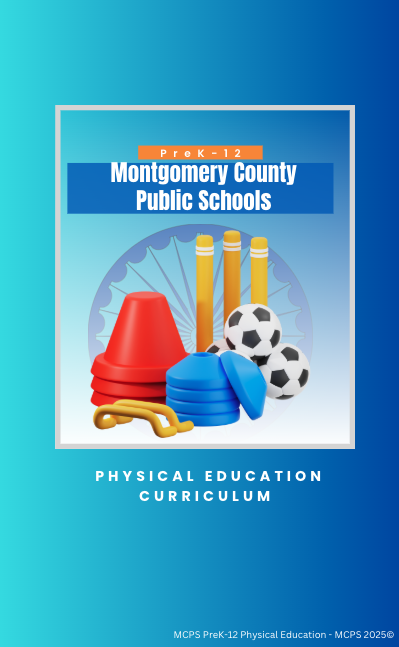
MCPS PHYSICAL EDUCATION OVERVIEW

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**MCPS PHYSICAL EDUCATION CURRICULUM OVERVIEW**

**INTRODUCTION**

Physical education plays a critical role in educating the whole child as part of a well-rounded education. Like other academic courses of study, physical education is based on rigorous State and national standards that define what students should know and be able to do. Physical education is unique to the school curriculum as it is the only program that provides students with opportunities to learn motor skills, develop fitness, and gain an understanding of the importance of physical activity.

**THE GOAL OF PHYSICAL EDUCATION**

Physical education aims to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. To pursue a lifetime of healthful physical activity, a physically literate individual:

* Has learned the skills necessary to participate in a variety of physical activities,
* Knows the implications and the benefits of involvement in various types of physical activities,
* Participates regularly in physical activity,
* Is physically fit,
* And values physical activity and its contributions to a healthful lifestyle.

— National Standards and Grade-Level Outcomes for K-12 Physical Education (SHAPE America, 2014).

CODE OF MARYLAND REGULATIONS The Code of Maryland Regulations (COMAR) [13A.04.13](https://dsd.maryland.gov/regulations/Pages/13A.04.13.01.aspx), Physical Education Instructional Programs for Grades Pre Kindergarten-12 states that each local education agency shall “provide in public schools an instructional program in physical education each year with sufficient frequency and duration to meet the requirements of the [State Framework](https://www.marylandpublicschools.org/about/Documents/DCAA/PE/Physical_Education_Framework_August_2022.pdf) for all students in grades pre kindergarten – 8; and offer in public schools a standard-based physical education program in grades 9 – 12 which meets the requirements of the State Framework, and enables students to meet graduation requirements and to select physical education electives.” Local education agencies must also provide comprehensive physical education curriculum documents for the elementary and secondary schools under their jurisdiction that include the content standards adopted by the State Board of Education, align with the State Framework, and include standards-based instructional assessments that:

* Periodically evaluate progress toward achievement of the content standards;
* Align to outcomes in the State Framework;
* Monitor a student’s cognitive, affective, and psychomotor progress;
* Include all students;
* Do not evaluate student dress or attendance; and
* Are not based on the results of a health-related fitness test.

There are no waivers and substitutions for physical education at any grade level within the State of Maryland. Please see this memo regarding [**Student Participation in Standards-Based Physical Education Programs**](https://www.marylandpublicschools.org/about/Documents/Physical-Education-Requirement-Memo-A.pdf) - this is updated annually and should be shared with administrators and counseling departments.

**STATE FRAMEWORK (MSDE)**

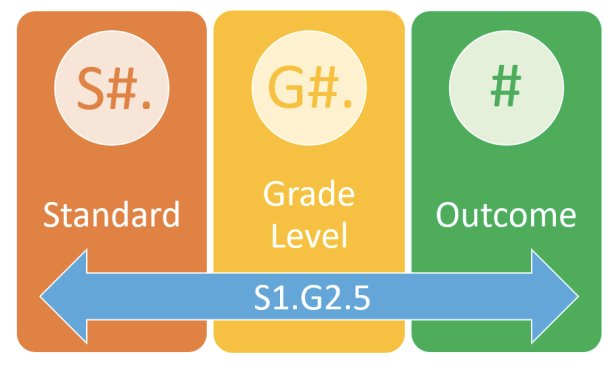
The current physical education [State of Maryland Framework](https://www.marylandpublicschools.org/about/Documents/DCAA/PE/Physical_Education_Framework_August_2022.pdf) was released in August of 2022 and is closely aligned to [SHAPE America’s National Standards and Grade Level Outcomes](https://www.shapeamerica.org/Common/Uploaded%20files/document_manager/standards/pe/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf) (2014). The State Framework identifies what students should know and be able to do by the end of each grade. It was developed by local and national subject matter experts, including school system leaders, certified physical education teachers, and students.

**MARYLAND PHYSICAL EDUCATION CONTENT STANDARDS**

Students shall:

| **Standard 1:** Demonstrate competency in a variety of motor skills and movement patterns |
| --- |
| **Standard 2:** Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance |
| **Standard 3:** Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness |
| **Standard 4:** Exhibit responsible personal and social behavior that respects self and others |
| **Standard 5:** Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction |

To track the **grade-level outcomes**, each one has been given a unique identifier using the information below.

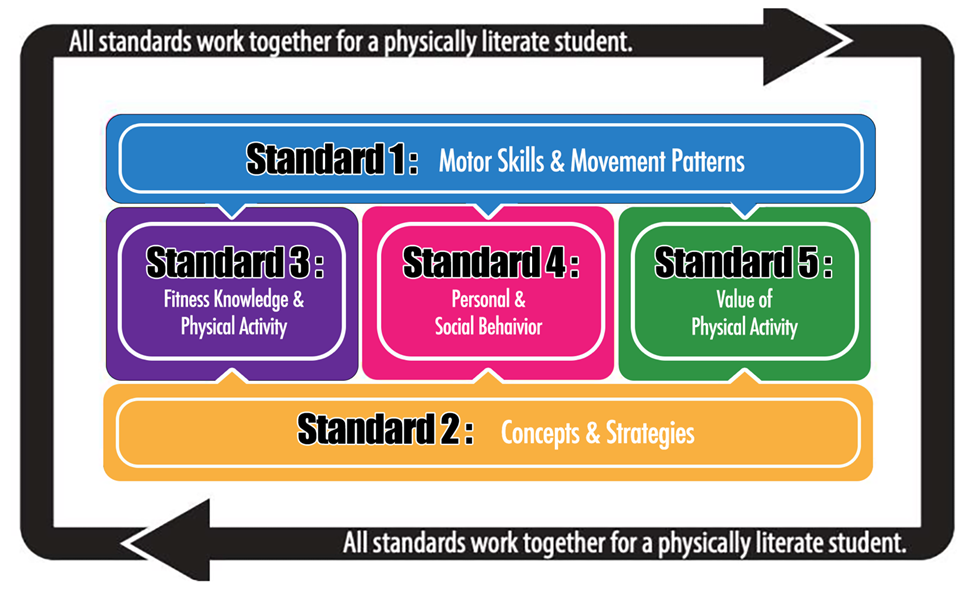


**Grade-Level Outcomes (GLO’s)** for Physical Education define what a student should know and be able to do by the end of the year as a result of a highly effective physical education program and quality assessments.

**Alternative Learning Outcomes (ALO)** for students in middle school who are pursuing alternative learning outcomes (ALO) this [Elementary School Physical Education Grade Level Outcome Progression](https://docs.google.com/document/d/1T0jp4aRoa1uV6GyRegv-4rfmFC_967SlV_k9XjLYigk/edit?usp=sharing) is a valuable tool to find connections to Middle School Grade Level Outcomes. Please see this presentation on [Alternative Learning Outcomes in Physical Education](https://docs.google.com/presentation/d/1f1qSxvZmQ1XCoTE2aMeKokOBcRtfmwWJJxoTrEX6TY0/edit?usp=sharing). As a teacher planning tool, this document shows the grade level outcomes for each skill or concept by standard.

**MONTGOMERY COUNTY PUBLIC SCHOOLS PHYSICAL EDUCATION**

MCPS adopted the [MSDE Framework in 2022](https://www.marylandpublicschools.org/about/Documents/DCAA/PE/Physical_Education_Framework_August_2022.pdf) and used it as a guide to develop the following grade-level documents forMCPS Elementary Physical Education.

* **ELEMENTARY PHYSICAL EDUCATION**
  + [PreK-2](https://docs.google.com/document/d/1h-JWJ2vC6otnGPP8qPGbJham3QYARfOGtVTEFf5DDBw/edit?usp=drive_link)
  + [Grades 3-5](https://docs.google.com/document/d/15Vix1WIkTe5PhiRL27K8bQ7UghlaRNKnmed9D4Acv0s/edit?usp=sharing)
* **MIDDLE SCHOOL PHYSICAL EDUCATION** 
  + [6th Grade](https://docs.google.com/document/d/1W50PYoSgY7WKZICzyqTLHXL4ub89EkBYhGBOvqfuOAM/edit?usp=drive_link)
  + [7th Grade](https://docs.google.com/document/d/1lBoSuizx7zxufEm7UozOAOpCXwjVBjsEsliXinaV-oY/edit?usp=drive_link)
  + [8th Grade](https://docs.google.com/document/d/1XrFj4Emg_QRTRn9cde-m95MMpuDsgkdExnjaM2UD7h8/edit?usp=drive_link)
* **HIGH SCHOOL PHYSICAL EDUCATION** 
  + [High School Level I and Level II](https://docs.google.com/document/d/1ATlQIPLPGPG6QYzNxls2F1_cS1G4AKivToejqdxt0oE/edit?usp=sharing) 

***Rationale and Purpose:***

The scope and sequence documents are designed to identify what students should know and be able to do by the end of each grade through grade-level outcomes. Teachers should use the pedagogically appropriate grade-level outcomes identified in this document to make instruction-related decisions that align to the assessments to measure student achievement in all areas of physical education. The critical elements, sample assessments, academic language, and resources in this document were designed to support instructional planning.

| PreK-2 Scope & Sequence Marking Period 1 | | | | |
| --- | --- | --- | --- | --- |
| **Weeks** | **Pre-K** | **Kindergarten** | **1st Grade** | **2nd Grade** |
| **Overall Themes** | Follows directions in a group setting. [*S4.PK.1a*](https://docs.google.com/document/d/17UTehUsA8SIckCa1PdrRs_WMF1O0ZrpnBlNtu2bjEp8/edit?usp=sharing) *(PSR)*  Responds to signals when transitioning from one activity to another. [*S4.PK.1b*](https://docs.google.com/document/d/1SS1NCOiCyREwKAnAZCxcrqqi4hwwdkXb_3O60CpqEQs/edit?usp=sharing) (PSR) | Follows directions and classroom routines. [*S4.Gk.1a*](https://docs.google.com/document/d/1VxOSszo8epxiDTge9c2CEmqB0hfjvQm9PBLzxa7Eylo/edit?usp=sharing)  (PSR)  Acknowledges responsibility for behavior when prompted. [*S4.Gk.1b*](https://docs.google.com/document/d/1y9xzBZ-dqaSlzup336zfnAvpzAOQ8E5ms5bi2McGmeo/edit?usp=sharing) *(PSR)* | Accepts personal responsibility by using equipment and space appropriately. [*S4.G1.1a*](https://docs.google.com/document/d/1qD0qzb82eHuGsSlZPBzUdLJblB9K2Z8kWdj9guxY84M/edit?usp=sharing) *(PSR)*  Follows the rules and parameters of the learning environment. [*S4.G1.1b*](https://docs.google.com/document/d/19cjFwOzqX7nf0uhLmEMIRvS8MJe1K4TwCCCPcLftFkY/edit?usp=sharing) *(PSR)* | Practices skills with minimal teacher prompting. [*S4.G2.1a*](https://docs.google.com/document/d/1K3IZ6nghuqTyD7tt9gqQkFqTXp2gid8IjsaSUD2WrYs/edit?usp=sharing)  (PSR)  Accepts responsibility for class protocols with  behavior and performance actions. [*S4.G2.1b*](https://docs.google.com/document/d/1dubIWc1DkoWDGDPIFTj1LSXjFhtBVPJgM_0FHmj5_LY/edit?usp=sharing) *(PSR)* |
| Recognizes that physical activity can be fun and enjoyable. [*S5.PK.1*](https://docs.google.com/document/d/1kFJ9y-l2VM8Q7GsoQyTM0jyM38Fw23I9u9Eh3SYiqz0/edit?usp=sharing) *(HEPFA)* | Recognizes that physical activity is important for good health. [*S5.GK.1*](https://docs.google.com/document/d/1DAb2WcV1ZevxtHx3lwb8d57p7mLq6rIaL0fMOwaYaw8/edit?usp=sharing)*(HEPFA)* | Identifies physical activity as a component of good health. [*S5.G1.1*](https://docs.google.com/document/d/153mPOHi0MTGTguv29QtPgGCF1AbJgyytm0ODJzK_Kdk/edit?usp=sharing)*(HEPFA)* | Recognizes the value of good health balance. [*S5.G2.1*](https://docs.google.com/document/d/1XJAKiEX4qu6YgzZy2HZmPUHu0_qFoYENS0ycgIZLP78/edit?usp=sharing) *(HEPFA)* |
| **1-3** | Moves using a variety of locomotor movements. [*S1.PK.1*](https://docs.google.com/document/d/1t9f2Ofnt057S_DdSmHvYT_91kTmhekKp8if5tDoyu_k/edit?usp=sharing) *(MSC)* | Performs locomotor skills with balance**.** [*S1.GK.1*](https://docs.google.com/document/d/1YJg673wqnIgHAHHZr1OKTnJBqrx7PdAYcc2SRj1nb6I/edit?usp=sharing) *(MSC)* | Demonstrates hopping, galloping, jogging, running, and sliding using a mature pattern. [*S1.G1.1*](https://docs.google.com/document/d/1C1nUFRdHmheHJNg3El8jL0hnjts9Ezh3ao463cYsaN8/edit?usp=sharing) *(MSC)* | Demonstrates skipping using a mature pattern. [*S1.G2.1*](https://docs.google.com/document/d/1fhHmAmcyntRjL1PGMlHElQK288L84372Y9klsUW-Wno/edit?usp=sharing) *(MSC)*  Demonstrates jogging for a variety of distances using a mature pattern. [*S1.G2.2a*](https://docs.google.com/document/d/1h2NmiuavaSuFTNPr629YOccUruOCLP4aI-uQqPPlWQo/edit?usp=sharing) *(MSC)* |
| Identifies personal space. [*S2.PK.1a*](https://docs.google.com/document/d/10cSlVaJ0k5tXm4iIro_k1QlVyWK_pK5jkvRdUtsH3RI/edit?usp=sharing) *(MSC)*  Identifies general space. [*S2.PK.1b*](https://docs.google.com/document/d/10cSlVaJ0k5tXm4iIro_k1QlVyWK_pK5jkvRdUtsH3RI/edit?usp=sharing) *(MSC)* | Differentiates between movement in personal and general space. [*S2.GK.1a*](https://docs.google.com/document/d/1p7yoAj5siktHMgGLFXamPkOqxYqryEqGYtvi7-834HI/edit?usp=sharing) *(MSC)* | Moves in personal and general space in response to designated beats or rhythms. [*S2.G1.1*](https://docs.google.com/document/d/129F99ecwNRjXmxXx7VghFf_ncAMkww-19eA_tb1t4Vg/edit?usp=sharing) (MSC) | Combines locomotor skills in general space to a rhythm  [*S2.G2.1*](https://docs.google.com/document/d/1J3h_PvlX2w6RMTmPW7iyUB8toOb2_XEGzlG-F5FQhFY/edit?usp=sharing) *(MSC)* |
| Moves in personal space to a rhythm. [*S2.Gk.1b*](https://docs.google.com/document/d/1odoCkMIx8C0m4Rdu9be_iJqNy2tyxcC3CVT-wcrhbWE/edit?usp=sharing) (MSC) |
| **4-6** | Travels forward and sideways while changing directions quickly in response to a signal. [*S2.PK.2a*](https://docs.google.com/document/d/1OXVxuJnGztk1QcSl2dH9MH5EqXVMhfe2KydNMEA1iUU/edit?usp=sharing) (MSC)  Identifies three pathways (straight, curved, and zigzag). [*S2.PK.2b*](https://docs.google.com/document/d/1q5qIRDDnwK_G699GIpYpN48jmzJYutJbJWhBozMyxKg/edit?usp=sharing) *(MSC)*  Demonstrates the relationship of over,under, through ,behind, next to, right, left, up, down, forward, backward,and in front of by using the body and/or object. [*S2.PK.3*](https://docs.google.com/document/d/14ED4QBDvLl4p1kzRJNvG8Zgm3B3B27yUJ-mAeUxF5Nk/edit?usp=sharing) *(MSC)* | Travels in three different pathways (Straight, curved, zigzag). [*S2.GK.2*](https://docs.google.com/document/d/1HFVswHyYOSkjkJAj0yCzbXpfFCCrQN0xEpFP2u1gdHE/edit?usp=sharing) *(MSC)*  Travels in general space with different speeds. [*S2.Gk.3*](https://docs.google.com/document/d/1J_yu1mw-ZRTRzRDJWDSUumTFb1LfluLAOxMjA1spbp8/edit?usp=sharing) *(MSC)* | Travels while demonstrating low, middle, and high levels. [*S2.G1.2a*](https://docs.google.com/document/d/1YOhdBBJIU6NFOZd4pkLozWL2wYGJzIrpxwfExp5_Cbw/edit?usp=sharing) (MSC)  Travels while demonstrating a variety of relationships with objects. [*S2.G1.2b*](https://docs.google.com/document/d/1v5Opg7N2_cDHWxfHH-gGhBypKGWu-mU-CyuY8nJ6av0/edit?usp=sharing) *(MSC)*  Differentiates between fast and slow speeds. [*S2.G1.3a*](https://docs.google.com/document/d/1gfPBIVj7NFYN-47OOaqdWoWm4v2rct8m0jjV2osJ8Cw/edit?usp=sharing)  (MSC) | Travels showing differentiation between jogging and sprinting. [*S1.G2.2b*](https://docs.google.com/document/d/1UX9NViHiVdvoonWdS9quInc5tEG_uIlUPnerOCVdmA8/edit?usp=sharing) *(MSC)* |
|
| Combines shapes,  levels, and pathways  into simple travel sequences. [*S2.G2.2*](https://docs.google.com/document/d/11n3y9kCgTWINrUvzqF5a2Z1RncreWVwR5jZ0Plbt4Vk/edit?usp=sharing) *(MSC)* |
| **7-9** | Taps a stationary ball using the inside of the foot, maintaining body control. [*S1.PK.15*](https://docs.google.com/document/d/13c44ZYfoelYMFfcmCeUQCBgm73YAeL2EP8GLGvqZ7P8/edit?usp=sharing) *(MSC)*  Kicks a stationary ball from a stationary position, maintaining body control. [*S1.PK.16*](https://docs.google.com/document/d/1YqKlbAC2hBFGhG8Z3u4DI2PBL49fvUKj6LhJ_soyVNs/edit?usp=sharing) *(MSC)* | Taps a ball using the inside of the foot sending it forward. [*S1.Gk.15*](https://docs.google.com/document/d/1K901Sfxc0AIKgptwI56hzlw9tV2I-8yay-R8vxGOMKE/edit?usp=sharing) *(MSC)*  Kicks a stationary ball from a stationary position, demonstrating some critical elements. [*S1.GK.16*](https://docs.google.com/document/d/1z7Ur3mnl70eahL24PBV3HAu5ySPHB9N_jYJYQk03J2M/edit?usp=sharing) *(MSC)* | Taps or dribbles a ball using the inside of the foot walking in general space. [*S1.G1.15*](https://docs.google.com/document/d/1qcbQR1I7J0F9moTb9ipSz9jH-LlSFuEnSHyRgqyvDYg/edit?usp=sharing)  (MSC)  Approaches a stationary ball and kicks it forward, demonstrating some critical elements. [*S1.G1.16*](https://docs.google.com/document/d/1nvPnOxPjkjjgYsh793lbj-iv-Ars5Ui9BbHCkZQKfPQ/edit?usp=sharing) *(MSC)* | Dribbles with feet in general space with control of the ball and body. [*S1.G2.15*](https://docs.google.com/document/d/1FffQrlPB6DMJH-rp9Y-cCbFIyOvOUFdbibGaBX0PcEY/edit?usp=sharing) *(MSC)*  Uses a continuous running approach and kicks a moving ball, demonstrating some of the critical elements. [*S1.G2.16*](https://docs.google.com/document/d/1YtJFFlHdGEXGX1b5WicEoeg4XWy2dURBsG7neoZeD_Y/edit?usp=sharing) *(MSC)* |
| Identifies physical activities. [*S3.PK.1*](https://docs.google.com/document/d/1vvHvEZcXkrX1W2hlEObM41Mqm4AUc_GNIw2h0GfIHdQ/edit?usp=sharing) (HEPFA) | Identifies active play opportunities outside of Physical Education Class. [*S3.GK.1*](https://docs.google.com/document/d/1AR2EMMaZDFv90ANwViQswcSoueah-M-qElqQ6bLTpRQ/edit?usp=sharing) (HEPFA) | Discusses the benefits of being active. [*S3.G1.1*](https://docs.google.com/document/d/1E-yB35PToghfIxi4w-TTua9g8CMboR0yWDvjHSXR-Ts/edit?usp=sharing) (HEPFA) | Describes physical activities for participation outside of Physical Education class.  [*S3.G2.1*](https://docs.google.com/document/d/1qSRp6taQEFMINPBbBcoTcrP7DH5I0rSQTes-gq7uGZY/edit?usp=sharing) (HEPFA) |

| PreK-2 Scope & Sequence Marking Period 2 | | | | |
| --- | --- | --- | --- | --- |
| **Weeks** | **Pre-K** | **Kindergarten** | **1st Grade** | **2nd Grade** |
| **Overall Themes** | Recognizes that practice helps skill development. [*S4.PK.1c*](https://docs.google.com/document/d/1n81Ac571Ea1Pky_t_K__VCpm1wVtH-ZobeviAopbXhI/edit?usp=sharing) *(PSR)*  Uses verbal and visual cues to improve skill performance. [*S4.PK.2*](https://docs.google.com/document/d/1LTQzqn6747H6pHQ1xrX0YHkiIGPBADfHazy-noNC9rY/edit?usp=sharing) *(PSR)* | Recognizes that skills will develop with appropriate practice. [*S4.GK.1c*](https://docs.google.com/document/d/1nWUB_977O6yqk_iFfBdKmyW38AJ90x4Vzipmp1kLm6Q/edit?usp=sharing) *(PSR)*  Uses verbal and visual cues to improve skill performance. [*S4.GK.2*](https://docs.google.com/document/d/1TtPZfsfi2ok4t1cbUBdSEBdgDAgwbyco101FAnA9Hko/edit?usp=sharing) *(PSR)* | Recognizes that skills will develop with appropriate practice and use of the correct cues. [*S4.G1.1c*](https://docs.google.com/document/d/18ekFi5uvC7jGFfIto5FPM6wtJd6JVWFjUZDFOxtI3bI/edit?usp=sharing) *(PSR)*  Recalls and shows how verbal and visual cues improve personal performance in a variety of skills. [*S4.G1.2*](https://docs.google.com/document/d/1JGmXdVZwEzLALqoeeSL_DcTFiQok6cn6cgtDSbRsZVY/edit?usp=sharing) *(PSR)* | Recognizes that skills will develop over time with appropriate practice and use of the correct cues. [*S4.G2.1c*](https://docs.google.com/document/d/1TBaxysF60QeBC2NTfmiDc-QhjoTagdLFGOI0uRmAQ18/edit?usp=sharing)  (PSR)  Lists examples of appropriate feedback using verbal and visual cues to improve performance in a specific skill. [*S4.G2.2*](https://docs.google.com/document/d/1hMuaR7m30qvzDZrkaeS7V3v6dZvyJuld659Hm5qVP88/edit?usp=sharing) *(PSR)* |
| Identifies some physical activities that can be challenging. [*S5.PK.2*](https://docs.google.com/document/d/1Uy87tn9ODyzXZ6HyyvrvZmqHMvpeeIypTD5rinmL8Ho/edit?usp=sharing) *(PSR)* | Recognizes that some physical activities are challenging. [*S5.GK.2*](https://docs.google.com/document/d/1sI5saVUQHTgETn8ZGqVh3u5cj8rfG_F3XDIKLOM4uc4/edit?usp=sharing) *(PSR)* | Recognizes that challenges in physical activities can lead to success. [*S5.G1.2*](https://docs.google.com/document/d/1D_nASPD3TqWPc4dkcpk6IYgPXBR7MyZ2b7YelJxvL20/edit?usp=sharing) *(PSR)* | Compare physical activities that bring confidence and challenge. [*S5.G2.2*](https://docs.google.com/document/d/1UTXaJ8TfG3jcgW_dCYuWfmUTTT1swoFVHHmLsHIdX6Q/edit?usp=sharing) *(PSR)* |
| **1-3** | Rolls a ball to a stationary partner or target while seated.[*S1.PK.10*](https://docs.google.com/document/d/1zYfCpMw1c1GFKSxK0NIw9UUokd7z5f2GW4bA5zki-oA/edit?usp=sharing) *(MSC)*  Underhand throws to a large, stationary target. [*S1.PK.11*](https://docs.google.com/document/d/1JWnYKnLMC0LHsRtMYBpZeyNsr6Cs7IwKzaMsJTq-mDU/edit?usp=sharing) *(MSC)* | Rolls a ball with the opposite foot forward. [*S1.GK.10*](https://docs.google.com/document/d/1GyNSFUqk54gDqJT1o3u7lJV1M4nIg07oRcU5FysIrEY/edit?usp=sharing) *(MSC)*  Demonstrates an underhand throw with the opposite foot forward. [*S1.GK.11*](https://docs.google.com/document/d/1m2GtwVZxZJ1QJcWspPS-3fdLgdU44yYCmyRT_WMvQng/edit?usp=sharing) (MSC) | Rolls a ball while demonstrating some critical elements. [*S1.G1.10*](https://docs.google.com/document/d/1iwoiQPwUhR6jqh32-vPv792pi8JPeH3kBcIjCMa31rI/edit?usp=sharing) *(MSC)*  Demonstrates an underhand throw using some critical elements. [*S1.G1.11*](https://docs.google.com/document/d/1r9uYaQQgVA4RtOrjg0lubUQzQdgmP2Hl3dpi0p-NnSw/edit?usp=sharing) *(MSC)* | Rolls a ball while demonstrating most critical  elements. [*S1.G2.10*](https://docs.google.com/document/d/1aRH-QZGXtFE2-BVeDo63E63T8j0CjS8FSRfsy82BJK4/edit?usp=sharing) *(MSC)*  Demonstrates an underhand throw using a mature pattern. [*S1.G2.11*](https://docs.google.com/document/d/1NQ7vugbW6Ww-GlOICOQnjcOKu3gWT--2pIh4bGh6ItU/edit?usp=sharing) *(MSC)* |
|
| Differentiates between strong and light force. [S2.G1.3b](https://docs.google.com/document/d/1D6oNYioS7kNlvDThDDbcfGH__2W4V8kPhy_21XRpxKQ/edit?usp=sharing) (MSC) | Varies speed and force with gradual increases and decreases. [*S2.G2.3*](https://docs.google.com/document/d/1sRGbyIi1XJedi3WpVBJlxmU-rHHoQEjm1MjrnaAHbco/edit?usp=sharing) *(MSC)* |
| **4-6** | Demonstrates some of the critical elements when catching a rolling ball. [*S1.PK.13*](https://docs.google.com/document/d/1AQfopnxjVzcKP0LMWceMv4LMX695zbQ6mnrTPxfI9og/edit?usp=sharing) *(MSC)* | Drops a ball and catches it before it bounces twice. [*S1.Gk.13a*](https://docs.google.com/document/d/1jTE9-jH4PkPkZQPQPf58y5XuDEUXsSujFU5wC6VUGo8/edit?usp=sharing) *(MSC)*  Catches a large ball tossed by a skilled thrower. [*S1.GK.13b*](https://docs.google.com/document/d/1FdJ8BHEIQ1m8yBFWIZqWmuQmTOHemt1HNUz4X9wnr3c/edit?usp=sharing) *(MSC)* | Catches a soft object from a self-toss before it bounces. [*S1.G1.13a*](https://docs.google.com/document/d/1-DRHsTmUNe2i2z0QK5zRUG0FJ7BpuQExQzaAIn_buGE/edit?usp=sharing) *(MSC)*  Catches a variety of objects tossed by a skilled thrower. [*S1.G1.13b*](https://docs.google.com/document/d/1f7ZhAYurxNABRoqPX7TUKOe7MIbr-WzJfNhuCJ2w-gs/edit?usp=sharing) (MSC) | Demonstrates some critical elements of an overhand throw. [*S1.G2.12*](https://docs.google.com/document/d/17jIkVsra151pwsaiRtK1eXdzQcBT8XwDF6YYgnJ9b1U/edit?usp=sharing) *(MSC)*  Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling it against the body. [*S1.G2.13*](https://docs.google.com/document/d/1WKduUIj6unE2quASB1ghrFvrJz2d3RVFvsPoG1MdjUI/edit?usp=sharing)*(MSC)* |
| **7-9** | Bounces a ball down with two hands and attempts to catch it while remaining in personal space. [*S1.PK.14*](https://docs.google.com/document/d/19Ky_NB9-Tcjl2dZiI_f2bFkchFqDeTz7RbekKnoFwm8/edit?usp=sharing) *(MSC)* | Dribbles a ball with 1 hand, attempting the second contact. [*S1.Gk.14*](https://docs.google.com/document/d/13n45_wc3vWnY4BbP9A4Mx26HhFSRrxraO6MM99wilXI/edit?usp=sharing) *(MSC)* | Dribbles continuously in personal space using the preferred hand. [*S1.G1.14*](https://docs.google.com/document/d/1QMFNqi7keSkNEs94IOPgTzvplHxQEyzH4creysOCklQ/edit?usp=sharing) *(MSC)* | Dribbles in personal space with preferred hand demonstrating a mature pattern. [*S1.G2.14a*](https://docs.google.com/document/d/10PnLBhi9He4Jko0lFjLLVK9IKXEC5hBKTPTdeZTUVfg/edit?usp=sharing) *(MSC)*  Dribbles with preferred hand while walking in general space. [*S1.G2.14b*](https://docs.google.com/document/d/1xdwNqkf--jR-s2D44OHvXJjTRmiQBaGIQsss6domN7k/edit?usp=sharing) *(MSC)* |
| Participates in Physical Education class. [*S3.PK.2*](https://docs.google.com/document/d/17KSdO3hFJMonIBgfYneXEzVHKBzuKCxutH4RMA0hZ2w/edit?usp=sharing)  *(HEPFA)* | Participates actively in Physical Education class. [*S3.GK.2*](https://docs.google.com/document/d/1p_rSbGuDlzdRBFaz6yikrVCmImIneQVjlj95HLFzotI/edit?usp=sharing) *(HEPFA)* | Engages actively in Physical [S1.G2.14b ES PE Overview](https://docs.google.com/document/d/1xdwNqkf--jR-s2D44OHvXJjTRmiQBaGIQsss6domN7k/edit?usp=sharing)Education class. [*S3.G1.2*](https://docs.google.com/document/d/19f_LEfNvy3d4tCY_1IBiySBfoeyFnX2ay90R8XGANw8/edit?usp=sharing)  *(HEPFA)* | Engages actively in Physical Education class. [*S3.G2.2*](https://docs.google.com/document/d/13n3TZCHDfXz41tDRDi-0ZnQhzFMrrQOBSjeSZwlYQdA/edit?usp=sharing) *(HEPFA)* |

| PreK-2 Scope & Sequence Marking Period 3 | | | | |
| --- | --- | --- | --- | --- |
| **Weeks** | **Pre-K** | **Kindergarten** | **1st Grade** | **2nd Grade** |
| **Overall Themes** | Identifies the importance of corrective feedback on performance. [*S4.PK.3a*](https://docs.google.com/document/d/1uKaoe-rgBxbhZJeLkzQTFymj7E2byjxnZo807AZZcR8/edit?usp=sharing) *(PSR)*  Responds to an adult when asked. [*S4.PK.3b*](https://docs.google.com/document/d/1apQXxf1cDyaNmlHyBToPkIxrJD5cgzng0T6_tl-KcRY/edit?usp=sharing) *(PSR)*  Follows basic safety  rules with adult  guidance and support.  [S4.PK.6b](https://docs.google.com/document/d/1MDB_HaJxnIeii9Kn1mrN4_HWh1T547gQRklU8QZTyjk/edit?usp=sharing) (PSR) | Follows instruction and  directions when prompted. [*S4.GK.3*](https://docs.google.com/document/d/1-LdAfcy8F56DCZd16-Ewh9FzgF7uOKu4zo5OpD0vCpI/edit?usp=sharing) *(PSR)*  Follows teacher directions for safe participation with  minimal reminders.  [S4.GK.6b](https://docs.google.com/document/d/1EfUmWcD0ZJAq1gIovd6oo7XjMnGglQn5ev_pJicz8h4/edit?usp=sharing) (PSR) | Responds appropriately to  feedback from the teacher. [*S4.G1.3*](https://docs.google.com/document/d/11Dlo1x9du3JPcUzSq9BexiQHmR7qfoX9Jj1b-ioULj4/edit?usp=sharing) *(PSR)*  Follows teacher directions for safe participation without  reminders.[*S4.G1.6b*](https://docs.google.com/document/d/1yxWWWHVF9b2NTas5dm5ubTiLyJc0o3daV5LRY9dER_E/edit?usp=sharing)(PSR) | Accepts skill-specific corrective feedback from the teacher. [*S4.G2.3*](https://docs.google.com/document/d/15mPUcGq9kMfvvtgxl1TcXkqMarfyL9LJky53pL2yI5E/edit?usp=sharing) *(PSR)*  Works safely with  Physical Education  equipment.[*S4.G2.6b*](https://docs.google.com/document/d/19QpJZwG-xKdxNKP28QKxzZdMfhriUQXu3EPmEaFPXO4/edit?usp=sharing)(PSR) |
| Demonstrates enjoyment of playing with other children. [*S5.PK.3a*](https://docs.google.com/document/d/1-2Qcvst8Cv6X9L6eSGQnYciuAR1IlapKnCiT-a-YQ48/edit?usp=sharing) *(HEPFA)* | Identifies physical activities that are enjoyable.[*S5.Gk.3a*](https://docs.google.com/document/d/1wbx_Cu-8BUNExCUyDr6n4xjVnMngJkGLAigT-XYrqWI/edit?usp=sharing)  *(HEPFA)* | Describes positive feelings that result from participating in physical activities.[*S5.G1.3a*](https://docs.google.com/document/d/1cNVwUJSa0fFEbSUKW_dTOCg7uB-XxzvLX6hkqdTTzD4/edit?usp=sharing)  *(HEPFA)* | Identifies physical  activities that provide  Self-expression. [*S5.G2.3a*](https://docs.google.com/document/d/1t73ennq8KfMxJoQWOcbLZxIZJX53VICK7J7GTKj-gew/edit?usp=sharing) *(HEPFA)* |
| **1-3** | Identifies different bases of support. [*S1.PK.5a*](https://docs.google.com/document/d/1xbvDXj9nqqp5fOTnv2phjgwQQsd0PqoJiWK2aaH1FVs/edit?usp=sharing) *(MSC)*  Balances on different body parts. [*S1.PK.5b*](https://docs.google.com/document/d/1J1WxOQl6WN8DDb0vsmFAdOsemy026Z6r7iETP_Ecm14/edit?usp=sharing) *(MSC)*  Demonstrates how to rock on different parts of their body. [*S1.PK.7b*](https://docs.google.com/document/d/1AINmbz4xyXsga99Wet13IPh6bDqlF4Qdp-mc5lo5jDU/edit?usp=sharing) *(MSC)* | Maintains balance on different bases of support. [*S1.GK.5a*](https://docs.google.com/document/d/1tb0pHboJpTWmHDaR3SIwUxTzFPzrPuQqmrGjEsyhkBM/edit?usp=sharing) *(MSC)*  Forms wide, narrow, curled, and twisted body shapes. [*S1.GK.5b*](https://docs.google.com/document/d/1ZRc5asLZ89_YnTD1Rxsa8hPGKurAahfqvHV5ogvzAdo/edit?usp=sharing) *(MSC)* | Maintains balance on different bases of support with different body shapes. [*S1.G1.5*](https://docs.google.com/document/d/1-x6rP0VA5oomWcIZbS6QoREq9g5WJIusoHZ5PLb56Vc/edit?usp=sharing) *(MSC)*  Transfers weight from one body part to another in personal space in dance and gymnastics environments. [*S1.G1.6*](https://docs.google.com/document/d/1-kxVyIBYHTucHyU-tyDk_csqaTHlC2ZphmKh4ZEEHE4/edit?usp=sharing) *(MSC)* | Balances on different bases of support, combining levels and shapes. [*S1.G2.5a*](https://docs.google.com/document/d/1sUCSHf-pTVTEo7h7yyL7mi1yltRTo0m11syB3bnkvJU/edit?usp=sharing) *(MSC)*  Balances in an inverted position with stillness and supportive base. [*S1.G2.5b*](https://docs.google.com/document/d/19i5dnlF1AcM7AF6tCTU7mhMWVQdVb3woABLoEWR1NVU/edit?usp=sharing) *(MSC)*  Transfers weight from feet to different body parts/bases of support for balance. [*S1.G2.6*](https://docs.google.com/document/d/17gtBBECtHy9jcKmrfxkOzKU82puq54lUoaQ7hYXr7h8/edit?usp=sharing) *(MSC)* |
| **4-6** | Creates curled shapes with their body. [*S1.PK.7a*](https://docs.google.com/document/d/1uYKIohs-JSDWmSrdO4MTpx18mKYo8bpRcWurSYnb_qY/edit?usp=sharing) *(MSC)*  Stretches the muscle [*S1.PK.8*](https://docs.google.com/document/d/1Fb6bKbUFUSMjrkI5acalWXTMbZbk_ncEorcaQDYw58A/edit?usp=sharing) *(MSC)* | Demonstrates rolling sideways in a narrow body shape. [*S1.GK.7*](https://docs.google.com/document/d/1INeMeytEij6QI2p3uxjHvgttyYRZG-ky2XBWOPli98c/edit?usp=sharing)  Contrasts the actions of curling and stretching. [*S1.GK.8*](https://docs.google.com/document/d/1Q_bzxc49EJRT4CXwxVTUcYvgtpS4SdxHEHfTkvP8Rko/edit?usp=sharing) *(MSC)* | Demonstrates rolling with a narrow or curled body shape. [*S1.G1.7*](https://docs.google.com/document/d/1CYyoOI29jZ7v5Rt9L7fgvV0DRXqE5kp0hzoLDaxJcu4/edit?usp=sharing) *(MSC)*  Demonstrates twisting, curling, bending, and stretching actions. [*S1.G1.8*](https://docs.google.com/document/d/15HdgWlTAoVO_Xgf04t2_KAaBo8pO-gmYUvKF4OC0rRg/edit?usp=sharing)  *(MSC)* | Demonstrates rolling in different directions with either a narrow or curled body shape. [*S1.G2.7*](https://docs.google.com/document/d/1H53Wh7Sx3RCt_9d2L685TFmGraVTexOAkzLKqgf4s-w/edit?usp=sharing) *(MSC)*  Differentiates among twisting, curling, bending, and stretching actions. [*S1.G2.8*](https://docs.google.com/document/d/10klVtFOC0Fg4RnV3d2qdJ5Sa3eLCoTl-vf-PYaGiLa4/edit?usp=sharing) *(MSC)*  Combines balances and transfers into a three-part sequence. [*S1.G2.9*](https://docs.google.com/document/d/1_38dJT4TDa7Dl26r7TILDF0r5lPhw6zWGfhg_0LYk34/edit?usp=sharing) *(MSC)* |
| **7-9** | Performs creative movements to the rhythm of music. [*S1.PK.4*](https://docs.google.com/document/d/1SD_DdooplbaZI-q-fve7imJp3G0MzTKtmf8tIlu4RkA/edit?usp=sharing) *(MSC)* | Performs locomotor skills in response to teacher-led creative dance. [*S1.GK.4*](https://docs.google.com/document/d/1N8JdpZ54WFsKWId07iISGHwNh_ahRwqcnlIVRem0I80/edit?usp=sharing) *(MSC)* | Combines locomotor and non-locomotor skills in a teacher-designed dance. [*S1.G1.4*](https://docs.google.com/document/d/19O71k0hBTbP_izk88a1xgUZvn3AVqvvEYTffQq53MWk/edit?usp=sharing) *(MSC)* | Performs a rhythmic activity with correct response to simple rhythms. [*S1.G2.4*](https://docs.google.com/document/d/1w-ehCqIIjEeaXD1t8ULM4RJhxdoN-UTzHWJ_fpkux90/edit?usp=sharing) *(MSC)* |
| Participates in activities that increase the heart rate. [*S3.PK.3a*](https://docs.google.com/document/d/1AaoHnhT1epV7NQaBInltBt247pZPFJ5C9cCCJDBoOdQ/edit?usp=sharing) *(HEPFA)*  Identifies the chest as a place on the body to feel their heartbeat with one hand. [*S3.PK.3b*](https://docs.google.com/document/d/1AaoHnhT1epV7NQaBInltBt247pZPFJ5C9cCCJDBoOdQ/edit?usp=sharing) *(HEPFA)* | Recognizes that when you move fast, your heart beats faster and you breathe faster. [*S3.GK.3a*](https://docs.google.com/document/d/1KOvayot4WCU-hNrqvnBlC591GeVvKTDL7o5jzxioX5s/edit?usp=sharing) *(HEPFA)*  Identifies at least one location on the body to find a heartbeat using two fingers. [*S3.GK.3b*](https://docs.google.com/document/d/1KOvayot4WCU-hNrqvnBlC591GeVvKTDL7o5jzxioX5s/edit?usp=sharing) *(HEPFA)* | Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity. [*S3.G1.3a*](https://docs.google.com/document/d/1T5x7uGBQatbGFZ8haRfMCwMQVzsI8-MOfvInWxMyHzg/edit?usp=sharing) *(HEPFA)*  Identifies the speed in which their heart is beating. [*S3.G1.3b*](https://docs.google.com/document/d/1T5x7uGBQatbGFZ8haRfMCwMQVzsI8-MOfvInWxMyHzg/edit?usp=sharing) *(HEPFA)* | Uses own body as resistance for developing strength. [*S3.G2.3a*](https://docs.google.com/document/d/1dE7kEsoalJKwWX0sQ2PBUdseqdef1xP1_AtPqTaUM0E/edit?usp=sharing) *(HEPFA)*  Identifies physical activities that contribute to fitness. [*S3.G2.3b*](https://docs.google.com/document/d/1OZsFrkR5TkuOBdCwj4x-b8MLXcsOHwyL-MgrJrxHk2g/edit?usp=sharing) *(HEPFA)*  Practices estimating their heart rate. [S3.G2.3c](https://docs.google.com/document/d/1LhGMotUyWrJs2O6PFsPzyOdXRdsSKt9V9aj07-Gtkpo/edit?usp=sharing) *(HEPFA)* |

| PreK-2 Scope & Sequence Marking Period 4 | | | | |
| --- | --- | --- | --- | --- |
| **Weeks** | **Pre-K** | **Kindergarten** | **1st Grade** | **2nd Grade** |
| **Overall Themes:** | Exhibits strategies for  dealing with conflicts, such as sharing, taking turns, and  compromising.[*S4.PK.4*](https://docs.google.com/document/d/1kcbD7o7TF5692D1KBjc4PjBJIdmD7PhiX83kChEch0U/edit?usp=sharing) *(PSR)*  Shows awareness for the established protocol for classroom activities. [S4.PK.5](https://docs.google.com/document/d/1R_pIDhNXHJmlwRQC6kDDrg7nrgdbPn4hnlk6MKdeiDo/edit?usp=sharing) (PSR)  Appropriately handles materials and equipment. [S4.PK.6a](https://docs.google.com/document/d/1MjaSHflRTAUYGcoHbDBJyAcCfVVAqBXLu0T2sMfOlL4/edit?usp=sharing) (PSR) | Shares equipment and space with others.  [*S4.GK.4*](https://docs.google.com/document/d/1pAgPAcoW2UtYZloVxCzQ5XVQoo9HNnVJdomj_bDC0D4/edit?usp=sharing) *(PSR)*  Recognizes the established protocol for class activities. [S4.GK.5](https://docs.google.com/document/d/1X4lmfD_hHX_daAANSN7O3yHUz-1HOMUupHPK-sGPeyI/edit?usp=sharing)  Properly uses equipment with minimal reminders. [S4.GK.6a](https://docs.google.com/document/d/1Xd13ytSxpYQ3C---Zrdik3j1Qg7onNV3crnrrEvArHQ/edit?usp=sharing)  (PSR) | Works independently  with others in a variety  of class environments.  [*S4.G1.4*](https://docs.google.com/document/d/1ja19E-dmsNTir_Z6BUkw4uLoOlGEqjJFy9Oj4t2QHSo/edit?usp=sharing) *(PSR)*  Exhibits the established  protocols for class  activities.[*S4.G1.5*](https://docs.google.com/document/d/1bk7EycFOmp6LncOEnWEsxkf5fWLwC0wslLRA0NZsAbM/edit?usp=sharing)(PSR)  Properly uses equipment without reminders.[*S4.G1.6a*](https://docs.google.com/document/d/1x_Us89KsEDA4xNTqjoMRymIwQcSEiKZJpsmJlee6gaU/edit?usp=sharing)(PSR) | Works independently  with others in partner  environments.[*S4.G2.4*](https://docs.google.com/document/d/15IAt1Eu0gD2iKyueBMHN52sNvHoye2Q1aXhzmNc9Ltw/edit?usp=sharing) *(PSR*  Recognizes the role of rules and etiquette in teacher-designed physical activities.  [S4.*G2.5*](https://docs.google.com/document/d/1Xy5Ndhffg3zsdQh3fFz_-Kl-vVUeMtlUCO90IJc7uHE/edit?usp=sharing)(PSR)  Works independently  and safely in Physical  Education*.* [*S4.G2.6a*](https://docs.google.com/document/d/15gwNFNVhnYcZZo4P8Ht5E-jVjZ5VY3XavhuYiiSR_C4/edit?usp=sharing)(PSR) |
| Shows satisfaction or seeks acknowledgement when completing a task or solving a problem. [*S5.Pk.3b*](https://docs.google.com/document/d/1Ti53mV35JuzFb2qLqqanpHgLUz0cfO_RmxsXIqxHms0/edit?usp=sharing) *(PSR)* | Discusses the enjoyment of playing with others. [S5.GK.3b](https://docs.google.com/document/d/10Tv5ASv_3MOQi065489J_yOt1HOoTypVh4UJf6Io0A4/edit?usp=sharing)  *(PSR)* | Discusses personal  reasons for enjoying  physical activity.  [*S5.G1.3b*](https://docs.google.com/document/d/1lln5U7cTW1JtpaKJdi_AmCxkF4MmwGn4qK5QBithrl4/edit?usp=sharing) *(PSR)* | Chooses personal  reasons for enjoying  physical activity.[*S5.G2.3b*](https://docs.google.com/document/d/1323yyLcnJvCF-N0CCcmyYHxbQEkZJhCEOwdLqdFr_4c/edit?usp=sharing) *(PSR)* |
|  | Volleys a lightweight object using different body parts. [*S1.PK.17*](https://docs.google.com/document/d/1dOAYAjCq621wm56_jrRj3WeOBC64jUgZCtztrpzW9CA/edit?usp=sharing) *(MSC)* | Volleys a lightweight object using different body parts, sending it upward. [*S1.GK.17*](https://docs.google.com/document/d/13Xx9AWG5TOfD2H3YeXzP-ZB5FmwpNju-lyCS-TybOQM/edit?usp=sharing) *(MSC)*  Strikes a lightweight object with a short-handled implement [*S1.GK.18*](https://docs.google.com/document/d/1GcYelKOyyO_0L5WXFBI5K84r2GTdevH1P2eRSiuUV4A/edit?usp=sharing) *(MSC)* | Volleys an object with an open palm, sending it upward. [*S1.G1.17*](https://docs.google.com/document/d/18ZPIQQLHYbKehanEaRx0hGDjTVNCw7G0B4qckrc44uU/edit?usp=sharing) *(MSC)*  Strikes a ball with a short-handled implement, sending it upward.[*S1.G1.18*](https://docs.google.com/document/d/1wHbW49wxynsbdGOIViU0wx2_Zr8DeBVJy6P0HKs4jWU/edit?usp=sharing) *(MSC)* | Volleys an object upward with consecutive hits. [*S1.G2.17*](https://docs.google.com/document/d/1Vfs_ILBwBKxWh1UkUQY_VWmraADeZzkw2TqL46dk8_M/edit?usp=sharing) *(MSC)*  Strike (volley) an object upward with a short-handled implement, using consecutive hits. [*S1.G2.18*](https://docs.google.com/document/d/1efMYcJdeOTj29AyiCGq_PMBeT0ECnBjQd1jPBgHQ-70/edit?usp=sharing) *(MSC)*  Strikes a stationary object demonstrating some of the critical elements.[*S1.G2.20*](https://docs.google.com/document/d/16YuLzkWgMYuxqsSrn6E2VLfgETxgRMgonrlk2LtfgUg/edit?usp=sharing) *(MSC)* |
| **1-3** |
|  |
| **4-6** | Catching with a short-handled implement becomes a developmentally appropriate practice beginning in kindergarten. | Drops a ball and catches it with a short-handled implement before the ball bounces twice in a non-dynamic environment.[*S1.GK.19*](https://docs.google.com/document/d/1XOJIqKaBn2o4m28l_V9Rhj_18QMZOFDfTQTyNd6nkRE/edit?usp=sharing) *(MSC)* | Catches a variety of soft objects with a short-handled implement before it bounces in a non-dynamic environment.[*S1.G1.19*](https://docs.google.com/document/d/1ZSOTl39DeJc6oWlNqn4nnPJbDCX8P-mLSPwW0ogfADo/edit?usp=sharing) *(MSC)* | Catches an object with a short-handled implement in a non-dynamic environment,  demonstrating some of the critical elements. [*S1.G2.19*](https://docs.google.com/document/d/1mSnz4EAe1jtOukygj0fNaUV71M8ytXP7GrMS8LUUnfk/edit?usp=sharing) *(MSC)* |
| Identifies foods that fuel your body. [*S3.PK.4a*](https://docs.google.com/document/d/1LRPVTVd0-gI4g3FT19pwo0ChzITp-dVoU5RJF70MGZg/edit?usp=sharing) *(HEPFA)*  Recognizes the relationship between nutrition and physical activity.[*S3.PK.4b*](https://docs.google.com/document/d/1nI4Wr_VV_eA2o3RzbB1v_xjVaDPDPjlzxQZG9_NKkO4/edit?usp=sharing) *(HEPFA)* | Recognizes that food provides energy for physical activity. [*S3.GK.4*](https://docs.google.com/document/d/101kDm4p-5Vr1Gy1vaxJkNZrTJIfzZEGyQP7k2ydbiW0/edit?usp=sharing) *(HEPFA)* | Identifies nutrient dense foods. [S3.G1.4](https://docs.google.com/document/d/19hXgRvC3CnxS_9_JYrRrDF6xElQZk3yKNhwz2MeYz4w/edit?usp=sharing) *(HEPFA)* | Recognizes the correlation of good nutrition with physical activity. [*S3.G2.4*](https://docs.google.com/document/d/16hI_dGmhMsKFuCvkMXRJ1Bnk-8-l11nfa_4YPh6LeBk/edit?usp=sharing) *(HEPFA)* |
| **7-9** | Demonstrates a vertical jump and landing with balance. [*S1.PK.3*](https://docs.google.com/document/d/1IwfAV9LxF8szSXeGTYv_8MhIfadBh2TxWuiYmy9I0s8/edit?usp=sharing) *(MSC)*  Demonstrates jumping over a stationary rope several times. [*S1.PK.21*](https://docs.google.com/document/d/1dC-mTFG7mG5VubQziC5HHAHpNZl3taexh7wrXDIbiUA/edit?usp=sharing) *(MSC)* | Performs horizontal and vertical jumping and landing actions with balance. [*S1.GK.3*](https://docs.google.com/document/d/1hwJk-crSux1aupgx8AsOqZWn9HMFQMC7LzB_UeoT6Hg/edit?usp=sharing) *(MSC)*  Executes a single jump with a self-turned rope. [*S1.GK.21a*](https://docs.google.com/document/d/1VL7rtCPKVocYZ00vskV6aKCQ5Xwr4INhQHQYZAGrTbE/edit?usp=sharing)  *(MSC)*  Jumps a long rope with  teacher-assisted  turning. [*S1.GK.21b*](https://docs.google.com/document/d/1tN83y9XNpdM1kvVPDqzLF-hymaPWkZ7Ip0D9jEtJSTM/edit?usp=sharing) *(MSC)* | Demonstrates some critical elements for jumping and landing in a horizontal plane using two-foot takeoffs and landings. [*S1.G1.3a*](https://docs.google.com/document/d/1_IVqZ9cnTalqX3n7lkpMiORUEqxlPKLvL1pUEm3GW5Q/edit?usp=sharing) *(MSC)*  Demonstrates some critical elements for jumping and landing in a vertical plane. [*S1.G1.3b*](https://docs.google.com/document/d/1RldO61w_FWVFgjo2T7tJNVSZPF02ky4tEzCyQiXwOM4/edit?usp=sharing) *(MSC)*  Jumps forward or backward consecutively using a self-turned rope. [*S1.G1.21a*](https://docs.google.com/document/d/1_znVnB3qwtl-Ekcke7cvkF1FDpW0EJmj52Iqe8uTBKw/edit?usp=sharing) *(MSC)*  Jumps a long rope consecutively with teacher-assisted turning. [*S1.G1.21b*](https://docs.google.com/document/d/1-CaK3Cq0eaicbiqqc5vj4zXSauRm9YrPavQPY_CyUZk/edit?usp=sharing) *(MSC)* | Demonstrates most critical elements for jumping and landing in a horizontal plane using a variety of one and two foot takeoffs and landings. [*S1.G2.3a*](https://docs.google.com/document/d/1t7i2TJqdwiDzIbKKrBBjNKjEy9FZR7tpSJdeaAsP8Ss/edit?usp=sharing) *(MSC)*  Demonstrates most critical elements for jumping and landing in a vertical plane. [*S1.G2.3b*](https://docs.google.com/document/d/1QcYKNl6MAmDByWjBLGZ4YuTmMacj1itXH-0TFVYg1B4/edit?usp=sharing) *(MSC)*  Jumps a self-turned rope consecutively forward and backward with a mature pattern. [*S1.G2.21a*](https://docs.google.com/document/d/1WlH_M4HPLQvvXMEerprHJxrhr_OWalpbhttnjf_LTW4/edit?usp=sharing) *(MSC)*  Jumps a long rope consecutively with peer turners. [*S1.G2.21b*](https://docs.google.com/document/d/1DVMvY-gruFualeH_dxG3kNuLIqn8lqQPK4xD1t5-WgQ/edit?usp=sharing) *MSC)* |

| Grades 3-5 Scope & Sequence Marking Period 1 | | | |
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| **Weeks** | **3rd Grade** | **4th Grade** | **5th Grade** |
| **Overall Themes** | Exhibits personal responsibility in teacher-directed activities. [*S4.G3.1a*](https://docs.google.com/document/d/1IH-QTTfXxh6zKC0G3KE3udEvqFse2yOxkx9cAJ49ADg/edit?usp=share_link) *(PSR)*  Works independently for extended periods of time. [*S4.G3.1b*](https://docs.google.com/document/u/0/d/15nrXObu8v1nKweZCoMS09c6LBZVikGkXG767gfqPc4w/edit) *(PSR)* | Exhibits responsible behavior in independent group situations. [*S4.G4.1a*](https://docs.google.com/document/d/1klDehEAG44r9En7Pnt4U7bGQUMX_psfwaujT7O5tCn8/edit?usp=share_link) *(PSR)*  Reflects on personal social behavior in physical activity. [*S4.G4.1b*](https://docs.google.com/document/d/1kfbyXiZtPVUbB9-3CUVNo6-iaT1h3Nl2bGnL2i49KP0/edit?usp=share_link) *(PSR)* | Engages in physical activity with responsible interpersonal behavior. [*S4.G5.1a*](https://docs.google.com/document/d/1rxQbutcYn_KUGLjJ1tPhS-xoQk1UZImoDBJp5UC-j6g/edit?usp=share_link) *(PSR)*  Participates with responsible personal behavior in a variety of physical activities. [*S4.G5.1b*](https://docs.google.com/document/d/1AwLuTFQKqYQBbbTb32p0njOuzmBPmFsnAQ_6srtqLHk/edit?usp=share_link) *(PSR)* |
| Charts participation in physical activities outside physical education class. [*S3.G3.1a*](https://docs.google.com/document/d/1b-z7ZsVG8hLjyuUWlb76auBkBtAqVOboqi90w-uKYfU/edit?usp=share_link) *(HEPFA)*  Recognizes the importance of a warm-up and cool-down relative to vigorous physical activity. [*S3.G3.3b*](https://docs.google.com/document/d/11T_88WkOzGGY15_r8aSy8Dz87sCh1BWhxDFa4HC61JQ/edit?usp=sharing) *(HEPFA)* | Analyzes opportunities for participating in physical activity outside of physical education class. [*S3.G4.1*](https://docs.google.com/document/d/1pgupxEYh80ERuJ18ifoZBpDY-VgOqk9vrYRKcrZ6_rc/edit?usp=share_link) *(HEPFA)*  Demonstrates a warm-up and cool-down relative to an aerobic capacity/cardiovascular endurance activity. [*S3.G4.3b*](https://docs.google.com/document/d/1_dXwGTDN64sT8LJ9MZnZi4SoBw0_E7gd6kpAPJQFHL4/edit?usp=share_link) *(HEPFA)* | Charts and analyzes physical activity outside physical education class for fitness benefits and activities. [*S3.G5.1*](https://docs.google.com/document/d/1Cro6YgzZVCNlHqQPZ8AMRy5ey6w7a6Ax-o_owiiX-0k/edit?usp=share_link) *(HEPFA)*  Identifies the need for warm-up and cool-down relative to various physical activities. [*S3.G5.3b*](https://docs.google.com/document/d/1kyo6ez7wva1XOkGZctXaU7ebFiKv50j8XoF3VJAZ2hY/edit?usp=share_link) *(HEPFA)* |
| Discusses the relationship between physical activity and good health. [S5.G3.1](https://docs.google.com/document/d/1wMcXQyTP9wZyub3AxNnhnaUF6MjmNVrm4oNP4Dn0YUc/edit?usp=share_link) (HEPFA) | Examines the health benefits of participating in physical activity. [S5.G4.1](https://docs.google.com/document/d/1uMeC5BlvpqcW6h4CZKBQfK0LUFjP02rVcI2wL36ATS8/edit?usp=share_link) (HEPFA) | Compares the health benefits of participating in selected physical activities. [S5.G5.1](https://docs.google.com/document/d/1_tP-Ceiks3FI4oTEYFf2c7_nsPUgoEnsLuGl8q0KGWQ/edit?usp=share_link) (HEPFA) |
| **1-3** | Leaps using a mature pattern.  [*S1.G3.1*](https://docs.google.com/document/d/1ZHQXX26WhsYqO-U-GdmCld6g2eL-rCEl7CF5lsIfzww/edit?usp=share_link) *(MSC)*  Travels while showing differentiation between sprinting and running. [S1.G3.2](https://docs.google.com/document/d/1sG-MLYjRqjvycDIoIa98iTKBdUCLj2PW_CVmp-cYm3w/edit?usp=share_link) (MSC)  Performs a teacher-led sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. [*S1.G3.5*](https://docs.google.com/document/d/11jO54FyozlL_dGBQJbkpVEUypFMEqrKzt80pepsxGPg/edit?usp=share_link) (MSC) | Demonstrates various locomotor skills in a variety of small-sided practice tasks. [S1.G4.1](https://docs.google.com/document/d/1xN0s7kmyxpstIRN3Bubab-0klqdJbgkYwaiQCLQrvbA/edit?usp=share_link) (MSC)  Runs for distance using a mature pattern. [S1.G4.2](https://docs.google.com/document/d/186AYVtWG8tWxq3pY-GLjBgEforLKYJFb_vC1MI9zQEw/edit?usp=sharing) (MSC)F | Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks. [S1.G5.1a](https://docs.google.com/document/d/1stps4FhSSLi6f2nJHexntY6Ec3ZKVw1Bw-uXqra4v-U/edit?usp=share_link) (MSC)  Combines locomotor and manipulative skills in a variety of small-sided practice tasks/game environments. [S1.G5.1b](https://docs.google.com/document/d/1VxtQvi79TxVWYyxqeu8dYIB3uljCLIi6hnvj-eHIiPo/edit?usp=share_link) (MSC)  Uses appropriate pacing for a variety of running distances. [S1.G5.2](https://docs.google.com/document/d/1RoEe-sVQMeURK-ju0vNI1r8l5ML1EWkJ3ECEFtd62ug/edit?usp=share_link) (MSC) |
| Applies the movement concepts of speed, endurance, and pacing for running. [S2.G4.3a](https://docs.google.com/document/d/1g9k0axDRll606xQb5AnPzjga7LUVu5kRC5DUBzP9jFs/edit?usp=share_link) (MSC)  Applies simple offensive strategies and tactics in chasing and fleeing activities. [S2.G4.4a](https://docs.google.com/document/d/1jkTLAIs20UzbNZ__-JhdNuRZsj16HjXoiba1V7CUr58/edit?usp=sharing) (MSC)  Applies simple defensive strategies and tactics in chasing and fleeing activities. [S2.G4.4b](https://docs.google.com/document/d/1MUKCAvTk6zQrN6zy8D87UnWVHh7ySJ6crM_Pqc01Y00/edit?usp=sharing) (MSC) |
| Recognizes locomotor skills specific to a wide variety of physical activities. [*S2.G3.2*](https://docs.google.com/document/d/1OgYlXp-DMNe-7jHWfEMyJILGQB2bPthkfRk1952Dfl8/edit?usp=share_link) *(MSC)*  Applies simple strategies and tactics in chasing and fleeing activities. [S2.G3.4](https://docs.google.com/document/d/1VZS5v-QuHFfa54qZAsW4_2mBDxkKNe-LZVisry4wjfI/edit?usp=share_link) (MSC) |
| Combines spatial concepts with locomotor and non-locomotor movements for small groups in game environments. [S2.G5.1](https://docs.google.com/document/d/1HT2jqLcS0fyfw6asgSBQQ_GSWF1N7Pmi6OVU_koSrZc/edit?usp=share_link) (MSC) |
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| **4-6** | Dribbles with the feet and travels in general space at slow to moderate jogging speed with control of the ball and body. [S1.G3.17](https://docs.google.com/document/d/174wfYAXC_KUzgqP0pMB53lM_B6lYYhKXvs_w-M9fwJg/edit?usp=share_link) (MSC)  Passes and receives the ball with the inside of the foot to a stationary partner, giving on reception before returning the pass. [S1.G3.18](https://docs.google.com/document/d/1qmmJgU2Y3ii4Gvv192gtl95w0aX9bBLo7Jhwber62f4/edit?usp=share_link) (MSC) | Dribbles with feet in general space with control of ball and body while increasing and decreasing speed. [S1.G4.17](https://docs.google.com/document/d/1xUHoNiE-w7vEW3ex5bIfHRrtjCLHks-7plhh10l-eeA/edit?usp=share_link) (MSC)  Passes and receives a ball with the insides of the foot to a moving partner in a non-dynamic environment. [S1.G4.18a](https://docs.google.com/document/d/1uCBY-pp9CFI7xTNjRusYoUp_WXvPulqenHz9RyyHRLg/edit?usp=share_link) (MSC)  Passes and receives a ball with the outsides and insides of the feet to a stationary partner. [S1.G4.18b](https://docs.google.com/document/d/19hEOmv0EeN5RJw0jtGoV8LwvsIy_latM-mpcVJGZy9w/edit?usp=sharing)  Dribbles with feetin combination with other skills. [S1.G4.19](https://docs.google.com/document/d/1m_ovoQz4z73bqdLle7AncMLNQmkDXVw8B_qITqEn0lI/edit?usp=share_link) (MSC)  Kicks along the ground, in the air, and punts demonstrating a mature pattern. [S1.G4.20](https://docs.google.com/document/d/1xZnhfe9qZsS1ECj_il9l3rYkuJVmIo6mviHp5lUgNqo/edit?usp=share_link) (MSC) | Combines foot dribbling with 1v1 practice tasks. [S1.G5.17](https://docs.google.com/document/d/1puSzPk08KDpH-IlU3qJp6Vf43OEFxvDnF7FcbH6m1Pk/edit?usp=share_link) (MSC)  Passes with feet using a mature pattern as both partners travel. [S.G5.18a](https://docs.google.com/document/d/1G4GQSPu0WY86AtRG_CmI-AIJPqSx_eNDI3N6d-j2laA/edit?usp=share_link) (MSC)  Receives a pass with the foot using a mature pattern as both partners travel. [S1.G5.18b](https://docs.google.com/document/d/1BWSnjLsMr5izjrhXH3Gfcdg42XKMhB4EI4Zcd1KZ5nY/edit?usp=share_link) (MSC)  Dribbles with feet with a mature pattern in a variety of small-sided game forms. [S1.G5.19](https://docs.google.com/document/d/17JUhvuSUBOBAQmUTo7Nu3yWBJFc_MgexKvnOwmepc08/edit?usp=share_link) (MSC)  *\* Demonstrates a mature pattern in kicking and punting in small-sided practice task environments.* [*S1.G5.20*](https://docs.google.com/document/d/1-_E1NO7gdD-4Xc9uvWBmeoihws9o6xEjUpN2AEpUtsM/edit?usp=share_link) *(MSC)-not expected in 2023-2024* |
| Approaches and kicks a stationary ball for accuracy while demonstrating most of the critical elements. [S1.G3.20](https://docs.google.com/document/d/1RAJovWoLIY76OEO6mw8ryC_eFqDbkfi03jreI83B7m8/edit?usp=share_link) (MSC) |
| Recognizes the concept of open spaces in a movement context. [*S2.G3.1*](https://docs.google.com/document/d/1VuEk-1RP1A8nWZHWzc9vWlT11gWqfB8EQbc3DXa2GEA/edit?usp=share_link) *(MSC)* |
| Dribbles in general space with changes in direction and speed. [S2.G4.1c](https://docs.google.com/document/d/1bhmznxF3uX0jX9U1wb7ps9az2vGET4JmHP0ug9YfpHQ/edit?usp=share_link) (MSC)  Recognizes the types of kicks needed for different games and sport situations. [S2.G4.4c](https://docs.google.com/document/d/1VEW-aHQn_AhjFKNOVDx8UlxBJpRwHZUP5Q7CvCqYHBI/edit?usp=share_link) | Combines movement concepts with skills in small-sided practice tasks with self-direction. [S2.G5.2](https://docs.google.com/document/d/1Qd-crhfhaMc1XWdtwaPr7dcisrAeqq27r4nmwK4Rg1s/edit?usp=share_link) (MSC) |
| **7-9** | *Striking with a long-handled implement becomes a developmentally appropriate practice for assessment beginning in 4th grade. Can be taught for exposure here.* | Combines traveling with manipulative skills of dribbling and striking (with a long-handled implement) with a partner in teacher and/or student designed small-sided practice tasks. [S1.G4.5](https://docs.google.com/document/d/1D5ss_QGdv8LHhnX_8ttsYz5Iq1QAtx2mCFKDsVmMd-w/edit?usp=sharing) (MSC)  Combines traveling with the manipulative skills dribbling, throwing, catching, and striking in teacher-and/or student-designed small-sided practice-task environments. [S1.G4.28](https://docs.google.com/document/d/1wYqP3zNa4Ow6-xDF_UhkU2JXoDS1hUDQQ_vWe30MhCY/edit?usp=share_link) (MSC) | Combines traveling with manipulative skills of dribbling, throwing, catching, and striking with a group in teacher-and/or student-designed small-sided practice tasks. [S1.G5.5](https://docs.google.com/document/d/1VluJIEUxeMLuSDZ2XXSQXwZJwoSoNAZp0sygYn0H0hc/edit?usp=share_link) (MSC)  Combines striking with a long-handled implement with receiving and traveling skills in a small-sided game. [S1.G5.28a](https://docs.google.com/document/d/1J89UgZtjYBUSWs9mlO5OEz7WwJ_OSaDeQBES96VoRLk/edit?usp=share_link) (MSC)  Combines manipulative skills and traveling for execution to a target. [S1.G5.28b](https://docs.google.com/document/d/1Jo4f4JjI1jTYmbmKh82b5ixSG4n2qjrGt-VqRa_7eUY/edit?usp=share_link) (MSC) |
| Applies the concept of closing spaces in small sided practice tasks. [S2.G4.1b](https://docs.google.com/document/d/1oV6FgApPbI39ypBNgDj2pTP7387I2ESYdZ_6n7BafoM/edit?usp=share_link) (MSC)  Combines movement concepts with small sided practice tasks. [S2.G4.2](https://docs.google.com/document/d/1noFcxENhiisJoI0-mkRiN0EsPb4OD5L-IOH8G0ypomg/edit?usp=share_link) (MSC) | Analyzes movement situations and applies movement concepts in small-sided practice tasks in game environments. [S2.G5.3b](https://docs.google.com/document/d/1spzyU7ALUmZAInnWSQpAxGDSUsY2jCcGgnuGSKD-hsM/edit?usp=share_link) (MSC) |
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| Grades 3-5 Scope & Sequence Marking Period 2 | | | |
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| **Weeks** | **3rd Grade** | **4th Grade** | **5th Grade** |
| **Overall Themes** | Describes how skills will develop over time with appropriate practice. [S4.G3.1c](https://docs.google.com/document/d/1WFJQLn9cl4iMYmymU6wXPTdO-OZ21Rc8dRWgp3gf66I/edit?usp=share_link) *(PSR)*  Interprets and applies feedback using verbal and visual cues to show performance in a variety of skills. [*S4.G3.2*](https://docs.google.com/document/d/1pFqNHNBP2SeWrF0FHaUZMa27IMI0V-oj1KiyFik8Cr0/edit?usp=share_link) *(PSR)* | Explains how skills will develop over time with appropriate practice. [S4.G4.1c](https://docs.google.com/document/d/1WB-45FoQtVoS4NSustYMHn5DmQ1hSxdIkXYfKGcHeIU/edit?usp=share_link) (PSR)  Provides feedback to illustrate errors in a peer’s skill performance. [S4.G4.2](https://docs.google.com/document/d/1UDf7hkv19AlSRWNAP364ITqxcbweVr8koT_Uoe3GXL8/edit?usp=share_link) (PSR) | Exhibits respect for self with appropriate behavior while engaging in physical activity. [S4.G5.1c](https://docs.google.com/document/d/11Z0C4C1nGSWrejD_t6VB621RFcvVeP1qRSVgeIdNqg4/edit?usp=share_link) (PSR)  Applies and shows that skills will develop over time with appropriate practice. [S4.G5.1d](https://docs.google.com/document/d/1NHFPpueyCfvUAA3YyM5eyQUeEcsyqTf1DeXRo9xOscI/edit?usp=share_link) (PSR)  Provides feedback to solve and correct errors in a peer’s performance. [S4.G5.2](https://docs.google.com/document/d/14lA3NHuEhwADX3gMWILf7GLkSsTKrmwLhRhkS3Mtgz8/edit?usp=share_link) |
| Identifies physical activity as a way to become healthier. [*S3.G3.1b*](https://docs.google.com/document/d/17FVz6iBLDZk6IeXizk4kiCsugOdvuBflCjOKrnwe9H0/edit?usp=share_link) *(HEPFA)*  Engages actively in the activities in Physical Education class without teacher prompting. [*S3.G3.2*](https://docs.google.com/document/d/1jD2XnevrLKQOyAUhlSVJGAs5EC3LOkKQq52bNrR08Do/edit?usp=share_link) *(HEPFA)* | Engages actively in the activities of Physical Education class, both teacher-directed and independent. [S3.G4.2](https://docs.google.com/document/d/16a9-uU6Upmf6uY15ukJ1jEOa9PNsWTPRDvafeww5N6U/edit?usp=share_link) (HEPFA) | Engages actively in all of the activities of Physical Education. [S3.G5.2](https://docs.google.com/document/d/160evr3b_1FCmq1uWt0qTA31Bw6Btyz8oyb3AR-IhOfo/edit?usp=share_link) (HEPFA) |
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| Discusses the challenges that come from learning a new physical activity. [S5.G3.2](https://docs.google.com/document/d/1RrLJZbluSCixgqOdH2UAM1sVxh6V-FTT-xzKubLQGAk/edit?usp=share_link) (HEPFA) | Rates the enjoyment of participating in challenging and mastered physical activities. [S5.G4.2](https://docs.google.com/document/d/1LOqPaPCFrrbBf9jf4Y4KwQ1sos6AnA0W9UiUpLB9Ijc/edit?usp=share_link) (HEPFA) | Expresses the enjoyment and/or challenge of participating in a physical activity. [S5.G5.2](https://docs.google.com/document/d/1fobOSR4IzL2BKHd6zYLQTxes-RaAwWuqw4CxzoM5vP4/edit?usp=share_link) (HEPFA) |
| **1-3** | Rolls a ball to a partner or target, demonstrating most of the critical elements with reasonable accuracy.  [*S1.G3.11*](https://docs.google.com/document/d/1-jo4GAR2Nf6PmJy8N2TL7ASZB9E8Rxxd9dngNPzx_z8/edit?usp=share_link) *(MSC)*  Throws underhand to a partner or target with reasonable accuracy demonstrating most of the critical elements. [S1.G3.12](https://docs.google.com/document/d/1QIT_V1HJlX7VJG04a0kXjprtuNy3CMn2ucq7aJjWaFo/edit?usp=share_link) (MSC) | Using a three-step approach, rolls a ball to a partner or target, demonstrating a mature pattern. [S1.G4.11](https://docs.google.com/document/d/1Z00-Kq3Lxv3PMiVyv0Z4VVvdurhJtSXXK3J5bsGt7Ss/edit?usp=share_link) (MSC)  Throws underhand to a partner or target, demonstrating a mature pattern. [S1.G4.12](https://docs.google.com/document/d/17WzSZlfqYVCZi0170j9F9S-LvM5Y3-kxBmU5OHGjcgY/edit?usp=share_link) (MSC) | Using a five-step approach, rolls a ball to a partner or target, demonstrating a mature pattern. [S1.G5.11](https://docs.google.com/document/d/1a4oGfjMbnXsQMUJGlGSRYnF8so9pRWhRGVeC_ygKoTc/edit?usp=share_link) (MSC)  Throws underhand using a mature pattern in non-dynamic environments with different sizes and types of objects. [S1.G5.12](https://docs.google.com/document/d/1aDhY1rogfhtEg-izxy5YWv_n40bBEIPl2LQNaGIdQWA/edit?usp=share_link) (MSC) |
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| **4-6** | Throws overhand, demonstrating most of the critical elements, in non-dynamic environments (closed skills), for distance and/or force. [S1.G3.13](https://docs.google.com/document/d/1_I_R7XRiD1ennlKZYBZUIFtwTXmomhbY_VKrfUF8JLA/edit?usp=share_link) (MSC)  Catches a gently tossed hand-sized ball from a partner, demonstrating most of the critical elements. [*S1.G3.15*](https://docs.google.com/document/d/1_X4m-48VK4lmQIPhq0wQbcNb0Ng_L_gGNjPpyn3yjXM/edit?usp=share_link)  (MSC) | Throws overhand, demonstrating a mature pattern in non-dynamic environments. [S1.G4.13a](https://docs.google.com/document/d/1NIg1PI18iiNKHN0QzSiTaYXjsKZJt2jdZr1Tdisgim4/edit?usp=share_link) (MSC)  Throws overhand to a partner or a target with accuracy at a reasonable distance. [S1.G4.13b](https://docs.google.com/document/d/1Tk40LarFgMIRuyN4ZeOkslFUwrTJ1BhcV998ht7trxk/edit?usp=share_link) (MSC)  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. [S1.G4.15](https://docs.google.com/document/d/1lvqXoovbDd2o4iy1dzLjqCJyiJiP2DJa3mDA77J2Gso/edit?usp=share_link) (MSC) | Throws overhand, demonstrating a mature pattern in non-dynamic environments with different sizes and types of objects. [S1.G5.13a](https://docs.google.com/document/d/1bv5TMGcUIusC2DNAmkycnD3rCAlcrROPbwMQuy2NCrs/edit?usp=share_link) (MSC)  Throws overhand at a large target with accuracy. [S1.G5.13b](https://docs.google.com/document/d/1hHTW9IvSBVZBaTEvwyyuR6LXKTdCflWIuVj3VqrY2Ig/edit?usp=share_link) (MSC)  Catches with accuracy while both partners are moving. [S1.G5.15b](https://docs.google.com/document/d/1xk0euiguJAp4x2MJIVvjkLJ4ThkG6Rm2X9CAOf2mSKc/edit?usp=share_link) (MSC)  Catches with reasonable accuracy in dynamic, small-sided practice tasks. [S1.G5.15c](https://docs.google.com/document/d/1hvLyd1vBWV0J3-q4pd762f60YbTtgTi_p-QvcO8Xj7g/edit?usp=share_link) (MSC) |
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| Applies movement concepts to strategy in game situations. [S2.G5.3a](https://docs.google.com/document/d/1tl87h4dawAzNFrhGbxyeUBhwCrTSAPxrzTWKOc5mL9U/edit?usp=share_link) (MSC) |
| **7-9** | Dribbles with the hand and travels in general space at a slow to moderate jogging speed with control of the ball and body. [S1.G3.16](https://docs.google.com/document/d/1DHwM1kVsd8W4CUPv-kddvKPYWU4gnCaKEM7StUPq-0c/edit?usp=share_link) (MSC)  *Passing with hands becomes a developmentally appropriate practice for assessment beginning in 4th grade. Can be taught for exposure here.*[*S1.G3.Passing w/hands*](https://docs.google.com/document/d/1UR9-b5ttKfX03rDUvUA8sZUwOLAHErDdoA1XMwW8yDk/edit?usp=share_link) | Dribbles in personal space with both the preferred and non-preferred hands, demonstrating a mature pattern. [S1.G4.16a](https://docs.google.com/document/d/10NYgy6Ov91lorw2rzrsJtxLTtEmJk-qa8_Az4el40C4/edit?usp=share_link) (MSC)  Dribbles in general space, alternating hands while increasing or decreasing speed and demonstrating a mature pattern. [S1.G4.16b](https://docs.google.com/document/d/13CdyjjM5eQsDR4QMnv36V5UWRihUWKSpQUaUspgHEHc/edit?usp=share_link) (MSC)  Throws (passes) to a moving partner with reasonable accuracy in a non-dynamic environment. [S1.G4.14](https://docs.google.com/document/d/161hJHwjukb-VovsXlBvRpvQEpaRpIfCMihPPcEPPo6A/edit?usp=share_link) (MSC) | Combines hand dribbling with other skills during 1v1 practice tasks. [S1.G5.16](https://docs.google.com/document/d/1Kg9Z5l25w2zzEHwOR_kMhNe6QufuK-3p4LN5ubU_zBk/edit?usp=share_link) (MSC)  Throws (passes) with accuracy while both partners are moving. [S1.G5.14a](https://docs.google.com/document/d/1QCv4MIzysnZ0I4mGbWrzvmW5-4s64GCcTTPEP2uRfRE/edit?usp=share_link) (MSC)  Throws (passes) with accuracy in dynamic, small-sided practice tasks. [S1.G5.14b](https://docs.google.com/document/d/1_BUprysfMGh4gN1psb6znei29yXuIewYkPc4siNfAsw/edit?usp=share_link) (MSC)  Combines traveling and manipulative skills for execution to a target. [S1.G5.1c](https://docs.google.com/document/d/1RlextZjJk1CSCJfnan6Y7nJv-evL6ccEgfUR-GohMpg/edit?usp=share_link) (MSC) |
| Combines movement concepts with skills as directed by the teacher. [S2.G3.3](https://docs.google.com/document/d/15Axc_VChIeZosBrt-EgULjNtMwYkeaUww_hTKAcsZUM/edit?usp=share_link) (MSC) | Applies the concept of open spaces to combination skills involving traveling. [S2.G4.1a](https://docs.google.com/document/d/1397Uasm-HqJtgnlv0APWBlIA7RrmtgZbrq_KGSWofno/edit?usp=sharing) (MSC) | Applies basic offensive and defensive strategies and tactics in invasion and/or small sided practice tasks. [S2.G5.4a](https://docs.google.com/document/d/1pt7U1qQQAtI4-Vaoz7YfrWtu1Yxn-pNStMX5eX1jLnM/edit?usp=share_link) (MSC) |

| Grades 3-5 Scope & Sequence Marking Period 3 | | | |
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| **Weeks** | **3rd Grade** | **4th Grade** | **5th Grade** |
| **Overall Themes** | Accepts and implements skill-specific corrective feedback from the teacher. [S4.G3.3](https://docs.google.com/document/d/10qEOwBq_m-KVvItTtrr6aMzcKUO5EuagMqjn-Tlny8g/edit?usp=share_link) (PSR)  Works cooperatively with others. [S4.G3.4a](https://docs.google.com/document/d/1gW0-EzYENsZKH6d6bXWFvlyW6FrtFAE6RK-dJFfjpQ0/edit?usp=share_link) (PSR)  Praises others for their success in movement performance. [S4.G3.4b](https://docs.google.com/document/d/1kNzrVmysEhOx57CoyoASwqfdMShVUrlqFKA6uk90Yjc/edit?usp=share_link) (PSR) | Listens respectfully to corrective feedback from others. [S4.G4.3](https://docs.google.com/document/d/1j4jDqBk2ifwShSL0Z6H85iW4WQiT9jpFQe1eNZJjX4I/edit?usp=sharing) (PSR)  Includes players of all skill levels into the physical activity. [S3.G4.4b](https://docs.google.com/document/d/1FhNyR4I0eF8pgibK9kLR4J22VMfAjg_R31z5wLOnYDg/edit?usp=sharing) (PSR)  Praises the movement performance of others, both more skilled and less skilled. [S4.G4.4a](https://docs.google.com/document/d/1ZtCh7vC6XOB23XvUHalWTsgYXdIMiJzBSej1cj4qN3Y/edit?usp=share_link) (PSR) | Gives corrective feedback respectfully to peers. [S4.G5.3](https://docs.google.com/document/d/1oFH19mz7s_6-c3x-4lX1cHS0_Iz3BBRxZKmnBX9aGk8/edit?usp=share_link) (PSR)  Accepts, recognizes, and actively involves others in physical activities and group projects. [S4.G5.4](https://docs.google.com/document/d/1LxMM9Q4sVLb3op3qQ7hDrDO04z5xLrxiSmgvvq562c8/edit?usp=share_link) (PSR) |
| Describes the concept of fitness and provides examples of physical activity to enhance fitness. [S3.G3.3a](https://docs.google.com/document/d/1LaPdznSnGyN_SWerHb1FFGAsByOoeOWrEXyVw7gJIME/edit?usp=share_link) (HEPFA)  Calculates heart rate per minute. [S3.G3.3c](https://docs.google.com/document/d/1dZT71zNTZExmNy-5_Ef0Xb3fpQlZ8MwCluEDb3NclPQ/edit?usp=share_link) (HEPFA)  Discusses and performs specific activities that show the FITT principle guidelines of type and intensity. [S3.G3.3d](https://docs.google.com/document/d/1HkO1egMLCVpwqYYoc9znOalLml-6t_NWDV3r1KaV6n0/edit?usp=share_link) (HEPFA) | Identifies the components of health-related fitness. [S3.G4.3a](https://docs.google.com/document/d/1TV5rVLWR68akV3nPzQ0QQhn2DZoy6XPk92B2iw00XQU/edit?usp=share_link) (HEPFA)  Calculates heart rate per minute and records the results. [S3.G4.3c](https://docs.google.com/document/d/1u8kuoNhcHCkOcZ6fi3eAav1zzNjtTz1NmbeRWzBwEqc/edit?usp=share_link) (HEPFA)  Discusses and performs specific activities that show the FITT principle and guidelines of intensity, type, and time. [S3.G4.3d](https://docs.google.com/document/d/1I7SxNIzUNeB6x4uoHzI_3lF35o3-GB0eXuSmgK0aDXs/edit?usp=share_link) (HEPFA) | Differentiates between skill-related and health-related fitness. [S3.G5.3a](https://docs.google.com/document/d/168_gwK1HzPvUfbs9crtBTj09FMfj41wGPsw4p9nNRUk/edit?usp=share_link) (HEPFA)  Evaluates varying heart rates based on activity levels. [S3.G5.3c](https://docs.google.com/document/d/1wmHGfORaGkS7YNkTKRFV7afzPsKWMoP9jJzxV7CRhAg/edit?usp=share_link) (HEPFA)  Explains and applies the principles of the FITT component to develop a short-term fitness goal. [S3.G5.3d](https://docs.google.com/document/d/1aRtILeRkCH6lAw3csQ1VtNKtJT9XNtX9qpiZ7f9WIKs/edit?usp=share_link) (HEPFA) |
| Reflects on the reasons for enjoying selected physical activities. [S5.G3.3](https://docs.google.com/document/d/1hCRGUzt9Qs7cxIPAVvHB27qmYjupvUb6Isan_-KM8vU/edit?usp=share_link) (HEPFA) | Ranks the enjoyment of participating in different physical activities. [S5.G4.3](https://docs.google.com/document/d/1RH_uEy2K-V9A5EyqTw7p1lZTykbOz0_1Lj4bRjtyeYE/edit?usp=share_link) (HEPFA) | Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. [S5.G5.3](https://docs.google.com/document/d/14r6Hrw3z5dKgVzqTsU_mPMPJJPd9EyXAZHyWA2d12zs/edit?usp=share_link) (HEPFA) |
| **1-3** | Jumps and lands in the horizontal and vertical planes using mature patterns. [S1.G3.3](https://docs.google.com/document/d/100QdTE0StZQWHP_BrJlrgyXX-XwN5zaw64uDFTQws2A/edit?usp=share_link) (MSC)  Performs intermediate jump-rope skills for both long and short ropes in increasingly complex environments. [S1.G3.29](https://docs.google.com/document/d/13DanvfYJCsI-9NRNDF_OrjUzS2k4kr5iz7i4V7PD1qA/edit?usp=share_link) (MSC) | Uses spring and step takeoffs and landings specific to gymnastics. [S1.G4.3](https://docs.google.com/document/d/104fanYoAzbRmDjAeFG0uIQEOKqlYRZEEDdfBfNx-eAw/edit?usp=share_link) (MSC)  Creates a jump-rope routine with either a short or a long rope. [S1.G4.29](https://docs.google.com/document/d/187uP0Ca3ksmQsO6x1iM8RPKbt8D94jwBoa_0QYTwE8k/edit?usp=share_link) (MSC) | Combines jumping and landing patterns with locomotor and manipulative skills in dance, educational gymnastics, and small-sided practice tasks and games environments. [S1.G5.3](https://docs.google.com/document/d/1LeQI-Q8DdmrfQxdlEaZ19W-lU5V9v7Ndnawn1JW0aiQ/edit?usp=share_link) (MSC)  Creates a jump-rope routine with a partner. [S1.G5.29](https://docs.google.com/document/d/1MJaaD96IlUtNP-rrDmRmsM2WIgoRcjZbNJQoIviwEqk/edit?usp=share_link) (MSC) |
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| **4-6** | Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. [S1.G3.6](https://docs.google.com/document/d/1MRAi6J8tHQlsIeFXznGvLTo1Mh9IzvTrGW_caxB3SdY/edit?usp=share_link)  Transfers weight from feet to hands for momentary weight support. [S1.G3.7](https://docs.google.com/document/d/1alpFX1b0LEPmXs269hx5BQIkqUCkdGeO9W0appOJkTs/edit?usp=share_link) (MSC)  Moves in and out of gymnastics balance with curling, twisting, and stretching actions. [S1.G3.8](https://docs.google.com/document/d/1eY26zaS8TkFFaXuzl7HwMvJT3cLL1XwhP_7MLfDdht0/edit?usp=share_link) (MSC) | Balances on different bases of support on an apparatus, demonstrating levels and shapes. [S1.G4.6](https://docs.google.com/document/d/18mtLCmHMrXJB-3dX40tOTni4c9ybhejcEyaHSO6Jpm0/edit?usp=share_link) (MSC)  Transfers weight from feet to hands,varying speeds and using large extensions. [S1.G4.7](https://docs.google.com/document/d/1M0_rUyBnBjZERZMC7zI3gowMKVHia6XaweNZJxe2Lqs/edit?usp=share_link) (MSC)  Moves in and out of balances on an apparatus with curling, twisting, and stretching actions. [S1.G4.8](https://docs.google.com/document/d/1PDle1Opk4KlL_oyIGbMYTOe1CwibQ2726VL4vl9ME8g/edit?usp=share_link) (MSC)  Combines traveling with balance and weight transfers to create a gymnastics sequence. [S1.G4.10](https://docs.google.com/document/d/1Q2GjRTY2XPEbpIY6vQAeXjUGg15jkTGI2WktQk-19B4/edit?usp=share_link) (MSC) | Combines balance and transferring weight in a gymnastics sequence. [S1.G5.6](https://docs.google.com/document/d/1T1zJBM4lV372n8EiQldYZaJ_VrELXDyLh61Kyx7WmL0/edit?usp=share_link) (MSC)  Transfers weight in a gymnastics environment. [S1.G5.7](https://docs.google.com/document/d/1aUTweX5khyxSRoS4DbTiAYxRoPL7RyttXibTmcg3Oik/edit?usp=share_link) (MSC)  Performs curling, twisting, and stretching actions with correct application in dance and gymnastics. [S1.G5.8](https://docs.google.com/document/d/1i2zqlQ3YAsLDkF7OmgW2u9L2uNQKrhGgHOf4mo2yWrM/edit?usp=share_link)  Combines actions, balances, and weight transfers to create a gymnastics sequence. [S1.G5.10](https://docs.google.com/document/d/1R5ohGxc93moQpoR_NsiW2oDH5Lu4TUo2Qo0102M1F7Q/edit?usp=share_link) (MSC) |
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| **7-9** | Performs developmentally appropriate dance steps and movement patterns. [S1.G3.4](https://docs.google.com/document/d/1g8thtU9KmOe87oymM5_00_xaA9pPnkHJP-zdlZF4b6U/edit?usp=share_link) (MSC)  Combines locomotor skills and movement concepts to create and perform a dance. [S1.G3.9](https://docs.google.com/document/d/1m_ryCLwOKhFyFfi7D9vMP8l66F3TF0sF5tHlrkAgtEU/edit?usp=share_link) (MSC)  Combines balance and weight transfers with movement concepts to create and perform a dance. [S1.G3.10](https://docs.google.com/document/d/1m_ryCLwOKhFyFfi7D9vMP8l66F3TF0sF5tHlrkAgtEU/edit?usp=share_link) (MSC) | Combines locomotor movement patterns and dance steps to create and perform an original dance. [S1.G4.4](https://docs.google.com/document/d/1LaUHJOcK-X6v8AY9N6T2QeTRtm90ULgCzDAMs9DoAg0/edit?usp=share_link) (MSC)  Combines locomotor skills and movement concepts to create and perform a dance with a partner. [S1.G4.9](https://docs.google.com/document/d/1hSqLd2Kxg4nNbI8PnLTh11ssRhhYHakiBAq0zEw-lvk/edit?usp=share_link) (MSC) | Combines locomotor skills in cultural as well as creative dances with correct rhythm and pattern. [S1.G5.4](https://docs.google.com/document/d/1hbsaADG3nibiC1a_qYfZagJw50lyiIvKAK9pMj-Np8k/edit?usp=share_link) (MSC)  Combines locomotor skills and movement concepts to create and perform a dance with a group. [S1.G5.9](https://docs.google.com/document/d/1RapsCHOUgwFIZMDIXd8NenBXOUhMtNk530pNe1kSrHg/edit?usp=share_link) (MSC) |

| Grades 3-5 Scope & Sequence Marking Period 4 | | | |
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| **Weeks** | **3rd Grade** | **4th Grade** | **5th Grade** |
| **Overall Themes** | Recognizes the role of rules and etiquette in physical activity with peers. [S4.G3.5](https://docs.google.com/document/d/1tNw2w9rTpveKcyE0c1tGwVwQVeAaECBkh1Mw-6XAUXw/edit?usp=share_link) (PSR)  Works independently and safely in physical activity settings. [S4.G3. 6](https://docs.google.com/document/d/18LQqixoa3rOr1VT8FqofSuwPX17WGQ16xAGmz005AVE/edit?usp=share_link) (PSR) | Exhibits etiquette and adherence to rules in a variety of physical activities. [S4.G4.5](https://docs.google.com/document/d/1yjEcJkv1CV2cWFEwthlrC8Z0TcfeW2-QT4zP2f7AJTc/edit?usp=share_link) (PSR)  Works safely with peers in physical activity settings. [S4.G4.6](https://docs.google.com/document/d/1RVVazfJ6PHIbOy--EbsPZlPTDCeWLI_8yrUQEuoO034/edit?usp=share_link) (PSR) | Critiques the etiquette involved in rules of various game activities. [S4.G5.5](https://docs.google.com/document/d/1HznFpyHg9RCvzylnxbyIZ-hIMM9SyW2vP6BfLqIJ0K0/edit?usp=share_link) (PSR)  Applies safety principles with age-appropriate physical activities. [S4.G5.6](https://docs.google.com/document/d/127fS3zECoUtEMJ6TseuPntD7imHTs46CLXyAqT_0U1s/edit?usp=share_link) (PSR) |
| Demonstrates, with teacher direction, the health-related fitness components. [S3.G3.4](https://docs.google.com/document/d/1-z7iGGfCV7ni8bN_r8KbKKVeEvEdMt9MjwDTkqO4mjk/edit?usp=share_link) (HEPFA) | Completes pre and post health-related fitness assessments. [S3.G4.4a](https://docs.google.com/document/d/16VrElx4CJIqbfYs6anB77MKUjIDZKbUp9FWG9qILplI/edit?usp=share_link) (HEPFA)  Identifies areas of needed remediation from the results of a personal test and with teacher assistance, identifies strategies for progress in those areas.[S3.G4.4b](https://docs.google.com/document/d/1mmqVPUNlANutVQH9OhMjCAV9ZVHoiQCLq-e8I3lEBcw/edit?usp=share_link) (HEPFA) | Analyzes the results of a health-related fitness assessment (pre and post) comparing results to fitness components for good health. [S3.G5.4a](https://docs.google.com/document/d/1FcJ3h7mDfWT44NFKuIcqGYbSBKviy3HlUbppeZ7FlZE/edit?usp=share_link) (HEPFA)  Designs a fitness plan to address ways to use physical activity to enhance fitness. [S3.G5.4b](https://docs.google.com/document/d/10aH2VwsNRfxjcFOs8VGr26tqYBuwmouyHF59TBr6yC0/edit?usp=share_link) |
| Describes the positive social interactions that come when engaged with others in physical activity. [S5.G3.4](https://docs.google.com/document/d/1h2lvQ5rYAOOyaUgFnWjFcnriyQ6FvJMdVnAQQmh9tZc/edit?usp=share_link) (HEPFA) | Describes and compares the positive social interactions when engaged in partner, small-group, and large-group physical activities. [S5.G4.4](https://docs.google.com/document/d/1OcHAbhI6y9datgarHrwVhgVatTxxPEVnTx5gVthRM_I/edit?usp=share_link) (HEPFA) | Describes the social benefits gained from participating in physical activity outside of Physical Education. [S5.G5.4](https://docs.google.com/document/d/1VgBhe0TWljEJELRUobY8w1Op9DGm_d-KSxa2_CXeLEY/edit?usp=share_link) (MSC) |
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| **1-3** | 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 most of the critical elements. [S1.G3.21](https://docs.google.com/document/d/1_6MwsgksyYP2cPIsLA0wPei2NyA9z6Pn0WLvwR0fSbk/edit?usp=share_link) (MSC)  Strikes an object with a short-handled implement while demonstrating most of the critical elements. [S1.G3.23a](https://docs.google.com/document/d/1FC-ZegZQwSoEpqZ22_QVmEZk-De8J_p-JpC_exbEuFc/edit?usp=share_link) (MSC)  Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. [S1.G3.23b](https://docs.google.com/document/d/1IqKOmoF0DN6VAaWTavyKkHstkGcoaCcf5mZtNANRjPY/edit?usp=share_link) (MSC) | Volleys underhand using a mature pattern in a non-dynamic environment. [S1.G4.21](https://docs.google.com/document/d/1xmxuzO6TnVHQCkhM18Fq90GMw_p1IvlasPQI_vXNnpY/edit?usp=share_link) (MSC)  Volleys a ball with a two-hand overhead pattern, sending it upward, demonstrating most of the critical elements. [S1.G4.22](https://docs.google.com/document/d/1dDfVimMjR2i3A43y-KbG4H0EXT2l-LeZoHLdlI0gjZQ/edit?usp=share_link) (MSC)  Strikes an object with a short-handled implement while demonstrating a mature pattern. [S1.G4.23a](https://docs.google.com/document/d/19OV1AosoNVghCkyh8xjAQSbzp3sDccSGoaNXV2u3568/edit?usp=share_link) (MSC)  Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall. [S1.G4.23b](https://docs.google.com/document/d/1ibfGwXr2ZryFHCwwbewxjq1ydWRRLMYziiJ_ln9IkeE/edit?usp=share_link) | Volleys underhand using a mature pattern in a dynamic environment. [S1.G5.21](https://docs.google.com/document/d/1J5zEAKgUN8HUW1Sdk-SQuGgqFBIYtl1iZWbA9oys01Y/edit?usp=share_link) (MSC)  Volley a ball using a two-hand overhead pattern, sending it upward to a target. [S1.G5.22](https://docs.google.com/document/d/1cR5agmhOAOcE5-qxlRfb9b7k0zKQHhvZLYVemgypLTY/edit?usp=share_link) (MSC)  Strikes consecutively with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment. [S1.G5.23](https://docs.google.com/document/d/15A1UZXrzRnXpjVVMPUYqGAJ0vu820RsBs81TRn897Qw/edit?usp=share_link) (MSC) |
| Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target. [S2.G4.3b](https://docs.google.com/document/d/14--stjQUUz_PfMv72c1UkKyp1fBc4vqvZ1BkrCQJc20/edit?usp=share_link) (MSC) |
| Applies basic offensive and defensive strategies and tactics in net and wall small-sided practice tasks. [S2.G5.4b](https://docs.google.com/document/d/1JUSQV3xypoh36aGxXNhEZkbh1jvDbT8VMLsL5LChIDY/edit?usp=share_link) (MSC) |
| **4-6** | Catches a gently tossed ball, demonstrating most of the critical elements while using a short-handled implement. [S1.G3.24](https://docs.google.com/document/d/1u0Z_n8NOsAfvGU9z8Bcs992dd_BNkyH3OzqSxGMLGO8/edit?usp=share_link) (MSC)  Throws with a long-handled implement to a stationary target, demonstrating some of the critical elements. [S1.G3.26](https://docs.google.com/document/d/1jmKYR9dnyDN_82IkOgGSOSObtoumWgnBs926fS2I6RQ/edit?usp=share_link) (MSC)  Catches a self-toss or underhand thrown ball, using some of the critical elements with a long-handled implement. [S1.G3.27](https://docs.google.com/document/d/1qPFux0fdlMYIiPez-30rqR3DmGgw8gAMwq-vvA16Xd4/edit?usp=share_link) (MSC) | Catches a ball at different levels using a mature pattern in a non-dynamic environment while using a short-handled implement. [S1.G4.24](https://docs.google.com/document/d/1aqpw2z7o-4BcXEWe_c4VSSjPsNtUE6CfPNqObamkQ2A/edit?usp=share_link) (MSC)  Throws with a long-handled implement, demonstrating most of the critical elements, in a non-dynamic environment for distance and/or force. [S1.G4.26](https://docs.google.com/document/d/1kswoK56FMp5xgdzx9BOYbTAsa0_zFKIguEs22Ex4l4g/edit?usp=share_link) (MSC)  Catches a ball at different levels off a wall, using most of the critical elements, with a long-handled implement. [S1.G4.27](https://docs.google.com/document/d/1E1g8QgB5sI0xZZ_OwiAWAxB_X1hvaCrpl1ursx_Oz8A/edit?usp=share_link) (MSC) | Catches with reasonable accuracy in dynamic, small-sided games with both partners moving while using a short-handled implement. [S1.G5.24](https://docs.google.com/document/d/1adWyQx3jhbWXY-9_Fp0g6Uz8NrQFCB5l2mDogov8gPE/edit?usp=share_link)  Throws with a long-handled implement, using a mature pattern, to a partner or a target in a non-dynamic environment with accuracy [S1.G5.26](https://docs.google.com/document/d/1YTmlCy9_4BPBmzRSW32WqxArQzstiZ9fWfBXmBTyJD4/edit?usp=share_link) (MSC)  Catches a ball with reasonable accuracy in dynamic small-sided games, with both partners moving using long-handled implements. [S1.G5.27](https://docs.google.com/document/d/1OI8ZrewBqkxT0fcaglOG9PKyX6SlqCsJ-SjXSREFcxs/edit?usp=share_link) (MSC) |
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| **7-9** | Strikes a ball with a long-handled implement off a tee or tossed by the teacher, sending it forward, while demonstrating some of the critical elements. [S1.G3.25](https://docs.google.com/document/d/12yVWLZ0kxCcqfZHOsiyH63MfGn7HudF5sWgLt-EZbic/edit?usp=share_link) (MSC) | Strikes an object with a long-handled implement while demonstrating most of the critical elements. [S1.G4.25](https://docs.google.com/document/d/1rl5JJXS-KL48trZYBSMVwMieNu4d_acLIyturpqBn1E/edit?usp=share_link) (MSC) | Strikes a pitched ball, demonstrating a mature pattern. [S1.G5.25](https://docs.google.com/document/d/1WaoyF197GozeW8kweh4-b71h5hpr-DyL3vNEacpWJvw/edit?usp=share_link)  Catches a batted ball at different levels using a mature pattern in a non-dynamic environment. [S1.G5.15a](https://docs.google.com/document/d/1Vke0J2GeybzlK6KXFiJvNjheiWHtKRf_jHB4SNm-vd0/edit?usp=share_link) |
| *Applying the concepts of direction and force to strike an object with a long-handled implement (Golf) becomes a developmentally appropriate practice for assessment beginning in 5th grade. Can be taught for exposure here (Reference grade* [*S2.G5.3c*](https://docs.google.com/document/d/1WpFH9PMmPeExGgorI_TeC7Jk8xgKM1NCMqf1c9xrw68/edit?usp=share_link) *overview shet).* | *Applying the concepts of direction and force to strike an object with a long-handled implement (Golf) becomes a developmentally appropriate practice for assessment beginning in 5th grade. Can be taught for exposure here (Reference grade* [*S2.G5.3c*](https://docs.google.com/document/d/1WpFH9PMmPeExGgorI_TeC7Jk8xgKM1NCMqf1c9xrw68/edit?usp=share_link) *overview sheet)* | Applies the concepts of direction and force to strike an object with a long-handled implement. [S2.G5.3c](https://docs.google.com/document/d/1WpFH9PMmPeExGgorI_TeC7Jk8xgKM1NCMqf1c9xrw68/edit?usp=share_link) (MSC)  Recognizes the type of throw, volley, or striking action needed for different games and sports situations. [S2.G5.4c](https://docs.google.com/document/d/1vnzf9Xw3whHXG-EmRQezTUjAULq_XNxQEF8g_n9KQ0Q/edit?usp=share_link) (MSC) |
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| Grade 6 Scope & Sequence for 3 Quarters GLO Progression by Game Category | | | |
| --- | --- | --- | --- |
|  | **1st** | **2nd** | **3rd** |
|  | Identifies three influences on physical activity. [S3.G6.1](https://docs.google.com/document/d/1iEh4nR1yffAqXrhYBb5HYBQSXM0hOLvrEbjcwg1FIvc/edit?usp=sharing) | Sets and monitors a self-selected physical activity goal based on current fitness level. [S3.G6.3b](https://docs.google.com/document/d/1oNQdJM4HzqNN1FuBWc6X7-9652zbggw3EiciUtYXNus/edit?usp=sharing) | Identifies the components of skill-related fitness. [S3.G6.3a](https://docs.google.com/document/d/1poP014qtzxhOB8XCBnepXh86TP_rIgUZCV3vCh9wuwo/edit?usp=sharing) |
| Participates in a variety of moderate-to vigorous physical activities (cardio-kick, step aerobics, aerobic dance, recreational team sports, outdoor pursuits, or dance activities). [S3.G6.2](https://docs.google.com/document/d/1UFnA49l0kRwIcGiEXG_7_jwqiFv25vwBl_OEfP4-R-k/edit?usp=sharing) | Employs correct techniques and methods of stretching [S3.G6.3c](https://docs.google.com/document/d/1imU1IPcfdnpRA9fr6LVj3a-1eljKJgpeyv_YbIqS-VU/edit?usp=sharing) | Makes appropriate decisions based on the weather, level of difficulty due to conditions, or ability to ensure the safety of self and others. [S2.G6.11b](https://docs.google.com/document/d/1MDfA0tvwRBAGmFxY5H2J1VjofeiKdxsMKN083n1NDhk/edit?usp=sharing) |
| Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors. [S4.G6.1a](https://docs.google.com/document/d/1Jp8_LeYTVDprUz6ZSCvZf-izqZfSeqrAu5rVs1qmnNs/edit?usp=sharing) | Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors. [S4.G6.1b](https://docs.google.com/document/d/1XcDLVNnZHn09KeRCPM4PDgYLxQJOASIMkVzuooh40VU/edit?usp=sharing) | Demonstrates self responsibility by implementing specific corrective feedback to improve performance. [S4.G6.2](https://docs.google.com/document/d/1YNcwmVCN8urahJ7TK6AWNNZTj-Fxz1zVAYRilw-B-LU/edit?usp=sharing) |
| Accepts differences among classmates in physical development, maturation, and skill level by providing encouragement and positive feedback. [S4.G6.3a](https://docs.google.com/document/d/1OI_g1g7fx9kHaBHDWAq8rjormqCLkRRvOsP0gwHPYRA/edit?usp=sharing) | Cooperates with a small group of classmates. [S4.G6.3b](https://docs.google.com/document/d/1z04-nBL6oU0nTgevHxJqiwRZQxPCn2mO74QphHOpFAQ/edit?usp=share_link) | Identifies the rules and etiquette for activities. [S4.G6.4](https://docs.google.com/document/d/1xVlXDtG5DaUEvDLNOi6Ir2BRD8PAhPKZSOJmHL1bOeA/edit?usp=sharing) |
| Describes how being physically active leads to a healthy body. [S5.G6.1a](https://docs.google.com/document/d/1pjCD3ctkeHmK7kf2dmbeImp1CVDpVACLaOWxnWbWEMs/edit?usp=sharing) | Identifies how self-expression and physical activity are related. [S5.G6.3b](https://docs.google.com/document/d/1RvSAI-qvkH5FelYgruZ_Aq4GZGex9ivX8a5atJYf8B8/edit?usp=sharing) *(*[*S1.G6.1*](https://docs.google.com/document/d/1M3VMpAPJu1d-hKye7Ce5H-MglPMJmDxiWz2-m3UaxCQ/edit?usp=sharing)*)* | Recognizes that skills will develop over time with appropriate practice. [S5.G6.2b](https://docs.google.com/document/d/1GYQ6NeRMYsg0RO2YPG0jc1CfvEKrdo4s7HZ5qazVLc4/edit?usp=sharing) |
| Identifies components of physical activity that provide opportunities for reducing stress and for social interaction. [S5.G6.1b](https://docs.google.com/document/d/1SSi0QxyWgr_qd2u4PB8ZT0D1kifSBeMsFfFN7RiFCAw/edit?usp=sharing) | Describes how moving competently in a physical activity setting creates enjoyment. [S5.G6.3a](https://docs.google.com/document/d/1jyHaURenXnj-hxX0FKX6eP84h0S_pHuA_c3Zm7xIm_8/edit?usp=sharing) | Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, and/or modifying the tasks. [S5.G6.2a](https://docs.google.com/document/d/1HSiY7a0ot6ToS3hYXOtCJOBrN8tiAdcureNYlox1wUc/edit?usp=sharing) |
|  | Throws with a mature pattern for distance or power appropriate to the **practice task**. [S1.G6.2](https://docs.google.com/document/d/1GiMTos6pbbt04RrLGK8ic84E44NmR_CvFfZOhFjoPdU/edit?usp=sharing) | Performs the following offensive skills without defensive pressure: pivot, give and go, and fakes. [S1.G6.5b](https://docs.google.com/document/d/1mAk4friBah9vhiWMK4wFXurwGE9g2xrAeQ_tONQeDqg/edit?usp=share_link) | Shoots on goal with power ***in a dynamic environmen***t as appropriate to the activity. [S1.G6.7](https://docs.google.com/document/d/1z_BNZs84aOL8EgXHKpZBpDzYqHH2d3bCFpCE5Adgd0w/edit?usp=sharing) |
| Catches a variety of objects from different trajectories with a mature pattern in varying **practice tasks**. [S1.G6.3](https://docs.google.com/document/d/1afUpmXyGIlkER-i_W4VKyHAGAPQO5Wir7BQHR0LWr_4/edit?usp=sharing) | Dribbles with dominant hand using a change of speed and direction in a variety of **practice tasks**. [S1.G6.6a](https://docs.google.com/document/d/1SsAtp0VYmOSqNht6QieGL6QEAgOcx6vn0XjeZRy8Lt8/edit?usp=sharing) | Maintains defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the offensive player. [S1.G6.8](https://docs.google.com/document/d/1QKYzTSigRVFlPvvf3BHBEIII6AfEMQxP2ow4xw8Qlaw/edit?usp=sharing) |
| Passes and receives with hands while changing direction and speed with competency. [S1.G6.4a](https://docs.google.com/document/d/1u23BGbTDSobbyFarRao_8TM_JATYIvc5iY7FqT7Cy1k/edit?usp=sharing) | Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of **practice tasks**. [S1.G6.6b](https://docs.google.com/document/d/12MdexTqaTmt4VxYD-2tVbG3TYK-7faZMI-HYcy0GaJo/edit?usp=sharing) | Reduces open space on defense by making the body larger and reducing passing angles. [S2.G6.3](https://docs.google.com/document/d/1LBCv0CZEMOqGVzAjGl39uAzE4PkGYDQkzNGMjTZkLt8/edit?usp=sharing)  ([S1.G6.8](https://docs.google.com/document/d/1QKYzTSigRVFlPvvf3BHBEIII6AfEMQxP2ow4xw8Qlaw/edit?usp=sharing)) |
| Throws, while stationary, a leading pass to a moving receiver. [S1.G6.4b](https://docs.google.com/document/d/1-Ijj_6LL_WoD3BeJEe5TosKVll_2NZTB1LHChbCzHjs/edit?usp=share_link) | Performs pivots, fakes, and jab steps designed to create open space during practice tasks. [S1.G6.5a](https://docs.google.com/document/d/1SJI17HrVTvITQE20KSLAf20qtrvTHo41oH9h224gS3c/edit) | Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass. [S2.G6.4](https://docs.google.com/document/d/1A5QerkshFtPvA2KH5TwAEJts3pShzpcU17ivjQr7ASE/edit?usp=sharing)  *(*[*S1.G6.3*](https://docs.google.com/document/d/1afUpmXyGIlkER-i_W4VKyHAGAPQO5Wir7BQHR0LWr_4/edit?usp=sharing)*)* |
| Catches, with a mature pattern, from different trajectories, using a variety of objects **in varying practice tasks** while using an implement. [S1.G6.17](https://docs.google.com/document/d/18dwTXyHNr_jZTjgM71ZDksfyP4bHOPeOPaCnu2O2kqU/edit?usp=sharing) |
| Creates open space in combination with movement concepts. [S2.G6.1](https://docs.google.com/document/d/1EeDudpXUr_VRV7wIG7D4MvGQgtp_Vb8szSr21rQ6aOk/edit?usp=sharing) | Executes at least one of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give and go. [S2.G6.2](https://docs.google.com/document/d/1RMvO-0TMR-9aHieGnCNOVEoKRUqGx51SOpX-T_F325k/edit?usp=sharing)  *(*[*S1.G6.5a*](https://docs.google.com/document/d/1SJI17HrVTvITQE20KSLAf20qtrvTHo41oH9h224gS3c/edit)*)* | Transitions from offense to defense or defense to offense by recovering quickly. [S2.G6.5](https://docs.google.com/document/d/1Khaubvmg9S8ny4OZ3IEZahYyudjxBteS-11JVIn0TXg/edit?usp=sharing) |
|  | Performs an underhand serve with control for net and wall games. [S1.G6.9](https://docs.google.com/document/d/1FTdZyA0GyIijF-DdpE8tSmFMJUBrMGw0XW4sm65NFp8/edit?usp=sharing) |  | Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games. [S1.G6.11](https://docs.google.com/document/d/1LQ4KF1tnquPPPkH-EprD5rJLkOWDRZdpOSkIhbzdaiQ/edit?usp=sharing) |
| Strikes with a mature overhand pattern ***in a non-dynamic environment*** for net or wall games. [S1.G6.10](https://docs.google.com/document/d/1hPMEGz_P_YzRlGD31wzXzF0Zu2jReiR_Si8Ot5KLz4A/edit?usp=sharing) |  | Forehand volleys with a mature pattern and control using a short-handled implement. [S1.G6.13](https://docs.google.com/document/d/1E1WovBThGTGBP2EcSu8u_cizEXCB86spIYeoTJurObk/edit?usp=sharing) |
| Two-hand volleys with control in a variety of ***practice tasks.*** [S1.G6.14](https://docs.google.com/document/d/1Drp7IY7UWP1SYv9GbvlPMKX9RBqPaCpsL4AOPG-PrrA/edit?usp=sharing) |  | Transfers weight with correct timing for a striking pattern. [S1.G6.12](https://docs.google.com/document/d/1uN2Re7Kw-QnTYZASwn9QmYsNNMUJiRzGnwFrBUVcmhI/edit?usp=sharing) |
| Creates open space in net or wall games with a short-handled implement by varying force and direction. [S2.G6.6](https://docs.google.com/document/d/1gah-3X-By2hM-GP2i2ZdEcep76-I-sZZzYSRNGEfM_k/edit?usp=sharing) |  | Reduces offensive options for opponents by returning to midcourt position. [S2.G6.7](https://docs.google.com/document/d/1M7HvXeUTNPbD48LHVHQ-Sjlopvcs8O4ZlESVZE5dc1Y/edit?usp=sharing) |
|  | Demonstrates correct rhythm and pattern for ***one dance form***. [S1.G6.1](https://docs.google.com/document/d/1M3VMpAPJu1d-hKye7Ce5H-MglPMJmDxiWz2-m3UaxCQ/edit?usp=sharing)  *(*[*S5.G6.3b*](https://docs.google.com/document/d/1RvSAI-qvkH5FelYgruZ_Aq4GZGex9ivX8a5atJYf8B8/edit?usp=sharing)*)* | | |
| Demonstrates correct technique for basic skills in one self-selected outdoor activity. [S1.G6.18](https://docs.google.com/document/d/1rUVXpYGr5hRpS7H50WsJUFzTqNIvPHbFezAbR1rO55E/edit?usp=sharing) | | |
| Demonstrates correct technique for basic skills in one self-selected individual performance activity. [S1.G6.19](https://docs.google.com/document/d/1_7GzrFtNJk4vGnSL95s-UQTuo1dVhzvUlvI3kl3UY2I/edit?usp=sharing) | | |
| Varies application of force during dance or gymnastic activities. [S2.G6.11a](https://docs.google.com/document/d/1wVc3CWiJSLsDlTjY_DelLJX3pIGz_cIBts_ARFPViHw/edit?usp=sharing)  ([S1.G6.1](https://docs.google.com/document/d/1M3VMpAPJu1d-hKye7Ce5H-MglPMJmDxiWz2-m3UaxCQ/edit?usp=sharing)) | | |
|  | Strikes a pitched ball with an implement with force in a variety of **practice tasks**. [S1.G6.16](https://docs.google.com/document/d/13iox86OkQBAzjN0y7g5TNHlmXg21_scNh84kKUKLkTw/edit?usp=sharing) | | |
| Identifies open spaces and attempts to strike objects into that space. [S2.G6.9](https://docs.google.com/document/d/1RlMzJ9N-zMU4OVsHhxTuBHJyEnWLo46bTvSxaL9zbsw/edit?usp=sharing) | | |
| Identifies the correct defensive play based on the situation. [S2.G6.10](https://docs.google.com/document/d/1-eZOdIJf9_fig8rcBIvwN-2lh54f1lNNQq0MLF8c5kM/edit?usp=sharing) | | |
|  | Demonstrates an ability to propel an object for a modified target game. [S1.G6.15](https://docs.google.com/document/d/1njsDXlS1c3AitpgGXo2wKj9SIIQk5RJCFTowyuua7iU/edit?usp=sharing) | | |
| Selects appropriate shot based on location of the object in relation to the target. [S2.G6.8](https://docs.google.com/document/d/1aJGvVGogRcwGg9SjWkWikZUWe-rqhjBGukpAk1QzlAM/edit?usp=sharing) | | |

| Grade 7 Scope & Sequence for 3 Quarters GLO Progression by Game Category | | | |
| --- | --- | --- | --- |
|  | **1st** | **2nd** | **3rd** |
|  | Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers. [S3.G7.1](https://docs.google.com/document/d/1LuiHZDMVxBRAGUGaT5mhMjuWFqGvscrXJtB1G8CZNCU/edit?usp=sharing) | Distinguishes between health-related and skill-related fitness components. [S3.G7.3a](https://docs.google.com/document/d/1iSM2Zr0ulnZSMrZ-TAfAxxNZTP9lqgdZ-tR3rs1pLVM/edit?usp=sharing)  *(see* [*S3.G7.2*](https://docs.google.com/document/d/10BrfJZWaz78e5GocQbyrHdvJ0MgGyz-FfesfRTIQoTs/edit?usp=sharing)*)* | Describes and demonstrates the difference between dynamic and static stretches. [S3.G7.3c](https://docs.google.com/document/d/1kthwvYwOCJQyoPNa2GtobSnMuW94fB0a9R03p8ymudE/edit?usp=sharing) |
| Participates in a variety of moderate to vigorous strength and endurance fitness activities (Pilates, resistance training, body weight training, free weight training, dual and individual sports, martial arts, or aquatic activities). [S3.G7.2](https://docs.google.com/document/d/10BrfJZWaz78e5GocQbyrHdvJ0MgGyz-FfesfRTIQoTs/edit?usp=sharing) | Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. [S3.G7.3b](https://docs.google.com/document/d/1IHD2ya1rGNpHMKMmgYXH6qzaD_mDJ8OOke7qplDOIGc/edit?usp=sharing) | Analyzes an activity and makes adjustments to ensure the safety of self and others. [S2.G7.11b](https://docs.google.com/document/d/1MZhnpRduxdtg741fTO0lOsXaFg0jVQPkkNHPx_ohPAc/edit?usp=sharing) |
| Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates. [S4.G7.1](https://docs.google.com/document/d/117-clGaTQPsL5kUkYuT7-TdTaMe0QC3B5NgXPqc-ZVc/edit?usp=sharing) | Provides corrective feedback to a peer, using teacher-generated guidelines, that incorporates appropriate tone and other communication skills. [S4.G7.2](https://docs.google.com/document/d/1vXKjfjJ24JB4ry-G5228_hqDSx_S2M3Lzxy7u_d5jnU/edit?usp=sharing) | Demonstrates knowledge of rules and etiquette by self officiating modified physical activities and games or by following parameters to create or modify a dance. [S4.G7.4](https://docs.google.com/document/d/1l5E_Tfq2Hit-is-6EdbPf5_uW17jURPaAQFFxD6UiKw/edit?usp=share_link) |
| Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. [S4.G7.3a](https://docs.google.com/document/d/1TykU8pSs0Tg5EOPSo-wY5st5PwTRW91CBTJVSb_yvjc/edit?usp=sharing) | Problem-solves with a small group of classmates. [S4.G7.3b](https://docs.google.com/document/d/1dpOgWFajf40DBoWsyHN_uxj2GNPxPfk-BFa49QKnYws/edit?usp=sharing) |
| Identifies different types of physical activities and describes how each exerts a positive effect on health. [S5.G7.1a](https://docs.google.com/document/d/1IxA1tXoEhngBjfHkDUkkduy3mXTk1-6N-KViGrCJAnc/edit?usp=sharing) | Identifies why self-selected physical activities create enjoyment. [S5.G7.3a](https://docs.google.com/document/d/1jIhe1GnVuoJd_0MQyG6wKSbfV0GVOCIBSazTIp6dIT0/edit?usp=sharing) | Shows that skills will develop over time with appropriate practice. [S5.G7.2b](https://docs.google.com/document/d/1a5Vm6_LErqnQEvZkklBrUnHJuWHzFe5BRKKpaAQ6KVY/edit?usp=sharing) |
| Identifies positive mental and emotional aspects of participating in a variety of physical activities. [S5.G7.1b](https://docs.google.com/document/d/1ny7Ymu4ulZP_J8dWTHT_silLq3qAE4c9oWJi-zVe2JY/edit?usp=sharing) | Explains the relationship between self-expression and lifelong enjoyment through physical activity. [S5.G7.3b](https://docs.google.com/document/d/1ME17Ct-WTnBGlR3k_ZN8yJA5ZycpneF8bE0tq_sCMJs/edit?usp=sharing) | Generates positive strategies such as offering suggestions or assistance, leading or following others, and providing possible solutions when faced with a group challenge. [S5.G7.2a](https://docs.google.com/document/d/1VEBl6IBG_yQNVXz3eOXAMKVLV9X29vZD0QC8gF9qzPk/edit?usp=sharing) |
|  | Throws with a mature pattern for distance or power appropriate to the activity ***in a dynamic environment.*** [S1.G7.2](https://docs.google.com/document/d/1d5GRIkn6q9aZJhnQMHjuQxyjdnMXZUoS5XgySQBioyE/edit?usp=sharing) | Performs the following offensive skills with defensive pressure: pivot, give and go, and fakes. [S1.G7.5b](https://docs.google.com/document/d/1GUY7tw7Wx8qXK4xCUNxlj8FdY54GI0e-5e1IuSvRuDE/edit?usp=sharing) | Shoots on goal with power and accuracy in small-sided game play. [S1.G7.7](https://docs.google.com/document/d/1qHchmfY05JhyCNOkj_NyxOT-x7Lqhm8yFCMaquRbXNQ/edit?usp=sharing) |
| Catches a variety of objects from different trajectories with a mature pattern ***in small-sided game play.*** [S1.G7.3](https://docs.google.com/document/d/1L3z9DPRhYNVbx8bC1oteahMS8jXJBelhv7HEujTtLhA/edit?usp=share_link) | Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of **practice tasks**. [S1.G7.6a](https://docs.google.com/document/d/17AuJvHYg7GiUd_KqfV1h3k97xJFYZImOKe2NDiY3Agg/edit?usp=sharing) | Slides in all directions while on defense without crossing feet. [S1.G7.8](https://docs.google.com/document/d/1ygNOJrXAWg0Ddw84kCRAU_nxffQctSYvOIXaPUZ11f4/edit?usp=sharing) |
| Passes and receives with feet while changing direction and speed with competency. [S1.G7.4a](https://docs.google.com/document/d/1_GGD4nzA0IvDiv5z4pLITGtNYTlzPV3q4z1L4w3EwF0/edit?usp=share_link) | Foot-dribbles or dribbles with an implement combined with passing in a variety of **practice tasks.** [S1.G7.6b](https://docs.google.com/document/d/1sNb1EyVPC7DWgj1VhHJmmEQip-1mSsnvzsM_PJzvmbE/edit?usp=sharing) | Reduces open space on defense by staying close to the opponent as they near the goal. [S2.G7.3](https://docs.google.com/document/d/1b75hYqvdTBA1OOn4khcnWGDGrx9vQsoA4bewWFB85vg/edit?usp=sharing)  ([S1.G7.8](https://docs.google.com/document/d/1ygNOJrXAWg0Ddw84kCRAU_nxffQctSYvOIXaPUZ11f4/edit?usp=sharing)) |
| Throws, while moving, a leading pass to a moving receiver. [S1.G7.4b](https://docs.google.com/document/d/1qK7b4qlowocnsuLx7rtN7grRmSWI8cZEPSKWGAJNbI8/edit?usp=share_link) | Catches a variety of objects from different trajectories and **speeds *in a dynamic environment or modified game play*** while using an implement. [S1.G8.17](https://docs.google.com/document/d/1-9hepNEDLpNVZJ2q23h50qrFTpyEahElwrwvloyEA-o/edit?usp=share_link) | Reduces open space by not allowing the catch (denial) or anticipating the speed of the object and person for the purpose of interception or deflection. [S2.G7.4](https://docs.google.com/document/d/1l-cwkPLhpeDlSMkgjZ4sEn14c9-ur8p2hF7DZ7gTZZA/edit?usp=sharing) |
| Executes at least one of the following designed to create open space ***during small-sided game play***: pivots, fakes, jab steps. [S1.G7.5a](https://docs.google.com/document/d/1LLcN3Jnv2YvQ_pgWYg1LWTz5oTtaE2imRpCnWB5ybpk/edit?usp=sharing) | Executes at least two of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give and go. [S2.G7.2](https://docs.google.com/document/d/1wWC70nExTcU0DXpiIErUENACC3aAsB88c3x2mFS5d-8/edit?usp=sharing)  *(*[*S1.G7.5a*](https://docs.google.com/document/d/1LLcN3Jnv2YvQ_pgWYg1LWTz5oTtaE2imRpCnWB5ybpk/edit?usp=sharing)*)* | Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates. [S2.G7.5](https://docs.google.com/document/d/1HczEjaVq7GG_3oDpgSfaqL2dVnC_i8vQ8_vgy4kg5eE/edit?usp=sharing) |
| Reduces open space in combination with movement concepts. [S2.G7.1](https://docs.google.com/document/d/10ckkvNm3-HKOTGElkklRuP66jGWUfLJLNxow3uGFM6E/edit?usp=sharing) |
|  | Consistently executes an underhand serve with a mature pattern to a predetermined target for net and wall games. [S1.G7.9](https://docs.google.com/document/d/1t2OvfFeFbAfgBoPD2tTbV-vFSwAPuDt7OjSkn8hrQx4/edit?usp=sharing) |  | Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games. [S1.G7.11](https://docs.google.com/document/d/1pDOODlOTzoWzXu-0qUnlgmTM5-EUas2UIN4lYJuYx5Y/edit?usp=sharing) |
| Strikes with a mature overhand pattern ***in a dynamic environment***for net or wall games. [S1.G7.10](https://docs.google.com/document/d/1tG1VlPc3QxX2QiW4127Rq9MV0-OxzWzjmwsA0seTwQg/edit?usp=sharing) |  | Transfers weight with correct timing using a low-to-high striking pattern with a short-handled implement on the forehand side. [S1.G7.12](https://docs.google.com/document/d/1nQgpIERzrfYgmm_0bKRbeWFtAbhU7Kc9g7FRu1RcnSA/edit?usp=sharing) |
| Two-hand volleys with control ***in a dynamic environment***. [S1.G7.14](https://docs.google.com/document/d/1ITtPQ896K2Hg2U9ISoKUGYfNcKe6Z2ReFjimtRQGkac/edit?usp=sharing) |  | Forehand and backhand volleys with a mature pattern and control using a short-handled implement. [S1.G7.13](https://docs.google.com/document/d/1VkTcDL92dLSyVFhGbWAapmlfS7NGqwB2O0gLmwg1zsw/edit?usp=sharing) |
| Creates open space in net or wall games with a long-handled implement by varying force and direction and by moving opponent from side to side. [S2.G7.6](https://docs.google.com/document/d/19swaljSaxZ5NMIkpZ531ZoQAiB5Lrtk-viZQr5JuvBo/edit?usp=sharing) |  | Selects offensive shot based on opponent’s location. [S2.G7.7](https://docs.google.com/document/d/194zVLb7fsut1MiSSew576GfzRk67goIeISs8ECGOsrM/edit?usp=sharing) |
|  | Demonstrates correct rhythm and pattern for ***one dance form.*** [S1.G7.1](https://docs.google.com/document/d/1pw-gwBV0XG5me1va37mDlppyWSJNDP2ukLfz2OeCLd8/edit?usp=share_link) | | |
| Demonstrates correct technique for a variety of skills in one self-selected outdoor activity. [S1.G7.18](https://docs.google.com/document/d/1Aj5PbUQKri2vxF3iUdtZrbSJeu_xbV90sf8hxX6udZw/edit?usp=sharing) | | |
| Demonstrates correct technique for a variety of skills in one self-selected individual performance activity. [S1.G7.19](https://docs.google.com/document/d/1cNfd-WUHDhdAjSZu9aPPa2-hQvaH-X6aC3QsvI4AvU8/edit?usp=sharing) | | |
| Identifies and applies Newton's Laws of Motion to various dance or movement activities. [S2.G7.11a](https://docs.google.com/document/d/1YwgQQfrNARWcyCA4S1AQnJZh2XPICekX5_4Ztvf8QGQ/edit?usp=sharing) | | |
|  | Strikes a pitched ball with an implement to open space in a variety of **practice tasks.** [S1.G7.16](https://docs.google.com/document/d/1sjx1gDrMJroAZMJExQpBCsGo3zWRflpRnMOMjAlVpbk/edit?usp=sharing) | | |
| Uses a variety of shots to hit to open space. [S2.G7.9](https://docs.google.com/document/d/1sHCUerC5aa5vlZGZkyX3-obK326fQvnL0Zfgcp-Q4qk/edit?usp=sharing) | | |
| Selects the correct defensive play based on the situation. [S2.G7.10](https://docs.google.com/document/d/1GLpjbnPEy5y9SvtQGJpipgc0A89QmOfLgKR4Fmm1nbQ/edit?usp=sharing) | | |
|  | Consistently propels an object for target games. [S1.G7.15](https://docs.google.com/document/d/1vsKETqbqAIfmPh_kdyicatZz_vpGsSUyTY8plNXLhNw/edit?usp=sharing) | | |
| Varies the speed and/or trajectory of the shot based on location of the object in relation to the target. [S2.G7.8](https://docs.google.com/document/d/1SS9dat60F6TxvCQTKnj4EiuhGGqPr0ePN3svgjPrR4Q/edit?usp=sharing) | | |

| Grade 8 Scope & Sequence for 3 Quarters GLO Progression by Game Category | | | |
| --- | --- | --- | --- |
|  | **1st** | **2nd** | **3rd** |
|  | Develops a plan to address one of the barriers within one’s family, school, or community to maintaining a physically active lifestyle. [S3.G8.1](https://docs.google.com/document/d/11XaKy1t2zyBm0nbMUG0Jo_JE97JOjn4f7AY0HgLUzPk/edit?usp=share_link) | Participated in a variety of self-selected aerobic fitness activities outside of school such as walking, jogging, biking, skating, dancing, and swimming.  [S3.G8.2a](https://docs.google.com/document/d/1qrApl4KegPRAUcY6Lgb2NUylrqWJFPOpXcSnayGM8pA/edit?usp=share_link) | Employs a variety of appropriate static stretching techniques for all major muscle groups. [S3.G8.3c](https://docs.google.com/document/d/15TEBIwpASgpJ6W-GNRpAkvwrFg7iSmJW7lg4niz-LvI/edit?usp=share_link) |
| Compares and contrasts health-related fitness components. [S3.G8.3a](https://docs.google.com/document/d/1Aho-ReftDk0885xiwFVIJ-932RD-BPFBA5IQUXSTLRk/edit?usp=share_link) | Uses available technology to self-monitor the quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. [S3.G8.3b](https://docs.google.com/document/d/1xHNw8Z9HsFm9Jg6soH7Nk_vqVv9LNNomzHRztIOYgG0/edit?usp=share_link) | Implements safe protocols in self-selected outdoor activities. [S2.G8.11b](https://docs.google.com/document/d/1xvk9t1CEMJ_dj-JsCI0TdGfADoN25W1jSOsJ2q_OonA/edit?usp=share_link) |
| Participates in moderate to vigorous aerobic and/or muscle and bone strengthening physical activity. [S3.G8.2c](https://docs.google.com/document/d/1RCi_z5UF6EAdPhcZSMynwK2_lTynVQ2Hqcv6SJR67uo/edit?usp=share_link) | Plans and implements a program of cross-training to include aerobic, strength, endurance, and flexibility training. [S3.G8.2b](https://docs.google.com/document/d/12TCmabFYO_r5jB11u528tgwsAhMiWqF5_49pMszGZrk/edit?usp=share_link) |
| Accepts responsibility for improving one’s own levels of physical activity and fitness. [S4.G8.1a](https://docs.google.com/document/d/1AcNBZ7_otTMM28O1cR69frEysoQKj1DzeAPt3CCBH0o/edit?usp=sharing) | Provides encouragement and feedback to peers without prompting. [S4.G8.2](https://docs.google.com/document/d/1pxNyQZ-gLRnprLk3waKi6JmtT16I_ewFmAppJn3oHVQ/edit?usp=sharing) | Applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters. [S4.G8.4](https://docs.google.com/document/d/1npd-czJQllAcZrPEcD-GvoNVu5iKcQU7pp45Y7BZN1M/edit?usp=sharing) |
| Uses effective self-monitoring skills to incorporate opportunities for physical activity. [S4.G8.1b](https://docs.google.com/document/d/1CykAGI13AA7Om0tafzC40ACtSrJOxalGU2uDXGG0uoo/edit?usp=sharing) | Cooperates with multiple classmates on problem-solving  initiatives. [S4.G8.3b](https://docs.google.com/document/d/1H8iTGuz8qXO8VfwSMDXA3v8UMUtViQeMUAEC1xUMVjY/edit?usp=sharing) | Responds appropriately to participants’ behavior during physical activity by using rules and guidelines for resolving conflicts. [S4.G8.3a](https://docs.google.com/document/d/1sSjmxTgd5qXwTS-Ztfu3lgEpqey7Hg8dA-8qM8pb1uQ/edit?usp=sharing) |
| Identifies the components of health-related fitness and explains the relationship between fitness and overall physical and mental health. [S5.G8.1a](https://docs.google.com/document/d/1TadHhv2C5J7g8IPVFTj0s0bo8nIbqSp3lNsRZXWtNyU/edit?usp=sharing)  (combo [S3.G8.1](https://docs.google.com/document/d/16RL7dUNbDzHhPMPRdk5zSkaS4QjAqjj88cHPsu3pL4Q/edit?usp=sharing)) | Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge. [S5.G8.2a](https://docs.google.com/document/d/10KVGz7Mk0imx3_2Y0eMMkdHAiRA6-_KBqtAI7VACZlk/edit?usp=sharing) | Justifies that skills will develop over time with appropriate practice. [S5.G8.2b](https://docs.google.com/document/d/1IcfIod8jUXbU7zAsrZyrZENPiKkCmoZBw3eQ9i6qaoA/edit?usp=sharing) |
| Analyzes the empowering consequences of being physically active. [S5.G8.1b](https://docs.google.com/document/d/1eQ4UDwtN8hy83RYsW_pyuzNbthraJSIPc-UU09PF6Mk/edit?usp=sharing) | Identifies and participates in an enjoyable activity that prompts individual self-expression. [S5.G8.3b](https://docs.google.com/document/d/1VwjTg8leFrku1XUSUh5FpA2r-ibY_7hZQb3FaD7VGIE/edit?usp=sharing) | Discusses how enjoyment could be increased in self-selected physical activities. [S5.G8.3a](https://docs.google.com/document/d/1xyz74vXnLslSFrEzcfGsu7M9B-KwGDGlenVorg9Ja7w/edit?usp=sharing) |
|  | Throws with a mature pattern for distance or power appropriate to the activity ***during small-sided game play***. [S1.G8.2](https://docs.google.com/document/d/1gWLUSsiYjZ1v4CywQyGAiSG9WioEyGE6CxNdYFSk3sw/edit?usp=sharing) | Executes the following offensive skills ***during small-sided game play***: pivot, give and go, and fakes. [S1.G8.5b](https://docs.google.com/document/d/1mREiGBdYf0on0jGS_bJdos5jOlAGdat3TWsgIaFcorg/edit?usp=sharing) | Shoots on goal with a long-handled implement for power and accuracy ***in modified invasion games.*** [S1.G8.7](https://docs.google.com/document/d/193Wg4Y2IFEYLcDF1K0PVwL5LKPioM0x9b3iotb56-yw/edit?usp=sharing) |
| Catches an object from different trajectories and speeds ***in a dynamic environment or modified game play***. [S1.G8.3](https://docs.google.com/document/d/1PJdJiwnhw5GKwll_OpRiB_Wipgvdga2GLROeRZ65EDg/edit?usp=sharing) | Dribbles with dominant and non-dominant hands using a change of speed and direction ***in small-sided game play***. [S1.G8.6a](https://docs.google.com/document/d/1f1IAnSBS3VoVYsimsJURSiw4zOPqmYWpKfM1Vq6GRYM/edit?usp=sharing) | Drop-steps in the direction of the pass ***during player-to-player defense.*** [S1.G8.8](https://docs.google.com/document/d/1GkCIdYHMP-2CRfwPHq0jOCcA6WTPH-oIkd8NKiWJ29o/edit?usp=sharing) |
| Passes and receives with an implement while changing direction, speed, and/or level, with competency. [S1.G8.4a](https://docs.google.com/document/d/1kX11Uxxy2JO6fADZ_fXNbzAZFcSd5jc7K7kc6DE9R9M/edit?usp=sharing) | Foot-dribbles or dribbles with an implement with control, changing speed, and direction ***during small sided game play.*** [S1.G8.6b](https://docs.google.com/document/d/1tOS0zW6IWTuY-2K_26syQo3NuN1I_CWgcaok9RgcmGE/edit?usp=sharing) | Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to the opponent. [S2.G8.3](https://docs.google.com/document/d/1N4uvmiuZLDaWrwbcLHqSsLSrQliJDETLRnxj8YS3hRA/edit?usp=share_link) (S1.G8.8) |
| Throws a leading pass to a moving partner off a dribble or pass. [S1.G8.4b](https://docs.google.com/document/d/1U56iL96mGV0g5a9K_k3ObdJWJOA2sp380KHvzeVylEU/edit?usp=sharing) | Catches a variety of objects from different trajectories and speeds ***in a dynamic environment or modified game play*** while using an implement. [S1.G8.17](https://docs.google.com/document/d/1-9hepNEDLpNVZJ2q23h50qrFTpyEahElwrwvloyEA-o/edit?usp=share_link) | Reduces open space by not allowing the catch (denial) and anticipating the speed of the object and person for the purpose of interception or deflection. [S2.G8.4](https://docs.google.com/document/d/1ci4ExlfhXMP89HvCV7smHXh9J1T8x3yPZ0-DETw8jtI/edit?usp=sharing) |
| Executes at least two of the following to create **open space during modified game play**: pivots, fakes, jab steps, screens. [S1.G8.5a](https://docs.google.com/document/d/1o-sFTukoY19oPKUMfd_DCelycivLGtoUpK4JXnoIpTc/edit?usp=sharing) |
| Opens and closes space ***during small-sided game play*** with movement concepts. [S2.G8.1](https://docs.google.com/document/d/1Zqc5OyjJttV1TYb5oNHdh0fRdB-PmdQKE9rsOjpTP24/edit?usp=share_link) | Executes at least three 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; give and go. [S2.G8.2](https://docs.google.com/document/d/1YsJiYaACe-j-aS-fKHl5DD2FZAoFciCTByW_4TSIEOQ/edit?usp=share_link) | Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on an advantage. [S2.G8.5](https://docs.google.com/document/d/1tgJ_ffm_JmwZYgay1XpYWEldkOuHk9fxu2y2ypIF4mc/edit?usp=share_link) |
|  | Consistently executes an underhand serve for distance and accuracy for net and wall games [S1.G8.9](https://docs.google.com/document/d/1-9J2oa7gBt-vN1-tSHxr565TuFvTpCKWyhkPm4MEkHA/edit?usp=sharing) |  | Demonstrates the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games. [S1.G8.11](https://docs.google.com/document/d/1c8hTODag3y4104TIFxZO_aTs4rmwwd1UGolBjcjQsEY/edit?usp=sharing) |
| Strikes with a mature overhand pattern ***in modified net or wall games***. [S1.G8.10](https://docs.google.com/document/d/1WDy0mqA7EXtiGkliOTfKgT6pihTCiP8jpJ05wyti8IA/edit?usp=sharing) |  | Transfers weight with correct timing using a low-to-high striking pattern with a long-handled implement on the forehand and backhand sides. [S1.G8.12](https://docs.google.com/document/d/11vnVTpvEsy6ifyk1IRzUBQ6Q75xRgnBx2sr7mLK1mD4/edit?usp=share_link) |
| Two-hand volleys with control ***in a small-sided game.*** [S1.G8.14](https://docs.google.com/document/d/1NBEoxd0g8jPSqo7x6WnN3qnB9BjPnQDHqyy59ZMhVig/edit?usp=share_link) |  | Forehand and backhand volleys with a mature pattern and control using a short-handled implement ***during modified game play.*** [S1.G8.13](https://docs.google.com/document/d/1Apjx9luUlRcxp8X-jJbzbfl3fivVVBCLrZKbYl4u4T8/edit?usp=share_link) |
| Creates open space in net or wall games with either a long-handled or a short-handled implement by varying force or  direction, or by moving opponent from side to side, and/or forward and backwards. [S2.G8.6](https://docs.google.com/document/d/1LgG0xkB6-DQhmDRQj6o3jSv3p_-PTeFNH4j0xi-ptbE/edit?usp=share_link) |  | Varies placement, force, and timing of return to prevent anticipation by opponent. [S2.G8.7](https://docs.google.com/document/d/1zgQlFVuooJlugLTbGbxcKoc7mO-elVDuuLhSaSlJMik/edit?usp=share_link) |
|  | Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group. [S1.G8.1](https://docs.google.com/document/d/1efkwoUDz3QGRR9nY2Y57dZb72lFONL0xsQrqWoTCsDM/edit?usp=sharing) | | |
| Demonstrates correct technique for basic skills in at least two self-selected individual performance activities. [S1.G8.19](https://docs.google.com/document/d/1jctICC7PVOK7-UvQaxO0YNlyQAv0mj-n4lNCrs1xNKw/edit?usp=share_link) | | |
| Demonstrates correct technique for basic skills in at least two self-selected outdoor activities. [S1.G8.18](https://docs.google.com/document/d/1xIwNtwzbq_ElXR2BJW64Y4iDfCqkxYgHEkBWGrfKKSM/edit) | | |
| Describes and applies mechanical advantage(s) for a variety of movement patterns. [S2.G8.11a](https://docs.google.com/document/d/16TE7pKLjx2TCvf0WSRSKVfAEwlNxzBu8Iv8ob4fc37E/edit?usp=share_link) | | |
|  | Strikes a pitched ball with an implement for power to open space ***in a variety of small-sided games.*** [S1.G8.16](https://docs.google.com/document/d/1s3WLxgWJFNvj8vxZVA337bDZZHDm9ARPD2VMUQWtuaM/edit?usp=share_link) | | |
| Identifies sacrifice situations and attempts to advance a teammate. [S2.G8.9](https://docs.google.com/document/d/1s-J6CsI1xceYhqxAo13UBAuHX9dLgKr6mOHfw_3dzC8/edit?usp=share_link) | | |
| Reduces open spaces in the field by working with teammates to maximize coverage. [S2.G8.10](https://docs.google.com/document/d/1jtL8zCrHiCu1kWG86DUGGaTv4u7ChZxxraXT1tV9_2E/edit?usp=share_link) | | |
|  | Consistently propels an object with accuracy and control for target games. [S1.G8.15](https://docs.google.com/document/d/1Wb29AS4ozBuk_7ZCQpE7Kt45-JnG3z_-7XsVN6rqJWc/edit?usp=share_link) | | |
| Varies the speed, force, and trajectory of the shot based on location of the object in relation to the  target. [S2.G8.8](https://docs.google.com/document/d/11g53EXfuH5isic2BVDHyASEN51VkmUeVLDaZsuLjayg/edit?usp=share_link) | | |

| High School Marking Period 1 | | | |
| --- | --- | --- | --- |
|  | **Concept Skill** | **Level I** | **Level II** |
|  | Personal Responsibility | Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. [S4.L1.1](https://docs.google.com/document/d/1fzHKE_8ID29_Zn0RV-wuApX0VbImUYtXSc7vNuINxas/edit?usp=sharing) | Recognizes the difference between personal characteristics, idealized body images, and elite performance levels portrayed in various media. [S4.L2.1](https://docs.google.com/document/d/1-_SwursRxrDmXv71pB_-FErgXl9PYqTpGLP2RpXQj_4/edit?usp=sharing) |
| Rules & Etiquette | Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance. [S4.L1.2](https://docs.google.com/document/d/1vUU5N1XvhqNXFqZ-f3UUPH1nFy__hzBSkPAUCCK96_c/edit?usp=sharing) | Examines moral and ethical conduct in specific competitive situations. [S4.L2.2](https://docs.google.com/document/d/1aRVgtZUYoPI6j9ZBOKqposbiycSxsUAySFSlrHJawNA/edit?usp=sharing) |
| Safety | Applies best practices for participating safely in physical activity, exercise, and dance. [S4.L1.4](https://docs.google.com/document/d/1k3ify4LbXNU5aOtXOWiJ5Iro_GP_PcK-PtJfq79cvd8/edit?usp=sharing) | Applies best practices for participating safely in physical activity, exercise, and dance, including injury prevention, proper alignment, hydration, and use of equipment. [S4.L2.4](https://docs.google.com/document/d/1uYU-9IdbAMJ6nMukdIFIEdToa5b9TnezK98H1a8U8Tk/edit?usp=sharing) |
| Lifetime Activities | Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, MCpsindividual-performance activities, invasion games, fielding and striking games, aquatics, net/wall games, or target games). [S1.L1.1](https://docs.google.com/document/d/1TmbZEoPX_0UitYKTHW-hXUprtTHJfy4wu4BCbAVLzss/edit?usp=sharing) | Refines activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual-performance activities, invasion games, fielding and striking games, aquatics, net and wall games, or target games). [S1.L2.1](https://docs.google.com/document/d/1tQD8cp3R4qAt0CBsAv8D4rv-5v8SrZA3trflSOc6Ty0/edit?usp=sharing) |
| Assessment & Program Planning | Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings. [S3.L1.3a](https://docs.google.com/document/d/1RPEI14wEMIDGnAXacTRIz4MrMPGAIn5Z0ZxrHToc8DA/edit?usp=sharing) | Develops and maintains a fitness portfolio. S3.L2.3a\*  [(\*see S3.L1.3a)](https://docs.google.com/document/d/1RPEI14wEMIDGnAXacTRIz4MrMPGAIn5Z0ZxrHToc8DA/edit?usp=sharing) |
|  | Health | Identifies the health benefits of a self-selected physical activity. [S5.L1.1](https://docs.google.com/document/d/1N-ghTG14xo0_hy6bQcndesLVGB3Q5zDUWePFzqhLJwI/edit?usp=sharing) |  |
| Movement Concepts, Principles, & Knowledge | Applies the terminology associated with exercise and participation in selected individual-performance activities, net and wall games, target games, aquatics, invasion games, fielding and striking games, and/or outdoor pursuits appropriately. [S2.L1.1a](https://docs.google.com/document/d/14NH7Px_QVWu2eyxpjYcIloE6KYMxBb07xZYkcb9KzBg/edit?usp=sharing) | Identifies and discusses the historical and cultural roles of games, sports, and dance in a society. [S2.L2.1a](https://docs.google.com/document/d/1Qg73lvMwiD6tCHl6ekTD_hLVe4cZ3GF-wXi6etnp7Js/edit?usp=sharing) |
| Fitness knowledge | Discusses the benefits of a physically active lifestyle as it relates to college or career readiness. [S3.L1.1a](https://docs.google.com/document/d/166l18gx7VvbLn1eT8WG5ncWl4oM1XC3SPia4FC74Nig/edit?usp=sharing)  Identifies issues associated with exercising in  heat, humidity, and cold. [S3.L1.1c](https://docs.google.com/document/d/1jdTia3XXuPuqQ21YWHdJpPeLHuAjYIdCxV9bXZ2BvaM/edit?usp=sharing) | Investigates the relationships among physical activity, nutrition, and body composition. [S3.L2.1a](https://docs.google.com/document/d/1vTUxgkBynXIUS7cp_5vd0id5Boj6nqj7UWpDLwTNCeg/edit?usp=sharing)  Evaluates and applies technology and social media tools for supporting a healthy, active lifestyle. [S3.L2.1b](https://docs.google.com/document/d/1n3LMPtLRE75yj7wrauMn2by2XMhnfwyTxlHDp1hP_D0/edit?usp=sharing)  Applies rates of perceived exertion and pacing. [S3.L2.1c](https://docs.google.com/document/d/1ai1j5_047NOzPtUiJMqryAChYJDB5A_pfoRIWo5bUpQ/edit?usp=sharing) |
|  | Movement Concepts, Principles, & Knowledge | Creates a practice plan to improve performance for a self-selected skill. [S2.L1.1c](https://docs.google.com/document/d/1CT_4CHfG71OOwIrtGkEkk71zW_xWi5J6lsOkJSJDisU/edit?usp=sharing)  Identifies examples of social and technical dance forms. [S2.L1.1d](https://docs.google.com/document/d/16yJkKHLbvFq2u256h9jiXjh-y9XeF_DMEYSLTCGcm9w/edit?usp=sharing) | Compares similarities and differences in various dance forms. [S2.L2.1d](https://docs.google.com/document/d/1xVhI_miLm57R9U3gmYtnnc_qk1XK5n6vd5HvoHyNWOA/edit?usp=sharing') |
| Fitness Knowledge | Analyzes — according to their benefits, social support network and participation requirements — activities that can be pursued in the local environment. [S3.L1.1d](https://docs.google.com/document/d/1ppTS6s21iO3jI4w7roV4Nk1Pn3e5dRrNx7ryw8PsN6s/edit?usp=sharing)  Calculates target heart rate and applies that information to a personal fitness plan. [S3.L1.2d](https://docs.google.com/document/d/15TQdQ88A1z_p1Xjcor152CdO3DzhViXtVqBd0JvKPKc/edit?usp=sharing) | Evaluates the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career settings. [S3.L2.1d](https://docs.google.com/document/d/15kSUr14fCmuRYeh6VPLbKmZJi6Z3BozH4Xx_dLLAcKY/edit?usp=sharing)  Adjusts pacing to keep heart rate in the target zone, using available technology to self monitor aerobic intensity. [S3.L2.2d](https://docs.google.com/document/d/1NyEYnFm6Awt7PaR4P_JuVUJHW6Q0KXs6XW4Huhc3kRI/edit?usp=sharing) |
|  | Self-  Expression & Enjoyment | Identifies the uniqueness of creative dance as a means of self-expression. [S5.L1.3](https://docs.google.com/document/d/1N3bUgV5yLLn1NtsX_KSQEWsdBpsyVXlHLzYQi1nP4wA/edit?usp=sharing)  **(Can be movement within selected sport/activity)** | Selects and participates in physical activities or dance that meet the need for self expression and enjoyment. [S5.L2.3](https://docs.google.com/document/d/16uKzmt1JSHDOeL-NITUqvU6aZf6hGWT8WP7MCGAo7hU/edit?usp=sharing) |
| Fitness Knowledge | Demonstrates appropriate technique on resistance training machines and with free weights. [S3.L1.2a](https://docs.google.com/document/d/1ILc8Rq4t78kGy2LrtuUbC9EGC1J5NJL3witopgbo6nk/edit?usp=sharing)  Relates physiological responses to individual levels of fitness and nutritional balance. [S3.L1.2b](https://docs.google.com/document/d/1OZqDxg6rXV1NUqEXJovuCD7ZK2XGVuW4zyDV37xunus/edit?usp=sharing)  Identifies types of strength exercises and stretching exercises for personal fitness development. [S3.L1.2c](https://docs.google.com/document/d/1bWv03CIazsqfKGRzU5bkJ8au9M7509-cnH-XBc5CpwU/edit?usp=sharing) | Designs and implements a strength and conditioning program that develops balance in opposing muscle groups. [S3.L2.2a](https://docs.google.com/document/d/13OltxpKBDHMV5A-MlfIlptkMggN4lY02zW2N4NUf3n0/edit?usp=sharing)  Identifies the different energy systems used in selected physical activities. [S3.L2.2b](https://docs.google.com/document/d/1FT95EP4IA6ktWG-hKm9s9bVnWIY4UVOfOB_wRNVuIz0/edit?usp=sharing)  Identifies the structure of skeletal muscle and fiber types as they relate to muscle development. [S3.L2.2c](https://docs.google.com/document/d/144vumCssUlnYGrKUsO5cWIcoLVTLx0M3SYlKfXQ8mNg/edit?usp=sharing) |

| High School Marking Period 2 | | | |
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|  | **Concept Skill** | **Level I** | **Level II** |
|  | Working with Others | Uses communication skills and strategies that promote team or group dynamics. [S4.L1.3a](https://docs.google.com/document/d/18081_0_BTOplvT7zyOXQ5vMVrovh8ucDgzf7TzNC2Lk/edit?usp=sharing)  Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. [S4.L1.3b](https://docs.google.com/document/d/1hbGDMjYXN1Pm5r7COeaStucgY-vyrAFRMxJvTzvVjT4/edit?usp=sharing) | Demonstrates a leadership role in a physical activity setting. [S4.L2.3a](https://docs.google.com/document/d/1zoOGcQKASXPgPPADfy9EW-R1PuJn6qAn4K4dF4RxanE/edit?usp=sharing)  Engages with others in cooperative and collaborative movement projects. [S4.L2.3b](https://docs.google.com/document/d/1fXspgB5f2qESgR3Bo8RstOGzFA7v5pXwVFQ_v9ea9jc/edit?usp=sharing) |
| Safety | Applies best practices for participating safely in physical activity, exercise, and dance. [S4.L1.4](https://docs.google.com/document/d/1k3ify4LbXNU5aOtXOWiJ5Iro_GP_PcK-PtJfq79cvd8/edit?usp=sharing) | Applies best practices for participating safely in physical activity, exercise, and dance, including injury prevention, proper alignment, hydration, and use of equipment. [S4.L2.4](https://docs.google.com/document/d/1uYU-9IdbAMJ6nMukdIFIEdToa5b9TnezK98H1a8U8Tk/edit?usp=sharing) |
| Fitness Activities | Demonstrates competency in one or more specialized skills in health-related fitness activities. [S1.L1.2](https://docs.google.com/document/d/198r4-erSAXafIkh4Tr4rQImdCKl--OZ7eK0O130MD84/edit?usp=sharing) | Demonstrates competency in two or more specialized skills in health-related fitness activities. [S1.L2.2](https://docs.google.com/document/d/1dJIavxOKlTJm3yn2u0WTvk_zDWyhLsVu2_tutG6KyXs/edit?usp=sharing) |
| Movement Concepts, Principles, & Knowledge | Uses strategies and tactics effectively during game play in net, wall, and/or target games. [S2.L1.1e](https://docs.google.com/document/d/16BNugTfc1P-kb7TqkjkYLjx4cmF4uBnFbWmiEVonexM/edit?usp=sharing) | Analyzes errors in order to modify strategies and tactics in net, wall, and/or target games. [S2.L2.1e](https://docs.google.com/document/d/15Kr_hBBfr96p4PRx0BvKzFKIfzX983fDmp2llExcrX8/edit?usp=sharing) |
|  | Health |  | Analyzes the health benefits of a self-selected physical activity. [S5.L2.1](https://docs.google.com/document/d/1FQYVbjeDwq7N1zn2W7chef4UYqUbY3qDnWct6xwARqg/edit?usp=sharing) |
| Movement Concepts, Principles, & Knowledge | *Uses movement concepts and principles to analyze and improve performance of self and/or others in a selected skill.* [*S2.L1.1b*](https://docs.google.com/document/d/19pooxWOqvcoJy40_zDbwpojlJVG3TlsNMN0GEs-aojk/edit?usp=sharing) | *Describes the speed-versus-accuracy tradeoff in throwing and striking skills.* [*S2.L2.1b*](https://docs.google.com/document/d/1DTs-b7rpC5ptXlLsr1N87Z2FlOI8Bfck-SJuz9umd9g/edit?usp=sharing) |
| Fitness Knowledge | Analyzes the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle. [S3.L1.1b](https://docs.google.com/document/d/1HZndpi5jGk0GFkq8OaVmIS3IqQPlSG4LkLGkDoAYtdg/edit?usp=sharing) | Analyzes the components of skill-related fitness in relation to life and career goals and designs an appropriate fitness program for those goals. [S3.L2.3b](https://docs.google.com/document/d/1iodInTki2V7oQ-AY4v1eAxIzpdopzhoJrdcFMQgNwUs/edit?usp=sharing) |
| Designs a fitness program, including all components of health-related fitness for a college student and/or an employee in the learner’s chosen career. [S3.L1.3b](https://docs.google.com/document/d/198hycPVR3RX5rhYiBBCl3ODr6hbi9HeFYxh-1b46lXw/edit?usp=sharing) |  |
|  | Challenge | Identifies an appropriate level of challenge needed to experience success and desire to participate in a self-selected physical activity. [S5.L1.2](https://docs.google.com/document/d/1A7BXsyH6F6_WslqlDqRh1WHzm8Ya7RsBcjD8NJB9FbI/edit?usp=sharing) | Chooses an appropriate level of challenge needed to experience success and desire to participate in a self-selected physical activity. [S5.L2.2](https://docs.google.com/document/d/1saK9ixlnrN7cH8LWgGi0obqn5gcGGHUsoKF1HB03b9g/edit?usp=sharing) |
| Movement Concepts, Principles, & Knowledge | Creates a practice plan to improve performance for a self-selected skill. [S2.L1.1c](https://docs.google.com/document/d/1CT_4CHfG71OOwIrtGkEkk71zW_xWi5J6lsOkJSJDisU/edit?usp=sharing) | Identifies the stages of learning a motor skill. [S2.L2.1c](https://docs.google.com/document/d/1I57MZhyugj-TYlA1VAeZ7Cfb4yfOa9EFbpdW9bXNGQ0/edit?usp=sharing) |
| Fitness Knowledge | Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. [S3.L1.4](https://docs.google.com/document/d/1oGJNLJRVHthnh8VngahscHoYMDvM6udLSM6XhFNYZ_c/edit?usp=sharing) | Creates a meal plan for before, during, and after exercise that addresses nutrition needs for each phase. [S3.L2.4](https://docs.google.com/document/d/1vlJF3IxhdYA-buTSJ1AbpGXZZiiRweEUJB5Z5CSC3jw/edit?usp=sharing) |
|  | Social Interaction | Identifies the opportunity for social support in a self-selected physical activity or dance. [S5.L1.4](https://docs.google.com/document/d/1IxSy01yhZuqc9DOjROyTf1q4H07mlcx8ys8WEMBY57w/edit?usp=sharing) | Evaluates the opportunity for social interaction and social support in a self-selected physical activity. [S5.L2.4](https://docs.google.com/document/d/1GI2MHbzYJOtcObvgwMMtRGdYBDmrIiicQdfRmuSjRWc/edit?usp=sharing) |
| Fitness Knowledge | Analyzes the risks and safety factors that might affect physical activity preferences throughout the life cycle. [S3.L1.1e](https://docs.google.com/document/d/1X7eIYVA1rYvWZeX3rr3QG56AwCjQo_oEucxkgehtRCc/edit?usp=sharing) | Evaluates the risks and safety factors that might affect physical activity preferences throughout the life cycle. [S3.L2.1e](https://docs.google.com/document/d/1j_In8ENmG4gLcuZXuAjte-Tga2vhdn5-gxriBa19hWQ/edit?usp=sharing) |
| Stress Management | Identifies stress-management strategies to reduce stress. [S3.L1.5](https://docs.google.com/document/d/1LEfn1Kmxt45djs-ySgEO1LAGJF43Hp1tprxNlkqDb6M/edit?usp=sharing) | Applies stress-management strategies to reduce stress. [S3.L2.5](https://docs.google.com/document/d/1uEGzHIkqLwGNUVxoKLAbd0upaeLvi5LdX0KXwnEQYTE/edit?usp=sharing) |

**Differentiation: Level I and Level II Grade-Level Outcomes**

To meet the high school graduation requirement the Maryland State Department of Education requires all students earn one-half credit in physical education. Level I Grade-Level Outcomes (GLOs) represent the skills and concepts every student needs to learn during the required half-credit physical education course. Level II GLOs represent the skills and concepts students learn during the MCPS half-credit high school physical education elective course.

# GLO Progressions PreK-12 Physical Education

**Grade-Level Outcomes (GLO’s)** for Physical Education define what a student should know and be able to do by the end of the year as a result of a highly effective physical education program and quality assessments.

As a teacher planning tool, this document shows the grade level outcomes for each skill or concept by standard ***and shows a spiraling progression for learners who need adaptations and/or modifications for alternative learning objectives.***

| [**Standard 1**](#kix.ysah9c8y9i4c) | [**Standard 2**](#kix.jql8ushi2mfl) | [**Standard 3**](#kix.hg9rpzdy65rh) | [**Standard 4**](#kix.phqv9rg2mqk) | [**Standard 5**](#kix.ezbaxq9rda5d) |
| --- | --- | --- | --- | --- |

| Progressions: Standard 1Demonstrates competency in a variety of motor skills and movement patterns | |  |
| --- | --- | --- |
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|  | |  |
| **Hopping, Galloping, Running, Sliding, Skipping, and Leaping** | |  |
| PreK | Moves using a variety of locomotor movements | [S1.Pk.1](https://docs.google.com/document/d/1t9f2Ofnt057S_DdSmHvYT_91kTmhekKp8if5tDoyu_k/edit?usp=sharing) |
| K | Performs locomotor movements while maintaining balance | [S1.GK.1](https://docs.google.com/document/d/1YJg673wqnIgHAHHZr1OKTnJBqrx7PdAYcc2SRj1nb6I/edit?usp=sharing) |
| 1 | Demonstrates hopping, galloping, running, and sliding using a mature pattern | [S1.G1.1](https://docs.google.com/document/d/1C1nUFRdHmheHJNg3El8jL0hnjts9Ezh3ao463cYsaN8/edit?usp=sharing) |
| 2 | Hops with balance using dominant or non-dominant foot  Skips smoothly connecting step-hop step-hop pattern | [S1.G2.1](https://docs.google.com/document/d/1fhHmAmcyntRjL1PGMlHElQK288L84372Y9klsUW-Wno/edit?usp=sharing) |
| 3 | Leaps using all critical elements | [S1.G3.1](https://docs.google.com/document/d/1ZHQXX26WhsYqO-U-GdmCld6g2eL-rCEl7CF5lsIfzww/edit?usp=share_link) |
| 4 | Demonstrates various locomotor skills in a variety of small side-sided practice tasks, dance, and educational gymnastics experiences | [S1.G4.1](https://docs.google.com/document/d/1xN0s7kmyxpstIRN3Bubab-0klqdJbgkYwaiQCLQrvbA/edit?usp=share_link) |
| 5 | Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, dance, and gymnastics  Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments  Combines locomotor movements with manipulative skills for execution to a target | [S1.G5.1a](https://docs.google.com/document/d/1stps4FhSSLi6f2nJHexntY6Ec3ZKVw1Bw-uXqra4v-U/edit?usp=share_link)  [S1.G5.1b](https://docs.google.com/document/d/1VxtQvi79TxVWYyxqeu8dYIB3uljCLIi6hnvj-eHIiPo/edit?usp=share_link)  [S1.G5.1c](https://docs.google.com/document/d/1RlextZjJk1CSCJfnan6Y7nJv-evL6ccEgfUR-GohMpg/edit?usp=share_link) |
| 6 | Maintains defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the offensive player. | [S1.G6.8](https://docs.google.com/document/d/1QKYzTSigRVFlPvvf3BHBEIII6AfEMQxP2ow4xw8Qlaw/edit?usp=sharing) |
| 7 | Slides in all directions while on defense without crossing feet. | [S1.G7.8](https://docs.google.com/document/d/1ygNOJrXAWg0Ddw84kCRAU_nxffQctSYvOIXaPUZ11f4/edit?usp=sharing) |
| 8 | Drop-steps in the direction of the pass during player-to-player defense. | [S1.G8.8](https://docs.google.com/document/d/1GkCIdYHMP-2CRfwPHq0jOCcA6WTPH-oIkd8NKiWJ29o/edit?usp=sharing) |

| **Jogging for Distance** | |  |
| --- | --- | --- |
| PreK - 1 |  |  |
| 2 | Demonstrates jogging for distance using a mature pattern  Travels showing differentiation between jogging and sprinting | [S1.G2.2a](https://docs.google.com/document/d/1h2NmiuavaSuFTNPr629YOccUruOCLP4aI-uQqPPlWQo/edit?usp=sharing)  [S1.G2.2b](https://docs.google.com/document/d/1UX9NViHiVdvoonWdS9quInc5tEG_uIlUPnerOCVdmA8/edit?usp=sharing) |
| 3 | Travels showing differentiation between jogging and sprinting | [S1.G3.2](https://docs.google.com/document/d/1sG-MLYjRqjvycDIoIa98iTKBdUCLj2PW_CVmp-cYm3w/edit?usp=share_link) |
| 4 | Runs for various distances using all critical elements | [S1.G4.2](https://docs.google.com/document/d/186AYVtWG8tWxq3pY-GLjBgEforLKYJFb_vC1MI9zQEw/edit?usp=sharing) |
| 5 | Uses appropriate pacing for a variety of running distances | [S1.G5.2](https://docs.google.com/document/d/1RoEe-sVQMeURK-ju0vNI1r8l5ML1EWkJ3ECEFtd62ug/edit?usp=share_link) |

| **Jumping and Landing** | |  |
| --- | --- | --- |
| PreK | Demonstrates a vertical jump and landing with balance | [S1.Pk.3](https://docs.google.com/document/d/1IwfAV9LxF8szSXeGTYv_8MhIfadBh2TxWuiYmy9I0s8/edit?usp=sharing) |
| K | Performs horizontal and vertical jumping and landing actions with balance | [S1.GK.3](https://docs.google.com/document/d/1hwJk-crSux1aupgx8AsOqZWn9HMFQMC7LzB_UeoT6Hg/edit?usp=sharing) |
| 1 | Demonstrates some critical elements for jumping and landing in a horizontal plane using two-foot takeoffs and landings | [S1.G1.3a](https://docs.google.com/document/d/1_IVqZ9cnTalqX3n7lkpMiORUEqxlPKLvL1pUEm3GW5Q/edit?usp=sharing) |
| 2 | Demonstrates most critical elements for jumping and landing in a horizontal plane using two-foot takeoffs and landings | [S1.G2.3a](https://docs.google.com/document/d/1t7i2TJqdwiDzIbKKrBBjNKjEy9FZR7tpSJdeaAsP8Ss/edit?usp=sharing) |
| 3 | Jumps and lands in the horizontal and vertical planes using a mature pattern | [S1.G3.3](https://docs.google.com/document/d/100QdTE0StZQWHP_BrJlrgyXX-XwN5zaw64uDFTQws2A/edit?usp=share_link) |
| 4 | Uses spring and step takeoffs and landings specific to gymnastics | [S1.G4.3](https://docs.google.com/document/d/104fanYoAzbRmDjAeFG0uIQEOKqlYRZEEDdfBfNx-eAw/edit?usp=share_link) |
| 5 | Combines jumping and landing patterns with locomotor and manipulative skills in dance, educational gymnastics, and small-sided practice tasks and games environments | [S1.G5.3](https://docs.google.com/document/d/1LeQI-Q8DdmrfQxdlEaZ19W-lU5V9v7Ndnawn1JW0aiQ/edit?usp=share_link) |

| **Creative Movement (Dance)** | |  |
| --- | --- | --- |
| PreK | Performs creative movements to the rhythm of music | [S1.Pk.4](https://docs.google.com/document/d/1SD_DdooplbaZI-q-fve7imJp3G0MzTKtmf8tIlu4RkA/edit?usp=sharing) |
| K | Performs locomotor movements to instructor-led creative dance | [S1.GK.4](https://docs.google.com/document/d/1N8JdpZ54WFsKWId07iISGHwNh_ahRwqcnlIVRem0I80/edit?usp=sharing) |
| 1 | Combines locomotor and non-locomotor skills in response to instructor-designed dance | [S1.G1.4](https://docs.google.com/document/d/19O71k0hBTbP_izk88a1xgUZvn3AVqvvEYTffQq53MWk/edit?usp=sharing) |
| 2 | Performs a rhythmic activity with correct response to simple rhythms | [S1.G2.4](https://docs.google.com/document/d/1w-ehCqIIjEeaXD1t8ULM4RJhxdoN-UTzHWJ_fpkux90/edit?usp=sharing) |
| 3 | Performs developmentally appropriate dance steps and movement patterns  Performs a teacher-led sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation  Combines locomotor skills and movement concepts to create and perform a dance | [S1.G3.4](https://docs.google.com/document/d/1g8thtU9KmOe87oymM5_00_xaA9pPnkHJP-zdlZF4b6U/edit?usp=share_link)  [S1.G3.5](https://docs.google.com/document/d/11jO54FyozlL_dGBQJbkpVEUypFMEqrKzt80pepsxGPg/edit?usp=share_link)  [S1.G3.9](https://docs.google.com/document/d/1m_ryCLwOKhFyFfi7D9vMP8l66F3TF0sF5tHlrkAgtEU/edit?usp=share_link) |
| 4 | Combines locomotor movement patterns and dance steps to create and perform an original dance  Combines locomotor skills and movement concepts to create and perform a dance with a partner | [S1.G4.4](https://docs.google.com/document/d/1LaUHJOcK-X6v8AY9N6T2QeTRtm90ULgCzDAMs9DoAg0/edit?usp=share_link)  [S1.G5.9](https://docs.google.com/document/d/1RapsCHOUgwFIZMDIXd8NenBXOUhMtNk530pNe1kSrHg/edit?usp=share_link) |
| 5 | Combines locomotor skills in cultural as well as creative dances with correct rhythm and pattern  Combines locomotor skills and movement concepts to create and perform a dance with a partner | [S1.G5.4](https://docs.google.com/document/d/1hbsaADG3nibiC1a_qYfZagJw50lyiIvKAK9pMj-Np8k/edit?usp=share_link)  [S1.G5.9](https://docs.google.com/document/d/1RapsCHOUgwFIZMDIXd8NenBXOUhMtNk530pNe1kSrHg/edit?usp=share_link) |
| 6 | Demonstrates correct rhythm and pattern for one dance form. | [S1.G6.1](https://docs.google.com/document/d/1M3VMpAPJu1d-hKye7Ce5H-MglPMJmDxiWz2-m3UaxCQ/edit?usp=sharing) |
| 7 | Demonstrates correct rhythm and pattern for one dance form. | [S1.G7.1](https://docs.google.com/document/d/1pw-gwBV0XG5me1va37mDlppyWSJNDP2ukLfz2OeCLd8/edit?usp=share_link) |
| 8 | Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group. | [S1.G8.1](https://docs.google.com/document/d/1efkwoUDz3QGRR9nY2Y57dZb72lFONL0xsQrqWoTCsDM/edit?usp=sharing) |

| **Combinations: Locomotor Skills and Object Control** | |  |
| --- | --- | --- |
| PreK - 3 |  |  |
| 4 | Combines traveling with manipulative skills of dribbling, throwing, catching, and striking with a partner in teacher and/or student- designed small-sided practice tasks | [S1.G4.4](https://docs.google.com/document/d/1LaUHJOcK-X6v8AY9N6T2QeTRtm90ULgCzDAMs9DoAg0/edit?usp=share_link) |
| 5 | Combines traveling with manipulative skills of dribbling, throwing, catching, and striking with a group in teacher and/or student- designed small-sided practice tasks | [S1.G5.5](https://docs.google.com/document/d/1VluJIEUxeMLuSDZ2XXSQXwZJwoSoNAZp0sygYn0H0hc/edit?usp=share_link) |
| **6** | Offensive: Performs pivots, fakes, and jab steps designed to create open space during practice tasks.  Offensive: Performs the following offensive skills without defensive pressure: pivot, give and go, and fakes. | [S1.G6.5a](https://docs.google.com/document/d/1SJI17HrVTvITQE20KSLAf20qtrvTHo41oH9h224gS3c/edit)  [S1.G6.5b](https://docs.google.com/document/d/1mAk4friBah9vhiWMK4wFXurwGE9g2xrAeQ_tONQeDqg/edit?usp=share_link) |
| **7** | Offensive: Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps.  Offensive: Performs the following offensive skills with defensive pressure: pivot, give and go, and fakes. | [S1.G7.5a](https://docs.google.com/document/d/1LLcN3Jnv2YvQ_pgWYg1LWTz5oTtaE2imRpCnWB5ybpk/edit?usp=sharing)  [S1.G7.5b](https://docs.google.com/document/d/1GUY7tw7Wx8qXK4xCUNxlj8FdY54GI0e-5e1IuSvRuDE/edit?usp=sharing) |
| **8** | Offensive: Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens.  Offensive: Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes. | [S1.G8.5a](https://docs.google.com/document/d/1o-sFTukoY19oPKUMfd_DCelycivLGtoUpK4JXnoIpTc/edit?usp=sharing)  [S1.G8.5b](https://docs.google.com/document/d/1mREiGBdYf0on0jGS_bJdos5jOlAGdat3TWsgIaFcorg/edit?usp=sharing) |

| **Balance** | |  |
| --- | --- | --- |
| PreK | Identifies different bases of support  Balances on different body parts | [S1.Pk.5a](https://docs.google.com/document/d/1xbvDXj9nqqp5fOTnv2phjgwQQsd0PqoJiWK2aaH1FVs/edit?usp=sharing)  [S1.Pk.5b](https://docs.google.com/document/d/1J1WxOQl6WN8DDb0vsmFAdOsemy026Z6r7iETP_Ecm14/edit?usp=sharing) |
| K | Maintains balance on different bases of support (momentary stillness)  Forms wide, narrow, curled, and twisted body shapes. | [S1.GK.5a](https://docs.google.com/document/d/1tb0pHboJpTWmHDaR3SIwUxTzFPzrPuQqmrGjEsyhkBM/edit?usp=sharing)  [S1.GK.5b](https://docs.google.com/document/d/1ZRc5asLZ89_YnTD1Rxsa8hPGKurAahfqvHV5ogvzAdo/edit?usp=sharing) |
| 1 | Maintains balance on different different bases of support with different body shapes | [S1.G1.5](https://docs.google.com/document/d/1-x6rP0VA5oomWcIZbS6QoREq9g5WJIusoHZ5PLb56Vc/edit?usp=sharing) |
| 2 | Balances on different bases of support, combining levels and shapes  Balances in an inverted position with stillness and supportive base | [S1.G2.5a](https://docs.google.com/document/d/1sUCSHf-pTVTEo7h7yyL7mi1yltRTo0m11syB3bnkvJU/edit?usp=sharing)  [S1.G2.5b](https://docs.google.com/document/d/19i5dnlF1AcM7AF6tCTU7mhMWVQdVb3woABLoEWR1NVU/edit?usp=sharing) |
| 3 | Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. | [S1.G3.6](https://docs.google.com/document/d/1MRAi6J8tHQlsIeFXznGvLTo1Mh9IzvTrGW_caxB3SdY/edit?usp=share_link) |
| 4 | Balances on different bases of support on an apparatus, demonstrating levels and shapes | [S1.G4.6](https://docs.google.com/document/d/18mtLCmHMrXJB-3dX40tOTni4c9ybhejcEyaHSO6Jpm0/edit?usp=share_link) |
| 5 | Combines balance and transferring weight in a gymnastics sequence or dance | [S1.G5.6](https://docs.google.com/document/d/1T1zJBM4lV372n8EiQldYZaJ_VrELXDyLh61Kyx7WmL0/edit?usp=share_link) |

| **Weight Transfer** | |  |
| --- | --- | --- |
| PreK | Creates curls shapes with their body  Demonstrates how to rock on different body parts | [S1.PK.7a](https://docs.google.com/document/d/1uYKIohs-JSDWmSrdO4MTpx18mKYo8bpRcWurSYnb_qY/edit?usp=sharing)  [S1.Pk.7b](https://docs.google.com/document/d/1AINmbz4xyXsga99Wet13IPh6bDqlF4Qdp-mc5lo5jDU/edit?usp=sharing) |
| K | Demonstrates rolling sideways in a narrow body shape | [S1.GK.7](https://docs.google.com/document/d/1INeMeytEij6QI2p3uxjHvgttyYRZG-ky2XBWOPli98c/edit?usp=sharing) |
| 1 | Transfers weight from one body part to another in personal space in dance and gymnastics environments  Demonstrates rolling with either a narrow or a curled body shape | [S1.G1.6](https://docs.google.com/document/d/1-kxVyIBYHTucHyU-tyDk_csqaTHlC2ZphmKh4ZEEHE4/edit?usp=sharing)  [S1.G1.7](https://docs.google.com/document/d/1CYyoOI29jZ7v5Rt9L7fgvV0DRXqE5kp0hzoLDaxJcu4/edit?usp=sharing) |
| 2 | Transfers weight from feet to different body parts/bases of support for balance  Demonstrates rolling in different directions with either a narrow or a curled body shape | [S1.G2.6](https://docs.google.com/document/d/17gtBBECtHy9jcKmrfxkOzKU82puq54lUoaQ7hYXr7h8/edit?usp=sharing)  [S1.G2.7](https://docs.google.com/document/d/1H53Wh7Sx3RCt_9d2L685TFmGraVTexOAkzLKqgf4s-w/edit?usp=sharing) |
| 3 | Transfers weight from feet to hands for momentary weight support | [S1.G3.7](https://docs.google.com/document/d/1alpFX1b0LEPmXs269hx5BQIkqUCkdGeO9W0appOJkTs/edit?usp=share_link) |
| 4 | Transfers weight from feet to hands, varying speed and using large extensions | [S1.G4.7](https://docs.google.com/document/d/1M0_rUyBnBjZERZMC7zI3gowMKVHia6XaweNZJxe2Lqs/edit?usp=share_link) |
| 5 | Transfers weight in gymnastics and dance environments | [S1.G5.7](https://docs.google.com/document/d/1aUTweX5khyxSRoS4DbTiAYxRoPL7RyttXibTmcg3Oik/edit?usp=share_link) |

| **Curling, Stretching, Twisting, and Bending** | |  |
| --- | --- | --- |
| PreK | Performs teacher-led stretches | [S1.PK.8](https://docs.google.com/document/d/1Fb6bKbUFUSMjrkI5acalWXTMbZbk_ncEorcaQDYw58A/edit?usp=sharing) |
| K | Contrasts the actions of curling and stretching | [S1.GK.8](https://docs.google.com/document/d/1Q_bzxc49EJRT4CXwxVTUcYvgtpS4SdxHEHfTkvP8Rko/edit?usp=sharing) |
| 1 | Demonstrates twisting, curling, bending, and stretching | [S1.G1.8](https://docs.google.com/document/d/15HdgWlTAoVO_Xgf04t2_KAaBo8pO-gmYUvKF4OC0rRg/edit?usp=sharing) |
| 2 | Differentiates among twisting, curling, bending, and stretching actions | [S1.G2.8](https://docs.google.com/document/d/10klVtFOC0Fg4RnV3d2qdJ5Sa3eLCoTl-vf-PYaGiLa4/edit?usp=sharing) |
| 3 | Moves into and out of gymnastics balances with curling, twisting, and stretching actions | [S1.G3.8](https://docs.google.com/document/d/1eY26zaS8TkFFaXuzl7HwMvJT3cLL1XwhP_7MLfDdht0/edit?usp=share_link) |
| 4 | Moves into and out of balances on an apparatus with curling, twisting, and stretching actions | [S1.G4.8](https://docs.google.com/document/d/1PDle1Opk4KlL_oyIGbMYTOe1CwibQ2726VL4vl9ME8g/edit?usp=share_link) |
| 5 | Performs curling, twisting, and stretching actions with correct application in dance and gymnastics | [S1.G5.8](https://docs.google.com/document/d/1i2zqlQ3YAsLDkF7OmgW2u9L2uNQKrhGgHOf4mo2yWrM/edit?usp=share_link) |

| **Combinations-Balance and Weight Transfers** | | |
| --- | --- | --- |
| PreK - 1 |  |  |
| 2 | Combines balances and weight transfers into a three-part sequence | [S2.G2.10](https://docs.google.com/document/d/1aRH-QZGXtFE2-BVeDo63E63T8j0CjS8FSRfsy82BJK4/edit?usp=sharing) |
| 3 | Combines balance and weight transfers with movement concepts to create and perform a dance | [S1.G3.10](https://docs.google.com/document/d/1m_ryCLwOKhFyFfi7D9vMP8l66F3TF0sF5tHlrkAgtEU/edit?usp=share_link) |
| 4 | Combines traveling with balance and weight transfers to create a gymnastic sequence | [S1.G4.10](https://docs.google.com/document/d/1Q2GjRTY2XPEbpIY6vQAeXjUGg15jkTGI2WktQk-19B4/edit?usp=share_link) |
| 5 | Combines actions, balances, and weight transfers to create a gymnastics sequence | [S1.G5.10](https://docs.google.com/document/d/1R5ohGxc93moQpoR_NsiW2oDH5Lu4TUo2Qo0102M1F7Q/edit?usp=share_link) |

| **Rolling a Ball** | | |
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| PreK | Rolls a ball to a stationary partner or target while seated | [S1.PK.10](https://docs.google.com/document/d/1zYfCpMw1c1GFKSxK0NIw9UUokd7z5f2GW4bA5zki-oA/edit?usp=sharing) |
| K | Rolls a ball with the opposite foot forward | [S1.GK.10](https://docs.google.com/document/d/1GyNSFUqk54gDqJT1o3u7lJV1M4nIg07oRcU5FysIrEY/edit?usp=sharing) |
| 1 | Rolls a ball while demonstrating some critical elements | [S1.G1.10](https://docs.google.com/document/d/1iwoiQPwUhR6jqh32-vPv792pi8JPeH3kBcIjCMa31rI/edit?usp=sharing) |
| 2 | Rolls a ball while demonstrating most critical elements | [S1.G2.10](https://docs.google.com/document/d/1aRH-QZGXtFE2-BVeDo63E63T8j0CjS8FSRfsy82BJK4/edit?usp=sharing) |
| 3 | Rolls a ball to a partner or target, demonstrating most of the critical elements with reasonable accuracy | [S1.G3.11](https://docs.google.com/document/d/1-jo4GAR2Nf6PmJy8N2TL7ASZB9E8Rxxd9dngNPzx_z8/edit?usp=share_link) |
| 4 | Using a three-step approach, rolls a ball to a partner or target, demonstrating a mature pattern | [S1.G4.11](https://docs.google.com/document/d/1Z00-Kq3Lxv3PMiVyv0Z4VVvdurhJtSXXK3J5bsGt7Ss/edit?usp=share_link) |
| 5 | Using a five-step approach, rolls ball to a partner or target, demonstrating a mature pattern | [S1.G5.11](https://docs.google.com/document/d/1a4oGfjMbnXsQMUJGlGSRYnF8so9pRWhRGVeC_ygKoTc/edit?usp=share_link) |

| **Underhand Throw** | | |
| --- | --- | --- |
| PreK | Underhand throws to a large stationary target | [S1.PK.11](https://docs.google.com/document/d/1JWnYKnLMC0LHsRtMYBpZeyNsr6Cs7IwKzaMsJTq-mDU/edit?usp=sharing) |
| K | Demonstrates an underhand throw with the opposite foot forward | [S1.GK.11](https://docs.google.com/document/d/1m2GtwVZxZJ1QJcWspPS-3fdLgdU44yYCmyRT_WMvQng/edit?usp=sharing) |
| 1 | Demonstrates an underhand throw using some critical elements | [S1.G1.11](https://docs.google.com/document/d/1r9uYaQQgVA4RtOrjg0lubUQzQdgmP2Hl3dpi0p-NnSw/edit?usp=sharing) |
| 2 | Demonstrates an underhand throw using a mature pattern | [S1.G2.11](https://docs.google.com/document/d/1NQ7vugbW6Ww-GlOICOQnjcOKu3gWT--2pIh4bGh6ItU/edit?usp=sharing) |
| 3 | Throws underhand to a partner target with reasonable accuracy, demonstrating most of the critical elements | [S1.G3.12](https://docs.google.com/document/d/1QIT_V1HJlX7VJG04a0kXjprtuNy3CMn2ucq7aJjWaFo/edit?usp=share_link) |
| 4 | Throws underhand to a partner or target with reasonable accuracy, demonstrating a mature pattern | [S1.G4.12](https://docs.google.com/document/d/17WzSZlfqYVCZi0170j9F9S-LvM5Y3-kxBmU5OHGjcgY/edit?usp=share_link) |
| 5 | Throws underhand using a mature pattern in non-dynamic environments with different sizes and types of objects | [S1.G5.12](https://docs.google.com/document/d/1aDhY1rogfhtEg-izxy5YWv_n40bBEIPl2LQNaGIdQWA/edit?usp=share_link) |

| **Overhand Throw** | | |
| --- | --- | --- |
| PreK -1 |  |  |
| 2 | Demonstrates some critical elements of an overhand throw | [S1.G2.12](https://docs.google.com/document/d/17jIkVsra151pwsaiRtK1eXdzQcBT8XwDF6YYgnJ9b1U/edit?usp=sharing) |
| 3 | Throws overhand, demonstrating most of the critical elements, in non-dynamic environments (closed-skills) for distance and/or force | [S1.G3.13](https://docs.google.com/document/d/1_I_R7XRiD1ennlKZYBZUIFtwTXmomhbY_VKrfUF8JLA/edit?usp=share_link) |
| 4 | Throws overhand, demonstrating a mature pattern in non-dynamic environments  Throws overhand to a partner or at a target with accuracy at a reasonable distance | [S1.G4.13a](https://docs.google.com/document/d/1NIg1PI18iiNKHN0QzSiTaYXjsKZJt2jdZr1Tdisgim4/edit?usp=share_link)  [S1.G4.13b](https://docs.google.com/document/d/1Tk40LarFgMIRuyN4ZeOkslFUwrTJ1BhcV998ht7trxk/edit?usp=share_link) |
| 5 | Throws overhand, demonstrating a mature pattern in non-dynamic environments, with different sizes and types of objects  Throws overhand at a large target with accuracy | [S1.G5.13a](https://docs.google.com/document/d/1bv5TMGcUIusC2DNAmkycnD3rCAlcrROPbwMQuy2NCrs/edit?usp=share_link)  [S1.G5.13b](https://docs.google.com/document/d/1hHTW9IvSBVZBaTEvwyyuR6LXKTdCflWIuVj3VqrY2Ig/edit?usp=share_link) |
| 6 | Throws with a mature pattern for distance or power appropriate to the **practice task**. | [S1.G6.2](https://docs.google.com/document/d/1GiMTos6pbbt04RrLGK8ic84E44NmR_CvFfZOhFjoPdU/edit?usp=sharing) |
| 7 | Throws with a mature pattern for distance or power appropriate to the activity ***in a dynamic environment.*** | [S1.G7.2](https://docs.google.com/document/d/1d5GRIkn6q9aZJhnQMHjuQxyjdnMXZUoS5XgySQBioyE/edit?usp=sharing) |
| 8 | Throws with a mature pattern for distance or power appropriate to the activity ***during small-sided game play***. | [S1.G8.2](https://docs.google.com/document/d/1gWLUSsiYjZ1v4CywQyGAiSG9WioEyGE6CxNdYFSk3sw/edit?usp=sharing) |

| **Passing with Hands** | | |
| --- | --- | --- |
| PreK - 3 |  |  |
| 4 | Throws to a moving partner with reasonable accuracy in a non-dynamic environment | [S1.G4.14](https://docs.google.com/document/d/161hJHwjukb-VovsXlBvRpvQEpaRpIfCMihPPcEPPo6A/edit?usp=share_link) |
| 5 | Throws with accuracy while both partners are moving  Throws with accuracy in dynamic, small-sided practice tasks | [S1.G5.14a](https://docs.google.com/document/d/1QCv4MIzysnZ0I4mGbWrzvmW5-4s64GCcTTPEP2uRfRE/edit?usp=share_link)  [S1.G5.14b](https://docs.google.com/document/d/1_BUprysfMGh4gN1psb6znei29yXuIewYkPc4siNfAsw/edit?usp=share_link) |

| **Catching** | | |
| --- | --- | --- |
| PreK | Demonstrates some of the critical elements when catching a rolling ball | [S1.PK.13](https://docs.google.com/document/d/1AQfopnxjVzcKP0LMWceMv4LMX695zbQ6mnrTPxfI9og/edit?usp=sharing) |
| K | Drops a ball and catches it before it bounces twice  Catches a large ball tossed by a skilled thrower | [S1.GK.13a](https://docs.google.com/document/d/1jTE9-jH4PkPkZQPQPf58y5XuDEUXsSujFU5wC6VUGo8/edit?usp=sharing)  [S1.Gk.13b](https://docs.google.com/document/d/1f7ZhAYurxNABRoqPX7TUKOe7MIbr-WzJfNhuCJ2w-gs/edit?usp=sharing) |
| 1 | Catches a soft object from a self-toss before it bounces  Catches a variety of objects tossed by a skilled thrower | [S1.G1.13a](https://docs.google.com/document/d/1-DRHsTmUNe2i2z0QK5zRUG0FJ7BpuQExQzaAIn_buGE/edit?usp=sharing)  [S1.G1.13b](https://docs.google.com/document/d/1f7ZhAYurxNABRoqPX7TUKOe7MIbr-WzJfNhuCJ2w-gs/edit?usp=sharing) |
| 2 | Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling it against the body | [S1.G2.13](https://docs.google.com/document/d/1WKduUIj6unE2quASB1ghrFvrJz2d3RVFvsPoG1MdjUI/edit?usp=sharing) |
| 3 | Catches a gently tossed hand-sized ball from a partner, demonstrating most of the critical elements | [S1.G3.15](https://docs.google.com/document/d/1_X4m-48VK4lmQIPhq0wQbcNb0Ng_L_gGNjPpyn3yjXM/edit?usp=share_link) |
| 4 | Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in non-dynamic environment | [S1.G4.15](https://docs.google.com/document/d/1lvqXoovbDd2o4iy1dzLjqCJyiJiP2DJa3mDA77J2Gso/edit?usp=share_link) |
| 5 | Catches a batted ball at different levels using a mature pattern in non-dynamic environment  Catches with accuracy while both partners are moving  Catches with reasonable accuracy in dynamic, small-sided practice tasks | [S1.G5.15a](https://docs.google.com/document/d/1Vke0J2GeybzlK6KXFiJvNjheiWHtKRf_jHB4SNm-vd0/edit?usp=share_link)  [S1.G5.15b](https://docs.google.com/document/d/1xk0euiguJAp4x2MJIVvjkLJ4ThkG6Rm2X9CAOf2mSKc/edit?usp=share_link)  [S1.G5.15c](https://docs.google.com/document/d/1hvLyd1vBWV0J3-q4pd762f60YbTtgTi_p-QvcO8Xj7g/edit?usp=share_link) |
| 6 | Catches a variety of objects from different trajectories with a mature pattern in varying **practice tasks**. [S1.G6.3](https://docs.google.com/document/d/1afUpmXyGIlkER-i_W4VKyHAGAPQO5Wir7BQHR0LWr_4/edit?usp=sharing) | [S1.G6.3](https://docs.google.com/document/d/1afUpmXyGIlkER-i_W4VKyHAGAPQO5Wir7BQHR0LWr_4/edit?usp=sharing) |
| 7 | Catches a variety of objects from different trajectories with a mature pattern ***in small-sided game play.*** [S1.G7.3](https://docs.google.com/document/d/1L3z9DPRhYNVbx8bC1oteahMS8jXJBelhv7HEujTtLhA/edit?usp=share_link) | [S1.G7.3](https://docs.google.com/document/d/1L3z9DPRhYNVbx8bC1oteahMS8jXJBelhv7HEujTtLhA/edit?usp=share_link) |
| 8 | Catches an object from different trajectories and speeds ***in a dynamic environment or modified game play***. [S1.G8.3](https://docs.google.com/document/d/1PJdJiwnhw5GKwll_OpRiB_Wipgvdga2GLROeRZ65EDg/edit?usp=sharing) | [S1.G8.3](https://docs.google.com/document/d/1PJdJiwnhw5GKwll_OpRiB_Wipgvdga2GLROeRZ65EDg/edit?usp=sharing) |

| **Dribbling/Ball Control with Hands** | | |
| --- | --- | --- |
| PreK | Bounces a ball down with two hands and attempts to catch it while remaining in personal space | [S1.PK.14](https://docs.google.com/document/d/19Ky_NB9-Tcjl2dZiI_f2bFkchFqDeTz7RbekKnoFwm8/edit?usp=sharing) |
| K | Dribbling a ball with 1 hand, attempting the second contact | [S1.GK.14](https://docs.google.com/document/d/13n45_wc3vWnY4BbP9A4Mx26HhFSRrxraO6MM99wilXI/edit?usp=sharing) |
| 1 | Dribbles continuously in personal space using the preferred hand | [S1.G1.14](https://docs.google.com/document/d/1QMFNqi7keSkNEs94IOPgTzvplHxQEyzH4creysOCklQ/edit?usp=sharing) |
| 2 | Dribbles in personal space with preferred hand demonstrating a mature pattern  Dribbles while walking in general space | [S1.G2.14a](https://docs.google.com/document/d/10PnLBhi9He4Jko0lFjLLVK9IKXEC5hBKTPTdeZTUVfg/edit?usp=sharing)  [S1.G2.14b](https://docs.google.com/document/d/1xdwNqkf--jR-s2D44OHvXJjTRmiQBaGIQsss6domN7k/edit?usp=sharing) |
| 3 | Dribbles with the hand and travels in general space at slow to moderate jogging speed with control of the ball and body. | [S1.G3.16](https://docs.google.com/document/d/1DHwM1kVsd8W4CUPv-kddvKPYWU4gnCaKEM7StUPq-0c/edit?usp=share_link) |
| 4 | Dribbles in personal space with both the preferred and non-preferred hands, demonstrating a mature pattern  Dribbles in general space, alternating hands while increasing and decreasing speed and demonstrating a mature patterns | [S1.G4.16a](https://docs.google.com/document/d/10NYgy6Ov91lorw2rzrsJtxLTtEmJk-qa8_Az4el40C4/edit?usp=share_link)  [S1.G4.16b](https://docs.google.com/document/d/13CdyjjM5eQsDR4QMnv36V5UWRihUWKSpQUaUspgHEHc/edit?usp=share_link) |
| 5 | Combines hand dribbling with other skills during 1v1 practice tasks and small-sided games | [S1.G5.16](https://docs.google.com/document/d/1Kg9Z5l25w2zzEHwOR_kMhNe6QufuK-3p4LN5ubU_zBk/edit?usp=share_link) |
| 6 | Dribbles with dominant hand using a change of speed and direction in a variety of **practice tasks**. | [S1.G6.6a](https://docs.google.com/document/d/1SsAtp0VYmOSqNht6QieGL6QEAgOcx6vn0XjeZRy8Lt8/edit?usp=sharing) |
| 7 | Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of **practice tasks**. | [S1.G7.6a](https://docs.google.com/document/d/17AuJvHYg7GiUd_KqfV1h3k97xJFYZImOKe2NDiY3Agg/edit?usp=sharing) |
| 8 | Dribbles with dominant and non-dominant hands using a change of speed and direction ***in small-sided game play***. | [S1.G8.6a](https://docs.google.com/document/d/1f1IAnSBS3VoVYsimsJURSiw4zOPqmYWpKfM1Vq6GRYM/edit?usp=sharing) |

| **Dribbling/Ball Control with Feet** | | |
| --- | --- | --- |
| PreK | Taps a stationary ball using the inside of the foot, maintaining body control | [S1.PK.15](https://docs.google.com/document/d/13c44ZYfoelYMFfcmCeUQCBgm73YAeL2EP8GLGvqZ7P8/edit?usp=sharing) |
| K | Taps a ball using the inside of the foot, sending it forward | [S1.GK.15](https://docs.google.com/document/d/1K901Sfxc0AIKgptwI56hzlw9tV2I-8yay-R8vxGOMKE/edit?usp=sharing) |
| 1 | Taps or dribbles a ball using the inside of the foot walking in general space | [S1.G1.15](https://docs.google.com/document/d/1qcbQR1I7J0F9moTb9ipSz9jH-LlSFuEnSHyRgqyvDYg/edit?usp=sharing) |
| 2 | Dribbles with the feet in general space with control of ball and body | [S1.G2.15](https://docs.google.com/document/d/1FffQrlPB6DMJH-rp9Y-cCbFIyOvOUFdbibGaBX0PcEY/edit?usp=sharing) |
| 3 | Dribbles with the feet and travels in general space at slow to moderate jogging speed with control of the ball and body | [S1.G3.17](https://docs.google.com/document/d/174wfYAXC_KUzgqP0pMB53lM_B6lYYhKXvs_w-M9fwJg/edit?usp=share_link) |
| 4 | Dribbles with the feet in general space with control of the ball and body while increasing and decreasing speed | [S1.G4.17](https://docs.google.com/document/d/1xUHoNiE-w7vEW3ex5bIfHRrtjCLHks-7plhh10l-eeA/edit?usp=share_link) |
| 5 | Combines foot dribbling with other skills in 1v1 practice tasks | [S1.G5.17](https://docs.google.com/document/d/1puSzPk08KDpH-IlU3qJp6Vf43OEFxvDnF7FcbH6m1Pk/edit?usp=share_link) |
| 6 | Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of **practice tasks**. | [S1.G6.6b](https://docs.google.com/document/d/12MdexTqaTmt4VxYD-2tVbG3TYK-7faZMI-HYcy0GaJo/edit?usp=sharing) |
| 7 | Foot-dribbles or dribbles with an implement combined with passing in a variety of **practice tasks.** | [S1.G7.6b](https://docs.google.com/document/d/1sNb1EyVPC7DWgj1VhHJmmEQip-1mSsnvzsM_PJzvmbE/edit?usp=sharing) |
| 8 | Foot-dribbles or dribbles with an implement with control, changing speed, and direction ***during small sided game play.*** | [S1.G8.6b](https://docs.google.com/document/d/1tOS0zW6IWTuY-2K_26syQo3NuN1I_CWgcaok9RgcmGE/edit?usp=sharing) |

| **Passing and Receiving with Feet** | | |
| --- | --- | --- |
| PreK - 2 |  |  |
| 3 | Passes and receives a ball with the insides of the feet to a stationary partner, giving on the reception before returning the pass | [S1.G3.18](https://docs.google.com/document/d/1qmmJgU2Y3ii4Gvv192gtl95w0aX9bBLo7Jhwber62f4/edit?usp=share_link) |
| 4 | Passes and receives a ball with the insides of the feet to a moving partner in a non-dynamic environment  Passes and receives a ball with the outsides and insides of the feet to a stationary target | [S1.G4.18a](https://docs.google.com/document/d/1uCBY-pp9CFI7xTNjRusYoUp_WXvPulqenHz9RyyHRLg/edit?usp=share_link)    [S1.G4.18b](https://docs.google.com/document/d/19hEOmv0EeN5RJw0jtGoV8LwvsIy_latM-mpcVJGZy9w/edit?usp=sharing) |
| 5 | Passes with feet using a mature pattern as both partners travel  Receives a pass with the foot using a mature pattern as both partners travel | [S1.G5.18a](https://docs.google.com/document/d/1G4GQSPu0WY86AtRG_CmI-AIJPqSx_eNDI3N6d-j2laA/edit?usp=share_link)  [S1.G5.18b](https://docs.google.com/document/d/1BWSnjLsMr5izjrhXH3Gfcdg42XKMhB4EI4Zcd1KZ5nY/edit?usp=share_link) |
| **6** | Passes and receives with hands while changing direction and speed with competency.  Throws, while stationary, a leading pass to a moving receiver. | [S1.G6.4a](https://docs.google.com/document/d/1u23BGbTDSobbyFarRao_8TM_JATYIvc5iY7FqT7Cy1k/edit?usp=sharing)  [S1.G6.4b](https://docs.google.com/document/d/1-Ijj_6LL_WoD3BeJEe5TosKVll_2NZTB1LHChbCzHjs/edit?usp=share_link) |
| **7** | Passes and receives with feet while changing direction and speed with competency.  Throws, while moving, a leading pass to a moving receiver. | [S1.G7.4a](https://docs.google.com/document/d/1_GGD4nzA0IvDiv5z4pLITGtNYTlzPV3q4z1L4w3EwF0/edit?usp=share_link)  [S1.G7.4b](https://docs.google.com/document/d/1qK7b4qlowocnsuLx7rtN7grRmSWI8cZEPSKWGAJNbI8/edit?usp=share_link) |
| **8** | Passes and receives with an implement while changing direction, speed, and/or level, with competency.  Throws a leading pass to a moving partner off a dribble or pass. | [S1.G8.4a](https://docs.google.com/document/d/1kX11Uxxy2JO6fADZ_fXNbzAZFcSd5jc7K7kc6DE9R9M/edit?usp=sharing)  [S1.G8.4b](https://docs.google.com/document/d/1U56iL96mGV0g5a9K_k3ObdJWJOA2sp380KHvzeVylEU/edit?usp=sharing) |

| **Dribbling with Hands or Feet in Combination** | | |
| --- | --- | --- |
| PreK - 3 |  |  |
| 4 | Dribbles with hands or feet in combination with other skills | [S1.G4.19](https://docs.google.com/document/d/1m_ovoQz4z73bqdLle7AncMLNQmkDXVw8B_qITqEn0lI/edit?usp=share_link) |
| 5 | Dribbles with hands or feet with mature patterns in a variety of small-sided game forms | [S1.G5.19](https://docs.google.com/document/d/17JUhvuSUBOBAQmUTo7Nu3yWBJFc_MgexKvnOwmepc08/edit?usp=share_link) |

| **Kicking** | | |
| --- | --- | --- |
| PreK | Kicks a stationary ball from a stationary position, maintaining body control | [S1.PK.16](https://docs.google.com/document/d/1YqKlbAC2hBFGhG8Z3u4DI2PBL49fvUKj6LhJ_soyVNs/edit?usp=sharing) |
| K | Kicks a stationary ball from a stationary position, demonstrating some critical elements | [S1.GK.16](https://docs.google.com/document/d/1z7Ur3mnl70eahL24PBV3HAu5ySPHB9N_jYJYQk03J2M/edit?usp=sharing) |
| 1 | Approaches a stationary ball and kicks it forward, demonstrating some of the critical elements | [S1.G1.16](https://docs.google.com/document/d/1nvPnOxPjkjjgYsh793lbj-iv-Ars5Ui9BbHCkZQKfPQ/edit?usp=sharing) |
| 2 | Uses a continuous running approach and kicks a moving ball, demonstrating some of the critical elements | [S1.G2.16](https://docs.google.com/document/d/1YtJFFlHdGEXGX1b5WicEoeg4XWy2dURBsG7neoZeD_Y/edit?usp=sharing) |
| 3 | Uses a continuous running approach and kicks a stationary ball for accuracy while demonstrating most of the critical elements | [S1.G3.20](https://docs.google.com/document/d/1RAJovWoLIY76OEO6mw8ryC_eFqDbkfi03jreI83B7m8/edit?usp=share_link) |
| 4 | Kicks along the ground and in the air and punts, demonstrating a mature pattern | [S1.G4.20](https://docs.google.com/document/d/1xZnhfe9qZsS1ECj_il9l3rYkuJVmIo6mviHp5lUgNqo/edit?usp=share_link) |
| 5 | Demonstrates a mature pattern in kicking and punting in small-sided practice tasks environments | [S1.G5.20](https://docs.google.com/document/d/1-_E1NO7gdD-4Xc9uvWBmeoihws9o6xEjUpN2AEpUtsM/edit?usp=share_link) |

| **Underhand Volley** | | |
| --- | --- | --- |
| PreK | Volleys a lightweight object using different body parts | [S1.PK.17](https://docs.google.com/document/d/1dOAYAjCq621wm56_jrRj3WeOBC64jUgZCtztrpzW9CA/edit?usp=sharing) |
| K | Volleys a lightweight object, sending it upward | [S1.GK.17](https://docs.google.com/document/d/13Xx9AWG5TOfD2H3YeXzP-ZB5FmwpNju-lyCS-TybOQM/edit?usp=sharing) |
| 1 | Volleys an object with an open palm, sending it upward | [S1.G1.17](https://docs.google.com/document/d/18ZPIQQLHYbKehanEaRx0hGDjTVNCw7G0B4qckrc44uU/edit?usp=sharing) |
| 2 | Volleys an object upward with consecutive hits | [S1.G2.17](https://docs.google.com/document/d/1Vfs_ILBwBKxWh1UkUQY_VWmraADeZzkw2TqL46dk8_M/edit?usp=sharing) |
| 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 most of the critical elements | [S1.G3.21](https://docs.google.com/document/d/1_6MwsgksyYP2cPIsLA0wPei2NyA9z6Pn0WLvwR0fSbk/edit?usp=share_link) |
| 4 | Volleys underhand using a mature pattern in a non-dynamic environment | [S1.G4.21](https://docs.google.com/document/d/1xmxuzO6TnVHQCkhM18Fq90GMw_p1IvlasPQI_vXNnpY/edit?usp=share_link) |
| 5 | Volleys underhand using a mature pattern in a dynamic environment | [S1.G5.21](https://docs.google.com/document/d/1J5zEAKgUN8HUW1Sdk-SQuGgqFBIYtl1iZWbA9oys01Y/edit?usp=share_link) |
| 6 | Two-hand volleys with control in a variety of ***practice tasks.*** | [S1.G6.14](https://docs.google.com/document/d/1Drp7IY7UWP1SYv9GbvlPMKX9RBqPaCpsL4AOPG-PrrA/edit?usp=sharing) |
| 7 | Two-hand volleys with control ***in a dynamic environment***. | [S1.G7.14](https://docs.google.com/document/d/1ITtPQ896K2Hg2U9ISoKUGYfNcKe6Z2ReFjimtRQGkac/edit?usp=sharing) |
| 8 | Two-hand volleys with control***in a small-sided game.*** | [S1.G8.14](https://docs.google.com/document/d/1NBEoxd0g8jPSqo7x6WnN3qnB9BjPnQDHqyy59ZMhVig/edit?usp=share_link) |

| **Overhead Volley** | | |
| --- | --- | --- |
| PreK -3 |  |  |
| 4 | Volleys a ball with a two-hand overhead pattern, sending it upward, demonstrating most of the critical elements | [S1.G4.22](https://docs.google.com/document/d/1dDfVimMjR2i3A43y-KbG4H0EXT2l-LeZoHLdlI0gjZQ/edit?usp=share_link) |
| 5 | Volleys a ball with a two-hand overhead pattern, sending it upward to a target | [S1.G5.22](https://docs.google.com/document/d/1cR5agmhOAOcE5-qxlRfb9b7k0zKQHhvZLYVemgypLTY/edit?usp=share_link) |
| 6 | Two-hand volleys with control in a variety of ***practice tasks.*** | [S1.G6.14](https://docs.google.com/document/d/1Drp7IY7UWP1SYv9GbvlPMKX9RBqPaCpsL4AOPG-PrrA/edit?usp=sharing) |
| 7 | Two-hand volleys with control ***in a dynamic environment***. | [S1.G7.14](https://docs.google.com/document/d/1ITtPQ896K2Hg2U9ISoKUGYfNcKe6Z2ReFjimtRQGkac/edit?usp=sharing) |
| 8 | Two-hand volleys with control***in a small-sided game.*** | [S1.G8.14](https://docs.google.com/document/d/1NBEoxd0g8jPSqo7x6WnN3qnB9BjPnQDHqyy59ZMhVig/edit?usp=share_link) |

| **Striking with a Short-Handled Implement (paddle, racket)** | | |
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| PreK |  |  |
| K | Strikes a lightweight object with a paddle or short-handled racket | [S1.GK.18](https://docs.google.com/document/d/1GcYelKOyyO_0L5WXFBI5K84r2GTdevH1P2eRSiuUV4A/edit?usp=sharing) |
| 1 | Strikes a ball with a short-handled implement, sending it upward | [S1.G1.18](https://docs.google.com/document/d/1wHbW49wxynsbdGOIViU0wx2_Zr8DeBVJy6P0HKs4jWU/edit?usp=sharing) |
| 2 | Strikes a an object upward with a short-handled implement, using consecutive hits | [S1.G2.18](https://docs.google.com/document/d/1efMYcJdeOTj29AyiCGq_PMBeT0ECnBjQd1jPBgHQ-70/edit?usp=sharing) |
| 3 | Strikes and object with a short-handled implement while demonstrating most of the critical elements  Strikes an object with a short-handled implement, sending it forward over a low net or to a wall | [S1.G3.23a](https://docs.google.com/document/d/1FC-ZegZQwSoEpqZ22_QVmEZk-De8J_p-JpC_exbEuFc/edit?usp=share_link)  [S1.G3.23b](https://docs.google.com/document/d/1IqKOmoF0DN6VAaWTavyKkHstkGcoaCcf5mZtNANRjPY/edit?usp=share_link) |
| 4 | Strikes and object with a short-handled implement while demonstrating a mature pattern  Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall | [S1.G4.23a](https://docs.google.com/document/d/19OV1AosoNVghCkyh8xjAQSbzp3sDccSGoaNXV2u3568/edit?usp=share_link)  [S1.G4.23b](https://docs.google.com/document/d/1ibfGwXr2ZryFHCwwbewxjq1ydWRRLMYziiJ_ln9IkeE/edit?usp=share_link) |
| 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 | [S1.G5.23](https://docs.google.com/document/d/15A1UZXrzRnXpjVVMPUYqGAJ0vu820RsBs81TRn897Qw/edit?usp=share_link) |
| 6 | Performs an underhand serve with control for net and wall games.  Strikes with a mature overhand pattern ***in a non-dynamic environment*** for net or wall games.  Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games.  Transfers weight with correct timing for a striking pattern.  Forehand volleys with a mature pattern and control using a short-handled implement. | [S1.G6.9](https://docs.google.com/document/d/1FTdZyA0GyIijF-DdpE8tSmFMJUBrMGw0XW4sm65NFp8/edit?usp=sharing)  [S1.G6.10](https://docs.google.com/document/d/1hPMEGz_P_YzRlGD31wzXzF0Zu2jReiR_Si8Ot5KLz4A/edit?usp=sharing)  [S1.G6.11](https://docs.google.com/document/d/1LQ4KF1tnquPPPkH-EprD5rJLkOWDRZdpOSkIhbzdaiQ/edit?usp=sharing)  [S1.G6.12](https://docs.google.com/document/d/1uN2Re7Kw-QnTYZASwn9QmYsNNMUJiRzGnwFrBUVcmhI/edit?usp=sharing)  [S1.G6.13](https://docs.google.com/document/d/1E1WovBThGTGBP2EcSu8u_cizEXCB86spIYeoTJurObk/edit?usp=sharing) |
| 7 | Consistently executes an underhand serve with a mature pattern to a predetermined target for net and wall games.  Strikes with a mature overhand pattern ***in a dynamic environment***for net or wall games.  Demonstrates the mature form of forehand and backhand strokes with a *long-handled* implement in net games.  Transfers weight with correct timing using a low-to-high striking pattern with a short-handled implement on the forehand side.  Forehand and backhand volleys with a mature pattern and control using a short-handled implement. | [S1.G7.9](https://docs.google.com/document/d/1t2OvfFeFbAfgBoPD2tTbV-vFSwAPuDt7OjSkn8hrQx4/edit?usp=sharing)  [S1.G7.10](https://docs.google.com/document/d/1tG1VlPc3QxX2QiW4127Rq9MV0-OxzWzjmwsA0seTwQg/edit?usp=sharing)  [S1.G7.11](https://docs.google.com/document/d/1pDOODlOTzoWzXu-0qUnlgmTM5-EUas2UIN4lYJuYx5Y/edit?usp=sharing)  [S1.G7.12](https://docs.google.com/document/d/1nQgpIERzrfYgmm_0bKRbeWFtAbhU7Kc9g7FRu1RcnSA/edit?usp=sharing)  [S1.G7.13](https://docs.google.com/document/d/1VkTcDL92dLSyVFhGbWAapmlfS7NGqwB2O0gLmwg1zsw/edit?usp=sharing) |
| 8 | Consistently executes an underhand serve for distance and accuracy for net and wall games.  Strikes with a mature overhand pattern ***in modified net or wall games***.  Demonstrates the mature form of forehand and backhand strokes with a *short- or long-handled* implement with power and accuracy in net games.  Transfers weight with correct timing using a low-to-high striking pattern with a long-handled implement on the forehand and backhand sides.  Forehand and backhand volleys with a mature pattern and control using a short-handled implement ***during modified game play.*** | [S1.G8.9](https://docs.google.com/document/d/1-9J2oa7gBt-vN1-tSHxr565TuFvTpCKWyhkPm4MEkHA/edit?usp=sharing)  [S1.G8.10](https://docs.google.com/document/d/1WDy0mqA7EXtiGkliOTfKgT6pihTCiP8jpJ05wyti8IA/edit?usp=sharing)  [S1.G8.11](https://docs.google.com/document/d/1c8hTODag3y4104TIFxZO_aTs4rmwwd1UGolBjcjQsEY/edit?usp=sharing)  [S1.G8.12](https://docs.google.com/document/d/11vnVTpvEsy6ifyk1IRzUBQ6Q75xRgnBx2sr7mLK1mD4/edit?usp=share_link)  [S1.G8.13](https://docs.google.com/document/d/1Apjx9luUlRcxp8X-jJbzbfl3fivVVBCLrZKbYl4u4T8/edit?usp=share_link) |

| **Catching with a Short-Handled Implement** | | |
| --- | --- | --- |
| PreK |  |  |
| K | Drops a ball and catches it with a short-handled implement before the ball bounces twice in a non-dynamic environment | [S1.GK.19](https://docs.google.com/document/d/1XOJIqKaBn2o4m28l_V9Rhj_18QMZOFDfTQTyNd6nkRE/edit?usp=sharing) |
| 1 | Catches a variety of soft objects with a short-handled implement before it bounces in a non-dynamic environment | [S1.G1.19](https://docs.google.com/document/d/1ZSOTl39DeJc6oWlNqn4nnPJbDCX8P-mLSPwW0ogfADo/edit?usp=sharing) |
| 2 | Catches a self-toss or underhand thrown ball with a short-handled implement | [S1.G2.19](https://docs.google.com/document/d/1mSnz4EAe1jtOukygj0fNaUV71M8ytXP7GrMS8LUUnfk/edit?usp=sharing) |
| 3 | Catches a gently tossed ball from a partner, demonstrating most of the critical elements while using a short-handled implement | [S1.G3.24](https://docs.google.com/document/d/1u0Z_n8NOsAfvGU9z8Bcs992dd_BNkyH3OzqSxGMLGO8/edit?usp=share_link) |
| 4 | Demonstrates the critical elements in order to catch a thrown ball above the head, at chest or waist level, and below the waist | [S1.G4.24](https://docs.google.com/document/d/1aqpw2z7o-4BcXEWe_c4VSSjPsNtUE6CfPNqObamkQ2A/edit?usp=share_link) |
| 5 | Catches consistently in dynamic small-sided games | [S1.G5.24](https://docs.google.com/document/d/1adWyQx3jhbWXY-9_Fp0g6Uz8NrQFCB5l2mDogov8gPE/edit?usp=share_link) |

| **Striking with Long-Handled Implement (hockey stick, bat, or golf club)** | | |
| --- | --- | --- |
| PreK - 1 |  |  |
| 2 | Strikes a stationary object, demonstrating some of the critical elements | [S1.G2.20](https://docs.google.com/document/d/16YuLzkWgMYuxqsSrn6E2VLfgETxgRMgonrlk2LtfgUg/edit?usp=sharing) |
| 3 | Strikes a ball with a long-handled implement off a tee or tossed by the teacher, sending it forward, while demonstrating some of the critical elements | [S1.G3.25](https://docs.google.com/document/d/12yVWLZ0kxCcqfZHOsiyH63MfGn7HudF5sWgLt-EZbic/edit?usp=share_link) |
| 4 | Strikes an object with a long-handled implement while demonstrating most of the critical elements | [S1.G4.25](https://docs.google.com/document/d/1rl5JJXS-KL48trZYBSMVwMieNu4d_acLIyturpqBn1E/edit?usp=share_link) |
| 5 | Strikes a pitched ball, demonstrating a mature pattern | [S1.G5.25](https://docs.google.com/document/d/1WaoyF197GozeW8kweh4-b71h5hpr-DyL3vNEacpWJvw/edit?usp=share_link) |
| 6 | Strikes a pitched ball with an implement with force in a variety of **practice tasks**. | [S1.G6.16](https://docs.google.com/document/d/13iox86OkQBAzjN0y7g5TNHlmXg21_scNh84kKUKLkTw/edit?usp=sharing) |
| 7 | Strikes a pitched ball with an implement to open space in a variety of **practice tasks.** | [S1.G7.16](https://docs.google.com/document/d/1sjx1gDrMJroAZMJExQpBCsGo3zWRflpRnMOMjAlVpbk/edit?usp=sharing) |
| 8 | Strikes a pitched ball with an implement for power to open space ***in a variety of small-sided games.*** | [S1.G8.16](https://docs.google.com/document/d/1s3WLxgWJFNvj8vxZVA337bDZZHDm9ARPD2VMUQWtuaM/edit?usp=share_link) |

| **Throwing with Long-Handled Implement** | | |
| --- | --- | --- |
| PreK - 2 |  |  |
| 3 | Throws with a long-handled implement to a stationary target, demonstrating some of the critical elements | [S1.G3.26](https://docs.google.com/document/d/1jmKYR9dnyDN_82IkOgGSOSObtoumWgnBs926fS2I6RQ/edit?usp=share_link) |
| 4 | Throws with a long-handled implement, demonstrating most of the critical elements, in a non-dynamic environment for distance and/or force | [S1.G4.26](https://docs.google.com/document/d/1kswoK56FMp5xgdzx9BOYbTAsa0_zFKIguEs22Ex4l4g/edit?usp=share_link) |
| 5 | Throws with a long-handled implement, using a mature pattern, to a partner or a target in a non-dynamic environment with accuracy | [S1.G5.26](https://docs.google.com/document/d/1YTmlCy9_4BPBmzRSW32WqxArQzstiZ9fWfBXmBTyJD4/edit?usp=share_link) |
| 6 | Shoots on goal with power ***in a dynamic environmen***t as appropriate to the activity. | [S1.G6.7](https://docs.google.com/document/d/1z_BNZs84aOL8EgXHKpZBpDzYqHH2d3bCFpCE5Adgd0w/edit?usp=sharing) |
| 7 | Shoots on goal with power and accuracy in small-sided game play. | [S1.G7.7](https://docs.google.com/document/d/1qHchmfY05JhyCNOkj_NyxOT-x7Lqhm8yFCMaquRbXNQ/edit?usp=sharing) |
| 8 | Shoots on goal with a long-handled implement for power and accuracy ***in modified invasion games.*** | [S1.G8.7](https://docs.google.com/document/d/193Wg4Y2IFEYLcDF1K0PVwL5LKPioM0x9b3iotb56-yw/edit?usp=sharing) |

| **Catching with Long-Handled Implement** | | |
| --- | --- | --- |
| PreK - 2 |  |  |
| 3 | Catches a self-toss or underhand thrown ball, using some of the critical elements, with a long-handled implement | [S1.G3.27](https://docs.google.com/document/d/1qPFux0fdlMYIiPez-30rqR3DmGgw8gAMwq-vvA16Xd4/edit?usp=share_link) |
| 4 | Catches a ball at different levels off a wall, using most of the critical elements, with a long-handled implement | [S1.G4.27](https://docs.google.com/document/d/1E1g8QgB5sI0xZZ_OwiAWAxB_X1hvaCrpl1ursx_Oz8A/edit?usp=share_link) |
| 5 | Catches a ball with reasonable accuracy in dynamic small-sided games, with both partners moving using long-handled implements | [S1.G5.27](https://docs.google.com/document/d/1OI8ZrewBqkxT0fcaglOG9PKyX6SlqCsJ-SjXSREFcxs/edit?usp=share_link) |
| 6 | Catches, with a mature pattern, from different trajectories, using a variety of objects **in varying practice tasks** while using an implement. | [S1.G6.17](https://docs.google.com/document/d/18dwTXyHNr_jZTjgM71ZDksfyP4bHOPeOPaCnu2O2kqU/edit?usp=sharing) |
| 7 | Catches, with a mature pattern, from different trajectories, using a variety of objects ***in small-sided game play*** while using an implement. | [S1.G7.17](https://docs.google.com/document/d/1S6WL8uQNQ2EEDWFGTrLt4B5_lLvvfy2MWz58lfnY-cU/edit?usp=sharing) |
| 8 | Catches a variety of objects from different trajectories and speeds ***in a dynamic environment or modified game play*** while using an implement. | [S1.G8.17](https://docs.google.com/document/d/1-9hepNEDLpNVZJ2q23h50qrFTpyEahElwrwvloyEA-o/edit?usp=share_link) |

| **Striking in Combination** | | |
| --- | --- | --- |
| PreK - 3 |  |  |
| 4 | Combines traveling with the manipulative skills of dribbling, throwing, catching, and striking in teacher and/or student designed small-sided practice tasks | [S1.G4.28](https://docs.google.com/document/d/1wYqP3zNa4Ow6-xDF_UhkU2JXoDS1hUDQQ_vWe30MhCY/edit?usp=share_link) |
| 5 | Combines striking with a long-handled implement with receiving and traveling skills in a small-sided game  Combines manipulative skills and traveling for execution to a target (scoring in soccer, hockey, and basketball) | [S1.G5.28a](https://docs.google.com/document/d/1J89UgZtjYBUSWs9mlO5OEz7WwJ_OSaDeQBES96VoRLk/edit?usp=share_link)  [S1.G5.28b](https://docs.google.com/document/d/1Jo4f4JjI1jTYmbmKh82b5ixSG4n2qjrGt-VqRa_7eUY/edit?usp=share_link) |

| **Jump Rope** | | |
| --- | --- | --- |
| PreK | Demonstrates jumping over a stationary rope several times | [S1.PK.21](https://docs.google.com/document/d/1dC-mTFG7mG5VubQziC5HHAHpNZl3taexh7wrXDIbiUA/edit?usp=sharing) |
| K | Executes a single jump with a self-turned rope  Jumps a long rope with teacher-assisted turning | [S1.GK.21a](https://docs.google.com/document/d/1VL7rtCPKVocYZ00vskV6aKCQ5Xwr4INhQHQYZAGrTbE/edit?usp=sharing)  [S1.GK.21b](https://docs.google.com/document/d/1tN83y9XNpdM1kvVPDqzLF-hymaPWkZ7Ip0D9jEtJSTM/edit?usp=sharing) |
| 1 | Jumps forward or backward consecutively using a self-turned rope  Jumps a long rope consecutively with teacher-assisted turning | [S1.G1.21a](https://docs.google.com/document/d/1_znVnB3qwtl-Ekcke7cvkF1FDpW0EJmj52Iqe8uTBKw/edit?usp=sharing)  [S1.G1.21b](https://docs.google.com/document/d/1-CaK3Cq0eaicbiqqc5vj4zXSauRm9YrPavQPY_CyUZk/edit?usp=sharing) |
| 2 | Jumps a self-turned rope consecutively forward and backward with a mature pattern  Jumps a long rope consecutively with peer turners | [S1.G2.21a](https://docs.google.com/document/d/1WlH_M4HPLQvvXMEerprHJxrhr_OWalpbhttnjf_LTW4/edit?usp=sharing)  [S1.G2.21b](https://docs.google.com/document/d/1DVMvY-gruFualeH_dxG3kNuLIqn8lqQPK4xD1t5-WgQ/edit?usp=sharing) |
| 3 | Performs intermediate jump rope skills with both long and short ropes | [S1.G3.29](https://docs.google.com/document/d/13DanvfYJCsI-9NRNDF_OrjUzS2k4kr5iz7i4V7PD1qA/edit?usp=share_link) |
| 4 | Creates a jump-rope routine with either a short a long rope | [S1.G4.29](https://docs.google.com/document/d/187uP0Ca3ksmQsO6x1iM8RPKbt8D94jwBoa_0QYTwE8k/edit?usp=share_link) |
| 5 | Creates a jump-rope routine with a partner | [S1.G5.29](https://docs.google.com/document/d/1MJaaD96IlUtNP-rrDmRmsM2WIgoRcjZbNJQoIviwEqk/edit?usp=share_link) |

| **Self-Selected Basic Skills** | | |
| --- | --- | --- |
| PreK - 5 |  |  |
| 6 | Demonstrates correct technique for basic skills in one self-selected outdoor activity.  Demonstrates correct technique for basic skills in one self-selected individual performance activity. | [S1.G6.18](https://docs.google.com/document/d/1rUVXpYGr5hRpS7H50WsJUFzTqNIvPHbFezAbR1rO55E/edit?usp=sharing)  [S1.G6.19](https://docs.google.com/document/d/1_7GzrFtNJk4vGnSL95s-UQTuo1dVhzvUlvI3kl3UY2I/edit?usp=sharing) |
| 7 | Demonstrates correct technique for a variety of skills in one self-selected outdoor activity.  Demonstrates correct technique for a variety of skills in one self-selected individual performance activity. | [S1.G7.18](https://docs.google.com/document/d/1Aj5PbUQKri2vxF3iUdtZrbSJeu_xbV90sf8hxX6udZw/edit?usp=sharing)  [S1.G7.19](https://docs.google.com/document/d/1cNfd-WUHDhdAjSZu9aPPa2-hQvaH-X6aC3QsvI4AvU8/edit?usp=sharing) |
| 8 | Demonstrates correct technique for basic skills in at least two self-selected outdoor activities.  Demonstrates correct technique for basic skills in at least two self-selected individual performance activities. | [S1.G8.18](https://docs.google.com/document/d/1xIwNtwzbq_ElXR2BJW64Y4iDfCqkxYgHEkBWGrfKKSM/edit)  [S1.G8.19](https://docs.google.com/document/d/1jctICC7PVOK7-UvQaxO0YNlyQAv0mj-n4lNCrs1xNKw/edit?usp=share_link) |
| HS L1 | Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, MCpsindividual-performance activities, invasion games, fielding and striking games, aquatics, net/wall games, or target games).  Demonstrates competency in one or more specialized skills in health-related fitness activities. | [S1.L1.1](https://docs.google.com/document/d/1TmbZEoPX_0UitYKTHW-hXUprtTHJfy4wu4BCbAVLzss/edit?usp=sharing)  [S1.L1.2](https://docs.google.com/document/d/198r4-erSAXafIkh4Tr4rQImdCKl--OZ7eK0O130MD84/edit?usp=sharing) |
| HS L2 | Refines activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual-performance activities, invasion games, fielding and striking games, aquatics, net and wall games, or target games).  Demonstrates competency in two or more specialized skills in health-related fitness activities. | [S1.L2.1](https://docs.google.com/document/d/1tQD8cp3R4qAt0CBsAv8D4rv-5v8SrZA3trflSOc6Ty0/edit?usp=sharing)  [S1.L2.2](https://docs.google.com/document/d/1dJIavxOKlTJm3yn2u0WTvk_zDWyhLsVu2_tutG6KyXs/edit?usp=sharing) |

| **Propel Objects toward Target** | | |
| --- | --- | --- |
| PreK - 5 |  |  |
| 6 | Demonstrates an ability to propel an object for a modified target game. | [S1.G6.15](https://docs.google.com/document/d/1njsDXlS1c3AitpgGXo2wKj9SIIQk5RJCFTowyuua7iU/edit?usp=sharing) |
| 7 | Consistently propels an object for target games. | [S1.G7.15](https://docs.google.com/document/d/1vsKETqbqAIfmPh_kdyicatZz_vpGsSUyTY8plNXLhNw/edit?usp=sharing) |
| 8 | Consistently propels an object with accuracy and control for target games. | [S1.G8.15](https://docs.google.com/document/d/1Wb29AS4ozBuk_7ZCQpE7Kt45-JnG3z_-7XsVN6rqJWc/edit?usp=share_link) |

| Progressions:Standard 2Concepts and Strategies | |  |
| --- | --- | --- |
|
|  | |  |
| **Space** | |  |
| **PreK** | Identifies personal space  Identifies general space | [S2.Pk.1a](https://docs.google.com/document/d/10cSlVaJ0k5tXm4iIro_k1QlVyWK_pK5jkvRdUtsH3RI/edit?usp=sharing)  [S2.Pk.1b](https://docs.google.com/document/d/10cSlVaJ0k5tXm4iIro_k1QlVyWK_pK5jkvRdUtsH3RI/edit?usp=sharing) |
| **K** | Differentiates between movement in personal and general space  Moves in personal space to a rhythm | [S2.GK.1a](https://docs.google.com/document/d/1p7yoAj5siktHMgGLFXamPkOqxYqryEqGYtvi7-834HI/edit?usp=sharing)  [S2.GK.1b](https://docs.google.com/document/d/1odoCkMIx8C0m4Rdu9be_iJqNy2tyxcC3CVT-wcrhbWE/edit?usp=sharing) |
| **1** | Moves in personal and general space in response to designated beats/rhythms | [S2.G1.1](https://docs.google.com/document/d/129F99ecwNRjXmxXx7VghFf_ncAMkww-19eA_tb1t4Vg/edit?usp=sharing) |
| **2** | Combines locomotor skills in general space to a rhythm | [S2.G2.1](https://docs.google.com/document/d/1J3h_PvlX2w6RMTmPW7iyUB8toOb2_XEGzlG-F5FQhFY/edit?usp=sharing) |
| **3** | Recognizes the concept of open spaces in movement context | [S2.G3.1](https://docs.google.com/document/d/1VuEk-1RP1A8nWZHWzc9vWlT11gWqfB8EQbc3DXa2GEA/edit?usp=share_link) |
| **4** | Applies the concept of open spaces to combination skills involving traveling Applies the concept of closing spaces in small-sided practice tasks  Dribbles in general space with changes in direction and speed | [S2.G4.1a](https://docs.google.com/document/d/1397Uasm-HqJtgnlv0APWBlIA7RrmtgZbrq_KGSWofno/edit?usp=sharing)  [S2.G4.1b](https://docs.google.com/document/d/1oV6FgApPbI39ypBNgDj2pTP7387I2ESYdZ_6n7BafoM/edit?usp=share_link)  [S2.G4.1c](https://docs.google.com/document/d/1bhmznxF3uX0jX9U1wb7ps9az2vGET4JmHP0ug9YfpHQ/edit?usp=share_link) |
| **5** | Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance, and game environments | [S2.G5.1](https://docs.google.com/document/d/1HT2jqLcS0fyfw6asgSBQQ_GSWF1N7Pmi6OVU_koSrZc/edit?usp=share_link) |

| **Pathways, Shapes, and Levels** | | |
| --- | --- | --- |
| PreK | Travels forward and sideways while changing directions quickly in response to a signal  Identifies three pathways (straight, curved, and zigzag) | [S2.PK.2a](https://docs.google.com/document/d/1OXVxuJnGztk1QcSl2dH9MH5EqXVMhfe2KydNMEA1iUU/edit?usp=sharing)  [S2.PK.2b](https://docs.google.com/document/d/1q5qIRDDnwK_G699GIpYpN48jmzJYutJbJWhBozMyxKg/edit?usp=sharing) |
| K | Travels in three different pathways (straight, curved, and zigzag) | [S2.GK.2](https://docs.google.com/document/d/1HFVswHyYOSkjkJAj0yCzbXpfFCCrQN0xEpFP2u1gdHE/edit?usp=sharing) |
| 1 | Travels while demonstrating low, medium, and high levels  Travels while demonstrating a variety of relationships with objects (over, under, around, through) | [S2.G1.2a](https://docs.google.com/document/d/1YOhdBBJIU6NFOZd4pkLozWL2wYGJzIrpxwfExp5_Cbw/edit?usp=sharing)  [S2.G1.2b](https://docs.google.com/document/d/1v5Opg7N2_cDHWxfHH-gGhBypKGWu-mU-CyuY8nJ6av0/edit?usp=sharing) |
| 2 | Travels while combining pathways and levels | [S2.G2.2](https://docs.google.com/document/d/11n3y9kCgTWINrUvzqF5a2Z1RncreWVwR5jZ0Plbt4Vk/edit?usp=sharing) |
| 3 | Combines shapes, levels, and pathways into simple travel, dance, and gymnastics sequences | [S2.G3.2](https://docs.google.com/document/d/1OgYlXp-DMNe-7jHWfEMyJILGQB2bPthkfRk1952Dfl8/edit?usp=share_link) |
| 4 | Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments | [S2.G4.2](https://docs.google.com/document/d/1noFcxENhiisJoI0-mkRiN0EsPb4OD5L-IOH8G0ypomg/edit?usp=share_link) |
| 5 | Combines movement concepts with skills in small-sided practice tasks with self-direction | [S2.G5.2](https://docs.google.com/document/d/1Qd-crhfhaMc1XWdtwaPr7dcisrAeqq27r4nmwK4Rg1s/edit?usp=share_link) |

| **Speed, Direction, & Force** | | |
| --- | --- | --- |
| PreK | Demonstrates the relationship of over, under, through, behind, next to, right, left, up, down, forward, backward, and in front of by using the body and/or object | [S2.PK.3](https://docs.google.com/document/d/14ED4QBDvLl4p1kzRJNvG8Zgm3B3B27yUJ-mAeUxF5Nk/edit?usp=sharing) |
| K | Travels in general space with different speeds | [S2.GK.3](https://docs.google.com/document/d/1J_yu1mw-ZRTRzRDJWDSUumTFb1LfluLAOxMjA1spbp8/edit?usp=sharing) |
| 1 | Differentiates between fast and slow speeds  Differentiates between strong and light force | [S2.G1.3a](https://docs.google.com/document/d/1gfPBIVj7NFYN-47OOaqdWoWm4v2rct8m0jjV2osJ8Cw/edit?usp=sharing)  [S2.G1.3b](https://docs.google.com/document/d/1D6oNYioS7kNlvDThDDbcfGH__2W4V8kPhy_21XRpxKQ/edit?usp=sharing) |
| 2 | Varies speed and force with gradual increase and decreases | [S2.G2.3](https://docs.google.com/document/d/1sRGbyIi1XJedi3WpVBJlxmU-rHHoQEjm1MjrnaAHbco/edit?usp=sharing) |
| 3 | Combines movement concepts with skills as directed by the teacher | [S2.G3.3](https://docs.google.com/document/d/15Axc_VChIeZosBrt-EgULjNtMwYkeaUww_hTKAcsZUM/edit?usp=share_link) |
| 4 | Applies the movement concepts of speed, endurance, and pacing for running  Applies the concepts of direction and force when striking an object with short-handled implement towards a target | [S2.G4.3a](https://docs.google.com/document/d/1g9k0axDRll606xQb5AnPzjga7LUVu5kRC5DUBzP9jFs/edit?usp=share_link)  [S2.G4.3b](https://docs.google.com/document/d/14--stjQUUz_PfMv72c1UkKyp1fBc4vqvZ1BkrCQJc20/edit?usp=share_link) |
| 5 | Applies movement concepts to strategy in game situations  Analyzes movement situations and applies movement concepts in small-sided practice tasks in game environments, dance, and gymnastics  Applies the concepts of direction and force to strike an object with a long-handled implement towards a target | [S2.G5.3a](https://docs.google.com/document/d/1tl87h4dawAzNFrhGbxyeUBhwCrTSAPxrzTWKOc5mL9U/edit?usp=share_link)  [S2.G5.3b](https://docs.google.com/document/d/1spzyU7ALUmZAInnWSQpAxGDSUsY2jCcGgnuGSKD-hsM/edit?usp=share_link)  [S2.G5.3c](https://docs.google.com/document/d/1WpFH9PMmPeExGgorI_TeC7Jk8xgKM1NCMqf1c9xrw68/edit?usp=share_link) |
| 6 - 8 |  |  |
| HS L1 |  |  |
| HS L2 | Describes the speed-versus-accuracy tradeoff in throwing and striking skills. | [S2.L2.1b](https://docs.google.com/document/d/1DTs-b7rpC5ptXlLsr1N87Z2FlOI8Bfck-SJuz9umd9g/edit?usp=sharing) |

| **Strategies and Tactics** | | |
| --- | --- | --- |
| PreK | Moves safely throughout general space among other students |  |
| K | Moves safely throughout personal and general space among other students |  |
| 1 | Identifies the skills of chasing, fleeing, and dodging |  |
| 2 | Demonstrates the skills of chasing, fleeing, and dodging |  |
| 3 | Applies simple strategies and tactics in chasing and fleeing activities | [S2.G3.4](https://docs.google.com/document/d/1VZS5v-QuHFfa54qZAsW4_2mBDxkKNe-LZVisry4wjfI/edit?usp=share_link) |
| 4 | Applies simple offensive strategies and tactics in chasing and fleeing activities  Applies simple defensive strategies and tactics in chasing and fleeing activities    Recognizes the types of kicks needed for different games and sports situations | [S2.G4.4a](https://docs.google.com/document/d/1jkTLAIs20UzbNZ__-JhdNuRZsj16HjXoiba1V7CUr58/edit?usp=sharing)  [S2.G4.4b](https://docs.google.com/document/d/1MUKCAvTk6zQrN6zy8D87UnWVHh7ySJ6crM_Pqc01Y00/edit?usp=sharing)  [S2.G4.4c](https://docs.google.com/document/d/1VEW-aHQn_AhjFKNOVDx8UlxBJpRwHZUP5Q7CvCqYHBI/edit?usp=share_link) |
| 5 | Recognizes skills and actions needed for different games and sports situations (volleying, striking, and throwing) | [S2.G5.4c](https://docs.google.com/document/d/1vnzf9Xw3whHXG-EmRQezTUjAULq_XNxQEF8g_n9KQ0Q/edit?usp=share_link) |
| 6- 8 | ***See Game Categories*** |  |
| HS L1 | Uses strategies and tactics effectively during game play in net, wall, and/or target games. | [S2.L1.1e](https://docs.google.com/document/d/16BNugTfc1P-kb7TqkjkYLjx4cmF4uBnFbWmiEVonexM/edit?usp=sharing) |
| HS L2 | Analyzes errors in order to modify strategies and tactics in net, wall, and/or target games. | [S2.L2.1e](https://docs.google.com/document/d/15Kr_hBBfr96p4PRx0BvKzFKIfzX983fDmp2llExcrX8/edit?usp=sharing) |

| **Invasion Games - Strategies and Tactics** | | |
| --- | --- | --- |
| PreK - 4 |  |  |
| 5 | Applies basic offensive and defensive strategies and tactics in invasion and/or small-sided practice tasks | [S2.G5.4a](https://docs.google.com/document/d/1pt7U1qQQAtI4-Vaoz7YfrWtu1Yxn-pNStMX5eX1jLnM/edit?usp=share_link) |
| 6 | Creates open space in combination with movement concepts.  Executes at least one of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give and go.  Reduces open space on defense by making the body larger and reducing passing angles.  Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass.  Transitions from offense to defense or defense to offense by recovering quickly. | [S2.G6.1](https://docs.google.com/document/d/1EeDudpXUr_VRV7wIG7D4MvGQgtp_Vb8szSr21rQ6aOk/edit?usp=sharing)  [S2.G6.2](https://docs.google.com/document/d/1RMvO-0TMR-9aHieGnCNOVEoKRUqGx51SOpX-T_F325k/edit?usp=sharing)  [S2.G6.3](https://docs.google.com/document/d/1LBCv0CZEMOqGVzAjGl39uAzE4PkGYDQkzNGMjTZkLt8/edit?usp=sharing)  [S2.G6.4](https://docs.google.com/document/d/1A5QerkshFtPvA2KH5TwAEJts3pShzpcU17ivjQr7ASE/edit?usp=sharing)  [S2.G6.5](https://docs.google.com/document/d/1Khaubvmg9S8ny4OZ3IEZahYyudjxBteS-11JVIn0TXg/edit?usp=sharing) |
| 7 | Reduces open space in combination with movement concepts.  Executes at least two of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give and go.  Reduces open space on defense by staying close to the opponent as they near the goal.  Reduces open space by not allowing the catch (denial) or anticipating the speed of the object and person for the purpose of interception or deflection.  Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates. | [S2.G7.1](https://docs.google.com/document/d/10ckkvNm3-HKOTGElkklRuP66jGWUfLJLNxow3uGFM6E/edit?usp=sharing)  [S2.G7.2](https://docs.google.com/document/d/1wWC70nExTcU0DXpiIErUENACC3aAsB88c3x2mFS5d-8/edit?usp=sharing)  [S2.G7.3](https://docs.google.com/document/d/1b75hYqvdTBA1OOn4khcnWGDGrx9vQsoA4bewWFB85vg/edit?usp=sharing)  [S2.G7.4](https://docs.google.com/document/d/1l-cwkPLhpeDlSMkgjZ4sEn14c9-ur8p2hF7DZ7gTZZA/edit?usp=sharing)  [S2.G7.5](https://docs.google.com/document/d/1HczEjaVq7GG_3oDpgSfaqL2dVnC_i8vQ8_vgy4kg5eE/edit?usp=sharing) |
| 8 | Opens and closes space ***during small-sided game play*** with movement concepts.  Executes at least three 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; give and go.  Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to the opponent.  Reduces open space by not allowing the catch (denial) and anticipating the speed of the object and person for the purpose of interception or deflection.  Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on an advantage. | [S2.G8.1](https://docs.google.com/document/d/1Zqc5OyjJttV1TYb5oNHdh0fRdB-PmdQKE9rsOjpTP24/edit?usp=share_link)  [S2.G8.2](https://docs.google.com/document/d/1YsJiYaACe-j-aS-fKHl5DD2FZAoFciCTByW_4TSIEOQ/edit?usp=share_link)  [S2.G8.3](https://docs.google.com/document/d/1N4uvmiuZLDaWrwbcLHqSsLSrQliJDETLRnxj8YS3hRA/edit?usp=share_link)  [S2.G8.4](https://docs.google.com/document/d/1ci4ExlfhXMP89HvCV7smHXh9J1T8x3yPZ0-DETw8jtI/edit?usp=sharing)  [S2.G8.5](https://docs.google.com/document/d/1tgJ_ffm_JmwZYgay1XpYWEldkOuHk9fxu2y2ypIF4mc/edit?usp=share_link) |

| **Net/Wall - Strategies and Tactics** | | |
| --- | --- | --- |
| PreK - 4 |  |  |
| 5 | Applies basic offensive and defensive strategies and tactics in net and wall small-sided practice tasks | [S2.G5.4b](https://docs.google.com/document/d/1JUSQV3xypoh36aGxXNhEZkbh1jvDbT8VMLsL5LChIDY/edit?usp=share_link) |
| 6 | Creates open space in net or wall games with a short-handled implement by varying force and direction.  Reduces offensive options for opponents by returning to midcourt position. | [S2.G6.6](https://docs.google.com/document/d/1gah-3X-By2hM-GP2i2ZdEcep76-I-sZZzYSRNGEfM_k/edit?usp=sharing)  [S2.G6.7](https://docs.google.com/document/d/1M7HvXeUTNPbD48LHVHQ-Sjlopvcs8O4ZlESVZE5dc1Y/edit?usp=sharing) |
| 7 | Creates open space in net or wall games with a long-handled implement by varying force and direction and by moving opponent from side to side.  Selects offensive shot based on opponent’s location. | [S2.G7.6](https://docs.google.com/document/d/19swaljSaxZ5NMIkpZ531ZoQAiB5Lrtk-viZQr5JuvBo/edit?usp=sharing)  [S2.G7.7](https://docs.google.com/document/d/194zVLb7fsut1MiSSew576GfzRk67goIeISs8ECGOsrM/edit?usp=sharing) |
| 8 | Creates open space in net or wall games with either a long-handled or a short-handled implement by varying force or  direction, or by moving opponent from side to side, and/or forward and backwards.  Varies placement, force, and timing of return to prevent anticipation by opponent. | [S2.G8.6](https://docs.google.com/document/d/1LgG0xkB6-DQhmDRQj6o3jSv3p_-PTeFNH4j0xi-ptbE/edit?usp=share_link)  [S2.G8.7](https://docs.google.com/document/d/1zgQlFVuooJlugLTbGbxcKoc7mO-elVDuuLhSaSlJMik/edit?usp=share_link) |

| **Individual Pursuits - Strategies and Tactics** | | |
| --- | --- | --- |
| PreK - 5 |  |  |
| 6 | Varies application of force during dance or gymnastic activities. | [S2.G6.11a](https://docs.google.com/document/d/1wVc3CWiJSLsDlTjY_DelLJX3pIGz_cIBts_ARFPViHw/edit?usp=sharing) |
| 7 | Identifies and applies Newton's Laws of Motion to various dance or movement activities. | [S2.G7.11a](https://docs.google.com/document/d/1YwgQQfrNARWcyCA4S1AQnJZh2XPICekX5_4Ztvf8QGQ/edit?usp=sharing) |
| 8 | Describes and applies mechanical advantage(s) for a variety of movement patterns. | [S2.G8.11a](https://docs.google.com/document/d/16TE7pKLjx2TCvf0WSRSKVfAEwlNxzBu8Iv8ob4fc37E/edit?usp=share_link) |
| HS L1 | *Uses movement concepts and principles to analyze and improve performance of self and/or others in a selected skill.*  Creates a practice plan to improve performance for a self-selected skill. | [S2.L1.1b](https://docs.google.com/document/d/19pooxWOqvcoJy40_zDbwpojlJVG3TlsNMN0GEs-aojk/edit?usp=sharing)  [S2.L1.1c](https://docs.google.com/document/d/1CT_4CHfG71OOwIrtGkEkk71zW_xWi5J6lsOkJSJDisU/edit?usp=sharing) |

| **Striking/Fielding - Strategies and Tactics** | | |
| --- | --- | --- |
| PreK - 5 |  |  |
| 6 | Identifies open spaces and attempts to strike objects into that space.  Identifies the correct defensive play based on the situation. (striking/fielding) | [S2.G6.9](https://docs.google.com/document/d/1RlMzJ9N-zMU4OVsHhxTuBHJyEnWLo46bTvSxaL9zbsw/edit?usp=sharing)  [S2.G6.10](https://docs.google.com/document/d/1-eZOdIJf9_fig8rcBIvwN-2lh54f1lNNQq0MLF8c5kM/edit?usp=sharing) |
| 7 | Uses a variety of shots to hit to open space.  Selects the correct defensive play based on the situation. | [S2.G7.9](https://docs.google.com/document/d/1sHCUerC5aa5vlZGZkyX3-obK326fQvnL0Zfgcp-Q4qk/edit?usp=sharing)  [S2.G7.10](https://docs.google.com/document/d/1GLpjbnPEy5y9SvtQGJpipgc0A89QmOfLgKR4Fmm1nbQ/edit?usp=sharing) |
| 8 | Identifies sacrifice situations and attempts to advance a teammate.  Reduces open spaces in the field by working with teammates to maximize coverage. | [S2.G8.9](https://docs.google.com/document/d/1s-J6CsI1xceYhqxAo13UBAuHX9dLgKr6mOHfw_3dzC8/edit?usp=share_link)  [S2.G8.10](https://docs.google.com/document/d/1jtL8zCrHiCu1kWG86DUGGaTv4u7ChZxxraXT1tV9_2E/edit?usp=share_link) |

| **Target - Strategies and Tactics** | | |
| --- | --- | --- |
| PreK - 5 |  |  |
| 6 | Selects appropriate shot based on location of the object in relation to the **target.** | [S2.G6.8](https://docs.google.com/document/d/1aJGvVGogRcwGg9SjWkWikZUWe-rqhjBGukpAk1QzlAM/edit?usp=sharing) |
| 7 | Varies the speed and/or trajectory of the shot based on location of the object in relation to the target. | [S2.G7.8](https://docs.google.com/document/d/1SS9dat60F6TxvCQTKnj4EiuhGGqPr0ePN3svgjPrR4Q/edit?usp=sharing) |
| 8 | Varies the speed, force, and trajectory of the shot based on location of the object in relation to the target. | [S2.G8.8](https://docs.google.com/document/d/11g53EXfuH5isic2BVDHyASEN51VkmUeVLDaZsuLjayg/edit?usp=share_link) |

| **Safety of Self and Others** | | |
| --- | --- | --- |
| PreK - 5 |  |  |
| 6 | Makes appropriate decisions based on the weather, level of difficulty due to conditions, or ability to ensure the safety of self and others. | [S2.G6.11b](https://docs.google.com/document/d/1MDfA0tvwRBAGmFxY5H2J1VjofeiKdxsMKN083n1NDhk/edit?usp=sharing) |
| 7 | Analyzes an activity and makes adjustments to ensure the safety of self and others. | [S2.G7.11b](https://docs.google.com/document/d/1MZhnpRduxdtg741fTO0lOsXaFg0jVQPkkNHPx_ohPAc/edit?usp=sharing) |
| 8 | Implements safe protocols in self-selected outdoor activities. | [S2.G8.11b](https://docs.google.com/document/d/1xvk9t1CEMJ_dj-JsCI0TdGfADoN25W1jSOsJ2q_OonA/edit?usp=share_link) |

| **Movement Concepts, Principles, and Knowledge** | | |
| --- | --- | --- |
| PreK - 8 |  |  |
| HS L1 | Applies the terminology associated with exercise and participation in selected individual-performance activities, net and wall games, target games, aquatics, invasion games, fielding and striking games, and/or outdoor pursuits appropriately. | [S2.L1.1a](https://docs.google.com/document/d/14NH7Px_QVWu2eyxpjYcIloE6KYMxBb07xZYkcb9KzBg/edit?usp=sharing) |
| HS L2 | Identifies and discusses the historical and cultural roles of games, sports, and dance in a society.  Compares similarities and differences in various dance forms. | [S2.L2.1a](https://docs.google.com/document/d/1Qg73lvMwiD6tCHl6ekTD_hLVe4cZ3GF-wXi6etnp7Js/edit?usp=sharing)  [S2.L2.1d](https://docs.google.com/document/d/1xVhI_miLm57R9U3gmYtnnc_qk1XK5n6vd5HvoHyNWOA/edit?usp=sharing') |

| Progressions: Standard 3Health-Enhancing Level of Physical Activity and Fitness | |  |
| --- | --- | --- |
|
|  | |  |
| **Physical Activity Knowledge** | |  |
| **PreK** | Identifies physical activities | [S3.Pk.1](https://docs.google.com/document/d/1vvHvEZcXkrX1W2hlEObM41Mqm4AUc_GNIw2h0GfIHdQ/edit?usp=sharing) |
| **K** | Identifies active play opportunities outside of Physical Education | [S3.GK.1](https://docs.google.com/document/d/1AR2EMMaZDFv90ANwViQswcSoueah-M-qElqQ6bLTpRQ/edit?usp=sharing) |
| **1** | Discusses the benefits of being active (exercising and active play) | [S3.G1.1](https://docs.google.com/document/d/1E-yB35PToghfIxi4w-TTua9g8CMboR0yWDvjHSXR-Ts/edit?usp=sharing) |
| **2** | Describes physical activities for participation outside of Physical Education class | [S3.G2.1](https://docs.google.com/document/d/1qSRp6taQEFMINPBbBcoTcrP7DH5I0rSQTes-gq7uGZY/edit?usp=sharing) |
| **3** | Charts participation in physical activities outside of Physical Education class  Identifies physical activity as a way to become healthier | [S3.G3.1a](https://docs.google.com/document/d/1b-z7ZsVG8hLjyuUWlb76auBkBtAqVOboqi90w-uKYfU/edit?usp=share_link)  [S3.G3.1b](https://docs.google.com/document/d/17FVz6iBLDZk6IeXizk4kiCsugOdvuBflCjOKrnwe9H0/edit?usp=share_link) |
| **4** | Analyzes opportunities for participating in physical activities outside of Physical Education class | [S3.G4.1](https://docs.google.com/document/d/1pgupxEYh80ERuJ18ifoZBpDY-VgOqk9vrYRKcrZ6_rc/edit?usp=share_link) |
| **5** | Charts and analyzes physical activity outside Physical Education class for fitness benefits and activities | [S3.G5.1](https://docs.google.com/document/d/1Cro6YgzZVCNlHqQPZ8AMRy5ey6w7a6Ax-o_owiiX-0k/edit?usp=share_link) |
| **6** | Identifies three influences on physical activity. | [S3.G6.1](https://docs.google.com/document/d/1iEh4nR1yffAqXrhYBb5HYBQSXM0hOLvrEbjcwg1FIvc/edit?usp=sharing) |
| **7** | Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers. | [S3.G7.1](https://docs.google.com/document/d/1LuiHZDMVxBRAGUGaT5mhMjuWFqGvscrXJtB1G8CZNCU/edit?usp=sharing) |
| **8** | Develops a plan to address one of the barriers within one’s family, school, or community to maintaining a physically active lifestyle. | [S3.G8.1](https://docs.google.com/document/d/11XaKy1t2zyBm0nbMUG0Jo_JE97JOjn4f7AY0HgLUzPk/edit?usp=share_link) |
| **HS L1** | Discusses the benefits of a physically active lifestyle as it relates to college or career readiness.  Analyzes — according to their benefits, social support network and participation requirements — activities that can be pursued in the local environment.  Analyzes the risks and safety factors that might affect physical activity preferences throughout the life cycle. | [S3.L1.1a](https://docs.google.com/document/d/166l18gx7VvbLn1eT8WG5ncWl4oM1XC3SPia4FC74Nig/edit?usp=sharing)  [S3.L1.1d](https://docs.google.com/document/d/1ppTS6s21iO3jI4w7roV4Nk1Pn3e5dRrNx7ryw8PsN6s/edit?usp=sharing)  [S3.L1.1e](https://docs.google.com/document/d/1X7eIYVA1rYvWZeX3rr3QG56AwCjQo_oEucxkgehtRCc/edit?usp=sharing) |
| **HS L2** | Evaluates and applies technology and social media tools for supporting a healthy, active lifestyle.  Evaluates the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career settings.  Evaluates the risks and safety factors that might affect physical activity preferences throughout the life cycle. | [S3.L2.1b](https://docs.google.com/document/d/1n3LMPtLRE75yj7wrauMn2by2XMhnfwyTxlHDp1hP_D0/edit?usp=sharing)  [S3.L2.1d](https://docs.google.com/document/d/15kSUr14fCmuRYeh6VPLbKmZJi6Z3BozH4Xx_dLLAcKY/edit?usp=sharing)  [S3.L2.1e](https://docs.google.com/document/d/1j_In8ENmG4gLcuZXuAjte-Tga2vhdn5-gxriBa19hWQ/edit?usp=sharing) |

| **Physical Activity Engagement** | | |
| --- | --- | --- |
| PreK | Participates in the mastery of the objective in Physical Education class (both teacher directed and independent) | [S3.PK.2](https://docs.google.com/document/d/17KSdO3hFJMonIBgfYneXEzVHKBzuKCxutH4RMA0hZ2w/edit?usp=sharing) |
| K | Participates in the mastery of the objective in Physical Education class (both teacher directed and independent) | [S3.GK.2](https://docs.google.com/document/d/1p_rSbGuDlzdRBFaz6yikrVCmImIneQVjlj95HLFzotI/edit?usp=sharing) |
| 1 | Participates in the mastery of the objective in Physical Education class (both teacher directed and independent) | [S3.G1.2](https://docs.google.com/document/d/19f_LEfNvy3d4tCY_1IBiySBfoeyFnX2ay90R8XGANw8/edit?usp=sharing) |
| 2 | Participates in the mastery of the objective in Physical Education class (both teacher directed and independent) | [S3.G2.2](https://docs.google.com/document/d/13n3TZCHDfXz41tDRDi-0ZnQhzFMrrQOBSjeSZwlYQdA/edit?usp=sharing) |
| 3 | Participates in the mastery of the objective in Physical Education class (both teacher directed and independent) | [S3.G3.2](https://docs.google.com/document/d/1jD2XnevrLKQOyAUhlSVJGAs5EC3LOkKQq52bNrR08Do/edit?usp=share_link) |
| 4 | Participates in Physical Education class (both teacher directed an  d independent) | [S3.G4.2](https://docs.google.com/document/d/16a9-uU6Upmf6uY15ukJ1jEOa9PNsWTPRDvafeww5N6U/edit?usp=share_link) |
| 5 | Participates in the mastery of the objective in Physical Education class (both teacher directed and independent) | [S3.G5.2](https://docs.google.com/document/d/160evr3b_1FCmq1uWt0qTA31Bw6Btyz8oyb3AR-IhOfo/edit?usp=share_link) |
| 6 | Participates in a variety of moderate-to vigorous physical activities (cardio-kick, step aerobics, aerobic dance, recreational team sports, outdoor pursuits, or dance activities). | [S3.G6.2](https://docs.google.com/document/d/1UFnA49l0kRwIcGiEXG_7_jwqiFv25vwBl_OEfP4-R-k/edit?usp=sharing) |
| 7 | Participates in a variety of moderate to vigorous strength and endurance fitness activities (Pilates, resistance training, body weight training, free weight training, dual and individual sports, martial arts, or aquatic activities). | [S3.G7.2](https://docs.google.com/document/d/10BrfJZWaz78e5GocQbyrHdvJ0MgGyz-FfesfRTIQoTs/edit?usp=sharing) |
| 8 | Participated in a variety of self-selected aerobic fitness activities outside of school such as walking, jogging, biking, skating, dancing, and swimming.  Participates in moderate to vigorous aerobic and/or muscle and bone strengthening physical activity. | [S3.G8.2a](https://docs.google.com/document/d/1qrApl4KegPRAUcY6Lgb2NUylrqWJFPOpXcSnayGM8pA/edit?usp=share_link)  [S3.G8.2c](https://docs.google.com/document/d/1RCi_z5UF6EAdPhcZSMynwK2_lTynVQ2Hqcv6SJR67uo/edit?usp=share_link) |

| **Fitness Knowledge** | | |
| --- | --- | --- |
| PreK | Participates in activities that increase the heart rate  Identifies the chest as a place on the body to feel their heartbeat with one hand | [S3.PK.3a](https://docs.google.com/document/d/1AaoHnhT1epV7NQaBInltBt247pZPFJ5C9cCCJDBoOdQ/edit?usp=sharing)  [S3.PK.3b](https://docs.google.com/document/d/1AaoHnhT1epV7NQaBInltBt247pZPFJ5C9cCCJDBoOdQ/edit?usp=sharing) |
| K | Recognizes that when you move fast, your heart beats faster and you breathe faster  Identifies the speed in which their heart is beating | [S3.GK.3a](https://docs.google.com/document/d/1KOvayot4WCU-hNrqvnBlC591GeVvKTDL7o5jzxioX5s/edit?usp=sharing)  [S3.GK.3b](https://docs.google.com/document/d/1KOvayot4WCU-hNrqvnBlC591GeVvKTDL7o5jzxioX5s/edit?usp=sharing) |
| 1 | Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity  Identifies at least one location on the body to find a heartbeat using two fingers | [S3.G1.3a](https://docs.google.com/document/d/1T5x7uGBQatbGFZ8haRfMCwMQVzsI8-MOfvInWxMyHzg/edit?usp=sharing)  [S3.G1.3b](https://docs.google.com/document/d/1OZsFrkR5TkuOBdCwj4x-b8MLXcsOHwyL-MgrJrxHk2g/edit?usp=sharing) |
| 2 | Uses own body as resistance for developing strength  Identifies physical activities that contribute to fitness  Practices estimating their heart rate | [S3.G2.3a](https://docs.google.com/document/d/1dE7kEsoalJKwWX0sQ2PBUdseqdef1xP1_AtPqTaUM0E/edit?usp=sharing)  [S3.G2.3b](https://docs.google.com/document/d/1OZsFrkR5TkuOBdCwj4x-b8MLXcsOHwyL-MgrJrxHk2g/edit?usp=sharing)  [S3.G2.3c](https://docs.google.com/document/d/1LhGMotUyWrJs2O6PFsPzyOdXRdsSKt9V9aj07-Gtkpo/edit?usp=sharing) |
| 3 | Describes the concept of fitness and provides examples of physical activity to enhance fitness  Recognizes the importance of warm-up and cool-down relative to vigorous physical activity  Calculates heart rate per minute  Discusses and performs specific activities that show he FITT principle guidelines of type and intensity | [S3.G3.3a](https://docs.google.com/document/d/1LaPdznSnGyN_SWerHb1FFGAsByOoeOWrEXyVw7gJIME/edit?usp=share_link)  [S3.G3.3b](https://docs.google.com/document/d/11T_88WkOzGGY15_r8aSy8Dz87sCh1BWhxDFa4HC61JQ/edit?usp=sharing)  [S3.G3.3c](https://docs.google.com/document/d/1dZT71zNTZExmNy-5_Ef0Xb3fpQlZ8MwCluEDb3NclPQ/edit?usp=share_link)  [S3.G3.3d](https://docs.google.com/document/d/1HkO1egMLCVpwqYYoc9znOalLml-6t_NWDV3r1KaV6n0/edit?usp=share_link) |
| 4 | Identifies the components of health-related fitness  Demonstrates a warm-up and cool-down relative to an aerobic capacity/cardiovascular endurance activity  Calculates heart rate per minute and records the results  Discusses and performs specific activities that show the FITT principle guidelines of type, intensity, and time | [S3.G4.3a](https://docs.google.com/document/d/1TV5rVLWR68akV3nPzQ0QQhn2DZoy6XPk92B2iw00XQU/edit?usp=share_link)  [S3.G4.3b](https://docs.google.com/document/d/1_dXwGTDN64sT8LJ9MZnZi4SoBw0_E7gd6kpAPJQFHL4/edit?usp=share_link)  [S3.G4.3c](https://docs.google.com/document/d/1u8kuoNhcHCkOcZ6fi3eAav1zzNjtTz1NmbeRWzBwEqc/edit?usp=share_link)  [S3.G4.3d](https://docs.google.com/document/d/1I7SxNIzUNeB6x4uoHzI_3lF35o3-GB0eXuSmgK0aDXs/edit?usp=share_link) |
| 5 | Differentiates between skill-related fitness and health-related fitness  Identifies the need for warm-up and cool-down relative to various physical activities  Evaluates varying heart rates based on activity levels  Explains and applies the principles of the FITT components to develop of short-term fitness goal | [S3.G5.3a](https://docs.google.com/document/d/168_gwK1HzPvUfbs9crtBTj09FMfj41wGPsw4p9nNRUk/edit?usp=share_link)  [S3.G5.3b](https://docs.google.com/document/d/1kyo6ez7wva1XOkGZctXaU7ebFiKv50j8XoF3VJAZ2hY/edit?usp=share_link)  [S3.G5.3c](https://docs.google.com/document/d/1wmHGfORaGkS7YNkTKRFV7afzPsKWMoP9jJzxV7CRhAg/edit?usp=share_link)  [S3.G5.3d](https://docs.google.com/document/d/1aRtILeRkCH6lAw3csQ1VtNKtJT9XNtX9qpiZ7f9WIKs/edit?usp=share_link) |
| 6 | Identifies the components of skill-related fitness.  Employs correct techniques and methods of stretching | [S3.G6.3a](https://docs.google.com/document/d/1poP014qtzxhOB8XCBnepXh86TP_rIgUZCV3vCh9wuwo/edit?usp=sharing)  [S3.G6.3c](https://docs.google.com/document/d/1imU1IPcfdnpRA9fr6LVj3a-1eljKJgpeyv_YbIqS-VU/edit?usp=sharing) |
| 7 | Distinguishes between health-related and skill-related fitness components.  Describes and demonstrates the difference between dynamic and static stretches. | [S3.G7.3a](https://docs.google.com/document/d/1iSM2Zr0ulnZSMrZ-TAfAxxNZTP9lqgdZ-tR3rs1pLVM/edit?usp=sharing)  [S3.G7.3c](https://docs.google.com/document/d/1kthwvYwOCJQyoPNa2GtobSnMuW94fB0a9R03p8ymudE/edit?usp=sharing) |
| 8 | Compares and contrasts health-related fitness components.  Uses available technology to self-monitor the quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. | [S3.G8.3a](https://docs.google.com/document/d/1Aho-ReftDk0885xiwFVIJ-932RD-BPFBA5IQUXSTLRk/edit?usp=share_link)  [S3.G8.3b](https://docs.google.com/document/d/1xHNw8Z9HsFm9Jg6soH7Nk_vqVv9LNNomzHRztIOYgG0/edit?usp=share_link) |
| HS L1 | Analyzes the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.  Demonstrates appropriate technique on resistance training machines and with free weights.  Identifies types of strength exercises and stretching exercises for personal fitness development.  Calculates target heart rate and applies that information to a personal fitness plan. | [S3.L1.1b](https://docs.google.com/document/d/1HZndpi5jGk0GFkq8OaVmIS3IqQPlSG4LkLGkDoAYtdg/edit?usp=sharing)  [S3.L1.2a](https://docs.google.com/document/d/1ILc8Rq4t78kGy2LrtuUbC9EGC1J5NJL3witopgbo6nk/edit?usp=sharing)  [S3.L1.2c](https://docs.google.com/document/d/1bWv03CIazsqfKGRzU5bkJ8au9M7509-cnH-XBc5CpwU/edit?usp=sharing)  [S3.L1.2d](https://docs.google.com/document/d/15TQdQ88A1z_p1Xjcor152CdO3DzhViXtVqBd0JvKPKc/edit?usp=sharing) |
| HS L2 | Investigates the relationships among physical activity, nutrition, and body composition.  Applies rates of perceived exertion and pacing.  Adjusts pacing to keep heart rate in the target zone, using available technology to self monitor aerobic intensity. | [S3.L2.1a](https://docs.google.com/document/d/1vTUxgkBynXIUS7cp_5vd0id5Boj6nqj7UWpDLwTNCeg/edit?usp=sharing)  [S3.L2.1c](https://docs.google.com/document/d/1ai1j5_047NOzPtUiJMqryAChYJDB5A_pfoRIWo5bUpQ/edit?usp=sharing)  [S3.L2.2d](https://docs.google.com/document/d/1NyEYnFm6Awt7PaR4P_JuVUJHW6Q0KXs6XW4Huhc3kRI/edit?usp=sharing) |

| **Physiology** | | |
| --- | --- | --- |
| PreK - 8 |  |  |
| HS L1 | Relates physiological responses to individual levels of fitness and nutritional balance.  Identifies issues associated with exercising in heat, humidity, and cold. [S3.L1.1c](https://docs.google.com/document/d/1jdTia3XXuPuqQ21YWHdJpPeLHuAjYIdCxV9bXZ2BvaM/edit?usp=sharing) | [S3.L1.2b](https://docs.google.com/document/d/1OZqDxg6rXV1NUqEXJovuCD7ZK2XGVuW4zyDV37xunus/edit?usp=sharing) |
| HS L2 | Identifies the different energy systems used in selected physical activities.  Identifies the structure of skeletal muscle and fiber types as they relate to muscle development. | [S3.L2.2b](https://docs.google.com/document/d/1FT95EP4IA6ktWG-hKm9s9bVnWIY4UVOfOB_wRNVuIz0/edit?usp=sharing)  [S3.L2.2c](https://docs.google.com/document/d/144vumCssUlnYGrKUsO5cWIcoLVTLx0M3SYlKfXQ8mNg/edit?usp=sharing) |

| **Nutrition** | | |
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| PreK | Identifies foods that fuel your body  Recognizes the relationship between nutrition and physical activity | [S3.PK.4a](https://docs.google.com/document/d/1LRPVTVd0-gI4g3FT19pwo0ChzITp-dVoU5RJF70MGZg/edit?usp=sharing)  [S3.PK.4b](https://docs.google.com/document/d/1nI4Wr_VV_eA2o3RzbB1v_xjVaDPDPjlzxQZG9_NKkO4/edit?usp=sharing) |
| K | Recognizes that food provides energy for physical activity | [S3.GK.4](https://docs.google.com/document/d/101kDm4p-5Vr1Gy1vaxJkNZrTJIfzZEGyQP7k2ydbiW0/edit?usp=sharing) |
| 1 | Identifies nutrient-dense foods | [S3.G1.4](https://docs.google.com/document/d/19hXgRvC3CnxS_9_JYrRrDF6xElQZk3yKNhwz2MeYz4w/edit?usp=sharing) |
| 2 | Recognizes the correlation of good nutrition with physical activity | [S3.G2.4](https://docs.google.com/document/d/16hI_dGmhMsKFuCvkMXRJ1Bnk-8-l11nfa_4YPh6LeBk/edit?usp=sharing) |
| 3 - 8 |  |  |
| HS L1 | Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. | [S3.L1.4](https://docs.google.com/document/d/1oGJNLJRVHthnh8VngahscHoYMDvM6udLSM6XhFNYZ_c/edit?usp=sharing) |
| HS L2 | Creates a meal plan for before, during, and after exercise that addresses nutrition needs for each phase. | [S3.L2.4](https://docs.google.com/document/d/1vlJF3IxhdYA-buTSJ1AbpGXZZiiRweEUJB5Z5CSC3jw/edit?usp=sharing) |

| **Assessment and Program Planning** | | |
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| PreK - 2 |  |  |
| 3 | Demonstrates, with teacher direction, the health-related fitness components | [S3.G3.4](https://docs.google.com/document/d/1-z7iGGfCV7ni8bN_r8KbKKVeEvEdMt9MjwDTkqO4mjk/edit?usp=share_link) |
| 4 | Completes pre and post-health-related fitness assessments  Identifies areas of need from the results of a personal test and with teacher assistance, identify strategies for progress in those areas | [S3.G4.4a](https://docs.google.com/document/d/16VrElx4CJIqbfYs6anB77MKUjIDZKbUp9FWG9qILplI/edit?usp=share_link)  [S3.G4.4b](https://docs.google.com/document/d/1mmqVPUNlANutVQH9OhMjCAV9ZVHoiQCLq-e8I3lEBcw/edit?usp=share_link) |
| 5 | Analyzes the results of a health-related fitness assessment (pre and post) comparing results to fitness components of good health  Designs a fitness plan to address ways to use physical activity to enhance fitness | [S3.G5.4a](https://docs.google.com/document/d/1FcJ3h7mDfWT44NFKuIcqGYbSBKviy3HlUbppeZ7FlZE/edit?usp=share_link)  [S3.G5.4b](https://docs.google.com/document/d/10aH2VwsNRfxjcFOs8VGr26tqYBuwmouyHF59TBr6yC0/edit?usp=share_link) |
| 6 | Sets and monitors a self-selected physical activity goal based on current fitness level. | [S3.G6.3b](https://docs.google.com/document/d/1oNQdJM4HzqNN1FuBWc6X7-9652zbggw3EiciUtYXNus/edit?usp=sharing) |
| 7 | Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. | [S3.G7.3b](https://docs.google.com/document/d/1IHD2ya1rGNpHMKMmgYXH6qzaD_mDJ8OOke7qplDOIGc/edit?usp=sharing) |
| 8 | Plans and implements a program of cross-training to include aerobic, strength, endurance, and flexibility training.  Employs a variety of appropriate static stretching techniques for all major muscle groups. | [S3.G8.2b](https://docs.google.com/document/d/12TCmabFYO_r5jB11u528tgwsAhMiWqF5_49pMszGZrk/edit?usp=share_link)  [S3.G8.3c](https://docs.google.com/document/d/15TEBIwpASgpJ6W-GNRpAkvwrFg7iSmJW7lg4niz-LvI/edit?usp=share_link) |
| HS L1 | Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings.  Designs a fitness program, including all components of health-related fitness for a college student and/or an employee in the learner’s chosen career. | [S3.L1.3a](https://docs.google.com/document/d/1RPEI14wEMIDGnAXacTRIz4MrMPGAIn5Z0ZxrHToc8DA/edit?usp=sharing)  [S3.L1.3b](https://docs.google.com/document/d/198hycPVR3RX5rhYiBBCl3ODr6hbi9HeFYxh-1b46lXw/edit?usp=sharing) |
| HS L2 | Analyzes the components of skill-related fitness in relation to life and career goals and designs an appropriate fitness program for those goals. | [S3.L2.3b](https://docs.google.com/document/d/1iodInTki2V7oQ-AY4v1eAxIzpdopzhoJrdcFMQgNwUs/edit?usp=sharing) |

| **Stress Management** | | |
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| PreK - 8 |  |  |
| HS L1 | Identifies stress-management strategies to reduce stress. | [S3.L1.5](https://docs.google.com/document/d/1LEfn1Kmxt45djs-ySgEO1LAGJF43Hp1tprxNlkqDb6M/edit?usp=sharing) |
| HS L2 | Applies stress-management strategies to reduce stress. | [S3.L2.5](https://docs.google.com/document/d/1uEGzHIkqLwGNUVxoKLAbd0upaeLvi5LdX0KXwnEQYTE/edit?usp=sharing) |

| Progressions: Standard 4Responsible Personal and Social Behavior | |  |
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|  | |  |
| **Personal Responsibility** | |  |
| **PreK** | Follows directions in a group setting  Respond to signals when transitioning from one activity to another  Recognizes that practice helps skill development | [S4.Pk.1a](https://docs.google.com/document/d/17UTehUsA8SIckCa1PdrRs_WMF1O0ZrpnBlNtu2bjEp8/edit?usp=sharing)  [S4.Pk.1b](https://docs.google.com/document/d/1SS1NCOiCyREwKAnAZCxcrqqi4hwwdkXb_3O60CpqEQs/edit?usp=sharing)  [S4.PK.1c](https://docs.google.com/document/d/1n81Ac571Ea1Pky_t_K__VCpm1wVtH-ZobeviAopbXhI/edit?usp=sharing) |
| **K** | Follows directions and classroom routines  Acknowledges responsibility for behavior when prompted  Recognizes that skills will develop with appropriate practice | [S4.GK.1a](https://docs.google.com/document/d/1VxOSszo8epxiDTge9c2CEmqB0hfjvQm9PBLzxa7Eylo/edit?usp=sharing)  [S4.GK.1b](https://docs.google.com/document/d/19cjFwOzqX7nf0uhLmEMIRvS8MJe1K4TwCCCPcLftFkY/edit?usp=sharing)  [S4.GK.1c](https://docs.google.com/document/d/1nWUB_977O6yqk_iFfBdKmyW38AJ90x4Vzipmp1kLm6Q/edit?usp=sharing) |
| **1** | Accepts personal responsibility by using equipment and space appropriately  Follows the rules and parameters of the learning environment  Recognizes that skills will develop with appropriate practice and use of the correct cues | [S4.G1.1a](https://docs.google.com/document/d/1qD0qzb82eHuGsSlZPBzUdLJblB9K2Z8kWdj9guxY84M/edit?usp=sharing)  [S4.G1.1b](https://docs.google.com/document/d/1dubIWc1DkoWDGDPIFTj1LSXjFhtBVPJgM_0FHmj5_LY/edit?usp=sharing)  [S4.G1.1c](https://docs.google.com/document/d/18ekFi5uvC7jGFfIto5FPM6wtJd6JVWFjUZDFOxtI3bI/edit?usp=sharing) |
| **2** | Practices skills with minimal teacher prompting  Accepts responsibility for class protocols with behavior and performance actions  Recognizes that skills will develop over time with appropriate practice and use of the correct cues | [S4.G2.1a](https://docs.google.com/document/d/1K3IZ6nghuqTyD7tt9gqQkFqTXp2gid8IjsaSUD2WrYs/edit?usp=sharing)  [S4.G2.1b](https://docs.google.com/document/d/1dubIWc1DkoWDGDPIFTj1LSXjFhtBVPJgM_0FHmj5_LY/edit?usp=sharing)  [S4.G2.1c](https://docs.google.com/document/d/1TBaxysF60QeBC2NTfmiDc-QhjoTagdLFGOI0uRmAQ18/edit?usp=sharing) |
| **3** | Exhibits personal responsibility in teacher directed activities  Works independently for extended periods of time  Describes how skills will develop over time appropriate practice | [S4.G3.1a](https://docs.google.com/document/u/0/d/15nrXObu8v1nKweZCoMS09c6LBZVikGkXG767gfqPc4w/edit)  [S4.G3.1b](https://docs.google.com/document/d/1IH-QTTfXxh6zKC0G3KE3udEvqFse2yOxkx9cAJ49ADg/edit?usp=share_link)  [S4.G3.1c](https://docs.google.com/document/d/1WFJQLn9cl4iMYmymU6wXPTdO-OZ21Rc8dRWgp3gf66I/edit?usp=share_link) |
| **4** | Exhibits responsible behavior in independent group situations  Reflects on personal social behavior in physical activity  Explains skills will develop over time with appropriate practice | [S4.G4.1a](https://docs.google.com/document/d/1klDehEAG44r9En7Pnt4U7bGQUMX_psfwaujT7O5tCn8/edit?usp=share_link)  [S4.G4.1b](https://docs.google.com/document/d/1kfbyXiZtPVUbB9-3CUVNo6-iaT1h3Nl2bGnL2i49KP0/edit?usp=share_link)  [S4.G4.1c](https://docs.google.com/document/d/1WB-45FoQtVoS4NSustYMHn5DmQ1hSxdIkXYfKGcHeIU/edit?usp=share_link) |
| **5** | Engages in physical activity with responsible interpersonal behavior  Participates with responsible personal behavior in a variety of physical activities  Exhibits respect for self with appropriate behavior while engaging in physical activity  Applies and shows that skills will develop over time with appropriate practice | [S4.G5.1a](https://docs.google.com/document/d/1rxQbutcYn_KUGLjJ1tPhS-xoQk1UZImoDBJp5UC-j6g/edit?usp=share_link)  [S4.G5.1b](https://docs.google.com/document/d/1AwLuTFQKqYQBbbTb32p0njOuzmBPmFsnAQ_6srtqLHk/edit?usp=share_link)  [S4.G5.1c](https://docs.google.com/document/d/11Z0C4C1nGSWrejD_t6VB621RFcvVeP1qRSVgeIdNqg4/edit?usp=share_link)  [S4.G5.1d](https://docs.google.com/document/d/1NHFPpueyCfvUAA3YyM5eyQUeEcsyqTf1DeXRo9xOscI/edit?usp=share_link) |
| **6** | Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors.  Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors. | [S4.G6.1a](https://docs.google.com/document/d/1Jp8_LeYTVDprUz6ZSCvZf-izqZfSeqrAu5rVs1qmnNs/edit?usp=sharing)  [S4.G6.1b](https://docs.google.com/document/d/1XcDLVNnZHn09KeRCPM4PDgYLxQJOASIMkVzuooh40VU/edit?usp=sharing) |
| **7** | Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates. | [S4.G7.1](https://docs.google.com/document/d/117-clGaTQPsL5kUkYuT7-TdTaMe0QC3B5NgXPqc-ZVc/edit?usp=sharing) |
| **8** | Accepts responsibility for improving one’s own levels of physical activity and fitness.  Uses effective self-monitoring skills to incorporate opportunities for physical activity. | [S4.G8.1a](https://docs.google.com/document/d/1AcNBZ7_otTMM28O1cR69frEysoQKj1DzeAPt3CCBH0o/edit?usp=sharing)  [S4.G8.1b](https://docs.google.com/document/d/1CykAGI13AA7Om0tafzC40ACtSrJOxalGU2uDXGG0uoo/edit?usp=sharing) |
| **HS L1** | Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. | [S4.L1.1](https://docs.google.com/document/d/1fzHKE_8ID29_Zn0RV-wuApX0VbImUYtXSc7vNuINxas/edit?usp=sharing) |
| **HS L2** | Recognizes the difference between personal characteristics, idealized body images, and elite performance levels portrayed in various media. | [S4.L2.1](https://docs.google.com/document/d/1-_SwursRxrDmXv71pB_-FErgXl9PYqTpGLP2RpXQj_4/edit?usp=sharing) |

| **Corrective Feedback** | |  |
| --- | --- | --- |
| **PreK** | Uses verbal and visual cues to improve skill performance | [S4.Pk.2](https://docs.google.com/document/d/1LTQzqn6747H6pHQ1xrX0YHkiIGPBADfHazy-noNC9rY/edit?usp=sharing) |
| **K** | Uses verbal and visual cues to improve skill performance | [S4.GK.2](https://docs.google.com/document/d/1TtPZfsfi2ok4t1cbUBdSEBdgDAgwbyco101FAnA9Hko/edit?usp=sharing) |
| **1** | Recalls and shows how verbal and visual cues improve personal performance in a variety of skills | [S4.G1.2](https://docs.google.com/document/d/1JGmXdVZwEzLALqoeeSL_DcTFiQok6cn6cgtDSbRsZVY/edit?usp=sharing) |
| **2** | Lists examples of appropriate feedback using verbal and visual cues to improve performance in a specific skill | [S4.G2.2](https://docs.google.com/document/d/1hMuaR7m30qvzDZrkaeS7V3v6dZvyJuld659Hm5qVP88/edit?usp=sharing) |
| **3** | Interprets and applies feedback using verbal and visual cues to show improved performance in a variety of skills | [S4.G3.2](https://docs.google.com/document/d/1pFqNHNBP2SeWrF0FHaUZMa27IMI0V-oj1KiyFik8Cr0/edit?usp=share_link) |
| **4** | Provides feedback to illustrate errors in a peer’s skill performance | [S4.G4.2](https://docs.google.com/document/d/1UDf7hkv19AlSRWNAP364ITqxcbweVr8koT_Uoe3GXL8/edit?usp=share_link) |
| **5** | Provides feedback to solve and correct errors in a peer’s performance | [S4.G5.2](https://docs.google.com/document/d/14lA3NHuEhwADX3gMWILf7GLkSsTKrmwLhRhkS3Mtgz8/edit?usp=share_link) |
| **6** | Demonstrates self responsibility by implementing specific corrective feedback to improve performance. | [S4.G6.2](https://docs.google.com/document/d/1YNcwmVCN8urahJ7TK6AWNNZTj-Fxz1zVAYRilw-B-LU/edit?usp=sharing) |
| **7** | Provides corrective feedback to a peer, using teacher-generated guidelines, that incorporates appropriate tone and other communication skills. | [S4.G7.2](https://docs.google.com/document/d/1vXKjfjJ24JB4ry-G5228_hqDSx_S2M3Lzxy7u_d5jnU/edit?usp=sharing) |
| **8** | Provides encouragement and feedback to peers without prompting. | [S4.G8.2](https://docs.google.com/document/d/1pxNyQZ-gLRnprLk3waKi6JmtT16I_ewFmAppJn3oHVQ/edit?usp=sharing) |

| **Accepting Feedback** | |  |
| --- | --- | --- |
| **PreK** | Identifies the importance of corrective feedback on performance | [S4.Pk.3a](https://docs.google.com/document/d/1uKaoe-rgBxbhZJeLkzQTFymj7E2byjxnZo807AZZcR8/edit?usp=sharing) |
| **K** | Follows instructions/directions when prompted | [S4.GK.3](https://docs.google.com/document/d/1-LdAfcy8F56DCZd16-Ewh9FzgF7uOKu4zo5OpD0vCpI/edit?usp=sharing) |
| **1** | Responds appropriately to feedback from the teacher | [S4.G1.3](https://docs.google.com/document/d/11Dlo1x9du3JPcUzSq9BexiQHmR7qfoX9Jj1b-ioULj4/edit?usp=sharing) |
| **2** | Accepts skill-specific corrective feedback | [S4.G2.3](https://docs.google.com/document/d/15mPUcGq9kMfvvtgxl1TcXkqMarfyL9LJky53pL2yI5E/edit?usp=sharing) |
| **3** | Accepts and implements skill-specific corrective feedback from the teacher | [S4.G3.3](https://docs.google.com/document/d/10qEOwBq_m-KVvItTtrr6aMzcKUO5EuagMqjn-Tlny8g/edit?usp=share_link) |
| **4** | Listens respectfully to corrective feedback from others | [S4.G4.3](https://docs.google.com/document/d/1j4jDqBk2ifwShSL0Z6H85iW4WQiT9jpFQe1eNZJjX4I/edit?usp=sharing) |
| **5** | Gives corrective feedback respectfully to peers | [S4.G5.3](https://docs.google.com/document/d/1oFH19mz7s_6-c3x-4lX1cHS0_Iz3BBRxZKmnBX9aGk8/edit?usp=share_link) |
| **6** | Accepts differences among classmates in physical development, maturation, and skill level by providing encouragement and positive feedback. | [S4.G6.3a](https://docs.google.com/document/d/1OI_g1g7fx9kHaBHDWAq8rjormqCLkRRvOsP0gwHPYRA/edit?usp=sharing) |
| **7** | Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. | [S4.G7.3a](https://docs.google.com/document/d/1TykU8pSs0Tg5EOPSo-wY5st5PwTRW91CBTJVSb_yvjc/edit?usp=sharing) |
| **8** | Responds appropriately to participants’ behavior during physical activity by using rules and guidelines for resolving conflicts. | [S4.G8.3a](https://docs.google.com/document/d/1sSjmxTgd5qXwTS-Ztfu3lgEpqey7Hg8dA-8qM8pb1uQ/edit?usp=sharing) |

| **Working with Others** | |  |
| --- | --- | --- |
| **PreK** | Exhibits strategies for dealing with conflicts, such as sharing, taking turns, and compromising | [S4.Pk.4](https://docs.google.com/document/d/1kcbD7o7TF5692D1KBjc4PjBJIdmD7PhiX83kChEch0U/edit?usp=sharing) |
| **K** | Shares equipment and space with others | [S4.GK.4](https://docs.google.com/document/d/1pAgPAcoW2UtYZloVxCzQ5XVQoo9HNnVJdomj_bDC0D4/edit?usp=sharing) |
| **1** | Works independently with others in a variety of class environments (e.g. small and large groups) | [S4.G1.4](https://docs.google.com/document/d/1ja19E-dmsNTir_Z6BUkw4uLoOlGEqjJFy9Oj4t2QHSo/edit?usp=sharing) |
| **2** | Works independently with others in partner environments | [S4.G2.4](https://docs.google.com/document/d/15IAt1Eu0gD2iKyueBMHN52sNvHoye2Q1aXhzmNc9Ltw/edit?usp=sharing) |
| **3** | Works cooperatively with others  Praises others for their success in movement performance | [S4.G3.4a](https://docs.google.com/document/d/1gW0-EzYENsZKH6d6bXWFvlyW6FrtFAE6RK-dJFfjpQ0/edit?usp=share_link)  [S4.G3.4b](https://docs.google.com/document/d/1kNzrVmysEhOx57CoyoASwqfdMShVUrlqFKA6uk90Yjc/edit?usp=share_link) |
| **4** | Praises the movement performance of others both more and less skilled  Includes players of all skill levels into the physical activity | [S4.G4.4a](https://docs.google.com/document/d/1ZtCh7vC6XOB23XvUHalWTsgYXdIMiJzBSej1cj4qN3Y/edit?usp=share_link)  [S4.G4.4b](https://docs.google.com/document/d/1FhNyR4I0eF8pgibK9kLR4J22VMfAjg_R31z5wLOnYDg/edit?usp=sharing) |
| **5** | Accepts, recognizes, and actively involves others in physical activities and group projects | [S4.G5.4](https://docs.google.com/document/d/1LxMM9Q4sVLb3op3qQ7hDrDO04z5xLrxiSmgvvq562c8/edit?usp=share_link) |
| **6** | Cooperates with a small group of classmates. | [S4.G6.3b](https://docs.google.com/document/d/1z04-nBL6oU0nTgevHxJqiwRZQxPCn2mO74QphHOpFAQ/edit?usp=share_link) |
| **7** | Problem-solves with a small group of classmates. | [S4.G7.3b](https://docs.google.com/document/d/1dpOgWFajf40DBoWsyHN_uxj2GNPxPfk-BFa49QKnYws/edit?usp=sharing) |
| **8** | Cooperates with multiple classmates on problem-solving initiatives. | [S4.G8.3b](https://docs.google.com/document/d/1H8iTGuz8qXO8VfwSMDXA3v8UMUtViQeMUAEC1xUMVjY/edit?usp=sharing) |
| **HS L1** | Uses communication skills and strategies that promote team or group dynamics.  Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. | [S4.L1.3a](https://docs.google.com/document/d/18081_0_BTOplvT7zyOXQ5vMVrovh8ucDgzf7TzNC2Lk/edit?usp=sharing)  [S4.L1.3b](https://docs.google.com/document/d/1hbGDMjYXN1Pm5r7COeaStucgY-vyrAFRMxJvTzvVjT4/edit?usp=sharing) |
| **HS L2** | Demonstrates a leadership role in a physical activity setting.  Engages with others in cooperative and collaborative movement projects. | [S4.L2.3a](https://docs.google.com/document/d/1zoOGcQKASXPgPPADfy9EW-R1PuJn6qAn4K4dF4RxanE/edit?usp=sharing)  [S4.L2.3b](https://docs.google.com/document/d/1fXspgB5f2qESgR3Bo8RstOGzFA7v5pXwVFQ_v9ea9jc/edit?usp=sharing) |

| **Rules and Etiquette** | |  |
| --- | --- | --- |
| **PreK** | Shows awareness for the established protocol for classroom activities | [S4.Pk.5](https://docs.google.com/document/d/1R_pIDhNXHJmlwRQC6kDDrg7nrgdbPn4hnlk6MKdeiDo/edit?usp=sharing) |
| **K** | Recognizes the established protocol for class activities | [S4.GK.5](https://docs.google.com/document/d/1X4lmfD_hHX_daAANSN7O3yHUz-1HOMUupHPK-sGPeyI/edit?usp=sharing) |
| **1** | Exhibits the established protocols for class activities | [S4.G1.5](https://docs.google.com/document/d/1bk7EycFOmp6LncOEnWEsxkf5fWLwC0wslLRA0NZsAbM/edit?usp=sharing) |
| **2** | Recognizes the role of rules and etiquette in teacher-designed physical activities | [S4.G2.5](https://docs.google.com/document/d/1Xy5Ndhffg3zsdQh3fFz_-Kl-vVUeMtlUCO90IJc7uHE/edit?usp=sharing) |
| **3** | Recognizes the role of rules and etiquette in physical activity with peers | [S4.G3.5](https://docs.google.com/document/d/1tNw2w9rTpveKcyE0c1tGwVwQVeAaECBkh1Mw-6XAUXw/edit?usp=share_link) |
| **4** | Exhibits etiquette and adheres to rules in a variety of physical activities | [S4.G4.5](https://docs.google.com/document/d/1yjEcJkv1CV2cWFEwthlrC8Z0TcfeW2-QT4zP2f7AJTc/edit?usp=share_link) |
| **5** | Critiques the etiquette involved in rules of various game activities | [S4.G5.5](https://docs.google.com/document/d/1HznFpyHg9RCvzylnxbyIZ-hIMM9SyW2vP6BfLqIJ0K0/edit?usp=share_link) |
| **6** | Identifies the rules and etiquette for activities. | [S4.G6.4](https://docs.google.com/document/d/1xVlXDtG5DaUEvDLNOi6Ir2BRD8PAhPKZSOJmHL1bOeA/edit?usp=sharing) |
| **7** | Demonstrates knowledge of rules and etiquette by self officiating modified physical activities and games or by following parameters to create or modify a dance. | [S4.G7.4](https://docs.google.com/document/d/1l5E_Tfq2Hit-is-6EdbPf5_uW17jURPaAQFFxD6UiKw/edit?usp=share_link) |
| **8** | Applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters. | [S4.G8.4](https://docs.google.com/document/d/1npd-czJQllAcZrPEcD-GvoNVu5iKcQU7pp45Y7BZN1M/edit?usp=sharing) |
| **HS L1** | Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance. | [S4.L1.2](https://docs.google.com/document/d/1vUU5N1XvhqNXFqZ-f3UUPH1nFy__hzBSkPAUCCK96_c/edit?usp=sharing) |
| **HS L2** | Examines moral and ethical conduct in specific competitive situations. | [S4.L2.2](https://docs.google.com/document/d/1aRVgtZUYoPI6j9ZBOKqposbiycSxsUAySFSlrHJawNA/edit?usp=sharing) |

| **Safety** | |  |
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| **PreK** | Appropriately handles materials and equipment  Follows basic safety rules with adult guidance and support | [S4.Pk.6a](https://docs.google.com/document/d/1MjaSHflRTAUYGcoHbDBJyAcCfVVAqBXLu0T2sMfOlL4/edit?usp=sharing)  [S4.Pk.6b](https://docs.google.com/document/d/1MDB_HaJxnIeii9Kn1mrN4_HWh1T547gQRklU8QZTyjk/edit?usp=sharing) |
| **K** | Properly uses equipment with minimal reminders  Follows teacher directions for safe participation with minimal reminders | [S4.GK.6a](https://docs.google.com/document/d/1Xd13ytSxpYQ3C---Zrdik3j1Qg7onNV3crnrrEvArHQ/edit?usp=sharing)  [S4.GK.6b](https://docs.google.com/document/d/1EfUmWcD0ZJAq1gIovd6oo7XjMnGglQn5ev_pJicz8h4/edit?usp=sharing) |
| **1** | Properly uses equipment without reminders  Follows teacher directions for safe participation without reminders | [S4.G1.6a](https://docs.google.com/document/d/1x_Us89KsEDA4xNTqjoMRymIwQcSEiKZJpsmJlee6gaU/edit?usp=sharing)  [S4.G1.6b](https://docs.google.com/document/d/1yxWWWHVF9b2NTas5dm5ubTiLyJc0o3daV5LRY9dER_E/edit?usp=sharing) |
| **2** | Works independently and safely in Physical Education  Works safely with Physical Education equipment | [S4.G2.6a](https://docs.google.com/document/d/15gwNFNVhnYcZZo4P8Ht5E-jVjZ5VY3XavhuYiiSR_C4/edit?usp=sharing)  [S4.G2.6b](https://docs.google.com/document/d/19QpJZwG-xKdxNKP28QKxzZdMfhriUQXu3EPmEaFPXO4/edit?usp=sharing) |
| **3** | Works independently and safely in physical activity settings | [S4.G3.6](https://docs.google.com/document/d/18LQqixoa3rOr1VT8FqofSuwPX17WGQ16xAGmz005AVE/edit?usp=share_link) |
| **4** | Works safely with peers in physical activity settings | [S4.G4.6](https://docs.google.com/document/d/1RVVazfJ6PHIbOy--EbsPZlPTDCeWLI_8yrUQEuoO034/edit?usp=share_link) |
| **5** | Applies safety principles with age-appropriate physical activities | [S4.G5.6](https://docs.google.com/document/d/127fS3zECoUtEMJ6TseuPntD7imHTs46CLXyAqT_0U1s/edit?usp=share_link) |
| **6 - 8** |  |  |
| **HS L1** | Applies best practices for participating safely in physical activity, exercise, and dance. | [S4.L1.4](https://docs.google.com/document/d/1k3ify4LbXNU5aOtXOWiJ5Iro_GP_PcK-PtJfq79cvd8/edit?usp=sharing) |
| **HS L2** | Applies best practices for participating safely in physical activity, exercise, and dance, including injury prevention, proper alignment, hydration, and use of equipment. | [S4.L2.4](https://docs.google.com/document/d/1uYU-9IdbAMJ6nMukdIFIEdToa5b9TnezK98H1a8U8Tk/edit?usp=sharing) |

| Progressions: Standard 5Recognizes the Value of Physical Activity | |  |
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| **Health** | |  |
| **PreK** | Recognizes that physical activity can be fun and enjoyable | [S5.Pk.1](https://docs.google.com/document/d/1kFJ9y-l2VM8Q7GsoQyTM0jyM38Fw23I9u9Eh3SYiqz0/edit?usp=sharing) |
| **K** | Recognizes that physical activity is important for good health | [S5.GK.1](https://docs.google.com/document/d/1DAb2WcV1ZevxtHx3lwb8d57p7mLq6rIaL0fMOwaYaw8/edit?usp=sharing) |
| **1** | Identifies physical activity as a component of good health | [S5.G1.1](https://docs.google.com/document/d/153mPOHi0MTGTguv29QtPgGCF1AbJgyytm0ODJzK_Kdk/edit?usp=sharing) |
| **2** | Recognizes the value of good health balance | [S5.G2.1](https://docs.google.com/document/d/1XJAKiEX4qu6YgzZy2HZmPUHu0_qFoYENS0ycgIZLP78/edit?usp=sharing) |
| **3** | Discusses the relationship between physical activity and good health | [S5.G3.1](https://docs.google.com/document/d/1wMcXQyTP9wZyub3AxNnhnaUF6MjmNVrm4oNP4Dn0YUc/edit?usp=share_link) |
| **4** | Examines the health benefits of participating in physical activity | [S5.G4.1](https://docs.google.com/document/d/1uMeC5BlvpqcW6h4CZKBQfK0LUFjP02rVcI2wL36ATS8/edit?usp=share_link) |
| **5** | Compares the health benefits of participating in selected physical activity | [S5.G5.1](https://docs.google.com/document/d/1_tP-Ceiks3FI4oTEYFf2c7_nsPUgoEnsLuGl8q0KGWQ/edit?usp=share_link) |
| **6** | Describes how being physically active leads to a healthy body. | [S5.G6.1a](https://docs.google.com/document/d/1pjCD3ctkeHmK7kf2dmbeImp1CVDpVACLaOWxnWbWEMs/edit?usp=sharing) |
| **7** | Identifies different types of physical activities and describes how each exerts a positive effect on health. | [S5.G7.1a](https://docs.google.com/document/d/1IxA1tXoEhngBjfHkDUkkduy3mXTk1-6N-KViGrCJAnc/edit?usp=sharing) |
| **8** | Identifies the components of health-related fitness and explains the relationship between fitness and overall physical and mental health. | [S5.G8.1a](https://docs.google.com/document/d/1TadHhv2C5J7g8IPVFTj0s0bo8nIbqSp3lNsRZXWtNyU/edit?usp=sharing) |
| **HS L1** | Identifies the health benefits of a self-selected physical activity. | [S5.L1.1](https://docs.google.com/document/d/1N-ghTG14xo0_hy6bQcndesLVGB3Q5zDUWePFzqhLJwI/edit?usp=sharing) |
| **HS L2** |  |  |

| **Challenge** | |  |
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| **PreK** | Identifies some physical activities that can be challenging | [S5.Pk.2](https://docs.google.com/document/d/1Uy87tn9ODyzXZ6HyyvrvZmqHMvpeeIypTD5rinmL8Ho/edit?usp=sharing) |
| **K** | Recognizes that some physical activities are challenging | [S5.GK.2](https://docs.google.com/document/d/1sI5saVUQHTgETn8ZGqVh3u5cj8rfG_F3XDIKLOM4uc4/edit?usp=sharing) |
| **1** | Recognizes that challenge in physical activities can lead to success | [S5.G1.2](https://docs.google.com/document/d/1D_nASPD3TqWPc4dkcpk6IYgPXBR7MyZ2b7YelJxvL20/edit?usp=sharing) |
| **2** | Compares physical activities that bring confidence and challenge | [S5.G2.2](https://docs.google.com/document/d/1UTXaJ8TfG3jcgW_dCYuWfmUTTT1swoFVHHmLsHIdX6Q/edit?usp=sharing) |
| **3** | Discusses the challenge that comes from learning a new physical activity | [S5.G3.2](https://docs.google.com/document/d/1RrLJZbluSCixgqOdH2UAM1sVxh6V-FTT-xzKubLQGAk/edit?usp=share_link) |
| **4** | Rates the enjoyment of participating in challenging and mastered physical activities | [S5.G4.2](https://docs.google.com/document/d/1LOqPaPCFrrbBf9jf4Y4KwQ1sos6AnA0W9UiUpLB9Ijc/edit?usp=share_link) |
| **5** | Expresses the enjoyment and/or challenge of participating in a physical activity | [S5.G5.2](https://docs.google.com/document/d/1fobOSR4IzL2BKHd6zYLQTxes-RaAwWuqw4CxzoM5vP4/edit?usp=share_link) |
| **6** | Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, and/or modifying the tasks.  Recognizes that skills will develop over time with appropriate practice. | [S5.G6.2a](https://docs.google.com/document/d/1HSiY7a0ot6ToS3hYXOtCJOBrN8tiAdcureNYlox1wUc/edit?usp=sharing)  [S5.G6.2b](https://docs.google.com/document/d/1GYQ6NeRMYsg0RO2YPG0jc1CfvEKrdo4s7HZ5qazVLc4/edit?usp=sharing) |
| **7** | Generates positive strategies such as offering suggestions or assistance, leading or following others, and providing possible solutions when faced with a group challenge.  Shows that skills will develop over time with appropriate practice. | [S5.G7.2a](https://docs.google.com/document/d/1VEBl6IBG_yQNVXz3eOXAMKVLV9X29vZD0QC8gF9qzPk/edit?usp=sharing)’’  [S5.G7.2b](https://docs.google.com/document/d/1a5Vm6_LErqnQEvZkklBrUnHJuWHzFe5BRKKpaAQ6KVY/edit?usp=sharing) |
| **8** | Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.  Justifies that skills will develop over time with appropriate practice. | [S5.G8.2a](https://docs.google.com/document/d/10KVGz7Mk0imx3_2Y0eMMkdHAiRA6-_KBqtAI7VACZlk/edit?usp=sharing)  [S5.G8.2b](https://docs.google.com/document/d/1IcfIod8jUXbU7zAsrZyrZENPiKkCmoZBw3eQ9i6qaoA/edit?usp=sharing) |

| **Self-Expression and Enjoyment** | |  |
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| **PreK** | Demonstrates enjoyment of playing with other children  Shows satisfaction or seeks acknowledgement when completing a task or solving a problem | [S5.Pk.3a](https://docs.google.com/document/d/1-2Qcvst8Cv6X9L6eSGQnYciuAR1IlapKnCiT-a-YQ48/edit?usp=sharing)  [S5.Pk.3b](https://docs.google.com/document/d/1Ti53mV35JuzFb2qLqqanpHgLUz0cfO_RmxsXIqxHms0/edit?usp=sharing) |
| **K** | Identifies physical activities that are enjoyable  Discusses the enjoyment of playing with others | [S5.GK.3a](https://docs.google.com/document/d/1wbx_Cu-8BUNExCUyDr6n4xjVnMngJkGLAigT-XYrqWI/edit?usp=sharing)  [S5.GK.3b](https://docs.google.com/document/d/10Tv5ASv_3MOQi065489J_yOt1HOoTypVh4UJf6Io0A4/edit?usp=sharing) |
| **1** | Describes positive feelings that result from participating in physical activities  Discusses personal reasons for enjoying physical activity | [S5.G1.3a](https://docs.google.com/document/d/1cNVwUJSa0fFEbSUKW_dTOCg7uB-XxzvLX6hkqdTTzD4/edit?usp=sharing)  [S5.G1.3b](https://docs.google.com/document/d/1lln5U7cTW1JtpaKJdi_AmCxkF4MmwGn4qK5QBithrl4/edit?usp=sharing) |
| **2** | Identifies physical activities that provide self-expression  Chooses personal reasons for enjoying physical activity | [S5.G2.3a](https://docs.google.com/document/d/1t73ennq8KfMxJoQWOcbLZxIZJX53VICK7J7GTKj-gew/edit?usp=sharing)  [S5.G2.3b](https://docs.google.com/document/d/1323yyLcnJvCF-N0CCcmyYHxbQEkZJhCEOwdLqdFr_4c/edit?usp=sharing) |
| **3** | Reflects on the reasons for enjoying selected physical activities | [S5.G3.3](https://docs.google.com/document/d/1hCRGUzt9Qs7cxIPAVvHB27qmYjupvUb6Isan_-KM8vU/edit?usp=share_link) |
| **4** | Ranks the enjoyment of participating in different physical activities | [S5.G4.3](https://docs.google.com/document/d/1RH_uEy2K-V9A5EyqTw7p1lZTykbOz0_1Lj4bRjtyeYE/edit?usp=share_link) |
| **5** | Analyzes the different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response | [S5.G5.3](https://docs.google.com/document/d/14r6Hrw3z5dKgVzqTsU_mPMPJJPd9EyXAZHyWA2d12zs/edit?usp=share_link) |
| **6** | Describes how moving competently in a physical activity setting creates enjoyment.  Identifies how self-expression and physical activity are related. | [S5.G6.3a](https://docs.google.com/document/d/1jyHaURenXnj-hxX0FKX6eP84h0S_pHuA_c3Zm7xIm_8/edit?usp=sharing)  [S5.G6.3b](https://docs.google.com/document/d/1RvSAI-qvkH5FelYgruZ_Aq4GZGex9ivX8a5atJYf8B8/edit?usp=sharing) |
| **7** | Identifies why self-selected physical activities create enjoyment.  Explains the relationship between self-expression and lifelong enjoyment through physical activity. | [S5.G7.3a](https://docs.google.com/document/d/1jIhe1GnVuoJd_0MQyG6wKSbfV0GVOCIBSazTIp6dIT0/edit?usp=sharing)  [S5.G7.3b](https://docs.google.com/document/d/1ME17Ct-WTnBGlR3k_ZN8yJA5ZycpneF8bE0tq_sCMJs/edit?usp=sharing) |
| **8** | Discusses how enjoyment could be increased in self-selected physical activities.  Identifies and participates in an enjoyable activity that prompts individual self-expression. | [S5.G8.3a](https://docs.google.com/document/d/1xyz74vXnLslSFrEzcfGsu7M9B-KwGDGlenVorg9Ja7w/edit?usp=sharing)  [S5.G8.3b](https://docs.google.com/document/d/1VwjTg8leFrku1XUSUh5FpA2r-ibY_7hZQb3FaD7VGIE/edit?usp=sharing) |
| **HS L1** | Identifies the uniqueness of creative dance as a means of self-expression. | [S5.L1.3](https://docs.google.com/document/d/1N3bUgV5yLLn1NtsX_KSQEWsdBpsyVXlHLzYQi1nP4wA/edit?usp=sharing) |
| **HS L2** | Selects and participates in physical activities or dance that meet the need for self expression and enjoyment. | [S5.L2.3](https://docs.google.com/document/d/16uKzmt1JSHDOeL-NITUqvU6aZf6hGWT8WP7MCGAo7hU/edit?usp=sharing) |

| **Social Interaction** | |  |
| --- | --- | --- |
| **PreK** |  |  |
| **K** |  |  |
| **1** |  |  |
| **2** |  |  |
| **3** | Describes the positive social interactions that come when engaged with others in physical activity | [S5.G3.4](https://docs.google.com/document/d/1h2lvQ5rYAOOyaUgFnWjFcnriyQ6FvJMdVnAQQmh9tZc/edit?usp=share_link) |
| **4** | Describes and compares the positive social interactions when engaged in partner, small-group, and large-group physical activities | [S5.G4.4](https://docs.google.com/document/d/1OcHAbhI6y9datgarHrwVhgVatTxxPEVnTx5gVthRM_I/edit?usp=share_link) |
| **5** | Describes the social benefits gained from participating in physical activity outside of Physical Education | [S5.G5.4](https://docs.google.com/document/d/1VgBhe0TWljEJELRUobY8w1Op9DGm_d-KSxa2_CXeLEY/edit?usp=share_link) |
| **6** | Identifies components of physical activity that provide opportunities for reducing stress and for social interaction. | [S5.G6.1b](https://docs.google.com/document/d/1SSi0QxyWgr_qd2u4PB8ZT0D1kifSBeMsFfFN7RiFCAw/edit?usp=sharing) |
| **7** | Identifies positive mental and emotional aspects of participating in a variety of physical activities. | [S5.G7.1b](https://docs.google.com/document/d/1ny7Ymu4ulZP_J8dWTHT_silLq3qAE4c9oWJi-zVe2JY/edit?usp=sharing) |
| **8** | Analyzes the empowering consequences of being physically active. | [S5.G8.1b](https://docs.google.com/document/d/1eQ4UDwtN8hy83RYsW_pyuzNbthraJSIPc-UU09PF6Mk/edit?usp=sharing) |