

PE SCOPE AND SEQUENCE K-8TH GRADE

The objective of physical education is 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.

Standards:

STANDARD ONE: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

STANDARD TWO: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

STANDARD THREE: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.

STANDARD FOUR: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

STANDARD FIVE: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Legend

E = Emerging: Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition

M = Maturing: Students can demonstrate the critical elements of the motor skill/knowledge components of the grade-level outcomes, which will continue to be refined with practice.

A = Applying: Students can demonstrate the critical elements of the motor skill/knowledge components of the grade-level outcomes within a variety of physical activity environments.

| Standard 1: Motor skills and Movement Patterns | | | | | | | | | |
|--|--------------|---------|---------|---------|---------|---------|---------|---------|---------|
| E=Emerging M=Maturing A=Applying | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| Hopping | E | M | A | A | A | A | A | A | A |
| Galloping | E | M | A | A | A | A | A | A | A |
| Running | E | E | M | A | A | A | A | A | A |
| Sliding | E | M | A | A | A | A | A | A | A |
| Skipping | E | E | M | A | A | A | A | A | A |
| Leaping | | E | E | M | A | A | A | A | A |
| Jumping & Landing | E | E | E | M | A | A | A | A | A |
| xxx Spring & step | | | | | E | M | A | A | A |
| xxx Jump stop | | | | | | | E | M | A |
| xxx Jump rope | E | E | E | M | A | A | | | |
| Balance | E | E | E | M | A | A | A | A | A |
| Weight transfer | | | E | M | M | M | A | A | A |
| Rolling | E | E | E | E | E | M | A | A | A |
| Curling & Stretching | E | E | M | M | M | A | A | A | A |
| Twisting & Bending | | E | M | M | M | A | A | A | A |
| Throwing | | | | | | | | | |
| xxx Underhand | E | E | M | M | M | M | A | A | A |
| xxx Overhand | E | E | E | E | M | A | A | A | A |
| Catching | E | E | E | E | M | A | A | A | A |
| Dribbling/ball control | | | | | | | | | |
| xxx Hands | E | E | E | E | M | A | A | A | A |
| xxx Feet | | E | E | E | E | M | A | A | A |
| xxx With implement | | | | E | E | M | A | A | A |
| Kicking | E | E | E | E | M | M | A | A | A |
| Volleying | | | | | | | | | |
| xxx Underhand | E | E | E | E | M | A | A | A | A |
| xxx Overhead | | | | | E | E | E | E | E |
| xxx Set | | | | | | | | E | E |
| Striking -- with short implement (racket) | E | E | E | E | M | A | A | A | A |
| xxx Fore/backhand | | | | | | | E | E | M |
| Striking -- with long implement | | | E | E | E | M | M | A | A |
| xxx Fore/backhand | | | | | | | E | E | M |
| Combining locomotors & manipulatives | | | | | E | E | M | M | A |
| Combining jumping, landing, locomotors & manipulatives | | | | | | E | M | A | A |
| Combining balance & weight transfers | | | E | E | E | E | M | M | A |
| Serving | | | | | | | | | |
| xxx Underhand | | | | | | | E | M | A |
| xxx Overhand | | | | | | | E | E | E |

| Standard 2: Concepts and Strategies | | | | | | | | | | |
|--|---|---------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| E=Emerging M=Maturing A=Applying | | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| Movement concepts and knowledge | | E | E | E | E | M | M | A | A | A |
| Strategies and tactics | | | | | E | E | E | M | M | A |
| Creating space (invasion) | | | | | | | | | | |
| | varying pathways | | | | | | | E | M | A |
| | varying type of pass | | | | | | | E | M | A |
| | selecting offensive tactics with/without object | | | | | | | E | E | M |
| | using the width and length of court/field | | | | | | | E | E | M |
| | playing with one player up (ex 2 v 1) | | | | | | | E | E | M |
| Reducing space (invasion) | | | | | | | | | | |
| | changing size and shape of defenders body | | | | | | | E | M | A |
| | changing angle to gain advantage | | | | | | | E | E | M |
| | denying pass/player progress | | | | | | | E | E | E |
| | playing with one player down (ex 1 v 2) | | | | | | | E | E | E |
| Creating space (net/wall) | | | | | | | | | | |
| | varying force, angle, and direction to gain advantage | | | | | | | E | E | M |
| | using offensive tactics to move opponent | | | | | | | E | E | E |
| Reducing space (net/wall) | | | | | | | | | | |
| | returning to home position | | | | | | | E | E | M |
| | shifting to reduce angles | | | | | | | E | E | E |
| Target | | | | | | | | | | |
| | selecting appropriate shot | | | | | | | E | E | M |
| | applying blocking strategy | | | | | | | E | E | E |
| | varying speed | | | | | | | E | E | M |
| Fielding/striking | | | | | | | | | | |
| | applying offensive strategies | | | | | | | | E | E |
| | reducing open spaces | | | | | | | E | E | M |

| Standard 3: Health enhancing level of fitness and activity | | | | | | | | | |
|---|---------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| E=Emerging M=Maturing A=Applying | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| Physical activity knowledge | E | E | E | E | E | M | M | M | A |
| Engages in physical activity | E | E | E | E | E | M | M | M | M |
| Fitness knowledge | E | E | E | E | E | M | M | M | M |
| Assessment and program planning | | | | E | E | M | E | M | A |
| Nutrition | E | E | E | E | E | E | E | M | M |
| Stress Management | | | | | | | E | E | E |

| Standard 4: Responsible personal & Social behavior | | | | | | | | | |
|---|--------------|---------|---------|---------|---------|---------|---------|---------|---------|
| E=Emerging M=Maturing A=Applying | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| Demonstrating personal responsibility | E | E | E | M | M | M | A | A | A |
| Accepting Feed Back | E | E | E | M | M | M | A | A | A |
| Working with others | E | E | M | M | M | A | A | A | A |
| Following rules & etiquette | E | E | E | E | E | M | M | A | A |
| Safety | E | E | M | M | M | A | A | A | A |

| Standard 5: Recognizes the value of physical activity | | | | | | | | | |
|--|--------------|---------|---------|---------|---------|---------|---------|---------|---------|
| E=Emerging M=Maturing A=Applying | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| For Health | | | E | E | E | E | M | M | M |
| For challenge | | | E | E | E | E | M | M | M |
| For self-expression/enjoyment | E | E | E | E | E | M | M | M | M |
| For social interaction | | | | E | E | E | M | M | M |