Elementary (Grades K-5) Physical Education Curriculum Guide

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Elementary Physical Education Curriculum Guide

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Foreword
Curriculum in this document is based on the National PE Standards published in the spring of 2013. It has been developed by physical educators and curriculum specialists in the Des Moines Public Schools. The objectives in this curriculum guide are the minimum requirements in physical education that set rigorous, relevant, clear, and measurable learning targets and expectations for what teachers should teach and students should learn. Schools and educators are continuously encouraged to go beyond these targets to better serve the needs of all students in physical education.

Physical Education Program Mission Statement
The Des Moines Public School District’s Physical Education Program enhances each student’s total wellness through intellectual, social, emotional, physical, and spiritual development.
THE GOAL

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

THE STANDARDS

**Standard 1.** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2.** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3.** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4.** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5.** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
# Elementary Physical Education Curriculum Guide

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How to use this document:

This curriculum guide is not…

- A lock-step instructional guide detailing exactly when and how you teach.
- Meant to restrict your creativity as a teacher.
- A ceiling of what your students can learn, nor a set of unattainable goals.

Instead, the curriculum guide is meant to be a common vision for student learning and a set of standards by which to measure and report student progress and provide meaningful feedback.

The curriculum guide outlines which learning goals are most essential for student learning; it is our district’s guaranteed and viable curriculum. The expectation is that every student in our district, regardless of school or classroom, will know and understand these learning goals. As the classroom teacher, you should use the curriculum guide to help you to decide how to scaffold up to the learning goals, and extend your students’ learning beyond them.

The curriculum guide is a planning tool; assessed learning topics are provided, but as the instructional leader of your classroom, you determine the scope and sequence in which you will introduce the prioritized learning goals. You are encouraged to create your own sub-units of study within each topic as a starting point. Within this document you will find a foundational structure for planning instruction in the physical education classroom which can be supplemented with unlimited materials from any number of sources, including but not limited to district texts.

Please consider this guide a living and dynamic document, subject to change and a part of a continuous feedback loop. As part of this logic model.
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- **Des Moines Public Schools K-12 Student Learning Objectives in Physical Education**
  - Measureable, long-term academic growth targets
  - Developmentally appropriate activities which assess learning growth for all students
  - Pre and Post assessment growth of learning
  - Year-long learning goals using grade level targets to work towards the learning goal

- **Effective Components of a well-designed Physical Education Classroom**
  - Meets the needs of all students
  - Keeps students active for most of physical education class time (minimum 50 instruction/50 movement)
  - Teaches self-management
  - Emphasizes knowledge and skills for a lifetime of physical activity
  - Is an enjoyable experience for all students

- **The Essential Components of Physical Education** (Figure 5)
  - Policy and Environment
  - Curriculum
  - Appropriate Instruction
  - Student Assessment
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Standards-Referenced Grading Basics

The teacher designs instructional activities and assessments that grow and measure a student’s skills in the elements identified on our topic scales. Each scale features many such skills and knowledges, also called learning targets. These are noted on the scale below with letters (A, B, C) and occur at Levels 2 and 3 of the scale. In the grade book, a specific learning activity could be marked as being 3A, meaning that the task measured the A item at Level 3.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate all learning targets from Level 3 and Level 4</td>
<td>4.0</td>
</tr>
<tr>
<td>Demonstrate all learning targets from Level 3 with partial success at Level 4</td>
<td>3.5</td>
</tr>
<tr>
<td>Demonstrate all learning targets from Level 3</td>
<td>3.0</td>
</tr>
<tr>
<td>Demonstrate some of the Level 3 learning targets</td>
<td>2.5</td>
</tr>
<tr>
<td>Demonstrate all learning targets from Level 2 but none of the learning targets from Level 3</td>
<td>2.0</td>
</tr>
<tr>
<td>Demonstrate some of the Level 2 learning targets and none of the Level 3 learning targets</td>
<td>1.5</td>
</tr>
<tr>
<td>Demonstrate none of the learning targets from Level 2 or Level 3</td>
<td>1.0</td>
</tr>
<tr>
<td>Produce no evidence appropriate to the learning targets at any level</td>
<td>0</td>
</tr>
</tbody>
</table>

The Learning Topic is located at the top of the scale.

The Learning Goal is the complete Level 3 of the scale.

The Learning Topic is located at the top of the scale.

Each lettered bullet point represents one Learning Target.

Determining a topic score: when the time comes to identify the Topic Score for a topic, the teacher looks at all of the pieces of the Body of Evidence for that topic. The table to the right describes what Topic Score a student receives based on what the Body of Evidence shows. The scores listed on this table are the only valid scores that may be entered into the Topic Score assignment in a grade book.

Multiple Opportunities: It is not about going back to do a retake or make-up a missed PE class, it's about going forward, continually scaffolding student learning through multiple opportunities, and noting their improved learning. “Multiple opportunities” are about embedding other instructional times for students to showcase their skills that are aligned to the specific learning goal target.
Standards Referenced Grading Basics

Anatomy of a Scale

Symbols by the learning levels indicate whether it can be changed, is fixed, or can be enhanced. Triangle symbol designates targets on this level can be changed.

This lock symbol designates targets on this level can NOT be changed. These are derived directly from our national standards.

This addition symbol designates more targets can be added to this level.

No targets are written at this level.

<table>
<thead>
<tr>
<th>Icon</th>
<th>Level</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Δ</td>
<td>4</td>
<td>Teachers can and should change the target(s) of the scale at this level.</td>
</tr>
<tr>
<td>☤</td>
<td>3</td>
<td>This level is locked—no changes can be made here by teachers.</td>
</tr>
<tr>
<td>+</td>
<td>2</td>
<td>Teachers can and should add to the target(s) of this scale at this level, but not change the targets that already exist here.</td>
</tr>
</tbody>
</table>

For more information: grading.dmschools.org

<table>
<thead>
<tr>
<th>Student</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A: Identify and defend different types of physical activities and describe how each meets a personal interest in health (via written essay, visual art, creative dance). (Health SS.PS.7)</td>
<td>3A: I am learning how to identify different types of physical activities and their impact on my own health.</td>
</tr>
<tr>
<td>3B: Develops a plan of action and makes appropriate decisions based on that plan when faced with a challenge. (Challenge SS.PE.6)</td>
<td>3B: I am learning how to develop a plan of action and make appropriate decisions based on a challenge.</td>
</tr>
<tr>
<td>3C: Identifies and participates in an enjoyable activity that promotes individual self-expression. (Self-expression SS.PE.9)</td>
<td>3C: I am learning how to identify in activities that promote enjoyment for my own self-expression.</td>
</tr>
<tr>
<td>3D: Participates in a variety of lifetime recreational team, sports, outdoor pursuits, martial arts, or dance activities. (SS.PS.6)</td>
<td>3D: I am learning how to engage in a variety of lifetime activities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Target/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A: I am learning how to identify different types of physical activities and their impact on my own health.</td>
</tr>
<tr>
<td>3B: I am learning how to develop a plan of action and make appropriate decisions based on a challenge.</td>
</tr>
<tr>
<td>3C: I am learning how to identify in activities that promote enjoyment for my own self-expression.</td>
</tr>
<tr>
<td>3D: I am learning how to engage in a variety of lifetime activities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A: Describe how being physically active leads to a healthy body (SS.PS.4).</td>
<td>2A: I am learning how to explain why it is important to be physically active.</td>
</tr>
<tr>
<td>2B: Identify the components of physical activity that provide opportunities for reducing stress and for social interaction. (SS.PS.4)</td>
<td>2B: I am learning how to identify the components of physical activity and how they can provide opportunities to socially interact with others.</td>
</tr>
<tr>
<td>2C: Identifies how self-expression and physical activity are related. (Self-expression SS.PE.9)</td>
<td>2C: I am learning how to describe the relationship between self-expression and physical activity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Target/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A: I am learning how to explain why it is important to be physically active.</td>
</tr>
<tr>
<td>2B: I am learning how to identify the components of physical activity and how they can provide opportunities to socially interact with others.</td>
</tr>
<tr>
<td>2C: I am learning how to describe the relationship between self-expression and physical activity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A: Student's performance reflects insufficient progress towards foundational skills and knowledge.</td>
<td>1A: I am learning how to describe the relationship between self-expression and physical activity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Target/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A: I am learning how to describe the relationship between self-expression and physical activity.</td>
</tr>
</tbody>
</table>
Learning topics for elementary grades

- K-3: Skills and Knowledge, Engagement, and Personal and Social Behavior
- 4-5: Skills and Knowledge, Engagement, Fitness, and Personal and Social Behavior

Learning goals for all curricular areas are organized by overarching concepts called *topics*. Within those topics live a learning goal. All learning goals for physical education are guided by the 2014 National Society of Health and Physical Education (SHAPE) standards and assessed on the provided reporting scales or checklists. The outline below serves to define the various elements of the curriculum structure.

**Learning Topic – The Overarching Concept**

- Definition of the topic.
  - National Standards for K-12 Physical Education: *provide a framework for producing physically literate individuals, setting students on the road to enjoying a lifetime of healthful physical activity.* (S1, S2, S3, S4, or S5)
  - Grade level outcomes: *provide a scope and sequence of skills and knowledge predicated on teaching a variety of activities to achieve learning for all students.* (K, 1, 2, 3, 4, or 5)
    - Grade level element: *Each outcome has been assigned a number but do not necessarily reflect any particular priority.* (S2.E1.3 meaning- Standard 2, Elementary Outcome 1, Grade 3)

**The Road to a Lifetime of Physical Activity**
<table>
<thead>
<tr>
<th>SCALE SCORE</th>
<th>ACADEMIC DESCRIPTOR</th>
<th>STUDENT-FRIENDLY DESCRIPTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Exceeding Standard</td>
<td>I have demonstrated deep understanding that goes beyond the learning goal</td>
</tr>
<tr>
<td>3</td>
<td>Meeting Standard</td>
<td>I have met the learning goal</td>
</tr>
<tr>
<td>2</td>
<td>Developing Toward Standard</td>
<td>I have the foundational skills and knowledge for the learning goal and I am almost there</td>
</tr>
<tr>
<td>1</td>
<td>Insufficient Progress</td>
<td>The evidence I have submitted shows I have a long way to go to reach the learning goal</td>
</tr>
<tr>
<td>0/M</td>
<td>No evidence of student understanding in submitted work OR Missing – student has not submitted evidence</td>
<td>I have not submitted evidence of learning for the learning goal</td>
</tr>
</tbody>
</table>

*For more information on district assessment and grading practices, please refer to the Grading Practices website http://grading.dmschools.org/teacher-resources.html

Guiding Practices of Standards-Referenced Grading

1. A consistent 4-point grading scale will be used.
2. Student achievement and behavior will be reported separately.
3. Scores will be based on a body of evidence.
4. Achievement will be organized by learning topic and converted to a grade at semester’s end.
5. Students will have multiple opportunities to demonstrate proficiency.
6. Accommodations and modifications will be provided for exceptional learners.

For more information: grading.dmschools.org
### Vertical Sequence

- The student will demonstrate they have developed the ability to:

<table>
<thead>
<tr>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Perform locomotor skills without falling down. (S1.E1.1.K)</td>
<td>o Hop, Gallop, Jog and Slide using a mature pattern. (S1.E1.1)</td>
<td>o Skip Using a Mature Pattern (S1.E1.2)</td>
<td>o Identify and/or apply simple strategies and tactics in chasing and fleeing activities. (S2.E5.3ab)</td>
<td>o Identify and/or apply simple offensive and defensive strategies and tactics in chasing and fleeing activities. (S2.E5.3ab)</td>
<td>o Applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks. (S2.E5.5ab)</td>
</tr>
<tr>
<td>o Differentiates between movement in personal (self-space) and general space. (S2.E1.K)</td>
<td>o Identify or travel demonstrating low, middle and high levels. (S2.E2.1a)</td>
<td>o Combines locomotor skills in general space to a rhythm. (S2.E1.2)</td>
<td>o Combines balance and weight transfers with movement concepts to create and perform a dance or gymnastic routine. (S1.E12.3)</td>
<td>o Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus. (S1.E12.4)</td>
<td>o Combines actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus. (S1.E12.5)</td>
</tr>
<tr>
<td>o Identify or travel demonstrating a variety of relationships with objects (over, under, through, around) (S2.E2.1b)</td>
<td>o Travel demonstrating a variety of relationships with objects (over, under, around, through). (S2.E2.1b)</td>
<td>o Identify or travel demonstrating a variety of relationships with objects (over, under, around, through). (S2.E2.1b)</td>
<td>o Catches a large ball tossed or thrown (over, under, waist level, and below the waist with a mature pattern) to a partner demonstrating 4 of 5 critical elements of a mature pattern. (S1.E16.3)</td>
<td>o Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment. (S1.E16.4)</td>
<td>o Catches with reasonable accuracy in dynamic, small sided practice tasks. (S1.E16.5c)</td>
</tr>
<tr>
<td>o Transfer weight from one body part to another in self-space in dance and/or gymnastics environments. (S1.E8.1)</td>
<td>o Transfer weight from one body part to another in self-space in dance or gymnastics environment. (S1.E8.1)</td>
<td>o Transfer weight from feet to different body parts/bases of support for balance and/or travel. (S1.E9.2)</td>
<td>o Throws underhand using a mature pattern. (S1.E13.2)</td>
<td>o Throws underhand using a mature pattern. (S1.E14.4ab)</td>
<td>o Dribbles (hand) in general space demonstrating a mature pattern with both the preferred and non-preferred hands maintaining control of the body while increasing and decreasing speed. (S1.E17.4ab)</td>
</tr>
<tr>
<td>o Throws underhand with opposite foot forward. (S1.E13.K)</td>
<td>o Catches a large ball tossed by a skilled thrower. (S1.E16.Kb)</td>
<td>o Dribbles (hand) a ball with one hand, attempting the second contact. (S1.E17.K)</td>
<td>o Catches a self-tossed or well thrown large ball with hands, not trapping or cradling against the body. (S1.E13.1)</td>
<td>o Dribbles (hand) in general space at slow to moderate jogging speed with control of the ball and body. (S1.E17.3)</td>
<td>o Dribbles (hand) in general space demonstrating a mature pattern with the preferred hand while maintaining control of the ball and body. (S1.E18.3)</td>
</tr>
<tr>
<td>o Catches a soft-object (various sizes) from a self-toss before it bounces. (S1.E16.1b)</td>
<td>o Dribbles (hand) using the preferred hand while walking in general space. (S1.E17.2b)</td>
<td>o Dribbles (hand) in general space with control of ball and body. (S1.E18.2)</td>
<td>o Dribbles (both feet) in general space at slow to moderate jogging speed with control of the ball and body. (S1.E18.3)</td>
<td>o Dribbles (both feet) in general space demonstrating 4 of the 5 critical elements of a mature pattern for each. (S1.E21.3)</td>
<td>o Dribbles (both feet) in general space with control of the ball and body while jogging and changing direction. (S1.18.5)</td>
</tr>
<tr>
<td>o Taps a ball using the inside of the foot, sending it forward (S1.E18.K)</td>
<td>o Dribbles (hand) continuously in</td>
<td>o Uses a continuous running approach and intentionally performs a kick along the ground and in the air demonstrating 4 of the 5 critical elements of a mature pattern for each. (S1.E21.3)</td>
<td>o Dribbles (both feet) in general space while increasing and decreasing speed. (S1.E18.4)</td>
<td>o Dribbles (both feet) in general space with control of the ball and body while jogging and changing direction. (S1.18.5)</td>
<td>o Dribbles (both feet) in general space with control of the ball and body while jogging and changing direction. (S1.18.5)</td>
</tr>
<tr>
<td>(balloon), sending it upward. (S1.E22.K)</td>
<td>○ Strik... ○ Strikes (volley) an object upward with 5 or more consecutive hits. (S1.E22.2)</td>
<td>○ Stripes (volley) an object upward with 5 or more consecutive hits. (S1.E22.2)</td>
<td>○ Stripes (volley) an object upward with 5 or more consecutive hits. (S1.E22.2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>executes a light weight object with a paddle or short-handled racquet. (S1.E24.K)</td>
<td>○ Dribbles (foot) a ball using the inside of the foot while walking in general space. (S1.E18.1) ○ Strike (volley) an object with an open palm, sending it upward. (S1.E22.1) ○ Jumps forward and backward (5 times) consecutively with a self-turned rope. (S1.E27.1a)</td>
<td>○ Stripes (volley) an object upward with 5 or more consecutive hits. (S1.E22.2) ○ Jumps forward and backward (5 times) consecutively with a self-turned rope. (S1.E27.2a)</td>
<td>○ Kicks along the ground and in the air using a mature pattern. (S1.E21.4) ○ Strikes (volleys) an object with an underhand or sidearm striking pattern, sending it forward while demonstrating 3 of the 5 critical elements of a mature pattern. (S1.E22.4) ○ Strikes an object with a long-handled implement while demonstrating a mature pattern. (S1.E24.4a) ○ Strikes an object with a long-handled implement while demonstrating a mature pattern. (S1.E24.4b) ○ Strikes a stationary ball with a long-handled implement (hockey stick, bat, golf club, tennis, or badminton racquet) while demonstrating a mature pattern. (S1.E25.4) ○ Performs 4 self-chosen jump rope skills with a self-turned rope at least two consecutive times. (S1.E27.3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>○ Executes a single jump with a self-turned rope. (S1.E27.1a)</td>
<td>○ Stripes (volley) a light weight object with a paddle or short-handled racquet. (S1.E24.K)</td>
<td>○ Jumps forward or backward consecutively (2 times) using a self-turned rope. (S1.E27.1a)</td>
<td>○ Demonstrates a mature pattern of kicking in small-sided practice task environments. (S1.E21.5) ○ Strikes (volleys) an object with an underarm or sidearm striking pattern, within a teacher/game defined boundary while demonstrating a mature pattern. (S1.E22.5) ○ Strikes an object 6 consecutively, with a partner, using a short-handled implement, over a net or 5 consecutive times alone to a wall. (S1.E24.5) ○ Strikes a moving object with a long-handled implement (hockey stick, bat, golf club, tennis, or badminton racquet) while demonstrating a mature pattern. (S1.E25.b) ○ Performs 5 self-chosen jump rope skills with a self-turned rope at least two consecutive times. (S1.E27.3)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning Topic – Personal and Social Behavior (K-5)

- National Standards alignment:
  - Standard 4:
    - Exhibits responsible personal and social behavior that respects self and others.
    - The groundwork for standards 4 and 5 begins in elementary school, as students learn to accept feedback from teachers and peers, interact positively with others and be responsible for personal behavior in physical activity environments.
    - The behaviors and attitudes formed in elementary school exert an extremely strong influence on the behaviors and attitudes of adolescents and adults in physical activity settings, both in and outside of physical education settings.
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- **Grade Level Outcomes: K-2**
  - Accepts personal responsibility by using equipment and space appropriately, follows directions in group settings (S4.E1.K) (S4.E2.K) (CER Attitude towards adults/peers)
  - Follows the rules and parameters of the learning environment. (S4.E2.1) (DMPS CER Attitude towards learning instruction)
  - Shares equipment and space with others (S4.E4.K) (DMPS CER Attitude towards learning instruction)
  - Follows teacher directions for safe participation and proper use of equipment with minimal reminders/redirections. (S4.E6.K) (CER Attitude towards adults/peers)
  - Exhibits the established protocols for class activities (S4.E5.1) (CER Attitude towards learning instruction)
  - Responds appropriately to general feedback from the teacher (S4.E3.1) (CER Attitude towards adults/peers)

- **Grade Level Outcomes: 3-5**
  - Engages in physical activity with responsible interpersonal behavior, (e.g. peer to peer, student to adult, student to referee) (S4.E1.5) (CER Attitude towards adults/peers)
  - Reflects on personal social behavior in physical activity (S4.E2.4) (DMPS CER Attitude towards learning instruction)
  - Works cooperatively with others and praises others for their success in movement performance. (S4.E3.3ab) (CER Attitude towards adults/peers)
  - Exhibits etiquette and adherence to rules in a variety of physical activities (S4.E5.4) (DMPS CER Attitude towards learning instruction)
  - Works safely with peers and equipment in physical activity settings. (S4.E6.5) (CER Attitude towards adults/peers)

- **DMPS Citizenship and Employability Skills Rubric (CER) vs. Personal and Social Behavior Rationale**
  - It is important when implementing standard reference grading to separate the students’ academic achievement and their behavior, which is why DMPS records citizenship and employability skills separate from the students’ academic grade.
  - In Physical Education Class, according to our National SHAPE (Society of Health and Physical Education) standards, standard four states: The physically literate individual exhibits responsible personal and social behavior that respects self and others.
  - Therefore, using aligning the verbiage from our DMPS employability rubric and the National SHAPE grade level outcomes, we have developed a scale which best represents each grade level outcomes for this standard to be reported on as a topic score. Both are separated into two grade level groups, K-2 and 3-5.
Skills and Knowledge Topic Proficiency Scales

Locomotors-K-2

<table>
<thead>
<tr>
<th>Locomotors-Kindergarten</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>In addition to exhibiting level 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the goal.</td>
</tr>
</tbody>
</table>
| 3                      | **Students:**  
|                        | - 3A- Performs locomotor skills (hopping, galloping, jogging, sliding, skipping) while maintaining balance (S1.E1.K) |
|                        | **Activities:**  
|                        | - 3A - I am learning how to perform locomotors skills like hopping, galloping, jogging, sliding, skipping while maintaining balance. |
|                        | **Activities:**  
|                        | - Building a Foundation  
|                        | - Freeze/Dance  
|                        | - Dead Bugs  
|                        | - I see/I see  
|                        | - Movement cubes |
| 2                      | **Students:**  
|                        | - 2A - Performs locomotor skills (hopping, galloping, jogging, sliding, skipping), with inconsistent balance |
|                        |  |
| 1                      | **Students:**  
|                        | - Performs locomotor skills (hopping, galloping, jogging, sliding, skipping), with inconsistent balance |
|                        | **Activities:**  
|                        | - Student performance reflects insufficient progress towards foundational skills and knowledge. |

Mature Pattern for Galloping:
- Moves in a forward direction
- Display rhythmic arm movements in opposition to legs
- Hips (torso) facing forward
- Momentarily airborne
- Keeps trail leg behind lead leg without cross over

SHAPE Standard 1:
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Teacher Clarifications
Consider starting the year off with the SPARK Unit Building a Foundation. This allows you to develop foundational knowledge for the rest of your school year. Locomotors are a crucial component for students to learn to perform as they are the basis to all movement sequences. Mature pattern for galloping is listed to the left, but the remaining locomotors mature patterns are listed in the glossary. Check in our group files for visual supports.

Academic Vocabulary
Locomotors, hopping, step, galloping, jogging, sliding, skipping, balance

Lesson Planning for Elementary School Physical Education Book
Teaching for Competency in Locomotor Skills-Pages 73-98
Locomotors-K-2

<table>
<thead>
<tr>
<th>Locomotors- 1st Grade</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>In addition to exhibiting level 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the goal.</td>
</tr>
<tr>
<td><strong>3 Students:</strong></td>
<td>3A-I am learning how to perform locomotors skills like hopping, galloping, sliding, skipping while maintaining balance.</td>
</tr>
<tr>
<td>o 3A- Hops (on one foot), gallops, jogs, and slides using a mature pattern (S1.E1.1)</td>
<td></td>
</tr>
<tr>
<td><strong>2 Students:</strong></td>
<td>Activities:</td>
</tr>
<tr>
<td>o 2A- Demonstrate three out of the five critical elements for Hopping, Galloping, Jogging, and Sliding</td>
<td>• Building a Foundation</td>
</tr>
<tr>
<td></td>
<td>• Freeze/Dance</td>
</tr>
<tr>
<td></td>
<td>• Dead Bugs</td>
</tr>
<tr>
<td></td>
<td>• I see/I see</td>
</tr>
<tr>
<td></td>
<td>• Movement cubes</td>
</tr>
<tr>
<td><strong>1 Student:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student performance reflects insufficient progress towards foundational skills and knowledge.</td>
</tr>
</tbody>
</table>

Success Criteria Hopping:

- Engaged in hopping leg is used to support the take off and momentum of the hop
- Body leans forward over the hopping foot
- Arms are coordinated with take-off moving forwards and upwards
- Support leg’s knee flexes in landing
- Hopping action is continuous and rhythmical

SHAPE Standard 1:
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Teacher Clarifications
Consider starting the year off with the SPARK Unit Building a Foundation. This allows you to develop foundational knowledge for the rest of your school year. Locomotors are a crucial component for students to learn to perform as they are the basis to all movement sequences. Mature pattern for hopping is listed to the left, but the remaining locomotors mature patterns are listed in the glossary. Check in our group files for visual supports.

Academic Vocabulary
Locomotors, hopping, step, galloping, jogging, sliding, skipping, balance

Lesson Planning for Elementary School Physical Education Book
Teaching for Competency in Locomotor Skills-
Pages 73-98
SHAPE Standard I:
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Teacher Clarifications
Consider starting the year off with the SPARK Unit Building a Foundation. This allows you to develop foundational knowledge for the rest of your school year. Locomotors are a crucial component for students to learn to perform as they are the basis to all movement sequences. Mature pattern for skipping and jogging is listed to the left, but the remaining locomotors mature patterns are listed in the glossary. Check in our group files for visual supports.

Academic Vocabulary
Locomotors, hopping, step, galloping, jogging, sliding, skipping, balance

Lesson Planning for Elementary School Physical Education Book
Teaching for Competency in Locomotor Skills-Pages 73-98
### Skills and Knowledge Strategies & Tactics - 3rd-5th

<table>
<thead>
<tr>
<th>Strategies and Tactics - 3rd</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 !</td>
<td>In addition to exhibiting level 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the goal.</td>
</tr>
<tr>
<td>3 ⬤</td>
<td><strong>Students:</strong>&lt;br&gt;○ 3A-Applies simple strategies &amp; tactics in chasing activities. (S2.E5.3a)&lt;br&gt;○ 3B-Applies simple strategies in fleeing activities (S2.E5.3b)</td>
</tr>
<tr>
<td>2 +</td>
<td><strong>Students:</strong>&lt;br&gt;○ 2A-Identifies simple strategies &amp; tactics in chasing and fleeing activities.</td>
</tr>
<tr>
<td>1 ✗</td>
<td>Student performance reflects insufficient progress towards foundational skills and knowledge.</td>
</tr>
</tbody>
</table>

#### SHAPE Standard 1:

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

#### Teacher Clarifications

Chasing and fleeing activities can be a challenge if you do not have classroom rules and procedures established. Ensure as you are teaching chasing and fleeing activities, your students know your expectations and you remain consistent while teaching and reinforcing behaviors.

For more resources: [Instant Activities OPEN PHYSED](#)

#### Academic Vocabulary

Offense, defense, strategies, fleeing, chasing
### Skills and Knowledge-Strategies & Tactics 3rd-5th

<table>
<thead>
<tr>
<th>Strategies and Tactics-4th Grade</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
</tr>
</tbody>
</table>
| **3** | **Students:**  
  - 3A- Applies simple offensive strategies & tactics in chasing and fleeing activities. *(S2.E5.4a)*  
  - 3B- Applies simple defensive strategies & tactics in chasing and fleeing activities *(S2.E5.4b)*  
  3A-I am learning how to apply simple offensive and defensive strategies and tactics in chasing and fleeing activities.  
  **Activities:** Tag games, relays, Catch and Chase |
| **2** | **Students:**  
  - 2A- Identifies simple offensive and defensive strategies & tactics in chasing and fleeing activities. |
| **1** | Student performance reflects insufficient progress towards foundational skills and knowledge. |

### SHAPE Standard 2:

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

### Teacher Clarifications

Chasing and fleeing activities can be a challenge if you do not have classroom rules and procedures established. Ensure as you are teaching chasing and fleeing activities, your students know your expectations and you remain consistent while teaching and reinforcing behaviors.

For more resources: [Instant Activities OPEN PHYSED](#)

### Academic Vocabulary

Offense, defense, strategies, fleeing, chasing
**Skills and Knowledge-Strategies & Tactics 3rd-5th**

<table>
<thead>
<tr>
<th>Strategies and Tactics -5th Grade</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong> 🔴 Students:</td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
</tr>
<tr>
<td><strong>3</strong> 🔴 Students:</td>
<td>3A- Applies basic offensive and defensive strategies &amp; tactics in invasion small-sided practice tasks. (S2.E5.5a)</td>
</tr>
<tr>
<td><strong>2</strong> 🔴 Students:</td>
<td>3A-I am learning how to apply simple offensive and defensive strategies and tactics in chasing and fleeing activities.</td>
</tr>
<tr>
<td><strong>1</strong> 🔴</td>
<td>Student performance reflects insufficient progress towards foundational skills and knowledge.</td>
</tr>
</tbody>
</table>

**SHAPE Standard 2:**

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

**Teacher Clarifications**

Chasing and fleeing activities can be a challenge if you do not have classroom rules and procedures established. Ensure as you are teaching chasing and fleeing activities, your students know your expectations and you remain consistent while teaching and reinforcing behaviors. Consider reinforcing the learning from K-2 for example: shapes, levels, pathways, space awareness and speeds.

For more resources: [Instant Activities OPEN PHYESD](#)

**Academic Vocabulary**

Offense, defense, strategies, fleeing, chasing
## Skills and Knowledge-Pathways, Shapes, and Levels K-2

<table>
<thead>
<tr>
<th>Pathways, Shapes, and Levels-Kindergarten</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students:</td>
<td>3A- I am learning how to travel different pathways.</td>
</tr>
<tr>
<td>o 3A- Travel in 3 different pathways</td>
<td>Activities:</td>
</tr>
<tr>
<td>(S2.E2.K)</td>
<td>• Relays with pathways, shapes, levels</td>
</tr>
<tr>
<td>Students:</td>
<td>• Warm-up/cool down games</td>
</tr>
<tr>
<td>o 2A- Travel in a different pathway or identify how to travel in a different pathway.</td>
<td>• Locomotors games</td>
</tr>
<tr>
<td>2</td>
<td>• Exploration</td>
</tr>
<tr>
<td>1</td>
<td>• Dance malfunction in the toy shop</td>
</tr>
<tr>
<td>Student performance reflects insufficient progress towards foundational skills and knowledge.</td>
<td>• Robot Engineer tag</td>
</tr>
</tbody>
</table>

### SHAPE Standard 2:
The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

### Teacher Clarifications
Consider pairing this small unit with your locomotors unit. You may also want to teach your kindergarten students space-awareness during this time. Examples of visual supports are to the left. Check in our group files for visual supports.

For more resources:
http://openphysed.org/curriculummodules

### Academic Vocabulary
Straight, curved, zig zag, lines, square

### Lesson Planning for Elementary School Physical Education Book
Pages: 47-71
Teaching for Competency in Movement Concepts
Skills and Knowledge-Pathways, Shapes, and Levels K-2

<table>
<thead>
<tr>
<th>Pathways, Shapes, and Levels- 1st Grade</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 ❧ Students: In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
<td>3A- I am learning how to travel different pathways.</td>
</tr>
<tr>
<td>3 ○ Students:</td>
<td>Activities:</td>
</tr>
<tr>
<td>o 3A- Travel demonstrating low, middle, and high levels (S2.E2.1a)</td>
<td>• Relays with pathways, shapes, levels</td>
</tr>
<tr>
<td>o 3B- Travel demonstrating a variety of relationships with objects (over, under, through, around) (S2.E2.1b)</td>
<td>• Warm-up/cool down games</td>
</tr>
<tr>
<td>2 ○ Students:</td>
<td>• Locomotors games</td>
</tr>
<tr>
<td>o 2A- Travel in 3 different pathways.</td>
<td>• Exploration</td>
</tr>
<tr>
<td>1 ○ Student performance reflects insufficient progress towards foundational skills and knowledge.</td>
<td>• Dance malfunction in the toy shop</td>
</tr>
<tr>
<td></td>
<td>• Robot Engineer tag</td>
</tr>
</tbody>
</table>

SHAPE Standard 2:
The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Teacher Clarifications
Consider pairing this small unit with your locomotors unit. You may also want to teach your kindergarten students space-awareness during this time. Examples of visual supports are to the left. Check in our group files for visual supports.

For more resources:
http://openphysed.org/curriculummodules

Academic Vocabulary
Straight, curved, zig zag, lines, square

Lesson Planning for Elementary School Physical Education Book
Pages: 47-71
Teaching for Competency in Movement Concepts
### Skills and Knowledge-Pathways, Shapes, and Levels K-2

**Pathways, Shapes, and Levels-2nd Grade**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4 🔴</strong></td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
<td></td>
</tr>
</tbody>
</table>
| **3 🔴** | Students:  
  - 3A- Combines shapes, levels, and pathways into simple travel, dance, and gymnastics sequences (S2.E2.2) | 3A- I am learning how to combine shapes, levels, and pathways throughout my physical activity.  
**Activities:**  
- Relays with pathways, shapes, levels  
- Warm-up/cool down games  
- Locomotors games  
- Exploration  
- Dance malfunction in the toy shop  
- Robot Engineer tag |
| **2 🔴** | Students:  
  - 2A- Identify or recall vocabulary: pathways, shapes, levels, locomotors | |
| **1 🔴** | Student performance reflects insufficient progress towards foundational skills and knowledge. | |

**SHAPE Standard 2:**

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

**Teacher Clarifications**

Consider pairing this small unit with your locomotors unit. You may also want to teach your kindergarten students space-awareness during this time. Examples of visual supports are to the left.

Check in our group files for visual supports.

For more resources:

[http://openphysed.org/curriculummodules](http://openphysed.org/curriculummodules)

**Academic Vocabulary**

Straight, curved, zig zag, lines, square

**Lesson Planning for Elementary School Physical Education Book**

Pages: 47-71

Teaching for Competency in Movement Concepts

---

**Travels in general space with different speeds.**

SLOW  MODERATE  FAST

(S2.E3.K)
Skills and Knowledge-Weight Transfer K-5

<table>
<thead>
<tr>
<th>Weight Transfer- Kindergarten</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 <img src="icon" alt=" " /></td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
</tr>
<tr>
<td>3 <img src="icon" alt=" " /></td>
<td>Students: 3A-Transfer weight from one body part to another in self-space in dance and/or gymnastics environments. (S1.E8.1) 3A-I am learning how to transfer weight from one side of my body to the other. Activities: • Kangaroo Jump, Puppy dog run, Bear Walk, Gorilla Walk, Rabbit Jump, Crab Walk, Seal Walk, Elephant Walk, and Inchworm</td>
</tr>
<tr>
<td>2 <img src="icon" alt=" " /></td>
<td>Students: o 2A-Transfer weight from side to side demonstrating some critical elements of a narrow body shape (log roll)</td>
</tr>
<tr>
<td>1 <img src="icon" alt=" " /></td>
<td>Student performance reflects insufficient progress towards foundational skills and knowledge.</td>
</tr>
</tbody>
</table>

SHAPE Standard 1:
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Teacher Clarifications
Considerations: Teaching weight transfer for younger students could include dance concepts too, but your main focus should be on providing students an opportunity to perform different movements while transferring weight and maintain their balance. Our district can provide you with gymnastic equipment and mats to ensure your unit can be taught effectively.

For more resources: [http://openphsyed.org/curriculummodules](http://openphsyed.org/curriculummodules)

Success Criteria for Log Roll:
Log roll-(example movement but not limited to)
- Rolls sideways in a narrow body shape (log roll) demonstrating all of the critical elements three to five times in a row.
- Lie on your front, legs straight and together, arm together and overhead
- Roll over onto your back and continue until you are on your front again
- Keep your body straight
- Try the other direction

Academic Vocabulary
Weight, transfer, body, self-space, personal space, log roll

Lesson Planning for Elementary School Physical Education Book
Pages: 99-135
Teaching for Competency in Nonlocomotor Skills
Skills and Knowledge-Weight Transfer K-5

<table>
<thead>
<tr>
<th>Weight Transfer-1st Grade</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 🟢</td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
</tr>
<tr>
<td>3 🟡</td>
<td>Students: 3A-Transfer weight from one body part to another in self-space in dance or gymnastics environment. (S1.E8.1)</td>
</tr>
<tr>
<td></td>
<td>3A-I am learning how to transfer weight from one side of my body to the other. Activities: • Kangaroo Jump, Puppy dog run, Bear Walk, Gorilla Walk, Rabbit Jump, Crab Walk, Seal Walk, Elephant Walk, and Inchworm</td>
</tr>
<tr>
<td>2 🟠</td>
<td>Students: o 2A-Transfer weight from side to side demonstrating some critical elements.</td>
</tr>
<tr>
<td>1 ✧</td>
<td>Student performance reflects insufficient progress towards foundational skills and knowledge.</td>
</tr>
</tbody>
</table>

Rolls sideways in a narrow body shape.

ROLL

(S1.E9.K)

SHAPE Standard 1:
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Teacher Clarifications
Considerations: Teaching weight transfer for younger students could include dance concepts too, but your main focus should be on providing students an opportunity to perform different movements while transferring weight and maintain their balance. Our district can provide you with gymnastic equipment and mats to ensure your unit can be taught effectively.

For more resources: [http://openphysed.org/curriculummodules](http://openphysed.org/curriculummodules)

Academic Vocabulary
Weight, transfer, body, self-space, personal space, egg roll

Lesson Planning for Elementary School Physical Education Book
Pages: 99-135
Teaching for Competency in Nonlocomotor Skills
Skills and Knowledge-Weight Transfer K-5

<table>
<thead>
<tr>
<th>Weight Transfer- 2nd Grade</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 🟢</td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
</tr>
<tr>
<td>3 🟢 Students:</td>
<td>3A- I am learning how to transfer weight from feet to other body parts to support my balance.</td>
</tr>
<tr>
<td></td>
<td>Activities:</td>
</tr>
<tr>
<td></td>
<td>• Kangaroo Jump, Puppy dog run, Bear Walk, Gorilla Walk, Rabbit Jump, Crab Walk, Seal Walk, Elephant Walk, and Inchworm</td>
</tr>
<tr>
<td>2 🟢 Students:</td>
<td>2A- Attempting to transfer weight from feet to hands for momentary weights support.</td>
</tr>
<tr>
<td>1 ✗</td>
<td>Student performance reflects insufficient progress towards foundational skills and knowledge.</td>
</tr>
</tbody>
</table>

SHAPE Standard 1:
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Teacher Clarifications:
Considerations: Teaching weight transfer for younger students could include dance concepts too, but your main focus should be on providing students an opportunity to perform different movements while transferring weight and maintain their balance. Our district can provide you with gymnastic equipment and mats to ensure your unit can be taught effectively. SPARK Gymnastic cards in the SPARKfolio is a great addition to this unit.

For more resources: [http://openphysed.org/curriculummodules](http://openphysed.org/curriculummodules)

Academic Vocabulary
Weight, transfer, body, self-space, personal space, forward roll

Lesson Planning for Elementary School Physical Education Book
Pages: 99-135
Teaching for Competency in Nonlocomotor Skills

Rolls sideways in a narrow body shape.

---

(S1.E9.K)
# Skills and Knowledge - Weight Transfer K-5

## Weight Transfer - 3rd Grade

### 4

<table>
<thead>
<tr>
<th>Students:</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
<td>3A - I am learning how to combine balance and weight transfers with movement concepts to create and perform a dance/routine. (S1.E12.3)</td>
</tr>
</tbody>
</table>

### 3

- **3A-** Combines balance and weight transfers with movement concepts to create and perform a dance or gymnastic routine. (S1.E12.3)

### 2

- **2A-** Balances on different bases of support, combining levels and shapes.

### 1

- Student performance reflects insufficient progress towards foundational skills and knowledge.

## SHAPE Standard 1:

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

## Teacher Clarifications

### Considerations:

Teaching weight transfer for younger students could include dance concepts too, but your main focus should be on providing students an opportunity to perform different movements while transferring weight and maintain their balance. SPARK Gymnastic cards in the SPARKfolio is a great addition to this unit. Provide students with an assignment sheet for complete the work on the specific apparatus: beam, bench, table, or mailbox. You may also want to add reflection questions regarding personal safety. This could serve as a piece of evidence for this unit and personal and social behavior topic.

## Academic Vocabulary

Weight, transfer, body, self-space, personal space

## Lesson Planning for Elementary School Physical Education Book

Pages: 99-135

Teaching for Competency in Nonlocomotor Skills
Skills and Knowledge-Weight Transfer K-5

<table>
<thead>
<tr>
<th>Weight Transfer- 4th Grade</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
</tr>
<tr>
<td>3</td>
<td>Students:</td>
</tr>
<tr>
<td></td>
<td>o 3A- Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus. (S1.E12.4)</td>
</tr>
<tr>
<td>3A</td>
<td>I am learning how to combine balance and weight transfers with movement concepts to create and perform a dance/routine.</td>
</tr>
<tr>
<td>Activities:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use different apparatus to demonstrate different skills</td>
</tr>
<tr>
<td></td>
<td>• Handstand</td>
</tr>
<tr>
<td></td>
<td>• Cartwheel</td>
</tr>
<tr>
<td></td>
<td>• Feet to Hand Table Top</td>
</tr>
<tr>
<td></td>
<td>• Building a sequence</td>
</tr>
<tr>
<td></td>
<td>• Gymnastic Sequence Form Diagram</td>
</tr>
</tbody>
</table>

| 2 | Students: |
| | o 2A- Balances on different bases of support, combining levels and shapes. |

| 1 | Student performance reflects insufficient progress towards foundational skills and knowledge. |

Success Criteria for Balance and Weight Sequence Form:

Sequences for Weight Transfer:

- Complete the written diagram of sequence
- Sequence memorized and performed for each balance
- Different bases of support for each balance (Grade 3)
- Balances, shapes, levels, and inversion (Grade 5)
- Sequence matched to skill level of student

SHAPE Standard 1:
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Teacher Clarifications

Considerations: Teaching weight transfer for younger students could include dance concepts too, but your main focus should be on providing students an opportunity to perform different movements while transferring weight and maintain their balance. SPARK Gymnastic cards in the SPARKfolio is a great addition to this unit. Provide students with an assignment sheet for complete the work on the specific apparatus: beam, bench, table, or mailbox. You may also want to add reflection questions regarding personal safety. This could serve as a piece of evidence for this unit and personal and social behavior topic.

Academic Vocabulary

Weight, transfer, body, self-space, personal space

Lesson Planning for Elementary School Physical Education Book

Pages: 99-135

Teaching for Competency in Nonlocomotor Skills
Skills and Knowledge-Weight Transfer K-5

**Weight Transfer- 5th Grade**

<table>
<thead>
<tr>
<th>4</th>
<th>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th><strong>Students:</strong> 3A-Combines actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus. (S1.E12.5)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th><strong>Students:</strong> 2A-Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus.</th>
</tr>
</thead>
</table>

| 1 | Student performance reflects insufficient progress towards foundational skills and knowledge. |

<table>
<thead>
<tr>
<th>Learning Targets and Activities</th>
</tr>
</thead>
</table>

3A-I am learning how to combine balance and weight transfers with movement concepts to create and perform a dance/routine.  
**Activities:**  
- Use different apparatus to demonstrate different skills  
- Handstand  
- Mule Kick  
- Cartwheel  
- Feet to Hand Table Top  
- Building a sequence  
- Gymnastic Sequence Form Diagram

**SHAPE Standard 1:**  
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Teacher Clarifications**  
**Considerations:** Teaching weight transfer for younger students could include dance concepts too, but your main focus should be on providing students an opportunity to perform different movements while transferring weight and maintain their balance. SPARK Gymnastic cards in the SPARKfolio is a great addition to this unit. Provide students with an assignment sheet for complete the work on the specific apparatus: beam, bench, table, or mailbox. You may also want to add reflection questions regarding personal safety. This could serve as a piece of evidence for this unit and personal and social behavior topic.  
For more resources:  
http://openphysed.org/curriculummodules

**Academic Vocabulary**  
Weight, transfer, body, self-space, personal space

**Lesson Planning for Elementary School Physical Education Book**  
Pages: 99-135  
Teaching for Competency in Nonlocomotor Skills

**Success Criteria for Balance and Weight Sequence Form:**

**Sequences for Weight Transfer:**  
- Complete the written diagram of sequence  
- Sequence memorized and performed for each balance  
- Different bases of support for each balance (Grade 3)  
- Balances, shapes, levels, and inversion (Grade 5)  
- Sequence matched to skill level of student
Skills and Knowledge-Underhand Throw K-2

<table>
<thead>
<tr>
<th>Underhand Throw- Kindergarten</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
</tr>
</tbody>
</table>
| **3** | Students:  
| o 3A- Throws underhand demonstrating 2 of the 5 critical elements of a mature pattern; (S1.E13.1)  
| o *Face target in preparation for throwing action  
| o *Step with opposite foot as throwing arm moves forward  
| o Release ball between knee and waist level  
| o Follow through to target | 3A- I am learning how to demonstrate an underhand throw.  
Step with opposite foot forward has to be one of the critical elements  
Activities:  
| o Bowling  
| o junk out of my yard  
| o pin down  
| o underhand toss |
| **2** | Students:  
| o 2A- Throws underhand with opposite foot forward |
| **1** | Student performance reflects insufficient progress towards foundational skills and knowledge. |

**SHAPE Standard 1:**

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

**Teacher Clarifications**

Considerations: Try pairing this unit with your catching unit. This will allow you to teach two different skills and embed some of the critical elements for both throwing and catching throughout your activities.

**Target Reference:** consider using a target for the students to demonstrate their skill. Giving multiple opportunities for students to demonstrate the skill at different distances while maintaining control. Example would include:

1. 5 feet away-3 feet up, 1 foot by 1 foot  
2. 10 feet away- 3 feet up, 2 feet by 2 feet  
3. 15 feet away- 3 feet up, 3 feet by 3 feet

For more resources: [http://openphysed.org/curriculum_resources/batandball](http://openphysed.org/curriculum_resources/batandball)

**Academic Vocabulary**

Critical elements, mature pattern underhand throw, underhand toss, release, target, consistency and accuracy

**Lesson Planning for Elementary School Physical Education Book**

Pages: 137-149
Skills and Knowledge-Underhand Throw K-2

**SHAPE Standard 1:**
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Teacher Clarifications**

**Considerations:** Try pairing this unit with your catching unit. This will allow you to teach two different skills and embed some of the critical elements for both throwing and catching throughout your activities. Stepping with your opposite foot HAS to be one of the critical elements demonstrated for the student to be scored at a level 2. See scale for further priorities.

**Target Reference:** consider using a target for the students to demonstrate their skill. Giving multiple opportunities for students to demonstrate the skill at different distances while maintaining control. Example would include:

1. 5 feet away-3 feet up, 1 foot by 1 foot
2. 10 feet away- 3 feet up, 2 feet by 2 feet
3. 15 feet away- 3 feet up, 3 feet by 3 feet

**Academic Vocabulary**
Critical elements, mature pattern underhand throw, underhand toss, release, target, consistency and accuracy

**Lesson Planning for Elementary School Physical Education Book**

Pages: 137-149
Skills and Knowledge-Underhand Throw K-2

<table>
<thead>
<tr>
<th>Underhand Throw- 2nd Grade</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
</table>
| 4 ![Alert] | In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target. | 3A-I am learning how to demonstrate an underhand throw. **Priorities with critical elements:**
| 3 ![Alert] | **Students:**
| | o 3A- Throws underhand using a mature pattern:
| | o Face target in preparation for throwing action
| | o Arm back in preparation for action
| | o Step with opposite foot as rolling arm moves forward
| | o Release ball between knee and waist level
| | o Follow through to target | 
| 2 ![Alert] | **Students:**
| | o 2A- Throws underhand demonstrating 3 of the 5 critical elements of a mature pattern (S1.E13.2) |
| 1 ![Alert] | **Students:**
| | o Underhand toss |

**Student performance reflects insufficient progress towards foundational skills and knowledge.**

**Critical Elements for Underhand Throw:**
- **STAND FACING YOUR TARGET.**
- **RELEASE THE BALL BETWEEN YOUR KNEE & WAIST LEVEL.**
- **BRING YOUR THROWING ARM BACK BEFORE YOU THROW.**
- **FOLLOW THROUGH TO YOUR TARGET.**
- **STEP WITH YOUR OPPOSITE FOOT AS YOU THROW.**

SHAPE Standard 1:
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Teacher Clarifications**

**Considerations:** Try pairing this unit with your catching unit. This will allow you to teach two different skills and embed some of the critical elements for both throwing and catching throughout your activities. Stepping with your opposite foot HAS to be one of the critical elements demonstrated for the student to be scored at a level 2. See scale for further priorities.

**Target Reference:** consider using a target for the students to demonstrate their skill. Giving multiple opportunities for students to demonstrate the skill at different distances while maintaining control. Example would include:

1. 5 feet away-3 feet up, 1 foot by 1 foot
2. 10 feet away- 3 feet up, 2 feet by 2 feet
3. 15 feet away- 3 feet up, 3 feet by 3 feet

**Academic Vocabulary**
Critical elements, mature pattern underhand throw, underhand toss, release, target, consistency and accuracy

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Pages: 137-149
Elementary Physical Education Curriculum Guide

Skills and Knowledge - Overhand Throw 3-5

<table>
<thead>
<tr>
<th>Skill</th>
<th>3rd Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong>: Students:</td>
<td></td>
</tr>
<tr>
<td>3A - Overhand Throw</td>
<td></td>
</tr>
<tr>
<td>3A - Demonstrates</td>
<td></td>
</tr>
<tr>
<td>5 critical elements</td>
<td></td>
</tr>
<tr>
<td>Pattern in a non-dynamic environment</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Targets and Activities</strong></td>
<td></td>
</tr>
<tr>
<td>3A - I am learning how to</td>
<td></td>
</tr>
<tr>
<td>demonstrate an underhand</td>
<td></td>
</tr>
<tr>
<td>throw.</td>
<td></td>
</tr>
<tr>
<td><strong>Priorities with critical elements:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Side to target</td>
<td></td>
</tr>
<tr>
<td>2. Arm back</td>
<td></td>
</tr>
<tr>
<td>3. Step with opposite foot</td>
<td></td>
</tr>
<tr>
<td><strong>Activities:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Bowling</td>
<td></td>
</tr>
<tr>
<td>2. Junk out of my yard</td>
<td></td>
</tr>
<tr>
<td>3. Pin down</td>
<td></td>
</tr>
<tr>
<td>4. Underhand toss</td>
<td></td>
</tr>
<tr>
<td><strong>3</strong>: Students:</td>
<td></td>
</tr>
<tr>
<td>2A - Underhand throw</td>
<td></td>
</tr>
<tr>
<td>2A - Demonstrates</td>
<td></td>
</tr>
<tr>
<td>3 critical elements</td>
<td></td>
</tr>
<tr>
<td>Pattern</td>
<td></td>
</tr>
<tr>
<td>(S1.E13.2)</td>
<td></td>
</tr>
<tr>
<td><strong>2</strong>: Students:</td>
<td></td>
</tr>
<tr>
<td>1A - Mature Pattern</td>
<td></td>
</tr>
<tr>
<td><strong>1</strong>: Student</td>
<td></td>
</tr>
<tr>
<td>Performance reflects insufficient progress</td>
<td></td>
</tr>
<tr>
<td>towards foundational skills and knowledge.</td>
<td></td>
</tr>
</tbody>
</table>

Success Criteria for Overhand Throw:

- 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 towards target and across body

SHAPE Standard 1:

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

Teacher Clarifications

Non-dynamic Environment/Closed Skills: practice of skills in a class without being in a game setting.

Critical Element priorities: Stepping with your opposite foot has to be one of the critical elements demonstrated for the student to be scored at a level 2. See scale for further priorities.

Target Reference: consider using a target for the students to demonstrate their skill. Giving multiple opportunities for students to demonstrate the skill at different distances while maintaining control. Example would include:

1. 5 feet away - 3 feet up, 1 foot by 1 foot
2. 10 feet away - 3 feet up, 2 feet by 2 feet
3. 15 feet away - 3 feet up, 3 feet by 3 feet

Academic Vocabulary

Critical elements, mature pattern underhand throw, overhand throw, release, target, consistency and accuracy

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Elementary Physical Education Curriculum Guide

Skills and Knowledge - Overhand Throw 3-5

<table>
<thead>
<tr>
<th>4</th>
<th>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Students:</td>
</tr>
<tr>
<td>3A</td>
<td>Threws overhand to a partner or target using a mature pattern (S1.E14ab.4)</td>
</tr>
<tr>
<td>3A</td>
<td>I am learning how to demonstrate an underhand throw.</td>
</tr>
<tr>
<td><strong>Priorities with critical elements:</strong></td>
<td>1. Side to target</td>
</tr>
<tr>
<td></td>
<td>2. Arm back</td>
</tr>
<tr>
<td></td>
<td>3. Step with opposite foot</td>
</tr>
<tr>
<td><strong>Activities:</strong></td>
<td>Bowling</td>
</tr>
<tr>
<td></td>
<td>junk out of my yard</td>
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<tr>
<td></td>
<td>pin down</td>
</tr>
<tr>
<td></td>
<td>underhand toss</td>
</tr>
<tr>
<td>2</td>
<td>Students:</td>
</tr>
<tr>
<td>2A</td>
<td>Throws overhand to a partner or target demonstrating 3 of the 5 critical elements of a mature pattern in a non-dynamic environment (closed skills)</td>
</tr>
<tr>
<td>1</td>
<td>Student performance reflects insufficient progress towards foundational skills and knowledge.</td>
</tr>
</tbody>
</table>

**SHAPE Standard 1:**

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

**Teacher Clarifications**

Non-dynamic Environment/Closed Skills: practice of skills in a class without being in a game setting.

**Critical Element priorities:** Stepping with your opposite foot HAS to be one of the critical elements demonstrated for the student to be scored at a level 2. See scale for further priorities.

**Target Reference:** consider using a target for the students to demonstrate their skill. Giving multiple opportunities for students to demonstrate the skill at different distances while maintaining control. Example would include:

1. 5 feet away - 3 feet up, 1 foot by 1 foot
2. 10 feet away - 3 feet up, 2 feet by 2 feet
3. 15 feet away - 3 feet up, 3 feet by 3 feet

**Success Criteria for Overhand Throw:**

- 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 towards target and across body

**Academic Vocabulary**

Critical elements, mature pattern underhand throw, overhand throw, release, target, consistency and accuracy

**Lesson Planning for Elementary School Physical Education Book**

Pages: 156-162
## Skills and Knowledge - Overhand Throw 3-5

<table>
<thead>
<tr>
<th>Overhand Throw - 5th Grade</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4 △</strong></td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
</tr>
</tbody>
</table>
| **3 🟢** Students:        | 3A-I am learning how to demonstrate an underhand throw from a distance. **Priorities with critical elements:**
|                           | 1. Side to target  
|                           | 2. Arm back  
|                           | 3. Step with opposite foot |
|                           | **Activities:**
|                           | o Bowling  
|                           | o junk out of my yard  
|                           | o pin down  
|                           | o underhand toss |
| **2 🟠** Students:        | 2A- Throws overhand demonstrating some or all of the critical elements of a mature pattern, in a non-dynamic environment while inconsistently hitting the target (10 consecutive attempts) between 3 to 6 times. |
| **1 🟥** Student performance reflects insufficient progress towards foundational skills and knowledge. |

### Success Criteria for Overhand Throw:

- 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 towards target and across body

### Teacher Clarifications

**SHAPE Standard 1:**
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Non-dynamic Environment/Closed Skills:**
practice of skills in a class without being in a game setting.

**Critical Element priorities:** Stepping with your opposite foot **HAS** to be one of the critical elements demonstrated for the student to be scored at a level 2. See scale for further priorities. Please allow students to choose the ball size of their choice

**Consistent/Accuracy clarification:** student will perform the behavior/skill 70% of the time. 7 out of 10 attempts to ensure consistency

**Target Reference:** consider using a target for the students to demonstrate their skill. Giving multiple opportunities for students to demonstrate the skill at different distances while maintaining control. Example would include:

1. 5 feet away-3 feet up, 1 foot by 1 foot
2. 10 feet away- 3 feet up, 2 feet by 2 feet
3. 15 feet away- 3 feet up, 3 feet by 3 feet

### Academic Vocabulary

Critical elements, mature pattern underhand throw, overhand throw, release, target, consistency and accuracy
Skills and Knowledge-Catching K-5

<table>
<thead>
<tr>
<th>Level</th>
<th>Skill</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
<td></td>
</tr>
</tbody>
</table>
| 3     | **Students:**  
|       | o 3A- Catch a large ball tossed by a skilled thrower (S1.E16.K) |
|       | **Activities:**  
|       | o Self-toss  
|       | o (using different balls, beach ball, playground ball)  
|       | o Switcharoo |
| 2     | **Students:**  
|       | o 2A- Attempt to catch a large ball tossed by a skilled thrower, but the large object drops before it is caught |
| 1     | Student performance reflects insufficient progress towards foundational skills and knowledge. |

Catches a large ball tossed by a skilled thrower.

*SHAPE Standard 1:*

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

**Teacher Clarifications**

*Skilled Thrower:* you need to make sure the skilled thrower is either yourself or someone whom you are watching throw the ball to the student.

*Considerations:* Try pairing this unit with your throwing unit. This will allow you to teach two different skills and embed some of the critical elements for both throwing and catching throughout your activities.

*Consistent/Accuracy clarification:* student will perform the behavior/skill 70% of the time. 7 out of 10 attempts to ensure consistency.

For more resources:


**Academic Vocabulary**

Catch, hands, ball, thrower

Lesson Planning for Elementary Physical Education

Pages: 143-150
Skills and Knowledge-Catching K-5

Catching - 1st Grade

<table>
<thead>
<tr>
<th>Skill</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
</tr>
</tbody>
</table>
| 3     | Students:
|       | o 3A- Catch a soft object of various sizes from a self-toss before it bounces (S1.E16.1) |
| 2     | Students:
|       | o 2A- Attempt to catch a soft object of various size from a self-toss and the ball bounces before they catch the object |
| 1     | Student performance reflects insufficient progress towards foundational skills and knowledge. |

Mature Pattern for Catching:

- EXTEND YOUR ARMS OUTWARD TO REACH FOR THE BALL.
- PULL THE BALL TO YOUR BODY AS YOU MAKE THE CATCH.
- WATCH THE BALL ALL THE WAY TO YOUR HANDS.
- CURL YOUR BODY AROUND THE BALL TO SECURE YOUR CATCH.
- CATCH WITH YOUR HANDS ONLY.

SHAPE Standard 1:
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Teacher Clarifications

Skilled Thrower: you need to make sure the skilled thrower is either yourself or someone whom you are watching throw the ball to the student.

Considerations: Try pairing this unit with your throwing unit. This will allow you to teach two different skills and embed some of the critical elements for both throwing and catching throughout your activities.

Consistent/Accuracy clarification: student will perform the behavior/skill 70% of the time. 7 out of 10 attempts to ensure consistency.

For more resources:
http://openphysed.org/curriculum_resources/locomoctor-and-manipulative-skills

Academic Vocabulary

Catch, hands, ball, thrower, bounces, sizes

Lesson Planning for Elementary Physical Education

Pages: 143-150
Skills and Knowledge—Catching K-5

<table>
<thead>
<tr>
<th>2nd Grade</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
</tr>
</tbody>
</table>
| **3** | **Students:**
| | o **3A** - Catch a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body (S1.E16.2) |
| | **3A** - I am learning how to catch a ball.
| | **Activities:**
| | o Self-toss
| | o (using different balls, beach ball, playground ball)
| | o Switcharoo |
| **2** | **Students:**
| | o **2A** - Catch a self-tossed or well-thrown large ball with hands cradling or trapping against the body |
| **1** | Student performance reflects insufficient progress towards foundational skills and knowledge. |

Mature Pattern for Catching:

- Extend your arms outward to reach for the ball.
- Pull the ball to your body as you make the catch.
- Watch the ball all the way to your hands.
- Curl your body around the ball to secure your catch.
- Catch with your hands only.

SHAPE Standard 1:
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Teacher Clarifications

**Skilled Thrower:** You need to make sure the skilled thrower is either yourself or someone whom you are watching throw the ball to the student.

**Self-tossed/well thrown:** Give the student a choice for either options.

**Considerations:** Try pairing this unit with your throwing unit. This will allow you to teach two different skills and embed some of the critical elements for both throwing and catching throughout your activities.

**Consistency/Accuracy clarification:** Student will perform the behavior/skill 70% of the time. 7 out of 10 attempts to ensure consistency.

For more resources:
http://openphysed.org/curriculum_resources/locomotor-and-manipulative-skills

Academic Vocabulary

Catch, hands, ball, thrower, bounces, trapping, cradling

Lesson Planning for Elementary Physical Education

Pages: 143-150
## Skills and Knowledge - Catching K-5

### 3rd Grade

#### Catching

- **Students:**
  - **3A:** Catch a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern. *(S1.E16.3)*
  - **Catching Mature Pattern:**
    - 1. Extend arms outwards to reach for ball, thumbs in for catch above the waist and thumbs out for catch at below the waist.
    - 2. Watch the ball all the way into the hands
    - 3. Catch with hands only; no cradling against the body
    - 4. Pull the ball into the body as the catch was made
    - 5. Curl the body slightly around the ball

#### Learning Targets and Activities

- **3A:** I am learning how to catch a ball.
- **Activities:**
  - Self-toss
  - Partner toss/catch
  - Catch and chase
  - 3 Toss play

### 2nd Grade

- **Students:**
  - **2A:** Catch a thrown ball above the head, at chest, or waist level, and below the waist while demonstrating 2 of the 5 critical elements of a mature pattern in a non-dynamic environment (closed skills)

### 1st Grade

- **Students:**
  - **1:** Student performance reflects insufficient progress towards foundational skills and knowledge.

### Mature Pattern for Catching:

**CATCHING**

**KEYS TO SUCCESS**

- Extend your arms outward to reach for the ball.
- Watch the ball all the way to your hands.
- Catch with your hands only.
- Pull the ball to your body as you make the catch.
- Curl your body around the ball to secure your catch.

---

**SHAPE Standard 1:**

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

**Teacher Clarifications**

- **Skilled Thrower:** you need to make sure the skilled thrower is either yourself or someone whom you are watching throw the ball to the student.
- **Self-tossed/well thrown:** Give the student a choice for either options.
- **Considerations:** Try pairing this unit with your throwing unit. This will allow you to teach two different skills and embed some of the critical elements for both throwing and catching throughout your activities.
- **Consistent/Accuracy clarification:** student will perform the behavior/skill 70% of the time. 7 out of 10 attempts to ensure consistency.

For more resources:


**Academic Vocabulary**

- Catch, hands, ball, thrower, bounces, trapping, cradling

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Pages: 143-150
### Skills and Knowledge - Catching K-5

#### Catching - 4th Grade

**4 🚨** In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.

#### Learning Targets and Activities

<table>
<thead>
<tr>
<th>3A</th>
<th>I am learning how to catch a tossed ball at different levels.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Activities:</td>
</tr>
<tr>
<td></td>
<td>- Self-toss</td>
</tr>
<tr>
<td></td>
<td>- (using different balls, beach ball, playground ball)</td>
</tr>
<tr>
<td></td>
<td>- Partner toss/catch</td>
</tr>
<tr>
<td></td>
<td>- Catch and chase</td>
</tr>
<tr>
<td></td>
<td>- 3 Toss play</td>
</tr>
</tbody>
</table>

#### Students:

<table>
<thead>
<tr>
<th>3</th>
<th>3A-Catch a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment (closed skills) <em>(S1.E.16.4)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Catching Mature Pattern:</td>
</tr>
<tr>
<td></td>
<td>- Extend arms outwards to reach for ball, thumbs in for catch above the waist and thumbs out for catch at below the waist.</td>
</tr>
<tr>
<td></td>
<td>- Watch the ball all the way into the hands</td>
</tr>
<tr>
<td></td>
<td>- Catch with hands only; no cradling against the body</td>
</tr>
<tr>
<td></td>
<td>- Pull the ball into the body as the catch was made</td>
</tr>
<tr>
<td></td>
<td>- Curl the body slightly around the ball</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>Catch Mature Pattern:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Extend arms outwards to reach for ball, thumbs in for catch above the waist and thumbs out for catch at below the waist.</td>
</tr>
<tr>
<td></td>
<td>- Watch the ball all the way into the hands</td>
</tr>
<tr>
<td></td>
<td>- Catch with hands only; no cradling against the body</td>
</tr>
<tr>
<td></td>
<td>- Pull the ball into the body as the catch was made</td>
</tr>
<tr>
<td></td>
<td>- Curl the body slightly around the ball</td>
</tr>
</tbody>
</table>

#### Teacher Clarifications

**SHAPE Standard 1:**

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

**Non-Dynamic Environment:** constant, predictable or stationary. Goal for the performer is to produce movements or skills that are consistent and accurate because the environmental context is non-dynamic, stable and unchanging.

**Considerations:** Try pairing this unit with your throwing unit. This will allow you to teach two different skills and embed some of the critical elements for both throwing and catching throughout your activities.

**Consistent/Accuracy clarification:** student will perform the behavior/skill 70% of the time. 7 out of 10 attempts to ensure consistency.

For more resources:


### Mature Pattern for Catching:

**CATCHING**

**Keys to Success**

- Extend your arms outward to reach for the ball.
- Watch the ball all the way to your hands.
- Catch with your hands only.
- Pull the ball to your body as you make the catch.
- Curl your body around the ball to secure your catch.

**Academic Vocabulary**

Catch, hands, ball, thrower, bounces, trapping, cradling

*Lesson Planning for Elementary Physical Education*  
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Skills and Knowledge - Catching K-5

### Catching - 5th Grade

| 4 🟢 | In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target. | Learning Targets and Activities |
| 3 🔴 | Students: | 3A - I am learning how to catch a tossed ball while playing in a game. |
| | o 3A - Catch with reasonable accuracy in dynamic, small sided practice tasks. (SI.E16.5) | Activities: |
| | o Catching Mature Pattern: | o Self-toss |
| | o Extend arms outwards to reach for ball, thumbs in for catch above the waist and thumbs out for catch below the waist. | o (using different balls, beach ball, playground ball) |
| | o Watch the ball all the way into the hands | o Partner toss/catch |
| | o Catch with hands only; no cradling against the body | o Catch and chase |
| | o Pull the ball into the body as the catch was made | o 3 Toss play |
| | o Curl the body slightly around the ball | |
| 2 🔴 | Students: | |
| | o 2A - Catch with some accuracy in dynamic, small sided practice tasks (10 consecutive attempts) 3-6 catches | |
| 1 🔴 | Student performance reflects insufficient progress towards foundational skills and knowledge. | |

### Mature Pattern for Catching:

![Catching Mature Pattern](image_url)

### Teacher Clarifications

**SHAPE Standard 1:**

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

**Dynamic Environment:** skills performed in an environment that is dynamic, unpredictable and in motion. The goal for the performers is to adapt movements in response to the dynamic and ever-changing environment.

**Considerations:** Try pairing this unit with your throwing unit. This will allow you to teach two different skills and embed some of the critical elements for both throwing and catching throughout your activities.

**Consistent/Accuracy clarification:** student will perform the behavior/skill 70% of the time. 7 out of 10 attempts to ensure consistency.

For more resources:


**Academic Vocabulary**

Catch, hands, ball, thrower, bounces, trapping, cradling

Lesson Planning for Elementary Physical Education

Pages: 143-150
Skills and Knowledge - Underhand Roll/Target

**Underhand Roll-Kindergarten**

<table>
<thead>
<tr>
<th>Success Criteria/Mature Pattern:</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face target in preparation for throwing action.</td>
<td><strong>3A-I am learning how to roll underhand with consistency.</strong></td>
</tr>
<tr>
<td>Arm back in preparation for action</td>
<td><strong>Activities:</strong></td>
</tr>
<tr>
<td>Step with opposite foot as throwing arm moves forward</td>
<td>• Bowling</td>
</tr>
<tr>
<td>Release ball between knee</td>
<td>• Partner roll between legs</td>
</tr>
<tr>
<td>Follow through to target</td>
<td>• Rotational stations</td>
</tr>
<tr>
<td><strong>2</strong> Students:</td>
<td>• Point Value rolls to target</td>
</tr>
<tr>
<td>o 2A- Roll underhand with opposite foot forward</td>
<td>• Tic Tac Toe</td>
</tr>
<tr>
<td>o 3B-Rolls underhand to partner or target with reasonable accuracy</td>
<td>• Sink the ship/battleship</td>
</tr>
</tbody>
</table>

**3** Students:

<table>
<thead>
<tr>
<th>3A- Rolls underhand demonstrating 2 of the 5 critical elements of a mature pattern: (S1.E13.1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Face target in preparation for rolling action</td>
</tr>
<tr>
<td>o Arm back in preparation for action</td>
</tr>
<tr>
<td>o Step with opposite foot as rolling arm moves forward</td>
</tr>
<tr>
<td>o Release ball between foot and knee level</td>
</tr>
<tr>
<td>o Follow through to target</td>
</tr>
</tbody>
</table>

**4** In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.

**SHAPE Standard 1:**

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

**Teacher Clarifications**

*Consistent/Accuracy clarification:* student will perform the behavior/skill 70% of the time. 7 out of 10 attempts to ensure consistency.

**Target Reference:** consider using a target for the students to demonstrate the skill, such as a bowling pin. Giving multiple opportunities for students to demonstrate the skill at different distances and size of balls.

For more resources: [http://openphysed.org/curriculummodules](http://openphysed.org/curriculummodules)
[https://bowl.com/bowlersed/](https://bowl.com/bowlersed/)

**Academic Vocabulary**

Mature pattern, underhand roll, release, target, consistency and accuracy

**Bowlers Ed Curriculum Binder**
### Underhand Roll - 1st Grade

<table>
<thead>
<tr>
<th>Students:</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 🟢</td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
</tr>
<tr>
<td>3 🟡</td>
<td>Students:</td>
</tr>
<tr>
<td></td>
<td>3A - Rolls underhand demonstrating 2 of the 5 critical elements of a mature pattern: <em>(S1.E13.1)</em></td>
</tr>
<tr>
<td></td>
<td>o Face target in preparation for rolling action</td>
</tr>
<tr>
<td></td>
<td>o Arm back in preparation for action</td>
</tr>
<tr>
<td></td>
<td>o Step with opposite foot as rolling arm moves forward</td>
</tr>
<tr>
<td></td>
<td>o Release ball between foot and knee level</td>
</tr>
<tr>
<td></td>
<td>o Follow through to target</td>
</tr>
<tr>
<td></td>
<td>3B - Rolls underhand to partner or target with reasonable accuracy</td>
</tr>
<tr>
<td>2 🟢</td>
<td>Students:</td>
</tr>
<tr>
<td>1 🟠</td>
<td>Student performance reflects insufficient progress towards foundational skills and knowledge.</td>
</tr>
</tbody>
</table>

### Success Criteria/Mature Pattern:
- 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
- Follow through to target.

### SHAPE Standard 1:
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

### Teacher Clarifications
*Consistent/Accuracy clarification: student will perform the behavior/skill 70% of the time. 7 out of 10 attempts to ensure consistency.

**Control clarification:** student will perform the behavior/skill maintaining control of the ball.

**Target Reference:** consider using a target for the students to demonstrate the skill, such as a bowling pin. Giving multiple opportunities for students to demonstrate the skill at different distances and size of balls.

For more resources:
- [http://openphysed.org/curriculummodules](http://openphysed.org/curriculummodules)
- [https://bowl.com/bowlersed/](https://bowl.com/bowlersed/)

### Academic Vocabulary
Mature pattern, underhand roll, release, target, consistency, control, and accuracy

**BOWLERS ED CURRICULUM BINDER**
# Underhand Roll - 2nd Grade

<table>
<thead>
<tr>
<th>Level</th>
<th>Students:</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4</td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
</tr>
</tbody>
</table>

### Student: 3
- **3A**: Roll underhand using a mature pattern:
  - Face target in preparation for rolling action
  - Arm back in preparation for action
  - Step with opposite foot as rolling arm moves forward
  - Release ball between foot and knee level
  - Follow through to target

### Student: 3B
- **3B**: Roll underhand to partner or target with reasonable accuracy

### Student: 2
- **2A**: Roll underhand demonstrating 2 of the 5 critical elements of a mature pattern (S1.E13.2)

### Student: 1
- Student performance reflects insufficient progress towards foundational skills and knowledge.

## Success Criteria/Mature Pattern:
- Face target in preparation for rolling action.
- Arm back in preparation for action.
- Step with opposite foot as throwing arm moves forward.
- Release ball between knee
- Follow through to target.

## SHAPE Standard 1:
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

## Teacher Clarifications

**Consistent/Accuracy clarification:** student will perform the behavior/skill 70% of the time. 7 out of 10 attempts to ensure consistency.

**Control clarification:** student will perform the behavior/skill maintaining control of the ball.

**Target Reference:** consider using a target for the students to demonstrate the skill, such as a bowling pin. Giving multiple opportunities for students to demonstrate the skill at different distances and size of balls.

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[https://bowl.com/bowlersed/](https://bowl.com/bowlersed/)

## Academic Vocabulary
- Mature pattern, underhand roll, release, target, consistency, control, and accuracy

**Bowlers Ed Curriculum Binder**
### Success Criteria/Mature Pattern:

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

### Underhand Roll-3rd Grade

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 A</td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
</tr>
</tbody>
</table>
| 3 B   | Students:  
|   o 3A-Roll underhand using a mature pattern:  
|   o Face target in preparation for rolling action  
|   o Arm back in preparation for action  
|   o Step with opposite foot as rolling arm moves forward  
|   o Release ball between foot and knee level  
|   o Follow through to target  
|   o 3B-Roll underhand to partner or target with reasonable accuracy |
| 2 B   | Students:  
|   o 2A-Roll underhand to partner or target with reasonable accuracy |
| 1 X   | Student performance reflects insufficient progress towards foundational skills and knowledge. |

### Learning Targets and Activities

3A-I am learning how to demonstrate an underhand roll with accuracy and control.  
**Activities:**  
- Tournament  
- 2 v 2  
- Tic Tac Toe  
- Rotation stations  
- Roll to targets/distance

### SHAPE Standard 1:

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

### Teacher Clarifications

*Consistent/Accuracy clarification:* student will perform the behavior/skill 70% of the time. 7 out of 10 attempts to ensure consistency.

**Control clarification:** student will perform the behavior/skill maintaining control of the ball.

**Target Reference:** consider using a target for the students to demonstrate the skill, such as a bowling pin. Giving multiple opportunities for students to demonstrate the skill at different distances and size of balls.

For more resources: [http://openphysed.org/curriculummodules](http://openphysed.org/curriculummodules)  
[https://bowl.com/bowlersed/](https://bowl.com/bowlersed/)

### Academic Vocabulary

Mature pattern, underhand roll, release, target, consistency, control, and accuracy

**Bowler's Ed Curriculum Binder**
Elementary Physical Education Curriculum Guide

Underhand Roll-4th Grade

<table>
<thead>
<tr>
<th>4</th>
<th>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</th>
</tr>
</thead>
</table>

| 3 | Students: |
| 3A | Roll a ball using a mature pattern: |
|  | - Face target in preparation for rolling action |
|  | - Arm back in preparation for action |
|  | - Step with opposite foot as rolling arm moves forward |
|  | - Release ball between foot and knee level |
|  | - Follow through to target |
|  | - 3B- Roll underhand to a target with consistent accuracy |

Learning Targets and Activities:

3A - I am learning how to demonstrate an underhand roll with accuracy and control.

**Activities:**
- Tournament
- 2 v 2
- Tic Tac Toe
- Rotation stations
- Roll to targets/distance

| 2 | Students: |
| 2A | Roll underhand to partner or target with reasonable accuracy |

| 1 | Student performance reflects insufficient progress towards foundational skills and knowledge. |

Success Criteria/Mature Pattern:

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

SHAPE Standard 1:

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

Teacher Clarifications

*Consistent/Accuracy clarification: student will perform the behavior/skill 70% of the time. 7 out of 10 attempts to ensure consistency.

**Control clarification: student will perform the behavior/skill maintaining control of the ball.

Target Reference: consider using a target for the students to demonstrate the skill, such as a bowling pin. Giving multiple opportunities for students to demonstrate the skill at different distances and size of balls.

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Academic Vocabulary

Mature pattern, underhand roll, release, target, consistency, control, and accuracy

*Bowlers Ed Curriculum Binder*
## Underhand Roll - 5th Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Success Criteria/Mature Pattern</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Face target in preparation for rolling action.</td>
<td>3A. I am learning how to demonstrate an underhand roll with accuracy and control.</td>
</tr>
</tbody>
</table>
| 3     | Arm back in preparation for action. | Activities:  
- Tournament  
- 2 v 2  
- Tic Tac Toe  
- Rotation stations  
- Roll to targets/distance |
| 2     | Step with opposite foot as throwing arm moves forward. | 2A. Rolls underhand using a mature pattern with some accuracy |
| 1     | Release ball between knee | 3B. Roll underhand to a large target with accuracy (70-90%) |
|       | Follow through to target. | 3E. Perform the behavior/skill 70% of the time. 7 out of 10 attempts to ensure consistency. |

### Success Criteria/Mature Pattern:
- Face target in preparation for rolling action.
- Arm back in preparation for action.
- Step with opposite foot as throwing arm moves forward.
- Release ball between knee.
- Follow through to target.

### Learning Targets and Activities

#### Activities:
- Tournament
- 2 v 2
- Tic Tac Toe
- Rotation stations
- Roll to targets/distance

### Teacher Clarifications

**SHAPE Standard 1:**
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Non-Dynamic Environment:** constant, predictable or stationary. Goal for the performer is to produce movements or skills that are consistent and accurate because the environmental context is non-dynamic, stable and unchanging.

**Control clarification:** student will perform the behavior/skill maintaining control of the ball.

**Target Reference:** consider using a target for the students to demonstrate the skill, such as a bowling pin. Giving multiple opportunities for students to demonstrate the skill at different distances and size of balls.

### Academic Vocabulary
- Mature pattern
- Underhand roll
- Release
- Target
- Consistency
- Control
- Accuracy

---

**Bowler's Ed Curriculum Binder**
**Skills and Knowledge - Dribbling with hands K-5**

<table>
<thead>
<tr>
<th>Student Level</th>
<th>Description</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
<td><strong>3A</strong> - I am learning how to dribble with one hand.</td>
</tr>
</tbody>
</table>

**Activities/Resources:**
- Dribble Knockout
- Cone dribble
- Pass/Receive
- Drivers Test
- Station Work
- Shoot, Dribble, Pass, Dribble
- Dribble Tag

**SHAPE Standard 1:**

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

**Teacher Clarifications**

This unit is designed for students to work on the dribbling using both their non-dominant and dominant hands. The most common unit for this topic would be basketball, floor hockey, handball, and soccer. There are plenty of creative activities that can be used to assess the students’ skill level. This scale should NOT be used to assess a student's ability to shoot or score.

For more resources:
http://openphyesd.org/curriculummodules

**Success Criteria/Critical Elements for Dribbling:**

<table>
<thead>
<tr>
<th>Body Position</th>
<th>Control</th>
<th>Speed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Head</strong></td>
<td>Vision on ball</td>
<td>Head up</td>
</tr>
<tr>
<td></td>
<td>Peripheral vision on area around ball</td>
<td>Eyes forward</td>
</tr>
<tr>
<td><strong>Body/Legs</strong></td>
<td>Knees flexed</td>
<td>Fairly upright (slight lean)</td>
</tr>
<tr>
<td></td>
<td>Body crouched over the ball</td>
<td>Stride position with legs</td>
</tr>
<tr>
<td><strong>Arms</strong></td>
<td>Bent, held close for balance</td>
<td>Opposition to stride</td>
</tr>
<tr>
<td><strong>Action</strong></td>
<td>Use all surfaces of feet</td>
<td>Contact with instep or outside of feet</td>
</tr>
<tr>
<td></td>
<td>Keep ball within stride length</td>
<td>Push ball several feet in front, sprint to catch up</td>
</tr>
<tr>
<td></td>
<td>Avoids contact with others while traveling and dribbling in general space</td>
<td>Avoids contact with others while traveling and dribbling in general space</td>
</tr>
</tbody>
</table>

**Academic Vocabulary**

Dribbling, control, speed, direction, boundary, critical elements, offense, and defense

**Lesson Planning for Elementary School Physical Education Book**

Pages: 189-192
Skills and Knowledge - Dribbling with hands K-5

<table>
<thead>
<tr>
<th>Dribbling/Ball Control with hands – 1st Grade</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students:</td>
<td></td>
</tr>
<tr>
<td>o 3A- Dribbles continuously (5 or more) in personal-space using the preferred hand. (S1.E17.1)</td>
<td>3A-I am learning how dribble with one hand continuously.</td>
</tr>
<tr>
<td>Activities/Resources:</td>
<td></td>
</tr>
<tr>
<td>• Dribble Knockout</td>
<td></td>
</tr>
<tr>
<td>• Cone dribble</td>
<td></td>
</tr>
<tr>
<td>• Pass/Receive</td>
<td></td>
</tr>
<tr>
<td>• Drivers Test</td>
<td></td>
</tr>
<tr>
<td>• Station Work</td>
<td></td>
</tr>
<tr>
<td>• Shoot, Dribble, Pass, Dribble</td>
<td></td>
</tr>
<tr>
<td>• Dribble Tag</td>
<td></td>
</tr>
</tbody>
</table>

Teacher Clarifications

*Continuously:* student will demonstrate the behavior at least five times in a row.

This unit is designed for students to work on the dribbling using both their non-dominant and dominant hands. The most common unit for this topic would be basketball, floor hockey, handball, and soccer. There are plenty of creative activities that can be used to assess the students’ skill level. This scale should **NOT** be used to assess a students’ ability to shoot or score.

For more resources:
http://openphysed.org/curriculummodules

SHAPE Standard 1:

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

Academic Vocabulary

Dribbling, control, speed, direction, boundary, critical elements, offense, and defense

Lesson Planning for Elementary School Physical Education Book

Pages: 189-192
Skills and Knowledge- Dribbling with hands K-5

<table>
<thead>
<tr>
<th>Dribbling/Ball Control with hands – 2nd Grade</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>4  ❌  In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
<td>3A-I am learning how to dribble with my preferred hand.</td>
</tr>
<tr>
<td>3  🔴  Students:</td>
<td></td>
</tr>
<tr>
<td>o  3A-Dribbles using the preferred hand while walking in general space. (S1.E17.2b)</td>
<td></td>
</tr>
<tr>
<td>2  🔵  Students:</td>
<td></td>
</tr>
<tr>
<td>o  2A-Dribbles using preferred hand while walking in general space occasionally loses control of the ball</td>
<td></td>
</tr>
<tr>
<td>1  🔴  Student performance reflects insufficient progress towards foundational skills and knowledge.</td>
<td></td>
</tr>
</tbody>
</table>

SHAPE Standard 1:
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Teacher Clarifications

*Continuously: student will demonstrate the behavior at least five times in a row.

This unit is designed for students to work on the dribbling using both their non-dominant and dominant hands. The most common unit for this topic would be basketball, floor hockey, handball, and soccer. There are plenty of creative activities that can be used to assess the students’ skill level. This scale should NOT be used to assess a students’ ability to shoot or score.

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<td>Head</td>
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</tr>
<tr>
<td></td>
<td>Peripheral vision on area around ball</td>
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<td></td>
<td>Avoids contact with others while traveling and dribbling in general space</td>
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Academic Vocabulary

Dribbling, control, speed, direction, boundary, critical elements, offense, and defense

Lesson Planning for Elementary School Physical Education Book

Pages: 189-192
Skills and Knowledge- Dribbling with hands K-5

<table>
<thead>
<tr>
<th>Dribbling/Ball Control with hands – 3rd Grade</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 △ Students:</td>
<td>3A-I am learning how dribble while jogging and maintaining control.</td>
</tr>
<tr>
<td>○ In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
<td></td>
</tr>
<tr>
<td>3 ☢ Students:</td>
<td>Activities/Resources:</td>
</tr>
<tr>
<td>○ 3A- Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body (S1.E17.3)</td>
<td>• Dribble Knockout</td>
</tr>
<tr>
<td></td>
<td>• Cone dribble</td>
</tr>
<tr>
<td></td>
<td>• Pass/Receive</td>
</tr>
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<td>• Drivers Test</td>
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<td></td>
<td>• Station Work</td>
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</tr>
<tr>
<td></td>
<td>• Dribble Tag</td>
</tr>
<tr>
<td>2 ☢ Students:</td>
<td></td>
</tr>
<tr>
<td>○ 2A- Dribbles and travels in general space at slow jogging speed and occasionally loses control of the ball</td>
<td></td>
</tr>
<tr>
<td>1 ☢ Student performance reflects insufficient progress towards foundational skills and knowledge.</td>
<td></td>
</tr>
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Success Criteria/Critical Elements for Dribbling:

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<td>• Use all surfaces of feet</td>
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<tr>
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<td>• Keep ball within stride length</td>
<td>• Push ball several feet in front, sprint to catch up</td>
</tr>
<tr>
<td></td>
<td>• Avoids contact with others while traveling and dribbling in general space</td>
<td>• AVOIDS contact with others while traveling and dribbling in general space</td>
</tr>
</tbody>
</table>

SHAPE Standard 1:
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Teacher Clarifications

*Slow to moderate speed:* student will demonstrate the behavior at a slow jogging speed while maintain control of the ball.

Control clarification: student will perform the behavior/skill continuously maintaining control of the ball. See success criteria for more clarification.

For more resources:
http://openphysed.org/curriculummodules

Academic Vocabulary
Dribbling, control, speed, direction, boundary, critical elements, offense, and defense

Lesson Planning for Elementary School Physical Education Book
Pages: 193-197
Skills and Knowledge- Dribbling with hands K-5

**Dribbling/Ball Control with hands – 4th Grade**

| 4 △ | In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target. |
| 3 □ | Students: |
| | ○ 3A-Dribbles in general space demonstrating a mature pattern with control of ball and body. *(S1.E17.4b)* |
| | ○ Dribbling Mature Pattern: |
| | ○ Knees slightly bent |
| | ○ Opposite foot forward when dribbling in personal space |
| | ○ Contact ball with finger pads |
| | ○ Firm contact with top of 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 |

**Learning Targets**

3A-I am learning how dribble while jogging and maintaining control.  

**Activities/Resources:**
- Dribble Knockout  
- Cone dribble  
- Pass/Receive  
- Drivers Test  
- Station Work  
- Shoot, Dribble, Pass, Dribble  
- Dribble Tag

**Student Performance Reflects Insufficient Progress Towards Foundational Skills and Knowledge:**

- 2 - Students:  
  - 2A-Dribbles and travels in general space at slow jogging speed and occasionally loses control of the ball

**Success Criteria/Critical Elements for Dribbling:**

<table>
<thead>
<tr>
<th>Body Position</th>
<th>Control</th>
<th>Speed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head</td>
<td>Vision on ball</td>
<td>Head up</td>
</tr>
<tr>
<td></td>
<td>Peripheral vision on area around ball</td>
<td>Eyes forward</td>
</tr>
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<td>Knees flexed</td>
<td>Fairly upright (slight lean)</td>
</tr>
<tr>
<td></td>
<td>Body crouched over the ball</td>
<td>Stride position with legs</td>
</tr>
<tr>
<td>Arms</td>
<td>Bent, held close for balance</td>
<td>Opposition to stride</td>
</tr>
<tr>
<td>Action</td>
<td>Use all surfaces of feet</td>
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</tr>
<tr>
<td></td>
<td>Keep ball within stride length</td>
<td>Push ball several feet in front, sprint to catch up</td>
</tr>
<tr>
<td></td>
<td>Avoids contact with others while traveling and dribbling in general space</td>
<td>Avoids contact with others while traveling and dribbling in general space</td>
</tr>
</tbody>
</table>

**SHAPE Standard 1:**

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

**Teacher Clarifications**

*Slow to moderate speed:* student will demonstrate the behavior at a slow jogging speed while maintaining control of the ball.

**Control clarification:** student will perform the behavior/skill continuously maintaining control of the ball. See success criteria for more clarification.

For more resources:  
[http://openphysed.org/curriculummodules](http://openphysed.org/curriculummodules)

**Academic Vocabulary**

Dribbling, control, speed, direction, boundary, critical elements, offense, and defense

**Lesson Planning for Elementary School Physical Education Book**

Pages: 193-197
Skills and Knowledge - Dribbling with hands K-5

<table>
<thead>
<tr>
<th>Dribbling/Ball Control with hands – 5th Grade</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 <img src="https://www.desmoines.k12.ia.us/curriculumguide/elementaryphysicaleducation" alt="Alert" /></td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
</tr>
</tbody>
</table>
| 3 ![Notice](https://www.desmoines.k12.ia.us/curriculumguide/elementaryphysicaleducation) | Students:  
- **3A**- Dribbles in general space demonstrating a mature pattern with both the preferred and non-preferred hands and maintaining control of ball and body while increasing and decreasing speed. (S1.E17.4ab)  
  - Dribbling Mature Pattern:  
    - Knees slightly bent  
    - Opposite foot forward when dribbling in personal space  
    - Contact ball with finger pads  
    - Firm contact with top of 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 |
| 2 ![Notice](https://www.desmoines.k12.ia.us/curriculumguide/elementaryphysicaleducation) | Students:  
- **2A**- Dribbles in general space with control of ball and body while increasing and decreasing speed. |
| 1 ![Alert](https://www.desmoines.k12.ia.us/curriculumguide/elementaryphysicaleducation) | Student performance reflects insufficient progress towards foundational skills and knowledge. |

### SHAPE Standard 1:

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

### Teacher Clarifications

**Slow to moderate speed:** student will demonstrate the behavior at a slow jogging speed while maintain control of the ball.

**Control clarification:** student will perform the behavior/skill continuously maintaining control of the ball. See success criteria for more clarification. Demonstrates behavior more than 75% of the time but less than 90%.

For more resources: [http://openphysed.org/curriculummodules](http://openphysed.org/curriculummodules)

### Success Criteria/Critical Elements for Dribbling:

<table>
<thead>
<tr>
<th>Body Position</th>
<th>Control</th>
<th>Speed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head</td>
<td>Vision on ball</td>
<td>Head up</td>
</tr>
<tr>
<td></td>
<td>Peripheral vision on area around ball</td>
<td>Eyes forward</td>
</tr>
<tr>
<td>Body/Legs</td>
<td>Knees flexed</td>
<td>Fairly upright (slight lean)</td>
</tr>
<tr>
<td></td>
<td>Body crouched over the ball</td>
<td>Stride position with legs</td>
</tr>
<tr>
<td>Arms</td>
<td>Bent, held close for balance</td>
<td>Opposition to stride</td>
</tr>
<tr>
<td>Action</td>
<td>Use all surfaces of feet</td>
<td>Contact with instep or outside of feet</td>
</tr>
<tr>
<td></td>
<td>Keep ball within stride length</td>
<td>Push ball several feet in front, sprint to catch up</td>
</tr>
<tr>
<td></td>
<td>Avoids contact with others while traveling and dribbling in general space</td>
<td>Avoids contact with others while traveling and dribbling in general space</td>
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</tbody>
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### Academic Vocabulary

Dribbling, control, speed, direction, boundary, critical elements, offense, and defense

### Lesson Planning for Elementary School Physical Education Book

Pages: 198-201
## Skills and Knowledge-Dribbling/Ball Control K-5

### Dribbling with Feet - Kindergarten

<table>
<thead>
<tr>
<th>Level</th>
<th>Criteria</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 🟢</td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
<td></td>
</tr>
</tbody>
</table>
| 3 🟢  | **Students:**  
  o 3A. Taps a ball using the inside of the foot, sending it forward *(S1.E18.K)* | 3A-I am learning how to tap the ball using the inside of my foot.  
**Activities/Resources:**  
  o Soccer kick  
  o follow the leader, teacher says, dribble “soccer” style  
  o dribble around obstacles  
  o soccer red light/green light  
  o stuck in the mud |
| 2 🟢  | **Students:**  
  o 2A. Taps a ball using foot, sending it forward |                                                                                                  |
| 1 ✗   | **Students:***  
  Student performance reflects insufficient progress towards foundational skills and knowledge. |                                                                                                  |

### Success Criteria/Critical Elements for Dribbling:

<table>
<thead>
<tr>
<th>Body Position</th>
<th>Control</th>
<th>Speed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
  - Vision on ball  
  - Peripheral vision on area around ball |  
  - Head up  
  - Eyes forward |
| Body/Legs     |  
  - Knees flexed  
  - Body crouched over the ball |  
  - Fairly upright (slight lean)  
  - Stride position with legs |
| Arms          |  
  - Bent, held close for balance  
  - Use all surfaces of feet  
  - Keep ball within stride length  
  - Avoids contact with others while traveling and dribbling in general space |  
  - Opposition to stride  
  - Contact with instep or outside of feet  
  - Push ball several feet in front, sprint to catch up  
  - Avoids contact with others while traveling and dribbling in general space |

### SHAPE Standard 1:

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

### Teacher Clarifications

This unit is designed for students to work on the dribbling using their feet. The most common unit for this topic would be soccer. There are plenty of creative activities that can be used to assess the students’ skill level. This scale should **NOT** be used to assess a students’ ability to shoot or score.

For more resources:

[http://openphysed.org/curriculummodules](http://openphysed.org/curriculummodules)

### Academic Vocabulary

Dribbling, control, speed, direction, boundary, critical elements, offense, and defense

### Lesson Planning for Elementary School Physical Education Book

Pages: 180-182
### Skills and Knowledge-Dribbling/Ball Control K-5

#### Dribbling with Feet - 1st Grade

| 4 - | In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target. |
| 3 - | **Students:**  
| | o **3A** - Tap or dribble a ball using the inside of the foot while walking in general space.  
| | (S1.E18.1) |
| 2 + | **Students:**  
| | o **2A** - Tap or dribble a ball using foot while walking in general space. |
| 1 - | Student performance reflects insufficient progress towards foundational skills and knowledge. |

#### Learning Targets and Activities

3A-I am learning how to tap the ball using the inside of my foot while walking. **Activities/Resources:**
- Soccer kick
- Follow the leader, teacher says, dribble “soccer” style
- Dribble around obstacles
- Soccer red light/green light
- Stuck in the mud

#### SHAPE Standard 1:

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

#### Teacher Clarifications

This unit is designed for students to work on the dribbling using their feet. The most common unit for this topic would be soccer. There are plenty of creative activities that can be used to assess the students’ skill level. This scale should **NOT** be used to assess a students’ ability to shoot or score.

For more resources:

- [http://openphysed.org/curriculummodules](http://openphysed.org/curriculummodules)

#### Success Criteria/Critical Elements for Dribbling:

<table>
<thead>
<tr>
<th>Body Position</th>
<th>Control</th>
<th>Speed</th>
</tr>
</thead>
</table>
| Head          | Vision on ball  
|               | Peripheral vision on area around ball  
|               | Knees flexed  
|               | Body crouched over the ball  
|               | Bent, held close for balance  
|               | Use all surfaces of feet  
|               | Keep ball within stride length  
|               | Avoids contact with others while traveling and dribbling in general space  
| Body/Legs     | Head up  
|               | Eyes forward  
|               | Fairly upright (slight lean)  
|               | Stride position with legs  
| Arms/Action   | Opposition to stride  
|               | Contact with instep or outside of feet  
|               | Push ball several feet in front, sprint to catch up  
|               | Avoids contact with others while traveling and dribbling in general space  

#### Academic Vocabulary

Dribbling, control, speed, direction, boundary, critical elements, offense, and defense

#### Lesson Planning for Elementary School Physical Education Book

Pages: 180-182
Skills and Knowledge-Dribbling/Ball Control K-5

### Dribbling with Feet - 2nd Grade

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 A</td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
<td>3 A-l am learning how to tap the ball with both feet while maintaining control. <strong>Activities/Resources:</strong>&lt;br&gt;- Soccer kick&lt;br&gt;- Follow the leader, teacher says, dribble “soccer” style&lt;br&gt;- Dribble around obstacles&lt;br&gt;- Soccer red light/green light&lt;br&gt;- Stuck in the mud</td>
</tr>
<tr>
<td>3 G</td>
<td>Students: o 3A-Dribble with <strong>both</strong> feet in general space with control of ball and body (S1.E18.2)</td>
<td><strong>SHAPE Standard 1:</strong>&lt;br&gt;The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</td>
</tr>
<tr>
<td>2 C</td>
<td>Students: o 2A-Dribbles with foot in general space with control of ball and body</td>
<td><strong>Teacher Clarifications</strong>&lt;br&gt;This unit is designed for students to work on the dribbling using their feet. The most common unit for this topic would be soccer. <strong>Control clarification:</strong> student will perform the behavior/skill continuously maintaining control of the ball. See success criteria for more clarification. Demonstrates behavior more than 75% of the time but less than 90%</td>
</tr>
<tr>
<td>1 X</td>
<td>Student performance reflects insufficient progress towards foundational skills and knowledge.</td>
<td><strong>Success Criteria/Critical Elements for Dribbling:</strong>&lt;br&gt;- <strong>Body Position</strong>&lt;br&gt;  - Head: Vision on ball, Peripheral vision on area around ball, Head up, Eyes forward&lt;br&gt;  - Body/Legs: Knees flexed, Body crouched over the ball, Fairly upright (slight lean), Stride position with legs&lt;br&gt;  - Arms: Bent, held close for balance, Opposition to stride, Contact with instep or outside of feet, Avoids contact with others while traveling and dribbling in general space&lt;br&gt;  - Action: Use all surfaces of feet, Keep ball within stride length, Push ball several feet in front, sprint to catch up, Avoids contact with others while traveling and dribbling in general space&lt;br&gt;- <strong>Control</strong>&lt;br&gt;  - Head on ball&lt;br&gt;  - Keep ball within stride length&lt;br&gt;  - Dribble with control&lt;br&gt;- <strong>Speed</strong>&lt;br&gt;  - Head up&lt;br&gt;  - Eyes forward&lt;br&gt;  - Fairly upright (slight lean)&lt;br&gt;  - Stride position with legs&lt;br&gt;  - Opposition to stride&lt;br&gt;  - Contact with instep or outside of feet&lt;br&gt;  - Avoids contact with others while traveling and dribbling in general space&lt;br&gt;  - Push ball several feet in front, sprint to catch up&lt;br&gt;  - Avoids contact with others while traveling and dribbling in general space&lt;br&gt;- <strong>Academic Vocabulary</strong>&lt;br&gt;Dribbling, control, speed, direction, boundary, critical elements, offense, and defense&lt;br&gt;- <strong>Lesson Planning for Elementary School Physical Education Book</strong>&lt;br&gt;Pages: 180-182</td>
</tr>
</tbody>
</table>
## Skills and Knowledge - Dribbling/Ball Control K-5

### Dribbling with Feet - 3rd Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
</table>
| 4     | In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target. | 3A-I am learning how to dribble the ball at jogging speed with both feet while maintaining control. **Activities/Resources:**
  - Soccer kick
  - Follow the leader, teacher says, dribble "soccer" style
  - Dribble around obstacles
  - Soccer red light/green light
  - Stuck in the mud |
| 3     | Students:  
  - 3A - Dribble with both feet in general space at slow to moderate jogging speed with control of ball and body (S1.E18.3) | |
| 2     | Students:  
  - 2A - Dribble with both feet in general space at slow jogging speed and occasionally loses control of the ball. | |
| 1     | Student performance reflects insufficient progress towards foundational skills and knowledge. | |

### Success Criteria/Critical Elements for Dribbling:

<table>
<thead>
<tr>
<th>Body Position</th>
<th>Control</th>
<th>Speed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head</td>
<td>Vision on ball</td>
<td>Head up</td>
</tr>
<tr>
<td></td>
<td>Peripheral vision on area around ball</td>
<td>Eyes forward</td>
</tr>
<tr>
<td>Body/Legs</td>
<td>Knees flexed</td>
<td>Fairly upright (slight lean)</td>
</tr>
<tr>
<td></td>
<td>Body crouched over the ball</td>
<td>Stride position with legs</td>
</tr>
<tr>
<td>Arms</td>
<td>Bent, held close for balance</td>
<td>Opposition to stride</td>
</tr>
<tr>
<td>Action</td>
<td>Use all surfaces of feet</td>
<td>Contact with instep or outside of feet</td>
</tr>
<tr>
<td></td>
<td>Keep ball within stride length</td>
<td>Push ball several feet in front, sprint to catch up</td>
</tr>
<tr>
<td></td>
<td>Avoids contact with others while traveling and dribbling in general space</td>
<td>Avoids contact with others while traveling and dribbling in general space</td>
</tr>
</tbody>
</table>

### SHAPE Standard 1:
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

### Teacher Clarifications
This unit is designed for students to work on the dribbling using their feet. The most common unit for this topic would be soccer.

**Control clarification:** student will perform the behavior/skill continuously maintaining control of the ball. See success criteria for more clarification. Demonstrates behavior more than 50% of the time but less than 75%

For more resources:  
[http://openphysed.org/curriculummodules](http://openphysed.org/curriculummodules)

### Academic Vocabulary
Dribbling, control, speed, direction, boundary, critical elements, offense, and defense

### Lesson Planning for Elementary School Physical Education Book
Pages: 183-185
### Skills and Knowledge-Dribbling/Ball Control K-5

#### Dribbling with Feet - 4th Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Students:</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 ▲</td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
<td><strong>3A</strong>-I am learning how to dribble the ball at jogging speed with both feet while maintaining control.</td>
</tr>
</tbody>
</table>
| 3 ●   | **3A**- Dribble with both feet in general space with control of ball and body while increasing and decreasing speed. (S4.E18.4) | Activities/Resources:  
- Ball control drills  
- dribbling drills  
- obstacle course  
- keep away  
- soccer tag  
- soccer hoopla  
- shark attack  
- rainforest |
| 2 +   | **2A**- Dribble and travel in general space at slow jogging speed and occasionally loses control of the ball |  |
| 1 X   | Student performance reflects insufficient progress towards foundational skills and knowledge. |  |

#### Success Criteria/Critical Elements for Dribbling:

<table>
<thead>
<tr>
<th>Body Position</th>
<th>Control</th>
<th>Speed</th>
</tr>
</thead>
</table>
| Head          | - Vision on ball  
- Peripheral vision on area around ball | - Head up  
- Eyes forward |
| Body/Legs     | - Knees flexed  
- Body crouched over the ball | - Fairly upright (slight lean)  
- Stride position with legs |
| Arms/Action   | - Bent, held close for balance  
- Use all surfaces of feet  
- Keep ball within stride length  
- Avoids contact with others while traveling and dribbling in general space | - Opposition to stride  
- Contact with instep or outside of feet  
- Push ball several feet in front, sprint to catch up  
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### SHAPE Standard 1:

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### Academic Vocabulary

Dribbling, control, speed, direction, boundary, critical elements, offense, and defense

### Lesson Planning for Elementary School Physical Education Book

Pages: 183-185
Skills and Knowledge-Dribbling/Ball Control K-5

<table>
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<tr>
<th>Students:</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 🔄</td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
</tr>
<tr>
<td>3 🔄</td>
<td><strong>3A-</strong> Dribble with both feet in general space with control of ball and body while jogging and changing direction (S4.E18.5)</td>
</tr>
<tr>
<td>2 🔄</td>
<td><strong>2A-</strong> Dribble in general space with control of ball and body while increasing and decreasing speed.</td>
</tr>
<tr>
<td>1 🟥</td>
<td>Student performance reflects insufficient progress towards foundational skills and knowledge.</td>
</tr>
</tbody>
</table>

SHAPE Standard 1:
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Teacher Clarifications**
This unit is designed for students to work on the dribbling using their feet. The most common unit for this topic would be soccer.

**Control clarification:** student will perform the behavior/skill continuously maintaining control of the ball. See success criteria for more clarification. Demonstrates behavior more than 75% of the time but less than 90%

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**Academic Vocabulary**
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**Lesson Planning for Elementary School Physical Education Book**
Pages: 183-185

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### Success Criteria/Critical Elements for Dribbling:

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<td>- Peripheral vision on area around ball</td>
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<td><strong>Body/Legs</strong></td>
<td>- Knees flexed</td>
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</tr>
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<td></td>
<td>- Body crouched over the ball</td>
<td>- Stride position with legs</td>
</tr>
<tr>
<td><strong>Arms/Action</strong></td>
<td>- Bent, held close for balance</td>
<td>- Opposition to stride</td>
</tr>
<tr>
<td></td>
<td>- Use all surfaces of feet</td>
<td>- Contact with instep or outside of feet</td>
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<tr>
<td></td>
<td>- Keep ball within stride length</td>
<td>- Push ball several feet in front, sprint to catch up</td>
</tr>
<tr>
<td></td>
<td>- Avoids contact with others while traveling and dribbling in general space</td>
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</tr>
</tbody>
</table>
### Skills and Knowledge - Kicking 3-5

<table>
<thead>
<tr>
<th>Kicking - 3rd Grade</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4 ✖</strong> In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
<td></td>
</tr>
<tr>
<td><strong>3 ☑</strong> Students:</td>
<td></td>
</tr>
<tr>
<td>o 3A- Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each. (S1.E21.3a)</td>
<td>3A-I am learning how to kick the ball off of the ground while running towards the ball. <strong>Activities/Resources:</strong></td>
</tr>
<tr>
<td>o 2A- Uses a continuous running approach and intentionally performs a kick along the ground or kick in the air, demonstrating 2 of the 5 critical elements of a mature pattern for each.</td>
<td>o Kickball</td>
</tr>
<tr>
<td></td>
<td>o Wall ball</td>
</tr>
<tr>
<td></td>
<td>o Ultimate kickball</td>
</tr>
<tr>
<td></td>
<td>o obstacle course</td>
</tr>
<tr>
<td></td>
<td>o soccer golf</td>
</tr>
<tr>
<td></td>
<td>o soccer tag</td>
</tr>
<tr>
<td></td>
<td>o soccer hoopla</td>
</tr>
<tr>
<td></td>
<td>o shark attack</td>
</tr>
<tr>
<td></td>
<td>o rainforest</td>
</tr>
<tr>
<td><strong>2 ☑</strong> Students:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student performance reflects insufficient progress towards foundational skills and knowledge.</td>
</tr>
<tr>
<td><strong>1 ✖</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Success Criteria - Kicking Critical Elements:**

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

**SHAPE Standard 1:**

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

**Teacher Clarifications**

The most common unit for this topic would be soccer. Another option would be to combine this with your dribbling with your feet unit. Another common activity would include kickball.

**Control clarification:** Student will perform the behavior/skill continuously maintaining control of the ball. See success criteria for more clarification. Demonstrates behavior more than 75% of the time but less than 90%.

For more resources:

http://openphysed.org/curriculummodules

**Academic Vocabulary**

Dribbling, control, speed, direction, boundary, critical elements, offense, and defense

**Lesson Planning for Elementary School Physical Education Book**

Pages: 167-175
Skills and Knowledge-Kicking 3-5

<table>
<thead>
<tr>
<th>Kicking - 4th Grade</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
<td></td>
</tr>
<tr>
<td><strong>4 🔄</strong> Students:</td>
<td></td>
</tr>
<tr>
<td>3A - Kicks along the ground and in the air using mature patterns (S1.E21.4)</td>
<td></td>
</tr>
<tr>
<td><strong>3 🔄</strong> Students:</td>
<td></td>
</tr>
<tr>
<td>2A - Uses a continuous running approach and intentionally performs a kick along the ground or kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each.</td>
<td></td>
</tr>
<tr>
<td><strong>2 🔄</strong> Students:</td>
<td></td>
</tr>
<tr>
<td>1A - Student performance reflects insufficient progress towards foundational skills and knowledge.</td>
<td></td>
</tr>
</tbody>
</table>

**Success Criteria-Kicking Critical Elements:**
- Arm extend forward in preparation for kicking action
- Contact with ball is made directly below center of ball (travel in the air); contact with ball is made directly behind center of ball (travel on ground)
- Contact the ball with shoelaces or top of foot for kicking action
- Trunk leans back slightly in preparation for kicking action
  - Follow through with kicking leg extending forward and upward toward target

**SHAPE Standard 1:**
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Teacher Clarifications**
The most common unit for this topic would be soccer. Another option would be to combine this with your dribbling with your feet unit. Another common activity would include kickball.

**Control clarification:** Student will perform the behavior/skill continuously maintaining control of the ball. See success criteria for more clarification. Demonstrates behavior more than 75% of the time but less than 90%

For more resources:
[http://openphysed.org/curriculummodules](http://openphysed.org/curriculummodules)

**Academic Vocabulary**
- Dribbling
- Control
- Speed
- Direction
- Boundary
- Critical elements
- Offense
- Defense

**Lesson Planning for Elementary School Physical Education Book**
Pages: 167-175
Skills and Knowledge-Kicking 3-5

Success Criteria-Kicking Critical Elements:
- Arm extend forward in preparation for kicking action
- Contact with ball is made directly below center of ball (travel in the air); contact with ball is made directly behind center of ball (travel on ground)
- Contact the ball with shoelaces or top of foot for kicking action
- Trunk leans back slightly in preparation for kicking action
  - Follow through with kicking leg extending forward and upward toward target

SHAPE Standard 1:
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Teacher Clarifications
The most common unit for this topic would be soccer. Another option would be to combine this with your dribbling with your feet unit. Another common activity would include kickball.

Control clarification: student will perform the behavior/skill continuously maintaining control of the ball. See success criteria for more clarification. Demonstrates behavior more than 75% of the time but less than 90%

For more resources:
http://openphysed.org/curriculummodules

Academic Vocabulary
Dribbling, control, speed, direction, boundary, critical elements, offense, and defense

Lesson Planning for Elementary School Physical Education Book
Pages: 167-175
Skills and Knowledge- Underhand Volley K-5

<table>
<thead>
<tr>
<th>Underhand Volley- Kindergarten</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image](190x5 to 292x119) 4</td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
</tr>
</tbody>
</table>
| ![Image](44x467 to 65x488) 3 | **Students:**  
  ![Image](44x331 to 65x352)  
  - **3A:** Strike (volley) a lightweight object (balloon) sending it upward. *(S1.E22.K)*  
  **Activities:**  
  - Balloon activities  
  - Don’t touch the ground |
| ![Image](45x267 to 64x287) 2 | **Students:**  
  ![Image](44x429 to 65x450)  
  - **2A:** Strike (volley) a lightweight object (balloon) goes in different directions rather than upwards |
| ![Image](117x560) 1 | Student performance reflects insufficient progress towards foundational skills and knowledge. |

**Success Criteria/Mature Pattern striking pattern:**

1. **Preparation:** Places weight on back foot, swinging striking arm backwards in preparation for contact. Steps with opposite foot and makes forward body rotation occur through lower body, upper body, and then shoulders. Transfer weight to foot on opposite side of body from striking arm.
2. **Execution:** Leads the way with elbow, followed by forearm extension, makes connection with object.
3. **Follow Through:** Connect with object and follow through using wrist snap.

**SHAPE Standard 1:**

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

**Teacher Clarifications**

**Volley:** To strike or give impetus (the force or energy in which a body moves) to an object by using a variety of body parts.

**Activities may include:** Serve/Toss, Partner serve, Individual Wall/Serve/Retrieve, Point Value Serve, Tic Tac Toe

For more resources: OPEN PHYSED

**Pickleminton**

**Academic Vocabulary**

Striking, serving, boundaries, overhand, underhand

Volley, forehand, and backhand

**Lesson Planning for Elementary School Physical Education:**

Page 202-204
### Skills and Knowledge - Underhand Volley K-5

#### Underhand Volley - 1st Grade

<table>
<thead>
<tr>
<th></th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students:</th>
<th>3A- Strikes (volleys) an object with an open palm, sending it upward. (S1.E22.1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3A-I am learning how strike an object sending it up.</td>
</tr>
<tr>
<td></td>
<td>Activities:</td>
</tr>
<tr>
<td></td>
<td>- Balloon activities</td>
</tr>
<tr>
<td></td>
<td>- Don’t touch the ground</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students:</th>
<th>2A- Strikes (volleys) an object with a non-open hand</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student performance reflects insufficient progress towards foundational skills and knowledge.</td>
</tr>
</tbody>
</table>

**Success Criteria/Mature Pattern striking pattern:**

1. **Preparation:** Places weight on back foot, swinging striking arm backwards in preparation for contact. Steps with opposite foot and makes forward body rotation occur through lower body, upper body, and then shoulders. Transfer weight to foot on opposite side of body from striking arm.
2. **Execution:** Leads the way with elbow, followed by forearm extension, makes connection with object.
3. **Follow Through:** Connect with object and follow through using wrist snap.

**SHAPE Standard 1:**

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

**Teacher Clarifications**

**Volley:** To strike or give impetus (the force or energy in which a body moves) to an object by using a variety of body parts.

**Activities may include:** Serve/Toss, Partner serve, Individual Wall/Serve/Retrieve, Point Value Serve, Tic Tac Toe

For more resources: OPEN PHYSED

**Pickleminton**

**Academic Vocabulary**

Striking, serving, boundaries, overhand, underhand

Volley, forehand, and backhand

**Lesson Planning for Elementary School Physical Education:**

Page 202-204
Skills and Knowledge - Underhand Volley K-5

**Underhand Volley- 2nd Grade**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
</tr>
</tbody>
</table>
| 3 | ○ Students:
|   | 3A- Strikes (volleys) an object upward with 5 consecutive hits. (S1.E22.2) |
|   | Learning Targets
|   | 3A- I am learning how strike an object consecutively. |
|   | Activities:
|   | o Balloon activities
|   | o Don’t touch the ground |
| 2 | + Students:
|   | 2A- Strikes (volleys) an object upward with 3-4 consecutive hits |
| 1 | X Student performance reflects insufficient progress towards foundational skills and knowledge. |

Success Criteria/Mature Pattern striking pattern:

1. **Preparation:** Places weight on back foot, swinging striking arm backwards in preparation for contact. Steps with opposite foot and makes forward body rotation occur through lower body, upper body, and then shoulders. Transfer weight to foot on opposite side of body from striking arm.
2. **Execution:** Leads the way with elbow, followed by forearm extension, makes connection with object.
3. **Follow Through:** Connect with object and follow through using wrist snap.

**Skills and Knowledge - Underhand Volley K-5**

**SHAPE Standard 1:**

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

**Teacher Clarifications**

**Volley:** To strike or give impetus (the force or energy in which a body moves) to an object by using a variety of body parts.

**Activities may include:** Serve/Toss, Partner serve, Individual Wall/Serve/Retrieve, Point Value Serve, Tic Tac Toe

For more resources: OPEN PHYSED

Pickleminton

**Academic Vocabulary**

Striking, serving, boundaries, overhand, underhand

Volley, forehand, and backhand

**Lesson Planning for Elementary School Physical Education:**

Page 205-208
### Underhand Volley- 3rd Grade

<table>
<thead>
<tr>
<th>Level</th>
<th>Students:</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 🟢</td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
<td></td>
</tr>
</tbody>
</table>
| 3 🔒 | **3A**- Strikes (volleys) an object with an underhand or sidearm striking pattern, sending it forward demonstrating 4 of the 5 critical elements. *(S1.E22.3)* | **3A**- I am learning how strike an object underhand sending it forward.  
**Activities:**  
- Spikeball  
- 4 square  
- Tic Tac Toe |
| 2 🟢 | **2A**- Strikes (volleys) an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 2 of the 5 critical elements. | |
| 1 ⚫ | Student performance reflects insufficient progress towards foundational skills and knowledge. | |

#### Success Criteria/Mature Pattern striking pattern:
- **Volley Underhand Critical Elements**
- Face the target in preparation for the volley
- Opposite foot forward
- Flat surface with hand for contact of the ball or volleybird
- Contract with ball or volleybird between knee and waist level
- Follow through upward and to the target.
## Skills and Knowledge- Underhand Volley K-5

### Underhand Volley-4th Grade

| 4 | In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target. |
| 3 Students: | 3A- Strikes (volleys) an object with an underhand or sidearm striking pattern, while demonstrating critical elements. *(S1.E22.4)* |
| 2 Students: | 2A- Strikes (volleys) an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements. |
| 1 | Student performance reflects insufficient progress towards foundational skills and knowledge. |

### Success Criteria/Mature Pattern striking pattern:
- **Volley Underhand Critical Elements**
- Face the target in preparation for the volley
- Opposite foot forward
- Flat surface with hand for contact of the ball or volleybird
- Contract with ball or volleybird between knee and waist level
- Follow through upward and to the target.

### SHAPE Standard 1:
The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

### Teacher Clarifications
**Volley:** To strike or give impetus (the force or energy in which a body moves) to an object by using a variety of body parts.

**Activities may include:** Serve/Toss, Partner serve, Individual Wall/Serve/Retrieve, Point Value Serve, Tic Tac Toe

For more resources: OPEN PHYSED

[Pickleminton](#)

### Academic Vocabulary
Striking, serving, boundaries, overhand, underhand

Volley, forehand, and backhand

**Lesson Planning for Elementary School Physical Education:**

Page 205-208
Skills and Knowledge - Underhand Volley K-5

**Underhand Volley-5th Grade**

<table>
<thead>
<tr>
<th>4</th>
<th>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Students:</td>
<td>3A- Strikes (volleys) an object with an underhand or sidearm striking pattern, within a teacher/game defined boundary while demonstrating critical elements. (S1.E22.5)</td>
</tr>
<tr>
<td>2 Students:</td>
<td>2A- Strikes (volleys) an object with an underhand or sidearm striking pattern, while demonstrating 4 of the 5 critical elements or not striking within a teacher/game defined boundary.</td>
</tr>
<tr>
<td>1</td>
<td>Student performance reflects insufficient progress towards foundational skills and knowledge.</td>
</tr>
</tbody>
</table>

**Success Criteria/Mature Pattern striking pattern:**

- Volley Underhand Critical Elements
- Face the target in preparation for the volley
- Opposite foot forward
- Flat surface with hand for contact of the ball or volleyball
- Contract with ball or volleyball between knee and waist level
- Follow through upward and to the target.

**SHAPE Standard 1:**

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

**Teacher Clarifications**

**Volley:** To strike or give impetus (the force or energy in which a body moves) to an object by using a variety of body parts.

**Activities may include:** Serve/Toss, Partner serve, Individual Wall/Serve/Retrieve, Point Value Serve, Tic Tac Toe

For more resources: OPEN PHYSED

- Pickleminton
- Roundnet

**Academic Vocabulary**

Striking, serving, boundaries, overhand, underhand

Volley, forehand, and backhand

**Lesson Planning for Elementary School Physical Education:**

Page 205-208
## Skills and Knowledge - Striking with a Short Handled Implement K-5

<table>
<thead>
<tr>
<th>Striking with a Short Implement - Kindergarten</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 <img src="https://example.com" alt=" " /></td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
</tr>
<tr>
<td>3 <img src="https://example.com" alt=" " /></td>
<td><strong>3A-I am learning how to strike an object with a paddle or short-handled racket.</strong> (S1.E24.K)</td>
</tr>
<tr>
<td>2 <img src="https://example.com" alt=" " /></td>
<td><strong>3A-</strong> Strikes a lightweight object with a paddle or short-handled racket.</td>
</tr>
<tr>
<td>1 <img src="https://example.com" alt=" " /></td>
<td>Student performance reflects insufficient progress towards foundational skills and knowledge.</td>
</tr>
</tbody>
</table>

### Students:
- **3A** - Strikes a lightweight object with a paddle or short-handled racket. (S1.E24.K)
- **2A** - Strikes a lightweight object with a paddle or short-handled racket, not on the hitting surface of the racket

### Success Criteria/Critical Elements for Striking:

#### Long Handled
- Long-handled implement up and back in preparation for striking action
- Step forward on opposite foot as contact is made
- Coil and uncoil trunk for preparation and execution of the striking action
- Swing the implement on a horizontal plane
- Wrist uncocks on follow-through for completion of the striking action

#### Short Handled
- Racket back in preparation for striking
- Step with opposite foot as contact is made
- Swing racket paddle from low to high
- Coil and uncoil the trunk in preparation for and execution of the striking action
- Follow through for completion of the striking action

### SHAPE Standard 1:
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

### Teacher Clarifications
**Considerations:** give students the opportunity to use different rackets, paddles, and even short noodles. This will allow students to experience different handles and control of the implement. District equipment has access to paddles, badminton rackets, and lollypop handles.

For more resources:
- [http://openphysed.org/curriculummodules](http://openphysed.org/curriculummodules)

### Academic Vocabulary
- Striking, short-handled implement, lightweight object, target

### Lesson Planning for Elementary School Physical Education Book
- Pages: 215-217
Skills and Knowledge-Striking with a Short Handled Implement K-5

### SHAPE Standard 1:
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

### Teacher Clarifications

**Considerations:**
- give students the opportunity to use different rackets, paddles, and even short noodles. This will allow students to experience different handles and control of the implement.
- District equipment has access to paddles, badminton rackets, and lollypop handles.

For more resources:
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### Academic Vocabulary

**Striking,** short-handled implement, lightweight object, target

### Lesson Planning for Elementary School Physical Education Book

Pages: 215-217

### Success Criteria/Critical Elements for Striking:

<table>
<thead>
<tr>
<th>Implements</th>
<th>Long Handled</th>
<th>Short Handled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long Implements</td>
<td>Long-handled implement up and back in preparation for striking action</td>
<td>Racket back in preparation for striking</td>
</tr>
<tr>
<td>Floor Hockey</td>
<td>Step forward on opposite foot as contact is made</td>
<td>Step with opposite foot as contact is made</td>
</tr>
<tr>
<td>Golf</td>
<td>Coil and uncoil trunk for preparation and execution of the striking action</td>
<td>Swing racket paddle from low to high</td>
</tr>
<tr>
<td>Tennis Racket</td>
<td>Swing the implement on a horizontal plane</td>
<td>Coil and uncoil the trunk in preparation for and execution of the striking action</td>
</tr>
<tr>
<td>Whiffle Ball Bat</td>
<td>Wrist uncocks on follow-through for completion of the striking action</td>
<td>Follow through for completion of the striking action</td>
</tr>
</tbody>
</table>

**Small Implements**

- Tennis/Lollypop Racket
- Badminton Racket
- Pickleball Racket
- Scooter hockey stick
- Short pool noodle
- Ping Pong Paddle

---

### Striking with a Short Implement-1st Grade

<table>
<thead>
<tr>
<th>4</th>
<th>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>o 3A- Strikes a lightweight object with a paddle or short-handled racket, sending it upward. (S1.E24.1)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>o 2A- Strikes a lightweight object with a paddle or short-handled racket, sending it in different directions rather than upwards</td>
<td></td>
</tr>
</tbody>
</table>

| I | Student performance reflects insufficient progress towards foundational skills and knowledge. |
Skills and Knowledge-Striking with a Short Handled Implement K-5

### 2nd Grade

<table>
<thead>
<tr>
<th>Level</th>
<th>Students</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3A</td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
</tr>
</tbody>
</table>

#### 3A
- Strikes an object upward using 5 consecutive hits with a short-handled implement *(S1.E24.2)*

#### 3A-I am learning how to strike an object with a paddle or short-handled racket.

#### Activities:
- Extreme Rally
- Tee off
- Stations with feedback
- Partner pass/receive
- First to 4
- Paddle Strike

<table>
<thead>
<tr>
<th>Level</th>
<th>Students</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2A</td>
<td>Student performance reflects insufficient progress towards foundational skills and knowledge.</td>
</tr>
</tbody>
</table>

#### 2A
- Strikes an object upward using 3-4 consecutive hits with a short-handled implement

### Success Criteria/Critical Elements for Striking:

#### Long Handled
- Long-handled implement up and back in preparation for striking action
- Step forward on opposite foot as contact is made
- Coil and uncoil trunk for preparation and execution of the striking action
- Swing the implement on a horizontal plane
- Wrist uncocks on follow-through for completion of the striking action

#### Short Handled
- Racket back in preparation for striking
- Step with opposite foot as contact is made
- Swing racket paddle from low to high
- Coil and uncoil the trunk in preparation for and execution of the striking action
- Follow through for completion of the striking action

###SHAPE Standard 1:
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

###Teacher Clarifications

**Considerations:** give students the opportunity to use different rackets, paddles, and even short noodles. This will allow students to experience different handles and control of the implement. District equipment has access to paddles, badminton rackets, and lollypop handles.

For more resources: [http://openphysed.org/curriculummodules](http://openphysed.org/curriculummodules)

###Academic Vocabulary

Striking, short-handled implement, lightweight object, target

###Lesson Planning for Elementary School Physical Education Book

Pages: 215-217
### Skills and Knowledge—Striking with a Short Handled Implement K-5

#### Striking with a Short Implement—3rd Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Students:</strong>&lt;br&gt; - 3A- Strikes an object upward with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Students:</strong>&lt;br&gt; - 2A- Strikes an object upward with a short-handled implement while demonstrating 2 of the 5 critical elements of a mature pattern.</td>
</tr>
<tr>
<td>1</td>
<td>Student performance reflects insufficient progress towards foundational skills and knowledge.</td>
</tr>
</tbody>
</table>

#### Success Criteria/Critical Elements for Striking:

<table>
<thead>
<tr>
<th>Implements</th>
<th>Long Handled</th>
<th>Short Handled</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Long Implements</strong>&lt;br&gt; - Floor Hockey&lt;br&gt; - Golf&lt;br&gt; - Tennis Racket&lt;br&gt; - Whiffle Ball Bat&lt;br&gt; <strong>Small Implements</strong>&lt;br&gt; - Tennis/Lollypop Racket&lt;br&gt; - Badminton Racket&lt;br&gt; - Pickleball Racket&lt;br&gt; - Scooter hockey stick&lt;br&gt; - Short pool noodle&lt;br&gt; - Ping Pong Paddle</td>
<td>- Long-handled implement up and back in preparation for striking action&lt;br&gt; - Step forward on opposite foot as contact is made&lt;br&gt; - Coil and uncoil trunk for preparation and execution of the striking action&lt;br&gt; - Swing the implement on a horizontal plane&lt;br&gt; - Wrist uncocks on follow-through for completion of the striking action</td>
<td>- Racket back in preparation for striking&lt;br&gt; - Step with opposite foot as contact is made&lt;br&gt; - Swing racket paddle from low to high&lt;br&gt; - Coil and uncoil the trunk in preparation for and execution of the striking action&lt;br&gt; - Follow through for completion of the striking action</td>
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</table>

**SHAPE Standard 1:**

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

**Teacher Clarifications**

**Considerations:** give students the opportunity to use different rackets, paddles, and even short noodles. This will allow students to experience different handles and control of the implement. District equipment has access to paddles, badminton rackets, and lollypop handles.

For more resources: [http://openphysed.org/curriculummodules](http://openphysed.org/curriculummodules)

**Academic Vocabulary**

Striking, short-handled implement, lightweight object, target

**Lesson Planning for Elementary School Physical Education Book**

Pages: 218-221
Skills and Knowledge: Striking with a Short Handled Implement K-5

<table>
<thead>
<tr>
<th>Grade</th>
<th>Target</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4</td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
</tr>
</tbody>
</table>
| 3     | 3A    | Students:  
|       |       | o 3A- Strikes an object upward with a short-handled implement while demonstrating critical elements of a mature pattern. (S1.E24.4a) |
| 2     | 2A    | Students:  
|       |       | o 2A- Strikes an object upward with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern. |
| 1     |       | Student performance reflects insufficient progress towards foundational skills and knowledge. |

SHAPE Standard 1:  
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Teacher Clarifications  
Considerations: give students the opportunity to use different rackets, paddles, and even short noodles. This will allow students to experience different handles and control of the implement. District equipment has access to paddles, badminton rackets, and lollypop handles. Give your students the opportunity/preference for the assessment for this skill.

Academic Vocabulary  
Striking, short-handled implement, lightweight object, target

Lesson Planning for Elementary School  
Physical Education Book  
Pages: 218-221
Skills and Knowledge - Striking with a Short Handled Implement K-5

SHAPE Standard 1:

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

Teacher Clarifications

Considerations: give students the opportunity to use different rackets, paddles, and even short noodles. This will allow students to experience different handles and control of the implement.

District equipment has access to paddles, badminton rackets, and lollypop handles.

Give your students the opportunity/preference for the assessment for this skill.

Academic Vocabulary

Striking, short-handled implement, lightweight object, target

Lesson Planning for Elementary School
Physical Education Book

Pages: 218-221
Skills and Knowledge - Striking with a Long Handled Implement 3-5

**SHAPE Standard 1:**
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Teacher Clarifications**

**Consecutive clarification:** student will perform the behavior/skill 70% of the time. 7 out of 10 attempts to ensure consistency

**Considerations:** give students the opportunity to use different rackets, sticks, and even noodles. This will allow students to experience different handles and control of the implement. District equipment has access to badminton rackets, golf equipment, lacrosse, and hockey sticks.

**Academic Vocabulary**

Striking, long-handled implement, lightweight object, target, proper grip

**Lesson Planning for Elementary School Physical Education Book**

Pages: 225-235

<table>
<thead>
<tr>
<th>Implement</th>
<th>Success Criteria/Critical Elements for Striking:</th>
</tr>
</thead>
</table>
| **Long Handled** | - Long-handled implement up and back in preparation for striking action  
- Step forward on opposite foot as contact is made  
- Coil and uncoil trunk for preparation and execution of the striking action  
- Swing the implement on a horizontal plane  
- Wrist uncocks on follow-through for completion of the striking action |
| **Short Handled** | - Racket back in preparation for striking  
- Step with opposite foot as contact is made  
- Swing racket paddle from low to high  
- Coil and uncoil the trunk in preparation for and execution of the striking action  
- Follow through for completion of the striking action |
| **Long Implement** | - Floor Hockey  
- Tennis Racket  
- Whiffle Ball Bat |
| **Small Implement** | - Tennis/Lollypop Racket  
- Badminton Racket  
- Pickleball Racket  
- Scooter hockey stick  
- Short pool noodle  
- Ping Pong Paddle |
**Skills and Knowledge: Striking with a Long Handled Implement 3-5**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
</tr>
<tr>
<td>3</td>
<td><strong>3A</strong>- Strikes a stationary ball with a long-handled implement example (hockey stick, bat, golf club) while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, and follow-through). (S1.E25.4)</td>
</tr>
<tr>
<td>2</td>
<td><strong>2A</strong>- Strikes a stationary ball with a long-handled implement example (hockey stick, bat, golf club) while demonstrating 2 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, and follow-through). (S1.E25.4)</td>
</tr>
<tr>
<td>1</td>
<td>Student performance reflects insufficient progress towards foundational skills and knowledge.</td>
</tr>
</tbody>
</table>

### SHAPE Standard 1:

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

### Teacher Clarifications

**Consecutive clarification:** Student will perform the behavior/skill 70% of the time. 7 out of 10 attempts to ensure consistency.

**Considerations:** give students the opportunity to use different rackets, sticks, and even noodles. This will allow students to experience different handles and control of the implement. District equipment has access to badminton rackets, golf equipment, lacrosse, and hockey sticks.

### Academic Vocabulary

- Striking, long-handled implement, lightweight object, target, proper grip

### Lesson Planning for Elementary School Physical Education Book

Pages: 225-235
Physical Education Department

Skills and Knowledge-Striking with a Long Handled Implement 3-5

<table>
<thead>
<tr>
<th>Striking with a Long Implement-5th Grade</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
<td>3A-I am learning how to strike a stationary ball with a long-handled implement using proper form.</td>
</tr>
<tr>
<td><strong>Students:</strong></td>
<td><strong>Activities:</strong></td>
</tr>
<tr>
<td>4</td>
<td>- Floor hockey</td>
</tr>
<tr>
<td></td>
<td>- First Tee Golf</td>
</tr>
<tr>
<td></td>
<td>- Whiffle Ball</td>
</tr>
<tr>
<td></td>
<td>- Lacrosse</td>
</tr>
<tr>
<td></td>
<td>- Tennis</td>
</tr>
<tr>
<td></td>
<td>- Diamond Sports</td>
</tr>
<tr>
<td>3</td>
<td>Students:</td>
</tr>
<tr>
<td></td>
<td>o 3A- Strikes a moving object with a long-handled implement example (hockey stick, bat, golf club) while demonstrating critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, and follow-through). (S1.E25.5)</td>
</tr>
<tr>
<td></td>
<td>o 2A- Strikes a stationary ball with a long-handled implement example (hockey stick, bat, golf club) while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, and follow-through). (S1.E25.4)</td>
</tr>
<tr>
<td>2</td>
<td>Students:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Student performance reflects insufficient progress towards foundational skills and knowledge.</td>
</tr>
</tbody>
</table>

SHAPE Standard 1:

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

Teacher Clarifications

Consecutive clarification: student will perform the behavior/skill 70% of the time. 7 out of 10 attempts to ensure consistency

Considerations: give students the opportunity to use different rackets, sticks, and even noodles. This will allow students to experience different handles and control of the implement. District equipment has access to badminton rackets, golf equipment, lacrosse, and hockey sticks.

Academic Vocabulary

Striking, long-handled implement, lightweight object, target, proper grip

Lesson Planning for Elementary School Physical Education Book

Pages: 225-235
Skills and Knowledge-Jump Rope K-5

**Jump Rope-Kindergarten**

| 4 🟢 | In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target. |

| 3 🔴 | **Students:**
| | o 3A- Executes a single jump with self-turned rope *(S1.E27.Ka)* |

<table>
<thead>
<tr>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A-I am learning how to perform a single jump with a self-turned rope.</td>
</tr>
<tr>
<td><strong>Activities:</strong></td>
</tr>
<tr>
<td>• Skill ladder</td>
</tr>
<tr>
<td>• Student Choice</td>
</tr>
</tbody>
</table>

| 2 + | **Students:**
| | o 2A- Student demonstrates a step over a self-turned rope |

| 1 🟡 | **Students:**
| | o 1A- Student performance reflects insufficient progress towards foundational skills and knowledge. |

---

**SHAPE Standard 1:**

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

**Teacher Clarifications**

**Considerations:** think about arranging this unit to be a station focused unit. Allowing students to learn the skills and explore to expand their learning and skills. Think about adding a skills ladder for students to initial after they have demonstrated the skill for you. This will allow you to see your students’ accomplishments of the skills.

Another opportunity for you to teach in the unit to allow students to complete the assessment in a station format. Take 5 to 6 students in a small group and have them perform a menu of skills of their choice. Having ownership in the process is extremely valuable for students engagement. Pair your unit with Jump Rope for Heart.

For more resources: [http://openphysed.org/curriculummodules](http://openphysed.org/curriculummodules)

---

**Academic Vocabulary**

Single jump, self-turned rope, double jump, skills

**Lesson Planning for Elementary School Physical Education Book**

Pages: 236
### Skills and Knowledge - Jump Rope K-5

#### Jump Rope - 1st Grade

<table>
<thead>
<tr>
<th>Level</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><strong>Students:</strong> o 3A- Jumps forward or backward consecutively (2 times) using a self-turned rope <em>(S1.E27.1a)</em></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><strong>Students:</strong> o 2A- Jumps forward or backward less than 2 times using a self-turned rope</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td><strong>Student performance reflects insufficient progress towards foundational skills and knowledge.</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### Learning Targets and Activities

- **3A-1** am learning how to jump forwards and backwards consecutively.
- **Activities:**
  - Skill ladder
  - Student Choice

### SHAPE Standard 1:
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

### Teacher Clarifications

**Considerations:** think about arranging this unit to be a station focused unit. Allowing students to learn the skills and explore to expand their learning and skills. Think about adding a skills ladder for students to initial after they have demonstrated the skill for you. This will allow you to see your students’ accomplishments of the skills.

**Consecutively** - meaning 2 times in a row while self-turning the rope either forwards or backwards.

Take 5 to 6 students in a small group and have them perform a menu of skills of their choice. Having ownership in the process is extremely valuable for students’ engagement. For more resources: [http://openphysed.org/curriculummodules](http://openphysed.org/curriculummodules)

### Academic Vocabulary

- Single jump, self-turned rope, double jump, skills

### Lesson Planning for Elementary School Physical Education Book

**Pages:** 236
## Skills and Knowledge - Jump Rope K-5

### Jump Rope - 2nd Grade

<table>
<thead>
<tr>
<th>Skill</th>
<th>Grade</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>△</td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
</tr>
</tbody>
</table>

### Students:
- 3A- Jumps forward and backward consecutively (5 times) using a self-turned rope (S1.E27.2a)

3A - I am learning how to jump forwards and backwards consecutively.

**Activities:**
- Skill ladder
- Student Choice

### Students:
- 2A - Jumps forward or backward less than 3 times using a self-turned rope

### Student performance reflects insufficient progress towards foundational skills and knowledge.

### Teacher Clarifications

**SHAPE Standard 1:**

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

**Considerations:** think about arranging this unit to be a station focused unit. Allowing students to learn the skills and explore to expand their learning and skills. Think about adding a skills ladder for students to initial after they have demonstrated the skill for you. This will allow you to see your students’ accomplishments of the skills.

**Consecutively-** meaning 5 times in a row while self-turning the rope either forwards or backwards.

Take 5 to 6 students in a small group and have them perform a menu of skills of their choice. Having ownership in the process is extremely valuable for students’ engagement. For more resources: [http://openphysed.org/curriculummodules](http://openphysed.org/curriculummodules)

### Academic Vocabulary

Single jump, self-turned rope, double jump, skills

**Lesson Planning for Elementary School Physical Education Book**

Pages: 236
Skills and Knowledge-Jump Rope K-5

### Jump Rope-3rd Grade

#### 4
In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.

#### 3
**Students:**
- 3A- Performs 3 self-chosen jump rope skills with a self-turned rope at least 2 consecutive times (S1.E27.3)

**Learning Targets and Activities**
- 3A-I am learning how to perform rope skills.
- **Activities:**
  - Skill ladder
  - Student Choice

#### 2
**Students:**
- 2A- Performs 2 or less self-chosen jump rope skills with a self-turned rope

#### 1
**Students:**
- Accomplishes insufficient progress towards foundational skills and knowledge.

---

**SHAPE Standard 1:**

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

**Teacher Clarifications**

**Considerations:** think about arranging this unit to be a station focused unit. Allowing students to learn the skills and explore to expand their learning and skills. Think about adding a skills ladder for students to initial after they have demonstrated the skill for you. This will allow you to see your students’ accomplishments of the skills.

Consecutively- meaning 5 times in a row while self-turning the rope either forwards or backwards.

Check out OPENPHYSED for different skill cards and creative mode stations cards for specific ideas and success criteria for each skill. For more resources:

http://openphysed.org/curriculummodules

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**Academic Vocabulary**

Single jump, self-turned rope, double jump, skills

**Lesson Planning for Elementary School Physical Education Book**

Pages: 237
Skills and Knowledge-Jump Rope K-5

<table>
<thead>
<tr>
<th>Jump Rope-4th Grade</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
</tr>
<tr>
<td></td>
<td><strong>Learning Targets and Activities</strong></td>
</tr>
<tr>
<td></td>
<td>3A - I am learning how to perform rope skills.</td>
</tr>
<tr>
<td>3</td>
<td>Students:</td>
</tr>
<tr>
<td></td>
<td>o 3A - Performs 4 self-chosen jump rope skills with a self-turned rope at least 2 consecutive times (S1.E27.4)</td>
</tr>
<tr>
<td>2</td>
<td>Students:</td>
</tr>
<tr>
<td></td>
<td>o 2A - Performs 3 or less self-chosen jump rope skills with a self-turned rope</td>
</tr>
<tr>
<td>1</td>
<td>Student performance reflects insufficient progress towards foundational skills and knowledge.</td>
</tr>
</tbody>
</table>

**SHAPE Standard 1:**
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Teacher Clarifications**
**Considerations:** think about arranging this unit to be a station focused unit. Allowing students to learn the skills and explore to expand their learning and skills. Think about adding a skills ladder for students to initial after they have demonstrated the skill for you. This will allow you to see your students’ accomplishments of the skills.

**Consecutively** - meaning 5 times in a row while self-turning the rope either forwards or backwards.

Check out OPENPHYSED for different skill cards and creative mode stations cards for specific ideas and success criteria for each skill. For more resources: [http://openphysed.org/curriculummodules](http://openphysed.org/curriculummodules)

**Academic Vocabulary**
Single jump, self-turned rope, double jump, skills

**Lesson Planning for Elementary School Physical Education Book**
Pages: 237
### Physical Education Department

#### Skills and Knowledge - Jump Rope K-5

<table>
<thead>
<tr>
<th>Jump Rope - 5th Grade</th>
<th>Learning Targets and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
</tr>
</tbody>
</table>
| **3** | Students:  
| o 3A - Performs 5 self-chosen jump rope skills with a self-turned rope at least 2 consecutive times (S1.E27.5) |
| **2** | Students:  
| o 2A - Performs 4 or less self-chosen jump rope skills with a self-turned rope |
| **1** | Student performance reflects insufficient progress towards foundational skills and knowledge. |

**SHAPE Standard 1:**

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

**Teacher Clarifications**

**Considerations:** think about arranging this unit to be a station focused unit. Allowing students to learn the skills and explore to expand their learning and skills. Think about adding a skills ladder for students to initial after they have demonstrated the skill for you. This will allow you to see your students’ accomplishments of the skills.

**Consecutively** - meaning 5 times in a row while self-turning the rope either forwards or backwards.

Check out OPENPHYSED for different skill cards and creative mode stations cards for specific ideas and success criteria for each skill. For more resources: [http://openphysed.org/curriculummodules](http://openphysed.org/curriculummodules)

**Academic Vocabulary**

jump, self-turned rope, skills, consecutive

**Lesson Planning for Elementary School Physical Education Book**

Pages: 237
Year Long Topic Proficiency Scales

<table>
<thead>
<tr>
<th>Level</th>
<th>Engagement K-3</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
<td>3A- I am learning how to engage in physical education class without being reminded.</td>
</tr>
</tbody>
</table>
| 3     | Students:  
|       | 3A- Actively engages in physical education class without teacher prompting (S3.E2.3)  
|       | 3B- Take a position on the reasons for enjoying or non-enjoying of selected physical activities (S5.E3.3) | o 3B- I am learning how to reflect on the reasons for selecting physical activities. |
| 2     | Students:  
|       | 2A- Actively participates in physical education class in response to instruction and practice. (Engages in physical activity S3.E2)  
|       | 2B- Identifies physical activities that are either enjoyable or not (Self-expression & enjoyment S5.E3.Ka) | |
| 1     | Student performance reflects insufficient progress towards foundational skills and knowledge. | |

SHAPE Standard 5:
The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Teacher Clarifications
Consider having reflection questions for students to answer following the unit.
Activities: Self-reflection sheet, check off the skills learned and enjoyed, rank the activities completed, responsive classroom strategies, popsicle sticks to determine level of intensity.

Academic Vocabulary
Self-expression, enjoyment
Physically active, health
## Year Long Topic Proficiency Scales

### Engagement 4-5

<table>
<thead>
<tr>
<th>Students:</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A. Actively engage in the activities of physical education class, both teacher directed and independent (S3.E2.4)</td>
<td>3A. I am learning how to actively engage in the activities of physical education class. (S3.E2.4)</td>
</tr>
<tr>
<td>3B. Expresses the enjoyment and/or challenge of participating in a favorite physical activity (S5.E2.5)</td>
<td>3B. I am learning how to express the enjoyment and/or challenge of participating in a favorite physical activity (S5.E2.5)</td>
</tr>
<tr>
<td>3C. Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response (S5.E3.5)</td>
<td>3C. I am learning how to analyze different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response (S5.E3.5)</td>
</tr>
</tbody>
</table>

### Learning Targets

<table>
<thead>
<tr>
<th>Students:</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A. Engage in the activities of physical education class without teacher prompting (S3.E2.3)</td>
<td></td>
</tr>
<tr>
<td>2B. Describe the positive social interactions that come when engaged with others in physical activity (S5.E4.3)</td>
<td></td>
</tr>
<tr>
<td>2C. Identify different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response</td>
<td></td>
</tr>
</tbody>
</table>

### Student performance reflects insufficient progress towards foundational skills and knowledge.

### SHAPE Standard 5:

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

### Teacher Clarifications

Consider having reflection questions for students to answer following the unit. Activities: Self-reflection sheet, check off the skills learned and enjoyed, rank the activities completed, responsive classroom strategies, popsicle sticks to determine level of intensity.

### Academic Vocabulary

Self-expression, enjoyment

Physically active, health
# Physical Education Department

## Personal and Social Behavior K-2

<table>
<thead>
<tr>
<th>4 🔴</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>o In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</td>
<td>3A- I am learning how to accept personal responsibility and use equipment and space appropriately, and follows directions in group settings (S4.E1.K) (S4.E2.K) (CER Attitude towards adults/peers)</td>
</tr>
<tr>
<td>3 🔴</td>
<td>3B- I am learning how to follow the rules.</td>
</tr>
<tr>
<td>Students:</td>
<td>3C- I am learning how to share equipment and space with others.</td>
</tr>
<tr>
<td>o 3A- Accepts personal responsibility by using equipment and space appropriately, follows directions in group settings (S4.E1.K) (S4.E2.K) (CER Attitude towards adults/peers)</td>
<td>3D- I am learning how to follow teacher directions for safe participation and proper use of equipment with minimal reminders/redirections.</td>
</tr>
<tr>
<td>o 3B- Follows the rules and parameters of the learning environment (S4.E2.1) (DMPS CER Attitude towards learning instruction)</td>
<td>3F- I am learning how to respond appropriately to general feedback from the teacher.</td>
</tr>
<tr>
<td>o 3C- Shares equipment and space with others (S4.E4.K) (DMPS CER Attitude towards learning instruction)</td>
<td>Activities:</td>
</tr>
<tr>
<td>o 3D- Follows teacher directions for safe participation and proper use of equipment with minimal reminders/redirections (S4.E6.K) (CER Attitude towards adults/peers)</td>
<td>o Self-reflection sheet</td>
</tr>
<tr>
<td>o 3E- Responds appropriately to general feedback from the teacher (S4.E3.1) (CER Attitude towards adults/peers)</td>
<td>o Hand reflection formative assessment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 🔴</th>
<th>Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A- Identify or recall the responsibility of using equipment and space appropriately</td>
<td>o Popsicle sticks on responsive behavior</td>
</tr>
<tr>
<td>2B- Recognize the rules and parameters of the learning environment</td>
<td></td>
</tr>
<tr>
<td>2C- Describe how to share equipment and space properly</td>
<td></td>
</tr>
<tr>
<td>2D- Identify teacher directions for safe participation and proper use of equipment with minimal reminders/redirections</td>
<td></td>
</tr>
<tr>
<td>2E- Recall how to appropriately respond to feedback from the teacher</td>
<td></td>
</tr>
</tbody>
</table>

| 1 🔴 | Student performance reflects insufficient progress towards foundational skills and knowledge. |

### Teacher Clarifications

Consider pairing each unit focusing on one of the personal and social behavior topics or engagement topic. For example: during your striking unit, focus on 3E by giving an opportunity for partners to look for the critical elements of underhand serving, and giving peer feedback to improve their performance. Either verbal or through written feedback form. Now you will have two pieces of evidence from one unit (skills and knowledge and personal and social behavior).
### Personal and Social Behavior 3-5

#### Learning Targets

- **3A**: Engages in physical activity with responsible interpersonal behavior, (e.g. peer to peer, student to adult, student to referee) (S4.E1.5) (CER Attitude towards adults/peers)
- **3B**: Reflects on personal social behavior in physical activity (S4.E2.4) (DMPS CER Attitude towards learning instruction)
- **3C**: Works cooperatively with others and praises others for their success in movement performance (S4.E3.3ab) (CER Attitude towards adults/peers)
- **3D**: Exhibits etiquette and adherence to rules in a variety of physical activities (S4.E5.4) (DMPS CER Attitude towards learning instruction)
- **3E**: Works safely with peers and equipment in physical activity settings (S4.E6.5) (CER Attitude towards adults/peers)

#### Students:

- **2A**: Identify or recall how to engage in physical activity with responsible interpersonal behavior
- **2B**: Recognize personal social behavior in physical activity
- **2C**: Describe how to work cooperatively with others and praise others for their success in movement performance
- **2D**: Identify how to show proper etiquette and adherence to rules in a variety of physical activities
- **2E**: Recall how to work safely with peers and equipment in physical activity settings

#### Academic Vocabulary

- Responsible
- Accepting feedback
- Resolving conflict
- Appropriate
- Safety
- Etiquette
- Cooperation
- Respect
- Ethical
- Non-ethical

#### Teacher Clarifications

Consider pairing each unit focusing on one of the personal and social behavior topics or engagement topic. For example: during your striking unit, focus on **3E** by giving an opportunity for partners to look for the critical elements of underhand serving, and giving peer feedback to improve their performance. Either verbal or through written feedback form. Now you will have two pieces of evidence from one unit (skills and knowledge and personal and social behavior).
PERSONAL & SOCIAL BEHAVIOR

K-2

I am learning how to...

• use equipment and space the right way.
• follow the rules.
• follow directions so I’m safe and using equipment the right way.
• share equipment and space with others.
• respond appropriately to what the teacher says.

PERSONAL & SOCIAL BEHAVIOR

3-5

I am learning how to...

• play with responsible behavior.
• think (reflect) on my behavior.
• follow directions so I’m safe and using equipment the right way.
• share equipment and space with others.
• respond appropriately to what the teacher says.
## Fitness 3rd-5th

### Learning Targets

3A - I am learning how to use and compare my fitness results.

**Activities:**
- SMART goal sheet/action plan

3B - I am learning the difference between skill-related and health-related fitness components.

**Activities:**
- Verbalize each component activity
- Align each exercise to a focus

3C - I can apply my current level of skills and knowledge to implement my SMART goal.

**Activities:**
Create a personal workout plan to put into a portfolio utilizing personal fitness data points

### Students:

3

- **3A** - Analyze fitness activities and assessments (pre- & post-), comparing results with health-related fitness components and skill-related fitness. (S3.E5.5a)

- **3B** - Identify areas of needed remediation from personal test and, with teacher assistance, identify strategies for progress in those areas (S3.E5.4b)

- **3C** - Design a fitness plan to address ways to use physical activity to enhance fitness. (S3.E5.5b) *(Fifth grade only)*

### Students:

2

- **2A** - Complete fitness assessments (pre & post) *(S3.E5.4a)*

- **2B** - Identify and/or differentiate the components of health-related fitness and skill-related components *(S3.E3.5) *(3rd and 4th grade identify, Fifth grade differentiate)*

- **2C** - Create a SMART goal utilizing your current level of physical fitness skills and knowledge

### Students:

1

- Student performance reflects insufficient progress towards foundational skills and knowledge.

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### Teacher Clarifications

Consider planning your Fitness unit/topic in October and April as you are completing your FitnessGram assessments. Another opportunity you can create a fall and Spring Fitness SMART goal sheet. After setting goals, they can plan their warm-up/cool-down activities specifically to meet their needs. Then allow 5 minutes before you start the class for individuals to complete their individual warm-up or cool-down. After students feel more comfortable, allow them to teach their warm-up or cooldown to the class. Check out our Fitness goal setting template in our shared files.

### Academic Vocabulary

- Health-related fitness components, Skill-related components, warm-up, cool-down, monitors, fitness, regimen, fitness plan, remediation, muscular strength, muscular endurance, flexibility, body composition, balance, agility, coordination, power, speed, reaction time.

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**SHAPE Standard 3:**

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity.
Glossary Terms

Critical Elements- The key components of a motor skills that can be observed, the sum of which result in movement efficiency

Dynamic environment (open skills) - Skills performed in an environment that is dynamic, unpredictable and in motion. The goal for performers is to adapt movements in response to the dynamic and ever-changing environment. Examples include: invasion games, such as ultimate and soccer and net/wall games such as volleyball and tennis.

Fitness Activities- Activities with a focus on improving or maintaining fitness that might include yoga, Pilates, resistance training, spinning, running, fitness walking, fitness swimming, kickboxing, cardio-kick, Zumba, and exergaming.

Mature Pattern-executing with efficiency the critical elements of the motor skills pattern in authentic environments.

Non-dynamic environment (closed skills) - Constant, predictable or stationary. Goal for the performer is to produce movements or skills that are consistent and accurate because the environmental context is non-dynamic, stable and unchanging.

Small-sided practice tasks- deliberate tasks designed to practice particular skills or tasks.

Success Criteria- these are specific techniques that you are “looking for” your students to demonstrate or complete.

Volley-To strike or give impetus (the force or energy in which a body a moves) to an object by using a variety of body parts.
Mature Patterns for Skills:

1. Mature Pattern for Throwing Underhand

Five Critical Elements:
- 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.
- Follow through to target.

2. Mature Pattern for Throwing Overhand

Five Critical Elements:
- Side to target in preparation for throwing action.
- Arm back and extended, and elbow at shoulder height or slightly above 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 towards target and across body.

3. Mature Pattern for Catching

Five Critical Elements:
- Extend arms outward to reach for ball.
- Thumbs in for catch above 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.

4. Mature Pattern for Volleying Underhand

Five Critical Elements:
- Face the target in preparation for the volley.
- Opposite foot forward.
- Flat surface with hand for contact of the ball or volleybird.
- Contact with ball or volleybird between knee and waist level.
- Follow through upward and to the target.
5. Mature Pattern for Kicking

Five Critical Elements:

- Arms extend forward in preparation for kicking action.
- Contact with ball is made directly below center of ball.
- (Travel in air); contact with ball is made directly behind center of ball.
- Trunk leans back slightly in preparation for kicking action.
- Follow through with kicking leg extending forward and upward toward target.

7. Mature Pattern for Volleying Overhead

Five Critical Elements:

- Body aligned and positioned under the ball.
- Knees, arms, and ankles bent in preparation for the volley.
- Hands rounded; thumbs and first fingers make triangle
  (Without touching) in preparation
- Ball contacts only the finger pads; wrists stay firm.
- Arms extended upward on contact; follow through slightly towards target.

6. Mature Pattern for Dribbling

Five Critical Elements:

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

8. Mature Pattern for Striking with Short Implement

Five Critical Elements:

- Racket back in preparation for striking.
- Step on opposite foot as contact is made.
- Swing racket or paddle low to high.
- Coil and uncoil the trunk for preparation and execution of the striking action.
- Follow through for completion of the striking action.
9. Mature Pattern for Striking with Long Implement

**Five Critical Elements:**

- Bat up and back in preparation for the striking action.
- Step forward on opposite foot as contact is made.
- Coil and uncoil the trunk for preparation and execution of the striking action.
- Swing the bat on a horizontal plane.
- Wrist uncocks on follow-through for completion of the striking action.