

**Physical Education
Curriculum Pacing and Planning
Early Childhood Education**

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Standard 1: <i>Skills</i> Students demonstrate competent skills in a variety of regular physical activities and sports.	1. Recognize basic rhythmic locomotive skills (e.g., walk, run, leap, hop, jump) and uneven rhythmic locomotive skills (e.g., gallop, glide, skip)										
Standard 2: <i>Physical Fitness</i> Students demonstrate competency in physical fitness.	1. Perform activities that enhance balance, agility, and coordination										
	2. Demonstrate a beginning level of physical fitness										
Standard 3: <i>Benefits and Factors</i> Students demonstrate knowledge of the factors important to and the benefits gained from participation in physical activity.	1. Demonstrate beginning group participation skills (e.g., sharing, getting along with others, respect for others)										
Standard 4: <i>Lifestyle</i> Students understand the importance of physical activity and its contributions to a healthy lifestyle.	1. Demonstrate an awareness of appropriate health practices (e.g., diet, exercise, posture, rest, relaxation)										

**Physical Education
Curriculum Pacing and Planning
Early Childhood Education**

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Standard 1: <i>Skills</i> Students demonstrate competent skills in a variety of regular physical activities and sports.	1. Recognize basic rhythmic locomotive skills (e.g., walk, run, leap, hop, jump) and uneven rhythmic locomotive skills (e.g., gallop, glide, skip)				
Standard 2: <i>Physical Fitness</i> Students demonstrate competency in physical fitness.	1. Perform activities that enhance balance, agility, and coordination				
	2. Demonstrate a beginning level of physical fitness				
Standard 3: <i>Benefits and Factors</i> Students demonstrate knowledge of the factors important to and the benefits gained from participation in physical activity.	1. Demonstrate beginning group participation skills (e.g., sharing, getting along with others, respect for others)				
Standard 4: <i>Lifestyle</i> Students understand the importance of physical activity and its contributions to a healthy lifestyle.	1. Demonstrate an awareness of appropriate health practices (e.g., diet, exercise, posture, rest, relaxation)				

**Physical Education
Curriculum Pacing and Planning
Kindergarten**

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Standard 1: <i>Skills</i> Students demonstrate competent skills in a variety of regular physical activities and sports.	1. Recognize basic rhythmic locomotive skills (e.g., walk, run, leap, hop, jump) and uneven rhythmic locomotive skills (e.g., gallop, glide, skip)										
	2. Demonstrate the basic concept of body awareness (e.g., personal space, static balance, and gross motor skills)										
Standard 2: <i>Physical Fitness</i> Students demonstrate competency in physical fitness.	1. Perform cardiorespiratory strength and flexibility activities (e.g., sit-ups, bending, swaying, stretching, twisting)										
	2. Perform activities that enhance balance, agility, and coordination										
	3. Demonstrate a beginning level of physical fitness										
Standard 3: <i>Benefits and Factors</i> Students demonstrate knowledge of the factors important to and the benefits gained from participation in physical activity.	1. Demonstrate beginning group participation skills (e.g., sharing, getting along with others, respect for others)										
Standard 4: <i>Lifestyle</i> Students understand the importance of physical activity and its contributions to a healthy lifestyle.	1. Demonstrate an awareness of appropriate health practices (e.g., diet, exercise, posture, rest, relaxation)										

**Physical Education
Curriculum Pacing and Planning
Kindergarten**

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Standard 1: <i>Skills</i> Students demonstrate competent skills in a variety of regular physical activities and sports.	1. Recognize basic rhythmic locomotive skills (e.g., walk, run, leap, hop, jump) and uneven rhythmic locomotive skills (e.g., gallop, glide, skip)				
	2. Demonstrate the basic concept of body awareness (e.g., personal space, static balance, and gross motor skills)				
Standard 2: <i>Physical Fitness</i> Students demonstrate competency in physical fitness.	1. Perform cardiorespiratory strength and flexibility activities (e.g., sit-ups, bending, swaying, stretching, twisting)				
	2. Perform activities that enhance balance, agility, and coordination				
	3. Demonstrate a beginning level of physical fitness				
Standard 3: <i>Benefits and Factors</i> Students demonstrate knowledge of the factors important to and the benefits gained from participation in physical activity.	1. Demonstrate beginning group participation skills (e.g., sharing, getting along with others, respect for others)				
Standard 4: <i>Lifestyle</i> Students understand the importance of physical activity and its contributions to a healthy lifestyle.	1. Demonstrate an awareness of appropriate health practices (e.g., diet, exercise, posture, rest, relaxation)				

Physical Education Curriculum Pacing and Planning First Grade

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Standard 1: <i>Skills</i> Students demonstrate competent skills in a variety of regular physical activities and sports.	1. Demonstrate rhythmic locomotor and nonlocomotor movements and visual and auditory discrimination										
	2. Apply and demonstrate the concept of body awareness (e.g., personal space, body awareness terms, gross and fine motor control)										
	3. Demonstrate object manipulation activities using objects of different sizes, shapes, and textures										
	4. Demonstrate creative exploration of movement and rhythm activities focusing on rhythm combinations and even and uneven rhythm										
Standard 2: <i>Physical Fitness</i> Students demonstrate competency in physical fitness.	1. Demonstrate a beginning level of physical fitness										
Standard 3: <i>Benefits and Factors</i> Students demonstrate knowledge of the factors important to and the benefits gained from participation in physical activity.	1. Demonstrate a positive self-image by contributing to groups in a variety of roles										
	2. Demonstrate a sense of security and belonging (e.g., participate in group activities)										
	3. Recognize procedures to ensure safety of self and others										
	4. Recognize visual and auditory sequencing, recall, discriminate, and perform simple routines and formations										
	5. Demonstrate knowledge of rules and boundaries of games and skills required for participation in games and activities										
	6. Demonstrate knowledge of concepts of taking turns and being "it" in simple games										
Standard 4: <i>Lifestyle</i> Students understand the importance of physical activity and its contributions to a healthy lifestyle.	1. Demonstrate an awareness of appropriate health practices (e.g., diet, exercise, posture, rest, relaxation)										

**Physical Education
Curriculum Pacing and Planning
First Grade**

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Standard 1: <i>Skills</i> Students demonstrate competent skills in a variety of regular physical activities and sports.	1. Demonstrate rhythmic locomotor and nonlocomotor movements and visual and auditory discrimination				
	2. Apply and demonstrate the concept of body awareness (e.g., personal space, body awareness terms, gross and fine motor control)				
	3. Demonstrate object manipulation activities using objects of different sizes, shapes, and textures				
	4. Demonstrate creative exploration of movement and rhythm activities focusing on rhythm combinations and even and uneven rhythm				
Standard 2: <i>Physical Fitness</i> Students demonstrate competency in physical fitness.	1. Demonstrate a beginning level of physical fitness				
Standard 3: <i>Benefits and Factors</i> Students demonstrate knowledge of the factors important to and the benefits gained from participation in physical activity.	1. Demonstrate a positive self-image by contributing to groups in a variety of roles				
	2. Demonstrate a sense of security and belonging (e.g., participate in group activities)				
	3. Recognize procedures to ensure safety of self and others				
	4. Recognize visual and auditory sequencing, recall, discriminate, and perform simple routines and formations				
	5. Demonstrate knowledge of rules and boundaries of games and skills required for participation in games and activities				
	6. Demonstrate knowledge of concepts of taking turns and being "it" in simple games				
Standard 4: <i>Lifestyle</i> Students understand the importance of physical activity and its contributions to a healthy lifestyle.	1. Demonstrate an awareness of appropriate health practices (e.g., diet, exercise, posture, rest, relaxation)				

**Physical Education
Curriculum Pacing and Planning
Second Grade**

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Standard 1: <i>Skills</i> Students demonstrate competent skills in a variety of regular physical activities and sports.	1. Refine locomotor and nonlocomotor movement patterns (e.g., balance skills; unilateral, bilateral, cross-lateral movements; movements in combination)										
	2. Demonstrate an awareness of the body as it relates to space (e.g., movement exercises, gross and fine motor control, respond to verbal cues relating to movement)										
	3. Demonstrate basic object manipulation skills (e.g., use various sizes and shapes of balls; propel objects through space; control movement of hula hoops, scarves, bean bags)										
	4. Extend rhythmic skills (e.g., reproduce a sequence of movements from memory, create simple dances, execute folk dances)										
Standard 2: <i>Physical Fitness</i> Students demonstrate competency in physical fitness.	1. Demonstrate cardiorespiratory function, strength, and flexibility (e.g., skipping rope, holding self on climbing rope, gymnastic performance)										
	2. Demonstrate improved physical fitness for each major fitness component (e.g., endurance, strength, agility)										
Standard 3: <i>Benefits and Factors</i> Students demonstrate knowledge of the factors important to and the benefits gained from participation in physical activity.	1. Exhibit the importance of cooperation (e.g., accepting winning or losing courteously, good conduct in sports)										
	2. Demonstrate additional factors of positive self-image (e.g., self-confidence)										
	3. Demonstrate an extended understanding of safety for self and others (e.g., rules for safe participation, use of equipment)										
	4. Give and follow directions										
	5. Apply rules to organized activities and follow rules for specific activities										
Standard 4: <i>Lifestyle</i> Students understand the importance of physical activity and its contributions to a healthy lifestyle.	1. Demonstrate good health practices in daily living (e.g., appropriate seasonal dress, nutritious snacks and meals, cleanliness)										

**Physical Education
Curriculum Pacing and Planning
Second Grade**

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Standard 1: <i>Skills</i> Students demonstrate competent skills in a variety of regular physical activities and sports.	1. Refine locomotor and nonlocomotor movement patterns (e.g., balance skills; unilateral, bilateral, cross-lateral movements; movements in combination)				
	2. Demonstrate an awareness of the body as it relates to space (e.g., movement exercises, gross and fine motor control, respond to verbal cues relating to movement)				
	3. Demonstrate basic object manipulation skills (e.g., use various sizes and shapes of balls; propel objects through space; control movement of hula hoops, scarves, bean bags)				
	4. Extend rhythmic skills (e.g., reproduce a sequence of movements from memory, create simple dances, execute folk dances)				
Standard 2: <i>Physical Fitness</i> Students demonstrate competency in physical fitness.	1. Demonstrate cardiorespiratory function, strength, and flexibility (e.g., skipping rope, holding self on climbing rope, gymnastic performance)				
	2. Demonstrate improved physical fitness for each major fitness component (e.g., endurance, strength, agility)				
Standard 3: <i>Benefits and Factors</i> Students demonstrate knowledge of the factors important to and the benefits gained from participation in physical activity.	1. Exhibit the importance of cooperation (e.g., accepting winning or losing courteously, good conduct in sports)				
	2. Demonstrate additional factors of positive self-image (e.g., self-confidence)				
	3. Demonstrate an extended understanding of safety for self and others (e.g., rules for safe participation, use of equipment)				
	4. Give and follow directions				
	5. Apply rules to organized activities and follow rules for specific activities				
Standard 4: <i>Lifestyle</i> Students understand the importance of physical activity and its contributions to a healthy lifestyle.	1. Demonstrate good health practices in daily living (e.g., appropriate seasonal dress, nutritious snacks and meals, cleanliness)				

Physical Education

Curriculum Pacing and Planning

Third Grade

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Standard 1: <i>Skills</i> Students demonstrate competent skills in a variety of regular physical activities and sports.	1. Demonstrate object manipulation by controlling the movement of small objects to strike other objects										
	2. Perform advanced coordination activities, movement patterns, creativity in personal performance, and rhythmic skills in dance activities (e.g., folk or square dances) and respond to musical directions and characteristics of dance										
	3. Demonstrate correct techniques for various activities and movements										
	4. Demonstrate creative exploration to include combinations of various movements and manipulations (e.g., basketball, bicycling, dance, soccer)										
Standard 2: <i>Physical Fitness</i> Students demonstrate competency in physical fitness.	1. Demonstrate fitness through daily physical activities										
	2. Demonstrate an increased level of physical fitness on all components (e.g., endurance, strength, agility)										
	3. Demonstrate agility and speed in completion of obstacle courses										
Standard 3: <i>Benefits and Factors</i> Students demonstrate knowledge of the factors important to and the benefits gained from participation in physical activity.	1. Demonstrate additional factors of positive self-image (e.g., self-confidence)										
	2. Exhibit good sportsmanship, perceive winning and losing as part of games, exhibit concern for safety of others, and understand roles of cooperation and competition in group activities										
	3. Demonstrate an understanding of appropriate rules, strategies, and behaviors for physical activities										
	4. Show creativity in designing activities that incorporate rules and boundaries										
Standard 4: <i>Lifestyle</i> Students understand the importance of physical activity and its contributions to a healthy lifestyle.	1. Demonstrate an awareness of choices that promote health and well-being and consequences of choosing to consume dangerous substances										
	2. Explore choices that promote health and well-being										
	3. Demonstrate practices that contribute to maintenance of good health and fitness										

**Physical Education
Curriculum Pacing and Planning
Third Grade**

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Standard 1: <i>Skills</i> Students demonstrate competent skills in a variety of regular physical activities and sports.	1. Demonstrate object manipulation by controlling the movement of small objects to strike other objects				
	2. Perform advanced coordination activities, movement patterns, creativity in personal performance, and rhythmic skills in dance activities (e.g., folk or square dances) and respond to musical directions and characteristics of dance				
	3. Demonstrate correct techniques for various activities and movements				
	4. Demonstrate creative exploration to include combinations of various movements and manipulations (e.g., basketball, bicycling, dance, soccer)				
Standard 2: <i>Physical Fitness</i> Students demonstrate competency in physical fitness.	1. Demonstrate fitness through daily physical activities				
	2. Demonstrate an increased level of physical fitness on all components (e.g., endurance, strength, agility)				
	3. Demonstrate agility and speed in completion of obstacle courses				
Standard 3: <i>Benefits and Factors</i> Students demonstrate knowledge of the factors important to and the benefits gained from participation in physical activity.	1. Demonstrate additional factors of positive self-image (e.g., self-confidence)				
	2. Exhibit good sportsmanship, perceive winning and losing as part of games, exhibit concern for safety of others, and understand roles of cooperation and competition in group activities				
	3. Demonstrate an understanding of appropriate rules, strategies, and behaviors for physical activities				
	4. Show creativity in designing activities that incorporate rules and boundaries				
Standard 4: <i>Lifestyle</i> Students understand the importance of physical activity and its contributions to a healthy lifestyle.	1. Demonstrate an awareness of choices that promote health and well-being and consequences of choosing to consume dangerous substances				
	2. Explore choices that promote health and well-being				
	3. Demonstrate practices that contribute to maintenance of good health and fitness				

Physical Education

Curriculum Pacing and Planning

Fourth Grade

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Standard 1: <i>Skills</i> Students demonstrate competent skills in a variety of regular physical activities and sports.	1. Apply learned techniques of object manipulation										
	2. Demonstrate basic components of games using various forms of balls and striking objects										
	3. Extend advance rhythmic skills (e.g., two- and three-part folk dances, dance movements)										
	4. Perform advanced coordination activities, movement patterns, creativity in personal performance, and rhythmic skills in dance activities (e.g., folk or square dances) and respond to musical directions and characteristics of dance										
Standard 2: <i>Physical Fitness</i> Students demonstrate competency in physical fitness.	1. Identify specific cardiovascular fitness activities (e.g., walking, jogging, biking, swimming, aerobic dance, rope skipping)										
	2. Identify activities that enhance muscular strength and endurance (e.g., push-ups, sit-ups, pull-ups, rope climbing) and ballistic and static stretching										
	3. Analyze physical activity and its effect on body systems, pulse rate at rest and following vigorous activity, cooling effects of perspiration, effects of training (e.g., increased endurance, less fatigue, quicker recovery), and need for pacing in activity										
	4. Demonstrate an increased level of physical fitness (e.g., sit-ups, flexed arm-hang, sit and reach test, 600-yard walk or run)										
Standard 3: <i>Benefits and Factors</i> Students demonstrate knowledge of the factors important to and the benefits gained from participation in physical activity.	1. Demonstrate additional factors of positive self-image (e.g., self-confidence)										
	2. Understand individual differences and exhibit cooperation in group activities										
	3. Demonstrate an awareness of cross-cultural and international understanding in physical activities (e.g., games from different countries, rhythmic activities from different parts of the world)										
	4. Demonstrate knowledge of rules, strategies, and appropriate behaviors for selected physical activities, including lead-up games for basketball, football, softball, volleyball, and soccer										
	5. Demonstrate an understanding of the necessity for guidelines in physical activity										
Standard 4: <i>Lifestyle</i> Students understand the importance of physical activity and its contributions to a healthy lifestyle.	1. Demonstrate an awareness of choices that promote health and well-being and consequences of choosing to consume dangerous substances										
	2. Explore choices that promote health and well-being										
	3. Demonstrate practices that contribute to maintenance of good health and fitness										

Physical Education Curriculum Pacing and Planning Fourth Grade

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Standard 1: <i>Skills</i> Students demonstrate competent skills in a variety of regular physical activities and sports.	1. Apply learned techniques of object manipulation				
	2. Demonstrate basic components of games using various forms of balls and striking objects				
	3. Extend advance rhythmic skills (e.g., two- and three-part folk dances, dance movements)				
	4. Perform advanced coordination activities, movement patterns, creativity in personal performance, and rhythmic skills in dance activities (e.g., folk or square dances) and respond to musical directions and characteristics of dance				
Standard 2: <i>Physical Fitness</i> Students demonstrate competency in physical fitness.	1. Identify specific cardiovascular fitness activities (e.g., walking, jogging, biking, swimming, aerobic dance, rope skipping)				
	2. Identify activities that enhance muscular strength and endurance (e.g., push-ups, sit-ups, pull-ups, rope climbing) and ballistic and static stretching				
	3. Analyze physical activity and its effect on body systems, pulse rate at rest and following vigorous activity, cooling effects of perspiration, effects of training (e.g., increased endurance, less fatigue, quicker recovery), and need for pacing in activity				
	4. Demonstrate an increased level of physical fitness (e.g., sit-ups, flexed arm-hang, sit and reach test, 600-yard walk or run)				
Standard 3: <i>Benefits and Factors</i> Students demonstrate knowledge of the factors important to and the benefits gained from participation in physical activity.	1. Demonstrate additional factors of positive self-image (e.g., self-confidence)				
	2. Understand individual differences and exhibit cooperation in group activities				
	3. Demonstrate an awareness of cross-cultural and international understanding in physical activities (e.g., games from different countries, rhythmic activities from different parts of the world)				
	4. Demonstrate knowledge of rules, strategies, and appropriate behaviors for selected physical activities, including lead-up games for basketball, football, softball, volleyball, and soccer				
	5. Demonstrate an understanding of the necessity for guidelines in physical activity				
Standard 4: <i>Lifestyle</i> Students understand the importance of physical activity and its contributions to a healthy lifestyle.	1. Demonstrate an awareness of choices that promote health and well-being and consequences of choosing to consume dangerous substances				
	2. Explore choices that promote health and well-being				
	3. Demonstrate practices that contribute to maintenance of good health and fitness				

Physical Education

Curriculum Pacing and Planning

Fifth Grade

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Standard 1: <i>Skills</i> Students demonstrate competent skills in a variety of regular physical activities and sports.	1. Demonstrate combined locomotor skills in object manipulation and movement through space (e.g., passing, dribbling, kicking, shooting techniques), stop and catch moving objects, and perform striking actions using game objects (e.g., controlling object speed, direction)										
	2. Demonstrate advanced dance skills in complex rhythmic activities (e.g., response to different levels, directions, patterns, tempos; folk, line, square dances)										
	3. Apply learned skills in organized sports (e.g., soccer, kickball, basketball, volleyball, football, softball)										
	4. Extend and combine body awareness skills (e.g., change, combine movements in a dance sequence)										
Standard 2: <i>Physical Fitness</i> Students demonstrate competency in physical fitness.	1. Demonstrate an understanding of practices that contribute to maintenance of good health and fitness										
	2. Incorporate fitness activities into everyday routine and assume individual responsibility										
	3. Continue to increase physical fitness level (e.g., sit-ups, flexed arm-hang, sit and reach test, 600-yard walk or run)										
Standard 3: <i>Benefits and Factors</i> Students demonstrate knowledge of the factors important to and the benefits gained from participation in physical activity.	1. Demonstrate additional factors of positive self-image (e.g., self-confidence)										
	2. Demonstrate an understanding of the importance of peer influence, teamwork, cooperation, sportspersonship, and the concept that individual differences are natural and desirable										
Standard 4: <i>Lifestyle</i> Students understand the importance of physical activity and its contributions to a healthy lifestyle.	1. Demonstrate an awareness of choices that promote health and well-being and consequences of choosing to consume dangerous substances										
	2. Explore choices that promote health and well-being										
	3. Demonstrate practices that contribute to maintenance of good health and fitness										

**Physical Education
Curriculum Pacing and Planning
Fifth Grade**

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Standard 1: <i>Skills</i> Students demonstrate competent skills in a variety of regular physical activities and sports.	1. Demonstrate combined locomotor skills in object manipulation and movement through space (e.g., passing, dribbling, kicking, shooting techniques), stop and catch moving objects, and perform striking actions using game objects (e.g., controlling object speed, direction)				
	2. Demonstrate advanced dance skills in complex rhythmic activities (e.g., response to different levels, directions, patterns, tempos; folk, line, square dances)				
	3. Apply learned skills in organized sports (e.g., soccer, kickball, basketball, volleyball, football, softball)				
	4. Extend and combine body awareness skills (e.g., change, combine movements in a dance sequence)				
Standard 2: <i>Physical Fitness</i> Students demonstrate competency in physical fitness.	1. Demonstrate an understanding of practices that contribute to maintenance of good health and fitness				
	2. Incorporate fitness activities into everyday routine and assume individual responsibility				
	3. Continue to increase physical fitness level (e.g., sit-ups, flexed arm-hang, sit and reach test, 600-yard walk or run)				
Standard 3: <i>Benefits and Factors</i> Students demonstrate knowledge of the factors important to and the benefits gained from participation in physical activity.	1. Demonstrate additional factors of positive self-image (e.g., self-confidence)				
	2. Demonstrate an understanding of the importance of peer influence, teamwork, cooperation, sportpersonship, and the concept that individual differences are natural and desirable				
Standard 4: <i>Lifestyle</i> Students understand the importance of physical activity and its contributions to a healthy lifestyle.	1. Demonstrate an awareness of choices that promote health and well-being and consequences of choosing to consume dangerous substances				
	2. Explore choices that promote health and well-being				
	3. Demonstrate practices that contribute to maintenance of good health and fitness				

Physical Education

Curriculum Pacing and Planning

Sixth Grade

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Standard 1: <i>Skills</i> Students demonstrate competent skills in a variety of regular physical activities and sports.	1. Demonstrate dominant and nondominant hand and foot coordination in sport skills activities (e.g., basketball dribbling, rope jumping, throwing, catching)										
	2. Demonstrate advanced dance skills in complex rhythmic activities (e.g., response to different levels, directions, patterns, tempos; folk, line, square dances)										
	3. Demonstrate advanced locomotor skills in large group games and lead-up games for major sports (e.g., dribble, pass, shoot, catch, block)										
	4. Demonstrate rhythm skills in physical activities (e.g., rope jumping, gymnastics, dance)										
	5. Demonstrate offensive and defensive strategies in team sports and individual activities										
Standard 2: <i>Physical Fitness</i> Students demonstrate competency in physical fitness.	1. Identify principles of a good exercise program; fitness components of strength, flexibility, and cardiovascular conditioning through daily exercises; benefits of skill-related fitness; relationship of sport and dance participation to fitness maintenance; importance of hygiene practices as related to fitness										
	2. Participate in physical fitness testing and interpret individual results										
Standard 3: <i>Benefits and Factors</i> Students demonstrate knowledge of the factors important to and the benefits gained from participation in physical activity.	1. Demonstrate positive peer influence (e.g., leading and taking responsibility by assuming various roles as team captain, referee, score keeper, equipment manager)										
	2. Demonstrate proper scoring procedures and rules of various activities										
	3. Demonstrate and participate in the use of proper gym attire for safety and function										
	4. Demonstrate the safe use and care of physical education equipment										
	5. Demonstrate an awareness of water survival and safety in compliance with Red Cross standards										
	6. Perform and discuss dance from various cultures										
Standard 4: <i>Lifestyle</i> Students understand the importance of physical activity and its contributions to a healthy lifestyle.	1. Demonstrate an understanding of the benefits of hygiene practices as related to fitness										
	2. Explore personal strengths through participation and analysis of various physical activities										

Physical Education Curriculum Pacing and Planning Sixth Grade

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Standard 1: <i>Skills</i> Students demonstrate competent skills in a variety of regular physical activities and sports.	1. Demonstrate dominant and nondominate hand and foot coordination in sport skills activities (e.g., basketball dribbling, rope jumping, throwing, catching)				
	2. Demonstrate advanced dance skills in complex rhythmic activities (e.g., response to different levels, directions, patterns, tempos; folk, line, square dances)				
	3. Demonstrate advanced locomotor skills in large group games and lead-up games for major sports (e.g., dribble, pass, shoot, catch, block)				
	4. Demonstrate rhythm skills in physical activities (e.g., rope jumping, gymnastics, dance)				
	5. Demonstrate offensive and defensive strategies in team sports and individual activities				
Standard 2: <i>Physical Fitness</i> Students demonstrate competency in physical fitness.	1. Identify principles of a good exercise program; fitness components of strength, flexibility, and cardiovascular conditioning through daily exercises; benefits of skill-related fitness; relationship of sport and dance participation to fitness maintenance; importance of hygiene practices as related to fitness				
	2. Participate in physical fitness testing and interpret individual results				
Standard 3: <i>Benefits and Factors</i> Students demonstrate knowledge of the factors important to and the benefits gained from participation in physical activity.	1. Demonstrate positive peer influence (e.g., leading and taking responsibility by assuming various roles as team captain, referee, score keeper, equipment manager)				
	2. Demonstrate proper scoring procedures and rules of various activities				
	3. Demonstrate and participate in the use of proper gym attire for safety and function				
	4. Demonstrate the safe use and care of physical education equipment				
	5. Demonstrate an awareness of water survival and safety in compliance with Red Cross standards				
	6. Perform and discuss dance from various cultures				
Standard 4: <i>Lifestyle</i> Students understand the importance of physical activity and its contributions to a healthy lifestyle.	1. Demonstrate an understanding of the benefits of hygiene practices as related to fitness				
	2. Explore personal strengths through participation and analysis of various physical activities				

**Physical Education
Curriculum Pacing and Planning
Seventh Grade**

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Standard 1: <i>Skills</i> Students demonstrate competent skills in a variety of regular physical activities and sports.	1. Demonstrate dominant and nondominant hand and foot coordination in sport skills activities (e.g., basketball dribbling, rope jumping, throwing, catching)										
	2. Demonstrate offensive and defensive strategies in team sports and individual activities										
	3. Demonstrate proficient application of skills used in team sports (e.g., soccer, flag football, volleyball, basketball, softball, hockey)										
	4. Apply learned skills appropriate to individual sports and dance (e.g., gymnastics, track and field, table tennis, bowling, racquet games, modern dance, jazz, ballet)										
	5. Demonstrate correct exercise techniques important in injury prevention										
Standard 2: <i>Physical Fitness</i> Students demonstrate competency in physical fitness.	1. Participate in physical fitness testing and interpret individual results										
	2. Develop and identify the relationship of leisure activities to lifetime wellness										
	3. Set personal goals for fitness level improvement										
	4. Interpret own fitness level by comparing present fitness score with previous fitness scores										
	5. Develop and identify the relationship of team, dance, and individual activities to lifetime wellness										

**Physical Education
Curriculum Pacing and Planning
Seventh Grade (continued)**

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Standard 3: <i>Benefits and Factors</i> Students demonstrate knowledge of the factors important to and the benefits gained from participation in physical activity.	1. Demonstrate positive peer influence (e.g., leading and taking responsibility by assuming various roles as team captain, referee, score keeper, equipment manager)										
	2. Demonstrate proper scoring procedures and rules of various activities										
	3. Demonstrate and participate in the use of proper gym attire for safety and function										
	4. Demonstrate the safe use and care of physical education equipment										
	5. Perform and discuss dance from various cultures										
	6. Demonstrate leadership skills (e.g., peer coaching, team leaders, drill directors, peer testers, equipment manager, time keepers)										
	7. Explore the history and terminology of various sports and dances, including sports not experienced in class, as well as the cultural diversity of sports and dance (e.g., Olympics, current and historical trends)										
	8. Demonstrate and apply water survival and safety in compliance with Red Cross standards										
	9. Distinguish styles of dance from various cultures										
Standard 4: <i>Lifestyle</i> Students understand the importance of physical activity and its contributions to a healthy lifestyle.	1. Demonstrate an understanding of the benefits of hygiene practices as related to fitness										
	2. Explore personal strengths through participation and analysis of various physical activities										

Physical Education

Curriculum Pacing and Planning

Seventh Grade

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Standard 1: <i>Skills</i> Students demonstrate competent skills in a variety of regular physical activities and sports.	1. Demonstrate dominant and nondominate hand and foot coordination in sport skills activities (e.g., basketball dribbling, rope jumping, throwing, catching)				
	2. Demonstrate offensive and defensive strategies in team sports and individual activities				
	3. Demonstrate proficient application of skills used in team sports (e.g., soccer, flag football, volleyball, basketball, softball, hockey)				
	4. Apply learned skills appropriate to individual sports and dance (e.g., gymnastics, track and field, table tennis, bowling, racquet games, modern dance, jazz, ballet)				
	5. Demonstrate correct exercise techniques important in injury prevention				
Standard 2: <i>Physical Fitness</i> Students demonstrate competency in physical fitness.	1. Participate in physical fitness testing and interpret individual results				
	2. Develop and identify the relationship of leisure activities to lifetime wellness				
	3. Set personal goals for fitness level improvement				
	4. Interpret own fitness level by comparing present fitness score with previous fitness scores				
	5. Develop and identify the relationship of team, dance, and individual activities to lifetime wellness				
Standard 3: <i>Benefits and Factors</i> Students demonstrate knowledge of the factors important to and the benefits gained from participation in physical activity.	1. Demonstrate positive peer influence (e.g., leading and taking responsibility by assuming various roles as team captain, referee, score keeper, equipment manager)				
	2. Demonstrate proper scoring procedures and rules of various activities				
	3. Demonstrate and participate in the use of proper gym attire for safety and function				
	4. Demonstrate the safe use and care of physical education equipment				
	5. Perform and discuss dance from various cultures				
	6. Demonstrate leadership skills (e.g., peer coaching, team leaders, drill directors, peer testers, equipment manager, time keepers)				
	7. Explore the history and terminology of various sports and dances, including sports not experienced in class, as well as the cultural diversity of sports and dance (e.g., Olympics, current and historical trends)				
	8. Demonstrate and apply water survival and safety in compliance with Red Cross standards				
	9. Distinguish styles of dance from various cultures				
Standard 4: <i>Lifestyle</i> Students understand the importance of physical activity and its contributions to a healthy lifestyle.	1. Demonstrate an understanding of the benefits of hygiene practices as related to fitness				
	2. Explore personal strengths through participation and analysis of various physical activities				

Physical Education

Curriculum Pacing and Planning

Eighth Grade

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Standard 1: <i>Skills</i> Students demonstrate competent skills in a variety of regular physical activities and sports.	1. Apply learned skills appropriate to individual sports and dance (e.g., gymnastics, track and field, table tennis, bowling, racquet games, modern dance, jazz, ballet)										
	2. Apply learned skills in team sports (e.g., soccer, flag football, volleyball, basketball, softball, hockey, modern dance, jazz, ballet)										
	3. Participate and develop skills used in individual sports (e.g., gymnastics, track and field, table tennis, bowling, racquet games)										
	4. Identify a muscular strength program, including proper techniques of weight training with an emphasis on safety										
Standard 2: <i>Physical Fitness</i> Students demonstrate competency in physical fitness.	1. Develop and identify the relationship of leisure activities to lifetime wellness										
	2. Set personal goals for fitness level improvement										
	3. Identify own progression in fitness components, including setting personal fitness goals and developing a plan to achieve those goals										
	4. Participate in lifetime leisure or recreational activities???										
Standard 3: <i>Benefits and Factors</i> Students demonstrate knowledge of the factors important to and the benefits gained from participation in physical activity.	1. Demonstrate leadership skills (e.g., peer coaching, team leaders, drill directors, peer testers, equipment manager, time keepers)										
	2. Explore the history and terminology of various sports and dances, including sports not experienced in class, as well as the cultural diversity of sports and dance (e.g., Olympics, current and historical trends)										
	3. Participate in lifetime leisure or recreational activities???										
	4. Demonstrate leadership skills (e.g., positive group interaction, lead lower grade-level students in group interactions)										
	5. Develop games, rules, and tests for others to use										
	6. Explore careers related to physical education, recreation, dance, and health										
	7. Analyze games, activities, and strategies and apply to personal performance										
	8. Compare dance in relation to historical periods										
Standard 4: <i>Lifestyle</i> Students understand the importance of physical activity and its contributions to a healthy lifestyle.	1. Demonstrate an understanding of the benefits of hygiene practices as related to fitness										
	2. Explore personal strengths through participation and analysis of various physical activities										

Physical Education Curriculum Pacing and Planning Eighth Grade

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Standard 1: <i>Skills</i> Students demonstrate competent skills in a variety of regular physical activities and sports.	1. Apply learned skills appropriate to individual sports and dance (e.g., gymnastics, track and field, table tennis, bowling, racquet games, modern dance, jazz, ballet)				
	2. Apply learned skills in team sports (e.g., soccer, flag football, volleyball, basketball, softball, hockey, modern dance, jazz, ballet)				
	3. Participate and develop skills used in individual sports (e.g., gymnastics, track and field, table tennis, bowling, racquet games)				
	4. Identify a muscular strength program, including proper techniques of weight training with an emphasis on safety				
Standard 2: <i>Physical Fitness</i> Students demonstrate competency in physical fitness.	1. Develop and identify the relationship of leisure activities to lifetime wellness				
	2. Set personal goals for fitness level improvement				
	3. Identify own progression in fitness components, including setting personal fitness goals and developing a plan to achieve those goals				
	4. Participate in lifetime leisure or recreational activities???				
Standard 3: <i>Benefits and Factors</i> Students demonstrate knowledge of the factors important to and the benefits gained from participation in physical activity.	1. Demonstrate leadership skills (e.g., peer coaching, team leaders, drill directors, peer testers, equipment manager, time keepers)				
	2. Explore the history and terminology of various sports and dances, including sports not experienced in class, as well as the cultural diversity of sports and dance (e.g., Olympics, current and historical trends)				
	3. Participate in lifetime leisure or recreational activities???				
	4. Demonstrate leadership skills (e.g., positive group interaction, lead lower grade-level students in group interactions)				
	5. Develop games, rules, and tests for others to use				
	6. Explore careers related to physical education, recreation, dance, and health				
	7. Analyze games, activities, and strategies and apply to personal performance				
	8. Compare dance in relation to historical periods				
Standard 4: <i>Lifestyle</i> Students understand the importance of physical activity and its contributions to a healthy lifestyle.	1. Demonstrate an understanding of the benefits of hygiene practices as related to fitness				
	2. Explore personal strengths through participation and analysis of various physical activities				

**Physical Education
Curriculum Pacing and Planning
Ninth Grade**

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Standard 1: <i>Skills</i> Students demonstrate competent skills in a variety of regular physical activities and sports.	1. Select and refine skills and knowledge learned in team and individual sports and leisure activities										
	2. Demonstrate complete understanding of strategies, rules, organization, and leadership as they relate to team and individual sports										
	3. Identify and demonstrate longer and more complex movement combinations in broad dynamic range from different dance styles and/or traditions										
	4. Demonstrate and apply the principles of choreography										
Standard 2: <i>Physical Fitness</i> Students demonstrate competency in physical fitness.	1. Identify and understand the five parts of health-related physical fitness (e.g., cardiovascular, strength, muscular endurance, flexibility, body fitness)										
	2. Create and follow a progressive individual fitness program										
	3. Participate in a dance class progression based on fitness principals and injury prevention										
Standard 3: <i>Benefits and Factors</i> Students demonstrate knowledge of the factors important to and the benefits gained from participation in physical activity.	1. Define and demonstrate the principals of overload, progression, and specificity										
	2. Contrast and demonstrate the threshold of training and target zone										
	3. Distinguish between and demonstrate the parts of the target zone										
	4. Analyze how dance is viewed throughout history in various cultures										
Standard 4: <i>Lifestyle</i> Students understand the importance of physical activity and its contributions to a healthy lifestyle.	1. Identify health problems that can result from a lack of exercise defined as hypokinetic conditions										
	2. Develop an understanding of health risk factors that affect a healthy lifestyle										

**Physical Education
Curriculum Pacing and Planning
Ninth Grade**

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Standard 1: <i>Skills</i> Students demonstrate competent skills in a variety of regular physical activities and sports.	1. Select and refine skills and knowledge learned in team and individual sports and leisure activities				
	2. Demonstrate complete understanding of strategies, rules, organization, and leadership as they relate to team and individual sports				
	3. Identify and demonstrate longer and more complex movement combinations in broad dynamic range from different dance styles and/or traditions				
	4. Demonstrate and apply the principles of choreography				
Standard 2: <i>Physical Fitness</i> Students demonstrate competency in physical fitness.	1. Identify and understand the five parts of health-related physical fitness (e.g., cardiovascular, strength, muscular endurance, flexibility, body fitness)				
	2. Create and follow a progressive individual fitness program				
	3. Participate in a dance class progression based on fitness principals and injury prevention				
Standard 3: <i>Benefits and Factors</i> Students demonstrate knowledge of the factors important to and the benefits gained from participation in physical activity.	1. Define and demonstrate the principals of overload, progression, and specificity				
	2. Contrast and demonstrate the threshold of training and target zone				
	3. Distinguish between and demonstrate the parts of the target zone				
	4. Analyze how dance is viewed throughout history in various cultures				
Standard 4: <i>Lifestyle</i> Students understand the importance of physical activity and its contributions to a healthy lifestyle.	1. Identify health problems that can result from a lack of exercise defined as hypokinetic conditions				
	2. Develop an understanding of health risk factors that affect a healthy lifestyle				

**Physical Education
Curriculum Pacing and Planning
Tenth Grade**

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Standard 1: <i>Skills</i> Students demonstrate competent skills in a variety of regular physical activities and sports.	5. Select and refine skills and knowledge learned in team and individual sports and leisure activities										
	6. Demonstrate complete understanding of strategies, rules, organization, and leadership as they relate to team and individual sports										
	7. Identify and demonstrate longer and more complex movement combinations in broad dynamic range from different dance styles and/or traditions										
	8. Demonstrate and apply the principles of choreography										
Standard 2: <i>Physical Fitness</i> Students demonstrate competency in physical fitness.	4. Identify and understand the five parts of health-related physical fitness (e.g., cardiovascular, strength, muscular endurance, flexibility, body fitness)										
	5. Create and follow a progressive individual fitness program										
	6. Participate in a dance class progression based on fitness principals and injury prevention										
Standard 3: <i>Benefits and Factors</i> Students demonstrate knowledge of the factors important to and the benefits gained from participation in physical activity.	5. Define and demonstrate the principals of overload, progression, and specificity										
	6. Contrast and demonstrate the threshold of training and target zone										
	7. Distinguish between and demonstrate the parts of the target zone										
	8. Analyze how dance is viewed throughout history in various cultures										
Standard 4: <i>Lifestyle</i> Students understand the importance of physical activity and its contributions to a healthy lifestyle.	3. Identify health problems that can result from a lack of exercise defined as hypokinetic conditions										
	4. Develop an understanding of health risk factors that affect a healthy lifestyle										

**Physical Education
Curriculum Pacing and Planning
Tenth Grade**

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Standard 1: <i>Skills</i> Students demonstrate competent skills in a variety of regular physical activities and sports.	1. Select and refine skills and knowledge learned in team and individual sports and leisure activities				
	2. Demonstrate complete understanding of strategies, rules, organization, and leadership as they relate to team and individual sports				
	3. Identify and demonstrate longer and more complex movement combinations in broad dynamic range from different dance styles and/or traditions				
	4. Demonstrate and apply the principles of choreography				
Standard 2: <i>Physical Fitness</i> Students demonstrate competency in physical fitness.	1. Identify and understand the five parts of health-related physical fitness (e.g., cardiovascular, strength, muscular endurance, flexibility, body fitness)				
	2. Create and follow a progressive individual fitness program				
	3. Participate in a dance class progression based on fitness principals and injury prevention				
Standard 3: <i>Benefits and Factors</i> Students demonstrate knowledge of the factors important to and the benefits gained from participation in physical activity.	1. Define and demonstrate the principals of overload, progression, and specificity				
	2. Contrast and demonstrate the threshold of training and target zone				
	3. Distinguish between and demonstrate the parts of the target zone				
	4. Analyze how dance is viewed throughout history in various cultures				
Standard 4: <i>Lifestyle</i> Students understand the importance of physical activity and its contributions to a healthy lifestyle.	1. Identify health problems that can result from a lack of exercise defined as hypokinetic conditions				
	2. Develop an understanding of health risk factors that affect a healthy lifestyle				

**Physical Education
Curriculum Pacing and Planning
Eleventh Grade**

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Standard 1: <i>Skills</i> Students demonstrate competent skills in a variety of regular physical activities and sports.	1. Select and refine skills and knowledge learned in team and individual sports and leisure activities										
	2. Demonstrate complete understanding of strategies, rules, organization, and leadership as they relate to team and individual sports										
	3. Identify and demonstrate longer and more complex movement combinations in broad dynamic range from different dance styles and/or traditions										
	4. Demonstrate and apply the principles of choreography										
Standard 2: <i>Physical Fitness</i> Students demonstrate competency in physical fitness.	1. Identify and understand the five parts of health-related physical fitness (e.g., cardiovascular, strength, muscular endurance, flexibility, body fitness)										
	2. Create and follow a progressive individual fitness program										
	3. Participate in a dance class progression based on fitness principals and injury prevention										
Standard 3: <i>Benefits and Factors</i> Students demonstrate knowledge of the factors important to and the benefits gained from participation in physical activity.	1. Define and demonstrate the principals of overload, progression, and specificity										
	2. Contrast and demonstrate the threshold of training and target zone										
	3. Distinguish between and demonstrate the parts of the target zone										
	4. Analyze how dance is viewed throughout history in various cultures										
Standard 4: <i>Lifestyle</i> Students understand the importance of physical activity and its contributions to a healthy lifestyle.	1. Identify health problems that can result from a lack of exercise defined as hypokinetic conditions										
	2. Develop an understanding of health risk factors that affect a healthy lifestyle										

**Physical Education
Curriculum Pacing and Planning
Eleventh Grade**

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Standard 1: <i>Skills</i> Students demonstrate competent skills in a variety of regular physical activities and sports.	1. Select and refine skills and knowledge learned in team and individual sports and leisure activities				
	2. Demonstrate complete understanding of strategies, rules, organization, and leadership as they relate to team and individual sports				
	3. Identify and demonstrate longer and more complex movement combinations in broad dynamic range from different dance styles and/or traditions				
	4. Demonstrate and apply the principles of choreography				
Standard 2: <i>Physical Fitness</i> Students demonstrate competency in physical fitness.	1. Identify and understand the five parts of health-related physical fitness (e.g., cardiovascular, strength, muscular endurance, flexibility, body fitness)				
	2. Create and follow a progressive individual fitness program				
	3. Participate in a dance class progression based on fitness principals and injury prevention				
Standard 3: <i>Benefits and Factors</i> Students demonstrate knowledge of the factors important to and the benefits gained from participation in physical activity.	1. Define and demonstrate the principals of overload, progression, and specificity				
	2. Contrast and demonstrate the threshold of training and target zone				
	3. Distinguish between and demonstrate the parts of the target zone				
	4. Analyze how dance is viewed throughout history in various cultures				
Standard 4: <i>Lifestyle</i> Students understand the importance of physical activity and its contributions to a healthy lifestyle.	1. Identify health problems that can result from a lack of exercise defined as hypokinetic conditions				
	2. Develop an understanding of health risk factors that affect a healthy lifestyle				

**Physical Education
Curriculum Pacing and Planning
Twelfth Grade**

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Standard 1: <i>Skills</i> Students demonstrate competent skills in a variety of regular physical activities and sports.	1. Select and refine skills and knowledge learned in team and individual sports and leisure activities										
	2. Demonstrate complete understanding of strategies, rules, organization, and leadership as they relate to team and individual sports										
	3. Identify and demonstrate longer and more complex movement combinations in broad dynamic range from different dance styles and/or traditions										
	4. Demonstrate and apply the principles of choreography										
Standard 2: <i>Physical Fitness</i> Students demonstrate competency in physical fitness.	1. Identify and understand the five parts of health-related physical fitness (e.g., cardiovascular, strength, muscular endurance, flexibility, body fitness)										
	2. Create and follow a progressive individual fitness program										
	3. Participate in a dance class progression based on fitness principals and injury prevention										
Standard 3: <i>Benefits and Factors</i> Students demonstrate knowledge of the factors important to and the benefits gained from participation in physical activity.	1. Define and demonstrate the principals of overload, progression, and specificity										
	2. Contrast and demonstrate the threshold of training and target zone										
	3. Distinguish between and demonstrate the parts of the target zone										
	4. Analyze how dance is viewed throughout history in various cultures										
Standard 4: <i>Lifestyle</i> Students understand the importance of physical activity and its contributions to a healthy lifestyle.	1. Identify health problems that can result from a lack of exercise defined as hypokinetic conditions										
	2. Develop an understanding of health risk factors that affect a healthy lifestyle										

**Physical Education
Curriculum Pacing and Planning
Twelfth Grade**

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Standard 1: <i>Skills</i> Students demonstrate competent skills in a variety of regular physical activities and sports.	1. Select and refine skills and knowledge learned in team and individual sports and leisure activities				
	2. Demonstrate complete understanding of strategies, rules, organization, and leadership as they relate to team and individual sports				
	3. Identify and demonstrate longer and more complex movement combinations in broad dynamic range from different dance styles and/or traditions				
	4. Demonstrate and apply the principles of choreography				
Standard 2: <i>Physical Fitness</i> Students demonstrate competency in physical fitness.	1. Identify and understand the five parts of health-related physical fitness (e.g., cardiovascular, strength, muscular endurance, flexibility, body fitness)				
	2. Create and follow a progressive individual fitness program				
	3. Participate in a dance class progression based on fitness principals and injury prevention				
Standard 3: <i>Benefits and Factors</i> Students demonstrate knowledge of the factors important to and the benefits gained from participation in physical activity.	1. Define and demonstrate the principals of overload, progression, and specificity				
	2. Contrast and demonstrate the threshold of training and target zone				
	3. Distinguish between and demonstrate the parts of the target zone				
	4. Analyze how dance is viewed throughout history in various cultures				
Standard 4: <i>Lifestyle</i> Students understand the importance of physical activity and its contributions to a healthy lifestyle.	1. Identify health problems that can result from a lack of exercise defined as hypokinetic conditions				
	2. Develop an understanding of health risk factors that affect a healthy lifestyle				