

Physical Education Pacing Guide

Kindergarten



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.*

*Molly Creagh
Taylor Edmondson
Nikki Ferguson
Eric Helland
Lisa Jacob
Anastacia Jones-Stokes*

*Amanda Markiewicz
Ashley Olander
Kimberly O'Neill
Brian Powers
Randal Richards
Timothy Rock
Scott Shafer*

*Jane Stitzer
Sherri Turnage
Brandy Wesolowski
Chris West
Melissa Wilsman
Craig Wunderlich*

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.		
Knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness <ul style="list-style-type: none"> ● S3.E1 ● S3.E2 ● S3.E3 ● S3.E7 Responsible behavior that respects self and others. <ul style="list-style-type: none"> ● S4.E1 ● S4.E2 	<ul style="list-style-type: none"> ● S4.E3 ● S4.E4 ● S4.E5 Value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. <ul style="list-style-type: none"> ● S5.E1 ● S5.E2 ● S5.E3 ● S5.E4 	Motor skills and movement patterns <i>Locomotor</i> <ul style="list-style-type: none"> ● S1.E1 ● S1.E3 ● S1.E4 Motor skills and movement patterns <i>Nonlocomotor</i> <ul style="list-style-type: none"> ● S1.E6 ● S1.E7 ● S1.E8 	Motor skills and movement patterns <i>Manipulative</i> <ul style="list-style-type: none"> ● S1.E10 ● S1.E12 ● S1.E13 ● S1.E14 ● S1.E17 ● S1.E18 ● S1.E20 ● S1.E22 	Movement and performance <ul style="list-style-type: none"> ● S2.E1 ● S2.E2 ● S2.E3

[Kindergarten](#) End of Year Outcomes for **PE and HEALTH**

<p>Additional Resources: DYNAMIC PE ASAP (can be used to create lessons) OPEN field day OPEN instant activities OPEN limited equipment NextGen science connections</p>	<p>OPEN parachute OPEN winter wonderland activities OPEN at home (provides guided YouTube for elementary students) Dancepl3y Videos- found in the Lesson Video part of PE/Health Drive Pound Videos- found in the Lesson Video part of PE/Health Drive</p>	<p>SPARK Academy PhysEdDepot The Physical Educator The PE Geek GOPHER PE App List iPHYS-ed</p>
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Sample Year-long Planning Schedule

Revisited skills are in **bold print**.

Lesson 1	Establishing the Learning Environment	Lesson 10	Body Shapes Time and force	Lesson 19	Throwing Underhand Throwing Overhand	Lesson 28	Jumping rope
Lesson 2	Self space and General space Locomotors	Lesson 11	Balance	Lesson 20	Catching	Lesson 29	Jumping rope
Lesson 3	Directions and pathways Locomotors	Lesson 12	Balance Locomotors	Lesson 21	Volleying Underhand	Lesson 30	Volleying underhand
Lesson 4	Pathways and Levels Creative Dance	Lesson 13	Curling, Stretching, and Twisting Actions	Lesson 22	Striking with Short-Handles implement	Lesson 31	Striking with short implement
Lesson 5	Kicking	Lesson 14	Levels with Force Dribbling with hands	Lesson 23	Levels, time and Flow Locomotors; Dance	Lesson 32	Throwing and catching
Lesson 6	Dribbling with feet	Lesson 15	Levels, Force, Directions, Dribbling with Hands	Lesson 24	Balance and Weight transfer; rolling	Lesson 33	Dance and rhythms
Lesson 7	Throwing underhand	Lesson 16	Jumping and Landing	Lesson 25	Balance and Weight transfer; rolling	Lesson 34	Kicking
Lesson 8	Catching	Lesson 17	Jumping Rope	Lesson 26	Locomotors, Balance & Weight transfer; rolling	Lesson 35	Dribbling with feet
Lesson 9	Jumping and landing	Lesson 18	Jumping Rope	Lesson 27	Dribbling with hands	Lesson 36	Field day

Part 2 - Standards and Learning Outcomes

Standard	Learning Outcomes	Performance Indicator	Key Vocabulary	Links to Lesson/ Assessments Lesson Planning for Elementary Physical Education (pages used)
Demonstrates competency in a variety of motor skills and movement patterns - <i>Locomotor</i>				Cooperative Learning Unit
<ul style="list-style-type: none"> S1.E1 Hopping, galloping, running, sliding, skipping, leaping 	Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.	Emerging	Pathways Locomotor Travel backward	Pgs. 76, 78, 79, 80, 82 PEC OPEN locomotor & manip.
<ul style="list-style-type: none"> S1.E3 Jumping & landing, horizontal and vertical 	Performs jumping & landing actions with balance.	Emerging	Jumping Jacks locomotor	Pg. 77 OPEN locomotor & manip.
<ul style="list-style-type: none"> S1.E4 Dance 	Performs locomotor skills in response to teacher-led creative dance.	Emerging	locomotor	Dance Unit OPEN dance DancePI3y Pound
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 	K- Maintains momentary stillness on different bases of support. K- Forms wide, narrow, curled & twisted body shapes.	Emerging	Levels non-locomotor	Pg. 101 OPEN locomotor & manip.

				OPEN yoga and mindfulness
<ul style="list-style-type: none"> S1.E7 Rolling 	K - Rolls sideways in a narrow body	Emerging	Side-to-side non-locomotor	PEC
<ul style="list-style-type: none"> S1.E8.K Curling & stretching; twisting & bending 	K- Contrasts the actions of curling & stretching.	Emerging	Levels Non-locomotor stretch	Pg. 111 OPEN yoga and mindfulness
Demonstrates competency in a variety of motor skills and movement patterns - <i>Manipulative</i>			Practice	Manipulative Unit Individual Activities Unit Fitness Unit
<ul style="list-style-type: none"> S1.E10 Underhand throw 	K- Throws with opposite foot forward.	Emerging	Toss Underhand throw	PEC Hula Hut Knockdown K-2 Card Collectors lesson OPEN locomotor & manip.
<ul style="list-style-type: none"> S1.E12 Catching 	K- Drops a ball and catches it before it bounces twice. Catches a large ball tossed by a skilled thrower.	Emerging		Pg. 143 PEC OPEN locomotor & manip.
<ul style="list-style-type: none"> S1.E13 Dribbling/ball control with hands 	Dribbles a ball with one hand, attempting the second contact	Emerging	dribbling	Pg. 189 OPEN ball

				handling PEC
<ul style="list-style-type: none"> S1.E14 Dribbling/ball control with feet 	Taps a ball using the inside of the foot, sending it forward.	Emerging		Pg. 180 OPEN foot skills PEC
<ul style="list-style-type: none"> S1.E17 Kicking 	Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 elements of a mature kicking pattern.	Emerging		Pg. 167 OPEN foot skills PEC
<ul style="list-style-type: none"> S1.E18 Volley, underhand 	Volleys a lightweight object (balloon), sending it upward.	Emerging	striking	Pg. 202 PEC OPEN volleying and striking
<ul style="list-style-type: none"> S1.E20 Striking, short implement 	Strikes a lightweight object with a paddle or short-handled racket.	Emerging	striking	Pg. 215 PEC OPEN volleying and striking
<ul style="list-style-type: none"> S1.E22 Jumping rope 	Executes a single jump with self-turned rope. Jumps a long rope with teacher-assisted turning.	Emerging		Pg. 236 PEC AHA
Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance			practice	
<ul style="list-style-type: none"> S2.E1 Space 	Differentiates between movement in personal (self-space) and general space. Moves in personal space to a rhythm.	Emerging	Personal space General space	Pg. 48

				PEC
<ul style="list-style-type: none"> S2.E2 Pathways, shapes, levels 	Travels in 3 different pathways.	Emerging	pathways	Pg. 54, 61 PEC OPEN locomotor & manip. K-1 Pathways lesson
<ul style="list-style-type: none"> S2.E3 Speed, direction, force 	Travels in general space with different speeds.	Emerging	speeds	Pg. 51, 66 Calling All Monsters OPEN locomotor & manip. PEC OPEN flag tag
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 	K – Identifies active play opportunities outside physical education class	Emerging	Physical activity	Pg. 42
<ul style="list-style-type: none"> S3.E2 Engages in Physical Activity 	K – Actively participates in physical education class.	Emerging	Physical education	Pg. 42
<ul style="list-style-type: none"> S3.E3 Fitness Knowledge 	K – Recognizes that when you move fast, your heart beats faster and you breathe faster.	Emerging		PEC
<ul style="list-style-type: none"> S3.E7 Nutrition 	K – Recognizes that food provides energy for physical activity.	Emerging	Unhealthy food Food group MyPlate	Nutrition Unit

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; Equipment and Rules and Parameters 	<p>K – Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (K.a)</p> <p>K – Acknowledges responsibility for behavior when prompted. (K.b)</p>	Emerging	Sharing Taking turns Rules Respect Follow directions	OPEN personal & social responsibility
<ul style="list-style-type: none"> S4.E2 Accepting Feedback 	<p>K – Follows instruction/directions when prompted.</p>	Emerging	Feedback directions	OPEN personal & social responsibility
<ul style="list-style-type: none"> S4.E3 Working with Others 	<p>K – Recognizes the established protocols for class activities.</p>	Emerging	warm-up	Ocean of Sea Creature OPEN personal & social responsibility
<ul style="list-style-type: none"> S4.E4 Rules and Fair Play 	<p>K – Follows teacher directions for safe participation and proper use of equipment with minimal reminders.</p>	Emerging		OPEN personal & social responsibility
<ul style="list-style-type: none"> S4.E5 Personal Safety; Equipment Safety 	<p>K – Follows teacher directions for safe participation and proper use of equipment with minimal reminders.</p>	Emerging	equipment	OPEN personal & social responsibility
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"> S5.E1 Health 	<p>K – Recognizes that physical activity is important for good health.</p>	Emerging	Exercise Fitness	OPEN yoga and mindfulness
<ul style="list-style-type: none"> S5.E2 Challenge 	<p>K – Acknowledges that some physical activities are challenging/difficult.</p>	Emerging		PEC
<ul style="list-style-type: none"> S5.E3 Self-Expression/ Enjoyment 	<p>K – Identifies physical activities that are enjoyable. (K.a)</p> <p>K - Discuss the enjoyment of playing with friends. (K.b)</p>	Emerging		
<ul style="list-style-type: none"> S5.E4 Social Interaction 	<p>Demonstrates socially acceptable conflict resolution skills.</p>	Emerging		

HEALTH STRAND 1 Comprehension of Health Promotion and Disease Prevention Concepts				
Concept 1: Understand Relationship Between Health Behaviors and Health	Identify that healthy behaviors affect personal health and overall well being			
Concept 2: Understanding Multiple Dimensions of Health	Recognize what the human body is and what it means to be healthy			
Concept 3: Understanding Personal Health	Describe ways to prevent communicable diseases.			
Concept 3: Understanding Personal Health	Identify that foods are classified into food groups and that a variety of food is needed for personal growth, health and development.			
HEALTH STRAND 2 Analysis of Factors Affecting Health Behaviors				
Concept 1: External Influences on Personal Health	Identify how the family influences personal health practices and behaviors. Recognize how culture influences health practices and behaviors. Recognize how peers can influence healthy and unhealthy behaviors Identify what the school can do to support personal health practices and behaviors Describe how the media can influence health behaviors. Recognize how technology can influence personal health.			
STRAND 3: Access to Health Information, Products, and Services to Enhance Health				
Concept 1: Knowledge of Sources of Help	Identify trusted adults and professionals who can help promote health.			
Concept 2: Accessing Help	Identify ways to locate school and community health helpers			
STRAND 4: Use of Interpersonal Communication Skills to Enhance Health				

Concept 1: Communication to Enhance Help	Demonstrate healthy ways to express needs, wants, and feelings including in an unwanted, threatening, or dangerous situation. Demonstrate listening skills to enhance health.			
Concept 3: Asking for Help	Demonstrate ways to tell a trusted adult if threatened or harmed.			
STRAND 6: Use of Goal-Setting Skills to Enhance Health				
Concept 2: Health-Related Goal Setting	Identify a short-term personal health goal and take action toward achieving the goal. Identify who can help when assistance is needed to achieve a personal health goal.			
STRAND 7: Ability to Practice Health-Enhancing Behaviors				
Concept 2: Healthy Practices and Behaviors	Demonstrate 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](#) chart 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

First Grade



Introduction to the Physical Education Pacing Guide

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Part 1 - Standards Overview

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- **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.		
Knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness <ul style="list-style-type: none"> ● S3.E1 ● S3.E2 ● S3.E3 ● S3.E7 Responsible behavior that respects self and others. <ul style="list-style-type: none"> ● S4.E1 ● S4.E2 	<ul style="list-style-type: none"> ● S4.E3 ● S4.E4 ● S4.E5 Value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. <ul style="list-style-type: none"> ● S5.E1 ● S5.E2 ● S5.E3 ● S5.E4 	Motor skills and movement patterns <i>Locomotor</i> <ul style="list-style-type: none"> ● S1.E1 ● S1.E3 ● S1.E4 Motor skills and movement patterns <i>Nonlocomotor</i> <ul style="list-style-type: none"> ● S1.E6 ● S1.E7 ● S1.E8 	Motor skills and movement patterns <i>Manipulative</i> <ul style="list-style-type: none"> ● S1.E10 ● S1.E12 ● S1.E13 ● S1.E14 ● S1.E17 ● S1.E18 ● S1.E20 ● S1.E22 	Movement and performance <ul style="list-style-type: none"> ● S2.E1 ● S2.E2 ● S2.E3

<u>1st Grade</u> End of Year Outcomes PE & Health		
	Additional Resources: DYNAMIC PE ASAP (can be used to create lessons) OPEN field day OPEN instant activities OPEN limited equipment NextGen science connections OPEN parachute OPEN winter wonderland activities OPEN at home (provides guided YouTube for elementary students)	

	<p>Dancepl3y Videos- found in Lesson Videos on PE/Health drive</p> <p>Pound Videos- found in Lesson Videos on PE/Health drive</p> <p>SPARK Academy</p> <p>PhysEdDepot</p> <p>The Physical Educator</p> <p>The PE Geek</p> <p>GOPHER</p> <p>PE App List</p> <p>iPHYS-ed</p>	
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Sample Year Long Planning Schedule

Revisited skills are in **bold print**.

Lesson 1	Establishing the Learning Environment	Lesson 10	Body Shapes Time and force	Lesson 19	Throwing Underhand	Lesson 28	Jumping rope
Lesson 2	Self space and General space Locomotors	Lesson 11	Balance	Lesson 20	Catching	Lesson 29	Jumping rope

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Lesson 4	Pathways and Levels Creative Dance	Lesson 13	Curling, Stretching, and Twisting Actions	Lesson 22	Striking with Short-Handles implement	Lesson 31	Striking with short implement
Lesson 5	Kicking	Lesson 14	Weight Transfer: Weight on Hands	Lesson 23	Levels, time and Flow Locomotors; Dance	Lesson 32	Throwing and catching
Lesson 6	Dribbling with feet	Lesson 15	Levels, Force, Directions, Dribbling with Hands	Lesson 24	Balance and Weight transfer; rolling	Lesson 33	Dance and rhythms
Lesson 7	Throwing underhand	Lesson 16	Jumping and Landing	Lesson 25	Balance and Weight transfer; rolling	Lesson 34	Kicking
Lesson 8	Catching	Lesson 17	Jumping Rope	Lesson 26	Locomotors, Balance & Weight transfer; rolling	Lesson 35	Dribbling with feet
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>			Skills Practice	Fitness Unit Cooperative Learning Unit
<ul style="list-style-type: none"> S1.E1 Hopping, galloping, running, sliding, skipping, leaping 	1 – Hops, gallops, jogs and slides using a mature pattern.	Emerging	Locomotor Travel Pathways Skills	Pgs. 75, 76, 78, 79, 82, 83, 85 PEC OPEN locomotor & manip.
<ul style="list-style-type: none"> S1.E3 Jumping & landing, horizontal and vertical 	1 – Demonstrates 2 of 5 critical elements for jumping & landing in a horizontal plane using 2-foot take-offs and landings.	Emerging	Jumping Jacks Jumping Skill	77, 89, 92 PEC OPEN locomotor & manip.
<ul style="list-style-type: none"> S1.E4 Dance 	1 – Combines locomotor and nonlocomotor skills in a teacher-led designed dance..	Emerging	skill	Dance Unit OPEN dance DancePI3y Pound PEC
Demonstrates competency in a variety of motor skills and movement patterns - <i>Nonlocomotor (stability)</i>			Practice	Locomotor Unit PEC
<ul style="list-style-type: none"> S1.E6 Balance 	1 – Maintains stillness on different bases of support with different body shapes.	Emerging	balance	Pg. 104

				OPEN yoga and mindfulness
<ul style="list-style-type: none"> S1.E7 Weight Transfer and Rolling 	1 – Transfers weight from one body part to another in self-space in dance and gymnastics environments(1.a) 1 - Rolls with either narrow or curled body shape (1.b)	Emerging		Pgs. 118, 121
<ul style="list-style-type: none"> S1.E8.K Curling & stretching; twisting & bending 	1 – Demonstrates twisting, curling, bending & stretching actions.	Emerging	Non-locomotor Warm-up cool-down	Pg. 111 OPEN locomotor & manip.
Demonstrates competency in a variety of motor skills and movement patterns - <i>Manipulative</i>			Practice	Manipulative Unit Individual Activity Unit
<ul style="list-style-type: none"> S1.E10 Underhand throw 	1 – Demonstrates 2 of the 5 critical elements of mature pattern.	Emerging	Toss skill	Pgs. 138, 147 K-2 Card Collectors lesson OPEN locomotor & manip.
<ul style="list-style-type: none"> S1.E12 Catching 	1 – Catches a soft object from a self-toss before it bounces.	Emerging	Catch Skill Personal space toss	Pg. 143 PEC OPEN locomotor & manip.
<ul style="list-style-type: none"> S1.E13 Dribbling/ball control with hands 	1 – Dribbles continuously in self-space using the preferred hand	Emerging	Dribbling skill	Pg. 189 OPEN ball handling PEC
<ul style="list-style-type: none"> S1.E14 Dribbling/ball 	1 – Taps or dribbles a ball using the inside of the foot while walking	Emerging	Dribbling	Pgs. 180, 183

control with feet	in general space		General space Force (strong, light)	PEC OPEN foot skills
● S1.E17 Kicking	1 – Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern.	Emerging	Force (strong, light)	Pgs. 167, 171 PEC OPEN foot skills
● S1.E18 Volley, underhand	1 – Volleys an object with an open palm, sending it upward.	Emerging	Striking Force (strong, light) Volley Personal space skill	Pg. 202 PEC OPEN volleying and striking
● S1.E20 Striking, short implement	1 – Strikes a ball with a short-handled implement, sending it upward.	Emerging	Striking skill	Pg. 215 PEC OPEN volleying and striking
● S1.E22 Jumping rope	1 – Jumps forward and backward consecutively using a self-turned rope. (1.a) 1 - Jumps a long rope up to five times consecutively with teacher-assisted turning. (1.b)	Emerging	Heart-cardio Backward Forward skill	Pg. 236 PEC AHA
Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance			Practice	Practice
● S2.E1 Space	1 – Moves in self-space and general space in response to designated beats/rhythms.	Emerging	Personal space	Pg. 48 PEC
● S2.E2 Pathways, shapes, levels	1 – Travels demonstrating a low, middle and high levels.(1.a) 1 - Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). (1.b)	Emerging	Levels (low, medium, high) General space	Pgs. 54, 61. 66 PEC K-1 Pathways lesson

<ul style="list-style-type: none"> ● S2.E3 Speed, direction, force 	<p>1 – Differentiates between fast and slow speeds. (1.a) 1 - Differentiates between strong and light force. (1.b)</p>	Emerging	Force (strong, light)	<p>Pgs. 51, 180 PEC Calling All Monsters OPEN flag tag</p>
<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.</p>				
<ul style="list-style-type: none"> ● S3.E1 Physical Activity Knowledge 	<p>1 – Discuss the benefits of being active and/or playing.</p>	Emerging		Pg. 42
<ul style="list-style-type: none"> ● S3.E2 Engages in Physical Activity 	<p>1 – Actively engages in physical education class.</p>	Emerging		Pg. 42
<ul style="list-style-type: none"> ● S3.E3 Fitness Knowledge 	<p>1 – Identifies the heart as a muscle that gets stronger with exercise, play, and physical activity..</p>	Emerging	heart-cardio	PEC
<ul style="list-style-type: none"> ● S3.E7 Nutrition 	<p>1 – Differentiates between healthy and unhealthy foods.</p>	Emerging	Healthy foods Unhealthy foods (tooth decay, obesity, food safety)	<p>Nutrition Unit Pg. 37 PEC</p>
<p>Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>				
<ul style="list-style-type: none"> ● S4.E1 Personal Responsibility; Equipment and Space; Rules and Parameter 	<p>1 – Follows the rules & parameters of the learning environment.</p>	Emerging	Rules equipment	<p>OPEN personal & social responsibility</p>
<ul style="list-style-type: none"> ● S4.E2 Accepting Feedback 	<p>1 – Responds appropriately to general feedback from the teacher.</p>	Emerging	feedback	<p>OPEN personal & social responsibility</p>
<ul style="list-style-type: none"> ● S4.E3 Working with Others 	<p>1 - Works independently with others in a variety of class environments (e.g., partners, small group & large groups). .</p>	Emerging	Sportsmanship Cooperation respect	<p>Ocean of Sea Creatures OPEN personal & social responsibility</p>

<ul style="list-style-type: none"> S4.E4 Rules and Fair Play 	1 – Exhibits the established protocols for class activities.	Emerging	rules	OPEN personal & social responsibility
<ul style="list-style-type: none"> S4.E5 Safety Personal Safety Equipment Safety 	1 – Follows teacher directions for safe participation and proper use of equipment without teacher reminders.	Emerging		OPEN personal & social responsibility
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"> S5.E1 Health 	1 – Identifies physical activity as a component of good health.	Emerging	heart	
<ul style="list-style-type: none"> S5.E2 Challenge 	1 – Recognizes that challenge in physical activities can lead to success..	Emerging	Challenge “Beat them” vs. “Win them”	
<ul style="list-style-type: none"> S5.E3 Self-Expression/ Enjoyment 	1 – Describes positive feelings that result from participating in physical activities. (1.a) 1 - Discuss personal reasons (i.e., the “why”) for enjoying physical activities. (1.b)	Emerging	“Beat them” vs. “Win them”	OPEN yoga and mindfulness
<ul style="list-style-type: none"> S5.E4 Social Interaction 	Demonstrates socially acceptable conflict resolution skills.	Emerging		
	HEALTH STRAND 1 Comprehension of Health Promotion and Disease Prevention Concepts			
Concept 1: Understand Relationship Between Health Behaviors and Health	Identify that healthy behaviors affect personal health and overall well being			
Concept 2: Understanding Multiple Dimensions of Health	Recognize what the human body is and what it means to be healthy			
Concept 3: Understanding Personal Health	Describe ways to prevent communicable diseases.			

Concept 3: Understanding Personal Health	Identify that foods are classified into food groups and that a variety of food is needed for personal growth, health and development.			
	HEALTH STRAND 2 Analysis of Factors Affecting Health Behaviors			
Concept 1: External Influences on Personal Health	Identify how the family influences personal health practices and behaviors. Recognize how culture influences health practices and behaviors. Recognize how peers can influence healthy and unhealthy behaviors Identify what the school can do to support personal health practices and behaviors Describe how the media can influence health behaviors. Recognize how technology can influence personal health.			
	STRAND 3: Access to Health Information, Products, and Services to Enhance Health			
Concept 1: Knowledge of Sources of Help	Identify trusted adults and professionals who can help promote health.			
Concept 2: Accessing Help	Identify ways to locate school and community health helpers			
	STRAND 4: Use of Interpersonal Communication Skills to Enhance Health			
Concept 1: Communication to Enhance Help	Demonstrate healthy ways to express needs, wants, and feelings including in an unwanted, threatening, or dangerous situation. Demonstrate listening skills to enhance health.			
Concept 3: Asking for Help	Demonstrate ways to tell a trusted adult if threatened or harmed.			

	STRAND 6: Use of Goal-Setting Skills to Enhance Health			
Concept 2: Health-Related Goal Setting	Identify a short-term personal health goal and take action toward achieving the goal. Identify who can help when assistance is needed to achieve a personal health goal.			
	STRAND 7: Ability to Practice Health-Enhancing Behaviors			
Concept 2: Healthy Practices and Behaviors	Demonstrate 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](#) chart 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

Second 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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*Jane Stitzer
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Brandy Wesolowski
Chris West
Melissa Wilsman
Craig Wunderlich*

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.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 <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 <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.E17 ● S1.E18 ● S1.E20 ● S1.E21 ● S1.E22 	<p>Movement and performance</p> <ul style="list-style-type: none"> ● S2.E1 ● S2.E2 ● S2.E3

Additional Resources:

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

[OPEN field day](#)

[OPEN instant activities](#)

[OPEN limited equipment](#)

[NextGen science connections](#)

[OPEN parachute](#)

[OPEN winter wonderland activities](#)

[OPEN at home](#) (provides guided YouTube for elementary students)

DancePI3y Videos- found in Lesson Videos in PE/Health Drive

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

[SPARK Academy](#)

[PhysEdDepot](#)

[The Physical Educator](#)

[The PE Geek](#)

[GOPHER](#)

[PE App List](#)

[iPHYS-ed](#)

Sample Year Long Planning Schedule

Revisited skills are in **bold print**.

Lesson 1	Establishing the Learning Environment	Lesson 10	Time, Force, and Flow	Lesson 19	Throwing Underhand Throwing Overhand	Lesson 28	Jumping rope
Lesson 2	Self space and General space Locomotors	Lesson 11	Balance	Lesson 20	Catching	Lesson 29	Jumping rope
Lesson 3	Directions and pathways Locomotors	Lesson 12	Balance Inverted Balance, Rolling	Lesson 21	Volleying Underhand	Lesson 30	Volleying underhand
Lesson 4	Pathways and Levels Creative Dance	Lesson 13	Curling, Stretching, and Twisting Actions	Lesson 22	Striking with Short-Handles implement	Lesson 31	Striking with short implement
Lesson 5	Kicking	Lesson 14	Weight Transfer: Weight on Hands	Lesson 23	Levels, time and Flow Locomotors; Dance	Lesson 32	Striking with bats
Lesson 6	Dribbling with feet	Lesson 15	Levels, Force, Directions, Dribbling with Hands	Lesson 24	Balance and Weight transfer; rolling	Lesson 33	Dance and rhythms
Lesson 7	Throwing underhand	Lesson 16	Jumping and Landing	Lesson 25	Balance and Weight transfer; rolling	Lesson 34	Kicking
Lesson 8	Catching	Lesson 17	Jumping Rope	Lesson 26	Locomotors, Balance & Weight transfer; rolling	Lesson 35	Dribbling with feet
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 (PEC = www.PECentral.com; pages are from the book: [Lesson Planning for Elementary Physical Education](#))

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>			Skills Practice	Fitness Unit Cooperative Learning Unit Pgs. 54, 57
<ul style="list-style-type: none"> S1.E1 Hopping, galloping, running, sliding, skipping, leaping 	2 – Skips using a mature pattern.	Maturing: skipping Applying: hopping, galloping, sliding	Locomotor Travel Pathways skill	Pgs. 76, 77, 78, 79, 80, 82, 83 Review page 85 PEC OPEN locomotor & manip.
<ul style="list-style-type: none"> S1.E2 Running 	2- Runs with a mature pattern.	Maturing	Travel Pathways skill	Pg. 80 PEC OPEN locomotor & manip.
<ul style="list-style-type: none"> S1.E3 Jumping & landing, horizontal and vertical 	2- Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of take-offs and landings (2.a) 2- Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane (2.b)	Emerging	Jumping Jacks Jumping	Pgs. 89, 92 OPEN locomotor & manip.
<ul style="list-style-type: none"> S1.E4 Dance 	2- Performs a teacher and/or student designed rhythmic activity with correct response to simple rhythms	Emerging	skill	Dance Unit Dancepl3y Pound

				PEC
Demonstrates competency in a variety of motor skills and movement patterns - <i>Nonlocomotor (stability)</i>				
<ul style="list-style-type: none"> S1.E6 Balance 	2 - Balances on different bases of support, combining levels and shapes (2.a) 2 - Balances in an inverted position with stillness and supportive base (2.b)	Emerging	Levels (low, medium, high) core	Pgs. 104, 108 PEC OPEN locomotor & manip.
<ul style="list-style-type: none"> S1.E7 Weight Transfer and Rolling 	2- Transfers weight from feet to different body parts/bases of support for balance and/or travel (2.a) 2- Rolls in different directions with either a narrow or curled body shape (2.b)	Emerging	Balance Travel Core	Pgs. 111, 118, 121 OPEN yoga and mindfulness
<ul style="list-style-type: none"> S1.E8.K Curling & stretching; twisting & bending 	2 - Differentiates among twisting, curling, bending, and stretching. (2.a) 2 - Performs various activities that involve crossing the mid-line. (2.b)	Maturing	Non-locomotor Warm-up cool-down	Pg. 111 PEC OPEN locomotor & manip. OPEN yoga and mindfulness
<ul style="list-style-type: none"> S1.E9 Movement Combinations 	2 - Combines balances and transfers into a three-part sequence, i.e., dance or gymnastics.	Emerging	skill	PEC OPEN dance DancePI3y OPEN yoga and mindfulness
Demonstrates competency in a variety of motor skills and movement patterns - <i>Manipulative</i>				
				Manipulative

				Unit Individual Activity Unit
● S1.E10 Underhand throw	2 - Throws underhand using a mature pattern.	Maturing	Toss skill	Pg. 138 PEC K-2 Card Collectors
● S1.E11 Overhand throw	2 - Throws overhand demonstrating 2 of the 5 critical elements of a mature pattern.	Emerging	Overhand Throw skill	PEC K-2 Space Invaders
● S1.E12 Catching	2 - Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.	Emerging	Catches Toss skill	Pgs. 143, 147 PEC
● S1.E13 Dribbling/ball control with hands	2 - Dribbles in self-space with preferred hand demonstrating a mature pattern. (2.a) 2 - Dribbles using preferred hand while in general space. (2.b)	Emerging	Dribble Personal space Skill Athletic stance	Pg. 189 OPEN ball handling PEC
● S1.E14 Dribbling/ball control with feet	2 - Dribbles with feet in general space with control of ball and body.	Emerging	General space Dribles Skill Athletic stance	Pgs. 180, 183 PEC OPEN foot skills
● S1.E17 Kicking	2 - Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern.	Emerging	skill	Pgs. 167, 171 PEC OPEN foot skills
● S1.E18 Volley, underhand	2- Volleys an object upward with consecutive hits.	Emerging	Volley skill	Pg. 202 PEC

				OPEN volleying and striking
<ul style="list-style-type: none"> S1.E20 Striking, short implement 	2 - Strikes and object upward with a short-handled implement, using consecutive hits.	Emerging	Striking skill	Pg. 215 PEC OPEN volleying and striking
<ul style="list-style-type: none"> S1.E21 Striking, Long Implement 	2 - Strikes a ball off a tee or cone with a bat, using correct grip and side-orientation/proper body orientation.	Emerging	Stiking skill	Pg. 225 PEC
<ul style="list-style-type: none"> S1.E22 Jumping rope 	2 - Jumps a self-turned (short) rope forward and backward with a mature form (2.a) 2 - Jumps a long rope consecutively with student and/or teacher turners (2.b)	Emerging	Backward Forward skill	Pg. 236 PEC AHA
Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance			practice	
<ul style="list-style-type: none"> S2.E1 Space 	2 - Combines locomotor skills in general and self-space to a rhythm.	Emerging	General space	Pg. 48 PEC
<ul style="list-style-type: none"> S2.E2 Pathways, shapes, levels 	2 - Combines shapes, levels and pathways into simple travel, dance, and gymnastic sequences.	Emerging	Levels pathways	Pgs. 54, 58, 61 PEC
<ul style="list-style-type: none"> S2.E3 Speed, direction, force 	2 - Varies time and force with gradual increases and decreases.	Emerging	Force (strong/light)	Pg. 66 OPEN flag tag Calling All Monsters
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 	2 - Describes large motor and/or manipulative physical activities for	Emerging		PEC

Knowledge	participation outside of physical education class. (e.g., before and after school, at home, at the park, with friends, with family).			
<ul style="list-style-type: none"> S3.E2 Engages in Physical Activity 	2 - Actively engages in physical education class in response to instruction and practice.	Emerging	practice	
<ul style="list-style-type: none"> S3.E3 Fitness Knowledge 	2 - Identifies the heart as a muscle that gets stronger with exercise, play, and physical activity.	Emerging		AHA PEC
<ul style="list-style-type: none"> S3.E7 Nutrition 	2 - Recognizes the good health balance of nutrition and physical activity.	Emerging	MyPlate Health food Unhealthy food	Nutrition Unit Pgs. 37, 42
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; Equipment and Space; Rules and Parameter 	2 - Accepts personal responsibility by using equipment and space appropriately with minimal teacher prompting. (2.a) 2 - Accepts responsibilities by following the rules and parameters of the learning environment. (2.b)	Emerging	equipment	OPEN personal & social responsibility
<ul style="list-style-type: none"> S4.E2 Accepting Feedback 	2 - Accepts and responds appropriately to specific corrective feedback from the teacher.	Emerging	feedback	OPEN personal & social responsibility
<ul style="list-style-type: none"> S4.E3 Working with Others 	2 – Works independently with others in partner environments (2.a) 2 - Actively participates with classmates without regard to personal differences. (2.b)	Emerging	Cooperation sportsmanship	Ocean of Sea Creatures OPEN personal & social responsibility
<ul style="list-style-type: none"> S4.E4 Rules and Fair Play 	2 - Recognizes the role of rules and fair play in teacher designed physical activities.	Emerging	rules	OPEN personal & social responsibility
<ul style="list-style-type: none"> S4.E5 Safety Personal Safety Equipment Safety 	2 - Works independently and safely in physical education. (2.a) 2 - Work safely with physical education equipment. (2.b)	Maturing		OPEN personal & social responsibility

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	2 – Recognizes the value of good health balance.	Emerging		
● S5.E2 Challenge	2 - Compares physical activities that build confidence and provide challenge.	Emerging	challenge	
● S5.E3 Self-Expression/ Enjoyment	2 - Identifies and discusses physical activities that provide enjoyment and/or self-expression.	Emerging		OPEN yoga and mindfulness
● S5.E4 Social Interaction	Demonstrates socially acceptable conflict resolution skills.	Emerging		
	HEALTH STRAND 1 Comprehension of Health Promotion and Disease Prevention Concepts			
Concept 1: Understand Relationship Between Health Behaviors and Health	Identify that healthy behaviors affect personal health and overall well being			
Concept 2: Understanding Multiple Dimensions of Health	Recognize what the human body is and what it means to be healthy			
Concept 3: Understanding Personal Health	Describe ways to prevent communicable diseases.			
Concept 3: Understanding Personal Health	Identify that foods are classified into food groups and that a variety of food is needed for personal growth, health and development.			
	HEALTH STRAND 2 Analysis of Factors Affecting Health Behaviors			
Concept 1: External Influences on Personal Health	Identify how the family influences personal health practices and behaviors.			

	<p>Recognize how culture influences health practices and behaviors. Recognize how peers can influence healthy and unhealthy behaviors Identify what the school can do to support personal health practices and behaviors Describe how the media can influence health behaviors. Recognize how technology can influence personal health.</p>			
	<p>STRAND 3: Access to Health Information, Products, and Services to Enhance Health</p>			
Concept 1: Knowledge of Sources of Help	<p>Identify trusted adults and professionals who can help promote health.</p>			
Concept 2: Accessing Help	<p>Identify ways to locate school and community health helpers</p>			
	<p>STRAND 4: Use of Interpersonal Communication Skills to Enhance Health</p>			
Concept 1: Communication to Enhance Help	<p>Demonstrate healthy ways to express needs, wants, and feelings including in an unwanted, threatening, or dangerous situation. Demonstrate listening skills to enhance health.</p>			
Concept 3: Asking for Help	<p>Demonstrate ways to tell a trusted adult if threatened or harmed.</p>			
	<p>STRAND 6: Use of Goal-Setting Skills to Enhance Health</p>			
Concept 2: Health-Related Goal Setting	<p>Identify a short-term personal health goal and take action toward achieving the goal. Identify who can help when assistance is needed to achieve a personal health goal.</p>			

Physical Education Pacing Guide

Third 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

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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>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.E13 ● S1.E14 ● S1.E16 ● S1.E18 ● S1.E19 ● S1.E21 ● S1.E22 ● 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 and Health** [3rd Grade](#)

Additional Resources:

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

[OPEN instant activities](#)

[OPEN limited equipment](#)

[OPEN NextGen science connections](#)

[OPEN Ninja Warrior](#)

[OPEN Olympics](#)

[OPEN winter wonderland activities](#)

[Pro Football HOF Teacher Activity Guide](#)

[OPEN hip hop public health](#)

[OPEN at home](#)(the @ Home resource, provides concept lessons for Health Related Fitness so you can plug in when needed in the area you are teaching)

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](#)

Sample Year Long Planning Schedule

Revisited skills are in **bold print**.

Lesson 1	Establishing the Learning Environment	Lesson 10	Concept of Flow Dance and Rhythms	Lesson 19	Dribbling with hands	Lesson 28	Jumping rope
Lesson 2	Review of Movement Concepts	Lesson 11	Balance Weight Transfer: Rolling	Lesson 20	Throwing Underhand	Lesson 29	Jumping rope
Lesson 3	Dribbling with Hands	Lesson 12	Balance Weight Transfer: On Hands	Lesson 21	Catching	Lesson 30	Volleying underhand
Lesson 4	Concepts of Fitness Throwing Overhand	Lesson 13	Curling, Stretching, and Twisting Actions	Lesson 22	Striking with Hockey Sticks	Lesson 31	Striking with short-handled implement
Lesson 5	Locomotors (leaping) Striking with Bats	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 Locomotor (Leaping)	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>			Motor skill	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) 	3 – Leaps Using mature pattern.	Maturing		Pgs. 83, 87 PEC
<ul style="list-style-type: none"> S1.E2 Running 	3 – Travels showing differentiation between sprinting and running.	Applying	Endurance Pacing conditioning	Pg. 80 Team Tic Tac Toe Sharks and Minnows Rock, Paper, Scissors Baseball Penny Tag Cone Knockdown
<ul style="list-style-type: none"> S1.E3 Jumping & landing, horizontal and vertical 	3– Jumps and lands in the horizontal & vertical planes using a mature pattern.	Maturing		Pgs. 89, 95
<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) 	3 – Performs teacher-selected and developmentally appropriate dance steps and movement pattern.	Emerging		Dance Unit PEC OPEN Dance

				OPEN hip hop public health DancePI3y Pound
<ul style="list-style-type: none"> S1. E5 Combinations 	3 - Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation.	Emerging		OPEN dance OPEN hip hop public health DancePI3y
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 	3 - Balances on different bases of support, demonstrating muscular tension and extension of free body parts.	Maturing	Body control	Pgs. 114, 123 OPEN yoga and mindfulness OPEN yoga video 1 OPEN yoga video 2
<ul style="list-style-type: none"> S1.E7 Stability/Weight Transfer 	3– Transfers weight from feet to hands for momentary weight support.	Maturing	Weight bearing activity	Pgs. 121, 123, 130 OPEN yoga video 1 OPEN yoga video 2 OPEN yoga and mindfulness

<ul style="list-style-type: none"> • S1.E8 Stability; curling, stretching; twisting & bending 	<p>3 – Moves into and out of gymnastics balances with curling, twisting and stretching actions.</p>	<p>Maturing</p>		<p>Pgs. 111, 123</p> <p>OPEN yoga and mindfulness</p> <p>OPEN yoga video 1</p> <p>OPEN yoga video 2</p>
<ul style="list-style-type: none"> • S1.E9 Combinations 	<p>3 - Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance.</p>	<p>Emerging</p>	<p>Levels Force (strong/light)</p>	<p>Pg. 98</p> <p>DancePI3y</p> <p>OPEN dance</p> <p>OPEN basketball</p>
<p>Demonstrates competency in a variety of motor skills and movement patterns - <i>Manipulative</i></p>				<p>Teams Unit</p> <p>Individual Activity Unit</p>
<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>3 – Throws underhand to a partner or target with reasonable accuracy.</p>	<p>Maturing</p>		<p>Pg. 142</p> <p>Dot Ball</p> <p>Hula Hut Battle</p> <p>Jail Ball</p> <p>Jail Ball Video</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>3 – Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in non-dynamic environments (closed skills), for distance and/or force.</p>	<p>Emerging</p>		<p>Pg. 153</p> <p>Foxtail-21</p> <p>Foxtail</p> <p>Catch me if you can</p> <p>Jail Ball</p> <p>Jail ball Video</p>

				Dot Ball Hula Hut Battle OPEN lacrosse PEC
<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) 	3 – Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of mature pattern.	Emerging		Pg. 147 PEC OPEN bat and ball Foxtail-21 Foxtail Hula Hut Battle 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) 	3 – Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body.	Emerging	pacing	Pg. 193 PEC OPEN basketball
<ul style="list-style-type: none"> S1. E15 Dribbling/ Ball Control with Feet 	3 – Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body	Emerging	pacing	Pg. 183 PEC OPEN soccer Ultimate Soccer
<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) 	3– Passes & receives ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass.	Emerging		PEC Ultimate Soccer OPEN soccer

<ul style="list-style-type: none"> ● S1.E18 Kicking 	<p>3 – Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each.</p>	Emerging		<p>Pg. 171</p> <p>PEC</p> <p>Ultimate Soccer</p> <p>OPEN soccer</p> <p>Ultimate Kickball</p>
<ul style="list-style-type: none"> ● S1.E19 Volley, Underhand 	<p>3 – Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern.</p>	Emerging		<p>Pgs. 205, 218</p> <p>PEC</p> <p>OPEN pickleminton</p>
<ul style="list-style-type: none"> ● S1.E21 Striking, Short handled Implement 	<p>3– Strikes an object with a short-handled implement sending it forward over a low net or to a wall. (3.a)</p> <p>3 - Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern. (3.b)</p>	Emerging		<p>Pg. 218</p> <p>OPEN pickleminton</p> <p>Pickleball</p> <p>OPEN bat and ball</p> <p>PEC</p>
<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>3 – Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. Note: Use batting tee or ball tossed by teacher for batting.</p>	Emerging		<p>Pgs. 225, 231</p> <p>PEC</p> <p>AZ Coyotes Curriculum</p>
<ul style="list-style-type: none"> ● S1.E24 Jumping Rope 	<p>3 – Performs intermediate jump rope skills (e.g., a variety of tricks, running in & out of long rope) for both long and short ropes.</p>	Maturing		<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) 	3 – Recognizes the concept of open spaces in a movement context.	Emerging	Boundary Diagonal	Pg. 48 OPEN soccer OPEN pickleminton OPEN lacrosse Sharks & Minnows OPEN basketball
<ul style="list-style-type: none"> S2.E2 Pathways, shapes, levels 	3 – Recognizes locomotor skills specific to a wide variety of physical activities.	Emerging		PEC Team Tic Tac Toe
<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) 	3 – Combined movement concepts (direction, levels, force, time) with skills as directed by the teacher.	Emerging	Horizontal Lateral diagonal	PEC OPEN pickleminton OPEN lacrosse OPEN basketball Team Bowling Sharks & Minnows Rock, Paper, Scissors Baseball 4-Square
<ul style="list-style-type: none"> S2.E4 Alignment and 	3 – Employs the concept of alignment in gymnastics and dance.	Emerging	core	Pg. 70

Muscular Tension (S2.E4.3-5.a) Movement (S2.E4.3-5.b)	(3.a) 3 - Employs the concept of muscular tension with balance in gymnastics and dance. (3.b)			
<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>3 – Applies simple strategies & tactics in chasing activities. (a) 3 - Applies simple strategies in fleeing activities. (b)</p>	Emerging	<p>Game like activity</p> <p>Strategies Defense offense</p>	<p>PEC</p> <p>OPEN invasion basics</p> <p>Sneak Sneak Video</p> <p>Sharks & Minnows</p>
Standard 3. The https://drive.google.com/open?id=1GSt8udjXvV8GHQFJx2t6Fooml5Y9_117 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 	3 – Charts participation in physical activities outside physical education class. (3.a)	Emerging	Journal Leisure activity	<p>Pg. 42</p> <p>OPEN personal & social resp.</p> <p>OPEN active at home</p>
<ul style="list-style-type: none"> S3.E2 Engages in Physical Activity 	3 – Engages in the activities of physical education class with minimal teacher prompting.	Emerging		
<ul style="list-style-type: none"> S3.E3 Heart Health 	3 – Describes the concept of fitness and provides examples of heart rate evaluation methods.	Emerging		<p>Pg. 28</p> <p>AHA</p> <p>OPEN plug & play fitness</p> <p>OPEN fitness knowledge</p>
<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 	3 – Recognizes the importance of warm-up & cool-down relative to vigorous physical activity.	Emerging	Warm-up Cool-down Pull-up push-up	<p>Pgs. 25, 28</p> <p>OPEN fitness knowledge</p>

<p>Principle (S3.E4.3-5.c) Muscle Identification (S3.E4.3-5.d) Muscular/Skeletal Movement (S3.E4.3-5.e)</p>				<p>OPEN plug & play fitness</p>
<ul style="list-style-type: none"> S3.E5 Skill-Related 	<p>Identifies the six components of skill related fitness (agility, balance, coordination, speed, reaction time, power).</p>	<p>Emerging</p>	<p>6 components of SRF</p>	<p>PEC Video OPEN fitness knowledge OPEN plug & play fitness</p>
<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>3 – Demonstrates, with teacher direction, the health-related fitness components.</p>	<p>Emerging</p>	<p>5 components of HRF Push-up pull-up</p>	<p>Pgs. 25, 28, 31 PEC FITNESSGRAM OPEN fitness knowledge OPEN plug & play fitness</p>
<ul style="list-style-type: none"> S3.E7 Nutrition 	<p>3 – Identifies foods that are beneficial for before and after physical activity.</p>	<p>Emerging</p>	<p>Nutrition Nutritional value diet</p>	<p>Nutrition Unit PG. 37 MyPlate</p>
<p>Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>				
<ul style="list-style-type: none"> S4.E1 Personal Responsibility 	<p>3– Exhibits personal responsibility in teacher-directed activities.</p>	<p>Maturing</p>	<p>responsibility</p>	<p>OPEN personal & social resp.</p>

● S4.E2 Accepting Feedback	3 – Accepts and implements specific corrective feedback from the teacher.	Maturing		
● S4.E3 Working with Others Praises Others (S4.E3.3-5.a) Accepts Others (S4.E3.3-5.b)	3 – Works cooperatively with others. (3.a) Praises others for their success in movement performance. (3.b)	Maturing		PEC
● S4.E4 Rules and Fair Play	3 – Recognizes the role of rules and etiquette in physical activity with peers.	Emerging	etiquette	
● S4.E5 Safety Personal Safety Equipment Safety	3– Works independently and safely in physical activity settings.	Maturing		
● S4.E6 Safety Sun Safety (S4.E6.3-5.a) Aquatic Safety (S4.E6.3-5.b)	Apply sun safe practices. (5.a) Identify appropriate water safety practices. (5.b)	Maturing	Sun safety Hydration dehydration	PEC
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	3– Discusses the relationship between physical activity and good health.	Emerging	Obesity self-esteem	PEC OPEN yoga and mindfulness
● S5.E2 Challenge	3 – Discusses the challenge that comes from learning a new physical activity.	Emerging		
● S5.E3 Self-Expression/ Enjoyment	3 – Reflects on the reasons for enjoying selected physical activities.	Emerging		OPEN yoga and mindfulness
● S5.E4 Social Interaction	3– Describes the positive social interactions that come when engaged with others 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	Describe how the family influences personal health practices and behaviors. Identify the influence of culture on health practices and behaviors. Describe how peers can influence healthy and unhealthy behaviors. Describe how the school and community can support personal health practices and behaviors. Explain how the media influences thoughts, feelings, and health behaviors. Describe ways that technology can influence personal health.			

	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.

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	→	→

• Overhand	E	→	→	→	→	M	A	→	→
Catching	E	→	→	→	M	A	→	→	→
Dribbling/ball control									
• Hands	E	→	→	→	M	A	→	→	→
• Feet		E	→	→	→	M	A	→	→
• With implement				E	→	M	A	→	→
Kicking	E	→	→	→	M	→	A	→	→
Volleying									
• Underhand	E	→	→	→	M	A	→	→	→
• Overhead					E	→	→	→	→
• Set								E	→
Striking - with short implement	E	→	→	→	M	A	→	→	→
• Fore/backhand							E	→	M
Striking - with long implement			E	→	→	M	A	→	→
• Fore/backhand								E	
Combining locomotors & manipulatives					E	→	M	→	A
Combining jumping, landing, locomotors & manipulatives						E	M	A	→
Combining balance & weight transfers			E	→	→	→	M	→	A
Serving									
• Underhand							E	M	A
• Overhand							E	→	→

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	→	→