

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Physical Education Grade 4
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.

Grade Level: 4th Grade Physical Education

Pacing Calendar 2017-2018

Unit	Timeline
Motor Skills in lead up games and fitness Performance tasks: Fitness, Basketball, Bowling, Cooperative Games, Volleyball, Badminton, Golf, Invasion Games, Team building, Soccer, Softball, Kickball, Tag Games, Scooter Games, Dance	August-June, 2017-2018 Day 1 of performance task-pre-assessment given Day 2-3 of performance task-formative assessment used Day 5 of performance task-summative assessment given October -November-Analyze data from the year to determine overall level(E, M, A) February-March-Analyze data from the year to determine overall level(E, M, A) May- June-Analyze data from the year to determine overall level(E, M, A)
Physical Activity Knowledge Performance tasks: Fitness, Basketball, Bowling, Cooperative Games, Volleyball, Badminton, Golf, Invasion Games, Team building, Soccer, Softball, Kickball, Tag Games, Scooter Games, Dance	August-June, 2017-2018 Day 1 of performance task-pre-assessment given Day 2-3 of performance task-formative assessment used Day 5 of performance task-summative assessment given October -November-Analyze data from the year to determine overall level(E, M, A) February-March-Analyze data from the year to determine overall level(E, M, A) May- June-Analyze data from the year to determine overall level(E, M, A)
Personal and Social Skills Performance tasks: Fitness, Basketball, Bowling, Cooperative Games, Volleyball, Badminton, Golf, Invasion Games, Team building, Soccer, Softball, Kickball, Tag Games, Scooter Games, Dance	August-June, 2017-2018 Day 1 of performance task-pre-assessment given Day 2-3 of performance task-formative assessment used Day 5 of performance task-summative assessment given October -November-Analyze data from the year to determine overall level(E, M, A) February-March-Analyze data from the year to determine overall level(E, M, A) May- June-Analyze data from the year to determine overall level(E, M, A)

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

GRADE LEVEL PROGRAM DESCRIPTION

FOURTH GRADE

Fourth grade students will continue to develop proficiency and work toward mastery in locomotor, non-locomotor, and manipulative skills. Variations of motor skills are combined to form more complex patterns of movement, and these combinations are then blended into specialized and more complex skills for specific sports and modified sports such as soccer, basketball, volleyball, badminton, golf, and bowling. Students apply movement concepts and principles in individual and group activities such as dance, cooperative games, and team building activities. Throughout the activities that are presented, the students are given the opportunities to observe, analyze, and critique their own and other student's performances. Students develop an understanding of the benefits of participation in health-related activities and the kinds of activities that promote this concept. They will begin to choose more of these activities to participate in during their free time outside of school. Fitness assessment is given in the fourth grade, and students are able to analyze assessment data and develop simple fitness goals based on their results of their assessments. As students continue to develop cooperative behaviors, they participate in self-guided activities, such as cooperative games, group games, and team building activities which progressively increase in duration. They will observe differences between themselves and classmates, and start to develop an appreciation for these differences. Students exhibit responsible behaviors and appropriate etiquette, and they apply proper rules and procedures. They willingly participate in new activities and accept challenges as they continue their progression into lifetime activities, recreational activities, and team activities.

Subject/Course: PE

Focus Area 1: Motor Skills in Lead Up Games and Fitness

Grade: 4

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>NPES-1- The physically literate individual 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>NHES-7- Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.</p> <p>CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<i>Transfer</i>	
	<p>Students will be able to independently use their learning...</p> <p>To demonstrate competency in a variety of fundamental motor skills and movement patterns throughout a variety of physical activities.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p>Students will understand...</p> <p>We move our bodies in a variety of ways</p> <p>We can manipulate objects in a variety of ways.</p> <p>Proper technique is important for skill development.</p> <p>Fitness is a process not a product.</p>	<p>ESSENTIAL QUESTIONS</p> <p>How can I travel from one area to another area?</p> <p>How can I use my body to manipulate an object?</p> <p>How do our eyes help us in physical activity?</p> <p>How can I control an object while manipulating it?</p> <p>How do I get better?</p> <p>How can I become physically fit?</p>

<i>Acquisition</i>		
	Students will know...	
	<p>How to perform age appropriate locomotor/non-locomotor movements and manipulative skills in multiple physical activity environments.</p> <p>A variety of exercises that are related to four main components of fitness.</p>	<p>Students will demonstrate age appropriate ability of the following skills in a variety of physical activities:</p> <ul style="list-style-type: none"> -locomotor movements -non-locomotor movements -manipulative skills

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>E=Emerging- Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.</p> <p>M= Maturing-Students can demonstrate the critical elements of the motor skills and knowledge components of the grade level outcomes, which will continue to be refined with practice.</p> <p>A=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>By the end of fourth grade, students will demonstrate a variety of fundamental motor skills and movement patterns(E/M) throughout a variety of lead up activities and fitness testing activities. This will be evidenced through the use of teacher observations, checklists, fitness testing and rubrics throughout the year.</p> <p>Refer to the Shape America Document(Standard 1/2) for motor skills and concepts. The Critical Elements of each motor skill will be used to evaluate the student's level. Also, fitness testing will be used to help establish a baseline for the students goals and what improvements are needed at varying times of the year.</p> <p>Suggested Activities: Tag games, fitness, badminton, bowling, basketball, cooperative games, invasion games, volleyball, dance, jump roping, soccer, softball, kickball, hula hooping, golf, scooter games, team building.</p>
T, M, A	<p>Formative assessments will use the following code when observing performance during games and activities:</p> <p>E-Emerging. Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.</p> <p>M-Maturing. 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>A-Applying. 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>Exit slips Checklists Teacher Observations Peer Assessments Quizzes Summative Assessment Fitness Testing</p>

Stage 3 – Learning Plan		
Code	Pre-Assessment	
T, M, A	During the first few weeks of PE, the students will be given opportunities to demonstrate their physical skills and will be evaluated through the use of the Shape America document of expected outcomes.	
T, M, A	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> -Safety Implications -Proper equipment use -Participation in CT fitness testing -Creating Fitness Goals -Lead up games -Throwing/Catching activities -Locomotor Movements -Striking Activities-short/long implement -Jumping and landing -Balancing -Stretching -Dribbling -Kicking -Volleying -Combinations <p>-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.</p> <p>Suggested Activities: Tag games, fitness, badminton, bowling, basketball, cooperative games, invasion games, volleyball, dance, jump roping, soccer, softball, kickball, hula hooping, golf, scooter games, team building.</p>	<p>Progress Monitoring</p> <p>Will confer with students</p> <ul style="list-style-type: none"> -to see if there is an understanding of concepts and cues <p>Will offer specific individual feedback</p> <ul style="list-style-type: none"> -focus in on the specific areas of performance the students need help with. <p>Check-ins (Thumbs up, thumbs down)</p> <p>Exit slips</p> <ul style="list-style-type: none"> -identify which critical elements are understood and which ones need more time. <p>Observation checklists</p> <ul style="list-style-type: none"> -looking for correct use of techniques -student checklist for physical fitness standards and personal goals <p>Group discussion</p> <ul style="list-style-type: none"> -teacher led discussion about past experiences, prior knowledge, hypothetical situations in physical activity environments.

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>NPES-2- Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NPES-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>NPES-5- The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self expression and/or social interaction.</p> <p>NHES-5- Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>NHES-6- Students will demonstrate the ability to use goal setting skills to enhance health.</p> <p>CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<i>Transfer</i>	
	<p>Students will be able to independently use their learning...</p> <p>To demonstrate the necessary knowledge to participate successfully in a variety of physical activities and be able to use their experiences to achieve and maintain a health enhancing level of fitness.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p>Students will understand that...</p> <p>Body control is important for safety.</p> <p>Physical activity is a way to become healthier.</p> <p>Rules are restrictions and responsibilities.</p> <p>Being active can be challenging and enjoyable.</p> <p>Healthy choices equals health bodies.</p>	<p>ESSENTIAL QUESTIONS</p> <p>How much space do I need to stay safe during physical activity?</p> <p>What is the appropriate amount of force/speed needed to keep myself and others safe during physical activity?</p> <p>When running, what is a good pace for me to stay at for a long distance? short distance?</p> <p>At what speeds can I travel through open space safely?</p> <p>What strategies and tactics should I use to be successful in chasing and fleeing games?</p> <p>How do I become healthy?</p> <p>How do I become physically fit?</p>

<i>Acquisition</i>		
	Students will know...	
	Various ways and combinations to move their bodies to increase physical fitness.	Students will demonstrate age appropriate ability of the following skills:
	Simple strategies and tactics during chasing and fleeing activities.	Applies simple strategies and tactics in chasing and fleeing activities
	How to move their bodies safely during physical activity.	Combines movement concepts(direction, levels, force, time) with skills as directed by the teacher
	The four components of fitness.	Recognizes the concept of open spaces in a movement context
	Setting fitness goals.	Recognizes locomotor skills specific to a wide variety of physical activities
	Cues for various sports skills.	Identifying various sport-specific skills Creating fitness goals

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>E=Emerging- Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.</p> <p>M= Maturing-Students can demonstrate the critical elements of the motor skills and knowledge components of the grade level outcomes, which will continue to be refined with practice.</p> <p>A=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>By the end of fourth grade students will demonstrate the necessary knowledge(E/M) to participate successfully in a variety of lead up games, fitness testing activities and be able to use their experiences to make improvements to their skill sets. This will be evidenced from exit slips, teacher questioning, fitness testing and performance in structured activities throughout the year. Refer to the Shape America Document(Standard 2/3) for specific skills and concepts that will be focused on. Also, fitness testing will be used to help establish a baseline for the students goals and what improvements are needed at varying times of the year.</p> <p>Suggested Activities: Tag games, fitness, badminton, bowling, basketball, cooperative games, invasion games, volleyball, dance, jump roping, soccer, softball, kickball, hula hooping, golf, scooter games, team building.</p>
T, M, A	<p>Formative assessments will use the following code when observing performance during games and activities:</p> <p>E-Emerging. Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.</p> <p>M-Maturing. 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>A-Applying. 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>Peer assessments Checklists Exit Slips Teacher Observations Quizzes Summative Assessment</p>

Stage 3 – Learning Plan		
Code T, M, A	<i>Pre-Assessment</i>	
	At the beginning of each topic, the teacher will use questioning and discussion to identify current levels of understanding as it relates to rules, knowledge, and skills to perform the required activities of each lesson.	
T, M, A	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> -Strategies and tactics -Fitness knowledge-components of fitness -Creating fitness goals -Self-assessment/progress monitoring -Safety Implications -Proper equipment use -Rules -Cues for sport skills -Combinations -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. <p>Suggested Activities: Tag games, fitness, badminton, bowling, basketball, cooperative games, invasion games, volleyball, dance, jump roping, soccer, softball, kickball, hula hooping, golf, scooter games, team building.</p>	<p>Progress Monitoring</p> <p>Will confer with students</p> <ul style="list-style-type: none"> -to see if there is an understanding of concepts and cues <p>Will offer specific individual feedback</p> <ul style="list-style-type: none"> -focus in on the specific areas of knowledge the students need help with. <p>Check-ins (Thumbs up, thumbs down)</p> <p>Exit slips</p> <ul style="list-style-type: none"> -identify which rules and strategies are understood and which ones need more time. <p>Observation checklists</p> <ul style="list-style-type: none"> -looking for correct use of techniques/ rules -student checklist for physical fitness standards and personal goals <p>Group discussion</p> <ul style="list-style-type: none"> -teacher led discussion about past experiences, prior knowledge, hypothetical situations in physical activity environments.

Subject/Course: PE

Focus 3: Personal and Social Skills

Grade: 4

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>NPES-4- The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NPES-5- The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self expression and/or social interaction.</p> <p>NHES-1- Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>NHES-8- Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<i>Transfer</i>	
	<p>Students will be able to independently use their learning...</p> <p>To make positive decisions regarding their health, social interaction, and recreational and competitive participation as it relates to physical activity.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p>Students will understand...</p> <p>Healthy choices lead to healthy bodies.</p> <p>That learning new skills may be challenging.</p> <p>Sportsmanship, character, and behavior have a critical impact on successful participation in various lifetime activities.</p> <p>Rules are restrictions and responsibilities.</p>	<p>ESSENTIAL QUESTIONS</p> <p>How can I help others during physical activity?</p> <p>What does active participation look like? Feel like?</p> <p>Why is it important to play by the rules during a physical activity?</p> <p>How do I correct a mistake I have made?</p> <p>Am I a good teammate?</p> <p>Why is learning something new challenging?</p> <p>What are the positive social outcomes that come with participation in physical activity?</p>

CCSS.ELA-LITERACY.SL.4.4	Acquisition	
<p>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>Students will know...</p> <p>What cooperation is.</p> <p>What being a good teammate is</p> <p>Safety rules during physical activity.</p> <p>That participation in physical activity can lead to good health, possible successes and failures, enjoyment, and positive social interactions.</p>	<p>Students will demonstrate the following skills:</p> <p>Identify physical activity as a way to become healthy</p> <p>Engage actively in the activities of physical education</p> <p>Work independently and safely for extended periods of time</p> <p>Accept and implement specific corrective feedback</p> <p>Work cooperatively with others</p> <p>Follow the rules and etiquette in physical activity with peers</p>

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>E=Emerging- Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.</p> <p>M= Maturing-Students can demonstrate the critical elements of the motor skills and knowledge components of the grade level outcomes, which will continue to be refined with practice.</p> <p>A=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>By the end of fourth grade, students will begin to demonstrate(E/M) positive decision making regarding their health, social interaction, and active participation as it relates to physical activity. This will be evidenced through exit slips, teacher observations, and self-assessments.</p> <p>Using the Shape America Document (standard 4/5 criteria) the students will be evaluated during active participation in a variety of dynamic settings and groups.</p> <p>Also, fitness testing will be used to help establish a baseline for the students goals and what improvements are needed at varying times of the year.</p> <p>Suggested Activities: Tag games, fitness, badminton, bowling, basketball, cooperative games, invasion games, volleyball, dance, jump roping, soccer, softball, kickball, hula hooping, golf, scooter games, team building.</p>
T, M, A	<p>Formative assessments will use the following code when observing performance during games and activities:</p> <p>E-Emerging. Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.</p> <p>M-Maturing. 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>A-Applying. 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>Exit slips Checklists Teacher Observations Peer Assessments Summative Assessment</p>

Stage 3 – Learning Plan		
Code	<i>Pre-Assessment</i>	
T, M, A	At the beginning of each topic, the teacher will use questioning and discussion to identify current levels of understanding as it relates to personal and social skills needed for successful participation in a variety of activities.	
T, M, A	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> -Demonstrating personal responsibility -Accepting feedback -Working with others -Following rules and etiquette -Safety -Physical activity as a means for health, challenge, enjoyment, and social interaction -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. <p>Suggested Activities: Tag games, fitness, badminton, bowling, basketball, cooperative games, invasion games, volleyball, dance, jump roping, soccer, softball, kickball, hula hooping, golf, scooter games, team building.</p>	<p>Progress Monitoring</p> <p>Will confer with students -to see if there is an understanding of concepts and cues</p> <p>Will offer specific individual feedback -focus in on the specific areas of performance the students need help with.</p> <p>Check-ins (Thumbs up, thumbs down) Exit slips -identify appropriate ways to handle varying situations that may occur in physical activity environments. Observation checklists -looking for correct use of problem solving and conflict resolution -student checklist for physical fitness standards and personal goals Group discussion -teacher led discussion about past experiences, prior knowledge, hypothetical situations in physical activity environments.</p>

	<p>Resources: National Standards and Grade Level Outcomes for K-12 Physical Education by Shape America</p>	
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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	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 & manipulates					E	→	M	→	A	→
Combining jumping, landing, locomotion & manipulates						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

		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	
	• Delaying the pass/playset 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

		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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