M15.6 - Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment.

S3.M16.6 - Maintains a physical activity log for at least 2 weeks and reflects on activity levels as documented in the log.

S3.M17.6 - Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/ her age and physical activity levels.

S3.M18.6 - Identifies positive and negative results of stress and appropriate ways of dealing with each.

Grade Seven

S3.M1.7 - Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.

S3.M2.7 - Participates in a physical activity 2 times a week outside of physical education class.

S3.M3.7 - Participates in a variety of strength and endurance-fitness activities such as Pilates, resistance training, bodyweight training and light free-weight training.

S3.M4.7 - Participates in a variety of strength and endurance-fitness activities such as weight or resistance training.

S3.M5.7 - Participates in a variety of lifetime dual and individual sports, martial arts, or aquatic activities.

S3.M6.7 - Participates in moderate to vigorous muscle- and bone-strengthening physical activity at least 3 times a week.

S3.M7.7 - Distinguishes between health-related and skill-related fitness.

S3.M8.7 - Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.

S3.M9.7 - Describes and demonstrates the difference between dynamic and static stretches.

S3.M10.7 - Describes the role of exercise and nutrition in weight management.

S3.M11.7 - Describes overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the

formula and principles affect fitness.

S3.M12.7 - Designs a warm-up/cool-down regimen for a self-selected physical activity.

S3.M13.7 - Defines how the RPE Scale can be used to determine the perception of the work effort or intensity of exercise.

S3.M14.7 - Describes how muscles pull on bones to create movement in pairs by relaxing and contracting.

S3.M15.7 - Designs and implements a program of remediation for 2 areas of weakness based on the results of health-related fitness assessment.

S3.M16.7 - Maintains a physical activity and nutrition log for at least 2 weeks and reflects on activity levels and nutrition as documented in the log.

S3.M17.7 - Develops strategies for balancing healthy food, snacks and water intake, along with daily physical activity.

S3.M18.7 - Practices strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise.

Grade Eight

S3.M1.8 - Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition) and explains the connections between fitness and overall physical and mental health.

S3.M2.8 - Participates in physical activity 3 times a week outside of physical education class.

S3.M3.8 - Participates in a variety of self-selected aerobic fitness activities outside of school such as walking, jogging, biking, skating, dancing and swimming.

S3.M4.8 - Plans and implements a program of cross-training to include aerobic, strength & endurance and flexibility training.

S3.M5.8 - Participates in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day. **This may include games, sports and dance genres which reflect the cultures, traditions, backgrounds and interests of our school community.**

S3.M6.8 - Participates in moderate to vigorous aerobic and/or muscle- and bone strengthening physical activity for at least 60 minutes per day at least 5 times a week.

S3.M7.8 - Compares and contrasts health-related fitness components.

S3.M8.8 - Uses available technology to self-monitor the quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.

S3.M9.8 - Employs a variety of appropriate static stretching techniques for all major muscle groups.

S3.M10.8 - Describes the role of flexibility in injury prevention.

S3.M11.8 - Uses the overload principle (FITT formula) in preparing a personal workout.

S3.M12.8 - Designs and implements a warm-up/ cool-down regimen for a self-selected physical activity.

S3.M13.8 - Defines how the RPE Scale can be used to adjust workout intensity during physical activity.

S3.M14.8 - Explains how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity.

S3.M15.8 - Designs and implements a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment.

S3.M16.8 - Designs and implements a program to improve levels of health-related fitness and nutrition.

S3.M17.8 - Describes the relationship between poor nutrition and health risk factors.

S3.M18.8 - Demonstrates basic movements used in other stress-reducing activities such as yoga and tai chi.

Grade Nine

- S3.H1.L1 - Identifies the benefits of a physically active lifestyle as it relates to college or career productivity.
- S3.H2.L1 - Identifies the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.
- S3.H3.L1 - Identifies issues associated with exercising in heat, humidity and cold.
- S3.H4.L1 - Evaluates according to their benefits, social support network and participation requirements — activities that can be pursued in the local environment.
- S3.H5.L1 - Identifies risks and safety factors that might affect physical activity preferences throughout the life cycle.
- S3.H6.L1 - Participates in a self-selected lifetime activity, dance or fitness activity outside of the school day. This may include games, sports and dance genres which reflect the cultures, traditions, backgrounds and interests of our school community.
- S3.H7.L1 - Identifies appropriate technique in using resistance-training machines and free weights.
- S3.H8.L1 - Relates physiological responses to individual levels of fitness and nutritional balance.
- S3.H9.L1 - Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion).
- S3.H10.L1 - Calculates and monitors target heart rate during cardiovascular endurance activities.
- S3.H11.L1 - Creates behavior-modification plan that enhances a healthy, active lifestyle in college or career settings.
- S3.H12.L1 - Follows a fitness program, including all components of health-related fitness.
- S3.H13.L1 - Identifies a sound nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.
- S3.H14.L1 - Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.

Grade Ten

- S3.H1.L2 - Discusses the benefits of a physically active lifestyle as it relates to college or career productivity.
- S3.H2.L2 - Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.
- S3.H3.L2 - Explains solutions associated with exercising in heat, humidity and cold.
- S3.H4.L2 - Evaluates according to their benefits, social support network and participation requirements — activities that can be pursued in the local environment.
- S3.H5.L2 - Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle.
- S3.H6.L2 - Participates several times a week in a self-selected lifetime activity, dance or fitness activity. This may include games, sports and dance genres which reflect the cultures, traditions, backgrounds and interests of our school community.
- S3.H7.L2 - Demonstrate appropriate technique in using resistance-training machines and free weights.
- S3.H8.L2 - Relates physiological responses to individual levels of fitness and nutritional balance.
- S3.H9.L2 - Demonstrates different types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion).
- S3.H10.L2 - Calculates target heart rate and applies that information to personal fitness plan.
- S3.H11.L2 - Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings.
- S3.H12.L2 - Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work.
- S3.H13.L2 - Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.
- S3.H14.L2 - Demonstrates stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.

Grades Eleven

- S3.H1.L3 - Investigates the relationships among physical activity, nutrition and body composition.
- S3.H2.L3 - Analyzes technology and social media tools for supporting a healthy, active lifestyle.
- S3.H3.L3 - Applies rates of perceived exertion and pacing.
- S3.H4.L3 - Evaluates according to their benefits, social support network and participation requirements — activities that can be pursued in the local environment.
- S3.H5.L3 - Identifies the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings.
- S3.H6.L3 - Participates in a self-selected lifetime activity, dance or fitness activity, several days a week, outside of the school day. **This may include games, sports and dance genres which reflect the cultures, traditions, backgrounds and interests of our school community.**
- S3.H7.L3 - Designs a strength & conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle.
- S3.H8.L3 - Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic).
- S3.H9.L3 - Identifies the major skeletal muscles as they relate to muscular strength and development.
- S3.H10.L3 - Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, **fitness apps**, heart rate monitor), to self-monitor aerobic intensity.
- S3.H11.L3 - Develops a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).
- S3.H12.L3 - Analyzes the components of skill and health-related fitness in relation to life and career goals.
- S3.H13.L3 - Creates a snack plan for before, during and after exercise that addresses nutrition needs for each phase.
- S3.H14.L3 - Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.

Grades Twelve

- S3.H1.L4 - Explains the relationships among physical activity, nutrition and body composition.
- S3.H2.L4 - Applies technology and social media as tools for supporting a healthy, active lifestyle.
- S3.H3.L4 - Applies rates of perceived exertion and pacing.
- S3.H4.L4 - Evaluates according to their benefits, social support network and participation requirements — activities that can be pursued in the local environment.
- S3.H5.L4 - Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings.
- S3.H6.L4 - Participates in a self-selected lifetime activity, dance or fitness activity, several days a week, in and outside of the school day. **This may include games, sports and dance genres which reflect the cultures, traditions, backgrounds and interests of our school community.**
- S3.H7.L4 - Designs and implements a strength & conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle.
- S3.H8.L4 - Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic).
- S3.H9.L4 - Identifies the structure of skeletal muscle and fiber types as they relate to muscle development.

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| <p>S3.H10.L4 - Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, fitness apps, heart rate monitor),to self-monitor aerobic intensity.</p> <p>S3.H11.L4 - Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).</p> <p>S3.H12.L4 - Designs an appropriate fitness program to achieve goals based on skill and health-related fitness components.</p> <p>S3.H13.L4 - Creates a snack plan for before, during and after exercise that addresses nutrition needs for each phase.</p> <p>S3.H14.L4 - Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.</p> |
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Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Intent of Standard: This is a global outcome for education. Physical education and physical activity settings are ideal for helping students take responsibility for their actions. Students will learn and understand what it means to be responsible and be given multiple opportunities to take responsibility. Key concepts learned include respect, responsibility, caring, compassion, honesty, cooperation, fair play and perseverance.

Students will demonstrate the ability to:

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| <p>Kindergarten</p> <p>S4.E1.K - Follows directions in group settings (e.g., safe behaviors, following rules, taking turns).</p> <p>S4.E2.K - Acknowledges responsibility for behavior when prompted.</p> <p>S4.E3.K - Follows instruction/directions when prompted.</p> <p>S4.E4.K - Shares equipment and space with others.</p> <p>S4.E5.K - Recognizes the established protocol for class activities.</p> <p>S4.E6.K - Follows teacher directions for safe participation and proper use of equipment with minimal reminders.</p> |
| <p>Grade One</p> <p>S4.E1.1 - Accepts personal responsibility by using equipment and space appropriately.</p> <p>S4.E2.1 - Follows the rules & parameters of the learning environment.</p> <p>S4.E3.1 - Responds appropriately to general feedback from the teacher.</p> <p>S4.E4.1 - Works independently with others in a variety of class environments (e.g., small and large groups).</p> <p>S4.E5.1 - Exhibits the established protocols for class activities.</p> <p>S4.E6.1 - Follows teacher directions for safe participation and proper use of equipment without teacher reminders.</p> |

Grade Two

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

Grade Three

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

Grade Four

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

Grade Five

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

Grade Six

- S4.M1.6 - Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors.
- S4.M2.6 - Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.

S4.M3.6 - Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.

S4.M4.6 - Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.

S4.M5.6 - Cooperates with a small group of classmates during adventure activities, game play or team-building activities.

S4.M6.6 - Identifies the rules and etiquette for physical activities/games and dance activities. **This may include dance genres which reflect the cultures, traditions, backgrounds and interests of our school community.**

S1.M7.6 - Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance.

Grade Seven

S4.M1.7 - Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates.

S4.M2.7 - Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.

S4.M3.7 - Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills.

S4.M4.7 - Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.

S4.M5.7 - Problem-solves with a small group of classmates during adventure activities, small-group initiatives or game play.

S4.M6.7 - Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance.

S4.M7.7 - Independently uses physical activity and exercise equipment appropriately and safely.

Grade Eight

S4.M1.8 - Accepts responsibility for improving one's own levels of physical activity and fitness.

S4.M2.8 - Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.

S4.M3.8 - Provides encouragement and feedback to peers without prompting from the teacher.

S4.M4.8 - Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.

S4.M5.8 - Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play.

S4.M6.8 - Applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters. **This may include games, sports and dance genres which reflect the cultures, traditions, backgrounds and interests of our school community.**

S4.M7.8 - Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity.

Grade Nine

S4.H1.L1 - Employs effective self-management skills to analyze barriers of physical activity patterns.

S4.H2.L1 - Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. **This may include dance genres which reflect the cultures, traditions, backgrounds and interests of our school community.**

S4.H3.L1 - Uses communication skills and strategies that promote team or group dynamics.

S4.H4.L1 - Solves problems in physical activity and/or dance settings, both as an individual and in groups.

S4.H5.L1 - Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

Grade Ten

- S4.H1.L2 - Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.
- S4.H2.L2 - Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. This may include dance genres which reflect the cultures, traditions, backgrounds and interests of our school community.
- S4.H3.L2 - Uses communication skills and strategies that promote team or group dynamics.
- S4.H4.L2 - Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups.
- S4.H5.L2 - Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

Grade Eleven

- S4.H1.L3 - Identifies differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.
- S4.H2.L3 - Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport).
- S4.H3.L3 - Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.
- S4.H4.L3 - Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects.
- S4.H5.L3 - Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

Grade Twelve

- S4.H1.L4 - Accepts differences between personal characteristics and the idealized body images portrayed in various media outlets and elite performance levels portrayed in various media.
- S4.H2.L4 - Displays socially appropriate moral and ethical conduct in specific competitive situations.
- S4.H3.L4 - Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.
- S4.H4.L4 - Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects.
- S4.H5.L4 - Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

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

Intent of Standard: This standard focuses directly on the impact of physical activity on personal health and wellness. Students will be able to explain why physical activity is a necessary part of their daily lives. Current research about the impact of physical activity on health provides physical educators the rationale to support programs and policies to get people moving and active for life. Physical activity offers many healthful benefits, such as: decreasing the risk of cardiovascular disease, high blood pressure, obesity, diabetes, and certain types of cancers; preserving /

maintaining the ability to live independently and reduce the risk of falling in the elderly population; enhancing / elevating mood to improve mental health; improving bone health / density; and anew evidence is supporting the positive relationship between activity and mental functioning.

Students will demonstrate the ability to:

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| <p>Kindergarten</p> <p>S5.E1.K - Recognizes that physical activity is important for good health.</p> <p>S5.E2.K - Acknowledges that some physical activities are challenging/difficult.</p> <p>S5.E3.Ka - Identifies physical activities that are enjoyable.</p> <p>S5.E3.Kb - Discusses the enjoyment of playing with friends.</p> |
| <p>Grade One</p> <p>S5.E1.1 - Identifies physical activity as a component of good health.</p> <p>S5.E2.1 - Recognizes that challenge in physical activities can lead to success.</p> <p>S5.E3.1a - Describes positive feelings that result from participating in physical activities.</p> <p>S5.E3.1b - Discusses personal reasons (i.e., the “why”) for enjoying physical activities.</p> |
| <p>Grade Two</p> <p>S5.E1.2 - Recognizes the value of “good health balance.”</p> <p>S5.E2.2 - Compares physical activities that bring confidence and challenge.</p> <p>S5.E3.2 - Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks/games environment).</p> |
| <p>Grade Three</p> <p>S5.E1.3 - Discusses the relationship between physical activity and good health.</p> <p>S5.E2.3 - Discusses the challenge that comes from learning a new physical activity.</p> <p>S5.E3.3 - Reflects on the reasons for enjoying selected physical activities.</p> <p>S5.E4.3 - Describes the positive social interactions that come when engaged with others in physical activity.</p> |
| <p>Grade Four</p> <p>S5.E1.4 - Examines the health benefits of participating in physical activity.</p> <p>S5.E2.4 - Rates the enjoyment of participating in challenging and mastered physical activities.</p> <p>S5.E3.4 - Ranks the enjoyment of participating in different physical activities.</p> <p>S5.E4.4 - Describes & compares the positive social interactions when engaged in partner, small-group and large-group physical activities.</p> |
| <p>Grade Five</p> <p>S5.E1.5 - Compares the health benefits of participating in selected physical activities.</p> <p>S5.E2.5 - Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity.</p> <p>S5.E3.5 - Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.</p> <p>S5.E4.5 - Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport).</p> |

Grade Six

S5.M1.6 - Describes how being physically active leads to a healthy body.

S5.M2.6 - Identifies components of physical activity that provide opportunities for reducing stress and for social interaction.

S5.M3.6 - Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback and/or modifying the tasks.

S5.M4.6 - Describes how moving competently in a physical activity setting creates enjoyment.

S5.M5.6 - Identifies how self-expression and physical activity are related.

S5.M6.6 - Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity.

Grade Seven

S5.M1.7 - Identifies different types of physical activities and describes how each exerts a positive effect on health.

S5.M2.7 - Identifies positive mental and emotional aspects of participating in a variety of physical activities.

S5.M3.7 - Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge.

S5.M4.7 - Identifies why self-selected physical activities create enjoyment.

S5.M5.7 - Explains the relationship between self-expression and lifelong enjoyment through physical activity.

S5.M6.7 - Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates.

Grade Eight

S5.M1.8 - Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition) and explains the connections between fitness and overall physical and mental health.

S5.M2.8 - Analyzes the empowering consequences of being physically active.

S5.M3.8 - Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.

S5.M4.8 - Discusses how enjoyment could be increased in self-selected physical activities.

S5.M5.8 - Identifies and participates in an enjoyable activity that prompts individual self-expression.

S5.M6.8 - Demonstrates respect for self by asking for help and helping others in various physical activities.

Grade Nine

S5.H1.L1 - Analyzes the health benefits of a self-selected physical activity.

S5.H2.L1 - Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.

S5.H3.L1 - Participates in physical activities or dance that meet the need for self-expression and enjoyment.

S5.H4.L1 - Identifies the opportunity for social support in a self-selected physical activity or dance.

Grade Ten

S5.H1.L2 - Analyzes the health benefits of a self-selected physical activity.

S5.H2.L2 - Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.

S5.H3.L2 - Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.

S5.H4.L2 - Identifies and participates in the opportunity for social support in a self-selected physical activity or dance.

Grades Eleven

S5.H1.L3 - Analyzes the health benefits of a self-selected physical activity.

S5.H2.L3 - Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.

S5.H3.L3 - Identifies the uniqueness of creative dance as a means of self-expression.

S5.H4.L3 - Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance.

Grades Twelve

S5.H1.L4 - Analyzes the health benefits of a self-selected physical activity.

S5.H2.L4 - Chooses an appropriate level of challenge to experience success and desire to participate in two or more self-selected physical activity.

S5.H3.L4 - Identifies the uniqueness of creative dance as a means of self-expression.

S5.H4.L4 - Evaluates and participates in the opportunity for social interaction and social support in a self-selected physical activity or dance.

Gr. 9-12 Elective Health and Physical Education Courses

Fitness Planning and Design

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

S1.H1.L1 - Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities.

S1.H3.L4 - Demonstrates competency in four or more specialized skills in health-related fitness activities.

Students will be able to:

- Modify and adapt a personalized fitness and scientifically sound resistance training program.
- Demonstrate competency in weight training with proper use of but not limited to: kettlebells, dumbbells, barbells, Kaiser machines, body bars, stability balls.

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

S2.H1.L1 - Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately.

S2.H2.L1 - Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self in a selected skill.

S2.H3.L1 - Follows a practice plan to improve performance for a self-selected skill.

Students will be able to:

- Modify and adapt a personalized fitness and scientifically sound resistance training program.
- Use movement concepts and principles to analyze and improve performance in resistance training.
- Develop and implement a fitness plan for a peer or an educator.
- Practice a personalized fitness program to improve a self-identified skill.

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

- S3.H5.L1 - Identifies risks and safety factors that might affect physical activity preferences throughout the life cycle.
- S3.H5.L2 - Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle.
- S3.H7.L1 - Identifies appropriate technique in resistance-training machines and free weights.
- S3.H7.L2 - Demonstrate appropriate technique in resistance-training machines and free weights.
- S3.H7.L3 - Designs a strength & conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle.
- S3.H7.L4 - Designs and implements a strength & conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle.
- S3.H8.L4 - Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic).
- S3.H9.L1 - Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion).
- S3.H9.L2 - Demonstrates different types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion).
- S3.H9.L3 - Identifies the major skeletal muscles as they relate to muscular strength and development.
- S3.H9.L4 - Identifies the structure of skeletal muscle and fiber types as they relate to muscle development.
- S3.H11.L4 - Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).
- S3.H12.L1 - Follows a fitness program, including all components of health-related fitness.
- S3.H12.L2 - Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work.
- S3.H12.L4 - Designs an appropriate fitness program to achieve goals based on skill and health-related fitness components.

Students will be able to:

- Identifies and evaluates risks and safety factors of a personalized fitness and resistance training program.
- Identifies how one's personal fitness plan relates to various muscular strength and development.
- Design a fitness plan for a peer or an educator.
- Practice a personalized fitness program to improve a self-identified skill.

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

S4.H1.L2 - Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.

S4.H2.L2 - Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.

S4.H3.L2 - Uses communication skills and strategies that promote team/group dynamics.

S4.H3.L4 - Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.

S4.H5.L4 - Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

Students will be able to:

- Modify and adapt a personalized fitness and scientifically sound resistance training program.
- Modify and adapt fitness programs to meet the needs of special populations.
- Communicate with a peer or an educator to identify goals and then develop a customized fitness plan to meet those goals.
- Demonstrate safe protocols and practices when designing and practicing a fitness plan for oneself or others.

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

S5.H1.L4 - Analyzes the health benefits of a self-selected physical activity.

S5.H2.L4 - Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.

S5.H3.L2 - Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.

S5.H4.L2 - Identifies and participates in the opportunity for social support in a self-selected physical activity or dance.

S5.H4.L4 - Evaluates and participates in the opportunity for social interaction and social support in a self-selected physical activity or dance.

Students will be able to:

- Self-analyzes one's own fitness and resistance training program to ensure it is challenging.
- Create a personalized fitness plan which demonstrates one's own individual preferences and self-expression.
- Identifies opportunities when designing programs to address a variety of skill and interest levels.

CCSS.ELA-LITERACY.RST.9-10.7

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

CCSS.ELA-LITERACY.RST.9-10.10

By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

Students will be able to:

- Read and analyze passages from the textbook and apply concepts of resistance training.
- Read, analyze and create charts, graphs and tables to communicate the concepts of resistance training.

CCSS.ELA-LITERACY.W.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to

other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.9-10.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Students will be able to:

- Utilize credible websites to gather relevant information in regard to various resistance training concepts and techniques.
- Analyze and reflect on various exercise routines conducted within the course.
- Write routinely, a resistance training log documenting exercise programs and techniques.

Leadership in Recreation

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

S3.H1.L1 - Identifies the benefits of a physically active lifestyle as it relates to college or career productivity.

S3.H1.L2 - Discusses the benefits of a physically active lifestyle as it relates to college or career productivity.

S3.H3.L1 - Identifies issues associated with exercising in heat, humidity and cold.

S3.H3.L2 - Explains solutions associated with exercising in heat, humidity and cold.

S3.H4.L4 - Evaluates according to their benefits, social support network and participation requirements — activities that can be pursued in the local environment.

S3.H5.L1 - Identifies risks and safety factors that might affect physical activity preferences throughout the life cycle.

S3.H5.L2 - Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle.

S3.H11.L1 - Creates behavior-modification plan that enhances a healthy, active lifestyle in college or career settings.

S3.H11.L2 - Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings.

S3.H14.L1 - Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.

S3.H14.L2 - Demonstrates stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.

S3.H14.L4 - Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.

Students will be able to:

- Engage in recreational fitness activities.
- Apply theories, techniques, and learned leadership skills in a recreation setting.

- Identify and discuss knowledge of the role and content of recreational and leisure programs and services.
- Organize and conduct leisure programs and services in a variety of settings.
- Identify leisure and recreation activities for participants of varied skill and interest levels.
- Facilitate leisure services for continued physical activity throughout the human lifespan.

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

S4.H1.L2 - Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.

S4.H2.L2 - Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.

S4.H2.L4 - Displays socially appropriate moral and ethical conduct in specific competitive situations.

S4.H3.L2 - Uses communication skills and strategies that promote team/group dynamics.

S4.H3.L4 - Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.

S4.H4.L1 - Solves problems in physical activity and/or dance settings, both as an individual and in groups.

S4.H4.L2 - Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups.

S4.H4.L3 - Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects.

S4.H5.L4 - Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

Students will be able to:

- Discuss the role of leadership and follower behavior in a recreation setting.
- Develop competence in facilitating group activities in various recreation activity areas.
- Identify leisure and recreation activities for participants of varied skill and interest levels.
- Facilitate leisure services for continued physical activity throughout the human lifespan.

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

S5.H1.L4 - Analyzes the health benefits of a self-selected physical activity.

S5.H2.L4 - Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.

S5.H3.L1 - Participates in physical activities or dance that meet the need for self-expression and enjoyment.

S5.H3.L2 - Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.

S5.H4.L2 - Identifies and participates in the opportunity for social support in a self-selected physical activity or dance.

S5.H4.L3 - Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance.

S5.H4.L4 - Evaluates and participates in the opportunity for social interaction and social support in a self-selected physical activity or dance.

Students will be able to:

- Recognize one's own characteristics of leadership behavior and formulate one's own leadership style.
- Evaluate group dynamics and processes and apply various leadership techniques and strategies to enhance an individual's recreation experiences.

CCSS.ELA-LITERACY.RST.9-10.7

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

CCSS.ELA-LITERACY.RST.9-10.10

By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

Students will be able to:

- Read and analyze passages from the textbook and apply concepts to recreational group activities.
- Read, analyze and create charts, graphs and tables to communicate the concepts of recreational activities.

CCSS.ELA-LITERACY.W.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.9-10.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Students will be able to:

- Utilize credible websites to gather relevant information in regard to various leadership techniques and recreational concepts.
- Analyze and reflect on various recreational activities conducted within the course.
- Write routinely, a recreation log documenting various individual and team based activities performed throughout the course.

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

S1.H1.L1 - Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities.

S1.H3.L4 - Demonstrates competency in four or more specialized skills in health-related fitness activities.

Students will be able to:

- Make alignments and adjustments in yoga and Pilates postures.
- Cue others in proper alignment and adjustments in yoga and Pilates postures.
- Demonstrate flexibility, strength, improved balance and posture in proper yoga and Pilates postures.
- Demonstrate use of breathing techniques to relax the mind and body.

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

S2.H1.L1 - Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately.

S2.H2.L1 - Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self in a selected skill.

S2.H3.L1 - Follows a practice plan to improve performance for a self- selected skill.

Students will be able to:

- Applies the terminology associated with yoga and Pilates postures.
- Plan, implement and assess appropriate use of yoga and Pilates postures to increase flexibility, strength, and improve balance and posture.
- Plan, implement, and assess appropriate use of breathing techniques to relax the mind and body.
- Develop and teach their own yoga class.

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

S3.H5.L1 - Identifies risks and safety factors that might affect physical activity preferences throughout the life cycle.

S3.H5.L2 - Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle.

S3.H7.L3 - Designs a strength & conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle.

S3.H7.L4 - Designs and implements a strength & conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle.

S3.H8.L4 - Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic).

S3.H9.L1 - Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion).

S3.H9.L2 - Demonstrates different types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion).

S3.H12.L1 - Follows a fitness program, including all components of health-related fitness.

S3.H12.L2 - Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work.

S3.H12.L4 - Designs an appropriate fitness program to achieve goals based on skill and health-related fitness components.

Students will be able to:

- Identifies and evaluates risks and safety factors of various yoga and Pilates poses and preferences throughout the life cycle.
- Design a sequence of exercises and poses for a yoga and Pilates class which provide for strength, conditioning, and balance of opposing muscle groups.
- Design a sequence of exercises and poses for a yoga and Pilates class which develops balance in opposing muscle groups.

- Identifies the energy systems used in yoga and Pilates.
- Identifies and follows a personal fitness program of strength and stretching exercises using yoga and/or Pilates.
- Develop and teach their own yoga class.

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

S4.H1.L2 - Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.

S4.H2.L2 - Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.

S4.H3.L2 - Uses communication skills and strategies that promote team/group dynamics.

S4.H3.L4 - Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.

S4.H5.L4 - Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

Students will be able to:

- Create a flexibility routine which is scientifically sound.
- Modify and adapt flexibility routines to meet the needs of special populations.
- Communicate proper etiquette and respect while engaging in various flexibility routines.
- Demonstrate a lead role in a flexibility routine.
- Demonstrate safe protocols and meaningful routines within a flexibility session.

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

S5.H1.L4 - Analyzes the health benefits of a self-selected physical activity.

S5.H2.L4 - Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.

S5.H3.L2 - Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.

S5.H4.L2 - Identifies and participates in the opportunity for social support in a self-selected physical activity or dance.

S5.H4.L4 - Evaluates and participates in the opportunity for social interaction and social support in a self-selected physical activity or dance.

Students will be able to:

- Analyze the health benefits of practicing yoga or Pilates.
- Engage in appropriately challenging yoga or Pilates sequences and postures which will be a motivator for continued participation in this physical activity.
- Express oneself's identity through creating a personal fitness program in yoga or Pilates.
- Experience and self-assess social interaction with others through participating in yoga or Pilates classes.

CCSS.ELA-LITERACY.RST.9-10.7

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

CCSS.ELA-LITERACY.RST.9-10.10

By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

Students will be able to:

- Read and analyze passages from credible resources and apply concepts to enhance personal health.
- Read, analyze and create charts, graphs and tables to communicate the concepts of yoga and Pilates.

CCSS.ELA-LITERACY.W.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.9-10.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Students will be able to:

- Utilize credible websites to gather relevant information in regard to various yoga and Pilates techniques.
- Analyze and reflect on various yoga and Pilates movements conducted within the course.
- Write routinely, a fitness log documenting various yoga and Pilates routines.

PACING GUIDES

Elementary

Grade K - 1 Trimester 1

| Activity | Standard 1 <i>Motor skills & movement patterns</i> | Standard 2 <i>Concepts & Strategies</i> | Standard 3 <i>Health-enhancing level of fitness & physical activity</i> | Standard 4 <i>Responsible personal & social behavior</i> | Standard 5 <i>Recognizes the value of physical activity</i> |
|--|---|---|--|--|---|
| Fleeing & Chasing Games Locomotor Movements & Spatial Awareness (Chasing and Fleeing Games) | <ul style="list-style-type: none"> Running Sliding Hopping Galloping Jogging Skipping Leaping Jumping & Landing | <ul style="list-style-type: none"> Movement concepts, principles & knowledge Travels in different pathways Differentiates between self space and general space Travels in general space at different speeds Differences between fast and slow speeds Travels demonstrating a variety of relationships with others (over, under, through) | <ul style="list-style-type: none"> Principle activity knowledge Engages in physical activity in response to instruction and practice Recognizes that your heart is a muscle and when you move fast, your heart beats faster and you breathe faster Discusses the benefits of being active and playing | <ul style="list-style-type: none"> Demonstrating personal responsibility Follows teacher directions in group settings Accepting feedback Working with others Follows directions during activities and demonstrates safe behaviors Uses self control with regard to personal and general space Understand and use appropriate interactions with peers while participating in group activities | <ul style="list-style-type: none"> For Self-Expression /enjoyment Recognizes that physical activity is important for good health Recognizes that activities can be challenging Describes positive feelings that result from participating in physical activities |

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|--------------------------------------|--|---|--|---|--|
| Locomotor Movements / Balance | <ul style="list-style-type: none"> ● Hopping ● Galloping ● Running ● Sliding ● Skipping ● Leaping ● Jumping & Landing ● Balance ● Rolling ● Curling & Stretching | <ul style="list-style-type: none"> ● Movement concepts, principles & knowledge | <ul style="list-style-type: none"> ● Principle activity knowledge ● Engages in physical activity | <ul style="list-style-type: none"> ● Demonstrating personal responsibility ● Accepting feedback ● Working with others ● Safety | <ul style="list-style-type: none"> ● For Self-Expression /enjoyment |
| Throwing / Catching Skills | <ul style="list-style-type: none"> ● Throwing <ul style="list-style-type: none"> ○ Underhand ○ Overhand ● Catching | <ul style="list-style-type: none"> ● Movement concepts, principles & knowledge ● Differentiates between strong and light force | <ul style="list-style-type: none"> ● Principle activity knowledge ● Engages in physical activity in response to instruction and practice | <ul style="list-style-type: none"> ● Demonstrating personal responsibility ● Accepting feedback ● Working with others ● Follows directions during activities and demonstrates safe behaviors while using equipment ● Work cooperatively and productively with a partner or in a group to accomplish a goal | <ul style="list-style-type: none"> ● For Self-Expression /enjoyment ● Discuss enjoyment of play with friends ● Recognizes that activities can be challenging |
| Kicking Activities Skills | <ul style="list-style-type: none"> ● Running ● Kicking ● Dribbles with foot | <ul style="list-style-type: none"> ● Movement concepts, principles & knowledge ● Differentiates between strong and light force ● Differentiates between fast and slow speeds | <ul style="list-style-type: none"> ● Principle activity knowledge ● Engages in physical activity in response to instruction and practice | <ul style="list-style-type: none"> ● Demonstrating personal responsibility ● Accepting feedback ● Working with others ● Work cooperatively and productively with a partner or in a group to accomplish a goal ● Safety ● Understand and use appropriate interactions with peers while participating in group activities | <ul style="list-style-type: none"> ● For Self-Expression /enjoyment ● Recognizes that activities can be challenging ● Describes positive feelings that result from participating in physical activities |

Grade K - 1 Trimester 2

| Activity | Standard 1 <i>Motor skills & movement patterns</i> | Standard 2 <i>Concepts & Strategies</i> | Standard 3 <i>Health-enhancing level of fitness & physical activity</i> | Standard 4 <i>Responsible personal & social behavior</i> | Standard 5 <i>Recognizes the value of physical activity</i> |
|---|--|--|--|---|---|
| Manipulatives / Stick Games Cooperative Activities | <ul style="list-style-type: none"> Striking With short implement Locomotor Movements | <ul style="list-style-type: none"> Movement concepts, principles & knowledge Travels demonstrating low, middle, high level Travels demonstrating a variety of relationships with objects (over, under, through, etc) Listen and respond appropriately to feedback in regard to movement skills | <ul style="list-style-type: none"> Principle activity knowledge Engages in physical activity in response to instruction and practice Discusses the benefits of being active and exercising Recognizes that your heart is a muscle and when you move fast, your heart beats faster and you breathe faster | <ul style="list-style-type: none"> Demonstrating personal responsibility Accepting feedback Working with others Safety Shares equipment and space with others Use self control with regard to personal and general space Work cooperatively and productively with a partner or in a group to accomplish a goal | <ul style="list-style-type: none"> For Self-Expression /enjoyment Discusses personal reasons for enjoying physical activities ("the why") |
| Basketball Activities Balance / Tumbling | <ul style="list-style-type: none"> Dribbling/Ball Control with hands Balance Rolling Curling, bending, twisting & stretching | <ul style="list-style-type: none"> Movement concepts, principles & knowledge Travels demonstrating low, middle and high levels Listen and respond appropriately in regard to movement skills | <ul style="list-style-type: none"> Principle activity knowledge Engages in physical activity in response to instruction and practice | <ul style="list-style-type: none"> Demonstrating personal responsibility Accepting feedback Working with others Safety Use self control with regard to personal and general space Work independently and on task for developmentally appropriate periods of time | <ul style="list-style-type: none"> For Self-Expression /enjoyment Describes positive feelings that result from participating in physical activities Recognizes that challenge in physical activities can lead to success |
| Rhythmic Activities / Dance | <ul style="list-style-type: none"> Hopping Galloping Sliding Skipping | <ul style="list-style-type: none"> Movement concepts, principles & knowledge Differentiates between fast and slow speeds | <ul style="list-style-type: none"> Principle activity knowledge | <ul style="list-style-type: none"> Demonstrating personal responsibility Accepting feedback Working with others | <ul style="list-style-type: none"> For Self-Expression /enjoyment Describes positive feelings that result |

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| | <ul style="list-style-type: none"> Leaping Jumping & Landing Balance Rolling Curling & Stretching | <ul style="list-style-type: none"> Moves in self space and general space in response to designated beats or rhythms | <ul style="list-style-type: none"> Engages in physical activity in response to instruction and practice | <ul style="list-style-type: none"> Safety Use self control with regard to personal and general space Work independently and on task for developmentally appropriate periods of time | <ul style="list-style-type: none"> from participating in physical activities Recognizes that challenge in physical activities can lead to success |
| Scooter Games Object Control Skills (Basketball/ Bowling) | <ul style="list-style-type: none"> Balance Dribbling/ Ball Control with hands Underhand rolling | <ul style="list-style-type: none"> Movement concepts, principles & knowledge Differentiates between strong and light force | <ul style="list-style-type: none"> Principle activity knowledge Engages in physical activity in response to instruction and practice | <ul style="list-style-type: none"> Demonstrating personal responsibility Accepting feedback Working with others Safety Shares equipment and space with others | <ul style="list-style-type: none"> For Self- Expression /enjoyment Describes positive feelings that result from participating in physical activities Recognizes that challenge in physical activities can lead to success |
| Jump Rope | <ul style="list-style-type: none"> Jumping & Landing Balance Jump Rope forward or backward with self turned rope Jump Rope with a long rope with teacher assistance | <ul style="list-style-type: none"> Movement concepts, principles & knowledge Differentiates between fast and slow speeds Travels demonstrating a variety of relationships with objects (over, under, around, through) | <ul style="list-style-type: none"> Principle activity knowledge Engages in physical activity in response to instruction and practice | <ul style="list-style-type: none"> Demonstrating personal responsibility Accepting feedback Working with others Safety Shares equipment and space with others Use self control with regard to personal and general space | <ul style="list-style-type: none"> For Self- Expression /enjoyment Describes positive feelings that result from participating in physical activities Recognizes that challenge in physical activities can lead to success |

Grade K - 1 Trimester 3

| Activity | Standard 1 <i>Motor skills & movement patterns</i> | Standard 2 <i>Concepts & Strategies</i> | Standard 3 <i>Health-enhancing level of fitness & physical activity</i> | Standard 4 <i>Responsible personal & social behavior</i> | Standard 5 <i>Recognizes the value of physical activity</i> |
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| Net/Wall Games | <ul style="list-style-type: none"> Striking With short implement Volleying Underhand | <ul style="list-style-type: none"> Movement concepts, principles & knowledge | <ul style="list-style-type: none"> Principle activity knowledge Engages in physical activity | <ul style="list-style-type: none"> Demonstrating personal responsibility Accepting feedback Working with others Safety | <ul style="list-style-type: none"> For Self-Expression / enjoyment |
| Manipulatives Throwing / Catching | <ul style="list-style-type: none"> Throwing Catching (Frisbee/Scoops/etc.) | <ul style="list-style-type: none"> Movement concepts, principles & knowledge Differentiates between strong and light force | <ul style="list-style-type: none"> Principle activity knowledge Engages in physical activity in response to instruction and practice | <ul style="list-style-type: none"> Demonstrating personal responsibility Accepting feedback Working with others Safety Exhibits the established protocols for class activities Follows teacher directions for safe participation and proper use of equipment with minimal reminders | <ul style="list-style-type: none"> For Self-Expression /enjoyment Describes positive feelings that result from participating in physical activities Recognizes that challenge in physical activities can lead to success |
| Striking Sports Skills | <ul style="list-style-type: none"> Striking with short an implement Striking with body or hands | <ul style="list-style-type: none"> Movement concepts, principles & knowledge Differentiates between strong and light force | <ul style="list-style-type: none"> Principle activity knowledge Engages in physical activity in response to instruction and practice | <ul style="list-style-type: none"> Demonstrating personal responsibility Accepting feedback Working with others Safety Exhibits the established protocols for class activities Follows teacher directions for safe participation and proper use of equipment with minimal reminders | <ul style="list-style-type: none"> For Self-Expression /enjoyment Discusses personal reasons for enjoying physical activities ("the why") Recognizes that challenge in physical activities can lead to success |
| Fleeing/Chasing Invasion Games | <ul style="list-style-type: none"> Running Locomotor Movements | <ul style="list-style-type: none"> Movement concepts, principles & knowledge Travels in different pathways Differentiates between self space and general space | <ul style="list-style-type: none"> Principle activity knowledge Engages in physical activity in response to instruction and practice Discusses the benefits of being active and exercising | <ul style="list-style-type: none"> Demonstrating personal responsibility Accepting feedback Working with others Safety | <ul style="list-style-type: none"> For Self-Expression /enjoyment Discusses personal reasons for enjoying physical activities ("the why") |

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| | | <ul style="list-style-type: none"> • Travels in general space at different speeds • Differences between fast and slow speeds • Travels demonstrating a variety of relationships with others (over, under, through) | <ul style="list-style-type: none"> • Recognizes that your heart is a muscle and when you move fast, your heart beats faster and you breathe faster | <ul style="list-style-type: none"> • Exhibits the established protocols for class activities • Follows teacher directions for safe participation and proper use of equipment with minimal reminders | |
|--|--|---|---|---|--|

Grades 1-2 Trimester 1

| Activity | Standard 1 <i>Motor skills & movement patterns</i> | Standard 2 <i>Concepts & Strategies</i> | Standard 3 <i>Health-enhancing level of fitness & physical activity</i> | Standard 4 <i>Responsible personal & social behavior</i> | Standard 5 <i>Recognizes the value of physical activity</i> |
|---|--|--|--|--|--|
| Chasing/ Fleeing Games Skills | <ul style="list-style-type: none"> • Running • Sliding • Skipping • Sprinting | <ul style="list-style-type: none"> • Movement concepts, principles & knowledge • Travels demonstrating a variety of relationships with objects and people (over, under, around through) | <ul style="list-style-type: none"> • Principle activity knowledge • Engages in physical activity in response to instruction and practice • Describes physical activities outside of physical education class | <ul style="list-style-type: none"> • Demonstrating personal responsibility • Accepting feedback • Working with others • Following Rules & Etiquette (Gr. 2) • Safety | <ul style="list-style-type: none"> • For Health (Gr. 2) • For Challenge (Gr. 2) • For Self- Expression /enjoyment • Compares physical activities that bring confidence and challenge |
| Invasion Games Object Control Skills | <ul style="list-style-type: none"> • Running • Sliding • Kicking with feet • Continuous approach to kick a moving ball • Weight Transfer (Gr. 2) • Dribbling/Ball Control with feet in general space (Gr. 2) • Throwing <ul style="list-style-type: none"> o Overhand o Underhand • Catching | <ul style="list-style-type: none"> • Movement concepts, principles & knowledge • Varies time and force with gradual increases and decreases | <ul style="list-style-type: none"> • Principle activity knowledge • Engages in physical activity in response to instruction and practice | <ul style="list-style-type: none"> • Demonstrating personal responsibility • Accepting feedback • Working with others • Following Rules & Etiquette (Gr. 2) • Works safely with physical education equipment • Practices skills with minimal teacher prompting | <ul style="list-style-type: none"> • For Health (Gr. 2) • For Challenge (Gr. 2) • For Self- Expression or /enjoyment • Compares physical activities that bring confidence and challenge |

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| | <ul style="list-style-type: none"> o Self tossed o From a skilled thrower | | | | |
| Racquet Sports | <ul style="list-style-type: none"> ● Striking ● With short implement (Gr. 1) ● With long implement (Gr. 2) | <ul style="list-style-type: none"> ● Movement concepts, principles & knowledge | <ul style="list-style-type: none"> ● Principle activity knowledge ● Engages in physical activity | <ul style="list-style-type: none"> ● Demonstrating personal responsibility ● Accepting feedback ● Working with others ● Following Rules & Etiquette (Gr. 2) ● Safety | <ul style="list-style-type: none"> ● For Health (Gr. 2) ● For Challenge (Gr. 2) ● For Self-Expression /enjoyment |
| Football | <ul style="list-style-type: none"> ● Throwing ● Catching | <ul style="list-style-type: none"> ● Movement concepts, principles & knowledge | <ul style="list-style-type: none"> ● Principle activity knowledge ● Engages in physical activity | <ul style="list-style-type: none"> ● Demonstrating personal responsibility ● Accepting feedback ● Working with others ● Following Rules & Etiquette (Gr. 2) ● Safety | <ul style="list-style-type: none"> ● For Health (Gr. 2) ● For Challenge (Gr. 2) ● For Self-Expression /enjoyment |
| Cooperative Games | <ul style="list-style-type: none"> ● Hopping ● Galloping ● Leaping ● Jumping & Landing ● Locomotor movements | <ul style="list-style-type: none"> ● Movement concepts, principles & knowledge ● Recognizes the concept of open spaces in a movement context | <ul style="list-style-type: none"> ● Principle activity knowledge ● Engages in physical activity in response to instruction and practice | <ul style="list-style-type: none"> ● Demonstrating personal responsibility ● Accepting feedback ● Works independently and with others a partner ● Following Rules & Etiquette (Gr. 2) ● Safety | <ul style="list-style-type: none"> ● For Health (Gr. 2) ● For Challenge (Gr. 2) ● For Self-Expression /enjoyment ● Recognizes the value of “good health balance” |

Grades 1-2 Trimester 2

| Activity | Standard 1 <i>Motor skills & movement patterns</i> | Standard 2 <i>Concepts & Strategies</i> | Standard 3 <i>Health-enhancing level of fitness & physical activity</i> | Standard 4 <i>Responsible personal & social behavior</i> | Standard 5 <i>Recognizes the value of physical activity</i> |
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| Manipulatives Skills Stick Games | <ul style="list-style-type: none"> Striking With short implement with consecutive hits upward (Gr. 1) With long implement (Gr. 2) | <ul style="list-style-type: none"> Movement concepts, principles & knowledge Recognizes the concept of open spaces in a movement context | <ul style="list-style-type: none"> Principle activity knowledge Engages in physical activity in response to instruction and practice | <ul style="list-style-type: none"> Demonstrating personal responsibility Accepting feedback Working with others Following Rules & Etiquette (Gr. 2) Works safely with physical education equipment Safety | <ul style="list-style-type: none"> For Health (Gr. 2) For Challenge (Gr. 2) For Self-Expression/enjoyment Discusses the challenge that comes from learning a new physical activity |
| Basketball | <ul style="list-style-type: none"> Dribbling/Ball Control with hands | <ul style="list-style-type: none"> Movement concepts, principles & knowledge Varies time and force with gradual increases and decreases | <ul style="list-style-type: none"> Principle activity knowledge Engages in physical activity in response to instruction and practice | <ul style="list-style-type: none"> Demonstrating personal responsibility Accepting feedback Working with others Following Rules & Etiquette (Gr. 2) Safety Works safely with physical education equipment Practices skills with minimal teacher prompting | <ul style="list-style-type: none"> For Health (Gr. 2) For Challenge (Gr. 2) For Self-Expression at Reflects on the reasons for enjoying selected physical activities and enjoyment |
| Rhythmic Activities / Dance/ Tumbling | <ul style="list-style-type: none"> Hopping Galloping Running Sliding Skipping Leaping Jumping & Landing Balance Weight Transfer (Gr. 2) Curling & Stretching Twisting & Bending | <ul style="list-style-type: none"> Movement concepts, principles & knowledge Combines locomotor skills in general space to a rhythm Combines shapes, levels and pathways into dance or gymnastics sequences | <ul style="list-style-type: none"> Principle activity knowledge Engages in physical activity in response to instruction and practice Uses own body as resistance (plank, animal walks) | <ul style="list-style-type: none"> Demonstrating personal responsibility Accepting feedback Working with others Following Rules & Etiquette (Gr. 2) Safety | <ul style="list-style-type: none"> For Health (Gr. 2) For Challenge (Gr. 2) For Self-Expression/enjoyment Identifies physical activities that provide self-expression |

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| | <ul style="list-style-type: none"> Combining balance in stillness and inverted & weight transfers (Gr. 2) | | | | |
| Scooter Games | <ul style="list-style-type: none"> Balance | <ul style="list-style-type: none"> Movement concepts, principles & knowledge | <ul style="list-style-type: none"> Principle activity knowledge Engages in physical activity | <ul style="list-style-type: none"> Demonstrating personal responsibility Accepting feedback Working with others Following Rules & Etiquette (Gr. 2) Safety | <ul style="list-style-type: none"> For Health (Gr. 2) For Challenge (Gr. 2) For Self-Expression /enjoyment |
| Jump Rope Activities | <ul style="list-style-type: none"> Jumping & Landing Balance Jump Rope (self turned) Jump long rope with student turners | <ul style="list-style-type: none"> Movement concepts, principles & knowledge Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences | <ul style="list-style-type: none"> Principle activity knowledge Engages in physical activity in response to instruction and practice Identifies physical activities that contribute to fitness | <ul style="list-style-type: none"> Demonstrating personal responsibility Accepting feedback Working with others Following Rules & Etiquette (Gr. 2) Safety | <ul style="list-style-type: none"> For Health (Gr. 2) For Challenge (Gr. 2) For Self-Expression /enjoyment Compares physical activities that bring confidence and challenge |

Grades 1-2 Trimester 3

| Activity | Standard 1 <i>Motor skills & movement patterns</i> | Standard 2 <i>Concepts & Strategies</i> | Standard 3 <i>Health-enhancing level of fitness & physical activity</i> | Standard 4 <i>Responsible personal & social behavior</i> | Standard 5 <i>Recognizes the value of physical activity</i> |
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| Net / Wall Games | <ul style="list-style-type: none"> Sliding Volleying upward Underhand | <ul style="list-style-type: none"> Movement concepts, principles & knowledge Recognizes the concept of open spaces in a movement context | <ul style="list-style-type: none"> Principle activity knowledge Engages in physical activity in response to instruction and practice | <ul style="list-style-type: none"> Demonstrating personal responsibility Accepting feedback Working with others Following Rules & Etiquette (Gr. 2) Safety | <ul style="list-style-type: none"> For Health (Gr. 2) For Challenge (Gr. 2) For Self-Expression / enjoyment |

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| Manipulatives/ Frisbee Games | <ul style="list-style-type: none"> Running Throwing Catching <p>(Baskets / Sticks / Scoops, etc)</p> | <ul style="list-style-type: none"> Movement concepts, principles & knowledge Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher | <ul style="list-style-type: none"> Principle activity knowledge Engages in physical activity in response to instruction and practice | <ul style="list-style-type: none"> Demonstrating personal responsibility Accepting feedback Working with others Following Rules & Etiquette (Gr. 2) Safety | <ul style="list-style-type: none"> For Health (Gr. 2) For Challenge (Gr. 2) For Self-Expression / enjoyment Identifies physical activities that provide self expression |
| Track and Field | <ul style="list-style-type: none"> Travels showing differentiation between jogging and sprinting Runs with a mature motor pattern | <ul style="list-style-type: none"> Combines shapes, levels and pathways into simple travel | <ul style="list-style-type: none"> Engages actively in physical education class in response to instruction and practice | <ul style="list-style-type: none"> Accepts responsibility for class protocols with behavior and performance actions Works safely with physical education equipment | <ul style="list-style-type: none"> Compares physical activities that bring confidence and challenge |
| Frisbee Games/ | <ul style="list-style-type: none"> Running Throwing Catching | <ul style="list-style-type: none"> Movement concepts, principles & knowledge | <ul style="list-style-type: none"> Principle activity knowledge Engages in physical activity | <ul style="list-style-type: none"> Demonstrating personal responsibility Accepting feedback Working with others Following Rules & Etiquette (Gr. 2) Safety | <ul style="list-style-type: none"> For Health (Gr. 2) For Challenge (Gr. 2) For Self-Expression / enjoyment |
| Striking Sports | <ul style="list-style-type: none"> Running Throwing Catching Striking off of a tee With short implement (Gr. 1) With long implement (Gr. 2) | <ul style="list-style-type: none"> Movement concepts, principles & knowledge Recognizes locomotor skills specific to a wide variety of physical activities | <ul style="list-style-type: none"> Principle activity knowledge Engages in physical activity in response to instruction and practice | <ul style="list-style-type: none"> Demonstrating personal responsibility Accepting feedback Working with others Following Rules & Etiquette (Gr. 2) Safety Works safely with physical education equipment Practices skills with minimal teacher prompting | <ul style="list-style-type: none"> For Health (Gr. 2) For Challenge (Gr. 2) For Self-Expression / enjoyment |

Grades 3-4 Trimester 1

| Activity | Standard 1 <i>Motor skills & movement patterns</i> | Standard 2 <i>Concepts & Strategies</i> | Standard 3 <i>Health-enhancing level of fitness & physical activity</i> | Standard 4 <i>Responsible personal & social behavior</i> | Standard 5 <i>Recognizes the value of physical activity</i> |
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| Fleeing/Chasing Games and Invasion Games | <ul style="list-style-type: none"> Running Sprinting Sliding Sequences locomotor skills without hesitation Leaping | <ul style="list-style-type: none"> Movement concepts, principles & knowledge Strategies & tactics Recognizes locomotor skills specific to a wide variety of physical activities Combines movement concepts (directions, levels, force, time) with skills directed by teacher Applies simple strategies in chasing and fleeing activities Applies simple offensive and defensive strategies and tactics | <ul style="list-style-type: none"> Principle activity knowledge Engages in physical activity without teacher prompting Assessment & program planning Identifies physical activity benefits as a way to become healthier | <ul style="list-style-type: none"> Demonstrating personal responsibility Accepting feedback Working independently and with others for an extended period of time Following rules and etiquette Safety Works safely with peers and equipment | <ul style="list-style-type: none"> For Health For Challenge For Self-Expression /enjoyment For social interaction Describes and compares the positive social interactions when engaged in partner, small group and large group physical activities Discusses the relationship between physical activity and good health |
| Invasion Games | <ul style="list-style-type: none"> Running Sliding Throwing Catching Kicking Passing & receiving (Gr. 4) | <ul style="list-style-type: none"> Movement concepts, principles & knowledge Strategies & tactics | <ul style="list-style-type: none"> Principle activity knowledge Engages in physical activity Assessment & program planning | <ul style="list-style-type: none"> Demonstrating personal responsibility Accepting feedback Working with others Following rules and etiquette Safety | <ul style="list-style-type: none"> For Health For Challenge For Self-Expression /enjoyment For social interaction |
| Racquet Sports | <ul style="list-style-type: none"> Running Sliding Striking with short an implement sending it forward Strikes an object with an implement using a mature motor pattern | <ul style="list-style-type: none"> Movement concepts, principles & knowledge Strategies & tactics Applies the concept of direction and force when striking an object with an implement | <ul style="list-style-type: none"> Principle activity knowledge Engages in physical activity without teacher prompting Assessment & program planning | <ul style="list-style-type: none"> Demonstrating personal responsibility Accepting feedback Working with others Following rules and etiquette Exhibits etiquette and adherence to rules in a | <ul style="list-style-type: none"> For Health For Challenge For Self-Expression /enjoyment For social interaction Discusses the challenge of learning |

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| | <ul style="list-style-type: none"> Striking with long implement Combining locomotors and manipulatives (Gr.4) Combining balance and weight transfers | <ul style="list-style-type: none"> Recognizes the concept of open spaces in a movement context | | <ul style="list-style-type: none"> variety of physical activities Safety Accepts and implements specific corrective feedback from the teacher or others Accepts and praises players of all skill levels into physical activity | <ul style="list-style-type: none"> a new physical activity Describes and compares the positive social interactions when engaged in partner, small group and large group physical activities |
| Football (Throwing and Catching) | <ul style="list-style-type: none"> Running Sliding Throws to a stationary and/or moving target or partner with reasonable accuracy Catching in a non-dynamic environment Passing & receiving (Gr. 4) | <ul style="list-style-type: none"> Movement concepts, principles & knowledge Strategies & tactics Recognizes the concept of open spaces in a movement context Combines movement concepts (directions, levels, force, time) with skills directed by teacher Applies simple offensive and defensive strategies and tactics | <ul style="list-style-type: none"> Principle activity knowledge Engages in physical activity without teacher prompting Assessment & program planning | <ul style="list-style-type: none"> Demonstrating personal responsibility Accepting feedback Working with others Following rules and etiquette Exhibits etiquette and adherence to rules in a variety of physical activities Safety Accepts and implements specific corrective feedback from the teacher or others Accepts and praises players of all skill levels into physical activity Works safely independently and with peers and equipment in physical activity settings | <ul style="list-style-type: none"> For Health For Challenge For Self-Expression /enjoyment For social interaction Describes and compares the positive social interactions when engaged in partner, small group and large group physical activities |
| Soccer (Kicking Skills) | <ul style="list-style-type: none"> Combines traveling with manipulative skills Dribbles in general space with control of ball and body while increasing and decreasing speed | <ul style="list-style-type: none"> Recognizes the concept of open spaces in a movement context Combines movement concepts (directions, levels, force, time) with skills directed by teacher | <ul style="list-style-type: none"> Engages in physical activity without teacher prompting | <ul style="list-style-type: none"> Exhibits etiquette and adherence to rules in a variety of physical activities Accepts and implements specific corrective feedback from the teacher or others | <ul style="list-style-type: none"> Discusses the relationship between physical activity and good health |

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| | <ul style="list-style-type: none"> • Passes and receives a ball with a partner in a non-dynamic environment • Punts using mature pattern (Gr 4) • Uses a continuous running approach and kicks a stationary ball for accuracy (Gr 3) | <ul style="list-style-type: none"> • Applies simple offensive and defensive strategies and tactics | | <ul style="list-style-type: none"> • Accepts and praises players of all skill levels into physical activity • Works safely independently and with peers and equipment in physical activity settings | |
| Cooperative Games | <ul style="list-style-type: none"> • Hopping • Galloping • Running • Sliding • Skipping • Leaping • Jumping & Landing • Balance • Weight Transfer • Twisting and Bending | <ul style="list-style-type: none"> • Movement concepts, principles & knowledge • Strategies & tactics | <ul style="list-style-type: none"> • Principle activity knowledge • Engages in physical activity • Assessment & program planning | <ul style="list-style-type: none"> • Demonstrating personal responsibility • Accepting feedback • Working with others • Following rules and etiquette • Safety | <ul style="list-style-type: none"> • For Health • For Challenge • For Self- Expression /enjoyment • For social interaction |

Grades 3-4 Trimester 2

| Activity | Standard 1 <i>Motor skills & movement patterns</i> | Standard 2 <i>Concepts & Strategies</i> | Standard 3 <i>Health-enhancing level of fitness & physical activity</i> | Standard 4 <i>Responsible personal & social behavior</i> | Standard 5 <i>Recognizes the value of physical activity</i> |
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| Cooperative Games & Fitness Activities | <ul style="list-style-type: none"> • Hopping • Galloping • Running • Sliding • Skipping • Leaping • Jumping & Landing • Balance | <ul style="list-style-type: none"> • Recognizes locomotor skills specific to a wide variety of physical activities • Combines movement concepts (directions, levels, force, time) with skills directed by teacher | <ul style="list-style-type: none"> • Describes the concept of fitness and provides examples of physical activity to enhance fitness • Identifies the components of health related fitness | <ul style="list-style-type: none"> • Demonstrating personal responsibility • Accepting feedback • Working with others • Following rules and etiquette • Safety | <ul style="list-style-type: none"> • Describes and compares the positive social interactions when engaged in partner, small group and large group physical activities |

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| | <ul style="list-style-type: none"> ● Weight Transfer ● Twisting and Bending | | <ul style="list-style-type: none"> ● Recognizes the importance of warm-up and cool-down relative to vigorous physical activity | | <ul style="list-style-type: none"> ● Discusses the relationship between physical activity and good health |
| Manipulatives / Stick Games | <ul style="list-style-type: none"> ● Striking with long implements ● Dribbling/Ball control with implement ● Combining locomotors & manipulatives ● Combining balance & weight transfers ● Passing & Receiving (Gr. 4) | <ul style="list-style-type: none"> ● Movement concepts, principles & knowledge ● Strategies & tactics | <ul style="list-style-type: none"> ● Principle activity knowledge ● Engages in physical activity ● Assessment & program planning | <ul style="list-style-type: none"> ● Demonstrating personal responsibility ● Accepting feedback ● Working with others ● Following rules and etiquette ● Safety | <ul style="list-style-type: none"> ● For Health ● For Challenge ● For Self-Expression/ enjoyment ● For social interaction |
| Basketball | <ul style="list-style-type: none"> ● Running ● Sliding ● Jumping & Landing ● Dribbling/Ball control with hands ● Dribbles with hands in combination with other skills (passing, receiving, shooting) ● Passing & Receiving (Gr. 4) | <ul style="list-style-type: none"> ● Movement concepts, principles & knowledge ● Strategies & tactics ● Applies the concept of open spaces to combination skills involving traveling ● Dribbles in general space with changes in direction and speed ● Combines movement concepts (direction, levels, force,time) with other skills | <ul style="list-style-type: none"> ● Principle activity knowledge ● Engages in physical activity without teacher prompting ● Assessment & program planning | <ul style="list-style-type: none"> ● Demonstrating personal responsibility ● Accepting feedback ● Working with others ● Following rules and etiquette ● Safety | <ul style="list-style-type: none"> ● For Health ● For Challenge ● For Self-Expression/ enjoyment ● For social interaction ● Discusses the challenge of learning a new physical activity ● Describes and compares the positive social interactions when engaged in partner, small group and large group physical activities |
| Rhythmic Activities, Dance, | <ul style="list-style-type: none"> ● Hopping ● Galloping ● Running ● Sliding | <ul style="list-style-type: none"> ● Movement concepts, principles & knowledge ● Strategies & tactics | <ul style="list-style-type: none"> ● Principle activity knowledge | <ul style="list-style-type: none"> ● Demonstrating personal responsibility ● Accepting feedback ● Working with others | <ul style="list-style-type: none"> ● For Health ● For Challenge |

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| Balance and Tumbling / Dance | <ul style="list-style-type: none"> • Skipping • Leaping • Jumping & Landing • Balance • Weight transfer from feet to hands, varying speed and using large extensions • Rolling • Curling & Stretching • Twisting & Bending • Combines locomotor movement patterns and dance steps to create and perform an original dance • Balances on different bases of support demonstrating levels and shapes • Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance | <ul style="list-style-type: none"> • Employs the concept of alignment in gymnastics and dance • Employs the concept of muscular tension with balance in gymnastics and dance | <ul style="list-style-type: none"> • Engages in physical activity without teacher prompting • Assessment & program planning • Identifies physical activity benefits as a way to become healthier • Recognizes the importance of warm-up and cool-down relative to vigorous physical activity | <ul style="list-style-type: none"> • Following rules and etiquette • Safety • Exhibits etiquette and adherence to rules in a variety of physical activities • Accepts and implements specific corrective feedback from the teacher or others • Accepts and praises players of all skill levels into physical activity | <ul style="list-style-type: none"> • For Self-Expression / enjoyment • For social interaction |
| Jump Rope Activities | <ul style="list-style-type: none"> • Jumping & Landing • Creates a jump rope routine incorporating intermediate skills with either a short or long rope | <ul style="list-style-type: none"> • Movement concepts, principles & knowledge • Strategies & tactics • Recognizes the concept of open spaces in a movement context | <ul style="list-style-type: none"> • Principle activity knowledge • Engages in physical activity • Assessment & program planning • Engages in activities in physical education without teacher prompting | <ul style="list-style-type: none"> • Demonstrating personal responsibility • Accepting feedback • Working with others • Following rules and etiquette • Safety • Works safely with peers and equipment in physical activity settings • Exhibits etiquette and adherence to rules | <ul style="list-style-type: none"> • For Health • For Challenge • For Self-Expression / enjoyment • For social interaction • Examines the health benefits of participating in physical activity • Reflects on the reasons for |

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| | | | | <ul style="list-style-type: none"> Reflects on personal social behavior in physical activity | enjoying selected physical activities |
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Grades 3-4 Trimester 3

| Activity | Standard 1 <i>Motor skills & movement patterns</i> | Standard 2 <i>Concepts & Strategies</i> | Standard 3 <i>Health-enhancing level of fitness & physical activity</i> | Standard 4 <i>Responsible personal & social behavior</i> | Standard 5 <i>Recognizes the value of physical activity</i> |
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| Net / Wall Games | <ul style="list-style-type: none"> Running Sliding Balance Weight Transfer Volleying an object underhand or sidearm striking pattern sending it forward Strikes an object upward with implement sending it forward over a low net or against a wall Strikes an object with an implement alternating hits with a partner over a low net or against a wall | <ul style="list-style-type: none"> Movement concepts, principles & knowledge Strategies & tactics Recognizes the concept of open spaces in a movement context Combines movement concepts (directions, levels, force, time) with skills directed by teacher Applies simple offensive and defensive strategies and tactics | <ul style="list-style-type: none"> Principle activity knowledge Engages in physical activity without teacher prompting Assessment & program planning | <ul style="list-style-type: none"> Demonstrating personal responsibility Accepting feedback Working with others Following rules and etiquette Safety Works safely with peers and equipment in physical activity settings Exhibits etiquette and adherence to rules Reflects on personal social behavior in physical activity | <ul style="list-style-type: none"> For Health For Challenge For Self-Expression / enjoyment For social interaction |
| Manipulatives / Throwing / Catching (Frisbee) | <ul style="list-style-type: none"> Throwing Catching Combining locomotors & manipulatives (Gr.4) | <ul style="list-style-type: none"> Movement concepts, principles & knowledge Strategies & tactics Recognizes the concept of open spaces in a movement context | <ul style="list-style-type: none"> Principle activity knowledge Engages in physical activity Assessment & program planning | <ul style="list-style-type: none"> Demonstrating personal responsibility Accepting feedback Working with others Following rules and etiquette Safety | <ul style="list-style-type: none"> For Health For Challenge For Self-Expression / enjoyment For social interaction |

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| | | <ul style="list-style-type: none"> Combines movement concepts (directions, levels, force, time) with skills directed by teacher Applies simple offensive and defensive strategies and tactics | | | |
| Track and Field | <ul style="list-style-type: none"> Travels showing differentiation between sprinting and running Runs for distance using a mature pattern | <ul style="list-style-type: none"> Applies the movement concepts of speed, endurance and pacing for running | <ul style="list-style-type: none"> Describes the concept of fitness and provides examples of physical activity to enhance fitness Demonstrates warm-up and cool-down relative to vigorous physical activity | <ul style="list-style-type: none"> Works independently for extended periods of time Works independently and safely in physical activity settings | <ul style="list-style-type: none"> Reflects on the reasons for enjoying selected physical activities |
| Frisbee | <ul style="list-style-type: none"> Throwing Catching Combining locomotors & manipulatives (Gr.4) | <ul style="list-style-type: none"> Movement concepts, principles & knowledge Strategies & tactics | <ul style="list-style-type: none"> Principle activity knowledge Engages in physical activity Assessment & program planning | <ul style="list-style-type: none"> Demonstrating personal responsibility Accepting feedback Working with others Following rules and etiquette Safety | <ul style="list-style-type: none"> For Health For Challenge For Self-Expression / enjoyment For social interaction |
| Striking Sports | <ul style="list-style-type: none"> Running Throwing Catching Striking a ball with long implement sending it forward while using proper grip Combining locomotors & manipulatives (Gr. 4) | <ul style="list-style-type: none"> Movement concepts, principles & knowledge Strategies & tactics Recognizes the concept of open spaces in a movement context Combines movement concepts (directions, levels, force, time) with skills directed by teacher | <ul style="list-style-type: none"> Principle activity knowledge Engages in physical activity Assessment & program planning | <ul style="list-style-type: none"> Demonstrating personal responsibility Accepting feedback Working with others Following rules and etiquette Safety | <ul style="list-style-type: none"> For Health For Challenge For Self-Expression / enjoyment For social interaction |

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| | | <ul style="list-style-type: none"> • Applies simple offensive and defensive strategies and tactics | | | |
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Middle School

| Activity | Standard 1 <i>Motor skills & movement patterns</i> | Standard 2 <i>Concepts & strategies</i> | Standard 3 <i>Health-enhancing level of fitness & physical activity</i> | Standard 4 <i>Responsible personal & social behavior</i> | Standard 5 <i>Recognizes the value of physical activity</i> |
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| Track, & Fitness & Agility Activities | <ul style="list-style-type: none"> • Running • Jumping and landing • Balance • Twisting & bending • Weight transfer • Curling & stretching • HIIT, circuit training, and tabata | <ul style="list-style-type: none"> • Movement concepts • Strategies & tactics • Creating space • Reducing space | <ul style="list-style-type: none"> • Physical activity knowledge • Engagement in physical activity • Fitness knowledge • Nutrition • Stress management | <ul style="list-style-type: none"> • Personal responsibility • Accepting feedback • Following rules & etiquette • Safety | <ul style="list-style-type: none"> • For health • For challenge • Self-expression /enjoyment • Social interaction |
| Wallball & Pickleball | <ul style="list-style-type: none"> • Throwing • Catching • Striking • Combining locomotors & manipulatives • Balance and weight transfer • Serving • Shooting on goal • Passing & receiving • Offensive and defensive skills • Running | <ul style="list-style-type: none"> • Movement concepts • Strategies & tactics • Communication • Creating space • Reducing space • Creating space (net/wall) • Reducing space (net/wall) | <ul style="list-style-type: none"> • Engages in physical activity | <ul style="list-style-type: none"> • Personal responsibility • Accepting feedback • Working with others • Following rules & etiquette • Safety | <ul style="list-style-type: none"> • For health • For challenge • Self-expression /enjoyment • Social interaction |
| Games or Styx | <ul style="list-style-type: none"> • Running • Throwing • Catching | <ul style="list-style-type: none"> • Strategies & tactics • Communication • Creating space | <ul style="list-style-type: none"> • Engages in physical activity | <ul style="list-style-type: none"> • Personal responsibility • Accepting feedback | <ul style="list-style-type: none"> • For health • For challenge |

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| | <ul style="list-style-type: none"> ● Dribbling/ball control ● Kicking ● Volleying ● Striking ● Combining locomotors & manipulatives ● Balance and weight transfer ● Serving ● Shooting on goal ● Passing & receiving ● Offensive and defensive skills | <ul style="list-style-type: none"> ● Reducing space ● Creating space (net/wall) ● Reducing space (net/wall) ● Movement concepts | | <ul style="list-style-type: none"> ● Working with others ● Following rules & etiquette ● Safety | <ul style="list-style-type: none"> ● Self-expression /enjoyment ● Social interaction |
| Field Hockey & Team Handball | <ul style="list-style-type: none"> ● Running ● Throwing ● Catching ● Dribbling/ball control ● Kicking ● Volleying ● Striking ● Combining locomotors & manipulatives ● Balance and weight transfer ● Serving ● Shooting on goal ● Passing & receiving ● Offensive and defensive skills | <ul style="list-style-type: none"> ● Strategies & tactics ● Communication ● Creating space ● Reducing space ● Creating space (net/wall) ● Reducing space (net/wall) ● Movement concepts ● Fielding /Striking | <ul style="list-style-type: none"> ● Engages in physical activity | <ul style="list-style-type: none"> ● Personal responsibility ● Accepting feedback ● Working with others ● Following rules & etiquette ● Safety | <ul style="list-style-type: none"> ● For health ● For challenge ● Self-expression /enjoyment ● Social interaction |
| Softball | <ul style="list-style-type: none"> ● Running ● Throwing ● Catching ● Striking ● Combining locomotors & manipulatives ● Balance and weight transfer ● Passing & receiving ● Offensive and defensive skills | <ul style="list-style-type: none"> ● Strategies & tactics ● Communication ● Creating space ● Reducing space ● Creating space ● Movement concepts ● Fielding / Striking | <ul style="list-style-type: none"> ● Engages in physical activity | <ul style="list-style-type: none"> ● Demonstrating personal responsibility ● Accepting feedback ● Working with others ● Following rules and etiquette ● Safety | <ul style="list-style-type: none"> ● For health ● For challenge ● Self-expression /enjoyment ● Social interaction |

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| Racquet activities: <ul style="list-style-type: none"> • Tennis • Pickleball | <ul style="list-style-type: none"> • Running • Sliding • Balance • Weight transfer • Volleying • Striking (forehand/background) • Combine balance and weight transfer | <ul style="list-style-type: none"> • Movement concepts, principles and knowledge • Strategies and tactics • Varying pathways, speed and direction • Selecting appropriate shot • Varying speed and trajectory | <ul style="list-style-type: none"> • Engages in physical activity • Fitness knowledge | <ul style="list-style-type: none"> • Demonstrating personal responsibility • Accepting feedback • Working with others • Following rules and etiquette • Safety | <ul style="list-style-type: none"> • For health • For challenge • Self-expression /enjoyment • Social interaction |
| Football | <ul style="list-style-type: none"> • Running • Sliding • Leaping • Balance • Weight transfer • Twisting and bending • Throwing • Catching • Kicking • Combining locomotive and manipulatives • Combining balance & weight transfer • Passing and receiving • Offensive skills • Defensive skills | <ul style="list-style-type: none"> • Movement concepts, principles and knowledge • Strategies and tactics • Selecting appropriate offensive and defensive tactics with or without an object • Using width and length of the field/court • Denying the pass/player progress • Varying speed and trajectory | <ul style="list-style-type: none"> • Physical activity knowledge • Engages in physical activity | <ul style="list-style-type: none"> • Demonstrating personal responsibility • Accepting feedback • Working with others • Following rules and etiquette • Safety | <ul style="list-style-type: none"> • For health • For challenge • Self-expression /enjoyment • Social interaction |
| Soccer | <ul style="list-style-type: none"> • Running • Jumping and landing • Balance • Weight transfer • Twisting and bending • Throwing • Dribbling and ball control • Kicking • Combining balance & weight transfers • Shooting on goal • Passing and receiving with feet | <ul style="list-style-type: none"> • Movement concepts, principles & knowledge • Strategies & tactics • Communication • Creating space • Varying type of pass • Varying pathways, speed, direction • Using width & length of the field/court • Changing angle to gain competitive advantage | <ul style="list-style-type: none"> • Physical activity knowledge • Engages in physical activity • Fitness Knowledge • Nutrition • Stress management | <ul style="list-style-type: none"> • Demonstrating personal responsibility • Accepting feedback • Working with others • Following rules and etiquette • Safety | <ul style="list-style-type: none"> • For health • For challenge • Self-expression /enjoyment • Social interaction |

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| | <ul style="list-style-type: none"> ● Lead pass ● Offensive skills ● Defensive skills | <ul style="list-style-type: none"> ● Denying the pass/player progress ● Offensive and defensive strategies | | | |
| Golf / Frisbee | <ul style="list-style-type: none"> ● Balance ● Weight transfer ● Twisting and bending ● Throwing (forehand and backhand) ● Catching ● Striking ● Combining balance & weight transfer ● Passing and receiving | <ul style="list-style-type: none"> ● Movement concepts, principles & knowledge ● Strategies & tactics ● Selecting appropriate offensive strategies ● Denying the pass/player progress ● Selecting appropriate shot/club/disc ● Varying speed and trajectory | <ul style="list-style-type: none"> ● Engages in physical activity ● Stress management | <ul style="list-style-type: none"> ● Demonstrating personal responsibility ● Accepting feedback ● Working with others ● Following rules and etiquette ● Safety | <ul style="list-style-type: none"> ● For health ● For challenge ● Self-expression /enjoyment ● Social interaction |
| Cooperative Games | <ul style="list-style-type: none"> ● Motor skill development (galloping, hoping etc.) ● Running ● Leaping ● Balance ● Weight transfer ● Twisting and bending ● Dribbling/ball control ● Kicking & volleying ● Combining locomotors and manipulative ● Offensive skills ● Defensive skills | <ul style="list-style-type: none"> ● Movement concepts, principles & knowledge ● Strategies and tactics ● Communication ● Creating space (invasion) ● Varying pathways, speed, direction ● Reducing space (invasion) | <ul style="list-style-type: none"> ● Physical activity knowledge ● Engages in physical activity ● Fitness knowledge ● Stress management | <ul style="list-style-type: none"> ● Demonstrating personal responsibility ● Accepting feedback ● Working with others ● Following rules and etiquette ● Safety | <ul style="list-style-type: none"> ● For health ● For challenge ● Self-expression/enjoyment ● Social interaction |
| Fitness Testing | <ul style="list-style-type: none"> ● Running ● Curling / pushing ● Stretching | <ul style="list-style-type: none"> ● Varying pathways, speed, direction ● Movement concepts, principles & knowledge | <ul style="list-style-type: none"> ● Physical activity knowledge ● Engages in physical activity ● Fitness knowledge ● Stress management ● Nutrition ● Assessment & program planning | <ul style="list-style-type: none"> ● Demonstrating personal responsibility ● Accepting feedback ● Working with others ● Following rules and etiquette ● Safety | <ul style="list-style-type: none"> ● For health ● For challenge ● Self-expression /enjoyment ● Social interaction |

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| Basketball | <ul style="list-style-type: none"> ● Motor skill development (galloping, hopping etc.) ● Running ● Leaping ● Catching ● Balance ● Weight transfer ● Twisting and bending ● Dribbling/ball control ● Combining locomotors and manipulative ● Offensive skills ● Defensive skills | <ul style="list-style-type: none"> ● Varying pathways, speed, direction ● Movement concepts, principles & knowledge ● Varying pathways, speed, direction ● Reducing space (invasion) ● Using width and length of the field/court | <ul style="list-style-type: none"> ● Physical activity knowledge ● Engages in physical activity ● Fitness knowledge ● Stress management | <ul style="list-style-type: none"> ● Demonstrating personal responsibility ● Accepting feedback ● Working with others ● Following rules and etiquette ● Safety | <ul style="list-style-type: none"> ● For health ● For challenge ● Self-expression/enjoyment ● Social interaction |
| Volleyball | <ul style="list-style-type: none"> ● Running ● Lateral movement ● Balance ● Weight transfer ● Twisting and bending ● Serving ● Passing ● Receiving ● Volleying ● Combining locomotors and manipulative ● Offensive skills ● Defensive skills | <ul style="list-style-type: none"> ● Strategies & tactics ● Communication ● Creating space ● Reducing space ● Creating space (net/wall) ● Reducing space (net/wall) ● Movement concepts | <ul style="list-style-type: none"> ● Physical activity knowledge ● Engages in physical activity ● Fitness knowledge ● Stress management | <ul style="list-style-type: none"> ● Demonstrating personal responsibility ● Accepting feedback ● Working with others ● Following rules and etiquette ● Safety | <ul style="list-style-type: none"> ● For health ● For challenge ● Self-expression/enjoyment ● Social interaction |
| Floor Hockey | <ul style="list-style-type: none"> ● Running ● Balance ● Weight transfer ● Twisting and bending ● Passing ● Receiving ● Shooting on goal ● Combining locomotors and manipulative ● Offensive skills ● Defensive skills | <ul style="list-style-type: none"> ● Strategies & tactics ● Communication ● Creating space ● Reducing space ● Creating space (net/wall) ● Reducing space (net/wall) ● Movement concepts | <ul style="list-style-type: none"> ● Physical activity knowledge ● Engages in physical activity ● Fitness knowledge ● Stress management | <ul style="list-style-type: none"> ● Demonstrating personal responsibility ● Accepting feedback ● Working with others ● Following rules and etiquette ● Safety | <ul style="list-style-type: none"> ● For health ● For challenge ● Self-expression/enjoyment ● Social interaction |

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| Archery (grades 7 & 8 only) | <ul style="list-style-type: none"> • Shooting on target • Balance • Breathing and releasing technique • Refines hand-eye coordination • Fine and gross motor skills • Perceptual motor skills • Aiming (Shooting at target) • Displays proper body alignment and stance | <ul style="list-style-type: none"> • Applies appropriate muscle tension when pulling back • Makes directional adjustments for aiming and shooting • Strengthens judging distances (spatial awareness) • Identifies parts of bow and arrow • Determines eye dominance • Tactical Acuity • Situational Awareness | <ul style="list-style-type: none"> • Physical activity knowledge • Engages in physical activity • Stress management • Clarity of Mind (Moving Meditation) • Learns patience and success with discipline • Mindfulness | <ul style="list-style-type: none"> • Demonstrating personal responsibility • Accepting feedback • Working with others • Following rules and etiquette • Safety protocols • Exposure to success and failure with lessons of self control and perseverance • Awareness of risk-factors • Demonstrates responsible behavior • Respect for equipment | <ul style="list-style-type: none"> • For health • For challenge • Self-expression /enjoyment • Social interaction • Introduction to possible lifetime activity |
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High School

| Activity | Standard 1 <i>Motor skills & movement patterns</i> | Standard 2 <i>Concepts & strategies</i> | Standard 3 <i>Health-enhancing level of fitness & physical activity</i> | Standard 4 <i>Responsible personal & social behavior</i> | Standard 5 <i>Recognizes the value of physical activity</i> |
|---|---|--|---|---|---|
| Outdoor Cardiovascular Fitness Activities Games <ul style="list-style-type: none"> • Capture the Flag • Capture the football | <ul style="list-style-type: none"> • Running • Jumping and landing • Balance • Twisting & bending • Weight transfer • Curling & stretching | <ul style="list-style-type: none"> • Movement concepts • Strategies & tactics • Creating space • Reducing space | <ul style="list-style-type: none"> • Physical activity knowledge • Engagement in physical activity • Fitness knowledge • Nutrition • Stress management | <ul style="list-style-type: none"> • Personal responsibility • Accepting feedback • Following rules & etiquette • Safety | <ul style="list-style-type: none"> • For health • For challenge • Self-expression /enjoyment • Social interaction |
| Indoor Cardiovascular Games <ul style="list-style-type: none"> • Wallball • Ultiball • Indoor Ultimate Frisbee • Indoor Soccer | <ul style="list-style-type: none"> • Throwing • Catching • Striking • Combining locomotors & manipulatives • Balance and weight transfer • Shooting on goal • Passing & receiving • Offensive and defensive skills • Running | <ul style="list-style-type: none"> • Movement concepts • Strategies & tactics • Communication • Creating space • Reducing space • Creating space (net/wall) • Reducing space (net/wall) | <ul style="list-style-type: none"> • Engages in physical activity | <ul style="list-style-type: none"> • Personal responsibility • Accepting feedback • Working with others • Following rules & etiquette • Safety | <ul style="list-style-type: none"> • For health • For challenge • Self-expression /enjoyment • Social interaction |
| Volleyball | <ul style="list-style-type: none"> • Running • Lateral Movement • Volleying • Striking • Jumping • Combining locomotors & manipulatives • Balance and weight transfer • Serving • Spiking | <ul style="list-style-type: none"> • Strategies & tactics • Communication • Creating space • Reducing space • Creating space (net/wall) • Reducing space (net/wall) • Movement concepts | <ul style="list-style-type: none"> • Engages in physical activity | <ul style="list-style-type: none"> • Personal responsibility • Accepting feedback • Working with others • Following rules & etiquette • Safety | <ul style="list-style-type: none"> • For health • For challenge • Self-expression /enjoyment • Social interaction |

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| | <ul style="list-style-type: none"> • Passing & receiving • Offensive and defensive skills | | | | |
| Floor Hockey | <ul style="list-style-type: none"> • Running • Striking • Combining locomotors & manipulatives • Balance and weight transfer • Shooting on goal • Passing & receiving • Offensive and defensive skills | <ul style="list-style-type: none"> • Strategies & tactics • Communication • Creating space • Reducing space • Creating space (wall) • Reducing space (wall) • Movement concepts • Fielding / Striking | <ul style="list-style-type: none"> • Engages in physical activity | <ul style="list-style-type: none"> • Personal responsibility • Accepting feedback • Working with others • Following rules & etiquette • Safety | <ul style="list-style-type: none"> • For health • For challenge • Self-expression /enjoyment • Social interaction |
| Softball | <ul style="list-style-type: none"> • Running • Throwing • Catching • Striking • Combining locomotors & manipulatives • Balance and weight transfer • Passing & receiving • Offensive and defensive skills | <ul style="list-style-type: none"> • Strategies & tactics • Communication • Creating space • Reducing space • Creating space • Movement concepts • Fielding / Striking | <ul style="list-style-type: none"> • Engages in physical activity | <ul style="list-style-type: none"> • Demonstrating personal responsibility • Accepting feedback • Working with others • Following rules and etiquette • Safety | <ul style="list-style-type: none"> • For health • For challenge • Self-expression /enjoyment • Social interaction |
| Racket Activities <ul style="list-style-type: none"> • Tennis • Badminton • Pickleball | <ul style="list-style-type: none"> • Running • Balance • Weight transfer • Volleying • Striking (forehand/background) • Combine balance and weight transfer | <ul style="list-style-type: none"> • Movement concepts, principles and knowledge • Strategies and tactics • Varying pathways, speed and direction • Selecting appropriate shot • Varying speed and trajectory | <ul style="list-style-type: none"> • Engages in physical activity • Fitness knowledge | <ul style="list-style-type: none"> • Demonstrating personal responsibility • Accepting feedback • Working with others • Following rules and etiquette • Safety | <ul style="list-style-type: none"> • For health • For challenge • Self-expression /enjoyment • Social interaction |
| Basketball | <ul style="list-style-type: none"> • Running • Dribbling and ball control • Shooting • Leaping | <ul style="list-style-type: none"> • Movement concepts, principles and knowledge • Strategies and tactics | <ul style="list-style-type: none"> • Physical activity knowledge • Engages in physical activity | <ul style="list-style-type: none"> • Demonstrating personal responsibility • Accepting feedback | <ul style="list-style-type: none"> • For health • For challenge • Self-expression /enjoyment |

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|---|---|---|--|---|---|
| | <ul style="list-style-type: none"> • Balance • Weight transfer • Twisting and bending • Throwing • Catching • Combining locomotive and manipulatives • Combining balance & weight transfer • Passing and receiving • Offensive skills • Defensive skills | <ul style="list-style-type: none"> • Selecting appropriate offensive and defensive tactics with or without an object • Using width and length of the field/court • Denying the pass/player progress • Varying speed and trajectory | | <ul style="list-style-type: none"> • Working with others • Following rules and etiquette • Safety | <ul style="list-style-type: none"> • Social interaction |
| Soccer | <ul style="list-style-type: none"> • Running • Jumping and landing • Balance • Weight transfer • Twisting and bending • Throwing • Dribbling and ball control • Kicking • Combining balance & weight transfers • Shooting on goal • Passing and receiving with feet • Lead pass • Offensive skills • Defensive skills | <ul style="list-style-type: none"> • Movement concepts, principles & knowledge • Strategies & tactics • Communication • Creating space • Varying type of pass • Varying pathways, speed, direction • Using width & length of the field/court • Changing angle to gain competitive advantage • Denying the pass/player progress • Offensive and defensive strategies | <ul style="list-style-type: none"> • Physical activity knowledge • Engages in physical activity • Fitness Knowledge • Nutrition • Stress management | <ul style="list-style-type: none"> • Demonstrating personal responsibility • Accepting feedback • Working with others • Following rules and etiquette • Safety | <ul style="list-style-type: none"> • For health • For challenge • Self-expression /enjoyment • Social interaction |
| Frisbee Activities <ul style="list-style-type: none"> • Ultimate Frisbee • Disc Golf • Can Jam | <ul style="list-style-type: none"> • Balance • Weight transfer • Twisting and bending • Throwing (forehand and backhand) • Catching • Striking • Combining balance & weight transfer • Passing and receiving | <ul style="list-style-type: none"> • Movement concepts, principles & knowledge • Strategies & tactics • Selecting appropriate offensive strategies • Denying the pass/player progress • Selecting appropriate shot/club/disc • Varying speed and trajectory | <ul style="list-style-type: none"> • Engages in physical activity • Stress management | <ul style="list-style-type: none"> • Demonstrating personal responsibility • Accepting feedback • Working with others • Following rules and etiquette • Safety | <ul style="list-style-type: none"> • For health • For challenge • Self-expression /enjoyment • Social interaction |

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| Cooperative Activities <ul style="list-style-type: none"> • Agility Ball • Four Square • Spike Ball • Corn Hole • Initiative Games | <ul style="list-style-type: none"> • Motor skill development (galloping, hopping etc.) • Running • Leaping • Balance • Weight transfer • Twisting and bending • Dribbling/ball control • Kicking & volleying • Combining locomotors and manipulative • Offensive skills • Defensive skills | <ul style="list-style-type: none"> • Movement concepts, principles & knowledge • Strategies and tactics • Communication • Creating space (invasion) • Varying pathways, speed, direction • Reducing space (invasion) | <ul style="list-style-type: none"> • Physical activity knowledge • Engages in physical activity • Fitness knowledge • Stress management | <ul style="list-style-type: none"> • Demonstrating personal responsibility • Accepting feedback • Working with others • Following rules and etiquette • Safety | <ul style="list-style-type: none"> • For health • For challenge • Self-expression /enjoyment • Social interaction |
| Health Related Exercise and Fitness Assessment <ul style="list-style-type: none"> • Cardio • Strength & Endurance • Flexibility | <ul style="list-style-type: none"> • Running • Curling / pushing • Stretching • HIIT • Jogging • Fitness Walking | <ul style="list-style-type: none"> • Varying pathways, speed, direction • Movement concepts, principles & knowledge | <ul style="list-style-type: none"> • Physical activity knowledge • Engages in physical activity • Fitness knowledge • Stress management • Nutrition • Assessment & program planning | <ul style="list-style-type: none"> • Demonstrating personal responsibility • Accepting feedback • Working with others • Following guidelines and etiquette • Safety | <ul style="list-style-type: none"> • For health • For challenge • Self-expression/ enjoyment • Social interaction |

YEAR AT A GLANCE GUIDES

Grades K - 4 Year at a Glance

| Activities/Games <i>*Note: Based on Equipment and weather-field availability</i> | Trimester 1 | Trimester 2 | Trimester 3 |
|--|--|--|---|
| Unit 1 | Spatial Awareness / Locomotor Movements | Cooperative Activities and Fitness activities | Net / Wall Games Striking Skills |
| Unit 2 | Locomotor Movements / Balance | Balance/ Tumbling | Manipulatives • Throwing/Catching (Backyard Games) |
| Unit 3 | Kicking Activities & Skills | Rhythmic Activities / Dance | Endurance and Jumping Skills (Track) |
| Unit 4 | Throwing / Catching Activities & Skills | Object Control Skills | Fleeing / Chasing Invasion Games |
| Unit 5 | Racquet Activities (Grades 3 & 4) | Jump Rope Activities | N/A |

Grade K

| Activities/Games <i>*Note: Based on Equipment and weather-field availability</i> | Trimester 1 | Trimester 2 | Trimester 3 |
|--|--------------------|--------------------|--------------------|
| | | | |

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|---------------|--------------------------------|-----------------------------|--------------------------------------|
| Unit 1 | Fleeing / Chasing Games | Manipulatives / Stick Games | Net / Wall Games |
| Unit 2 | Locomotor Movements / Balance | Basketball | Manipulatives ● Throwing/Catching |
| Unit 3 | Kicking Activities | Rhythmic Activities / Dance | Striking Sports |
| Unit 4 | Throwing / Catching Activities | Scooter Games | Fleeing / Chasing Invasion Games |
| Unit 5 | | Jump Rope Activities | |

Grades 1-2 Year at a Glance

| Activities/Games <i>*Note: Based on Equipment and weather-field availability</i> | Trimester 1 | Trimester 2 | Trimester 3 |
|--|--------------------|-----------------------------|---------------------------------------|
| Unit 1 | | Manipulatives / Stick Games | Net / Wall Games |
| Unit 2 | Invasion Games | Basketball | Manipulatives / Throwing and Catching |
| Unit 3 | Racquet Sports | Rhythmic Activities / Dance | Frisbee Games |
| Unit 4 | Football | Scooter Games | Striking Sports |
| Unit 5 | | Jump Rope Activities | |

Grades 3-4 Year at a Glance

| Activities/Games | Trimester 1 | Trimester 2 | Trimester 3 |
|-------------------------|--------------------|--------------------|--------------------|
|-------------------------|--------------------|--------------------|--------------------|

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|---|-------------------------|-----------------------------|---------------------------------------|
| <i>*Note: Based on Equipment and weather-field availability</i> | | | |
| Unit 1 | Fleeing / Chasing Games | Manipulatives / Stick Games | Net / Wall Games |
| Unit 2 | Invasion Games | Basketball | Manipulatives / Throwing and Catching |
| Unit 3 | Racquet Sports | Rhythmic Activities / Dance | Frisbee Games |
| Unit 4 | Football | Scooter Games | Striking Sports |
| Unit 5 | | Jump Rope Activities | |

Middle School - Year at a Glance

*Students take Physical Education during Quarters 1, 4, & 2 or 3.

| INSTRUCTIONAL UNIT | QUARTER 1* | QUARTER 2* | QUARTER 3* | QUARTER 4* |
|--------------------|---------------------------------|--|---|---------------------------------|
| Unit 1 | Track and Fitness | Volleyball | Volleyball | Track and Fitness |
| Unit 2 | Games and Styx | Basketball | Basketball | Games and Styx |
| Unit 3 | Softball | Floor Hockey | Floor Hockey | Softball |
| Unit 4 | Tennis | Racket Activities | Racket Activities | Tennis |
| Unit 5 | Handball / Cooperative Games | Archery Circuit Training/Tabata/ Fitness | Archery Circuit Training/Tabata/Fitness | Handball / Cooperative Games |

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|---------------|-----------------|--------------------|--------------------|----------------------------|
| Unit 6 | Football | Wallball | Wallball | Football |
| Unit 7 | Soccer | Cooperative Games | Cooperative Games | Soccer |
| Unit 8 | Golf / Frisbee | Agility Activities | Agility Activities | Golf / Frisbee |
| Unit 9 | Fitness Testing | Fitness Testing | Fitness Testing | Fitness Testing Archery |

High School - Year at a Glance

| INSTRUCTIONAL UNIT | QUARTER 1 | QUARTER 2 | QUARTER 3 | QUARTER 4 |
|--------------------|--|---|---|---|
| Unit 1 | Gymnasium/Outside: <ul style="list-style-type: none"> • Cooperative Activities • Fitness Walking • Jog Fitness Center: <ul style="list-style-type: none"> • Baseline Fitness Assessments • Health Related Exercise and Fitness Assessment The Charger Room: <ul style="list-style-type: none"> • Health Related Exercise and Fitness Assessment | Gymnasium/Outside: <ul style="list-style-type: none"> • Soccer • Indoor Cardiovascular Games • Wallball • Ultiball • Ultimate Frisbee • Indoor Soccer Fitness Center: <ul style="list-style-type: none"> • Health Related Exercise and Fitness Assessment The Charger Room: <ul style="list-style-type: none"> • Strength & Endurance • Flexibility Stretch & Strengthen | Gymnasium/Outside: <ul style="list-style-type: none"> • Volleyball Fitness Center: <ul style="list-style-type: none"> • Baseline Fitness Assessments The Charger Room: <ul style="list-style-type: none"> • Strength & Endurance • Flexibility Soccer / Wallball Stretch & Strengthen | Gymnasium/Outside: <ul style="list-style-type: none"> • Fitness Walking • Jog • Softball Fitness Center: <ul style="list-style-type: none"> • Health Related Exercise and Fitness Assessment The Charger Room: <ul style="list-style-type: none"> • Strength & Endurance • Flexibility Stretch & Strengthen |
| Unit 2 | Gymnasium/Outside: <ul style="list-style-type: none"> • Fitness Walking • Jog | Gymnasium/Outside: <ul style="list-style-type: none"> • Floor Hockey Fitness Center: | Gymnasium/Outside: <ul style="list-style-type: none"> • Basketball Fitness Center: | Gymnasium/Outside: <ul style="list-style-type: none"> • Fitness Walking • Jog |

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| | <ul style="list-style-type: none"> • Softball Fitness Center: <ul style="list-style-type: none"> • Health Related Exercise and Fitness Assessment The Charger Room: <ul style="list-style-type: none"> • Strength & Endurance • Flexibility Stretch & Strengthen | <ul style="list-style-type: none"> • Health Related Exercise and Fitness Assessment The Charger Room: <ul style="list-style-type: none"> • Strength & Endurance • Flexibility Stretch & Strengthen | <ul style="list-style-type: none"> • Health Related Exercise and Fitness Assessment The Charger Room: <ul style="list-style-type: none"> • Strength & Endurance • Flexibility Floor Hockey Stretch & Strengthen | <ul style="list-style-type: none"> • Outdoor Cardiovascular Games • Capture the Flag • Football • Ultimate Frisbee Fitness Center: <ul style="list-style-type: none"> • Health Related Exercise and Fitness Assessment The Charger Room: <ul style="list-style-type: none"> • Strength & Endurance • Flexibility Frisbee Activities/ Stretch & Strengthen |
| Unit 3 | Gymnasium/Outside: <ul style="list-style-type: none"> • Fitness Walking • Jog • Outdoor Cardiovascular Games • Capture the Flag • Football • Ultimate Frisbee Fitness Center: <ul style="list-style-type: none"> • Health Related Exercise and Fitness Assessment The Charger Room: <ul style="list-style-type: none"> • Strength & Endurance • Flexibility Frisbee Activities Stretch & Strengthen | Gymnasium/Outside: <ul style="list-style-type: none"> • Pickleball • Badminton Fitness Center: <ul style="list-style-type: none"> • Health Related Exercise and Fitness Assessment The Charger Room: <ul style="list-style-type: none"> • Strength & Endurance • Flexibility Stretch & Strengthen | Gymnasium/Outside: <ul style="list-style-type: none"> • Floor Hockey Fitness Center: <ul style="list-style-type: none"> • Health Related Exercise and Fitness Assessment The Charger Room: <ul style="list-style-type: none"> • Strength & Endurance • Flexibility Pickleball / Badminton | Gymnasium/Outside: <ul style="list-style-type: none"> • Fitness Walking • Jog • Disc Golf Fitness Center: <ul style="list-style-type: none"> • Health Related Exercise and Fitness Assessment The Charger Room: <ul style="list-style-type: none"> • Strength & Endurance • Flexibility Stretch & Strengthen |
| Unit 4 | Gymnasium/Outside: <ul style="list-style-type: none"> • Fitness Walking • Jog • Disc Golf Fitness Center: | Gymnasium/Outside: <ul style="list-style-type: none"> • Basketball Fitness Center: <ul style="list-style-type: none"> • Health Related Exercise and Fitness Assessment | Gymnasium/Outside: <ul style="list-style-type: none"> • Pickleball • Badminton Fitness Center: | Gymnasium/Outside: <ul style="list-style-type: none"> • Fitness Walking • Jog • Cooperative Activities Fitness Center: |

| | | | | |
|---------------|---|--|--|--|
| | <ul style="list-style-type: none"> • Health Related Exercise and Fitness Assessment The Charger Room: <ul style="list-style-type: none"> • Strength & Endurance • Flexibility Stretch & Strengthen | The Charger Room: <ul style="list-style-type: none"> • Strength & Endurance • Flexibility Volleyball Stretch & Strengthen | <ul style="list-style-type: none"> • Health Related Exercise and Fitness Assessment The Charger Room: <ul style="list-style-type: none"> • Strength & Endurance • Flexibility Volleyball/ Stretch & Strengthen | <ul style="list-style-type: none"> • Post- Fitness Assessments The Charger Room: <ul style="list-style-type: none"> • Strength & Endurance • Flexibility Stretch & Strengthen |
| Unit 5 | N/A | Gymnasium/Outside: Tennis Fitness Center: <ul style="list-style-type: none"> • Health Related Exercise and Fitness Assessment The Charger Room: <ul style="list-style-type: none"> • Strength & Endurance • Flexibility Stretch & Strengthen | Gymnasium/Outside: <ul style="list-style-type: none"> • Indoor Cardiovascular Games • Wallball • Ultiball • Ultimate Frisbee • Indoor Soccer Fitness Center: <ul style="list-style-type: none"> • Health Related Exercise and Fitness Assessment The Charger Room: <ul style="list-style-type: none"> • Strength & Endurance • Flexibility Tennis Stretch & Strengthen | N/A |
| Unit 6 | N/A | Gymnasium/Outside: <ul style="list-style-type: none"> • Volleyball Fitness Center: <ul style="list-style-type: none"> • Post-Fitness Assessments The Charger Room: <ul style="list-style-type: none"> • Strength & Endurance • Flexibility Basketball Stretch & Strengthen | Gymnasium/Outside: <ul style="list-style-type: none"> • Tennis Fitness Center: <ul style="list-style-type: none"> • Health Related Exercise and Fitness Assessment The Charger Room: <ul style="list-style-type: none"> • Strength & Endurance • Flexibility Basketball Stretch & Strengthen | N/A |

Suggested Resources

Refer to Chariho's Endorsed Software List before use with students.

| Related Content Area | Topic | Links to Resources | Recommended Grade Level(s) |
|------------------------------------|---|--|----------------------------|
| Various | General PE Resources | <u>PE Central</u> (https://www.pecentral.org) | Teacher |
| RI Professional Organization | Professional Development | <u>RIAPERD</u> (http://riahperd.org) | Teacher |
| National Professional Organization | Professional Development | <u>Shape America</u> (https://www.shapeamerica.org) | Teacher |
| All | National Standards | <u>Shape America-Standards</u> (https://www.shapeamerica.org/standards/default.aspx) | All |
| Assessment in PE | Assessment | <u>Shape Student Assessment in Physical Education</u> (https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/studentassessment.aspx) | All |
| Various | Games and Drills | <u>Physedgames.com</u> (https://physedgames.com) | All |
| Physical Education Teacher Support | Video resources for sports, fitness, movements skill, and warmups/cooldown. | <u>Support Real Teachers - Canada</u> (https://www.supportrealteachers.org/resources-for-physical-education-lessons.html) | All |
| Fitness | Fitness, Yoga, Cardio, Meal | <u>DAREBEE</u> | All |

| | | | |
|------------------------------------|--|---|------|
| | Planning | (https://darebee.com/workouts.html) | |
| Physical Education Teacher support | Skills and lesson videos in variety of PE activities | Physical Education Depot (https://www.physeddepot.com/dance--school-community.html) | All |
| Online Physical Education Network | Best practice, PE games and activities, sports cues, SEL activities | Open Phys Ed (https://openphysed.org/) | All |
| Physical Education Activities | Games and Resources | The PE Specialist (https://www.thepespecialist.com/) | All |
| Physical Education Activities | Games and Resources | https://thephysicaleducator.com/ (https://thephysicaleducator.com/) | K-4 |
| Physical Education Activities | Games and Resources | https://physedreview.weebly.com/ (https://physedreview.weebly.com/) | K-4 |
| Physical Education Activities | Resources, best practices, workouts, projector activities, gifs, assessments | cbhpe.org (https://www.cbhpe.org/) | K-4 |
| Archery | Archery Skills, Lessons, Range Configuration, Safety | National Archery in the Schools Program (https://www.naspschools.org/about/about-nasp) | 4-12 |
| Dance | Dance Routines | KidsBop (https://kidzbop.com/) | 5-8 |
| Cardiovascular Exercise | Target Heart Rate | Target Heart Rate Calculator (https://www.active.com/fitness/calculators/hearttrate) | 5-12 |
| Fitness Walking | Timing Laps | Clock App on iPhone or Google Play - Stopwatch (https://play.google.com/store/apps/details?id=com.google.android.deskclock&hl=en_US&gl=US) | 9-12 |
| Soccer Golf / Disc Golf | Scorekeeping | The Simple Scorecard App (iPhone) (https://apps.apple.com/us/app/the-simple-scorecard/id1484755764) | 9-12 |

| | | | |
|------------|-------------------|--|------|
| Tabata | Timer | Full Set Tabata timer Video (https://www.youtube.com/watch?v=holhJDII9k) | 9-12 |
| Yoga | Video resources | Yoga with Adriene (https://www.youtube.com/user/yogawithadriene) | 9-12 |
| Fitness | Video Resources | Fitness Blender (https://www.youtube.com/user/FitnessBlender) | 9-12 |
| Fitness | Video Resources | Popsugar Fitness (https://www.youtube.com/user/popsugartvfit) | 9-12 |
| Fitness | Exercise Database | Get Healthy U - Exercise Library (https://gethealthyu.com/exercise) | 9-12 |
| Fitness | Exercise Database | ACE Exercise Database and Library (https://www.acefitness.org/education-and-resources/lifestyle/exercise-library/) | 9-12 |
| Fitness | Exercise Database | ExRx Muscle and Exercise Database (https://exrx.net/Lists/Directory) | 9-12 |
| Disc Golf | Rules of the Game | Disc Golf Association (https://discgolf.com) | 9-12 |
| Pickleball | Rules of the Game | Pickleball Inc. (www.pickleball.com/rules-how-to-play-pickleball-s/106.htm) | 9-12 |

Glossary of Terms

Adapted physical education: Developmentally appropriate activities for students with limitations who may not safely or successfully engage in unrestricted participation in various activities of the general physical education program.

Advanced Skills: Skills used in sport applications.

Aerobic activity: Light to vigorous intensity physical activity that requires more oxygen than sedentary behavior and thus promotes cardiovascular fitness and other health benefits (e.g. jumping rope, biking, swimming, running; playing soccer, basketball, or volleyball).

Agility: A skill-related component of physical fitness that relates to the ability to rapidly change the position of the entire body in space with speed and accuracy.

Agonist Muscle: The muscle that contracts or shortens when performing an exercise movement.

Antagonist Muscle: The muscle that lengthens or relaxes when performing an exercise movement.

Anaerobic activity: Intense physical activity that is short in duration and requires a breakdown of energy sources in the absence of sufficient oxygen. Energy sources are replenished as an individual recovers from the activity. Anaerobic activity (e.g., sprinting during running, swimming, or biking) requires maximal performances during a brief period.

Assessment: Process that enables teachers to evaluate a student's performance, knowledge or achievement.

Athletics: Structured participation in organized sports.

Balance: A skill-related component of physical fitness that relates to the maintenance of equilibrium while stationary or moving.

Basic Skills: Skills that utilized either locomotor (e.g. walk, run, jump, skip, gallop) or manipulative (e.g. throw, catch, kick, strike) fundamental movements.

Biomechanical principles – i.e. center of gravity, base of support, and force.

Body composition: A health-related component of physical fitness that relates to the relative amounts of muscle, fat, bone and other vital parts of the body.

Cardiorespiratory endurance: The level at which the heart, lungs, and muscles work together when you're exercising for an extended period of time.

Cardiovascular fitness: A health-related component of physical fitness that relates to ability of the circulatory and respiratory systems to supply oxygen during sustained physical activity.

Cognitive: The act or process of knowing.

Competence: Sufficient ability to enjoy safe participation in an activity; the ability to perform and apply skills.

Complex Skills: Skills that combine two or more locomotor and/or manipulative fundamental movements.

Concentric: Movement in which the muscle shortens while producing force.

Content Area: The categories of skill students should possess as a result of instruction.

Cool-down: Activity that prepares the muscles to return to a resting state.

Coordination: A skill-related component of physical fitness that relates to the ability to use the senses, such as sight and hearing, together with body parts in performing motor tasks smoothly and accurately.

Cooperative activities: Activity in which participants work with one another in order to achieve a common objective.

Circuit Training: Circuit training consists of a consecutive series of timed exercises performed one after the other with varying amounts of rest between each exercise.

Developmentally appropriate: Those aspects of teaching and learning that change with the age, experience and ability of the learner.

Directionality: An awareness of space outside the body involving knowledge of directions in relation to right and left, in and out, up and down.

Duration: Amount of time spent participating in a physical activity session.

Dynamic Stretch: A stretch performed by moving through a challenging but comfortable range of motion repeatedly .

Eccentric: Movement in which the muscle lengthens while producing a force.

Exercise: Activities that are planned and structured, and that maintain or improve one or more of the components of physical fitness; leisure time physical activity conducted with the intention of developing physical fitness.

Fine Motor Coordination: Movement involving limited movement of parts of the body in the performance of precise movements (e.g. writing, tying shoelaces).

Fitness: A state of well-being that allows people to perform daily activities with vigor, participate in a variety of physical activities, and reduce their risks for health problems.

F.I.T.T. : Frequency, Intensity, Time, Type of activity.

Flexibility: A health-related component of physical fitness that relates to the range of motion available at a joint.

Force: The strength that moves the body; the amount of strength or tension necessary or advisable to execute a given movement.

Frequency: The number of physical activity sessions during a specific time period (e.g. 1 week).

Fundamental motor skills: Basic fundamental movement patterns usually involving the large muscle groups that are necessary to perform a variety of physical activities; includes both locomotor skills such as walking, running, hopping, skipping, jumping, leaping and galloping, as well as manipulative skills such as throwing, passing, kicking, dribbling and catching.

Gross-motor coordination: Performing skills involving large muscle groups.

Health-related physical fitness: Consists of those components of physical fitness that have a relationship with good health: body composition, cardiovascular fitness, flexibility, muscular endurance and strength.

HIIT: High intensity interval training activities which alternates short periods of intense anaerobic activity with less intense recovery periods.

Initiative games: Purposeful activities with specific goals and learning processes that are less competitive and less rule-oriented.

Intensity: How vigorously an individual must exercise to improve in fitness; the rate of energy expenditure.

Interpersonal communication skills: Verbal or non-verbal abilities that help to share feelings, thoughts and information with another person in a positive manner.

Interpersonal social skills: Skills that enhance the ability to work and play together such as cooperation, fair play, sportsmanship, respect, loyalty, patience, self-control and tolerance.

Isometric exercise: Exercises in which the muscle does not noticeably change length and the affected joint does not move.

Isotonic exercise: Exercise when a contracting muscle shortens against a constant load, as when lifting a weight.

Lead-up games: Games that utilize basic skills and strategies related to specific sports and activities.

Leisure activity: Physical activity undertaken during discretionary time.

Lifestyle activity: Physical activity typically performed on a routine basis (e.g. walking, climbing stairs, mowing or raking the yard), which is usually light to moderate in intensity.

Locomotor skills: Skills used to move the body from one place to another including walking, running, skipping, leaping, sliding, galloping, jumping and hopping.

Low-organized games: Activities that are easy to play, have few and simple rules, require little or no equipment, and may be varied in many ways.

Manipulative skills: Skills developed when a person handles some kind of object including throwing, kicking, batting, catching, redirecting an object in flight (such as a volleyball) or continuous control of an object such as a hoop.

Mastery: The most efficient technique for the development of force production in a skill; usually associated with the highly skilled performances; using the critical elements of a skill (e.g. step with the opposite foot when throwing).

Mature form: The basic movement that can be performed with ease, is smooth, efficient, repetitive and can be performed without thinking out each step of the movement.

Maximum Heart Rate: Age related number of beats per minute an individual when working at their maximum effort and determined by a mathematical formula.

Morbidity: The rate of disease or proportion of diseased people.

Mortality: The rate or proportion of death from all causes.

Motor skills: Non-fitness abilities that improve with practice (learning) and relate to one's ability to perform specific sports and other motor tasks.

Movement concepts: A generalized idea concerning human motion (e.g. the lower the center of gravity, the more stable the object; throwing a ball in front of a moving receiver).

Movement concepts and principles: Relates to the cognitive information concerning the development of physical fitness and motor development and its application in real life such as specificity in training and other principles of conditioning, application of force, center of gravity, and stress management.

Muscular endurance: A health-related component of physical fitness that relates to the muscle's ability to continue to perform without fatigue.

Muscular strength: The ability of muscles to exert a force one time.

Non-locomotor skills: Skills that are performed in place without appreciable spatial movement and include bending and stretching, pushing, pulling, raising and lowering, twisting and turning, and shaking.

Overload: Working the body harder than it is normally worked.

Perceptual motor skills: Movement involving the interrelationships between the perceptual or sensory processes and motor activity including balance and directionality.

Performance Indicator: The indices of quality that specify how competent a student must be to meet the standard.

Physical Activity: Physical movement involving the large skeletal muscles; a wide variety of activities that promote health and well-being; bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure.

Physical Fitness: A set of physical attributes related to a person's ability to perform physical activity successfully, without undue strain and with a margin of safety.

Power: Skill-related component of physical fitness relating to the ability of the rate at which one can perform work.

Progression: Gradual increase in overload necessary to achieve higher levels of fitness.

Proprioceptive Neuromuscular Facilitation (PNF): Flexibility training that is both active and passive and involves the contraction and stretching of the muscle.

Psychomotor development: Area of learning involving the attainment of movement skills and competencies needed for a lifetime of activity.

Quality physical education programs: Those that are developmentally appropriate and provide a progressive, systematic curriculum.

Reaction time: A skill-related component of physical fitness that relates to the time elapsed between stimulation and the beginning of the reaction to it.

Recess: A time set aside for children to engage in free, usually unstructured, play.

Resistance Training: Exercise that causes the muscles to contract against an external resistance with the expectation to increase strength, tone, mass or endurance.

Rhythm/s: Involves motion that possesses regularity and a predictable pattern often involving music such as dance patterns and jumping rope.

Rudimentary Application: Movements acquired during the first year of life concerning stability (control of head/neck/trunk, sitting, standing), locomotion (crawling, creeping, upright gait), and manipulation (reaching, grasping, releasing).

Sequential: Following one movement pattern to the next in an orderly pattern.

Skill-related physical fitness: Consists of those components of physical fitness that have a relationship with enhanced performance in sports and motor skills: agility, balance, coordination, power, speed and reaction time.

Social benefits: The positive outcomes on personal relationships because of participation in physical activities (cooperation, sportsmanship, teamwork).

Space awareness: Perception of where the body moves, including general and self space, directions, pathways, levels, and extensions.

Specialized movement skill: Movement skills used specifically for structured sports and games, as opposed to skills fundamental to many sports (i.e. lay up shot, volleyball spike, golf drive, tennis forehand); skills basic to a movement form (basketball chest pass, soccer dribble, fielding a softball with a glove).

Specificity: Particular exercises and activities improve particular areas of health-related fitness.

Speed: A skill-related component of physical fitness that relates to the ability to perform a movement within a short period of time.

Sport: A general term for structured physical activities and athletics.

Standard: The agreed upon level of accomplishment; what all students must know and be able to do as a result of instruction.

Static stretch: A sustained, low intensity lengthening of soft tissue, (eg, muscle, tendon, or joint capsule) performed to increase the range of motion.

Strength: The ability of the muscle to exert force.

Stress management: The ability to cope with stress as a normal part of life including the ability to identify situations and conditions that produce stress and adopt healthy coping behaviors.

Striking: To come into forceful contact using equipment or body parts to propel a ball or object.

Tabata: A type of HIIT workout routine featuring high intensity exercises in repeated intervals of activity and rest. Typically 20 seconds of exercise is followed by 10 seconds of rest in sets of 4 minutes.

Target Heart Rate Zone: A percentage of an individual's maximum heart rate and is expressed as a percentage.

Team sports: Includes games, sports and leisure pursuits that require the participation of one or more groups of individuals on teams such as basketball, football and soccer.

Time: How much time you devote to a session (duration).

Type: Which activities you select.

Warm-up: Activity that prepares the muscles for work.

Workout: Part of an exercise program when the activity is performed at its highest peak.

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