

<b>K -2 Physical Education Curriculum</b>	<u>Standards</u>		
Football Unit 5 Weeks	2.1.1 Demonstrate progress toward the mature form of locomotor and non-locomotor skills.	<b>2.1.2</b> Demonstrate progress toward the mature form of selected manipulative skills.	<b>2.2.1</b> Identify the critical elements of basic movements using movement vocabulary.
Activity Week Skipping Galloping Hopping Jumping Shuffling Running walking	2.2.1 Identify the critical elements of basic movements using movement vocabulary.	<b>2.3.1</b> Participate regularly in a wide variety of activities that involve locomotor, nonlocomotor and manipulative skills both inside and outside of physical education class.	<b>2.4.2</b> Recognize the basic physiological indicators of physical activity.
Volleyball Unit 5 Weeks	2.5.1 Demonstrate progress toward working cooperatively and interacting with other students regardless of differences.	<b>2.1.2</b> Demonstrate progress toward the mature form of selected manipulative skills.	
Activity Week Game of choice	2.5.1 Demonstrate progress toward working cooperatively and interacting with other students regardless of differences.	<b>2.1.4</b> Demonstrate the ability to adapt and adjust movement skills to uncomplicated, yet changing, environmental conditions and expectations.	
Basketball Unit 5 Weeks	2.6.2 Attempt new activities.	<b>2.1.3</b> Demonstrate progress toward the mature form of movement patterns and sequences.	<b>2.5.1</b> Demonstrate progress toward working cooperatively and interacting with other

			students regardless of differences.
Activity Week Game of choice	2.5.2 Identify and model safety practices and class procedures.		
Activity Week	2.5.2 Identify and model safety practices and class procedures.		
Jump Rope Unit 4 Weeks	2.4.1 Engage in moderate to vigorous physical activity.	<b>2.4.2</b> Recognize the basic physiological indicators of physical activity. <b>Example Indicator:</b>	<b>2.5.2</b> Identify and model safety practices and class procedures <b>Example Indicators:</b>
Activity Week Circuit training	2.3.1 Participate regularly in a wide variety of activities that involve locomotor, nonlocomotor and manipulative skills both inside and outside of physical education class.	<b>2.2.2</b> Apply feedback to improve performance.	<b>2.1.3</b> Demonstrate progress toward the mature form of movement patterns and sequences.
Track and Field Unit 5 Weeks	2.4.2 Recognize the basic physiological indicators of physical activity.	<b>2.4.3</b> Identify the basic components of health-related fitness.	

Activity Week game of choice	2.1.3 Demonstrate progress toward the mature form of movement patterns and sequences.		
Baseball Unit 5 Weeks	2.2.1 Identify the critical elements of basic movements using movement vocabulary.	<b>2.2.2</b> Apply feedback to improve performance.	
Activity Week game of choice	2.6.1 Express feelings about physical activities.	<b>2.6.2</b> Attempt new activities.	

<b>3rd-5th Physical Education Curriculum</b>	<i>Standards</i>		
Football Unit 5 Weeks	<b>5.2.1</b> Identify and apply principles of skill development to improve and enhance performance.	<b>5.2.2</b> Demonstrate basic strategies in non-complex settings.	<b>5.1.2</b> Demonstrate the mature forms of manipulative skills.
Activity Week Skipping Gallop Hopping Jumping Shuffling Running walking	<b>5.1.1</b> Demonstrate mature forms of locomotor patterns and nonlocomotor skill combinations.	<b>5.3.1</b> Participate in physical activity in both school and non-school settings.	<b>5.4.4</b> Achieve desired levels of health-related fitness.
Volleyball Unit 5 Weeks	<b>5.1.2</b> Demonstrate the mature forms of manipulative skills.	<b>5.1.2</b> Demonstrate the mature forms of manipulative skills.	
Activity Week Game of choice	<b>5.4.2</b> Engage in physical activities specifically related to each component of physical fitness.	<b>5.4.3</b> Monitor physiological indicators that accompany moderate to vigorous physical activity and adjust activity accordingly.	<b>5.6.1</b> Recognize physical activity as a positive opportunity for social development and group interaction.
Basketball Unit 5 Weeks	<b>5.1.2</b> Demonstrate the mature forms of manipulative skills.	<b>5.1.3</b> Demonstrate the ability to adapt and adjust a combination of movement skills in applied settings.	<b>5.1.4</b> Demonstrate beginning of selected specialized movement

Activity Week Game of choice	<b>5.3.1</b> Participate in physical activity in both school and non-school settings. class procedures.	<b>5.4.3</b> Monitor physiological indicators that accompany moderate to vigorous physical activity and adjust activity accordingly.	<b>5.5.1</b> Follow activity-specific safe practices, rules, procedures, and etiquette during physical activity.
Activity Week	<b>5.6.2</b> Describe the physiological and psychological benefits that result from physical activity.	<b>5.6.3</b> Attribute success and improvement to effort and practice.	<b>5.5.2</b> Work individually and cooperatively to develop an awareness of and appreciation for individual differences.
Jump Rope Unit 4 Weeks	<b>5.2.1</b> Identify and apply principles of skill development to improve and enhance performance.	<b>5.2.1</b> Identify and apply principles of skill development to improve and enhance performance.	<b>5.6.3</b> Attribute success and improvement to effort and practice.
Activity Week Circuit training	<b>5.4.1</b> Identify strengths and weaknesses based upon health-related fitness testing.	<b>5.4.2</b> Engage in physical activities specifically related to each component of physical fitness.	<b>5.5.1</b> Follow activity-specific physical activity.
Track and Field Unit 5 Weeks	<b>5.2.1</b> Identify and apply principles of skill development to improve and enhance performance.	<b>5.5.1</b> Follow activity-specific safe practices, rules, procedures, and etiquette during physical activity.	

Activity Week game of choice	<b>5.6.2</b> Describe the physiological and psychological benefits that result from physical activity.	<b>5.6.2</b> Describe the physiological and psychological benefits that result from physical activity.	
Baseball Unit 5 Weeks	<b>5.2.1</b> Identify and apply principles of skill development to improve and enhance performance.	<b>5.2.2</b> Demonstrate basic strategies in non-complex settings.	
Activity Week game of choice	<b>5.4.3</b> Monitor physiological indicators that accompany moderate to vigorous physical activity and adjust activity accordingly.	<b>5.5.1</b> Follow activity-specific safe practices, rules, procedures, and etiquette during physical activity.	

<b>6<sup>th</sup>-8<sup>th</sup> Physical Education Curriculum</b>	<i>Standards</i>		
Football Unit 5 Weeks	<b>8.1.1</b> Demonstrate competency in modified versions in at least one activity from three of the following categories: aquatics, dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, tumbling/gymnastics.	<b>8.2.1</b> Explain principles of practice that enhance movement performance.	<b>8.2.3</b> Identify and apply strategies and tactics within game play.
Activity Week WII Fit training	<b>8.4.1</b> Utilize criterion-referenced standards of health-related fitness.	<b>8.4.2</b> Explain principles of conditioning that enhance health-related fitness.	<b>8.4.3</b> Achieve personal fitness based on criterion-referenced standards, taking into account variation in entry level and the long-term goal of achieving health-related fitness.
Volleyball Unit 5 Weeks	<b>8.1.1</b> Demonstrate competency in modified versions in at least one activity from three of the following categories: aquatics, dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, tumbling/gymnastics.	<b>8.5.1</b> Participate cooperatively in physical activity with persons of diverse characteristics and backgrounds.	
Activity Week Game of choice	<b>8.6.1</b> Analyze the physical, emotional, and social benefits of physical activity.	<b>8.6.3</b> Seek personally enjoyable and challenging experiences in physical activity opportunities.	
Basketball Unit 5 Weeks	<b>8.1.1</b> Demonstrate competency in modified versions in at least one	<b>8.2.3</b> Identify and apply strategies and tactics within game play.	<b>8.2.4</b> Explain biomechanical principles related to skill

	activity from three of the following categories: aquatics, dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, tumbling/gymnastics.		development.
Activity Week Game of choice	<b>8.3.1</b> Set personal physical activity goals independently to meet needs and interests.	<b>8.3.2</b> Participate regularly in physical activities in both school and non-school settings to accomplish personal activity goals.	
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Activity Week	<b>8.6.1</b> Analyze the physical, emotional, and social benefits of physical activity. <b>Example Indicator:</b>	<b>8.6.2</b> Explore career/employment opportunities in fields related to physical activity.	
Activity Week Circuit training	<b>8.4.1</b> Utilize criterion-referenced standards of health-related fitness.	<b>8.4.2</b> Explain principles of conditioning that enhance health-related fitness.	<b>8.4.3</b> Achieve personal fitness based on criterion-referenced standards, taking into account variation in entry level and the long-term goal of achieving health-related fitness.
Track and Field	<b>8.1.1</b> Demonstrate competency in	<b>8.2.4</b> Explain biomechanical	



Unit 5 Weeks	modified versions in at least one activity from three of the following categories: aquatics, dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, team sports, tumbling/gymnastics.	principles related to skill development.	
Baseball Unit 5 Weeks	<b>8.2.1</b> Explain principles of practice that enhance movement performance.	<b>8.2.2</b> Define the critical elements of more advanced movement skills.	
Activity Week game of choice	<b>8.3.1</b> Set personal physical activity goals independently to meet needs and interests.	<b>8.3.2</b> Participate regularly in physical activities in both school and non-school settings to accomplish personal activity goals.	

<b>9th-12th Physical Education Curriculum</b>	<i>Standards</i>		
Football Unit 5 Weeks mod frisbie regular	<b>12.5.1</b> Initiate responsible behavior, function independently and responsibly, and positively influence the behavior of others.	<b>12.2.2</b> Analyze movement forms and apply proper strategies and tactics to a variety of physical activities.	
Activity Week WII Fit training	<b>12.3.1</b> Refine skills, expand knowledge, cultivate interest and strengthen desire to independently maintain an active lifestyle.	<b>12.4.1</b> Demonstrate the skill and knowledge to create a fitness program based on personal needs.	
Volleyball Unit 5 Weeks Beach Regular No sideline	<b>12.5.1</b> Initiate responsible behavior, function independently and responsibly, and positively influence the behavior of others.	<b>12.5.2</b> Develop and implement strategies in physical activity to promote inclusion of people of varying abilities and diverse cultural backgrounds.	
Activity Week Game of choice	<b>12.6.1</b> Justify why participation in physical activity can be enjoyable and desirable.	<b>12.6.2</b> Pursue lifetime physical activities that meet individual needs.	
Basketball Unit 5 Weeks 3-3 4-4	<b>12.1.1</b> Demonstrate competency in basic & advanced skills and tactics in at least one activity from each of three of the following categories:	<b>12.3.1</b> Refine skills, expand knowledge, cultivate interest and strengthen desire to independently maintain an active lifestyle.	Initiate responsible behavior, on independently and responsibly, positively influence the behavior of

nine out 21	aquatics, dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, &team sports.		
Activity Week Circuit training	<b>812.6.2</b> Pursue lifetime physical activities that meet individual needs.	<b>12.6.3</b> Investigate opportunities for employment related to physical activity.	
Track and Field Unit 5 Weeks	<b>12.6.1</b> Justify why participation in physical activity can be enjoyable and desirable. .		
Baseball Unit 5 Weeks whiffle ball softball baseball	<b>12.1.1</b> Demonstrate competency in basic and advanced skills and tactics in at least one activity from each of three of the following categories: aquatics, dance, fitness activities, individual/dual sports,	<b>12.2.1</b> Apply concepts and principles of human movement to the development of motor skills and the learning of new skills.	

	outdoor pursuits, self-defense, and team sports.		
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