

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.M1.7	Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line and world dance.	
Games & sports Invasion & field games <i>Throwing</i>	S1.M2.7	Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment.	
Catching	S1.M3.7	Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play.	
Games & sports Invasion games <i>Passing & receiving</i>	S1.M4.7	Passes and receives with feet in combination with locomotor patterns of running and change of direction and speed, with competency, in invasion games such as soccer or speedball.	
Games & sports Invasion games <i>Passing & receiving</i>	S1.M5.7	Throws, while moving, a leading pass to a moving receiver.	
Games & sports Invasion games <i>Offensive skills</i>	S1.M6.7	Executes at least 1 of the following designed to create open space during small-sided game play: pivots, fakes, jab steps.	
Games & sports Invasion games <i>Offensive skills</i>	S1.M7.7	Performs the following offensive skills with defensive pressure: pivot, give and go, and fakes.	
Games & sports Invasion games <i>Dribbling and Ball Control</i>	S1.M8.7	Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks.	
Games & sports Invasion games <i>Dribbling and Ball Control</i>	S1.M9.7	Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks.	

Games & sports Invasion games <i>Shooting on goal</i>	S1.M10.7	Shoots on goal with power and accuracy in small-sided game play.	
Games & sports Invasion games <i>Defensive skills</i>	S1.M11.7	Slides in all directions while on defense without crossing feet.	
Games & sports Net/wall games <i>Serving</i>	S1.M12.7	Executes consistently (at least 70 percent of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball or pickleball.	
Games & sports Net/wall games <i>Striking</i>	S1.M13.7	Strikes with a mature overhand pattern in a dynamic environment for net/wall games such as volleyball, handball, badminton or tennis.	
Games & sports Net/wall games <i>Forehand & backhand</i>	S1.M14.7	Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis.	
Games & sports Net/wall games <i>Weight transfer</i>	S1.M15.7	Transfers weight with correct timing using low to high striking pattern with a short-handled implement on the forehand side.	
Games & sports Net/wall games <i>Weight transfer</i>	S1.M16.7	Forehand- and backhand-volleys with a mature form and control using a short-handled implement.	
Games & sports Net/wall games <i>Two-hand volley</i>	S1.M.17.7	Two-hand volleys with control in a dynamic environment.	
Games & sports Target games <i>Throwing</i>	S1.M18.7	Executes consistently (70 percent or more of the time) a mature throwing pattern for target games such as bowling, bocce or horseshoes.	
Games & sports Target games <i>Striking</i>	S1.M19.7	Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffle board and golf.	
Games & sports Fielding/striking games <i>Throwing</i>	S1.M20.7	Strikes a pitched ball with an implement to open space in a variety of practice tasks.	
Games & sports Fielding/striking games <i>Catching</i>	S1.M21.7	Catches, with a mature pattern, from different trajectories using a variety of objects in small-sided game play.	
Outdoor pursuits	S1.M22.7	Demonstrates correct technique for a variety of skills in 1 self-selected outdoor activity.	
Individual-performance activities	S1.M24.7	Demonstrates correct technique for a variety of skills in 1 self-selected individual-performance activity.	
Standard 2 – They physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.			Pacing
Games & sports8 Invasion games <i>Creating space w/ movement</i>	S2.M1.7	Reduces open space by using locomotor movements (e.g., walking, running, jumping and landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal).	

Games & sports Invasion games <i>Creating space w/ offensive tactic</i>	S2.M2.7	Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give and go.	
Games & sports Invasion games <i>Creating space using width and length</i>	S2.M3.7	Creates open space by staying spread on offense and cutting and passing quickly.	
Games & sports Invasion games <i>Reducing space by changing size & shape</i>	S2.M4.7	Reduces open space on defense by staying close to the opponent as he/ she nears the goal.	
Games & sports Invasion games <i>Reducing space using denial</i>	S2.M5.7	Reduces open space by not allowing the catch (denial) or anticipating the speed of the object and person for the purpose of interception or deflection.	
Games & sports Invasion games <i>Transitions</i>	S2.M6.7	Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates.	
Games & sports Net/wall games <i>Creating space through variation</i>	S2.M7.7	Creates open space in net/wall games with a long-handled implement by varying force and direction, and by moving opponent from side to side.	
Games & sports Net/wall games <i>Using tactics & shot</i>	S2.M8.7	Selects offensive shot based on opponent's location (hit where opponent is not).	
Games & sports Target games <i>Shot selection</i>	S2.M9.7	Varies the speed and/or 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.M10.7	Uses a variety of shots (e.g., slap and run, bunt, line drive, high arc) to hit to open space.	
Games & sports Fielding/striking games <i>Reducing space</i>	S2.M11.7	Selects the correct defensive play based on the situation (e.g., number of outs).	
Individual-performance activities, dance & rhythms <i>Movement concepts</i>	S2.M12.7	Identifies and applies Newton's laws of motion to various dance or movement activities.	
Outdoor pursuits <i>Movement concepts</i>	S2.M13.7	Analyzes the situation and makes adjustments to ensure the safety of self and others.	
Standard 3 – They physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.			Pacing
Physical activity knowledge	S3.M1.7	Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.	
Engages in physical activity	S3.M2.7	Participates in a physical activity 2 times a week outside of physical education class.	
Engages in physical activity	S3.M3.7	Participates in a variety of strength and endurance fitness activities such as Pilates, resistance training, body weight training and light free-weight training.	

Engages in physical activity	S3.M4.7	Participates in a variety of strength and endurance fitness activities such as weight or resistance training.	
Engages in physical activity	S3.M5.7	Participates in a variety of lifetime dual and individual sports, martial arts or aquatic activities.	
Engages in physical activity	S3.M6.7	Participates in moderate to vigorous muscle- and bone-strengthening physical activity at least 3 times a week.	
Fitness knowledge	S3.M7.7	Distinguishes between health-related and skill-related fitness.	
Fitness knowledge	S3.M8.7	Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.	
Fitness knowledge	S3.M9.7	Describes and demonstrates the difference between dynamic and static stretches.	
Fitness knowledge	S3.M10.7	Describes the role of exercise and nutrition in weight management.	
Fitness knowledge	S3.M11.7	Describes overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness.	
Fitness knowledge	S3.M12.7	Designs a warm-up and cool-down regimen for a self-selected physical activity.	
Fitness knowledge	S3.M13.7	Defines how the RPE scale can be used to determine the perception of the work effort or intensity of exercise.	
Fitness knowledge	S3.M14.7	Describes how muscles pull on bones to create movement in pairs by relaxing and contracting.	
Assessment & program planning	S3.M15.7	Designs and implements a program of remediation for 2 areas of weakness based on the results of health-related fitness assessment.	
Assessment & program planning	S3.M16.7	Maintains a physical activity and nutrition log for at least 2 weeks, and reflects on activity levels and nutrition as documented in the log.	
Nutrition	S3.M17.7	Develops strategies for balancing healthy food, snacks and water intake, along with daily physical activity.	
Stress management	S3.M18.7	Practices strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise.	
Standard 4: The physically literate individual exhibits Christlike behavior and sportsmanlike conduct whole respects self and others			Pacing
Personal Responsibility	S4.M1.7	Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates.	
Personal Responsibility	S4.M2.7	Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.	
Accepting Feedback	S4.M3.7	Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills.	
Working with Others	S4.M4.7	Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.	

Working with Others	S4.M5.7	Problem-solves with a small group of classmates during adventure activities, small-group initiatives or game play.	
Rules and Etiquette	S4.M6.7	Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or by following parameters to create or modify a dance.	
Safety	S4.M7.7	Independently uses physical activity and exercise equipment appropriately and safely.	
<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.M1.7	Identifies different types of physical activities and describes how each exerts a positive effect on health.	
Health	S5.M2.7	Identifies positive mental and emotional aspects of participating in a variety of physical activities,	
Challenge	S5.M3.7	Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge.	
Self-Expression & Enjoyment	S5.M4.7	Identifies why self-selected physical activities create enjoyment.	
Self-Expression & Enjoyment	S5.M5.7	Explains the relationship between self-expression and lifelong enjoyment through physical activity.	
Social Interaction	S5.M6.7	Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates.	