

## Physical Education K-6 Curriculum 2016/2017

| Intermediate School                           | 6th Grade   |   | 5th Grade   |   |
|---|---|---|---|---|
| Unit  | Essential Skills  | SHAPE Standard(s)   | Essential Skills  | SHAPE Standard(s)   |
| <b>Cooperative: Team Games and Challenges</b> | <ul style="list-style-type: none"> <li>- Teamwork, cooperation</li> <li>- Sportsmanship</li> <li>- Communication</li> </ul>   | <ul style="list-style-type: none"> <li>- Cooperates with small group of classmates during adventure activities, game play, or team-building activities. (S4.M5.6)</li> <li>- Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback. (S4.M4.6)</li> </ul>  | <ul style="list-style-type: none"> <li>- Teamwork, Cooperation</li> <li>- Sportsmanship</li> <li>- Communication</li> </ul>   | <ul style="list-style-type: none"> <li>- Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)</li> </ul>  |
| <b>Disk Golf</b>                              | <ul style="list-style-type: none"> <li>- Backhand drive</li> <li>- Backhand throw</li> <li>- Basic rules &amp; etiquette</li> </ul>   | <ul style="list-style-type: none"> <li>- Selects appropriate shot and/or club based on location of the object in relation to the target. (S2.M9.6)</li> <li>- Identifies the rules and etiquette for physical activities, games, and dance activities. (S4.M6.6)</li> </ul>   | <ul style="list-style-type: none"> <li>- Backhand Drive</li> <li>- Backhand Throw</li> <li>- Game Rules &amp; Etiquette</li> </ul>  | <ul style="list-style-type: none"> <li>- Recognizes the type of throw, volley or striking action needed for different games/sports situations. (S2.E5.5c)</li> <li>- Critiques the etiquette involved in rules of various game activities. (S4.E5.5)</li> </ul>   |
| <b>Football: Rugby, Ultimate Football</b>     | <ul style="list-style-type: none"> <li>- Football Pass/Throw</li> <li>- Rugby Pass/Throw</li> <li>- Catching/Receiving a Pass</li> <li>- Offensive &amp; Defensive Strategy</li> <li>- Basic Rules/Game Play</li> </ul> | <ul style="list-style-type: none"> <li>- Throws, while stationary, a leading pass to a moving receiver. (S1.M5.6)</li> <li>- Transitions from offense to defense or defense to offense by recovering quickly. (S2.M6.6)</li> <li>- Executes at least one of the following offensive tactics to create an open space: moves to an open space without the ball; uses a variety of passes, pivots and fakes, give &amp; go. (S2.M2.6)</li> </ul> | <ul style="list-style-type: none"> <li>- Football Pass/Throw</li> <li>- Rugby Pass/Throw</li> <li>- Catching/Receiving a pass</li> <li>- Game Rules</li> </ul>                                      | <ul style="list-style-type: none"> <li>- Throws with accuracy, both partners moving. (S1.E15.5a) Throws with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E15.5b)</li> <li>- Catches with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E16.5c)</li> <li>- Applies basic offensive and defensive strategies/ tactics in invasion small-sided practice tasks. (S2.E5.5a)</li> </ul> |
| <b>Soccer</b>                                 | <ul style="list-style-type: none"> <li>- Dribbling</li> <li>- Passing</li> <li>- Kicking/Drop Kicking</li> <li>- Offensive &amp; Defensive Strategy</li> <li>- Basic Rules/Game Play</li> </ul>                         | <ul style="list-style-type: none"> <li>-Executes at least one of the following offensive tactics to create an open space: moves to an open space without the ball; uses a variety of passes, pivots and fakes, give &amp; go. (S2.M2.6)</li> <li>-Foot-dribbles and dribbles with an implement with control, changing speed and direction in a variety of practice tasks. (S1.M9.6)</li> </ul>  | <ul style="list-style-type: none"> <li>- Dribbling</li> <li>- Passing</li> <li>- Kicking/Drop Kicking</li> <li>- Offensive &amp; Defensive Strategy</li> <li>- Basic Rules/Game Play</li> </ul>     | <ul style="list-style-type: none"> <li>-Combines foot dribbling with other skills in one-on-one practice tasks. (S1.E18.5)</li> </ul>   |
| <b>Fitness/Fitness Testing</b>                | <ul style="list-style-type: none"> <li>- Components of Fitness (Cardiovascular Endurance, Muscular Strength, Flexibility)</li> <li>- Speed, Agility, Quickness</li> </ul>   | <ul style="list-style-type: none"> <li>-Participates in a variety of aerobic-fitness activities such as cardio-kick, step aerobics, and aerobic dance. (S3.M3.6)</li> </ul>   | <ul style="list-style-type: none"> <li>- Components of Fitness (Cardiovascular Endurance Muscular Strength)</li> <li>- Speed, Agility, Quickness</li> </ul>   | <ul style="list-style-type: none"> <li>-Differentiates between skill-related and health-related fitness.6 (S3.E3.5)</li> </ul>  |
| <b>Basketball</b>                             | <ul style="list-style-type: none"> <li>- Dribbling</li> <li>- Passing</li> <li>- Shooting</li> <li>- Offensive &amp; Defensive Strategy</li> <li>- Basic Rules/Game Play</li> </ul>                                     | <ul style="list-style-type: none"> <li>-Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks. (S1.M8.6)</li> </ul>  | <ul style="list-style-type: none"> <li>- Dribbling</li> <li>- Passing</li> <li>- Shooting</li> <li>- Offensive &amp; Defensive Strategy</li> <li>- Basic Rules/Game Play</li> </ul>                 | <ul style="list-style-type: none"> <li>-Hand/foot-dribbles with mature patterns in a variety of small-sided game forms. (S1.E20.5)</li> </ul>   |
| <b>Gymnastics</b>                             | <ul style="list-style-type: none"> <li>-Rolling and Weight Transfer</li> <li>-Balance</li> <li>-Safe landings</li> <li>-Sequencing skills</li> </ul>  | <ul style="list-style-type: none"> <li>-Varies application of force during dance or gymnastics activities. (S2.M12.6)</li> </ul>  | <ul style="list-style-type: none"> <li>-Rolling and Weight Transfer</li> <li>-Balance</li> <li>-Safe landings</li> <li>-Sequencing skills</li> <li>-Skill assessment/feedback to improve</li> </ul> | <ul style="list-style-type: none"> <li>-Combines actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment/apparatus. (S1.E12.5)</li> </ul>  |
| <b>Bowling</b>                                | <ul style="list-style-type: none"> <li>- Rolling</li> <li>- 3 Step Approach</li> <li>- Basic Rules/Game Play</li> <li>- Scoring</li> </ul>  | <ul style="list-style-type: none"> <li>-Demonstrates a mature underhand pattern for a modified target game such as bowling, bocce, or horseshoes. (S1.M18.6)</li> <li>-Selects appropriate shot and/or club based on location of the object in relation to the target. (S2.M9.6)</li> </ul>   | <ul style="list-style-type: none"> <li>- Rolling</li> <li>- 3 Step Approach</li> <li>- Basic Rules/Game Play</li> <li>- Scoring</li> </ul>  | <ul style="list-style-type: none"> <li>-Applies movement concepts to strategy in game situations. (S2.E3.5a)</li> </ul>   |
| <b>Badminton</b>                              | <ul style="list-style-type: none"> <li>- Forehand &amp; Backhand Drive</li> <li>- Serving</li> <li>- Strategic Shots: Lob, Drop, Smash</li> <li>- Basic Rules/Game Play</li> </ul>                                      | <ul style="list-style-type: none"> <li>-Strikes with a mature overhand pattern in a non-dynamic environment (closed skills) for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.6)</li> </ul>   | <ul style="list-style-type: none"> <li>- Forehand &amp; Backhand Drive</li> <li>- Serving</li> <li>- Basic Rules/Game Play</li> </ul>   | <ul style="list-style-type: none"> <li>-Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment. (S1.E24.5)</li> </ul>  |
| <b>Broomball</b>                              | <ul style="list-style-type: none"> <li>- Dribbling/Stickhandling</li> <li>- Passing</li> <li>- Shooting</li> <li>- Basic Rules/Game Play</li> </ul>   | <ul style="list-style-type: none"> <li>-Shoots on goal with power in a dynamic environment as appropriate to the activity. (S1.M10.6)</li> </ul>  | <ul style="list-style-type: none"> <li>- Dribbling/Stickhandling</li> <li>- Passing</li> <li>- Shooting</li> <li>- Basic Rules/Game Play</li> </ul>   | <ul style="list-style-type: none"> <li>-Applies the concepts of direction and force to strike an object with a long-handled implement. (S2.E3.5b)</li> </ul>  |
| <b>XC Skiing</b>                              | <ul style="list-style-type: none"> <li>-Safety-falling</li> <li>-Stopping</li> <li>-Generating movement/ gliding</li> </ul>   | <ul style="list-style-type: none"> <li>-Describes how being physically active leads to a healthy body. (S5.M1.6)</li> </ul>   | <ul style="list-style-type: none"> <li>-Safety-falling</li> <li>-Stopping</li> <li>-Generating movement/ gliding</li> </ul>   | <ul style="list-style-type: none"> <li>-Actively engages in all the activities of physical education. (S3.E2.5)</li> </ul>  |
| <b>Jump Rope</b>                              | <ul style="list-style-type: none"> <li>- Single Rope Jump Skills</li> <li>- Partner Jump Skills</li> <li>- Long Rope Jump Skills</li> </ul>   | <ul style="list-style-type: none"> <li>-Demonstrates correct technique for basic skills in one self-selected individual-performance activity. (S1.M24.6)</li> </ul>   | <ul style="list-style-type: none"> <li>- Single Rope Jump Skills</li> <li>- Partner Jump Skills</li> <li>- Long Rope Jump Skills</li> </ul>   | <ul style="list-style-type: none"> <li>-Creates a jump rope routine with a partner, using either a short or long rope. (S1.E27.5)</li> </ul>  |
| <b>Floor Hockey</b>                           | <ul style="list-style-type: none"> <li>- Stickhandling</li> <li>- Passing</li> <li>- Shooting</li> <li>- Basic Rules/Game Play</li> </ul>   | <ul style="list-style-type: none"> <li>-Transitions from offense to defense or defense to offense by recovering quickly. (S2.M6.6)</li> </ul>   | <ul style="list-style-type: none"> <li>- Stickhandling</li> <li>- Passing</li> <li>- Shooting</li> <li>- Basic Rules/Game Play</li> </ul>   | <ul style="list-style-type: none"> <li>-Combines manipulative skills and traveling foot execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E26.5)</li> </ul>   |
| <b>Volleyball</b>                             | <ul style="list-style-type: none"> <li>- Bumping</li> <li>- Setting</li> <li>- Overhead/Underhand Serving</li> <li>- Basic Rules/Game Play</li> </ul>   | <ul style="list-style-type: none"> <li>-Performs a legal underhand serve with control for net/wall games such as badminton, volleyball or pickleball. (S1.M12.6)</li> </ul>   | <ul style="list-style-type: none"> <li>- Bumping</li> <li>- Setting</li> <li>- Underhand Serving</li> <li>- Basic Rules/Game Play</li> </ul>  | <ul style="list-style-type: none"> <li>-Gives corrective feedback respectfully to peers. (S4.E3.5)</li> <li>-Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)</li> </ul>  |

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|---------------------------------|--|--|--|--|
| <b>Dance</b>                    | <ul style="list-style-type: none"> <li>- Rhythm/ Timing</li> <li>- Movement Patterns</li> <li>- Creates a small group dance</li> </ul>   | -Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line, or world dance. (S1.M1.6)   | <ul style="list-style-type: none"> <li>- Rhythm/ Timing</li> <li>- Movement Patterns</li> <li>- Creates a small group dance</li> </ul>   | -Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5)                                |
| <b>Roller Skating</b>           | <ul style="list-style-type: none"> <li>-Safety-falling</li> <li>-Stopping</li> <li>-Generating movement</li> <li>-Turns/crossovers</li> </ul>  | -Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities. (S3.M5.6)   | <ul style="list-style-type: none"> <li>-Safety-falling</li> <li>-Stopping</li> <li>-Generating movement</li> <li>-Turns/crossovers</li> <li>-Backward skating</li> </ul>   | -Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5)                                |
| <b>Kickball</b>                 | <ul style="list-style-type: none"> <li>- Kicking a moving object</li> <li>- Rolling</li> <li>- Throwing &amp; catching</li> <li>- Basic Rules/game play</li> </ul>   | Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks. (S1.M3.6)  | <ul style="list-style-type: none"> <li>- Kicking a moving object</li> <li>- Rolling</li> <li>- Throwing &amp; catching</li> <li>- Basic Rules/game play</li> </ul>   | -Demonstrates mature patterns in kicking and punting in small-sided practice task environments. (S1.E21.5)   |
| <b>Wiffle Ball</b>              | <ul style="list-style-type: none"> <li>- Overhead Throwing</li> <li>- Catching</li> <li>- Fielding</li> <li>- Striking</li> <li>- Basic Rules/game play</li> </ul>   | -Strikes a pitched ball with an implement with force in a variety of practice tasks. (S1.M20.6)  | <ul style="list-style-type: none"> <li>- Overhead Throwing</li> <li>- Catching</li> <li>- Fielding</li> <li>- Striking</li> <li>- Basic Rules/game play</li> </ul>   | -Catches a batted ball above the head, at chest/waist level and along the ground using a mature pattern in a non-dynamic environment. (S1.E16.5a)                                    |
| <b>Lacrosse</b>                 | <ul style="list-style-type: none"> <li>- Catching</li> <li>- Cradling</li> <li>- Scooping</li> <li>- Shooting</li> <li>- Basic Rules/game play</li> </ul>  | -Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed with competency in modified invasion games such as basketball, flag football, speedball, or team handball. (S1.M4.6) | <ul style="list-style-type: none"> <li>- Catching</li> <li>- Cradling</li> <li>- Scooping</li> <li>- Shooting</li> <li>- Basic Rules/game play</li> </ul>  | -Catches with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E16.5c)  |
| <b>Pickleball</b>               | <ul style="list-style-type: none"> <li>- Forehand &amp; Backhand Strike</li> <li>- Serving</li> <li>- Strategic Shots: Lob, Drop, Smash</li> <li>- Basic Rules/Game Play</li> </ul>  | -Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddleball, pickleball or short-handled racket tennis (S1.M14.6)  | <ul style="list-style-type: none"> <li>- Forehand &amp; Backhand Strike</li> <li>- Serving</li> <li>- Strategic Shots: Lob, Drop, Smash</li> <li>- Basic Rules/Game Play</li> </ul>  | -Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment. (S1.E24.5) |
| <b>Eclipse Ball</b>             | <ul style="list-style-type: none"> <li>- Serving</li> <li>- Volleying</li> <li>- Set Volleying</li> <li>- Basic Rules/Game Play</li> </ul>   | -Creates an open space in net/wall games with a short-handled implement by varying force and direction. (S2.M7.6)<br>-Reduces offensive options for opponents by returning to midcourt position. (S2.M8.6)                               | <ul style="list-style-type: none"> <li>- Serving</li> <li>- Volleying</li> <li>- Set Volleying</li> <li>- Basic Rules/Game Play</li> </ul>   | -Recognizes the type of throw, volley or striking action needed for different games/sports situations. (S2.E5.5c)  |
| <b>Cardio Tag Games</b>         | <ul style="list-style-type: none"> <li>- Components of Fitness (Cardiovascular Endurance)</li> <li>- Speed, Agility, Quickness</li> </ul>  | 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)                     | <ul style="list-style-type: none"> <li>- Components of Fitness (Cardiovascular Endurance)</li> <li>- Speed, Agility, Quickness</li> </ul>  | -Differentiates between skill-related and health-related fitness.6 (S3.E3.5)   |
| <b>Personal/Social Behavior</b> | <ul style="list-style-type: none"> <li>-Demonstrates responsible personal/social behavior</li> <li>-Uses equipment safely</li> <li>-Demonstrates appropriate conflict resolution</li> <li>-Encourages others</li> <li>-Able to accomplish group goals</li> </ul> | -Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback. (S4.M4.6)  | <ul style="list-style-type: none"> <li>-Demonstrates responsible personal/social behavior</li> <li>-Uses equipment safely</li> <li>-Demonstrates appropriate conflict resolution</li> <li>-Encourages others</li> <li>-Able to accomplish group goals</li> </ul> | -Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5)  |
| <b>Participation</b>            | <ul style="list-style-type: none"> <li>-Actively engages in all class activities</li> <li>-Persists if not successful first time</li> </ul>  | -Recognizes individual challenges and copes in a positive way, such as extended effort, asking for help or feedback, or modifying the tasks. (S5.M3.6)   | <ul style="list-style-type: none"> <li>-Actively engages in all class activities</li> <li>-Persists if not successful first time</li> </ul>  | -Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. (S4.E2.5a)   |

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| Primary School                               | 4th Grade  |  | 3rd Grade  |   |
|--|--|--|--|---|
| Unit   | Essential Skills   | SHAPE Standard(s)  | Essential Skills   | SHAPE Standard(s)   |
| <b>Body/Space Awareness</b>                  | -Can move safely in a game situation in relation to teammates, opponents and obstacles   | Applies the concept of open spaces to combination skills involving traveling, (e.g., dribbling and traveling). (S2.E1.4a)  | -Effort<br>-Directions<br>-Levels<br>-Pathways<br>-Boundaries<br>-Speed  | Recognizes the concept of open spaces in a movement context. (S2.E1.3)  |
| <b>Locomotor</b>                             | -Chasing and fleeing<br>-Can apply locomotor skills to a variety of activities   | Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences. (S1.E1.4)  | -Linking locomotor skills together while moving<br>-Chasing and fleeing  | Leaps using a mature pattern. (S1.E1.3)   |
| <b>Eye Hand Skills</b>                       | -Dribbling<br>-Throwing<br>-Catching<br>-Applying skills while in game   | -Throws overarm using a mature pattern in non-dynamic environments. (S1.E14.4a)<br>-Throws overarm to a partner or at a target with accuracy at a reasonable distance. (S1.E14.4b)       | -Rolling<br>-Dribbling<br>-Throwing with accuracy to targets<br>-Catching<br>-Applying skills while on the move  | Throws overarm, demonstrating three of the five critical elements of a mature pattern, in non-dynamic environments, for distance and/or force. (S1.E14.3)   |
| <b>Eye Foot Skills</b>                       | -Punting<br>-Dribbling<br>-Kicking a moving ball to targets  | Kicks along the ground and in the air, and punts using mature patterns. (S1.E21.4)   | -Punting<br>-Dribbling<br>-Kicking a stationary ball to targets  | Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating four of the five critical elements of a mature pattern for each. (S1.E21.3a) |
| <b>Cooperative: Team Building Challenges</b> | -Encourages teammates<br>-Conflict resolution<br>-Can work towards achieving a team goal<br>-Communication   | Praises the movement performance of others both more and less-skilled. (S4.E4.4a)  | -Encourages teammates<br>-Conflict resolution<br>-Can work towards achieving a team goal<br>-Communication   | Works cooperatively with others. (S4.E4.3a)   |
| <b>Body Management</b>                       | -Stunts<br>-Balance<br>-Rolling<br>-Weight transfer<br>-Jumping and Landing<br>-Sequencing skills  | Transfers weight from feet to hands varying speed  | -Stunts<br>-Balance<br>-Rolling<br>-Weight transfer<br>-Jumping and Landing  | Transfers weight from feet to hands for momentary weight support. (S1.E8.3)   |
| <b>Rhythm/Dance</b>                          | -Expresses self in movement<br>-Creates/Performs a routine   | Combines locomotor movement patterns and dance steps to create and perform an original dance. (S1.E5.4)  | -Expresses self in movement<br>-Creates/Performs a routine<br>-Can follow a simple dance led by teacher incorporating a variety of locomotor skills  | Performs teacher-selected and developmentally appropriate dance steps and movement patterns. (S1.E5.3)  |
| <b>Jump Rope</b>                             | -Long rope<br>-Short rope(fwd, bwd, single, double, tricks)<br>-Linking skills together  | Creates a jump-rope routine with either a short or long rope. (S1.E27.4)   | -Long rope<br>-Short rope (fwd, bwd, single, double, tricks)-  | Performs intermediate jump-rope skills (e.g., a variety of tricks, running in/ out of long rope) for both long and short ropes. (S1.E27.3)  |
| <b>Striking with an implement</b>            | -Paddle challenges<br>-Forehand<br>-Backhand<br>-Serve<br>-Striking a pitched ball   | Strikes an object with a short-handled implement while demonstrating a mature pattern. (S1.E24.4a)   | -Paddle challenges<br>-Forehand<br>-Backhand<br>-Serve<br>-Striking a ball off of a tee  | Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. (S1.E24.3a)   |
| <b>Team Games</b>                            | -Offense<br>-Defense<br>-Sportsmanship<br>-conflict resolution   | Applies simple offensive strategies/ tactics in chasing and fleeing activities. (S2.E5.4a)<br>Applies simple defensive strategies/ tactics in chasing and fleeing activities. (S2.E5.4b) | -Offense<br>-Defense<br>-Sportsmanship   | Applies simple strategies/tactics in chasing activities. (S2.E5.3a)Applies simple strategies in fleeing activities (S2.E5.3b)   |
| <b>Cardio Tag Games</b>                      | -Components of fitness<br>-Speed, agility, quickness<br>-Body/space awareness  | Identifies the components of health-related fitness.5 (S3.E3.4)  | -Components of fitness<br>-Speed, agility, quickness<br>-Body/space awareness  | Describes the concept of fitness and provides examples of physical activity to enhance fitness. (S3.E3.3)   |
| <b>Fitness</b>                               | -Explains the benefits of PE<br>-Understands the difference between cardio and muscular strength and can identify exercises for both<br>-Can identify the main muscle groups of the body           | Actively engages in the activities of physical education class, both teacher-directed and independent. (S3.E2.4)   | -Participates in a variety of activities that increase breathing/heart rate<br>--Sustains activity for increasingly longer periods of time<br>-Explains the benefits of PE<br>-Understands the difference between cardio and muscular strength | Engages in the activities of physical education class without teacher prompting. (S3.E2.3)  |
| <b>Rollerskating</b>                         | -Safety-falling<br>-Stopping<br>-Generating movement<br>-Turns/crossovers<br>-Perseverance   | Rates the enjoyment of participating in challenging and mastered physical activities. (S5.E2.4)  | -Safety-falling<br>-Stopping<br>-Generating movement<br>-Turns/crossovers<br>-Perseverance   | Discusses the challenge that comes from learning a new physical activity. (S5.E2.3)   |
| <b>Cross Country Skiing</b>                  | -Generating Movement (body mechanics)<br>-Falling/getting up<br>-Cardio Component  | Actively engages in the activities of physical education class, both teacher-directed and independent. (S3.E2.4)   | -Generating Movement (body mechanics)<br>-Falling/getting up<br>-Cardio Component  | Describes the concept of fitness and provides examples of physical activity to enhance fitness. (S3.E3.3)   |
| <b>Personal/Social Behavior</b>              | -Demonstrates responsible personal/social behavior<br>-Uses equipment safely<br>-Demonstrates elements of appropriate conflict resolution<br>-Encourages others<br>-Able to accomplish group goals | Works safely with peers and equipment in physical activity settings. (S4.E6.4)<br>Reflects on personal social behavior in physical activity. (S4.E2.4)                                   | -Demonstrates responsible personal/social behavior<br>-Uses equipment safely<br>-Demonstrates elements of appropriate conflict resolution<br>-Encourages others<br>-Able to accomplish group goals   | Works cooperatively with others. (S4.E4.3a)<br>Works independently and safely in physical activity settings. (S4.E6.3)  |
| <b>Participation</b>                         | -Actively engages in all class activities<br>-Persists if not successful first time<br>-Exhibits ways to use the body<br>-Identifies benefits of participating in PE                               | Examines the health benefits of participating in physical activity. (S5.E1.4)  | -Actively engages in all class activities<br>-Tries new movement skills<br>-Persists if not successful first time<br>-Exhibits ways to use the body  | Discusses the relationship between physical activity and good health. (S5.E1.3)   |

## Physical Education K-6 Curriculum 2016/2017

| Primary School                               | 2nd Grade  |  | 1st Grade  |   |
|--|--|--|--|---|
|  | Essential Skills   | SHAPE Standard(s)  | Essential Skills   | SHAPE Standard(s)   |
| <b>Body/Space Awareness</b>                  | <ul style="list-style-type: none"> <li>-General space</li> <li>-Personal space</li> <li>-Boundaries</li> <li>-Levels</li> <li>-Pathways</li> <li>-Speed</li> </ul>   | Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences. (S2.E2.2)   | <ul style="list-style-type: none"> <li>-General space</li> <li>-Personal space</li> <li>-Boundaries</li> <li>-Levels</li> <li>-Pathways</li> <li>-Speed</li> </ul>   | Moves in self-space and general space in response to designated beats/rhythms. (S2.E1.1)  |
| <b>Locomotor</b>                             | <ul style="list-style-type: none"> <li>-Hopping</li> <li>-Jumping</li> <li>-Chasing and fleeing</li> </ul>   | Skips using a mature pattern (S1.E1.2)   | <ul style="list-style-type: none"> <li>-Galloping/skipping</li> <li>-Jumping/Hopping</li> <li>-Leaping</li> <li>-Chasing and fleeing</li> </ul>  | Hops, gallops, jogs, and slides using a mature pattern. (S1.E1.1)   |
| <b>Eye Hand Skills</b>                       | <ul style="list-style-type: none"> <li>-Rolling</li> <li>-Dribbling</li> <li>-Throwing</li> <li>-Catching</li> </ul>   | Throws overhand demonstrating two of five critical elements of a mature pattern. (S1.E14.2)  | <ul style="list-style-type: none"> <li>-Rolling</li> <li>-Dribbling</li> <li>-Throwing (underhand and overhead)</li> <li>-Catching</li> </ul>  | Throws underhand demonstrating two of the five critical elements of a mature pattern. (S1.E13.1)  |
| <b>Eye Foot Skills</b>                       | <ul style="list-style-type: none"> <li>-Dribbling</li> <li>-Trapping</li> <li>-kicking a rolled ball</li> <li>-Kicking a stationary ball to targets</li> </ul>   | Uses a continuous running approach and kicks a moving ball, demonstrating three of the five elements of a mature kicking pattern. (S1.E21.2)               | <ul style="list-style-type: none"> <li>-Dribbles while walking</li> <li>-Kicking a stationary ball</li> <li>-Kicking a rolled ball</li> <li>-Trapping</li> </ul>   | Approaches a stationary ball and kicks it forward, demonstrating two of the five elements of a mature kicking pattern. (S1.E21.1)   |
| <b>Cooperative: Team Building Challenges</b> | <ul style="list-style-type: none"> <li>-Is kind to others</li> <li>-Can work towards achieving a team goal</li> <li>-Communication</li> </ul>  | Works independently with others in partner environments. (S4.E4.2)   | <ul style="list-style-type: none"> <li>-Is kind to others</li> </ul>   | Works independently with others in a variety of class environments (e.g. small and large groups). (S4.E4.1)   |
| <b>Body Management</b>                       | <ul style="list-style-type: none"> <li>-Stunts</li> <li>-Balance</li> <li>-Rolling</li> <li>-Weight transfer</li> <li>-Jumping and Landing</li> </ul>  | Rolls in different directions with either a narrow or curled body shape. (S1.E9.2)   | <ul style="list-style-type: none"> <li>-Stunts</li> <li>-Balance</li> <li>-Rolling</li> <li>-Weight transfer</li> <li>-Jumping and Landing</li> </ul>  | Rolls with either a narrow or curled body shape. (S1.E9.1)  |
| <b>Rhythm/Dance</b>                          | <ul style="list-style-type: none"> <li>-Can follow a simple dance led by teacher incorporating a variety of locomotor skills</li> <li>-Expresses self in movement</li> </ul>   | Performs a teacher and/or student-designed rhythmic activity with correct response to simple rhythms. (S1.E5.2)  | <ul style="list-style-type: none"> <li>-Can follow a simple dance led by teacher incorporating a variety of locomotor skills</li> <li>-Expresses self in movement</li> </ul>   | Combines locomotor and nonlocomotor skills in a teacher-designed dance. (S1.E5.1)   |
| <b>Jump Rope</b>                             | <ul style="list-style-type: none"> <li>-Long rope</li> <li>-Short rope (fwd, bwd)</li> </ul>   | Jumps a self-turned rope consecutively forward or backward with a mature pattern. (S1.E27.2a)  | <ul style="list-style-type: none"> <li>-Long rope</li> <li>-Short rope (fwd)</li> </ul>  | Jumps forward or backward consecutively using a self-turned rope. (S1.E27.1a)   |
| <b>Striking with an implement</b>            | <ul style="list-style-type: none"> <li>-Paddle challenges</li> <li>-Forehand</li> <li>-Modified Serve</li> <li>-Striking a ball off of a tee</li> </ul>  | Strikes an object upward with a short-handled implement, using consecutive hits. (S1.E24.2)  | <ul style="list-style-type: none"> <li>-Paddle challenges</li> <li>-Forehand</li> <li>-Modified Serve</li> <li>-Striking a ball off of a tee</li> </ul>  | Strikes a ball with a short-handled implement, sending it upward. (S1.E24.1)  |
| <b>Team Games</b>                            | <ul style="list-style-type: none"> <li>-Offense</li> <li>-Defense</li> <li>-Sportsmanship</li> </ul>   | Travels showing differentiation between jogging and sprinting. (S1.E2.2b)  | <ul style="list-style-type: none"> <li>-Sportsmanship</li> <li>-Understands the different jobs during a basic game</li> </ul>  | Hops, gallops, jogs, and slides using a mature pattern. (S1.E1.1)   |
| <b>Cardio Tag Games</b>                      | <ul style="list-style-type: none"> <li>-Components of fitness</li> <li>-Speed, agility, quickness</li> <li>-Body/space awareness</li> </ul>  | Identifies physical activities that contribute to fitness. (S3.E3.2b)  | <ul style="list-style-type: none"> <li>-Components of fitness</li> <li>-Body/space awareness</li> <li>-Agility (changing directions quickly and safely)</li> </ul>   | Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity. (S3.E3.1)  |
| <b>Fitness</b>                               | <ul style="list-style-type: none"> <li>-Participates in a variety of activities that increase breathing/heart rate</li> <li>-Sustains activity for increasingly longer periods of time</li> <li>-Explains the benefits of PE</li> </ul>                                      | Actively engages in physical education class in response to instruction and practice. (S3.E2.2)  | <ul style="list-style-type: none"> <li>-Participates in a variety of activities that increase breathing/heart rate</li> <li>-Sustains activity for increasingly longer periods of time</li> <li>-Explains a benefit of PE</li> </ul> | Actively engages in physical education class. (S3.E2.1)   |
| <b>Rollerskating</b>                         | <ul style="list-style-type: none"> <li>-Safety-falling</li> <li>-Stopping</li> <li>-Generating movement</li> <li>-Turns/crossovers</li> <li>-Perseverance</li> </ul>   | Compares physical activities that bring confidence and challenge. (S5.E2.2)  | <ul style="list-style-type: none"> <li>-Safety-falling</li> <li>-Standing up</li> <li>-Stopping</li> <li>-Generating movement</li> <li>-Perseverance</li> </ul>  | Recognizes that challenge in physical activities can lead to success. (S5.E2.1)   |
| <b>Cross Country Skiing</b>                  | <ul style="list-style-type: none"> <li>-Generating Movement (body mechanics)</li> <li>-Falling/getting up</li> <li>-Cardio Component</li> </ul>  | Identifies physical activities that contribute to fitness. (S3.E3.2b)  | <ul style="list-style-type: none"> <li>-Generating Movement (body mechanics)</li> <li>-Falling/getting up</li> <li>-Cardio Component</li> </ul>  | Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity. (S3.E3.1)  |
| <b>Personal/Social Behavior</b>              | <ul style="list-style-type: none"> <li>-Demonstrates responsible personal/social behavior</li> <li>-Uses equipment safely</li> <li>-Demonstrates elements of appropriate conflict resolution</li> <li>-Encourages others</li> <li>-Able to accomplish group goals</li> </ul> | Works safely with physical education equipment. (S4.E6.2b)<br>Accepts responsibility for class protocols with behaviour and performance actions. (S4.E2.2) | <ul style="list-style-type: none"> <li>-Demonstrates responsible personal/social behavior</li> <li>-Uses equipment safely</li> <li>-Demonstrates elements of appropriate conflict resolution</li> </ul>                              | Follows teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)<br>Follows the rules and parameters of the learning environment. (S4.E2.1) |
| <b>Participation</b>                         | <ul style="list-style-type: none"> <li>-Tries new movement skills independently and with groups</li> <li>-Persists if not successful first time</li> <li>-Exhibits ways to use the body</li> </ul>   | Compares physical activities that bring confidence and challenge. (S5.E2.2)  | <ul style="list-style-type: none"> <li>-Tries new movement skills independently and with groups</li> <li>-Persists if not successful first time</li> <li>-Exhibits ways to use the body</li> </ul>                                   | Describes positive feelings that result from participating in physical activities (S5.E3.1a)  |

## Physical Education K-6 Curriculum 2016/2017

| Primary School                               | 5K   |  |
|--|--|--|
|  | Essential Skills   | SHAPE Standard(s)  |
| <b>Body/Space Awareness</b>                  | <ul style="list-style-type: none"> <li>-Body parts</li> <li>-General space</li> <li>-Personal space</li> <li>-Boundaries</li> <li>-Levels</li> <li>-Pathways</li> <li>-Speed</li> </ul>            | Differentiates between movement in personal (self-space) and general space. (S2.E1.Ka)   |
| <b>Locomotor</b>                             | <ul style="list-style-type: none"> <li>-Hopping</li> <li>-Gallop/skipping</li> <li>-Jumping/Hopping</li> <li>-Leaping</li> <li>-Chasing and fleeing</li> </ul>                                     | Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. (S1.E1.K)  |
| <b>Eye Hand Skills</b>                       | <ul style="list-style-type: none"> <li>-Rolling</li> <li>-Bouncing</li> <li>-Tossing</li> <li>-Throwing (underhand)-consistently using dominant hand</li> <li>-Catching</li> </ul>                 | Throws underhand with opposite foot forward. (S1.E13.K)  |
| <b>Eye Foot Skills</b>                       | <ul style="list-style-type: none"> <li>-Taps the ball with inside of foot</li> <li>-Kicking a stationary ball</li> <li>-Kicking a rolled ball</li> <li>-Trapping</li> </ul>                        | Kicks a stationary ball from a stationary position, demonstrating two of the five elements of a mature kicking pattern. (S1.E21.K)   |
| <b>Cooperative: Team Building Challenges</b> | <ul style="list-style-type: none"> <li>-Is kind to others</li> </ul>   | Shares equipment and space with others. (S4.E4.K)  |
| <b>Body Management</b>                       | <ul style="list-style-type: none"> <li>-Stunts</li> <li>-Balance</li> <li>-Rolling</li> <li>-Weight transfer</li> <li>-Jumping and Landing</li> </ul>  | Rolls sideways in a narrow body shape. (S1.E9.K)   |
| <b>Rhythm/Dance</b>                          | <ul style="list-style-type: none"> <li>-Can follow a simple dance led by teacher incorporating a variety of locomotor skills</li> <li>-Expresses self in movement</li> </ul>                       | Performs locomotor skills in response to teacher-led creative dance. (S1.E5.K)   |
| <b>Jump Rope</b>                             | <ul style="list-style-type: none"> <li>-Can jump over a stationary rope</li> <li>-Short rope (turn it, rest it on ground and jump)</li> </ul>  | Executes a single jump with a self-turned rope. (S1.E27.Ka)  |
| <b>Striking with an implement</b>            | <ul style="list-style-type: none"> <li>-Paddle challenges</li> <li>-Forehand</li> <li>-Striking a ball off of a tee</li> </ul>   | Strikes a lightweight object with a paddle or short-handled racket (S1.E24.K)  |
| <b>Team Games</b>                            | <ul style="list-style-type: none"> <li>-Understands the different jobs during a basic game</li> </ul>  | Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. (S1.E1.K)  |
| <b>Cardio Tag Games</b>                      | <ul style="list-style-type: none"> <li>-Body/space awareness</li> <li>-Agility (changing directions quickly and safely)</li> </ul>   | Recognizes that when you move fast, your heart beats faster and you breath faster. (S3.E3.K)   |
| <b>Fitness</b>                               | <ul style="list-style-type: none"> <li>-Participates in a variety of activities that increase breathing/heart rate</li> <li>--Sustains activity for increasingly longer periods of time</li> </ul> | Actively participates in physical education class. (S3.E2.K)   |
| <b>Rollerskating</b>                         | <ul style="list-style-type: none"> <li>-Safety-falling</li> <li>-Standing up</li> <li>-Stopping</li> <li>-Generating movement</li> <li>-Perseverance</li> </ul>                                    | Acknowledges that some physical activities are challenging/difficult. (S5.E2.K)  |
| <b>Cross Country Skiing</b>                  | <ul style="list-style-type: none"> <li>-Generating Movement (body mechanics)</li> <li>-Falling/getting up</li> <li>-Cardio Component</li> </ul>  | Recognizes that when you move fast, your heart beats faster and you breath faster. (S3.E3.K)   |
| <b>Personal/Social Behavior</b>              | <ul style="list-style-type: none"> <li>-Demonstrates responsible personal/social behavior</li> <li>-Uses equipment safely</li> </ul>   | Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)<br>Follows instruction/directions when prompted. (S4.E3.K) |
| <b>Participation</b>                         | <ul style="list-style-type: none"> <li>-Tries new movement skills independently and with groups</li> <li>-Persists if not successful first time</li> <li>-Exhibits ways to use the body</li> </ul> | Discusses the enjoyment of playing with friends. (S5.E3.Kb)  |