

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Physical Education Grade 5

June 2017

BOE Approved February 2018

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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: 5th Grade Physical Education**

**Pacing Calendar 2017-2018**

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

# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

## GRADE LEVEL PROGRAM DESCRIPTION

### FIFTH GRADE

Fifth grade students are achieving maturity and are applying many of the locomotor, non-locomotor, and manipulative skills. They begin the process of integrating these skills into a variety of individual and team sports and activities such as, soccer, basketball, volleyball, badminton, softball, cooperative games, bowling, and teambuilding activities that have been modified to their developmental level. Students in fifth grade apply movement principles and concepts to enhance their movement performance, personal fitness, and game strategy and tactics. They self-analyze their own skill and that of their classmates and discuss methods for improving their performance. They begin to demonstrate specialized skills individually, with a partner, and in small and large groups. Vigorous fitness activities are provided through fitness routines, circuits, and games. Through observation and analysis, they are able to critique others as they develop an awareness of the physical, social, and emotional importance of physical activity. Students participate in moderate to vigorous activities for longer periods of time and they continue to improve their fitness levels while they prepare for the fitness testing that happens in sixth grade. Cooperative and team building games allow the fifth grade student to work in pairs and small groups through which they demonstrate competence for working independently and cooperatively, and for exploring and applying the principles of physical activity in both the gymnasium and in out of school activities. Students begin to analyze the differences in individuals and begin to develop an appreciation for those differences. They also demonstrate an evolving appreciation for positive class conduct in accordance with rules and policies, and their ability to problem solve increases with their understanding. They appreciate and participate actively in a variety of physical activities as they prepare to participate in more advanced forms of those activities in the middle school.

**Stage 1 Desired Results**

<p><b>ESTABLISHED GOALS</b></p>	<p><i>Transfer</i></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>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>	
<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.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p><i>Meaning</i></p>	
	<p><b>UNDERSTANDINGS</b> 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><b>ESSENTIAL QUESTIONS</b></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>

<b>Acquisition</b>	
	<p>Students will know...</p> <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"> <li>-locomotor movements</li> <li>-non-locomotor movements</li> <li>-manipulative skills</li> </ul>

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, which will continue to be refined with practice.</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 physical activity environments.</p>	<p>PERFORMANCE TASK(S):</p> <p>By the end of fifth grade, students will demonstrate a variety of fundamental motor skills and movement patterns(<b>M/A</b>) throughout a variety of lead up activities and fitness 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><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>Exit slips Checklists Teacher Observations Peer Assessments Quizzes Summative Assessment Practice Fitness Testing</p>



### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
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"> <li>-Safety Implications</li> <li>-Proper equipment use</li> <li>-Participation in CT fitness testing</li> <li>-Creating Fitness Goals</li> <li>-Lead up games</li> <li>-Throwing/Catching activities</li> <li>-Locomotor Movements</li> <li>-Striking Activities-short/long implement</li> <li>-Jumping and landing</li> <li>-Balancing</li> <li>-Stretching</li> <li>-Dribbling</li> <li>-Kicking</li> <li>-Volleying</li> <li>-Combinations</li> </ul> <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 -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 which critical elements are understood and which ones need more time.</p> <p>Observation checklists -looking for correct use of techniques -student checklist for physical fitness standards and personal goals</p> <p>Group discussion -teacher led discussion about past experiences, prior knowledge, hypothetical situations in physical activity environments.</p>

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></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.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 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... 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><b>UNDERSTANDINGS</b></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><b>ESSENTIAL QUESTIONS</b></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>

<b>Acquisition</b>	
<p>Students will know...</p> <p>Various ways and combinations to move their bodies to increase physical fitness.</p> <p>Simple strategies and tactics during chasing and fleeing activities.</p> <p>How to move their bodies safely during physical activity.</p> <p>The four components of fitness.</p> <p>Setting fitness goals.</p> <p>Cues for various sports skills.</p>	<p>Students will demonstrate age appropriate ability of the following skills:</p> <p>Applies simple strategies and tactics in chasing and fleeing activities</p> <p>Combines movement concepts(direction, levels, force, time) with skills as directed by the teacher</p> <p>Recognizes the concept of open spaces in a movement context</p> <p>Recognizes locomotor skills specific to a wide variety of physical activities</p> <p>Identifying various sport-specific skills</p> <p>Creating fitness goals</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><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, which will continue to be refined with practice.</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 physical activity environments.</p>	<p>PERFORMANCE TASK(S):</p> <p>By the end of fifth grade students will demonstrate(<b>M</b>) the necessary knowledge to participate successfully in a variety of lead up games, practice 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><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>Peer assessments Checklists Exit Slips Teacher Observations Quizzes Summative Assessment</p>

### Stage 3 – Learning Plan

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"> <li>-Strategies and tactics</li> <li>-Fitness knowledge-components of fitness</li> <li>-Creating fitness goals</li> <li>-Self-assessment/progress monitoring</li> <li>-Safety Implications</li> <li>-Proper equipment use</li> <li>-Rules</li> <li>-Cues for sport skills</li> <li>-Combinations</li> </ul> <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"> <li>-to see if there is an understanding of concepts and cues</li> </ul> <p>Will offer specific individual feedback</p> <ul style="list-style-type: none"> <li>-focus in on the specific areas of knowledge the students need help with.</li> </ul> <p>Check-ins (Thumbs up, thumbs down)</p> <p>Exit slips</p> <ul style="list-style-type: none"> <li>-identify which rules and strategies are understood and which ones need more time.</li> </ul> <p>Observation checklists</p> <ul style="list-style-type: none"> <li>-looking for correct use of techniques/ rules</li> <li>-student checklist for physical fitness standards and personal goals</li> </ul> <p>Group discussion</p> <ul style="list-style-type: none"> <li>-teacher led discussion about past experiences, prior knowledge, hypothetical situations in physical activity environments.</li> </ul>

### Stage 1 Desired Results

ESTABLISHED GOALS	
<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.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 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><b>UNDERSTANDINGS</b> 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><b>ESSENTIAL QUESTIONS</b></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>

<i>Acquisition</i>	
<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><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, which will continue to be refined with practice.</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 physical activity environments.</p>	<p>PERFORMANCE TASK(S):</p> <p>By the end of fifth grade, students will begin to demonstrate(<b>M/A</b>) 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. 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><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>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"> <li>-Demonstrating personal responsibility</li> <li>-Accepting feedback</li> <li>-Working with others</li> <li>-Following rules and etiquette</li> <li>-Safety</li> <li>-Physical activity as a means for health, challenge, enjoyment, and social interaction</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>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"> <li>-to see if there is an understanding of concepts and cues</li> </ul> <p>Will offer specific individual feedback</p> <ul style="list-style-type: none"> <li>-focus in on the specific areas of performance the students need help with.</li> </ul> <p>Check-ins (Thumbs up, thumbs down)</p> <p>Exit slips</p> <ul style="list-style-type: none"> <li>-identify appropriate ways to handle varying situations that may occur in physical activity environments.</li> </ul> <p>Observation checklists</p> <ul style="list-style-type: none"> <li>-looking for correct use of problem solving and conflict resolution</li> <li>-student checklist for physical fitness standards and personal goals</li> </ul> <p>Group discussion</p> <ul style="list-style-type: none"> <li>-teacher led discussion about past experiences, prior knowledge, hypothetical situations in physical activity environments.</li> </ul>

	<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 benefiting 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

	Kinder- garten	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		
	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	
	Striking — with short implement	E				M	A			M
	• Fore/backhand							E		M
	Striking — with long implement			E			M	A		
	• Fore/backhand								E	
	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	
• 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**

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
<b>STANDARD 2</b>	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	
	• Changing 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 tactical 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/cub						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	
<b>STANDARD 3</b>	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
<b>STANDARD 4</b>	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
<b>STANDARD 5</b>	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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