

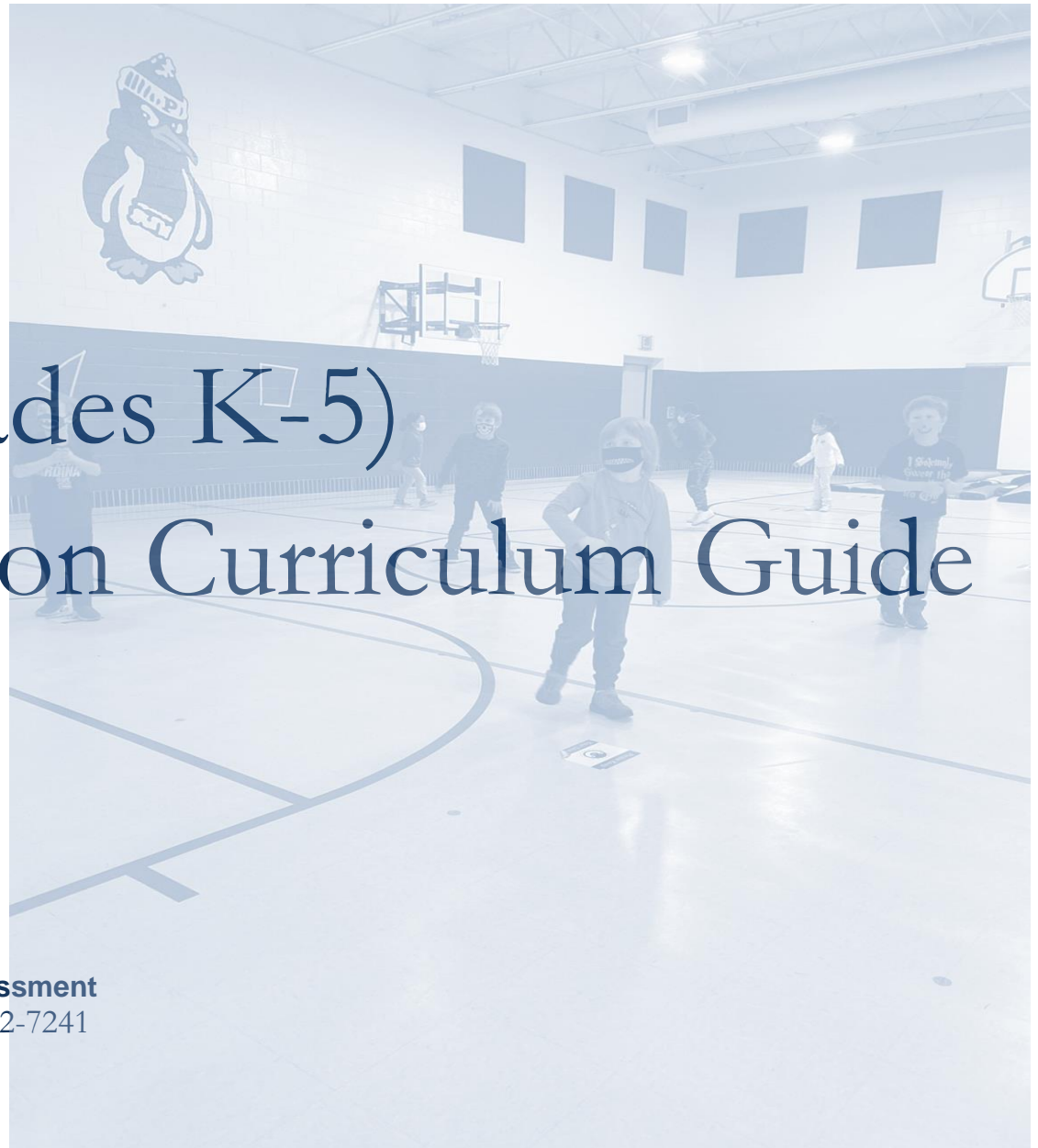


Think. Learn. **Grow.**

Elementary (Grades K-5) Physical Education Curriculum Guide

© August, 2022

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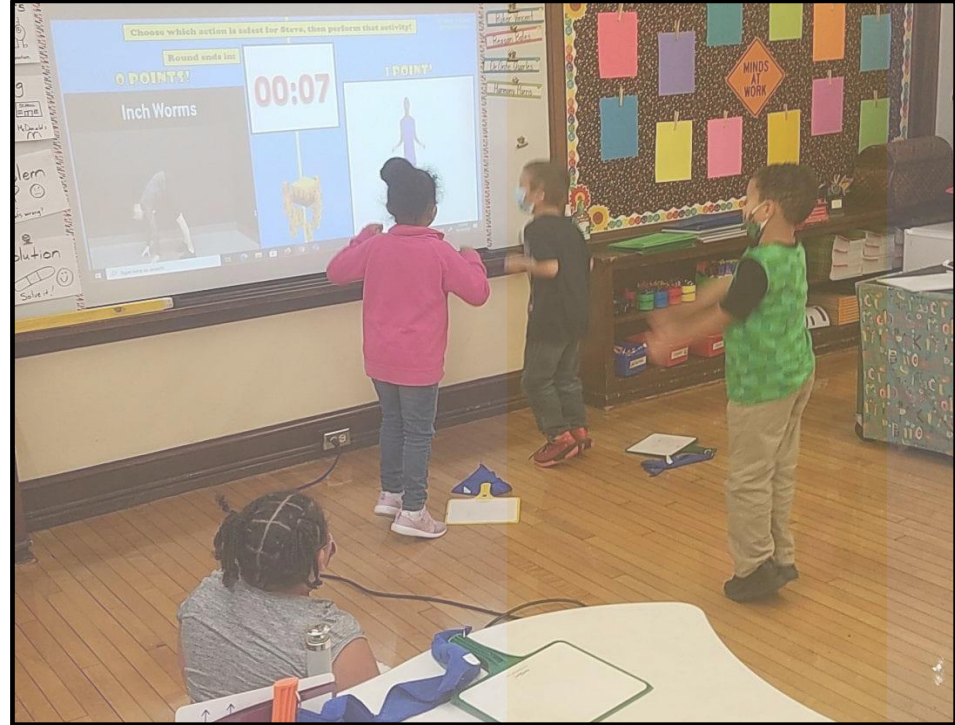
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Foreword

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.

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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.

- **Des Moines Public Schools K-12 Student Learning Objectives in Physical Education**

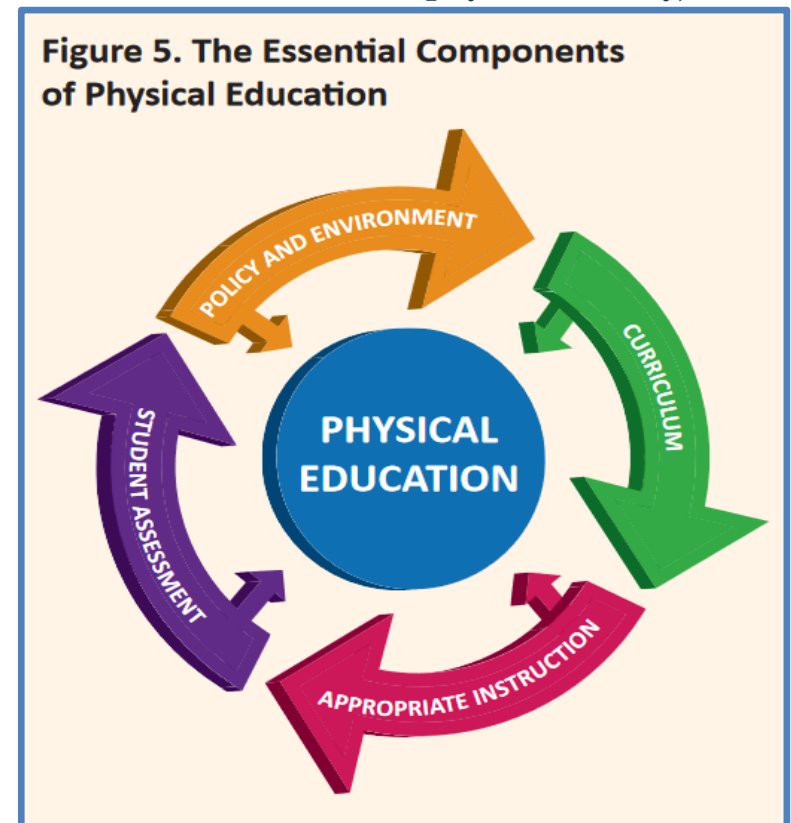
- Measurable, long-term academic growth targets
- Developmentally appropriate activities which assess learning growth for all students
- Pre and Post assessment growth of learning
- Year-long learning goals using grade level targets to work towards the learning goal

- **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 physical activity**)
- Teaches self-management
- Emphasizes knowledge and skills for a lifetime of physical activity
- Enjoyable experience for all students

- **The Essential Components of Physical Education (Figure 5)**

- Policy and Environment
- Curriculum
- Appropriate Instruction
- Student Assessment



Guiding Questions on supply and equipment use:

- Does this material support student success toward the target or standard?
 - Consider, is this only material that students could use or is there another material available to meet the learning goal?
- Can this material be provided to everyone without sharing?
 - **Yes-** go for it!
 - **No-** Consider, selecting materials that students will use individually.
 - **No-** Plan for sanitizing materials
- What if the material cannot be sanitized?
 - Consider another material
 - Materials can be quarantined for student use following the guidelines below:
 - 72 hours if spread out or upright
 - 96 hours if materials are stacked or stored together



Please reach out to your building nurse with any additional questions you may have regarding building health and safety guidelines.

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.

Personal and Social Behavior 6 th -8 th Grade	
4	<p>In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.</p> <p>Student:</p> <ul style="list-style-type: none"> 3A- Arrives on time and prepared for class. (DMPs CER Academic Conduct) 3B- Exhibits responsible social behaviors by cooperating with classmates, demonstrating respect for facilities. (Personal Responsibility S4.M1) 3C- Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance. (Rules and Etiquette S4.M6) 3D- Responds appropriately to ethical and unethical behavior by participants of varying skill and maturation by using rules and guidelines for resolving conflict. (Working with Others S4.M4) 3E- Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (Accepting Feedback S4.M3) 3F- Uses physical activity and fitness equipment appropriately
3	<p>Learning Targets/Activities</p> <ul style="list-style-type: none"> 3A- I am learning how to consistently be on time and prepared for class. <ul style="list-style-type: none"> -Setting the scoreboard buzzer to help remind students -Routines in place to get students out of the locker room 3B- I am learning demonstrate responsible social behaviors by cooperating with my classmates and showing respect for our equipment. <ul style="list-style-type: none"> -Positive Classroom Management reinforcement strategies -Class of the Week -Student Helper of the Month/Week 3C/D- I am learning how to monitor myself throughout physical activities and games by using rules and guidelines for resolving conflict. <ul style="list-style-type: none"> -Have student leaders demonstrate strategies for resolving conflict -Self-officiating exercises -Examples/Non-examples 3E- I am learning how to demonstrate self-responsibility by implementing specific corrective feedback to improve performance. <ul style="list-style-type: none"> -Discussions about critiques/feedback/positive/negative/etc. 3F- I am learning how use our equipment appropriately and safely. <ul style="list-style-type: none"> -Examples/non-examples
2	<p>Student:</p> <ul style="list-style-type: none"> 2A- Arrives on time and prepared for class. (DMPs CER Academic Conduct) 2B- Exhibits responsible social behaviors by cooperating with classmates, demonstrating respect for facilities. (Personal Responsibility S4.M1) 2C- Identifies the rules and etiquette for physical activities, games and dance activities. (Rules and Etiquette S4.M6) 2D- Demonstrates cooperation skills by establishing rules and guidelines for resolving conflict. (Working with Others S4.M4) 2E- Listens respectfully to corrective feedback from others. (Accepting Feedback S4.E3) 2F- Knows how to use physical activity and fitness equipment appropriately and safely. (Safety S4.M7)
1	<p>Student's performance reflects insufficient progress towards foundational skills and knowledge.</p>

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

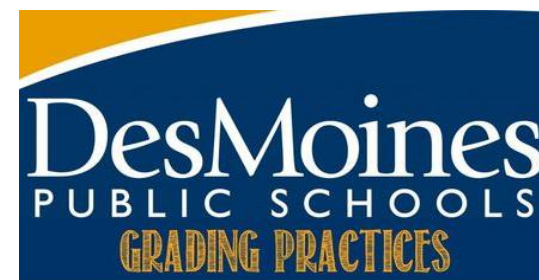
The **Learning Goal** is the complete Level 3 of the scale.

Each lettered bullet point represents one **Learning Target**.

Evidence shows the student can...	Topic Score
Demonstrate all learning targets from Level 3 and Level 4	4.0
Demonstrate all learning targets from Level 3 with partial success at Level 4	3.5
Demonstrate all learning targets from Level 3	3.0
Demonstrate some of the Level 3 learning targets	2.5
Demonstrate all learning targets from Level 2 but none of the learning targets from Level 3	2.0
Demonstrate some of the Level 2 learning targets and none of the Level 3 learning targets	1.5
Demonstrate none of the learning targets from Level 2 or Level 3	1.0
Produce no evidence appropriate to the learning targets at any level	0

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.



Icon	Level	Rule
	4	Teachers can and should change the target(s) of the scale at this level.
	3	This level is locked —no changes can be made here by teachers.
	2	Teachers can and should add to the target(s) of this scale at this level, but not change the targets that already exist here.

Engagement 6-8 th					
4	<ul style="list-style-type: none"> In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target. Below are examples of level four opportunities. 				
3	<table border="1"> <thead> <tr> <th>Student:</th> <th>Learning Targets/Activities</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> 3A- Identifies and defends different types of physical activities and describes how each exerts a positive impact on health (via written essay, visual art, creative dance). (Health SS.M1.7) 3B- Develops a plan of action and makes appropriate decisions based on that plan when faced with a challenge. (Challenge SS.M3.8) 3C- Identifies and participates in an enjoyable activity that prompts individual self-expression. (Self-expression & enjoyment SS.M.8) 3D- Participates in a variety of lifetime recreational team/dual sports, outdoor pursuits, martial arts, or dance activities. (S3.M5.6) </td> <td> <ul style="list-style-type: none"> 3A- I am learning how to identify different types of physical activities and their impact on my own health. 3B- I am learning how to develop a plan of action and make appropriate decisions based on a challenge. 3C- I am learning how to identify in activities that prompt enjoyment for my own self-expression. 3D- I am learning how to engage in a variety of lifetime activities. </td> </tr> </tbody> </table>	Student:	Learning Targets/Activities	<ul style="list-style-type: none"> 3A- Identifies and defends different types of physical activities and describes how each exerts a positive impact on health (via written essay, visual art, creative dance). (Health SS.M1.7) 3B- Develops a plan of action and makes appropriate decisions based on that plan when faced with a challenge. (Challenge SS.M3.8) 3C- Identifies and participates in an enjoyable activity that prompts individual self-expression. (Self-expression & enjoyment SS.M.8) 3D- Participates in a variety of lifetime recreational team/dual sports, outdoor pursuits, martial arts, or dance activities. (S3.M5.6) 	<ul style="list-style-type: none"> 3A- I am learning how to identify different types of physical activities and their impact on my own health. 3B- I am learning how to develop a plan of action and make appropriate decisions based on a challenge. 3C- I am learning how to identify in activities that prompt enjoyment for my own self-expression. 3D- I am learning how to engage in a variety of lifetime activities.
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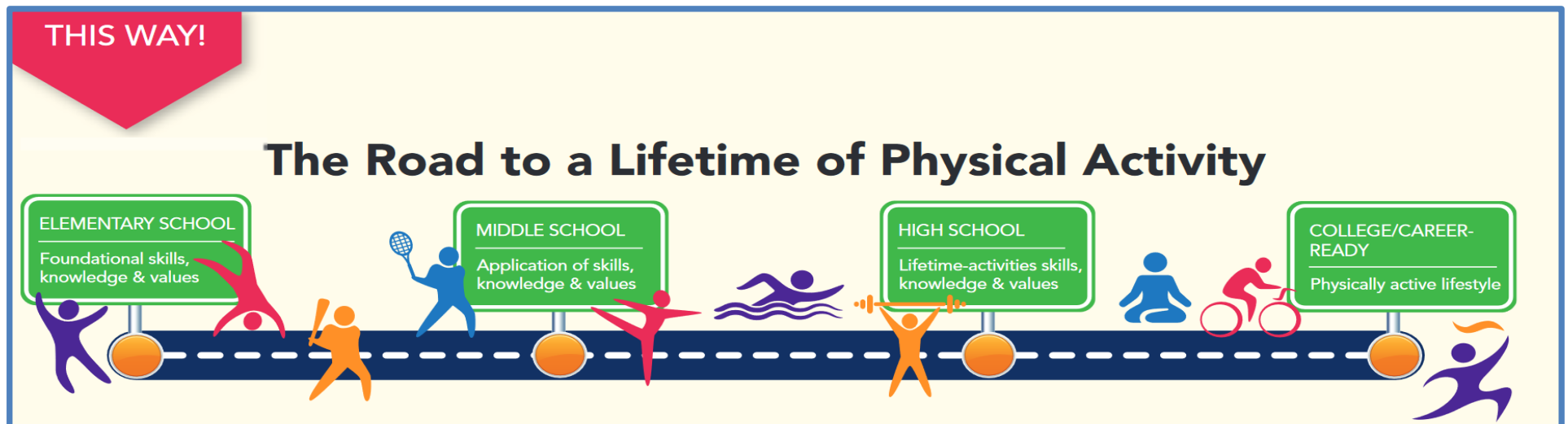
- **Learning Topics for Elementary Grades**

- K-2: *Skills and Knowledge, Engagement, and Personal and Social Behavior*
- 3-5: *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 priority. (S2.E1.3 meaning- Standard 2, Elementary Outcome 1, Grade 3)*



DMPS Grading Scale

- Evidence of student learning is assessed on a four-point scale, common throughout the district. Scales are designed to measure each learning topic. The generalized scale, with student-friendly language included, is below.

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

*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

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

For more information: grading.dmschools.org

K-5 Vertical Sequence In-Person

Month	Unit	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Standard 1 - Skills and Knowledge							
September or February	Locomotors	Perform locomotor skills (hop, gallop, jog, slide, and skip) while maintaining balance.	Perform locomotor skills (hop, gallop, jog, and slide) using a mature pattern.	Demonstrate skipping using a mature pattern.			
Throwing- October	Overhand Throwing				Throw overhand demonstrating 3 of the 5 critical elements of a mature pattern in a non-dynamic environment (closed skills)	Throws overhand to a partner or target using a mature pattern.	Throws overhand using a mature pattern at a target or partner with accuracy at a reasonable distance while in a non-dynamic environment.
	Underhand Throw	Throw underhand demonstrating 2 of the 5 critical elements of a mature pattern.	Throw underhand demonstrating 3 of the 5 critical elements of a mature pattern.	Throw underhand using a mature pattern.			
November	Catching	Catch a large ball tossed by a skilled thrower.	Catch a soft object of various sizes from a self-toss before it bounces.	Catch a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.	Catch a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern.	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.	Catch with reasonable accuracy in dynamic, small sided practice tasks.

Striking with Body -December	Striking - Hand	Strike a lightweight object (balloon) sending it upward.	Strike an object with an open palm, sending it upward.	Strikes an object upward with 5 consecutive hits.	Strike an object with 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 5 critical elements.	3A - Strikes underhand using a mature pattern in a dynamic environment.	3A - Strikes an object with an underhand or sidearm striking pattern, within a teacher/game defined boundary while demonstrating critical elements.
	Striking -Foot				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.	3B - Strikes an object with a two-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern.	3B - Strikes an object using a two-hand pattern sending it upward to a target.
Striking with Implement – January	Striking - Short Implement	Strikes a lightweight object with a paddle or short-handled racket.	Strikes a lightweight object with a paddle or short-handled racket, sending it upward.	Strikes an object upward using 5 consecutive hits with a short-handled implement.	Strikes an object upward with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern.	Strikes an object upward with a short-handled implement while demonstrating a mature pattern.	Strikes an object 6 consecutive times with a partner, using a short-handled implement, over a net or 5 consecutive times against a wall, in either a competitive or cooperative game environment.
	Striking - Long Implement				Strikes a stationary object with a long- handled implement sending it forward while using proper grip for the implement.	Strikes a stationary ball with a long-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern for the implement.	Strikes a moving object with a long-handled implement while demonstrating critical elements of a mature pattern for the implement.

Dribbling – April	Dribble - Hand	Dribble a ball with 1 hand, attempting the second contact.	Dribble continuously (5 or more) in personal-space using the preferred hand.	Dribbles using the preferred hand while walking in general space.	Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body.	Dribbles in general space demonstrating a mature pattern with control of ball and body.	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.
	Dribble - Foot	Tap a ball using the inside of the foot, sending it forward.	Tap or dribble a ball using the inside of the foot while walking in general space.	Dribble with both feet in general space with control of the ball and body.	Dribble with both feet in general space at slow to moderate jogging speed with control of the ball and body.	Dribble with both feet in general space with control of ball and body while increasing and decreasing speed.	Dribble with both feet in general space with control of ball and body while jogging and changing direction.
Flex Weeks	Underhand Rolling	<p>3A - Roll underhand demonstrating 2 of the 5 critical elements of a mature pattern.</p> <p>3B - Roll underhand to a partner or target with reasonable accuracy.</p>	<p>3A - Roll underhand demonstrating 2 of the 5 critical elements of a mature pattern.</p> <p>3B - Roll underhand to a partner or target with reasonable accuracy.</p>	<p>3A - Roll underhand using a mature pattern.</p> <p>3B - Roll underhand to a partner or target with reasonable accuracy.</p>	<p>3A - Roll underhand using a mature pattern.</p> <p>3B - Roll underhand to a partner or target with reasonable accuracy.</p>	<p>3A - Roll a ball using a mature pattern.</p> <p>3B - Roll underhand to a target with consistent accuracy.</p>	<p>3A - Roll underhand using a mature pattern in non-dynamic environments (closed skills) with different sizes and different types of objects.</p> <p>3B - Roll underhand to a large target with accuracy.</p>
	Weight Transfer	Transfer weight from one body part to another in self-space in dance and/or gymnastics environments.	Transfer weight from one body part to another in self-space in dance and/or gymnastics environments.	Transfer weight from feet to different body parts/bases of support for balance and/or travel.	Combine balance and weight transfers with movement concepts to create and perform a dance or gymnastics routine.	Combine traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus.	Combine actions, balances, and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus.

		Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Standard 2- Strategies and Tactics							
Strategies and Movement Concepts Embedded All Year	Strategies and Tactics				Apply simple strategies and tactics in activities.	3A - Apply simple offensive strategies and tactics in activities	Apply basic offensive and defensive strategies & tactics in invasion, small-sided practice tasks.
	Space, Pathways, Levels	3A - Differentiate between movement in personal space and general space. 3B - Travel in 3 different pathways.	3A - Travel demonstrating low, middle, and high levels. 3B - Travel demonstrating a variety of relationships with objects (over, under, around, through)	3A - Combine shapes, levels, and pathways into simple travel, dance, and gymnastics sequences.			
		Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Standard 3- Fitness							
Fitness Assessments – September and February	Fitness				2B - Identify the components of <u>health-related fitness</u> . 3B- Identify areas of remediation from personal test. Create a SMART goal utilizing your current level of physical fitness skills and knowledge.	2B - Identify the components of <u>skill-related fitness</u> . 3B- Identify areas of needed remediation from personal test and, with teacher assistance, <i>identify strategies for progress</i> in those areas. (SMART Goal)	2B - <u>Differentiate</u> between health-related and skill-related fitness components. 3A- Analyzes fitness assessments and compare results with <u>health-related fitness</u> and <u>skill-related fitness</u> components 3B- Design a fitness plan to address ways to use physical activity to enhance fitness.

- **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 ground work for standards 4 and 5 begin 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 environment.
 - 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.



Image courtesy of Iowa KidStrong, Inc.- KidStriders

- **Grade Level Outcomes: K-2**
 - *Accept personal responsibility by using equipment and space appropriately, follows directions in group settings (S4.E1.K) (S4.E2.K) (CER Attitude towards adults/peers)*
 - *Follow teacher directions for safe participation and proper use of equipment with minimal reminders/redirections. (S4.E6.K) (CER Attitude towards adults/peers)*
 - *Respond appropriately to general feedback from the teacher (S4.E3.1) (CER Attitude towards adults/peers)*
- **Grade Level Outcomes: 3-5**
 - *Engage 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)*
 - *Reflect on personal social behavior in physical activity (S4.E2.4) (DMPS CER Attitude towards learning instruction)*
 - *Work cooperatively with others and praises others for their success in movement performance. (S4.E3.3ab) (CER Attitude towards adults/peers)*
 - *Exhibit etiquette and adherence to rules in a variety of physical activities (S4.E5.4) (DMPS CER Attitude towards learning instruction)*
 - *Work 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.



Canvas Virtual Resources Fourth and Fifth Grade PE

Quarter & Lessons #	Unit Focus	Topics Assessed
Quarter 1: Lessons 1-4	Enjoyment and Challenge [Unit 1]	Personal/Social Behavior Engagement
Quarter 1: Lessons 5-9	Health-Related Fitness [Unit 2]	Fitness
Quarter 2: Lessons 10-14	Toss, Throwing and Catching [Unit 3]	Skills and Knowledge
Quarter 2: Lessons 15-18	Striking – Hand – Foot [Unit 4]	Skills and Knowledge



Fourth and Fifth Grade PE

Quarter & Lessons #	Unit Focus	Topics Assessed
Quarter 3: Lessons 19-21	Striking with Implement [Unit 5]	Skills and Knowledge
Quarter 3: Lessons 22-25	Fitness and Locomotors [Unit 6]	Fitness
Quarter 4: Lessons 26-30	Dribble – Hand – Foot [Unit 7]	Skills and Knowledge
Quarter 4: Lessons 31-34	Weight Transfer [Unit 8]	Skills and Knowledge
Quarter 4: Lessons 34-36	Enjoyment and Challenge Field Day FLEX	Personal and Social Behavior Engagement



Second and Third Grade PE

Quarter & Lessons #	Unit Focus	Topics Assessed
Quarter 1: Lessons 1-4	Enjoyment and Challenge [Unit 1]	Personal/Social Behavior Engagement
Quarter 1: Lessons 5-9	Health-Related Fitness [Unit 2]	Fitness
Quarter 2: Lessons 10-14	Toss, Throwing and Catching [Unit 3]	Skills and Knowledge
Quarter 2: Lessons 15-18	Striking – Hand – Foot [Unit 4]	Skills and Knowledge



Second and Third Grade PE

Quarter & Lessons #	Unit Focus	Topics Assessed
Quarter 3: Lessons 19-21	Striking with Implement [Unit 5]	Skills and Knowledge
Quarter 3: Lessons 22-25	Fitness and Locomotors [Unit 6]	Fitness
Quarter 4: Lessons 26-30	Dribble – Hand – Foot [Unit 7]	Skills and Knowledge
Quarter 4: Lessons 31-34	Weight Transfer [Unit 8]	Skills and Knowledge
Quarter 4: Lessons 34-36	Enjoyment and Challenge Field Day FLEX	Personal and Social Behavior Engagement



Kindergarten and First Grade PE

Quarter & Lessons #	Unit Focus	Topics Assessed
Quarter 1: Lessons 1-4	Enjoyment and Challenge [Unit 1]	Personal/Social Behavior Engagement
Quarter 1: Lessons 5-9	Health-Related Fitness [Unit 2]	Personal/Social Behavior Engagement
Quarter 2: Lessons 10-14	Toss, Throwing and Catching [Unit 3]	Skills and Knowledge
Quarter 2: Lessons 15-18	Striking – Hand – Foot [Unit 4]	Skills and Knowledge



Kindergarten and First Grade PE

Quarter & Lessons #	Unit Focus	Topics Assessed
Quarter 3: Lessons 19-21	Striking with Implement [Unit 5]	Skills and Knowledge
Quarter 3: Lessons 22-25	Locomotors & Movement Concepts [Unit 6]	Skills and Knowledge Engagement
Quarter 4: Lessons 26-30	Dribble – Hand – Foot [Unit 7]	Skills and Knowledge
Quarter 4: Lessons 31-34	Weight Transfer [Unit 8]	Skills and Knowledge
Quarter 4: Lessons 34-36	Enjoyment and Challenge Field Day FLEX	Personal and Social Behavior Engagement

Skills and Knowledge Topic Proficiency Scales

Locomotors-K-2

Locomotors-Kindergarten		
4	In addition to exhibiting level 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the goal.	Learning Targets and Activities
3	Students: <ul style="list-style-type: none"> ○ 3A-Perform locomotor skills (hopping, galloping, jogging, sliding, skipping) while maintaining balance (SI.EI.K) 	3A- I am learning how to perform locomotor skills like hopping, galloping, sliding, skipping while maintaining balance. Activities: <ul style="list-style-type: none"> • Building a Foundation • Freeze/Dance • Dead Bugs • I see/I see • Movement cubes
2	Students: <ul style="list-style-type: none"> ○ 2A- Perform locomotor skills (hopping, galloping, jogging, sliding, skipping), with inconsistent balance 	
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

Mature Pattern for Galloping:

- Trunk faces in forward direction
- Lead leg lifts and moves forward
- Rear foot closes quickly
- Lead leg lifts
- Arms in front, slightly bent

Mature Pattern for Jogging:

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

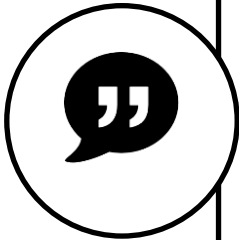
SHAPE Standard 1:

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.

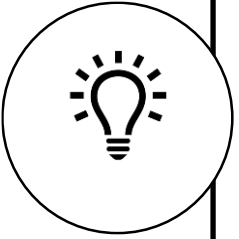


Academic Vocabulary

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



Analytic Scale for Galloping (S1) and Pathways (S2)

Indicator	Developing	Meeting	Exceeding
Critical Elements: Galloping (S1.E1.1)	Demonstrates fewer than 5 of the critical elements for galloping	Demonstrates all critical elements for galloping: -Trunk faces in forward direction -Lead leg lifts and moves forward -Rear foot closes quickly -Lead leg lifts -Arms in front, slightly bent	Demonstrates all critical elements for galloping using both the preferred and non-preferred foot as lead
Rhythm for Galloping	Movement has erratic rhythm	Movement has steady rhythm	Movement has steady rhythm
Continuity for Galloping	Cannot maintain mature pattern in a continuous sequence (at least five times in a row)	Maintains mature pattern in a continuous sequence (at least five times in a row) with preferred lead foot	Maintains mature pattern in a continuous sequence (at least ten times in a row) with both the preferred and non-preferred foot as lead
Identifying Pathways (S2.E2.1a)	Unable to identify pathways in illustrations or when demonstrated by another student/teacher or performance	Identifies pathways correctly in 2 of the 3 venues—diagram, observation of others, performance	Demonstrates a functional understanding of pathways: diagram, observation, performance.

Adopted from SHAPE America, PE Metrics, 3rd ed. (Champaign, IL: Human Kinetics, 2019).

Mature Pattern for Sliding:

- Trunk faces in forward direction; head is turned sideways in direction of travel.
- Lead leg lifts and moves sideways to support weight.
- Rear foot closes quickly to supporting foot.
- Body is momentarily airborne.
- Arms are lifted, extended to the sides.

Warm Up

@pe4everykid

Locomotor Fitness with Cones

Equipment: all the cones you have (different sizes work best)

Game Play: Spend about 30 seconds to a minute in these teacher-directed activity challenges. Use music as the signal to start and stop each challenge.

- run around the gym and touch the top of as many cones as you can
- lay cone down, stand with feet together on one side of cone - ski jump side to side over cone
- stand cone up, run around the gym and leap over as many cones as you can
- lay cone down, stand behind cone with feet together; jump over your cone forward & backward
- stand cone up, skip around the gym in between the cones
- walk backwards around the gym without stepping on any cones or bumping into anyone else
- stand with toe on corner of cone base, run and step on as many cone bases as you can
- stand at a cone, hop on 1 foot to another cone of same color; switch feet and hop to another
- gallop around the gym in between the cones
- bear walk around the gym and touch all the cones that match your color cone
- slide sideways around the gym in between the cones
- support weight in plank/push-up position; alternate hands touching top of your cone
- run and tip over as many cones as you can with your hands
- set up as many cones as you can only using your feet
- girls tip them over; boys set them up (everyone using hands)
- boys tip them over; girls set them up (everyone using hands)

Gym Set Up

Locomotors-K-2

Locomotors- 1 st Grade		
4	In addition to exhibiting level 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the goal.	Learning Targets and Activities
3	Students: <ul style="list-style-type: none"> ○ 3A- Hop (on one foot), gallop, jog, and slide using a mature pattern (SI.EI.1) 	3A- I am learning how to perform locomotor skills like hopping, galloping, sliding, skipping while maintaining balance. Activities: <ul style="list-style-type: none"> • Building a Foundation • Freeze/Dance • Dead Bugs • I see/I see • Movement cubes
2	Students: <ul style="list-style-type: none"> ○ 2A- Demonstrate three out of the five critical elements for Hopping, Galloping, Jogging, and Sliding 	
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

SHAPE Standard 1:

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

Teacher Clarifications

Consider collapsing the following scales together into one unit of study: levels, shapes, pathways, personal space, and locomotors. See the analytical scale above for clarification on how to score galloping and pathways. You can use the exceeding column for level four opportunities.

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

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

Locomotors-2 nd Grade		
4	In addition to exhibiting level 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the goal.	Learning Targets and Activities
3	Students: <ul style="list-style-type: none"> ○ 3A- Skip using a mature pattern (all five critical elements) (SI.EI.2) 	
2	Students: <ul style="list-style-type: none"> ○ 2A- Skip using three of the five critical elements 	
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

Success Criteria for Skipping:

- Step hop pattern is smooth and coordinated
- Arms are used in the hopping action and are coordinated throughout the action
- The student lands on their toes
- The non-support knee is lifted sharply upward
- Action is then repeated on the opposite leg.

Success Criteria for Jogging:

- Arm-leg opposition throughout jogging action
- Toes point forward and foot lands heel to toe
- Arms swing forward and backward—no crossing of midline
- Trunk leans slightly forward
- Demonstrate a steady gentle pace

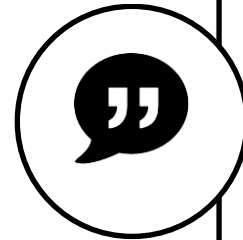
SHAPE Standard I:

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.

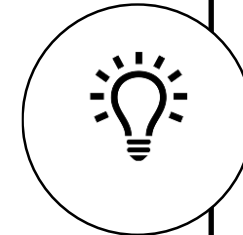


Academic Vocabulary

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-Underhand Throw K-2

Underhand Throw- Kindergarten		
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: <ul style="list-style-type: none"> 3A- Throw underhand demonstrating 2 of the 5 critical elements of a mature pattern: (SI.E13.1) *Face target in preparation for throwing action Arm back in preparation for action *Step with opposite foot as throwing arm moves forward Release ball between knee and waist level Follow through to target 	3A- I am learning how to demonstrate an underhand throw. <u>Step with opposite foot forward must be one of the critical elements</u> Activities: <ul style="list-style-type: none"> Bowling junk out of my yard pin down underhand toss
2	Students: <ul style="list-style-type: none"> 2A- Throw underhand with opposite foot forward 	
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

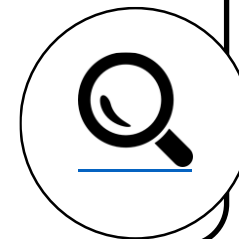
Success Criteria/Critical Elements for Underhand throw:

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



SHAPE Standard 1:

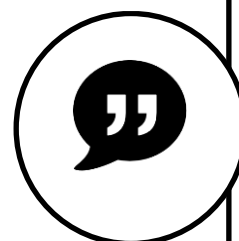
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.



Teacher Clarifications

Considerations: Try pairing this unit with your catching unit. Use the fun at bat equipment along with the K-2 [digital resources](#). Another consideration, align your personal and social behavior targets throughout this unit while focusing on the important pillars (i.e. responsibility, teamwork, helping others, honesty, do your best, leadership, never give up, and being supportive) discussed in the fun at bat literacy book.

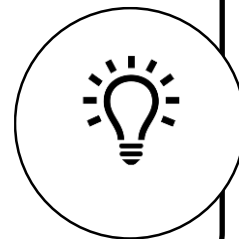
For more resources: <http://funatbat.org/>







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

Underhand Throw- 1 st 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: <ul style="list-style-type: none"> ○ 3A- Throw underhand demonstrating 3 of the 5 critical elements of a mature pattern: (S1.E13.1) ○ *Face target in preparation for throwing action ○ *Arm back in preparation for action ○ *Step with opposite foot as rolling arm moves forward ○ Release ball between knee and waist level ○ Follow through to target 	3A- I am learning how to demonstrate an underhand throw. Priorities with critical elements: <ol style="list-style-type: none"> 1. Face target 2. Arm back 3. Step with opposite foot Activities: <ul style="list-style-type: none"> ○ Bowling ○ junk out of my yard ○ pin down ○ underhand toss
2 	Students: <ul style="list-style-type: none"> ○ 2A- Throw underhand with opposite foot forward 	
1 	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

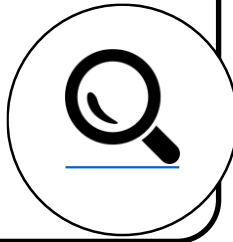
Success Criteria/Critical Elements for Underhand throw:

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



SHAPE Standard 1:

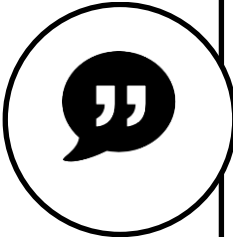
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.



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 **MUST** be one of the critical elements demonstrated for the student to be scored at a level 2. See scale for further priorities. Use the fun at bat equipment along with the K-2 [digital resources](#). Align your personal and social behavior targets throughout this unit while focusing on the important pillars (i.e. responsibility, teamwork, helping others, honesty, do your best, leadership, never give up, and being supportive) discussed in the fun at bat literacy book.

For more resources: <http://funatbat.org/>

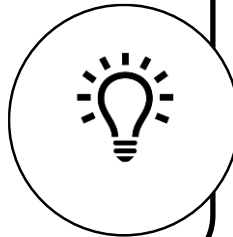


Academic Vocabulary

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

Underhand Throw- 2 nd 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: <ul style="list-style-type: none"> ○ 3A- Throw underhand using a mature pattern: (S1.E13.2) ○ Face target in preparation for throwing action ○ Arm back in preparation for action ○ Step with opposite foot as throwing arm moves forward ○ Release ball between knee and waist level ○ Follow through to target 	3A-I am learning how to demonstrate an underhand throw. Priorities with critical elements: <ol style="list-style-type: none"> 1. Face target 2. Arm back 3. Step with opposite foot Activities: <ul style="list-style-type: none"> ○ Bowling ○ junk out of my yard ○ pin down ○ underhand toss
2	Students: <ul style="list-style-type: none"> ○ 2A- Throw underhand demonstrating 3 of the 5 critical elements of a mature pattern 	
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

Success Criteria/Critical Elements for Underhand throw:

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



SHAPE Standard 1:

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



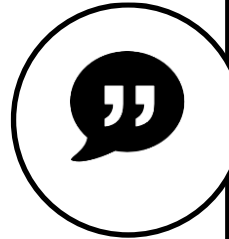
Teacher Clarifications

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 **MUST** be one of the critical elements demonstrated for the student to be scored at a level 2. See scale for further priorities. Use the fun at bat equipment along with the K-2 [digital resources](#).

Classroom set up: 10-by-10-foot target on wall, 3 feet from the floor, with throwing line 15 feet from the target.

- Pair up students, one throwing, one retrieves the ball
- Partner stands at a safe position, partners switch roles

For more resources: <http://funatbat.org/>

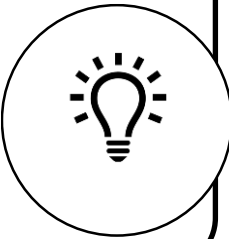


Academic Vocabulary

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

Lesson Planning for Elementary School Physical Education Book

Pages: 137-149



Analytical Scoring Scale for Throwing with Underhand Pattern, Grade 2

Indicator	Developing	Meeting	Exceeding
<p>Critical Elements:</p> <p>Throwing Underhand SI.EI3.2</p>	<p>Demonstrates fewer than 5 of the critical elements for throwing underhand</p> <ul style="list-style-type: none"> -Steps forward on the same side as throw -Release of ball too early or too late resulting in an inaccurate throw or lack of distance 	<p>Demonstrates all critical elements for underhand throw:</p> <ul style="list-style-type: none"> -Face target in preparation for throwing -Arm back in preparation -Step with opposite foot as throwing arm moves forward -Release ball between knee and waist level -Follow through to target 	<p>Demonstrates all critical elements for underhand throw:</p> <ul style="list-style-type: none"> -Step and throw well-timed resulting in smooth motion with lead foot pointing to target -Consistent release point is used resulting in beginning distance accuracy -Shifts weight from back foot to front foot, fluid, well-timed motion -Step and throw with smooth motion consistently

Adopted from SHAPE America, *PE Metrics*, 3rd ed. (Champaign, IL: Human Kinetics, 2019).

Skills and Knowledge-Overhand Throw 3-5

Overhand Throw- 3 rd 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: <ul style="list-style-type: none"> ○ 3A- Throw overhand demonstrating 3 of the 5 critical elements of a mature pattern in a non-dynamic environment (closed skills) (SI.E14.3) 	3A-I am learning how to demonstrate an underhand throw. Priorities with critical elements: <ol style="list-style-type: none"> 1. Side to target 2. Arm back 3. Step with opposite foot Activities: <ul style="list-style-type: none"> ○ Bowling ○ junk out of my yard ○ pin down ○ underhand toss
2	Students: <ul style="list-style-type: none"> ○ 2A- Throw underhand demonstrating 3 of the 5 critical elements of a mature pattern (SI.E13.2) 	
1	Student's performance reflects beginning-to-learn 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



SHAPE Standard 1:

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

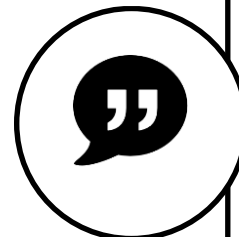


Teacher Clarifications

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 **MUST** be one of the critical elements demonstrated for the student to be scored at a level 2. See scale for further priorities.

Use the fun at bat equipment along with the 3-5 [digital resources](#). Align your personal and social behavior targets throughout this unit while focusing on the important pillars (i.e. responsibility, teamwork, helping others, honesty, do your best, leadership, never give up, and being supportive) discussed in the fun at bat literacy book.

For more resources: <http://funatbat.org/>

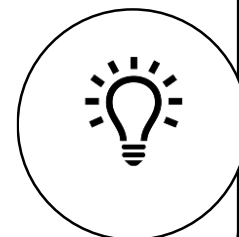


Academic Vocabulary

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

Overhand Throw- 4 th 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: <ul style="list-style-type: none"> 3A- Throws overhand to a partner or target using a mature pattern (SI.EI4ab.4) 	3A-I am learning how to demonstrate an underhand throw. Priorities with critical elements: <ol style="list-style-type: none"> 1. Side to target 2. Arm back 3. Step with opposite foot Activities: <ul style="list-style-type: none"> ○ Bowling ○ junk out of my yard ○ pin down ○ underhand toss
2	Students: <ul style="list-style-type: none"> 2A- 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) 	
1	Student's performance reflects beginning-to-learn 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



SHAPE Standard 1:

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



Teacher Clarifications

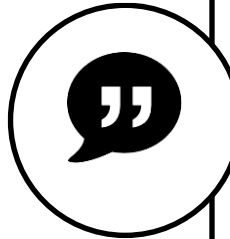
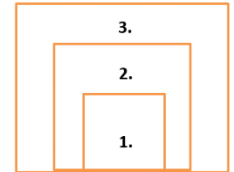
Non-dynamic Environment/Closed Skills: practice of skills in a class without being in a game setting.

Critical Element priorities: Stepping with your opposite foot **MUST** 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. Examples would include:

1. 10 feet away- 3 feet up, 2 feet by 2 feet
2. 15 feet away- 3 feet up, 3 feet by 3 feet
3. 20 feet away- 3 feet up, 4 feet by 4 feet

For more resources: <http://funatbat.org/>

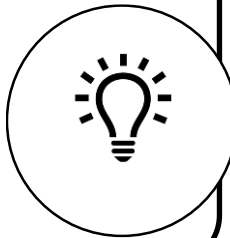


Academic Vocabulary

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

Overhand Throw- 5 th 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: <ul style="list-style-type: none"> ○ 3A- Throws overhand using a mature pattern at a target or partner with accuracy at a reasonable distance while in a non-dynamic environment (10 consecutive attempts) 7 out of 10 minimum to hit the target (defining accuracy) (SI.EI4.5) 	3A-I am learning how to demonstrate an underhand throw from a distance. Priorities with critical elements: <ol style="list-style-type: none"> 1. Side to target 2. Arm back 3. Step with opposite foot Activities: <ul style="list-style-type: none"> ○ Bowling ○ junk out of my yard ○ pin down ○ underhand toss
2	Students: <ul style="list-style-type: none"> ○ 2A- Throws overhand demonstrating some or all 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's performance reflects beginning-to-learn 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



Check the box for the criteria you see	Got it!	Not yet
My partner is standing side-ways to their target.		
My partner brought their throwing arm back.		
My partner stepped forward with the opposite foot.		
My partner rotated their hips and spine as they threw.		
My partner followed through to their target.		

SHAPE Standard 1:

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



Teacher Clarifications

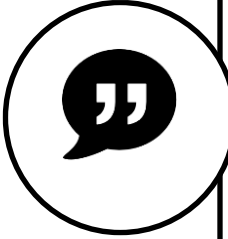
Non-dynamic Environment/Closed Skills: practice of skills in a class without being in a game setting.

Critical Element priorities: Stepping with your opposite foot **MUST** 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. Examples would include:

1. 10 feet away- 3 feet up, 2 feet by 2 feet
2. 15 feet away- 3 feet up, 3 feet by 3 feet
3. 20 feet away- 3 feet up, 4 feet by 4 feet

For more resources: <http://funatbat.org/>

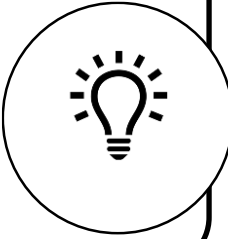


Academic Vocabulary

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

Lesson Planning for Elementary School Physical Education Book

Pages: 156-162



Analytic Scale for Throwing Overhand, Grade 4

Indicator	Developing	Meeting	Exceeding
Critical Elements: Throwing Overhand SI.EI.4.4	Demonstrates fewer than 5 of the critical elements for overhand throw	Demonstrates all critical elements for overhand throw : -Hip and spine rotate in preparation for throwing action -Arm back and extended, elbow at shoulder height or above preparation; 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	Demonstrates all critical elements for overhand throw -Stride elongated and well-timed
Throwing Arm	Holds elbow below shoulder height in preparation for action	Full extension of arm in preparation and follow through	Full extension of arm in preparation and follow through with a wrist snap upon release
Force	-Forward step on the same side as throwing arm -No forward step or mistimed forward step, arm action only for throw -No hip/spine rotation	-Forward step/weight shift is timed with hip/spine rotation -Forward stride is toward target with lead foot toes pointed forward	-Forward step/weight shift, hip/spine rotation, and forward stride are well-timed
Distance or Accuracy	-Lack of distance -Lack of accuracy (fails to consistently hit the wall)	-Throws for distance -Throws with reasonable accuracy (hit wall at least 60% of the time)	-Throws for distance and accuracy (hits target 80% of time)

Adopted from SHAPE America, PE Metrics, 3rd ed. (Champaign, IL: Human Kinetics, 2019).

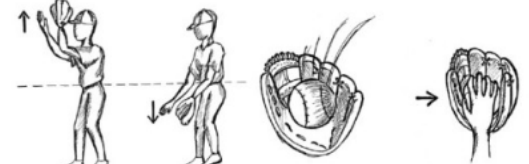
Adopted from USA Baseball, 2017. Fun at Bat Grades 3-5 Physical Education, Reston, VA: SHAPE America- Society of Health and Physical Educators.

Appendix B: Critical Elements of Essential Skills

MANIPULATIVE SKILLS—CRITICAL ELEMENTS

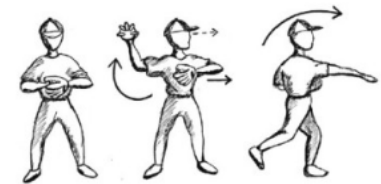
Catching

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



Throwing (Overhand Pattern)

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







Striking with Long Implement (Side-Arm Pattern)

- 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 in a horizontal plane.
- Wrist uncocks on follow-through for completion of the striking action.



Skills and Knowledge-Catching K-5

Catching- Kindergarten		
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: <ul style="list-style-type: none"> 3A- Catch a large ball tossed by a skilled thrower (SI.E16.K) 	3A- I am learning how to catch a ball. Activities: <ul style="list-style-type: none"> Self-toss (using different balls, beach ball, playground ball) Switcharoo
2 	Students: <ul style="list-style-type: none"> 2A- Attempt to catch a large ball tossed by a skilled thrower, but the large object drops before it is caught 	
1 	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

Success Criteria for Catching:

- Extend arms outward to reach for the ball (thumbs in for a catch above the waist, thumbs up for a catch at the waist, thumbs out for a catch below the waist)
- Watch the ball all the way into the hands
- Catch with hands only
- Pull the ball into the body as catch is made
- Curl the body slightly around the ball (specific only to certain catches)

CATCHING	
Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	
Grade-Level Outcomes:	
<ul style="list-style-type: none"> Catches a large ball tossed by a skilled thrower. (SI.E16.Kb) Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body. (SI.E16.2) 	
Level	Scoring Criteria
3 Proficient	Catches ball, with no drops or bobbles, while displaying the appropriate number of critical elements, depending on grade level.
2 Competent	Catches ball, with occasional drops or bobbles, while displaying the appropriate number of critical elements, depending on grade level.
1 Needs Improvement	Catches ball with frequent drops or bobbles, while displaying fewer than the appropriate number of critical elements, depending on grade level.

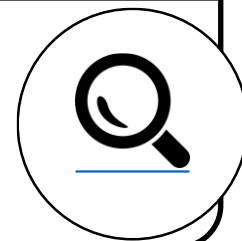


Printable Target located in the Fun at Bat curriculum materials



SHAPE Standard 1:

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



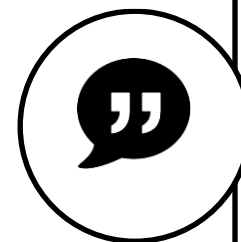
Teacher Clarifications

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 the critical elements for both throwing and catching throughout your activities.

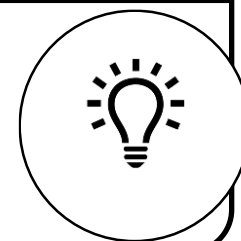
Consistent/Accuracy clarification: student will perform the behavior/skill 70% of the time. 7 out of 10 attempts to ensure consistency.

For more resources: <http://funatbat.org/>
[Digital Curriculum Guide K-2](#)







Academic Vocabulary

Catch, hands, ball, thrower
Lesson Planning for Elementary Physical Education
Pages: 143-150



Skills and Knowledge-Catching K-5

Catching- 1 st 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: <ul style="list-style-type: none"> ○ 3A- Catch a soft object of various sizes from a self-toss before it bounces (SI.E16.1) 	3A- I am learning how to catch a ball. Activities: <ul style="list-style-type: none"> ○ Self-toss ○ (using different balls, beach ball, playground ball) ○ Switcharoo
2 	Students: <ul style="list-style-type: none"> ○ 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's performance reflects beginning-to-learn foundational skills and knowledge.	

Success Criteria for Catching:

- Extend arms outward to reach for the ball (thumbs in for a catch above the waist, thumbs up for a catch at the waist, thumbs out for a catch below the waist)
- Watch the ball all the way into the hands
- Catch with hands only
- Pull the ball into the body as catch is made
- Curl the body slightly around the ball (specific only to certain catches)

Appendix B: Critical Elements of Essential Skills

MANIPULATIVE SKILLS—CRITICAL ELEMENTS

Catching

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



SHAPE Standard 1:

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



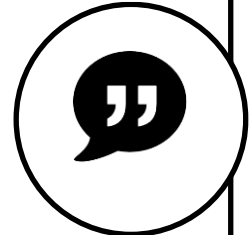
Teacher Clarifications

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 the critical elements for both throwing and catching throughout your activities.

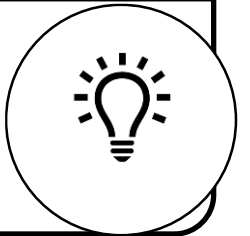
Consistent/Accuracy clarification: student will perform the behavior/skill 70% of the time. 7 out of 10 attempts to ensure consistency.

For more resources: <http://funatbat.org/>
[Digital Curriculum Guide K-2](#)







Academic Vocabulary

Catch, hands, ball, thrower, bounces, sizes
Lesson Planning for Elementary Physical Education
Pages: 143-150



Skills and Knowledge-Catching K-5

Catching- 2 nd 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: <ul style="list-style-type: none"> 3A- Catch a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body (SI.EI6.2) 	3A- I am learning how to catch a ball. Activities: <ul style="list-style-type: none"> Self-toss (using different balls, beach ball, playground ball) Switcharoo
2 	Students: <ul style="list-style-type: none"> 2A- Catch a self-tossed or well-thrown large ball with hands cradling or trapping against the body 	
1 	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

Success Criteria for Catching:

- Extend arms outward to reach for the ball (thumbs in for a catch above the waist, thumbs up for a catch at the waist, thumbs out for a catch below the waist)
- Watch the ball all the way into the hands
- Catch with hands only
- Pull the ball into the body as catch is made
- Curl the body slightly around the ball (specific only to certain catches)

Throwing & Catching @pe4everykid

FOCUS Catching a Self Toss

WHAT ARE WE LEARNING TODAY? **CATCHING**

WHY ARE WE LEARNING IT? Catching is an important skill needed to participate in a variety of sports & activities.



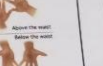





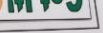
HOW WILL I KNOW I HAVE LEARNED IT? I can make 5 consecutive catches from a self toss successfully. I have the confidence to try catching different objects (from self or partner) without giving up.

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.



We are learning to catch a ball using correct form.

My partner opens their hands to receive the ball.	My partner watches the ball all the way to their hands.	My partner catches the ball with only their hands.
		
Not Yet 	Not Yet 	Not Yet 
Got It! 	Got It! 	Got It! 

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 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://funatbat.org/>
[Digital Curriculum Guide K-2](#)



Academic Vocabulary

Catch, hands, ball, thrower, bounces, trapping, cradling
Lesson Planning for Elementary Physical Education
Pages: 143-150



Download courtesy of Mike Graham, @PE4everykid

Image and Assessment courtesy of Tara Frohwein, @tfroh24

Skills and Knowledge-Catching K-5

Catching- 3 rd 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: <ul style="list-style-type: none"> 3A-Catch a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern. (SI.E16.3) 	3A- I am learning how to catch a ball. Activities: <ul style="list-style-type: none"> Self-toss (using different balls, beach ball, playground ball) Partner toss/catch Catch and chase 3 Toss play
2	Students: <ul style="list-style-type: none"> 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) 	
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

PASSING & CATCHING PEER ASSESSMENT

Player Name:	Observer Name:	Class:
	RECEIVER NOT OPEN	RECEIVER OPEN
TYPE OF PASS		
TALLY		
TOTAL		
What would you tell the player to help them improve?		

Player Name:	Observer Name:	Class:		
	UNCATCHED PASS RECEIVER NOT OPEN	UNCATCHED PASS RECEIVER OPEN	CAUGHT PASS RECEIVER NOT OPEN	CAUGHT PASS RECEIVER OPEN
TYPE OF PASS				
TALLY				
TOTAL				
What would you tell the player to help them improve?				

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.

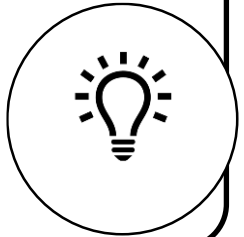
Consistent/Accuracy clarification: student will perform the behavior/skill 70% of the time. 7 out of 10 attempts to ensure consistency.



For more resources: <http://funatbat.org/Digital-3-5-Guide>

Academic Vocabulary

Catch, hands, ball, thrower, bounces, trapping, cradling
Lesson Planning for Elementary Physical Education
 Pages: 143-150



Skills and Knowledge-Catching K-5

Catching- 4 th 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: <ul style="list-style-type: none"> ○ 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) (SI.EI6.4) 	3A- I am learning how to catch a tossed ball at different levels. Activities: <ul style="list-style-type: none"> ○ Self-toss ○ (using different balls, beach ball, playground ball) ○ Partner toss/catch ○ Catch and chase ○ 3 Toss play
2	Students: <ul style="list-style-type: none"> ○ 2A- Catch a thrown ball above the head, at chest, or waist level, and below the waist while demonstrating 3 of the 5 critical elements of a mature pattern in a non-dynamic environment (closed skills) 	
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

Success Criteria for Catching:

- Extend arms outward to reach for the ball (thumbs in for a catch above the waist, thumbs up for a catch at the waist, thumbs out for a catch below the waist)
- Watch the ball all the way into the hands
- Catch with hands only
- Pull the ball into the body as catch is made
- Curl the body slightly around the ball (specific only to certain catches)



SHAPE Standard 1:

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



Teacher Clarifications

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.

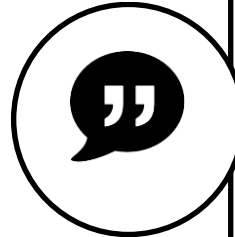
Skilled Thrower: you need to make sure the skilled thrower is either yourself or someone whom you are watching throw the ball to the student.

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

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://funatbat.org/Digital-3-5-Guide>

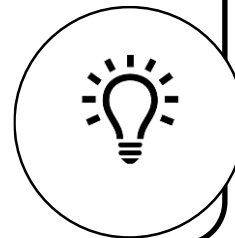


Academic Vocabulary

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

Lesson Planning for Elementary Physical Education

Pages: 143-150



Skills and Knowledge-Catching K-5

Catching- 5 th 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: <ul style="list-style-type: none"> 3A- Catch with reasonable accuracy in dynamic, small sided practice tasks. (SI.EI6.5) 	3A- I am learning how to catch a tossed ball while playing in a game. Activities: <ul style="list-style-type: none"> Self-toss (using different balls, beach ball, playground ball) Partner toss/catch Catch and chase 3 Toss play
2	Students: <ul style="list-style-type: none"> 2A- Catch with some accuracy in dynamic, small sided practice tasks (10 consecutive attempts) 3-6 catches 	
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

Success Criteria for Catching:

- Extend arms outward to reach for the ball (thumbs in for a catch above the waist, thumbs up for a catch at the waist, thumbs out for a catch below the waist)
- Watch the ball all the way into the hands
- Catch with hands only
- Pull the ball into the body as catch is made
- Curl the body slightly around the ball (specific only to certain catches)



Check the box for the criteria you see	Got it!	Not yet
<input type="checkbox"/> My partner <u>extended their arms</u> to reach for the object.		
<input type="checkbox"/> My partner <u>watched the ball</u> go into their hands.		
<input type="checkbox"/> My partner caught the ball with <u>hands only</u> .		
<input type="checkbox"/> My partner <u>pulled the ball</u> to their body.		
<input type="checkbox"/> My partner <u>curled their body</u> around the ball.		

SHAPE Standard 1:

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



Teacher Clarifications

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

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://funatbat.org/Digital-3-5-Guide>

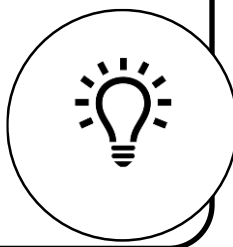


Academic Vocabulary

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

Lesson Planning for Elementary Physical Education

Pages: 143-150



Peer assessment courtesy of Erik Heard, @eheard

Analytic Scale for Catching, Grade 4

Indicator	Developing	Meeting	Exceeding
Critical Elements: Catching SI.EI6.4	Demonstrates fewer than 5 of the critical elements for catching -Fear reaction evident (head turned to side and eyes away from the ball) -Hands close late or not all resulting in ball bouncing off hands	Demonstrates all critical elements for catching : -Extend arms to reach for the ball -Hand position matched to level of catch -Watch ball into hands -Catch with hands only -Pull ball to the body -Curl the body	Demonstrating all critical elements for catching at all 3 levels: -5 attempts at catching a high throw (above catchers' head) -5 attempts at catching a medium-height throw (at catcher's chest) -5 attempts at catching a low throw (below catcher's waist) -Makes adjustment of body and hand positions based on flight of the ball -Hands begin closure during flight of ball in anticipation of contact
Success	Catches are not successful	Completes fewer than 3 of the catches successfully at each level	Successfully completes catches at all 3 levels

Adopted from SHAPE America, PE Metrics, 3rd ed. (Champaign, IL: Human Kinetics, 2019).

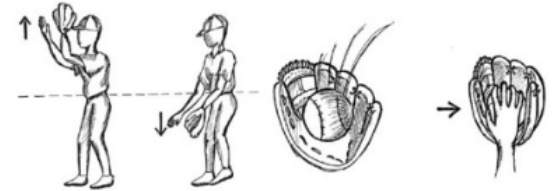
Adopted from USA Baseball, 2017. Fun at Bat Grades 3-5 Physical Education, Reston, VA: SHAPE America

Appendix B: Critical Elements of Essential Skills

MANIPULATIVE SKILLS—CRITICAL ELEMENTS

Catching

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



Throwing (Overhand Pattern)

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







Striking with Long Implement (Side-Arm Pattern)

- 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 in a horizontal plane.
- Wrist uncocks on follow-through for completion of the striking action.



Skills and Knowledge- Striking with Body K-5

Strike with Hands- Kindergarten		
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: <ul style="list-style-type: none"> ○ 3A-Strike a lightweight object (balloon) sending it upward. (SI.E22.K) 	
2 	Students: <ul style="list-style-type: none"> ○ 2A-Strike a lightweight object (balloon) traveling in different directions rather than upwards. 	
1 	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

Strikes with hand (underhand) Critical Elements

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



SHAPE Standard 1:

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



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](#)

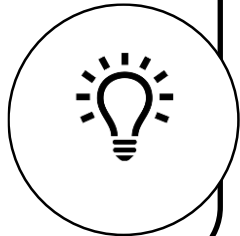


Academic Vocabulary





Striking, serving, boundaries, overhand, underhand, volley, forehand, and backhand

Lesson Planning for Elementary School Physical Education:

Page 202-204

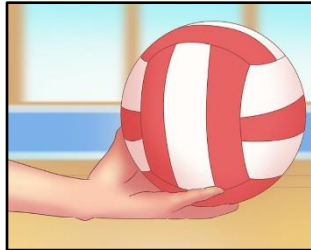


Skills and Knowledge- Striking with Body K-5

Strike with Hands - 1 st 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: <ul style="list-style-type: none"> ○ 3A- Strike an object with an open palm, sending it upward. (SI.E22.1) 	3A- I am learning how strike an object sending it up. Activities: <ul style="list-style-type: none"> ○ Balloon activities ○ Don't touch the ground
2 	Students: <ul style="list-style-type: none"> ○ 2A- Strikes an object with a non-open hand 	
1 	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

Strikes with hand (underhand) Critical Elements

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



SHAPE Standard 1:

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



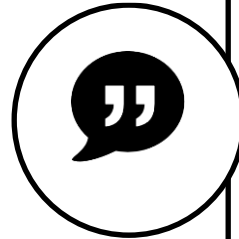
Teacher Clarifications

Ball choice: If students are mastering consecutive hits, use a heavier ball or different manipulatives for a challenge

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

Clarification: Strikes the object underhand for a *serve* or overhead for a *set*.

For more resources: OPEN PHYSED

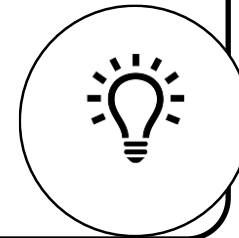


Academic Vocabulary

Striking, serving, boundaries, overhead, underhand, volley, forehand, and backhand

Lesson Planning for Elementary School Physical Education:

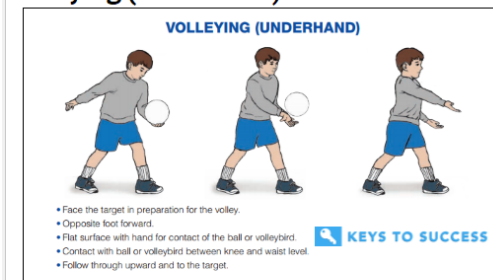
Page 202-204



Skills and Knowledge- Striking with Body K-5

Strike with Hands- 2 nd 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: <ul style="list-style-type: none"> ○ 3A- Strike an object upward with 5 consecutive hits. (S1.E22.2) 	3A- I am learning how strike an object consecutively. Activities: <ul style="list-style-type: none"> ○ Balloon activities ○ Don't touch the ground
2	Students: <ul style="list-style-type: none"> ○ 2A- Strikes an object upward with 3-4 consecutive hits 	
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

Volleying (Underhand) - Peer Assessment



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

KEYS TO SUCCESS

Check the box for the criteria you see	Got it!	Not yet
My partner is <u>facing the target</u> .		
My partner has their <u>opposite foot forward</u> .		
My partner has their <u>hand flat/palm open and ready to strike</u> .		
My partner strikes the object <u>low between their knee and waist</u> .		
My partner <u>follows through and upward</u> towards the target.		

SHAPE Standard 1:

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



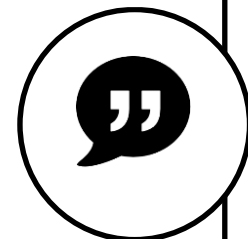
Teacher Clarifications

Ball choice: If students are mastering consecutive hits, use a heavier ball or different manipulatives for a challenge

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

Clarification: Strikes the object underhand for a serve or overhead for a set.

For more resources: OPEN PHYSED- [Pickleminton](#)

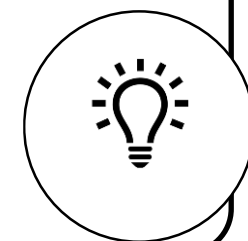


Academic Vocabulary





Striking, serving, boundaries, overhead, underhand Volley, forehand, and backhand

Lesson Planning for Elementary School Physical Education:

Page 202-204

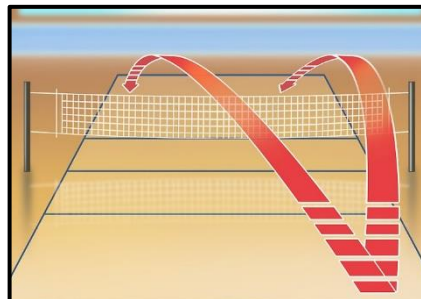


Skills and Knowledge- Striking with Body K-5

Strike with Hands- 3 rd 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: <ul style="list-style-type: none"> ○ 3A- Strike 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. (SI.E22.3) 	3A- I am learning how strike an object underhand sending it forward. Activities: <ul style="list-style-type: none"> ○ Spikeball ○ 4 square ○ Tic Tac Toe
2 	Students: <ul style="list-style-type: none"> ○ 2A- Strikes 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's performance reflects beginning-to-learn foundational skills and knowledge.	

Strikes with hand (underhand) Critical Elements

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



SHAPE Standard 1:

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



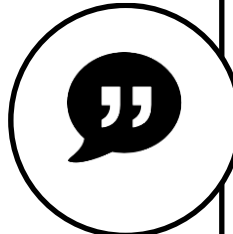
Teacher Clarifications

Ball choice: If students are mastering consecutive hits, use a heavier ball or different manipulatives for a challenge

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

Clarification: Strikes the object underhand for a serve or overhead for a set.

For more resources: OPEN PHYSED- [Pickleminton](#)

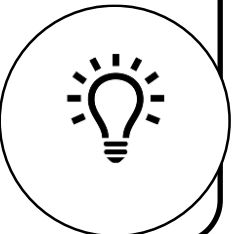


Academic Vocabulary





Striking, serving, boundaries, overhand, underhand Volley, forehand, and backhand

Lesson Planning for Elementary School Physical Education:

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Skills and Knowledge- Striking with Body K-5

Strike with Hands-4 th 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 	<p>Students:</p> <ul style="list-style-type: none"> ○ 3A- Strike underhand using a mature pattern in a dynamic environment. (SI.E22.4) ○ 3B- Strike an object with a two-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern. (SI.E23.4) 	<p>3A- I am learning how strike an object underhand or overhead sending it forward.</p> <p>Activities:</p> <ul style="list-style-type: none"> ○ Spikeball ○ 4 square ○ Tic Tac Toe
2 	<p>Students:</p> <ul style="list-style-type: none"> ○ 2A- Strike 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. ○ 2B- Strike an object with a two-hand overhead pattern, sending it upward demonstrating 3 of the 5 critical elements of a mature pattern. 	
1 	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

SHAPE Standard 1:

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




Teacher Clarifications

Ball choice: If students are mastering consecutive hits, use a heavier ball or different manipulatives for a challenge

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


Clarification: Strikes the object underhand for a serve or overhead for a set.

For more resources: OPEN PHYSED- [Pickleminton](#)



Strikes with hands (overhead) Critical Elements:

- Body aligned and positioned under the object
- Knees, arms, and ankles bent in preparation for contact
- Hands rounded; thumbs and first fingers make triangles without touching
- Object contacts only the finger pads; wrists stay firm
- Arms extended upward on contact; follow through slightly toward target



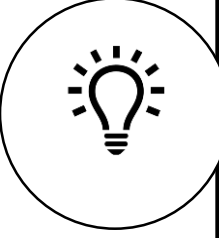
Academic Vocabulary

Striking, serving, boundaries, overhead, underhand

Volley, forehand, and backhand

Lesson Planning for Elementary School Physical Education:

Page 205-208



Skills and Knowledge- Striking with Body K-5

Strike with Hands-5 th 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: <ul style="list-style-type: none"> 3A- Strike an object with an underhand or sidearm striking pattern, within a teacher/game defined boundary while demonstrating critical elements. (SI.E22.5) 3B- Strike an object using a two-hand pattern sending it upward to a target. (SI.E23.5) 	3A- I am learning how strike an object underhand and overhead while playing in a game. Activities: <ul style="list-style-type: none"> Spikeball Wall Ball Swat Ball
2	Students: <ul style="list-style-type: none"> 2A- Strikes 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. 2B- Strikes an object with a two-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern. 	
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

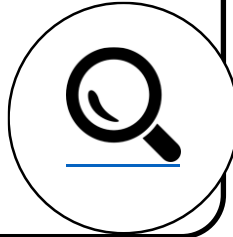
Striking with hands (overhead) Critical Elements:

- Body aligned and positioned under the object
- Knees, arms, and ankles bent in preparation for contact
- Hands rounded; thumbs and first fingers make triangles without touching
- Object contacts only the finger pads; wrists stay firm
- Arms extended upward on contact; follow through slightly toward target



SHAPE Standard 1:

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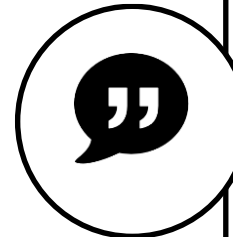
Teacher Clarifications

Ball choice: If students are mastering consecutive hits, use a heavier ball or different manipulatives for a challenge

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

Clarification: Strikes the object underhand for a serve or overhead for a set.

For more resources: OPEN PHYSED- [Pickleinton](#)

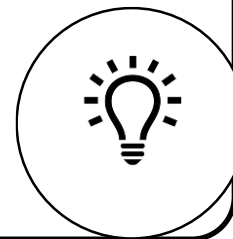


Academic Vocabulary

Striking, serving, boundaries, overhead, underhand Volley, forehand, and backhand

Lesson Planning for Elementary School Physical Education:

Page 205-208



Analytic Scale for Striking with an Underhand Pattern, Grade 4

Indicator	Developing	Meeting	Exceeding
Critical Elements: Strike with Hands SI.E22.4	Demonstrates fewer than 5 of the critical elements for catching -Ball contacted above waist level, sending it upward rather than forward -Side arm swing rather than forward, backward	Demonstrates all critical elements for underhand pattern: -Face the target -Opposite foot forward -Flat surface for contact -Contact between knee and waist level -Follow through upward and to target	Demonstrating all critical elements for volleying underhand in all 3 levels:
Force	-Hit ball with insufficient force to travel to the wall -Ball does not stay within boundaries for wall or floor	Adjusts force to keep ball within boundaries for floor and wall	Adjusts force to keep ball within boundaries for floor and wall
Success	-Unable to complete 5 consecutive hits -Volleys ball after 2 bounces or with no bounce	Completes 5 consecutive hits for only 1 or 2 attempts	Completes 5 consecutive hits for each of the 3 attempts
Ball and Body Position	Does not move into position behind ball	Slight hesitancy in moving into position behind the ball	Moves quickly to be in position behind the ball for each volley

Adopted from SHAPE America, PE Metrics, 3rd ed. (Champaign, IL: Human Kinetics, 2019).



Skills and Knowledge-Striking with Body 3-5

Strike with Foot -3 rd 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 3A- I am learning how to kick the ball off the ground while running towards the ball. Activities/Resources: <ul style="list-style-type: none"> ○ Kickball ○ Wall ball ○ Ultimate kickball ○ obstacle course ○ soccer golf ○ soccer tag ○ soccer hoopla ○ shark attack ○ rainforest
3	Students: <ul style="list-style-type: none"> ○ 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. (SI.E21.3a) 	
2	Students: <ul style="list-style-type: none"> ○ 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. 	
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

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:

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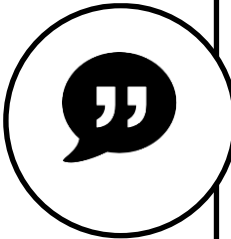
Teacher Clarifications

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>

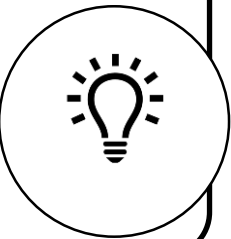


Academic Vocabulary

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

Lesson Planning for Elementary School Physical Education Book

Pages: 167-175



Skills and Knowledge-Striking with Body 3-5

Strike with Foot -4 th 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: <ul style="list-style-type: none"> 3A-Kicks along the ground and in the air using a mature pattern (SI.E21.4) 	3A- I am learning how to kick the ball along the ground and in the air. Activities/Resources: <ul style="list-style-type: none"> Kickball Wall ball Ultimate kickball obstacle course soccer golf soccer tag soccer hoops 3 player kickball shooting thunder
2	Students: <ul style="list-style-type: none"> 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. 	
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	



SHAPE Standard 1:

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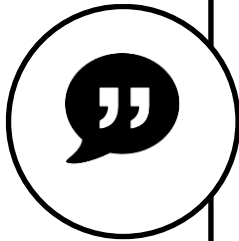
Teacher Clarifications

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:

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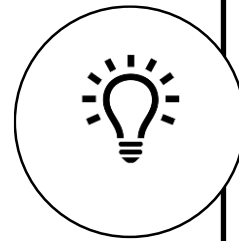


Academic Vocabulary

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

Lesson Planning for Elementary School Physical Education Book

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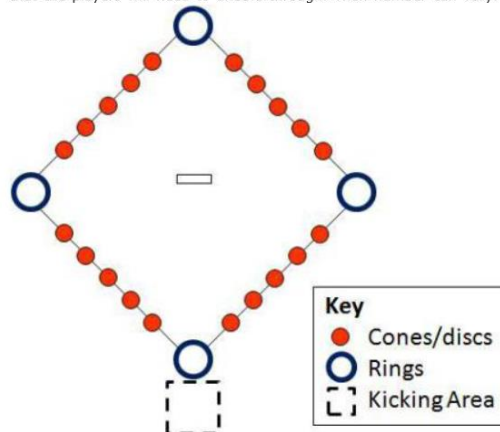
Skills and Knowledge-Striking with Body 3-5

Strike with Foot -5 th 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: <ul style="list-style-type: none"> 3A- Demonstrates a mature pattern of kicking in small-sided practice task environments. (S1.E21.5) 	3A- I am learning how to kick the ball along the ground and in the air. Activities/Resources: <ul style="list-style-type: none"> Kickball Wall ball Ultimate kickball obstacle course soccer golf soccer tag Corner kicks 3 player kick ball Shooting thunder
2	Students: <ul style="list-style-type: none"> 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. 	
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	



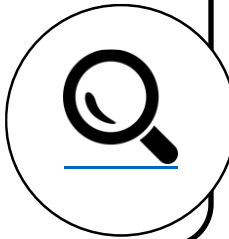
Field Layout

- » Set up the field as you would a regular baseball field (see graph below). The dimension should vary by age.
- » Rings should be used as bases. Regular flat bases will work as well
- » Between each set of bases (i.e., home and first), set up discs or cones that the players will need to dribble through. Then number can vary.



SHAPE Standard 1:

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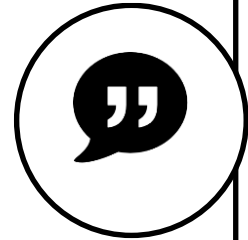
Teacher Clarifications

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>

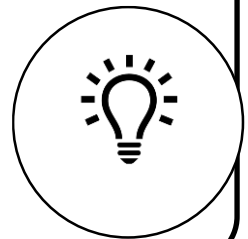


Academic Vocabulary

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

Lesson Planning for Elementary School Physical Education Book

Pages: 167-175



Download courtesy of Pete Charrette, @CapnPetesPE

Skills and Knowledge-Striking with Implement K-5

Striking with a Short Implement-Kindergarten		
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 3A-I am learning how to strike an object with a paddle or short-handled racket. Activities: <ul style="list-style-type: none"> • Extreme Rally • Tee off • Stations with feedback • Partner pass/receive • First to 4 • Paddle Strike
3	Students: <ul style="list-style-type: none"> ○ 3A- Strike a lightweight object with a paddle or short-handled racket. (S1.E24.K) 	
2	Students: <ul style="list-style-type: none"> ○ 2A- Strike a lightweight object with a paddle or short-handled racket, not on the hitting surface of the racket 	
1	Student's performance reflects beginning-to-learn 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.

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

Success Criteria/Critical Elements for Striking:

Implements	Long Handled	Short Handled
Long Implements Lacrosse Stick Floor Hockey Stick Golf Tennis Racket Broom Ball Stick Whiffle Ball Bat	<ul style="list-style-type: none"> • Long-handled implement up and back in preparation for striking action • Step forward on opposite foot as contact is made 	<ul style="list-style-type: none"> • Racket back in preparation for striking • Step with opposite foot as contact is made • Swing racket paddle from low to high
Small Implements Tennis/Lollypop Racket Badminton Racket Pickleball Racket Scooter hockey stick Short pool noodle Ping Pong Paddle	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Coil and uncoil the trunk in preparation for and execution of the striking action • Follow through for completion of the striking action

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 Implement K-5

Striking with a Short Implement-1 st 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 3A-I am learning how to strike an object with a paddle or short-handled racket. Activities: <ul style="list-style-type: none"> • Extreme Rally • Tee off • Stations with feedback • Partner pass/receive • First to 4 • Paddle Strike
3	Students: <ul style="list-style-type: none"> ○ 3A- Strike a lightweight object with a paddle or short-handled racket, sending it upward. (SI.E24.1) 	
2	Students: <ul style="list-style-type: none"> ○ 2A- Strike a lightweight object with a paddle or short-handled racket, sending it in different directions rather than upwards 	
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

SHAPE Standard I:

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 lollipop handles.

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

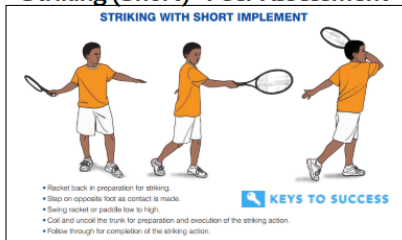
Academic Vocabulary

Striking, short-handled implement, lightweight object, target

Lesson Planning for Elementary School Physical Education Book

Pages: 215-217

Striking (Short) - Peer Assessment



Check the box for the criteria you see	Got it!	Not yet
My partner's paddle/racket is <u>back and ready</u> to hit.		
My partner lifts and <u>steps forward with the opposite foot</u> when striking.		
My partner swings their paddle/racket <u>low to high</u> .		
My partner <u>rotates their trunk</u> during the striking action.		
My partner <u>follows through</u> after swinging during striking action.		



Skills and Knowledge-Striking with Implement K-5

Striking with a Short Implement-2 nd Grade		Learning Targets and Activities
4	In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.	
3	Students: <ul style="list-style-type: none"> 3A- Strike an object upward using 5 consecutive hits with a short-handled implement (SI.E24.2) 	3A-I am learning how to strike an object with a paddle or short-handled racket. Activities: <ul style="list-style-type: none"> • Extreme Rally • Tee off • Stations with feedback • Partner pass/receive • First to 4 • Paddle Strike
2	Students: <ul style="list-style-type: none"> 2A-Strike an object upward using 3-4 consecutive hits with a short-handled implement 	
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

SHAPE Standard I:

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>

Academic Vocabulary

Striking, short-handled implement, lightweight object, target

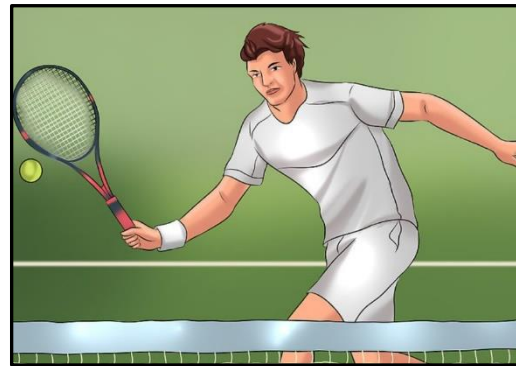
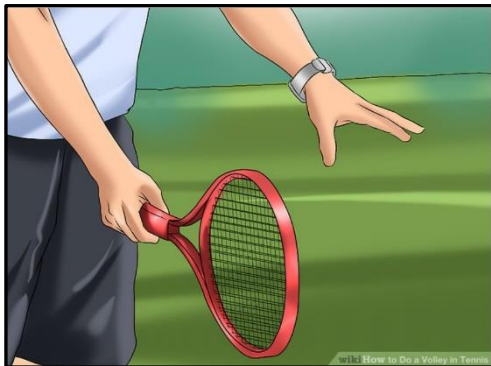
Lesson Planning for Elementary School Physical Education Book

Pages: 215-217



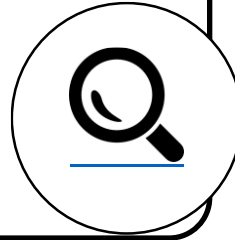
Skills and Knowledge-Striking with Implement K-5

Striking with a Short Implement-3 rd Grade		Learning Targets and Activities
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 strike an object upwards demonstrating mature pattern. Activities: <ul style="list-style-type: none"> • Extreme Rally • Tee off • Stations with feedback • Partner pass/receive • First to 4 • Paddle Strike
3	Students: <ul style="list-style-type: none"> ○ 3A- Strike an object upward with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern. 	
2	Students: <ul style="list-style-type: none"> ○ 2A- Strike an object upward with a short-handled implement while demonstrating 2 of the 5 critical elements of a mature pattern. 	
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	



SHAPE Standard I:

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

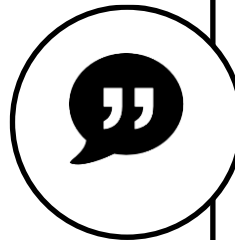


Teacher Clarifications

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, lacrosse sticks, broomball and lollipop handles.

For more resources:

<http://openphysed.org/curriculummodules>

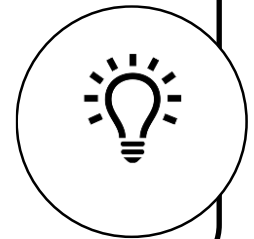


Academic Vocabulary

Striking, short-handled implement, lightweight object, target

Lesson Planning for Elementary School Physical Education Book

Pages: 218-221

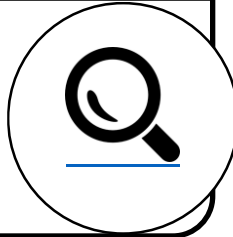


Skills and Knowledge-Striking with Implement K-5

Striking with a Short Implement-4 th 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 3A-I am learning how to strike an object upwards demonstrating mature pattern. Activities: <ul style="list-style-type: none"> • Extreme Rally • Tee off • Stations with feedback • Partner pass/receive • First to 4 • Paddle Strike
3	Students: <ul style="list-style-type: none"> ○ 3A- Strike an object upward with a short-handled implement while demonstrating critical elements of a mature pattern. (SI.E24.4a) 	
2	Students: <ul style="list-style-type: none"> ○ 2A- Strike an object upward with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern. 	
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

SHAPE Standard 1:

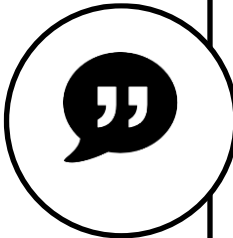
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.



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 lollipop handles.

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

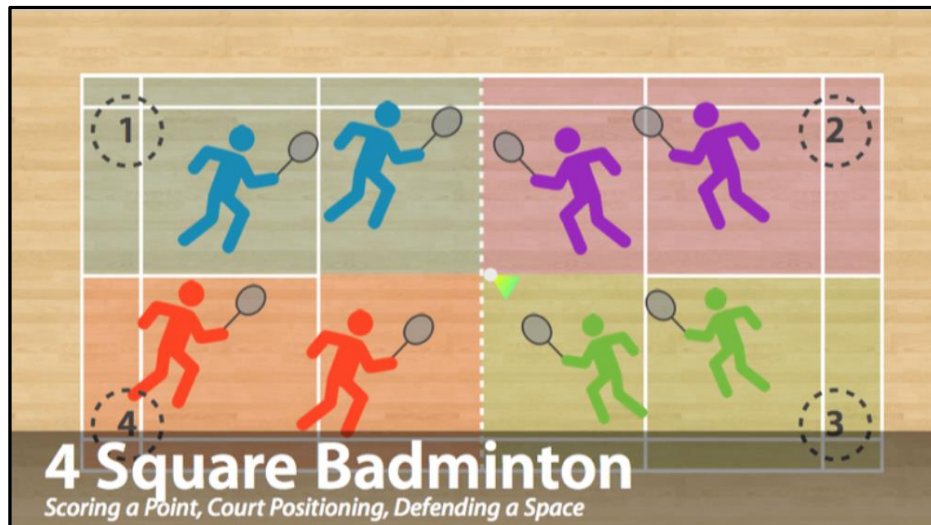
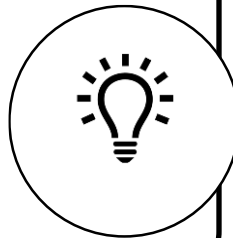


Academic Vocabulary

Striking, short-handled implement, lightweight object, target

Lesson Planning for Elementary School Physical Education Book

Pages: 218-221



Skills and Knowledge-Striking with Implement K-5

Striking with a Short Implement-5 th 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 3A-I am learning how to strike an object consecutively against wall or in a game setting. Activities: <ul style="list-style-type: none"> • Extreme Rally • Tee off • Stations with feedback • Partner pass/receive • First to 4 • Paddle Strike
3	Students: <ul style="list-style-type: none"> ○ 3A- Strike an object 6 consecutive times with a partner, using a short-handled implement, over a net or 5 consecutive times against a wall, in either a competitive or cooperative game environment. (SI.E24.5) 	
2	Students: <ul style="list-style-type: none"> ○ 2A- Strike an object 4-5 consecutive time, with a partner, using a short-handled implement, over a net or 3-4 consecutive times against a wall in either a competitive or cooperative game environment. 	
1	Student's performance reflects beginning-to-learn 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 lollipop handles.

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

Academic Vocabulary

Striking, short-handled implement, lightweight object, target

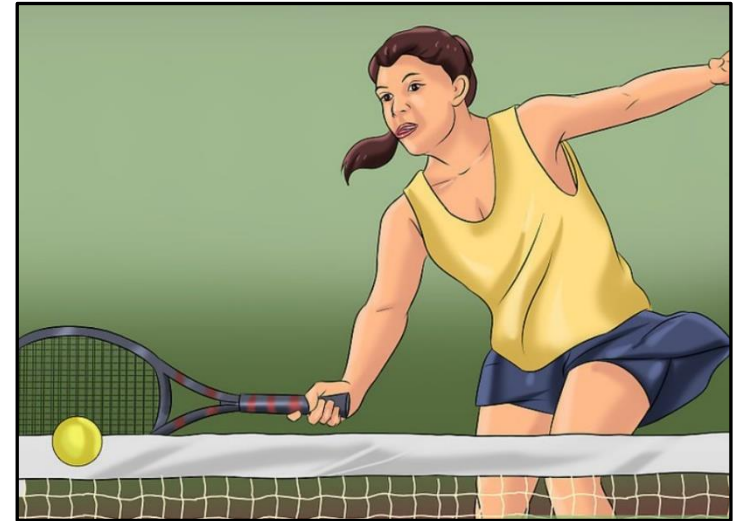
Lesson Planning for Elementary School Physical Education Book

Success Criteria/Critical Elements for Striking:

<p>Implements</p> <p>Long Implements</p> <ul style="list-style-type: none"> • Lacrosse Stick • Floor Hockey Stick • Golf • Tennis Racket • Broom Ball Stick • Whiffle Ball Bat <p>Small Implements</p> <ul style="list-style-type: none"> • Tennis/Lollipop Racket • Badminton Racket • Pickleball Racket • Scooter hockey stick • Short pool noodle • Ping Pong Paddle 	<p>Long Handled</p> <ul style="list-style-type: none"> • 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 	<p>Short Handled</p> <ul style="list-style-type: none"> • 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
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Analytic Scale for Striking with Short-Handled Implement (Sidearm pattern), Grade 4

Indicator	Developing	Meeting	Exceeding
Critical Elements: Striking with Short-Handled Implement SI.E24.4	Demonstrates fewer than 5 of the critical elements for striking with short-handled implement.	Demonstrates all critical elements for striking with short-handled implement: -Racket back in preparation -Coil and uncoil -Step on opposite foot -Swing low to high -Follow through	-Demonstrating all critical elements for all 3 attempts -Well-coordinated and well-timed unified motion resulting in smooth striking motion
Force	-Unable to strike with sufficient force to send ball to wall target -Unable to control force resulting in ball landing outside boundaries	-Cannot consistently adjust force within boundaries -Cannot consistently strike above tape line on wall	Consistently adjusts force to strike ball within boundaries and to wall target
Success	-Cannot complete consecutive hits -Strikes ball after 2 bounces or with no bounce	Completes 5 consecutive hits on only 1 or 2 of the attempts	Demonstrates 5 or more consecutive hits on all attempts
Ball and Position	Does not move into position behind ball	Slight hesitancy in moving into position behind the ball	-Moves quickly to be in position behind the ball for each volley -Alternates hits with a partner over a low net or against a wall (S1.E24.4b)



Visual courtesy of Wiki.bow

Adopted from SHAPE America, PE Metrics, 3rd ed. (Champaign, IL: Human Kinetics, 2019).

Skills and Knowledge-Striking with Implement 3-5

Striking with a Long Implement-3 rd 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 3A-I am learning how to strike a stationary ball with a long-handled implement using proper grip. Activities: <ul style="list-style-type: none"> Floor hockey First Tee Golf Whiffle Ball Lacrosse
3	Students: <ul style="list-style-type: none"> 3A- Strike a stationary ball with a long-handled implement example (hockey stick, bat, golf club) sending it forward, while using proper grip for the implement. Note: Using batting tee or ball tossed by teacher for batting. (SI.E25.3) 	
2	Students: <ul style="list-style-type: none"> 2A- Strike a stationary ball with a long-handled implement example (hockey stick, bat, golf club) sending it forward, using improper grip for the implement. 	
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

Success Criteria/Critical Elements for Striking:

Implements

Long Implements
 Lacrosse Stick
 Floor Hockey Stick
 Golf
 Tennis Racket
 Broom Ball Stick
 Whiffle Ball Bat

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

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.

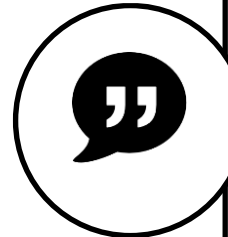


Teacher Clarifications

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.

For more resources: <http://funatbat.org/Digital-3-5-Guide>

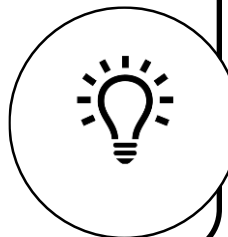


Academic Vocabulary

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

Lesson Planning for Elementary School Physical Education Book

Pages: 225-235



Skills and Knowledge-Striking with Implement 3-5

Striking with a Long Implement-4 th 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 3A- I am learning how to strike a stationary ball with a long-handled implement using proper form. Activities: <ul style="list-style-type: none"> Floor hockey First Tee Golf Whiffle Ball Lacrosse Diamond sports
3	Students: <ul style="list-style-type: none"> 3A- Strike 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). (SI.E25.4) 	
2	Students: <ul style="list-style-type: none"> 2A- Strike 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). (SI.E25.4) 	
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

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.

For more resources: <http://funatbat.org/Digital 3-5 Guide>

Academic Vocabulary

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

Lesson Planning for Elementary School Physical Education Book

Pages: 225-235

Striking (Long) - Peer Assessment
STRIKING WITH LONG IMPLEMENT (SIDE-ARM PATTERN)

KEYS TO SUCCESS

- Roll 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.

Check the box for the criteria you see	Got it!	Not yet
My partner's bat is up and ready in preparation to strike.		
My partner lifts and steps forward with the opposite foot when striking.		
My partner turns/rotates their body while striking.		
My partner swings the bat level and straight. (horizontal)		
My partner follows through after swinging during striking action.		

HITTING

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

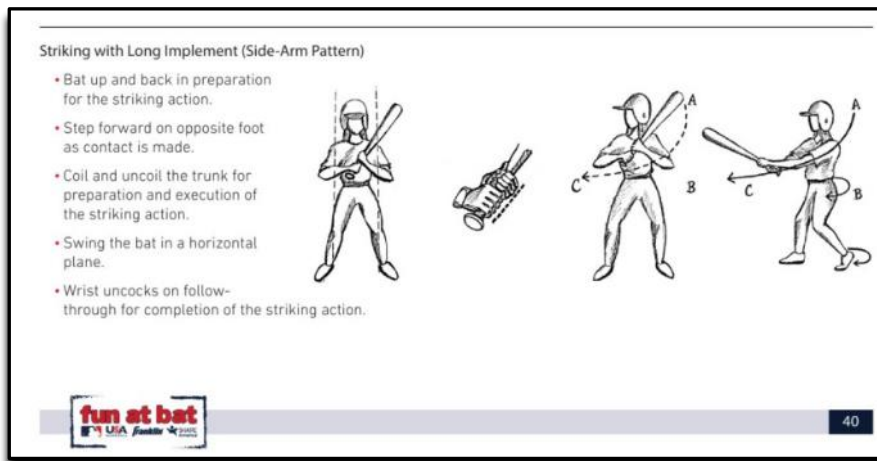
Grade-Level Outcomes:

- Strikes a ball with a long-handled implement, sending it forward, while using proper grip. (Note: The ball is struck from a batting tee or when tossed by the teacher.) (SI.E25.3)
- Strikes an object with a long-handled implement (e.g., hockey stick, golf club, tennis or badminton racket) while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through). (SI.E25.4)

Level	Scoring Criteria
3 Proficient	Strikes ball off tee using proper grip, sending it forward, while displaying appropriate number of critical elements, depending on grade level.
2 Competent	Strikes ball off tee using proper grip, sending it forward, while displaying fewer than the appropriate number of critical elements, depending on grade level.
1 Needs Improvement	Fails to strike ball off tee.

Skills and Knowledge-Striking with Implement 3-5

Striking with a Long Implement-5 th 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 3A-I am learning how to strike a stationary ball with a long-handled implement using proper form. Activities: <ul style="list-style-type: none"> • Floor hockey • First Tee Golf • Whiffle Ball • Lacrosse • Tennis • Diamond Sports
3	Students: <ul style="list-style-type: none"> ○ 3A- Strike 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). (SI.E25.5) 	
2	Students: <ul style="list-style-type: none"> ○ 2A- Strike 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). (SI.E25.4) 	
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	



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.

For more resources: <http://funatbat.org/Digital 3-5 Guide>

Academic Vocabulary

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

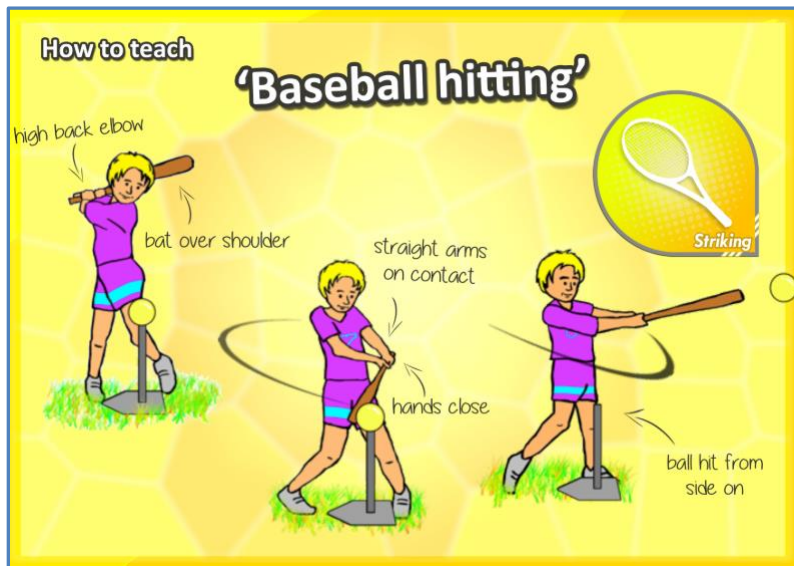
Lesson Planning for Elementary School Physical Education Book

Pages: 225-235

Analytic Scale for Striking a Pitched Ball with a Long-Handled Implement, Grade 5

Indicator	Developing	Meeting	Exceeding
<p>Critical Elements: Striking with Long-Handled Implement</p> <p>SI.E25.5</p>	<p>Demonstrates fewer than 5 of the critical elements for striking with long-handled implement.</p> <ul style="list-style-type: none"> -Swing is downward with chopping action (not in horizontal plane) -Faces forward in preparation for swing 	<p>Demonstrates all critical elements for striking with long-handled implement:</p> <ul style="list-style-type: none"> -Bat up and back in preparation -Step on opposite foot -Coil and uncoil the trunk -Swing in a horizontal plane -Wrists uncocks 	<ul style="list-style-type: none"> -Demonstrating all critical elements -Preparation and follow-through demonstrate a full range of motion contributing to power
<p>Success</p>	<p>-Does not contact ball on any attempt</p>	<p>Makes contact on 1 or 2 of the attempts</p>	<p>Ball travels through the air for all 3 attempts</p>

Adopted from SHAPE America, PE Metrics, 3rd ed. (Champaign, IL: Human Kinetics, 2019).



Skills and Knowledge- Dribbling K-5

Dribbling/Ball Control with hands - Kindergarten		
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: <ul style="list-style-type: none"> ○ 3A- Dribble a ball with 1 hand, attempting the second contact (SI.E17.K) 	3A-I am learning how dribble with one hand. Activities/Resources: <ul style="list-style-type: none"> • Dribble Knockout • Cone dribble • Pass/Receive • Drivers Test • Station Work • Shoot, Dribble, Pass, Dribble • Dribble Tag
2	Students: <ul style="list-style-type: none"> ○ 2A- Dribble a ball with 1 hand and does not attempt the second contact or catches the ball 	
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

Success Criteria/Critical Elements for Dribbling:

Body Position	Control	Speed
Head	<ul style="list-style-type: none"> • Vision on ball • Peripheral vision on area around ball 	<ul style="list-style-type: none"> • Head up • Eyes forward
Body/Legs	<ul style="list-style-type: none"> • Knees flexed • Body crouched over the ball 	<ul style="list-style-type: none"> • Fairly upright (slight lean) • Stride position with legs
Arms Action	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

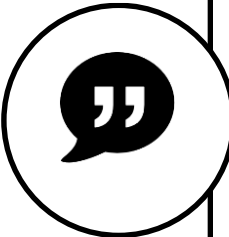
SHAPE Standard 1:

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 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:

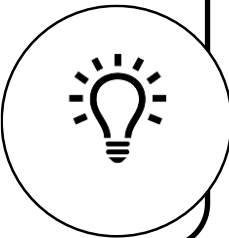
<http://openphysed.org/curriculummodules>

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 K-5

Dribbling/Ball Control with hands – 1 st 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: <ul style="list-style-type: none"> ○ 3A- Dribble continuously (5 or more) in personal-space using the preferred hand. (SI.EI7.1) 	3A-I am learning how dribble with one hand continuously. Activities/Resources: <ul style="list-style-type: none"> • Dribble Knockout • Cone dribble • Pass/Receive • Drivers Test • Station Work • Shoot, Dribble, Pass, Dribble • Dribble Tag
2	Students: <ul style="list-style-type: none"> ○ 2A- Dribble 2 to 4 consistent times in personal-space using the preferred hand. 	
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

Success Criteria/Critical Elements for Dribbling:

- Knees slightly bent
- Opposite foot forward when dribbling in self-space
- Contact ball with finger pads
- Firm contact with top of ball
- Eyes looking “over,” not down at the ball

SHAPE Standard 1:

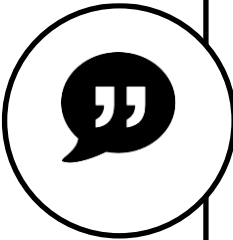
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.



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.



For more resources:

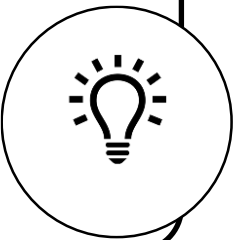
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Academic Vocabulary

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 K-5

Dribbling/Ball Control with hands – 2 nd Grade		
4	In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.	Learning Targets
3	Students: <ul style="list-style-type: none"> 3A- Dribbles using the preferred hand while walking in general space. (SI.E17.2b) 	3A-I am learning how dribble with my preferred hand. Activities/Resources: <ul style="list-style-type: none"> Dribble Knockout Cone dribble Pass/Receive Drivers Test Station Work Shoot, Dribble, Pass, Dribble Dribble Tag
2	Students: <ul style="list-style-type: none"> 2A-Dribbles using preferred hand while walking in general space occasionally loses control of the ball 	
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

Success Criteria/Critical Elements for Dribbling:

- Knees slightly bent
- Opposite foot forward when dribbling in self-space
- Contact ball with finger pads
- Firm contact with top of ball
- Eyes looking “over,” not down at the ball



SHAPE Standard 1:

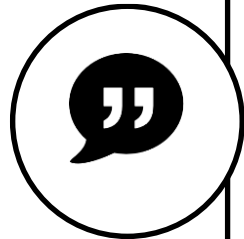
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.



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.



For more resources:

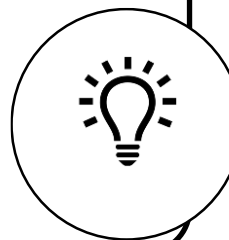
<http://openphysed.org/curriculummodules>

Academic Vocabulary

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

Lesson Planning for Elementary School Physical Education Book

Pages: 189-192



Skills and Knowledge- Dribbling K-5

Dribbling/Ball Control with hands – 3 rd Grade		
4	In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.	Learning Targets
3	Students: <ul style="list-style-type: none"> 3A- Dribble and travel in general space at slow to moderate jogging speed with control of ball and body (SI.E17.3) 	3A-I am learning how dribble while jogging and maintaining control. Activities/Resources: <ul style="list-style-type: none"> Dribble Knockout Cone dribble Pass/Receive Drivers Test Station Work Shoot, Dribble, Pass, Dribble Dribble Tag
2	Students: <ul style="list-style-type: none"> 2A- Dribbles and travels in general space at slow jogging speed and occasionally loses control of the ball 	
1	Student's performance reflects beginning-to-learn 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.

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

P.E. PARTNER ASSESSMENT

Hand Dribbling

WATCH THE FOLLOWING STUDENT WHILE THEY PLAY A GAME IN CLASS...

USING THIS SKILL...



- PUSH WITH PALM, THAT'S FIRST HINT
- GO WAIST HIGH, DIAGONAL ON SIDE
- LOOK UP TOO, NOT TOWARD SHOE

HOW DID THEY DO? (✓)

M = ALL THE TIME EVERY TIME	D = MOST OF THE TIME, BUT NOT EVERY TIME	B = SOME OF THE TIME, OR NOT AT ALL
------------------------------------	---	--

IF THEY SCORED A "D" OR "B", TELL THEM WHY...

<http://physedreview.com>

Basketball Shooting/Dribbling

Kings/Queens of the Court

@pe4everykid

Equipment: 1 basketball per student, 6 basketball hoops

Set-up: Students in 6 groups. They choose one hoop to shoot at (line up near free throw line).

Game Play: When the music starts, students begin shooting at their hoop. If they make it, that counts as 1 point for their team. If they miss, they go to the end of their line and get ready to shoot again. Once a team has scored 10 points total, they go to the middle circle (center court) and practice dribbling. They are now the Kings/Queens of the Court. Once another team reaches 10 points, they come to the middle and knock out the previous team becoming the new Kings/Queens of the Court. Play continues until the song is over or time is up. Whichever team is in the middle when the game ends is the winner!

Skills and Knowledge- Dribbling K-5

Dribbling/Ball Control with hands – 4 th Grade		
4	In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.	Learning Targets
3	Students: <ul style="list-style-type: none"> ○ 3A-Dribble in general space demonstrating a mature pattern with control of ball and body. (SI.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 	3A-I am learning how dribble while jogging and maintaining control. Activities/Resources: <ul style="list-style-type: none"> • Dribble Knockout • Cone dribble • Pass/Receive • Drivers Test • Station Work • Shoot, Dribble, Pass, Dribble • Dribble Tag
2	Students: <ul style="list-style-type: none"> ○ 2A- Dribbles and travels in general space at slow jogging speed and occasionally loses control of the ball 	
1	Student’s performance reflects beginning-to-learn foundational skills and knowledge.	

DRIBBLING



SHAPE Standard 1:

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



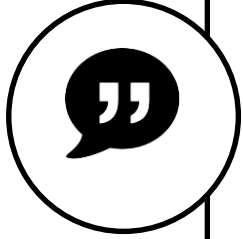
Teacher Clarifications

***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>

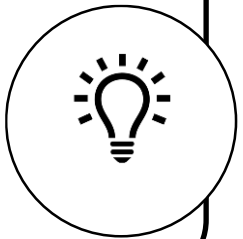


Academic Vocabulary

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

Lesson Planning for Elementary School Physical Education Book

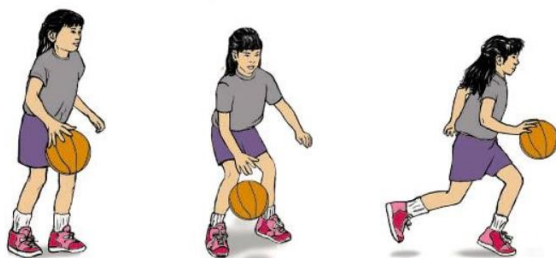
Pages: 193-197



Skills and Knowledge- Dribbling K-5

Dribbling/Ball Control with hands – 5 th Grade		
4	In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.	Learning Targets
3	Students: <ul style="list-style-type: none"> ○ 3A-Dribble 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. (SI.EI7.4ab) 	3A -I am learning how dribble while jogging and maintaining control using both preferred hands and non-preferred hands. Activities/Resources: <ul style="list-style-type: none"> • Dribble Knockout • Cone dribble • Pass/Receive • Drivers Test • Station Work • Shoot, Dribble, Pass, Dribble • Dribble Tag
2	Students: <ul style="list-style-type: none"> ○ 2A- Dribbles in general space with control of ball and body while increasing and decreasing speed. 	
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

DRIBBLING



- Knees slightly bent.
- Opposite foot forward when dribbling in self-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.

SHAPE Standard 1:

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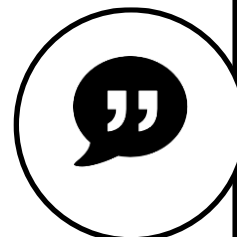
Teacher Clarifications

***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>

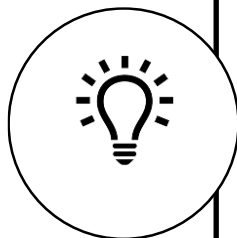


Academic Vocabulary

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

Lesson Planning for Elementary School Physical Education Book

Pages: 198-201



Analytic Scale for Dribbling with Hands, Grade 4

Indicator	Developing	Meeting	Exceeding
<p>Critical Elements: Dribbling with Hands</p> <p>SI.EI7.4a</p>	<p>Demonstrates fewer than 5 of the critical elements for dribbling.</p> <ul style="list-style-type: none"> • Uses palm of hand upon contact • Head down, looking at the ball <p>Lacks control of the ball</p> <p>Unable to continuously dribble in self-space</p>	<p>Demonstrates all critical elements for dribbling with both preferred and non-preferred hands</p> <ul style="list-style-type: none"> • Knees slightly bent • Opposite foot forward • Finger pads for contact • Firm contact, top of ball • Head up, looking over the ball <p>Maintains a rhythm with preferred hand while continuously dribbling in self-space</p>	<p>Demonstrating all critical elements for dribbling with both preferred and non-preferred hands</p> <ul style="list-style-type: none"> • Can switch hands for dribble with opposite foot forward for each hand • Maintains a steady rhythm while continuously dribbling for at least 1 minute in self-space with preferred and non-preferred hands

Adopted from SHAPE America, PE Metrics, 3rd ed. (Champaign, IL: Human Kinetics, 2019).

Skills and Knowledge-Dribbling K-5

Dribbling with Feet -Kindergarten		
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: <ul style="list-style-type: none"> ○ 3A- Taps a ball using the inside of the foot, sending it forward (SI.EI8.K) 	3A- I am learning how to tap the ball using the inside of my foot. Activities/Resources: <ul style="list-style-type: none"> ○ Soccer kick ○ follow the leader, teacher says, dribble “soccer” style ○ dribble around obstacles ○ soccer red light/green light ○ stuck in the mud
2	Students: <ul style="list-style-type: none"> ○ 2A- Taps a ball using foot, sending it forward 	
1	Student’s performance reflects beginning-to-learn foundational skills and knowledge.	

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>

Success Criteria/Critical Elements for Dribbling:

Body Position	Control	Speed
Head	<ul style="list-style-type: none"> • Vision on ball • Peripheral vision on area around ball 	<ul style="list-style-type: none"> • Head up • Eyes forward
Body/Legs	<ul style="list-style-type: none"> • Knees flexed • Body crouched over the ball 	<ul style="list-style-type: none"> • Fairly upright (slight lean) • Stride position with legs
Arms	<ul style="list-style-type: none"> • Bent, held close for balance 	<ul style="list-style-type: none"> • Opposition to stride
Action	<ul style="list-style-type: none"> • Use all surfaces of feet • Keep ball within stride length • Avoids contact with others while traveling and dribbling in general space 	<ul style="list-style-type: none"> • 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 K-5

Dribbling with Feet - 1 st 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 3A- I am learning how to tap the ball using the inside of my foot while walking. Activities/Resources: <ul style="list-style-type: none"> Soccer kick follow the leader, teacher says, dribble "soccer" style dribble around obstacles soccer red light/green light stuck in the mud
3	Students: <ul style="list-style-type: none"> 3A- Tap or dribble a ball using the inside of the foot while walking in general space. (SI.EI8.1) 	
2	Students: <ul style="list-style-type: none"> 2A- Tap or dribble a ball using foot while walking in general space. 	
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

Foot Dribbling
A-B-C Soccer by Mike Graham @pe4everykid

Equipment: 1 soccer ball/student, 1 set of alphabet poly spots (2+ sets if you have them)

Set-up: Students in personal space with a ball. Scatter lettered poly spots in the playing area.

Game Play: When the music starts, students dribble with their feet around the gym to guide their ball to touch the letters that spell a given word. You can use PE vocabulary, spelling lists from the classroom teacher, reading sight words, have students spell their name, or find all 26 letters of the alphabet in ABC order.

FOOT DRIBBLING CUES

- PUSH THE BALL GENTLY FORWARD WITH THE INSIDE OR OUTSIDE OF YOUR FOOT
- ALTERNATE FEET WITH THE BALL AS YOU MOVE DOWN THE FIELD
- KEEP THE BALL CLOSE AND UNDER CONTROL AS YOU TRAVEL
- KEEP YOUR HEAD UP AND LOOK DOWN THE FIELD
- USE YOUR PERIPHERAL VISION TO SEE THE BALL
- STAY ON YOUR TOES AND BE LIGHT ON YOUR FEET

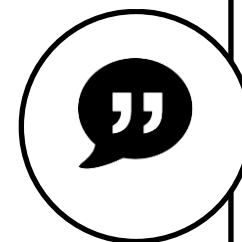
SHAPE Standard 1:

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:

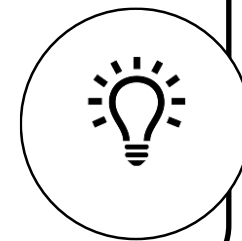
<http://openphysed.org/curriculummodules>

Academic Vocabulary

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Lesson Planning for Elementary School Physical Education Book

Pages: 180-182



Skills and Knowledge-Dribbling K-5

Dribbling with Feet -2 nd 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 3A-I am learning how to tap the ball with both feet while maintaining control. Activities/Resources: <ul style="list-style-type: none"> Soccer kick follow the leader, teacher says, dribble “soccer” style dribble around obstacles soccer red light/green light stuck in the mud
3	Students: <ul style="list-style-type: none"> 3A-Dribble with both feet in general space with control of ball and body (SI.EI8.2) 	
2	Students: <ul style="list-style-type: none"> 2A-Dribbles with foot in general space with control of ball and body 	
1	Student’s performance reflects beginning-to-learn foundational skills and knowledge.	

SHAPE Standard I:

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.

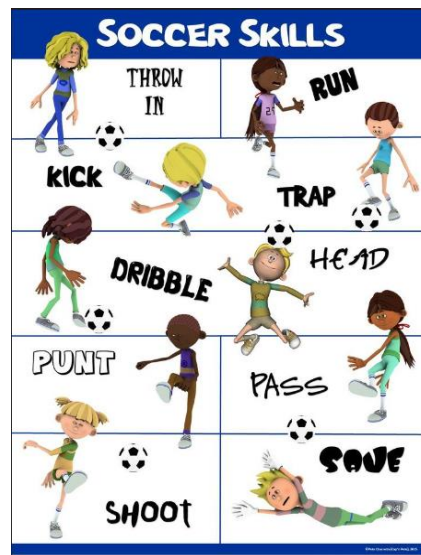
Control clarification: student will perform the behavior/skill continuously maintaining control of the ball. See success criteria for more clarification. Demonstrates behavior more than 75% of the time but less than 90%

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: 180-182



Skills and Knowledge-Dribbling K-5

Dribbling with Feet -3 rd 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 3A-I am learning how to dribble the ball at jogging speed with both feet while maintaining control. Activities/Resources: <ul style="list-style-type: none"> Soccer kick follow the leader, teacher says, dribble “soccer” style dribble around obstacles soccer red light/green light stuck in the mud
3	Students: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 2A- Dribble with both feet in general space at slow jogging speed and occasionally loses control of the ball. 	
1	Student’s performance reflects beginning-to-learn foundational skills and knowledge.	

SHAPE Standard I:

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>

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

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

FOOT DRIBBLING ASSESSMENT (SINGLE TEST)

Name: _____ Teacher: _____

Visual	Elements/Cues	"Student got it"	"Still working on it"
	The student's head is up and their eyes are scanning ahead		
	The student pushes the ball gently forward with the inside and outside of their foot		
	The student keeps the ball close to their body while dribbling		
	The student is on their toes and light on their feet		
	The student keeps the ball under control at different speeds		
	The student is able to stop or change directions and keep the ball in control		

Teacher Notes _____ Score _____ Score _____

FOOT DRIBBLING ASSESSMENT (PRE/POST)

Name: _____ Teacher: _____

Visual	Elements/Cues	Pre-test		Post-test	
		Got it	Not Yet	Got it	Not Yet
	The student's head is up and their eyes are scanning ahead				
	The student pushes the ball gently forward with the inside and outside of their foot				
	The student keeps the ball close to their body while dribbling				
	The student is on their toes and light on their feet				
	The student keeps the ball under control at different speeds				
	The student is able to stop or change directions and keep the ball in control				

Teacher Notes _____ Score _____ Score _____ Score _____ Score _____

Skills and Knowledge-Dribbling K-5

Dribbling with Feet -4 th 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: <ul style="list-style-type: none"> 3A- Dribble with both feet in general space with control of ball and body while increasing and decreasing speed. (S4.E18.4) 	3A-I am learning how to dribble the ball at jogging speed with both feet while maintaining control. Activities/Resources:
2	Students: <ul style="list-style-type: none"> 2A- Dribble and travel in general space at slow jogging speed and occasionally loses control of the ball 	<ul style="list-style-type: none"> Ball control drills dribbling drills obstacle course keep away soccer tag soccer hoopla shark attack rainforest
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

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%

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

Academic Vocabulary

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Lesson Planning for Elementary School Physical Education Book

Pages: 183-185

Foot Dribbling, Passing, Shooting

Activity sheet by Mike Graham @pe4everykid 4-Corner Soccer Game idea by Justin Cahill @justbubPE

Equipment: 4 soccer balls, 24 foam pins, 4 different color pinnies

Set-up: Students in 4 groups. Set up 6 cones in each corner of the gym (3 on end line, 3 on side line), start with a ball in each corner.

Game Play: When the music starts, students attempt to knock down pins from any of the 3 other teams by kicking a ball. If they knock a pin down, they pick it up and bring it back to their corner and set it up. All shots should be taken from outside the "shooting line." Offensive players cannot shoot from inside the shooting line, but may enter to retrieve a pin. Play for an allotted time and see which team has the most pins at the end of the round.

Note: Teams will decide how many players they want guarding the pins and trying to score. Players are allowed to switch positions at any time during the game. Multiple pins can be knocked down with one shot. **Goalies can only use hands inside their corner boundary. No throwing at other team's pins. No punting in the gym.**

SOCCERBALL TAG

Grade Level: 2-8
Equipment: Soccer balls (or nerf balls, dodgeballs)

Game Description: Soccerball tag provides a fun opportunity to practice dribbling, passing, kicking, dodging, and spatial awareness. In soccer ball tag, the taggers dribble a foam ball around and try to kick it at the feet of the roamers to tag them. If a player gets tagged by a ball, they also become a tagger and grab a ball from the side. The game gets trickier as more and more players become it. Give it a go in a soccer unit or as a stand alone game!

- Players spread out in playing area - they are the roamers.
- Choose 1 or 2 taggers to start (taggers get a ball).

- Taggers dribble ball around, and try to shoot ball at foot of roamers.

- If a roamer gets hit by ball, then he grabs a ball from the side and also becomes a tagger.

- Game continues until everyone has been hit.

Skills and Knowledge-Dribbling K-5

Dribbling with Feet -5 th 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 3A-I am learning how to dribble the ball at jogging speed with both feet while maintaining control. Activities/Resources: <ul style="list-style-type: none"> ○ Ball control drills ○ dribbling drills ○ obstacle course ○ keep away ○ soccer tag ○ soccer hoopla ○ shark attack ○ rainforest
3	Students: <ul style="list-style-type: none"> ○ 3A- Dribble with both feet in general space with control of ball and body while jogging and changing direction (S4.E18.5) 	
2	Students: <ul style="list-style-type: none"> ○ 2A- Dribble in general space with control of ball and body while increasing and decreasing speed. 	
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

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%

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: 183-185

Success Criteria/Critical Elements for Dribbling:

Body Position	Control	Speed
Head	<ul style="list-style-type: none"> • Vision on ball • Peripheral vision on area around ball 	<ul style="list-style-type: none"> • Head up • Eyes forward
Body/Legs	<ul style="list-style-type: none"> • Knees flexed • Body crouched over the ball 	<ul style="list-style-type: none"> • Fairly upright (slight lean) • Stride position with legs
Arms	<ul style="list-style-type: none"> • Bent, held close for balance 	<ul style="list-style-type: none"> • Opposition to stride
Action	<ul style="list-style-type: none"> • Use all surfaces of feet • Keep ball within stride length • Avoids contact with others while traveling and dribbling in general space 	<ul style="list-style-type: none"> • 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

Skills and Knowledge-Underhand Roll/Target

Underhand Roll-Kindergarten		
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: <ul style="list-style-type: none"> ○ 3A- Roll underhand demonstrating 2 of the 5 critical elements of a mature pattern: (S1.E13.1) ○ 3B- Roll underhand to a partner or target with reasonable accuracy 	3A- I am learning how to roll underhand with consistency. Activities: <ul style="list-style-type: none"> • Bowling • Partner roll between legs • Rotational stations • Point Value rolls to target • Tic Tac Toe • Sink the ship/battleship
2	Students: <ul style="list-style-type: none"> ○ 2A- Roll underhand with opposite foot forward 	
1	Student's performance reflects beginning-to-learn 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 rolling 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.



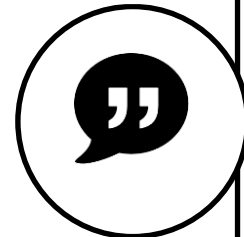
Teacher Clarifications

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

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>

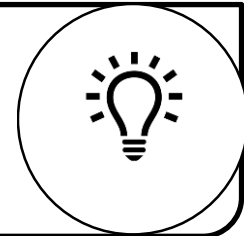
<https://bowl.com/bowlersed/>



Academic Vocabulary

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

[Bowlers Ed Curriculum Binder](#)



Underhand Roll-1 st 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: <ul style="list-style-type: none"> ○ 3A- Roll underhand demonstrating 2 of the 5 critical elements of a mature pattern: (SI.EI3.1) ○ 3B- Roll underhand to a partner or target with reasonable accuracy 	3A- I am learning how to demonstrate an underhand roll with accuracy and control. Activities: <ul style="list-style-type: none"> • Tournament • 2 v 2 • Tic Tac Toe • Rotation stations • Roll to targets/distance
2	Students: <ul style="list-style-type: none"> ○ 2A- Roll underhand with opposite foot forward 	
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

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>
<https://bowl.com/bowlersd/>

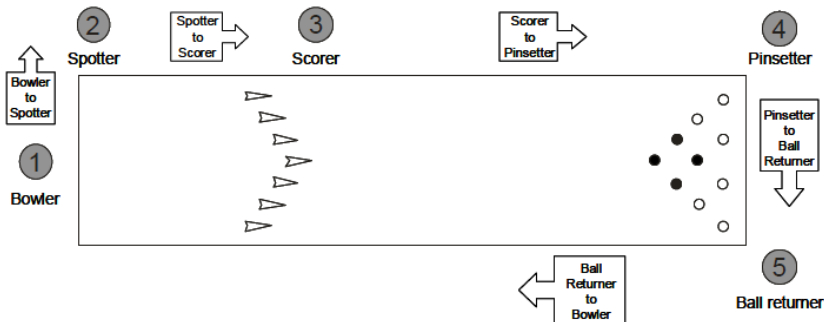
Success Criteria/Mature Pattern:

- 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.

Academic Vocabulary

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

[Bowlers Ed Curriculum Binder](#)



Underhand Roll-2 nd 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: <ul style="list-style-type: none"> ○ 3A-Roll underhand using a mature pattern ○ 3B-Roll underhand to partner or target with reasonable accuracy 	3A -I am learning how to demonstrate an underhand roll with accuracy and control. Activities: <ul style="list-style-type: none"> • Tournament • 2 v 2 • Tic Tac Toe • Rotation stations • Roll to targets/distance
2	Students: <ul style="list-style-type: none"> ○ 2A- Roll underhand demonstrating 2 of the 5 critical elements of a mature pattern (SI.EI3.2) 	
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

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>
<https://bowl.com/bowlersed/>

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 ROLLING

KEYS TO SUCCESS

- STAND FACING YOUR TARGET.
- BRING YOUR ROLLING ARM BACK BEFORE YOU ROLL.
- STEP WITH YOUR OPPOSITE FOOT AS YOU ROLL.
- RELEASE THE BALL BETWEEN YOUR KNEE AND FOOT.
- FOLLOW THROUGH TO YOUR TARGET.

Check the box for the criteria you see	Got it!	Not yet
My partner is facing their target.		
My partner brought their rolling arm back.		
My partner stepped forward with the opposite foot.		
My partner released the ball below their knee.		
My partner followed through to their target.		

Underhand Rolling

Tic-Tac-Toe Bowling

by Conor Zaputit @czaputit17

Equipment: 12 score sheets, 12 dry erase markers, 12 bowling balls, 12 bowling pins, 12 deck rings (optional- to hold bowling balls; all matched colors if available) (average class size of 24)

Set-up: Students in groups of 2 at a lane - 1 bowler, 1 pin setter/ball returner. Print off 1 copy of the score sheet per 2 students. See diagram below for equipment set up.

Game Play: Partners will be playing each other in a 1v1 game. Students from each group will start the game with rock, paper, scissors to decide who gets to roll first and choose Xs or Os. Students take turns rolling the ball at the pin trying to knock it down. If successful, they mark X or O on the tic-tac-toe board. If they don't knock down a pin, they simply go down to the pin and let their partner take a turn. First player to get 3 in a row (up/down, sideways, or diagonal) wins!

Note: I laminate my score cards so students can use dry erase markers on them or slide them into those protective sheet covers.

Activity sheet created by Mike Graham @pe4everykid

Academic Vocabulary

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

[Bowlers Ed Curriculum Binder](#)


Download courtesy of Mike Graham, @pe4everykid

Peer assessment courtesy of Erik Heard, @eheard

Underhand Roll-3 rd 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: <ul style="list-style-type: none"> ○ 3A-Roll underhand using a mature pattern ○ 3B-Roll underhand to a partner or target with reasonable accuracy 	3A -I am learning how to demonstrate an underhand roll with accuracy and control. Activities: <ul style="list-style-type: none"> • Tournament • 2 v 2 • Tic Tac Toe • Rotation stations • Roll to targets/distance
2	Students: <ul style="list-style-type: none"> ○ 2A-Roll underhand to partner or target with reasonable accuracy 	
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

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>
<https://bowl.com/bowlersed/>



Success Criteria/Mature Pattern:

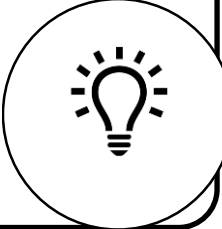
- Face target in preparation for rolling action.
- Arm back in preparation for action.
- Step with opposite foot as throwing arm moves forward.
- Release ball between knee
- Follow through to target.



Academic Vocabulary

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

[Bowlers Ed Curriculum Binder](#)

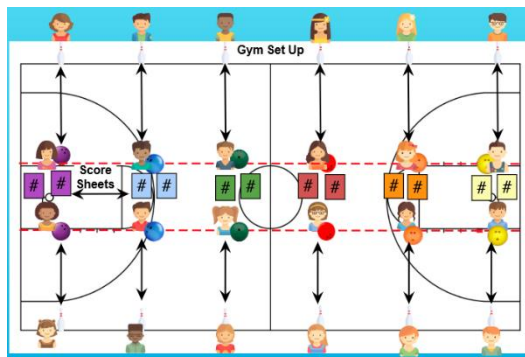


TIC-TAC-TOE BOWLING

DIRECTIONS:

BEFORE YOU BEGIN, DECIDE WHICH TEAM WILL BE "XS" AND WHICH TEAM WILL BE "OS".

PLACE AN "X" OR AN "O" IN ANY OPEN SPACE ON THE TIC-TAC-TOE BOARD EACH TIME A PLAYER KNOCKS DOWN A PIN. 3 IN A ROW, WINS!



Underhand Roll-4 th 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: <ul style="list-style-type: none"> 3A-Roll a ball using a mature pattern 3B- Roll underhand to a target with consistent accuracy 	3A-I am learning how to demonstrate an underhand roll with accuracy and control. Activities: <ul style="list-style-type: none"> Tournament 2 v 2 Tic Tac Toe Rotation stations Roll to targets/distance
2	Students: <ul style="list-style-type: none"> 2A-Roll underhand to partner or target with reasonable accuracy 	
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

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>
<https://bowl.com/bowlersed/>

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.



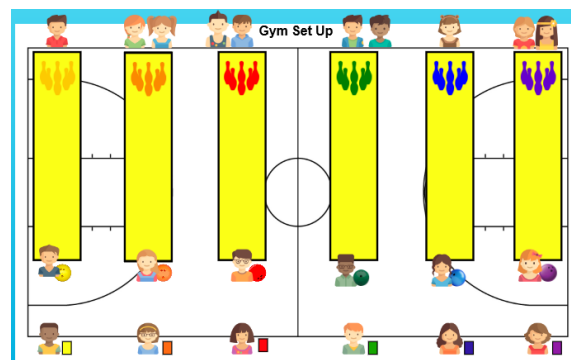
Underhand Rolling/Bowling

Blackout Bowling by Mike Graham @pe4everykid

Equipment: 6 bowling balls, 6 carpet lanes, 36 bowling pins, 6 deck rings, 6 scorecards (based on an average class size of 24 students)

Set-up: 3-4 students per lane & set up 6 pins on the bowling carpet. Have students select a position based on the number of people in their group (see rotation graphic).

Game Play: Students take turns rotating through the different positions. When they bowl, they get one shot. The number of pins they knock down is the number the scorekeeper shades in or crosses out on the scorecard. If there are no more spaces on the scorecard that match the number of pins knocked down, nothing is marked and students rotate positions. The object of the game is to "blackout" (color in or X out) their entire scorecard by the end of class.



Academic Vocabulary

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

[Bowlers Ed Curriculum Binder](#)

Underhand Roll-5 th 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: <ul style="list-style-type: none"> 3A-Roll underhand using a mature pattern in non-dynamic environments (closed skills) with different sizes and different types (SI.E13.5) 3B-Roll underhand to a large target with accuracy (70-90%) 	3A-I am learning how to demonstrate an underhand roll with accuracy and control. Activities: <ul style="list-style-type: none"> Tournament 2 v 2 Tic Tac Toe Rotation stations Roll to targets/distance
2	Students: <ul style="list-style-type: none"> 2A-Rolls underhand using a mature pattern with some accuracy 	
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

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.

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.

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 Rolling/Bowling

Activity sheet by Mike Graham @pe4everykid Game idea by Conor Zaputli @czaputli17

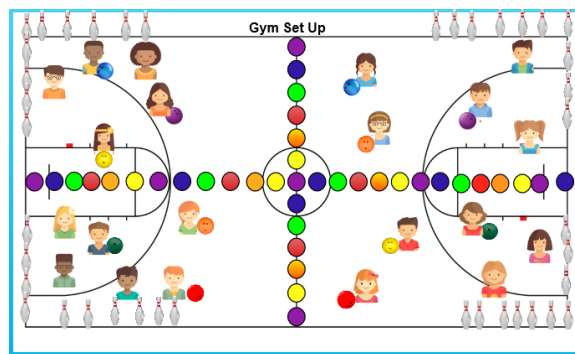
4-Corner Bowling

Equipment: 12 bowling balls, 40 pins, poly spots to mark quadrant boundaries

Set-up: Students in 4 groups. Set up 10 pins in each corner of the gym (5 on end line, 5 on side line), start with 3 balls in each corner.

Game Play: When the music starts, students attempt to knock down pins from any of the 3 other teams by rolling/bowling a ball from inside their quadrant. If they knock a pin down, they go pick it up and bring it back to their corner and set it up. Bowlers cannot shoot from inside another team's quadrant. They may only enter another team's area to retrieve a pin(s). Play for an allotted time and see which team has the most pins at the end of the round.

Note: Teams will decide how many players they want guarding the pins and how many they want bowling. Players are allowed to switch positions at any time during the game. Multiple pins can be knocked down with one shot.



Academic Vocabulary

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

[Bowlers Ed Curriculum Binder](#)

Download courtesy of Mike Graham, @pe4everykid

Skills and Knowledge-Weight Transfer K-5

Weight Transfer- Kindergarten		
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: <ul style="list-style-type: none"> ○ 3A-Transfer weight from one body part to another in self-space in dance and/or gymnastics environments. (SI.E8.1) 	3A -I am learning how to transfer weight from one side of my body to the other. Activities: <ul style="list-style-type: none"> • Kangaroo Jump, Puppy dog run, Bear Walk, Gorilla Walk, Rabbit Jump, Crab Walk, Seal Walk, Elephant Walk, and Inchworm
2	○ 2A -Transfer weight from side to side demonstrating some critical elements of a narrow body shape (log roll)	
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

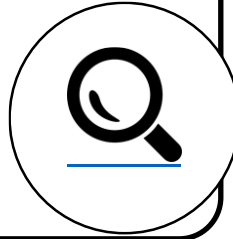
Success Criteria for Log Roll:

[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

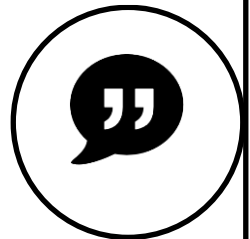
SHAPE Standard 1:

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 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. Think outside of the box for your unit, maybe you incorporate a yoga unit and assess their ability to transfer their weight from one balance movement to another movement. Check out [Cosmic Kids Yoga](#).



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

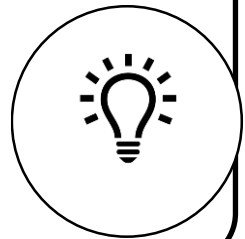
Academic Vocabulary

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

Lesson Planning for Elementary School Physical Education Book

Pages: 99-135

Teaching for Competency in Non-Locomotor Skills



Skills and Knowledge-Weight Transfer K-5

Weight Transfer- 1 st 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: <ul style="list-style-type: none"> 3A-Transfer weight from one body part to another in self-space in dance or gymnastics environment. (SI.E8.1) 	3A-I am learning how to transfer weight from one side of my body to the other. Activities: <ul style="list-style-type: none"> Kangaroo Jump, Puppy dog run, Bear Walk, Gorilla Walk, Rabbit Jump, Crab Walk, Seal Walk, Elephant Walk, and Inchworm
2	Students: <ul style="list-style-type: none"> 2A-Transfer weight from side to side demonstrating some critical elements. 	
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

FORWARD ROLL

- ✗ START IN A PULL SQUAT WITH YOUR HANDS OUT IN FRONT
- ✗ TUCK YOUR CHIN INTO YOUR CHEST
- ✗ PUSH WITH YOUR LEGS AND PLACE YOUR HANDS DOWN ON THE MAT FIRST
- ✗ ROLL ON THE BACK PART OF YOUR HEAD AND STAY IN A TIGHT BALL GRABBING YOUR KNEES AS YOU ROLL
- ✗ LET YOUR MOMENTUM CARRY YOU BACK TO YOUR FEET

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 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. Think outside of the box for your unit, maybe you incorporate a yoga unit and assess their ability to transfer their weight from one balance movement to another movement. Check out [Cosmic Kids Yoga](http://openphsyed.org/curriculummodules).

For more resources: <http://openphsyed.org/curriculummodules>

Academic Vocabulary

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

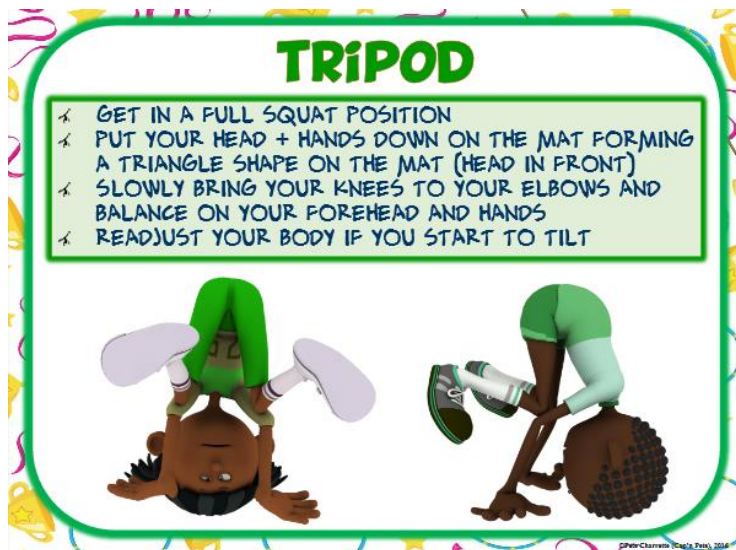
Lesson Planning for Elementary School Physical Education Book

Pages: 99-135

Teaching for Competency in Non-Locomotor Skills

Skills and Knowledge-Weight Transfer K-5

Weight Transfer- 2 nd 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: <ul style="list-style-type: none"> 3A- Transfer weight from feet to different body parts/bases of support for balance and/or travel. (SI.E9.2) 	3A-I am learning how to transfer weight from feet to other body parts to support my balance. Activities: <ul style="list-style-type: none"> Kangaroo Jump, Puppy dog run, Bear Walk, Gorilla Walk, Rabbit Jump, Crab Walk, Seal Walk, Elephant Walk, and Inchworm
2	Students: <ul style="list-style-type: none"> 2A- Attempting to transfer weight from feet to hands for momentary weights support. 	
1	Student's performance reflects beginning-to-learn 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 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. Think outside of the box for your unit, maybe you incorporate a yoga unit and assess their ability to transfer their weight from one balance movement to another movement. Check out [Cosmic Kids Yoga](http://openphased.org/curriculummodules).

For more resources: <http://openphased.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 Non-Locomotor Skills

Skills and Knowledge-Weight Transfer K-5

Weight Transfer- 3 rd 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: <ul style="list-style-type: none"> 3A-Combine balance and weight transfers with movement concepts to create and perform a dance or gymnastic routine. (SI.EI2.3) 	3A-I am learning how to combine balance and weight transfers with movement concepts to create and perform a dance/routine. Activities: <ul style="list-style-type: none"> Use different apparatus to demonstrate different skills Handstand Cartwheel Feet to Hand Table Top Building a sequence Gymnastic Sequence Form Diagram
2	Students: <ul style="list-style-type: none"> 2A- Balance on different bases of support, combining levels and shapes. 	
1	Student's performance reflects beginning-to-learn 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: 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.

Don't forget to sign up for the district mats and have them delivered during your unit. Check out our elementary files for additional unit ideas and resources for station cards.

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

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

Academic Vocabulary

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

Lesson Planning for Elementary School Physical Education Book

Pages: 99-135

Teaching for Competency in Non-Locomotor Skills

Skills and Knowledge-Weight Transfer K-5

Weight Transfer- 4 th 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: <ul style="list-style-type: none"> 3A-Combine traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus. (SI.EI2.4) 	3A-I am learning how to combine balance and weight transfers with movement concepts to create and perform a dance/routine. Activities: <ul style="list-style-type: none"> Use different apparatus to demonstrate different skills Handstand Cartwheel Feet to Hand Table Top Building a sequence Gymnastic Sequence Form Diagram
2	Students: <ul style="list-style-type: none"> 2A- Balance on different bases of support, combining levels and shapes. 	
1	Student's performance reflects beginning-to-learn 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

Name _____ **Class** _____

Directions: Write or draw each of the following sequences in one of the boxes.
 A star (beginning and end strokes)
 4 different tracks (stop type of movement across the mat)
 3 balances (must have outline for 3 seconds)
 1 jumping track (no 200 jumps)
REMEMBER: Use safe, slow motions. Do not crash on the mat. Be Creative!

SHAPE Standard 1:

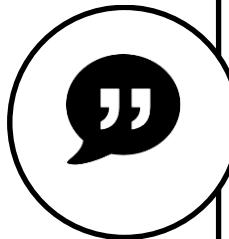
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.



Teacher Clarifications

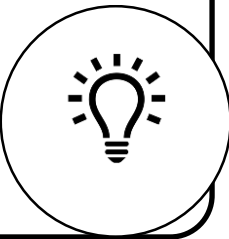
Considerations: SPARK Gymnastic cards in the SPARKfolio is a great addition to this unit. Provide students with an assignment sheet for complete the work on the specific apparatus: beam, bench, table, or mailbox. You may also want to add reflection questions regarding personal safety. This could serve 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



Skills and Knowledge-Weight Transfer K-5

Weight Transfer- 5 th 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: <ul style="list-style-type: none"> ○ 3A-Combine actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus. (SI.E12.5) 	3A -I am learning how to combine balance and weight transfers with movement concepts to create and perform a dance/routine. Activities: <ul style="list-style-type: none"> ● Use different apparatus to demonstrate different skills ● Handstand ● Mule Kick ● Cartwheel ● Feet to Hand Table Top ● Building a sequence ● Gymnastic Sequence Form Diagram
2 	Students: <ul style="list-style-type: none"> ○ 2A-Identify different ways of traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus. 	
1 	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

Level Four Opportunities:

Criteria for Routine:

- Begin with base of support
- Include a jumping and landing skill
- Combination of legs and arm with a transfer of balance (i.e. rhythm, synchronized coordination, and flow)
- Fluidity from one weight transfer to next
- Time limit/considerations

SHAPE Standard 1:

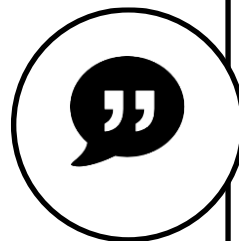
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.



Teacher Clarifications

Considerations: 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>

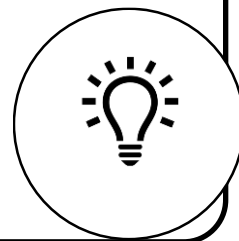


Academic Vocabulary

Weight, transfer, body, self-space, personal space
Lesson Planning for Elementary School Physical Education Book

Pages: 99-135

Teaching for Competency in Non-Locomotor Skills



Strategies & Tactics-3rd-5th

Strategies and Tactics-3 rd		
4	In addition to exhibiting level 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the goal.	Learning Targets and Activities
3	Students: <ul style="list-style-type: none"> 3A-Apply simple strategies & tactics in activities. (S2.E5.3a) 	3A-I am learning how to apply simple strategies and tactics in chasing and fleeing activities.
2	Students: <ul style="list-style-type: none"> 2A-Identify simple strategies & tactics in activities. 	Activities: <ul style="list-style-type: none"> Tag games, relays, Catch and Chase, Changing directions
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	



SHAPE Standard I:

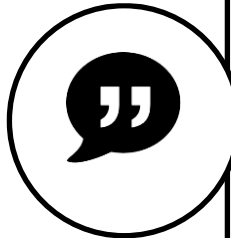
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.



Teacher Clarifications

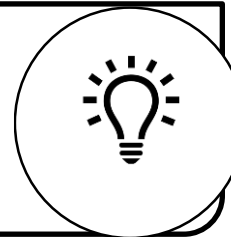
Chasing and fleeing activities can be a challenge if you do not have classroom rules and procedures established. Ensure as you are teaching chasing and fleeing activities, your students know your expectations and you remain consistent while teaching and reinforcing behaviors.

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







Academic Vocabulary

Offense, defense, strategies, fleeing, chasing



Strategies & Tactics 3rd-5th

Strategies and Tactics-4 th 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: <ul style="list-style-type: none"> ○ 3A-Apply simple offensive strategies & tactics in activities. (S2.E5.4a) ○ 3B- Apply simple defensive strategies & tactics in 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: <ul style="list-style-type: none"> ○ 2A-Identify simple offensive and defensive strategies & tactics in activities. 	
1 	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

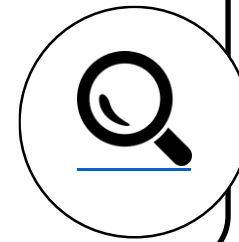
Success Criteria for Offense and Defense Strategies:

- Identify a strategy for offense or defense
- Transition from offense to defense; and defense to offense
- Changes in directions and pathways to move to open or closed spaces
- Combines spaces, with consistent awareness of the space of self and others



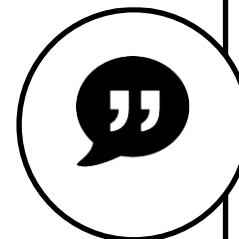
SHAPE Standard 2:

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



Teacher Clarifications

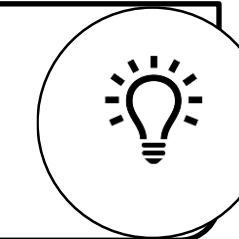
Consider using strategies and tactics as an additional target throughout the entire school year. Each time you are assessing a specific skill in a small sided practice task or in a game setting, you can incorporate an additional opportunity to assess student's ability to establish strategies with a team. Plan the opportunity for your students to team talk and establish their own strategies throughout the game.



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

Academic Vocabulary

Offense, defense, strategies, fleeing, chasing



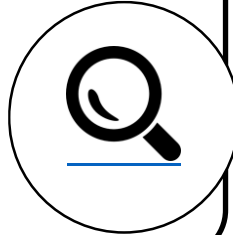
Strategies & Tactics 3rd-5th

Strategies and Tactics -5 th 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: <ul style="list-style-type: none"> ○ 3A- Apply basic offensive and defensive strategies & tactics in invasion small-sided practice tasks. (S2.E5.5a) 	3A- I am learning how to apply simple offensive and defensive strategies and tactics in chasing and fleeing activities.
2	Students: <ul style="list-style-type: none"> ○ 2A- Identify simple offensive and defensive strategies & tactics in invasion small-sided practice tasks. 	Activities: <ul style="list-style-type: none"> • Tag games, relays, Catch and Chase
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	



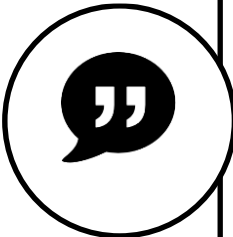
SHAPE Standard 2:

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



Teacher Clarifications

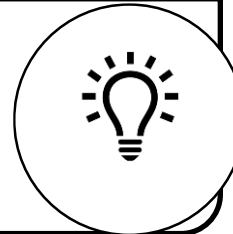
Consider using strategies and tactics as an additional target throughout the entire school year. Each time you are assessing a specific skill in a small sided practice task, you can incorporate an additional opportunity to assess student's ability to establish strategies with a team.



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

Academic Vocabulary

Offense, defense, strategies, fleeing, chasing



Pathways, Shapes, Levels and Space K-2

Pathways, Shapes, Levels, and Space-Kindergarten		
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: <ul style="list-style-type: none"> 3A- Travel in 3 different pathways (S2.E2.K) 3B- Differentiates between movement in personal (self-space) and general space (S2.E1.KI) 	3A- I am learning how to travel different pathways. Activities: <ul style="list-style-type: none"> Relays with pathways, shapes, levels Warm-up/cool down games Locomotors games Exploration Dance malfunction in the toy shop Robot Engineer tag
2	<ul style="list-style-type: none"> 2A- Travel in a different pathway or identify how to travel in a different pathway. 2B- Identifies self-space and general space. 	
1	Student's performance reflects beginning-to-learn 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>

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



STAR WARS PATHWAYS

STRAIGHT

CURVED


ZIG ZAG

Pathways, Shapes, Levels and Space K-2

Pathways, Shapes, and Levels- 1 st 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: <ul style="list-style-type: none"> 3A- Travel demonstrating low, middle, and high levels (S2.E2.1a) 3B- Travel demonstrating a variety of relationships with objects (over, under, through, around) (S2.E2.1b) 	3A- I am learning how to travel different pathways. Activities: <ul style="list-style-type: none"> Relays with pathways, shapes, levels Warm-up/cool down games Locomotors games Exploration Dance malfunction in the toy shop Robot Engineer tag
2	<ul style="list-style-type: none"> 2A- Travel in 3 different pathways. 2B- Identify relationships with objects (over, under, through, and around) 	
1	Student's performance reflects beginning-to-learn 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>



Academic Vocabulary

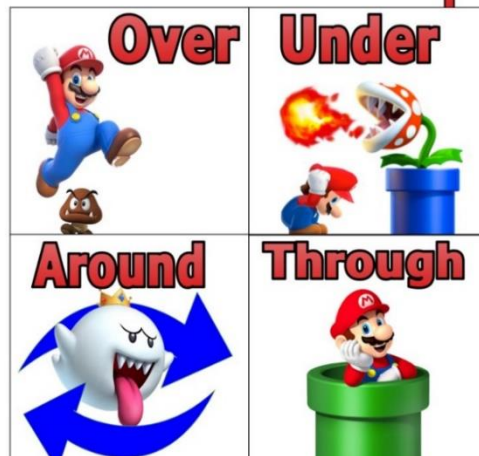
Straight, curved, zig zag, lines, square

Lesson Planning for Elementary School Physical Education Book
 Pages: 47-71
 Teaching for Competency in Movement Concepts



SUPER MARIO Levels

SUPER MARIO Relationships




Pathways, Shapes, Levels and Space K-2

Pathways, Shapes, and Levels-2 nd 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 3A- I am learning how to combine shapes, levels, and pathways throughout my physical activity. Activities: <ul style="list-style-type: none"> • Relays with pathways, shapes, levels • Warm-up/cool down games • Locomotors games • Exploration • Dance malfunction in the toy shop • Robot Engineer tag
3	Students: <ul style="list-style-type: none"> ○ 3A- Combine shapes, levels, and pathways into simple travel, dance, and gymnastics sequences (S2.E2.2) 	
2	Students: <ul style="list-style-type: none"> ○ 2A- Identify or recall vocabulary: pathways, shapes, levels, locomotors 	
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

SHAPE Standard 2:


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



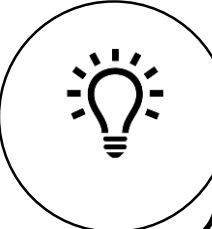
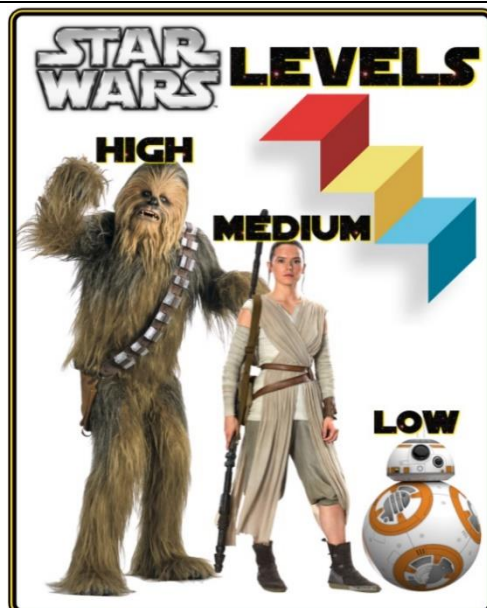
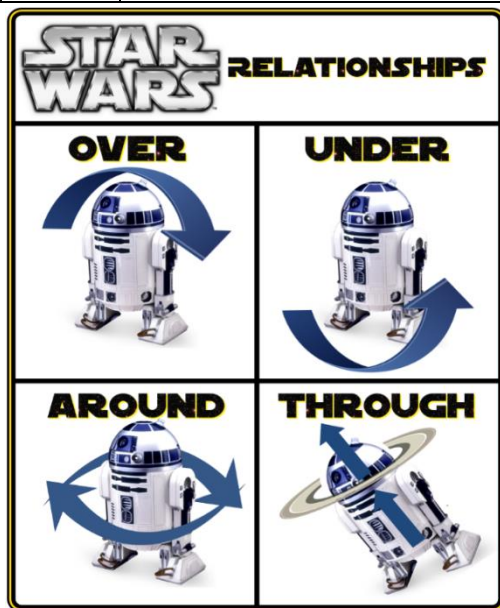
Teacher Clarifications

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>



Academic Vocabulary
 Straight, curved, zig zag, lines, square
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Analytic Scale for Traveling with Levels, Kindergarten

Indicator	Developing	Meeting	Exceeding
<p>Critical Elements: Identifying Levels</p> <p>S2.E1.Ka</p>	<p>Unable to identify levels in illustrations or when demonstrated by others</p>	<p>Identifies levels correctly in 2 of the 3 venues- diagram, observation of others, performance</p>	<p>Identifies levels correctly in all 3 venues-diagram, observation of others, performance</p>
<p>Demonstrating Levels</p>	<p>Unable to demonstrate levels on teacher signal</p>	<p>Demonstrates all 3 levels correctly on teacher signal</p>	<ul style="list-style-type: none"> • Demonstrates a functional understanding of levels: cognitive and performance • Demonstrates level correctly in self-space and when traveling in general space (S2.E2.1a)

Adopted from SHAPE America, PE Metrics, 3rd ed. (Champaign, IL: Human Kinetics, 2019).

Analytic Scale for Traveling with Pathways, Kindergarten

Indicator	Developing	Meeting	Exceeding
<p>Critical Elements: Identifying Pathways</p> <p>S2.E2.K</p>	<p>Unable to identify pathways in illustrations or when demonstrated by another student or the teacher</p>	<p>Identifies pathways correctly in 2 of the 3 venues- diagram, observation of others, performance</p>	<p>Identifies pathways correctly in all 3 venues- diagram, observation of others, performance</p>
<p>Demonstrating Pathways</p>	<p>Unable to demonstrate 3 pathways on teacher signal</p>	<p>Demonstrates all 3 pathways correctly on teacher signal</p>	<ul style="list-style-type: none"> • Demonstrates a functional understanding of pathways: cognitive and performance • Travels in straight, curved, and zigzag pathways (S1.E1.K)

Adopted from SHAPE America, PE Metrics, 3rd ed. (Champaign, IL: Human Kinetics, 2019).

Analytic Scale for Traveling with Directions, Third Grade

Indicator	Developing	Meeting	Exceeding
<p>Critical Elements: Identifying Directions</p> <p>S2.E3.3</p>	<p>Unable to name 6 directions</p> <p>Unable to identify directions when demonstrated by another student or teacher</p>	<p>Identifies 6 directions correctly either by observation of direction or by demonstration of direction on signal</p> <ul style="list-style-type: none"> • Forward • Backward • Right • Left • Up • Down 	<p>Identifies 6 directions plus clockwise and counterclockwise either by demonstrating on teacher signal or when observing teacher</p>
<p>Demonstrating Directions</p>	<p>Unable to demonstrate directions correctly on teacher signal</p>	<p>Demonstrates directions correctly on teacher signal</p>	<ul style="list-style-type: none"> • Demonstrates a functional understanding of 6 directions, plus clockwise and counterclockwise • Demonstrates directions correctly when traveling using different locomotors in general space

Adopted from SHAPE America, PE Metrics, 3rd ed. (Champaign, IL: Human Kinetics, 2019).

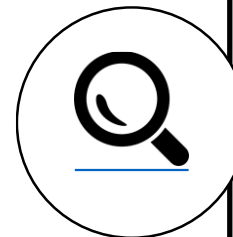
Year Long Topic Proficiency Scales

Engagement K-3

		Learning Targets and Activities
4	In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.	
3	Students: <ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 3A- I am learning how to engage in physical education class without being reminded. 3B- I am learning how to reflect on the reasons for selecting physical activities.
2	Students: <ul style="list-style-type: none"> 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's performance reflects beginning-to-learn foundational skills and knowledge.	

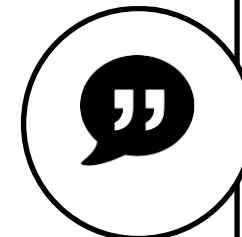
SHAPE Standard 5:

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



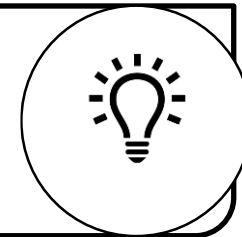
Teacher Clarifications

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



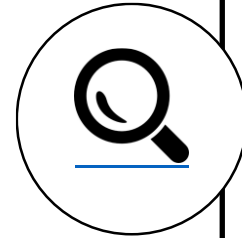
Year Long Topic Proficiency Scales

Engagement 3-5

Engagement 3-5		Learning Targets
4	In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.	
3	Students: <ul style="list-style-type: none"> 3A- Actively engage in the activities of physical education class, both teacher directed and independent (S3.E2.4) 3B- Expresses the enjoyment and/or challenge of participating in a favorite physical activity (S5.E2.5) 3C- Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response (S5.E3.5) 	<ul style="list-style-type: none"> 3A- I am learning how to actively engage in the activities of physical education class. (S3.E2.4) 3B- I am learning how to express the enjoyment and/or challenge of participating in a favorite physical activity (S5.E2.5) 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)
2	Students: <ul style="list-style-type: none"> 2A- Engage in the activities of physical education class without teacher prompting (S3.E2.3) 2B- Describe the positive social interactions that come when engaged with others in physical activity. (S5.E4.3) 2C- Identify different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response 	
1	Student's performance reflects beginning-to-learn 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.



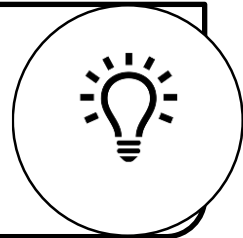
Teacher Clarifications

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

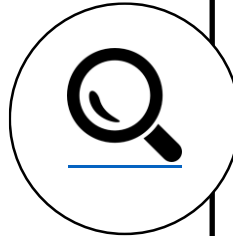


Personal and Social Behavior K-2

4	In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.	Learning Targets
3	Students: <ul style="list-style-type: none"> ○ 3A- Accept personal responsibility by using equipment and space appropriately, follows directions in group settings (S4.E1.K) (S4.E2.K) (CER Attitude towards adults/peers) ○ 3B- Follow teacher directions for safe participation and proper use of equipment with minimal reminders/redirections (S4.E6.K) (CER Attitude towards adults/peers) ○ 3C- Respond appropriately to general/<u>specific</u> feedback from the teacher (S4.E3.1) (CER Attitude towards adults/peers) 	3A- I am learning how to accept personal responsibility and use equipment and space appropriately, and follows directions in group settings. 3B- I am learning how to follow teacher directions for safe participation and proper use of equipment with minimal reminders/redirections. 3C- I am learning how to respond appropriately to general feedback from the teacher. Activities: <ul style="list-style-type: none"> ○ Self-reflection sheet ○ Hand reflection formative assessment ○ Plagnet reflections, exit ticket ○ Popsicle sticks on responsive behavior
2	Students: <ul style="list-style-type: none"> ○ 2A- Identify or recall the responsibility of using equipment and space appropriately ○ 2B- Identify teacher directions for safe participation and proper use of equipment with minimal reminders/redirections ○ 2C- Recall how to appropriately respond to feedback from the teacher 	
1	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

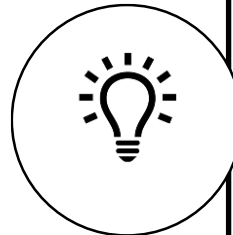
SHAPE Standard 4:

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



Academic Vocabulary-

Responsible, accepting feedback, resolving conflict, appropriate, safety, etiquette, cooperation, respect, ethical, and 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). Another opportunity for your students to practice learning target 3C, try giving your students sentence stems to use while they are peer monitoring each other while practicing the skill (i.e. I noticed you...have you tried to...?).



Personal and Social Behavior 3-5

		Learning Targets
4 	In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.	
3 	Students: <ul style="list-style-type: none"> ○ 3A- Engage in physical activity with responsible interpersonal behavior with peers and equipment, (e.g. peer to peer, student to adult, student to referee) (S4.E1.5) (S4.E6.5) (CER Attitude towards adults/peers) ○ 3B- Reflect on personal social behavior in physical activity (S4.E2.4) (DMPS CER Attitude towards learning instruction) ○ 3C- Work cooperatively with others and praises others for their success in movement performance (S4.E3.3ab) (CER Attitude towards adults/peers) ○ 3D- Exhibit etiquette and adherence to rules in a variety of physical activities (S4.E5.4) (DMPS CER Attitude towards learning instruction) 	3A- I am learning to engage in physical activity with responsible interpersonal behavior with peers and equipment (e.g. peer to peer, student to adult, student to referee). 3B- I am learning how to reflect on personal and social behavior during physical education class. 3C- I am learning how to work cooperatively with others and praise others for success. 3D- I am learning how to demonstrate proper etiquette and follow the rules. Activities: <ul style="list-style-type: none"> ○ Self-reflection sheet ○ Hand reflection formative assessment ○ Popsicle sticks on responsive behavior
2 	Students: <ul style="list-style-type: none"> ○ 2A- Identify or recall how to engage in physical activity with responsible interpersonal behavior with peers and equipment. ○ 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 	
1 	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

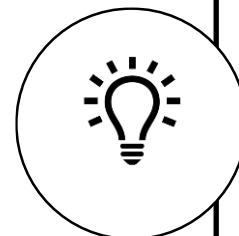
SHAPE Standard 4:

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



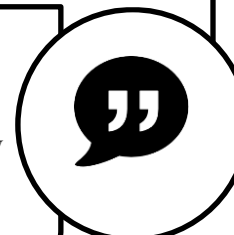
Academic Vocabulary-

Responsible, accepting feedback, resolving conflict, appropriate, safety, etiquette, cooperation, respect, ethical, and non-ethical.



Teacher Clarifications

Consider giving your students an opportunity to personally reflect on their personal social behavior throughout the unit or lesson. One way to set this up in your classroom would to provide them a personal reflection page to respond to a question prompt, (i.e. how do you feel you performed today in class? Did you demonstrate good sportsmanship? Explain why or why not.) Or another opportunity would be to set up [Plickers](#) assessment to scan their self-reflections on the 4, 3, 2, 1 scale regarding the question prompt provided, (i.e. reflect on your personal cooperation day, did you work well with others and praise others for their success?)



5	Not <u>Yet</u>	5
Wow!	<p>A 1</p> <p>B 2</p> <p>C 3</p> <p>D 4</p>	Almost
5	Got It	5

PERSONAL & SOCIAL BEHAVIOR

3-5

I am learning how to...

- play with responsible behavior with others and equipment.
- think (reflect) on my behavior.
- work together and praise others for their success.
- show etiquette and follow the rules



PERSONAL & SOCIAL BEHAVIOR

K-2





I am learning how to...

- use equipment and space the right way.
- follow directions so I'm safe and using equipment the right way.
- respond appropriately to what the teacher and others says.




1. You and your partner are playing in a Badminton game. You hit the birdie over the net and it lands in. Your opponent calls it out, what should you do?
2. Your opponents hit the birdie over the net toward you and it lands in. Your partner calls the birdie out, How do you handle this situation
3. Your opponent serves the birdie but says the wrong score before he or she serves, what do you do?
4. Your partner and your opponent get into an argument on the court; they are arguing the score of the game. How do you handle this situation?

Fitness 3rd-5th

4 	In addition to scoring 3.0 performance, the student demonstrates in-depth inferences and application that go beyond the target.	Learning Targets
3 	<p>Students:</p> <ul style="list-style-type: none"> ○ 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) (*to implement in class, fifth grade only) 	<p>3A-I am learning how to use and compare my fitness results. Activities:</p> <ul style="list-style-type: none"> ● SMART goal sheet/action plan <p>3B-I am learning the difference between skill-related and health-related fitness components.4 Activities:</p> <ul style="list-style-type: none"> ● Verbalize each component activity ● Align each exercise to a focus <p>3C- I can apply my current level of skills and knowledge to implement my SMART goal. Activities:</p> <ul style="list-style-type: none"> ○ Design a fitness plan to implement in class
2 	<p>Students:</p> <ul style="list-style-type: none"> ○ 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 	
1 	Student's performance reflects beginning-to-learn foundational skills and knowledge.	

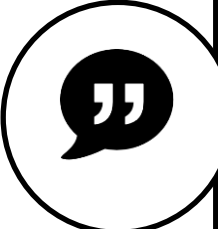
SHAPE Standard 3:

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



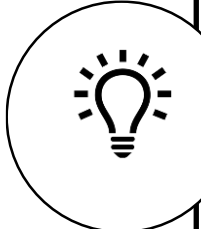
Teacher Clarifications

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. Check out our Fitness goal setting template in our shared files. Develop a fitness plan for a level four opportunity.



Academic Vocabulary-

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



FITNESSGRAM®

Grade Levels	Common Assessments	Data input Deadlines	
K-2	N/A	Not Applicable	
3-4	Required: Height and Weight Pacer 90° Push-ups Curl-ups Sit and Reach Left Sit and Reach Right Shoulder Stretch Left Shoulder Stretch Right	Not Applicable	
5 th Grade	Required: Height and Weight Pacer 90° Push-ups Curl-ups Sit and Reach Left Sit and Reach Right Shoulder Stretch Left Shoulder Stretch Right	Fall (Pre-test) October 31st	Spring (Post-Test) May 31st

How to Log into FitnessGram:

<http://myhealthyzone.FitnessGram.net/>

Username: firstname.lastname@dmschools.org

Password: FIRST 4 LETTERS OF LAST NAME employee id # (with leading zeros)

District Code: OWLD

Check out the step-by-step guide on how to enter your data, using this [link](#).



Physical Education Curriculum Guide

Name _____

Circle One: Boy Girl

Teacher _____

Grade _____

Test	Fall Results and Score	Spring Goal	Spring Results and Score	Health Related Component	Skill Related Component	HFZ	Example(s) of exercises/warm-up that meets this component
Shoulder Stretch							
Sit and Reach							
Curl-Ups							
Push-Ups							
PACER							
S-Specific	<ul style="list-style-type: none"> • What do I want to accomplish? • Why do I want to accomplish this goal? • What are the requirements/barriers? 						
M-Measurable	<ul style="list-style-type: none"> • How will I measure my progress? • How will I know when the goal is accomplished? 						
A-Achievable	<ul style="list-style-type: none"> • How can the goal be accomplished? • What are my specific action steps I should take? 						
R-Relevant	<ul style="list-style-type: none"> • Is this a worthwhile goal? • Do I have the necessary resources to accomplish this goal? What equipment would I need? 						
T-Time Bound	<ul style="list-style-type: none"> • How long will it take to accomplish this goal? • When am I going to work on this goal? 						

Fitness Plan

TYPE of Activity	Health-Related components:	Frequency	Intensity	Time/Duration
	Cardiovascular Endurance- (e.g. jumping jacks, burpees, jumping rope)			
	Flexibility- (e.g. static stretches, yoga holds, ballistic stretches)			
	Muscular Strength- (e.g. body squats, wall-sits)			
	Muscular Endurance- (e.g. burpees, planks, lunges)			

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 skills or tasks.

Strike- a ballistic, propulsion skill...with several forms, such as sidearm, underarm or overarm, one handed or two-handed

Success Criteria- 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.

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.

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.

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 (travel on the ground).
- 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.





Physical Education Curriculum Guide

Resources:

“Welcome to OPEN – the Online Physical Education Network.” *OPEN Physical Education Curriculum*, www.openphysed.com/.

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