

**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
<b>Locomotor</b>	S1.E1.5a <b>S1.E1.5b</b> S1.E1.5c	Demonstrates mature patterns of locomotor skills in dynamic small sided practice tasks, gymnastics and dance. <b>Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments.</b> <b>Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball).</b>	
<b>Locomotor</b> <i>Running and Jogging</i>	S1.E2.5	Uses appropriate pacing for a variety of running distances	
<b>Locomotor</b> <i>Jumping and Landing</i>	S1.E3.5	Combines jumping and landing patterns with locomotor and manipulative skills in dance, educational gymnastics and smallsided practice tasks and games environments	
<b>Locomotor</b> <i>Dance</i>	S1.E5.5	Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern	
<b>Locomotor</b> <i>Combinations</i>	S1.E6.5	Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks. (S1.E6.4)	

<i>Non locomotor Balance</i>	S1.E7.5	Combines balance and transferring weight in a gymnastics sequence or dance with a partner.	
<i>Non locomotor Stability</i>	S1.E8.5	Transfers weight in gymnastics and dance environments.	
<i>Non locomotor Stability</i>	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.	
<i>Non locomotor Balance and weight transfer</i>	S1.E12.5	Combines actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus	
<i>Manipulative Underhand Throw</i>	S1.E13.5a <b>S1.E13.5b</b>	Throws underhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of objects. <b>Throws underhand to a large target with accuracy.</b>	
<i>Manipulative Overhand Throw</i>	S1.E14.5a S1.E14.5b	Throws overhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of objects. Throws overhand to a large target with accuracy.	
<i>Manipulative Passing with Hands</i>	S1.E15.5a <b>S1.E15.5b</b>	Throws with accuracy, both partners moving. <b>Throws with reasonable accuracy in dynamic, small, sided practice tasks.</b>	
<i>Manipulative Catching</i>	S1.E16.5a <b>S1.E16.5b</b> <b>S1.E16.5c</b>	Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a nondynamic environment (closed skills). <b>Catches with accuracy, both partners moving.</b> <b>Catches with reasonable accuracy in dynamic, small sided practice tasks.</b>	
<i>Manipulative Ball Control</i>	S1.E17.5	Combines hand dribbling with other skills during 1v1 practice tasks.	
<i>Manipulative Ball Control</i>	S1.E.18.5	Combines foot dribbling with other skills in 1v1 p Catches with reasonable accuracy in dynamic, small sided practice tasks.	
<i>Manipulative Passing and Receiving w/feet</i>	S1.E19.5a S1.E19.5b	Passes with the feet using a mature pattern as both partners travel. Receives a pass with the foot using a mature pattern as both partners travel.	
<i>Manipulative Dribbling in Combination</i>	S1.E20.5	Dribbles with hands or feet with mature patterns in a variety of small-sided game forms.	
<i>Manipulative Kicking</i>	S1.E21.5	Demonstrates mature patterns in kicking and punting in small-sided practice task environments.	

Manipulative <i>Volleying</i>	S1.E22.5	Volleys underhand using a mature pattern in a dynamic environment (e.g., 2 square, 4 square, handball).	
Manipulative <i>Volleying Overhead</i>	S1.E23.5	Volleys a ball using a two-hand overhead pattern, sending it upward to a target	
Manipulative <i>Striking</i>	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.	
Manipulative <i>Striking</i>	S1.E25.5a <b>S1.E25.5b</b>	Strikes a pitched ball with a bat using a mature pattern. <b>Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game.</b>	
Manipulative <i>In combination with locomotor</i>	S1.E26.5	Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball).	
Manipulative <i>Jumping Rope</i>	S1.E27.5	Creates a jump-rope routine with a partner, using either a short or long rope.	
<b>Standard 2 – They physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</b>			Pacing
Movement Concepts <i>Space</i>	S2.E1.5	Combines spatial concepts with locomotor and non locomotor movements for small groups in gymnastics, dance and games environments	
Movement Concepts <i>Pathways, Shapes, Levels</i>	S2.E2.5	Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics and dance with self-direction.	
Movement Concepts <i>Speed, direction, force</i>	S2.E3.5a S2.E3.5b <b>S2.E3.5c</b>	Applies movement concepts to strategy in game situations. Applies the concepts of direction and force to strike an object with a longhandled implement. <b>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.</b>	
Movement Concepts <i>Alignment &amp; Muscular Tension</i>	S2.E4.5a S2.E4.5b	Employs the concept of alignment in gymnastics and dance. Employs the concept of muscular tension with balance in gymnastics and dance.	
Movement Concepts <i>Strategies &amp; Tactics</i>	S2.E5.5a S2.E5.5b S2.E5.5c	Applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks. Applies basic offensive and defensive strategies and tactics in small-sided net/wall practice tasks.	

		Recognizes the types of throws, volleys or striking actions needed for different games and sports situations.	
<b>Standard 3 – They physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b>			Pacing
Physical Activity Knowledge	S3.E1.5	Charts and analyzes physical activity outside physical education class for fitness benefits of activities.	
Engages in Physical Activity	S3.E2.5	Engages actively in all of the activities of physical education.	
Fitness Knowledge	S3.E3.5	Differentiates between skill-related and health-related fitness,	
Fitness Knowledge	S3.E4.5	Identifies the need for warm-up and cool-down relative to various physical activities	
Assessment and Program Planning	S3.E5.5a S3.E5.5b	Analyzes results of fitness assessment (pre and post), comparing results to fitness components for good health. Designs a fitness plan to address ways to use physical activity to enhance fitness.	
Nutrition	S3.E6.5	Analyzes the impact of food choices relative to physical activity, youth sports and personal health.	
<b>Standard 4: The physically literate individual exhibits Christlike behavior and sportsmanlike conduct while respects self and others</b>			Pacing
Personal Responsibility	S4.E1.5	Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee	
Personal Responsibility	S4.E2.5a S4.E2.5b	Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. Exhibits respect for self with appropriate behavior while engaging in physical activity.	
Accepting Feedback	S4.E3.5	Gives corrective feedback respectfully to peers.	
Working with Others	S4.E4.5	Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects	
Rules and Etiquette	S4.E5.5	Critiques the etiquette involved in rules of various game activities.	
Safety	S4.E6.5	Applies safety principles with age-appropriate physical activities.	
<b>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction</b>			Pacing
Health	S5.E1.5	Compares the health benefits of participating in selected physical activities.	
Challenge	S5.E2.5	Expresses (via written essay, visual creative dance) the enjoyment and/or challenge of participating in a favorite physical activity.	

<b>Self-Expression &amp; Enjoyment</b>	S5.E3.5	Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.	
<b>Social Interaction</b>	S5.E4.5	Describe the social benefits gained from participating in physical activity (e.g. recess, youth sport)	