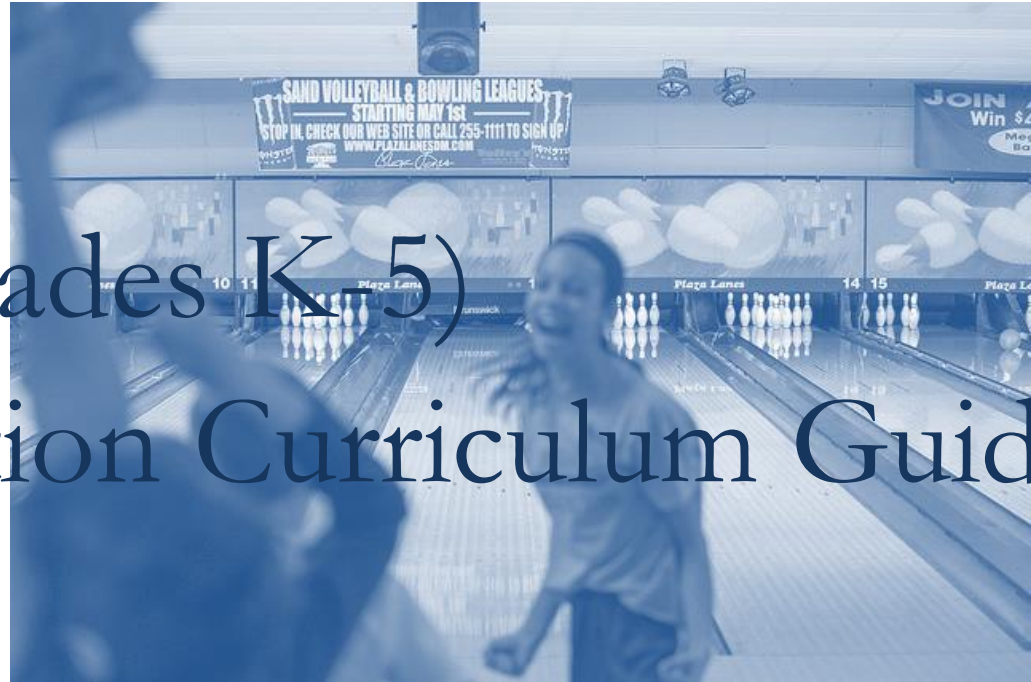




Think. Learn. **Grow.**

# Elementary (Grades K-5) Physical Education Curriculum Guide



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**Physical Education Curriculum, Instruction, and Assessment**

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# Elementary Physical Education Curriculum Guide

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## **Foreword**

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

## **Physical Education Program Mission Statement**

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

## THE GOAL

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

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

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

## THE STANDARDS

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

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

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

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

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

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## Elementary Physical Education Curriculum Guide

### 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**

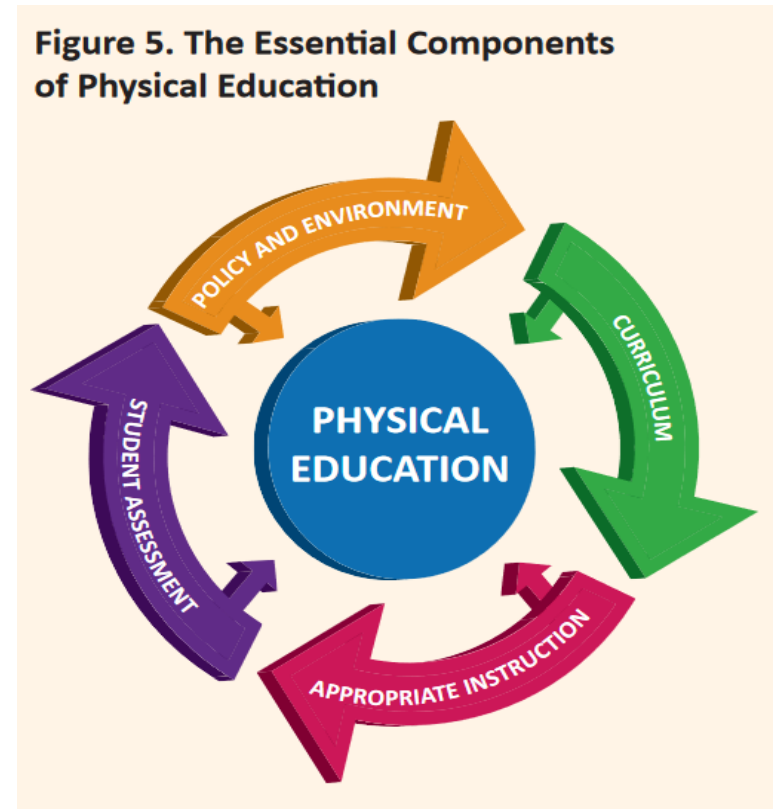
- Measureable, long-term academic growth targets
- Developmentally appropriate activities which assess learning growth for all students
- Pre and Post assessment growth of learning
- Year-long learning goals using grade level targets to work towards the learning goal

- **Effective Components of a well-designed Physical Education Classroom**

- Meets the needs of all students
- Keeps students active for most of physical education class time
- Teaches self-management
- Emphasizes knowledge and skills for a lifetime of physical activity
- Is an enjoyable experience for all students

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

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



## 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.

	Knowledge:	Learning Targets and Activities:
4	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the target.	
3 <b>Learning Goal</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>3A- Strikes a moving object with a long-handled implement example (hockey stick, bat, golf club) while demonstrating critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, and follow-through). (S1.E25.5)</li> </ul> <p><b>Long-Handled Implement Critical Elements:</b></p> <ul style="list-style-type: none"> <li>Long-Handled implement up and back in preparation for the striking action</li> <li>Step forward on opposite foot as contact is made</li> <li>Coil and uncoil the trunk for preparation and execution of the striking action</li> <li>Swing the implement on a horizontal plane</li> <li>Wrist uncocks on follow-through for completion of the striking action</li> </ul>	<p><b>3A-</b> I am learning how to strike a moving object with a long-handled implement demonstrating proper form.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Floor hockey</li> <li>Golf</li> <li>Diamond sports</li> </ul>
2	<p><b>Students demonstrate they have developed an understanding of (or ability to):</b></p> <ul style="list-style-type: none"> <li>2B- Striking a stationary object with a long-handled implement example (hockey stick, bat, golf club) while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, and follow-through). (S1.E25.4)</li> </ul>	<p><b>2B-</b> I am learning how to strike a stationary object with a long-handled implement demonstrating proper form.</p>
1	Student's performance reflects insufficient progress towards foundational skills and knowledge.	

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 2, Level 3, and Level 4	4.0
Demonstrate all learning targets from Level 2 and Level 3 with partial success at Level 4	3.5
Demonstrate all learning targets from Level 2 and Level 3	3.0
Demonstrate all Level 2 learning targets and 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
<i>*Students who demonstrate success at Level 3 learning targets but not Level 2 learning targets are the students for whom additional investigation and multiple opportunities are most vital.</i>	

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.

DMPS Grading Resources: [grading.dmschools.org](http://grading.dmschools.org)



- **Learning Topics for Elementary Grades**

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

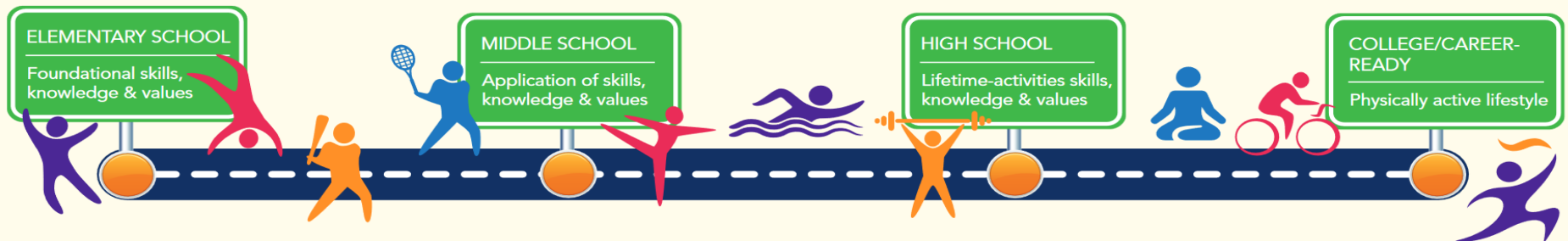
Learning goals for all curricular areas are organized by overarching concepts called *topics*. Within those topics live a learning goal. All learning goals for physical education are guided by the 2014 National Society of Health and Physical Education (SHAPE) standards and assessed on the provided reporting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

- **Learning Topic – The Overarching Concept**

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

THIS WAY!

## The Road to a Lifetime of Physical Activity



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

## • Learning Topic – Skills and Knowledge (K-5)

- The elementary school years long have been recognized as critical in the development of fundamental motor skills.
- The fundamental motor skills of elementary school form the building blocks for game play, physical activity and fitness activities that follow in middle school and high school.
- National Standards alignments
  - Standards 1 and 2: *focus is on emerging fundamental motor and knowledge skills, with increases in efficiency and increasingly consistent motor patterns leading to skilled motor performance in a variety of contexts.*
  - Grade Level Outcome: *focus on progressions of mastery of critical elements leading to maturing pattern of the skill; mastery of the components across grade levels leads to mature patterns in grades 4 and 5.*

## • Vertical Sequence

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

K	1	2	3	4	5
<ul style="list-style-type: none"> <li>○ Perform locomotor skills without falling down. (S1.E1.K)</li> <li>○ Differentiates between movement in personal (self-space) and general space. (S2.E1.Ka)</li> <li>○ Identify or travel in 3 different pathways. (S2.E2.K)</li> <li>○ Travels in general space with different speeds. (S2.E3.K)</li> <li>○ Perform a sideways roll in a narrow body shape demonstrating a log roll. (S1.E9.K)</li> <li>○ Throws underhand with opposite foot forward. (S1.E13.K)</li> <li>○ Catches a large ball tossed by a skilled thrower. (S1.E16.Kb)</li> <li>○ Dribbles (hand) a ball with one hand, attempting the second contact. (S1.E17.K)</li> <li>○ Taps a ball using the inside of the foot, sending it forward (S1.E18.K)</li> <li>○ Strike (volley) a light-weight object</li> </ul>	<ul style="list-style-type: none"> <li>○ Hop, Gallop, Jog and Slide using a mature pattern. (S1.E1.1)</li> <li>○ Identify or travel demonstrating low, middle and high levels. (S2.E2.1a)</li> <li>○ Travel demonstrating a variety of relationships with objects (over, under, through, around (S2.E2.1b)</li> <li>○ Identify or travel demonstrating fast and slow speed. (S2.E3.1a)</li> <li>○ Roll in a curled body shape demonstrating an egg roll. (S1.E9.1)</li> <li>○ Throw underhand demonstrating 2 of 5 critical elements of a mature pattern. (S1.E13.1)</li> <li>○ Catches a soft-object (various sizes) from a self-toss before it bounces. (S1.E16.1b)</li> <li>○ Dribbles (hand) continuously in</li> </ul>	<ul style="list-style-type: none"> <li>○ Skip Using a Mature Pattern (S1.E1.2)</li> <li>○ Combines locomotor skills in general space to a rhythm. (S2.E1.2)</li> <li>○ Combines shapes, levels, and pathways into simple travel, dance, and gymnastics sequences (S2.E2.2)</li> <li>○ Identify or travel demonstrating a variety of relationships with objects (over, under, around, through). (S2.E2.1b)</li> <li>○ Identify or demonstrate both strong and light forces. (S2.E3.1b)</li> <li>○ Rolls in a forward direction with a curled body shape demonstrating a forward roll. (S1.E9.2)</li> <li>○ Throws underhand using a mature pattern. (S1.E13.2)</li> <li>○ Catches a self-tossed or well thrown large ball with hands, not trapping or cradling against the body. (S1.E16.2)</li> <li>○ Dribbles (hand) using the preferred hand</li> </ul>	<ul style="list-style-type: none"> <li>○ Perform teacher-selected and developmentally appropriate dance steps and movement patterns. (S1.E5.3)</li> <li>○ Identify and/or apply simple strategies and tactics in chasing and fleeing activities. (S2.E5.3ab)</li> <li>○ Transfers weight from feet to hands for momentary weight support while demonstrating a mule kick. (S1.E8.3)</li> <li>○ Throw overhand demonstrating 3 of 5 critical elements of a mature pattern, in non-dynamic environment for distance/force. (S1.E14.3)</li> <li>○ Catches a gently tossed hand-size ball from a partner demonstrating 4 of 5 critical elements of a mature pattern. (S1.E16.3)</li> <li>○ Dribbles (hand) and travels in general space at slow to moderate jogging speed with control of the ball and body. (S1.E17.3)</li> <li>○ Dribbles (both feet) in general space at slow to moderate jogging speed with control of the ball and body. (S1.E18.3)</li> </ul>	<ul style="list-style-type: none"> <li>○ Perform teacher-selected and developmentally appropriate dance steps and movement patterns. (S1.E5.4)</li> <li>○ Identify and/or apply simple offensive and defensive strategies and tactics in chasing and fleeing activities. (S2.E5.3ab)</li> <li>○ Transfer weight from feet to hands using large extensions while demonstrating a handstand. (S1.E8.4)</li> <li>○ Throws overhand using a mature pattern. (S1.E14.4ab)</li> <li>○ Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment. (S1.E16.4)</li> <li>○ Dribbles (hand) in general space demonstrating a mature pattern with the preferred hand while maintaining control of the ball and body. (S1.E17.4a)</li> </ul>	<ul style="list-style-type: none"> <li>○ Perform teacher-selected and developmentally appropriate dance steps and movement patterns. (S1.E5.5)</li> <li>○ Applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks. (S2.E5.5a)</li> <li>○ Transfer weight from feet to hands while varying speed and using large muscle extensions while demonstrating a cartwheel. (S1.E8.5)</li> <li>○ Throws overhand using a mature pattern to a large target with accuracy. (S1.E14.5ab)</li> <li>○ Catches with reasonable accuracy in dynamic, small sided practice tasks. (S1.E16.5c)</li> <li>○ Dribbles (hand) in general space demonstrating a mature pattern with both the preferred and non-preferred hands maintaining control of the body while increasing and decreasing speed. (S1.E17.4ab)</li> </ul>

<ul style="list-style-type: none"> <li>(balloon), sending it upward. (S1.E22.K)</li> <li>○ Strikes a light weight object with a paddle or short-handled racquet. (S1.E24.K)</li> <li>○ Executes a single jump with a self-turned rope. (S1.E27.Ka)</li> </ul>	<ul style="list-style-type: none"> <li>self-space using the preferred hand. (S1.E17.1)</li> <li>○ Dribbles (foot) a ball using the inside of the foot while walking in general space (S1.E18.1)</li> <li>○ Strike (volley) an object with an open palm, sending it upward. (S1.E22.1)</li> <li>○ Strike a ball with a short-handled implement, sending it upward. (S1.E24.1)</li> <li>○ Jumps forward or backward consecutively (2 times) using a self-turned rope. (S1.E27.1a)</li> </ul>	<ul style="list-style-type: none"> <li>while walking in general space. (S1.E17.2b)</li> <li>○ Dribbles (<u>both</u> feet) in general space with control of ball and body. (S1.E18.2)</li> <li>○ Strikes (volley) an object upward with 5 or more consecutive hits. (S1.E22.2)</li> <li>○ Strikes an object upward with a short-handled implement, performing 5 or more consecutive hits. (S1.E24.2)</li> <li>○ Jumps forward and backward (5 times) consecutively with a self-turned rope. (S1.E27.2a)</li> </ul>	<ul style="list-style-type: none"> <li>○ Uses a continuous running approach and intentionally performs a kick along the ground and in the air demonstrating 4 of the 5 critical elements of a mature pattern for each. (S1.E21.3)</li> <li>○ Strikes (volley) an object with an underhand or sidearm striking pattern, sending it forward demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E22.3)</li> <li>○ Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern. (S1.E24.3b)</li> <li>○ Strikes a stationary ball with a long-handled implement (hockey stick, bat, golf club), sending it forward, while using proper grip. (S1.E25.3)</li> <li>○ Performs 3 self-chosen jump rope skills with a self-turned rope at least two consecutive times. (S1.E27.3)</li> </ul>	<ul style="list-style-type: none"> <li>○ Dribbles (<u>both</u> feet) in general space with control of the body while increasing and decreasing speed. (S1.E18.4)</li> <li>○ Kicks along the ground and in the air using a mature pattern. (S1.E21.4)</li> <li>○ Strikes (volleys) an object with an underhand or sidearm striking pattern, sending it forward using a mature pattern. (S1.E22.4)</li> <li>○ Strikes an object with a short-handled implement with demonstrating a mature pattern. (S1.E24.4a)</li> <li>○ Strikes an object with a long-handled implement (hockey stick, golf club, bat, tennis, or badminton racquet) with demonstrating 3 of the 5 critical elements of a mature pattern. (S1.E25.4)</li> <li>○ Performs 4 self-chosen jump rope skills with a self-turned rope at least two consecutive times. (S1.E27.3)</li> </ul>	<ul style="list-style-type: none"> <li>○ Dribbles (both feet) in general space with control of the ball and body while jogging and changing direction. (S1.E18.5)</li> <li>○ Demonstrates a punt using a mature pattern. (S1.E21.5)</li> <li>○ Strikes (volleys) an object with an under arm or sidearm striking pattern, within a teacher/game defined boundary while demonstrating a mature pattern.</li> <li>○ Strikes and object 6 consecutively, with a partner, using a short-handled implement, over a net or 5 consecutive times alone to a wall. (S1.E24.5)</li> <li>○ Strikes a moving object with a long-handled implement (hockey stick, bat, golf club, tennis, or badminton racquet) while demonstrating a mature pattern. (S1.E25.b)</li> <li>○ Performs 5 self-chosen jump rope skills with a self-turned rope at least two consecutive times. (S1.E27.3)</li> </ul>
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- **Learning Topic – Engagement (K-5)**

- Recognizing the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
- National Standards alignments:
  - **Standard 3 (Element 2) & Standard 5 (Element 3 and 4):**
    - **Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**
    - **Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**
  - **Grade Level Outcomes:**
    - *Engages in physical activity (S3.E2)*
    - *Identifies physical activities that are enjoyable (S5.E3.Ka)*
    - *Actively participates in physical education class in response to instruction and practice (S3.E2)*
    - *Reflects on reasons for enjoying selected physical activities (S5.E3.3)*
    - *Actively engages in the activities of physical education class, both teacher directed and independent (S3.E2.4)*
    - *Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity (S5.E2.5)*
    - *Engages in the activities of physical education class without teacher prompting (S3.E2.3)*
    - *Describes the positive social interactions that come when engaged with others in physical activity (S5.E4.3)*
    - *Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response (S5.E3.5)*

## • Vertical Sequence-Engagement

- The student will demonstrate they have the ability to:

K-3	4-5
<ul style="list-style-type: none"> <li>○ Actively engage in physical education class without teacher prompting (S3.E2.3)</li> <li>○ Reflect on the reasons for enjoying selected physical activities (S5.E3.3)</li> </ul>	<ul style="list-style-type: none"> <li>○ Actively engage in the activities of physical education class, both teacher directed and independent (S3.E2.4)</li> <li>○ Express (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity (S5.E2.5)</li> <li>○ Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response (S5.E3.5)</li> </ul>
<ul style="list-style-type: none"> <li>○ Actively participates in physical education class in response to instruction and practice. (Engages in physical activity S3.E2)</li> <li>○ Identifies physical activities that are enjoyable (Self-expression &amp; enjoyment S5.E3.Ka)</li> </ul>	<ul style="list-style-type: none"> <li>○ Engages in the activities of physical education class without teacher prompting (S3.E2.3)</li> <li>○ Describes and compares the positive social interactions when engaged in partner, small-group, and large group physical activities (S5.E4.4)</li> </ul>



- **Learning Topic – Fitness (4-5)**

- National Standards alignment:

- **Standard 3:**

- **The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**
      - Focus is on fitness knowledge, engagement in physical activity and assessment.
      - The emphasis of fitness for children in elementary school is fitness within the curriculum of physical education, not formal exercises. Fitness assessment begins in grade 4 and the design of a personalized fitness plan begins in grade 5.

- **Grade Level Outcomes:**

- *Identifies the components of health-related fitness (S3.E2.4)*
        - *Differentiates between skill-related and health-related fitness (S3.E3.5)*
        - *Completes fitness assessments (pre- & post) (S3.E5.4a)*
        - *Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas (S3.E5.4b)*
        - *Analyzes results of fitness assessment (pre- & post-), comparing results with fitness components for good health. (S3.E5.5a)*
        - *Designs a fitness plan to address ways to use physical activity to enhance fitness (S3.E6.5b)*

## • Vertical Sequence-Fitness Topic

- The student will demonstrate they have the ability to:

4	5
<ul style="list-style-type: none"> <li>○ Identify areas of needed remediation from personal test and, with teacher assistance, identify strategies for progress in those areas (S3.E5.4b)</li> <li>○ Analyze fitness activities and compare results with health-related components and skill-related fitness.</li> </ul>	<ul style="list-style-type: none"> <li>○ Analyze results of fitness assessments (pre- &amp; post-), comparing results with fitness components for good health. (S3.E5.5a)</li> <li>○ Differentiate between skill-related and health-related fitness (S3.E3.5)</li> <li>○ Design a fitness plan to address ways to use physical activity to enhance fitness (S3.E6.5b)</li> </ul>
<ul style="list-style-type: none"> <li>○ Identify the components of health-related fitness and skill-related fitness (S3.E2.3)</li> <li>○ Creates a SMART goal utilizing your current level of physical fitness skills and knowledge</li> <li>○ Completes fitness assessments (pre-&amp; post-) (S3.E5.4a)</li> </ul>	<ul style="list-style-type: none"> <li>○ Identify <b>and</b> differentiates the components of health-related fitness and skill-related fitness (S3.E2.3)</li> <li>○ Creates a SMART goal utilizing your current level of physical fitness skills and knowledge</li> <li>○ Completes fitness assessments (pre-&amp;post-) (S3.E5.4a)</li> </ul>



- **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.

- **Grade Level Outcomes: K-1**

- *Accepts personal responsibility by using equipment and space appropriately, follows directions in group settings (S4.E1.K) (S4.E2.K) (CER Attitude towards adults/peers)*
        - *Follows the rules and parameters of the learning environment. (S4.E2.1) (DMPS CER Attitude towards learning instruction)*
        - *Shares equipment and space with others (S4.E4.K) (DMPS CER Attitude towards learning instruction)*
        - *Follows teacher directions for safe participation and proper use of equipment with minimal reminders/redirections. (S4.E6.K) (CER Attitude towards adults/peers)*
        - *Exhibits the established protocols for class activities (S4.E5.1) (CER Attitude towards learning instruction)*
        - *Responds appropriately to general feedback from the teacher (S4.E3.1) (CER Attitude towards adults/peers)*

## ■ Grade Level Outcomes: 2-5

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

## ■ DMPS Citizenship and Employability Skills Rubric (CER) vs. Personal and Social Behavior Rationale

- It is important when implementing standard reference grading to **separate** the students' academic achievement and their behavior, which is why DMPS records citizenship and employability skills separate from the students' academic grade.
- In Physical Education Class, according to our National SHAPE (Society of Health and Physical Education) standards, standard four states: The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- Therefore, using aligning the verbiage from our DMPS employability rubric and the National SHAPE grade level outcomes, we have developed a scale which best represents each grade level outcomes for this standard to be reported on as a topic score. Both are separated into two grade level groups, K-1 and 2-5.



## K-2 Learning Goals

Topic	Kindergarten	First Grade	Second Grade
<p><b>Skills and Knowledge</b></p>	<p><b>Students demonstrate the have the ability to:</b></p> <ul style="list-style-type: none"> <li>○ Perform locomotor skills without falling down. (S1.E1.K)</li> <li>○ Differentiates between movement in personal (self-space) and general space. (S2.E1.Ka)</li> <li>○ Identify or travel in 3 different pathways. (S2.E2.K)</li> <li>○ Travels in general space with different speeds. (S2.E3.K)</li> <li>○ Perform a sideways roll in a narrow body shape demonstrating a log roll. (S1.E9.K)</li> <li>○ Throws underhand with opposite foot forward. (S1.E13.K)</li> <li>○ Catches a large ball tossed by a skilled thrower. (S1.E16.Kb)</li> <li>○ Dribbles (hand) a ball with one hand, attempting the second contact. (S1.E17.K)</li> <li>○ Taps a ball using the inside of the foot, sending it forward (S1.E18.K)</li> </ul>	<p><b>Students demonstrate the have the ability to:</b></p> <ul style="list-style-type: none"> <li>○ Hop, Gallop, Jog and Slide using a mature pattern. (S1.E1.1)</li> <li>○ Identify or travel demonstrating low, middle and high levels. (S2.E2.1a)</li> <li>○ Travel demonstrating a variety of relationships with objects (over, under, through, around (S2.E2.1b)</li> <li>○ Identify or travel demonstrating fast and slow speed. (S2.E3.1a)</li> <li>○ Roll in a curled body shape demonstrating an egg roll. (S1.E9.1)</li> <li>○ Throw underhand demonstrating 2 of 5 critical elements of a mature pattern. (S1.E13.1)</li> <li>○ Catches a soft-object (various sizes) from a self-toss before it bounces. (S1.E16.1b)</li> <li>○ Dribbles (hand) continuously in self-space using the preferred hand. (S1.E17.1)</li> </ul>	<p><b>Students demonstrate the have the ability to:</b></p> <ul style="list-style-type: none"> <li>○ Combines shapes, levels, and pathways into simple travel, dance, and gymnastics sequences (S2.E2.2)</li> <li>○ Perform teacher-selected and developmentally appropriate dance steps and movement patterns. (S1.E5.3)</li> <li>○ Identify and/or apply simple strategies and tactics in chasing and fleeing activities. (S2.E5.3ab)</li> <li>○ Transfers weight from feet to hands for momentary weight support while demonstrating a mule kick. (S1.E8.3)</li> <li>○ Throw overhand demonstrating 3 of 5 critical elements of a mature pattern, in non-dynamic environment for distance/force. (S1.E14.3)</li> <li>○ Catches a gently tossed hand-size ball from a partner demonstrating 4 of 5 critical elements of a mature pattern. (S1.E16.3)</li> <li>○ Dribbles (hand) and travels in general space at slow to moderate jogging speed with control of the ball and body. (S1.E17.3)</li> <li>○ Dribbles (<u>both</u> feet) in general space at slow to moderate jogging</li> </ul>

- Strike (volley) a light-weight object (balloon), sending it upward. (S1.E22.K)
- Strikes a light weight object with a paddle or short-handled racquet. (S1.E24.K)
- Executes a single jump with a self-turned rope. (S1.E27.Ka)



- Dribbles (foot) a ball using the inside of the foot while walking in general space (S1.E18.1)
- Strike (volley) an object with an open palm, sending it upward. (S1.E22.1)
- Strike a ball with a short-handled implement, sending it upward. (S1.E24.1)
- Jumps forward or backward consecutively (2 times) using a self-turned rope. (S1.E27.1a)



- speed with control of the ball and body. (S1.E18.3)
- Uses a continuous running approach and intentionally performs a kick along the ground and in the air demonstrating 4 of the 5 critical elements of a mature pattern for each. (S1.E21.3)
- Strikes (volley) an object with an underhand or sidearm striking pattern, sending it forward demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E22.3)
- Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern. (S1.E24.3b)
- Strikes a stationary ball with a long-handled implement (hockey stick, bat, golf club), sending it forward, while using proper grip. (S1.E25.3)
- Performs 3 self-chosen jump rope skills with a self-turned rope at least two consecutive times. (S1.E27.3)

<p><b>Engagement</b></p>	<p><b>Students demonstrate the have the ability to:</b></p> <ul style="list-style-type: none"> <li>○ Actively engage in physical education class without teacher prompting (S3.E2.3)</li> <li>○ Reflect on the reasons for enjoying selected physical activities (S5.E3.3)</li> </ul>
<p><b>Personal and Social Behavior</b></p>	<p><b>Students demonstrate the have the ability to:</b></p> <ul style="list-style-type: none"> <li>○ Accepts personal responsibility by using equipment and space appropriately, follows directions in group settings (S4.E1.K) (S4.E2.K) (CER Attitude towards adults/peers)</li> <li>○ Follows the rules and parameters of the learning environment. (S4.E2.1) (DMPS CER Attitude towards learning instruction)</li> <li>○ Shares equipment and space with others (S4.E4.K) (DMPS CER Attitude towards learning instruction)</li> <li>○ Follows teacher directions for safe participation and proper use of equipment with minimal reminders/redirections. (S4.E6.K) (CER Attitude towards adults/peers)</li> <li>○ Exhibits the established protocols for class activities (S4.E5.1) (CER Attitude towards learning instruction)</li> <li>○ Responds appropriately to general feedback from the teacher (S4.E3.1) (CER Attitude towards adults/peers)</li> </ul>

## 3-4 Learning Goals

Topic	Third Grade	Fourth Grade
<b>Skills and Knowledge</b>	<p><b>Students demonstrate the have the ability to:</b></p> <ul style="list-style-type: none"> <li>○ Combines shapes, levels, and pathways into simple travel, dance, and gymnastics sequences (S2.E2.2)</li> <li>○ Perform teacher-selected and developmentally appropriate dance steps and movement patterns. (S1.E5.3)</li> <li>○ Identify and/or apply simple strategies and tactics in chasing and fleeing activities. (S2.E5.3ab)</li> <li>○ Transfers weight from feet to hands for momentary weight support while demonstrating a mule kick. (S1.E8.3)</li> <li>○ Throw overhand demonstrating 3 of 5 critical elements of a mature pattern, in non-dynamic environment for distance/force. (S1.E14.3)</li> <li>○ Catches a gently tossed hand-size ball from a partner demonstrating 4 of 5 critical elements of a mature pattern. (S1.E16.3)</li> <li>○ Dribbles (hand) and travels in general space at slow to moderate jogging speed with control of the ball and body. (S1.E17.3)</li> <li>○ Dribbles (<u>both</u> feet) in general space at slow to moderate jogging speed with control of the ball and body. (S1.E18.3)</li> <li>○ Uses a continuous running approach and intentionally performs a kick along the ground and in the air demonstrating 4 of the 5 critical elements of a mature pattern for each. (S1.E21.3)</li> <li>○ Strikes (volley) an object with an underhand or sidearm striking pattern, sending it forward demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E22.3)</li> <li>○ Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern. (S1.E24.3b)</li> <li>○ Strikes a stationary ball with a long-handled implement (hockey stick, bat, golf club), sending it forward, while using proper grip. (S1.E25.3)</li> <li>○ Performs 3 self-chosen jump rope skills with a self-turned rope at least two consecutive times. (S1. E27.3)</li> </ul>	<p><b>Students demonstrate the have the ability to:</b></p> <ul style="list-style-type: none"> <li>○ Perform teacher-selected and developmentally appropriate dance steps and movement patterns. (S1.E5.4)</li> <li>○ Identify and/or apply simple offensive and defensive strategies and tactics in chasing and fleeing activities. (S2.E5.3ab)</li> <li>○ Transfer weight from feet to hands using large extensions while demonstrating a handstand. (S1.E8.4)</li> <li>○ Throws overhand using a mature pattern. (S1.E14.4ab)</li> <li>○ Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment. (S1.E16.4)</li> <li>○ Dribbles (hand) in general space demonstrating a mature pattern with the preferred hand while maintaining control of the ball and body. (S1.E17.4a)</li> <li>○ Dribbles (<u>both</u> feet) in general space with control of the body while increasing and decreasing speed. (S1.E18.4)</li> <li>○ Kicks along the ground and in the air using a mature pattern. (S1.E21.4)</li> <li>○ Strikes (volleys) an object with an underhand or sidearm striking pattern, sending it forward using a mature pattern. (S1.E22.4)</li> <li>○ Strikes an object with a short-handled implement with demonstrating a mature pattern. (S1.E24.4a)</li> <li>○ Strikes an object with a long-handled implement (hockey stick, golf club, bat, tennis, or badminton racquet) with demonstrating 3 of the 5 critical elements of a mature pattern. (S1.E25.4)</li> <li>○ Performs 4 self-chosen jump rope skills with a self-turned rope at least two consecutive times. (S1. E27.3)</li> </ul>

<p><b>Engagement</b></p>	<p><b>Students demonstrate the have the ability to:</b></p> <ul style="list-style-type: none"> <li>○ Actively engage in physical education class without teacher prompting (S3.E2.3)</li> <li>○ Reflect on the reasons for enjoying selected physical activities (S5.E3.3)</li> </ul>	<p><b>Students demonstrate the have the ability to:</b></p> <ul style="list-style-type: none"> <li>○ Actively engages in the activities of physical education class, both teacher directed and independent (S3.E2.4)</li> <li>○ Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity (S5.E2.5)</li> <li>○ Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response (S5.E3.5)</li> </ul>
<p><b>Personal and Social Behavior</b></p>	<p><b>Students demonstrate the have the ability to:</b></p> <ul style="list-style-type: none"> <li>○ Accepts personal responsibility by using equipment and space appropriately, follows directions in group settings (S4.E1.K) (S4.E2.K) (CER Attitude towards adults/peers)</li> <li>○ Follows the rules and parameters of the learning environment. (S4.E2.1) (DMPS CER Attitude towards learning instruction)</li> <li>○ Shares equipment and space with others (S4.E4.K) (DMPS CER Attitude towards learning instruction)</li> <li>○ Follows teacher directions for safe participation and proper use of equipment with minimal reminders/redirections. (S4.E6.K) (CER Attitude towards adults/peers)</li> <li>○ Exhibits the established protocols for class activities (S4.E5.1) (CER Attitude towards learning instruction)</li> <li>○ Responds appropriately to general feedback from the teacher (S4.E3.1) (CER Attitude towards adults/peers)</li> </ul>	<p><b>Students demonstrate the have the ability to:</b></p> <ul style="list-style-type: none"> <li>○ Engages in physical activity with responsible interpersonal behavior, (e.g. peer to peer, student to adult, student to referee) (S4.E1.5) (CER Attitude towards adults/peers)</li> <li>○ Reflects on personal social behavior in physical activity (S4.E2.4) (DMPS CER Attitude towards learning instruction)</li> <li>○ Works cooperatively with others and praises others for their success in movement performance. (S4.E3.3ab) (CER Attitude towards adults/peers)</li> <li>○ Exhibits etiquette and adherence to rules in a variety of physical activities (S4.E5.4) (DMPS CER Attitude towards learning instruction)</li> <li>○ Works safely with peers and equipment in physical activity settings. (S4.E6.5) (CER Attitude towards adults/peers)</li> </ul>

## 4-5 Learning Goals for Fitness Standard

Topic	Fourth Grade	Fifth Grade
<b>Fitness Standard</b>	<p><b>Students demonstrate the have the ability to:</b></p> <ul style="list-style-type: none"> <li>○ Identify areas of needed remediation from personal test and, with teacher assistance, identify strategies for progress in those areas (S3.E5.4b)</li> <li>○ Analyze fitness activities and compare results with health-related components and skill-related fitness.</li> </ul>	<p><b>Students demonstrate the have the ability to:</b></p> <ul style="list-style-type: none"> <li>○ Analyze results of fitness assessments (pre- &amp; post-), comparing results with fitness components for good health. (S3.E5.5a)</li> <li>○ Differentiate between skill-related and health-related fitness (S3.E3.5)</li> <li>○ Design a fitness plan to address ways to use physical activity to enhance fitness (S3.E6.5b)</li> </ul>

## 5<sup>th</sup> Grade Learning Goals

Topic	Fifth Grade
<b>Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>○ Perform teacher-selected and developmentally appropriate dance steps and movement patterns. (S1.E5.5)</li> <li>○ Applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks. (S2.E5.5a)</li> <li>○ Transfer weight from feet to hands while varying speed and using large muscle extensions while demonstrating a cartwheel. (S1.E8.5)</li> <li>○ Throws overhand using a mature pattern to a large target with accuracy. (S1.E14.5ab)</li> <li>○ Catches with reasonable accuracy in dynamic, small sided practice tasks. (S1.E16.5c)</li> <li>○ Dribbles (hand) in general space demonstrating a mature pattern with both the preferred and non-preferred hands maintaining control of the body while increasing and decreasing speed. (S1.E17.4ab)</li> <li>○ Dribbles (both feet) in general space with control of the ball and body while jogging and changing direction. (S1.18.5)</li> <li>○ Demonstrates a punt using a mature pattern. (S1.E21.5)</li> <li>○ Strikes (volleys) an object with an under arm or sidearm striking pattern, within a teacher/game defined boundary while demonstrating a mature pattern.</li> <li>○ Strikes and object 6 consecutively, with a partner, using a short-handled implement, over a net or 5 consecutive times alone to a wall. (S1.E24.5)</li> <li>○ Strikes a moving object with a long-handled implement (hockey stick, bat, golf club, tennis, or badminton racquet) while demonstrating a mature pattern. (S1.E25.b)</li> <li>○ Performs 5 self-chosen jump rope skills with a self-turned rope at least two consecutive times. (S1. E27.3)</li> </ul>



<p style="text-align: center;"><b>Engagement</b></p>	<p><b>Students demonstrate the have the ability to:</b></p> <ul style="list-style-type: none"> <li>○ Actively engages in the activities of physical education class, both teacher directed and independent (S3.E2.4)</li> <li>○ Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity (S5.E2.5)</li> <li>○ Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response (S5.E3.5)</li> </ul>
<p style="text-align: center;"><b>Personal and Social Behavior</b></p>	<p><b>Students demonstrate the have the ability to:</b></p> <ul style="list-style-type: none"> <li>○ Engages in physical activity with responsible interpersonal behavior, (e.g. peer to peer, student to adult, student to referee) (S4.E1.5) (CER Attitude towards adults/peers)</li> <li>○ Reflects on personal social behavior in physical activity (S4.E2.4) (DMPS CER Attitude towards learning instruction)</li> <li>○ Works cooperatively with others and praises others for their success in movement performance. (S4.E3.3ab) (CER Attitude towards adults/peers)</li> <li>○ Exhibits etiquette and adherence to rules in a variety of physical activities (S4.E5.4) (DMPS CER Attitude towards learning instruction)</li> <li>○ Works safely with peers and equipment in physical activity settings. (S4.E6.5) (CER Attitude towards adults/peers)</li> </ul>

## Year Long-Grade Level Proficiency Scales

K-2 Personal and Social Behavior		
<b>4</b>	<ul style="list-style-type: none"> <li>Assumes leadership role in physical activity setting</li> </ul>	<b>Learning Targets and Activities:</b>
<b>3 Learning Goal</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li><b>3A-</b> Accepts personal responsibility by using equipment and space appropriately, follows directions in group settings (S4.E1.K) (S4.E2.K) (CER Attitude towards adults/peers)</li> <li><b>3B-</b> Follows the rules and parameters of the learning environment. (S4.E2.I) (DMPS CER Attitude towards learning instruction)</li> <li><b>3C-</b> Shares equipment and space with others (S4.E4.K) (DMPS CER Attitude towards learning instruction)</li> <li><b>3D-</b> Follows teacher directions for safe participation and proper use of equipment with minimal reminders/redirections. (S4.E6.K) (CER Attitude towards adults/peers)</li> <li><b>3E-</b> Exhibits the established protocols for class activities (S4.E5.I) (CER Attitude towards learning instruction)</li> <li><b>3F-</b> Responds appropriately to general feedback from the teacher (S4.E3.I) (CER Attitude towards adults/peers)</li> </ul>	<p><b>3A-</b> I am learning how to accept personal responsibility and use equipment and space appropriately, and follows directions in group settings</p> <p><b>3B-</b> I am learning how to follows the rules.</p> <p><b>3C-</b> I am learning how to share equipment and space with others.</p> <p><b>3D-</b> I am learning how to follow teacher directions for safe participation and proper use of equipment with minimal reminders/redirections.</p> <p><b>3E-</b> I am learning how to follow the established routines for class activities.</p> <p><b>3F-</b> I am learning how to respond appropriately to general feedback from the teacher.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Self-reflection sheet</li> <li>Hand reflection formative assessment</li> <li>Popsicle sticks on responsive behavior</li> </ul>
<b>2</b>	<p><b>Students will recognize or recall:</b></p> <ul style="list-style-type: none"> <li>Safety rules (physical and emotional)</li> <li>Knowledge of specific class readiness</li> <li>Appropriate interaction with others/participating cooperatively</li> <li>Problem solving</li> </ul> <p><u>Specific vocabulary such as:</u></p> <ul style="list-style-type: none"> <li>Respect</li> <li>Cooperation</li> <li>Communication</li> <li>Sportsmanship</li> </ul> <p><u>Basic knowledge such as:</u></p> <ul style="list-style-type: none"> <li>Safe activity practices and procedures</li> </ul>	

3-5 Personal and Social Behavior		
<b>4</b>	<ul style="list-style-type: none"> <li>Assumes leadership role in physical activity setting</li> </ul>	<b>Learning Targets and Activities:</b>
<b>3 Learning Goal</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <p><b>3A-</b> Engages in physical activity with responsible interpersonal behavior, (e.g. peer to peer, student to adult, student to referee) (S4.E1.5) (CER Attitude towards adults/peers)</p> <p><b>3B-</b> Reflects on personal social behavior in physical activity (S4.E2.4) (DMPS CER Attitude towards learning instruction)</p> <p><b>3C-</b> Works cooperatively with others and praises others for their success in movement performance. (S4.E3.3ab) (CER Attitude towards adults/peers)</p> <p><b>3D-</b> Exhibits etiquette and adherence to rules in a variety of physical activities (S4.E5.4) (DMPS CER Attitude towards learning instruction)</p> <p><b>3E-</b> Works safely with peers and equipment in physical activity settings. (S4.E6.5) (CER Attitude towards adults/peers)</p>	<p><b>3A-</b> Engages in physical activity with responsible interpersonal behavior, (e.g. peer to peer, student to adult, student to referee) (S4.E1.5) (CER Attitude towards adults/peers)</p> <p><b>3B-</b> I am learning how to reflect on personal and social behavior during physical education class.</p> <p><b>3C-</b> I am learning how to work cooperatively with others and praise others for success.</p> <p><b>3D-</b> I am learning how to demonstrate proper etiquette and follow the rules.</p> <p><b>3E-</b> I am learning how to work safely with peers and use equipment properly during physical education class.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Self-reflection sheet</li> <li>Hand reflection formative assessment</li> <li>Popsicle sticks on responsive behavior</li> </ul>
<b>2</b>	<p><b>Students will recognize or recall:</b></p> <ul style="list-style-type: none"> <li>Safety rules (physical and emotional)</li> <li>Knowledge of specific class readiness/routines</li> <li>Appropriate interaction with others/participating cooperatively</li> <li>Problem solving</li> </ul> <p><u>Specific vocabulary such as:</u></p> <ul style="list-style-type: none"> <li>Respect</li> <li>Cooperation</li> <li>Communication</li> <li>Sportsmanship</li> </ul> <p><u>Basic knowledge such as:</u></p> <ul style="list-style-type: none"> <li>Safe activity practices and procedures</li> </ul>	

## Engagement K-3

<b>4</b>	<ul style="list-style-type: none"> <li>• Uses available technology to self-monitor quantity of exercises needed for minimal health standard and/or optimal functioning based on current fitness level. (Fitness Knowledge S3.M8)</li> <li>• Plans and implements a program of cross-training to include aerobic, strength and endurance, and flexibility. (Engages in Physical Activity S3.M4)</li> </ul>	
<b>3 Learning Goal</b>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>○ <b>3A-</b>Actively engage in physical education class without teacher prompting (S3.E2.3)</li> <li>○ <b>3B-</b>Reflect on the reasons for enjoying selected physical activities (S5.E3.3)</li> </ul>	<p style="text-align: center;"><b>Learning Targets/Activities</b></p> <p><b>3A-</b> I am learning how to engage in physical education class without being reminded.</p> <p><b>3B-</b> I am learning how to reflect on the reasons for selecting physical activities.</p> <p><b>Activities:</b> Self-reflection sheet, check off the skills learned and enjoyed, rank the activities completed, popsicle sticks to determine level of intensity.</p>
<b>2</b>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>○ <b>2A-</b>Actively participates in physical education class in response to instruction and practice. (Engages in physical activity S3.E2)</li> <li>○ <b>2B-</b>Identifies physical activities that are enjoyable (Self-expression &amp; enjoyment S5.E3.Ka)</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>2A-</b> I am learning how to actively participate in physical education class.</li> <li>○ <b>2B-</b>I am learning how to Identify physical activities that are enjoyable (Self-expression &amp; enjoyment S5.E3.Ka)</li> </ul> <p><b>Activities:</b> Self-reflection sheet, check off the skills learned and enjoyed, rank the activities completed, responsive classroom strategies, popsicle sticks to determine level of intensity.</p>
<b>1</b>	<ul style="list-style-type: none"> <li>○ Student's performance reflects insufficient progress towards foundational skills and knowledge.</li> </ul>	

## Engagement 4-5

<b>4</b>	<ul style="list-style-type: none"> <li>• Uses available technology to self-monitor quantity of exercises needed for minimal health standard and/or optimal functioning based on current fitness level. (Fitness Knowledge S3.M8)</li> <li>• Plans and implements a program of cross-training to include aerobic, strength and endurance, and flexibility. (Engages in Physical Activity S3.M4)</li> </ul>	
<b>3</b>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>○ <b>3A-</b> Actively engages in the activities of physical education class, both teacher directed and independent (S3.E2.4)</li> <li>○ <b>3B-</b> Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity (S5.E2.5)</li> <li>○ <b>3C-</b> Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response (S5.E3.5)</li> </ul>	<p style="text-align: center;"><b>Learning Targets/Activities</b></p> <ul style="list-style-type: none"> <li>○ <b>3A-</b> I am learning how to actively engage in the activities of physical education class. (S3.E2.4)</li> <li>○ <b>3B-</b> I am learning how to express the enjoyment and/or challenge of participating in a favorite physical activity (S5.E2.5)</li> <li>○ <b>3C-</b> I am learning how to analyze different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response (S5.E3.5)</li> </ul>
<b>2</b>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>○ <b>2A-</b> Engages in the activities of physical education class without teacher prompting (S3.E2.3)</li> <li>○ <b>2B-</b> Describes the positive social interactions that come when engaged with others in physical activity. (S5.E4.3)</li> </ul>	<p style="text-align: center;"><b>Learning Target/Activities</b></p> <ul style="list-style-type: none"> <li>○ <b>2A-</b> I am learning how to engage in the activities in physical education class without a teacher reminder. (S3.E2.3)</li> <li>○ <b>2B-</b> I am learning how to describe the positive social interactions that come when engaged with others in physical activity. (S5.E4.3)</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>○ Student's performance reflects insufficient progress towards foundational skills and knowledge.</li> </ul>	

## Fitness-4<sup>th</sup>-5<sup>th</sup> Grade

<b>4</b>	<ul style="list-style-type: none"> <li>Investigate and defend a decision/plan to continue a fitness workout plan outside of the school day.</li> </ul>	<b>Learning Targets and Activities</b>																		
<b>3</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li><b>3A-</b> Analyzes fitness activities and assessments (pre- &amp; post-), comparing results with health-related fitness components and skill-related fitness. (S3.E5.5a)</li> <li><b>3B-</b> Identify areas of needed remediation from personal test and, with teacher assistance, identify strategies for progress in those areas (S3.E5.4b)</li> <li><b>3C-</b> Designs a fitness plan to address ways to use physical activity to enhance fitness. (S3.E5.5b) (<u>Fifth grade only</u>)</li> </ul>	<p><b>3A-</b> I am learning how to use and compare my fitness results. <b>Activities:</b></p> <ul style="list-style-type: none"> <li>SMART goal sheet/action plan</li> </ul> <p><b>3B-</b> I am learning the difference between skill-related and health-related fitness components. <b>Activities:</b></p> <ul style="list-style-type: none"> <li>Verbalize each component activity</li> <li>Align each exercise to a focus</li> </ul> <p><b>3C-</b> I can apply my current level of skills and knowledge to implement my SMART goal. <b>Activities:</b></p> <ul style="list-style-type: none"> <li>Create a personal workout plan to put into a portfolio utilizing personal fitness data points</li> </ul>																		
<b>2</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li><b>2A-</b> Completes fitness assessments (pre &amp; post) (S3.E5.4a)</li> <li><b>2B-</b> Identifies and/or differentiates the components of health-related fitness and skill-related components (S3.E3.5) (*Fourth grade identify, Fifth grade differentiate)</li> <li><b>2C-</b> Creates a SMART goal utilizing your current level of physical fitness skills and knowledge</li> </ul> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="text-align: center;"><b>Fitness Assessments</b></td> <td style="text-align: center;">Curl-ups</td> <td style="text-align: center;">PACER</td> <td style="text-align: center;">Push-ups</td> <td style="text-align: center;">SMART Goal</td> <td style="text-align: center;">Sit and Reach Shoulder Stretch</td> </tr> <tr> <td style="text-align: center;"><b>Health Related Components</b></td> <td style="text-align: center;">Muscular Strength</td> <td style="text-align: center;">Cardiorespiratory Endurance</td> <td style="text-align: center;">Flexibility</td> <td style="text-align: center;">Muscular Endurance</td> <td style="text-align: center;">Body Composition</td> </tr> <tr> <td style="text-align: center;"><b>Skill Related Components</b></td> <td style="text-align: center;">Balance</td> <td style="text-align: center;">Agility</td> <td style="text-align: center;">Coordination</td> <td style="text-align: center;">Power</td> <td style="text-align: center;">Speed</td> </tr> </table>	<b>Fitness Assessments</b>	Curl-ups	PACER	Push-ups	SMART Goal	Sit and Reach Shoulder Stretch	<b>Health Related Components</b>	Muscular Strength	Cardiorespiratory Endurance	Flexibility	Muscular Endurance	Body Composition	<b>Skill Related Components</b>	Balance	Agility	Coordination	Power	Speed	<p><b>2A-</b> I am learning how to demonstrate my current level of physical fitness. <b>Activities:</b></p> <ul style="list-style-type: none"> <li>Stations for assessment one on one with instructor</li> <li>Circuit training</li> </ul> <p><b>2B-</b> I am learning how to identify components of health-related fitness and skill-related components. <b>Activities:</b></p> <ul style="list-style-type: none"> <li>Demonstrate exercises appropriate to unit and verbalizes the specific component aligned to the exercise.</li> </ul> <p><b>2C-</b> I can create a SMART goal using physical fitness knowledge. <b>Activities:</b></p> <ul style="list-style-type: none"> <li>SMART Goal sheets</li> <li>Journal reflection exit slips</li> </ul>
<b>Fitness Assessments</b>	Curl-ups	PACER	Push-ups	SMART Goal	Sit and Reach Shoulder Stretch															
<b>Health Related Components</b>	Muscular Strength	Cardiorespiratory Endurance	Flexibility	Muscular Endurance	Body Composition															
<b>Skill Related Components</b>	Balance	Agility	Coordination	Power	Speed															

## Skills and Knowledge Proficiency Scales

### Aquatics 3-5

Skills and Knowledge-Aquatics 3-5																
<b>4</b>	<ul style="list-style-type: none"> <li>• <b>4A-</b> Sidestroke with scissor kick for 25 yards or more</li> <li>• <b>4B-</b> Elementary backstroke for 50 yards with glide</li> </ul>	<b>Learning Targets and Activities</b>														
<b>3</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>○ <b>3A-</b> Basic overarm front and back crawl for 25 yards</li> <li>○ <b>3B-</b> Basic breaststroke for 25 yards</li> <li>○ <b>3C-</b> Basic sidestroke with flutter kick for 25 yards</li> <li>○ <b>3D-</b> Basic elementary backstroke for 25 yards</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Using a kickboard practice front and back crawl swimming the width of the pool</li> <li>• Freestyle-with/out kickboard</li> <li>• Breaststroke-with/out kickboard</li> <li>• Backstroke-with/out kickboard</li> </ul>														
<b>2</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>○ <b>2A-</b> Paddle 25 yards on front and back with floatation</li> <li>○ <b>2B-</b> Paddle 25 feet on front and back independently</li> <li>○ <b>2C-</b> Paddle 25 yards on side</li> <li>○ <b>2D-</b> Paddle 25 feet on side independently</li> <li>○ <b>2E-</b> Front paddle 10 yards and kick back with floatation device</li> </ul> <p><b>Recognize and recall basic Vocabulary:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td>Breaststroke</td> <td>Elementary Backstroke</td> </tr> <tr> <td>Paddle</td> <td>Kickboard</td> </tr> <tr> <td>Float</td> <td>Backstroke</td> </tr> <tr> <td>Front crawl</td> <td>Flutter</td> </tr> <tr> <td>Goggles</td> <td>Lifejacket</td> </tr> <tr> <td>Rings</td> <td>Pool buoy</td> </tr> <tr> <td>Flotation Device</td> <td>Rope</td> </tr> </tbody> </table>	Breaststroke	Elementary Backstroke	Paddle	Kickboard	Float	Backstroke	Front crawl	Flutter	Goggles	Lifejacket	Rings	Pool buoy	Flotation Device	Rope	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Using a kickboard practice front and back crawl swimming the width of the pool</li> <li>• Freestyle-with/out kickboard for thirty seconds</li> <li>• Breaststroke-with/out kickboard for thirty seconds</li> <li>• Backstroke-with/out kickboard for thirty seconds</li> </ul>
Breaststroke	Elementary Backstroke															
Paddle	Kickboard															
Float	Backstroke															
Front crawl	Flutter															
Goggles	Lifejacket															
Rings	Pool buoy															
Flotation Device	Rope															

## Skills and Knowledge-Dance 3-5

Dance-3-5		
<b>3</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>Performs teacher-selected and developmentally appropriate dance steps in using locomotor and non-locomotor movement patterns in rhythmic activity</li> </ul> <p><b>(SI.E5.3)</b></p>	Tinikling, cha cha slide, watermelon crawl, kinder polka, just dance, cupid shuffle, zumba, kuku kangaroo, yoga flows, creative expression dance, bleacher dances
<b>2</b>	<p><b>Students demonstrate they have developed an understanding of (or ability to):</b></p> <ul style="list-style-type: none"> <li>Performs teacher-selected dance using some proper locomotor and non-locomotor movement patterns in rhythmic activity</li> </ul>	

## Skills and Knowledge-Kicking 3-5

Kicking- Grade 3		
<b>3</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li><b>Kicking Critical Elements:</b></li> <li>Arm extend forward in preparation for kicking action</li> <li>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)</li> <li>Contact the ball with shoelaces or top of foot for kicking action</li> <li>Trunk leans back slightly in preparation for kicking action</li> <li>Follow through with kicking leg extending forward and upward toward target</li> </ul> <p><b>(SI.E21.3a)</b></p>	<b>Corner kicks, partner kick, pass and kick, pass and follow, soccer golf, passing drills, three player kick ball, shooting thunder</b>
<b>2</b>	<p><b>Students demonstrate they have developed an understanding of (or ability to):</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	



Kicking- Grade 4		
<b>3</b> Learning Goal	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>• Kicks along the ground and in the air using mature patterns</li> <li>• <b>Kicking Critical Elements:</b></li> <li>• Arm extend forward in preparation for kicking action</li> <li>• 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)</li> <li>• Contact the ball with shoelaces or top of foot for kicking action</li> <li>• Trunk leans back slightly in preparation for kicking action</li> <li>• Follow through with kicking leg extending forward and upward toward target</li> </ul> <p><b>(SI.E21.4)</b></p>	<b>Corner kicks, partner kick, pass and kick, pass and follow, soccer golf, passing drills, three player kick ball, shooting thunder,</b>
<b>2</b>	<p><b>Students demonstrate they have developed an understanding of (or ability to):</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	

Kicking- Grade 5		
<b>3</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates a punt using a mature pattern</li> <li>• <b>Punting Critical Elements:</b></li> <li>• Arm extend forward in preparation for punting action</li> <li>• Drop the ball and make contact with ball is directly below center of ball (travel in the air)</li> <li>• Contact the ball with shoelaces or top of foot for punting action</li> <li>• Trunk leans back slightly in preparation for punting action</li> <li>• Follow through with kicking leg extending forward and upward toward target</li> </ul> <p><b>(SI.E21.5)</b></p>	<b>Corner kicks, partner kick, pass and kick, pass and follow, soccer golf, passing drills, three player kick ball, shooting thunder,</b>
<b>2</b>	<p><b>Students demonstrate they have developed an understanding of (or ability to):</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	

## Skills and Knowledge-Overhand Throwing 3-5

Overhand Throw-Grade 5		
<b>4</b>	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the target. (9-10)	
<b>3</b> <b>Learning Goal</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>• 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)               <ol style="list-style-type: none"> <li>a. Side to target in preparation for throwing action</li> <li>b. Arm back and extended, and elbow at shoulder height or slightly above in preparation for action; elbow leads</li> <li>c. Step with opposite foot as throwing arm moves forward</li> <li>d. Hip and spine rotate as throwing action is executed</li> <li>e. Follow through towards target and across body</li> </ol> </li> </ul> <p><b>(S1.E14.5)</b></p>	<p><b>Target games (hula hoops, poly spots</b>  <b>*Trial and Error*</b></p>
<b>2</b>	<p><b>Students demonstrate they have developed an understanding of (or ability to):</b></p> <ul style="list-style-type: none"> <li>• Throws overhand demonstrating some or all of the critical elements of a mature pattern, in a non-dynamic environment while inconsistently hitting the target (10 consecutive attempts) between 3 to 6 times.</li> </ul>	<p>Target Reference:            3 feet up, 3X3            20 feet away            Ball of choice</p>

Overhand Throw- Grade 4		
<b>3</b> <b>Learning Goal</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>• Throws overhand using a mature pattern at a reasonable distance</li> <li>a. Side to target in preparation for throwing action</li> <li>b. Arm back and extended, and elbow at shoulder height or slightly above in preparation for action; elbow leads</li> <li>c. Step with opposite foot as throwing arm moves forward</li> <li>d. Hip and spine rotate as throwing action is executed</li> <li>e. Follow through towards target and across body</li> </ul> <p><b>(SI.EI4ab.4)</b> <b>*SPARK Skill Card-Overhand Throw</b></p>	<b>Target games using traditional balls</b>
<b>2</b>	<p><b>Students demonstrate they have developed an understanding of (or ability to):</b></p> <ul style="list-style-type: none"> <li>• Throws overhand demonstrating three of the five critical elements of a mature pattern in a non-dynamic environment (closed skills), for distance and/or force</li> </ul>	

Overhand Throwing- Grade 3		
<b>3</b> <b>Learning Goal</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>• Throws overhand demonstrating three of the five critical elements of a mature pattern in a non-dynamic environment (closed skills), for distance and/or force</li> <li>a. Side to target in preparation for throwing action</li> <li>b. Arm back and extended, and elbow at shoulder height or slightly above in preparation for action; elbow leads</li> <li>c. Step with opposite foot as throwing arm moves forward</li> <li>d. Hip and spine rotate as throwing action is executed</li> <li>e. Follow through towards target and across body</li> </ul> <p><b>(SI.EI4.3)</b></p>	<b>Target games (hula hoops, poly spots)</b> <b>*Trial and Error*</b>
<b>2</b>	<p><b>Students demonstrate they have developed an understanding of (or ability to):</b></p> <ul style="list-style-type: none"> <li>• Throws underhand while demonstrating 2 of the 5 critical elements of a mature pattern</li> </ul>	

## Skills and Knowledge-Striking with Long Implement 3-5

### Striking with Long Implement-5<sup>th</sup> Grade

Striking with Long Implement-5 <sup>th</sup> Grade		
<b>4</b>	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the target.	<b>Learning Targets and Activities:</b>
<b>3</b> <b>Learning Goal</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>○ <b>3A-</b> Strikes a moving object with a long-handled implement example (hockey stick, bat, golf club) while demonstrating critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, and follow-through). <b>(SI.E25.5)</b></li> </ul> <p><b>Long-Handled Implement Critical Elements:</b></p> <ul style="list-style-type: none"> <li>○ Long-Handled implement up and back in preparation for the striking action</li> <li>○ Step forward on opposite foot as contact is made</li> <li>○ Coil and uncoil the trunk for preparation and execution of the striking action</li> <li>○ Swing the implement on a horizontal plane</li> <li>○ Wrist uncocks on follow-through for completion of the striking action</li> </ul>	<p><b>3A-</b> I am learning how to strike a moving object with a long-handled implement demonstrating proper form.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Floor hockey</li> <li>• Golf</li> <li>• Diamond sports</li> </ul>
<b>2</b>	<p><b>Students demonstrate they have developed an understanding of (or ability to):</b></p> <ul style="list-style-type: none"> <li>○ <b>2B-</b> Strikes a stationary ball with a long-handled implement example (hockey stick, bat, golf club) while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, and follow-through). <b>(SI.E25.4)</b></li> </ul>	<p><b>2B-</b> I am learning how to strike a stationary object with a long-handled implement demonstrating proper form.</p>

## Striking with Long Implement-4<sup>th</sup> Grade

<b>3 Learning Goal</b>	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>○ Strikes a stationary ball with a long-handled implement example (hockey stick, bat, golf club) while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, and follow-through). <b>(SI.E25.4)</b></li> <li>○ <b>Long-Handled Implement Critical Elements:</b></li> <li>○ Long-Handled implement up and back in preparation for the striking action</li> <li>○ Step forward on opposite foot as contact is made</li> <li>○ Coil and uncoil the trunk for preparation and execution of the striking action</li> <li>○ Swing the implement on a horizontal plane</li> <li>○ Wrist uncocks on follow-through for completion of the striking action</li> </ul>	<b>Floor hockey, golf-First Tee, diamond sports, tennis, badminton</b>
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>● Strikes a stationary ball with a long-handled implement example (hockey stick, bat, golf club) while demonstrating 2 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, and follow-through). <b>(SI.E25.4)</b></li> </ul>	

## Striking with Long Implement-3<sup>rd</sup> Grade

<b>3 Learning Goal</b>	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>○ Strikes 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. <b>(SI.E25.3)</b></li> <li>○ <b>Short-Handled Implement Critical Elements:</b></li> <li>○ Racket back in preparation for striking</li> <li>○ Step with opposite foot as contact is made</li> <li>○ Swing racket paddle from low to high</li> <li>○ Coil and uncoil the truck in preparation for and execution of the striking action</li> <li>○ Follow through for completion of the striking action</li> </ul>	<b>Floor hockey, golf-First Tee,</b>
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>● Strikes a stationary ball with a long-handled implement example (hockey stick, bat, golf club) sending it forward, using improper grip for the implement.</li> </ul>	

## Skills and Knowledge-Volley Underhead 3-5

Volley Underhand-5 <sup>th</sup> Grade		
<b>3</b> <b>Learning Goal</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>○ Strikes (volleys) an object with an underhand or sidearm striking pattern, within a teacher/game defined boundary while demonstrating critical elements. <b>(SI.E22.5)</b></li> <li>○ <b>Volley Underhand Critical Elements</b></li> <li>○ Face the target in preparation for the volley</li> <li>○ Opposite foot forward</li> <li>○ Flat surface with hand for contact of the ball or volleybird</li> <li>○ Contract with ball or volleybird between knee and waist level</li> <li>○ Follow through upward and to the target.</li> </ul>	<b>Pickle ball, 4-square, volleyball</b>
<b>2</b>	<p><b>Students demonstrate they have developed an understanding of (or ability to):</b></p> <ul style="list-style-type: none"> <li>● Strikes (volleys) an object with an underhand or sidearm striking pattern, while demonstrating 4 of the 5 critical elements or not striking within a teacher/game defined boundary.</li> </ul>	

Volley Underhand-4 <sup>th</sup> Grade		
<b>3</b> <b>Learning Goal</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>○ Strikes (volleys) an object with an underhand or sidearm striking pattern, while demonstrating critical elements. <b>(SI.E22.4)</b></li> <li>○ <b>Volley Underhand Critical Elements</b></li> <li>○ Face the target in preparation for the volley</li> <li>○ Opposite foot forward</li> <li>○ Flat surface with hand for contact of the ball or volleybird</li> <li>○ Contract with ball or volleybird between knee and waist level</li> <li>○ Follow through upward and to the target.</li> </ul>	<b>Pickle ball, 4-square, volleyball</b>
<b>2</b>	<p><b>Students demonstrate they have developed an understanding of (or ability to):</b></p> <ul style="list-style-type: none"> <li>● Strikes (volleys) an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements.</li> </ul>	

Volley Underhand-3 <sup>rd</sup> Grade		
<b>3</b> <b>Learning Goal</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>○ Strikes (volleys) an object overhead pattern sending it upward, demonstrating 3 of the 5 critical elements of a mature pattern. <b>(SI.E23.3)</b></li> <li>○ <b>Volley Underhand Critical Elements</b></li> <li>○ Body aligned and positioned under the ball.</li> <li>○ Knees, arms, and ankles bent in preparation for the volley.</li> <li>○ Hands rounded; thumbs and first fingers make triangle</li> <li>○</li> </ul>	<b>Volleyball, 4-square, pickle ball, spike ball</b>
<b>2</b>	<p><b>Students demonstrate they have developed an understanding of (or ability to):</b></p> <ul style="list-style-type: none"> <li>● Strikes (volleys) an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 2 of the 5 critical elements.</li> </ul>	

## Skills and Knowledge-Weight Transfer K-5

Weight Transfer-Kindergarten		
<b>3</b> <b>Learning Goal</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>○ Rolls sideways in a narrow body shape (log roll) demonstrating all of the critical elements three to five times in a row.</li> <li>a. Lie on your front, legs straight and together, arm together and overhead</li> <li>b. Roll over onto your back and continue until you are on your front again</li> <li>c. Keep your body straight</li> <li>d. Try the other direction</li> </ul> <p><b>(SI.E9.K)</b> <b>*SPARK Skill Card-Log Roll</b></p>	Log roll
<b>2</b>	<p><b>Students demonstrate they have developed an understanding of (or ability to):</b></p> <ul style="list-style-type: none"> <li>● Transfers weight from side to side demonstrating some critical elements of a narrow body shape (log roll)</li> <li>● *(Examples-not maintaining proper form, not keeping hands and feet together, unable to transfer weight)</li> </ul>	

Weight Transfer Grade 1		
<b>3</b> <b>Learning Goal</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>○ Transfers weight from side to side while demonstrating proper critical elements of a curled body shape (egg roll) three to five times in a row</li> <li>a. Sit in a tuck sit position</li> <li>b. Roll to one side contacting the floor with your shoulder, hip, and back</li> <li>c. Continue until you are back on your knees <b>(S1.E9.1)</b></li> </ul>	<p><b>Egg roll</b> <b>(S1.E9.1)</b> <b>*SPARK Skill Card-egg roll</b></p>
<b>2</b>	<p><b>Students demonstrate they have developed an understanding of (or ability to):</b></p> <ul style="list-style-type: none"> <li>• Transfers weight from side to side demonstrating some critical elements of a curled body shape (egg roll)</li> <li>• *(Examples-not maintaining proper form, not getting to knees, letting go of tucked position)</li> </ul>	

Weight Transfer Grade 2		
<b>3</b> <b>Learning Goal</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>○ Transfers weight from feet to hands for momentary weight support while demonstrating a forward roll and finishing in a seated position</li> <li>a. Squat with your hands flat on the floor in front of your shoulders</li> <li>b. Tuck your chin to your chest, lean forward, push hard with your legs and roll forward</li> <li>c. Stay in a tucked position throughout the roll, and finish in a sitting position with legs straight out in front.</li> </ul> <p><b>(S1.E9.2)</b> <b>*SPARK Skill Card-Forward roll to sit</b></p>	<p><b>Forward roll</b></p>
<b>2</b>	<p><b>Students demonstrate they have developed an understanding of (or ability to):</b></p> <ul style="list-style-type: none"> <li>• Attempting to transfer weight from feet to hands for momentary weights support without completing a successful forward roll</li> </ul>	



Weight Transfer Grade 3		
<b>3</b> <b>Learning Goal</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>○ Transfers weight from feet to hands for momentary weight support while demonstrating proper form of the mule kick.</li> <li>○ -Squat and place hand on floor</li> <li>○ -Push off hands and kick both feet in the air</li> <li>○ -Start with knees tucked straighten quickly</li> <li>○ -Tuck before landing</li> </ul> <p><b>*Skill Card-SPARK Mule Kick (S1.E8.3)</b></p>	Mule kick
<b>2</b>	<p><b>Students demonstrate they have developed an understanding of (or ability to):</b></p> <ul style="list-style-type: none"> <li>● Performs teacher-selected dance using some proper locomotor and non-locomotor movement patterns in rhythmic activity</li> </ul>	

Weight Transfer Grade 4		
<b>3</b> <b>Learning Goal</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>○ Transfers weight from feet to hands for momentary weight support for demonstrating a handstand while using assistance from the wall</li> </ul> <p><b>(S1.E8.4)</b></p>	Handstand
<b>2</b>	<p><b>Students demonstrate they have developed an understanding of (or ability to):</b></p> <ul style="list-style-type: none"> <li>● Performs teacher-selected dance using some proper locomotor and non-locomotor movement patterns in rhythmic activity</li> </ul>	

Weight Transfer Grade 5		
<b>3</b> <b>Learning Goal</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>○ Transfers weight from feet to hands for momentary weight support for demonstrating a cartwheel</li> <li>○ Both hands contact the mat</li> <li>○ Legs (straight or slightly bent), go above the hips</li> <li>○ Land foot, foot</li> </ul> <p><b>(hand, hand, foot, foot) (S1.E8.5)</b></p>	Cartwheel

Pathways, Shapes, Levels-2 <sup>nd</sup> Grade		
<b>3</b> <b>Learning Goal</b>	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>○ 3A-Combines shapes, levels, and pathways into simple travel, dance, and gymnastics sequences (S2.E2.2)</li> </ul>	<b>3A-</b> I am learning how to combine shapes, levels, and pathways throughout my physical activity.  <b>Activities:</b> <ul style="list-style-type: none"> <li>○ Relays with pathways, shapes, levels</li> <li>○ Warm-up/cool down games</li> <li>○ Locomotors games</li> </ul>
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>• 2B- Identify or recall vocabulary: pathways, shapes, levels, locomotors</li> </ul>	<b>2B-</b> I am learning how to identify or recall pathways, shapes, levels, and locomotors.
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>• Transfers weight from feet to hands for momentary weight support for demonstrating a mini-cartwheel</li> <li>• Both hands contact the mat</li> <li>• Legs are bent and go above the hips</li> <li>• Land foot, foot</li> </ul>	

## Skills and Knowledge-Pathways, Shapes, Levels-K-2

## Pathways, Shapes, Levels- 1<sup>st</sup> Grade

<b>3 Learning Goal</b>	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>○ Travel demonstrating low, middle, and high levels (S2.E2.1a)</li> <li>○ Travel demonstrating a variety of relationships with objects (over, under, through, around) (S2.E2.1b)</li> </ul>	<b>3A-</b> I am learning how to travel at different levels.  <b>Activities:</b> <ul style="list-style-type: none"> <li>○ Relays with pathways, shapes, levels</li> <li>○ Warm-up/cool down games</li> <li>○ Locomotors games</li> </ul>
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>• Identify or recall vocabulary: pathways, shapes, levels, locomotors</li> </ul>	<b>2B-</b> I am learning how to identify pathways, shapes, levels, and locomotors.

## Pathways, Shapes, Levels-Kindergarten

<b>3 Learning Goal</b>	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>○ Travel in 3 different pathways (S2.E2.K)</li> </ul>	<b>3A-</b> I am learning how to travel at different levels.  <b>Activities:</b> <ul style="list-style-type: none"> <li>○ Relays with pathways, shapes, levels</li> <li>○ Warm-up/cool down games</li> </ul> Locomotors games
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>• Identify or recall: pathways, shapes, levels, locomotors</li> </ul>	<b>2B-</b> I am learning how to identify pathways, shapes, levels, and locomotors.

## Skills and Knowledge-Weight Transfer K-2

Weight Transfer Grade 2		
<b>3</b> <b>Learning Goal</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>○ Transfers weight from feet to hands for momentary weight support while demonstrating a forward roll and finishing in a seated position</li> <li>d. Squat with your hands flat on the floor in front of your shoulders</li> <li>e. Tuck your chin to your chest, lean forward, push hard with your legs and roll forward</li> <li>f. Stay in a tucked position throughout the roll, and finish in a sitting position with legs straight out in front.</li> </ul> <p><b>(S1.E9.2)</b> <b>*SPARK Skill Card-Forward roll to sit</b></p>	<b>Forward roll</b>
<b>2</b>	<p><b>Students demonstrate they have developed an understanding of (or ability to):</b></p> <ul style="list-style-type: none"> <li>• Attempting to transfer weight from feet to hands for momentary weights support without completing a successful forward roll</li> </ul>	

Weight Transfer Grade 1		
<b>3</b> <b>Learning Goal</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>○ Transfers weight from side to side while demonstrating proper critical elements of a curled body shape (egg roll) three to five times in a row</li> <li>d. Sit in a tuck sit position</li> <li>e. Roll to one side contacting the floor with your shoulder, hip, and back</li> <li>f. Continue until you are back on your knees <b>(S1.E9.1)</b></li> </ul>	<b>Egg roll</b> <b>(S1.E9.1)</b> <b>*SPARK Skill Card-egg roll</b>
<b>2</b>	<p><b>Students demonstrate they have developed an understanding of (or ability to):</b></p> <ul style="list-style-type: none"> <li>• Transfers weight from side to side demonstrating some critical elements of a curled body shape (egg roll)</li> <li>• *(Examples-not maintaining proper form, not getting to knees, letting go of tucked position)</li> </ul>	

Weight Transfer-Kindergarten		
<b>3</b> <b>Learning Goal</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>o Rolls sideways in a narrow body shape (log roll) demonstrating all of the critical elements three to five times in a row.</li> <li>e. Lie on your front, legs straight and together, arm together and overhead</li> <li>f. Roll over onto your back and continue until you are on your front again</li> <li>g. Keep your body straight</li> <li>h. Try the other direction</li> </ul> <p><b>(S1.E9.K)</b> <b>*SPARK Skill Card-Log Roll</b></p>	Log roll
<b>2</b>	<p><b>Students demonstrate they have developed an understanding of (or ability to):</b></p> <ul style="list-style-type: none"> <li>• Transfers weight from side to side demonstrating some critical elements of a narrow body shape (log roll)</li> <li>• *(Examples-not maintaining proper form, not keeping hands and feet together, unable to transfer weight)</li> </ul>	

## Skills and Knowledge-Locomotors K-2

Locomotors-Grade 2		
<b>3</b> <b>Learning Goal</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>• Skips using a mature pattern (all five critical elements)</li> <li>a. Step hop pattern is smooth and coordinated</li> <li>b. Arms are used in the hopping action and are coordinated throughout the action</li> <li>c. The student lands on their toes</li> <li>d. The non-support knee is lifted sharply upward</li> <li>e. Action is then repeated on the opposite leg</li> </ul> <p><b>(S1.E1.2)</b></p>	Freeze/Dance, Dead bugs, I see/I see, warm-up movement cubes, locomotor exercises
<b>2</b>	<p><b>Students demonstrate they have developed an understanding of (or ability to):</b></p> <ul style="list-style-type: none"> <li>• Skips using three of the five critical elements</li> </ul>	

Locomotors-Grade 1		
<b>3 Learning Goal</b>	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>Hops(on one foot), gallops, jogs, and slides using a mature pattern <b>(S1.E1.1)</b></li> </ul>	Freeze/Dance, Dead bugs, I see/I see, warm-up movement cubes, locomotor exercises
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>Meet three out of the five critical elements for Hopping, Galloping, Jogging, and Sliding</li> </ul>	

Locomotors-Kindergarten		
<b>3 Learning Goal</b>	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>Performs locomotor skills (hopping, galloping, jogging, sliding, skipping) while maintaining balance <b>(S1.E1.K)</b></li> <li>Differentiated between movement in personal (self-space) and general space. <b>(S2.E1.Ka)</b></li> </ul>	Freeze/Dance, Dead bugs, I see/I see, warm-up movement cubes, locomotor exercises  Home Base  Personal/General Space Knowledge assessment (SPARK), Orientation of Space, Hula Hoop Igloo (Open)
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>Performs locomotor skills (hopping, galloping, jogging, sliding, skipping), with inconsistent balance</li> <li>Can determine difference between one of the two vocabulary words: (personal and general space)</li> </ul>	

Space-Kindergarten		
<b>3 Learning Goal</b>	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>Differentiated between movement in personal (self-space) and general space.</li> <li><b>(S2.E1.Ka)</b></li> </ul>	<b>Home Base Personal/General Space Knowledge assessment (SPARK), Orientation of Space, Hula Hoop Igloo (Open)</b>
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>Can determine difference between one of the two vocabulary words: (personal and general space)</li> </ul>	

## Skills and Knowledge-Catching K-5

Catching-5 <sup>th</sup> Grade		
<b>3</b> <b>Learning Goal</b>	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>○ Catches with reasonable accuracy in dynamic, small sided practice tasks. <b>(SI.E16.5)</b></li> <li>○ Reasonable accuracy is 7-10 successful attempts</li> </ul>	<b>Partners moving Catch and Chase</b>
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>• Catches with some accuracy in dynamic, small sided practice tasks (10 consecutive attempts) 3-6 catches</li> </ul>	

Catching-4 <sup>th</sup> Grade		
<b>3</b> <b>Learning Goal</b>	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>○ Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment (closed skills) <b>(SI.E16.4)</b></li> <li>○ <b>Catching Mature Pattern:</b></li> <li>○ 1. Extend arms outwards to reach for ball, thumbs in for catch above the waist and thumbs out for catch at below the waist.</li> <li>○ 2. Watch the ball all the way into the hands</li> <li>○ 3. Catch with hands only; no cradling against the body</li> <li>○ 4. Pull the ball into the body as the catch was made</li> <li>○ 5. Curl the body slightly around the ball</li> </ul>	<b>Partner throw and catch, Catch and chase</b>
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>• Catches 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),</li> </ul>	

Catching-3 <sup>rd</sup> Grade		
<b>3</b> <b>Learning Goal</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>○ Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern. <b>(S1.E16.3)</b></li> <li>○ <b>Catching Mature Pattern:</b></li> <li>○ 1. Extend arms outwards to reach for ball, thumbs in for catch above the waist and thumbs out for catch at below the waist.</li> <li>○ 2. Watch the ball all the way into the hands</li> <li>○ 3. Catch with hands only; no cradling against the body</li> <li>○ 4. Pull the ball into the body as the catch was made</li> <li>○ 5. Curl the body slightly around the ball</li> </ul>	<b>Partner throw and catch, Catch and chase</b>
<b>2</b>	<p><b>Students demonstrate they have developed an understanding of (or ability to):</b></p> <ul style="list-style-type: none"> <li>• Catches 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),</li> </ul>	

Catching-2 <sup>nd</sup> Grade		
<b>3</b> <b>Learning Goal</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>○ Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body <b>(S1.E16.2)</b></li> </ul>	<b>Self-toss (using different balls, beach ball, playground ball) Switcharoo</b>
<b>2</b>	<p><b>Students demonstrate they have developed an understanding of (or ability to):</b></p> <ul style="list-style-type: none"> <li>• Catches a self-tossed or well-thrown large ball with hands cradling or trapping against the body</li> </ul>	

Catching-1 <sup>st</sup> Grade		
<b>3</b> <b>Learning Goal</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>○ Catches a soft object of various sizes from a self-toss before it bounces <b>(S1.E16.1)</b></li> </ul>	<b>Self-toss (using different balls, beach ball, playground ball) Switcharoo</b>
<b>2</b>	<p><b>Students demonstrate they have developed an understanding of (or ability to):</b></p> <ul style="list-style-type: none"> <li>• Attempts to catch a soft object of various size from a self-toss and the ball bounces before they catch the object</li> </ul>	



Catching-Kindergarten		
<b>3</b> Learning Goal	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>○ Catches a large ball tossed by a skilled thrower <b>(SI.E16.K)</b></li> </ul>	<b>Self-toss</b> <b>(using different balls, beach ball, playground ball)</b> <b>Switcharoo</b>
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>• Attempts to catch a large ball tossed by a skilled thrower, but the large object drops before it is caught</li> </ul>	

## Skills and Knowledge-Dribbling/Ball control with feet K-5

Dribbling/Ball control with feet-5 <sup>th</sup> Grade		
<b>4</b>	<ul style="list-style-type: none"> <li>• Demonstrates behavior more than 90% of the time but less than 100%</li> <li>• Dribbles with both feet in general space with control of ball and body while jogging, changing, directions and using advanced skills</li> </ul>	
<b>3</b> Learning Goal	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>• Dribbles with both feet in general space with control of ball and body while jogging and changing direction</li> <li>○ Demonstrates behavior more than 75% of the time but less than 90%</li> </ul>	<b>Dribbling Drills</b> <b>Knockout Dribbling</b> <b>Dribble Tag Dribble Triathlon,</b> <b>Knuckle Collector, Drivers test,</b> <b>dribbling obstacle course, side</b> <b>by side dribbling tag, high/low</b> <b>dribbling</b>
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>• Dribbles in general space with control of ball and body while increasing and decreasing speed.</li> <li>• Demonstrates criterion behavior more than 50% of the time but less than 75%</li> </ul>	

## Dribbling/Ball control with feet-4<sup>th</sup> Grade

<b>3 Learning Goal</b>	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>• Dribbles with both feet in general space with control of ball and body while increasing and decreasing speed. <b>(S4.E18.4)</b></li> <li>• Demonstrates behavior more than 75% of the time but less than 90%</li> </ul>	<b>Ball control drills, dribbling drills, obstacle course, keep away, soccer tag, soccer hoopla, shark attack, rainforest</b>
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>• Dribbles and travels in general space at slow jogging speed and occasionally loses control of the ball</li> <li>• Demonstrates criterion behavior more than 25% of the time but less than 75%</li> </ul>	

## Dribbling/Ball control with feet-3<sup>rd</sup> Grade

<b>3 Learning Goal</b>	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>○ Dribbles with both feet in general space at slow to moderate jogging speed with control of ball and body <b>(S1.E18.3)</b></li> <li>○ Demonstrates behavior more than 50% of the time but less than 75%</li> </ul>	<b>Ball control drills, dribbling drills, obstacle course, keep away, soccer tag, soccer hoopla, shark attack</b>
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>• Dribbles with both feet in general space at slow jogging speed and occasionally loses control of the ball</li> <li>• Demonstrates criterion behavior more than 25% of the time but less than 50%</li> </ul>	

## Dribbling/Ball control with feet-2<sup>nd</sup> Grade

<b>3 Learning Goal</b>	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>○ Dribbles with <b>both</b> feet in general space with control of ball and body (SI.E18.2)</li> <li>○ Demonstrates behavior more than 50% of the time but less than 75%</li> </ul>	<b>Soccer kick, follow the leader, teacher says, dribble “soccer” style, dribble around obstacles, soccer red light/green light, stop and hop tag</b>
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>• Dribbles with foot in general space with control of ball and body</li> <li>• Demonstrates criterion behavior more than 25% of the time but less than 50%</li> </ul>	

## Dribbling/Ball control with feet-1<sup>st</sup> Grade

<b>3 Learning Goal</b>	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>○ Taps or dribbles a ball using the inside of the foot while walking in general space. (SI.E18.1)</li> </ul>	<b>Soccer kick, follow the leader, teacher says, dribble “soccer” style, dribble around obstacles, soccer red light/green light, stop and hop tag</b>
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>• Taps or dribbles a ball using foot while walking in general space.</li> </ul>	

## Dribbling/Ball control with feet-Kindergarten

<b>3 Learning Goal</b>	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>○ Taps a ball using the inside of the foot, sending it forward (SI.E18.K)</li> </ul>	<b>Soccer kick, follow the leader, teacher says, dribble “soccer” style, dribble around obstacles, soccer red light/green light</b>
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>• Taps a ball using foot, sending it forward</li> </ul>	

## Skills and Knowledge-Dribbling/Ball control with hands K-5

### Dribbling/Ball control with hands-5<sup>th</sup> Grade

<p><b>4</b></p>	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the target.</p> <ul style="list-style-type: none"> <li>• Demonstrates behavior more than 90% of the time but less than 100%</li> <li>• Utilizing both non-preferred and preferred hands using advanced skills</li> </ul>	
<p><b>3</b> <b>Learning Goal</b></p>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>○ 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. <b>(SI.E17.4ab )</b></li> <li>○ <b>Dribbling Mature Pattern:</b></li> <li>○ 1. Knees slightly bent</li> <li>○ 2. Opposite foot forward when dribbling in personal space</li> <li>○ 3. Contact ball with finger pads</li> <li>○ 4. Firm contact with top of ball, contact slightly behind ball for travel, ball to side and in front of body for travel</li> <li>○ 5. Eyes looking “over,” not down at, the ball</li> <li>○ Demonstrates behavior more than 75% of the time but less than 90%</li> </ul>	<p><b>Dribbling Drills</b> <b>Knockout Dribbling</b> <b>Dribble Tag Dribble Triathlon,</b> <b>Knuckle Collector, Drivers test,</b> <b>dribbling obstacle course, side</b> <b>by side dribbling tag, high/low</b> <b>dribbling</b></p>
<p><b>2</b></p>	<p><b>Students demonstrate they have developed an understanding of (or ability to):</b></p> <ul style="list-style-type: none"> <li>• Dribbles in general space with control of ball and body while increasing and decreasing speed.</li> <li>• Demonstrates criterion behavior more than 50% of the time but less than 75%</li> </ul>	

## Dribbling/Ball control with hands-4<sup>th</sup> Grade

4	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the target.</p> <ul style="list-style-type: none"> <li>Utilizing both non-preferred and preferred hands while increasing and decreasing speeds in general space.</li> <li>Demonstrates behavior more than 90% of the time but less than 100%</li> </ul>	
<b>3 Learning Goal</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>Dribbles in general space demonstrating a mature pattern with control of ball and body. (SI.E17.4b)</li> <li><b>Dribbling Mature Pattern:</b> <ol style="list-style-type: none"> <li>Knees slightly bent</li> <li>Opposite foot forward when dribbling in personal space</li> <li>Contact ball with finger pads</li> <li>Firm contact with top of ball, contact slightly behind ball for travel, ball to side and in front of body for travel</li> <li>Eyes looking “over,” not down at, the ball</li> </ol> </li> <li>Demonstrates behavior more than 75% of the time but less than 90%</li> </ul>	<p><b>Dribbling Drills</b>  <b>Knockout Dribbling</b>  <b>Dribble Tag Dribble Triathlon,</b>  <b>Knuckle Collector, Drivers test,</b>  <b>dribbling obstacle course, side</b>  <b>by side dribbling tag, high/low</b>  <b>dribbling</b></p>
2	<p><b>Students demonstrate they have developed an understanding of (or ability to):</b></p> <ul style="list-style-type: none"> <li>Dribbles and travels in general space at slow jogging speed and occasionally loses control of the ball</li> <li>Demonstrates criterion behavior more than 25% of the time but less than 75%</li> </ul>	

## Dribbling/Ball control with hands-3<sup>rd</sup> Grade

4	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the target.</p> <ul style="list-style-type: none"> <li>Demonstrates behavior more than 75% of the time but less than 100%</li> </ul>	
<b>3 Learning Goal</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body (SI.E17.3)</li> <li>Demonstrates behavior more than 50% of the time but less than 75%</li> </ul>	<p><b>Dribbling Drills</b>  <b>Knockout Dribbling</b>  <b>Dribble Tag Dribble Triathlon,</b>  <b>Knuckle Collector</b></p>
2	<p><b>Students demonstrate they have developed an understanding of (or ability to):</b></p> <ul style="list-style-type: none"> <li>Dribbles and travels in general space at slow jogging speed and occasionally loses control of the ball</li> <li>Demonstrates criterion behavior more than 25% of the time but less than 50%</li> </ul>	

## Dribbling/Ball control with hands-2<sup>nd</sup> Grade

4	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the target.</p> <ul style="list-style-type: none"> <li>• Demonstrates behavior more than 75% of the time but less than 100%</li> </ul>	
3 Learning Goal	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>○ Dribbles using the preferred hand while walking in general space. <b>(SI.E17.2b)</b></li> <li>○ Demonstrates behavior more than 50% of the time but less than 75%</li> </ul>	<p><b>Bounce and catch intro</b> <b>Dribbling Intro</b> <b>Squirrels and acorns</b></p>
2	<p><b>Students demonstrate they have developed an understanding of (or ability to):</b></p> <ul style="list-style-type: none"> <li>• Dribbles using preferred hand while walking in general space occasionally loses control of the ball</li> <li>• Demonstrates criterion behavior more than 25% of the time but less than 50%</li> </ul>	

## Dribbling/Ball control with hands-1<sup>st</sup> Grade

3 Learning Goal	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>○ Dribbles continuously (5 or more) in personal-space using the preferred hand. <b>(SI.E17.1)</b></li> </ul>	<p><b>Bounce and catch intro</b> <b>Dribbling Intro</b></p>
2	<p><b>Students demonstrate they have developed an understanding of (or ability to):</b></p> <ul style="list-style-type: none"> <li>• Dribbles 2 to 4 consistent times in personal-space using the preferred hand.</li> </ul>	

## Dribbling/Ball control with hands-Kindergarten

3 Learning Goal	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>○ Dribbles a ball with 1 hand, attempting the second contact <b>(SI.E17.K)</b></li> </ul>	<p><b>Bounce and catch intro</b> <b>Dribbling Intro</b></p>
2	<p><b>Students demonstrate they have developed an understanding of (or ability to):</b></p> <ul style="list-style-type: none"> <li>• Dribbles a ball with 1 hand and does not attempt the second contact or catches the ball</li> </ul>	

## Skills and Knowledge-Jump Rope K-5

Jump Rope-5 <sup>th</sup> Grade		
<b>3</b> <b>Learning Goal</b>	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>○ Performs 5 self-chosen jump rope skills with a self-turned rope at least 2 consecutive times</li> <li>○ (SI.E27.5)</li> </ul>	<b>Jump rope for Heart, single jump, SPARK Jump rope unit, individual jump rope 1, 2, routine creation</b>
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>• Performs 4 or less self-chosen jump rope skills with a self-turned rope</li> </ul>	

Jump Rope-4 <sup>th</sup> Grade		
<b>3</b> <b>Learning Goal</b>	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>○ Performs 4 self-chosen jump rope skills with a self-turned rope at least 2 consecutive times</li> <li>○ (SI.E27.4)</li> </ul>	<b>Jump rope for Heart, single jump, SPARK Jump rope unit, individual jump rope 1, 2</b>
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>• Performs 3 or less self-chosen jump rope skills with a self-turned rope</li> </ul>	

Jump Rope-3 <sup>rd</sup> Grade		
<b>3</b> <b>Learning Goal</b>	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>○ Performs 3 self-chosen jump rope skills with a self-turned rope at least 2 consecutive times</li> <li>○ (SI.E27.3)</li> </ul>	<b>Jump rope for Heart, single jump, SPARK Jump rope unit, individual jump rope 1, 2</b>
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>• Performs 2 or less self-chosen jump rope skills with a self-turned rope</li> </ul>	

Jump Rope-2 <sup>nd</sup> Grade		
<b>3</b> <b>Learning Goal</b>	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>○ Jumps forward and backward consecutively (5 times) using a self-turned rope.</li> <li>○ (SI.E27.2a)</li> </ul>	<b>Jump rope for Heart, single jump, SPARK Jump rope unit, individual jump rope 1, 2</b>
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>• Jumps forward or backward less than 3 times using a self-turned rope</li> </ul>	

Jump Rope-1 <sup>st</sup> Grade		
<b>3</b> <b>Learning Goal</b>	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>○ Jumps forward or backward consecutively (2 times) using a self-turned rope</li> <li>○ (SI.E27.1a)</li> </ul>	<b>Jump rope for Heart, single jump, SPARK Jump rope unit, individual jump rope 1, 2</b>
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>• Jumps forward or backward less than 2 times using a self-turned rope</li> </ul>	

Jump Rope-Kindergarten		
<b>3</b> <b>Learning Goal</b>	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>○ Executes a single jump with self-turned rope</li> <li>○ (SI.E27.Ka)</li> </ul>	<b>Jump rope for Heart, single jump, SPARK Jump rope unit</b>
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>• Student demonstrates a step over a self-turned rope</li> </ul>	



## Skills and Knowledge-Striking with Short Implement- K-5

### Striking with Short Implement-5<sup>th</sup> Grade

<b>3 Learning Goal</b>	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>○ 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. <b>(SI.E24.5)</b></li> </ul> <b>*STUDENT PREFERENCE on assessment</b>	<b>Paddles, ping pong, lollipop rackets, pickleball, tennis</b>
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>• Strikes 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.</li> </ul>	

### Striking with Short Implement-4<sup>th</sup> Grade

<b>3 Learning Goal</b>	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>○ Strikes an object upward with a short-handled implement while demonstrating critical elements of a mature pattern. <b>(SI.E24.4a)</b></li> <li>○ <b>Short-Handled Implement Critical Elements:</b></li> <li>○ Racket back in preparation for striking</li> <li>○ Step with opposite foot as contact is made</li> <li>○ Swing racket paddle from low to high</li> <li>○ Coil and uncoil the truck in preparation for and execution of the striking action</li> <li>○ Follow through for completion of the striking action</li> </ul>	<b>Paddles, ping pong, lollipop rackets, pickleball, tennis</b>
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>• Strikes an object upward with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern.</li> </ul>	

## Striking with Short Implement-3rd Grade

<b>3 Learning Goal</b>	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>○ Strikes an object upward with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern.</li> <li>○ <b>Short-Handled Implement Critical Elements:</b></li> <li>○ Racket back in preparation for striking</li> <li>○ Step with opposite foot as contact is made</li> <li>○ Swing racket paddle from low to high</li> <li>○ Coil and uncoil the truck in preparation for and execution of the striking action</li> <li>○ Follow through for completion of the striking action</li> </ul>	<b>Paddles, ping pong, lollipop rackets, pickle ball, tennis</b>
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>• Strikes an object upward with a short-handled implement while demonstrating 2 of the 5 critical elements of a mature pattern.</li> </ul>	

## Striking with Short Implement-2<sup>nd</sup> Grade

<b>3 Learning Goal</b>	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>○ Strikes an object upward using 5 consecutive hits with a short-handled implement <b>(S1.E24.2)</b></li> </ul>	<b>Paddles, ping pong, lollipop rackets, pickleball, tennis</b>
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>• Strikes an object upward using 3-4 consecutive hits with a short-handled implement</li> </ul>	

## Striking with Short Implement-1<sup>st</sup> Grade

<b>3 Learning Goal</b>	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>○ Strikes a lightweight object with a paddle or short-handled racket, sending it upward. <b>(S1.E24.1)</b></li> </ul>	<b>Paddles, ping pong, lollipop rackets, pickleball, tennis</b>
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>• Strikes a lightweight object with a paddle or short-handled racket, sending it in different directions rather than upwards.</li> </ul>	

Striking with Short Implement-K		
<b>3 Learning Goal</b>	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>○ Strikes a lightweight object with a paddle or short-handled racket. <b>(SI.E24.K)</b></li> </ul>	<b>Pickleball, Keep it up, Ping Pong</b>
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>• Strikes a lightweight object with a paddle or short-handled racket, not on the hitting surface of the racket</li> </ul>	

## Skills and Knowledge-Underhand Rolling K-5

Underhand Rolling-5 <sup>th</sup> Grade		
<b>3 Learning Goal</b>	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>○ Rolls underhand using a mature pattern in non-dynamic environments (closed skills) with different sizes and different types</li> <li>○ Rolls underhand to a large target with accuracy (70-90%) <b>(SI.E13.5)</b></li> </ul>	<b>Bowling, junk out of my yard, pin down</b>
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>• Rolls underhand using a mature pattern with some accuracy</li> </ul>	

Underhand Roll-4 <sup>th</sup> Grade		
<b>3 Learning Goal</b>	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>○ Roll a ball using a mature pattern:</li> <li>○ Face target in preparation for rolling action</li> <li>○ Arm back in preparation for action</li> <li>○ Step with opposite foot as rolling arm moves forward</li> <li>○ Release ball between foot and knee level</li> <li>○ Follow through to target</li> </ul>	<b>Bowling, junk out of my yard, pin down</b>
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>• Rolls underhand to partner or target with reasonable accuracy</li> </ul>	

Underhand Roll-3 <sup>rd</sup> Grade		
<b>3</b> <b>Learning Goal</b>	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>• <b>Rolls underhand using a mature pattern:</b></li> <li>• Face target in preparation for rolling action</li> <li>• Arm back in preparation for action</li> <li>• Step with opposite foot as rolling arm moves forward</li> <li>• Release ball between foot and knee level</li> <li>• Follow through to target</li> <li>• Rolls underhand to partner or target with reasonable accuracy</li> </ul>	<b>Bowling, junk out of my yard, pin down</b>
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>• Rolls underhand to partner or target with reasonable accuracy</li> </ul>	

Underhand Roll-2 <sup>nd</sup> Grade		
<b>3</b> <b>Learning Goal</b>	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>• <b>Rolls underhand using a mature pattern:</b></li> <li>• Face target in preparation for rolling action</li> <li>• Arm back in preparation for action</li> <li>• Step with opposite foot as rolling arm moves forward</li> <li>• Release ball between foot and knee level</li> <li>• Follow through to target</li> <li>• Rolls underhand to partner or target with reasonable accuracy</li> </ul>	
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>○ Roll underhand demonstrating 2 of the 5 critical elements of a mature pattern <b>(SI.E13.2)</b></li> </ul>	

Underhand Roll-1 <sup>st</sup> Grade		
<b>3</b> <b>Learning Goal</b>	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>• <b>Rolls underhand demonstrating 2 of the 5 critical elements of a mature pattern:</b></li> <li>• Face target in preparation for rolling action</li> <li>• Arm back in preparation for action</li> <li>• Step with opposite foot as rolling arm moves forward</li> <li>• Release ball between foot and knee level</li> <li>• Follow through to target</li> <li>• Rolls underhand to partner or target with reasonable accuracy <b>(S1.E13.1)</b></li> </ul>	<b>Bowling, junk out of my yard, pin down</b>
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>○ Roll underhand with opposite foot forward</li> </ul>	

Underhand Roll-Kindergarten		
<b>3</b> <b>Learning Goal</b>	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>• <b>Rolls underhand demonstrating 2 of the 5 critical elements of a mature pattern:</b></li> <li>• Face target in preparation for rolling action</li> <li>• Arm back in preparation for action</li> <li>• Step with opposite foot as rolling arm moves forward</li> <li>• Release ball between foot and knee level</li> <li>• Follow through to target</li> <li>• Rolls underhand to partner or target with reasonable accuracy <b>(S1.E13.1)</b></li> </ul>	<b>Bowling, junk out of my yard, pin down</b>
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>○ Roll underhand with opposite foot forward</li> </ul>	

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

Volley Underhand-5 <sup>th</sup> Grade		
<b>3</b> <b>Learning Goal</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>○ Strikes (volleys) an object with an underhand or sidearm striking pattern, within a teacher/game defined boundary while demonstrating critical elements. <b>(SI.E22.5)</b></li> <li>○ <b>Volley Underhand Critical Elements</b></li> <li>○ Face the target in preparation for the volley</li> <li>○ Opposite foot forward</li> <li>○ Flat surface with hand for contact of the ball or volleybird</li> <li>○ Contract with ball or volleybird between knee and waist level</li> <li>○ Follow through upward and to the target.</li> </ul>	<b>Pickle ball, 4-square, volleyball</b>
<b>2</b>	<p><b>Students demonstrate they have developed an understanding of (or ability to):</b></p> <ul style="list-style-type: none"> <li>● Strikes (volleys) an object with an underhand or sidearm striking pattern, while demonstrating 4 of the 5 critical elements or not striking within a teacher/game defined boundary.</li> </ul>	

Volley Underhand-4 <sup>th</sup> Grade		
<b>4</b>	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the target.</p> <ul style="list-style-type: none"> <li>● Strikes (volleys) an object upward with 6 or more consecutive hits.</li> </ul>	
<b>3</b> <b>Learning Goal</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>○ Strikes (volleys) an object with an underhand or sidearm striking pattern, while demonstrating critical elements. <b>(SI.E22.4)</b></li> <li>○ <b>Volley Underhand Critical Elements</b></li> <li>○ Face the target in preparation for the volley</li> <li>○ Opposite foot forward</li> <li>○ Flat surface with hand for contact of the ball or volleybird</li> <li>○ Contract with ball or volleybird between knee and waist level</li> <li>○ Follow through upward and to the target.</li> </ul>	<b>Pickle ball, 4-square, volleyball</b>
<b>2</b>	<p><b>Students demonstrate they have developed an understanding of (or ability to):</b></p> <ul style="list-style-type: none"> <li>● Strikes (volleys) an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements.</li> </ul>	

Volley Underhand-3 <sup>rd</sup> Grade		
<b>3</b> <b>Learning Goal</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>○ Strikes (volleys) an object with an underhand or sidearm striking pattern, sending it forward demonstrating 4 of the 5 critical elements. <b>(SI.E22.3)</b></li> <li>○ <b>Volley Underhand Critical Elements</b></li> <li>○ Face the target in preparation for the volley</li> <li>○ Opposite foot forward</li> <li>○ Flat surface with hand for contact of the ball or volleybird</li> <li>○ Contract with ball or volleybird between knee and waist level</li> <li>○ Follow through upward and to the target.</li> </ul>	<b>Volleyball, 4-square, pickleball,</b>
<b>2</b>	<p><b>Students demonstrate they have developed an understanding of (or ability to):</b></p> <ul style="list-style-type: none"> <li>• Strikes (volleys) an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 2 of the 5 critical elements.</li> </ul>	

Volley Underhand-2 <sup>nd</sup> Grade		
<b>4</b>	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the target.</p> <ul style="list-style-type: none"> <li>• Strikes (volleys) an object upward with 6 or more consecutive hits.</li> </ul>	
<b>3</b> <b>Learning Goal</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>○ Strikes (volleys) an object upward with 5 consecutive hits. <b>(SI.E22.2)</b></li> </ul>	<b>Balloon activities, Don't touch the ground,</b>
<b>2</b>	<p><b>Students demonstrate they have developed an understanding of (or ability to):</b></p> <ul style="list-style-type: none"> <li>• Strikes (volleys) an object upward with 3-4 consecutive hits</li> </ul>	

Volley Underhand-1 <sup>st</sup> Grade		
<b>3 Learning Goal</b>	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>○ Strikes (volleys) an object with an open palm, sending it upward. (SI.E22.1)</li> </ul>	<b>Balloon activities, Don't touch the ground,</b>
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>• Strikes (volleys) an object with a non-open hand</li> </ul>	

Volley Underhand-Kindergarten		
<b>3 Learning Goal</b>	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>○ Strike (volley) a lightweight object (balloon) sending it upward. (SI.E22.K)</li> </ul>	<b>Balloon activities, Don't touch the ground,</b>
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>• Strike (volley) a lightweight object (balloon) goes in different directions rather than upwards</li> </ul>	

## Skills and Knowledge-Underhand Throw-K-5

Underhand Throw-5 <sup>th</sup> Grade		
<b>3 Learning Goal</b>	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>○ Throws underhand using a mature pattern in non-dynamic environment environments (closed skills), with different sized objects (SI.E13.5a)</li> <li>○ Throws underhand to a large target with accuracy. (SI.E13.5b)</li> </ul> <b>(SI.E13.5)</b>	<b>Bowling, junk out of my yard, pin down, underhand toss</b>
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>• Throws underhand using a mature pattern with some accuracy</li> </ul>	



Underhand Throw-4 <sup>th</sup> Grade		
<b>3</b> Learning Goal	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>○ Throw a ball underhand using a mature pattern:</li> <li>○ Face target in preparation for throwing action</li> <li>○ Arm back in preparation for action</li> <li>○ Step with opposite foot as rolling arm moves forward</li> <li>○ Release ball between knee and waist level</li> <li>○ Follow through to target</li> </ul>	<b>Bowling, junk out of my yard, pin down, underhand toss</b>
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>• Throws underhand to partner or target with reasonable accuracy</li> </ul>	

Underhand Throw-3 <sup>rd</sup> Grade		
<b>3</b> Learning Goal	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>• Throws underhand to partner or target with reasonable accuracy</li> </ul>	<b>Bowling, junk out of my yard, pin down, underhand toss</b>
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>• Throws underhand using a mature pattern</li> </ul>	

Underhand Throw-2 <sup>nd</sup> Grade		
<b>3</b> Learning Goal	<b>Demonstrate they have developed the ability to:</b> <ul style="list-style-type: none"> <li>• <b>Throws underhand using a mature pattern:</b></li> <li>• Face target in preparation for throwing action</li> <li>• Arm back in preparation for action</li> <li>• Step with opposite foot as rolling arm moves forward</li> <li>• Release ball between knee and waist level</li> <li>• Follow through to target</li> </ul>	<b>Bowling, junk out of my yard, pin down, underhand toss</b>
<b>2</b>	<b>Students demonstrate they have developed an understanding of (or ability to):</b> <ul style="list-style-type: none"> <li>○ Throws underhand demonstrating 2 of the 5 critical elements of a mature pattern</li> </ul> <p><b>(SI.EI3.2)</b></p>	

Underhand Throw-1 <sup>st</sup> Grade		
<b>3</b> <b>Learning Goal</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>• <b>Throws underhand demonstrating 2 of the 5 critical elements of a mature pattern:</b></li> <li>• Face target in preparation for throwing action</li> <li>• Arm back in preparation for action</li> <li>• Step with opposite foot as rolling arm moves forward</li> <li>• Release ball between knee and waist level</li> <li>• Follow through to target</li> </ul> <p><b>(SI.E13.1)</b></p>	<b>Bowling, junk out of my yard, pin down, underhand toss</b>
<b>2</b>	<p><b>Students demonstrate they have developed an understanding of (or ability to):</b></p> <ul style="list-style-type: none"> <li>○ Throws underhand with opposite foot forward</li> </ul>	

Underhand Throw-Kindergarten		
<b>3</b> <b>Learning Goal</b>	<p><b>Demonstrate they have developed the ability to:</b></p> <ul style="list-style-type: none"> <li>• <b>Throws underhand demonstrating 2 of the 5 critical elements of a mature pattern:</b></li> <li>• Face target in preparation for throwing action</li> <li>• Arm back in preparation for action</li> <li>• Step with opposite foot as rolling arm moves forward</li> <li>• Release ball between knee and waist level</li> <li>• Follow through to target</li> </ul> <p><b>(SI.E13.1)</b></p>	<b>Bowling, junk out of my yard, pin down, underhand toss</b>
<b>2</b>	<p><b>Students demonstrate they have developed an understanding of (or ability to):</b></p> <ul style="list-style-type: none"> <li>○ Throws underhand with opposite foot forward</li> </ul>	

## Common Vocabulary Terms

Common vocabulary for physical education class to reflect the concepts, techniques, and skills for each grade level and course of study. Students will use these terms in oral, written, and visual communications. Teachers are encouraged to provide additional physical education vocabulary to the identified lists.

Required Terms		
• Locomotors	• Curl-ups	• Zig Zag
• Opposite	• Push-ups	• Straight
• Underhand	• Sit and Reach	• Curved
• Overhand	• Shoulder Stretch	• Respect
• Muscular Strength	• Balance	• Cooperation
• Muscular Endurance	• Agility	• Communication
• Flexibility	• Coordination	• Sportsmanship
• Cardiorespiratory Endurance	• Power	• Safety
• Body Composition	• Speed	• Problem Solve
• Target	• Low	• Volley
• Accuracy	• Medium	• Dribble
	• High	• Personal Space
		• Kicking
		• Striking
		• General Space

## Glossary Terms

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

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

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

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

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

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

**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 Locomotors:

### 1. Mature Pattern for Hopping on ONE foot

#### Five Critical Elements:

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

### 3. Mature Pattern for Jog

#### Five Critical Elements:

- Arm-leg opposition throughout jogging action
- Toes point forward and foot lands heel to toe opposition of legs
- Arms swing forward and backward—no crossing of midline forward (not in direction of movement)
- Trunk leans slightly forward
- Demonstrate a steady gentle pace

### 2. Mature Pattern for Gallop

#### Five Critical Elements:

- Moves in a forward direction
- Display rhythmic arm movements with
- Hips (torso) facing forward
- Momentarily airborne
- Keeps trail leg behind lead leg without

### 4. Mature Pattern for Sliding

#### Five Critical Elements:

- Moves in a sideways direction
- Displays rhythmical arm movements in
- Turns hips, eyes, and shoulder, face
- Keeps trail leg behind lead leg
- Can slide with either leg as the lead



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# Elementary Physical Education Curriculum Guide