

**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.E.1.2	Skips using a mature pattern.	
<b>Locomotor</b> <i>Running and Jogging</i>	<b>S1.E2.2a</b> <b>S1.E2.2b</b>	<b>Runs with a mature pattern.</b> <b>Travels showing differentiation between jogging and sprinting.</b>	
<b>Locomotor</b> <i>Jumping and Landing</i>	S1.E3.2	Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of one- and two-foot takeoffs and landings.	
<b>Locomotor</b> <i>Jumping and Landing</i>	S1.E4.2	Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane.	
<b>Locomotor</b> <i>Dance</i>	S1.E5.2	Performs a teacher and/or studentdesigned rhythmic activity with correct response to simple rhythms.	
<b>Non locomotor</b> <i>Balance</i>	S1.E7.2a S1.E7.2b	Balances on different bases of support, combining levels and shapes. Balances in an inverted position* with stillness and supportive base	
<b>Non locomotor</b> <i>Stability</i>	S1.E8.2	Transfers weight from feet to different body parts/bases of support for balance and/or travel.	
<b>Non locomotor</b> <i>Stability</i>	<b>S1.E11.2</b>	<b>Combines balances and transfers into a three-part sequence (i.e., dance, gymnastics)</b>	

Manipulative <i>Underhand Throw</i>	S1.E13.2	Throws underhand using a mature pattern.	
Manipulative <i>Overhand Throw</i>	S1.E14.2	<b>Throws overhand, demonstrating 2 of the 5 critical elements of a mature pattern</b>	
Manipulative <i>Catching</i>	S1.E.16.2	<b>Catches a self tossed or well thrown large ball with hands, not trapping or cradling against the body</b>	
Manipulative <i>Ball Control</i>	S1.E17.2a S1.E17.2b	<b>Dribbles in self space with preferred hand demonstrating a mature pattern. Dribbles using the preferred hand while walking in general space.</b>	
Manipulative <i>Ball Control</i>	S1.E.18.2	Dribbles with the feet in general space with control of ball and body	
Manipulative <i>Kicking</i>	S1.E21.2	Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern	
Manipulative <i>Volleying</i>	S1.E.22.2	Voleys an object upward with consecutive hits	
Manipulative <i>Striking</i>	S1.E24.2	Strikes an object upward with a short handled implement, using consecutive hits.	
Manipulative <i>Striking</i>	S1.E25.2	<b>Strikes a ball off a tee or cone with a bat, using correct grip and side orientation/ proper body orientation.</b>	
Manipulative <i>Jumping Rope</i>	S1.E27.2a S1.E27.2b	Jumps a self-turned rope consecutively forward and backward with a mature pattern. Jumps a long rope up to 5 times consecutively with student turners.	
<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.E1.2	Combines locomotor skills in general space to a rhythm	
Movement Concepts <i>Pathways, Shapes, Levels</i>	S2.E2.2	Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences.	
Movement Concepts <i>Speed, direction, force</i>	S2.E3.2	Varies time and force with gradual increases and decreases.	
<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.E1.2	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). (	
Engages in Physical Activity	S3.E2.2	Engages actively in physical education class in response to instruction and practice	
Fitness Knowledge	S3.E3.2a S3.E3.2b	Uses own body as resistance (e.g., holds body in plank position, animal walks) for developing strength. Identifies physical activities that contribute to fitness.	
Nutrition	S3.E6.2	Recognizes the “good health balance” of good nutrition with physical activity	
<b>Standard 4: The physically literate individual exhibits Christlike behavior and sportsmanlike conduct whole respects self and others</b>			Pacing
Personal Responsibility	S4.E1.2	Practices skills with minimal teacher prompting	
Personal Responsibility	S4.E2.2	Accepts responsibility for class protocols with behavior and performance actions	
Accepting Feedback	S4.E3.2	Accepts specific corrective feedback from the teacher	
Working with Others	S4.E4.2	Works independently with others in partner environment	
Rules and Etiquette	S4.E5.2	Recognizes the role of rules and etiquette in teacher-designed physical activities	
Safety	S4.E6.2a S4.E6.2b	Works independently and safely in physical education. Work safely with physical education equipment.	
<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.E1.2	Recognizes the value of “good health balance”.	
Challenge	S5.E2.2	Compares physical activities that bring confidence and challenge.	
Self-Expression & Enjoyment	S5.E3.2	Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practices tasks in games environments)	