

K-2 Scope & Sequence

Weeks	Units	Objectives	Activities	National PE Standards
1-2	Welcome to Physical Education & Safety Practices	<ul style="list-style-type: none"> - Learn how to properly and positively participate in the gym. - Develop and reinforce personal and social skills while learning about classroom expectations. - Demonstrate safe practices by using equipment appropriately and respecting personal space with minimal teacher guidance - Explain how proper attire and safety equipment promotes safe participation and prevent injury in a variety of physical activities - Enjoy being physically active 	<p>Welcome: S Trail, Fast Walk, Random Running, Automobile, Ahoy, Hit the Track, Mingle Mingle</p> <p>Safety: Disc golf, Ladder golf, Randm Running, Frogs Flies Lily Pads</p>	<p>Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>~S2.E1 Movement Concepts: Space (S2.E1.K, S2.E1.1, S2.E1.2)</p> <p>Standard 4: Exhibits responsible personal and social behavior that respects self and others.</p> <p>~S4.E1 Personal Responsibility: (S4.E1.K, S4.E1.1, S4.E1.2)</p> <p>~S4.E3 Accepting Feedback: (S4.E3.K, S4.E3.1, S4.E3.2)</p> <p>~S4.E5 Rules & Etiquette: (S4.E5.K, S5.E3.1, S4.E5.2)</p> <p>~S4.E6 Safety: (S4.E6.K, S4.E6.1, S4.E6.2)</p>
3-4	Cooperative Activities & Parachute	<ul style="list-style-type: none"> - Practice and improve communication skills (speaking clearly, identifying problems, sequencing steps or actions to take, listening, etc.) - Practice and develop positive interpersonal skills in problem-solving activities (patience, accepting different ideas, resolving differences of opinion) - Enjoy actively participating in physically challenging cooperative activities. 	<p>Parachute Warm-Up, Spinning Wheel, Interval Running, Popcorn, Hotdog-Mustard-Relish, Sunbeam, Spotlight Dance</p>	<p>Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>~S2.E1, E2 and E3 Movement Concepts: Space, Pathways, Shapes, Levels, Speed, Directions, Force (S2.E1.K, S2.E1.1, S2.E1.2, S2.E2.K, S2.E2.1a&b, S2.E2.2, S2.E3.K, S2.E3.1a, S2.E3.2)</p> <p>Standard 4: Exhibits responsible personal and social behavior that respects self and others.</p> <p>~S4.E2 Personal Responsibility (S4.E2.K, S4.E2.1, S4.E2.2)</p> <p>~S4.E4 Working with Others (S4.E4.K, S4.E4.1, S4.E4.2)</p> <p>Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>~S5.E2 Challenge (S5.E2.K, S5.E2.1, S5.E2.2)</p> <p>~S5.E3 Self Expression and Enjoyment (S5.E3.Ka & b, S5.E3.1a & b, S5.E3.2)</p>
5-6	Fundamental Movement Concepts: Locomotor, Non-Locomotor & Manipulative	<ul style="list-style-type: none"> - Develop movement skills and apply a movement vocabulary. - Explore creative and expressive movement. - Have fun being physically active. 	<p>Locomotor: People Dodge, The S Trail, Let's Get Together, Alphabet Walk, Partner High 5 Together, Let's Get Together, Rum Pum Pum, Automobile, Musical Hoops, Locomotor Cards, Leapin Lizards, Mirror, Islands, Hoop Jump, Flash Fitness Fun, Rum Pum Pum, Squirm Wiggle Jiggle, Shaping Up, Fancy Feet, Find the treasure, See Ya' Later Alligator, Dragon Tail, S Trail</p> <p>Non-Locomotor: Fitness Trek Activities, Veins and Arteries, Balance Trains, S Trail, High Five in the Middle, Stretch Routine, Bendables, Limber Limbs, Body Balance, Balance Trains, Stretch Routine, Bear Tag, Crab Tag, Dice-er-cise, Hibernation</p>	<p>Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.</p> <p>~S1.E1, E2, E3 and E4 Locomotor: Hopping, Galloping, Jogging, Running, Sliding, Skipping, Leaping, Jumping and Landing (S1.E1.K, S1.E1.1, S1.E1.2, S1.E2.2b, S1.E3.K, S1.E3.1, S1.E3.2, S1.E4.1, S1.E4.2)</p> <p>~S1.E7, E8 and E10 Non-Locomotor: Balance and Weight Transfer, Curling and Stretching, Twisting and Bending (S1.E7.Ka&b, S1.E7.1, S1.E7.2a, S1.E8.1, S1.E8.2, S1.E10.K, S1.E10.1, S1.E10.2)</p>
7	My PE Journey #1	<p>Reflection, assessment and goal setting activities</p>	<p>Reflection, assessment and goal setting activities</p>	<p>Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>~S3.1 Physical activity knowledge (S3.E1.K, S3.E1.1, S3.E1.2)</p> <p>~S3.2 Engages in physical activity (S3.E2.K, S3.E2.1, S3.E2.2)</p> <p>~S3.3 Fitness knowledge (S3.E3.K, S3.E3.1, S3.E3.2a&b)</p> <p>Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>~S5.E1 Health (S5.E1.K, S5.E1.1, S5.E1.2)</p>



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Weeks	Units	Objectives	Activities	National PE Standards
8-10	Manipulative Skills: Throwing & Catching	<ul style="list-style-type: none"> - Practice and improve fundamental throwing and catching skills - Actively participate in throwing and catching activities, and challenges to utilize learned skills, and develop physical fitness - Have fun being physically active 	Busy Bee'n Bag, Throw for Distance, Frogs on the Lily Pads, 3 Flies Up, Passing Skills, Team Passing, Solo Catch, Partner CATCH, Keep Away	Standard 1: Demonstrates competency in a variety of motor skills and movement patterns. ~S1.E13,E14, and E16 Manipulative Skills: Underhand Throw, Overhand Throw, and Catching (S1.E13.K, S1.E13.1, S1. E12.2, S1.E14.2, S1.E16.Ka&b, S1.E16.1a&b, S1.E16.2 Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness ~S3.E2 Engages in Physical Activity (S3.E2.K, S3.E2.1, S3.E2.2)
11-13	GO-SLOW-WHOA Nutrition Games	<ul style="list-style-type: none"> - Teach and reinforce the significance of proper nutrition. - Promote and encourage physical activity at home and in the community. - Advocate the enjoyment of being physically active. 	Foods Make Us Feel, Veggie and Fruit Trains, GO & WHOA Food Challenge, Galloping GO and Pokey Whoa Drinks, Going on a GO Food Hunt, Grow Garden Grow	Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. ~S3.E6 Nutrition (S3.E6.K, S3.E6.1, S3.E6.2) Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction ~S5.E1 Health (S5.E1.K, S5.E1.1, S5.E1.2) ~S5.E3 Self-Expression and Enjoyment (S5.E3.Ka&b, S5.E3.1a&b, S5.E3.2)
14	My PE Journey #2	Reflection, assessment and goal setting activities	Reflection, assessment and goal setting activities	Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. ~S3.1 Physical activity knowledge (S3.E1.K, S3.E1.1, S3.E1.2) ~S3.2 Engages in physical activity (S3.E2.K, S3.E2.1, S3.E2.2) ~S3.3 Fitness knowledge (S3.E3.K, S3.E3.1, S3.E3.2a&b) Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. ~S5.E1 Health (S5.E1.K, S5.E1.1, S5.E1.2)
15-17	Manipulative Skills: Dribbling & Passing	<ul style="list-style-type: none"> - Practice and improve fundamental basketball skills (dribbling, pivoting, passing, catching, and shooting) - Actively participate in basketball lead-up games to utilize learned skills and develop physical fitness. - Have fun being physically active. 	Ball Handling Skills, Under Control, Frozen Dribble, Circulation, Dribblers & Defenders, Dribble Math, Team Passing, Under Control, Crease to Crease, Over the Line, Random Grid Passing, Gotcha	Standard 1: Demonstrates competency in a variety of motor skills and movement patterns. ~S1.E17 Manipulative: Dribbling and/or Ball Control with Hands (S1.E17.K, S1.E17.1, S1. E17.2a&b) Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness ~S3.E2 Engages in Physical Activity (S3.E2.K, S3.E2.1, S3.E2.2)

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Weeks	Units	Objectives	Activities	National PE Standards
18	Procedure Review & Cooperative Games	<ul style="list-style-type: none"> - Learn how to properly and positively participate in the gym. - Develop and reinforce personal and social skills while learning about classroom expectations. - Demonstrate safe practices by using equipment appropriately and respecting personal space with minimal teacher guidance - Explain how proper attire and safety equipment promotes safe participation and prevent injury in a variety of physical activities - Enjoy being physically active while participating in cooperative activities. 	Parachute Warm-Up, Spinning Wheel, Interval Running, Popcorn, Hotdog-Mustard-Relish, Sunbeam, Spotlight Dance	<p>Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>~S2.E1, E2 and E3 Movement Concepts: Space, Pathways, Shapes, Levels, Speed, Directions, Force (S2.E1.K, S2.E1.1, S2.E1.2, S2.E2.K, S2.E2.1a&b, S2.E2.2, S2.E3.K, S2.E3.1a, S2.E3.2)</p> <p>Standard 4: Exhibits responsible personal and social behavior that respects self and others.</p> <p>~S4.E2 Personal Responsibility (S4.E2.K, S4.E2.1, S4.E2.2)</p> <p>~S4.E4 Working with Others (S4.E4.K, S4.E4.1, S4.E4.2)</p> <p>~S4.E5 Rules & Etiquette (S4.E5.K, S4.E5.1, S4.E5.2)</p> <p>~S4.E6 Safety (S4.E6.K, S4.E6.1, S4.E6.2a&b)</p> <p>Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>~S5.E2 Challenge (S5.E2.K, S5.E2.1, S5.E2.2)</p> <p>~S5.E3 Self Expression and Enjoyment (S5.E3.Ka & b, S5.E3.1a & b, S5.E3.2)</p>
19-20	Gymnastics Skills, Flexibility, Muscular Strength & Endurance	<ul style="list-style-type: none"> - Develop muscular strength and endurance in different muscle groups. - Develop flexibility in different muscle groups, tendons, and ligaments. - Advocate the enjoyment of being physically active. 	UNSURE	<p>Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.</p> <p>~S1.E8, S1.E9, S1.E10, and S1.E11 Non-locomotor: Weight transfer, rolling, curling, stretching, twisting, bending (S1.E8.K, S1.E8.1, S1.E8.2, S1.E9.K, S1.E9.1, S1.E9.2, S1.E10.K, S1.E10.1, S1.E10.8, S1.E11.2)</p> <p>Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>~S3.E2 Engages in physical activity (S3.E2.K, S3.E2.1, S3.E2.2)</p> <p>~S3.E3 Fitness Knowledge (S3.E3.K, S3.E3.1, S3.E3.2)</p>
21	My PE Journey #3	Reflection, assessment and goal setting activities	Reflection, assessment and goal setting activities	<p>Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>~S3.1 Physical activity knowledge (S3.E1.K, S3.E1.1, S3.E1.2)</p> <p>~S3.2 Engages in physical activity (S3.E2.K, S3.E2.1, S3.E2.2)</p> <p>~S3.3 Fitness knowledge (S3.E3.K, S3.E3.1, S3.E3.2a&b)</p> <p>Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>~S5.E1 Health (S5.E1.K, S5.E1.1, S5.E1.2)</p>
22-24	Rhythm Activities, Jump Rope & Cardiovascular Endurance	<ul style="list-style-type: none"> - Develop rhythmic movement skills. - Develop cardiovascular fitness. - Have ample opportunities to practice moving or jumping to a beat. - Enjoy physical activity. 	<p>Rhythm: Scatter Square Dancing, Feel the Beat, Hoop Beat, Musical Hoops, Autobeat, Rhythm Train</p> <p>Jump Rope: Stationary Rope, Long Rope Jumping, Freestyle, Can You, Snakes, Lucky Guess, Long Rope Jumping</p>	<p>Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.</p> <p>~S1.E4 Locomotor: jumping and landing in a vertical plane (S1.E4.1, S1.E4.2)</p> <p>~S1.E5 Locomotor: dance (S1.E5.K, S1.E5.1, S1.E5.2)</p> <p>~S1.E27 Manipulative: jumping Rope (S1.E27.Ka&b, S1.E27.1a&b, S1.E27.2a&b)</p> <p>Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>~S3.1 Physical activity knowledge (S3.E1.K, S3.E1.1, S3.E1.2)</p> <p>~S3.2 Engages in physical activity (S3.E2.K, S3.E2.1, S3.E2.2)</p> <p>~S3.3 Fitness knowledge (S3.E3.K, S3.E3.1, S3.E3.2a&b)</p>



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Weeks	Units	Objectives	Activities	National PE Standards
25-27	Manipulative Skills: Volleying	<ul style="list-style-type: none"> - Practice and improve fundamental volleyball skills (bumping/forehand pass, setting, serving). - Actively participate in volleyball lead-up games and challenges to utilize learned skills and develop physical fitness. - Have fun being physically active. 	Balloon Paddle Power, Gather Around, Gold Medal Volleyball Skills, Buddy Paddle Power, Flap Jacks, Walk the Dog, ig League Softball Skill Stations, Softball Step Back, Softball Virginia Reel, Tennis Pinball, Grand Slam Tennis Station	Standard 1: Demonstrates competency in a variety of motor skills and movement patterns. ~S1.E22 Manipulative: volley underhand (S1.E22.K, S1.E22.1, S1.E22.2)
28	My PE Journey #4	Reflection, assessment and goal setting activities	Reflection, assessment and goal setting activities	Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. ~S3.1 Physical activity knowledge (S3.E1.K, S3.E1.1, S3.E1.2) ~S3.2 Engages in physical activity (S3.E2.K, S3.E2.1, S3.E2.2) ~S3.3 Fitness knowledge (S3.E3.K, S3.E3.1, S3.E3.2a&b) Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. ~S5.E1 Health (S5.E1.K, S5.E1.1, S5.E1.2)
29-30	Manipulative Skills: Striking	<ul style="list-style-type: none"> - Practice and improve fundamental striking skills - Actively participate in lead-up games to utilize learned skills and develop physical fitness - Have fun being physically active 	Balloon Paddle Power, Gather Around, Gold Medal Volleyball Skills, Buddy Paddle Power, Flap Jacks, Walk the Dog, ig League Softball Skill Stations, Softball Step Back, Softball Virginia Reel, Tennis Pinball, Grand Slam Tennis Station	Standard 1: Demonstrates competency in a variety of motor skills and movement patterns. ~S1.E24, E25 Manipulative: striking, short implment and striking, long implement (S1.E24.K, S1.E24.1, S1.E24.2, S1.E25.2)
31-33	Manipulative Skills: Dribbling (Feet) & Kicking	<ul style="list-style-type: none"> - Practice and improve fundamental foot dribbling and kicking skills. - Actively participate in dribbling and kicking activities and challenges to utilize learned skills and develop physical fitness. - Have fun being physically active. 	Kick for Distance Kick for Distance, Kick for Accuracy, Kick-Kick, Triangle Pass	Standard 1: Demonstrates competency in a variety of motor skills and movement patterns. ~S1.E18 Manipulative: dribbling/ball control with feet (S1.E18.K, S1.E18.1, S1.E18.2) ~S1.E21 Manipulative: kicking (S1.E21.K, S1.E21.1, S1.E21.2)
34	Environmental Awareness & Safety Practices Outdoor & Recreational Pursuits	<ul style="list-style-type: none"> - Identify proper safety equipment for a variety of physical activities - Identify and describe safety precautions, including pedestrian, water, sun, and cycling safety - Demonstrate safe practices by using equipment appropriately 	UNSURE	Standard 4: Exhibits responsible personal and social behavior that respects self and others. ~S4.E1 Personal Responsibility: (S4.E1.K, S4.E1.1, S4.E1.2) ~S4.E5 Rules & Etiquette (S4.E5.K, S4.E5.1, S4.E5.2) ~S4.E6 Safety (S4.E6.K, S4.E6.1, S4.E6.2a&b) Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. ~S5.E1 Health (S5.E1.K, S5.E1.1, S5.E1.2) ~S5.E3 Self-Expression and Enjoyment (S5.E3.Ka&b, S5.E3.1a&b, S5.E3.2)
35	My PE Journey #5	Reflection, assessment and goal setting activities	Reflection, assessment and goal setting activities	Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. ~S3.1 Physical activity knowledge (S3.E1.K, S3.E1.1, S3.E1.2) ~S3.2 Engages in physical activity (S3.E2.K, S3.E2.1, S3.E2.2) ~S3.3 Fitness knowledge (S3.E3.K, S3.E3.1, S3.E3.2a&b) Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. ~S5.E1 Health (S5.E1.K, S5.E1.1, S5.E1.2)

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Weeks	Units	Objectives	Activities	National PE Standards
36	Let's Go CATCH! Celebrate Success	Celebrate personal and group growth.	Celebrate personal and group growth.	Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. ~S5.E1 Health (S5.E1.K, S5.E1.1, S5.E1.2) ~S5.E2 Challenge (S5.E2.K, S5.E2.1, S5.E2.2) ~S5.E3 Self Expression and Enjoyment (S5.E3.Ka & b, S5.E3.1a & b, S5.E3.2)

3-5 Scope & Sequence

Weeks	Units	Objectives	Activities	National PE Standards
1-2	Welcome to Physical Education & Safety Practices	<ul style="list-style-type: none"> - Learn how to properly and positively participate in the gym. - Develop and reinforce personal and social skills while learning about classroom expectations. - Demonstrate safe practices by using equipment appropriately and respecting personal space with minimal teacher guidance - Explain how proper attire and safety equipment promotes safe participation and prevent injury in a variety of physical activities - Enjoy being physically active 	S Trail, Fast Walk, Random Running, Automobile, Ahoy, All GO Activities and GO Fitness Activities	<p>Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>~S2.E1 Movement Concepts: Space (S2.E1.3, S2.E1.4a, S2.E1.5)</p> <p>Standard 4: Exhibits responsible personal and social behavior that respects self and others.</p> <p>~S4.E1 Personal Responsibility: (S4.E1.3, S4.E1.4, S4.E1.5)</p> <p>~S4.E3 Accepting Feedback: (S4.E3.3, S4.E3.4, S4.E3.5)</p> <p>~S4.E5 Rules & Etiquette: (S4.E5.3, S5.E3.4, S4.E5.5)</p> <p>~S4.E6 Safety: (S4.E6.3, S4.E6.4, S4.E6.5)</p>
3-4	Cooperative Activities & Parachute	<ul style="list-style-type: none"> - Practice and improve communication skills (speaking clearly, identifying problems, sequencing steps or actions to take, listening, etc.) - Practice and develop positive interpersonal skills in problem-solving activities (patience, accepting different ideas, resolving differences of opinion) - Enjoy actively participating in physically challenging cooperative activities. 	SEL Integration Activities (found in supplemental resources)	<p>Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>~S2.E1, E2 and E3 Movement Concepts: Space, Pathways, Shapes, Levels, Speed, Directions, Force (S2.E1.3, S2.E1.4a, S2.E1.5, S2.E2.3, S2.E2.4, S2.E2.5, S2.E3.3, S2.E3.4a, S2.E3.5a)</p> <p>Standard 4: Exhibits responsible personal and social behavior that respects self and others.</p> <p>~S4.E2 Personal Responsibility (S4.E2.3, S4.E2.4, S4.E2.5a S4.E2.5b)</p> <p>~S4.E4 Working with Others (S4.E4.3, S4.E4.4, S4.E4.5)</p> <p>Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>~S5.E3 Self Expression and Enjoyment (S5.E3.Ka & b, S5.E3.1a & b, S5.E3.2)</p> <p>~S5.E4 Social Interaction(S5.E4.3, S5.E4.4, S5.E4.5)</p>
5-6	Fundamental Movement Concepts: Locomotor, Non-Locomotor & Manipulative	<ul style="list-style-type: none"> - Develop movement skills and apply a movement vocabulary. - Explore creative and expressive movement. - Have fun being physically active. 	<p>Locomotor: Leap'n lizards, Flash Fitness Task Cards, Random running, Countdown, GO Loco!, Flash Fitness Fun, Whistle Fitness, Flash Fitness Fun, Race Day!</p> <p>Non-Locomotor: Bear Tag, Crab Tag, Dice-er-cise, Sunny Day, Stop & Stretch, Stretch-er-cise</p>	<p>Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.</p> <p>~S1.E1 & E2 Locomotor: Hopping, Galloping, Jogging, Running, Sliding, Skipping, Leaping, Jumping and Landing (S1.E1.3, S1.E1.4, S1.E1.5a & b, S1.E2.3, S1.E3.3)</p> <p>~S1.E7 and E10 Non-Locomotor: Balance and Weight Transfer, Curling and Stretching, Twisting and Bending (S1.E7.3, S1.E7.4, S1.E10.3, S1.E10.4, S1.E10.5)</p>



3-5 Scope & Sequence

Weeks	Units	Objectives	Activities	National PE Standards
7	My PE Journey #1	Reflection, assessment and goal setting activities	Reflection, assessment and goal setting activities	Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. ~S3.1 Physical activity knowledge (S3.E1.3a&b, S3.E1.4, S3.E1.5) ~S3.2 Engages in physical activity (S3.E2.3, S3.E2.4, S3.E2.5) ~S3.3 Fitness knowledge (S3.E3.3, S3.E3.4, S3.E3.5) Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. ~S5.E1 Health (S5.E1.3, S5.E1.4, S5.E1.5)
8-10	Manipulative Skills: Throwing & Catching	<ul style="list-style-type: none"> - Practice and improve fundamental throwing and catching skills - Actively participate in throwing and catching activities, and challenges to utilize learned skills, and develop physical fitness - Have fun being physically active 	Flash Fitness Fun, Race Day!, Big League Softball Skill Stations, In A Pickle, Random Grid Passing, Gotcha, Frogs on a Lily Pad, Passing Tag, Random Grid Passing, Gotcha, Over the Line	Standard 1: Demonstrates competency in a variety of motor skills and movement patterns. ~S1.E13, E14, E15 and E16 Manipulative Skills: Underhand Throw, Overhand Throw, and Catching (S1.E13.3, S1.E13.5a&b, S1.E14.3, S1.E14.4a&b, S1.E14.5a&b, S1.E15.4, S1.E15.5a&b, S1.E16.3, S1.E16.4, S1.E16.5a&b) Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness ~S3.E2 Engages in Physical Activity (S3.E2.3, S3.E2.4, S3.E2.5)
11-13	GO-SLOW-WHOA Nutrition Games	<ul style="list-style-type: none"> - Teach and reinforce the significance of proper nutrition. - Promote and encourage physical activity at home and in the community. - Advocate the enjoyment of being physically active. 	GO Food Fitness, Salad Bar, Dynamite Diet's Fitness Shopping, WHOA Food Tag, Food Fat Tag	Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. ~S3.E6 Nutrition (S3.E6.3, S3.E6.4, S3.E6.5) Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction ~S5.E1 Health (S5.E1.3, S5.E1.4, S5.E1.5) ~S5.E3 Self-Expression and Enjoyment (S5.E3.3, S5.E3.4, S5.E3.5)

3-5 Scope & Sequence

Weeks	Units	Objectives	Activities	National PE Standards
14	My PE Journey #2	Reflection, assessment and goal setting activities	Reflection, assessment and goal setting activities	<p>Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>~S3.1 Physical activity knowledge (S3.E1.3a&b, S3.E1.4, S3.E1.5)</p> <p>~S3.2 Engages in physical activity (S3.E2.3, S3.E2.4, S3.E2.5)</p> <p>~S3.3 Fitness knowledge (S3.E3.3, S3.E3.4, S3.E3.5)</p> <p>Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>~S5.E1 Health (S5.E1.3, S5.E1.4, S5.E1.5)</p>
15-17	Manipulative Skills: Dribbling & Passing	<ul style="list-style-type: none"> - Practice and improve fundamental basketball skills (dribbling, pivoting, passing, catching, and shooting) - Actively participate in basketball lead-up games to utilize learned skills and develop physical fitness. - Have fun being physically active. 	<p>I Got Game, Hoop It Up, Freeze and Pivot, Fast Break, Can't Touch This, Passing Tag, They Shoot, They Score, All Run Soccer, Crease to Crease, Ultimate Flying Disc, Random Grid Passing, Gotcha, Over the Line, Singles (individual racket skills) Doubles (partner racket skills) Endangered Species, Down and Around</p>	<p>Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.</p> <p>~S1.E17 Manipulative: Dribbling and/or Ball Control with Hands (S1.E17.3, S1.E17.4a&b, S1. E17.5)</p> <p>Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness</p> <p>~S3.E2 Engages in Physical Activity (S3.E2.3, S3.E2.4, S3.E2.5)</p>
18	Procedure Review & Cooperative Games	<ul style="list-style-type: none"> - Learn how to properly and positively participate in the gym. - Develop and reinforce personal and social skills while learning about classroom expectations. - Demonstrate safe practices by using equipment appropriately and respecting personal space with minimal teacher guidance - Explain how proper attire and safety equipment promotes safe participation and prevent injury in a variety of physical activities - Enjoy being physically active while participating in cooperative activities. 	SEL Integration Activities (found in supplemental resources)	<p>Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>~S2.E1, E2 and E3 Movement Concepts: Space, Pathways, Shapes, Levels, Speed, Directions, Force (S2.E1.3, S2.E1.4a&b, S2.E1.5, S2.E2.3, S2.E2.4, S2.E2.5, S2.E3.3, S2.E3.4a, S2.E3.5a)</p> <p>Standard 4: Exhibits responsible personal and social behavior that respects self and others.</p> <p>~S4.E2 Personal Responsibility (S4.E2.3, S4.E2.4, S4.E2.5a&b)</p> <p>~S4.E4 Working with Others (S4.E4.3a&b, S4.E4.4a&b, S4.E4.5)</p> <p>~S4.E5 Rules & Etiquette (S4.E5.3, S4.E5.4, S4.E5.5)</p> <p>~S4.E6 Safety (S4.E6.3, S4.E6.4, S4.E6.5)</p> <p>Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>~S5.E3 Self Expression and Enjoyment (S5.E3.3, S5.E3.4, S5.E3.5)</p> <p>~S5.E4 Social Interaction(S5.E4.3, S5.E4.4, S5.E4.5)</p>

3-5 Scope & Sequence

Weeks	Units	Objectives	Activities	National PE Standards
19-20	Gymnastics Skills, Flexibility, Muscular Strength & Endurance	<ul style="list-style-type: none"> - Develop muscular strength and endurance in different muscle groups. - Develop flexibility in different muscle groups, tendons, and ligaments. - Advocate the enjoyment of being physically active. 	UNSURE	<p>Standard 1: Demonstrates competency in a variety of motor skills and movement patterns. ~S1.E8, S1.E10, and S1.E11 Non-locomotor: Weight transfer, rolling, curling, stretching, twisting, bending (S1.E8., S1.E8.4, S1.E8.5, S1.E10.3, S1.E10.4, S1.E10.5, S1.E11.3, S1.E11.4, S1.E11.5)</p> <p>Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. ~S3.E2 Engages in physical activity (S3.E2.3, S3.E2.4, S3.E2.5) ~S3.E3 Fitness Knowledge (S3.E3.3, S3.E3.4, S3.E3.5)</p>
21	My PE Journey #3	Reflection, assessment and goal setting activities	Reflection, assessment and goal setting activities	<p>Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. ~S3.1 Physical activity knowledge (S3.E1.3a&b, S3.E1.4, S3.E1.5) ~S3.2 Engages in physical activity (S3.E2.3, S3.E2.4, S3.E2.5) ~S3.3 Fitness knowledge (S3.E3.3, S3.E3.4, S3.E3.5)</p> <p>Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. ~S5.E1 Health (S5.E1.3, S5.E1.4, S5.E1.5)</p>

3-5 Scope & Sequence

Weeks	Units	Objectives	Activities	National PE Standards
22-24	Rhythm Activities, Jump Rope & Cardiovascular Endurance	<ul style="list-style-type: none"> - Develop rhythmic movement skills. - Develop cardiovascular fitness. - Have ample opportunities to practice moving or jumping to a beat. - Enjoy physical activity. 	Flash Fitness Jump Rope Task Cards, Follow Me, Figure It, Lucky Guess, Double Trouble, Musical Ropes, Jump the Circuit, Long Rope Activity	<p>Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.</p> <p>~S1.E3 Locomotor: jumping and landing in a vertical plane (S1.E3.3, S1.E3.4, S1.E3.5)</p> <p>~S1.E5 Locomotor: dance (S1.E5.3, S1.E5.4, S1.E5.5)</p> <p>~S1.E27 Manipulative: jumping Rope (S1.E27.3, S1.E27.4, S1.E27.5)</p> <p>Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>~S3.1 Physical activity knowledge (S3.E1.3a&b, S3.E1.4, S3.E1.5)</p> <p>~S3.2 Engages in physical activity (S3.E2.3, S3.E2.4, S3.E2.5)</p> <p>~S3.3 Fitness knowledge (S3.E3.3, S3.E3.4, S3.E3.5)</p>
25-27	Manipulative Skills: Volleying	<ul style="list-style-type: none"> - Practice and improve fundamental volleyball skills (bumping/forehand pass, setting, serving). - Actively participate in volleyball lead-up games and challenges to utilize learned skills and develop physical fitness. - Have fun being physically active. 	Big League Softball Skill Stations, Softball, Step Back, Softball Virginia Reel, Tennis, Pinball, Grand Slam Tennis Station, Gold Medal Volleyball Skills, Gather Around, Bump and Boogie	<p>Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.</p> <p>~S1.E22 & 23 Manipulative: volley underhand (S1.E22.3, S1.E22.4, S1.E23.4, S1.E23.5)</p>

3-5 Scope & Sequence

Weeks	Units	Objectives	Activities	National PE Standards
28	My PE Journey #4	Reflection, assessment and goal setting activities	Reflection, assessment and goal setting activities	<p>Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>~S3.1 Physical activity knowledge (S3.E1.3a&b, S3.E1.4, S3.E1.5)</p> <p>~S3.2 Engages in physical activity (S3.E2.3, S3.E2.4, S3.E2.5)</p> <p>~S3.3 Fitness knowledge (S3.E3.3, S3.E3.4, S3.E3.5)</p> <p>Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>~S5.E1 Health (S5.E1.3, S5.E1.4, S5.E1.5)</p>
29-30	Manipulative Skills: Striking	<ul style="list-style-type: none"> - Practice and improve fundamental striking skills - Actively participate in lead-up games to utilize learned skills and develop physical fitness - Have fun being physically active 	Big League Softball Skill Stations, Softball, Step Back, Softball Virginia Reel, Tennis, Pinball, Grand Slam Tennis Station, Gold Medal Volleyball Skills, Gather Around, Bump and Boogie	<p>Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.</p> <p>~S1.E24, E25 Manipulative: striking, short implement and striking, long implement (S1.E24.3a&b, S1.E24.4a&b, S1.E24.5, S1.E25.3, S1.E25.4, S1.E25.5a&b)</p>
31-33	Manipulative Skills: Dribbling (Feet) & Kicking	<ul style="list-style-type: none"> - Practice and improve fundamental foot dribbling and kicking skills. - Actively participate in dribbling and kicking activities and challenges to utilize learned skills and develop physical fitness. - Have fun being physically active. 	<p>Dribbling: Golden Goal Dribbling Skills, CATCH Cup Soccer Skill Stations, Soccer Musical Hoops, Come and Get It, Crease to Crease, Ultimate Flying Disc, Random Grid Passing, Gotcha, Over the Line</p> <p>Kicking: Golden Goal Shooting Skills, CATCH Cup Soccer Skills Stations,</p>	<p>Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.</p> <p>~S1.E18 Manipulative: dribbling/ball control with feet (S1.E18.3, S1.E18.4, S1.E18.5)</p> <p>~S1.E21 Manipulative: kicking (S1.E21.3, S1.E21.4a&b, S1.E21.5a&b)</p>

3-5 Scope & Sequence

Weeks	Units	Objectives	Activities	National PE Standards
34	Environmental Awareness & Safety Practices Outdoor & Recreational Pursuits	<ul style="list-style-type: none"> - Identify proper safety equipment for a variety of physical activities - Identify and describe safety precautions, including pedestrian, water, sun, and cycling safety - Demonstrate safe practices by using equipment appropriately 	Elbow Tag, Blob Tag, Dragon Tail, Grid Tag, All GO Activities and GO Fitness Activities	Standard 4: Exhibits responsible personal and social behavior that respects self and others. ~S4.E1 Personal Responsibility (S4.E1.3, S4.E1.4, S4.E1.5) ~S4.E5 Rules & Etiquette (S4.E5.3, S4.E5.4, S4.E5.5) ~S4.E6 Safety (S4.E6.3, S4.E6.4, S4.E6.5) Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. ~S5.E1 Health (S5.E1.3, S5.E1.4, S5.E1.5) ~S5.E3 Self-Expression and Enjoyment (S5.E3.3, S5.E3.4, S5.E3.5)
35	My PE Journey #5	Reflection, assessment and goal setting activities	Reflection, assessment and goal setting activities	Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. ~S3.1 Physical activity knowledge (S3.E1.3a&b, S3.E1.4, S3.E1.5) ~S3.2 Engages in physical activity (S3.E2.3, S3.E2.4, S3.E2.5) ~S3.3 Fitness knowledge (S3.E3.3, S3.E3.4, S3.E3.5) Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. ~S5.E1 Health (S5.E1.3, S5.E1.4, S5.E1.5)
36	Let's Go CATCH! Celebrate Success	Celebrate personal and group growth.	Celebrate personal and group growth.	Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. ~S5.E1 Health (S5.E1.3, S5.E1.4, S5.E1.5) ~S5.E2 Challenge (S5.E2.3, S5.E2.4, S5.E2.5) ~S5.E3 Self Expression and Enjoyment (S5.E3.3, S5.E3.4, S5.E3.5)

6-8 Scope & Sequence

Weeks	Units	Objectives	Activities	National PE Standards
1-2	Welcome to Physical Education & Safety Practices	<ul style="list-style-type: none"> - Learn how to properly and positively participate in the gym. - Develop and reinforce personal and social skills while learning about classroom expectations. - Demonstrate safe practices by using equipment appropriately and respecting personal space with minimal teacher guidance - Explain how proper attire and safety equipment promotes safe participation and prevent injury in a variety of physical activities - Enjoy being physically active 	Use Teacher Slides for each GO Activity, GO Fitness Activities and Fitness Challenge, GO Fitness, GO Activities, and Teacher Slides	<p>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Participates in self-selected physical activity outside of physical education class. (S3.M2.6)</p> <p>Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors. (S4.M1.6)</p> <p>Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk. (S4.M2.6)</p> <p>Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (S4.M3.6)</p> <p>Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback. (S4.M4.6)</p> <p>Cooperates with a small group of classmates during adventure activities, game play or team-building activities. (S4.M5.6)</p> <p>Identifies the rules and etiquette for physical activities, games and dance activities. (S4.M6.6)</p> <p>Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance. (S4.M7.6)</p> <p>Describes how being physically active leads to a healthy body. (S5.M1.6)</p>
3-4	Cooperative Activities & Parachute	<ul style="list-style-type: none"> - Practice and improve communication skills (speaking clearly, identifying problems, sequencing steps or actions to take, listening, etc.) - Practice and develop positive interpersonal skills in problem-solving activities (patience, accepting different ideas, resolving differences of opinion) - Enjoy actively participating in physically challenging cooperative activities. 	Outta Here, Follow Me, Jump the Circuit, GO for Health Jump Rope Challenge, Scatter Square Dance, Hey Baby, Touch A Hand, Exercise My Way, Catch the Rhythm	<p>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors. (S4.M1.6)</p> <p>Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk. (S4.M2.6)</p> <p>Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (S4.M3.6)</p> <p>Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback. (S4.M4.6)</p> <p>Cooperates with a small group of classmates during adventure activities, game play or team-building activities. (S4.M5.6)</p> <p>Identifies how self-expression and physical activity are related. (S5.M5.6)</p> <p>Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6)</p>
5-6	Fundamental Movement Concepts: Locomotor, Non-Locomotor & Manipulative	<ul style="list-style-type: none"> - Develop movement skills and apply a movement vocabulary. - Explore creative and expressive movement. - Have fun being physically active. 	Locomotor Task Cards, Home Base, Fitness Tag, Meet Me in the Middle, Barkers Hoopla, Tail Tag, 10 Second Fitness, Team Run and Jump, Partner Long Jump	<p>Standard 1: Demonstrates competency in a variety of motor skills and movement patterns</p> <p>Demonstrates correct technique for basic skills in 1 self-selected individual-performance activity.(S1.M24.6)</p> <p>Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as basketball, flag football, speedball or team handball. (S1.M4.6)</p>

6-8 Scope & Sequence

Weeks	Units	Objectives	Activities	National PE Standards
7	My PE Journey #1	Reflection, assessment and goal setting activities	Reflection, assessment and goal setting activities	Stand 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Describes how being physically active leads to a healthy body.(S3.M1.6) Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day. (S3.M6.6) Identifies the components of skill-related fitness. (S3.M7.6) Sets and monitors a self-selected physical activity goal for aerobic and / or muscle and bone strengthening activity based on current fitness level. (S3.M8.6) Differentiates between aerobic and anaerobic capacity, and between muscular strength and endurance. (S3.M10.6) Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time & type) for different types of physical activity (aerobic, muscular fitness and flexi-bility). (S3.M11.6) Describes the role of warm-ups and cool-downs before and after physical activity. (S3.M12.6) Identifies major muscles used in selected physical activities.16 (S3.M14.6) Designs and implements a program of remediation for an area of weakness based on the results of health-related fitness assessment. (S3.M15.6) Maintains a physical activity log for at least 2 weeks, and reflects on activity levels as documented in the log. (S3.M16.6)
8-10	Manipulative Skills: Throwing & Catching	<ul style="list-style-type: none"> - Practice and improve fundamental throwing and catching skills - Actively participate in throwing and catching activities, and challenges to utilize learned skills, and develop physical fitness - Have fun being physically active 	UNSURE	Standard 1: Demonstrates competency in a variety of motor skills and movement patterns Demonstrates a mature throwing pattern for a modified target game such as bowling, bocce, or horseshoes. (S1.M18.6) Catches, with a mature pattern, from different trajectories using a variety of objects in a varying practice tasks. (S1.M21.6)
11-13	GO-SLOW-WHOA Nutrition Games	<ul style="list-style-type: none"> - Teach and reinforce the significance of proper nutrition. - Promote and encourage physical activity at home and in the community. - Advocate the enjoyment of being physically active. 	unsure	Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. Identifies foods within each of the basic food groups and selects appropriate servings and portions for his or her age and physical activity levels. (S3.M17.6) Describes how being physically active leads to a healthy body. (S5.M1.6)
14	My PE Journey #2	Reflection, assessment and goal setting activities	Reflection, assessment and goal setting activities	Stand 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Describes how being physically active leads to a healthy body.(S3.M1.6) Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day. (S3.M6.6) Identifies the components of skill-related fitness. (S3.M7.6) Sets and monitors a self-selected physical activity goal for aerobic and / or muscle and bone strengthening activity based on current fitness level. (S3.M8.6) Differentiates between aerobic and anaerobic capacity, and between muscular strength and endurance. (S3.M10.6) Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time & type) for different types of physical activity (aerobic, muscular fitness and flexi-bility). (S3.M11.6) Describes the role of warm-ups and cool-downs before and after physical activity. (S3.M12.6) Identifies major muscles used in selected physical activities.16 (S3.M14.6) Designs and implements a program of remediation for an area of weakness based on the results of health-related fitness assessment. (S3.M15.6) Maintains a physical activity log for at least 2 weeks, and reflects on activity levels as

6-8 Scope & Sequence

Weeks	Units	Objectives	Activities	National PE Standards
15-17	Manipulative Skills: Dribbling & Passing	<ul style="list-style-type: none"> - Practice and improve fundamental basketball skills (dribbling, pivoting, passing, catching, and shooting) - Actively participate in basketball lead-up games to utilize learned skills and develop physical fitness. - Have fun being physically active. 	UNSURE	<p>Standard 1: Demonstrates competency in a variety of motor skills and movement patterns Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base). (S1.M2.6) Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks. (S1.M3.6) Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as basketball, flag football, speedball or team handball. (S1.M4.6) Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks. (S1.M8.6)</p>
18	Procedure Review & Cooperative Games	<ul style="list-style-type: none"> - Learn how to properly and positively participate in the gym. - Develop and reinforce personal and social skills while learning about classroom expectations. - Demonstrate safe practices by using equipment appropriately and respecting personal space with minimal teacher guidance - Explain how proper attire and safety equipment promotes safe participation and prevent injury in a variety of physical activities - Enjoy being physically active while participating in cooperative activities. 	Outta Here, Follow Me, Jump the Circuit, GO for Health Jump Rope Challenge, Scatter Square Dance, Hey Baby, Touch A Hand, Exercise My Way, Catch the Rhythm	<p>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others. Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors. (S4.M1.6) Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk. (S4.M2.6) Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (S4.M3.6) Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback. (S4.M4.6) Cooperates with a small group of classmates during adventure activities, game play or team-building activities. (S4.M5.6) Identifies the rules and etiquette for physical activities, games and dance activities.</p>
19-20	Flexibility, Muscular Strength & Endurance	<ul style="list-style-type: none"> - Develop muscular strength and endurance in different muscle groups. - Develop flexibility in different muscle groups, tendons, and ligaments. - Advocate the enjoyment of being physically active. 	UNSURE	<p>Stand 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Employs correct techniques and methods of stretching. (S3.M9.6) Describes how being physically active leads to a healthy body. (S5.M1.6)</p>
21	My PE Journey #3	Reflection, assessment and goal setting activities	Reflection, assessment and goal setting activities	<p>Stand 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Describes how being physically active leads to a healthy body. (S3.M1.6) Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day. (S3.M6.6) Identifies the components of skill-related fitness. (S3.M7.6) Sets and monitors a self-selected physical activity goal for aerobic and / or muscle and bone strengthening activity based on current fitness level. (S3.M8.6) Differentiates between aerobic and anaerobic capacity, and between muscular strength and endurance. (S3.M10.6) Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time & type) for different types of physical activity (aerobic, muscular fitness and flexibility). (S3.M11.6) Describes the role of warm-ups and cool-downs before and after physical activity. (S3.M12.6) Identifies major muscles used in selected physical activities. (S3.M14.6) Designs and implements a program of remediation for an area of weakness based on the results of health-related fitness assessment. (S3.M15.6) Maintains a physical activity log for at least 2 weeks, and reflects on activity levels as documented in the log. (S3.M16.6)</p>
22-24	Rhythm Activities, Jump Rope & Cardiovascular Endurance	<ul style="list-style-type: none"> - Develop rhythmic movement skills. - Develop cardiovascular fitness. - Have ample opportunities to practice moving or jumping to a beat. - Enjoy physical activity. 	unsure	<p>Stand 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance. (S1.M1.6) Varies application of force during dance or gymnastic activities. (S2.M12.6) Participates in a variety of aerobic fitness activities such as cardio-kick, step aerobics and aerobic dance. (S3.M3.6) Identifies the rules and etiquette for physical activities, games and dance activities. (S4.M6.6)</p>

6-8 Scope & Sequence

Weeks	Units	Objectives	Activities	National PE Standards
25-27	Performance Strategies: Net Wall Games	<ul style="list-style-type: none"> - Practice and improve fundamental skills used for NET/WALL game like situations. - Actively participate in NET/WALL lead-up games and challenges to utilize learned skills and develop physical fitness. - Have fun being physically active. 	Pins Down, Kick and Stick, California 4-Down Football, Hoop Serve, Ball Set, Circle Keep-It Up (volleyball) Singles, No-Racket Tennis, Wrist Flip, Ultimate Game, Dragon Tail, Everybody's It, Movement Changes, Outta Here, Rocket Runner, Dodge the Defender, Control Ball, Move it Out, Gotcha, Make it Take It, Ultimate Game, Time to Tackle, Get it and Go, Maniac, Cooperative Team Handball, Fitness Trek	Stand 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. Performs a legal underhand serve with control for net and wall games such as badminton, volleyball or pickleball. (S1.M12.6) Strikes with a mature overhand pattern in a nondynamic environment for net/ wall games such as volleyball, handball, badminton or tennis. (S1.M13.6) Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddle ball, pickleball or short-handled racket tennis. (S1.M14.6) Transfers weight with correct timing for the striking pattern. (S1.M15.6) Forehand-volleys with a mature form and control using a short-handled implement. (S1.M16.6) Two-hand-volleys with control in a variety of practice tasks. (S1.M17.6) Creates open space in net/wall games with a short-handled implement by varying force and direction. (S2.M7.6) Reduces offensive options for opponents by returning to home position. (S2.M8.6)
28	My PE Journey #4	Reflection, assessment and goal setting activities	Reflection, assessment and goal setting activities	Stand 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Describes how being physically active leads to a healthy body.(S3.M1.6) Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day. (S3.M6.6) Identifies the components of skill-related fitness. (S3.M7.6) Sets and monitors a self-selected physical activity goal for aerobic and / or muscle and bone strengthening activity based on current fitness level. (S3.M8.6) Differentiates between aerobic and anaerobic capacity, and between muscular strength and endurance. (S3.M10.6) Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time & type) for different types of physical activity (aerobic, muscular fitness and flexi-bility). (S3.M11.6) Describes the role of warm-ups and cool-downs before and after physical activity. (S3.M12.6) Identifies major muscles used in selected physical activities.16 (S3.M14.6) Designs and implements a program of remediation for an area of weakness based on the results of health-related fitness assessment. (S3.M15.6) Maintains a physical activity log for at least 2 weeks, and reflects on activity levels as documented in the log. (S3.M16.6)
29-30	Performance Stratgies: Fielding & Striking	Practice and improve fundamental striking skills. Actively participate in lead-up games to utilize learned skills and develop physical fitness Have fun being physically active	UNSURE	Stand 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base). (S1.M2.6) Strikes a pitched ball with an implement with force in a variety of practice tasks. (S1.M20.6)

Weeks	Units	Objectives	Activities	National PE Standards
31-33	Performance Strategies: Invasion Games	<ul style="list-style-type: none"> - Practice and improve fundamental foot dribbling and kicking skills. - Actively participate in activities associated with invasion games. - Have fun being physically active. 	unsure	<p>Stand 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as basketball, flag football, speedball or team handball. (S1.M4.6)</p> <p>Performs pivots, fakes and jab steps designed to create open space during practice tasks. (S1.M6.6)</p> <p>Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks. (S1.M9.6)</p> <p>Shoots on goal with power in a dynamic environment as appropriate to the activity. (S1.M10.6)</p> <p>Maintains defensive ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player. (S1.M11.6)</p> <p>Executes at least 1 of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give and go. (S2.M2.6)</p> <p>Creates open space by using the width and length of the field/court on offense. (S2.M3.6)</p> <p>Reduces open space on defense by making the body larger and reducing passing angles. (S2.M4.6)</p> <p>Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass. (S2.M5.6)</p> <p>Transitions from offense to defense or defense to offense by recovering quickly. (S2.M6.6)</p>
34	Environmental Awareness & Safety Practices Outdoor & Recreational Pursuits	<ul style="list-style-type: none"> - Identify proper safety equipment for a variety of physical activities - Identify and describe safety precautions, including pedestrian, water, sun, and cycling safety - Demonstrate safe practices by using equipment appropriately 	Archery, CATCH Geography Mileage Challenge, Cross Country Jogging	<p>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Demonstrates a mature throwing pattern for a modified target game such as bowling, bocce, or horseshoes. (S1.M18.6)</p> <p>Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard, and golf. (S1.M19.6)</p> <p>Demonstrates correct technique for basic skills in 1 self-selected outdoor activity. (S1.M22.6)</p> <p>Demonstrates correct technique for basic skills in 1 self-selected individual-performance activity. (S1.M24.6)</p> <p>Selects appropriate shot and/or club based on location of the object in relation to the target. (S2.M9.6)</p> <p>Identifies open spaces and attempts to strike object into that space. (S2.M10.6)</p> <p>Makes appropriate decisions based on the weather, level of difficulty due to conditions or ability to ensure the safety of self and others. (S2.M13.6)</p> <p>Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities. (S3.M5.6)</p>
35	My PE Journey #5	Reflection, assessment and goal setting activities	Reflection, assessment and goal setting activities	<p>Stand 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Describes how being physically active leads to a healthy body. (S3.M1.6)</p> <p>Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day. (S3.M6.6)</p> <p>Identifies the components of skill-related fitness. (S3.M7.6)</p> <p>Sets and monitors a self-selected physical activity goal for aerobic and / or muscle and bone strengthening activity based on current fitness level. (S3.M8.6)</p> <p>Differentiates between aerobic and anaerobic capacity, and between muscular strength and endurance. (S3.M10.6)</p> <p>Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time & type) for different types of physical activity (aerobic, muscular fitness and flexibility). (S3.M11.6)</p> <p>Describes the role of warm-ups and cool-downs before and after physical activity. (S3.M12.6)</p> <p>Identifies major muscles used in selected physical activities. (S3.M14.6)</p> <p>Designs and implements a program of remediation for an area of weakness based on the results of health-related fitness assessment. (S3.M15.6)</p> <p>Maintains a physical activity log for at least 2 weeks, and reflects on activity levels as documented in the log. (S3.M16.6)</p>

6-8 Scope & Sequence

Weeks	Units	Objectives	Activities	National PE Standards
36	Let's Go CATCH! Celebrate Success	Celebrate personal and group growth.	Celebrate personal and group growth.	<p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>Describes how moving competently in a physical activity setting creates enjoyment. (S5.M4.6)</p> <p>Identifies how self-expression and physical activity are related. (S5.M5.6)</p> <p>Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6)</p>