

HUUSD

**HARWOOD UNIFIED UNION
SCHOOL DISTRICT**

K – 12

Physical Education Curriculum

FALL 2017

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Appendix A References to SHAPE America National Standards*** (adopted by Vermont Agency of Education to replace Vermont Physical Education Standards and Grade Level Expectations)

***Kristin Lora, a co-author of this curriculum, has been given permission by Lynn Couturier, co-author of the SHAPE America National Standards to make adjustments for consistent language and sequential progression.

Harwood Unified Union School District Curriculum Collaborators

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Beliefs

This curriculum has as its foundation a set of beliefs about students, knowledge of successful programs and best practices, and intentions about the assessment process.

We believe that a “Physically Literate” student:

- Realizes that there is more to physical education than physical activity, playing games and becoming a good athlete.
- Meets Physical Education Proficiency Based Graduation Requirements (PBGR's).
- Has choice and flexible pathways in meeting the PBGR's.
- Develops character, self-esteem, good sports like behavior, and respect through a sound physical education program. Works cooperatively with others. Takes responsibility for his/her actions.
- Is physically active for 60 minutes, or more, a day, most days of the week.
- Identifies benefits of physical activity (and wellness) thus developing a lifelong desire to be healthy and active.
- Engages in physical activity, appreciates the attainment of physical skills, develops confidence in their physical abilities, and learns how to transfer knowledge to future physical activities. A physically literate student practices these lifetime pursuits and promotes these principles with his/her friends, peers, and families.
- Accurately assess his/her current skill/fitness levels, sets goals for improvement, identifies steps for improvement, and perseveres to reach his/her goals.
- Has a “Growth Mindset”. He/she accepts feedback, and is willing to learn/unlearn/relearn.

Our program will be successful when:

- Our students are “Physically Literate.”
- Students take responsibility for learning and making healthy choices.
- Professionally licensed physical educators provide instruction in grades PreK-12, including supervision for flexible pathways.
- Physical learning is a lifelong, dynamic, ongoing, and enjoyable experience.
- Activities are scaffolded to meet different ability levels.

- Choices and flexible pathways in learning are provided when lifelong, individual, partner, small group, cooperative, competitive, and team activities are presented to meet different interest levels.
- Social, emotional, and moral character are developed. Respect, safety, personal responsibility, self-esteem, and self-confidence are valued.
- Experiences are both physically, emotionally, and cognitively challenging.
- A viable curriculum, with adequate resources, is implemented.
- A seamless system of vertical and horizontal benchmarks are incorporated into instruction and assessment.
- There is consistent language, sequential progressions and common assessments throughout the grade levels/ schools.
- Essential and equitable opportunities are available to all students in the district.
- Technology is incorporated into instruction and assessment.
- Respect and stewardship of the natural environment are valued.
- Physical education is integrated into other areas of the curriculum (where appropriate).

We intend for the assessment process to:

- Be authentic and objective using district-wide common assessment rubrics/ proficiency scales.
- Occur, balanced with purposeful instruction and active engagement.
- Guide instruction.
- Help students to evaluate their skills/learning and identify next steps (goal setting).
- Hold students and teachers accountable for learning.

KEY to Sample Lessons/Units

- For units of study, please refer to the Scope and Sequence.
- **Bold print: Identified Grade Level Outcomes are taught and assessed based on the alternating 2 year district-wide assessment cycle (half in year 1, half in year 2).**
- Standards in regular print are not assessed at the district level.
- *Italicized and in parentheses: District-wide adjustments made for consistent language and sequential progression. This language will appear in the district-wide assessments and the HUUSD PE Portfolios.*
- **At the High School level, all bolded outcomes are taught and assessed; although not all PE courses will assess each outcome.**
- All assessment scales have been shared with all district PE teachers. They are also available through links provided.

Scope and Sequence:

The Harwood Unified Union School District PE Curriculum and Assessment is on a 2 year cycle in grades K-8. High school will assess in skill/category appropriate for course being taught. All teachers must formally assess at least one skill from each category during the given school year. Results must be posted (VCAT, HUUSD PE Portfolio, Report Cards, etc. as dictated). Teachers must provide a variety of learning experiences (individual, team, cooperative, lifetime, etc.) and choices to ensure proficient/ physically literate adults.

YEAR 1	
Skill/Category	Activity
● Throwing: Overhand/ Underhand/ Rolling/ Passing: Hands or Implement	Targets, Bowling, Basketball, Lacrosse, Team Handball, Football, Frisbee, Track and Field, Wiffle/Base/Soft Ball, Rugby, Soccer, Kickball, Speedball, Circus Arts, etc
● Catching/ Receiving: Hand and/or implement	Basketball, Team Handball, Football, Frisbee, Soccer, Wiffle/Base/Soft Ball, Rugby, Hockey, Kickball, Speedball, Circus Arts, etc.
● Striking with the Body	Volleyball, Kickball, Soccer, Football, Rugby, Basketball dribble, Speed ball, Wall ball, Tetherball, 4 Square, Bat ball, Gaga ball, Takraw, Hacky Sack, etc.
● Fitness Knowledge	Identifies components of fitness, benefits of being physically active, analyze test results, Rate of Perceived Exertion, etc.
● Responsible and Respectful Personal and Social Behavior	Rules, etiquette, working with others and accepting feedback

Year 2

Skill/Category	Activity
<ul style="list-style-type: none"> Striking with an Implement 	Batting, Golf, Tennis, Paddles, Pickleball, Badminton, Table Tennis, Floor Hockey, Cricket, Field Hockey, Broomball, Pillow Polo, Kin-ball, etc.
<ul style="list-style-type: none"> Balance: Static and Dynamic 	Yoga, Balance Beams, Biking, Skating, Roller Skating, Paddle Boarding, Kayaking, Nordic Skiing, Alpine Skiing, Snowboarding, Snowshoeing, Skateboarding, Slackline, Rock/ Wall Climbing, Dance, Water Skiing, sledding, Scootering, Circus Arts, etc.
<ul style="list-style-type: none"> Space Concepts 	Opening and Closing Spaces, Creating and Reducing Space, Shot Selection, Strategy/Tactics (offensive and defensive), etc.
<ul style="list-style-type: none"> Locomotor Skills 	Running/ Jogging, Hopping, Skipping, Jumping, Leaping, Galloping, Sliding, Track and Field, Jump Rope, Gymnastics, Dance, etc.
<ul style="list-style-type: none"> Safety 	Personal Safety, Group Safety, Use of Equipment, etc.

The following benchmarks are aligned to the SHAPE America National Standards & Outcomes for K-12 Physical Education***

Harwood Unified Union School District – Physical Education Curriculum Kindergarten

Standard 1 - Demonstrates competency in a variety of motor skills and movement patterns.

National Standards: S1.E1 – S1.E27

S1.E1-S1.E6 Locomotor

S1.E7-S1.E12 Non-locomotor (stability)

S1.E13-S1.E27 Manipulative

Grade Level Outcomes: Grade K

- S1.E1.K – Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.
- S1.E3.K – Performs jumping & landing actions with balance
- S1.E5.K – Performs locomotor skills in response to teacher-led creative dance.
- S1.E7.Ka – Maintains momentary stillness on different bases of support.
- S1.E7.Kb – Forms wide, narrow, curled and twisted body shapes.
- S1.E9.K – Rolls sideways in a narrow body shape.
- S1.E10.K – Contrasts the actions of curling and stretching.
- S1.E13.K – Throws underhand with opposite foot forward.
- S1.E18.K – Taps a ball using the inside of the foot, sending it forward.
- S1.E21.K – Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 elements of a mature kicking pattern.
- S1.E22.K – Volleys a lightweight object (balloon), sending it upward.
- S1.E24.K – Strikes a lightweight object with a paddle or short-handed racket.
- S1.E27.Ka – Executes a single jump with self-turned rope.
- S1.E27.Kb – Jumps a long rope with teacher-assisted turning

Identified Grade Level Outcomes are introduced but not assessed at Pre-K/ Kindergarten level depending on which year of the 2 year cycle is currently being taught (assessments begin at grade level 1).

Standard 2 – Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

National Standards: S2.E1 – S2.E5 – Movement Concepts

Grade Level Outcomes: Grade K

- S2.E1.Ka – Differentiates between movement in personal (self-space) and general space.
- S2.E1.Kb - Moves in personal space to rhythm.
- S2.E2.K – Travels in 3 different pathways.
- S2.E3.K - Travels in general space with different speeds.

Identified Grade Level Outcome are introduced but not assessed at Kindergarten level (assessments begin at grade level 1).

Harwood Unified Union School District – Physical Education Curriculum Kindergarten

Standard 3 – Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

National Standards: S3.E1 – S3.E6

- S3.E1 – Physical activity knowledge
- S3.E2 – Engages in physical activity**
- S3.E3 – S3.E4 - Fitness knowledge
- S3.E5 – Assessment and Program planning
- S3.E6 - Nutrition

Grade Level Outcomes: Grade K

- S3.E1.K – Identifies active-play opportunities outside physical education class.
- S3.E2.K – Actively participates in physical education class.**
- S3.E3.K – Recognizes that when you move fast, your heart beats faster and you breathe faster.
- S3.E6.K – Recognizes that food provides energy for physical activity.

Bold Print: Identified Grade Level Outcome is assessed at the Kindergarten level under Approach to Work/ Habits of Learning on report card under Perseverance/ Effort.

Regular Print: these items are introduced but not assessed at the Kindergarten level (assessment begin at Grade 1)

Standard 4 – Exhibits responsible personal and social behavior that respects self and others.

National Standards: S4.E1 – S4.E6

- S4.E1 – S4.E2 - Personal responsibility**
- S4.E3 – Accepting feedback**
- S4.E4 – Working with others**
- S4.E5 – Rules and etiquette**
- S4.E6 - Safety**

Grade Level Outcomes: Grade K

- S4.E1.K – Follows directions in group settings (e.g., safe behaviors, following rules, taking turns)**
- S4.E2.K – Acknowledges responsibility for behavior when prompted.**
- S4.E3.K – Follows instruction/directions when prompted.**
- S4.E4.K – Shares equipment and space with others.**
- S4.E5.K – Recognizes the established protocol for class activities.**
- S4.E6.K – Follows teacher directions for safe participation and proper use of equipment with minimal reminders.**

Bold Print: Identified Grade Level Outcomes are assessed at the Kindergarten level under Approach to Work/ Habits of Learning: on report card under Safety, Listening and Following Directions, and Cooperation/ Sports-like Behavior.

**Harwood Unified Union School District – Physical Education Curriculum
Kindergarten**

Standard 5 – Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

National Standards: S5.E1 – S5.E4

S5.E1 – Health

S5.E2 – Challenge

S5.E3 – Self-expression and enjoyment

S5.E4 – Social interaction

Grade Level Outcomes: Grade K

S5.E1.K – Recognizes that physical activity is important for good health.

S5.E2.K – Acknowledges that some physical activities are challenging/ difficult.

S5.E3.Ka – Identifies physical activities that are enjoyable.

S5.E3.Kb – Discusses the enjoyment of playing with friends

Bold Print: Identified Grade Level Outcomes are assessed at the Kindergarten level under Approach to Work/ Habits of Learning: on report card under Perseverance/ Effort.

Harwood Unified Union School District – Physical Education Curriculum Grades 1 and 2

Standard 1 - Demonstrates competency in a variety of motor skills and movement patterns.

National Standards: S1.E1 – S1.E27

S1.E1-S1.E6 Locomotor
S1.E7-S1.E12 Non-locomotor (stability)
S1.E13-S1.E27 Manipulative

Grade Level Outcomes: Grade 1

- S1.E1.1 – Hops, gallops, jogs and slides using a mature pattern. *(Demonstrates mature pattern in 1 of the 5 locomotor skills)*
- S1.E3.1 – Demonstrates 2 of the 5 critical elements for jumping & landing in a horizontal plane using 2 foot take-offs & landings. *(Demonstrates mature pattern in 1 of the 5 locomotor skills)*
- S1.E4.1 – Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane. *(Demonstrates mature pattern in 1 of the 5 locomotor skills)*
- S1.E5.1 – Combines locomotor and non-locomotor skills in a teacher-designed dance.
- S1.E7.1 – Maintains stillness on different bases of support with different body shapes. *(Maintains static balance demonstrating 1 of the 5 critical elements)*
- S1.E8.1 – Transfers weight from one part to another in self-space in dance and gymnastics environments.
- S1.E9.1 – Rolls with either a narrow or curled body shape.
- S1.E10.1- Demonstrates twisting, curling, bending & stretching actions.
- S1.E13.1- Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern. *(Throws underhand, demonstrating 1 of the 5 critical elements.)*
- S1.E16.1a- Catches a soft object from a self-toss before it bounces. *(Catches various sized soft objects from a self-toss before it bounces demonstrating 1 of the 5 critical elements)*
- S1.E16.1b- Catches various sizes of balls self-tossed or tossed by a skilled thrower. *(Same as S1.E16.1a)*
- S1.E17.1 – Dribbles continuously in self-space using the preferred hand. *(Hand dribbles in self-space (dominant hand) demonstrating 1 of the 5 critical elements)*
- S1.E18.1 – Taps or dribbles a ball using the inside of the foot while walking in general space. *(Foot dribbles in general space demonstrating 1 of the 5 critical elements)*
- S1.E21.1 – Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern. *(Kicks a stationary ball from a stationary position, demonstrating 1 of the 5 critical elements of a mature kicking pattern)*
- S1.E22.1 – Volleys an object with an open palm, sending it upward. *(Underhand serves/ volleys an object with an open palm/ implement demonstrating 1 of the 5 critical elements)*
- S1.E24.1 - Strikes a ball with a short-handled implement, sending it upward. *(Strikes an object with a short implement (sending it upward) demonstrating 1 of the 5 critical elements)*
- S1.E27.1a- Jumps forward or backward consecutively using a self-turned rope. *(Demonstrates 1 or more jump rope skills using 2 or more critical elements)*
- S1.E27.1b -Jumps a long rope up to 5 times consecutively with teacher assisted turning. *(Demonstrates 1 or more jump rope skills using 2 or more critical elements)*

Grade Level Outcomes: Grade 2

- S1.E1.2 – Skips using mature pattern. (*Demonstrates mature pattern in 2 of the 5 locomotor skills*)**
- S1.E2.2a- Runs with a mature pattern.**
- S1.E2.2b- Travels showing differentiation between jogging and sprinting.
- S1.E3.2 – Demonstrates 4 of the 5 critical elements for jumping & landing in a horizontal plane using a variety of 1 and 2 foot take-offs & landings. (*Demonstrates mature pattern in 2 of the 5 locomotor skills*)**
- S1.E4.2 – Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane. (*Demonstrates mature pattern in 2 of the 5 locomotor skills*)**
- S1.E5.2 – Performs a teacher and/or student designed rhythmic activity with correct response to simple rhythms.
- S1.E7.2a – Balances on different bases of support, combining levels and shapes. (*Maintains static balance(s) demonstrating 2 of the 5 critical elements/ variables*)**
- S1.E7.2b – Balances in an inverted position* with stillness and supportive base. (*Teachers must use differentiated instruction and developmentally appropriate practice tasks for individual learners when presenting transfers of weight from feet to other body parts.)(*Maintains static balance(s) demonstrating 2 of the 5 critical elements/ variables*)**
- S1.E8.2 – Transfers weight from feet to different body parts/bases of support for balance and/or travel. (*Maintains dynamic balance demonstrating 2 of the 5 critical elements/ variables*)**
- S1.E9.2 – Rolls in different directions with either a narrow or curled body shape.
- S1.E10.2 – Differentiates among twisting, curling, bending and stretching actions.
- S1.E11.2 – Combines balances and transfers into a 3 part sequence.
- S1.E13.2 – Throws underhand using a mature pattern. (*Throws underhand demonstrating 2 of the 5 critical elements*)**
- S1.E14.2 – Throws overhand, demonstrating 2 of the 5 critical elements of a mature pattern.**
- S1.E16.2 – Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body. (*Catches a self-tossed or well-thrown large ball demonstrating 2 of the 5 critical elements*)**
- S1.E17.2a Dribbles in self-space with preferred hand demonstrating a mature pattern. (*Dribbles in self-space (dominant hand) demonstrating 2 of 5 critical elements*)**
- S1.E17.2b Dribbles using the preferred hand while walking in general space. (*Dribbles in self-space (dominant hand) demonstrating 2 of 5 critical elements*)**
- S1.E18.2 – Dribbles with the feet in general space with control of ball and body. (*Foot dribbles in general space demonstrating 2 of 5 critical elements*)**
- S1.E21.2 – Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern. (*Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern.*)**
- S1.E22.2 – Volleys an object upward with consecutive hits. (*Underhand serves/ volleys an object with an open palm/ implement demonstrating 2 of the 5 critical elements*)**
- S1.E24.2 – Strikes an object upward with a short-handled implement, using consecutive hits. (Strikes an object upward with a short-handled implement, using consecutive hits, demonstrating 2 of the 5 critical elements)**
- S1.E25.2 – Strikes a ball off a tee or cone with a bat, using correct grip and side orientation/proper body orientation. (*Strikes an object (off a tee or cone) with a long implement demonstrating 2 of the 5 critical elements*)**
- S1.E27.2a- Jumps a self-turned rope consecutively forward and backward with a mature pattern. (*Demonstrates 2 or more jump rope skills using 3 or more critical elements*)**
- S1.E27.2b –Jumps a long rope 5 times consecutively with student turners. (*Demonstrates 2 or more jump rope skills using 3 or more critical elements*)**

**Harwood Unified Union School District – Physical Education Curriculum
Grades 1 and 2**

Standard 2 - Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

National Standards: S2.E1 – S2.E5 – Movement Concepts

Grade Level Outcomes: Grade 1

S2.E1.1 – Moves in self-space and general space in response to designated beats/rhythms.

S2.E2.1a - Travels demonstrating low, middle and high levels.

S2.E2.1b – Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through).

S2.E3.1a – Differentiates between fast and slow speeds.

S2.E3.1b – Differentiates between strong and light force.

(S2.E5*- Applies 1 or more concepts of opening space in tag games.)

(S2.E5*- Applies 1 or more concepts of closing space in tag games.)

Grade Level Outcomes: Grade 2

S2.E1.2 – Combines locomotor skills in general space to a rhythm.

S2.E2.2 – Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences.

S2.E3.2 – Varies time and force with gradual increases and decreases.

(S2.E5*- Applies 2 or more concepts of opening space in tag games.)

(S2.E5*- Applies 2 or more concepts of closing space in tag games.)

**Harwood Unified Union School District – Physical Education Curriculum
Grades 1 and 2**

Standard 3 – Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

National Standards: S3.E1 – S3.E6

- S3.E1 – Physical activity knowledge**
- S3.E2 – Engages in physical activity**
- S3.E3 – S3.E4 - Fitness knowledge**
- S3.E5 – Assessment and Program planning**
- S3.E6 - Nutrition**

Grade Level Outcomes: Grade 1

- S3.E1.1 – Discusses the benefits of being active and exercising and/or playing..(Identifies 1 benefit of being active, exercising and/or playing)**
- S3.E2.1 – Actively engages in physical education class.**
- S3.E3.1 – Identifies the heart as a muscle that grows stronger with exercise, play and physical activity.**
- S3.E6.1 – Differentiates between healthy and unhealthy foods. (covered in health)**

(S3*- Meets the following 2 critical elements with teacher guidance: completes fitness assessments and analyzes fitness assessment results)

Grade Level Outcomes: Grade 2

- S3.E1.2 – Describes large motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the party, with friends, with the family).**
- S3.E2.2 – Actively engages in physical education class in response to instruction and practice. (Actively engages in physical education class and recess)**
- S3.E3.2a – Uses own body as resistance (e.g., holds body in plank position, animal walks) for developing strength.**
- S3.E3.2b – Identifies physical activities that contribute to fitness.**
- S3.E6.2 – Recognizes the “good health balance” of good nutrition with physical activity. (covered in standard 5)**

(S3*- Meets the following 2 critical elements with teacher guidance: completes fitness assessments and analyzes fitness assessment results)

Harwood Unified Union School District – Physical Education Curriculum Grades 1 and 2

Standard 4 – Exhibits responsible personal and social behavior that respects self and others.

National Standards: S4.E1 – S4.E6

- S4.E1 – S4.E2 -Personal responsibility
- S4.E3 – Accepting feedback
- S4.E4 – Working with others
- S4.E5 – Rules and etiquette
- S4.E6 - Safety

Grade Level Outcomes: Grade 1

- S4.E1.1 – Accepts personal responsibility by using equipment and space appropriately. *(Demonstrates 1 critical element in class activities)*
- S4.E2.1 – Follows the rules and parameters of the learning environment. *(Demonstrates 1 critical element in class activities)*
- S4.E3.1 – Responds appropriately to general feedback from the teacher. *(Demonstrates 1 critical element in physical activities)*
- S4.E4.1 – Works independently with others in a variety of class environments (e.g., small and large groups). *(Demonstrates 1 critical element in physical activities)*
- S4.E5.1 – Exhibits the established protocols for class activities. *(Demonstrates 1 critical element in class activities)*
- S4.E6.1 – Follows teacher directions for safe participation and proper use of equipment without teacher reminders.

Grade Level Outcomes: Grade 2

- S4.E1.2 – Practices skills with minimal teacher prompting *(Demonstrates 2 critical element in class activities)*
- S4.E2.2 – Accepts responsibility for class protocols with behavior and performance actions. *(Demonstrates 2 critical element in class activities)*
- S4.E3.2 – Accepts specific corrective feedback from the teacher. *(Demonstrates 2 critical element in physical activities)*
- S4.E4.2 – Works independently with others in partner environments. *(Demonstrates 2 critical element in physical activities/group activities)*
- S4.E5.2 – Recognizes the role of rules and etiquette in teacher-designed physical activities. *(Demonstrates 2 critical element in class activities)*
- S4.E6.2a- Works independently and safely in physical education. *(Follows teacher directions while working independently for safe participation and proper use of PE equipment with minimal teacher reminders)*
- S4.E6.2b- Works safely with physical education equipment. *(Follows teacher directions while working independently for safe participation and proper use of PE equipment with minimal teacher reminders)*

Harwood Unified Union School District – Physical Education Curriculum Grades 1 and 2

Standard 5 – Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

National Standards: S5.E1 – S5.E4

- S5.E1 – Health**
- S5.E2 – Challenge**
- S5.E3 – Self-expression and enjoyment**
- S5.E4 – Social interaction**

Grade Level Outcomes: Grade 1

- S5.E1.1 – Identifies physical activity as a component of good health. (*Identifies 1 benefit of being active: exercising and/ or playing*)**
- S5.E2.1 – Recognizes that challenge in physical activities can lead to success. (*Demonstrates 1 critical element*)**
- S5.E3.1a – Describes positive feelings that result from participating in physical activities. (*Identifies positive feelings/ self-expression/ enjoyment from physical activities*)**
- S5.E3.1b – Discusses personal reasons (i.e., the “why”) for enjoying physical activities.**

Grade Level Outcomes: Grade 2

- S5.E2.2 – Compares physical activities that bring confidence and challenge. (*Demonstrates 2 critical elements*)**
- S5.E3.2 – Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks/games environment).(*Describes positive feelings/ self-expression enjoyment from physical activities*)**
- S3.E6.2- Recognizes the “good health balance” of nutrition and physical activity (*Standard 3, Identifies 2 benefits of being active: exercise and/ or playing*)**

Harwood Unified Union School District – Physical Education Curriculum Grades 3 and 4

Standard 1 - Demonstrates competency in a variety of motor skills and movement patterns.

National Standards: S1.E1 – S1.E27

S1.E1-S1.E6- Locomotor
S1.E7-S1.E12- Non-locomotor (stability)
S1.E13-S1.E27- Manipulative

Grade Level Outcomes: Grade 3

- S1.E1.3 – Leaps using a mature pattern. *(Demonstrates mature pattern in 3 of the 5 locomotor skills)*
- S1.E2.3 – Travels showing differentiation between sprinting and running.
- S1.E3.3 – Jumps and lands in the horizontal and vertical planes using a mature pattern. *(Demonstrates a mature pattern for jumping and landing (in a horizontal and vertical plane) using a variety of 1- and 2-foot take-offs and landings)*
- S1.E5.3 – Performs teacher selected and developmentally appropriate dance steps and movement patterns.
- S1.E6.3 – Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation.
- S1.E7.3 – Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. *(Maintains static balance(s) demonstrating 3 of the 5 critical elements)*
- S1.E8.3– Transfers weight from feet to hands for momentary weight support.
- S1.E10.3- Moves into and out of gymnastics balances with curling, twisting and stretching actions.
- S1.E11.3- Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance.
- S1.E12.3 – Combines balance and weight transfers with movement concepts to create and perform a dance.
- S1.E13.3 – Throws underhand to a partner or target with reasonable accuracy. *(Throws underhand demonstrating 3 of the 5 critical elements)*
- S1.E14.3 – Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in non-dynamic environments (closed skills), for distance and/or force. *(Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern in practice tasks)*
- S1.E16.3 – Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern. *(Catches a gently tossed hand-size ball from a partner, demonstrating 3 of the 5 critical elements of a mature pattern)*
- S1.E17.3 – Dribbles and travels in general space at slow to moderate jogging speed, with control of the ball and body. *(Dribbles in general-space (dominant hand) demonstrating 3 of 5 critical elements)*
- S1.E18.3 – Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body. *(Foot dribbles in general space demonstrating 3 of 5 critical elements)*
- S1.E19.3 - Passes & receives a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass. *(Passes & receives a ball with a stationary partner)*
- S1.E21.3a Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each.
- S1.E21.3b Uses a continuous running approach and kicks a stationary ball for accuracy. *(Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern)*
- S1.E22.3 – Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern. *(Underhand serves (net/ wall games such as badminton, volleyball or pickleball) demonstrating 3 of the 5 critical elements)*
- S1.E24.3a –Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. *(Strikes an object with a short implement (sending it forward over a low net or to a wall) demonstrating 3 of the 5 critical elements of a mature pattern)*

S1.E24.3b – Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern. (*Strikes an object with a short implement (sending it forward over a low net or to a wall) demonstrating 3 of the 5 critical elements of a mature pattern*)

S1.E25.3– Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. *Note: Use batting tee or ball tossed by teacher for batting. (Strikes a ball (batting tee or teacher- tossed) with a long implement demonstrating 3 of the 5 critical elements)*

S1.E27.3 – Performs intermediate jump rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes.

Grade Level Outcomes: Grade 4

S1.E1.4 – Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences. (*Demonstrates mature pattern in 4 of the 5 locomotor skills*)

S1.E2.4 – Runs for distance using a mature pattern. (*same*)

S1.E3.4 – Uses spring and step take offs and landings specific to gymnastics.

S1.E5.4 – Combines locomotor movement patterns and dance steps to create and perform an original dance.

S1.E6.4 – Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher and/or student designed small sided practice tasks.

S1.E7.4 – Balances on different bases of support on apparatus, demonstrating levels and shapes. (*Maintains static balance(s) demonstrating 4 of the 5 critical elements*)

S1.E8.4 – Transfers weight from feet to hands, varying speed and using large extensions (e.g., kick, handstand, cartwheel). (*same*)

S1.E10.4– Moves into and out of balances on apparatus with curling, twisting and stretching actions.

S1.E11.4 – Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner.

S1.E13.4- Applies skill

S1.E12.4 – Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus.

S1.E14.4a – Throws overhand using a mature pattern in non-dynamic environments (closed skills). (*Throws overhand, demonstrating 4 of the 5 critical elements of a mature pattern in practice tasks*)

S1.E14.4b – Throws overhand to a partner or at a target with accuracy at a reasonable distance. (*same*)

S1.E15.4 – Throws to a moving partner with reasonable accuracy in a non-dynamic environment (closed skills).

S1.E16.4 – Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment (closed skills). (*Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern*)

S1.E17.4a- Dribbles in self- space with both the preferred and the nonpreferred hands using a mature pattern.

S1.E17.4b Dribbles in general space with control of ball and body while increasing and decreasing speed.

S1.E18.4 – Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed. (*Passes & receives a ball with a moving partner*)

S1.E19.4a – Passes and receives a ball with the insides of the feet to a moving partner in a non-dynamic environment (closed skills). (*same*)

S1.E19.4b – Passes and receives a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass. (*same*)

S1.E20.4 – Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting).

S1.E21.4- Kicks along the ground and in the air, and punts using mature patterns. (*Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each*).

S1.E22.4 – Volleys underhand using a mature pattern, in a dynamic environment (e.g., 2 square, 4 square, handball). (*Underhand serves (net/wall games such as badminton, volleyball or pickleball) demonstrating 4 of the 5 critical elements*)

- S1.E23.4 –** Volleys a ball with a 2 hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern. *(Volleys a ball with a 2-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements)*
- S1.E24.4a–** Strikes an object with a short-handled implement while demonstrating a mature pattern. *(Strikes an object with a short implement (sending it forward over a low net or to a wall) demonstrating 4 of the 5 critical elements of a mature)*
- S1.E24.4b–** Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall. *(same)*
- S1.E25.4 –** Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis racket, badminton racket), while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane & follow through). *(Strikes a teacher-tossed ball with a long implement demonstrating 4 of the 5 critical elements)*
- S1.E26.4 –** Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher and/or student designed small sided practice task environment.
- S1.E27.4 –** Creates a jump-rope routine with either a short or long rope.

Standard 2 - Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

National Standards: S2.E1 – S2.E5 – Movement Concepts

Grade Level Outcomes: Grade 3

- S2.E1.3 –** Recognizes the concept of open spaces in a movement context. *(Applies 3 or more concepts of opening space in practice tasks using equipment)*
- S2.E2.3 –** Recognizes locomotor skills specific to a wide variety of physical activities.
- S2.E3.3 –** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher.
- S2.E4.3a –** Employs the concept of alignment in gymnastics and dance.
- S2.E4.3b –** Employs the concept of muscular tension with balance in gymnastics and dance.
- S2.E5.3a –** Applies simple strategies and tactics in chasing activities. *(Applies 3 or more concepts of closing space in practice tasks using equipment)*
- S2.E5.3b –** Applies simple strategies in fleeing activities. *(Applies 3 or more concepts of opening space in practice tasks using equipment)*

Grade Level Outcomes: Grade 4

- S2.E1.4a –** Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). *(Applies 4 or more concepts of opening space in practice tasks using equipment)*
- S2.E1.4b –** Applies the concept of closing spaces in small sided practice tasks. *(Applies 4 or more concepts of closing space in practice tasks using equipment)*
- S2.E1.4c –** Dribbles in general space with changes in direction and speed.
- S2.E2.4 –** Combines movement concepts with skills in small sided practice tasks, gymnastics and dance environments.
- S2.E3.4a –** Applies the movement concepts of speed, endurance and pacing for running.
- S2.E3.4b –** Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target.
- S2.E5.4a –** Applies simple offensive strategies and tactics in chasing and fleeing activities. *(Applies 4 or more concepts of opening space in practice tasks using equipment)*
- S2.E5.4b –** Applies simple defensive strategies/tactics in chasing and fleeing activities. *(Applies 4 or more concepts of closing space in practice tasks using equipment)*
- S2.E5.4c –** Recognizes the types of kicks needed for different games and sports situations.

Harwood Unified Union School District – Physical Education Curriculum Grades 3 and 4

Standard 3 – Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

National Standards: S3.E1 – S3.E6

- S3.E1 – Physical activity knowledge
- S3.E2 – Engages in physical activity
- S3.E3 – S3.E4 - Fitness knowledge
- S3.E5 – Assessment and Program planning
- S3.E6 - Nutrition

Grade Level Outcomes: Grade 3

- S3.E1.3a – Charts participation in physical activities outside physical education class.
- S3.E1.3b – Identifies physical activity benefits as a way to become healthier. *(Identifies 3 benefits of being active (exercising and/ or play) (ex: live longer, have stronger muscles and focus in class))*
- S3.E2.3 – Engages in the activities of physical education class without teacher prompting. *(Actively engages in physical education class, recess and minimal physical activity outside of the school day)*
- S3.E6.1 – Differentiates between healthy and unhealthy foods.
- S3.E3.3 – Describes the concept of fitness and provides examples of physical activity to enhance fitness. *(Meets the following 3 critical elements with teacher guidance: •Completes fitness assessments, •Analyzes fitness assessment results, •Sets fitness goals (maintenance/ remedial))*
- S3.E4.3 – Recognizes the importance of warm up and cool down relative to vigorous physical activity. *(Meets the following 3 critical elements with teacher guidance: •Completes fitness assessments, •Analyzes fitness assessment results, •Sets fitness goals (maintenance/ remedial))*
- S3.E5.3 – Demonstrates, with teacher direction, the health related fitness components. *(Meets the following 3 critical elements with teacher guidance: •Completes fitness assessments, •Analyzes fitness assessment results, •Sets fitness goals (maintenance/ remedial))*
- S3.E6.3 – Identifies foods that are beneficial for before and after physical activity.

Grade Level Outcome: Grade 4

- S3.E1.4 – Analyzes opportunities for participating in physical education class. *(Identifies 4 benefits of being active (exercising and/ or playing) (ex: live longer, have stronger muscles, focus in class and make new friends))*
- S3.E2.4 – Actively engages in the activities of physical education class, both teacher-directed and independent. *(Actively engages in physical education class, recess and 3 or more physical activities (per week) outside of the school)*
- S3.E3.4 – Identifies the components of health-related fitness. *Meets the following 3 critical elements with teacher guidance: •Completes fitness assessments, •Analyzes fitness assessment results, •Sets fitness goals (maintenance/ remedial))*
- S3.E4.4 – Demonstrates warm up and cool down relative to the cardio-respiratory fitness assessment. *(Meets the following 3 critical elements with teacher guidance: •Completes fitness assessments, •Analyzes fitness assessment results, •Sets fitness goals (maintenance/ remedial))*
- S3.E5.4a – Completes fitness assessments (pre and post) (S3*- *Meets the following 3 critical elements with teacher guidance: completes fitness assessments, analyzes fitness assessment results and sets fitness goals*)
- S3.E5.4b – Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. *(Meets the following 3 critical elements with teacher guidance: •Completes fitness assessments, •Analyzes fitness assessment results, •Sets fitness goals (maintenance/ remedial))*
- S3.E6.4 – Discusses the importance of hydration and hydration choices relative to physical activities.

Harwood Unified Union School District – Physical Education Curriculum Grades 3 and 4

Standard 4 – Exhibits responsible personal and social behavior that respects self and others.

National Standards: S4.E1 – S4.E6

S4.E1 – S4.E2 Personal responsibility
S4.E3 – Accepting feedback
S4.E4 – Working with others
S4.E5 – Rules and etiquette
S4.E6 - Safety

Grade Level Outcomes: Grade 3

S4.E1.3 – Exhibits personal responsibility in teacher directed activities.
S4.E2.3 – Works independently for extended periods of time. *(Demonstrates 3 critical elements in class activities)*
S4.E3.3 – Accepts and implements specific corrective feedback from the teacher. *(Demonstrates 3 critical elements in physical activities)*
S4.E4.3a – Works cooperatively with others.
S4.E4.3b – Praises others for their successes in movement performance. *(Demonstrates 3 critical elements in physical activities/group projects)*
S4.E5.3 – Recognizes the role of rules and etiquette in physical activity with peers. *(Demonstrates 3 critical elements in class activities)*
S4.E6.3 – Works independently and safely in physical activity settings. *(Follows teacher directions (while working independently) for safe participation and proper use of PE equipment without teacher reminders)*

Grade Level Outcome: Grade 4

S4.E1.4 – Exhibits responsible behavior in independent group situations. *(Demonstrates 4 critical elements in class activities)*
S4.E2.4 – Reflects on personal social behavior in physical activity.
S4.E3.4 – Listens respectfully to corrective feedback from others (e.g., peers, adults) *(Demonstrates 4 critical elements in physical activities)*
S4.E4.4a – Praises the movement performance of others both more and less skilled.
S4.E4.4b- Accepts players of all skill levels into the physical activity. *(Demonstrates 4 critical elements in physical activities/group projects)*
S4.E5.4- Exhibits etiquette and adherence to rules in a variety of physical activities. *(Demonstrates 4 critical elements in class activities)*
S4.E6.4- Works safely with peers and equipment in physical activity settings. *Follows teacher directions (while working with others) for safe participation and proper use of PE equipment without teacher reminders)*

**Harwood Unified Union School District – Physical Education Curriculum
Grades 3 and 4**

Standard 5 – Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

National Standards: S5.E1 – S5.E4

- S5.E1 – Health**
- S5.E2 – Challenge**
- S5.E3 – Self-expression and enjoyment**
- S5.E4 – Social interaction**

Grade Level Outcomes: Grade 3

- S5.E1.3 – Discusses the relationship between physical activity and good health.**
- S5.E2.3 – Discusses the challenge that comes from learning a new physical activity. *(Demonstrates 3 critical elements)***
- S5.E3.3 – Reflects on the reasons for enjoying selected physical activities. *(Reflects on positive feelings/ self-expression/ enjoyment from physical activities)***
- S5.E4.3 – Describes the positive social interactions that come when engaged with others in physical activity. *(Demonstrates 3 critical elements in physical activities/group projects)***

Grade Level Outcome: Grade 4

- S5.E1.4 – Examines the health benefits of participating in physical activity.**
- S5.E2.4 – Rates the enjoyment of participating in challenging and mastered physical activities. *(Demonstrates 4 critical elements)***
- S5.E3.4 – Ranks the enjoyment of participating in different physical activities. *(Ranks positive feelings/ self-expression/ enjoyment from different physical activities)***
- S5.E4.4 – Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities. *(Demonstrates 4 critical elements in physical activities/group projects)***

Harwood Unified Union School District – Physical Education Curriculum

Grade 5

Standard 1 - Demonstrates competency in a variety of motor skills and movement patterns.

National Standards: S1.E1 – S1.E27

S1.E1-S1.E6- Locomotor
S1.E7-S1.E12 - Non-locomotor (stability)
S1.E13-S1.E27- Manipulative

Grade Level Outcomes: Grade 5

- S1.E1.5a – Demonstrates mature patterns of locomotor skills in dynamic small sided practice tasks, gymnastics and dance. *(Demonstrates mature patterns of all locomotor skills)*
- S1.E1.5b – Combines locomotor and manipulative skills in a variety of small sided practice tasks/games environments. *(same as above)*
- S1.E1.5c – Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball). *(same as above)*
- S1.E2.5 – Uses appropriate pacing for a variety of running distances. *(same)*
- S1.E3.5 – Combines jumping and landing patterns with locomotor and manipulative skills in dance, educational gymnastics and small sided practice tasks and games environments. *Note: This outcome applies to both horizontal and vertical jumping and landing.*
- S1.E5.5 – Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern.
- S1.E7.5 – Combines balance and transferring weight in a gymnastics sequence or dance with a partner.
- S1.E8.5 – Transfers weight in gymnastics and dance environments. *(same)*
- S1.E10.5 – Performs curling, twisting and stretching actions with correct application in dance, gymnastics, small sided practice tasks in games environments.
- S1.E11.5 – Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group.
- S1.E12.5 – Combines actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus. *(same)*
- S1.E13.5a – Throws underhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. Throws overhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. *(Throws overhand using a mature pattern in practice tasks/ Throws underhand with mature pattern in practice tasks)*
- S1.E13.5b – Throws underhand to a large target with accuracy. Throws overhand to a large target with accuracy.
- S1.E15.5a – Throws with accuracy, both partners moving.
- S1.E15.5b – Throws with reasonable accuracy in dynamic, small sided practice tasks.
- S1.E16.5a – 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 a thrown or batted ball at different levels using a mature pattern in a practice tasks)*
- S1.E16.5b – Catches with accuracy, both partners moving.
- S1.E16.5c – Catches with reasonable accuracy in dynamic, small sided practice tasks.
- S1.E17.5 – Combines hand dribbling with other skills during 1 v 1 practice tasks. *(Dribbles with a mature pattern in general-space using dominant and non-dominant hands)*
- S1.E18.5 – Combines foot dribbling with other skills in 1 v 1 practice tasks. *(Foot dribbles demonstrating a mature pattern in practice tasks)*
- S1.E19.5a – Passes with the feet using a mature pattern as both partners travel. *(Passes & receives a ball using a mature pattern to a moving partner in a in practice tasks)*

- S1.E19.5b–** Receives a pass with the foot using a mature pattern as both partners travel. *(same as above)*
- S1.E20.5 –** Dribbles with hands or feet with mature patterns in a variety of small sided game forms.
- S1.E21.5 –** Demonstrates mature patterns in kicking and punting in small sided practice task environments. *(Uses a continuous running approach and kicks a moving ball, demonstrating a mature pattern)*
- S1.E22.5-** Applies skill.
- S1.E23.5 –** Volley a ball using a 2 hand overhead pattern, sending it upward to a target. *(Volleys a ball demonstrating a mature overhead pattern in practice tasks)*
- S1.E24.5 –** 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. *(Strikes an object with a short implement (sending it forward over a low net or to a wall) demonstrating a mature pattern of a forehand stroke)*
- S1.E25.5a –** Strikes a pitched ball with a bat using a mature pattern *(Strikes a teacher-pitched ball with a long implement demonstrating a mature pattern)*
- S1.E25.5b –** Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small sided game. *(Strikes a teacher-pitched ball with a long implement demonstrating a mature pattern)*
- S1.E26.5 –** Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball).
- S1.E27.5 –** Creates a jump rope routine with a partner, using either a short or long rope. *(Demonstrates mature form for 5 or more jump rope skills (all critical elements))*

Standard 2 - Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

National Standards: S2.E1 – S2.E5 – Movement Concepts

Grade Level Outcomes: Grade 5

- S2.E1.5 –** Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance and games environments. *(Applies all 5 concepts of opening and closing space in practice tasks)*
- S2.E2.5 –** Combines movement concepts with skills in small sided practice tasks in game environments, gymnastics and dance with self-direction.
- S2.E3.5a –** Applies movement concepts to strategy in game situations.
- S2.E4.5b –** Applies concepts of direction and force to strike an object with a long-handled implement.
- S2.E4.5c –** 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.E5.5a –** Applies basic offensive and defensive strategies/tactics in invasion small sided practice skills. *(Applies all 5 concepts of closing space in practice tasks)*
- S2.E5.5b –** Applies basic offensive and defensive strategies and tactics in net/wall small sided practice tasks. *(Applies all 5 concepts of opening and closing space in practice tasks)*
- S2.E5.5c –** Recognizes the type of throw, volley or striking action needed for different games and sports situations.

Harwood Unified Union School District – Physical Education Curriculum Grade 5

Standard 3 – Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

National Standards: S3.E1 – S3.E6

- S3.E1 – Physical activity knowledge**
- S3.E2 – Engages in physical activity**
- S3.E3 – S3.E4 - Fitness knowledge**
- S3.E5 – Assessment and Program planning**
- S3.E6 - Nutrition**

Grade Level Outcomes: Grade 5

- S3.E1.5 – Charts and analyzes physical activity outside physical education class for fitness benefits of activities.**
- S3.E2.5 – Actively engages in all the activities of physical education.**
- S3.E3.5 – Differentiates between skill related and health related fitness.**
- S3.E4.5– Identifies the need for warm-up and cool down relative to various physical activities**
- S3.E5.5a – Analyzes results of fitness assessment (pre- & post-), comparing results to fitness components for good health.**
- S3.E5.5b – Designs a fitness plan to address ways to use physical activity to enhance fitness.**
- S3.E6.5 – Analyzes the impact of food choices relative to physical activity, youth sports and personal health.**

Standard 4 – Exhibits responsible personal and social behavior that respects self and others.

National Standards: S4.E1 – S4.E6

- S4.E1 – S4.E2- Personal responsibility**
- S4.E3 – Accepting feedback**
- S4.E4 – Working with others**
- S4.E5 – Rules and etiquette**
- S4.E6 - Safety**

Grade Level Outcomes: Grade 5

- S4.E1.5 – Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee)**
- S4.E2.5a – Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities.**
- S4.E2.5b – Exhibits respect for self with appropriate behavior while engaging in physical activity.**
- S4.E3.5 – Gives corrective feedback respectfully to peers.**
- S4.E4.5 – Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects.**
- S4.E5.5 – Critiques the etiquette involved in rules of various game activities.**
- S4.E6.5 – Applies safety principles with age appropriate physical activities.**

**Harwood Unified Union School District – Physical Education Curriculum
Grade 5**

Standard 5 – Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

National Standards: S5.E1 – S5.E4

S5.E1 – Health

S5.E2 – Challenge

S5.E3 – Self-expression and enjoyment

S5.E4 – Social interaction

Grade Level Outcomes: Grade 5

S5.E1.5 – Compares the health benefits of participating in selected physical activities.

S5.E2.5 – Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity.

S5.E3.5 – Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.

S5.E4.5 – Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport).

Harwood Unified Union School District – Physical Education Curriculum

Grade 6

Standard 1 - Demonstrates competency in a variety of motor skills and movement patterns.

National Standards: S1.E1 – S1.E27

- S1.M1 - Dance & Rhythms
- S1.M2 - S1.M21- Games & Sports
- S1.M22 - Outdoor Pursuits
- S1.M23 - Aquatics
- S1.M24 - Individual Performance Activities

Grade Level Outcomes: Grade 6

- S1.M1.6 – Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance.
- S1.M2.6 – 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). *(same)*
- S1.M3.6 – Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks. *(same)*
- S1.M4.6 – Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed with competency in invasion games such as basketball, flag football, speedball or team handball. *(Passes & receives a ball using a mature pattern in invasion game practice tasks)*
- S1.M5.6 – Throws, while stationary, a leading pass to a moving receiver. *(same as S1.M4.6)*
- S1.M6.6 – Performs pivots, fakes and jab steps designed to create open space during practice tasks.
- S1.M7.6– Performs the following offensive skills without defensive pressure: pivot, give and go and fakes. *(Applies all 5 concepts of opening space in a variety of practice tasks)*
- S1.M8.6- Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks. *(Dribbles with a mature pattern in general- space (dominant and non-dominant hands) while changing speed and direction in practice tasks)*
- S1.M9.6- Foot dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks. *(Foot dribbles demonstrating a mature pattern in a variety of practice tasks)*
- S1.M10.6 – Shoots on goal with power in a dynamic environment as appropriate to the activity. *(Uses a continuous running approach and kicks (along the ground, in the air, shooting and punting) using a mature pattern in practice tasks)*
- S1.M11.6 – Maintains defensive ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player. *(Applies all 5 concepts of closing space in practice tasks)*
- S1.M12.6 – Performs a legal underhand serve with control for net/wall games such as badminton, volleyball or pickle ball. *(Underhand serves with a mature pattern (net/wall games such as badminton, volleyball or pickleball) with control in practice tasks)*
- S1.M13.6 – Strikes with a mature overhand pattern in a non-dynamic environment for net/wall games such as volleyball, handball, badminton or tennis.
- S1.M14.6 – Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddle ball, pickle ball or short-handled racket tennis. *(Strikes an object with a short implement (with a partner over a net) demonstrating mature pattern of a forehand stroke in practice tasks)*
- S1.M15.6 – Transfers weight with correct timing for the striking pattern.
- S1.M16.6- Forehand-volleys with a mature form and control using a short handled implement. *(Strikes an object with a short implement (with a partner over a net) demonstrating mature pattern of a forehand stroke in practice tasks)*
- S1.M17.6- Two hand volleys with control in a variety of practice tasks. *(Volleys a ball consecutively demonstrating a mature overhead pattern in practice tasks)*
- S1.M18.6 – Demonstrates a mature pattern for a modified target game such as bowling, bocce or horseshoes. *(Throws underhand with mature pattern in practice tasks for varying distances)*
- S1.M19.6 – Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard or golf. *(Strikes a self-tossed or student-pitched ball with a long implement demonstrating a mature pattern in practice tasks)*

S1.M20.6–	Strikes a pitched ball with an implement with force in a variety of practice tasks. (<i>Strikes a self-tossed or student-pitched ball with a long implement demonstrating a mature pattern in practice tasks</i>)
S1.M21.6 –	Catches, with a mature pattern, from different trajectories using a variety of objects in varying practice tasks. (<i>S1.M3.6</i>)
S1.M22.6 –	Demonstrates correct technique for basic skills in 1 self-selected outdoor activity. (<i>same</i>)
Aquatics -	Preferably taught at elementary or secondary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum.
S1.M24.6 –	Demonstrates correct technique for basic skills in 1 self-selected individual performance activity. (<i>same</i>)

Standard 2 - Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

National Standards: S2.M1- S2.M13

S2.M1 - S2.M11 Games & Sports
S2.M12 - Individual Performance Activities, Dance & Rhythms
S2.M13 - Outdoor Pursuits

Grade Level Outcomes: Grade 6

- S2.M1.6 – Creates open space by using locomotor movements (e.g., walking, running, jumping & landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace). (*Applies all 5 concepts of opening space in a variety of practice tasks*)
- S2.M2.6 – 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. (*Applies all 5 concepts of opening space in a variety of practice tasks*)
- S2.M3.6 – Creates open space by using the width and length of the field/court on offense. (*Applies all 5 concepts of opening space in a variety of practice tasks*)
- S2.M4.6 – Reduces open space on defense by making the body larger and reducing passing angles. (*Applies all 5 concepts of closing space in practice tasks*)
- S2.M5.6 – Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass.
- S2.M6.6 – Transitions from offense to defense or defense to offense by recovering quickly.
- S2.M7.6 – Creates open space in net/wall games with a short handled implement by varying force and direction. (*Applies 1 or more strategies in practice tasks or small-sided games*)
- S2.M8.6– Reduces offensive options for opponents by returning to mid court position. (*Applies 1 or more strategies in practice tasks or small-sided games*)
- S2.M9.6 – Selects appropriate shot and/or club based on location of the object in relation to the target. (*Applies 1 or more strategies in practice tasks or small-sided games*)
- S2.M10.6 – Identifies open spaces and attempts to strike object into that space. (*Applies 1 or more strategies in practice tasks or small-sided games*)
- S2.M11.6 – Identifies the correct defensive play based on the situation (e.g., number of outs). (*Applies 1 or more strategies in practice tasks or small-sided games*)
- S2.M12.6 – Varies application of force during dance or gymnastic activities.
- S2.M13.6– Makes appropriate decisions based on the weather, level of difficulty due to conditions or ability to ensure safety to self and others.

Harwood Unified Union School District – Physical Education Curriculum

Grade 6

Standard 3 – Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

National Standards: S3.M1 – S3.M18

S3.M1 – Physical activity knowledge
S3.M2-S3.M6- Engages in physical activity
S3.M7-S3.M14- Fitness knowledge
S3.M15-M16 Assessment and Program planning
S3.M17- Nutrition
S3.M18- Stress Management

Grade Level Outcomes: Grade 6

- S3.M1.6 – Is able to identify 3 influences on physical activity (e.g., school, family & peers; community & build environment; policy).
- S3.M2.6 – Participates in self-selected physical activity outside of physical education class.**
- S3.M3.6 – Participates in a variety of aerobic fitness activities such as cardio-kick, step aerobics and aerobic dance.
- S3.M4.6– Participates in a variety of aerobic fitness activities using technology such as Dance Dance Revolution® or WiiFit.®
- S3.M5.6 – Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities.
- S3.M6.6 – Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity.**
- S3.M7.6 – Identifies the components of skill-related fitness.
- S3.M8.6 - Sets and monitors a self-selected physical activity goal for aerobic and/or muscle and bone strengthening activity based on current fitness level.**
- S3.M9.6 – Employs correct techniques and methods of stretching.
- S3.M10.6 – Differentiates between aerobic and anaerobic capacity, and between muscular strength and endurance.**
- S3.M11.6 – 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.M12.6 - Describes the role of warm ups and cool downs before and after physical activity.**
- S3.M13.6 – Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale.**
- S3.M14.6 - Identifies major muscles used in selected physical activities.**
- S3.M15.6 – Designs and implements a program of remediation for any areas of weakness based on the results of health related fitness assessment.**
- S3.M16.6 – Maintains a physical activity log for at least 2 weeks and reflects on activity levels as documented in the log.
- S3.M17.6 – Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels.
- S3.M18.6 - Identifies positive and negative results of stress and appropriate ways of dealing with each.**

Harwood Unified Union School District – Physical Education Curriculum

Grade 6

Standard 4 – Exhibits responsible personal and social behavior that respects self and others.

National Standards: S4.M1 – S4.M7

S4.M1 – S4.M2 Personal responsibility

S4.M3 – Accepting feedback

S4.M4 –S4.M5 Working with others

S4.M6 – Rules and etiquette

S4.M7 - Safety

Grade Level Outcomes: Grade 6

S4.M1.6 – Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors.

S4.M2.6 – Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.
(See Standard 3)

S4.M3.6 – Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.

S4.M4.6 – Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback. See S4.M5.6

S4.M5.6 – Cooperates with a small group of classmates during adventure activities, game play or team building activities.

S4.M6.6 – Identifies the rules and etiquette for physical activities/games and dance activities.

S4.M7.6 – Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance.

Standard 5 – Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

National Standards: S5.M1 – S5.M6

S5.M1-S5.M2– Health

S5.M3– Challenge

S5.M4-S5.M5– Self-expression and enjoyment

S5.M6– Social interaction

Grade Level Outcomes: Grade 6

S5.M1.6 – Describes how being physically active leads to a healthy body. See Standard 3

S5.M2.6 – Identifies components of physical activity that provide opportunities for reducing stress and for social interaction. See Standard 3

S5.M3.6 – Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback and/or modifying the tasks..

S5.M4.6 – Describes how moving competently in a physical activity setting creates enjoyment.

S5.M5.6- Identifies how self-expression and physical activity are related.

S5.M6.6- 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.

Harwood Unified Union School District – Physical Education Curriculum

Grade 7

Standard 1 - Demonstrates competency in a variety of motor skills and movement patterns.

National Standards: S1.M1 – S1.M27

- S1.M1 - Dance & Rhythms
- S1.M2 - S1.M21- Games & Sports**
- S1.M22 - Outdoor Pursuits**
- S1.M23 - Aquatics
- S1.M24 - Individual Performance Activities**

Grade Level Outcomes: Grade 7

- S1.M1.7 – Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line and world dance..
- S1.M2.7 – Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment.**
- S1.M3.7 – Catches with a mature pattern from a variety of trajectories using different objects in small sided game play.**
- S1.M4.7 – Passes and receives with feet in combination with locomotor patterns of running and change of direction and speed with competency in invasion games such as soccer and speedball.**
- S1.M5.7 – Throws, while moving a leading pass to a moving receiver.**
- S1.M6.7 – Executes at least one of the following designed to create open space during small sided game play: pivots, fakes, jab steps. (See Standard 2)**
- S1.M7.7– Performs the following offensive skills without defensive pressure: pivot, give and go and fakes.**
- S1.M8.7- Dribbles with dominant & non-dominant hands using change of speed & direction in a variety of practice tasks.**
- S1.M9.7- Foot dribbles (or dribbles with an implement) combined with passing in a variety of practice tasks.**
- S1.M10.7 – Shoots on goal with power and accuracy in small sided game play.**
- S1.M11.7 – Slides in all directions while on defense without crossing feet.**
- S1.M12.7 – Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball or pickle ball.**
- S1.M13.7 – Strikes with a mature overhand pattern in a dynamic environment for net/wall games such as volleyball, handball, badminton or tennis.**
- S1.M14.7 – Demonstrates the mature form of the forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis.**
- S1.M15.7 – Transfers weight with correct timing using low to high striking pattern with a short handled implement on the forehand side.**
- S1.M16.7- Forehand and backhand volleys with a mature form and control using a short handled implement.**
- S1.M17.7- Two hand volleys with control in a dynamic environment.**
- S1.M18.7 – Executes consistently (70% of the time) a mature pattern for target games such as bowling, bocce or horseshoes.**
- S1.M19.7 – Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard or golf.**
- S1.M20.7– Strikes a pitched ball with an implement to open space in a variety of practice tasks.**
- S1.M21.7 – Catches, with a mature pattern, from different trajectories using a variety of objects in small sided game play.**
- S1.M22.7 – Demonstrates correct technique for a variety of skills in 1 self-selected outdoor activity.**
- Aquatics - Preferably taught at elementary or secondary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum.
- S1.M24.7 – Demonstrates correct technique for a variety of skills in 1 self-selected individual performance activity.**

Harwood Unified Union School District – Physical Education Curriculum Grade 7

Standard 2 - Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

National Standards: S2.M1- S2.M13

S2.M1 - S2.M11 Games & Sports
S2.M12 - Individual Performance Activities, Dance & Rhythms
S2.M13 - Outdoor Pursuits

Grade Level Outcomes: Grade 7

- S2.M1.7 – Reduces open space by using locomotor movements (e.g., walking, running, jumping and landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing the distance between player and goal).**
- S2.M2.7 – Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give and go.**
- S2.M3.7 – Creates open space by on offense, and cutting and passing quickly.**
- S2.M4.7 – Reduces open space on defense by staying close to the opponent as he/she nears the goal.**
- S2.M5.7 – Reduces open space by not allowing the catch (denial) or anticipating the speed of the object and person for the purpose of interception or deflection.**
- S2.M6.7 – Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates.**
- S2.M7.7 – Creates open space in net/wall games with a long handled implement by varying force and direction, and by moving opponent from side to side.**
- S2.M8.7– Selects offensive shot based on opponent's location (hit where opponent is not).**
- S2.M9.7 – Varies the speed and/or trajectory of the shot based on location of the object in relation to the target.**
- S2.M10.7 – Uses a variety of shots (e.g., slap & run, bunt, line drive, high arc) to hit to open space.**
- S2.M11.7 – Selects the correct defensive play based on the situation (e.g., number of outs).**
- S2.M12.7 – Identifies and applies Newton's laws of motion to various dance or movement activities.**
- S2.M13.7– Analyzes the situation and makes adjustments to ensure the safety of self and others. (See Standard 4)**

Harwood Unified Union School District – Physical Education Curriculum Grade 7

Standard 3 – Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

National Standards: S3.M1 – S3.M18

S3.M1 –	Physical activity knowledge
S3.M2-S3.M6-	Engages in physical activity
S3.M7-S3.M14-	Fitness knowledge
S3.M15-M16	Assessment and Program planning
S3.M17-	Nutrition
S3.M18-	Stress Management

Grade Level Outcomes: Grade 7

- S3.M1.7 – Identifies barriers related to maintaining a physically active lifestyle, and seeks solutions for eliminating those barriers.**
- S3.M2.7 – Participates in physical activity 2 times a week outside of physical education class.**
- S3.M3.7 – Participates in a variety of strength and endurance fitness activities such as Pilates, resistance training, body-weight training and light free weight training.**
- S3.M4.7– Participates in a variety of strength and endurance fitness activities such as weight or resistance training.**
- S3.M5.7 – Participates in a variety of lifetime dual and individual sports, martial arts or aquatic activities.**
- S3.M6.7 – Participates in moderate to vigorous muscle and bone strengthening physical activity at least 3 times a week.**
- S3.M7.7 – Distinguishes between health related and skill related fitness.**
- S3.M8.7 - Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.**
- S3.M9.7 – Describes and demonstrates the difference between dynamic and static stretches.**
- S3.M10.7 – Describes the role of exercise and nutrition in weight management. (covered in health)**
- S3.M11.7 – Describes overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness.**
- S3.M12.7 - Designs a warm up/cool down regimen for a self-selected physical activity.**
- S3.M13.7 – Defines how the RPE scale can be used to determine the perception of the work effort or intensity of exercise.**
- S3.M14.7 - Describes how muscles pull on bones to create movement in pairs by relaxing and contracting.**
- S3.M15.7 – Designs and implements a program of remediation for 2 areas of weakness based on the results of health related fitness assessment.**
- S3.M16.7 – Maintains a physical activity and nutrition log for at least 2 weeks and reflects on activity levels and nutrition as documented in the log.**
- S3.M17.7 – Develops strategies for balancing healthy food, snacks and water intake, along with daily physical activity.**
- S3.M18.7 - Practices strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise.**

Harwood Unified Union School District – Physical Education Curriculum

Grade 7

Standard 4 – Exhibits responsible personal and social behavior that respects self and others.

National Standards: S4.M1 – S4.M7

S4.M1 – S4.M2 Personal responsibility
S4.M3 – Accepting feedback
S4.M4 –S4.M5 Working with others
S4.M6 – Rules and etiquette
S4.M7 - Safety

Grade Level Outcomes: Grade 7

- S4.M1.7 – Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates.**
- S4.M2.7 – Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class. (See Standard 3)**
- S4.M3.7 – Provides corrective feedback to a peer, using teacher generated guidelines, and incorporating appropriate tone and other communication skills.**
- S4.M4.7 – Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.**
- S4.M5.7 – Problem solves with a small group of classmates during adventure activities, small group initiatives or game play.**
- S4.M6.7 – Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance.**
- S4.M7.7 – Independently uses physical activity and exercise equipment appropriately and safely.**

Standard 5 – Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

National Standards: S5.M1 – S5.M6

S5.M1-S5.M2– Health
S5.M3– Challenge
S5.M4-S5.M5– Self-expression and enjoyment
S5.M6– Social interaction

Grade Level Outcomes: Grade 7

- S5.M1.7 – Identifies different types of physical activities and describes how each exerts a positive effect on health. (See Standard 3)**
- S5.M2.7 – Identifies positive mental and emotional aspects of participating in a variety of physical activities. (See Standard 3)**
- S5.M3.7 – Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge.**
- S5.M4.7 – Identifies why self-selected physical activities create enjoyment.**
- S5.M5.7- Explains the relationship between self-expression and lifelong enjoyment through physical activity.**
- S5.M6.7- Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates.(See Standard 4)**

Harwood Unified Union School District – Physical Education Curriculum

Grade 8

Standard 1 - Demonstrates competency in a variety of motor skills and movement patterns.

National Standards: S1.M1 – S1.M27

S1.M1 - Dance & Rhythms

S1.M2 - S1.M21- Games & Sports

S1.M22 - Outdoor Pursuits

S1.M23 - Aquatics

S1.M24 - Individual Performance Activities

Grade Level Outcomes: Grade 8

- S1.M1.8 – Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group.**
- S1.M2.8 – Throws with a mature pattern for distance or power appropriate to the activity during small sided game play.**
- S1.M3.8 – Catches using an implement in a dynamic environment or modified game play.**
- S1.M4.8 – Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (floor, field, ice).**
- S1.M5.8 – Throws a lead pass to a moving partner off a dribble or pass.**
- S1.M6.8 – Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens.**
- S1.M7.8– Executes the following offensive skills during small sided game play: pivot, give and go and fakes.**
- S1.M8.8- Dribbles with dominant and non-dominant hands using a change of speed and direction in small sided game play.**
- S1.M9.8- Foot dribbles (or dribbles with an implement) with control, changing speed and direction during small sided game play.**
- S1.M10.8 – Shoots on goal with a long handled implement for power and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse.**
- S1.M11.8 – Drop steps in the direction of the pass during player to player defense.**
- S1.M12.8 – Executes consistently (at least 70% of the time) a legal underhand serve for a distance and accuracy for net/wall games such as badminton, volleyball or pickle ball.**
- S1.M13.8 – Strikes with a mature overhand pattern in a dynamic environment for net/wall games such as volleyball, handball, badminton or tennis.**
- S1.M14.8– Demonstrates the mature form of the forehand and backhand strokes with a short or long-handled implement with power and accuracy in net games such as pickle ball, tennis, badminton or paddle ball.**
- S1.M15.8 – Transfers weight with correct timing using low to high striking pattern with a long handled implement on the forehand and backhand sides.**
- S1.M16.8- Forehand and backhand volleys with a mature form and control using a short handled implement during modified game play.**
- S1.M17.8- Two hand volleys with control in a small sided game.**
- S1.M18.8 – Performs consistently (70% of the time) a mature pattern with accuracy and control for one target game such as bowling or bocce.**
- S1.M19.8 – Strikes, with an implement, a stationary object for accuracy and power in activities such as croquet, shuffleboard or golf.**
- S1.M20.8– Strikes a pitched ball with an implement for power to open space in a variety of small sided games.**
- S1.M21.8 – Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play.**
- S1.M22.8 – Demonstrates correct technique for basic skills in at least 2 self-selected outdoor activities.**
- Aquatics - Preferably taught at elementary or secondary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum.
- S1.M24.8 – Demonstrates correct technique for basic skills in at least 2 self-selected individual performance activities.**

Harwood Unified Union School District – Physical Education Curriculum Grade 8

Standard 2 - Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

National Standards: S2.M1- S2.M13

S2.M1 - S2.M11 Games & Sports
S2.M12 - Individual Performance Activities, Dance & Rhythms
S2.M13 - Outdoor Pursuits

Grade Level Outcomes: Grade 8

- S2.M1.8 – Opens and closes space during small sided game play by combining locomotor movements with movement concepts.**
- S2.M2.8 – Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go.**
- S2.M3.8 – Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball.**
- S2.M4.8 – Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third party perspective).**
- S2.M5.8 – Reduces open space by not allowing the catch (denial) and anticipating the speed of the object and person for the purpose of interception or deflection.**
- S2.M6.8 – Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage.**
- S2.M7.8 – Creates open space in net/wall games with a either a long or short handled implement by varying force and direction, or by moving opponent from side to side and/or forward and back.**
- S2.M8.8– Varies placement, force and timing of return to prevent anticipation by opponent.**
- S2.M9.8 – Varies the speed, force and/or trajectory of the shot based on location of the object in relation to the target.**
- S2.M10.8– Identifies sacrifice situations and attempt to advance a teammate.**
- S2.M11.8 – Reduces open spaces in the field by working with teammates to maximize coverage.**
- S2.M12.8 – Describes and applies mechanical advantage(s) for a variety of movement patterns.**
- S2.M13.8– Implements safe protocols in self-selected outdoor activities. (See Standard 4)**

Harwood Unified Union School District – Physical Education Curriculum Grade 8

Standard 3 – Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

National Standards: S3.M1 – S3.M18

S3.M1 – Physical activity knowledge
S3.M2-S3.M6- Engages in physical activity
S3.M7-S3.M14- Fitness knowledge
S3.M15-M16 Assessment and Program planning
S3.M17- Nutrition
S3.M18- Stress Management

Grade Level Outcomes: Grade 8

S3.M1.8 – Develops a plan to address one of the barriers with one's family, school or community to maintaining physically active lifestyle.

S3.M2.8 – Participates in physical activity 3 times a week outside of physical education class.

S3.M3.8 – Participates in a variety of self-selected aerobic fitness activities outside of school such as walking, jogging, biking, skating, dancing and swimming.

S3.M4.8– Plans and implements a program of cross training to include aerobic, strength and endurance and flexibility training.

S3.M5.8 – Participates in self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day.

S3.M6.8 – Participates in moderate to vigorous aerobic and/or muscle and bone strengthening physical activity for at least 60 minutes per day at least 5 times per week.

S3.M7.8 – Compares and contrasts health related fitness components.

S3.M8.8 - Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.

S3.M9.8 – Employs a variety of appropriate static stretching techniques for all major muscle groups.

S3.M10.8 – Describes the role of flexibility in injury prevention.

S3.M11.8 – Uses the overload principle (FITT formula) in preparing a personal workout.

S3.M12.8 - Designs and implements a warm up/cool down regimen for a self-selected physical activity.

S3.M13.8 – Defines how the RPE scale can be used to adjust workout intensity during physical activity.

S3.M14.8 - Explains how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity.

S3.M15.8 – Designs and implements a program of remediation for 3 areas of weakness based on the results of health related fitness assessment.

S3.M16.8 – Designs and implements a program to improve levels of health related fitness and nutrition.

S3.M17.8 – Describes the relationship between poor nutrition and health risk factors.

S3.M18.8 - Demonstrates basic movements used in other stress-reducing activities such as yoga and tai chi.

Harwood Unified Union School District – Physical Education Curriculum Grade 8

Standard 4 – Exhibits responsible personal and social behavior that respects self and others.

National Standards: S4.M1 – S4.M7

S4.M1 – S4.M2 Personal responsibility
S4.M3 – Accepting feedback
S4.M4 –S4.M5 Working with others
S4.M6 – Rules and etiquette
S4.M7 - Safety

Grade Level Outcomes: Grade 8

- S4.M1.8 –** Accepts responsibility for improving one's own levels of physical activity and fitness.(See Standard 3)
- S4.M2.8 –** Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.
(See Standard 3)
- S4.M3.8 –** Provides encouragement and feedback to peers without prompting from the teacher.
- S4.M4.8 –** Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.
- S4.M5.8 –** Cooperates with multiple classmates on problem solving initiatives including adventure activities, large group initiatives and game play.
- S4.M6.8 –** Applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters.
- S4.M7.8 –** Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity.

Standard 5 – Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

National Standards: S5.M1 – S5.M6

S5.M1-S5.M2– Health
S5.M3– Challenge
S5.M4-S5.M5– Self-expression and enjoyment
S5.M6– Social interaction

Grade Level Outcomes: Grade 8

- S5.M1.8–** Identifies the 5 components of health related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition) and explains the connections between fitness and overall physical and mental health. (See Standard 3)
- S5.M2.8 –** Analyzes the empowering consequences of being physically active.
- S5.M3.8 –** Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.
- S5.M4.8 –** Discusses how enjoyment could be increased in self-selected physical activities.
- S5.M5.8-** Identifies and participates in an enjoyable activity that prompts individual self-expression.
- S5.M6.8-** Demonstrates respect for self by asking for help and helping others in various physical activities. (See Standard 4)

Harwood Unified Union School District – Physical Education Curriculum
High School Grades 9-12
Levels 1 and 2

Standard 1 - Demonstrates competency in a variety of motor skills and movement patterns.

National Standards: S1.H1 – S1.H3

S1.H1 - Lifetime Activities
S1.H2 - Dance and Rhythms
S1.H3- Fitness Activities

Grade Level Outcomes: Grade 9-12

- S1.H1.L1 – Demonstrates competency and/or refines activity specific movement skills in two or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games or target games).**
- S1.H2.L1 – Demonstrates competency in dance forms used in cultural and social occasions (e.g., weddings, parties), or demonstrates competency in one form or dance (e.g., ballet, modern, hip hop, tap).**
- S1.H3.L1 – Demonstrates competency in 1 or more specialized skills in health related fitness activities**
- S1.H1.L2 – Refines activity specific movement skills in one or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games or target games).**
- S1.H2.L2 – Demonstrates competency in a form of dance by choreographing a dance or by giving a performance.**
- S1.H3.L2 – Demonstrates competency in 2 or more specialized skills in health related fitness activities**

Standard 2 - Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

National Standards: S2.H1- S2.H4

S2.H1 - S2.H4 Movement concepts, principles and knowledge

Grade Level Outcomes: Grade 9-12

- S2.H1.L1 – Applies the terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately.**
- S2.H2.L1 – Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance and self and/or others in a selected skill.**
- S2.H3.L1 – Creates a practice plan to improve performance for a self-selected skill. (See Standard 1)**
- S2.H4.L1 – Identifies examples of social and technical dance forms.**
- S2.H1.L2 – Identifies and discusses the historical and cultural roles of games, sports and dance in a society.**
- S2.H2.L2 – Describes the speed/accuracy trade off in throwing and striking skills.**
- S2.H3.L2 – Identifies the stages of learning a motor skill.**
- S2.H4.L2 – Compares similarities and differences in various dance forms.**

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Standard 3 – Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

National Standards: S3.H1 – S3.H14

S3.H1 –S3.H5 Physical activity knowledge
S3.H6- Engages in physical activity
S3.H7-S3.H10- Fitness knowledge
S3.H11-S3.H12- Assessment and Program planning
S3.H13- Nutrition
S3.H14- Stress Management

Grade Level Outcomes: Grade 9-12

- S3.H1.L1 – Discusses the benefits of a physically active lifestyle as it relates to college or career productivity.
- S3.H2.L1 – Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.
- S3.H3.L1 – Identifies issues associated with exercising in heat, humidity and cold. (See Standard 4)
- S3.H4.L1– Evaluates – according to their benefits, social support network and participation requirements – activities that can be pursued in the local environment.
- S3.H5.L1 – Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle.
- S3.H6.L1 – Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day..
- S3.H7.L1 – Demonstrate appropriate technique in resistance training machines and free weights.**
- S3.H8.L1– Relates physiological responses to individual levels of fitness and nutritional balance.
- S3.H9.L1 – Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF, dynamic) for personal fitness development (strength, endurance, range of motion).**
- S3.H10.L1 – Calculates target heart rate and applies that information to personal fitness plan.**
- S3.H11.L1 – Creates and implements a behavior modification plan that enhances a healthy, active lifestyle in college or career settings.
- S3.H12.L1– Designs a fitness program, including all components of health related fitness, for a college student and an employee in the learner's chosen field of work.
- S3.H13.L1 – Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.
- S3.H14.L1 – Identifies stress management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.
- S3.H1.L2 – Investigates the relationships among physical activity, nutrition and body composition.
- S3.H2.L2– Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle.**
- S3.H3.L2 – Applies rates of perceived exertion and pacing.**
- S3.H4.L2– *If the outcome was not achieved in level 1, it should be a focus in Level 2.*
- S3.H5.L2 – Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity.
- S3.H6.L2 – Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event).
- S3.H7.L2 – Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle.

- S3.H8.L2– Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic).
- S3.H9.L2 – Identifies the structure of skeletal muscle and fiber types as they relate to muscle development.
- S3.H10.L2 – Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity.**
- S3.H11.L2 – Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).**
- S3.H12.L2– Analyzes the components of skill related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals.
- S3.H13.L2 – Creates a snack plan for before, during and after exercise that addresses nutrition needs for each phase.
- S3.H14.L2 – Applies stress management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.

Standard 4 – Exhibits responsible personal and social behavior that respects self and others.

National Standards: S4.H1 – S4.H5

- S4.H1- Personal responsibility**
- S4.H2 – Rules and etiquette**
- S4.H3- S4.H4 Working with others**
- S4.H5 - Safety**

Grade Level Outcomes: Grade 9-12

- S4.H1.L1 – Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. (See Standard 3)
- S4.H2.L1 – Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.
- S4.H3.L1 – Uses communication skills and strategies that promote team/group dynamics.
- S4.H4.L1 – Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups.
- S4.H5.L1 – Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).**
- S4.H1.L2 – Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.
- S4.H2.L2 – Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance enhancing substances, gambling, current events in sport).
- S4.H3.L2 – Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.
- S4.H4.L2 – Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects.
- S4.H5– *If the outcome was not achieved in Level 1, it should be a focus in Level 2.*

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Standard 5 – Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

National Standards: S5.H1 – S5.H4

S5.H1– Health
S5.H2– Challenge
S5.H3– Self-expression and enjoyment
S5.H4– Social interaction

Grade Level Outcomes: Grade 9-12

S5.H1.L1– Analyzes the health benefits of a self-selected physical activity.(See Standard 3)
S5.H2.L1– Challenge is a focus in Level 2.
S5.H3.L1– Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.
S5.H4.L1– Identifies the opportunity for social support in a self-selected physical activity or dance.
S5.H2 - If the outcome was not achieved in Level 1, it should be a focus in Level 2.
S5.H2.L2- Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
S5.H3.L2- Identifies the uniqueness of creative dance as a means of self-expression.
S5.H4.L2- Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance. (See Standard 4)