

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. Outdoor 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 Outdoor Games

Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns			Pacing
Dance and Rhythm	S1.M1.8	Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group.	
Games & sports Invasion & field games <i>Throwing</i>	S1.M2.8	Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play.	
Catching	S1.M3.8	Catches using an implement in a dynamic environment or modified game play.	
Games & sports Invasion games <i>Passing & receiving</i>	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).	
Games & sports Invasion games <i>Passing & receiving</i>	S1.M5.8	Throws a lead pass to a moving partner off a dribble or pass.	
Games & sports Invasion games <i>Offensive skills</i>	S1.M6.8	Executes at least 2 of the following to create open space during modified game play: pivots, fakes, jab steps, screens.	
Games & sports Invasion games <i>Offensive skills</i>	S1.M7.8	Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes.	
Games & sports Invasion games <i>Dribbling and Ball Control</i>	S1.M8.8	Dribbles with dominant and nondominant hands using a change of speed and direction in small-sided game play.	
Games & sports Invasion games <i>Dribbling and Ball Control</i>	S1.M9.8	Foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play.	

Games & sports Invasion games <i>Shooting on goal</i>	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.	
Games & sports Invasion games <i>Defensive skills</i>	S1.M11.8	Drop-steps in the direction of the pass during player-to-player defense.	
Games & sports Net/wall games <i>Serving</i>	S1.M12.8	Executes consistently (at least 70 percent of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball or pickleball.	
Games & sports Net/wall games <i>Striking</i>	S1.M13.8	Strikes with a mature overhand pattern in a modified net/wall game such as volleyball, handball, badminton or tennis.	
Games & sports Net/wall games <i>Forehand & backhand</i>	S1.M14.8	Demonstrates the mature form of fore- hand and backhand strokes with a short- or long-handled implement with power and accuracy in net games such as pickleball, tennis, badminton or paddle ball.	
Games & sports Net/wall games <i>Weight transfer</i>	S1.M15.8	Transfers weight with correct timing using low to high striking pattern with a long-handled implement on the forehand and backhand sides.	
Games & sports Net/wall games <i>Weight transfer</i>	S1.M16.8	Forehand- and backhand-volleys with a mature form and control using a short-handled implement during modified game play.	
Games & sports Net/wall games <i>Two-hand volley</i>	S1.M.17.8	Two-hand volleys with control in a small-sided game.	
Games & sports Target games <i>Throwing</i>	S1.M18.8	Performs consistently (70 percent or more of the time) a mature throwing pattern, with accuracy and control, for target games such as bowling, bocce or horseshoes.	
Games & sports Target games <i>Striking</i>	S1.M19.8	Strikes, with an implement, a stationary object for accuracy and power in activities such as croquet, shuffleboard and golf.	
Games & sports Fielding/striking games <i>Throwing</i>	S1.M20.8	Strikes a pitched ball with an implement for power to open space in a variety of small-sided games.	
Games & sports Fielding/striking games <i>Catching</i>	S1.M21.8	Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play.	
Outdoor pursuits	S1.M22.8	Demonstrates correct technique for basic skills in at least 2 self-selected outdoor activities.	
Individual-performance activities	S1.M24.8	Demonstrates correct technique for basic skills in at least 2 self-selected individual-performance activities.	
<i>Standard 2 – They physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</i>			Pacing
Games & sports8 Invasion games <i>Creating space w/ movement</i>	S2.M1.8	Opens and closes space during small-sided game play by combining locomotor movements with movement concepts	

Games & sports Invasion games <i>Creating space w/ offensive tactic</i>	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.	
Games & sports Invasion games <i>Creating space using width and length</i>	S2.M3.8	Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball.	
Games & sports Invasion games <i>Reducing space by changing size & shape</i>	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).	
Games & sports Invasion games <i>Reducing space using denial</i>	S2.M5.8	Reduces open space by not allowing the catch (denial) and anticipating the speed of the object and person for the purpose of interception or deflection.	
Games & sports Invasion games <i>Transitions</i>	S2.M6.8	Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage.	
Games & sports Net/wall games <i>Creating space through variation</i>	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.	
Games & sports Net/wall games <i>Using tactics & shot</i>	S2.M8.8	Varies placement, force and timing of return to prevent anticipation by opponent.	
Games & sports Target games <i>Shot selection</i>	S2.M9.8	Varies the speed, force and trajectory of the shot based on location of the object in relation to the target.	
Games & sports Fielding/striking games <i>Offensive strategies</i>	S2.M10.8	Identifies sacrifice situations and attempt to advance a teammate.	
Games & sports Fielding/striking games <i>Reducing space</i>	S2.M11.8	Reduces open spaces in the field by working with teammates to maximize coverage.	
Individual-performance activities, dance & rhythms <i>Movement concepts</i>	S2.M12.8	Describes and applies mechanical advantage(s) for a variety of movement patterns.	
Outdoor pursuits <i>Movement concepts</i>	S2.M13.8	Implements safe protocols in self-selected outdoor activities.	
<i>Standard 3 – They physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i>			Pacing
Physical activity knowledge	S3.M1.8	Develops a plan to address 1 of the barriers within one’s family, school or community to maintaining a physically active lifestyle	
Engages in physical activity	S3.M2.8	Participates in a physical activity 3 times a week outside of physical education class.	

Engages in physical activity	S3.M3.8	Participates in a variety of selfselected aerobic fitness activities outside of school such as walking, jogging, biking, skating, dancing and swimming.	
Engages in physical activity	S3.M4.8	Plans and implements a program of cross-training to include aerobic, strength and endurance, and flexibility training.	
Engages in physical activity	S3.M5.8	Participates in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day.	
Engages in physical activity	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.	
Fitness knowledge	S3.M7.8	Compares and contrasts healthrelated fitness components.	
Fitness knowledge	S3.M8.8	Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.	
Fitness knowledge	S3.M9.8	Employs a variety of appropriate static stretching techniques for all major muscle groups.	
Fitness knowledge	S3.M10.8	Describes the role of flexibility in injury prevention.	
Fitness knowledge	S3.M11.8	Uses the overload principle (FITT formula) in preparing a personal workout.	
Fitness knowledge	S3.M12.8	Designs and implements a warm-up and cool-down regimen for a self-selected physical activity.	
Fitness knowledge	S3.M13.8	Defines how the RPE scale can be used to adjust workout intensity during physical activity.	
Fitness knowledge	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.1	
Assessment & program planning	S3.M15.8	Designs and implements a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment.	
Assessment & program planning	S3.M16.8	Designs and implements a program to improve levels of health-related fitness and nutrition.	
Nutrition	S3.M17.8	Describes the relationship between poor nutrition and health risk factors.	
Stress management	S3.M18.8	Demonstrates basic movements used in other stress-reducing activities.	
Standard 4: The physically literate individual exhibits Christlike behavior and sportsmanlike conduct whole respects self and others			Pacing
Personal Responsibility	S4.M1.8	Accepts responsibility for improving one’s own levels of physical activity and fitness.	
Personal Responsibility	S4.M2.8	Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.	
Accepting Feedback	S4.M3.8	Provides encouragement and feedback to peers without prompting from the teacher.	

Working with Others	S4.M4.8	Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.	
Working with Others	S4.M5.8	Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play.	
Rules and Etiquette	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.	
Safety	S4.M7.8	Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity.	
Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction			Pacing
Health	S5.M1.8	Identifies the 5 components of healthrelated fitness (muscular strength, muscular endurance, flexibility, cardiorespiratory endurance and body composition) and explains the connections between fitness and overall physical and mental health.	
Health	S5.M2.8	Analyzes the empowering consequences of being physically active.	
Challenge	S5.M3.8	Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.	
Self-Expression & Enjoyment	S5.M4.8	Discusses how enjoyment could be increased in self-selected physical activities.	
Self-Expression & Enjoyment	S5.M5.8	Identifies and participates in an enjoyable activity that prompts individual self-expression.	
Social Interaction	S5.M6.8	Demonstrates respect for self by asking for help and helping others in various physical activities.	