

**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.  
October  
November  
December

Playground Games  
 Bones and Muscles  
 Ball Control with Feet  
 Ball Control with Hands

January  
February  
March  
April  
May/June

Balance, Movement and Dance  
 Heart and Cardiovascular Awareness  
 Volleying and Striking Games  
 Racquets  
 Playground Games

<i>Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns</i>			Pacing
Locomotor	S1.E1.3	Leaps using a mature pattern	
Locomotor <i>Running and Jogging</i>	S1.E2.3	Travels showing differentiating between sprinting and running.	
Locomotor <i>Jumping and Landing</i>	S1.E3.3	Jumps and lands in the horizontal and vertical planes using a mature pattern	
Locomotor <i>Dance</i>	S1.E5.3	Performs teacher selected and developmentally appropriate dance steps and movement patterns.	
Locomotor <i>Combinations</i>	<b>S1.E6.3</b>	<b>Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation.</b>	
Non locomotor <i>Balance</i>	S1.E7.3	Balances on different bases of support, demonstrating muscular tension and extensions of free body parts.	
Non locomotor <i>Stability</i>	S1.E8.3	Transfers weight from feet to hands for momentary weight support.	
Non locomotor <i>Stability</i>	S1.E11.3	Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance.	

Non locomotor <i>Balance and weight transfer</i>	<b>S1.E12.3</b>	<b>Combines balance and weight transfers with movement concepts to create and perform a dance.</b>	
Manipulative <i>Underhand Throw</i>	S1.E13.3	Throws underhand to a partner or target with reasonable accuracy	
Manipulative <i>Overhand Throw</i>	S1.E14.3	Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in nondynamic environments (closed skills), for distance and/or force.	
Manipulative <i>Catching</i>	S1.E.16.3	Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern.	
Manipulative <i>Ball Control</i>	S1.E17.3	Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body.	
Manipulative <i>Ball Control</i>	S1.E.18.3	Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body.	
Manipulative <i>Passing and Receiving w/feet</i>	<b>S1.E19.3</b>	<b>Passes and receives a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass.</b>	
Manipulative <i>Kicking</i>	S1.E21.3a S1.E21.3b	Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each. Uses a continuous running approach and kicks a stationary ball for accuracy.	
Manipulative <i>Volleying</i>	S1.E.22.3	Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern	
Manipulative <i>Striking</i>	S1.E24.3a S1.E24.3b	Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern.	
Manipulative <i>Striking</i>	S1.E25.3	Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. Note: Use batting tee or ball tossed by teacher for batting.	
Manipulative <i>Jumping Rope</i>	S1.E27.3	Performs intermediate jump-rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes.	
<b>Standard 2 – They physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</b>			Pacing
<b>Movement Concepts</b>	S2.E1.3	Recognizes the concept of open spaces in a movement context	

<i>Space</i>			
<b>Movement Concepts</b> <i>Pathways, Shapes, Levels</i>	S2.E2.3	Recognizes locomotor skills specific to a wide variety of physical activities.	
<b>Movement Concepts</b> <i>Speed, direction, force</i>	S2.E3.3	Combines movement concepts(direction, levels, force, time) with skills, as directed by the teacher	
<b>Movement Concepts</b> <i>Alignment &amp; Muscular Tension</i>	<b>S2.E4.3a</b> <b>S2.E4.3b</b>	<b>Employs the concept of alignment in gymnastics and dance.</b> <b>Employs the concept of muscular tension with balance in gymnastics and dance.</b>	
<b>Movement Concepts</b> <i>Strategies &amp; Tactics</i>	<b>S2.E5.3a</b> <b>S2.E5.3b</b>	<b>Applies simple strategies and tactics in chasing activities.</b> <b>Applies simple strategies in fleeing activities.</b>	
<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
<b>Physical Activity Knowledge</b>	S3.E1.3a S3.E1.3b	Charts participation in physical activities outside physical education class. Identifies physical activity as a way to become healthier.	
<b>Engages in Physical Activity</b>	S3.E2.3	Engages actively in the activities of physical education class without teacher prompting.	
<b>Fitness Knowledge</b>	S3.E3.3	Describes the concept of fitness and provides examples of physical activity to enhance fitness.	
<b>Fitness Knowledge</b>	<b>S3.E4.3</b>	<b>Recognizes the importance of warm-up and cool-down relative to vigorous physical activity.</b>	
<b>Assessment and Program Planning</b>	<b>S3.E5.3</b>	<b>Demonstrates, with teacher direction, the health-related fitness components</b>	
<b>Nutrition</b>	S3.E6.3	Identifies foods that are beneficial for before and after physical activity.	
<b>Standard 4: The physically literate individual exhibits Christlike behavior and sportsmanlike conduct whole respects self and others</b>			Pacing
<b>Personal Responsibility</b>	S4.E1.3	Exhibits personal responsibility in teacher-directed activities.	
<b>Personal Responsibility</b>	S4.E2.3	Works independently for extended periods of time.	
<b>Accepting Feedback</b>	S4.E3.3a	Accepts and implements specific corrective feedback from the teacher.	
<b>Working with Others</b>	S4.E4.3a S4.E4.3b	Works cooperatively with others. Praises others for their success in movement performance.	
<b>Rules and Etiquette</b>	S4.E5.3	Recognizes the role of rules and etiquette in physical activity with peers.	

Safety	S4.E6.3	Works independently and safely in physical activity setting	
<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.E1.3	Discuss the relationship between physical activity and good health.	
Challenge	S5.E2.3	Discuss the challenge that comes from learning a new physical activity.	
Self-Expression & Enjoyment	S5.E3.3	Reflects on the reasons for enjoying selected physical activities.	
Social Interaction	S5.E4.3	Describes the positive social interactions that come when engaged with others in physical activity	