

**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.M1.6	Demonstrates correct rhythm and pattern for 1 of the following dance forms: folk, social, creative, line or world dance.	
Games & sports Invasion & field games <b>Throwing</b>	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 = 2 nd base to 1st base).	
Catching	S1.M3.6	Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks	
Games & sports Invasion games <b>Passing &amp; receiving</b>	S1.M4.6	Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed, with competency, in invasion games such as basketball, flag football, speedball or team handball.	
Games & sports <b>Invasion games</b>	S1.M5.6	Throws, while stationary, a leading pass to a moving receiver.	
Games & sports Invasion games <b>Offensive skills</b>	S1.M6.6	Performs pivots, fakes and jab steps designed to create open space during practice tasks	
Games & sports Invasion games <b>Offensive skills</b>	S1.M7.6	Performs the following offensive skills without defensive pressure: pivot, give and go, and fakes.	
Games & sports Invasion games <b>Dribbling and Ball Control</b>	S1.M8.6	Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks.	
Games & sports Invasion games <b>Dribbling and Ball Control</b>	S1.M9.6	Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks.	
Games & sports Invasion games <b>Shooting on goal</b>	S1.M10.6	Shoots on goal with power in a dynamic environment as appropriate to the activity.	

Games & sports Invasion games <i>Defensive skills</i>	S1.M11.6	Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player.	
Games & sports Net/wall games <i>Serving</i>	S1.M12.6	Performs a legal underhand serve with control for net/wall games such as badminton, volleyball or pickleball.	
Games & sports Net/wall games <i>Striking</i>	S1.M13.6	Strikes with a mature overhand pattern in a nondynamic environment for net/wall games such as volleyball, handball, badminton or tennis	
Games & sports Net/wall games <i>Forehand &amp; backhand</i>	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	
Games & sports Net/wall games <i>Weight transfer</i>	S1.M15.6	Games & sports Net/wall games Weight transfer	
Games & sports Net/wall games <i>Weight transfer</i>	S1.M16.6	Forehand-volleys with a mature form and control using a short-handled implement	
Games & sports Net/wall games <i>Two-hand volley</i>	S1.M.17.6	Two-hand volleys with control in a variety of practice tasks.	
Games & sports Target games <i>Throwing</i>	S1.M18.6	Demonstrates a mature throwing pattern for a modified target game such as bowling, bocce or horseshoes	
Games & sports Target games <i>Striking</i>	S1.M19.6	Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard and golf	
Games & sports Fielding/striking games <i>Throwing</i>	S1.M20.6	Strikes a pitched ball with an implement with force in a variety of practice tasks.	
Games & sports Fielding/striking games <i>Catching</i>	S1.M21.6	Catches, with a mature pattern, from different trajectories using a variety of objects in a varying practice tasks.	
Outdoor pursuits	S1.M22.6	Demonstrates correct technique for basic skills in 1 self-selected outdoor activity.	
Individual-performance activities	S1.M24.6	Demonstrates correct technique for basic skills in 1 self-selected individual-performance activity	
<b>Standard 2 – They physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</b>			Pacing
Games & sports8 Invasion games <i>Creating space w/ movement</i>	S2.M1.6	Creates open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace	
Games & sports Invasion games <i>Creating space w/ offensive tactic</i>	S2.M2.6	Executes at least 1 of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give and go	

Games & sports Invasion games <i>Creating space using width and length</i>	S2.M3.6	Creates open space by using the width and length of the field or court on offense	
Games & sports Invasion games <i>Reducing space by changing size &amp; shape</i>	S2.M4.6	Reduces open space on defense by making the body larger and reducing passing angles	
Games & sports Invasion games <i>Reducing space using denial</i>	S2.M5.6	Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass.	
Games & sports Invasion games <i>Transitions</i>	S2.M6.6	Transitions from offense to defense or defense to offense by recovering quickly	
Games & sports Net/wall games <i>Creating space through variation</i>	S2.M7.6	Creates open space in net/wall games with a short-handled implement by varying force and direction	
Games & sports Net/wall games <i>Using tactics &amp; shot</i>	S2.M8.6	Reduces offensive options for opponents by returning to mid-court position	
Games & sports Target games <i>Shot selection</i>	S2.M9.6	Selects appropriate shot and/or club based on location of the object in relation to the target	
Games & sports Fielding/striking games <i>Offensive strategies</i>	S2.M10.6	Identifies open spaces and attempts to strike object into that space.	
Games & sports Fielding/striking games <i>Reducing space</i>	S2.M11.6	Identifies the correct defensive play based on the situation (e.g., number of outs).	
Individual-performance activities, dance & rhythms <i>Movement concepts</i>	S2.M12.6	Varies application of force during dance or gymnastic activities.	
Outdoor pursuits <i>Movement concepts</i>	S2.M13.6	Makes appropriate decisions based on the weather, level of difficulty due to conditions or ability to ensure the safety of self and others	
<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.M1.6	Is able to identify 3 influences on physical activity (e.g., school, family and peers; community and built environment; policy).	
Engages in physical activity	S3.M2.6	Participates in self-selected physical activity outside of physical education class.	
Engages in physical activity	S3.M3.6	Participates in a variety of aerobic fitness activities such as cardio-kick, step aerobics and aerobic dance.	
Engages in physical activity	S3.M4.6	Participates in a variety of aerobic-fitness activities using technology such as Dance Dance Revolution® or Wii Fit®.	
Engages in physical activity	S3.M5.6	Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities.	

Engages in physical activity	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	
Fitness knowledge	S3.M7.6	Identifies the components of skill related fitness	
Fitness knowledge	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 lev	
Fitness knowledge	S3.M9.6	Employs correct techniques and methods of stretching.	
Fitness knowledge	S3.M10.6	Differentiates between aerobic and anaerobic capacity, and between muscular strength and endurance	
Fitness knowledge	S3.M11.6	Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time, type) for different types of physical activity (aerobic, muscular fitness and flexibility).	
Fitness knowledge	S3.M12.6	Describes the role of warm-ups and cool-downs before and after physical activity	
Fitness knowledge	S3.M13.6	Defines resting heart rate and describes its relationship to aerobic fitness and the Borg rating of perceived exertion (RPE) scale.15	
Fitness knowledge	S3.M14.6	Identifies major muscles used in selected physical activities.1	
Assessment & program planning	S3.M15.6	Designs and implements a program of remediation for an area of weakness based on the results of health-related fitness assessment	
Assessment & program planning	S3.M16.6	Maintains a physical activity log for at least 2 weeks, and reflects on activity levels as documented on the log.	
Nutrition	S3.M17.6	Identifies foods within each of the basic food groups and selects appropriate servings and portions for his or her age and physical activity levels	
Stress management	S3.M18.6	Identifies positive and negative results of stress and appropriate ways of dealing with each.2	
<b>Standard 4: The physically literate individual exhibits Christlike behavior and sportsmanlike conduct whole respects self and others</b>			Pacing
Personal Responsibility	S4.M1.6	Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors	
Personal Responsibility	S4.M2.6	Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.	
Accepting Feedback	S4.M3.6	Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.	
Working with Others	S4.M4.6	Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.	
Working with Others	S4.M5.6	Cooperates with a small group of classmates during adventure activities, game play or team-building activities.	
Rules and Etiquette	S4.M6.6	Identifies the rules and etiquette for physical activities, games and dance activities	

Safety	S4.M7.6	Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance.	
<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.M1.6	Describes how being physically active leads to a healthy body	
Health	S5.M2.6	Identifies components of physical activity that provide opportunities for reducing stress and social interaction	
Challenge	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	
Self-Expression & Enjoyment	S5.M4.6	Describes how moving competently in a physical activity setting creates enjoyment	
Self-Expression & Enjoyment	S5.M5.6	Identifies how self-expression and physical activity are related	
Social Interaction	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	