

Physical Education Pacing Guide

Fourth Grade



Introduction to the Physical Education Pacing Guide

This document provides teachers with a guide to pacing physical education as well as resources to support instruction.

The following sections are included:

Part 1: Standards Overview – This section presents the year-at-a-glance overview of the grade level content standards determined to be essential with a sample planning schedule.

Part 2: Standards and Learning Outcomes - This section will list all grade level standards, the learning outcome for each standard, the grade level performance indicator, key vocabulary, and links or reference to additional support material. It is important to note that not all standards are emphasized equally. Varying levels of emphasis are indicated in the Key.

Part 3: National Guidelines – This page offers a holistic look at the components of a comprehensive physical education block and the SHAPE American guidelines for comprehensive physical education from K-8. The Scope and Sequence for K-8 Education chart specifies the knowledge and skills expected at each grade level and illustrates how learning progresses across those grade levels

*The following team members contributed to the identification of End of Year Outcomes derived as priority learning targets
From the Arizona Physical Education Standards.*

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Part 1 - Standards Overview

KEY

- **Essential Standard**
- Supporting Standard

Year long standards to be embedded into every lesson throughout the year.		The following standards may be taught through a variety of instructional units. Physical Education standards do not follow a sequential order.		
<p>Knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness</p> <ul style="list-style-type: none"> ● S3.E1 ● S3.E2 ● S3.E3 ● S3.E4 ● S3.E5 ● S3.E6 ● S3.E7 <p>Responsible behavior that respects self and others.</p> <ul style="list-style-type: none"> ● S4.E1 ● S4.E2 	<ul style="list-style-type: none"> ● S4.E3 ● S4.E4 ● S4.E5 ● S4.E6 <p>Value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <ul style="list-style-type: none"> ● S5.E1 ● S5.E2 ● S5.E3 ● S5.E4 	<p>Motor skills & movement patterns <i>Locomotor</i></p> <ul style="list-style-type: none"> ● S1.E1 ● S1.E2 ● S1.E3 ● S1.E4 ● S1.E5 <p>Motor skills and movement patterns <i>Nonlocomotor</i></p> <ul style="list-style-type: none"> ● S1.E6 ● S1.E7 ● S1.E8 ● S1.E9 	<p>Motor skills and movement patterns <i>Manipulative</i></p> <ul style="list-style-type: none"> ● S1.E10 ● S1.E11 ● S1.E12 ● S1.E13 ● S1.E14 ● S1.E15 ● S1.E16 ● S1.E17 ● S1.E18 ● S1.E19 ● S1.E20 	<ul style="list-style-type: none"> ● S1.E21 ● S1.E22 ● S1.E23 ● S1.E24 <p>Movement and performance</p> <ul style="list-style-type: none"> ● S2.E1 ● S2.E2 ● S2.E3 ● S2.E4 ● S2.E5

End of Year Outcomes for **PE & Health** [4th Grade](#)

Additional Resources:

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Sample Year Long Planning Schedule

*Revisited skills are in **bold print**.*

Lesson 1	Establishing the Learning Environment	Lesson 10	Dance and Rhythms	Lesson 19	Dribbling with hands	Lesson 28	Health Fitness Assessment
Lesson 2	Dribbling with Hands	Lesson 11	Balance Weight Transfer	Lesson 20	Throwing Underhand	Lesson 29	Health and Fitness Assessment
Lesson 3	Concepts of Fitness Throwing Overhand	Lesson 12	Balance Weight Transfer	Lesson 21	Catching Passing and Catching	Lesson 30	Volleying Underhand Volleying Overhand
Lesson 4	Cardiorespiratory Fitness	Lesson 13	Building a Gymnastic Sequence	Lesson 22	Striking with Hockey Sticks	Lesson 31	Striking with short-handled implement
Lesson 5	Health Fitness Assessment	Lesson 14	Levels with Force Volleying Underhand	Lesson 23	Striking with Racquets	Lesson 32	Striking with Bats
Lesson 6	Kicking Dribbling with feet	Lesson 15	Striking with Short Implement	Lesson 24	Dance and Rhythms	Lesson 33	Striking with Hockey Sticks
Lesson 7	Kicking Dribbling with feet	Lesson 16	Dance and rhythms	Lesson 25	Balance Weight transfer: Low Eq	Lesson 34	Dribbling with feet
Lesson 8	Throwing and Catching	Lesson 17	Jumping Rope	Lesson 26	Weight Transfer on Apparatus	Lesson 35	Throwing Overhand
Lesson 9	Jumping and landing	Lesson 18	Jumping Rope	Lesson 27	Dribbling with hands	Lesson 36	Field day

Part 2 - Grade Level Standards and Learning Outcomes

Standard	Learning Outcomes	Performance Indicator	Key Vocabulary	Links to Lesson/ Assessments
Demonstrates competency in a variety of motor skills and movement patterns - <i>Locomotor</i>				Fitness Unit Cooperative Learning Unit
<ul style="list-style-type: none"> S1.E1 Mature Patterns (S1.E1.3-5.a) Manipulative Skills (S1.E1.3-5.b) Traveling with Manipulative Skills (S1.E1.3-5.c) Rhythmic (S1.E1.3-5.d) 	4 – Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences.	Emerging		Pg.98 PEC
<ul style="list-style-type: none"> S1.E2 Running 	4– Runs for distance using a mature pattern.	Applying	Endurance pacing	PEC
<ul style="list-style-type: none"> S1.E3 Jumping & landing, horizontal and vertical 	4 – Uses spring-and-step takeoffs and landings in gymnastic based skills.	Maturing	Horizontal vertical	PEC
<ul style="list-style-type: none"> S1.E4 Dance Cultural Dance (S1.E4.3-5.a) Original Dance (S1.E4.3-5.b) Group Dance (S1.E4.3-5.c) 	4 – Combines locomotor movement patterns and dance steps to create and perform an original dance.	Emerging	Body control Motor skill	Dance Unit OPEN dance OPEN hip hop public health DancePI3y Pound
<ul style="list-style-type: none"> S1. E5 Combinations 	4 - Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks and games.	Emerging	Game like activity	PEC OPEN bat and ball

Demonstrates competency in a variety of motor skills and movement patterns - <i>Nonlocomotor (stability)</i>				Locomotor Unit
<ul style="list-style-type: none"> S1.E6 Balance; Balance with equipment 	4 - Balances on different bases of support on apparatus, demonstrating levels and shapes.	Maturing	Body control	Pgs. 126, 130, 135 OPEN yoga and mindfulness OPEN yoga video 1 OPEN yoga video 2
<ul style="list-style-type: none"> S1.E7 Stability/Weight Transfer 	4 – Transfer weight by rolling in a variety directions using different body shapes.	Maturing	Body control Weight bearing activity	Pg. 135 Sumo Wrestling Sumo Wrestling Video OPEN yoga and mindfulness OPEN yoga video 1 OPEN yoga video 2
<ul style="list-style-type: none"> S1.E8 Stability; curling, stretching; twisting & bending 	4 – Moves into and out of balances on apparatus with curling, twisting and stretching actions.	Maturing	Body control	Pg. 111, 126 OPEN yoga and mindfulness
<ul style="list-style-type: none"> S1.E9 Combinations 	4 - Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner.	Emerging	Force motor skills	Pg. 98 PEC OPEN dance DancePI3y

Demonstrates competency in a variety of motor skills and movement patterns - <i>Manipulative</i>				Team Unit Individual Activity Unit
<ul style="list-style-type: none"> S1.E10 Underhand throw (S1.E10.3-5.a) Underhand throw at target (S1.E10.3-5.b) 	4 – Throws underhand to a partner or target with reasonable accuracy.	Maturing		PEC Hula Hut Battle Dot Ball Jail Ball Jail ball Video
<ul style="list-style-type: none"> S1.E11 Overhand throw (S1.E11.3-5.a) Overhand throw at target (S1.E11.3-5.b) 	4 - Throws overhand using mature pattern in a non-dynamic environment (closed skills).(4.a) 4 - Throws overhand to a partner or at a target with accuracy at a reasonable distance. (4.b)	Emerging		Pgs 150, 153, 156 Catch me if you can Dot Ball Foxtail-21 Foxtail Hula Hut Battle Jail Ball Jail ball Video PEC
<ul style="list-style-type: none"> S1. E12 Passing with Hands (S1.E12.3-5.a) Passing with Hands Small Game (S1.E12.3-5.b) 	4 – Throws to a moving partner with reasonable accuracy in non-dynamic environment (closed skills).	Emerging		Pgs 150, 153, 156, 159 PEC
<ul style="list-style-type: none"> S1.E13 Catching (S1.E13.3-5.a) Catching while Moving (S1.E13.3-5.b) Catching 	4 – Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment (closed skills).	Maturing	Personal space	Pg. 159 OPEN bat and ball

<p>Small Game (S1.E13.3-5.c)</p>				<p>PEC</p> <p>Foxtail-21</p> <p>Foxtail</p> <p>Hula Hut Battle</p> <p>Jail Ball</p> <p>Jail Ball Video</p>
<ul style="list-style-type: none"> S1.E14 Dribbling/Ball Control with Hands (S1.E.14.3-5a) Dribbling with an Implement (S1.E.14.3-5b) 	<p>4 – Dribbles in self- space with both the preferred and non-preferred hand using a mature pattern.</p> <p>4 - Dribbles in general space with control of ball and body while increasing and decreasing speed.</p>	Emerging	Personal space	<p>Pg. 193</p> <p>PEC</p> <p>AZ Coyotes Curriculum</p> <p>OPEN basketball</p>
<ul style="list-style-type: none"> S1. E15 Dribbling/ Ball Control with Feet 	<p>4 – Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed.</p>	Emerging	Motor skill	<p>Pg. 183</p> <p>PEC</p> <p>Ultimate Soccer</p>
<ul style="list-style-type: none"> S1. E16 Passing and Receiving with Feet (S1.E16.3-5.a) Receiving with Feet while Moving (S1.E16.3-5.b) 	<p>4 – Passes & receives ball with the insides of the feet to a moving partner in a non-dynamic environment (closed skills). (4.a)</p> <p>4 - Receives and passes a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass. (4.b)</p>	Emerging		<p>Pg. 183</p> <p>PEC</p> <p>Ultimate Soccer</p>
<ul style="list-style-type: none"> S1. E17 Dribbling in Combination 	<p>4 – Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting).</p>	Emerging		<p>PEC</p> <p>OPEN basketball</p> <p>Ultimate Soccer</p>
<ul style="list-style-type: none"> S1.E18 Kicking 	<p>4 – Kicks along the ground and in the air, and punts using mature patterns.</p>	Maturing	Motor skill	<p>Pgs 171, 176</p> <p>PEC</p>

				Ultimate Kickball
<ul style="list-style-type: none"> ● S1.E19 Volley, Underhand 	4 – Volleys underhand using a mature pattern, in a dynamic environment using small modified games.	Maturing		Pg. 205 PEC
<ul style="list-style-type: none"> ● S1.E20 Volley, overhead 	4 – Volleys a ball with a two-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern.	Emerging		Pg. 209 PEC
<ul style="list-style-type: none"> ● S1.E21 Striking, Short handled Implement 	4 – Strikes an object with a short-handled implement while demonstrating a mature pattern. (4.a) 4 - Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall. (4.b)	Maturing		Pgs. 218, 231 OPEN pickleminton OPEN bat and ball Pickleball PEC
<ul style="list-style-type: none"> ● S1.E22 Striking, Long Handled Implements (S1.E20.3-5.a) Striking, Long Handled Implements while Traveling (S1.E20.3-5.b) 	4 – Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis or badminton racket) while demonstrating 3 to 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, and follow-through).	Emerging		Pgs. 228, 231 PEC OPEN bat and ball AZ Coyotes Curriculum
<ul style="list-style-type: none"> ● S1.E23 In combination with Locomotor 	4 – Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher and/or student designed small-sided practice-task environments.	Emerging		OPEN lacrosse
<ul style="list-style-type: none"> ● S1.E24 Jumping Rope 	4 – Creates a jump rope routine with either a short or long rope.	Applying		Pg. 237 PEC AHA OPEN jump rope
Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance				

<ul style="list-style-type: none"> ● S2.E1 Space Open Spaces (S2.E1.3-5.a) Closing Spaces (S2.E1.3-5.b) Boundaries (S2.E1.3-5.c) 	<p>4 – Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). (4.a)</p> <p>4 - Applies the concept of closing spaces in small sided practices. (4.b)</p> <p>4 - Dribbles in general space with changes in direction and speed. (4.c)</p>	Maturing		<p>PEC</p> <p>OPEN lacrosse</p> <p>Team Tic Tac Toe</p> <p>Sharks & Minnows</p>
<ul style="list-style-type: none"> ● S2.E2 Pathways, shapes, levels 	<p>4 – Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments.</p>	Emerging	Motor skill	PEC
<ul style="list-style-type: none"> ● S2.E3 Game Situations (S2.E3.3-5.a) Direction and Force (S2.E3.3-5.b) Modified Situations (S2.E3.3-5.c) 	<p>4 – Applies movement concepts of speed, endurance and pacing for running. (4.a)</p> <p>4 - Applies the concept of direction and force when striking an object with a short-handled implement, sending it toward a designated target. (4.b)</p>	Emerging	Endurance pacing	<p>Pgs 218, 222</p> <p>OPEN lacrosse</p> <p>4-Square</p> <p>Rock, Paper, Scissors</p> <p>Baseball</p> <p>PEC</p>
<ul style="list-style-type: none"> ● S2.E4 Alignment and Muscular Tension (S2.E4.3-5.a) Movement (S2.E4.3-5.b) 	<p>4 – Applies skill.</p>	Emerging		
<ul style="list-style-type: none"> ● S2.E5 Invasion Strategies/Tactics (S2.E5.3-5.a) Net/Wall Strategies/Tactics (S2.E5.3-5.b) Game and Sport Situations (S2.E5.3-5.c) 	<p>4 – Applies simple offensive strategies & tactics in chasing & fleeing activities. (a)</p> <p>4 - Applies simple defensive strategies & tactics in chasing & fleeing activities. (b)</p> <p>4 - Recognizes the type of kicks needed for different games and sports situations. (c)</p>	Emerging	Strategies Defense teammates	<p>PEC</p> <p>Sharks & Minnows</p> <p>Sneak Sneak Video</p> <p>OPEN invasion basics</p>

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.				
<ul style="list-style-type: none"> S3.E1 Physical Activity Knowledge 	4 – Analyzes opportunities for participating in physical activity outside physical education class.	Emerging	Leisure activity lifestyle	OPEN active at home
<ul style="list-style-type: none"> S3.E2 Engages in Physical Activity 	4 – Actively engages in the activities of physical education class, both teacher-directed and independent.	Emerging		
<ul style="list-style-type: none"> S3.E3 Heart Health 	4 – Identifies the components of health-related fitness. 4 - Evaluate heart rate during exercise utilizing methods such as manual, pulse checking, perceived exertion index or heart rate monitors.	Emerging		PEC AHA Fitnessgram OPEN fitness knowledge OPEN plug & play fitness
<ul style="list-style-type: none"> S3.E4 Health Related Fitness (S3.E4.3-5.a) Warm-Up/Cool Down (S3.E4.3-5.b) FITT Principle (S3.E4.3-5.c) Muscle Identification (S3.E4.3-5.d) Muscular/Skeletal Movement (S3.E4.3-5.e) 	4 – Demonstrates warm-up & cool-down relative to cardiorespiratory fitness assessment.	Emerging	Warm-up cool-down	Pgs. 28, 34 PEC OPEN fitness knowledge OPEN plug & play fitness
<ul style="list-style-type: none"> S3.E5 Skill-Related 	Identifies the six components of skill related fitness (agility, balance, coordination, speed, reaction time, power).	Emerging	6 components of SRF	PEC OPEN video OPEN fitness knowledge OPEN plug & play fitness Cone Knockdown

<ul style="list-style-type: none"> S3.E6 Analyzes Fitness Assessment/Components (S3.E6.3-5.a) Fitness Assessment (S3.E6.3-5.b) FITT Strategies (S3.E6.3-5.c) 	<p>4 – Completes fitness assessments (pre & post). (4.a) 4 - Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. (4.b)</p>	Emerging	Fitnessgram Fitness level 5-SRF Flexibility FITT HR/Pulse Rate Push-up Pull-up Exercise program	Pg 34 Fitnessgram OPEN fitness knowledge OPEN plug & play fitness
<ul style="list-style-type: none"> S3.E7 Nutrition 	<p>4 – Discusses the importance of hydration and hydration choices relative to physical activities.</p>	Emerging	Nutrition Hydration dehydration	Nutrition Unit MyPlate Calorie Diabetes Nutritional value Obesity Diet PEC
Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.				
<ul style="list-style-type: none"> S4.E1 Personal Responsibility 	<p>4 – Exhibits responsible behavior in independent group situations.</p>	Maturing		OPEN personal & social resp.
<ul style="list-style-type: none"> S4.E2 Accepting Feedback 	<p>4 – Listens respectfully to corrective feedback from others (e.g., peers, adults).</p>	Maturing	Feedback respect	
<ul style="list-style-type: none"> S4.E3 Working with Others Praises Others (S4.E3.3-5.a) Accepts Others (S4.E3.3-5.b) 	<p>4 – Praises the movement performance of others both more and less-skilled. (4.a) Accepts players of all skill levels into the physical activity. (4.b)</p>	Maturing	Sportsman- ship	
<ul style="list-style-type: none"> S4.E4 Rules and Fair Play 	<p>4 – Exhibits etiquette and adherence to rules in a variety of physical activities.</p>	Emerging	etiquette	
<ul style="list-style-type: none"> S4.E5 Safety Personal Safety Equipment Safety 	<p>4 – Works safely with peers and equipment in physical activity settings.</p>	Maturing		
<ul style="list-style-type: none"> S4.E6 Safety 	<p>Apply sun safe practices. (5.a)</p>	Maturing	Sun safety	

Sun Safety (S4.E6.3-5.a) Aquatic Safety (S4.E6.3-5.b)	Identify appropriate water safety practices. (5.b)			
Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.				
• S5.E1 Health	4 – Examines the health benefits of participating in physical activity.	Emerging	Stress Management obesity	Pgs 40, 44 OPEN yoga and mindfulness
• S5.E2 Challenge	4 – Rates the enjoyment of participating in challenging and mastered physical activities.	Emerging		PEC
• S5.E3 Self-Expression/ Enjoyment	4 – Ranks the enjoyment of participating in different physical activities.	Emerging		PEC OPEN yoga and mindfulness
• S5.E4 Social Interaction	4 – Describes & compares the positive social interactions when engaged in partner, small group and large group physical activities.	Emerging		
	STRAND 1: Comprehension of Health Promotion and Disease Prevention Concepts			
Concept 1: Understand Relationship Between Health Behaviors and Health	Describe the relationship between healthy behaviors and personal health			
Concept 3: Understanding Personal Health	Describe the key nutrients contained in the food groups and how these nutrients affect health and learning. Describe ways in which a safe and healthy school and community environment can promote personal health.			

Concept 4: Understanding Prevention of Injuries and Health Problems	Describe ways to prevent common childhood injuries and health problems			
	STRAND 2: Analysis of Factors Affecting Health Behaviors			
Concept 1: External Influences on Personal Health	<p>Describe how the family influences personal health practices and behaviors.</p> <p>Identify the influence of culture on health practices and behaviors.</p> <p>Describe how peers can influence healthy and unhealthy behaviors.</p> <p>Describe how the school and community can support personal health practices and behaviors.</p> <p>Explain how the media influences thoughts, feelings, and health behaviors.</p> <p>Describe ways that technology can influence personal health.</p>			
	STRAND 3: Access to Health Information, Products, and Services to Enhance Health			
Concept 1: Knowledge of Sources of Help	Identify characteristics of valid health information, products, and services.			
Concept 2: Accessing Help	Locate resources from home, school, and community that provide valid health information.			
	STRAND 4: Use of Interpersonal Communication Skills to Enhance Health			
Concept 2: Self Protection and Dealing with Conflict	Demonstrate nonviolent strategies to manage or resolve conflict.			
Concept 3: Asking for Help	Demonstrate how to ask for assistance to enhance personal health.			

	STRAND 6: Use of Goal-Setting Skills to Enhance Health			
Concept 2: Health-Related Goal Setting	Set a personal health goal and track progress toward its achievement. Identify resources to assist in achieving a personal health goal.			
Concept 1: Personal Responsibility for Health	Identify responsible personal health behaviors.			
Concept 2: Healthy Practices and Behaviors	Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health. Demonstrate a variety of behaviors that avoid or reduce health risks.			

Below you will find two additional resources for planning and implementing your content standards. The [Common Core Standards for the Related Arts](#) charts questions that supports building literacy in your content area as well as supporting general reading and writing achievement. The [Hess Cognitive Rigor Matrix for Fine Arts](#) provides a framework for increasing the level of rigor when planning activities and engaging students.

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[PE App List](#)

Sample Year Long Planning Schedule

Revisited skills are in **bold print**.

Lesson 1	Establishing the Learning Environment	Lesson 10	Dance and Rhythms	Lesson 19	Dribbling with hands	Lesson 28	Health Fitness Assessment
Lesson 2	Dribbling with Hands	Lesson 11	Balance Weight Transfer	Lesson 20	Throwing Underhand Throwing Overhand	Lesson 29	Health and Fitness Assessment
Lesson 3	Concepts of Fitness Throwing Overhand	Lesson 12	Balance Weight Transfer	Lesson 21	Catching Passing and Catching	Lesson 30	Volleying Overhand
Lesson 4	Cardiorespiratory Fitness	Lesson 13	Building a Gymnastic Sequence	Lesson 22	Striking with Hockey Sticks	Lesson 31	Striking with short-handled implement
Lesson 5	Health Fitness Assessment	Lesson 14	Volleying Overhand	Lesson 23	Striking with Racquets	Lesson 32	Striking with Bats
Lesson 6	Kicking Dribbling with feet	Lesson 15	Striking with Short Implement	Lesson 24	Dance and Rhythms	Lesson 33	Striking with Hockey Sticks
Lesson 7	Kicking	Lesson 16	Dance and rhythms	Lesson 25	Balance Weight transfer: Low Eq	Lesson 34	Kicking
Lesson 8	Throwing and Catching	Lesson 17	Jumping Rope	Lesson 26	Weight Transfer on Apparatus	Lesson 35	Throwing Overhand
Lesson 9	Jumping and landing	Lesson 18	Jumping Rope	Lesson 27	Dribbling with hands	Lesson 36	Field day

Part 2 - Grade Level Standards and Learning Outcomes

Standard	Learning Outcomes	Performance Indicator	Key Vocabulary	Links to Lesson/ Assessments
Demonstrates competency in a variety of motor skills and movement patterns - <i>Locomotor</i>				Fitness Unit Cooperative Learning Unit
<ul style="list-style-type: none"> S1.E1 Mature Patterns (S1.E1.3-5.a) Manipulative Skills (S1.E1.3-5.b) Traveling with Manipulative Skills (S1.E1.3-5.c) Rhythmic (S1.E1.3-5.d) 	5 - Demonstrates mature patterns of locomotor skills in dynamic small-sided games, practice tasks, gymnastics and dance. (5.a) 5 - Combines locomotor and manipulative skills in a variety of small-sided practice tasks in game environments. (5.b) 5 - Combines traveling with manipulative skills for execution to a target. (5.c) 5 - Combines locomotor and non-locomotor skills to create rhythmic and gymnastics routines. (5.d)	Emerging	Motor skill	Pg. 98 PEC
<ul style="list-style-type: none"> S1.E2 Running 	5 - Applies appropriate pacing for a variety of running distances.	Applying	Endurance pacing	PEC
<ul style="list-style-type: none"> S1.E3 Jumping & landing, horizontal and vertical 	5 - Combines jumping and landing patterns with locomotors and manipulative skills in dance, educational gymnastics and small modified games and games environments.	Maturing	Vertical horizontal	PEC
<ul style="list-style-type: none"> S1.E4 Dance Cultural Dance (S1.E4.3-5.a) Original Dance (S1.E4.3-5.b) Group Dance (S1.E4.3-5.c) 	5 - Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern. (5.a) 5 - Combines locomotor movement patterns and dance steps to create and perform an original dance. (5.b) 5 - Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, and time, flow) to create and perform a dance with a group. (5.c)	Emerging	force	Dance Unit Pg. 98 OPEN dance PEC DancePI3y Pound
<ul style="list-style-type: none"> S1. E5 Combinations 	5 - Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks and games.	Emerging		PEC

Demonstrates competency in a variety of motor skills and movement patterns - <i>Nonlocomotor (stability)</i>				Locomotor Unit
<ul style="list-style-type: none"> S1.E6 Balance; Balance with equipment 	<p>5 - Demonstrates a sequence of balance and weight transfer movements in gymnastics or dance sequence with a partner. (5.a)</p> <p>5 - Combines actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus. (5.b)</p>	Applying	Weight bearing activity Body control	Pgs. 98, 126 PEC
<ul style="list-style-type: none"> S1.E7 Stability/Weight Transfer 	<p>5 – Transfers weight from feet to hands, varying speed and using large extensions. (e.g., mule kick, handstand, cartwheel)</p>	Maturing	Weight bearing activity Body control	Pgs 130, 135 Sumo Wrestling Sumo Wrestling Video OPEN yoga and mindfulness
<ul style="list-style-type: none"> S1.E8 Stability; curling, stretching; twisting & bending 	<p>5 - Performs curling, twisting & stretching actions with correct application in dance, gymnastics, and small modified games in games environments.</p>	Applying		Pg. 111 PEC DancePL3y OPEN yoga video 1 OPEN yoga video 2 OPEN yoga and mindfulness OPEN dance OPEN hip hop public health
<ul style="list-style-type: none"> S1.E9 Combinations 	<p>5 -Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group.</p>	Emerging	Force Motor skill	Pg. 98 PEC DancePI3y

				OPEN dance OPEN hip hop public health
Demonstrates competency in a variety of motor skills and movement patterns - <i>Manipulative</i>				Teams Unit Individual Activity Unit
<ul style="list-style-type: none"> S1.E10 Underhand throw (S1.E10.3-5.a) Underhand throw at target (S1.E10.3-5.b) 	<p>5 - Throws underhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. (5.a)</p> <p>5 - Throws underhand to a large target with accuracy. (5.b)</p>	Maturing		<p>Pg 142</p> <p>Dot Ball</p> <p>Hula Hut Battle</p> <p>Jail Ball Jail Ball Video</p> <p>Rampshot</p> <p>PEC</p>
<ul style="list-style-type: none"> S1.E11 Overhand throw (S1.E11.3-5.a) Overhand throw at target (S1.E11.3-5.b) 	<p>5 - Throws overhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. (5.a)</p> <p>5 - Throws overhand to large target with accuracy. (5.b)</p>	Maturing		<p>Pgs. 150, 156, 159</p> <p>Foxtail-21</p> <p>Foxtail</p> <p>End Of Line Frisbee End of Line Frisbee Video</p> <p>Dot Ball</p> <p>Catch me if you can</p> <p>Hula Hut Battle</p>

				Jail Ball Jail Ball Video PEC
<ul style="list-style-type: none"> S1. E12 Passing with Hands (S1.E12.3-5.a) Passing with Hands Small Game (S1.E12.3-5.b) 	5 - Throws with accuracy, both partners moving. (5.a) 5 - Throws with reasonable accuracy in dynamic, small modified games. (5.b)	Emerging	Game like activity	Pgs. 156, 159, 163 OPEN basketball
<ul style="list-style-type: none"> S1.E13 Catching (S1.E13.3-5.a) Catching while Moving (S1.E13.3-5.b) Catching Small Game (S1.E13.3-5.c) 	5 - Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a non-dynamic environment (closed skills). (5.a) 5 - Catches with accuracy, both partners moving. (5.b) 5 - Catches with reasonable accuracy in dynamic, small-sided games. (5.c)	Applying	Game like activity	Pg 163 PEC OPEN bat and ball OPEN basketball Hula Hut Battle Foxtail-21 Foxtail Jail Ball Jail Ball Video
<ul style="list-style-type: none"> S1.E14 Dribbling/Ball Control with Hands (S1.E.14.3-5a) Dribbling with an Implement (S1.E.14.3-5b) 	5 – Combines hand dribbling with other skills during 1v1 practice tasks. (5.a) 5 – Dribbling with an implement while showing change of direction, speed and control. (5.b)	Maturing		Pg 198 PEC AZ Coyotes Curriculum OPEN basketball
<ul style="list-style-type: none"> S1. E15 Dribbling/ Ball Control with Feet 	5 – Combines foot dribbling with other skills in 1v1 practice tasks.	Maturing		Pg 198 PEC OPEN basketball
<ul style="list-style-type: none"> S1. E16 Passing and 	5 - Passes with the feet using a mature pattern as both partners	Emerging		PEC

Receiving with Feet (S1.E16.3-5.a) Receiving with Feet while Moving (S1.E16.3-5.b)	travel. (5.a) 5 - Receives a pass with the foot using a mature pattern as both partners travel. (5.b)			Ultimate Soccer OPEN soccer
<ul style="list-style-type: none"> S1. E17 Dribbling in Combination 	5 –Dribbles with hands or feet with mature patterns in a variety of small-sided games.	Emerging	Game like activity	Pg 198 PEC OPEN basketball Ultimate Soccer OPEN soccer
<ul style="list-style-type: none"> S1.E18 Kicking 	5 –Demonstrates mature patterns in kicking and punting in small-sided practice task environments.	Applying		Pgs 176, 187 PEC Ultimate Soccer OPEN soccer Ultimate Kickball
<ul style="list-style-type: none"> S1.E19 Volley, Underhand 	5 – Volleys underhand using a mature pattern, in a dynamic environment using small modified games.	Applying		Pg 205 Spikeball PEC
<ul style="list-style-type: none"> S1.E20 Volley, overhead 	5 – Volleys a ball using a mature two-hand overhead pattern sending it upward to a target.	Emerging		Pgs 209, 212 PEC
<ul style="list-style-type: none"> S1.E21 Striking, Short handled Implement 	5 – Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment.	Applying		Pgs 218, 222 OPEN pickleminton OPEN bat and ball Pickleball

				PEC
<ul style="list-style-type: none"> S1.E22 Striking, Long Handled Implements (S1.E20.3-5.a) Striking, Long Handled Implements while Traveling (S1.E20.3-5.b) 	<p>5 - Strikes a pitched ball with a bat using a mature pattern. (5.a)</p> <p>5 - Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game. (5.b)</p>	Maturing		<p>Pgs 228, 231</p> <p>PEC</p> <p>AZ Coyotes Curriculum</p> <p>OPEN bat and ball</p>
<ul style="list-style-type: none"> S1.E23 In combination with Locomotor 	<p>5 - Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey, and basketball).</p>	Emerging		<p>PEC</p> <p>Spikeball</p> <p>OPEN lacrosse</p>
<ul style="list-style-type: none"> S1.E24 Jumping Rope 	<p>5 – Creates a jump rope routine with a partner, using either a short or long rope.</p>	Applying		<p>Pg 237</p> <p>PEC</p> <p>AHA</p> <p>OPEN jump rope</p>
Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance				
<ul style="list-style-type: none"> S2.E1 Space Open Spaces (S2.E1.3-5.a) Closing Spaces (S2.E1.3-5.b) Boundaries (S2.E1.3-5.c) 	<p>5 - Applies the concept of open spaces to combination skills involving locomotor and non locomotor movements for small groups. (5.a)</p> <p>5 - Applies the concept of closing spaces in small sided practices. (5.b)</p> <p>5 - Identify boundaries and apply knowledge to small games. (5.c)</p>	Maturing	Boundary strategy	<p>PEC</p> <p>OPEN soccer Sharks & Minnows</p> <p>OPEN lacrosse</p> <p>OPEN pickleminton</p>
<ul style="list-style-type: none"> S2.E2 Pathways, shapes, levels 	<p>5 - Combines movement concepts with skills in small sided practice tasks in game environments, gymnastics and dance with self-direction.</p>	Emerging		PEC

<ul style="list-style-type: none"> S2.E3 Game Situations (S2.E3.3-5.a) Direction and Force (S2.E3.3-5.b) Modified Situations (S2.E3.3-5.c) 	<p>5 - Applies movement concepts to strategy in game situations. (5.a)</p> <p>5 - Applies the concept of direction and force to strike an object with a long handled implement. (5.b)</p> <p>5 - Analyze movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small sided practice tasks in game environments, dance and gymnastics (5.c).</p>	Emerging	Game like activity	<p>Pgs 222, 231</p> <p>OPEN pickleminton</p> <p>OPEN lacrosse</p> <p>Rock, Paper, Scissors</p> <p>Baseball</p> <p>Sharks & Minnows</p> <p>Sneak Sneak Video</p> <p>OPEN soccer</p> <p>PEC</p>
<ul style="list-style-type: none"> S2.E4 Alignment and Muscular Tension (S2.E4.3-5.a) Movement (S2.E4.3-5.b) 	<p>5 - Applies skills of alignment in all forms of movement. (5.a)</p> <p>5 - Employs the concept of muscular tension with balance in all forms of movement. (5.b)</p>	Emerging		<p>PEC</p> <p>Team Tic Tac Toe</p>
<ul style="list-style-type: none"> S2.E5 Invasion Strategies/Tactics (S2.E5.3-5.a) Net/Wall Strategies/Tactics (S2.E5.3-5.b) Game and Sport Situations (S2.E5.3-5.c) 	<p>5 - Applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks.(5.a)</p> <p>5 - Applies basic offensive and defensive strategies and tactics in net/wall small-sided practice tasks. (5.b)</p> <p>5 - Recognizes the type of throw, volley or striking action needed for different games and sports situations. (5.c)</p>	Emerging	Strategy Offense defense	<p>PEC</p> <p>OPEN soccer</p> <p>OPEN lacrosse</p> <p>Ultimate Cone Ball</p> <p>Spikeball</p> <p>4-Square</p> <p>Rampshot</p> <p>OPEN invasion basics</p>

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.				
<ul style="list-style-type: none"> S3.E1 Physical Activity Knowledge 	5 - Charts and analyzes physical activity outside physical education class for fitness benefits of activities.	Maturing	journal	OPEN active at home
<ul style="list-style-type: none"> S3.E2 Engages in Physical Activity 	5 - Actively engages in all the activities of physical education.	Maturing		
<ul style="list-style-type: none"> S3.E3 Heart Health 	5 – Identifies the components of health-related fitness. 5 - Evaluate heart rate during exercise utilizing methods such as manual, pulse checking, perceived exertion index or heart rate monitors.	Maturing	HRF Heart rate pulse	Pg 34 Fitnessgram AHA OPEN fitness knowledge OPEN plug & play fitness
<ul style="list-style-type: none"> S3.E4 Health Related Fitness (S3.E4.3-5.a) Warm-Up/Cool Down (S3.E4.3-5.b) FITT Principle (S3.E4.3-5.c) Muscle Identification (S3.E4.3-5.d) Muscular/Skeletal Movement (S3.E4.3-5.e) 	5 - Identifies the need for warm-up & cool-down relative to various physical activities. (5.b) 5 - Identify and apply FITT to a fitness plan (frequency, intensity, time, type). (5.c) 5 - Identify major muscles. (5.d) 5 - Experience how the muscular and skeletal systems work together to allow movement. (5.e)	Maturing	Warm-up Cool-down Flexibility FITT Push-up Pull-up Muscles bones	Pg 34 Fitnessgram PEC OPEN fitness knowledge OPEN plug & play fitness
<ul style="list-style-type: none"> S3.E5 Skill-Related 	Identifies the six components of skill related fitness (agility, balance, coordination, speed, reaction time, power).	Emerging	Skill related Fitness	PEC OPEN video OPEN fitness knowledge OPEN plug & play fitness Cone Knockdown

<ul style="list-style-type: none"> S3.E6 Analyzes Fitness Assessment/Components (S3.E6.3-5.a) Fitness Assessment (S3.E6.3-5.b) FITT Strategies (S3.E6.3-5.c) 	<p>5 - Analyzes results of fitness assessment (pre- & post-), comparing results to fitness components for good health. (5.a)</p> <p>5 - Perform a nationally recognized, criterion references, health related fitness assessment that includes muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition. (5.b)</p> <p>5 - Identify strategies for progress in fitness areas using FITT strategies. (5.c)</p>	Maturing	Fitnessgram Journal Fitness level FITT	Fitnessgram OPEN fitness knowledge
<ul style="list-style-type: none"> S3.E7 Nutrition 	<p>5 - Analyzes the impact of food choices relative to physical activity, youth sports & personal health.</p>	Emerging	Journal nutrition	Nutrition Unit Calorie Diabetes Diet Hydration Dehydration Nutritional value Obesity Well-being Self-control Pg. 40 MyPlate
Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.				
<ul style="list-style-type: none"> S4.E1 Personal Responsibility 	<p>5 - Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee).</p>	Maturing		OPEN personal & social resp.
<ul style="list-style-type: none"> S4.E2 Accepting Feedback 	<p>5 - Gives and receives corrective feedback respectfully to peers and adults.</p>	Maturing		
<ul style="list-style-type: none"> S4.E3 Working with Others Praises Others (S4.E3.3-5.a) Accepts Others (S4.E3.3-5.b) 	<p>5 – Praises the movement performance of others both more and less-skilled. (5.a)</p> <p>Accepts players of all skill levels into the physical activity. (5.b)</p>	Maturing		
<ul style="list-style-type: none"> S4.E4 Rules and Fair Play 	<p>5 - Assesses adherence to rules, etiquette, and fair play of various games and activities.</p>	Maturing		
<ul style="list-style-type: none"> S4.E5 Safety 	<p>5 - Applies safety principles with age-appropriate physical activities.</p>	Applying		
<ul style="list-style-type: none"> S4.E6 Safety 	<p>Apply sun safe practices. (5.a)</p>	Maturing	Sun safety	

Sun Safety (S4.E6.3-5.a) Aquatic Safety (S4.E6.3-5.b)	Identify appropriate water safety practices. (5.b)			
Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.				
• S5.E1 Health	5 - Compares the health benefits of participation in selected physical activities.	Emerging	Journal Self esteem	OPEN yoga and mindfulness
• S5.E2 Challenge	5 - Analyzes the personal benefits to participating in an activity that is challenging.	Emerging	Risk taking	
• S5.E3 Self-Expression/ Enjoyment	5 - Analyzes the personal benefits to participating in an activity that is enjoyable.	Emerging	Stress management	OPEN yoga and mindfulness
• S5.E4 Social Interaction	5 - Analyzes the positive impact of verbal and nonverbal encouragement in physical activity.	Emerging		
	STRAND 1: Comprehension of Health Promotion and Disease Prevention Concepts			
Concept 1: Understand Relationship Between Health Behaviors and Health	Describe the relationship between healthy behaviors and personal health			
Concept 3: Understanding Personal Health	Describe the key nutrients contained in the food groups and how these nutrients affect health and learning. Describe ways in which a safe and healthy school and community environment can promote personal health.			
Concept 4: Understanding Prevention of Injuries and Health Problems	Describe ways to prevent common childhood injuries and health problems			
	STRAND 2:			

	Analysis of Factors Affecting Health Behaviors			
Concept 1: External Influences on Personal Health	<p>Describe how the family influences personal health practices and behaviors.</p> <p>Identify the influence of culture on health practices and behaviors.</p> <p>Describe how peers can influence healthy and unhealthy behaviors.</p> <p>Describe how the school and community can support personal health practices and behaviors.</p> <p>Explain how the media influences thoughts, feelings, and health behaviors.</p> <p>Describe ways that technology can influence personal health.</p>			
	STRAND 3: Access to Health Information, Products, and Services to Enhance Health			
Concept 1: Knowledge of Sources of Help	Identify characteristics of valid health information, products, and services.			
Concept 2: Accessing Help	Locate resources from home, school, and community that provide valid health information.			
	STRAND 4: Use of Interpersonal Communication Skills to Enhance Health			
Concept 2: Self Protection and Dealing with Conflict	Demonstrate nonviolent strategies to manage or resolve conflict.			
Concept 3: Asking for Help	Demonstrate how to ask for assistance to enhance personal health.			
	STRAND 6: Use of Goal-Setting Skills to Enhance Health			

Concept 2: Health-Related Goal Setting	<p>Set a personal health goal and track progress toward its achievement.</p> <p>Identify resources to assist in achieving a personal health goal.</p>			
Concept 1: Personal Responsibility for Health	<p>Identify responsible personal health behaviors.</p>			
Concept 2: Healthy Practices and Behaviors	<p>Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.</p> <p>Demonstrate a variety of behaviors that avoid or reduce health risks.</p>			

Below you will find two additional resources for planning and implementing your content standards. The [Common Core Standards for the Related Arts](#) charts questions that supports building literacy in your content area as well as supporting general reading and writing achievement. The [Hess Cognitive Rigor Matrix for Fine Arts](#) provides a framework for increasing the level of rigor when planning activities and engaging students.

Physical Education Pacing Guide

Sixth Grade



Introduction to the Physical Education Pacing Guide

This document provides teachers with a guide to pacing physical education as well as resources to support instruction.

The following sections are included:

Part 1: Standards Overview – This section presents the year-at-a-glance overview of the grade level content standards determined to be essential with a sample planning schedule.

Part 2: Standards and Learning Outcomes - This section will list all grade level standards, the learning outcome for each standard, the grade level performance indicator, key vocabulary, and links or reference to additional support material. It is important to note that not all standards are emphasized equally. Varying levels of emphasis are indicated in the Key.

Part 3: National Guidelines – This page offers a holistic look at the components of a comprehensive physical education block and the SHAPE American guidelines for comprehensive physical education from K-8. The Scope and Sequence for K-8 Education chart specifies the knowledge and skills expected at each grade level and illustrates how learning progresses across those grade levels

*The following team members contributed to the identification of End of Year Outcomes derived as priority learning targets
From the Arizona Physical Education Standards.*

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Part 1 - Standards Overview

KEY

- **Essential Standard**
- **Supporting Standard**

Year long standards to be embedded into every lesson throughout the year.		The following standards may be taught through a variety of instructional units. Physical Education standards do not follow a sequential order.	
<p>Standard 3: Demonstrates Knowledge and Skill</p> <ul style="list-style-type: none"> -Physical Activity Knowledge. <ul style="list-style-type: none"> ● S3.M1 -Engages in Physical Activity <ul style="list-style-type: none"> ● S3.M2 ● S3.M3 ● S3.M4 ● S3.M5 -Fitness Knowledge <ul style="list-style-type: none"> ● S3.M6 ● S3.M7 ● S3.M8 ● S3.M9 ● S3.M10 ● S3.M11 ● S3.M12 ● S3.M13 ● S3.M14 -Assessment and Program Planning <ul style="list-style-type: none"> ● S3.M15 ● S3.M16 -Nutrition <ul style="list-style-type: none"> ● S3.M17 -Stress Management <ul style="list-style-type: none"> ● S3.M18 	<p>Standard 4: Exhibits responsible behavior related to:</p> <ul style="list-style-type: none"> -Personal Responsibility <ul style="list-style-type: none"> ● S4.M1 ● S4.M2 -Accepting Feedback <ul style="list-style-type: none"> ● S4.M3 -Working with Others <ul style="list-style-type: none"> ● S4.M4 ● S4.M5 -Rules and Etiquette <ul style="list-style-type: none"> ● S4.M6 -Safety <ul style="list-style-type: none"> ● S4.M7 ● S4.M8 Standard 5: Recognizes the value of physical activity for: <ul style="list-style-type: none"> -Health <ul style="list-style-type: none"> ● S5.M1 ● S5.M2 -Challenge <ul style="list-style-type: none"> ● S5.M3 -Self Expression and Enjoyment <ul style="list-style-type: none"> ● S5.M4 ● S5.M5 -Social Interaction <ul style="list-style-type: none"> ● S5.M6 	<p>Standard 1: Motor skills and movement patterns</p> <ul style="list-style-type: none"> -Dance <ul style="list-style-type: none"> ● S1.M1 -Field Games <ul style="list-style-type: none"> ● S1.M2 ● S1.M3 -Invasion Games <ul style="list-style-type: none"> ● S1.M4 ● S1.M5 ● S1.M6 ● S1.M7 ● S1.M8 ● S1.M9 ● S1.M10 ● S1.M11 -Net/Wall Games <ul style="list-style-type: none"> ● S1.M12 ● S1.M13 ● S1.M14 ● S1.M15 ● S1.M16 ● S1.M17 -Target Games <ul style="list-style-type: none"> ● S1.M18 ● S1.M19 	<ul style="list-style-type: none"> -Field/Striking Games <ul style="list-style-type: none"> ● S1.M20 ● S1.M21 ● S1.M22 ● S1.M23 Standard 2: Movement and performance <ul style="list-style-type: none"> -Invasion Games <ul style="list-style-type: none"> ● S2.M1 ● S2.M2 ● S2.M3 ● S2.M4 ● S2.M5 ● S2.M6 -Net/Wall Games <ul style="list-style-type: none"> ● S2.M7 ● S2.M8 -Target Games <ul style="list-style-type: none"> ● S2.M9 -Field/Striking Games <ul style="list-style-type: none"> ● S2.M10 ● S2.M11 -Individual Per. <ul style="list-style-type: none"> ● S2.M12 ● S2.M13

End of Year Outcomes for [PE & Health 6th Grade](#)

Units from 2016 Pacing Guide for [6th Grade](#)

Additional Resources:

[OPEN tabata training](#)

[DYNAMIC PE ASAP](#) (can be used to create lessons)

[OPEN winter wonderland activities](#)

[OPEN rugby](#)

[OPEN roundnet](#)

[OPEN 8 challenge](#)

[OPEN limited equipment](#)

[OPEN instant activities](#)

[OPEN circus arts](#)

[Hip Hop Public Health](#)

Dancepl3y Videos- found in Lesson Videos in the PE/Health Drive

Pound Videos- found in Lesson Videos in the PE/Health Drive

[SPARK Academy](#)

[PhysEdDepot](#)

[The Physical Educator](#)

[The PE Geek](#)

[GOPHER](#)

[PE App List](#)

Part 2 - Grade Level Standards and Learning Outcomes

Standard	Learning Outcomes	Performance Indicator	Key Vocabulary	Links to Lesson/ Assessments
Demonstrates competency in a variety of motor skills and movement patterns.				
<ul style="list-style-type: none"> Dance and Rhythms 				
<ul style="list-style-type: none"> S1.M1 Dance and Rhythms 	6– Demonstrates correct rhythm and pattern for 1 of the following dance forms: folk, social, creative, line or world dance.	Applying		PEC Lesson Planning for MS PE pgs. 46-118 OPEN dance DancePI3y Pound
<ul style="list-style-type: none"> Games and Sports: Field Games 				
<ul style="list-style-type: none"> S1.M2 Throwing 	6 – Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base).	Applying		PEC Lesson Planning for MS PE pgs. 297-333
<ul style="list-style-type: none"> S1.M3 Catching 	6 – Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks.	Applying		PEC Lesson Planning for MS PE (chapters include ultimate, whiffle ball) End of Line Frisbee End of Line

				Frisbee Video OPEN ultimate disc
<ul style="list-style-type: none"> Games and Sports: Invasion Games 				
<ul style="list-style-type: none"> S1.M4 Passing and Receiving 	6 – Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in modified invasion games such as basketball, flag football, speedball, or team handball.	Emerging		PEC Lesson Planning for MS PE pg. 122 OPEN basketball
<ul style="list-style-type: none"> S1.M5 Passing and Receiving, Moving target 	6– Throws, while stationary, a lead pass to a moving target.	Emerging		PEC Lesson Planning for MS PE pgs. 122-123 OPEN ultimate disc
<ul style="list-style-type: none"> S1.M6 Offensive Skills 	6 – Performs pivots, fakes and jab steps designed to create open space during practice tasks.	Emerging		PEC Lesson Planning for MS PE pgs. 129-131 Ultimate Capture the Flag Ultimate Capture the Flag Video OPEN basketball OPEN ultimate disc
<ul style="list-style-type: none"> S1.M7 Offensive Skills 	6 – Performs the following offensive skills without defensive pressure: pivot, give & go, and fakes.	Maturing		PEC Lesson Planning for MS PE pgs. 121-145 (handball)

				OPEN basketball OPEN ultimate disc
<ul style="list-style-type: none"> S1.M8 Dribbling/Ball Control with Hands 	6 – Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks.	Applying		PEC OPEN basketball
<ul style="list-style-type: none"> S1.M9 Dribbling/Ball Control with Feet 	6– Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks.	Applying		PEC Lesson Planning for MS PE pgs. 175-202 (soccer)
<ul style="list-style-type: none"> S1.M10 Shooting on Goal 	6 – Shoots on goal with power in a dynamic environment as appropriate to the activity.	Emerging		PEC Lesson Planning for MS PE pgs. Pgs. 175-202 (soccer), pgs. 121-145 (handball)
<ul style="list-style-type: none"> S1.M11 Defensive Skills 	6 – Maintains defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the offensive player.	Emerging		PEC Sumo Wrestling Sumo Wrestling Video OPEN basketball OPEN ultimate disc
<ul style="list-style-type: none"> Games and Sports: Net/Wall Games 				
<ul style="list-style-type: none"> S1.M12 Serving 	6 – Performs a legal underhand serve with control for net/wall games such as badminton, volleyball, pickleball.	Emerging	Volleyball	PEC Lesson planning for MS PE pgs. 205-236 (volleyball), pgs. 237-262 (pickleball), 263-294

				(badminton) OPEN pickleball
<ul style="list-style-type: none"> S1.M13 Striking 	6– Strikes, with a mature overarm pattern in a non-dynamic environment (closed skills) for net/wall games such as volleyball, handball, badminton or tennis.	Applying		PEC Lesson Planning for MS PE pgs. 205-236 (volleyball), pgs. 121-145 (handball), pgs. 263-294 (badminton) Spikeball OPEN pickleball
<ul style="list-style-type: none"> S1.M14 Forehand and Backhand 	6 – Demonstrates the mature form of forehand and backhand strokes with a short-handled implement in net games such as paddleball, pickleball or short-handled racket tennis.	Emerging	Shot selection	PEC OPEN pickleball Lesson Planning for MS PE pgs. 237-262 (pickleball)
<ul style="list-style-type: none"> S1.M15 Weight Transfer 	6 – Transfers weight with correct timing for the striking pattern.	Emerging		PEC Lesson Planning for MS PE pgs. 263-294 (badminton), pgs. 297-333 (whiffle ball) OPEN pickleball
<ul style="list-style-type: none"> S1.M16 Volley 	6 – Forehand volleys with mature form and control using a short-handled implement.	Emerging		PEC Lesson Planning for MS PE pgs. 237-262 (pickleball)

				OPEN pickleball
<ul style="list-style-type: none"> S1.M17 Two-handed Volley 	6– Two-hand volleys with control in a variety of practice tasks.	Emerging	volleyball	PEC
<ul style="list-style-type: none"> Games and Sports: Target Games 				
<ul style="list-style-type: none"> S1.M18 Underhand Throw 	6 – Demonstrates a mature underhand pattern for a modified target games such as bowling, bocce, or horseshoes.	Applying		Lesson Planning for MS PE pgs. 367-378 (bowling), pgs. 385-387 (bocce) Rampshot 3-8
<ul style="list-style-type: none"> S1.M19 Striking 	6 – Strikes, with an implement, a stationary object for accuracy in activities such as croquet, shuffleboard or golf.	Maturing		PEC Lesson Planning for MS PE pgs. 379-383 (croquet)
<ul style="list-style-type: none"> Games and Sports: Field/Striking Games 				
<ul style="list-style-type: none"> S1.M20 Striking 	6 – Strikes a pitched ball with an implement with force in a variety of practice tasks.	Applying		PEC Lesson Planning for MS PE pgs. 297-333 (whiffle ball)
<ul style="list-style-type: none"> S1.M21 Catching 	6– Catches, with mature pattern, from different trajectories using a variety of objects in varying practice tasks.	Applying		PEC Lesson Planning for MS PE pgs. 297-333 (whiffle ball) Nuke em OPEN ultimate disc
<ul style="list-style-type: none"> S1.M22 Outdoor Pursuits 	6 – Demonstrates correct technique for basic skills in at least 1 self-selected outdoor activity.	Maturing		Lesson Planning for MS PE pgs. 393-423

				(geocaaching and orienterring), pgs. 424-449 (hiking and backpacking), pgs. 450-482 (adventure activities)
<ul style="list-style-type: none"> S1.M23 Aquatics 	6-8 - Preferably taught at elementary or secondary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum.	N/A	Water safety	
Standard 2 Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance.				
<ul style="list-style-type: none"> Games and Sports - Invasion games 				
<ul style="list-style-type: none"> S2.M1 Creating Space with Movement 	6– Creates open space by using locomotor movements (e.g., walking, running, jumping & landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace).	Emerging		PEC Lesson Planning for MS PE Pgs. 129-131 (team handball) Pgs. 182-185 & 190-192 (soccer) Sharks and Minos OPEN basketball OPEN ultimate disc
<ul style="list-style-type: none"> S2.M2 Creating Space with Offensive Tactics 	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 & go.	Emerging		Lesson Planning for MS PE Pgs. 158-161 (ultimate) Pgs. 182-189 (soccer) OPEN basketball

				OPEN ultimate disc
<ul style="list-style-type: none"> S2.M3 Creating Space Using Width and Length 	6 – Creates open space by using the width and length of the field/court on offense.	Emerging		Lesson Planning for MS PE Pgs. 158-161 (ultimate) Ultimate Cone Ball OPEN basketball OPEN ultimate disc
<ul style="list-style-type: none"> S2.M4 Reducing Space by Changing Size and Space 	6 – Reduces open space on defense by making the body larger and reducing passing angles.	Emerging		Lesson Planning for MS PE Pgs. 190-196 (soccer) Sink The Ship OPEN basketball OPEN ultimate disc
<ul style="list-style-type: none"> S2.M5 Invasion Games-Reducing Space Using Denial 	6– Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass.	Emerging		Lesson Planning for ME PE Pgs. 132-134 (team handball) Pgs. 150-153 (ultimate)
<ul style="list-style-type: none"> S2.M6 Transitions 	6 – Transitions from offense to defense or defense to offense by recovering quickly.	Emerging		Lesson Planning for MS PE Pgs. 135-137 & 144-145 (team handball) Pgs. 162-165 & 173-174

				<p>(ultimate) OPEN pickleball</p> <p>Pgs. 186-189 (soccer) Multi Goal Invasion</p> <p>OPEN basketball</p> <p>OPEN ultimate disc</p>
<ul style="list-style-type: none"> Games and Sports: Net/Wall Games 				
<ul style="list-style-type: none"> S2.M7 Creating Space Through Variation 	<p>6 – Creates open space in net/wall games with short- handled implement by varying force and direction.</p>	Emerging		<p>PEC</p> <p>Lesson Planning for MS PE Pgs 237-262 (pickleball)</p> <p>OPEN pickleball</p>
<ul style="list-style-type: none"> S2.M8 Spacing 	<p>6 – Reduces offensive options for opponents by returning to midcourt position.</p>	Emerging		<p>PEC</p> <p>Lesson Planning for MS PE Pgs. 247-253 (pickleball) Pgs. 273-275 & 284-287 (badminton)</p> <p>OPEN pickleball</p> <p>OPEN basketball</p> <p>OPEN ultimate disc</p>

● Games and Sports: Target Games				
● S2.M9 (Target Games) Shot Selection	6– Selects appropriate shot and/or club based on location of the object in relation to the target.	Emerging	Shot selection	PEC Lesson Planning for MS PE Pgs. 335-340 (disc golf) Pgs.365-378 (bowling) Pgs. 379-382 (croquet)
● Games and Sports: Field/Striking Games				
● S2.M10 Offensive Strategies	6 – Identifies open spaces and attempts to strike object into that space.	Emerging		PEC OPEN pickleball Lesson Planning for MS PE Pgs. 297-331 (wiffle ball)
● S2.M11 Reducing Space	6 – Identifies the correct defensive play based on the situation (e.g., number of outs).	Emerging		Lesson Planning for ME PE Pgs. 297-333 (wiffle ball)
● Games and Sports: Individual Performance				
● S2.M12 Movement Concepts	6 – Varies application of force during dance or gymnastic activities.	Emerging		PEC Lesson Planning for MS PE Pgs. 45-118 (Dance)
● S2M13 (Outdoor Pursuits) Movement Concepts	6– Makes appropriate decisions based on weather, level of difficulty due to the conditions, or ability to ensure safety of self and others.	Emerging		Lesson Planning for MS PE

				Pgs. 450-545 (adventure activities module)
Standard 3 Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness.				
• Physical Activity Knowledge				
• S3.M1	6 – Describes how being physically active leads to a healthy body.	Maturing		Lesson Planning for MS PE pgs. 595-598 OPEN fitness knowledge
• Engages in Physical Activity				
• S3.M2	6 – Participates in self-selected physical activity outside of physical education class.	Maturing	life long activity Extracurricular sport Recreation activity	Lesson planning for MS PE pg. 582 (weekday P.A. Log) pg. 598 (weekend P.A. Log) OPEN active at home
• S3.M3	6 – Participates in a variety of self-selected aerobic-fitness activities.	Maturing	aerobic	
• S3.M4	6 – Participates in a variety of aerobic-fitness activities using technology such as Dance Dance Revolution or Wii Fit.	Maturing	aerobic	
• S3.E5	6 – Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities.	Maturing	Lifelong activity	Lesson Planning for MS PE pgs. 393-423 (geocaching and orienterring), pgs. 424-449 (hiking and backpacking), pgs. 450-482 (adventure activities)

● Fitness Knowledge				
● S3.M6	6 – Participates in moderate to vigorous physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day.	Maturing		Lesson Planning for MS PE pgs. 595-598
● S3.M7	6 – Identifies the components of skill-related fitness.	Maturing		Lesson Planning for MS PE Pgs. 573-613 (physical activity Participation for Grade 6) Lesson Planning for MS PE Pgs. 651-684 (fitness through 5K program design for Grade 6) OPEN fitness knowledge OPEN plug & play fitness
● 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 level.	Maturing		Lesson Planning for MS PE Pgs. 573-613 (physical activity Participation for Grade 6) Lesson Planning for MS PE Pgs. 651-684 (fitness through 5K program design for Grade

				6) OPEN fitness knowledge OPEN plug & play fitness
● S3.M9	6 – Employs correct techniques and methods of stretching.	Maturing		Lesson Planning for MS PE Pgs. 573-613 (physical activity Participation for Grade 6) Lesson Planning for MS PE Pgs. 651-684 (fitness through 5K program design for Grade 6) OPEN fitness knowledge OPEN plug & play fitness
● S3.M10	6 – Differentiates between aerobic and anaerobic capacity and between muscular strength and endurance.	Maturing	Aerobic anaerobic	Lesson Planning for MS PE pgs. 689-594 OPEN fitness knowledge OPEN plug & play fitness
● 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).	Maturing	Target HR	Lesson Planning for MS PE Pgs. 573-613 (physical activity

				Participation for Grade 6) Lesson Planning for MS PE Pgs. 651-684 (fitness through 5K program design for Grade 6) OPEN fitness knowledge OPEN plug & play fitness
<ul style="list-style-type: none"> S3.M12 	6 – Describes the role of warm-up/ cool-down regimen for a self-selected physical activity.	Maturing	Injury Prevention strategy	Lesson Planning for MS PE pgs. 583-588 OPEN fitness knowledge OPEN plug & play fitness
<ul style="list-style-type: none"> S3.M13 	6 – Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale.	Maturing		Lesson Planning for MS PE pgs. 589-594 OPEN fitness knowledge OPEN plug & play fitness
<ul style="list-style-type: none"> S3.M14 	6 – Identifies major muscles used in selected physical activities.	Maturing		Lesson Planning for MS PE Pgs. 573-613 (physical activity Participation for Grade 6)

				<p>Lesson Planning for MS PE Pgs. 651-684 (fitness through 5K program design for Grade 6)</p> <p>OPEN fitness knowledge</p> <p>OPEN plug & play fitness</p>
<ul style="list-style-type: none"> Assessment and Program Planning 				
<ul style="list-style-type: none"> S3.M15 	<p>6 – Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment.</p>	<p>Maturing</p>		<p>Lesson Planning for MS PE pgs. 599-613</p> <p>OPEN fitness knowledge</p> <p>OPEN plug & play fitness</p>
<ul style="list-style-type: none"> S3.M16 	<p>6 – Maintains physical activity log for at least 2 weeks and reflects on activity levels as documented in the log.</p>	<p>Maturing</p>		<p>Lesson Planning for MS PE pgs. 582 (weekday P.A. Log) pg. 598 (weekend P.A. Log) Pgs. 579-582, pgs. 595-598, pgs.611-613</p> <p>OPEN fitness knowledge</p>

				OPEN plug & play fitness
<ul style="list-style-type: none"> Nutrition 				
<ul style="list-style-type: none"> S3.M17 	6 – Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels.	Emerging	Weight maintenance Nutrition plan	Lesson Planning for MS PE Pgs. 573-613 (physical activity Participation for Grade 6) Lesson Planning for MS PE Pgs. 651-684 (fitness through 5K program design for Grade 6)
<ul style="list-style-type: none"> Stress Management 				
<ul style="list-style-type: none"> S3.M18 	6 – Identifies positive and negative results of stress and appropriate ways of dealing with each.	Emerging	Stress management	Lesson Planning for MS PE Pgs. 573-613 (physical activity Participation for Grade 6) Lesson Planning for MS PE Pgs. 651-684 (fitness through 5K program design for Grade 6) OPEN yoga video

				OPEN yoga video 2
Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.				
• Personal Responsibility				
• S4.M1	6– Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors.	Applying		Lesson Planning for MS PE
• S4.M2	6 – Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.	Applying	self-esteem	Lesson Planning for MS PE
• Accepting Feedback				
• S4.M3	6 – Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.	Applying		Lesson Planning for MS PE
• Working with Others				
• S4.M4	6 – Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.	Applying	discrimination	Lesson Planning for MS PE
• S4.M5	6– Cooperates with a small group of classmates during adventure activities, game play, or team-building activities.	Applying		Lesson Planning for MS PE
• Rules and Etiquette				
• S4.M6	6 – Identifies the rules and etiquette for physical activities, games and dance activities.	Maturing		Lesson Planning for MS PE
• Safety				
• S4.M7	6 – Uses physical activity and fitness equipment appropriately and safely, with the teacher’s guidance.	Applying		
• S4.M8	Applies sun safe practices (8.a). Applies water safety practices. (8.b)	Applying	Sun safety Water safety	

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.				
• Health				
• S5.M1	6– Describes how being physically active leads to a healthy body.	Maturing	Emotional health	Lesson Planning for MS PE pgs. 595-598 OPE Varsity Brands-Believe In You
• S5.M2	6 – Identifies components of physical activity that provide opportunities for reducing stress and for social interaction.	Maturing	Stress management	Lesson Planning for MS PE OPE Varsity Brands-Believe In You
• Challenge				
• S5.M3	6 – Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, or modifying the task.	Maturing		Lesson Planning for MS PE OPE Varsity Brands-Believe In You
• Self Expression and Enjoyment				
• S5.M4	6– Describes how moving competently in a physical activity setting creates enjoyment.	Maturing	Emotional health	Lesson Planning for MS PE OPE Varsity Brands-Believe In You
• S5.M5	6– Identifies how self-expression and physical activity are related.	Maturing		Lesson Planning for MS PE OPE Varsity Brands-Believe In You

				In You
<ul style="list-style-type: none"> Social Interaction 				
<ul style="list-style-type: none"> S5.M6 	6– Demonstrate 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.	Maturing		Lesson Planning for MS PE OPE Varsity Brands-Believe In You
	STRAND 1: Comprehension of Health Promotion and Disease Prevention Concepts			
Concept 1: Understand Relationship Between Health Behaviors and Health	Describe the key nutrients contained in the food groups and how these nutrients affect health and learning.			
Concept 2: Understanding Multiple Dimensions of Health	Identify examples of emotional, intellectual, physical, and social health.			
Concept 3: Understanding Personal Health	Analyze how physical activity contributes to disease prevention. Describe how family history can affect personal health Describe ways in which a safe and healthy school and community environment can promote personal health			
Concept 4: Understanding Prevention of Injuries and Health Problems	Describe ways to reduce or prevent injuries and other adolescent health problems.			
Concept 6: Understanding Healthy vs. Unhealthy Behaviors	Describe the benefits of and barriers to practicing healthy behaviors Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors			

	STRAND 2: Analysis of Factors Affecting Health Behaviors			
Concept 1: External Influences on Personal Health	<p>Examine how the family influences the health of adolescents</p> <p>Describe the influence of culture on health beliefs, practices, and behaviors</p> <p>Analyze how the school and community can affect personal health practices and behaviors</p> <p>Analyze how messages from the media influence health behaviors.</p> <p>Analyze the influence of technology on personal and family health</p>			
Concept 2: Internal Influences on Personal Health	<p>Explain the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p>			
	STRAND 3: Access to Health Information, Products, and Services to Enhance Health			
Concept 1: Knowledge of Sources of Help	Analyze the validity of health information, products, and services.			
Concept 2: Accessing Help	Describe situations and locate valid and reliable health products and services.			
	STRAND 4: Use of Interpersonal Communication Skills to Enhance Health			
Concept 1: Communication to Enhance Help	Apply effective verbal and nonverbal communication skills to enhance health			

Concept 2: Self Protection and Dealing with Conflict	Identify effective conflict management or resolution strategies			
	STRAND 5: Use of Decision-Making Skills to Enhance Health			
Concept 2: Application of Decision-Making Skills to Health	Predict the potential short-term impact of each alternative on self and others Choose healthy alternatives over unhealthy alternatives when making a decision			
	STRAND 6: Use of Goal-Setting Skills to Enhance Health			
Concept 2: Health-Related Goal Setting	Develop a goal to adopt, maintain, or improve a personal health practice. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.			
	STRAND 7: Ability to Practice Health-Enhancing Behaviors			
Concept 1: Personal Responsibility for Health	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.			
Concept 2: Healthy Practices and Behaviors	Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.			
	STRAND 8: Ability to Advocate for Health			
Concept 1: Personal Advocacy	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.			

Below you will find two additional resources for planning and implementing your content standards. The [Common Core Standards for the Related Arts](#) charts questions that supports building literacy in your content area as well as supporting general reading and writing achievement. The [Hess Cognitive Rigor Matrix for Fine Arts](#) provides a framework for increasing the level of rigor when planning activities and engaging students.

Physical Education Pacing Guide

Seventh Grade



Introduction to the Physical Education Pacing Guide

This document provides teachers with a guide to pacing physical education as well as resources to support instruction.

The following sections are included:

Part 1: Standards Overview – This section presents the year-at-a-glance overview of the grade level content standards determined to be essential with a sample planning schedule.

Part 2: Standards and Learning Outcomes - This section will list all grade level standards, the learning outcome for each standard, the grade level performance indicator, key vocabulary, and links or reference to additional support material. It is important to note that not all standards are emphasized equally. Varying levels of emphasis are indicated in the Key.

Part 3: National Guidelines – This page offers a holistic look at the components of a comprehensive physical education block and the SHAPE American guidelines for comprehensive physical education from K-8. The Scope and Sequence for K-8 Education chart specifies the knowledge and skills expected at each grade level and illustrates how learning progresses across those grade levels

*The following team members contributed to the identification of End of Year Outcomes derived as priority learning targets
From the Arizona Physical Education Standards.*

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Part 1 - Standards Overview

KEY

- **Essential Standard**
- **Supporting Standard**

<p>Year long standards to be embedded into every lesson throughout the year.</p>		<p>The following standards may be taught through a variety of instructional units. Physical Education standards do not follow a sequential order.</p>	
<p>Standard 3: Demonstrates Knowledge and Skill</p> <ul style="list-style-type: none"> -Physical Activity Knowledge. <ul style="list-style-type: none"> ● S3.M1 -Engages in Physical Activity <ul style="list-style-type: none"> ● S3.M2 ● S3.M3 ● S3.M4 ● S3.M5 -Fitness Knowledge <ul style="list-style-type: none"> ● S3.M6 ● S3.M7 ● S3.M8 ● S3.M9 ● S3.M10 ● S3.M11 ● S3.M12 ● S3.M13 ● S3.M14 -Assessment and Program Planning <ul style="list-style-type: none"> ● S3.M15 ● S3.M16 -Nutrition <ul style="list-style-type: none"> ● S3.M17 -StressManagement <ul style="list-style-type: none"> ● S3.M18 	<p>Standard 4: Exhibits responsible behavior related to:</p> <ul style="list-style-type: none"> -Personal Responsibility <ul style="list-style-type: none"> ● S4.M1 ● S4.M2 -Accepting Feedback <ul style="list-style-type: none"> ● S4.M3 -Working with Others <ul style="list-style-type: none"> ● S4.M4 ● S4.M5 -Rules and Etiquette <ul style="list-style-type: none"> ● S4.M6 -Safety <ul style="list-style-type: none"> ● S4.M7 ● S4.M8 <p>Standard 5: Recognizes the value of physical activity for:</p> <ul style="list-style-type: none"> -Health <ul style="list-style-type: none"> ● S5.M1 ● S5.M2 -Challenge <ul style="list-style-type: none"> ● S5.M3 -Self Expression and Enjoyment <ul style="list-style-type: none"> ● S5.M4 ● S5.M5 -Social Interaction <ul style="list-style-type: none"> ● S5.M6 	<p>Standard 1: Motor skills and movement patterns</p> <ul style="list-style-type: none"> -Dance <ul style="list-style-type: none"> ● S1.M1 -Field Games <ul style="list-style-type: none"> ● S1.M2 ● S1.M3 -Invasion Games <ul style="list-style-type: none"> ● S1.M4 ● S1.M5 ● S1.M6 ● S1.M7 ● S1.M8 ● S1.M9 ● S1.M10 ● S1.M11 -Net/Wall Games <ul style="list-style-type: none"> ● S1.M12 ● S1.M13 ● S1.M14 ● S1.M15 ● S1.M16 ● S1.M17 -Target Games <ul style="list-style-type: none"> ● S1.M18 ● S1.M19 	<ul style="list-style-type: none"> -Field/Striking Games <ul style="list-style-type: none"> ● S1.M20 ● S1.M21 ● S1.M22 ● S1.M23 <p>Standard 2: Movement and performance</p> <ul style="list-style-type: none"> -Invasion Games <ul style="list-style-type: none"> ● S2.M1 ● S2.M2 ● S2.M3 ● S2.M4 ● S2.M5 ● S2.M6 -Net/Wall Games <ul style="list-style-type: none"> ● S2.M7 ● S2.M8 -Target Games <ul style="list-style-type: none"> ● S2.M9 -Field/Striking Games <ul style="list-style-type: none"> ● S2.M10 ● S2.M11 -Individual Per. <ul style="list-style-type: none"> ● S2.M12 ● S2.M13

End of Year Outcomes for [PE and Health 7th Grade](#)

Units from 2016 Pacing Guide for [7th Grade](#)

Additional Resources:

[OPEN tabata training](#)

[DYNAMIC PE ASAP](#) (can be used to create lessons)

[OPEN winter wonderland activities](#)

[OPEN rugby](#)

[OPEN roundnet](#)

[OPEN 8 challenge](#)

[OPEN limited equipment](#)

[OPEN instant activities](#)

[OPEN circus arts](#)

[Hip Hop Public Health](#)

Dancepl3y Videos- found in Lesson Videos in the PE/Health Drive

Pound Videos-found in Lesson Videos in the PE/Health Drive

[SPARK Academy](#)

[PhysEdDepot](#)

[The Physical Educator](#)

[The PE Geek](#)

[GOPHER](#)

[PE App List](#)

Part 2 - Grade Level Standards and Learning Outcomes

Standard	Learning Outcomes	Performance Indicator	Key Vocabulary	Links to Lesson/ Assessments
Demonstrates competency in a variety of motor skills and movement patterns.				
<ul style="list-style-type: none"> Dance and Rhythms 				
<ul style="list-style-type: none"> S1.M1 Dance and Rhythms 	7 – Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line or world dance.	Applying		PEC OPEN dance DancePI3y Pound Lesson Planning for MS PE pgs. 43-118
<ul style="list-style-type: none"> Games and Sports: Field Games 				
<ul style="list-style-type: none"> S1.M2 Throwing 	7 – Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment.	Applying		PEC Lesson Planning for MS PE Pgs. 122-125 Pgs. 138-140 (ultimate and handball)

<ul style="list-style-type: none"> S1.M3 Catching 	7 – Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play.	Applying	Fielding	PEC End of Line Frisbee End of Line Frisbee Video Lesson Planning for MS. PE Pgs. 122-125 (handball) Pgs. 146-174 (ultimate) OPEN ultimate disc
<ul style="list-style-type: none"> Games and Sports: Invasion Games 				
<ul style="list-style-type: none"> S1.M4 Passing and Receiving 	7 – Passes and receives with feet in combination with locomotor patterns of running and change of direction and speed with competency in modified invasion games such as soccer or speedball.	Maturing		PEC Lesson Planning for MS PE Pgs. 175-202 (soccer) OPEN ultimate disc
<ul style="list-style-type: none"> S1.M5 Passing and Receiving, Moving target 	7 – Throws, while moving, a leading pass to a moving target.	Maturing		PEC OPEN basketball Lesson Planning for MS PE Pgs. 121-145 (team handball) Pgs. 146-174 (ultimate)

				OPEN ultimate disc
<ul style="list-style-type: none"> S1.M6 Offensive Skills 	7 – Executes at least 1 of the following designed to create open space during small-sided game play: pivots, fakes, jab steps.	Maturing		PEC OPEN ultimate disc OPEN basketball Lesson Planning for MS PE Pgs. 129-131 Pgs. 166-169 and 173-174
<ul style="list-style-type: none"> S1.M7 Offensive Skills 	7 – Performs the following offensive skills with defensive pressure: pivot, give and go, and fakes.	Maturing		PEC OPEN basketball Lesson Planning for MS PE Pgs. 129-131 Pgs. 166-169 and 173-174 Ultimate Capture the Flag Ultimate Capture the Flag Video OPEN ultimate disc
<ul style="list-style-type: none"> S1.M8 Dribbling/Ball Control with Hands 	7 – Dribbles with dominant and non-dominant hand using a change of speed and direction in a variety of practice tasks.	Applying		PEC

				OPEN basketball Lesson Planning for MS PE Pgs. 119-145 (handball)
<ul style="list-style-type: none"> S1.M9 Dribbling/Ball Control with Feet 	7 – Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks.	Applying		PEC Lesson Planning for MS PE Pgs. 175-201 (soccer)
<ul style="list-style-type: none"> S1.M10 Shooting on Goal 	7 – Shoots on goal with power and accuracy during small-sided game play.	Emerging		PEC Lesson Planning for MS PE Pgs. 119-145 (handball) Pgs. 175-201 (soccer)
<ul style="list-style-type: none"> S1.M11 Defensive Skills 	7 – Slides in all directions while on defense without crossing feet.	Emerging		PEC OPEN basketball Lesson Planning for MS PE Pgs. 122-125 Pgs. 150-153 (handball) Pgs. 182-185 (soccer)
<ul style="list-style-type: none"> Games and Sports: Net/Wall Games 				
<ul style="list-style-type: none"> S1.M12 Serving 	7 – Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such	Maturing		PEC

	as badminton, volleyball, pickleball.			Lesson Planning for MS PE Pgs. 210-215 and 220-223 (volleyball) Pgs. 241-243 and pgs. 254-257 (pickleball) Pgs. 276-279 (badminton) OPEN pickleball
<ul style="list-style-type: none"> S1.M13 Striking 	7 – Strikes, with a mature overarm pattern in a dynamic environment for net/wall games such as volleyball, handball, badminton or tennis.	Applying		PEC Lesson Planning for MS PE Pgs. 264-275 (badminton) Spikeball OPEN pickleball
<ul style="list-style-type: none"> S1.M14 Forehand and Backhand 	7 – Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis.	Emerging		PEC Lesson Planning for MS PE Pgs. 264-272 (badminton) OPEN pickleball
<ul style="list-style-type: none"> S1.M15 Weight Transfer 	7 – Transfer weight with correct timing using low-to-high striking pattern with a short-handled implement on the forehand side.	Emerging		PEC Lesson Planning for

				MS PE Pgs. 237-262 (pickleball) OPEN pickleball
<ul style="list-style-type: none"> S1.M16 Volley 	7 – Forehand and backhand volleys with a mature form and control using a short-handled implement.	Maturing		PEC Lesson Planning for MS PE Pgs. 237-262 (pickleball) OPEN pickleball
<ul style="list-style-type: none"> S1.M17 Two-handed Volley 	7 – Two-hand volleys with control in a dynamic environment.	Maturing		PEC Lesson Planning for MS PE Pgs. 206-236 (volleyball)
<ul style="list-style-type: none"> Games and Sports: Target Games 				
<ul style="list-style-type: none"> S1.M18 Underhand Throw 	7 – Executes consistently (70% of the time) a mature underhand pattern for target games such as bowling, bocce, or horseshoes.	Applying		PEC Lesson Plannig for MS PE Pgs. 377-378 (bowling assessment) Pgs. 384-387 (bocce ball) Rampshot 3-8
<ul style="list-style-type: none"> S1.M19 Striking 	7 – Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard or golf.	Maturing		PEC Lesson Planning for MS PE pgs.

				379-383 (croquet)
<ul style="list-style-type: none"> Games and Sports: Field/Striking Games 				
<ul style="list-style-type: none"> S1.M20 Striking 	7 – Strikes a pitched ball with an implement for power to open space in a variety of practice tasks.	Applying		PEC Lesson Planning for MS PE Pgs. 319-323 and 328-330 (wiffle ball)
<ul style="list-style-type: none"> S1.M21 Catching 	7 – Catches, with a mature pattern, from different trajectories using a variety of objects in a small-sided game play.	Applying	fielding	Lesson Planning for MS PE Pgs. 297-333 (wiffle ball) OPEN ultimate disc
<ul style="list-style-type: none"> S1.M22 Outdoor Pursuits 	7 – Demonstrates correct technique for a variety of skills in at least 1 self-selected outdoor activity.	Applying		Lesson Planning for MS PE Pgs. 335-337 (disc golf)
<ul style="list-style-type: none"> S1.M23 Aquatics 	6-8 - Preferably taught at elementary or secondary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum.	N/A		
Standard 2 Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance.				
<ul style="list-style-type: none"> Games and Sports - Invasion games 				
<ul style="list-style-type: none"> S2.M1 Creating Space with Movement 	7 –Reduces open space by using locomotor movements (e.g., walking, running, jumping & landing, changing size and shape of body) in combination with movement concepts (e.g., reducing the angle in space, reducing the angle in the space, reducing distance	Maturing		Lesson Planning for MS PE Pgs. 129-131

	between player and goal).			(handball) Pgs. 182-185 & 190-192 (soccer) Sharks and Minos OPEN basketball OPEN ultimate disc
<ul style="list-style-type: none"> ● S2.M2 Creating Space with Offensive Tactics 	7 – Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give & go.	Emerging		OPEN ultimate disc
<ul style="list-style-type: none"> ● S2.M3 Creating Space Using Width and Length 	7 – Creates open space by staying spread on offense, cutting and passing quickly.	Emerging		Lesson Planning for MS PE Pgs. 126-128, 135-137, and 144-145 (handball) Pgs. 166-169, 173-174 (ultimate) Sink The Ship OPEN basketball
<ul style="list-style-type: none"> ● S2.M4 Reducing Space by Changing Size and Space 	7 –Reduces open space on defense by staying close to the opponent as he/she nears the goal.	Maturing		Lesson Planning for MS PE Pgs. 144-145 (team handball) OPEN basketball

<ul style="list-style-type: none"> ● S2.M5 Invasion Games-Reducing Space Using Denial 	<p>7 – Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection.</p>	Emerging		<p>Lesson Planning for MS PE Pgs. 132-134 (team handball) Pgs. 154-157 (ultimate) Ultimate Cone Ball</p> <p>OPEN basketball</p> <p>OPEN ultimate disc</p>
<ul style="list-style-type: none"> ● S2.M6 Transitions 	<p>7 – Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates.</p>	Maturing		<p>Lesson Planning for MS PE Pgs. 135-137 and 144-145 (team handball) Pgs. 162-165 and 173-174 (ultimate) Pgs. 186-189 (soccer) Multi Goal Invasion</p> <p>OPEN basketball</p> <p>OPEN ultimate disc</p>
<ul style="list-style-type: none"> ● Games and Sports: Net/Wall Games 				
<ul style="list-style-type: none"> ● S2.M7 Creating Space Through Variation 	<p>7 – Creates open space in net/wall games with long- handled implement by varying force and direction, and moving opponent from side to side.</p>	Emerging		<p>Lesson Planning for MS PE</p>

				Pgs. 273-275 (badminton)
<ul style="list-style-type: none"> S2.M8 Spacing 	7 –Selects offensive shot based on opponent’s location (hit where opponent is not).	Emerging		Lesson Planning for MS PE Pgs. 220-223 (volleyball) Pgs. 258-260 (pickleball) Pgs. 280-283 and 288-291 (badminton) OPEN pickleball
<ul style="list-style-type: none"> Games and Sports: Target Games 				
<ul style="list-style-type: none"> S2.M9 (Target Games) Shot Selection 	7 – Varies the speed and/or trajectory of the shot based on location of the object in relation to the target.	Emerging		Lesson Planning for MS PE Pgs. 241-344 (disc golf) Pgs. 371-373 (bowling)
<ul style="list-style-type: none"> Games and Sports: Field/Striking Games 				
<ul style="list-style-type: none"> S2.M10 Offensive Strategies 	7 –Uses a variety of shots (e.g., slap & run, bunt, line drive, high arc) to hit to open space.	Emerging	Shot selection	
<ul style="list-style-type: none"> S2.M11 Reducing Space 	7 –Selects the correct defensive play based on the situation (e.g., number of outs).	Emerging		Lesson Planning for MS PE Pgs. 297-333 (wiffle ball) Nuke em
<ul style="list-style-type: none"> Games and Sports: Individual Performance 				
<ul style="list-style-type: none"> S2.M12 Movement Concepts 	7 –Identifies and applies Newton’s law of motion to various dance or movement activities.	Emerging		

<ul style="list-style-type: none"> S2M13 (Outdoor Pursuits) Movement Concepts 	7 –Analyzes the situation and makes adjustments to ensure safety of self and others.	Emerging		
Standard 3 Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness.				
<ul style="list-style-type: none"> Physical Activity Knowledge 				
<ul style="list-style-type: none"> S3.M1 	7 –Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.	Maturing		Lesson Planning for MS PE Pgs. 685-733 Physical Activity and Fitness Program Design Module (Grade 7)
<ul style="list-style-type: none"> Engages in Physical Activity 				
<ul style="list-style-type: none"> S3.M2 	7 –Participates in a physical activity twice a week outside of physical education class.	Maturing	Extracurricular sport Recreational activity	Lesson Planning for MS PE Pgs. 685-733 Physical Activity and Fitness Program Design Module (Grade 7) OPEN active at home
<ul style="list-style-type: none"> S3.M3 	7 –Participates in a variety of strength and endurance-fitness activities such as weight or resistance training.	Maturing	Interval training Circuit Weight training calisthenics	Lesson Planning for MS PE Pgs. 685-733 Physical Activity and Fitness Program Design Module

				(Grade 7) OPEN fitness knowledge OPEN plug & play fitness
<ul style="list-style-type: none"> S3.M4 	7 –Participates in a variety of strength and endurance-fitness activities such as weight or resistance training.	Maturing		Lesson Planning for MS PE Pgs. 685-733 Physical Activity and Fitness Program Design Module (Grade 7) OPEN fitness knowledge OPEN plug & play fitness
<ul style="list-style-type: none"> S3.E5 	7 – Participates in a variety of lifetime dual and individual sports, martial arts or aquatic activities.	Maturing	Lifelong activity	Lesson Planning for MS PE Pgs. 685-733 Physical Activity and Fitness Program Design Module (Grade 7)
<ul style="list-style-type: none"> Fitness Knowledge 				
<ul style="list-style-type: none"> S3.M6 	7 – Participates in moderate to vigorous muscle- and bone-strengthening physical activity at least 3 times a week.	Maturing	Circuit training Weight training calisthenics	Lesson Planning for MS PE Pgs. 685-733 Physical Activity and

				<p>Fitness Program Design Module (Grade 7)</p> <p>OPEN fitness knowledge</p> <p>OPEN plug & play fitness</p>
<ul style="list-style-type: none"> ● S3.M7 	7 – Distinguishes between health- and skill- related fitness.	Maturing		<p>Lesson Planning for MS PE Pgs. 685-733 Physical Activity and Fitness Program Design Module (Grade 7)</p> <p>OPEN fitness knowledge</p> <p>OPEN plug & play fitness</p>
<ul style="list-style-type: none"> ● S3.M8 	7 – Adjusts physical activity based on quantity of exercise need for a minimal health standard and/or optimal functioning based on current fitness level.	Maturing	Fitness goal	<p>Lesson Planning for MS PE Pgs. 685-733 Physical Activity and Fitness Program Design Module (Grade 7)</p> <p>OPEN fitness knowledge</p> <p>OPEN plug & play fitness</p>

<ul style="list-style-type: none"> S3.M9 	7 – Describes and demonstrates the difference between dynamic and static stretches.	Maturing	Dynamic static	<p>Lesson Planning for MS PE Pgs. 685-733 Physical Activity and Fitness Program Design Module (Grade 7)</p> <p>OPEN fitness knowledge</p> <p>OPEN plug & play fitness</p>
<ul style="list-style-type: none"> S3.M10 	7 – Describes the role of exercise and nutrition in weight management.	Maturing	Weight management	<p>Lesson Planning for MS PE Pgs. 685-733 Physical Activity and Fitness Program Design Module (Grade 7)</p> <p>Lesson Planning for MS PE Pgs. 685-733 Physical Activity and Fitness Program Design Module (Grade 7)</p>
<ul style="list-style-type: none"> S3.M11 	7 –Describes the 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.	Maturing		Lesson Planning for MS PE

				<p>Pgs. 685-733 Physical Activity and Fitness Program Design Module (Grade 7)</p> <p>OPEN fitness knowledge</p> <p>OPEN plug & play fitness</p>
<ul style="list-style-type: none"> S3.M12 	7 – Designs a warm up/cool down regimen for a self-selected physical activity.	Maturing	Injury prevention strategy	<p>Lesson Planning for MS PE Pgs. 685-733 Physical Activity and Fitness Program Design Module (Grade 7)</p> <p>OPEN fitness knowledge</p> <p>OPEN plug & play fitness</p>
<ul style="list-style-type: none"> S3.M13 	7 – Defines how the RPE scale can be used to determine the perception of the work effort or intensity of exercise.	Maturing		<p>OPEN fitness knowledge</p> <p>OPEN plug & play fitness</p>
<ul style="list-style-type: none"> S3.M14 	7 –Describes how muscles pull on bones to create movement in pairs by relaxing and contracting.	Maturing		<p>Lesson Planning for MS PE Pgs. 685-733 Physical Activity and</p>

				<p>Fitness Program Design Module (Grade 7)</p> <p>OPEN fitness knowledge</p> <p>OPEN plug & play fitness</p>
<ul style="list-style-type: none"> Assessment and Program Planning 				
<ul style="list-style-type: none"> S3.M15 	7 – Designs and implements a program of remediation for 2 areas of weakness based on the results of health-related fitness assessment.	Maturing		<p>Lesson Planning for MS PE Pgs. 685-733 Physical Activity and Fitness Program Design Module (Grade 7)</p>
<ul style="list-style-type: none"> S3.M16 	7 – Maintains physical activity and nutrition log for at least 2 weeks and reflects on activity levels and nutrition as documented in the log.	Maturing	Weight management	<p>Lesson Planning for MS PE Pgs. 685-733 Physical Activity and Fitness Program Design Module (Grade 7)</p>
<ul style="list-style-type: none"> Nutrition 				
<ul style="list-style-type: none"> S3.M17 	7 – Develops strategies for balancing healthy food, snacks and water intake, along with daily physical activity.	Maturing	Weight management Nutrition plan	<p>Lesson Planning for MS PE Pgs. 685-733 Physical Activity and</p>

				Fitness Program Design Module (Grade 7)
<ul style="list-style-type: none"> Stress Management 				
<ul style="list-style-type: none"> S3.M18 	7 – Practices strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise.	Emerging	Stress management	Lesson Planning for MS PE Pgs. 685-733 Physical Activity and Fitness Program Design Module (Grade 7) OPEN yoga video OPEN yoga video 2
Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.				
<ul style="list-style-type: none"> Personal Responsibility 				
<ul style="list-style-type: none"> S4.M1 	7 –Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates.	Applying	discrimination	Lesson Planning for MS PE
<ul style="list-style-type: none"> S4.M2 	7 –Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.	Applying	Mental health	Lesson Planning for MS PE
<ul style="list-style-type: none"> Accepting Feedback 				
<ul style="list-style-type: none"> S4.M3 	7 –Provides corrective feedback to a peer using teacher-generated guidelines and incorporating appropriate tone and other communication skills.	Applying		Lesson Planning for MS PE

<ul style="list-style-type: none"> Working with Others 				
<ul style="list-style-type: none"> S4.M4 	7 –Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.	Applying		Lesson Planning for MS PE
<ul style="list-style-type: none"> S4.M5 	7 – Problem solves with a small group of classmates during adventure activities, small-group initiatives, or game play.	Applying		Lesson Planning for MS PE
<ul style="list-style-type: none"> Rules and Etiquette 				
<ul style="list-style-type: none"> S4.M6 	7 – Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance.	Applying		Lesson Planning for MS PE
<ul style="list-style-type: none"> Safety 				
<ul style="list-style-type: none"> S4.M7 	7 – Independently uses physical activity and exercises equipment appropriately and safely.	Applying		Lesson Planning for MS PE
<ul style="list-style-type: none"> S4.M8 	Applies sun safe practices (8.a). Applies water safety practices. (8.b)	Applying	Sun safety Water safety	
Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.				
<ul style="list-style-type: none"> Health 				
<ul style="list-style-type: none"> S5.M1 	7 –Identifies different types of physical activities and describes how each exerts a positive impact on health.	Maturing		Lesson Planning for MS PE
<ul style="list-style-type: none"> S5.M2 	7 –Identifies positive mental and emotional aspects of participating in a variety of physical activities.	Maturing	Mental emotional health	Lesson Planning for MS PE
<ul style="list-style-type: none"> Challenge 				
<ul style="list-style-type: none"> 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.	Maturing		Lesson Planning for MS PE

<ul style="list-style-type: none"> Self Expression and Enjoyment 				
<ul style="list-style-type: none"> S5.M4 	7 –Identifies why self-selected physical activities create enjoyment.	Maturing		Lesson Planning for MS PE
<ul style="list-style-type: none"> S5.M5 	7 –Explains the relationship between self-expression and lifelong enjoyment through physical activity.	Maturing		Lesson Planning for MS PE
<ul style="list-style-type: none"> Social Interaction 				
<ul style="list-style-type: none"> S5.M6 	7 – Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates.	Maturing		Lesson Planning for MS PE
	STRAND 1: Comprehension of Health Promotion and Disease Prevention Concepts			
Concept 1: Understand Relationship Between Health Behaviors and Health	Describe the key nutrients contained in the food groups and how these nutrients affect health and learning.			
Concept 2: Understanding Multiple Dimensions of Health	Identify examples of emotional, intellectual, physical, and social health.			
Concept 3: Understanding Personal Health	<p>Analyze how physical activity contributes to disease prevention.</p> <p>Describe how family history can affect personal health</p> <p>Describe ways in which a safe and healthy school and community environment can promote personal health</p>			
Concept 4: Understanding Prevention of Injuries and Health Problems	Describe ways to reduce or prevent injuries and other adolescent health problems.			
Concept 6: Understanding Healthy vs. Unhealthy Behaviors	Describe the benefits of and barriers to practicing healthy behaviors			

	Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors			
	STRAND 2: Analysis of Factors Affecting Health Behaviors			
Concept 1: External Influences on Personal Health	<p>Examine how the family influences the health of adolescents</p> <p>Describe the influence of culture on health beliefs, practices, and behaviors</p> <p>Analyze how the school and community can affect personal health practices and behaviors</p> <p>Analyze how messages from the media influence health behaviors.</p> <p>Analyze the influence of technology on personal and family health</p>			
Concept 2: Internal Influences on Personal Health	<p>Explain the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p>			
	STRAND 3: Access to Health Information, Products, and Services to Enhance Health			
Concept 1: Knowledge of Sources of Help	Analyze the validity of health information, products, and services.			
Concept 2: Accessing Help	Describe situations and locate valid and reliable health products and services.			
	STRAND 4:			

	Use of Interpersonal Communication Skills to Enhance Health			
Concept 1: Communication to Enhance Help	Apply effective verbal and nonverbal communication skills to enhance health			
Concept 2: Self Protection and Dealing with Conflict	Identify effective conflict management or resolution strategies			
	STRAND 5: Use of Decision-Making Skills to Enhance Health			
Concept 2: Application of Decision-Making Skills to Health	Predict the potential short-term impact of each alternative on self and others Choose healthy alternatives over unhealthy alternatives when making a decision			
	STRAND 6: Use of Goal-Setting Skills to Enhance Health			
Concept 2: Health-Related Goal Setting	Develop a goal to adopt, maintain, or improve a personal health practice. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.			
	STRAND 7: Ability to Practice Health-Enhancing Behaviors			
Concept 1: Personal Responsibility for Health	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.			
Concept 2: Healthy Practices and Behaviors	Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.			
	STRAND 8: Ability to Advocate for Health			
Concept 1: Personal Advocacy	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.			

Physical Education Pacing Guide

Eighth Grade



Introduction to the Physical Education Pacing Guide

This document provides teachers with a guide to pacing physical education as well as resources to support instruction.

The following sections are included:

Part 1: Standards Overview – This section presents the year-at-a-glance overview of the grade level content standards determined to be essential with a sample planning schedule.

Part 2: Standards and Learning Outcomes - This section will list all grade level standards, the learning outcome for each standard, the grade level performance indicator, key vocabulary, and links or reference to additional support material. It is important to note that not all standards are emphasized equally. Varying levels of emphasis are indicated in the Key.

Part 3: National Guidelines – This page offers a holistic look at the components of a comprehensive physical education block and the SHAPE American guidelines for comprehensive physical education from K-8. The Scope and Sequence for K-8 Education chart specifies the knowledge and skills expected at each grade level and illustrates how learning progresses across those grade levels

*The following team members contributed to the identification of End of Year Outcomes derived as priority learning targets
From the Arizona Physical Education Standards.*

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Part 1 - Standards Overview

KEY

- **Essential Standard**
- **Supporting Standard**

<p>Year long standards to be embedded into every lesson throughout the year.</p>		<p>The following standards may be taught through a variety of instructional units. Physical Education standards do not follow a sequential order.</p>	
<p>Standard 3: Demonstrates Knowledge and Skill</p> <ul style="list-style-type: none"> -Physical Activity Knowledge. <ul style="list-style-type: none"> ● S3.M1 -Engages in Physical Activity <ul style="list-style-type: none"> ● S3.M2 ● S3.M3 ● S3.M4 ● S3.M5 -Fitness Knowledge <ul style="list-style-type: none"> ● S3.M6 ● S3.M7 ● S3.M8 ● S3.M9 ● S3.M10 ● S3.M11 ● S3.M12 ● S3.M13 ● S3.M14 -Assessment and Program Planning <ul style="list-style-type: none"> ● S3.M15 ● S3.M16 -Nutrition <ul style="list-style-type: none"> ● S3.M17 -StressManagement <ul style="list-style-type: none"> ● S3.M18 	<p>Standard 4: Exhibits responsible behavior related to:</p> <ul style="list-style-type: none"> -Personal Responsibility <ul style="list-style-type: none"> ● S4.M1 ● S4.M2 -Accepting Feedback <ul style="list-style-type: none"> ● S4.M3 -Working with Others <ul style="list-style-type: none"> ● S4.M4 ● S4.M5 -Rules and Etiquette <ul style="list-style-type: none"> ● S4.M6 -Safety <ul style="list-style-type: none"> ● S4.M7 ● S4.M8 <p>Standard 5: Recognizes the value of physical activity for:</p> <ul style="list-style-type: none"> -Health <ul style="list-style-type: none"> ● S5.M1 ● S5.M2 -Challenge <ul style="list-style-type: none"> ● S5.M3 -Self Expression and Enjoyment <ul style="list-style-type: none"> ● S5.M4 ● S5.M5 -Social Interaction <ul style="list-style-type: none"> ● S5.M6 	<p>Standard 1: Motor skills and movement patterns</p> <ul style="list-style-type: none"> -Dance <ul style="list-style-type: none"> ● S1.M1 -Field Games <ul style="list-style-type: none"> ● S1.M2 ● S1.M3 -Invasion Games <ul style="list-style-type: none"> ● S1.M4 ● S1.M5 ● S1.M6 ● S1.M7 ● S1.M8 ● S1.M9 ● S1.M10 ● S1.M11 -Net/Wall Games <ul style="list-style-type: none"> ● S1.M12 ● S1.M13 ● S1.M14 ● S1.M15 ● S1.M16 ● S1.M17 -Target Games <ul style="list-style-type: none"> ● S1.M18 ● S1.M19 	<ul style="list-style-type: none"> -Field/Striking Games <ul style="list-style-type: none"> ● S1.M20 ● S1.M21 ● S1.M22 ● S1.M23 <p>Standard 2: Movement and performance</p> <ul style="list-style-type: none"> -Invasion Games <ul style="list-style-type: none"> ● S2.M1 ● S2.M2 ● S2.M3 ● S2.M4 ● S2.M5 ● S2.M6 -Net/Wall Games <ul style="list-style-type: none"> ● S2.M7 ● S2.M8 -Target Games <ul style="list-style-type: none"> ● S2.M9 -Field/Striking Games <ul style="list-style-type: none"> ● S2.M10 ● S2.M11 -Individual Per. <ul style="list-style-type: none"> ● S2.M12 ● S2.M13

End of Year Outcomes for **PE and Health** [8th Grade](#)

Units from 2016 Pacing Guide for [8th Grade](#)

Additional Resources:

[DYNAMIC PE ASAP](#) (can be used to create lessons)

[OPEN tabata training](#)

[OPEN winter wonderland activities](#)

[OPEN rugby](#)

[OPEN roundnet](#)

[OPEN 8 challenge](#)

[OPEN limited equipment](#)

[OPEN instant activities](#)

[OPEN circus arts](#)

[OPEN active at home](#)

[Hip Hop Public Health](#)

Dancepl3y Videos- found in Lesson Videos in the PE/Health Drive

Pound Videos- found in Lesson Videos in the PE/Health Drive

[SPARK Academy](#)

[PhysEdDepot](#)

[The Physical Educator](#)

[The PE Geek](#)

[GOPHER](#)

[PE App List](#)

Part 2 - Grade Level Standards and Learning Outcomes

Standard	Learning Outcomes	Performance Indicator	Key Vocabulary	Links to Lesson/ Assessments
Demonstrates competency in a variety of motor skills and movement patterns.				
<ul style="list-style-type: none"> Dance and Rhythms 				
<ul style="list-style-type: none"> S1.M1 Dance and Rhythms 	8 - Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group.	Applying		Lesson Planning for MS PE Pgs. 43-118 (dance) DancePI3y Pound OPEN dance
<ul style="list-style-type: none"> Games and Sports: Field Games 				
<ul style="list-style-type: none"> S1.M2 Throwing 	8 - Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play.	Applying	fielding	PEC Lesson Planning for MS PE Pgs. 328-330 (wiffle ball)
<ul style="list-style-type: none"> S1.M3 Catching 	8 - Catches using an implement in a dynamic environment or modified game play.	Applying	fielding	PEC End of Line Frisbee End of Line Frisbee Video lacrosse
<ul style="list-style-type: none"> Games and Sports: Invasion Games 				
<ul style="list-style-type: none"> S1.M4 Passing and Receiving 	8- Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed,	Maturing		PEC

	and/or level with competency in modified invasion games, such as lacrosse or hockey.			lacrosse
<ul style="list-style-type: none"> S1.M5 Passing and Receiving, Moving target 	8 - Throws a lead pass to a moving target off a dribble or pass with hands, feet, or an implement.	Maturing		PEC OPEN basketball Lesson Planning for MS PE Pgs. 126-128 (team handball) OPEN ultimate disc
<ul style="list-style-type: none"> S1.M6 Offensive Skills 	8 - Executes at least 2 of the following to create open space during modified game play: pivots, fakes, jab steps, and/or screens.	Applying		Lesson Planning for MS PE Pgs. 158-161 (ultimate) Pgs. 179-185 (soccer) OPEN ultimate disc OPEN basketball
<ul style="list-style-type: none"> S1.M7 Offensive Skills 	8 - Executes the following offensive skills during small-sided game play: pivots, give and go, and fakes.	Maturing		PEC OPEN ultimate disc OPEN basketball Lesson Planning for MS PE Pgs. 158-161 (ultimate) Pgs. 179-185 (soccer)
<ul style="list-style-type: none"> S1.M8 Dribbling/Ball Control with Hands 	8 - Dribbles with dominant and non-dominant hand using a change of speed and direction in small-sided game play.	Applying		PEC

				OPEN basketball
<ul style="list-style-type: none"> S1.M9 Dribbling/Ball Control with Feet 	8 - Foot dribbles or dribbles with an implement with control changing speed and direction during small-sided game play.	Applying		PEC Lesson Planning for MS PE Pgs. 179-185 (soccer)
<ul style="list-style-type: none"> S1.M10 Shooting on Goal 	8 - Shots on goal with power and accuracy during small-sided game play.	Maturing	Shot selection	PEC Lesson Planning for MS PE Pgs. 179-181 (soccer)
<ul style="list-style-type: none"> S1.M11 Defensive Skills 	8 - Maintains defensive ready position appropriate to the sport in a small-sided invasion game.	Maturing		Lesson Planning for MS PE (chapter 5: Invasion games) OPEN ultimate disc OPEN basketball
<ul style="list-style-type: none"> Games and Sports: Net/Wall Games 				
<ul style="list-style-type: none"> S1.M12 Serving 	8 - Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball, pickleball.	Applying		PEC Lesson Planning for MS PE Pgs. 220-223 (volleyball) Pgs. 241-243 & 254-257 (pickleball) Pgs. 276-279 (badminton) OPEN pickleball
<ul style="list-style-type: none"> S1.M13 Striking 	8 - Strikes, with a mature overarm pattern, in a modified game for	Applying		PEC

	one of the following net/wall games; volleyball, handball, badminton, tennis, pickleball, spikeball, etc.			Lesson Planning for MS PE Pgs. 228-233 (volleyball) Pgs. 280-291 (badminton) Spikeball OPEN pickleball
<ul style="list-style-type: none"> S1.M14 Forehand and Backhand 	8 - Demonstrates the mature form of forehand 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.	Maturing		PEC Lesson Planning for MS PE Pgs. 237-262 (pickleball) Pgs. 263-296 (badminton) OPEN pickleball
<ul style="list-style-type: none"> S1.M15 Weight Transfer 	8 - Transfers weight with correct timing using low to high striking pattern with a short- or long-handled implement on the forehand or backhand side.	Maturing		PEC Lesson Planning for MS PE Pgs. 238-240 (pickleball) Pgs. 263-296 (badminton) OPEN pickleball
<ul style="list-style-type: none"> S1.M16 Volley 	8 - Forehand and backhand volleys with a mature form and control using a short- handed implement during modified game play.	Maturing		PEC Lesson Planning for MS PE Pgs. 254-257 (pickleball) OPEN pickleball

<ul style="list-style-type: none"> S1.M17 Two-handed Volley 	8 - Two-handed volleys with control in a small-sided game.	Applying		Lesson Planning for MS PE Pgs. 228-236 (volleyball)
<ul style="list-style-type: none"> Games and Sports: Target Games 				
<ul style="list-style-type: none"> S1.M18 Underhand Throw 	8 - Performs consistently (70% of the time) a mature underhand pattern with accuracy and control for target games such as bowling or bocce.	Applying		PEC Lesson Planning for MS PE Pgs. 365-378 (bowling) Pgs. 384-387 (bocce) Rampshot 3-8
<ul style="list-style-type: none"> S1.M19 Striking 	8 - Strikes, with an implement, a stationary object for accuracy, distance, and power in such activities as croquet, shuffleboard or golf.	Applying		PEC Lesson Planning for MS PE Pgs. 384-387 (bocce)
<ul style="list-style-type: none"> Games and Sports: Field/Striking Games 				
<ul style="list-style-type: none"> S1.M20 Striking 	8 - Strikes pitched ball with an implement for power to open space in a variety of small-sided games.	Applying		PEC Lesson Planning for MS PE Pgs. 297-333 (wiffle ball)
<ul style="list-style-type: none"> S1.M21 Catching 	8 - Catches, with or without an implement, from different trajectories and speeds in a dynamic environment or modified game play.	Applying	fielding	PEC Lesson Planning for MS PE Pgs. 297-333 (wiffle ball)
<ul style="list-style-type: none"> S1.M22 Outdoor Pursuits 	8 - Demonstrates correct technique for basic skills on at least 2 self-selected outdoor activities.	Applying		Lesson Planning for MS PE Pgs. 450-545 (adventure activities)

<ul style="list-style-type: none"> S1.M23 Aquatics 	6-8 - Preferably taught at elementary or secondary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum.	N/A		
Standard 2 Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance.				
<ul style="list-style-type: none"> Games and Sports - Invasion games 				
<ul style="list-style-type: none"> S2.M1 Creating Space with Movement 	8 - Opens and closes space during small-sided game play by combining locomotor movements with movement concepts.	Applying		Lesson Planning for MS PE Pgs. 129-131 (team handball) Pgs. 175-201 (soccer) Sharks and Minos OPEN basketball OPEN ultimate disc
<ul style="list-style-type: none"> S2.M2 Creating Space with Offensive Tactics 	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, and give and go.	Emerging		Lesson Planning for MS PE Pgs. 146-174 (ultimate) Pgs. 175-201 (soccer) OPEN basketball OPEN ultimate disc
<ul style="list-style-type: none"> S2.M3 Creating Space Using Width and Length 	8 - Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball.	Maturing		Lesson Planning for MS PE Pgs. 126-128, 135-137, and 144-145 (team handball) Pgs. 166-169, and 173-174 (ultimate)

				Ultimate Capture the Flag Ultimate Capture the Flag Video OPEN basketball OPEN ultimate disc
<ul style="list-style-type: none"> S2.M4 Reducing Space by Changing Size and Space 	8 - Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance between you and your opponent (3rd party perspective).	Applying		Lesson Planning for MS PE Pgs. 166-169 and 173-174 (ultimate) Sink The Ship OPEN basketball OPEN ultimate disc
<ul style="list-style-type: none"> S2.M5 Invasion Games-Reducing Space Using Denial 	8 - Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection.	Emerging		Lesson Planning for MS PE Pgs. 132-134 (team handball) Pgs. 154-157 (ultimate) Ultimate Cone Ball OPEN basketball OPEN ultimate disc
<ul style="list-style-type: none"> S2.M6 Transitions 	8 - Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on the advantage.	Applying		Lesson Planning for MS PE Pgs. 135-137 and 144-145 (team handball) Pgs.162-165 and 173-174

				<ul style="list-style-type: none"> (ultimate) Pgs. 186-189 (soccer) Multi Goal Invasion OPEN basketball OPEN ultimate disc
<ul style="list-style-type: none"> Games and Sports: Net/Wall Games 				
<ul style="list-style-type: none"> S2.M7 Creating Space Through Variation 	8 - Creates open space in net/wall games with a long- or short-handled implement by varying force or direction or by, moving opponent side to side and/or forward and back.	Maturing		<ul style="list-style-type: none"> Lesson Planning for MS PE Pgs. 216-219 & 224-227 (volleyball) Pgs. 263-296 (badminton) OPEN pickleball
<ul style="list-style-type: none"> S2.M8 Spacing 	8 - Varies placement, force, and timing of return to prevent anticipation by opponent.	Emerging		<ul style="list-style-type: none"> Lesson Planning for MS PE Pgs. 205-236 (volleyball) Pgs. 237-262 (pickleball) Pgs. 263-296 (badminton) OPEN basketball OPEN ultimate disc
<ul style="list-style-type: none"> Games and Sports: Target Games 				
<ul style="list-style-type: none"> S2.M9 (Target Games) Shot Selection 	8 - Varies the speed, force and trajectory of the shot based on location of the object in relation to the target.	Maturing	Shot selection	<ul style="list-style-type: none"> Lesson Planning for MS PE Pgs. 341-344

				(disc golf) Pgs. 371-373 (bowling) Pgs. 379-383 (croquet) Pgs. 384-387 (bocce)
<ul style="list-style-type: none"> Games and Sports: Field/Striking Games 				
<ul style="list-style-type: none"> S2.M10 Offensive Strategies 	8- Identifies sacrifice situations and attempts to advance a teammate.	Maturing		Lesson Planning for MS PE Pgs. 297-333 (wiffle ball)
<ul style="list-style-type: none"> S2.M11 Reducing Space 	8 - Reduces open spaces in the field by working with teammates to maximize coverage.	Maturing		Lesson Planning for MS PE Pgs. 314-318 (wiffle ball) Nuke em OPEN basketball OPEN ultimate disc
<ul style="list-style-type: none"> Games and Sports: Individual Performance 				
<ul style="list-style-type: none"> S2.M12 Movement Concepts 	8 - Describes and applies the mechanical principles for a variety of movement patterns.	Maturing		Lesson Planning for MS PE Pgs. 547-570 (track and field module)
<ul style="list-style-type: none"> S2M13 (Outdoor Pursuits) Movement Concepts 	8 - Implements safe protocols in self-selected outdoor activities.	Maturing		Lesson Planning for MS PE 450-546 (adventure activities module)
Standard 3 Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness.				

● Physical Activity Knowledge				
● S3.M1	8 - Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition) and explains the connections between fitness and overall physical and mental health.	Applying	ROM Aerobic vs. anaerobic Body comp. Weight management Fast twitch muscle Slow twitch muscle	Lesson Planning for MS PE Pgs. 634-637 (physical activity participation for 8th grade) OPEN fitness knowledge OPEN plug & play fitness
● Engages in Physical Activity				
● S3.M2	8 - Values participation in physical activity three times a week outside of physical education class.	Maturing	Extracurricular sport Lifelong activity Rec. activity	Lesson Planning for MS PE Pgs. 614-650 (Grade 8 physical activity participation module)
● S3.M3	8 - Values participation in a variety of self-selected aerobic fitness activities outside of school such as walking, jogging, biking, skating, dancing, and swimming.	Maturing	aerobic	Lesson Planning for MS PE Pgs. 614-650 (Grade 8 physical activity participation module)
● S3.M4	8 - Plans and implements a program which may include the use of technology, aerobic, strength and endurance, and flexibility.	Maturing	Body composition aerobic	Lesson Planning for MS PE Pgs. 614-650 (Grade 8 physical activity participation module) OPEN fitness

				knowledge OPEN plug & play fitness
<ul style="list-style-type: none"> S3.E5 	8 - Values participation in a variety of self-selected lifetime activities outside of the school day. E.g. Recreational team sports, outdoor pursuits, martial arts, aquatic activities, dance, etc.	Maturing	Rec. activities Lifelong activities	Lesson Planning for MS PE Pgs. 614-650 (Grade 8 physical activity participation module)
<ul style="list-style-type: none"> Fitness Knowledge 				
<ul style="list-style-type: none"> S3.M6 	8 - Values participation in moderate to vigorous aerobic and/or muscle and bone-strengthening physical activity at least 60 minutes per day at least three times a week.	Maturing	Calisthenics Circuit training HR recovery	Lesson Planning for MS PE Pgs. 614-650 (Grade 8 physical activity participation module)
<ul style="list-style-type: none"> S3.M7 	8 - Compares and contrasts health- and skill- related fitness components.	Maturing		Lesson Planning for MS PE Pgs. 614-650 (Grade 8 physical activity participation module) OPEN fitness knowledge OPEN plug & play fitness
<ul style="list-style-type: none"> S3.M8 	8 - Uses available technology to self-monitor quantity of exercise	Maturing	Fitness goal	Lesson Planning

	needed for a minimal health standard and/or optimal functioning based current fitness level.			for MS PE Pgs. 614-650 (Grade 8 physical activity participation module) Lesson Planning for MS PE Pgs. 734-763 (monitoring physical activity with technology module (grade 8))
● S3.M9	8 - Describes, demonstrates, and employs a variety of appropriate static stretching techniques for all major muscle groups.	Maturing	ROM	Lesson Planning for MS PE Pgs. 614-650 (Grade 8 physical activity participation module)
● S3.M10	8 - Describes the role of a variety of fitness-related concepts. E.g. Aerobic and anaerobic capacity, muscular strength and endurance, nutrition and weight management, flexibility and injury prevention.	Maturing	Aerobic Anaerobic Weight management ROM RICES	Lesson Planning for MS PE Pgs. 614-650 (Grade 8 physical activity participation module) OPEN fitness knowledge OPEN plug & play fitness Lesson Planning for MS PE Pgs. 734-763

				(monitoring physical activity with technology module (grade 8))
<ul style="list-style-type: none"> ● S3.M11 	8 - Uses the overload principle (FITT formula) in preparing a personal workout.	Maturing	Fitness goal	<p>Lesson Planning for MS PE</p> <p>Pgs. 614-650 (Grade 8 physical activity participation module)</p> <p>Lesson Planning for MS PE Pgs. 734-763 (monitoring physical activity with technology module (grade 8))</p> <p>OPEN fitness knowledge</p> <p>OPEN plug & play fitness</p>
<ul style="list-style-type: none"> ● S3.M12 	8 - Designs and implements a warm up/cool down regimen for a self-selected physical activity.	Maturing	Injury prevention strategy	<p>Lesson Planning for MS PE</p> <p>Pgs. 614-650 (Grade 8 physical activity participation module)</p> <p>Lesson Planning for MS PE Pgs. 734-763 (monitoring physical activity</p>

				<p>with technology module (grade 8)</p> <p>OPEN fitness knowledge</p> <p>OPEN plug & play fitness</p>
<ul style="list-style-type: none"> S3.M13 	<p>8 - Defines resting heart rate and how the RPE scale can be used to adjust workout intensity during physical activity.</p>	<p>Maturing</p>		<p>Lesson Planning for MS PE</p> <p>Pgs. 614-650 (Grade 8 physical activity participation module)</p> <p>Lesson Planning for MS PE Pgs. 734-763 (monitoring physical activity with technology module (grade 8))</p> <p>OPEN fitness knowledge</p> <p>OPEN plug & play fitness</p>
<ul style="list-style-type: none"> S3.M14 	<p>8 - Explains how body systems interact with each other (e.g. Blood transports nutrients from the respiratory system during physical activity).</p>	<p>Maturing</p>		<p>Lesson Planning for MS PE</p> <p>Pgs. 614-650 (Grade 8 physical activity participation module)</p> <p>Lesson Planning for MS PE Pgs. 734-763</p>

				(monitoring physical activity with technology module (grade 8))
<ul style="list-style-type: none"> Assessment and Program Planning 				
<ul style="list-style-type: none"> S3.M15 	8 - Designs and implements a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment.	Applying	Fitness goal	<p>Lesson Planning for MS PE</p> <p>Pgs. 614-650 (Grade 8 physical activity participation module)</p> <p>Lesson Planning for MS PE Pgs. 734-763 (monitoring physical activity with technology module (grade 8))</p>
<ul style="list-style-type: none"> S3.M16 	8 - Designs and implements a program to improve levels of health related fitness and nutrition.	Applying	Nutrition plan Weight management	<p>Lesson Planning for MS PE</p> <p>Pgs. 614-650 (Grade 8 physical activity participation module)</p> <p>Lesson Planning for MS PE Pgs. 734-763 (monitoring physical activity with technology module (grade 8))</p>
<ul style="list-style-type: none"> Nutrition 				
<ul style="list-style-type: none"> S3.M17 	8 - Describe the relationship between poor nutrition and health risk	Maturing	Health risk	Lesson Planning

	factors.		Heart disease Tobacco use	for MS PE Pgs. 614-650 (Grade 8 physical activity participation module) Lesson Planning for MS PE Pgs. 734-763 (monitoring physical activity with technology module (grade 8))
<ul style="list-style-type: none"> Stress Management 				
<ul style="list-style-type: none"> S3.M18 	8 - Demonstrates basic movements used in other stress reducing activities such as yoga, tai chi, and deep breathing.	Emerging	Center of Gravity Equipment Stress management	Lesson Planning for MS PE Pgs. 614-650 (Grade 8 physical activity participation module) Lesson Planning for MS PE Pgs. 734-763 (monitoring physical activity with technology module (grade 8)) OPEN yoga video OPEN yoga video 2
Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.				

● Personal Responsibility				
● S4.M1	8 - Accepts responsibility for individual improvement of levels of physical activity and fitness (physical, emotional, and social).	Applying	Emotional health Mental health	Lesson Planning for MS PE
● S4.M2	8 - Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.	Applying	Extracurricular sport Recreational activity	Lesson Planning for MS PE
● Accepting Feedback				
● S4.M3	8 - Provides encouragement and corrective feedback to peers without prompting from the teacher.	Applying		Lesson Planning for MS PE
● Working with Others				
● S4.M4	8 - Responds appropriately to ethical and unethical behavior of participants during physical activity by using the rules and guidelines for conflict resolution. 8 - Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.	Applying	discrimination	Lesson Planning for MS PE
● S4.M5	8 - Cooperates with multiple classmates on problem solving initiatives including adventure activities, large group initiatives, and game play.	Applying		Lesson Planning for MS PE
● Rules and Etiquette				
● S4.M6	8 - Applies rules and fair play by acting as an official for modified physical activities, games and/or creating dance routines within a given set of parameters.	Applying		Lesson Planning for MS PE
● Safety				
● S4.M7	8 - Independently uses physical activity and fitness equipment appropriately and identifies specific safety concerns associated with the activity.	Applying		Lesson Planning for MS PE
● S4.M8	Applies sun safe practices (8.a). Applies water safety practices. (8.b)	Applying	Sun safety Water safety	

Concept 2: Understanding Multiple Dimensions of Health	Identify examples of emotional, intellectual, physical, and social health.			
Concept 3: Understanding Personal Health	Analyze how physical activity contributes to disease prevention. Describe how family history can affect personal health Describe ways in which a safe and healthy school and community environment can promote personal health			
Concept 4: Understanding Prevention of Injuries and Health Problems	Describe ways to reduce or prevent injuries and other adolescent health problems.			
Concept 6: Understanding Healthy vs. Unhealthy Behaviors	Describe the benefits of and barriers to practicing healthy behaviors Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors			
	STRAND 2: Analysis of Factors Affecting Health Behaviors			
Concept 1: External Influences on Personal Health	Examine how the family influences the health of adolescents Describe the influence of culture on health beliefs, practices, and behaviors Analyze how the school and community can affect personal health practices and behaviors Analyze how messages from the media influence health behaviors. Analyze the influence of technology on personal and family health			
Concept 2: Internal Influences on Personal Health	Explain the influence of personal values and beliefs on individual health practices and behaviors.			

	Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.			
	STRAND 3: Access to Health Information, Products, and Services to Enhance Health			
Concept 1: Knowledge of Sources of Help	Analyze the validity of health information, products, and services.			
Concept 2: Accessing Help	Describe situations and locate valid and reliable health products and services.			
	STRAND 4: Use of Interpersonal Communication Skills to Enhance Health			
Concept 1: Communication to Enhance Help	Apply effective verbal and nonverbal communication skills to enhance health			
Concept 2: Self Protection and Dealing with Conflict	Identify effective conflict management or resolution strategies			
	STRAND 5: Use of Decision-Making Skills to Enhance Health			
Concept 2: Application of Decision-Making Skills to Health	Predict the potential short-term impact of each alternative on self and others Choose healthy alternatives over unhealthy alternatives when making a decision			
	STRAND 6: Use of Goal-Setting Skills to Enhance Health			
Concept 2: Health-Related Goal Setting	Develop a goal to adopt, maintain, or improve a personal health practice. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.			

	STRAND 7: Ability to Practice Health-Enhancing Behaviors			
Concept 1: Personal Responsibility for Health	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.			
Concept 2: Healthy Practices and Behaviors	Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.			
	STRAND 8: Ability to Advocate for Health			
Concept 1: Personal Advocacy	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.			

Below you will find two additional resources for planning and implementing your content standards. The [Common Core Standards for the Related Arts](#) charts questions that supports building literacy in your content area as well as supporting general reading and writing achievement. The [Hess Cognitive Rigor Matrix for Fine Arts](#) provides a framework for increasing the level of rigor when planning activities and engaging students.

COMMON CORE STANDARDS FOR THE RELATED ARTS

How are students physically literate?

Reading Standards	
<i>Knowledge of domain-specific vocabulary</i>	<ul style="list-style-type: none"> ● How do I use content-specific vocabulary in my content area? ● How do I ensure I am explicitly teaching my content area's vocabulary ● How do students read content-specific vocabulary in my content area? ● Why is it important for students to do this in my content area?
<i>Analyze, evaluate, and differentiate primary and secondary sources</i>	<ul style="list-style-type: none"> ● What are primary and secondary sources in my content area? (i.e. paintings in visual art, music recordings in music, websites in media, videos of sport events in PE, real time student performance) ● Why is it important for students to do this in my content area? ● How do I ensure students are analyzing and evaluating content-specific sources?
<i>Synthesize quantitative and technical information, including facts presented in maps, timelines, flowcharts, or diagrams</i>	<ul style="list-style-type: none"> ● How are maps, timelines, flowcharts or diagrams used in my content area? ● Why is it important for students to do this in my content area? ● How will students synthesize the information found in maps, timelines, flowcharts or diagrams and are able to explain the information to another person?
Writing Standards	
<i>Write arguments on discipline-specific content and informative/explanatory texts</i>	<ul style="list-style-type: none"> ● How might I ask students to write an argument in my content area? ● What text, media, visual, or performance resources can be used as "text" to write arguments from? ● Why would students need to argue a point-of-view or perspective in my content area?
<i>Use of data, evidence, and reason to support arguments and claims</i>	<ul style="list-style-type: none"> ● What kind of data is specific to my content area? ● How do I use text, media, visual, or performance resources as data to reason or support arguments or claims?
<i>Use of domain-specific vocabulary</i>	<ul style="list-style-type: none"> ● How do students use content-specific vocabulary in their writing? ● Why is it important for students to be able to write about my content area?

*adapted from the www.corestandards.org

HESS COGNITIVE RIGOR MATRIX (FINE ARTS CRM)

Artistic Practice	DOK Level 1 Recall and Reproduction Having the knowledge required; do not need to “figure it out”	DOK Level 2 Connect or Apply Skills & Concepts Making connections among skills/concepts or decisions (e.g., about approach, tools)	DOK Level 3 Strategic Thinking/Abstract Reasoning Complex & Abstract; Exploring multiple solution paths; Justifying <i>with evidence</i>	DOK Level 4 Extended Thinking Relating/developing complex ideas using multi-sources <i>and evidence</i>
Perceiving, Performing and Responding	<ul style="list-style-type: none"> Identify/ describe ways art represents what people see, hear, feel, believe Recall/ describe a variety of instruments, forms, symbols, rhythms, conventions of music Describe how artists/ dancers might represent... Identify/ describe narrative conventions depicted in the arts 	<ul style="list-style-type: none"> Show relationships between (dance, music, film, etc.) and other arts forms Make observations or compare similarities/differences: styles, forms, techniques, etc. Explain possible reasons for selecting tools, medium, elements, principles, images, etc. Select a familiar artistic work to perform Explain the artist’s central message 	<ul style="list-style-type: none"> Analyze/ find evidence of how a combination of elements or principles are used to achieve a desired effect or theme Analyze narrative art work, using supporting evidence to interpret setting, characters, action, conflict, etc. Develop personal response to or interpretation of a work of art 	<ul style="list-style-type: none"> Analyze more than one performance or product (same composer, time period, theme, etc.) drawing from multiple source materials for the analyses (e.g., different treatments of same theme) Perform an “old” idea in a new way
Historical, Social and Cultural Contexts	<ul style="list-style-type: none"> Describe processes used by artists to select/create ideas, images that reflect history, culture, tradition, etc. Identify ways symbols and metaphors are used to represent universal ideas Locate symbols that represent... Identify/ describe characteristics and origins of dance/art/music genres 	<ul style="list-style-type: none"> Draw inferences about social, historical, or cultural contexts portrayed in art/music/dance/ theatre/film Explain or compare how different art forms communicate culture, time period, issues Compare similarities/ differences in processes, methods, styles due to influences of time period/politics/ culture Explain/trace the evolution of arts forms across time periods 	<ul style="list-style-type: none"> Analyze how historical/cultural context is applied to develop theme in a performance or product Plan artworks based on historical, social, political, or cultural theme, concept, or representative style Apply problem solving strategies used among the arts, humanities, and sciences to solve visual “problems” 	<ul style="list-style-type: none"> Integrate or juxtapose multiple (historical, cultural) contexts drawn from source materials (e.g., literature, music, historical events, media) with intent to develop a complex/multifaceted performance or product and personal viewpoint
Creative Expression, Exploration and Production	<ul style="list-style-type: none"> Explore ideas and techniques by manipulating media, materials, tools for different effects (e.g., how color, rhythm, or camera angles create various moods) Demonstrate a variety of movements, methods, techniques Locate/compile examples illustrating different approaches (e.g., camera angles; use of white space) 	<ul style="list-style-type: none"> Select/use tools for specific artistic purposes Develop a study of _____ by combining elements, aesthetic principles, and/or forms, etc. Use/apply choreographic forms to communicate ideas, feelings, concepts Improvise simple rhythmic variations Create examples or models that represent the same topic, concept, idea, etc. 	<ul style="list-style-type: none"> Combine elements of (dance, art, music) to create _____ that conveys an intended point of view/specific idea, mood, or theme Create/compose for a specific purpose, using appropriate processes, tools, techniques Create narrative art work depicting setting, characters, action, conflict, etc. Research a given style and develop personal interpretation of it 	<ul style="list-style-type: none"> Apply multiple sets of criteria to develop and present a complex /multifaceted performance or product (e.g., consistent application of awareness of space, physical discipline, concentration, and projection from rehearsals to performance; development of portfolio showing evolution of ideas/personal style)
Aesthetics, Criticism and Reflection	<ul style="list-style-type: none"> Recognize or describe choreographic forms, elements of art or music, principles of design, etc. when presented in isolation Describe criteria used for executing technical or artistic quality 	<ul style="list-style-type: none"> Explain ways in which artistic choices (choreographic forms, etc.) might affect performance or audience response Critique examples and non-examples of a given technique, style, etc. 	<ul style="list-style-type: none"> Defend the selection of criteria and evidence used to critique the quality or develop a performance or product (e.g., compose a melody, perform improvisation, direct a scene, solve a visual “problem”) 	<ul style="list-style-type: none"> Formulate/ use multiple sets of criteria and evidence to critique a complex /multi-faceted performance or final product Compile and defend exemplars chosen to depict a theme or style

Part 3 - National Guidelines

Because elementary school is the foundation for the development of fundamental motor skills, it is imperative that the focus on PE in grade K-5 be on skill acquisition. The days of “busy, happy and good” activities in elementary school physical education are gone. Emerging skills become mature skills only with deliberate practice and quality instruction. When tasks are developmentally appropriate for children in a learning environment that is noncompetitive with a focus on personal growth, skill practice is enjoyable. Skill practice, designed developmentally, leads to success; success leads to continued practice and mature patterns.

K-2 - The **emerging** phases are the fundamental motor phase that occur when students explore and experiment with a wide range of movements in a variety of environmental contexts. The goal of this period is to develop a motor repertoire that will later allow for more skilled actions tailored to specific movement contexts.

3-5 - The **maturing** phase follow the emerging phase with more context specific where they combine and apply fundamental motor skills in more specialized movement contexts. These fundamental motor skills are then refined and executed with more control and accuracy leading to mature patterns.

6-8 - Most learners enter the **application** stage in which increases in cognitive development allow learners to refine and use skills in modified game play or in more complex fitness activities. Learners understand and apply rules and context-specific knowledge based on environmental constraints imposed within games or fitness activities.

A note regarding the instructional climate and the degree to which competition is emphasized. High levels of traditional game play, which contribute to a competitive environment, have been found to alienate less-skilled students and noted that large-sided team games with minimal learning progressions or skill development during the semester force students to build competence in a structure that catered to students who were already highly skilled. SHAPE America considers the development of motor skill competence to be the highest priority in grade-level outcomes. SHAPE America guidelines further recommend that students engage in moderate to vigorous physical activity for at least 50% of the physical education class time.

Scope and Sequence for K-8 Physical Education

Standard 1 Motor skills and movement patterns

	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Hopping	E	M	A	→	→	→	→	→	→
Galloping	E	M	A	→	→	→	→	→	→
Running	E	→	M	A	→	→	→	→	→
Sliding	E	M	A	→	→	→	→	→	→
Skipping	E	→	M	A	→	→	→	→	→
Leaping		E	→	M	A	→	→	→	→
Jumping & landing	E	→	→	M	A	→	→	→	→
• Spring & step					E	M	A	→	→
• Jump stop							E	M	A
• Jump rope	E	→	→	M	A	→			
Balance	E	→	→	M	→	A	→	→	→
Weight Transfer			E	M	→	→	A	→	→
Rolling	E	→	→	→	→	M	A	→	→
Curling & stretching	E	→	M	→	→	A	→	→	→
Twisting & bending		E	M	→	→	A	→	→	→
Throwing									
• Underhand	E	→	M	→	→	→	A	→	→

Shooting on goal						E	→	→	M
Passing & receiving									
• Hands						E	→	M	→
• feet					E	→	→	→	M
• With implement							E	→	M
• Forearm pass							E	→	M
• Lead pass						E	→	M	→
• Give & go							E	M	→
Offensive skills									
• Pivots							E	M	A
• Fakes							E	→	M
• Jab step							E	→	M
• Screen									E
Defensive skills									
• Drop step							E	→	M
• Defensive or athletic stance							E	→	M

Standard 2 Concepts & strategies

	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Movement concepts, principles & knowledge	E	→	→	→	M	→	A	→	→
Strategies & tactics				E	→	→	M	→	A

• Returning to home position							E	→	M
• Shifting to reduce angle for return							E	→	→
Target									
• Selecting appropriate shot/club							E	→	M
• Applying blocking strategy							E	→	→
• Varying speed & trajectory							E	→	M
Fielding/striking									
• Applying offensive strategies								E	→
• Reducing open spaces							E	→	M

Standard 3 Health-enhancing level of fitness & physical activity

	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Physical activity knowledge	E	→	→	→	→	M	→	→	A
Engages in physical activity	E	→	→	→	→	M	→	→	→
Fitness knowledge	E	→	→	→	→	M	→	→	→
Assessment & program planning				E	→	M	→	→	A
Nutrition	E	→	→	→	→	→	→	M	→
Stress Management							E	→	→

Standard 4 Responsible personal & social behavior

	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
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Demonstrating personal responsibility	E	→	→	M	→	→	A	→	→
Accepting feedback	E	→	→	M	→	→	A	→	→
Working with others	E	→	→	M	→	→	A	→	→
Following rules & etiquette			E	→	→	M	→	A	→
Safety	E	→	M	→	→	A	→	→	→

Standard 5 Recognizes the value of physical activity

	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
For health			E	→	→	→	M	→	→
For challenge			E	→	→	→	M	→	→
For self-expression/enjoyment	E	→	→	→	→	M	→	→	→
For social interaction				E	→	→	M	→	→