

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Physical Education

Grades K-5

2015

(Last Revised 2000)

Curriculum Writing Team

Michael Cavallaro

Teacher

John Elliff

Teacher

Steve Hackett

Teacher

Jane Kluspes

K-12 Physical Education Curriculum Leader

Jonathan S. Budd, Ph.D., Director of Curriculum, Instruction & Assessments

Physical Education

Grades K-5

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

Elementary Physical Education provides students with an opportunity to develop the “whole person” through the physical, cognitive and affective domains. The program parallels the content standards developed by the National Association for Sports and Physical Education. Through a well-rounded physical education program students may develop the knowledge, skills and self-confidence to pursue a physically active lifestyle.

We believe that physical activity is the first step to health and wellness. It is not the intention of the physical education programs to develop elite athletes. It is, however, our belief to help the child build proficiency in enough movement forms to find personal outlets for enjoyment, challenge, self-expression and social interaction through wholesome physical activity.

INTRODUCTION

The elementary physical education curriculum is replacing the existing curriculum that was written in July 2000. It has been revised to reflect updated state and national standards for Physical Education. It continues to establish a series of learning experiences designed to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful activity. It is designed to provide students' experiences in the psychomotor, cognitive and affective learning domains. Learning objectives are arranged under six major goals, aligned with the goals represented in Connecticut's Healthy and Balanced Living Curriculum Framework. The Content and Performance Standards recommended by the Connecticut State Department of Education have been used to create this document.

PHILOSOPHY

Healthy lifestyles and physical competence are basic to success in all areas of life. The pursuit of optimal physical fitness throughout life and the development of a healthy body are the foundations of a quality physical education program. We believe that Physical Education contributes significantly to the optimum development of each student, primarily through movement, and is an essential part of the general education program.

The physical education curriculum provides a balance of activities that reflect and challenge the divergent needs of students in the psychomotor, cognitive and affective domains to create a physically literate individual. Physically literate individuals have the capacity to move with competency in various physical activities that will develop the whole individual throughout his or her lifetime. The goal of the program is to encourage exercise for enjoyment, health, and disease prevention.

According to the Society of Health and Physical Educators (SHAPE America), to pursue a lifetime of physical activity a physically literate individual:

- has learned the skills necessary to participate in a variety of physical activities;
- knows the implications and the benefits of involvement in various types of physical activities;
- participates regularly in physical activity;
- is physically fit; and
- values physical activity and its contributions to a healthy lifestyle.

COURSE DESCRIPTION

Physical Education is an integral and vital part of the general education program that significantly contributes to the total growth and development of each student, primarily through movement experiences. It is unique because it provides a balance of activities that reflect and challenge the diverse needs of students in the psychomotor, cognitive and affective domains.

The physical education program at the elementary school level is designed to provide students with a wide variety of skill-developing activities including movement; lifelong, individual and modified team sports; and physical fitness. The focus is to expose students to a variety of activities, to develop fitness, and to encourage physical activity not only during physical education class, but also as an integral part of a healthy lifestyle. The program aims to educate students to be healthy and active throughout their lives.

At the elementary school level, students are provided the introductory skills and given opportunities to become proficient in skill themes and movement concepts. Students are also provided the opportunity to enhance emotional, intellectual, and social growth. The sequential nature of the K- 5 curriculum allows the elementary school to foster a unique transition to future grade levels.

The Trumbull Public Schools Elementary Physical Education Curriculum is based on the National and Connecticut Content Standards. Experience in each of the content areas is vital to the physically literate individual developing a healthy lifestyle. Special focus areas are outlined as follows:

Kindergarten, Grade 1 and 2

- Safety;
- Sportsmanship;
- Locomotor and Non-locomotor;
- Manipulative Skills (throwing, catching, bouncing, kicking, etc.);
- Low organizational Games and Activities; and
- Modified Sports Related Games and Activities that encompass aspects of team games, some of which are listed below in scope.

Grades 3 thru Grades 5

- Sports-Related Skills;
- Modified Sports-Related Games and Activities that encompass aspects of team games, some of which are listed below in scope;
- Physical Fitness Assessments; and
- Cooperative Activities.

GOALS

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. The course goals align with the State of Connecticut's Healthy and Balanced Living Curriculum Framework:

Standard 9: MOTOR SKILL PERFORMANCE

Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 10: APPLYING CONCEPTS AND STRATEGIES

Students will demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Standard 11: ENGAGING IN PHYSICAL ACTIVITY

Students will participate regularly in physical activity.

Standard 12: PHYSICAL FITNESS

Students will incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of physical fitness.

Standard 13: RESPONSIBLE BEHAVIOR

Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Standard 14: BENEFITS OF PHYSICAL ACTIVITY

Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

Unit 1

Team/Individual Activities

Performance Standards (Behavioral Objectives/ Learner Expectations)

**The Performance Standards align with SHAPE America's Grade Level Outcomes for K-5 Physical Education:*

By the end of grade 5 a student:

- S1.E1 Combines locomotor and manipulative skills in a variety of small-sided practice, tasks/games environments, and combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball).
- S1.E11 Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group.
- S.1 E13 Throws underhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects, and throws underhand to a large target with accuracy.
- S1. E14 Throws overhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects, and throws overhand to a large target with accuracy.
- S1. E15 Throws with accuracy, both partners moving, and throws with reasonable accuracy in dynamic, small-sided practice tasks.
- S1. E16 Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a non-dynamic environment (closed skills), catches with accuracy, both partners moving, and catches with reasonable accuracy in dynamic, small-sided practice tasks.
- S1. E19 Passes with the feet using a mature pattern as both partners travel, and receives a pass with the foot using a mature pattern as both partners travel.
- S1. E20 Dribbles with hands or feet with mature patterns in a variety of small-sided game forms.
- S1. E21 Demonstrates mature patterns in kicking and punting in small-sided practice task environments.
- S1. E23 Volleys a ball using a 2-hand overhead pattern, sending it upward to a target.
- S1. E25 Strikes a pitched ball with a bat using a mature pattern, and combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game.
- S1. E26 Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball).
- S2. E3 Applies movement concepts to strategy in game situations, and analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance and gymnastics.

- S2. E5 Applies basic offensive and defensive strategies/tactics in invasion small-sided practice tasks.
- S4. E1 Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee).
- S4. E2 Exhibits respect for self with appropriate behavior while engaging in physical activity.
- S4. E3 Gives corrective feedback respectfully to peers.
- S4. E6 Applies safety principles with age-appropriate physical activities.

Essential Questions:

Grades K-1:

What different ways can the body move given a specific purpose?

Grades 2-3:

What can I do to be physically active and why is this important?

Why is it important to be physically fit and how can I stay fit?

Grade 4-5

How do I interact with others during physical activity?

How will physical activity help me now and in the future?

Focus Questions:

K-5th Grades:

What are some of the skills and techniques needed to work cooperatively as a class?

Scope:

- Flag Football
- Floor Hockey/Pillow Polo Hockey
- Team Handball
- Speedball
- Soccer
- Ultimate Frisbee
- Volleyball
- Wiffleball/Kickball
- Modified Sports-Related Games and Activities

Sequence:

1. Rules and Regulations
2. Safety
3. Equipment
4. Positions
5. Scoring
6. Skills
7. Strategy
8. Sportsmanship

NOTE: See Appendix D for further Scope and Sequence details.

Instructional/Teaching Strategies

Cooperative Learning, Decision Making, Demonstrations, Critical Explanation, Games, Peer Tutoring, Problem Based Learning, Student Self-Evaluation, Brainstorming, Comparing and Contrasting, Cuing Expected Behavior, Direct Instruction, Encouraging Students to Clarify & Expand Ideas, Heterogeneous & Homogenous Grouping, Reflections, Question & Answer Sessions, Refocusing Students, Restating & Rephrasing Key Concepts, Visuals and Manipulatives, Clarifying Meaning, Differentiated instruction, Interactive lecture, Technology explorations (i.e. heart rate monitors, video analysis), Inquiry-based learning, Self-assessment, Guided practice, Independent practice, Problem-solving strategies.

Time Allocation

Each topic will be between 2 and 3 weeks in length but will vary by grade and/or activities.

Unit 2

Lifetime Activities

Performance Standards (Behavioral Objectives/ Learner Expectations)

**The Performance Standards align with SHAPE America's Grade Level Outcomes for K-5 Physical Education:*

By the end of grade 5 a student:

- S1. E3 Combines jumping and landing patterns with locomotor and manipulative skills in dance, educational gymnastics and small-sided practice tasks and games environments.
- S1. E13 Throws underhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects, and throws underhand to a large target with accuracy.
- S1. E14 Throws overhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects, and throws overhand to a large target with accuracy.
- S1. E15 Throws with accuracy, both partners moving, and throws with reasonable accuracy in dynamic, small-sided practice tasks.
- S1. E16 Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a non-dynamic environment (closed skills), and catches with accuracy, both partners moving. Catches with reasonable accuracy in dynamic, small-sided practice tasks.
- S1. E24 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. E2 Creates a jump-rope routine with a partner, using either a short or long rope.
- S2. E2 Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics and dance with self-direction.
- S2 E3 Applies the concepts of direction and force to strike an object with a long-handled implement.
- S2. E5 Applies basic offensive and defensive strategies & tactics in net/wall small-sided practice tasks, and recognizes the type of throw, volley or striking action needed for different games & sports situations.
- S4. E2 Exhibits respect for self with appropriate behavior while engaging in physical activity, and gives corrective feedback respectfully to peers.
- S4. E6 Applies safety principles with age-appropriate physical activities.
- S5. E3 Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.
- S5. E4 Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport).

Essential Questions:**Grades K-1:**

What different ways can the body move given a specific purpose?

Grades 2-3:

What can I do to be physically active and why is this important?

Why is it important to be physically fit and how can I stay fit?

Grade 4-5

How do I interact with others during physical activity?

How will physical activity help me now and in the future?

Focus Questions:**K-5th Grades:**

What are some of the skills and techniques needed to work cooperatively as a class?

Scope:

- Badminton
- Bowling
- Frisbee
- Golf
- Horseshoes
- Orienteering/Geo-Caching
- Tennis
- Walking/Jogging
- Modified Sports-Related Games and Activities

Sequence:

- Rules and Regulations
- Safety
- Equipment
- Positions
- Scoring
- Skills
- Strategy
- Sportsmanship

NOTE: See Appendix D for further Scope and Sequence details.

Instructional/Teaching Strategies

Cooperative Learning, Decision Making, Demonstrations, Critical Explanation, Games, Peer Tutoring, Problem Based Learning, Student Self-Evaluation, Brainstorming, Comparing and Contrasting, Cuing Expected Behavior, Direct Instruction, Encouraging Students to Clarify & Expand Ideas, Heterogeneous & Homogenous Grouping, Reflections, Question & Answer Sessions, Refocusing Students, Restating & Rephrasing Key Concepts, Visuals and Manipulatives, Clarifying Meaning, Differentiated instruction, Interactive lecture, Technology explorations (i.e. heart rate monitors, video analysis), Inquiry-based learning, Self-assessment, Guided practice, Independent practice, Problem-solving strategies.

Time Allocation

Each topic will be between 2 and 3 weeks in length but will vary by grade and/or activities.

Unit 3 Fitness

Performance Standards (Behavioral Objectives/ Learner Expectations)

**The Performance Standards align with SHAPE America's Grade Level Outcomes for K-5 Physical Education:*

By the end of grade 5 a student:

- S1. E2 Uses appropriate pacing for a variety of running distances.
- S1. E2 Combines jumping and landing patterns with locomotor and manipulative skills in dance, educational gymnastics and small-sided practice tasks and games environments.
- S1. E27 Creates a jump-rope routine with a partner, using either a short or long rope.
- S3. E1 Charts and analyzes physical activity outside physical education class for fitness benefits of activities.
- S3. E3 Differentiates between skill-related and health-related fitness.
- S3. E5 Analyzes results of fitness assessment (pre- & post-), comparing results to fitness components for good health, and designs a fitness plan to address ways to use physical activity to enhance fitness.
- S4. E2 Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities, and exhibits respect for self with appropriate behavior while engaging in physical activity.
- S4. E3 Gives corrective feedback respectfully to peers.
- S4. E6 Applies safety principles with age-appropriate physical activities.
- S5. E1 Compares the health benefits of participating in selected physical activities.
- S5. E4 Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport).

Essential Questions:

Grades K-1:

What different ways can the body move given a specific purpose?

Grades 2-3:

What can I do to be physically active and why is this important?

Why is it important to be physically fit and how can I stay fit?

Grade 4-5

How do I interact with others during physical activity?

How will physical activity help me now and in the future?

Focus Questions:

What are the main areas of fitness that we address?

How are those applied to increase our fitness levels?

Scope:

- Aerobic Games
- Fitness Testing
- Hula Hooping
- Interval Training
- Relay Races
- Rope Jumping
- Stretching
- Walking/Jogging

Sequence:

1. Rules and Regulations
2. Safety
3. Equipment
4. Positions
5. Scoring
6. Skills
7. Strategy
8. Sportsmanship

NOTE: See Appendix D for further Scope and Sequence details.

Instructional/Teaching Strategies

Cooperative Learning, Decision Making, Demonstrations, Critical Explanation, Games, Peer Tutoring, Problem Based Learning, Student Self-Evaluation, Brainstorming, Comparing and Contrasting, Cuing Expected Behavior, Direct Instruction, Encouraging Students to Clarify & Expand Ideas, Heterogeneous & Homogenous Grouping, Reflections, Question & Answer Sessions, Refocusing Students, Restating & Rephrasing Key Concepts, Visuals and Manipulatives, Clarifying Meaning, Differentiated instruction, Interactive lecture, Technology explorations (i.e. heart rate monitors, video analysis), Inquiry-based learning, Self-assessment, Guided practice, Independent practice, Problem-solving strategies.

Time Allocation

Each topic will be between 2 and 3 weeks in length but will vary by grade and/or activities.

Evaluation/ Assessment Methods

Methods of Assessment

Teachers of Physical Education will evaluate students using a variety of techniques in order to accommodate and recognize different learning styles. Assessments will include a combination of both traditional and alternative forms of assessment.

TOOL	DESCRIPTION	EXAMPLE
Self assessment	Student assesses her/himself based on goals or teacher-set criteria.	Student uses checklists and rubrics to evaluate individual skills and performance.
Peer assessment	Peers observe each other's performances & offer feedback based on teacher-set criteria.	Students observe each other and complete a criteria task sheet to evaluate peer skills and performance.
Reflection	Student thinks about the learning process to improve his/her performance & attitude.	Student lists three specific ways he/she can improve his/her performance in a specific activity.
Observation	Teacher observes and records physical and affective information.	Teacher monitors student performance, rating his/her observations on a criteria task sheet.
Fitness/Skill testing	Fitness and skills tests help teachers & students assess current levels of performance and how to maintain or improve each one.	Students participate in the Third Generation Connecticut Physical Fitness Assessment as well as various skill assessments for individual units.

Appendix A

Connecticut State Frameworks for Physical Education

Healthy and Balanced Living Curriculum Framework for Physical Education

Standard 9: Motor Skill Performance

Essential Question: What different ways can the body move given a specific purpose?

Curricular Outcome: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 10: Applying Concepts and Strategies

Essential Question: How can I move effectively and efficiently?

Curricular Outcome: Students will demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Standard 11: Engaging in Physical Activity

Essential Question: What can I do to be physically active, and why is this important?

Curricular Outcome: Students will participate regularly in physical activity.

Standard 12: Physical Fitness

Essential Question: Why is it important to be physically fit and how can I stay fit?

Curricular Outcome: Students will incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of physical fitness.

Standard 13: Responsible Behavior

Essential Question: How do I interact with others during physical activity?

Curricular Outcome: Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Standard 14: Benefits of Physical Activity

Essential Question: How will physical activity help me now and in the future?

Curricular Outcome: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

Description of Connecticut Framework Standards

Standard 9: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

The intent of this standard is development of the physical skills needed to enjoy participation in physical activities. Mastering movement fundamentals establishes a foundation to facilitate continued motor skill acquisition and gives students the capacity for successful and advanced levels of performance to further the likelihood of participation on a daily basis.

Standard 10: Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

The intent of this standard is facilitation of learners' ability to use cognitive information to understand and enhance motor skill acquisition and performance. It enhances the ability to use the mind to control or direct one's performance. This includes the application of concepts from disciplines such as motor learning and development, sport psychology and sociobiology, and biomechanics and exercise physiology.

Standard 11: Participate regularly in physical activity.

The intent of this standard is the establishment of patterns of regular participation in meaningful physical activity. This standard connects what is done in the physical education class with the lives of students outside the classroom. Although participation within the physical education class is important, what the student does outside the physical education class is crucial to developing an active, healthy lifestyle that has the potential to help prevent a variety of problems among future generations of adults. Students make use of the skills and knowledge learned in physical education class as they engage in regular physical activity outside the physical education class. They demonstrate effective self-management skills that enable them to participate in physical activity on a regular basis.

Standard 12: Achieve and maintain a health-enhancing level of physical fitness.

The intent of this standard is the development of students' knowledge, skills and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Students develop higher levels of basic fitness and physical competence as needed for many work situations and active leisure participation. Health-related fitness components include cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.

Standard 13: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

The intent of this standard is the achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior and positive social interaction. Key to this standard is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, age, race and socioeconomic status.

Standard 14: Value physical activity for health, enjoyment, challenge, self-expression and/ or social interaction.

The intent of this standard is development of an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity provides opportunities for self-expression and social interaction and can be enjoyable, challenging and fun. These benefits develop self-confidence and promote a positive self-image, thereby enticing people to continue participation in activity through the life span.

Appendix B

National Physical Education Standards

The National Content Standards publications define what a student should know and be able to do as result of a quality physical education program. State and local school districts across the country use the National Standards to develop or revise existing standards, frameworks and curricula.

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

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

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

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

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

Appendix C

Standards for Health-Related Fitness Zones The “Third Generation” Connecticut Physical Fitness Assessment

Standards for Health-Related Fitness Zones

I = Needs Improvement Zone *(does not meet health-related standard)*

F = Health Fitness Zone *(meets health-related standard)*

H = High Fitness Performance Zone *(exceeds health-related standard)*

Boys

Age	20-meter PACER			15-Meter PACER			One-Mile Run/Walk			Sit-and-Reach			90° Push-Ups			Curl-Ups		
	Zone	I	F	H	I	F	H	I	F	H	I	F	H	I	F	H	I	F
8	0-22*	23-61*	>61*	0-29*	30-80*	>80*	>12:30*	12:30-10:00*	<10:00*	0-7	8		0-4	5-13	>13	0-5	6-20	>20
9	0-22*	23-61*	>61*	0-29*	30-80*	>80*	>12:00*	12:00-9:30*	<9:30*	0-7	8		0-5	6-15	>15	0-8	9-24	>24
10	0-22	23-61	>61	0-29	30-80	>80	>11:30	11:30-9:00	<9:00	0-7	8		0-6	7-20	>20	0-11	12-24	>24
11	0-22	23-72	>72	0-29	30-94	>94	>11:00	11:00-8:30	<8:30	0-7	8		0-7	8-20	>20	0-14	15-28	>28
12	0-31	32-72	>72	0-41	42-94	>94	>10:30	10:30-8:00	<8:00	0-7	8		0-9	10-20	>20	0-17	18-36	>36
13	0-40	41-83	>83	0-53	54-108	>108	>10:00	10:00-7:30	<7:30	0-7	8		0-11	12-25	>25	0-20	21-40	>40
14	0-40	41-83	>83	0-53	54-108	>108	>9:30	9:30-7:00	<7:00	0-7	8		0-13	14-30	>30	0-23	24-45	>45
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16	0-60	61-94	>94	0-79	80-123	>123	>8:30	8:30-7:00	<7:00	0-7	8		0-17	18-35	>35	0-23	24-47	>47
17	0-60	61-106	>106	0-79	80-138	>138	>8:30	8:30-7:00	<7:00	0-7	8		0-17	18-35	>35	0-23	24-47	>47
17+	0-71	72-106	>106	0-93	94-138	>138	>8:30	8:30-7:00	<7:00	0-7	8		0-17	18-35	>35	0-23	24-47	>47

Girls

Age	20-meter PACER			15-Meter PACER			One-Mile Run/Walk			Sit-and-Reach			90° Push-Ups			Curl-Ups		
	Zone	I	F	H	I	F	H	I	F	H	I	F	H	I	F	H	I	F
8	0-6*	7-41*	>41*	0-8	9-54*	>54*	>12:30*	12:30-10:00*	<10:00*	0-8	9		0-4	5-13	>13	0-5	6-20	>20
9	0-6*	7-41*	>41*	0-8	9-54*	>54*	>12:30*	12:30-9:30*	<9:30*	0-8	9		0-5	6-15	>15	0-8	9-22	>22
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17	0-40	41-61	>61	0-53	54-80	>80	>10:00	10:00-8:00	<8:00	0-11	12		0-6	7-15	>15	0-17	18-35	>35
17+	0-40	41-72	>72	0-53	54-94	>94	>10:00	10:00-8:00	<8:00	0-11	12		0-6	7-15	>15	0-17	18-35	>35

*Indicates experimental performance standard based on expert opinion

APPENDIX D

SCOPE & SEQUENCE FOR K – 5 PHYSICAL EDUCATION

STANDARD 1 – Motor skills & movement patterns	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Hopping	E	M	A	→	→	→
Galloping	E	M	A	→	→	→
Running	E	→	M	A	→	→
Sliding	E	M	A	→	→	→
Skipping	E	→	M	A	→	→
Leaping		E	→	M	A	→
Jumping & landing	E	→	→	M	A	→
- Spring & step					E	M
- Jump stop						
- Jump rope	E	→	→	M	A	→
Balance	E	→	→	M	→	A
Weight Transfer			E	M	→	→
Rolling	E	→	→	→	→	M
Curling & stretching	E	→	M	→	→	A
Twisting & bending		E	M	→	→	A
Throwing						
- Underhand	E	→	M	→	→	→
- Overhand	E	→	→	→	→	M
Catching	E	→	→	→	M	A
Dribbling/ball control						
- Hands	E	→	→	→	M	A
- Feet		E	→	→	→	M
- With implement				E	→	M
Kicking	E	→	→	→	M	→
Volleying						
- Underhand	E	→	→	→	M	A
- Overhead					E	→
- Set						
Striking – with short implement	E	→	→	→	M	A
- Fore/backhand						
Striking – with long implement			E	→	→	M
- Fore/backhand						
Combining locomotors & manipulatives					E	→
Combining jumping, landing, locomotors & manipulatives						E
Combining balance & weight transfer			E	→	→	→
Serving						
- Underhand						
- Overhand						
Shooting on goal						E

Passing & receiving	
- Hands	E
- Feet	E →
- With implement	
- Forearm pass	
- Lead pass	E
- Give & go	
Offensive skills	
- Pivots	
- Fakes	
- Jab step	
- Screen	
Defensive skills	
- Drop step	
- Defensive or athletic stance	

Legend:

E = Emerging. Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.

M = Maturing. Students can demonstrate the critical elements of the motor skill/knowledge components of the grade-level outcomes, which will continue to be refined with practice.

A = Applying. Students can demonstrate the critical elements of the motor skills/knowledge components of the grade-level outcomes within a variety of physical activity environments.

STANDARD 2 – Concepts & Strategies	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Communication (games)						
Creating space (invasion)						
<ul style="list-style-type: none"> - Varying pathways, speed, direction - Varying type of pass - Selecting appropriate offensive tactics with object - Selecting appropriate offensive tactics without object 						
Movement concepts, principles & knowledge	E	→	→	→	M	→
Strategies & tactics				E	→	→
<ul style="list-style-type: none"> - Using width & length of the field/court - Playing with one player up (e.g. 2 v 1) 						
Reducing space (invasion)						
<ul style="list-style-type: none"> - Changing size & shape of defender's body - Changing angle to gain competitive Advantage - Denying the pass/player progress - Playing with one player down (e.g., 1 v 2) 						
Transition (invasion)						
Creating space (net/wall)						
<ul style="list-style-type: none"> - Varying force, angle and/or direction to Gain competitive advantage - Using offensive tactic/shot to move Opponent out of position 						
Reducing space (net/wall)						
<ul style="list-style-type: none"> - Returning to home position - Shifting to reduce angle for return 						
Target						
<ul style="list-style-type: none"> - Selecting appropriate shot/club - Applying blocking strategy - Varying speed & trajectory 						
Fielding/striking						
<ul style="list-style-type: none"> - Applying offensive strategies - Reducing open spaces 						

Legend:

E = Emerging. Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.

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A = Applying. Students can demonstrate the critical elements of the motor skills/knowledge components of the grade-level outcomes within a variety of physical activity environments.

STANDARD 3 – Health-enhancing level of fitness & physical activity	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Physical activity knowledge	E	→	→	→	→	M
Engages in physical activity	E	→	→	→	→	M
Fitness knowledge	E	→	→	→	→	M
Assessment & program planning				E	→	M
Nutrition	E	→	→	→	→	→
Stress management						

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STANDARD 4 – Responsible personal & social Behavior	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Demonstrating personal responsibility	E	→	→	M	→	→
Accepting feedback	E	→	→	M	→	→
Working with others	E	→	→	M	→	→
Following rules & etiquette			E	→	→	M
Safety	E	→	M	→	→	A

Legend:

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M = Maturing. Students can demonstrate the critical elements of the motor skill/knowledge components of the grade-level outcomes, which will continue to be refined with practice.

A = Applying. Students can demonstrate the critical elements of the motor skills/knowledge components of the grade-level outcomes within a variety of physical activity environments.

STANDARD 5 – Recognizes the value of Physical activity	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
For health			E	→	→	→
For challenge			E	→	→	→
For self-expression/enjoyment	E	→	→	→	→	M
For social interaction				E	→	→

Legend:

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A = Applying. Students can demonstrate the critical elements of the motor skills/knowledge components of the grade-level outcomes within a variety of physical activity environments.

This chart represents the grade levels at which physical skills and knowledge should be introduced and practiced, as well as when competency and application should occur. Taken from Society of Health and Physical Educators (SHAPE America) National Standards & Grade-Level Outcomes for K-12 Physical Education (2014).

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