

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Physical Education 12th Grade

June 2017

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## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## **Physical Education**

Physical Education in the 12th grade will provide students an opportunity to participate in a variety of lifetime activities, recreational activities and team sport activities that will be offered throughout the semester. Students will have an opportunity to choose an activity in each unit of instruction that will best fit their interest level. A wide range of units will be offered for the students to engage in activities that will enhance their learning experience in an educational setting that allows students to reach their level of success while collaborating with peers and setting personal goals and standards, as well as, reaching team goals.

Students will have an opportunity to develop a wide range of skills while participating in a variety of individual/partner and team activities. Students will be provided many opportunities to develop their skills of throwing, catching, striking, and hitting with an implement in addition to improving overall fitness levels through warm ups, lead up activities and application of skills through game play. In addition to skill development students will learn about strategies, etiquette, sportsmanship, and rules of the game while developing an appreciation of individual differences.

Units of Instruction that may be offered are broken down into three main categories: Lifetime Activities, Recreational Activities and Team Sport Activities. Units may include but are not limited to:

### **Lifetime Activities:**

Aerobics, Archery, Circuit Training, Cycling, Dance, Fitness, Golf, Tennis, Walking, Yoga

### **Recreational Activities:**

Archery, Backyard Games, Badminton, Flag Frenzy, Indoor Games, Outdoor Games, Pickleball, Table Tennis, Ulti-mania, Wiffle Ball, Nitro Ball

### **Team Sport Activities:**

Basketball, Flag Football, Floor Hockey, Soccer, Softball, Speedball, Tchoukball, Team Handball, Volleyball, Ultimate Frisbee

| Stage 1 Desired Results  |  |   |
|--|--|---|
| <p><b>ESTABLISHED GOALS</b></p> <p>NPES 1: Demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NPES 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NPES 3: Demonstrates the knowledge and skills to achieve a health enhancing level of physical activity and fitness.</p> <p>NPES 4: Exhibits responsible personal and social behavior that respects self and others.</p> <p>NPES 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>NHES 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>NHES 5: Students will demonstrate the ability to use decision making skills to enhance health.</p> | <b>Transfer</b>  |   |
|  | <p><i>Students will be able to independently use their learning to... stay physically active in a variety of activities throughout their lifetime to maintain their level of health and wellness.</i></p>  |   |
|  | <b>Meaning</b>   |   |
|  | <b>UNDERSTANDINGS</b>  | <b>ESSENTIAL QUESTIONS</b>  |
|  | <p><i>Students will understand that...</i></p> <p>Exposure to a variety of activities will help improve a person's chances of participating in physical activity on a regular basis throughout their lives.</p> <p>Using the SMART goal model to maintain a healthy level of fitness through goal setting.</p> <p>Learning the skill of logging workout details will benefit a person in setting personal goals.</p> | <p>Students will consider...</p> <p>What makes an activity a lifetime activity?</p> <p>What skills and knowledge does one need in order to maintain a healthy level of fitness?</p> <p>How can one develop fitness goals that will allow one to meet his/her personal fitness/wellness goals?</p> |
|  |  |   |

| <p>NHES 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>NHES 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>CCSS.ELA-LITERACY.SL.11-12.1</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> | <b>Acquisition</b>  |  |
|---|---|--|
|   | <i>Students will know...</i>  | <i>Students will be skilled at...</i>  |
|   | The importance of reaching and calculating a healthy heart fitness range.             | Finding heart rate and target zone.  |
|   | The health benefits of staying physically active throughout a lifetime.               | Strategies used to develop personal fitness/wellness activities that will be used to maintain a healthy lifestyle. |
|   | Techniques, skills, and concepts used in a variety of activities.                     | Recognizing health benefits of self-selected physical activity.  |
|   | How to set clear and realistic goals and how to incorporate them into daily routines. | Connect the value of social interaction to participating in lifetime activities.                                   |

| Stage 2 – Evidence |   |  |
|--------------------|---|--|
| Code               | Evaluative Criteria   | Assessment Evidence  |
| T, M, A            | <p>Rubric showing student level:</p> <p>Emerging - Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.</p> <p>Maturing - Students can demonstrate the critical elements of the motor skills and knowledge components of the grade level outcomes, which will continue to refine with practice.</p> <p>Applying - Students can demonstrate the critical elements of the motor skills and knowledge components of the grade level outcomes in a variety of physical activity environments.</p> | <p>PERFORMANCE TASK(S):</p> <p>Students will be able to perform the skills to demonstrate muscular strength, muscular endurance, cardiovascular endurance and flexibility and relate them to the lifetime activities. These will be demonstrated through performing tasks directly related to specific unit of instruction, such as: proper use of exercise equipment in a circuit training unit, poses used in yoga, calculating heart rate and intensity level in walking and aerobic activities.</p> <p>Students will create a plan showing what lifetime activities they will incorporate into their lifestyle after graduation. Students will be able to demonstrate this by locating opportunities in the community that will provide the opportunity to stay active in a variety of ways. They will be able to recognize opportunities such as trails, parks and clubs that will be able to be included in their personalized plan to stay active throughout their lives.</p> |

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|  | Assessment Based | <p>OTHER EVIDENCE:</p> <p>Checklists</p> <p>Quiz</p> <p>Exit slips</p> <p>Teacher Observation</p> |
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| Stage 3 – Learning Plan |  |  |
|-------------------------|--|--|
| Code                    | <i>Pre-Assessment</i>  |  |
| T, M, A                 | <ul style="list-style-type: none"> <li>- Assess prior knowledge at the beginning of a unit</li> <li>- Student will self-assess using the emerging, maturing or applying rubric</li> </ul>  |  |
|                         | <p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>- Rules and essential skills in a variety of lifetime activities.</li> <li>- Benefits gained from participating in a variety of lifetime activities.</li> <li>- Life skills that are developed through the participation in a variety of lifetime activities.</li> <li>- The components of fitness that are used in a variety of activities.</li> </ul> | <p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>- Will confer with students <ul style="list-style-type: none"> <li>- to check and see understanding of concepts and rules</li> <li>- to discuss specific strategies needed or strategies that can be applied to a specific situation</li> </ul> </li> <li>- Teacher Observation in activity <ul style="list-style-type: none"> <li>- looking for proper techniques being used</li> </ul> </li> </ul> |



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|--|---|---|
|  | <ul style="list-style-type: none"> <li>- As part of the daily warm up students will set goals and monitor progress towards meeting CT Health Related Fitness Standards in muscular strength, muscular endurance, flexibility and cardiovascular endurance.</li> <li>- Students will engage in one-on-one, small group and team discussions where they will effectively communicate strategies, rules, scoring and apply those discussions in their activity.</li> </ul> | <ul style="list-style-type: none"> <li>- looking for application of specific strategies</li> <li>- looking for understanding of rules and specific concepts needed</li> <li>- Checklists             <ul style="list-style-type: none"> <li>- looking for correct use of techniques used in active situation</li> <li>- student checklist for physical fitness standards and personal goals</li> </ul> </li> <li>- Group Discussion             <ul style="list-style-type: none"> <li>- Student led and teacher led discussions showing understanding of concepts and building on ideas to improve activity, game, goals</li> <li>- looking for ability to communicate effectively with peers while participating in activity</li> </ul> </li> </ul> |
|--|---|---|

| Stage 1 Desired Results  |  |   |
|--|--|---|
| <p><b>ESTABLISHED GOALS</b></p> <p>NPES 1: Demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NPES 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NPES 3: Demonstrates the knowledge and skills to achieve a health enhancing level of physical activity and fitness.</p> <p>NPES 4: Exhibits responsible personal and social behavior that respects self and others.</p> <p>NPES 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>NHES 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>NHES 5: Students will demonstrate the ability to use decision making skills to enhance health.</p> | <b>Transfer</b>  |   |
|  | <p><i>Students will be able to independently use their learning to...</i></p> <p>stay physically active in a variety of activities that are done for enjoyment, pleasure, and are considered to be fun.</p>  |   |
|  | <b>Meaning</b>   |   |
|  | <b>UNDERSTANDINGS</b>  | <b>ESSENTIAL QUESTIONS</b>  |
|  | <p><i>Students will understand that...</i></p> <p>Specific rules, strategies, techniques and positioning are used on the field/court to be successful.</p> <p>Participation in recreational activities are an important aspect in keeping a healthy lifestyle.</p> <p>Recreational games are ideal to play regardless of age and ability</p> | <p>Students will consider...</p> <p>What skills and knowledge does one need in order to participate in recreational activities?</p> <p>How can recreational activities help in my lifetime fitness and wellness goals?</p> <p>What makes recreational activities a lifetime activity?</p> |
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| <p>NHES 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>CCSS.ELA-LITERACY.SL.11-12.1</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> |   |  |
|  | <b>Acquisition</b>  |  |
|  | <p><i>Students will know...</i></p> <p>Rules and essential skills in a variety of recreational activities.</p> <p>The method of scoring in a variety of recreational activities.</p> <p>Life skills that are developed through the participation in a variety of recreational activities.</p> <p>The components of fitness that are used in a variety of activities</p> | <p><i>Students will be skilled at...</i></p> <p>Understanding the connection between recreational activities and a healthy fitness level.</p> <p>Utilize the life skills of communication and collaboration in a variety of recreational activities.</p> <p>Demonstrating the ability to score and follow the rules in a variety of recreational activities.</p> |

| Stage 2 – Evidence |   |  |
|--------------------|---|--|
| Code               | Evaluative Criteria   | Assessment Evidence  |
| T, M, A            | <p>Rubric showing student level:</p> <p>Emerging - Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.</p> <p>Maturing - Students can demonstrate the critical elements of the motor skills and knowledge components of the grade level outcomes, which will continue to refine with practice.</p> <p>Applying - Students can demonstrate the critical elements of the motor skills and knowledge components of the grade level outcomes in a variety of physical activity environments.</p> | <p>PERFORMANCE TASK(S):</p> <p>Students will be able to perform the skills and apply rules and strategies needed to effectively be engaged in game play. Students will demonstrate this by being able to apply specific game strategies in correct situations and use proper techniques to perform the chosen activity to the best of their ability. Such as what base to throw to in a specific situation during a wiffle ball or outdoor games unit, correct positioning in a doubles racket sport, and use all scoring options available in backyard games and ultimania.</p> <p>Students will research and create a plan on what recreational activities are available for them to participate in after graduation. Students will demonstrate this by listing places, organizations and activities that offer an opportunity to participate in recreational activities. This will include how it may fit into daily routines, fees associated with activity, and other information needed to be an active participant.</p> |

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|  | Assessment Based | <p>OTHER EVIDENCE:</p> <p>Checklists</p> <p>Quiz</p> <p>Exit Slips</p> <p>Teacher Observation</p> |
|--|------------------|---|

| Stage 3 – Learning Plan |  |   |
|-------------------------|--|---|
| <b>Code</b>             | <b><i>Pre-Assessment</i></b>   |   |
| T, M, A                 | <ul style="list-style-type: none"> <li>- Assess prior knowledge at the beginning of a unit</li> <li>- Student will self-assess using the emerging, maturing or applying rubric</li> </ul>  |   |
|                         | <p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>- Introduce recreational activity to students.</li> <li>- Introduce all equipment needed to perform tasks related to skill development and game play.</li> <li>- Explain basic skills needed to participate in specific activity.</li> <li>- Discuss rules that will need to be applied to activity and game play situations.</li> <li>- Discuss all safety expectations.</li> <li>- As part of the daily warm up students will set goals and monitor progress towards meeting CT Health Related Fitness Standards in muscular strength, muscular endurance, flexibility and cardiovascular endurance.</li> </ul> | <p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>- Will confer with students <ul style="list-style-type: none"> <li>- to check and see understanding of concepts and rules</li> <li>- to discuss specific strategies needed or strategies that can be applied to a specific situation</li> </ul> </li> </ul> |

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|--|--|--|
|  | <ul style="list-style-type: none"> <li>- Students will engage in one-on-one, small group and team discussions where they will effectively communicate strategies, rules, scoring and apply those discussions in their activity.</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher Observation in activity             <ul style="list-style-type: none"> <li>- looking for proper techniques being used</li> <li>- looking for application of specific strategies</li> <li>- looking for understanding of rules and specific concepts needed</li> </ul> </li> <li>- Checklists             <ul style="list-style-type: none"> <li>- looking for correct use of techniques used in active situation</li> <li>- student checklist for physical fitness standards and personal goals</li> </ul> </li> <li>- Group Discussion             <ul style="list-style-type: none"> <li>- Student led and teacher led discussions showing understanding of concepts and building on ideas to improve activity, game, goals</li> <li>- looking for ability to communicate effectively with peers while participating in activity</li> </ul> </li> </ul> |
|--|--|--|

| Stage 1 Desired Results  |  |  |
|--|--|--|
| <p><b>ESTABLISHED GOALS</b></p> <p>NPES 1: Demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NPES 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NPES 3: Demonstrates the knowledge and skills to achieve a health enhancing level of physical activity and fitness.</p> <p>NPES 4: Exhibits responsible personal and social behavior that respects self and others.</p> <p>NPES 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>NHES 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>NHES 5: Students will demonstrate the ability to use decision making skills to enhance health.</p> | <b>Transfer</b>  |  |
|  | <p><i>Students will be able to independently use their learning to...</i></p> <p>stay physically active in a variety of activities that are organized into teams and compete against an opponent.</p>  |  |
|  | <b>Meaning</b>   |  |
|  | <p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <p>Offensive and defensive strategies, and positioning on the field/court to be successful.</p> <p>Maintaining and improving flexibility, cardio-respiratory endurance, muscular strength and muscular endurance will all help in performance.</p> <p>Utilizing the skills of all players on the team, cooperation and communication will all help improve a team's performance.</p> <p>Rules are restrictions and responsibilities.</p> | <p><b>ESSENTIAL QUESTIONS</b></p> <p>Students will consider...</p> <p>What skills and knowledge does one need to be successful in a team sport?</p> <p>How will working collaboratively with one's teammates improve one's team performance?</p> <p>How does conditioning and practice help improve performance in a team sport?</p> |
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|--|--|---|
| <p>NHES 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>CCSS.ELA-LITERACY.SL.11-12.1</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> |  |   |
|  | <b>Acquisition</b>   |   |
|  | <p><i>Students will know...</i></p> <p>Techniques, skills and concepts used in a variety of team sports.</p> <p>How to communicate and work with teammates to improve team performance.</p> <p>Strategies that are used to help team be successful.</p> <p>Field/court markings and lines that are used in the game situations</p> | <p><i>Students will be skilled at...</i></p> <p>Identifying skills and strategies used to perform in a team sport.</p> <p>Effectively communicating with teammates to be able to put the team in the best position.</p> <p>Describing the scoring process and major rules in a variety of team sports.</p> <p>Showing an awareness and appreciation for the difference in skill levels.</p> |



| Stage 2 – Evidence |   |   |
|--------------------|---|---|
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|  | Assessment Based | <p>OTHER EVIDENCE:</p> <p>Checklist</p> <p>Quiz</p> <p>Exit slip</p> <p>Teacher Observation</p> |
|--|------------------|---|

| Stage 3 – Learning Plan |  |  |
|-------------------------|--|--|
| Code                    | <i>Pre-Assessment</i>  |  |
| T, M, A                 | <ul style="list-style-type: none"> <li>- Assess prior knowledge at the beginning of a unit</li> <li>- Student will self-assess using the emerging, maturing or applying rubric</li> </ul>  |  |
|                         | <p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>- Introduce team sport to students</li> <li>- Introduce all equipment needed to perform tasks related to skill development and game play</li> <li>- Explain basic skills needed to participate in specific team activity</li> <li>- Discuss rules that will need to be applied to activity and game play situations.</li> <li>- Discuss all safety expectations</li> <li>- As part of the daily warm up students will set goals and monitor progress towards meeting CT Health Related Fitness Standards in muscular strength, muscular endurance, flexibility and cardiovascular endurance.</li> </ul> | <p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>- Will confer with students <ul style="list-style-type: none"> <li>- to check and see understanding of concepts and rules</li> <li>- to discuss specific strategies needed or strategies that can be applied to a specific situation</li> </ul> </li> <li>- Teacher Observation in activity <ul style="list-style-type: none"> <li>- looking for proper techniques being used</li> </ul> </li> </ul> |

|  |  |   |
|--|--|---|
|  | <ul style="list-style-type: none"> <li>- Students will engage in one-on-one, small group and team discussions where they will effectively communicate strategies, rules, scoring and apply those discussions in their activity.</li> </ul> | <ul style="list-style-type: none"> <li>- looking for application of specific strategies</li> <li>- looking for understanding of rules and specific concepts needed</li> <li>- Checklists <ul style="list-style-type: none"> <li>- looking for correct use of techniques used in active situation</li> <li>- student checklist for physical fitness standards and personal goals</li> </ul> </li> <li>- Group Discussion <ul style="list-style-type: none"> <li>- Student led and teacher led discussions showing understanding of concepts and building on ideas to improve activity, game, goals</li> <li>- looking for ability to communicate effectively with peers while participating in activity</li> </ul> </li> </ul> |
|  | <p>Resources:</p> <p>National Standards &amp; Grade-Level Outcomes for K-12 Physical Education</p>   |   |

## Twelfth Grade Pacing Guide

| <b>Lifetime Activities:</b> | <b>Days:</b> | <b>Days 1-2:</b>      | <b>Days 3-6</b>                        | <b>Day 7:</b>        |
|-----------------------------|--------------|-----------------------|--|----------------------|
| 1. Aerobics                 | 7            | Skills and techniques | Exercise routine, formative assessment | Summative Assessment |
| 2. Archery<br>Assessment    | 7            | Skills and techniques | Game play, formative assessment        | Summative            |
| 3. Circuit Training         | 7            | Skills and techniques | Exercise routine, formative assessment | Summative Assessment |
| 4. Cycling                  | 7            | Skills and techniques | Cycling, formative assessment          | Summative Assessment |
| 5. Dance                    | 7            | Skills and techniques | Dance routine, formative assessment    | Summative Assessment |
| 6. Fitness                  | 7            | Skills and techniques | Exercise routine, formative assessment | Summative Assessment |
| 7. Golf<br>Assessment       | 7            | Skills and techniques | Game play, formative assessment        | Summative            |
| 8. Tennis<br>Assessment     | 7            | Skills and techniques | Game play, formative assessment        | Summative            |
| 9. Walking                  | 7            | Skills and techniques | Exercise routine, formative assessment | Summative Assessment |
| 10. Yoga                    | 7            | Skills and techniques | Exercise routine, formative assessment | Summative Assessment |

### **Recreational Activities:**

|                                  |   |                       |                                 |           |
|----------------------------------|---|-----------------------|---------------------------------|-----------|
| 11. Archery<br>Assessment        | 7 | Skills and techniques | Game play, formative assessment | Summative |
| 12. Backyard Games<br>Assessment | 7 | Skills and techniques | Game play, formative assessment | Summative |
| 13. Badminton<br>Assessment      | 7 | Skills and techniques | Game play, formative assessment | Summative |
| 14. Flag Frenzy                  | 7 | Skills and techniques | Game play, formative assessment | Summative |

Assessment

|                                 |   |                       |                                 |           |
|---------------------------------|---|-----------------------|---------------------------------|-----------|
| 15. Indoor Games<br>Assessment  | 7 | Skills and techniques | Game play, formative assessment | Summative |
| 16. Outdoor Games<br>Assessment | 7 | Skills and techniques | Game play, formative assessment | Summative |
| 17. Pickleball<br>Assessment    | 7 | Skills and techniques | Game play, formative assessment | Summative |
| 18. Table Tennis<br>Assessment  | 7 | Skills and techniques | Game play, formative assessment | Summative |
| 19. Ulti-mania<br>Assessment    | 7 | Skills and techniques | Game play, formative assessment | Summative |
| 20. Wiffle Ball<br>Assessment   | 7 | Skills and techniques | Game play, formative assessment | Summative |

**Team Sport Activities:**

|                                 |   |                       |                                 |           |
|---------------------------------|---|-----------------------|---------------------------------|-----------|
| 21. Basketball<br>Assessment    | 7 | Skills and techniques | Game play, formative assessment | Summative |
| 22. Flag Football<br>Assessment | 7 | Skills and techniques | Game play, formative assessment | Summative |
| 23. Floor Hockey<br>Assessment  | 7 | Skills and techniques | Game play, formative assessment | Summative |
| 24. Soccer<br>Assessment        | 7 | Skills and techniques | Game play, formative assessment | Summative |
| 25. Softball                    | 7 | Skills and techniques | Game play, formative assessment | Summative |

## Assessment

|                                    |   |                       |                                 |           |
|------------------------------------|---|-----------------------|---------------------------------|-----------|
| 26. Speedball<br>Assessment        | 7 | Skills and techniques | Game play, formative assessment | Summative |
| 27. Tchoukball<br>Assessment       | 7 | Skills and techniques | Game play, formative assessment | Summative |
| 28. Team Handball<br>Assessment    | 7 | Skills and techniques | Game play, formative assessment | Summative |
| 29. Volleyball<br>Assessment       | 7 | Skills and techniques | Game play, formative assessment | Summative |
| 30. Ultimate Frisbee<br>Assessment | 7 | Skills and techniques | Game play, formative assessment | Summative |



By implementing the National Standards for K–12 Physical Education in your schools you are helping to ensure that all of America's students are benefitting from the skills, knowledge and confidence to enjoy healthy, meaningful physical activity.

## Scope & Sequence for K–12 Physical Education

### Standard 1. Motor skills & movement patterns

|            | Kindergarten   | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | High School |
|------------|--|---------|---------|---------|---------|---------|---------|---------|---------|-------------|
| STANDARD 1 | Hopping  | E       | M       | A       |         |         |         |         |         |             |
|            | Galloping  | E       | M       | A       |         |         |         |         |         |             |
|            | Running  | E       | →       | M       | A       |         |         |         |         |             |
|            | Sliding  | E       | M       | A       |         |         |         |         |         |             |
|            | Skipping   | E       | →       | M       |         |         |         |         |         |             |
|            | Leaping  |         | E       | →       | M       | A       |         |         |         |             |
|            | Jumping & landing                                      | E       |         | →       | M       | A       |         |         |         |             |
|            | • Spring & step  |         |         |         | E       | M       | A       |         |         |             |
|            | • Jump stop  |         |         |         |         |         | E       | M       | A       |             |
|            | • Jump rope  | E       | →       | M       | A       | →       |         |         |         |             |
|            | Balance  | E       | →       | M       | →       | A       |         |         |         |             |
|            | Weight transfer  |         |         | E       | M       | →       | A       |         |         |             |
|            | Rolling  | E       |         |         |         | M       | A       |         |         |             |
|            | Curling & stretching                                   | E       | →       | M       |         | A       |         |         |         |             |
|            | Twisting & bending                                     |         | E       | M       |         | A       |         |         |         |             |
|            | Throwing   |         |         |         |         |         |         |         |         |             |
|            | • Underhand  | E       | →       | M       |         |         | A       |         |         |             |
|            | • Overhand   | E       |         |         |         | M       | A       |         |         |             |
|            | Catching   | E       |         |         | M       | A       |         |         |         |             |
|            | Dribbling/ball control                                 |         |         |         |         |         |         |         |         |             |
|            | • Hands  | E       |         |         | M       | A       |         |         |         |             |
|            | • Feet   |         | E       |         |         | M       | A       |         |         |             |
|            | • With implement                                       |         |         |         | E       | M       | A       |         |         |             |
|            | Kicking  | E       |         |         | M       | →       | A       |         |         |             |
|            | Volleying  |         |         |         |         |         |         |         |         |             |
|            | • Underhand  | E       |         |         | M       | A       |         |         |         |             |
|            | • Overhead   |         |         |         | E       | →       |         |         |         |             |
|            | • Set  |         |         |         |         |         |         | E       | →       | M           |
|            | Striking — with short implement                        | E       |         |         | M       | A       |         |         |         |             |
|            | • Fore/backhand  |         |         |         |         |         | E       | →       | M       | A           |
|            | Striking — with long implement                         |         |         | E       |         | M       | A       |         |         |             |
|            | • Fore/backhand  |         |         |         |         |         |         | E       | →       | M           |
|            | Combining locomotors & manipulatives                   |         |         |         | E       | →       | M       | →       | A       |             |
|            | Combining jumping, landing, locomotors & manipulatives |         |         |         |         | E       | M       | A       |         |             |
|            | Combining balance & weight transfers                   |         | E       |         |         |         | M       | →       | A       |             |
|            | Serving  |         |         |         |         |         |         |         |         |             |
|            | • Underhand  |         |         |         |         |         | E       | M       | A       | →           |
|            | • Overhand   |         |         |         |         |         | E       |         |         | M           |
|            | Shooting on goal                                       |         |         |         |         | E       |         |         | M       |             |
|            | Passing & receiving                                    |         |         |         |         |         |         |         |         |             |
|            | • Hands  |         |         |         |         | E       | →       | M       | →       |             |
|            | • Feet   |         |         |         | E       |         |         |         | M       |             |
|            | • With implement                                       |         |         |         |         |         | E       | →       | M       |             |
|            | • Forearm pass   |         |         |         |         |         | E       | →       | M       | A           |
|            | • Lead pass  |         |         |         |         | E       | →       | M       | →       |             |
|            | • Give & go  |         |         |         |         |         | E       | M       | →       |             |
|            | Offensive skills                                       |         |         |         |         |         |         |         |         |             |
|            | • Picks  |         |         |         |         |         | E       | M       | A       |             |
|            | • Fakes  |         |         |         |         |         | E       | →       | M       |             |
|            | • Jab step   |         |         |         |         |         | E       | →       | M       |             |
|            | • Screen   |         |         |         |         |         |         |         | E       |             |
|            | Defensive skills                                       |         |         |         |         |         |         |         |         |             |
|            | • Drop step  |         |         |         |         |         | E       | →       | M       |             |
|            | • Defensive or athletic stance                         |         |         |         |         |         | E       | →       | M       |             |



## Standard 2. Concepts & strategies

|            |   | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | High School |
|------------|---|--------------|---------|---------|---------|---------|---------|---------|---------|---------|-------------|
| STANDARD 2 | Movement concepts, principles & knowledge                             | E            |         |         |         | M       |         | A       |         |         |             |
|            | Strategies & tactics  |              |         |         | E       |         |         | M       |         | A       |             |
|            | Communication (games)   |              |         |         |         |         |         | E       |         | M       | A           |
|            | Creating space (invasion)   |              |         |         |         |         |         |         |         |         |             |
|            | • Varying pathways, speed, direction                                  |              |         |         |         |         |         | E       | M       | A       |             |
|            | • Varying type of pass  |              |         |         |         |         |         | E       | M       | A       |             |
|            | • Selecting appropriate offensive tactics with object                 |              |         |         |         |         |         | E       |         | M       |             |
|            | • Selecting appropriate offensive tactics without object              |              |         |         |         |         |         | E       |         | M       |             |
|            | • Using width & length of the field/court                             |              |         |         |         |         |         | E       |         | M       |             |
|            | • Playing with one player up (e.g., 2 v 1)                            |              |         |         |         |         |         | E       |         | M       |             |
|            | Reducing space (invasion)   |              |         |         |         |         |         |         |         |         |             |
|            | • Changing size & shape of defender's body                            |              |         |         |         |         |         | E       | M       | A       |             |
|            | • Changing angle to gain competitive advantage                        |              |         |         |         |         |         | E       |         | M       |             |
|            | • Denying the pass/player progress                                    |              |         |         |         |         |         | E       |         |         |             |
|            | • Playing with one player down (e.g., 1 v 2)                          |              |         |         |         |         |         | E       |         |         |             |
|            | Transition (invasion)   |              |         |         |         |         |         | E       | M       | A       |             |
|            | Creating space (net/wall)   |              |         |         |         |         |         |         |         |         |             |
|            | • Varying force, angle and/or direction to gain competitive advantage |              |         |         |         |         |         | E       |         | M       | A           |
|            | • Using offensive tactics/shot to move opponent out of position       |              |         |         |         |         |         | E       |         |         | M           |
|            | Reducing space (net/wall)   |              |         |         |         |         |         |         |         |         |             |
|            | • Returning to home position  |              |         |         |         |         |         | E       |         | M       | A           |
|            | • Shifting to reduce angle for return                                 |              |         |         |         |         |         | E       |         |         | M           |
|            | Target  |              |         |         |         |         |         |         |         |         |             |
|            | • Selecting appropriate shot/club                                     |              |         |         |         |         |         | E       |         | M       | A           |
|            | • Applying blocking strategy  |              |         |         |         |         |         | E       |         |         | M           |
|            | • Varying speed & trajectory  |              |         |         |         |         |         | E       |         | M       | A           |
|            | Fielding/striking   |              |         |         |         |         |         |         |         |         |             |
|            | • Applying offensive strategies                                       |              |         |         |         |         |         | E       |         |         |             |
|            | • Reducing open spaces  |              |         |         |         |         |         | E       |         | M       |             |

## Standard 3. Health-enhancing level of fitness & physical activity

|            |                               | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | High School |
|------------|-------------------------------|--------------|---------|---------|---------|---------|---------|---------|---------|---------|-------------|
| STANDARD 3 | Physical activity knowledge   | E            |         |         |         |         | M       |         |         | A       |             |
|            | Engages in physical activity  | E            |         |         |         |         | M       |         |         |         | A           |
|            | Fitness knowledge             | E            |         |         |         |         | M       |         |         |         | A           |
|            | Assessment & program planning |              |         |         | E       |         | M       |         |         | A       |             |
|            | Nutrition                     | E            |         |         |         |         |         |         | M       |         | A           |
|            | Stress management             |              |         |         |         |         |         | E       |         |         | M           |

## Standard 4. Responsible personal & social behavior

|            |                                       | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | High School |
|------------|---------------------------------------|--------------|---------|---------|---------|---------|---------|---------|---------|---------|-------------|
| STANDARD 4 | Demonstrating personal responsibility | E            |         |         | M       |         |         | A       |         |         |             |
|            | Accepting feedback                    | E            |         |         | M       |         |         | A       |         |         |             |
|            | Working with others                   | E            |         |         | M       |         |         | A       |         |         |             |
|            | Following rules & etiquette           |              |         | E       |         |         | M       |         | A       |         |             |
|            | Safety                                | E            |         | M       |         |         | A       |         |         |         |             |

## Standard 5. Recognizes the value of physical activity

|            |                               | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | High School |
|------------|-------------------------------|--------------|---------|---------|---------|---------|---------|---------|---------|---------|-------------|
| STANDARD 5 | For health                    |              |         | E       |         |         |         | M       |         |         | A           |
|            | For challenge                 |              |         | E       |         |         |         | M       |         |         | A           |
|            | For self-expression/enjoyment | E            |         |         |         |         | M       |         |         |         | A           |
|            | For social interaction        |              |         |         | E       |         |         | M       |         |         | A           |

### 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 skills/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 skills/knowledge components of the grade-level outcomes within a variety of physical activity environments.

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