

Essential Standard - Standard should be taught in depth – These are the major work of the grade level
Supporting Standard- Support essential standards -Students need an intermediate understanding of these standards
Additional Standard- Students need a basic foundation of these standards

Suggested Monthly Themes:

August/Sept. **Playground Games**
October **Bones and Muscles**
November **Ball Control with Feet**
December **Ball Control with Hands**

January **Balance, Movement and Dance**
February **Heart and Cardiovascular Awareness**
March **Volleying and Striking Games**
April **Racquets**
May/June **Playground Games**

<i>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns</i>			Pacing
Locomotor	S1.E1.4	Uses various locomotor skills in a variety of small sided practice tasks, dance and educational gymnastics experiences.	
Locomotor <i>Running and Jogging</i>	S1.E2.4	Runs for distance using a mature pattern.	
Locomotor <i>Jumping and Landing</i>	S1.E3.4	Uses spring-and step takeoffs and landings specific to gymnastics	
Locomotor <i>Dance</i>	S1.E5.4	Combines locomotor movement patterns and dance steps to create and perform an original dance.	
Locomotor <i>Combinations</i>	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.E6.4)	
Non locomotor <i>Balance</i>	S1.E7.4	Balances on different bases of support on apparatus, demonstrating levels and shapes.	
Non locomotor <i>Stability</i>	S1.E8.4	Transfers weight from feet to hands, varying speed and using large extensions (e.g., mule kick, handstand, cartwheel).	
Non locomotor <i>Stability</i>	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	

<i>Non locomotor Balance and weight transfer</i>	S1.E12.4	Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus	
<i>Manipulative Underhand Throw</i>	S1.E13.4	Throws underhand to a partner or target with reasonable accuracy	
<i>Manipulative Overhand Throw</i>	S1.E14.4a S1.E14.4b	Throws overhand using a mature pattern in nondynamic environments (closed skills). Throws overhand to a partner or at a target with accuracy at a reasonable distance.	
<i>Manipulative Passing with Hands</i>	S1.E15.4	Throws to a moving partner with reasonable accuracy in a nondynamic environment (closed skills) Throws overhand to a partner or at a target with accuracy at a reasonable distance. Throws overhand to a partner or at a target with accuracy at a reasonable distance.	
<i>Manipulative Catching</i>	S1.E.16.4	Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a nondynamic environment (closed skills).	
<i>Manipulative Ball Control</i>	S1.E17.4a S1.E17.4b	Dribbles in self-space with both the preferred and the nonpreferred hands using a mature pattern. Dribbles in general space with control of ball and body while increasing and decreasing speed.	
<i>Manipulative Ball Control</i>	S1.E.18.4	Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed	
<i>Manipulative Passing and Receiving w/feet</i>	S1.E19.4a S1.E19.4b	Passes and receives a ball with the insides of the feet to a moving partner in a nondynamic environment (closed skills). Passes and receives a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass.	
<i>Manipulative Dribbling in Combination</i>	S1.E20.4	Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting).	
<i>Manipulative Kicking</i>	S1.E21.4	Kicks along the ground and in the air, and punts using mature patterns.	
<i>Manipulative Volleying</i>	S1.E22.4	Volleys underhand using a mature pattern in a dynamic environment (e.g., 2 square, 4 square, handball).	
<i>Manipulative Volleying Overhead</i>	S1.E23.4	Volleys a ball with a two-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern.	

Manipulative Striking	S1.E24.4a S1.E24.4b	Strikes an object with a short-handled implement while demonstrating a mature pattern. Strikes an object with a short-handled implement, alternating hits with a partner, over a low net or against a wall.	
Manipulative Striking	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).	
Manipulative In combination with locomotor	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.	
Manipulative Jumping Rope	S1.E27.4	Creates a jump-rope routine with either a short or long rope.	
Standard 2 – They physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.			Pacing
Movement Concepts Space	S2.E1.4a S2.E1.4b S2.E1.4c	Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). Applies the concept of closing spaces in small-sided practice tasks. Dribbles in general space with changes in direction and speed.	
Movement Concepts Pathways, Shapes, Levels	S2.E2.4	Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments.	
Movement Concepts Speed, direction, force	S2.E3.4a S2.E3.4b	Applies the movement concepts of speed, endurance and pacing for running. Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target.	
Movement Concepts Alignment & Muscular Tension	S2.E4.4a S2.E4.4b	Employs the concept of alignment in gymnastics and dance. Employs the concept of muscular tension with balance in gymnastics and dance.	
Movement Concepts Strategies & Tactics	S2.E5.4a S2.E5.4b S2.E5.4c	Applies simple offensive strategies and tactics in chasing and fleeing activities. Recognizes the types of kicks needed for different games and sports situations. Applies simple defensive strategies and tactics in chasing and fleeing activities.	
Standard 3 – They physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.			Pacing
Physical Activity Knowledge	S3.E1.4	Analyzes opportunities for participating in physical activity outside physical education class.	
Engages in Physical Activity	S3.E2.4	Engages actively in the activities of physical education class, both teacher-directed and independent.	

Fitness Knowledge	S3.E3.4	Identifies the components of health-related fitness.	
Fitness Knowledge	S3.E4.4	Demonstrates warm-up and cool down relative to the cardiorespiratory fitness assessment	
Assessment and Program Planning	S3.E5.4a S3.E5.4b	Completes fitness assessments (pre and post). Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas.	
Nutrition	S3.E6.4	Discusses the importance of hydration and hydration choices relative to physical activities.	
<i>Standard 4: The physically literate individual exhibits Christlike behavior and sportsmanlike conduct whole respects self and others</i>			Pacing
Personal Responsibility	S4.E1.4	Exhibits responsible behavior in independent group situations	
Personal Responsibility	S4.E2.4	Reflects on personal social behavior in physical activity	
Accepting Feedback	S4.E3.4	Listens respectfully to corrective feedback from others (e.g., peers, adults).	
Working with Others	S4.E4.4a S4.E4.4b	Praises the movement performance of others both more skilled and less skilled. Accepts players of all skill levels into the physical activity.	
Rules and Etiquette	S4.E5.4	Exhibits etiquette and adherence to rules in a variety of physical activities.	
Safety	S4.E6.4	Works safely with peers and equipment in physical activity settings.	
<i>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction</i>			Pacing
Health	S5.E1.4	Examines the health benefits of participating in physical activity.	
Challenge	S5.E2.4	Rates the enjoyment of participating in challenging and mastered physical activities.	
Self-Expression & Enjoyment	S5.E3.4	Ranks the enjoyment of participating in different physical activities.	
Social Interaction	S5.E4.4	Describes and compares the positive social interactions when engaged in partner, small group and large group physical activities.	