

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Physical Education - Kindergarten

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.

# **NEW MILFORD PUBLIC SCHOOLS**

## **New Milford, Connecticut**

### **GRADE LEVEL PROGRAM DESCRIPTIONS**

#### **KINDERGARTEN**

The primary focus of the kindergarten physical education curriculum is the development of fundamental movements and movement patterns, and basic body management competence. Students will participate in a variety of movement and rhythmic activities, as well as manipulative and fitness activities. They will learn to manage their bodies during physical activity and to further develop their coordination through the use of: ball and balloon activities, cooperative games, parachute activities, animal walks, locomotor and movement sequences, hoops, scoops and balls, paddles, bean bag activities, rope jumping, fitness activities, and low organized games. While developing fundamental skill patterns, the students will begin to learn key movement concepts that help them perform in a variety of educational games and activities. Children will be at various levels of maturity across all skills and should demonstrate continuous improvement in movement under very simple conditions. They observe, practice, demonstrate, and compare fundamental movements while learning to control their bodies in relation to other individuals and independent objects. Students will develop a movement vocabulary and begin to use movement-related terminology accurately. They will apply movement concepts to motor skills by responding appropriately to direction, personal and general space, effort and force, and speed and flow. They will learn how their bodies react to higher levels of physical activity. The kindergarten student will learn to use safe practices, behave appropriately, follow rules and directions, use positive interpersonal skills, and work cooperatively with others. Students will learn to seek out, enjoy, and participate in challenging new activities and favorite games. Experiences in physical education will help them develop a positive attitude for leading a healthy, active lifestyle. By the end of second grade, the skills and concepts introduced will prepare students for participation in lead-up games that will take place in grades three through five, with the end goal being participation in team, recreational and lifetime activities in high school and ideally over the course of students lives.

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
National PE Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Students will be able to demonstrate age appropriate competence in fundamental locomotor skills, pathways concepts, chasing and fleeing concepts, rhythm and dance, and scooter use in multiple physical activity settings.	
<p>National PE Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>National PE Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>National Health Standard 4 - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>National Health Standard 7 - Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<i>Meaning</i>	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand....</p> <p>We move our bodies in a variety of ways.</p> <p>We travel through space in a variety of movement forms.</p> <p>We can flee from a chaser.</p> <p>Proper technique is important for skill development.</p> <p>Safety is important when using scooters.</p> <p>Learning movement concepts can keep you healthy for a lifetime.</p> <p>Rules are restrictions and responsibilities.</p>	<p>What are some ways that you can travel from one area to another area?</p> <p>Which locomotor movements are done at a slow speed, medium speed, or fast speed?</p> <p>How can I flee safely from a chaser based upon my surroundings?</p> <p>How can I use my body to stop the scooter?</p> <p>How do I position my body to travel safely on a scooter?</p> <p>When do I use the straight, curved, or zigzag pathway?</p>
	<i>Acquisition</i>	
CCSS.ELA-Literacy.SL.K.1.a - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under	<p>Students will know ...</p> <p>The names of the different locomotor skills.</p>	<p>Students will demonstrate ...</p> <p>Identification of hopping, galloping, running, jogging, sliding, and skipping.</p>

<p>discussion).</p> <p>CCSS.ELA-Literacy.SL.K.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>CCSS.ELA-Literacy.SL.K.4 - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>CCSS.ELA-Literacy.SL.K.6 - Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>The cues for performing the different locomotor skills.</p> <p>The names of the different pathways.</p> <p>The difference between the pathways.</p> <p>When to move their bodies away from a chaser.</p> <p>When to stop their scooter safely.</p> <p>When to increase the speed of their scooter.</p>	<p>The proper cues for hopping, galloping, running, jogging, sliding, and skipping.</p> <p>The difference between straight, curved, and zigzag pathways.</p> <p>Move their bodies away from a chaser when he/she is distracted.</p> <p>Stop their scooters by planting toes, feet, or hands into the floor.</p>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>The skills and knowledge are coded for introduction, practice, demonstration of critical elements and application in different contexts based upon SHAPE America's Outcome Skills and Knowledge:</p> <p><b>E-Emerging.</b> Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.</p> <p><b>M-Maturing.</b> Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of physical environments.</p> <p><b>A-Applying.</b> Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of activity environments.</p>	<p>PERFORMANCE TASK(S):</p> <p>Through teacher observation during key learning events, by the end of kindergarten, students will demonstrate an <b>emerging</b> level of performance on the locomotor skills, pathways concepts, chasing and fleeing concepts, dance and rhythm, and scooter use in multiple physical activity settings.</p> <p>This will be evidenced through the use of teacher observations, checklists, and rubrics throughout the year.</p> <p>Suggested activity:</p> <p>Treasure Hunt</p>

	<p>Formative assessments will use the following code when observing performance during games and activities:</p> <p><b>E-Emerging.</b> Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.</p> <p><b>M-Maturing.</b> Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of physical environments.</p> <p><b>A-Applying.</b> Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of activity environments.</p>	<p>OTHER EVIDENCE:</p> <p>Teacher Observations</p> <p>Formative Assessments</p> <p>Checklists</p>
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### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
T, M, A	During the first class of each unit, the students will be given opportunities to demonstrate their physical skills in a closed environment and will be pre-assessed through the expectations in the Shape America document of expected outcomes.	
	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>● Introductory activity to the locomotor skills in a closed environment; hop, skip, gallop, leap, jump, jog, and run.</li> <li>● Games and activities that require students to identify different locomotor skills.</li> <li>● Games and activities that require students to perform skills in a dynamic environment.</li> <li>● Introductory activity to basic chasing and fleeing concepts.</li> <li>● Educate students on the safety rules regarding tagging other students with soft implements.</li> <li>● Introduce movement concepts such as moving when a chaser is distracted.</li> <li>● Introductory activity for scooter use, including all safety rules.</li> <li>● Introduction of pathways; straight, curved, and zigzag.</li> <li>● Introduction of self space, general space, spatial awareness, and safe movement.</li> <li>● Suggested games: <ul style="list-style-type: none"> <li>○ Treasure Hunt</li> <li>○ Fire and Ice</li> <li>○ Magician Tag</li> <li>○ Bunny Hop</li> <li>○ Turkey Tango</li> <li>○ Fishy Fishy Cross My Sea</li> <li>○ 50s Dances</li> <li>○ Freeze Travel</li> <li>○ Breath of Joy</li> <li>○ Fruit Salad</li> <li>○ Zig Zag Relay</li> </ul> </li> </ul>	<p>Progress Monitoring</p> <p>Teacher observations throughout the unit.</p> <p>Formative assessments/checklists for the cues of locomotor skills:</p> <p>Hop Skip Gallop Leap Jump Jog Run Dance Yoga</p>

	○ Additions during August PD training	
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### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
National PE Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Students will be able to demonstrate age appropriate competence in fundamental ball skills, such as underhand throwing, overhand throwing, rolling, catching, and dribbling in multiple physical activity settings.	
<p>National PE Standard 2 - The physically literate individual applies knowledge of concepts, principles strategies and tactics related to movement and performance.</p> <p>National PE Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>National PE Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>National Health Standard 4 - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>National Health Standard 5 - Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<i>Meaning</i>	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand....</p> <p>We can throw balls in a variety of ways.</p> <p>Each type of throw should be used at a particular time.</p> <p>Not letting a ball hit the ground is called catching.</p> <p>Proper technique is important for skill development.</p> <p>Safety is important when practicing ball skills.</p> <p>Learning ball skills can keep you healthy for a lifetime.</p> <p>Rules are restrictions and responsibilities.</p>	<p>What are three essential cues for throwing a ball underhand?</p> <p>What are three essential cues for throwing a ball overhand?</p> <p>What are three essential cues for rolling a ball?</p> <p>When would I use each of these skills in my everyday life?</p> <p>How can I use ball skills to succeed in a game?</p> <p>What are three essential cues for catching a medium sized ball?</p>
	<i>Acquisition</i>	
	<p>Students will know ...</p> <p>The names of the different throwing skills.</p>	<p>Students will demonstrate ...</p> <p>Identification of throwing overhand,</p>

<p>National Health Standard 7 - Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>CCSS.ELA-Literacy.SL.K.1.a - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>CCSS.ELA-Literacy.SL.K.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>CCSS.ELA-Literacy.SL.K.4 - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>CCSS.ELA-Literacy.SL.K.6 - Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>The cues for performing the different throwing skills.</p> <p>The cues for rolling.</p> <p>The cues for performing catching.</p> <p>The cues for hand and foot dribbling.</p> <p>Refer to SHAPE America National Standards &amp; Grade-Level Outcomes for cues/critical elements for the aforementioned ball skills.</p>	<p>underhand, rolling, catching and dribbling.</p> <p>The proper cues for overhand throwing, underhand throwing, rolling, catching, and dribbling.</p> <p>The difference between throwing overhand and throwing underhand.</p> <p>Using their hands, instead of their bodies, to catch a ball.</p> <p>Follow safety protocol, such as eye contact with a partner, when participating in ball skill activities.</p>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>The skills and knowledge are coded for introduction, practice, demonstration of critical elements and application in different contexts based upon SHAPE America's Outcome Skills and Knowledge:</p> <p><b>E-Emerging.</b> Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.</p> <p><b>M-Maturing.</b> Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of physical environments.</p> <p><b>A-Applying.</b> Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of activity environments.</p>	<p>PERFORMANCE TASK(S):</p> <p>Through teacher observation during key learning events, by the end of kindergarten, students will demonstrate an <b>emerging</b> level of performance with ball skills, such as underhand throwing, overhand throwing, rolling, catching, and dribbling in multiple physical activity settings.</p> <p>This will be evidenced through the use of teacher observations, checklists, and rubrics throughout the year.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> <li>• Battleship</li> <li>• Any 2 sided ball/pin game</li> </ul>

	<p>Formative assessments will use the following code when observing performance during games and activities:</p> <p><b>E-Emerging.</b> Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.</p> <p><b>M-Maturing.</b> Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of physical environments.</p> <p><b>A-Applying.</b> Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of activity environments.</p>	<p>OTHER EVIDENCE:</p> <p>Teacher Observations</p> <p>Formative Assessments</p> <p>Checklists</p>
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### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
T, M, A	During the first class of each unit, the students will be given opportunities to demonstrate their physical skills in a closed environment and will be pre-assessed through the expectations in the Shape America document of expected outcomes.	
	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>● Introductory activity to each ball skill in a closed environment; underhand throwing, overhand throwing, rolling, catching, and dribbling.</li> <li>● Games and activities that require students to identify different ball skills.</li> <li>● Games and activities that require students to perform high volume repetitions of ball skills in a closed environment.</li> <li>● Introduce games that require ball skills in a dynamic environment.</li> <li>● Introductory activity to catching with self.</li> <li>● Introductory activity to catching with a partner.</li> <li>● Educate students on the safety rules regarding throwing and catching balls.</li> <li>● Suggested games:               <ul style="list-style-type: none"> <li>○ Underhand Toss</li> <li>○ Messy Backyard - 4 versions</li> <li>○ Battleship</li> <li>○ Pin Craziiness</li> <li>○ Protect the Hula Hut</li> <li>○ Partner Catch</li> <li>○ Self Catch</li> <li>○ Snowball Fight</li> <li>○ FIRE!!!</li> <li>○ Doctor Doctor</li> <li>○ Pinfall</li> <li>○ Scoops</li> <li>○ Tree Farm</li> </ul> </li> </ul>	<p>Progress Monitoring</p> <p>Teacher observations throughout the unit.</p> <p>Formative assessments/checklists for the cues of locomotor skills:</p> <p>Underhand Throw Overhand Throw Rolling Catching Dribbling</p>

	○ Additions during August PD training	
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### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
National PE Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Students will be able to demonstrate age appropriate competence in fundamental striking skills, such as kicking, striking with hands, volleying, and striking with short implements, in multiple physical activity settings.	
<p>National PE Standard 2 - The physically literate individual applies knowledge of concepts, principles strategies and tactics related to movement and performance.</p> <p>National PE Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>National PE Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>National Health Standard 4 - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>National Health Standard 5 - Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<i>Meaning</i>	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand....</p> <p>We can strike balls in a variety of ways.</p> <p>Each type of strike is used in specific sports and activities.</p> <p>We can strike balls with multiple body parts.</p> <p>Proper technique is important for skill development.</p> <p>Safety is important when using implements to strike balls.</p> <p>Learning striking skills can keep you healthy for a lifetime.</p> <p>Rules are restrictions and responsibilities.</p>	<p>What are three essential cues for striking a ball with your foot?</p> <p>What sports or activities can you play that use striking with your feet?</p> <p>What are three essential cues for striking a ball with your hand?</p> <p>What sports or activities can you play that use striking with your feet?</p> <p>What are three essential cues for striking a ball with a short implement?</p> <p>When would I use each of these skills in my everyday life?</p> <p>How can I use striking skills to succeed in a game?</p> <p>What are three essential cues for volleying a medium sized ball underhand?</p>
<i>Acquisition</i>		

<p>National Health Standard 7 - Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>CCSS.ELA-Literacy.SL.K.1.a - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>CCSS.ELA-Literacy.SL.K.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>CCSS.ELA-Literacy.SL.K.4 - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>CCSS.ELA-Literacy.SL.K.6 - Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>Students will know ...</p> <p>The names of the different striking skills.</p> <p>The cues for performing the different striking skills.</p> <p>The cues for performing kicking.</p> <p>The cues for performing hitting objects with short implements.</p> <p>The cues for performing volleying underhand.</p> <p>Refer to SHAPE America National Standards &amp; Grade-Level Outcomes for cues/critical elements for the aforementioned ball skills.</p>	<p>Students will demonstrate ...</p> <p>Identification of throwing striking forms such as kicking, smacking, serving, slapping, and hitting.</p> <p>The proper cues for kicking, hitting, volleying and batting.</p> <p>The differences and similarities with multiple striking skills.</p> <p>Using solely their feet when performing soccer type skills through kicking.</p> <p>Follow safety protocol, such as viewing target area prior to striking a ball.</p>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>The skills and knowledge are coded for introduction, practice, demonstration of critical elements and application in different contexts based upon SHAPE America's Outcome Skills and Knowledge:</p> <p><b>E-Emerging.</b> Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.</p> <p><b>M-Maturing.</b> Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of physical environments.</p> <p><b>A-Applying.</b> Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of activity environments.</p>	<p>PERFORMANCE TASK(S):</p> <p>Through teacher observation during key learning events, by the end of kindergarten, students will demonstrate an <b>emerging</b> level of performance with striking skills, such as kicking, striking with hands, volleying, and striking with short implements, in multiple physical activity settings.</p> <p>This will be evidenced through the use of teacher observations, checklists, and rubrics throughout the year.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> <li>• Messy Backyard with paddles or kicking</li> <li>• Scooter games with hockey paddles</li> <li>• Kicking activities</li> <li>• Any 2 sided ball/pin game</li> </ul>

	<p>Formative assessments will use the following code when observing performance during games and activities:</p> <p><b>E-Emerging.</b> Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.</p> <p><b>M-Maturing.</b> Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of physical environments.</p> <p><b>A-Applying.</b> Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of activity environments.</p>	<p>OTHER EVIDENCE:</p> <p>Teacher Observations</p> <p>Formative Assessments</p> <p>Checklists</p>
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### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
T, M, A	During the first class of each unit, the students will be given opportunities to demonstrate their physical skills in a closed environment and will be pre-assessed through the expectations in the Shape America document of expected outcomes.	
	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>• Introductory activity to each striking skill in a closed environment; kicking, striking with hands, volleying, and striking with short implements.</li> <li>• Games and activities that require students to identify different striking skills.</li> <li>• Games and activities that require students to perform high volume repetitions of striking skills in a closed environment.</li> <li>• Introduce games that require striking skills in a dynamic environment.</li> <li>• Introductory activity to striking balls with hockey paddles.</li> <li>• Introductory activity to striking balls with lollipop paddles.</li> <li>• Introductory activity to striking balls with bats.</li> <li>• Educate students on the safety rules regarding striking objects in close proximity to other students.</li> <li>• Suggested games: <ul style="list-style-type: none"> <li>○ Hungry Hippos with sticks</li> <li>○ Messy Backyard - 3 versions</li> <li>○ Batting Practice</li> <li>○ Partner pass with balloons</li> <li>○ Tee ball versions</li> <li>○ Additions during August PD training</li> </ul> </li> </ul>	<p>Progress Monitoring</p> <p>Teacher observations throughout the unit.</p> <p>Formative assessments/checklists for the cues of striking skills:</p> <p>Kicking Striking with hands Volleying underhand Striking with short implements</p>

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
National PE Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Students will be able to demonstrate age appropriate competence in fitness concepts such as endurance, muscular strength, muscular endurance, flexibility, and pacing skills in multiple physical activity settings.	
<p>National PE Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>National PE Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>National PE Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>National PE Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>National Health Standard 4 - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce</p>	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p>Students will understand....</p> <p>Fitness has four components.</p> <p>We use our bodies to achieve the fitness components.</p> <p>Pacing is the key to proper endurance training.</p> <p>We make our muscles stronger.</p> <p>We make our heart beat faster with exercise.</p> <p>Proper technique is important for skill development.</p> <p>Safety is important during the fitness warmup.</p> <p>Fitness activities can keep you healthy for a lifetime.</p>	<p>ESSENTIAL QUESTIONS</p> <p>What are the four components of fitness?</p> <p>What daily activity in PE class is considered aerobic?</p> <p>What daily activity in PE class is considered muscular strength?</p> <p>What daily activity in PE class is considered muscular endurance?</p> <p>What daily activity in PE class is considered muscular flexibility?</p> <p>What can I do with my body to make my heart beat faster?</p> <p>What can I do outside of school with my body, to address the components of physical fitness.</p> <p>Why is important to pace yourself when jogging?</p>

<p>health risks.</p> <p>National Health Standard 7 - Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>CCSS.ELA-Literacy.SL.K.1.a - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>CCSS.ELA-Literacy.SL.K.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>CCSS.ELA-Literacy.SL.K.4 - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>CCSS.ELA-Literacy.SL.K.6 - Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>Rules are restrictions and responsibilities.</p> <p><b>Acquisition</b></p> <p>Students will know ...</p> <p>The names of the four components of fitness.</p> <p>The difference between the components of fitness.</p> <p>Jogging improves endurance.</p> <p>Statically stretching muscles will improve flexibility.</p> <p>Overloading muscles will improve muscular strength.</p> <p>Proper pacing will improve jogging performance.</p>	<p>Students will demonstrate ...</p> <p>Introductory exercises pertaining to muscular strength, muscular endurance, cardiovascular endurance, and flexibility.</p> <p>The ability to successfully pace themselves during a timed jog.</p> <p>The proper cues for performing a curl-up, kneeled push-up, jog, and a variety of static stretches.</p> <p>Proper safety protocol when performing whole class fitness routines.</p>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>The skills and knowledge are coded for introduction, practice, demonstration of critical elements and application in different contexts based upon SHAPE America's Outcome Skills and Knowledge:</p> <p><b>E-Emerging.</b> Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.</p> <p><b>M-Maturing.</b> Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of physical environments.</p> <p><b>A-Applying.</b> Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of activity environments.</p>	<p>PERFORMANCE TASK(S):</p> <p>Through teacher observation during key learning events, by the end of kindergarten, students will demonstrate an <b>emerging</b> level of performance on fitness concepts such as endurance, muscular strength, muscular endurance, flexibility, and pacing skills in multiple physical activity settings.</p> <p>This will be evidenced through the use of teacher observations, checklists, and rubrics throughout the year.</p> <p>Suggested activity:</p> <ul style="list-style-type: none"> <li>● Daily/Class-by-class fitness routines <ul style="list-style-type: none"> <li>○ Jogging</li> <li>○ Stretching</li> <li>○ Kneeled push-ups</li> </ul> </li> </ul>



	<p>Formative assessments will use the following code when observing performance during games and activities:</p> <p><b>E-Emerging.</b> Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.</p> <p><b>M-Maturing.</b> Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of physical environments.</p> <p><b>A-Applying.</b> Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of activity environments.</p>	<p>OTHER EVIDENCE:</p> <p>Teacher Observations</p> <p>Formative Assessments</p> <p>Checklists</p>
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### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
T, M, A	At the start of the school year, the students will be given opportunities to demonstrate their ability to jog, stretch, and perform muscular strength activities in a closed environment and will be pre-assessed through the expectations in the Shape America document of expected outcomes.	
	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>● First week of class introduction to fitness routines such as jogging, stretching, muscular strength and endurance activities.</li> <li>● Games and activities that require students to perform exercises that use the fitness components.</li> <li>● Games and activities that require students to perform fitness skills in a dynamic environment.</li> <li>● Fitness lessons that expose children to plyometrics, endurance, strength, and flexibility challenges.</li> <li>● Educate students on the safety rules during fitness routines, and the immediate time after they conclude, and during transitions.</li> <li>● Suggested games: <ul style="list-style-type: none"> <li>○ Treasure Hunt</li> <li>○ Fire and Ice</li> <li>○ Magician Tag</li> <li>○ Yoga</li> <li>○ Yoga Bowling</li> <li>○ Rock Wall Activities</li> <li>○ Breath of Joy</li> <li>○ Additions during August PD training</li> </ul> </li> </ul>	<p>Progress Monitoring</p> <p>Teacher observations throughout the unit and entire school year.</p> <p>Formative assessments/checklists for the components of physical fitness:</p> <p>Endurance Muscular Strength Muscular Endurance Flexibility</p>

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
National PE Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	Students will be able to demonstrate age appropriate character education based behavior in cooperative games and multiple physical activity group settings.	
<p>National PE Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>National PE Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>National Health Standard 4 - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>National Health Standard 5 - Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>CCSS.ELA-Literacy.SL.K.1.a - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under</p>	<i>Meaning</i>	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand....</p> <p>Teamwork is a life skill.</p> <p>Directions are followed in a group setting.</p> <p>Equipment is shared in physical education.</p> <p>Taking turns is an essential skill.</p> <p>Following classroom protocol is an essential skill.</p> <p>Individual performance affects team performance.</p> <p>Proper technique is important for social skill development.</p> <p>Safety is important when working with groups.</p> <p>Rules are restrictions and responsibilities.</p>	<p>What are some ways that we use teamwork?</p> <p>How does following directions impact performance?</p> <p>Why is sharing important?</p> <p>How does one person affect the team?</p> <p>How do I safely work in a group setting?</p>

discussion).	Acquisition	
CCSS.ELA-Literacy.SL.K.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Students will know ...	Students will demonstrate ...
	The expected daily classroom protocol.	Honesty during each activity.
	The directions for participating in a cooperative game.	Treatment of others with respect.
CCSS.ELA-Literacy.SL.K.4 - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	The goal when participating in a cooperative game.	A tolerance of differences.
	How to take turns and be a good teammate.	Use of good manners.
	What the Golden Rule means in PE class.	Their best effort.
CCSS.ELA-Literacy.SL.K.6 - Speak audibly and express thoughts, feelings, and ideas clearly.	The rules of each cooperative game.	The use of self-control.
	The expected behavior during class routines.	Cooperation.
		Forgiveness.
		Kindness.

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>The skills and knowledge are coded for introduction, practice, demonstration of critical elements and application in different contexts based upon SHAPE America's Outcome Skills and Knowledge:</p> <p><b>E-Emerging.</b> Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.</p> <p><b>M-Maturing.</b> Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of physical environments.</p> <p><b>A-Applying.</b> Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of activity environments.</p>	<p>PERFORMANCE TASK(S):</p> <p>Through teacher observation during key learning events, by the end of kindergarten, students will demonstrate an <b>emerging</b> level of performance during cooperative games and through daily social interactions within the class and in multiple physical activity settings.</p> <p>This will be evidenced through the use of teacher observations, checklists, and rubrics throughout the year.</p> <p>Suggested activity:</p> <ul style="list-style-type: none"> <li>● Saving Gino</li> <li>● Daily Conduct Log</li> <li>● Behavior Charts</li> <li>● Shhhhhhhh!</li> </ul>

	<p>Character Education Checklist:</p> <p>Trustworthiness</p> <ul style="list-style-type: none"> <li>• Be honest</li> <li>• Don't deceive, cheat or steal</li> <li>• Be reliable- do what you say you'll do</li> <li>• Have the courage to do the right thing</li> <li>• Build a good reputation</li> <li>• Be loyal- Stand by your family, friends and school community</li> </ul> <p>Respect</p> <ul style="list-style-type: none"> <li>• Treat others with respect; follow the Golden Rule</li> <li>• Be tolerant of differences</li> <li>• Use good manners, no bad language</li> <li>• Be considerate of the feelings of others</li> <li>• Don't threaten, hit or hurt anyone</li> <li>• Deal peacefully with anger, insults and disagreements</li> </ul> <p>Responsibility</p> <ul style="list-style-type: none"> <li>• Do what you are supposed to do</li> <li>• Persevere: keep on Trying!</li> <li>• Always do your best</li> <li>• Use self-control</li> <li>• Be self-disciplined</li> <li>• Think before you act- consider the consequences</li> <li>• Be accountable for your choices</li> </ul> <p>Fairness</p>	<p>OTHER EVIDENCE:</p> <p>Character Education Checklists</p>
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	<ul style="list-style-type: none"> <li>• Play by the rules</li> <li>• Take turns and share</li> <li>• Be open-minded; listen to others</li> <li>• Don't take advantage of others</li> <li>• Don't blame others carelessly</li> </ul> <p>Caring</p> <ul style="list-style-type: none"> <li>• Be Kind</li> <li>• Be compassionate and show you care</li> <li>• Express gratitude</li> <li>• Forgive others</li> <li>• Help people in need</li> </ul> <p>Citizenship</p> <ul style="list-style-type: none"> <li>• Do your share to make school, workplace, and community better</li> <li>• Cooperate</li> <li>• Get involved in school events</li> <li>• Be a good neighbor</li> <li>• Obey laws and rules</li> <li>• Respect authority</li> <li>• Protect the environment</li> </ul>	
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#### Resources:

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

### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
T, M, A	At the start of the school year, the students will be given opportunities to demonstrate their ability to work together, follow classroom protocol, expectations, and performance in a small group. Based upon their performance, they will be subject to appropriate games that work to improve their ability to work together.	
	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>● First class introduction to the expected behavior and classroom rules and protocol.</li> <li>● Implementation of character education traits as they occur throughout real-life class situations.</li> <li>● Games and activities that require students to work together in small groups, large groups, and whole-class challenges.</li> <li>● Continuous tracking of class behavior.</li> <li>● Educate students on the safety rules regarding interaction between students.</li> <li>● Suggested games:               <ul style="list-style-type: none"> <li>○ Sneak Attack</li> <li>○ Protect the Castle</li> <li>○ Hula Hoop Link</li> <li>○ Earth and Space</li> <li>○ Additions during August PD training</li> </ul> </li> </ul>	<p>Progress Monitoring</p> <p>Teacher observations throughout the unit.</p> <p>Formative assessments/checklists for the cues of character education and teamwork:</p> <p>Cooperation Trustworthiness Respect Responsibility Fairness Caring Citizenship Kindness Compassion Perseverance Integrity Loyalty Courage</p>



**Grade Level: PE - Kindergarten**  
**Pacing Calendar 2017-2018**

Unit	Timeline
<p><b>Movement Concepts</b></p> <p><u>Performance Tasks:</u>  Hopping, Skipping,  Gallop, Leaping,  Jumping, Jogging, Running,  Chasing, Fleeing, Tagging,  Dance, Pathways, Scooters,  Parachute Games</p>	<p>August - June or by close of grades for 3rd marking period.</p> <ul style="list-style-type: none"> <li>● Pre Assessment - Takes place during the class prior to beginning each specific skill and concept. Can be done with other skills.</li> <li>● Summative Assessment - Formative assessments throughout the unit with summative taking place the last day that skill is observed in school year.</li> <li>● Performance Assessment - Constantly progressed throughout the marking periods in order to accurately complete report cards.</li> <li>● Three formal checkpoints to determine overall level of performance for the school year (E, M, A: see chart at end of document) <ul style="list-style-type: none"> <li>○ End of October</li> <li>○ End of February</li> <li>○ End of May/Early June (dependant upon last day of school/snow days)</li> </ul> </li> </ul>
<p><b>Ball Skills</b></p> <p><u>Performance Tasks:</u>  Underhand Throwing,  Overhand Throwing,  Rolling, Self Catch, Partner  Catch, Dribbling</p>	<p>August - June or by close of grades for 3rd marking period.</p> <ul style="list-style-type: none"> <li>● Pre Assessment - Takes place during the class prior to beginning each specific skill and concept. Can be done with other skills.</li> <li>● Summative Assessment - Formative assessments throughout the unit with summative taking place the last day that skill is observed in school year.</li> <li>● Performance Assessment - Constantly progressed throughout the marking periods in order to accurately complete report cards.</li> <li>● Three formal checkpoints to determine overall level of performance for the school year (E, M, A: see chart at end of document) <ul style="list-style-type: none"> <li>○ End of October</li> <li>○ End of February</li> <li>○ End of May/Early June (dependant upon last day of school/snow days)</li> </ul> </li> </ul>

<p><b>Striking</b></p> <p><u>Performance Tasks:</u> Kicking, Striking objects with hands, Volleying underhand, Striking objects with short implements</p>	<p>August - June or by close of grades for 3rd marking period.</p> <ul style="list-style-type: none"> <li>• Pre Assessment - Takes place during the class prior to beginning each specific skill and concept. Can be done with other skills.</li> <li>• Summative Assessment - Formative assessments throughout the unit with summative taking place the last day that skill is observed in school year.</li> <li>• Performance Assessment - Constantly progressed throughout the marking periods in order to accurately complete report cards.</li> <li>• Three formal checkpoints to determine overall level of performance for the school year (E, M, A: see chart at end of document) <ul style="list-style-type: none"> <li>○ End of October</li> <li>○ End of February</li> <li>○ End of May/Early June (dependant upon last day of school/snow days)</li> </ul> </li> </ul>
<p><b>Fitness</b></p> <p><u>Performance Tasks:</u> Endurance, Muscular Strength, Muscular Endurance, Flexibility, Pacing, ½ mile timed run, Curl-Ups, Push-Ups, Stretching</p>	<p>August - June or by close of grades for 3rd marking period.</p> <ul style="list-style-type: none"> <li>• Pre Assessment - ½ mile pretest for first and second graders takes place in August/September.</li> <li>• Summative Assessment - ½ mile posttest takes place during May/June based upon weather.</li> <li>• Performance Assessment - Fitness routines are constantly progressed throughout the marking periods in order to accurately complete report cards.</li> <li>• Three formal checkpoints to determine overall level of performance for the school year (E, M, A: see chart at end of document) <ul style="list-style-type: none"> <li>○ End of October</li> <li>○ End of February</li> <li>○ End of May/Early June (dependant upon last day of school/snow days)</li> </ul> </li> </ul>

<p><b>Cooperative Games &amp; Personal and Social Responsibility</b></p> <p><u>Performance Tasks:</u> Incorporating character traits into daily activities and holding children accountable to them (Cooperation, Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship, Kindness, Compassion, Perseverance, Integrity, Loyalty, Courage) Cooperative Games such as:</p> <ul style="list-style-type: none"> <li>○ Saving Gino</li> <li>○ Sneak Attack</li> <li>○ Protect the Castle</li> <li>○ Footie Ball</li> <li>○ Shhhhhh!</li> <li>○ Yoga Bowling</li> <li>○ Earth and Space</li> </ul>	<p>August - June or by close of grades for 3rd marking period.</p> <ul style="list-style-type: none"> <li>● Pre Assessment - Takes place during the class prior to beginning each specific skill and concept. Can be done with other skills.</li> <li>● Summative Assessment - Formative assessments throughout the unit with summative taking place the last day that skill is observed in school year.</li> <li>● Performance Assessment - Constantly progressed throughout the marking periods in order to accurately complete report cards.</li> <li>● Three formal checkpoints to determine overall level of performance for the school year (E, M, A: see chart at end of document) <ul style="list-style-type: none"> <li>○ End of October</li> <li>○ End of February</li> <li>○ End of May/Early June (dependant upon last day of school/snow days)</li> </ul> </li> </ul>

***Grade Level: PE - Kindergarten***  
**Checklists and Expectations for Student Performance Observations and Assessment**  
**2017-2018**

Running:

- Arm-leg opposition throughout running action.
- Toes point forward.
- Foot lands heel to toe.
- Arms swing forward and backward-no crossing of midline.
- Trunk leans slightly forward.

Jumping for Distance:

- Arms back and knees bend in preparation for jumping action.
- Arms extend forward as body propels forward.
- Body extends and stretches slightly upward while in flight.
- Hips, knees and ankles bend on landing.
- Shoulders, knees and ankles align for balance after landing.

Jumping for Height:

- Hips, knees and ankles bend in preparation for jumping action.
- Arms extend upward as body propels upward.
- Body extends and stretches upward while in flight.
- Hips, knees and ankles bend on landing.
- Shoulders, knees and ankles align for balance after landing.

#### Underhand Throwing:

- Face target in preparation for throwing action.
- Arm back in preparation for action.
- Step with opposite foot as throwing arm moves forward.
- Release ball between knee and waist level.
- Follow through to target.

#### Overhand Throwing:

- Side to target in preparation for throwing action.
- Arm back and extended, and elbow at shoulder height or slightly above in preparation for action, elbow leads.
- Step with opposite foot as throwing arm moves forward.
- Hip and spine rotate as throwing action is executed.
- Follow through toward target and across body.

#### Catching:

- Extend arms outward to reach for the ball.
  - Thumbs in for catch above the waist.
  - Thumbs out for catch at or below the waist.
- Watch the ball all the way into the hands.
- Catch with hands only; no cradling against the body.
- Pull the ball into the body as the catch is made.
- Curl the body slightly around the ball.

#### Dribbling:

- Knees slightly bent.
- Opposite foot forward when dribbling in self-space.
- Contact ball with finger pads.
- Firm contact with the top of the ball.
  - Contact slightly behind ball for travel.
  - Ball to side and in front of body for travel.
- Eyes looking “over,” not down at, the ball.

#### Kicking:

- Arms extend forward in preparation for kicking action.
- Contact with ball is made directly below center of the ball (travel in the air); contact with ball is made directly behind center of the ball (travel on the ground).
- Contact the ball with shoelaces or top of the foot for kicking action.
- Trunk leans back slightly in preparation for kicking action.
- Follow through with kicking leg extended forward and upward toward target.

#### Underhand Volleying:

- Face the target in preparation for the volley.
- Opposite foot forward.
- Flat surface with hand for contact with the ball.
- Contact with ball between the knee and waist level.
- Follow through upward and to the target.

#### Physical Fitness Progress Monitoring:

- ½ mile pre-test in September and re-test in May each year.
  - Data collected and saved for reference in following years.
- Curl-Up test is played for students on a monthly basis during daily fitness routines.
  - Feedback given to help prepare for the CT Physical Fitness test in 4th grade.
- Push-Up test is played for students on a monthly basis during daily fitness routines.
  - Feedback given to help prepare for the CT Physical Fitness test in 4th grade.
- Flexibility/stretching are included in daily fitness routines.
  - Feedback given to help prepare for the CT Physical Fitness test in 4th grade.

**\*\*Please see pages 26-37 of your *National Standards & Grade-Level Outcomes for K-12 Physical Education* book for expected grade-level outcomes.**

#### Resources:

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



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
<b>STANDARD 1</b>										
Hopping	E	M	A							
Galloping	E	M	A							
Running	E	→	M	A						
Sliding	E	M	A							
Skipping	E	→	M	A						
Leaping		E	→	M	A					
Jumping & landing	E	→	M	A						
• Spring & step					E	M	A			
• Jump stop							E	M	A	→
• Jump rope	E	→	M	A	→					
Balance	E	→	M	→	A					
Weight transfer			E	M	→		A			
Rolling	E					M	A			
Curving & 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 locomotion & manipulative					E	→	M	→	A	→
Combining jumping, landing, locomotion & manipulative						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										
• Pivots							E	M	A	
• Fakes							E	→	M	
• Jab step							E	→	M	
• Screen									E	
Defensive skills										
• Drop step							E	→	M	
• Defensive or athletic stance							E	→	M	



## Standard 2. Concepts & strategies

		Kinder- garten	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/playlist 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
	Targets										
	• 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

		Kinder- garten	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

		Kinder- garten	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

		Kinder- garten	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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