**Year Long Standards for Physical Education**



Designed by

Principal Vince Xiong

Teacher Mr. Leeseng Thao

| **Standards** | **Grade** | **Order of Standards** | **Week** | **Month** |
| --- | --- | --- | --- | --- |
| 1.1 Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space. | 1 | 1 | Wk 2, D1 | August |
| 1.1.1 Demonstrate an awareness of personal space while moving in different directions and at high, medium, and low levels in space. | 1 | 2 | Wk 2, D1 | August |
| 1.1.2 Demonstrate an awareness of general space while moving in different directions and at high, medium, and low levels in space. | 1 | 3 | Wk 2, D1 | August |
| 1.1.3 Demonstrate an awareness of boundaries while moving in different directions and at high, medium, and low levels in space. | 1 | 4 | Wk 2, D1 | August |
| 1.2 Travel over, under, in front of, behind, and through objects and over, under, in front of, and behind partners, using locomotor skills. | 1 | 5 | Wk 2, D2 | August |
| 1.2.1 Travel over objects/person | 1 | 6 | Wk 2, D2 | August |
| 1.2.2 Travel under objects/person | 1 | 7 | Wk 2, D2 | August |
| 1.2.3 Travel in front objects/person | 1 | 8 | Wk 2, D2 | August |
| 1.2.4 Travel behind objects/person | 1 | 9 | Wk 2, D2 | August |
| 1.2.5 Travel through objects | 1 | 10 | Wk 2, D2 | August |
| 1.3 Change speeds in response to tempos, rhythms, and signals while traveling in straight, curved, and zigzag pathways, using the following locomotor movements: walking, running, leaping, hopping, jumping, galloping, sliding, and skipping. | 1 | 11 | Wk3, D1 | August |
| 1.3.1 Vocabulary: Define and understand the following words (tempos, rhythms, signals, straight, curved, zigzag, pathways, walking, running, leaping, hopping, jumping, galloping, sliding, and skipping.) | 1 | 12 | Wk 3, D1 | August |
| 1.3.2 Teach changing speeds in response to tempos, rhythms, and signals while traveling. | 1 | 13 | Wk 3, D1 | August |
| 1.3.2.1 straight | 1 | 14 | Wk 3, D1 | August |
| 1.3.2.1 curved | 1 | 15 | Wk 3, D1 | August |
| 1.3.2.1 zigzag pathways | 1 | 16 | Wk 3, D1 | August |
| 1.4 Change direction from forward and back and right and left in response to tempos, rhythms, and signals while walking, running, hopping, and jumping (i.e., locomotor skills). | 1 | 17 | Wk 3, D2 | August |
| 1.4.1 Vocabulary: Define and understand the following words (direction, forward, back, right, and left) | 1 | 18 | Wk 3, D2 | August |
| 1.4.1.1 Change direction from forward and back in response to tempos, rhythms, and signals while walking, running, hopping, and jumping (i.e., locomotor skills). | 1 | 19 | Wk 3, D2 | August |
| 1.4.1.2 Change direction from right and left in response to tempos, rhythms, and signals while walking, running, hopping, and jumping (i.e., locomotor skills). | 1 | 20 | Wk 3, D2 | August |
| 1.5 Demonstrate the difference between slow and fast, heavy and light, and hard and soft while moving. | 1 | 21 | Wk 4, D1 | August |
| 1.5.1 Vocabulary: Define and understand the following words (slow, fast, heavy, light, hard, soft) | 1 | 22 | Wk4, D1 | August |
| 1.5.2 Demonstrate the difference between slow and fast while moving. | 1 | 23 | Wk4, D1 | August |
| 1.5.3 Demonstrate the difference between heavy and light while moving. | 1 | 24 | Wk4, D1 | August |
| 1.5.4 Demonstrate the difference between hard and soft while moving. | 1 | 25 | Wk4, D1 | August |
| 1.6 Balance oneself, demonstrating momentary stillness, in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support. | 1 | 26 | Wk 4, D2 | August |
| 1.6.1 Vocabulary: Define and understand the following words (balance, stillness, symmetrical, asymmetrical) | 1 | 27 | Wk 4, D2 | August |
| 1.6.2 Balance oneself, demonstrating momentary stillness, in symmetrical shapes using body parts other than both feet as a base of support. | 1 | 28 | Wk 4, D2 | August |
| 1.6.2 Balance oneself, demonstrating momentary stillness, in asymmetrical shapes using body parts other than both feet as a base of support. | 1 | 29 | Wk 4, D2 | August |
| 3.3 Demonstrate, for increasing periods of time, a “v” sit position, a push-up position with arms extended, and a squat position. | 1 | 30 | Wk5, D1 | August |
| 3.3.1 Vocabulary: Define and understand the following words ("v" sit position, push-up position, squat position) | 1 | 31 | Wk5, D1 | August |
| 3.3.2 Demonstrate, for increasing periods of time, a “v” sit position. | 1 | 32 | Wk5, D1 | August |
| 3.3.3 Demonstrate, for increasing periods of time, a push-up position with arms extended. | 1 | 33 | Wk5, D1 | August |
| 3.3.4 Demonstrate, for increasing periods of time, a squat position. | 1 | 34 | Wk5, D1 | August |
| 3.4 Move from a sitting to a standing position and from a lying to a sitting position without using arms to brace oneself while on the floor. | 1 | 35 | Wk 5, D2 | August |
| 3.4.1 Vocabulary: Define and understand the following words (sitting position, standing position, lying position) | 1 | 36 | Wk 5, D2 | August |
| 3.4.2 Move from a sitting to a standing position without using arms to brace oneself while on the floor. | 1 | 37 | Wk 5, D2 | August |
| 3.4.3 Move from a lying to a sitting position without using arms to brace oneself while on the floor. | 1 | 38 | Wk 5, D2 | August |
| 3.5 Travel hand-over-hand along a horizontal ladder or hang from an overhead bar. | 1 | 39 | Wk1, D1 | September |
| 3.4.1 Vocabulary: Define and understand the following words (hand-over-hand, hang) | 1 | 40 | Wk1, D1 | September |
| 3.4.2 Travel hand-over-hand along a horizontal ladder. | 1 | 41 | Wk1, D1 | September |
| 3.4.3 Hang from an overhead bar. | 1 | 42 | Wk1, D1 | September |
| 3.6 Stretch arms, shoulders, back, and legs without hyper flexing or hyperextending the joints. | 1 | 43 | Wk1, D2 | September |
| 3.6.1 Vocabulary: Define and understand the following words (stretch arms, shoulders, back, legs, hyper flexing, hyperextending) | 1 | 44 | Wk1, D2 | September |
| 3.6.2 Stretch arms, shoulders, back, and legs without hyper flexing the joints. | 1 | 45 | Wk1, D2 | September |
| 3.6.3 Stretch arms, shoulders, back, and legs without hyperextending the joints. | 1 | 46 | Wk1, D2 | September |
| 4.2 Explain the importance of drinking water during and after physical activity. | 1 | 47 | Wk2, D1 | September |
| 4.3 Explain that nutritious food provides energy for alertness and mental concentration. | 1 | 48 | Wk2, D2 | September |
| 4.3.1 Vocabulary: Define and understand the following words (nutritious food, energy, alertness, mental concentration) | 1 | 49 | Wk2, D2 | September |
| 4.3.2 Explain that nutritious food provides energy for alertness and mental concentration. | 1 | 50 | Wk2, D2 | September |
| 4.4 Recognize that the heart is the most important muscle in the body and is approximately the size of a fist. | 1 | 51 | Wk3, D1 | September |
| 4.4.1 Vocabulary: Define and understand the following words (heart, muscle, fist, body) | 1 | 52 | Wk3, D1 | September |
| 4.4.2 Recognize that the heart is the most important muscle in the body. | 1 | 53 | Wk3, D1 | September |
| 4.5 Explain that increasing the heart rate during physical activity strengthens the heart muscle. | 1 | 54 | Wk3, D2 | September |
| 4.5.1 Vocabulary: Define and understand the following words (increasing, heart rate, physical activity, strengthens) | 1 | 55 | Wk3, D2 | September |
| 4.5.2 Explain that increasing the heart rate during physical activity strengthens the heart muscle. | 1 | 56 | Wk3,D2 | September |
| 4.7 Describe the role of blood in transporting oxygen from the lungs. | 1 | 57 | Wk4, D1 | September |
| 4.7.1 Vocabulary: Define and understand the following words (role, blood, transporting, oxygen, lungs) | 1 | 58 | Wk4, D1 | September |
| 4.7.2 Describe the role of blood in transporting oxygen from the lungs. | 1 | 59 | Wk4, D1 | September |
| 4.8 Explain that strengthening muscles will help prevent injury and that strong muscles will produce more force. | 1 | 60 | Wk1, D1 | October |
| 4.8.1 Vocabulary: Define and understand the following words (muscles, prevent, injury, strong, more, produce, force) | 1 | 61 | Wk1, D1 | October |
| 4.8.2 Explain that strengthening muscles will help prevent injury and that strong muscles will. | 1 | 62 | Wk1, D1 | October |
| 4.12 Identify the body components (e.g., bones, muscles, organs, fat, and other tissues). | 1 | 63 | Wk1, D2 | October |
| 4.12.1 Vocabulary: Define and understand the following words (identify, body components, bones, muscles, organs, fat, hands, legs, feet, face) | 1 | 64 | Wk1, D2 | October |
| 4.12.2 Identify the body components (e.g., bones, muscles, organs, fat, and other tissues). | 1 | 65 | Wk 1, D2 | October |
| 5.1 Participate willingly in new physical activities. | 1 | 66 | Wk2, D1 | October |
| 5.1.1 Vocabulary: Define and understand the following words (participate, willingly) | 1 | 67 | Wk2, D1 | October |
| 5.1.2 Participate willingly in new physical activities. | 1 | 68 | Wk2, D1 | October |
| 5.2 Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity. | 1 | 69 | Wk2, D2 | October |
| 5.2 Vocabulary: Define and understand the following words (acceptable, responses, challenges, successes, failures) | 1 | 70 | Wk 2, D2 | October |
| 5.2.1 Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity. | 1 | 71 | Wk2, D2 | October |
| 5.3 Demonstrate the characteristics of sharing and cooperation in physical activity. | 1 | 72 | Wk3, D1 | October |
| 5.3 Vocabulary: Define and understand the following words (characteristics, sharing, cooperation) | 1 | 73 | Wk3, D1 | October |
| 5.3.1 Demonstrate the characteristics of sharing and cooperation in physical activity. | 1 | 74 | Wk3, D1 | October |
| 5.4 Invite others to use equipment or apparatus before repeating a turn. | 1 | 75 | Wk3, D2 | October |
| 5.4.1 Vocabulary: Define and understand the following words (invite, equipment, apparatus, repeating, a turn) | 1 | 76 | Wk3, D2 | October |
| 5.4.2 Invite others to use equipment or apparatus before repeating a turn. | 1 | 77 | Wk3, D2 | October |
| 5.5 Identify and demonstrate the attributes of an effective partner in physical activity. | 1 | 78 | Wk1, D1 | November |
| 5.5.1 Vocabulary: Define and understand the following words (attributes, effective, partner) | 1 | 79 | Wk1, D1 | November |
| 5.5.2 Identify and demonstrate the attributes of an effective partner in physical activity. | 1 | 80 | Wk1, D1 | November |
| 5.6 Identify and demonstrate effective practices for working with a group without interfering with others. | 1 | 81 | Wk1, D2 | November |
| 5.6.1 Vocabulary: Define and understand the following words (practices, group, interfering) | 1 | 82 | Wk1, D2 | November |
| 5.6.2 Identify and demonstrate effective practices for working with a group without interfering with others. | 1 | 83 | Wk1, D2 | November |
| 3.3 Perform abdominal curl-ups, modified push-ups, oblique curl-ups, forward and side lunges, squats, and triceps push-ups from a chair or bench to enhance endurance and increase muscle efficiency. | 2 | 84 | Wk 2 | August |
| 3.3.1 Vocabulary: Define and understand the following words (abdominal, curl-ups, modified, oblique curl-ups, forward, side, lunges, triceps push-ups, enhance, endurance, increase,efficiency) | 2 | 85 | Wk2 | August |
| 3.3.2 Perform abdominal curl-ups. | 2 | 86 | Wk2 | August |
| 3.3.3 Perform modified push-ups to enhance endurance and increase muscle efficiency. | 2 | 87 | Wk2 | August |
| 3.3.4 Perform oblique curl-ups to enhance endurance and increase muscle efficiency. | 2 | 88 | Wk2 | August |
| 3.3.5 Perform forward lunges to enhance endurance and increase muscle efficiency. | 2 | 89 | Wk2 | August |
| 3.3.6 Perform side lunges to enhance endurance and increase muscle efficiency. | 2 | 90 | Wk2 | August |
| 3.3.7 Perform squats to enhance endurance and increase muscle efficiency. | 2 | 91 | Wk2 | August |
| 3.3.8 Perform triceps push-ups from a chair or bench to enhance endurance and increase muscle efficiency. | 2 | 92 | Wk2 | August |
| 3.5 Demonstrate the proper form for stretching the hamstrings, quadriceps, shoulders, biceps, and triceps. | 2 | 93 | Wk3, D1 | August |
| 3.5.1 Vocabulary: Define and understand the following words (stretching, hamstrings, quadriceps, shoulders, biceps, triceps) | 2 | 94 | Wk 3, D1 |  |
| 3.5.2 Demonstrate the proper form for stretching the hamstrings, quadriceps, shoulders, biceps, and triceps. | 2 | 95 | Wk 3, D1 | August |
| 1.1 Move to open spaces within boundaries while traveling at increasing rates of speed. | 2 | 96 | Wk3, D2 | August |
| 1.1.1 Vocabulary: Define and understand the following words (open spaces, rates, speed) | 2 | 97 | Wk 3, D2 | August |
| 1.1.2 Move to open spaces within boundaries while traveling at increasing rates of speed. | 2 | 98 | Wk 3, D2 | August |
| 4.1 Explain the fuel requirements of the body during physical activity and inactivity. | 2 | 99 | Wk4 | August |
| 4.1.1 Vocabulary: Define and understand the following words (fuel, requirements, inactivity) | 2 | 100 | Wk4 | August |
| 4.1.2 Explain the fuel requirements of the body during physical activity and inactivity. | 2 | 101 | Wk4 | August |
| 4.7 Describe the relationship between the heart and lungs during physical activity. | 2 | 102 | Wk5 | August |
| 4.7.1 Vocabulary: Define and understand the following words (relationship) | 2 | 103 | Wk5 | August |
| 4.7.2 Describe the relationship between the heart and lungs during physical activity. | 2 | 104 | Wk5 | August |
| 4.9 Describe how muscle strength and muscle endurance enhance motor skill performance. | 2 | 105 | Wk1 | September |
| 4.9.1 Vocabulary: Define and understand the following words (motor skill performance) | 2 | 106 | Wk1 | September |
| 4.9.2 Describe how muscle strength and muscle endurance enhance motor skill performance. | 2 | 107 | Wk1 | September |
| 4.11 Identify which activities or skills would be accomplished more efficiently with stronger muscles. | 2 | 108 | Wk2 | September |
| 4.11.1 Vocabulary: Define and understand the following words (accomplished) | 2 | 109 | Wk2 | September |
| 4.11.2 Identify which activities or skills would be accomplished more efficiently with stronger muscles. | 2 | 110 | Wk2 | September |
| 4.14 Explain why it is safer to stretch a warm muscle rather than a cold muscle. | 2 | 111 | Wk3 | September |
| 4.14.1 Vocabulary: Define and understand the following words (safer, warm muscle, cold muscle) | 2 | 112 | Wk3 | September |
| 4.14.2 Explain why it is safer to stretch a warm muscle rather than a cold muscle. | 2 | 113 | Wk3 | September |
| 5.1 Participate in a variety of group settings (e.g., partners, small groups, and large groups) without interfering with others. | 2 | 114 | Wk4 | September |
| 5.1.1 Vocabulary: Define and understand the following words (variety, group settings) | 2 | 115 | Wk4 | September |
| 5.1.2 Participate in a variety of group settings (e.g., partners, small groups, and large groups) without interfering with others. | 2 | 116 | Wk4 | September |
| 5.2 Accept responsibility for one’s own behavior in a group activity. | 2 | 117 | Wk1 | October |
| 5.2.1 Vocabulary: Define and understand the following words (accept, responsibility, own behavior) | 2 | 118 | Wk1 | October |
| 5.2.2 Accept responsibility for one’s own behavior in a group activity. | 2 | 119 | Wk1 | October |
| 5.4 Encourage others by using verbal and nonverbal communication. | 2 | 120 | Wk2 | October |
| 5.4.1 Vocabulary: Define and understand the following words (encourage, verbal, nonverbal, communication) | 2 | 121 | Wk2 | October |
| 5.4.2 Encourage others by using verbal and nonverbal communication. | 2 | 122 | Wk2 | October |
| 5.5 Demonstrate respect for self, others, and equipment during physical activities. | 2 | 123 | Wk3 | October |
| 5.5.1 Vocabulary: Define and understand the following words (respect, self, others) | 2 | 124 | Wk3 | October |
| 5.5.2 Demonstrate respect for self, others, and equipment during physical activities. | 2 | 125 | Wk3 | October |
| 5.6 Demonstrate how to solve a problem with another person during physical activity. | 2 | 126 | Wk4 | October |
| 5.6.1 Vocabulary: Define and understand the following words (solve a problem, another person) | 2 | 127 | Wk4 | October |
| 5.6.2 Demonstrate how to solve a problem with another person during physical activity. | 2 | 128 | Wk4 | October |
| 5.7 Participate positively in physical activities that rely on cooperation. | 2 | 129 | Wk1 | November |
| 5.7.1 Vocabulary: Define and understand the following words (positively, rely, cooperation) | 2 | 130 | WK1 | November |
| 5.7.2 Participate positively in physical activities that rely on cooperation. | 2 | 131 | Wk1 | November |
| 3.1 Demonstrate warm-up and cool-down exercises. | 3 | 132 | Wk2 |  |
| 3.1.1 Vocabulary: Define and understand the following words (warm-up, cool-down) | 3 | 133 | Wk2 |  |
| 3.1.2 Demonstrate warm-up and cool-down exercises. | 3 | 134 | Wk2 |  |
| 3.4 Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups with hands on a bench, forward lunges, side lunges, and triceps push-ups from a chair. | 3 | 135 | Wk2 |  |
| 3.4.1 Vocabulary: Define and understand the following words (perform, increasing, traditional push-ups) | 3 | 136 | Wk2 |  |
| 3.4.2 Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups with hands on a bench, forward lunges, side lunges, and triceps push-ups from a chair. | 3 | 137 | Wk2 |  |
| 3.6 Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck. | 3 | 138 | Wk3,D1 |  |
| 3.6.1 Vocabulary: Define and understand the following words (hold, biceps) | 3 | 139 |  |  |
| 3.6.2 Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck. | 3 | 140 |  |  |
| 5.6 Work in pairs or small groups to achieve an agreed-upon goal. | 3 | 141 | Wk3, D2 |  |
| 5.6.1 Vocabulary: Define and understand the following words (pairs, achieve, agreed-upon) | 3 | 142 |  |  |
| 5.6.2 Work in pairs or small groups to achieve an agreed-upon goal. | 3 | 143 |  |  |
| 1.1 Chase, flee, and move away from others in a constantly changing environment. | 3 | 144 | Wk4, D1 |  |
| 1.1.1 Vocabulary: Define and understand the following words (chase, flee, move away, constantly, changing, environment) | 3 | 145 |  |  |
| 1.1.2 Chase, flee, and move away from others in a constantly changing environment. | 3 | 146 |  |  |
| 2.1 Describe how changing speed and changing direction can allow one person to move away from another. | 3 | 147 | Wk4, D2 |  |
| 2.1.1 Vocabulary: Define and understand the following words (allow) | 3 | 148 |  |  |
| 2.1.2 Describe how changing speed and changing direction can allow one person to move away from another. | 3 | 149 |  |  |
| 3.2 Demonstrate how to lift and carry objects correctly. | 3 | 150 | Wk5, D1 |  |
| 3.2.1 Vocabulary: Define and understand the following words (lift, carry, correctly) | 3 | 151 |  |  |
| 3.2.2 Demonstrate how to lift and carry objects correctly. | 3 | 152 |  |  |
| 4.3 Explain the purpose of warming up before physical activity and cooling down after physical activity. | 3 | 153 | Wk5, D2 |  |
| 4.3.1 Vocabulary: Define and understand the following words (purpose, before, after) | 3 | 154 |  |  |
| 4.3.2 Explain the purpose of warming up before physical activity and cooling down after physical activity. | 3 | 155 |  |  |
| 4.5 Explain that fluid needs are linked to energy expenditure. | 3 | 156 | Wk1, D1 | September |
| 4.5.1 Vocabulary: Define and understand the following words (fluid, linked, expenditure) | 3 | 157 |  |  |
| 4.5.2 Explain that fluid needs are linked to energy expenditure. | 3 | 158 |  |  |
| 4.7 Describe the relationship between the heart, lungs, muscles, blood, and oxygen during physical activity. | 3 | 159 | Wk1, D2 |  |
| 4.7.1 Vocabulary: Define and understand the following words (between, oxygen) | 3 | 160 |  |  |
| 4.7.2 Describe the relationship between the heart, lungs, muscles, blood, and oxygen during physical activity. | 3 | 161 |  |  |
| 4.9 Explain that a stronger heart muscle can pump more blood with each beat. | 3 | 162 | Wk2, D1 |  |
| 4.9.1 Vocabulary: Define and understand the following words (stronger, pump, beat) | 3 | 163 |  |  |
| 4.9.2 Explain that a stronger heart muscle can pump more blood with each beat. | 3 | 164 |  |  |
| 4.10 Identify which muscles are used in performing muscular endurance activities. | 3 | 165 | Wk2, D2 |  |
| 4.10.1 Vocabulary: Define and understand the following words (performing, muscular endurance activities) | 3 | 166 |  |  |
| 4.10.2 Identify which muscles are used in performing muscular endurance activities. | 3 | 167 |  |  |
| 4.11 Name and locate the major muscles of the body. | 3 | 168 | Wk3 |  |
| 4.11.1 Vocabulary: Define and understand the following words (locate, major) | 3 | 169 |  |  |
| 4.11.2 Name and locate the major muscles of the body. | 3 | 170 |  |  |
| 4.12 Describe and demonstrate how to relieve a muscle cramp. | 3 | 171 | Wk1, D1 | October |
| 4.12.1 Vocabulary: Define and understand the following words (relieve, cramp) | 3 | 172 |  |  |
| 4.12.2 Describe and demonstrate how to relieve a muscle cramp. | 3 | 173 |  |  |
| 4.13 Describe the role of muscle strength and proper lifting in the prevention of back injuries. | 3 | 174 | Wk1, D2 |  |
| 4.13.1 Vocabulary: Define and understand the following words (prevention, proper, injuries) | 3 | 175 |  |  |
| 4.13.2 Describe the role of muscle strength and proper lifting in the prevention of back injuries. | 3 | 176 |  |  |
| 5.4 Use appropriate cues for movement and positive words of encouragement while coaching others in physical activities. | 3 | 177 | Wk2 |  |
| 5.4.1 Vocabulary: Define and understand the following words (cues, movement, encouragement) | 3 | 178 |  |  |
| 5.4.2 Use appropriate cues for movement and positive words of encouragement while coaching others in physical activities. | 3 | 179 |  |  |
| 5.5 Demonstrate respect for individual differences in physical abilities. | 3 | 180 | Wk3 |  |
| 5.5.1 Vocabulary: Define and understand the following words (physical abilities) | 3 | 181 |  |  |
| 5.5.2 Demonstrate respect for individual differences in physical abilities. | 3 | 182 |  |  |
| 1.1 Perform simple balance stunts with a partner while sharing a common base of support. | 4 | 183 | Wk2 | August |
| 1.1.1 Vocabulary: Define and understand the following words (perform, simple, stunts, common, base, support) | 4 | 184 |  |  |
| 1.1.2 Perform simple balance stunts with a partner while sharing a common base of support. | 4 | 185 |  |  |
| 1.2 Change direction quickly to maintain the spacing between two players. | 4 | 186 | Wk3 |  |
| 1.2.1 Vocabulary: Define and understand the following words (quickly, maintain, spacing) | 4 | 187 |  |  |
| 1.2.2 Change direction quickly to maintain the spacing between two players. | 4 | 188 |  |  |
| 3.1 Participate in appropriate warm-up and cool-down exercises for particular physical activities. | 4 | 189 | Wk4 |  |
| 3.1.1 Vocabulary: Define and understand the following words (participate, appropriate, particular) | 4 | 190 |  |  |
| 3.1.2 Participate in appropriate warm-up and cool-down exercises for particular physical activities. | 4 | 191 |  |  |
| 3.4 Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups, and triceps push-ups. | 4 | 192 | Wk5 |  |
| 3.4.1 Vocabulary: Define and understand the following words (perform, increasing) | 4 | 193 |  |  |
| 3.4.2 Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups, and triceps push-ups. (10 or more count) | 4 | 194 |  |  |
| 3.5 Hang by the hands from an overhead bar with the hips and knees each at a 90-degree angle. | 4 | 195 | Wk1 | September |
| 3.5.1 Vocabulary: Define and understand the following words (overhead bar, hips, 90-degree angle) | 4 | 196 |  |  |
| 3.5.2 Hang by the hands from an overhead bar with the hips and knees each at a 90-degree angle. | 4 | 197 |  |  |
| 3.6 Demonstrate basic stretches using proper alignment for hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip abductors, and calves. | 4 | 198 | Wk2 |  |
| 3.6.1 Vocabulary: Define and understand the following words (stretch, alignment, hip flexors, hip abductors, calves) | 4 | 199 |  |  |
| 3.6.2 Demonstrate basic stretches using proper alignment for hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip abductors, and calves. | 4 | 200 |  |  |
| 4.1 Identify the correct body alignment for performing lower-body stretches. | 4 | 201 | Wk3 |  |
| 4.1.1 Vocabulary: Define and understand the following words (lower-body) | 4 | 202 |  |  |
| 4.1.2 Identify the correct body alignment for performing lower-body stretches. | 4 | 203 |  |  |
| 4.2 Explain the principles of physical fitness: frequency, intensity, time, and type. | 4 | 204 | Wk4 |  |
| 4.2.1 Vocabulary: Define and understand the following words (principles, physical fitness, frequency, intensity, time, type) | 4 | 205 |  |  |
| 4.2.2 Explain the principles of physical fitness: frequency, intensity, time, and type. | 4 | 206 |  |  |
| 4.3 Set personal short-term goals for aerobic endurance, muscular strength and endurance, and flexibility and monitor progress by measuring and recording personal fitness scores. | 4 | 207 | Wk1 | October |
| 4.3.1 Vocabulary: Define and understand the following words (short-term goals, aerobic endurance) | 4 | 208 |  |  |
| 4.3.2 Set personal short-term goals for aerobic endurance, muscular strength and endurance, and flexibility and monitor progress by measuring and recording personal fitness scores. | 4 | 209 |  |  |
| 4.4 Identify healthful choices for meals and snacks that help improve physical performance. | 4 | 210 | Wk2 |  |
| 4.4.1 Vocabulary: Define and understand the following words (healthful, meals, snacks, improve) | 4 | 211 |  |  |
| 4.4.2 Identify healthful choices for meals and snacks that help improve physical performance. | 4 | 212 |  |  |
| 4.6 Explain why the body uses a higher percentage of carbohydrates for fuel during high intensity physical activity and a higher percentage of fat for fuel during low-intensity physical activity. | 4 | 213 | Wk3 |  |
| 4.6.1 Vocabulary: Define and understand the following words (physical abilities) | 4 | 214 |  |  |
| 4.6.2 Explain why the body uses a higher percentage of carbohydrates for fuel during high intensity physical activity. | 4 | 215 |  |  |
| 4.6.3 Explain why the body uses a higher percentage of fat for fuel during low-intensity physical activity. | 4 | 216 |  |  |
| 5.4 Respond to winning and losing with dignity and respect. | 4 | 217 | Wk4 |  |
| 5.4.1 Vocabulary: Define and understand the following words (dignity) | 4 | 218 |  |  |
| 5.4.2 Respond to winning and losing with dignity and respect. | 4 | 219 |  |  |
| 5.6 Accept an opponent’s outstanding skill, use of strategies, or ability to work effectively with teammates as a challenge of physical fitness. | 4 | 220 | Wk1 | November |
| 5.6.1 Vocabulary: Define and understand the following words (accept, opponent, outstanding, strategies, teammates) | 4 | 221 |  |  |
| 5.6.2 Accept an opponent’s outstanding skill, use of strategies, or ability to work effectively with teammates as a challenge of physical fitness. | 4 | 222 |  |  |
| 3.1 Demonstrate how to warm up muscles and joints before running, jumping, kicking, throwing, and striking. | 5 | 223 | Wk2 | August |
| 3.1.1 Vocabulary: Define and understand the following words (striking, joints) | 5 | 224 |  |  |
| 3.1.2 Demonstrate how to warm up muscles and joints before running, jumping, kicking, throwing, and striking. | 5 | 225 |  |  |
| 3.5 Perform increasing numbers of triceps push-ups. (20-30 count) | 5 | 226 | Wk2 |  |
| 3.6 Perform flexibility exercises that will stretch particular muscle areas for given physical activities. | 5 | 227 | Wk3 |  |
| 4.2 Explain why dehydration impairs temperature regulation and physical and mental performance. | 5 | 228 | Wk4-5 |  |
| 4.2.1 Vocabulary: Define and understand the following words (dehydration, impairs, temperature, regulations, mental) | 5 | 229 |  |  |
| 4.2.2 Explain why dehydration impairs temperature regulation and physical and mental performance. | 5 | 230 |  |  |
| 4.3 Develop and describe three short-term and three long-term fitness goals. | 5 | 231 | Wk1 | September |
| 4.3.1 Vocabulary: Define and understand the following words (develop, short-term goal, long-term goal) | 5 | 232 |  |  |
| 4.3.2 Develop and describe three short-term and three long-term fitness goals. | 5 | 233 |  |  |
| 4.14 Explain the benefits of stretching after warm-up activities. (Review) | 5 | 234 | Wk2 |  |
| 5.4 Act in a safe and healthy manner when confronted with negative peer pressure during physical activity. | 5 | 235 | Wk3-4 |  |
| 5.4.1 Vocabulary: Define and understand the following words (act, safe, healthy, manner, confronted, negative, peer pressure) | 5 | 236 |  |  |
| 5.4.2 Act in a safe and healthy manner when confronted with negative peer pressure during physical activity. | 5 | 237 |  |  |
| 5.5 Contribute ideas and listen to the ideas of others in cooperative problem-solving activities. | 5 | 238 | Wk1-2 | October |
| 5.5.1 Vocabulary: Define and understand the following words (contribute, ideas, listen, problem solving) | 5 | 239 |  |  |
| 5.5.2 Contribute ideas and listen to the ideas of others in cooperative problem-solving activities. | 5 | 240 |  |  |
| 5.6 Acknowledge orally the contributions and strengths of others | 5 | 241 | Wk3-4 |  |
| 5.6.1 Vocabulary: Define and understand the following words (acknowledge, orally) | 5 | 242 |  |  |
| 1.9 Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities. | 6 | 243 | Wk2 | August |
| 1.9.1 Vocabulary: Define and understand the following words (combine relationships, complex) | 6 | 244 |  |  |
| 1.9.2 Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities. | 6 | 245 |  |  |
| 1.10 Combine motor skills to play a lead-up or modified game. (Review) | 6 | 246 | Wk3 |  |
| 1.10.1 Vocabulary: Define and understand the following words (motor skills) | 6 | 247 |  |  |
| 1.10.2 Combine motor skills to play a lead-up or modified game. | 6 | 248 |  |  |
| 1.11 Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight. | 6 | 249 | Wk4 |  |
| 1.11.1 Vocabulary: Define and understand the following words (design, smooth, flowing, sequences, tumbling, rolling, transferring weight) | 6 | 250 |  |  |
| 1.11.2 Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight. | 6 | 251 |  |  |
| 2.3 Analyze and correct errors in movement patterns. | 6 | 252 | Wk5 |  |
| 2.3.1 Vocabulary: Define and understand the following words (analyze, errors) | 6 | 253 |  |  |
| 2.3.2 Analyze errors in movement patterns. | 6 | 254 |  |  |
| 2.3.3 Analyze and correct errors in movement patterns. | 6 | 255 |  |  |
| 2.4 Provide feedback to a partner to assist in developing and improving movement skills. | 6 | 256 | Wk1 | September |
| 2.4.1 Vocabulary: Define and understand the following words (assist, feedback, develop) | 6 | 257 |  |  |
| 2.4.2 Provide feedback to a partner to assist in developing and improving movement skills. | 6 | 258 |  |  |
| 4.1 Distinguish between effective and ineffective warm-up and cool-down techniques. | 6 | 259 | Wk2 |  |
| 4.1.1 Vocabulary: Define and understand the following words (distinguish, ineffective) | 6 | 260 |  |  |
| 4.1.2 Distinguish between effective and ineffective warm-up and cool-down techniques. | 6 | 261 |  |  |
| 4.4 Classify physical activities as aerobic or anaerobic. | 6 | 262 | Wk3 |  |
| 4.4.1 Vocabulary: Define and understand the following words (classify, aerobic, anaerobic) | 6 | 263 |  |  |
| 4.4.2 Classify physical activities as aerobic or anaerobic. | 6 | 264 |  |  |
| 5.1 Participate productively in group physical activities. | 6 | 265 | Wk4 | September |
| 5.1.1 Vocabulary: Define and understand the following words (productivity) | 6 | 266 |  |  |
| 5.1.2 Participate productively in group physical activities. | 6 | 267 |  |  |
| 5.2 Evaluate individual responsibility in group efforts. | 6 | 268 | Wk1 | October |
| 5.2.1 Vocabulary: Define and understand the following words (evaluate, responsibility, efforts) | 6 | 269 |  |  |
| 5.2.2 Evaluate individual responsibility in group efforts. | 6 | 270 |  |  |
| 5.3 Identify and define the role of each participant in a cooperative physical activity. | 6 | 271 | Wk2 |  |
| 5.3.1 Vocabulary: Define and understand the following words (define, role, cooperative) | 6 | 272 |  |  |
| 5.3.2 Identify and define the role of each participant in a cooperative physical activity. | 6 | 273 |  |  |
| 5.4 Identify and agree on a common goal when participating in a cooperative physical activity. | 6 | 274 | Wk3 |  |
| 5.4.1 Vocabulary: Define and understand the following words (agree, common goal) | 6 | 275 |  |  |
| 5.4.2 Identify and agree on a common goal when participating in a cooperative physical activity. | 6 | 276 |  |  |
| 5.5 Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution. | 6 | 277 | Wk4 |  |
| 5.5.1 Vocabulary: Define and understand the following words (solutions, movement problem) | 6 | 278 |  |  |
| 5.5.2 Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution. | 6 | 279 |  |  |
| 1.8 Land on both feet after taking off on one foot and on both feet. | ALL | 280 |  |  |
| 1.9 Jump a swinging rope held by others. | ALL | 281 |  |  |
| 1.10 Demonstrate the underhand movement (throw) pattern. | ALL | 282 |  |  |
| 1.11 Demonstrate the overhand movement (throw) pattern. | ALL | 283 |  |  |
| 1.12 Demonstrate the two-handed overhead (throw) pattern. | ALL | 284 |  |  |
| 1.13 Catch, showing proper form, a gently thrown ball. | ALL | 285 |  |  |
| 1.14 Catch a self-tossed ball. | ALL | 286 |  |  |
| 1.15 Catch a self-bounced ball. | ALL | 287 |  |  |
| 1.16 Kick a rolled ball from a stationary position. | ALL | 288 |  |  |
| 1.17 Kick a stationary ball, using a smooth, continuous running approach. | ALL | 289 |  |  |
| 1.18 Strike a balloon upward continuously, using arms, hands, and feet. | ALL | 290 |  |  |
| 1.19 Strike a balloon upward continuously, using a large, short-handled paddle. | ALL | 291 |  |  |
| 1.20 Dribble a ball in a forward direction, using the inside of the foot. | ALL | 292 |  |  |
| 1.21 Dribble a ball continuously with one hand. | ALL | 293 |  |  |
| 2.4 Distinguish between a jog and a run, a hop and a jump, and a gallop and a slide and explain the key differences and similarities in those movements. | ALL | 294 |  |  |
| 2.6 Explain that in the underhand throw, the position of the fingers at the moment of release can influence | ALL | 295 |  |  |
| 2.8 Explain that the point of release influences the direction of a tossed object and of a thrown object. | ALL | 296 |  |  |
| 2.7 Explain that the non-throwing arm and hand provide balance and can influence the direction a tossed object and a thrown object travel. | ALL | 297 |  |  |
| 2.9 Describe the proper hand and finger position for catching a ball. | ALL | 298 |  |  |
| 2.10 Demonstrate and explain how to reduce the impact force while catching an object. | ALL | 299 |  |  |
| 2.13 Determine and analyze how much force is needed to move the ball forward while dribbling with the hand and with the foot. | ALL | 300 |  |  |