

# **Physical Education Curriculum**

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## **Independent School District #314 Mission Statement**

Braham Area Schools—with a tradition of strong family and community values, favorable located in east central Minnesota and serving four counties---are dedicated to providing high-quality, positive, life-long learning to nurture each individual's unique potential, talent and self-worth.

This will be accomplished by:

- fostering a high level of community commitment,
- creating increased opportunities for learning,
- encouraging more open communication,
- utilizing community resources and
- recognizing that education is a cooperative responsibility.

## **District #314 Physical Education Mission Statement**

Planned purposeful physical education will provide a diverse program of developmentally appropriate activities. The program will enable individuals to enter adult life with the physical and social skills and knowledge necessary to enjoy a physically active, healthy lifestyle.

## **Philosophy of Physical Education**

Physical education is an integral part of a comprehensive education program. Overall goals are broadly conceived and include the cognitive, affective and psychomotor domains. Education goals should serve as a guideline to identify a common core of learning experiences that can be incorporated into a physical education program.

Physical education contributes to individual development through the natural medium of physical activity, i.e. human movement. The program must provide a carefully planned sequence of learning experiences designed to fulfill the growth, development and behavior needs for each student. Specifically physical education:

1. fosters vigorous physical activity and the improvement of physical fitness,
2. develops motor and activity skills,
3. fosters creativity
4. emphasizes safety,
5. motivates expression and communication,
6. promotes self-understanding and acceptance of self and others, and
7. stimulates social development.

Physical education prepares students for a productive and enriched life in the same manner as other school disciplines or curriculum. Learning how to function well physically is one of the best life assurances students can have.

A sound educational program promotes learning and development in the cognitive, affective and psychomotor domains for all students. A D/APE student is entitled to instruction in these same crucial domains. Whereas, children grow and develop in a generally predictable pattern, some handicapping conditions may influence the developmental process. While essential to recognize and understand implications of disabilities on the

developmental process, it is just as crucial to remember that students are more like their non-handicapped peers than they are different.

Intent of the D/APE Program is neither to change philosophy nor curriculum content, but rather to provide a regular physical education program modified or adapted as necessary. In keeping with this philosophy the Physical Education Learner Outcomes include adapted modification. Developmental/Adapted Physical Education is a part of regular Physical education and both programs must utilize the individual's strengths to help students overcome their area(s) of weakness.

# Curriculum Preface

The purpose of curriculum is to give direction and continuity to the physical education program. Activities are based on their potential to reach various objectives throughout the PK-12 program, different activities are taught through different approaches. The curriculum is written so that all students regardless of skill level can enjoy it.

## **PK- Third Grade**

The physical education program for Kindergarten and primary children must be enjoyable as well as provide an instructional learning environment. While children in this group find joy and reward through physical activity, positive behaviors are developed that can last a lifetime.

Early activities for children are individual in nature and center on understanding body movements. Body identification, management and directionality themes are emphasized. Refinement of fundamental skills occurs through movement techniques, and a transition to specialized skills begins in the third grade.

Throughout the primary years children should be allowed to explore, experiment and create. While not stressing conformity, children need to absorb the how and why of activity patterns. Consideration for the cooperation with peers is important, with less emphasis on competition.

## **Grades 4-6 Upper elementary**

At this grade level each student is given a chance to develop skills at his/her own pace while working in most cases with his/her own piece of equipment. Partner and group work is utilized for social development. Students are also instructed in the “how’s and why’s of what we do, benefits of an active lifestyle, training heart rates, and human wellness concepts.” In the 4-6 physical education program more emphasis is placed on specialized skills and sport activities with emphasis on the quality of movement and the use of correct technique.

Emphasis is also placed on physical fitness development activities. Organized and structured fitness routines are offered so students can begin to make decisions about personal approaches to maintaining fitness level.

## **Grades 7 and Junior High**

A greater degree of skill development and a broader variety of activities is involved at this level because this period is an age of rapid physical and social growth. Challenging activities that provide an opportunity for the development of interpersonal relationships is offered. Emphasis is on team sports for interpersonal and social growth, continued emphasis on fitness activities and the inclusion of lifetime and leisure time activities.

## **Grades 9-12 Senior High**

A program of team skill mastery and continued dual and individual skill development and refinement are the emphasis areas at the Senior High level to continue development of interpersonal skills through competitive activities and to participate in a wide variety of lifetime skills that can be used later in life. Student interest and

# National Standards for Physical Education

Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

## *A physically educated person:*

- Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Standard 3: Participates regularly in physical activity
- Standard 4: Achieves and maintains a health-enhancing level of physical fitness
- Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

## **Welcome to Physical Education Class at Braham Area Elementary School!!!**

Hello, my name is Miss Pearson, the elementary physical education instructor. This is my 18<sup>th</sup> year of teaching and my 15<sup>th</sup> year at Braham Elementary. I will conduct classes with the kindergarten, first, second and third grade students this year. I am very excited to be back to school and looking forward to seeing and working with everyone. Summer goes by so fast, I hope that you had a chance to enjoy some time with your families and relax.

Your daughter/son will attend physical education class everyday that school is in session for them. Class time is 25 minutes long throughout the school year.

As a teacher, I recognize that children are at different developmental levels, with a variety of needs and interests. For this reason in each class I attempt to provide all of the children with experiences that are both beneficial and enjoyable. Each lesson is also adjusted to take into account the wide range of skill and fitness levels that is characteristic of children at the elementary level.

Throughout the school year the students will participate in a wide variety of activities. The activities will include such things as fitness testing, fitness games, ball games, tumbling, rope jumping, rhythm/dance, relay races, team sorts, individual sports, Track and Field day and many others. Also as part of their Physical Education requirement, while doing their fitness testing grades 1-4 will learn about the importance of setting fitness goals. It is our goal at Braham Elementary to help children find a variety of ways to enjoy being physically active so that they will be able to get all of the physical, emotional, intellectual and social benefits that come from someone who is physically active. Physical activity is so important for all of us. The percentage of overweight youth has more than tripled in the past 25 years. This is due partially to increased interest in sedentary activities such as television, computers and video games. A reduction in physical activity as well as an increase in caloric intake has contributed to an obesity problem.

Each Physical Education lesson will be divided into three parts: warm-up and fitness, lesson focus and game activity.

### **Warm-up and Fitness (4-5 minutes)**

1. Prepares the child's body for activities.
2. Insures immediate activity when entering class
3. Develop muscle and tissue elasticity and tone in the following areas:
  - a. Arm and shoulder
  - b. Trunk
  - c. Legs and ankles

### **Lesson Focus (6-8 minutes)**

1. Carry out the objectives of the physical education program
  - a. Develop a positive attitude towards exercise and learn to try our best.
  - b. All students have the opportunity for development in physical education (motor skills)
  - c. To realize that physical skills are achieved/improved by practice
  - d. Learn to work cooperatively with the teacher and other students.

### Game (9-12 minutes)

1. Gives the children an opportunity to apply fundamental skills and knowledge learned in the lesson.

### Physical Education Attire

1. Tennis shoes with laces or Velcro are needed. No sandals, work boots or shoes with high heels. Also the trendy shoes called skateboard shoes (slip on) are not good shoes for Physical Education class. A student will not be allowed to participate for safety reasons if they do not have on a clean pair of tennis shoes.
2. If a child wears their shoes outside the building for play/casual or street shoes we do not want them to use those shoes in the gymnasium. They scratch the floor and they bring in outside dirt and the dirt makes the color slippery.
3. **In the fall we will be going outside for Physical Education class. The grass is wet in the morning and your child might not want to wear a new pair of shoes outside. They should have an older pair for outside and keep their good ones for inside.**
4. School clothes: if your child chooses to wear a dress or skirt to school, please send a pair of shorts with them to wear under their outfit. THANK YOU.

### Medical Excuses

1. If your child's activity should be restricted or limited please provide an excuse slip for your child to bring with to Physical Education class.

### Grading/Evaluation

1. Has the student achieved the objectives listed earlier and the learner outcomes as listed in the Physical Education Curriculum Guide?
  - a. Level of skill performance: can the student perform the mechanics need for an activity or game?
  - b. Skills Test (K-4)
  - c. Written Tests (3 and 4)
  - d. Fitness Testing (1-4)
2. Participation
  - a. What amount of participation is the student accomplishing in a game or activity? Is the student actively involved? Do they try their best? Does their skill performance meet the level or play?
3. Level of Fitness
  - a. Is the student showing improvement in their fitness level?

In closing I would like to invite you to observe your child in her/his physical education class at any time during the school year.

If you have any questions or concerns please feel free to call me before or after school at **320.396.3316 ext/5173/**

Sincerely,

Sue Pearson  
Physical Education Teacher  
Braham Area Elementary School

Physical Education  
Grades PK-3  
June 2007

**Goals**

1. To develop a positive attitude towards fitness, exercise and attitude to try your best.
2. All students have an equal opportunity for development in Physical Education.
3. To achieve cooperative relationships between students and teacher.
4. To realize that physical skills are achieved/improved by practice.

**Structure of Class**

1. Warm-up activity.  
Examples of warm-up activities:  
Jogging/running/walking laps.  
Running games (various types of tag).  
Stretching.  
Curl-ups.  
Push-ups.  
Jumping Jacks.  
Jumping (vertical and horizontal)  
Hopping.  
Rope jumping.  
Follow the Leader.
2. Skill development (related to unit), various types of drills and lead up games to learn skills in each unit.
3. Game (related to unit)

**Units Covered**

1. Soccer (1-3)
  - a. Dribbling
  - b. Passing/trapping.
  - c. Goalie techniques.
  - d. Punting/kicking
  - e. Modified Game.
2. Football (1-3)
  - a. Passing and catching with soft/small football.
  - b. Kicking off of a tee.
  - c. Punting.
  - d. Modified games.
3. Field Hockey/Floor Hockey (K-3)
  - a. Stick handling.
  - b. Passing.
  - c. Defensive skills.
  - d. Goalie skills.
  - e. Safety.
  - f. Lead-up games and an actual game (2 and 3)

4. Volleyball (K-3)
  - a. Serving with beach balls and Nerf balls
  - b. Passing skills (bumping and setting).
  - c. Modified game.
5. Basketball (K-3)
  - a. Passing (chest, bounce, two hand overhead and baseball)
  - b. Shooting for (set-shot or jump shot)
  - c. Defense (player to player)
  - d. Violations (double dribble, traveling, fouls)
  - e. Lead-up games (K-3) and 1 on 1 or 2 on 2 (2<sup>nd</sup> and 3<sup>rd</sup> grade)
6. Tumbling
  - a. Individual/partner stunts (PK-3)
  - b. Animal walks (PK-3)
  - c. Forward and backward rolls (1-3)
  - d. Balancing stunts and tripod (1-3)
  - e. Cartwheel (1-3)
7. Rhythms
  - a. Folk Dance (PK-1)
  - b. Line/Modern dance (2-3)
8. Jumping Rope (K-3)
  - a. Individual/partner/group jumps.
  - b. Twirling styles.
  - c. Types of Jumps.
  - d. Jump rope for heart (3<sup>rd</sup> and 4<sup>th</sup> grade only)
9. Hoola Hoops (PK-3)
  - a. How to involve the head/waist/arms/hands/legs and feet in twirling a hoop.
10. Parachute (PK-1)
  - a. Games and activities.
11. Scoops
  - a. Throwing over/underhand (PK-3)
  - b. Games (1-3)
12. Relays (K-3)
  - a. Scooters
  - b. Turtles
  - c. Obstacle Course
  - d. Running
13. Frisbee (K-3)
  - a. Grip
  - b. Throwing and catching
  - c. Throwing at targets
  - d. Catch with a partner
  - e. Frisbee golf (new 08) (2-4)
14. Juggling (K-3)
  - a. Scarves and beanbags
  - b. Two hand juggling
  - c. One had juggling
  - d. One, two and objects.

15. Fitness Unit (1-3)
  - a. Aerobic stations
  - b. 30 second/minute at each station
  - c. Fitness games.
16. Bowling (K-3)
  - a. Two step approach
  - b. Form
  - c. Etiquette
  - d. Rules
  - e. Scoring (2-3)
17. Badminton (3<sup>rd</sup> grade)
  - a. Serve
  - b. Volley
  - c. Types of shots
18. T-Ball/Softball (K-3)
  - a. Batting techniques
  - b. Throwing and catching
  - c. Base Running
  - d. Modified game (1-3) actual Softball game (2 and 3)
19. Track and Field
  - a. Running-50 yard dash, distance run, hurdles, baton relay and gunny sack race.
  - b. Jumping-standing long jump, hurdles and high jump (practice only)
  - c. Throwing-softball, sock toss, football or (rotate every year)
  - d. Track and Field Day (2<sup>nd</sup> or 3<sup>rd</sup> Wednesday in May).
20. Fitness Testing (Fitness Reporter Physical Fitness Assessment-new 07. (1-3)
  - a. Two times a year (fall and spring)
  - b. Shuttle run
  - c. Curl-ups
  - d. V-sit and reach
  - e. ¼ mile (1<sup>st</sup> grade), ½ mile (2<sup>nd</sup> grade) and 1 mile (3<sup>rd</sup> grade)
  - f. Flexed or straight arm hang
21. Program for parents-“Bring a Parent to PE Day” (1-3)
  - a. Done during each grades/class PE time
  - b. Includes stations of activities that are done throughout the school year.
22. Fishing (1-3)
  - a. Laws and regulations
  - b. Good fishing ethics
  - c. Fishing equipment
  - d. Types of fish
  - e. Casting.
23. Croquette (3-4)
  - a. Rules
  - b. Etiquette
  - c. Play a game.

Physical Education  
Grades 4-6  
June 2007

**Structure of Class**

1. Warm up activity  
Examples of warm up activities:
  - a) Sit-ups
  - b) Push-ups
  - c) Jumping jacks
  - d) Leg exchange
  - e) Arm circles
  - f) Vertical jumps
  - g) Crab walk
  - h) 2 foot hops
  - i) Step ups
  - j) Cross over steps
  - k) Seal walk
  - l) Hurdlers
  - m) Reverse seal walk
  - n) Rope jump
  - o) Running
  - p) Walking
  - q) Pull-up
  - r) Flexed arm hang
  - s) Flexibility stretches of all joints
  - t) Running games (various types of tag)
  - u) Relays
  - v) Rolls
  - w) Arches
2. Skill development (related to unit). Various types of drills and lead up games are used to learn skills in each unit.
3. Game (related to unit)

**Units Covered**

1. Physical Fitness Testing (2 times a year, fall and spring)
2. Flag Football skills
  - a. Passing
  - b. Catching
  - c. Running and dodging
  - d. Blocking
  - e. Kicking
  - f. Game
3. Volleyball skills
  - a. Underhand pass
  - b. Overhand pass
  - c. Serve
  - d. Spike
  - e. Block
  - f. Dig
  - g. Tip
  - h. Game
4. Basketball skills
  - a. Pass
  - b. Catch
  - c. Dribble
  - d. Shoot
  - e. Ball handling skills
  - f. Game 3 on 3

5. Floor hockey/field hockey skills
  - a. Pass
  - b. Shoot dribble
  - c. Game
6. Soccer skills
  - a. Dribble
  - b. Tackle (steal ball from opponent)
  - c. Heading
  - d. Pass
  - e. Game
7. Softball skills
  - a. Throw,
  - b. Catch
  - c. Fielding
  - d. Batting
  - e. Base running
  - f. Game
8. Stunts/Tumbling
  - a. Extensive stretching program-15 minutes each day
  - b. Variety of individual, partner, group and balance stunts introduced.
  - c. The activities presented help to develop coordination, flexibility and agility. They also help in the development of strength and power in diverse parts of the body.
    - i. 6<sup>th</sup> grade program- examples: elbow balance, toe jump, pretzel, pinwheel, triple roll, merry go round, angel, side stand, pyramids.
  - d. Refer to curriculum for detailed description of activities
9. Bowling skills
  - a. 4 step approach
  - b. Etiquette
  - c. Rules
  - d. Scoring
  - e. Students bowl 2 days (4-5 games at the local bowling alley). Students are bused to and from the lanes.
10. Games Unit - Individual activities may include:
 

|   |   |
|---|---|
| <ol style="list-style-type: none"> <li>a. 2-ball</li> <li>b. Smash ball</li> <li>c. Floor tennis</li> <li>d. Pedelo</li> <li>e. Go-go cycle</li> <li>f. Uni-cycle</li> <li>g. Slide aerobics</li> <li>h. Tramps</li> <li>i. Mystx/Bongo Board</li> <li>j. Cup stacking</li> <li>k. Scoops</li> <li>l. Group rope jumping</li> </ol> | <ol style="list-style-type: none"> <li>m. Table tennis</li> <li>n. Tennis</li> <li>o. Darts</li> <li>p. Shuffleboard</li> <li>q. Stilts</li> <li>r. Ring toss</li> <li>s. Koosh Ball</li> <li>t. Box Hockey</li> <li>u. Dart ball</li> <li>v. Bowling</li> <li>w. Horseshoes</li> <li>x. Combats</li> </ol> |
|---|---|

11. Badminton skills
  - a. Serve
  - b. Volley
  - c. Various types of shots
  - d. Game
12. Track skills
  - a. Hurdles
  - b. Sprints
  - c. Relays
  - d. Long jump
  - e. High jump
13. Rollerblades
  - a. Equipment
  - b. Safety
  - c. Progression of skills
  - d. Rules
  - e. Etiquette
14. Snow Shoeing
  - a. Equipment
  - b. Proper apparel
  - c. Safety
  - d. Rules
  - e. Etiquette
  - f. Skills
15. Table Tennis
  - a. Equipment
  - b. Safety
  - c. Skills
  - d. Rules
  - e. Etiquette

Physical Education  
Grades 7 and 8  
June 2007

Outlined by:

Tim Malone  
Janelle Walker

Materials:

Physical Education Handbook  
Fitness for Life

**Procedures for each Unit**

- Safety procedures for specific activity
- Introduction of Activity
- Basic skills of Activity
- Rules and Regulations
- Basic Strategies
- Participate in the Activity

**Unites for 7<sup>th</sup> and 8<sup>th</sup> grade Physical Education**

1. Physical Fitness Testing
2. Basketball
3. Volleyball
4. Dance
5. Floor hockey
6. Softball
7. Football
8. Badminton
9. Team Handball
10. Fitness Training
11. Table Tennis
12. Strength and conditioning
13. Track and field
14. Roller Blades
15. Snow Shoeing
16. Cross Country skiing
17. Pickle ball
18. Ultimate Frisbee
19. Archery

Physical Education  
Grades 9-12  
June 2007

**P. E. 9 AB - #900 and #901                      Required            2 Semesters    1 Credit            Grade 9**

Physical Education 9 will foster vigorous physical activity with the emphasis on improvement of physical fitness. The students will complete a fitness assessment. The class will provide opportunities for good sporting conduct. Finally, the students will develop specific activity skills that lead to successful participation in individual, dual, and team activities. **This class will meet the local graduation requirement.**

**P. E. 10 –# 902                                      Required            1 Semester    ½ Credit            Grade 10**

Physical Education 10 will offer the student the opportunity to improve their physical fitness levels. The student will be tested on their cardiovascular, strength, and flexibility. The class will provide opportunities in regards to appropriate sporting conduct. Finally, the students will develop specific activity skills that lead to successful participation in individual, dual, and team activities. **This class will meet the local graduation requirement.**

**P. E. 950 Individual Sports - #904    Elective                      1 Semester    ½ Credit            Grade 11, 12**

**Offered: 2008-2009**

Taught alternate years, this course may include: bowling, racquetball/handball/weight training, archery, golf, badminton, table tennis, cross country skiing, and pickle ball. **Students will need to pay for the bowling unit (approximately \$12.00)**

**P. E. #953 Winter sports and Rec.    Elective #905    1 Semester    ½ Credit            Grades 11,12**

**Offered: 2008-2009**

Taught alternate years, this course may include: cross country skiing, broomball, touch football, volleyball, basketball, soccer, team handball, floor hockey and softball.

**P. E. 955 Team Sports #910                      Elective                      1 Semester    ½ Credit            Grades 11,12**

**Offered: 2007-2008**

Taught alternate years, the activity has an emphasis on activity in a Team Sport. Students would be expected to participate and contribute to a team effort in units that would include but not be limited to: touch football, softball, soccer, team handball, basketball, volleyball, quad volleyball, floor hockey and ultimate Frisbee.

**P. E. 961 Total Body Fitness-#912    Elective                      1 Semester    ½ Credit            Grades 11,12**

**Offered every year**

The activity has an emphasis on improvement of total body fitness: strength, power, agility, flexibility and cardiovascular endurance. This course will include: weight room safely including but not limited to correct techniques. Students will be expected to evaluate and implement a weightlifting program.

**P. E. 962 Total Body Fitness 2-#909    Elective                      1 Semester    ½ Credit            Grades 11, 12**

**Prerequisite: P. E. 961**

Activity with emphasis on continued improvement of total body fitness: strength, power, agility, flexibility and cardiovascular endurance. This course will assist students in the development of a tailor made individual workout program, and the implementation of that program.

Physical Education  
9<sup>th</sup> Grade Fitness for Life  
June 2007

The student will be able to:

Chapter 1

Fitness for all

1. Give 4 reasons for regular exercise
2. List different possible attitudes toward exercise and sports
3. Describe their present attitudes

Chapter 2

Parts of Fitness

1. Discuss total fitness
2. Define and give examples of the 11 parts of fitness
3. Differentiate between health-related and skill-related parts of fitness

Chapter 3

Fitness Target Zones

1. Define the 3 exercise principles
2. Explain the 3 parts of fitness target zones.

Chapter 4

Cardiovascular Fitness

1. Define cardiovascular fitness
2. Describe how cardiovascular and respiratory systems work
3. Describe effects of exercise on these symptoms
4. Discuss advantages of warm-up and cool down
5. Define aerobic and anaerobic exercise and discuss importance of each

Chapter 5

Strength

1. Define strength
2. Apply fitness principles to strength
3. Define isotonic and isometric exercise
4. Apply fitness Target Zone concept to strength
5. Distinguish between set and repetition
6. List exercises that are good for developing strength

Chapter 6

Muscular Endurance

1. Define muscular endurance
2. Define how muscular endurance differs from other parts of fitness
3. Discuss how 3 fitness principles apply to muscular endurance
4. Differentiate among low, medium and high intensity
5. Apply fitness target zone concept to muscular endurance
6. List exercises that are good for developing muscular endurance

## Chapter 7

### Flexibility

1. Define flexibility
2. Give difference between static and dynamic flexibility
3. Apply 3 fitness principles to flexibility
4. Define fitness target zone to flexibility
5. List exercises that are good for developing flexibility

## Chapter 8

### Exercise and fat control

1. Distinguish among overweight, over fat, and obese
2. Explain role of fat control in improving health
3. Knowing the correct percentage for fat tissue in the body
4. Discuss problems of being too fat or too thin
5. Define ideal weight
6. Discuss 3 methods of controlling fatness
7. Discuss some of the misconceptions people have about fat loss
8. Apply fitness target zones to fat control
9. Discuss exercise for controlling fatness

## Chapter 9

### Exercise and good health

1. Discuss how heart disease relates to exercise
2. List the advantages people who exercise have concerning heart attacks over those who don't exercise
3. Discuss relationship of high blood pressure and exercise
4. List 9 heart disease risk factors
5. Discuss how back pain relates to exercise
6. Explain the relationship between proper posture and muscular strength

## Chapter 10

### Skill-related fitness

1. List 6 skill related parts of fitness
2. Do a self evaluation of the 6 parts
3. Select recreational activities suited to personal abilities

## Chapter 11

### Correct way to exercise

1. Discuss some important guidelines for exercise
2. List correct jogging techniques
3. Describe different forms of exercise quackery and why they are considered quackery
4. Know harmful exercise and appropriate safe exercise
5. Perform the safe exercises properly

## Chapter 12

### Physical Activity for a lifetime

1. Name 3 groups of physical activity
2. List activities in each group
3. Discuss the benefits of various activities
4. Evaluate different kinds of physical activity

## Chapter 13

### Fitness through sports

1. Discuss factors involved in selecting sports for a lifetime
2. Discuss which sports develop the different fitness parts
3. Evaluate different sports
4. Properly choose a lifetime sport

## Chapter 14

### Planning your exercise program

1. Plan a weekly exercise program
2. Try part or all of the plan
3. Evaluate the plan

## Chapter 15

### Attitudes about fitness

1. Give reasons why some people do not exercise
2. Counter the reasons for not exercising
3. Evaluate their own attitudes
4. Discuss changes in their attitudes since they started the program

## Scope and Sequence of Model Learner Outcomes

| Area of Study<br>*****<br>Perceptual Motor<br>Development | E<br>C<br>E<br>C | 3 years– 8 Years<br><u>PRIMARY</u> |   |   |   |   | 9 Years- 15 Years<br><u>INTERMEDIATE</u> |   |   |   | 16 Years – 18 Years<br><u>SENIOR HIGH</u> |    |    |    |
|---|------------------|------------------------------------|---|---|---|---|--|---|---|---|---|----|----|----|
|   |                  | K                                  | 1 | 2 | 3 | 4 | 5  | 6 | 7 | 8 | 9   | 10 | 11 | 12 |
| Body Awareness  | I                | IE                                 | M | R | R |   |  |   |   |   |   |    |    |    |
| Spatial Orientation                                       | I                | IE                                 | E | W | M |   |  |   |   |   |   |    |    |    |
| Fundamental movements                                     | I                | IE                                 | E | M | R |   |  |   |   |   |   |    |    |    |
| Gross motor development                                   | I                | IE                                 | M | R | R |   |  |   |   |   |   |    |    |    |
| Speed   |                  | I                                  | E | E | M |   |  |   |   |   |   |    |    |    |
| Strength  |                  | I                                  | E | E | M |   |  |   |   |   |   |    |    |    |
| Balance   | I                | I                                  | E | E | M |   |  |   |   |   |   |    |    |    |
| Flexibility   |                  | I                                  | E | E | E |   |  |   |   |   |   |    |    |    |
| Agility   |                  | I                                  | E | E | M |   |  |   |   |   |   |    |    |    |
| General Coordination                                      | I                | I                                  | E | E | M |   |  |   |   |   |   |    |    |    |
| Muscular endurance  |                  | I                                  | E | E | M |   |  |   |   |   |   |    |    |    |
| Cardio respiratory endurance                              |                  | I                                  | E | E | M |   |  |   |   |   |   |    |    |    |
| Object manipulation                                       | I                | I                                  | E | E | E |   |  |   |   |   |   |    |    |    |
| Focus Eyes  | I                | I                                  | E | M | R |   |  |   |   |   |   |    |    |    |
| Track moving objects                                      | I                | I                                  | E | E | M |   |  |   |   |   |   |    |    |    |
| Understanding benefits of movement                        |                  | I                                  | E | E | M |   |  |   |   |   |   |    |    |    |

|   |  |   |   |   |   |  |  |  |  |  |  |  |  |
|---|--|---|---|---|---|--|--|--|--|--|--|--|--|
| Encouraging classmates to do their best |  | I | E | E | M |  |  |  |  |  |  |  |  |
|---|--|---|---|---|---|--|--|--|--|--|--|--|--|

## Physical Education – Essential Learner Outcomes

Area of Study

Perceptual – Motor Development

Activity Unit

Body Skills

| Objectives Components                         | Psychomotor     | Knowledge      | Affective      |
|---|-----------------|----------------|----------------|
| Body awareness                                | KIE, 1M, 2R, 3R |                |                |
| Spatial orientation                           | KIE, 1E, 2E, 3M |                |                |
| Fundamental movements                         | KIE, 1E, 2M, 3R |                |                |
| Gross motor movement                          | KIE, 1M, 2R, 3R |                |                |
| Speed   | KI, 1E, 2E, 3M  |                |                |
| Strength                                      | KI, 1E, 2E, 3M  |                |                |
| Balance                                       | KI, 1E, 2E, 3M  |                |                |
| Flexibility                                   | KI, 1E, 2E, 3E  |                |                |
| Agility                                       | KI, 1E, 2E, 3M  |                |                |
| General Coordination                          | KI, 1E, 2E, 3M  |                |                |
| Muscular endurance                            | KI, 1E, 2E, 3M  |                |                |
| Cardio-respiratory endurance                  | KI, 1E, 2E, 3M  |                |                |
| Object manipulation                           | KI, 1E, 2E, 3E  |                |                |
| Focus eyes                                    | KI, 1E, 2M, 3R  |                |                |
| Track moving objects                          | KI, 1E, 2E, 3M  |                |                |
| Understanding of keeping body in shape        |                 | KI, 1E, 2E, 3M |                |
| Encouraging classmates for healthy lifestyles |                 |                | KI, 1E, 2E, 3E |
|   |                 |                |                |

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## Scope and Sequence of Model Learner Outcomes

| Area of Study<br>Fundamental motor skills | E<br>C<br>E<br>C | 3 years – 8 years |   |   |   |   | 9 years – 15 years  |   |   |   | 16 years- 18 years |    |   |   |
|---|------------------|-------------------|---|---|---|---|---------------------|---|---|---|--------------------|----|---|---|
|   |                  | <u>PRIMARY</u>    |   |   |   |   | <u>INTERMEDIATE</u> |   |   |   | <u>SENIOR HIGH</u> |    |   |   |
| .....<br>Eye-hand/foot coordination       | EC               | K                 | 1 | 2 | 3 | 4 | 5                   | 6 | 7 | 8 | 9                  | 10 | M | E |
| Propel vehicle with arms and legs         | I                | I                 | E | M | R |   |                     |   |   |   |                    |    |   |   |
| Roll Ball                                 | I                | I                 | E | M | R |   |                     |   |   |   |                    |    |   |   |
| Bounce ball stationary                    | I                | I                 | E | M | R |   |                     |   |   |   |                    |    |   |   |
| Bounce ball non-stationary                | I                | I                 | I | E | M |   |                     |   |   |   |                    |    |   |   |
| Trap/catch                                | I                | I                 | E | E | E |   |                     |   |   |   |                    |    |   |   |
| Play ground ball                          | I                | I                 | E | M | R |   |                     |   |   |   |                    |    |   |   |
| 3” ball-Nerf                              |                  | I                 | E | E | E |   |                     |   |   |   |                    |    |   |   |
| Softball                                  |                  |                   |   | I | I |   |                     |   |   |   |                    |    |   |   |
| Basketball                                |                  | I                 | I | I | E |   |                     |   |   |   |                    |    |   |   |
| Football                                  |                  |                   | I | I | E |   |                     |   |   |   |                    |    |   |   |
| Throw underhand                           |                  | I                 | E | M | R |   |                     |   |   |   |                    |    |   |   |
| Throw overhand                            |                  | I                 | E | E | E |   |                     |   |   |   |                    |    |   |   |
| Striking                                  | I                | I                 | E | E | M |   |                     |   |   |   |                    |    |   |   |
| T-ball                                    |                  | I                 | E | E | M |   |                     |   |   |   |                    |    |   |   |
| Floor hockey                              |                  | I                 | I | E | M |   |                     |   |   |   |                    |    |   |   |
| Kicking                                   | I                | I                 | E | E | M |   |                     |   |   |   |                    |    |   |   |
| Playground ball                           | I                | I                 | E | E | M |   |                     |   |   |   |                    |    |   |   |
| Soccer ball                               |                  | I                 | E | M |   |   |                     |   |   |   |                    |    |   |   |
| Football                                  |                  |                   | I | I | I |   |                     |   |   |   |                    |    |   |   |
| Dribbling                                 |                  |                   | I | E | E |   |                     |   |   |   |                    |    |   |   |

|               |  |  |  |  |   |  |  |  |  |  |  |  |  |  |
|---------------|--|--|--|--|---|--|--|--|--|--|--|--|--|--|
| Ball juggling |  |  |  |  | I |  |  |  |  |  |  |  |  |  |
|---------------|--|--|--|--|---|--|--|--|--|--|--|--|--|--|

## Scope and Sequence of Model Learner Outcomes

| Area of study<br>Fundamental Motor Skills<br>.....<br>Eye-hand/foot coordination<br>Page 2 | E<br>C<br>E<br>C | 3 years – 8 years<br><b><u>PRIMARY</u></b> |   |   |   | 9 years – 15 years<br><b><u>INTERMEDIATE</u></b> |   |   |   | 16 years – 18 years<br><b><u>Senior High</u></b> |   |    |    |    |
|--|------------------|--|---|---|---|--|---|---|---|--|---|----|----|----|
|  |                  | K  | 1 | 2 | 3 | 4  | 5 | 6 | 7 | 8  | 9 | 10 | 11 | 12 |
| Juggling   |                  |  |   |   |   |  |   |   |   |  |   |    |    |    |
| Scarves (2hands)   |                  | I  | I | I | E |  |   |   |   |  |   |    |    |    |
| Scarves (1 hand)   |                  |  | I | I | E |  |   |   |   |  |   |    |    |    |
| Scarves (2 objects)  |                  |  | I | I | E |  |   |   |   |  |   |    |    |    |
| Beanbags (2 hands)   |                  |  | I | I | E |  |   |   |   |  |   |    |    |    |
| Beanbags (1 hand)  |                  |  |   | I | I |  |   |   |   |  |   |    |    |    |
| Beanbags (2 objects)   |                  |  | I | I | I |  |   |   |   |  |   |    |    |    |
| Frisbee  |                  |  |   |   |   |  |   |   |   |  |   |    |    |    |
| Throwing/flinging  |                  | I  | I | I | E |  |   |   |   |  |   |    |    |    |
| Catching   |                  | I  | I | I | E |  |   |   |   |  |   |    |    |    |
| Safety involved with moving objects  | <b>I</b>         | I  | E | E | E |  |   |   |   |  |   |    |    |    |
| Game participation   |                  |  | I | E | E |  |   |   |   |  |   |    |    |    |
|  |                  |  |   |   |   |  |   |   |   |  |   |    |    |    |
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## Physical Education – Essential Learner Outcomes

Area of Study

Fundamental Motor Skills

Activity Unit

Eye-hand

Eye-foot Coordination

| Objectives Components             | Psychomotor     | Knowledge      | Affective       |
|-----------------------------------|-----------------|----------------|-----------------|
| Propel Vehicle with/arms and legs | KI, 1E, 2M, 3R  |                |                 |
| Safety                            |                 | KI, 1E, 2M, 3R |                 |
| Team competition                  |                 |                | KI, 1E, 2EM, 3R |
| Roll Ball                         | KIE, 1E, 2M, 3R |                |                 |
| Bounce Ball - Stationary          | KI, 1E, 2M, 3R  |                |                 |
| Bounce Ball non-stationary        | KI, 1I, 2E, 3M  |                |                 |
| Trap/catch                        | KI, 1E, 2E, 3E  |                |                 |
| Playground ball                   | KI, 1E, 2M, 3R  |                |                 |
| 3" ball Nerf                      | KI, 1E, 2E, 3E  |                |                 |
| Softball                          | 3I              |                |                 |
| Basketball                        | 1I, 2I, 3I      |                |                 |
| Football                          | 1I, 2I, 3E      |                |                 |
| Throw underhand                   | KI, 1E, 2M, 3R  |                |                 |
| Throw Overhand                    | KI, 1E, 2E, 3E  |                |                 |
| Striking                          | KI, 1E, 2E, 3M  |                |                 |
| T-ball                            | KI, 1E, 2E, 3M  |                |                 |
| Floor Hockey                      | 1I, 1E, 3M      |                |                 |
| Kicking                           | KI, 1E, 2E, 3M  |                |                 |
| Playground ball                   | KI, 1E, 2E, 3M  |                |                 |
| Soccer ball                       | 1I, 2E, 3M      |                |                 |
| Football                          | 1I, 2I, 3I      |                |                 |
| Dribbling                         | 1L, 2E, 3E      |                |                 |
| Juggling                          |                 |                |                 |
| Scarves – 2 hands                 | 1I, 2I, 3E      |                |                 |
| Scarves 1 hand                    | 2I, 3I          |                |                 |
| Scarves – 2 objects               | 1L, 2I, 3E      |                |                 |
| Beanbags – 2 hands                | 1I, 2I, 3E      |                |                 |
| Beanbags -1 hand                  | 2I, 3I          |                |                 |
| Beanbags – 2 objects              | 1I, 2I, 3I      |                |                 |



## Scope and Sequence of Model Learner Outcomes

| Area of study                                | E<br>C<br>E<br>C | 3 years- 8 years |    |   |   |   | 9 years – 15 years  |   |   |   | 16 years – 18 years |    |    |    |
|--|------------------|------------------|----|---|---|---|---------------------|---|---|---|---------------------|----|----|----|
| Fundamental motor skills                     |                  | <u>PRIMARY</u>   |    |   |   |   | <u>INTERMEDIATE</u> |   |   |   | <u>Senior High</u>  |    |    |    |
| .....<br>Dynamic/static balance roll<br>body | EC               | K                | 1  | 2 | 3 | 4 | 5                   | 6 | 7 | 8 | 9                   | 10 | 11 | 12 |
| Crab walk                                    |                  | I                | EM | R | R |   |                     |   |   |   |                     |    |    |    |
| Lame dog                                     |                  | I                | EM | R | R |   |                     |   |   |   |                     |    |    |    |
| Seal crawl                                   |                  | I                | E  | M | R |   |                     |   |   |   |                     |    |    |    |
| Log roll                                     |                  | I                | EM | R | R |   |                     |   |   |   |                     |    |    |    |
| Side roll/barrel roll                        |                  | I                | E  | M | R |   |                     |   |   |   |                     |    |    |    |
| Forward roll                                 |                  | I                | E  | M | R |   |                     |   |   |   |                     |    |    |    |
| Back/shoulder roll                           |                  |                  | I  | E | M |   |                     |   |   |   |                     |    |    |    |
| Backward roll                                |                  | I                | E  | E | M |   |                     |   |   |   |                     |    |    |    |
| Partner hop                                  |                  | I                | I  | E |   |   |                     |   |   |   |                     |    |    |    |
| Bridge                                       |                  | I                | E  | M | R |   |                     |   |   |   |                     |    |    |    |
| Cartwheel                                    |                  |                  |    | I | E |   |                     |   |   |   |                     |    |    |    |
| One leg balance                              | I                | I                | E  | M |   |   |                     |   |   |   |                     |    |    |    |
| Double knee balance                          |                  | I                | E  | M |   |   |                     |   |   |   |                     |    |    |    |
| Hand/knee balance                            | I                | E                | M  |   |   |   |                     |   |   |   |                     |    |    |    |
| Single knee balance                          |                  | I                | E  | M |   |   |                     |   |   |   |                     |    |    |    |
| Tripod                                       |                  |                  | I  | E | M |   |                     |   |   |   |                     |    |    |    |
| Rocker                                       |                  | I                | EM | R | R |   |                     |   |   |   |                     |    |    |    |
| Stand up with arms and legs<br>crossed       |                  |                  | I  | E | E |   |                     |   |   |   |                     |    |    |    |
| Siamese twins                                |                  |                  | I  | I | E |   |                     |   |   |   |                     |    |    |    |
| Wheelbarrow                                  |                  |                  | I  | E | M |   |                     |   |   |   |                     |    |    |    |
| Perform stunt by name                        |                  | I                | E  | E | E |   |                     |   |   |   |                     |    |    |    |
| Understanding individual<br>differences      |                  | I                | E  | E | E |   |                     |   |   |   |                     |    |    |    |
| Cooperating with others                      |                  | I                | E  | E | E |   |                     |   |   |   |                     |    |    |    |
| Safety                                       |                  | I                | E  | E | E |   |                     |   |   |   |                     |    |    |    |
| Develop tumbling routine                     |                  |                  |    |   | I |   |                     |   |   |   |                     |    |    |    |

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## Physical Education – Essential Learner Outcomes

Area of Study

Fundamental Motor Skills

Activity Unit

Dynamic/Static Balance

Roll Body

| Objectives Components               | Psychomotor     | Knowledge       | Affective      |
|-------------------------------------|-----------------|-----------------|----------------|
| Animal Walks                        |                 |                 |                |
| Crab walk                           | KI, 1EM, 2R, 3R |                 |                |
| Lame dog                            | KI, 1EM         |                 |                |
| Seal crawl                          | KI, 1E, 2M, 3R  |                 |                |
| Perform walk by name                |                 | KI, 1EM, 2R, 3R |                |
| Tumbling/inverted Balances          |                 |                 |                |
| Log roll                            | KI, 1EM, 2R     |                 |                |
| Side roll/Barrel roll               | KI, 1E, 2M, 3R  |                 |                |
| Forward roll                        | KI, 1E, 2M, 3R  |                 |                |
| Backward shoulder roll              | KI, 1I, 2E, 3M  |                 |                |
| Backward roll                       | KI, 1E, 2E, 3M  |                 |                |
| Bridge                              | 1I, 2EM, 3R     |                 |                |
| Cartwheel                           | 2I, 3E          |                 |                |
| Balance Stunts                      |                 |                 |                |
| One leg balance                     | KI, 1EM         |                 |                |
| Double knee balance                 | KI, 1E, 2M      |                 |                |
| Hand/knee balance                   | KI, 1E, 2M      |                 |                |
| Single knee balance                 | KI, 1E, 2M      |                 |                |
| Tripod                              | 1I, 2E, 3M      |                 |                |
| Safety considerations               |                 | KI, 1E, 2E, 3E  |                |
| Individual stunts                   |                 |                 |                |
| Rocker                              | KI, 1E, M, 2R   |                 |                |
| Stand up with arms and legs crossed | 1I, 2E, 3M      |                 |                |
| Partner Stunts                      |                 |                 |                |
| Chinese get up                      | 1I, 2E, 3M      |                 |                |
| Cooperation with others             |                 |                 | KI, 1E, 2M, 3R |
| Partner hop                         | 3I              |                 |                |
| Develop tumbling routine            |                 |                 |                |

## Scope and Sequence of Model Learner Outcomes

| Area of study                                    | E<br>C<br>E<br>C | 3 years – 8 years<br><u>PRIMARY</u> |    |   |   |   |   | 9 years -15 years<br><u>INTERMEDIATE</u> |   |   |   | 16 Years – 18<br>Years<br><u>SENIOR HIGH</u> |    |    |    |
|--|------------------|-------------------------------------|----|---|---|---|---|--|---|---|---|--|----|----|----|
| .....<br>Loco-motor/non-loco-motor<br>movements. |                  | EC                                  | K  | 1 | 2 | 3 | 4 | 5  | 6 | 7 | 8 | 9  | 10 | 11 | 12 |
| Walk   | I                | EM                                  | R  | R | R |   |   |  |   |   |   |  |    |    |    |
| Run  | I                | E                                   | M  | R | R |   |   |  |   |   |   |  |    |    |    |
| Hop  | I                | I                                   | EM | R | R |   |   |  |   |   |   |  |    |    |    |
| Gallop   | I                | IE                                  | M  | R | R |   |   |  |   |   |   |  |    |    |    |
| Skip   | I                | IE                                  | M  | R | R |   |   |  |   |   |   |  |    |    |    |
| Leap   |                  | I                                   | EM | R | R |   |   |  |   |   |   |  |    |    |    |
| Jump   | I                | I                                   | E  | M | R |   |   |  |   |   |   |  |    |    |    |
| Slide  |                  | I                                   | E  | M | R |   |   |  |   |   |   |  |    |    |    |
| Bend   | I                | I                                   | EM | R | R |   |   |  |   |   |   |  |    |    |    |
| Turn   | I                | I                                   | EM | R | R |   |   |  |   |   |   |  |    |    |    |
| Twist  | I                | I                                   | EM | R | R |   |   |  |   |   |   |  |    |    |    |
| Swing  | I                | I                                   | E  | M | R |   |   |  |   |   |   |  |    |    |    |
| Push   | I                | I                                   | EM | R | R |   |   |  |   |   |   |  |    |    |    |
| Pull   | I                | I                                   | EM | R | R |   |   |  |   |   |   |  |    |    |    |
| Strike   | I                | I                                   | E  | E | M |   |   |  |   |   |   |  |    |    |    |
| Appreciation of future uses of<br>movements      |                  | I                                   | E  | E | M |   |   |  |   |   |   |  |    |    |    |
| Safety considerations                            |                  | I                                   | E  | E | M |   |   |  |   |   |   |  |    |    |    |

|                             |  |  |   |   |   |  |  |  |  |  |  |  |  |  |
|-----------------------------|--|--|---|---|---|--|--|--|--|--|--|--|--|--|
| Using movements in programs |  |  | I | E | E |  |  |  |  |  |  |  |  |  |
|-----------------------------|--|--|---|---|---|--|--|--|--|--|--|--|--|--|

## Physical Education – Essential Learner Outcomes

Area of Study

Fundamental Motor Skills

Activity Unit

Loco-motor Movements

Non-Loco-motor movements

| Objectives Components                     | Psychomotor     | Knowledge       | Affective      |
|---|-----------------|-----------------|----------------|
| Loco-motor                                |                 |                 |                |
| Walk                                      | KM              |                 |                |
| Run                                       | K1, 1EM, 2R, 3R |                 |                |
| Gallop                                    | K1EM, 1R        |                 |                |
| Skip                                      | KIE.1M, 2R, 3R  |                 |                |
| Leap                                      | KI, 1EM, 2R, 3R |                 |                |
| Jump                                      | KI, 1E, 2M, 3R  |                 |                |
| Slide                                     | KI, 1E, 2M, 3R  |                 |                |
| Non-loco-motor                            |                 |                 |                |
| Bend                                      | KI, 1EM, 2R, 3R |                 |                |
| Turn                                      | KI, 1EM, 2R, 3R |                 |                |
| Twist                                     | KI, 1EM, 2R, 3R |                 |                |
| Swing                                     | KI, 1E, 2M, 3R  |                 |                |
| Push                                      | KI, 1EM, 2R, 3R |                 |                |
| Pull                                      | KI, 1EM, 2R, 3R |                 |                |
| Strike                                    | KI, 1E, 2E, 3M  |                 |                |
| Future uses of various movements          |                 | KI, 1E, 2E, 3M, |                |
| Safety factors                            |                 | KI, 1E, 2E, 3M  |                |
| Using movements in programs, events, etc. |                 | 1I, 3E, 3E      | 1I, 1E, 2M, 3R |

## Scope and Sequence of Model Learner Outcomes

| Area of Study   | E<br>C<br>E<br>C | 3 years – 8 years |    |    |   |   |   | 9 years – 13 years  |   |   |   | 16Years – 18<br>Years |    |    |  |
|---|------------------|-------------------|----|----|---|---|---|---------------------|---|---|---|-----------------------|----|----|--|
| Rhythms and Dance<br>.....<br>Movement exploration and aerobic<br>dance |                  | <u>PRIMARY</u>    |    |    |   |   |   | <u>INTERMEDIATE</u> |   |   |   | <u>SENIOR HIGH</u>    |    |    |  |
|   | EC               | K                 | 1  | 2  | 3 | 4 | 5 | 6                   | 7 | 8 | 9 | 10                    | 11 | 12 |  |
| Exploring fundamental movement patterns                                 | I                | I                 | E  | M  | R |   |   |                     |   |   |   |                       |    |    |  |
| Exploring range of body movements                                       | I                | I                 | E  | M  | R |   |   |                     |   |   |   |                       |    |    |  |
| Developing an understanding of space                                    | I                | I                 | EM | R  | R |   |   |                     |   |   |   |                       |    |    |  |
| Using time element  |                  | I                 | E  | E  | M |   |   |                     |   |   |   |                       |    |    |  |
| Respect for property  | I                | I                 | EM | R  | R |   |   |                     |   |   |   |                       |    |    |  |
| Respect for rules   | I                | I                 | EM | R  | R |   |   |                     |   |   |   |                       |    |    |  |
| Group cooperation   | I                | I                 | EM | R  | R |   |   |                     |   |   |   |                       |    |    |  |
| Specific rhythms  |                  |                   |    |    |   |   |   |                     |   |   |   |                       |    |    |  |
| Chicken fat   |                  | I                 | EM |    |   |   |   |                     |   |   |   |                       |    |    |  |
| 5 minute for fitness  |                  |                   | I  | EM | R |   |   |                     |   |   |   |                       |    |    |  |
| Understanding of benefits of aerobics                                   |                  | I                 | E  | M  | R |   |   |                     |   |   |   |                       |    |    |  |
| Dancing cooperation   |                  | I                 | E  | M  | R |   |   |                     |   |   |   |                       |    |    |  |
|   |                  |                   |    |    |   |   |   |                     |   |   |   |                       |    |    |  |
|   |                  |                   |    |    |   |   |   |                     |   |   |   |                       |    |    |  |
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|   |                  |                   |    |    |   |   |   |                     |   |   |   |                       |    |    |  |
|   |                  |                   |    |    |   |   |   |                     |   |   |   |                       |    |    |  |
|   |                  |                   |    |    |   |   |   |                     |   |   |   |                       |    |    |  |
|   |                  |                   |    |    |   |   |   |                     |   |   |   |                       |    |    |  |
|   |                  |                   |    |    |   |   |   |                     |   |   |   |                       |    |    |  |
|   |                  |                   |    |    |   |   |   |                     |   |   |   |                       |    |    |  |
|   |                  |                   |    |    |   |   |   |                     |   |   |   |                       |    |    |  |

## Physical Education – Essential Learner Outcomes

Area of Study

Rhythms and Dance

Activity Unit

Movement exploration and Aerobic dance

| Objectives Components                   | Psychomotor     | Knowledge       | Affective        |
|---|-----------------|-----------------|------------------|
| Exploring fundamental movement patterns | KI, 1E, 2M, 3R  |                 |                  |
| Exploring the range of body movements   | KI, 1EM, 2R, 3R |                 |                  |
| Developing an understanding of space    | KI, 1EM, 2R, 3R |                 |                  |
| Using time element                      | KI, 1E, 2E, 3M  |                 |                  |
| Using intensity                         | KI, 1E, 2E, 3M  |                 |                  |
| Respect for property                    |                 | KI, 1EM, 2R, 3R |                  |
| Respect for rules                       |                 | KI, 1EM, 2R, 3R |                  |
| Group cooperation                       |                 |                 | KI, 1E 2M 3R     |
| Musical accompaniment                   |                 |                 |                  |
| Chicken fat                             | KI, 1EM         |                 |                  |
| Hockey Pokey                            | KI, 1EM         |                 |                  |
| Wagon Train Dance                       | KI, 1EM         |                 |                  |
| Are you Ready?!!                        | KI, 1EM         |                 |                  |
| Benefits of Aerobics                    |                 | KI, 1E, 2E, 2E  |                  |
| Exercising together                     |                 |                 | L1. 1E.<br>2M.3R |
|   |                 |                 |                  |
|   |                 |                 |                  |
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## Scope and Sequence of Model Learner Outcomes

| Area of study<br>Rhythms and Dance<br>.....<br>Jump Rope Rhythms | E<br>C<br>E<br>C | 3 years – 8 years<br><b><u>PRIMARY</u></b> |    |   |    |   | 9 years – 15 years<br><b><u>INTERMEDIATE</u></b> |   |   |   | 16 years 18 years<br><b><u>SENIOR HIGH</u></b> |   |    |    |
|--|------------------|--|----|---|----|---|--|---|---|---|--|---|----|----|
|  |                  | EC   | K  | 1 | 2  | 3 | 4  | 5 | 6 | 7 | 8  | 9 | 10 | 11 |
| How to hold rope   |                  | I  | EM | R | R  |   |  |   |   |   |  |   |    |    |
| How to turn rope   |                  | I  | E  | M | R  |   |  |   |   |   |  |   |    |    |
| Forward, 2 feet together   |                  | I  | E  | M | R  |   |  |   |   |   |  |   |    |    |
| Backward, 2 feet together  |                  | I  | E  | M | R  |   |  |   |   |   |  |   |    |    |
| Jogging  |                  | I  | E  | M | R  |   |  |   |   |   |  |   |    |    |
| Hopping on Left/Right foot                                       |                  | I  | E  | M | R  |   |  |   |   |   |  |   |    |    |
| Side Straddle  |                  | I  | E  | M | R  |   |  |   |   |   |  |   |    |    |
| Front/back   |                  | I  | E  | M | R  |   |  |   |   |   |  |   |    |    |
| Criss cross  |                  |  |    | I | E  |   |  |   |   |   |  |   |    |    |
| Heel to heel/with partner  |                  |  |    | I | E  |   |  |   |   |   |  |   |    |    |
| Side jumps with partner  |                  |  | I  | E | M  |   |  |   |   |   |  |   |    |    |
| Toe to toe with partner  |                  |  |    | I | E  |   |  |   |   |   |  |   |    |    |
| Cooperation with group   |                  | I  | E  | E | E  |   |  |   |   |   |  |   |    |    |
| Knowledge of beat  |                  | I  | E  | E | E  |   |  |   |   |   |  |   |    |    |
| Safety   |                  | I  | E  | E | E  |   |  |   |   |   |  |   |    |    |
| Double Dutch   |                  |  |    |   | I  |   |  |   |   |   |  |   |    |    |
| How to Twirl   |                  |  |    |   | IE |   |  |   |   |   |  |   |    |    |
| How to Jump  |                  |  |    |   | I  |   |  |   |   |   |  |   |    |    |
| Partner jumps  |                  |  |    |   |    |   |  |   |   |   |  |   |    |    |

|             |  |  |  |   |   |  |  |  |  |  |  |  |  |  |
|-------------|--|--|--|---|---|--|--|--|--|--|--|--|--|--|
| Single rope |  |  |  | I | E |  |  |  |  |  |  |  |  |  |
| Double rope |  |  |  | I | E |  |  |  |  |  |  |  |  |  |

## Physical Education – Essential Learner Outcomes

Area of Study  
Rhythms and Dance  
Activity Unit  
Jump rope rhythms

| Objectives Components                 | Psychomotor     | Knowledge      | Affective      |
|---------------------------------------|-----------------|----------------|----------------|
| How to hold rope                      | K1, 1EM, 2R, 3R |                |                |
| How to turn rope                      | K1, 1E, 2M, 3R  |                |                |
| Forward, 2 feet together              | KI, 1E, 2M, 3R  |                |                |
| Backward, 2 feet together             | KI, 1E, 2M, 3R  |                |                |
| Jogging                               | KI, 1E, 2M, 3R  |                |                |
| Hopping on Left/Right foot            | KI, 1E, 2E, 3E  |                |                |
| Side straddle                         | KI, 1E, 2E, 3M  |                |                |
| Front/back                            | KI, 1E, 2E, 3M  |                |                |
| Criss cross                           | 2I, 3E          |                |                |
| Heel to heel with partner             | 2I, 3E          |                |                |
| Side jumps with partner               | 1I, 2E, 3M      |                |                |
| Toe to toe with partner               | 2I, 3E          |                |                |
| Cooperation with partner and or group |                 |                | KI, 1E, 2E, 3E |
| Beat of music                         |                 | KI, 1E, 2E, 3E |                |
| Safety                                |                 | KI, 1E, 2E, 3E |                |
| Double Dutch                          |                 |                |                |
| How to twirl                          | 3IE             |                |                |
| How to jump                           | 3IE             |                |                |
| Partner Jumps                         |                 |                |                |
| Single rope                           | 2I, 3E          |                |                |
| Double rope                           | 2I, 3E          |                |                |
|                                       |                 |                |                |

## Scope and Sequence of Model Learner Outcomes

| Area of study<br>Rhythms and Dance<br>.....<br>Square Dance | E<br>C<br>E<br>C | 3 years – 8 years<br><b><u>PRIMARY</u></b> |   |   |    | 9 Years-15 Years<br><b><u>INTERMEDIATE</u></b> |   |   |   | 16 years – 18 years<br><b><u>Senior High</u></b> |   |   |    |    |
|---|------------------|--|---|---|----|--|---|---|---|--|---|---|----|----|
|   |                  | EC   | K | 1 | 2  | 3  | 4 | 5 | 6 | 7  | 8 | 9 | 10 | 11 |
| Honor partner   |                  |  |   | I | E  |  |   |   |   |  |   |   |    |    |
| Honor Corner  |                  |  |   | I | E  |  |   |   |   |  |   |   |    |    |
| Swing Partner/corner  |                  |  |   | I | E  |  |   |   |   |  |   |   |    |    |
| Circle left and Right                                       |                  |  |   | I | E  |  |   |   |   |  |   |   |    |    |
| Promenade   |                  |  |   | I | E  |  |   |   |   |  |   |   |    |    |
| Do Si Do  |                  |  |   | I | E  |  |   |   |   |  |   |   |    |    |
| Grand Right and Left  |                  |  |   | I | E  |  |   |   |   |  |   |   |    |    |
| “Visit” other couples                                       |                  |  |   | I | E  |  |   |   |   |  |   |   |    |    |
| Allemande left  |                  |  |   |   | IE |  |   |   |   |  |   |   |    |    |
| Exchange home positions                                     |                  |  |   |   | IE |  |   |   |   |  |   |   |    |    |
| Ladies chain  |                  |  |   |   | I  |  |   |   |   |  |   |   |    |    |
| History   |                  |  |   | I | E  |  |   |   |   |  |   |   |    |    |
| Cooperation   |                  |  |   | I | E  |  |   |   |   |  |   |   |    |    |
|   |                  |  |   |   |    |  |   |   |   |  |   |   |    |    |
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|   |                  |  |   |   |    |  |   |   |   |  |   |   |    |    |

## Physical Education – Essential Learner Outcomes

Area of Study  
 Rhythms and Dance  
 Activity Unit  
 Square Dance

| Objectives Components     | Psychomotor | Knowledge | Affective  |
|---------------------------|-------------|-----------|------------|
| Honor Partner             | 2E, 3E      |           |            |
| Honor corner              | 2I, 3E      |           |            |
| Swing partner/corner      | 2I, 3E      |           |            |
| Circle left/right         | 2I, 3E      |           |            |
| Promenade                 | 2I, 3E      |           |            |
| Do Si Do                  | 2I, 3E      |           |            |
| Grand right and left      | 2I, 3E      |           |            |
| Visit other couples       | 2I, 3E      |           |            |
| Allemande left            | 3I          |           |            |
| Exchanging home positions | 3I          |           |            |
| Ladies chain              | 3I          |           |            |
| Home position             |             | 2I, 3E    |            |
| History                   |             | 2I, 3E    |            |
| Cooperation               |             |           | 1I, 2E, 3E |
| Parental program          |             |           | 1I, 2E, 3E |
|                           |             |           |            |
|                           |             |           |            |
|                           |             |           |            |
|                           |             |           |            |

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## Scope and Sequence of Model Learner Outcomes

| Area of study<br>Rhythms and Dance<br>.....<br>Circle, Line, Folk Dance, Parachute Dance | E<br>C<br>E<br>C | 3 years – 8 years<br><b><u>PRIMARY</u></b> |   |   |   | 9 years –s 15 years<br><b><u>INTERMEDIATE</u></b> |   |   |   | 16 Years – 18 years<br><b><u>SENIOR HIGH</u></b> |   |   |    |    |
|--|------------------|--|---|---|---|---|---|---|---|--|---|---|----|----|
|  |                  | EC   | K | 1 | 2 | 3   | 4 | 5 | 6 | 7  | 8 | 9 | 10 | 11 |
| Circle Dance   |                  | IE   | M |   |   |   |   |   |   |  |   |   |    |    |
| Hokey Pokey  |                  | IE   | M |   |   |   |   |   |   |  |   |   |    |    |
| The chicken Dance  |                  | I  | E |   |   |   |   |   |   |  |   |   |    |    |
| Line Dance/with Hoola hoop   |                  | I  | E |   |   |   |   |   |   |  |   |   |    |    |
| Folk Dance   |                  |  | I | E | E |   |   |   |   |  |   |   |    |    |
| Virginia Reel  |                  |  |   | I | E |   |   |   |   |  |   |   |    |    |
| Parachute  | I                | IE   | E |   |   |   |   |   |   |  |   |   |    |    |
| Cross under  |                  | IE   | E |   |   |   |   |   |   |  |   |   |    |    |
| Mushroom   |                  | IE   | E |   |   |   |   |   |   |  |   |   |    |    |
| Mountain   | I                | IE   | E |   |   |   |   |   |   |  |   |   |    |    |
| Merry go round   |                  | I  | E |   |   |   |   |   |   |  |   |   |    |    |
| Cooperation  | I                | I  | E | E | E |   |   |   |   |  |   |   |    |    |
|  |                  |  |   |   |   |   |   |   |   |  |   |   |    |    |
|  |                  |  |   |   |   |   |   |   |   |  |   |   |    |    |
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## Physical Education – Essential Learner Outcomes

Area of Study

Rhythms and Dance

Activity Unit

Circle, Line and Folk Dance, Parachute

| Objectives Components    | Psychomotor | Knowledge  | Affective      |
|--------------------------|-------------|------------|----------------|
| Circle Dance             | KIEM        |            |                |
| Hokey Pokey              |             |            |                |
| Line Dance               | KIEM        |            |                |
|                          |             |            |                |
|                          |             |            |                |
| Folk Dance               |             |            |                |
| Virginia Reel            | 2IE         |            |                |
| History                  |             | 1I, 2E, 3E |                |
| Parachute                |             |            |                |
| Ripples and waves        | KIEM, 1E    |            |                |
| Umbrella                 | KI, 1E      |            |                |
| Crossing under parachute | KI, 1E      |            |                |
| Mushroom                 | 1E          |            |                |
| Mountain                 | KI, 1E      |            |                |
| Merry-go-Round           | KI, 1E      |            |                |
| Cooperation              |             |            | KI, 1E, 2E, 3E |
|                          |             |            |                |
|                          |             |            |                |

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## Scope and Sequence of Model Learner Outcomes

| Area of Study<br>Skill and Health Related<br>Physical Fitness<br>.....<br>Fitness Activities | E<br>C<br>E<br>C | 3 years – 8 years<br><u>PRIMARY</u> |    |    |   |   | 9 years – 15 years<br><u>INTERMEDIATE</u> |   |   |   |   | 16 years – 18 years<br><u>SENIOR HIGH</u> |    |    |    |
|--|------------------|-------------------------------------|----|----|---|---|---|---|---|---|---|---|----|----|----|
|  |                  | EC                                  | K  | 1  | 2 | 3 | 4   | 5 | 6 | 7 | 8 | 9   | 10 | 11 | 12 |
| Obstacle Course  |                  | I                                   | E  | M  | R |   |   |   |   |   |   |   |    |    |    |
| Rules  |                  | I                                   | E  | M  | R |   |   |   |   |   |   |   |    |    |    |
| Cooperation  |                  | I                                   | E  | M  | R |   |   |   |   |   |   |   |    |    |    |
| Daily Warm ups   |                  |                                     |    |    |   |   |   |   |   |   |   |   |    |    |    |
| Loco-motor activities  |                  | I                                   | E  | M  | R |   |   |   |   |   |   |   |    |    |    |
| Sit-ups/curl ups   | I                | I                                   | EM | M  | R |   |   |   |   |   |   |   |    |    |    |
| Push-ups   |                  | I                                   | E  | M  | R |   |   |   |   |   |   |   |    |    |    |
| Leg Stretch  | I                | I                                   | EM | R  | R |   |   |   |   |   |   |   |    |    |    |
| Windmills/Toe Touches  |                  | I                                   | E  | E  | M |   |   |   |   |   |   |   |    |    |    |
| Heel clicks  | I                | I                                   | IE | EM | R |   |   |   |   |   |   |   |    |    |    |
| Jumping jacks  |                  | I                                   | E  | E  | M |   |   |   |   |   |   |   |    |    |    |
| Burpees  |                  | I                                   | E  | M  | R |   |   |   |   |   |   |   |    |    |    |
| Arm Circles  |                  | I                                   | E  | M  | R |   |   |   |   |   |   |   |    |    |    |
| Mountain climbers  | I                | I                                   | E  | R  | M |   |   |   |   |   |   |   |    |    |    |
| Know Usefulness  |                  | I                                   | E  | E  | M |   |   |   |   |   |   |   |    |    |    |
| Following a leader   |                  | I                                   | E  | E  | E |   |   |   |   |   |   |   |    |    |    |
| Circuit Train/Fitness unit   |                  |                                     | I  | IE | E |   |   |   |   |   |   |   |    |    |    |
| Knowledge of benefits  |                  |                                     |    |    | I |   |   |   |   |   |   |   |    |    |    |
| Cooperation  |                  |                                     |    |    | I |   |   |   |   |   |   |   |    |    |    |
| Physical Fitness Testing   |                  |                                     | I  | E  | E |   |   |   |   |   |   |   |    |    |    |
| Flexibility  |                  |                                     | I  | E  | E |   |   |   |   |   |   |   |    |    |    |
| Abdominal Strength   |                  |                                     | I  | E  | E |   |   |   |   |   |   |   |    |    |    |
| Cardio respiratory Endurance   |                  |                                     | I  | E  | E |   |   |   |   |   |   |   |    |    |    |
| Pull-ups   |                  |                                     | I  | E  | E |   |   |   |   |   |   |   |    |    |    |

|                           |  |  |   |   |   |  |  |  |  |  |  |  |  |
|---------------------------|--|--|---|---|---|--|--|--|--|--|--|--|--|
| Push ups                  |  |  | I | E | E |  |  |  |  |  |  |  |  |
| Knowledge of results      |  |  | I | E | E |  |  |  |  |  |  |  |  |
| Acceptance of differences |  |  | I | E | E |  |  |  |  |  |  |  |  |

## Physical Education – Essential Learner Outcomes

Area of Study

Health Related Physical Fitness

Activity Unit

Fitness Activities

| Objectives Components         | Psychomotor          | Knowledge       | Affective       |
|-------------------------------|----------------------|-----------------|-----------------|
| Obstacle Course               | KI, 1E, 2M 3R        |                 |                 |
| Following rules               |                      | KI, 1EM, 2R, 3R |                 |
| Cooperation with others       |                      |                 | KI, 1EM, 2R, 3R |
| Daily Warm-ups                |                      |                 |                 |
| Loco-motor activities         | KI, 1E, 2M, 3R       |                 |                 |
| Exercises                     |                      |                 |                 |
| Sit-ups/curl-ups              | ECI, K1, 1EM, 2R, 3R |                 |                 |
| Push-ups                      | KI, 1E 2E, 3E        |                 |                 |
| Leg stretch                   | ECI, K1, 1EM, 2R, 3R |                 |                 |
| Windmills/Toe Touches         | KI, 1E, 2E, 3M       |                 |                 |
| Heel clicks                   | ECI, K1, 1L, 2E, 3M  |                 |                 |
| Jumping jacks                 | KI, 1E, 2E, 3M       |                 |                 |
| Burpees                       | KI, 1E, 2M, 3R       |                 |                 |
| Arm circles                   | KI, 1E, 2M, 3R       |                 |                 |
| Mountain climbing             | ECI, K1, 1E, 2M, 3R  |                 |                 |
| Purpose and Usefulness        |                      | KI, 1E, 2E, 3M  |                 |
| Follow a Leader               |                      |                 | KI, 1E, 2E, 3E  |
| Circuit training/Fitness unit | 1I, 2IE, 3E          |                 |                 |
| Benefits                      |                      | 3I              |                 |
| Work with small group         |                      |                 | 3I              |
| Physical Fitness testing      |                      |                 |                 |
| Flexibility                   | 1I, 2E, 3E           |                 |                 |
| Abdominal strength            | 1I, 2E, 3E           |                 |                 |
| Cardio-respiratory endurance  | 1I, 2E, 3E           |                 |                 |

|                       |            |            |            |
|-----------------------|------------|------------|------------|
| Pull-ups              | 1I, 2E, 3E |            |            |
| What results mean     |            | 1I, 2E, 3E |            |
| Accepting differences |            |            | 1I, 2E, 3E |

## Scope and Sequence of Model Learner Outcomes

| Area of study<br>Team Sport<br>.....<br>Football | E<br>C<br>E<br>C | 3 years – 8 years<br><b><u>PRIMARY</u></b> |   |   |   |   | 9 years – 15 years<br><b><u>INTERMEDIATE</u></b> |   |   |    | 16 years – 18 years<br><b><u>SENIOR HIGH</u></b> |    |    |    |    |
|--|------------------|--|---|---|---|---|--|---|---|----|--|----|----|----|----|
|  |                  | EC   | K | 1 | 2 | 3 | 4  | 5 | 6 | 7  | 8  | 9  | 10 | 11 | 12 |
| Forward Pass                                     |                  |  |   | I | I | I | I  | E | E | E  | M  | M  | R  | R  | R  |
| Centering  |                  |  |   |   |   | I | I  | E | E | E  | E  | M  | R  | R  | R  |
| Catching   |                  |  |   | I | I | I | I  | E |   | E  | E  | M  | R  | R  | R  |
| Safety   |                  |  |   |   |   | I | I  | I | I | EM | EM   | EM | EM | R  | R  |
| Stance   |                  |  |   |   |   |   |  | I | E | E  | M  | R  | R  | R  | R  |
| Passing receiving                                |                  |  |   | I | I | I | E  | E | E | E  | E  | M  | R  | R  | R  |
| Punting  |                  |  |   | I | I | I | E  | I | E | E  | E  | M  | R  | R  | R  |
| Place kick                                       |                  |  |   | I | I | I | E  | I | E | E  | E  | M  | R  | R  | R  |
| Blocking   |                  |  |   |   |   |   |  | I | E | E  | M  | M  | R  | R  | R  |
| Carry the ball                                   |                  |  |   | I | I | I | E  | E | E | M  | M  | R  | R  | R  | R  |
| Running and dodging                              |                  |  |   | I | I | I | I  | E | E | M  | M  | R  | R  | R  | R  |
| Ball exchange                                    |                  |  |   |   |   |   |  | I | E | E  | E  | M  | R  | R  | R  |
| Lateral pass                                     |                  |  |   |   |   |   |  | I | E | E  | E  | M  | R  | R  | R  |
| Pass patterns                                    |                  |  |   |   |   | I | IE   | I | I | E  | E  | M  | R  | R  | R  |
| Responsibilities in huddle                       |                  |  |   |   |   |   |  | I | E | E  | E  | M  | M  | R  | R  |
| Offensive and defensive responsibilities         |                  |  |   |   |   |   |  | I | E | E  | E  | M  | M  | R  | R  |
| Rules  |                  |  |   |   |   |   | I  | I | E | E  | M  | M  | R  | R  | R  |

|                    |  |  |  |   |   |   |   |   |   |   |   |   |   |   |
|--------------------|--|--|--|---|---|---|---|---|---|---|---|---|---|---|
| Lead up game       |  |  |  | I | I | I | I |   |   |   |   |   | R | R |
| Flag football game |  |  |  |   |   | I | I | E | E | E | M | M | R | R |
|                    |  |  |  |   |   |   |   |   |   |   |   |   |   |   |

## Physical Education – Essential Learner Outcomes

Area of Study  
Team Sport  
Activity Unit  
Football

| Objectives Components                    | Psychomotor               | Knowledge         | Affective           |
|--|---------------------------|-------------------|---------------------|
| Forward pass                             | 1-4I, 5-7E, 8M, 9M, 10R   |                   |                     |
| Centering                                | 4I, 5E, 6E, 7E            |                   |                     |
| Catching                                 | 1-4I, 5-7E                |                   |                     |
| Safety                                   |                           | 4-6I, 7-10EM      |                     |
| Stance                                   | 5I, 6E, 7E, 8M, 9R, 10R   |                   |                     |
| Pass Receiving                           | 1-3I, 4-8E, 9R, 10R,      |                   |                     |
| Punting                                  | 1-5I, 6-8E, 9M, 10R       |                   |                     |
| Place kick                               | 1-5O, 6-8E, 9M, 10R       |                   |                     |
| Blocking                                 | 5I, 6-7 E, 8-9 M, 10R     |                   |                     |
| Carrying the ball                        | 1-3I, 4-6E, 7-8M, 9R, 10R |                   |                     |
| Running and Dodging                      | 1-4I, 5-6E, 7-8M, 9-10R   |                   |                     |
| Ball exchange                            | 5I, 6-8E, 9M, 10R         |                   |                     |
| Lateral pass                             | 5I, 6-8E, 9M, 10R         |                   |                     |
| Pass patterns                            | 3-5I, 6-8E, 9M, 10R       |                   |                     |
| Responsibilities in huddle               |                           | 5I, 6-8E, 9-10M   |                     |
| Offensive and defensive responsibilities |                           | 5I, 6-8E, 9M, 10R |                     |
| Lead up game                             |                           |                   | 2-5I                |
| Flag football game                       |                           |                   | 4-5O, 6-8E, 9M, 10R |
| Skills Test                              |                           |                   |                     |
| Passing for distance and accuracy        |                           | 2- 3- 4- 5- 6     | 7-10                |

|   |  |               |      |
|---|--|---------------|------|
| Punting for distance and accuracy       |  | 2- 3- 4- 5 -6 | 7-20 |
| Place kicking for distance and accuracy |  | 2- 3- 4- 5- 6 |      |
| Centering for distance 7 accuracy       |  | 4- 5- 6       |      |
|   |  |               |      |

## Scope and Sequence of Model Learner Outcomes

| Area of Study<br>Team Sport<br>-----<br>Volleyball | E<br>C<br>E<br>C | 3 years – 8 years<br><b><u>PRIMARY</u></b> |   |   |   | 9 years – 15 years<br><b><u>INTERMEDIATE</u></b> |   |   |    | 16 years – 18 years<br><b><u>SENIOR HIGH</u></b> |    |    |    |    |
|--|------------------|--|---|---|---|--|---|---|----|--|----|----|----|----|
|  |                  | EC   | K | 1 | 2 | 3  | 4 | 5 | 6  | 7  | 8  | 9  | 10 | 11 |
| Underhand serve                                    |                  |  | I | I | E | E  | E | E | M  | M  | R  | R  | R  | R  |
| Overhand serve                                     |                  |  | I | I | E | E  |   | I | E  | E  | M  | M  | R  | R  |
| Underhand pass                                     |                  |  | I | I | E | E  | I | E | E  | E  | M  | M  | R  | R  |
| Overhand pass                                      |                  |  |   |   | I | I  | I | E | E  | E  | M  | M  | R  | R  |
| Returns  |                  |  |   |   |   | I  | E | E | M  | M  | R  | R  | R  | R  |
| Spike  |                  |  |   |   |   |  |   | I | IE | IE   | M  | M  | R  | R  |
| Tip  |                  |  |   |   |   |  |   | I | IE | IE   | M  | M  | R  | R  |
| Save   |                  |  |   |   |   |  |   | I | IE | IE   | E  | E  | E  | E  |
| Block  |                  |  |   |   |   |  |   | I | IE | IE   | E  | E  | E  | E  |
| Player positions and Responsibilities              |                  |  |   |   |   |  | I | E | MR | MR   | MR | MR | R  | R  |
| Rotation   |                  |  |   |   |   | I  | I | E | MR | MR   | MR | MR | R  | R  |
| Rules  |                  |  |   |   |   | I  | I | E | MR | MR   | MR | MR | R  | R  |
| Safety   |                  |  |   |   |   | I  | E | E | MR | MR   | MR | MR | R  | R  |
| <b>SKILL TESTS</b>                                 |                  |  |   |   |   |  |   |   |    |  |    |    |    |    |
| Serve  |                  |  | X | X | X | X  | X | X | X  | X  | X  | X  | X  | X  |
| Wall volley: underhand pass                        |                  |  |   | X | X | X  | X | X | X  | X  | X  | X  | X  | X  |
| Wall volley: overhand pass                         |                  |  |   | X | X | X  | X | X | X  | X  | X  | X  | X  | X  |

|                 |  |  |   |   |   |   |   |   |   |   |   |   |   |   |
|-----------------|--|--|---|---|---|---|---|---|---|---|---|---|---|---|
| Lead up games   |  |  | X | X | X | X | X | X |   |   |   |   |   |   |
| Volleyball game |  |  |   |   |   |   | I | E | E | E | M | R | R | R |
|                 |  |  |   |   |   |   |   |   |   |   |   |   |   |   |

## Physical Education – Essential Learner Outcomes

Area of Study

Team Sport

Activity Unit

Volleyball

| Objectives Components                 | Psychomotor                     | Knowledge               | Affective |
|---------------------------------------|---------------------------------|-------------------------|-----------|
| Underhand serve                       | 1-2I, 3-6 E, 7-8 M, 9-12 R      |                         |           |
| Overhand serve                        | 1-4I, 6I, 7-8E, 9-10M, 11,12R   |                         |           |
| Underhand pass                        | 1-5I, 6-8E, 9-10M, 11,12R       |                         |           |
| Overhand pass                         | 1-2I, 4-5I, 6-8E, 9-10M, 11-12R |                         |           |
| Returns                               | 4I, 5-6E, 7-8M, 10-12R          |                         |           |
| Spike                                 | 6I, 7-8E, 9-10M, 11-12R         |                         |           |
| Tip                                   | 6-7I, 8E, 9-10M, 1-12R          |                         |           |
| Save                                  | 6I, 7-8IE, 9-12E                |                         |           |
| Block                                 | 6I, 7-8IE, 9-12E                |                         |           |
| Player positions and responsibilities |                                 | 5I, 6E, 7-10M, 11-12R   |           |
| Rotation                              |                                 | 5I, 6E, 7-10M, 11-12R   |           |
| Rules                                 |                                 | 4-5I, 6E, 7-10M, 11-12R |           |
| Safety                                |                                 | 4-5I, 6E, 7-10M, 11-12R |           |
| <b>SKILL TESTS</b>                    |                                 |                         |           |
| Serve                                 | 1-2-3-4-5-6                     | 7-8-9-10-11-12          |           |
| Wall Volleying:                       |                                 |                         |           |
| Underhand pass                        | 2-3-4-5-6                       | 7-8-9-10-11-12          |           |
| Overhand Pass                         | 2-3-4-5-6                       | 3-6I                    |           |
| Lead up games                         |                                 | 3-6I                    |           |
| Volleyball game                       |                                 | 5I, 6-8E, 9M, 10-12R    |           |

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## Scope and Sequence of Model Learner Outcomes

| Area of Study<br>Team Sports<br>.....<br>Basketball | E<br>C<br>E<br>C | 3 years – 8 years<br><b><u>PRIMARY</u></b> |   |   |   |   | 9 years -15 years<br><b><u>INTERMEDIATE</u></b> |   |    |    |    | 16 years – 18 years<br><b><u>SENIOR HIGH</u></b> |    |    |    |
|---|------------------|--|---|---|---|---|---|---|----|----|----|--|----|----|----|
|   |                  | EC   | K | 1 | 2 | 3 | 4   | 5 | 6  | 7  | 8  | 9  | 10 | 11 | 12 |
| Two hand chest pass                                 |                  |  | I | I | I | E | E   | E | E  | M  | R  | R  |    |    |    |
| Bounce pass   |                  |  | I | I | I | I | E   | E | M  | M  | R  | R  |    |    |    |
| Push pass   |                  |  |   |   |   | I | E   | E |    |    |    |  |    |    |    |
| Baseball pass                                       |                  |  |   |   |   | I | E   | E | R  | R  | R  | R  |    |    |    |
| Lay-up shot   |                  |  |   |   | I | I | I   | E | E  | E  | M  | R  | R  | R  |    |
| Set shot  |                  |  |   | I | I | I | I   | E | E  | M  | M  | R  | R  | R  |    |
| Jump shot   |                  |  |   |   |   |   |   |   | I  | I  | E  | E  | R  | R  |    |
| Dribbling start                                     |                  |  | I | I | I | I | I   | E | E  | E  | E  | M  | R  |    |    |
| Ball handling skills                                |                  |  | I | I | I | I | E   | E |    |    |    |  |    |    |    |
| Defensive positions                                 |                  |  |   |   | I | I | I   | E | E  | E  | M  | R  |    |    |    |
| Catching  |                  | I  | I | I | I | I | E   | E | MR | MR | MR | MR   | R  | R  |    |
| Figure 8 passing                                    |                  |  |   |   |   |   |   | I | IE | IE | M  | R  |    |    |    |
| Crossover dribble                                   |                  |  |   |   |   |   |   | I | E  | E  | M  | R  |    |    |    |
| Fake and Drive                                      |                  |  |   |   |   |   |   | I | E  | E  | M  | R  | R  | R  |    |
| Directional dribbling                               |                  |  |   |   |   | I | E   |   |    |    |    |  |    |    |    |
| 1 on 1  |                  |  |   |   | I | I | E   | E | E  | E  | M  | R  | R  | R  |    |
| 2 on 2  |                  |  |   |   | I | I | I   | E | E  | E  | M  | R  | R  | R  |    |
| 3 on 3  |                  |  |   |   |   |   | I   | E | E  | E  | E  | M  | R  | R  |    |
| Lead up games                                       |                  |  | I | I | I | I | I   |   |    |    |    |  |    |    |    |
| Line basketball                                     |                  |  |   |   | I | I | E   |   |    |    |    |  |    |    |    |
| Rules   |                  |  |   |   |   | I | I   | I | IE | IE | IE | EM   | R  | R  |    |

|                                     |  |  |   |   |   |   |   |   |    |    |   |   |  |  |
|-------------------------------------|--|--|---|---|---|---|---|---|----|----|---|---|--|--|
| Offensive and defensive positioning |  |  |   |   | I | I |   | I | IE | IE | M | R |  |  |
| SKILL TESTS                         |  |  |   |   |   |   |   |   |    |    |   |   |  |  |
| Dribble                             |  |  | X | X | X | X | X | X | X  | X  | X | X |  |  |
| Wall pass                           |  |  | X | X | X | X | X | X | X  | X  | X | X |  |  |
| Baskets                             |  |  |   | X | X | X | X | X | X  | X  |   |   |  |  |

## Physical Education – Essential Learner Outcomes

Area of Study  
Team Sports  
Activity Unit  
Basketball

| Objectives Components    | Psychomotor              | Knowledge | Affective |
|--------------------------|--------------------------|-----------|-----------|
| Two handed chest pass    | 1-3I, 4-7E, 8M, 9-19R    |           |           |
| Bounce pass              | 1-3I, 5-6 E, 7-8M, 9-10R |           |           |
| Push pass                | 4I, 5E, 6E               |           |           |
| Baseball bass            | 4I, 5E, 6E               |           |           |
| Lay up shot              | 4-5I, 6-8E, 9M, 10R      |           |           |
| Set shot                 | 2-5I, 6-7E, 8-9M, 10R    |           |           |
| Jump shot                | 7-8I, 9-10E              |           |           |
| Dribbling left and right | 4I, 5-7E, 8-9M, 10R      |           |           |
| Ball handling skills     | 1-4I, 5-6E               |           |           |
| Defensive positioning    | 3-5I, 6-8E, 9M, 10R      |           |           |
| Catching                 | 1-4I, 5-6E, 7-9M, 10MR   |           |           |
| Figure 8 passing         | 6I, 7-8IE, 9M, 10R       |           |           |
| Crossover dribble        | 6I, 7=8E, 9M, 10R        |           |           |
| Fake and Drive           | 6I, 7-8E, 9M, 10R        |           |           |
| Directional dribbling    | 5I, 6E                   |           |           |
| 1 on 1                   | 3-4I, 5-8E, 9M, 10R      |           |           |
| 2 on 2                   | 3-4I, 5-8E, 9M, 10R      |           |           |
| 3 on 3                   | 5I, 6-9E, 10M            |           |           |
| Lead up games            |                          |           | 1-5I      |
| Line up Basketball       |                          |           | 3-5I, 6E  |
| Rules                    |                          | 4-6I      |           |

|                                     |             |                   |  |
|-------------------------------------|-------------|-------------------|--|
| Offensive and defensive positioning |             | 6I, 7-8E, 9M, 10R |  |
| SKILL TESTS                         |             |                   |  |
| Dribble                             | 1-2-3-4-5-6 | 7-8-9-10          |  |
| Wall pass                           | 1-2-3-5-6   | 7-8-9-10          |  |
| Baskets                             | 5-6         | 7-8-9-10 Lay-up   |  |

## Scope and Sequence of Model Learner Outcomes

| Area of Study<br><br>Team Sports<br>.....<br><br>Floor Hockey | E<br>C<br>E<br>C | 3 years – 8 years<br><br><u>PRIMARY</u> |   |   |   | 9 years – 15 years<br><br><u>INTERMEDIATE</u> |   |   |    | 16 years – 18 years<br><br><u>SENIOR HIGH</u> |    |    |    |    |
|---|------------------|---|---|---|---|---|---|---|----|---|----|----|----|----|
|   |                  | EC                                      | K | 1 | 2 | 3   | 4 | 5 | 6  | 7   | 8  | 9  | 10 | 11 |
| Grip/Carrying stick   |                  | I                                       | I | I | E | E   | E | E | MR | MR  | MR | MR | R  | R  |
| Passing to stationary and moving target                       |                  |   | I | I | E | E   | E | E | MR | MR  | MR | MR | R  | R  |
| Shooting for goal   |                  | I                                       | I | I | E | E   | E | E | MR | MR  | MR | MR | R  | R  |
| Responsibilities of players                                   |                  |   |   | I | E | I   | E | E | MR | MR  | MR | MR | R  | R  |
| Offensive and defensive positioning                           |                  |   |   | I | I | I   | E | E | MR | MR  | MR | MR | R  | R  |
| Goal keeping  |                  |   | I | I | E | I   | E | E | MR | MR  | MR | MR | R  | R  |
| Rules   |                  |   |   | I | I | I   | I | E | E  | E   | M  | R  | R  | R  |
| Safety  |                  |   | I | I | E | E   | E | E | MR | MR  | MR | MR | R  | R  |
| SKILL TESTS   |                  |   |   |   |   |   |   |   |    |   |    |    |    |    |
| Goal shooting   |                  |   | X | X | X | X   | X | X |    |   |    |    |    |    |
| Dribbling   |                  |   | X | X | X | X   | X | X |    |   |    |    |    |    |
|   |                  |   |   |   |   |   |   |   |    |   |    |    |    |    |
|   |                  |   |   |   |   |   |   |   |    |   |    |    |    |    |
|   |                  |   |   |   |   |   |   |   |    |   |    |    |    |    |
|   |                  |   |   |   |   |   |   |   |    |   |    |    |    |    |
|   |                  |   |   |   |   |   |   |   |    |   |    |    |    |    |



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## Scope and Sequence of Model Learner Outcomes

| Area of study<br>Team Sport<br>.....<br>Soccer | E<br>C<br>E<br>C | 3 Years – 8 Years<br><b>PRIMARY</b> |   |   |    | 9 years -15 years<br><b>INTERMEDIATE</b> |   |   |   | 16 years – 18 years<br><b>SENIOR HIGH</b> |   |   |    |    |
|--|------------------|-------------------------------------|---|---|----|--|---|---|---|---|---|---|----|----|
|  |                  | EC                                  | K | 1 | 2  | 3  | 4 | 5 | 6 | 7   | 8 | 9 | 10 | 11 |
| Inside of the foot kick                        |                  |                                     | I | I | E  | E  | E | E | M | R   | R | R | R  | R  |
| Outside of the foot kick                       |                  |                                     |   |   | I  | I  | E | E | M | R   | R | R | R  | R  |
| Instep kick                                    |                  |                                     |   |   |    | I  | E | E | E | M   | R | R | R  | R  |
| Foot trap                                      |                  |                                     | I | I | IE | I  | E | E | M | R   | R | R | R  | R  |
| Knee trap                                      |                  |                                     |   |   | I  | I  | E | E | M | R   | R | R | R  | R  |
| Dribbling                                      |                  |                                     | I | E | E  | E  | E | E | E | M   | R | R | R  | R  |
| Tackling                                       |                  |                                     |   |   |    | I  | E | E | E | M   | R | R | R  | R  |
| Heading  |                  |                                     |   | I | I  | I  | E | E | E | M   | R | R | R  | R  |
| Punt   |                  |                                     | I | I | I  | I  | E | E | E | M   | R | R | R  | R  |
| Drop kick                                      |                  |                                     | I | I | I  | I  | E | E | E | M   | R | R | R  | R  |
| Marking  |                  |                                     |   |   |    | I  | E | E | E | E   | M | R | R  | R  |
| Body Control                                   |                  |                                     |   |   |    | I  | E | E |   |   |   |   |    |    |
| Goal keeping                                   |                  |                                     | I | I | IE | I  | R | E | M | R   | R | R | R  | R  |
| Lead up games                                  |                  |                                     | I | I | IE | T  | E | E |   |   |   |   |    |    |
| Modified soccer game                           |                  |                                     |   | I | I  | I  | E | E | E | M   | R | R | R  | R  |
| Modified rules                                 |                  |                                     |   |   | I  | I  | I | E | E | M   | R | R | R  | R  |
| Safety   |                  |                                     |   |   | I  | I  | I | E | E | M   | R | R | R  | R  |

|                                      |  |  |  |  |  |   |   |   |   |   |   |   |   |   |
|--------------------------------------|--|--|--|--|--|---|---|---|---|---|---|---|---|---|
| Areas of responsibility on the field |  |  |  |  |  | I | E | E | E | M | R | R | R | R |
|                                      |  |  |  |  |  |   |   |   |   |   |   |   |   |   |
|                                      |  |  |  |  |  |   |   |   |   |   |   |   |   |   |
|                                      |  |  |  |  |  |   |   |   |   |   |   |   |   |   |

## Physical Education – Essential Learner Outcomes

Area of Study  
Team Sports  
Activity Unit  
Soccer

| Objectives Components    | Psychomotor                | Knowledge             | Affective |
|--------------------------|----------------------------|-----------------------|-----------|
| Inside of the foot kick  | 1-2I, 3-6E, 7M, 8-12R      |                       |           |
| Outside of the foot kick | 3-4I, 5-6E, 7M, 8-12R      |                       |           |
| Instep kick              | 4I, 5-6E, 7M, 8-12R        |                       |           |
| Foot trap                | 1-4I, 5-6E, 7M, 8-12R      |                       |           |
| Knee trap                | 3-4I, 5-6E, 7M, 8-12R      |                       |           |
| Dribbling                | 4-7E, 8M, 9-12R            |                       |           |
| Tackling                 | 4I, 5-7E, 8M, 9-12R        |                       |           |
| Heading                  | 2-4I, 5-8E, 9-10MR, 11-12R |                       |           |
| Punt                     | 1-5I, 6-7E, 8M, 9-12R      |                       |           |
| Drop kick                | 1-4I, 5-7E, 8M, 9-12R      |                       |           |
| Marking                  | 4I, 5-8E, 9-10MR           |                       |           |
| Body control             | 4I, 5-7E                   |                       |           |
| Goal keeping             | 1-4I, 5-6E, 7M, 8-12R      |                       |           |
| Lead up games            | 1-2I, 3IE, 4I, 5-6E        |                       |           |
| Modified soccer game     | 2-4I, 5-7E, 8MR, 9-12R     |                       |           |
| Modified rules           | 3-5I, 6-7E, 8MR, 9-12R     |                       |           |
| Safety                   |                            | 4-5I, 6-7E, 8M, 9-10R |           |

|                                     |  |                     |  |
|-------------------------------------|--|---------------------|--|
| Area of responsibility on the field |  | 4I, 5-7E, 8M, 9-12R |  |
|                                     |  |                     |  |

## Scope and Sequence of Model Learner Outcomes

| Area of Study<br>Team Sports<br>-----<br>T-ball/Softball | E<br>C<br>E<br>C | 3 years – 8 years<br><b><u>PRIMARY</u></b> |   |    |    |   | 9 years – 15 years<br><b><u>INTERMEDIATE</u></b> |   |   |   |   | 16 years – 18 years<br><b><u>SENIOR HIGH</u></b> |    |    |    |
|--|------------------|--|---|----|----|---|--|---|---|---|---|--|----|----|----|
|  |                  | EC   | K | 1  | 2  | 3 | 4  | 5 | 6 | 7 | 8 | 9  | 10 | 11 | 12 |
| Grip   |                  | I  | I | IE | IE | E | E  | M | R | R | R | R  |    |    |    |
| Overhand throw   |                  |  | I | E  | E  | E | E  | E | M | M | R | R  |    |    |    |
| Underhand toss   |                  | I  | E | E  | E  | E | E  | M | M | R | R | R  | R  |    |    |
| Throwing around the bases                                |                  |  |   |    | I  | I | I  | E | E | M | M | R  | R  | R  |    |
| Relay from outfield                                      |                  |  |   |    |    |   | I  | I | E | E | M | R  | R  | R  |    |
| Catching   |                  |  |   | I  | I  | I | E  | E | M | M | R | R  | R  | R  |    |
| Fielding   |                  |  |   | I  | I  | I | I  | E | E | M | M | R  | R  | R  |    |
| Batting skills   |                  | I  | I | I  | I  | I | E  | E | E | M | M | R  | R  | R  |    |
| Positioning  |                  |  |   |    | I  | I | I  | I | E | M | R | R  | R  | R  |    |
| Double play  |                  |  |   |    |    |   | I  | E | E | E | M | R  | R  | R  |    |
| Slow pitching  |                  |  |   |    | I  | I | E  | E | E | M | R | R  | R  | R  |    |
| Fur tip  |                  |  |   |    |    |   | I  | E | M | R |   |  |    |    |    |
| Base running   |                  |  | I | E  | E  | E | E  | E | M | R | R | R  | R  | R  |    |
| Batting order  |                  |  |   | I  | I  | E | E  | M | M | R | R |  |    |    |    |
| Game   |                  |  |   |    | I  | I | I  | E | E | E | R | R  | R  | R  |    |
|  |                  |  |   |    |    |   |  |   |   |   |   |  |    |    |    |

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## Physical Education – Essential Learner Outcomes

Area of Study  
 Team Sports  
 Activity Unit  
 T-ball/Softball

| Objectives Components     | Psychomotor              | Knowledge | Affective |
|---------------------------|--------------------------|-----------|-----------|
| Gripping the ball         | K-5I, 6M, 7-10R          |           |           |
| Overhand throw            | 1I, 2-6E, 7-8M, 9-10R    |           |           |
| Underhand toss            | KI, 1-5E, 6-7M, 8-12R    |           |           |
| Throwing around the bases | 3-5I, 6-7E, 8-9M, 10R    |           |           |
| Relay from outfield       | 5-6I, 7-8E, 9M, 10-12R   |           |           |
| Catching                  | 2-4I, 5-6E, 7-8M, 9-12R  |           |           |
| Fielding                  | 2-5I, 6-7E, 8-9M, 10-12R |           |           |
| Batting skills            | K-4I, 5-7E, 8-9M, 10-12R |           |           |
| Positioning               | 3-6I, 7E, 8M, 9-12R      |           |           |
| Double play               | 5I, 6-8E, 9M, 10-12R     |           |           |
| Slow pitching             | 3-4I, 5-7E, 8M, 9-12R    |           |           |
| Foul tip                  | 5I, 6E, 7M, 9R           |           |           |
| Base running              | 1I, 2-6E, 7M, 8-10R      |           |           |
| Batting order             | 2-3I, 4-5E, 6-7M, 8-9R   |           |           |

|      |                   |  |  |
|------|-------------------|--|--|
| Game | 3-5I, 6-8E, 9-12R |  |  |
|      |                   |  |  |
|      |                   |  |  |
|      |                   |  |  |
|      |                   |  |  |

## Scope and Sequence of Model Learner Outcomes

| Area of Study<br><br>Individual Activities<br>.....<br>Stunts and Tumbling | E<br>C<br>E<br>C |    |   |   |   |   |   |   |   |   |   |    |    |
|--|------------------|----|---|---|---|---|---|---|---|---|---|----|----|
|  |                  | EC | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Animal Movements   |                  |    |   |   |   |   |   |   |   |   |   |    |    |
| Double lame dog  |                  |    | I | I | E |   |   |   |   |   |   |    |    |
| Turtle   |                  |    |   |   | I |   |   |   |   |   |   |    |    |
| Walrus slap  |                  |    |   |   | I |   |   |   |   |   |   |    |    |
| Reverse walrus slap  |                  |    |   |   | I |   |   |   |   |   |   |    |    |
| Tumbling and Inverted Balances   |                  |    |   |   |   |   |   |   |   |   |   |    |    |
| Forward roll pike position   |                  |    |   |   | I |   |   |   |   |   |   |    |    |
| Forward roll combinations  |                  |    |   |   | I |   |   |   |   |   |   |    |    |
| Backward roll combinations   |                  |    |   |   | I |   |   |   |   |   |   |    |    |
| Head stand practice  |                  |    |   |   | I |   |   |   |   |   |   |    |    |
| Teeter-totter  |                  |    |   |   | I |   |   |   |   |   |   |    |    |
| Balance Stunts   |                  |    |   |   |   |   |   |   |   |   |   |    |    |
| Leg dip  |                  |    |   |   | I |   |   |   |   |   |   |    |    |
| Balance jump   |                  |    |   |   | I |   |   |   |   |   |   |    |    |
| Seat balance   |                  |    |   |   | I |   |   |   |   |   |   |    |    |
| Face to knee touch   |                  |    |   |   | I |   |   |   |   |   |   |    |    |
| Finger touch   |                  |    |   |   | I |   |   |   |   |   |   |    |    |
| Individual Stunts  |                  |    |   |   |   |   |   |   |   |   |   |    |    |
| Knee jump to standing  |                  |    |   | I | I |   |   |   |   |   |   |    |    |



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## Physical Education – Essential Learner Outcomes

Area of Study  
 Individual Activities  
 Activity Unit  
 Stunts and Tumbling

| Objectives Components          | Psychomotor  | Knowledge | Affective |
|--------------------------------|--|-----------|-----------|
| Animal Movements               |  |           |           |
| Double-lame dog                | 2-3I   |           |           |
| Turtle                         |  |           |           |
| Walrus slap                    |  |           |           |
| Reverse walrus slap            |  |           |           |
| Tumbling and inverted Balances |  |           |           |
| Forward roll (pike position)   |  |           |           |
| Forward roll combinations      |  |           |           |
| Backward roll combinations     |  |           |           |
| Headstand practice             |  |           |           |
| Teeter-Totter                  | ALL ACTIVITIES LISTED FALL<br>UNDER PSYCHOMOTOR AND<br>MOST OF THEM ARE INTRODUCED<br>AT 4 <sup>TH</sup> GRADE<br>INDIVIDUAL KNEE DROP<br>INTORODUCED AT 3 <sup>RD</sup> GRADE |           |           |
| Balance Stunts                 |  |           |           |
| Leg dip                        |  |           |           |
| Balance jump                   |  |           |           |
| Seat balance                   |  |           |           |
| Face to knee touch             |  |           |           |
| Finger touch                   |  |           |           |
| Individual Stunts              |  |           |           |
| Knee jump to standing          |  |           |           |
| Individual drop-knee           |  |           |           |
| Forward and dead body          |  |           |           |
| Stoop and Stretch              |  |           |           |
| Tangle foot                    |  |           |           |
| Egg roll                       |  |           |           |
| Toe touch nose                 |  |           |           |
| Toe tug walk                   |  |           |           |



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## Scope and Sequence of Model Learner Outcomes

| Area of Study<br><br>.....<br>Individual/Dual<br>Stunts | E<br>C<br>E<br>C<br>EC | 3 years – 8 years<br><br><u>Primary</u> |   |   |   | 9 years – 15 years<br><br><u>INTERMEDIATE</u> |   |   |   | 16 years – 18 years<br><br><u>SEMOPR HIGH</u> |   |    |    |    |
|---|------------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
|   |                        | K                                       | 1 | 2 | 3 | 4   | 5 | 6 | 7 | 8   | 9 | 10 | 11 | 12 |
| Balance Stunts  |                        |   |   |   |   |   |   |   |   |   |   |    |    |    |
| Fish hawk dive  |                        |   |   |   |   |   | I |   |   |   |   |    |    |    |
| High Dive   |                        |   |   |   |   |   | I |   |   |   |   |    |    |    |
| V-up  |                        |   |   |   |   |   | I |   |   |   |   |    |    |    |
| Push up variations                                      |                        |   |   |   |   |   | I |   |   |   |   |    |    |    |
| Flip flop   |                        |   |   |   |   |   | I |   |   |   |   |    |    |    |
| Individual Stunts                                       |                        |   |   |   |   |   |   |   |   |   |   |    |    |    |
| Wall walk up  |                        |   |   |   |   |   | I |   |   |   |   |    |    |    |
| Skiers sit  |                        |   |   |   |   |   | I |   |   |   |   |    |    |    |
| Curl up practice  |                        |   |   |   |   |   | I |   |   |   |   |    |    |    |
| Rocking horse   |                        |   |   |   |   |   | E |   |   |   |   |    |    |    |
| Heel click  |                        |   |   |   |   |   | E |   |   |   |   |    |    |    |
| Walk through  |                        |   |   |   |   |   | I |   |   |   |   |    |    |    |
| Jump through  |                        |   |   |   |   |   | I |   |   |   |   |    |    |    |
| Circular rope jump                                      |                        |   |   |   |   |   | I |   |   |   |   |    |    |    |
| Partner and group Stunts                                |                        |   |   |   |   |   |   |   |   |   |   |    |    |    |
| Double Scooter  |                        |   |   |   |   |   | I |   |   |   |   |    |    |    |
| Tandem bicycle  |                        |   |   |   |   |   | I |   |   |   |   |    |    |    |
| Circular high jump                                      |                        |   |   |   |   |   | I |   |   |   |   |    |    |    |
| Two way wheel barrow                                    |                        |   |   |   |   |   | I |   |   |   |   |    |    |    |
| Partner Support Stunts                                  |                        |   |   |   |   |   |   |   |   |   |   |    |    |    |
| Back layout   |                        |   |   |   |   |   | I |   |   |   |   |    |    |    |
| Front sit   |                        |   |   |   |   |   | I |   |   |   |   |    |    |    |

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|------------------------|--|--|--|--|--|--|---|---|--|--|--|--|--|--|
| Flying Dutchman        |  |  |  |  |  |  | I |   |  |  |  |  |  |  |
| Cooperative Activities |  |  |  |  |  |  |   |   |  |  |  |  |  |  |
| Human knot             |  |  |  |  |  |  | I | E |  |  |  |  |  |  |
| Popsicle push up       |  |  |  |  |  |  | I | E |  |  |  |  |  |  |
| Trust carry            |  |  |  |  |  |  | I | E |  |  |  |  |  |  |
| Surfing or canoe       |  |  |  |  |  |  | I | E |  |  |  |  |  |  |
| Everybody up           |  |  |  |  |  |  | I | E |  |  |  |  |  |  |

## Physical Education – Essential Learner Outcomes

Area of Study  
 Individual/dual  
 Activity Unit  
 Stunts

| Objectives Components    | Psychomotor  | Knowledge | Affective |
|--------------------------|--|-----------|-----------|
| Balance Stunts           |  |           |           |
| Fish hawk dive           |  |           |           |
| High dive                |  |           |           |
| V-up                     |  |           |           |
| Push up variations       |  |           |           |
| Flip-flop                |  |           |           |
| Individual Stunts        |  |           |           |
| Wall walk-up             |  |           |           |
| Skiers sit               | ALL ACTIVITIES LISTED FALL UNDER PSYCHOMOTOR AND ARE INTRODUCED AT GRADE 5 |           |           |
| Curl-up practice         |  |           |           |
| Rocking horse            |  |           |           |
| Heel click               |  |           |           |
| Walk-through             |  |           |           |
| Jump through             |  |           |           |
| Circular rope jump       |  |           |           |
| Partner and Group Stunts |  |           |           |
| Double scooter           |  |           |           |
| Tandem bicycle           |  |           |           |
| Circular high jump       |  |           |           |
| Two way wheel barrow     |  |           |           |
| Partner support stunts   |  |           |           |
| Back layout              |  |           |           |
| Front sit                |  |           |           |

|                        |        |  |  |
|------------------------|--------|--|--|
| Flying Dutchman        |        |  |  |
| Cooperative Activities |        |  |  |
| Human Knot             | 5I, 6E |  |  |
| Popsicle push up       | 5I, 6E |  |  |
| Trust carry            | 5I, 6E |  |  |
| Surfing or canoe       | 5I, 6E |  |  |
| Everybody up           | 5I, 6E |  |  |

## Scope and Sequence of Model Learner Outcomes

| Area of Study<br>Individual/Dual<br>.....<br>Stunts | E<br>C<br>E<br>C | 3 Years – 8 years<br><b><u>PRIMARY</u></b> |   |   |   |   | 9 years – 15 years<br><b><u>INTERMEDIATE</u></b> |   |   |   |   | 16 years – 18 years<br><b><u>SENIOR HIGH</u></b> |    |    |    |
|---|------------------|--|---|---|---|---|--|---|---|---|---|--|----|----|----|
|   |                  | EC   | K | 1 | 2 | 3 | 4  | 5 | 6 | 7 | 8 | 9  | 10 | 11 | 12 |
| Balance Stunts                                      |                  |  |   |   |   |   |  |   |   |   |   |  |    |    |    |
| Long reach  |                  |  |   |   |   |   |  | I |   |   |   |  |    |    |    |
| Toe jump  |                  |  |   |   |   |   |  | I |   |   |   |  |    |    |    |
| Handstand stunts                                    |                  |  |   |   |   |   |  | I |   |   |   |  |    |    |    |
| Front set support                                   |                  |  |   |   |   |   |  | I |   |   |   |  |    |    |    |
| Individual Stunts                                   |                  |  |   |   |   |   |  |   |   |   |   |  |    |    |    |
| Bouncer   |                  |  |   |   |   |   |  | I |   |   |   |  |    |    |    |
| Pretzel   |                  |  |   |   |   |   |  | I |   |   |   |  |    |    |    |
| Jack knife  |                  |  |   |   |   |   |  | I |   |   |   |  |    |    |    |
| Heel and toe sprint                                 |                  |  |   |   |   |   |  | I |   |   |   |  |    |    |    |
| Pin wheel   |                  |  |   |   |   |   |  | I |   |   |   |  |    |    |    |
| Partner and Group Stunts                            |                  |  |   |   |   |   |  |   |   |   |   |  |    |    |    |
| Partner rising sun                                  |                  |  |   |   |   |   |  | I |   |   |   |  |    |    |    |
| Triple roll   |                  |  |   |   |   |   |  | I |   |   |   |  |    |    |    |
| Quintuplet roll                                     |                  |  |   |   |   |   |  | I |   |   |   |  |    |    |    |
| Dead person lift                                    |                  |  |   |   |   |   |  | I |   |   |   |  |    |    |    |
| Injured person carry                                |                  |  |   |   |   |   |  | I |   |   |   |  |    |    |    |
| Partner Support Stunts                              |                  |  |   |   |   |   |  |   |   |   |   |  |    |    |    |
| Press   |                  |  |   |   |   |   |  | I |   |   |   |  |    |    |    |
| All fours support                                   |                  |  |   |   |   |   |  | I |   |   |   |  |    |    |    |
| Angel   |                  |  |   |   |   |   |  | I |   |   |   |  |    |    |    |
| Side stand  |                  |  |   |   |   |   |  | I |   |   |   |  |    |    |    |
| Cooperative Activities                              |                  |  |   |   |   |   |  |   |   |   |   |  |    |    |    |

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|------------------------|--|--|--|--|--|--|--|--|---|--|--|--|--|--|--|
| Human Ladder           |  |  |  |  |  |  |  |  | I |  |  |  |  |  |  |
| Stick balance          |  |  |  |  |  |  |  |  | I |  |  |  |  |  |  |
| Ball on a string       |  |  |  |  |  |  |  |  | I |  |  |  |  |  |  |
| Balloon tap            |  |  |  |  |  |  |  |  | I |  |  |  |  |  |  |
| Partner dodge ball     |  |  |  |  |  |  |  |  | I |  |  |  |  |  |  |
| Almost infinite Circle |  |  |  |  |  |  |  |  | I |  |  |  |  |  |  |
| T-P Shuffle            |  |  |  |  |  |  |  |  | I |  |  |  |  |  |  |

## Physical Education – Essential Learner Outcomes

Area of Study  
 Individual/Dual  
 Activity Unit  
 Stunts

| Objectives Components    | Psychomotor   | Knowledge | Affective |
|--------------------------|---|-----------|-----------|
| Balance Stunts           |   |           |           |
| Long reach               |   |           |           |
| Toe jump                 |   |           |           |
| Handstand stunts         |   |           |           |
| Front seat support       |   |           |           |
| Elbow balance            |   |           |           |
| Individual Stunts        |   |           |           |
| Bouncer                  |   |           |           |
| Pretzel                  |   |           |           |
| Jack knife               |   |           |           |
| Heel and toe spring      |   |           |           |
| Pinwheel                 | ALL ACTIVITEIS LISTED FALL UNDER PSCHOMOTOR AND ARE INTRODUCED AT 6 <sup>TH</sup> GRADE |           |           |
| Partner and Group Stunts |   |           |           |
| Partner rising sun       |   |           |           |
| Triple roll              |   |           |           |
| Quintuplet roll          |   |           |           |
| Dead person lift         |   |           |           |
| Injured person carry     |   |           |           |
| Merry go round           |   |           |           |
| Partner Support Stunts   |   |           |           |
| Press                    |   |           |           |
| All fours support        |   |           |           |
| Angel                    |   |           |           |
| Side stand               |   |           |           |
| Cooperative Activities   |   |           |           |

|                        |  |  |  |
|------------------------|--|--|--|
| Human ladder           |  |  |  |
| Stick balance          |  |  |  |
| Ball on a string       |  |  |  |
| Balloon tap            |  |  |  |
| Partner dodge ball     |  |  |  |
| Almost infinite circle |  |  |  |
| T-P shuffle            |  |  |  |

## Scope and Sequence of Model Learner Outcomes

| Area of Study<br>Individual/dual<br>.....<br>Bowling/Bowling Elective | E<br>C<br>E<br>C | 3 Years – 8 Years<br><br><b><u>PRIMARY</u></b> |   |    |   |   | 9 Years – 15 Years<br><br><b><u>INTERMEDIATE</u></b> |   |   |   | 16 Years – 18 Years<br><br><b><u>SENIOR HIGH</u></b> |   |    |    |
|---|------------------|--|---|----|---|---|--|---|---|---|--|---|----|----|
|   |                  | EC   | K | 1  | 2 | 3 | 4  | 5 | 6 | 7 | 8  | 9 | 10 | 11 |
| 2 step approach   |                  | I  | I | IE | E |   |  |   |   |   |  |   |    |    |
| 4 step approach   |                  |  |   |    |   | I | E  | E |   |   |  |   | E  | E  |
| Rules   |                  |  |   | I  | I | E | E  |   |   |   |  |   | EM | EM |
| Etiquette   |                  |  |   | I  | I | I | E  | E |   |   |  |   | M  | M  |
| Scoring   |                  |  |   | I  | I | I | E  | E |   |   |  |   | M  | M  |
| Choosing a ball   |                  |  |   |    |   | I | E  | E |   |   |  |   | M  | M  |
| Bowling at Braham Lanes   |                  |  |   |    |   | I | E  | E |   |   |  |   | R  | R  |
|   |                  |  |   |    |   |   |  |   |   |   |  |   |    |    |
|   |                  |  |   |    |   |   |  |   |   |   |  |   |    |    |
|   |                  |  |   |    |   |   |  |   |   |   |  |   |    |    |
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## Physical Education – Essential Learner Outcomes

Area of Study  
 Individual/Dual  
 Activity Unit  
 Bowling and Bowling Elective

| Objectives Components   | Psychomotor   | Knowledge          | Affective    |
|-------------------------|---------------|--------------------|--------------|
| 2 step approach         | K-1I, 2IE, 3E |                    |              |
| 4 step approach         | 4I, 5-6E      |                    |              |
| Rules                   | 1IEM, 12EM    | 3-4I, 5-6E, 11-12M |              |
| Etiquette               |               | 2-4I, 5-6E         | 11-12M       |
| Scoring                 |               | 2-3I, 4-6E, 11-12M |              |
| Choosing a ball         |               | 4-6IE, 11-12M      |              |
| Bowling at Braham Lanes |               |                    | 4-6I, 11-12M |
|                         |               |                    |              |
|                         |               |                    |              |
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## Scope and Sequence of Model Learner Outcomes

| Area of Study<br><br>Individual/Dual<br>*****<br><br>Games | E<br>C<br>E<br>C | 3 Years – 8 Years |   |   |   |   | 9 Years – 15 Years |   |   |   | 16 Years – 18 Years |    |    |    |
|--|------------------|-------------------|---|---|---|---|--------------------|---|---|---|---------------------|----|----|----|
|  | EC               | K                 | 1 | 2 | 3 | 4 | 5                  | 6 | 7 | 8 | 9                   | 10 | 11 | 12 |
| Lolo Ball  |                  |                   |   |   |   |   | I                  | E |   |   |                     |    |    |    |
| Smash ball   |                  |                   |   |   |   |   | I                  | E |   |   |                     |    |    |    |
| Hacky sack   |                  |                   |   |   |   | I | I                  | E |   |   |                     |    |    |    |
| Floor Tennis   |                  |                   |   |   |   |   | I                  | E |   |   |                     |    |    |    |
| Aerial darts   |                  |                   |   |   |   |   | I                  | E |   |   |                     |    |    |    |
| Go-go cycle  |                  |                   |   |   |   |   | I                  | E |   |   |                     |    |    |    |
| Bowling  |                  |                   |   |   |   |   | E                  | E |   |   |                     |    |    |    |
| Scoops   |                  | I                 | E | E | E | E | M                  | R |   |   |                     |    |    |    |
| Horseshoes   |                  |                   |   |   |   |   | I                  | E |   |   |                     |    |    |    |
| Scoters  |                  | I                 | E | E | E | M | R                  | R |   |   |                     |    |    |    |
| Jump ropes   |                  | I                 | E | E | E | E | M                  | R |   |   |                     |    |    |    |
| Beach Balls  |                  |                   |   |   |   | I | E                  | E |   |   |                     |    |    |    |
| Exposure to activity                                       |                  |                   |   |   |   | I | I                  | E |   |   |                     |    |    |    |
| Simplified rules   |                  |                   |   |   |   | I | I                  | E |   |   |                     |    |    |    |
| Safety   |                  |                   |   |   |   | I | I                  | E |   |   |                     |    |    |    |
| Modifications made for each grade level                    |                  |                   |   |   |   | I | E                  | E |   |   |                     |    |    |    |
| Tennis   |                  |                   |   |   |   |   | I                  | E |   |   |                     |    |    |    |
| Darts  |                  |                   |   |   |   |   | I                  | E |   |   |                     |    |    |    |
| Shuffle board  |                  |                   |   |   |   |   | I                  | E |   |   |                     |    |    |    |
| Stilts   |                  |                   |   |   |   |   | I                  | E |   |   |                     |    |    |    |
| Ring toss  |                  |                   |   |   |   |   | I                  | E |   |   |                     |    |    |    |
| Koosh ball   |                  |                   |   |   |   |   | I                  | E |   |   |                     |    |    |    |

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| Box hockey     |  |  |  |  |  |  |  | I | E |  |  |  |  |  |  |
| Dart           |  |  |  |  |  |  |  | I | E |  |  |  |  |  |  |
| Unicycle       |  |  |  |  |  |  |  | I | E |  |  |  |  |  |  |
| Slide Aerobics |  |  |  |  |  |  |  | I | E |  |  |  |  |  |  |
| Tramps         |  |  |  |  |  |  |  | I | E |  |  |  |  |  |  |
| Mystx          |  |  |  |  |  |  |  | I | E |  |  |  |  |  |  |
| Bongo Boards   |  |  |  |  |  |  |  | I | E |  |  |  |  |  |  |
| Cup Stacking   |  |  |  |  |  |  |  | I | E |  |  |  |  |  |  |

## Physical Education – Essential Learner Outcomes

Area of Study  
 Individual/Dual  
 Activity Unit  
 Games

| Objectives Components                   | Psychomotor        | Knowledge | Affective |
|---|--------------------|-----------|-----------|
| Lolo Ball                               | 5I, 6E             |           |           |
| Smash Ball                              | 5I, 6E             |           |           |
| Hacky Sack                              | 4-5I, 6E           |           |           |
| Floor Tennis                            | 5I, 6E             |           |           |
| Table Tennis                            | 5O, 6E             |           |           |
| Aerial Darts                            | 5I, 6E             |           |           |
| Go-go Cycle                             | 5I, 6E             |           |           |
| Bowling                                 | 4I, 5-6E           |           |           |
| Scoops                                  | KI, 2-4E, 5M 6R    |           |           |
| Horseshoes                              | 5I, 6E             |           |           |
| Scoters                                 | KI, 1-3E, 4M, 5-6R |           |           |
| Jump Ropes                              | KI, 1-4E, 5M, 6R   |           |           |
| Beach Balls                             | 4I, 5-6E           |           |           |
| Exposure to Activity                    | 4-5I, 6E           |           |           |
| Simplified rules                        | 4-5I, 6E           |           |           |
| Safety                                  | 4I, 5-6E           |           |           |
| Modifications made for each grade level | 4-5I, 6E           |           |           |
| Tennis                                  | 5I, 6E             |           |           |
| Darts                                   | 5I, 6E             |           |           |
| Shuffle Board                           | 5I, 6E             |           |           |
| Stilts                                  | 5I, 6E             |           |           |
| Ring Toss                               | 5I, 6E             |           |           |
| Koosh Ball                              | 5I, 6E             |           |           |

|                |        |  |  |
|----------------|--------|--|--|
| Box Hockey     | 5I, 6E |  |  |
| Dart Ball      | 5I, 6E |  |  |
| Unicycle       | 5I, 6E |  |  |
| Slide Aerobics | 5I, 6E |  |  |
| Tramps         | 5I, 6E |  |  |
| Mystx          | 5I, 6E |  |  |
| Bongo Board    | 5I, 6E |  |  |
| Cup Stacking   | 5I, 6E |  |  |

## Scope and Sequence of Model Learner Outcomes

| Area of Study<br>Team Sport<br>.....<br>Badminton | E<br>C<br>E<br>C | 3 Years – 8 Years |   |   |   |   | 9 Years – 15 Years  |   |   |   |   | 16 Years – 18 Years |    |    |  |
|---|------------------|-------------------|---|---|---|---|---------------------|---|---|---|---|---------------------|----|----|--|
|   |                  | <u>Primary</u>    |   |   |   |   | <u>INTERMEDIATE</u> |   |   |   |   | <u>SENIOR HIGH</u>  |    |    |  |
|   | EC               | K                 | 1 | 2 | 3 | 4 | 5                   | 6 | 7 | 8 | 9 | 10                  | 11 | 12 |  |
| Grip  |                  |                   |   |   | I | I | E                   | E | M | M | R | R                   |    |    |  |
| Serve   |                  |                   |   |   | I | I | I                   | E | E | E | M | R                   |    |    |  |
| Shots:  |                  |                   |   |   |   |   |                     |   |   |   |   |                     |    |    |  |
| Smash   |                  |                   |   |   |   | I | I                   | E | E | E | M | R                   |    |    |  |
| Drive   |                  |                   |   |   |   |   | I                   | E | E | E | M | R                   |    |    |  |
| Drop and Hairpin                                  |                  |                   |   |   |   |   | I                   | E | E | E | M | R                   |    |    |  |
| Clear/Lob   |                  |                   |   |   | I | I | I                   | E | E | E | E | M                   |    |    |  |
| Return  |                  |                   |   |   | I | I | E                   | E | E | E | M | R                   |    |    |  |
| Body Positioning                                  |                  |                   |   |   |   | I | I                   | E | E | M | R | R                   |    |    |  |
| Singles   |                  |                   |   |   |   | I | E                   | E | E | M | R | R                   |    |    |  |
| Doubles   |                  |                   |   |   |   |   | I                   | E | E | E | M | R                   |    |    |  |
| Tournaments                                       |                  |                   |   |   |   | I | I                   | E | E | M | R | R                   |    |    |  |
| Modified Rules                                    |                  |                   |   |   |   | I | I                   | E |   |   |   |                     |    |    |  |

|                    |  |  |  |  |  |   |   |   |    |    |    |   |  |  |
|--------------------|--|--|--|--|--|---|---|---|----|----|----|---|--|--|
| Safety             |  |  |  |  |  | I | I | I | E  | E  | M  | R |  |  |
| Offensive Strategy |  |  |  |  |  |   |   | I | E  | E  | M  | R |  |  |
| Rules              |  |  |  |  |  |   |   |   | IE | EM | MR | R |  |  |
|                    |  |  |  |  |  |   |   |   |    |    |    |   |  |  |
|                    |  |  |  |  |  |   |   |   |    |    |    |   |  |  |

### Scope and Sequence of Model Learner Outcomes

| Area of Study<br>Body Fitness<br>.....<br>Weight Training | E<br>C<br>E<br>C | 3 Years – 8 Years<br><b><u>PRIMARY</u></b> |   |   |   |   |   | 9 Years – Years<br><b><u>INTERMEDIATE</u></b> |   |    |   | 16 Years – 18 Years<br><b><u>SENIOR HIGH</u></b> |    |    |    |
|---|------------------|--|---|---|---|---|---|---|---|----|---|--|----|----|----|
|   |                  | EC   | K | 1 | 2 | 3 | 4 | 5   | 6 | 7  | 8 | 9  | 10 | 11 | 12 |
| Safety and proper lifting                                 |                  |  |   |   |   |   |   |   |   |    |   |  |    |    |    |
| Bench press   |                  |  |   |   |   |   |   |   |   | I  | E | M  | R  | R  | R  |
| Shoulder Press  |                  |  |   |   |   |   |   |   |   | I  | E | M  | R  | R  | R  |
| Knee extension and flexion                                |                  |  |   |   |   |   |   |   |   | I  | E | M  | R  | R  | R  |
| Rowing  |                  |  |   |   |   |   |   |   |   | I  | E | M  | R  | R  | R  |
| Lateral Pulls   |                  |  |   |   |   |   |   |   |   | I  | E | M  | R  | R  | R  |
| Leg Extension   |                  |  |   |   |   |   |   |   |   | I  | E | M  | R  | R  | R  |
| Dips  |                  |  |   |   |   |   |   |   |   | I  | E | M  | R  | R  | R  |
| Curl Ups  |                  |  |   |   |   |   |   |   |   | I  | E | M  | R  | R  | R  |
| Hip flexors   |                  |  |   |   |   |   |   |   |   | I  | E | M  | R  | R  | R  |
| Pull Ups  |                  |  |   |   |   |   |   |   |   | I  | E | M  | R  | R  | R  |
| Rules of the weight room                                  |                  |  |   |   |   |   |   |   |   | IE | E | M  | R  | R  | R  |
|   |                  |  |   |   |   |   |   |   |   |    |   |  |    |    |    |
|   |                  |  |   |   |   |   |   |   |   |    |   |  |    |    |    |

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## Physical Education – Essential Learner Outcomes

Area of Study  
 Individual  
 Activity Unit  
 Weight Training

| Objectives Components    | Psychomotor           | Knowledge              | Affective |
|--------------------------|-----------------------|------------------------|-----------|
| Safety                   |                       |                        |           |
| Weight room              | 7-8IE, 9-10EM, 11-12R |                        |           |
| Lifting Procedures       | 7-8IE, 9-10EM, 11-12R |                        |           |
| Universal Gym Intro      |                       |                        |           |
| Bench Press              | 7I, 8E, 9M, 10-12R    |                        |           |
| Shoulder Press           | 7I, 8E, 9M, 10-12R    |                        |           |
| Knee Extension           | 7I, 8E, 9M, 10-12R    |                        |           |
| Rowing                   | 7I, 8E, 9M, 10-12R    |                        |           |
| Lateral Pull             | 7I, 8E, 9M, 10-12R    |                        |           |
| Leg Extensions           | 7I, 8E, 9M, 10-12R    |                        |           |
| Dips                     | 7I, 8E, 9M, 10-12R    |                        |           |
| Curl-ups                 | 7I, 8E, 9M, 10-12R    |                        |           |
| Rules of the Weight Room |                       | 7I, 7-8E, 9-10M 11-12R |           |
|                          |                       |                        |           |

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## Scope and Sequence of Model Learner Outcomes

| Area of Study<br>Individual<br>..... | E<br>C<br>E<br>C | 3 Years – 8 Years |   |   |   | 9 Years – 15 Years  |   |   |   | 16 Years – 18 Years |   |    |    |    |
|--------------------------------------|------------------|-------------------|---|---|---|---------------------|---|---|---|---------------------|---|----|----|----|
|                                      |                  | <u>PRIMARY</u>    |   |   |   | <u>INTERMEDIATE</u> |   |   |   | <u>SENIOR HIGH</u>  |   |    |    |    |
| Fitness                              | EC               | K                 | 1 | 2 | 3 | 4                   | 5 | 6 | 7 | 8                   | 9 | 10 | 11 | 12 |
| Fitness Testing                      |                  |                   | X | X | X | X                   | X | X | X | X                   |   |    |    |    |
| Fitness for life testing             |                  |                   |   |   |   |                     |   |   |   |                     | X |    |    |    |
| Circuit training                     |                  |                   |   |   | X | X                   | X | X | X | X                   | X | X  |    |    |
| Target pulse rate activities         |                  |                   |   |   |   | X                   | X | X | X | X                   | X | X  |    |    |
|                                      |                  |                   |   |   |   |                     |   |   |   |                     |   |    |    |    |
|                                      |                  |                   |   |   |   |                     |   |   |   |                     |   |    |    |    |
|                                      |                  |                   |   |   |   |                     |   |   |   |                     |   |    |    |    |
|                                      |                  |                   |   |   |   |                     |   |   |   |                     |   |    |    |    |
|                                      |                  |                   |   |   |   |                     |   |   |   |                     |   |    |    |    |
|                                      |                  |                   |   |   |   |                     |   |   |   |                     |   |    |    |    |
|                                      |                  |                   |   |   |   |                     |   |   |   |                     |   |    |    |    |
|                                      |                  |                   |   |   |   |                     |   |   |   |                     |   |    |    |    |
|                                      |                  |                   |   |   |   |                     |   |   |   |                     |   |    |    |    |
|                                      |                  |                   |   |   |   |                     |   |   |   |                     |   |    |    |    |
|                                      |                  |                   |   |   |   |                     |   |   |   |                     |   |    |    |    |
|                                      |                  |                   |   |   |   |                     |   |   |   |                     |   |    |    |    |
|                                      |                  |                   |   |   |   |                     |   |   |   |                     |   |    |    |    |
|                                      |                  |                   |   |   |   |                     |   |   |   |                     |   |    |    |    |
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## Scope and Sequence of Model Learner Outcomes

| Area of Study<br><br>Individual<br>-----<br>Track | E<br>C<br>E<br>C | 3 Years – 8 Years<br><br><u>PRIMARY</u> |   |   |   |   | 9 Years – 15 Years<br><br><u>INTERMEDIATE</u> |   |   |   |   | 16 Years – 18 Years<br><br><u>SENIOR HIGH</u> |    |    |    |
|---|------------------|---|---|---|---|---|---|---|---|---|---|---|----|----|----|
|   |                  | EC                                      | K | 1 | 2 | 3 | 4   | 5 | 6 | 7 | 8 | 9   | 10 | 11 | 12 |
| 50 yard dash                                      |                  |   | I | E | E | E | M   | M | R | R | R | R   | R  | R  |    |
| Standing Starts                                   |                  |   |   |   |   | I | E   | M | R | R | R | R   | R  | R  |    |
| Sprinters Starts                                  |                  |   |   |   |   | I | E   | E | E | M | R | R   | R  | R  |    |
| Jogging and Cross Country Running                 |                  |   |   |   | I | I | E   | E | M | M | R | R   | R  | R  |    |
| Standing Long Jump                                |                  |   | I | E | E | E | M   | M | R | R | R | R   | R  | R  |    |
| Relays – Baton Passing                            |                  |   | I | I | E | E | E   | E | M | M | R | R   | R  | R  |    |
| Distance Running                                  |                  |   | I | E | E | E | M   | M | M | R | R | R   | R  | R  |    |
| Hurdles   |                  |   | I | E | E | E | E   | E | E | M | M | R   | R  | R  |    |
| Shot Put  |                  |   |   |   |   |   |   |   | I | E | E |   | R  | R  |    |
| Discuss   |                  |   |   |   |   |   |   |   | I | E | E |   | R  | R  |    |
| High Jump   |                  |   | I | I | E | E | E   | E | M | M | R | R   | R  | R  |    |
| Long Jump   |                  |   |   |   |   |   | I   | I | I | E | E | M   | R  | R  |    |
|   |                  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |

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## Physical Education – Essential Learner Outcomes

Area of Study  
 Individual  
 Activity Unit  
 Track

| Objectives Components             | Psychomotor                | Knowledge | Affective |
|-----------------------------------|----------------------------|-----------|-----------|
| 50 yard Dash                      | 1-2I, 3IE, 4E, 5-6M, 7-12R |           |           |
| Standing Starts                   | 4I, 5E, 6M, 7-12R          |           |           |
| Sprinters starts                  | 4I, 5-7E, 8-12R            |           |           |
| Jogging and Cross Country Running | 4I, 5-6E, 7-8M, 9-12R      |           |           |
| Standing Long Jump                | 4E, 5-6M, 7-12R            |           |           |
| Relay's Baton Passing             | 1-2I, 3-6E, 7-8M, 9-12R    |           |           |
| Distance Running                  | 1-2I, 2-3E, 5-7M, 8-12R    |           |           |
| Hurdles                           | 1-2I, 3-7E, 8-9M, 10-12R   |           |           |
| Shot Put                          | 7I, 8-9E, 11-12R           |           |           |
| Discus                            | 7I, 8-9E, 11-12R           |           |           |
| High Jump                         | 1-2I, 3-6E, 7-8M, 9-12R    |           |           |
| Long Jump                         | 5-7I, 8-9E, 10M, 11-12R    |           |           |
|                                   |                            |           |           |

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### Scope and Sequence of Model Learner Outcomes

| Area of Study<br>Individual/Dual<br>.....<br>Hand Ball and Racquetball | E<br>C<br>E<br>C | 3 Years -8 Years<br><br><u>PRIMARY</u> |   |   |   | 9 Years – 15 Years<br><br><u>INTERMEDIATE</u> |   |   |   | 16 Years – 18 Years<br><br><u>SENIOR HIGH</u> |    |   |    |    |    |
|--|------------------|--|---|---|---|---|---|---|---|---|----|---|----|----|----|
|  |                  | EC                                     | K | 1 | 2 | 3   | 4 | 5 | 6 | 7   | 8  | 9 | 10 | 11 | 12 |
| Ball Control   |                  |  |   |   |   |   |   |   |   | I   | E  | M | R  | R  | R  |
| Grip   |                  |  |   |   |   |   |   |   |   | IEM   | R  | R | R  | R  | R  |
| Forehand   |                  |  |   |   |   |   |   |   |   | I   | E  | M | R  | R  | R  |
| Backhand   |                  |  |   |   |   |   |   |   |   | I   | IE | E | M  | R  | R  |
| Serve  |                  |  |   |   |   |   |   |   |   | I   | EM | R | R  | R  | R  |
| Kill Shot  |                  |  |   |   |   |   |   |   |   | I   | I  | E | E  | M  | M  |
| Passing Shot   |                  |  |   |   |   |   |   |   |   | I   | E  | E | M  | R  | R  |
| Scoring  |                  |  |   |   |   |   |   |   |   | IEM   | EM | R | R  | R  | R  |
| Strategy   |                  |  |   |   |   |   |   |   |   | I   | E  | E | M  | R  | R  |
| Rules  |                  |  |   |   |   |   |   |   |   | IEM   | EM | R | R  | R  | R  |
| Safety   |                  |  |   |   |   |   |   |   |   | IEM   | R  | R | R  | R  | R  |

|                     |  |  |  |  |  |  |  |  |   |   |   |   |   |   |
|---------------------|--|--|--|--|--|--|--|--|---|---|---|---|---|---|
| Game and Tournament |  |  |  |  |  |  |  |  | I | E | E | M | R | R |
|                     |  |  |  |  |  |  |  |  |   |   |   |   |   |   |
|                     |  |  |  |  |  |  |  |  |   |   |   |   |   |   |
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## Physical Education – Essential Learner Outcomes

Area of Study  
 Individual/Dual  
 Activity Unit  
 Handball/Racquetball

| Objectives Components | Psychomotor           | Knowledge             | Affective |
|-----------------------|-----------------------|-----------------------|-----------|
| Ball Control:         |                       |                       |           |
| Floor                 | 7I, 8E, 9M, 10-12R    |                       |           |
| Air                   | 7I, 8E, 9M, 10-12R    |                       |           |
| Flip-flop             | 7I, 8E, 9M, 10-12R    |                       |           |
| Grip                  | 7IEM, 8-12R           |                       |           |
| Forehand              | 7I, 8E, 9M, 10=12R    |                       |           |
| Backhand              | 7-8I, 9E, 10M, 11-12R |                       |           |
| Serve                 | 7I, 8EM, 9-12R        |                       |           |
| Kill                  | 7-8I, 9-10E, 11-12M   |                       |           |
| Passing               | 7I, 8-9E, 10M, 11-12R |                       |           |
| Scoring               |                       | 7-8IEM, 9-12R         |           |
| Strategy              |                       | 7I, 8-9E, 10M, 11-12R |           |

|                      |  |               |                       |
|----------------------|--|---------------|-----------------------|
| Rules                |  | 7-8IEM, 9-10R |                       |
| Safety               |  | 7IEM, 8-12R   |                       |
| Play Game Tournament |  |               | 7I, 8-9E, 10M, 11-12R |
|                      |  |               |                       |
|                      |  |               |                       |
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### Scope and Sequence of Model Learner Outcomes

| Area of Study<br>Individual<br>.....<br>Table Tennis | E<br>C<br>E<br>C | 3 Years – 8 Years<br><b><u>PRIMARY</u></b> |   |   |   |   |   | 9 Years – 15 Years<br><b><u>INTERMEDIATE</u></b> |   |     |    | 16 Years – 18 Years<br><b><u>SENIOR HIGH</u></b> |    |    |    |
|--|------------------|--|---|---|---|---|---|--|---|-----|----|--|----|----|----|
|  |                  | EC   | K | 1 | 2 | 3 | 4 | 5  | 6 | 7   | 8  | 9  | 10 | 11 | 12 |
| Forehand   |                  |  |   |   |   |   | I | I  |   | IE  | EM | R  | R  | R  |    |
| Backhand   |                  |  |   |   |   |   | I | I  |   | IE  | EM | R  | R  | R  |    |
| Serving  |                  |  |   |   |   |   | I | I  |   | IEM | M  | R  | R  | R  |    |
| Smash  |                  |  |   |   |   |   |   |  |   | IE  | E  | M  | R  | R  |    |
| Drop   |                  |  |   |   |   |   |   |  |   |     | I  | E  | M  | M  |    |
| Rules  |                  |  |   |   |   |   | I | I  |   | IEM | EM | R  | R  | R  |    |
| Scoring  |                  |  |   |   |   |   | I | I  |   | IE  | EM | R  | R  | R  |    |
| Strategy   |                  |  |   |   |   |   |   |  |   | I   | IE | M  | R  | R  |    |
| Safety   |                  |  |   |   |   |   | I | I  |   | IEM | EM | R  | R  | R  |    |
| Game and Tournament                                  |                  |  |   |   |   |   |   |  |   | IE  | E  | M  | R  | R  |    |
|  |                  |  |   |   |   |   |   |  |   |     |    |  |    |    |    |

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## Physical Education – Essential Learner Outcomes

Area of Study  
 Individual  
 Activity Unit  
 Table Tennis

| Objectives Components | Psychomotor            | Knowledge                | Affective            |
|-----------------------|------------------------|--------------------------|----------------------|
| Forehand Stroke       | 5-6I, 8IE, 9EM, 10-12R |                          |                      |
| Backhand Stroke       | 5-6I, 8IE, 9EM, 10-12R |                          |                      |
| Serving               | 5-6I, 8IEM, 9M, 10-12R |                          |                      |
| Smash                 | 8IEM, 9E, 10M, 11-12R  |                          |                      |
| Drop                  | 8IE, 9E, 10M, 11-12R   |                          |                      |
| Rules                 |                        | 5-6I, 8-9IEM, 10-12R     |                      |
| Scoring               |                        | 5-6I, 8-9IE, 10M, 11-12R |                      |
| Safety                |                        | 5-6I, 8IEM, 9EM, 10-12R  |                      |
| Game and Tournament   |                        |                          | 8IE, 9E, 10M, 11-12R |
|                       |                        |                          |                      |
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### Scope and Sequence of Model Learner Outcomes

| Area of Study | E<br>C<br>E<br>C | 3 Years – 8 Years |   |   |   |   | 9 Years – 15 Years  |   |   |     | 16 Years – 18 Years |    |    |    |
|---------------|------------------|-------------------|---|---|---|---|---------------------|---|---|-----|---------------------|----|----|----|
|               |                  | <u>PRIMARY</u>    |   |   |   |   | <u>INTERMEDIATE</u> |   |   |     | <u>SENIOR HIGH</u>  |    |    |    |
| Individual    |                  |                   |   |   |   |   |                     |   |   |     |                     |    |    |    |
| Pickle ball   | EC               | K                 | 1 | 2 | 3 | 4 | 5                   | 6 | 7 | 8   | 9                   | 10 | 11 | 12 |
| Ball Control  |                  |                   |   |   |   |   |                     |   |   | I   | IE                  | M  | R  | R  |
| Grip          |                  |                   |   |   |   |   |                     |   |   | IEM | R                   | R  | R  | R  |
| Forehand      |                  |                   |   |   |   |   |                     |   |   | I   | E                   | E  | E  | E  |
| Backhand      |                  |                   |   |   |   |   |                     |   |   | I   | IE                  | E  | E  | E  |
| Serving       |                  |                   |   |   |   |   |                     |   |   | I   | E                   | M  | R  | R  |
| Volley        |                  |                   |   |   |   |   |                     |   |   | I   | E                   | E  | R  | R  |
| Lob           |                  |                   |   |   |   |   |                     |   |   |     |                     | I  | IE | IE |
| Scoring       |                  |                   |   |   |   |   |                     |   |   | IE  | EM                  | M  | R  | R  |
| Strategy      |                  |                   |   |   |   |   |                     |   |   | IE  | E                   | M  | R  | R  |
| Rules         |                  |                   |   |   |   |   |                     |   |   | IE  | E                   | M  | R  | R  |
| Etiquette     |                  |                   |   |   |   |   |                     |   |   | IE  | M                   | R  | R  | R  |

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|---------------------|--|--|--|--|--|--|--|--|--|-----|---|---|---|---|
| Safety              |  |  |  |  |  |  |  |  |  | IEM | R | R | R | R |
| Game and Tournament |  |  |  |  |  |  |  |  |  | I   | E | M | R | R |
|                     |  |  |  |  |  |  |  |  |  |     |   |   |   |   |
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## Physical Education – Essential Learner Outcomes

Area of Study  
 Individual  
 Activity Unit  
 Pickle Ball

| Objectives Components | Psychomotor  | Knowledge             | Affective |
|-----------------------|--------------|-----------------------|-----------|
| Ball Control:         | 8I, 9IE, 10M | 11-12R                |           |
| Floor                 |              |                       |           |
| Air                   |              |                       |           |
| Flip-Flop             |              |                       |           |
| Grip                  | 8IEM, 9-10R  |                       |           |
| Forehand              | 8I, 9-10E    | 11-12E                |           |
| Backhand              | 8I, 9IE, 10E | 11-12E                |           |
| Serving               | 8I, 9E, 10M  | 11-12R                |           |
| Volley                | 8I, 9E, 10M  | 11-12R                |           |
| Lob                   | 10I          | 11-12IE               |           |
| Scoring               |              | 8IE, 9EM, 10M, 11-12R |           |

|                     |  |                      |                     |
|---------------------|--|----------------------|---------------------|
| Strategy            |  | 8IE, 9E, 10M, 11-12R |                     |
| Rules               |  | 8IE, 9E, 10M, 11-12R |                     |
| Safety              |  | 8IEM, 9-12R          |                     |
| Game and Tournament |  |                      | 8I, 9E, 10M, 11-12R |
|                     |  |                      |                     |
|                     |  |                      |                     |
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### Scope and Sequence of Model Learner Outcomes

| Area of Study<br><br>Individual<br>.....<br><br>Archery | E<br>C<br>E<br>C | 3 Years – 8 Years<br><br><u>PRIMARY</u> |   |   |   |   | 9 Years – 15 Years<br><br><u>INTERMEDIATE</u> |   |   |   |   | 16 Years – 18 Years<br><br><u>SENIOR HIGH</u> |    |    |    |
|---|------------------|---|---|---|---|---|---|---|---|---|---|---|----|----|----|
|   |                  | EC                                      | K | 1 | 2 | 3 | 4   | 5 | 6 | 7 | 8 | 9   | 10 | 11 | 12 |
| Stringing the Bow                                       |                  |   |   |   |   |   |   |   |   |   |   | IEM   | R  | R  | R  |
| Address Target  |                  |   |   |   |   |   |   |   |   |   |   | IEM   | R  | R  | R  |
| Nock Arrow  |                  |   |   |   |   |   |   |   |   |   |   | IEM   | R  | R  | R  |
| Drawing   |                  |   |   |   |   |   |   |   |   |   |   | IEM   | R  | R  | R  |
| Point of Aim  |                  |   |   |   |   |   |   |   |   |   |   | IE  | IE | E  | E  |
| Safety  |                  |   |   |   |   |   |   |   |   |   |   | IEM   | R  | R  | R  |
| Rules/Scoring   |                  |   |   |   |   |   |   |   |   |   |   | IEM   | R  | R  | R  |
| Equipment   |                  |   |   |   |   |   |   |   |   |   |   | IE  | M  | R  | R  |
|   |                  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |
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## Physical Education – Essential Learner Outcomes

Area of Study  
 Individual  
 Activity Unit  
 Archery

| Objectives Components          | Psychomotor | Knowledge | Affective |
|--------------------------------|-------------|-----------|-----------|
| Stringing Bow                  | 9IEM        | 10-12R    |           |
| Address Target (Proper Stance) | 9IEM        | 10-12R    |           |
| Nock Arrow                     | 9IEM        | 10-12R    |           |
| Drawing                        | 9IEM        | 10-12R    |           |
| Point of Aim                   | 9IEM        | 1-12E     |           |
| Safety                         |             | 9IEM, 10R | 11-12R    |
| Rules/scoring                  |             | 9IEM, 10R | 11-12R    |
| Equipment                      |             | 9IE, 10M  |           |
|                                |             |           |           |
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### Scope and Sequence of Model Learner Outcomes

| Area of Study<br>Individual<br>.....  | E<br>C<br>E<br>C |   |   |   |   |   |   |   |   |   |     |    |    |    |
|---------------------------------------|------------------|---|---|---|---|---|---|---|---|---|-----|----|----|----|
| Cross Country Skiing                  | EC               | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9   | 10 | 11 | 12 |
| Technique                             |                  |   |   |   |   |   |   |   |   |   |     |    |    |    |
| Uphill                                |                  |   |   |   |   |   |   |   |   |   | IE  | M  | R  | R  |
| Downhill                              |                  |   |   |   |   |   |   |   |   |   | IE  | M  | P  | R  |
| Turns                                 |                  |   |   |   |   |   |   |   |   |   | IE  | M  | R  | R  |
| Getting up from Fall                  |                  |   |   |   |   |   |   |   |   |   | IE  | M  | R  | R  |
| Diagonal Stride with poling           |                  |   |   |   |   |   |   |   |   |   | IE  | M  | R  | R  |
| Clothing                              |                  |   |   |   |   |   |   |   |   |   | IEM | R  | R  | R  |
| Safety                                |                  |   |   |   |   |   |   |   |   |   | IEM | R  | R  | R  |
| Knowledge and Proper Use of Equipment |                  |   |   |   |   |   |   |   |   |   | IEM | R  | R  | R  |

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|---------------------|--|--|--|--|--|--|--|--|--|--|--|-----|----|----|----|
| Skiing-conditioning |  |  |  |  |  |  |  |  |  |  |  | IEM | R  | R  | R  |
| Consumerism         |  |  |  |  |  |  |  |  |  |  |  | IE  | IE | IE | IE |
|                     |  |  |  |  |  |  |  |  |  |  |  |     |    |    |    |
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## Physical Education – Essential Learner Outcomes

Area of Study  
 Individual  
 Activity Unit  
 Cross Country Skiing

| Objectives Components     | Psychomotor | Knowledge    | Affective |
|---------------------------|-------------|--------------|-----------|
| Technique                 |             |              |           |
| Uphill                    | 9IE, 10M    | 11-12R       |           |
| Downhill                  | 9IE, 10M    | 11-12R       |           |
| Turning                   | 9IE, 10M    | 11-12R       |           |
| Getting up from a Fall    | 9IE, 10M    | 11-12R       |           |
| Diagonal Stride with Pole | 9IE, 10M    | 11-12R       |           |
| Clothing                  |             | 9IEM, 10-12R |           |
| Safety                    |             | 9IEM, 10-12R |           |
| Equipment                 |             |              |           |
| Knowledge and Proper Use  |             | 9IEM, 10-12R |           |

|                     |  |  |              |
|---------------------|--|--|--------------|
| Skiing-conditioning |  |  | 9IEM, 10-12R |
| Consumerism         |  |  | 9-12IE       |
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## Scope and Sequence of Model Learner Outcomes

| Area of Study<br><br>Individual<br>.....<br>Roller Bladeing | EC | 3 Years – 8 Years<br><b>PRIMARY</b> |   |   |   |   | 9 Years – 15 Years<br><b>INTERMEDIATE</b> |   |   |   | 16 Years – 18 Years<br><b>SENIOR HIGH</b> |    |    |    |
|---|----|-------------------------------------|---|---|---|---|---|---|---|---|---|----|----|----|
|   | EC | K                                   | 1 | 2 | 3 | 4 | 5   | 6 | 7 | 8 | 9   | 10 | 11 | 12 |
| Technique   |    |                                     |   |   |   |   |   |   |   |   |   |    |    |    |
| Turns   |    |                                     |   |   |   |   | I   | E | E | E | R   |    | R  | R  |
| Braking   |    |                                     |   |   |   |   | I   | E | E | E | R   |    | R  | R  |
| Falling   |    |                                     |   |   |   |   | I   | E | E | E | R   |    | R  | R  |
| Balance   |    |                                     |   |   |   |   | I   | E | E | E | R   |    | R  | R  |
| Movement  |    |                                     |   |   |   |   | I   | E | E | E | R   |    | R  | R  |
| Equipment   |    |                                     |   |   |   |   |   |   |   |   |   |    |    |    |
| Blades  |    |                                     |   |   |   |   | I   | E | E | E | R   |    | R  | R  |
| Padding   |    |                                     |   |   |   |   | I   | E | E | E | R   |    | R  | R  |
| Helmet  |    |                                     |   |   |   |   | I   | E | E | E | R   |    | R  | R  |

|   |  |  |  |  |  |  |  |   |   |   |   |   |  |   |   |
|---|--|--|--|--|--|--|--|---|---|---|---|---|--|---|---|
| Safety                                  |  |  |  |  |  |  |  | I | E | E | E | R |  | R | R |
| Knowledge and Proper Use of Equipment   |  |  |  |  |  |  |  | I | E | E | E | R |  | R | R |
| Combining Roller Bladeing with Activity |  |  |  |  |  |  |  | I | E | E | E | R |  | R | R |
|   |  |  |  |  |  |  |  |   |   |   |   |   |  |   |   |
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## Physical Education – Essential Learner Outcomes

Area of Study  
 Individual  
 Activity Unit  
 Roller Bladeing

| Objectives Components | Psychomotor | Knowledge | Affective |
|-----------------------|-------------|-----------|-----------|
|                       |             |           |           |
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### Scope and Sequence of Model Learner Outcomes

| Area of Study<br>Individual<br>.....<br>Snow Shoeing | E<br>C<br>E<br>C | 3 Years – 8 Years |   |   |   | 9 Years – 15 Years |   |   |   | 16 Years – 18 Years |   |    |    |    |
|--|------------------|-------------------|---|---|---|--------------------|---|---|---|---------------------|---|----|----|----|
|  | EC               | K                 | 1 | 2 | 3 | 4                  | 5 | 6 | 7 | 8                   | 9 | 10 | 11 | 12 |
| Technique  |                  |                   |   |   |   |                    |   |   |   |                     |   |    |    |    |
| Strapping on Shoes                                   |                  |                   |   |   |   |                    | I | E | R | R                   |   |    |    |    |
| Walking with Shoes                                   |                  |                   |   |   |   |                    | I | E | R | R                   |   |    |    |    |
| Use of Poles   |                  |                   |   |   |   |                    | I | E | R | R                   |   |    |    |    |
| Movement/edging (uphill, downhill, side hill)        |                  |                   |   |   |   |                    | I | E | R | R                   |   |    |    |    |
| Turning  |                  |                   |   |   |   |                    | I | E | R | R                   |   |    |    |    |
| Clothing   |                  |                   |   |   |   |                    | I | E | R | R                   |   |    |    |    |
| Safety   |                  |                   |   |   |   |                    | I | E | R | R                   |   |    |    |    |

|                                       |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |
|---------------------------------------|--|--|--|--|--|--|--|---|---|---|---|--|--|--|--|
| Knowledge and Proper Use of Equipment |  |  |  |  |  |  |  | I | E | R | R |  |  |  |  |
|                                       |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |
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## Physical Education – Essential Learner Outcomes

Area of Study  
 Individual  
 Activity Unit  
 Snow Shoeing

| Objectives Components | Psychomotor | Knowledge | Affective |
|-----------------------|-------------|-----------|-----------|
|                       |             |           |           |
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## Physical Education – Essential Learner Outcomes

Area of Study  
 Individual  
 Activity Unit  
 Fishing

| Objectives Components | Psychomotor | Knowledge | Affective |
|-----------------------|-------------|-----------|-----------|
| Laws and Regulations  | 1I, 2E, 3R  |           |           |
| Fishing Ethics        | 1I, 2E, 3R  |           |           |
| Fishing Equipment     | 1I, 2E, 3R  |           |           |
| Types of Fish         | 1I, 2E, 3R  |           |           |
| Casting               | 1I, 2E, 3R  |           |           |
|                       |             |           |           |
|                       |             |           |           |







1. Upper Level Physical Education courses have been dropped due to the Federal and State requirement that 3 years of Science and Math be added to the curriculum.
2. Since we offer fewer classes we have larger class sizes that can cause problems.
3. Lack of adequate storage space.
4. Lower Elementary gym tile floor needs to be replaced with an alternate surface to allow for safety of the students.
5. Outdoor Physical Education facilities need to be improved
6. Counselor and Principals need to work closely with the Physical Education department when scheduling classes.
7. As equipment wears out there needs to be a replacement budget.

**DEVELOPMENTAL/ADAPTIVE  
PHYSICAL EDUCATION  
PRE K-12 PROGRAM  
SUMMER 2007**



Submitted by:

Sue Pearson  
Janelle Walker

## **D/APE PROGRAM**

Developmental/Adapted Physical Education is a very important part of the total Physical Education Program and adheres to the same core body of knowledge. The D/APE Program focuses on the physical, social and psychological domains. We want the students experience in and out of the school setting to be a positive one.

The D/Ape Programs purpose is to assess student growth, development and experience in order to design an appropriate physical education plan. The goal is to provide a carefully planned sequence of learning experiences to adapt to each student's needs. Specifically program goals are:

1. To assure that physical education programs are equitable and equally available to all Minnesota students.
2. To assure that a multidisciplinary team staffing concept will implement equal educational opportunity in the physical area.
3. To develop a relevant continuum of services in a setting which provides for continuous growth through the process of assessment, planning, program implementation and progress evaluation.

4. To assist the student with special needs to achieve greater degrees of social independence, physical well-being, emotional stability, and intellectual advancement, to work with the individual's disability through a carefully planned diversified program of developmental activities, games, sports, and rhythms, suited to the interests, capacities and limitations of each student.

**Developmental/Adapted Physical Education is defined by Minnesota Rule 3525.1352 as follows:**

**Subpart I.** Definition. "Developmental Adapted Physical Education: Special Education" means specifically designed physical education instruction and services for pupils with disabilities who have substantial delay or disorder in physical development.

Developmental Adapted Physical Education: special education instruction for pupil's age three to 21 may include development for physical fitness, motor fitness, fundamental motor skills and patterns, skills in aquatics, dance, individual and group games and sports.

Students with conditions such as obesity, temporary injuries and short-term or temporary illness or disabilities are termed special needs students. Special needs students are not eligible for Developmental Adapted Physical Education: special education. Provisions for these students must be made within the regular physical education setting as described in Minnesota Statutes, Section 126.02.

**Subpart 2.** Criteria. A pupil is eligible for Developmental Adapted Physical Education: special education when the team determines the pupil has met the criteria in items A and B.

- A. The pupil has one of the following disabilities in each respective criteria in parts 3515.1325 to 3525.1341, 3525.1345, and 3525.1347: autism, deaf/blind, emotional or behavioral disorders, hearing impaired, specific learning disabilities, mentally impaired, severely multiply impaired and other health impaired, physically impaired, visually impaired or 3525.2335, **Subpart I**, Item C.
- B. The pupil is determined by the team to need specifically designed physical education instruction because:
  - i. The pupil's performance on an appropriately selected, technically, adequate, norm-referenced psychomotor or physical fitness instrument is 1.5 standard deviations or more below the mean (equivalent to the 7<sup>th</sup> percentil0. The instrument must be individually administered by appropriately licensed teachers: or
  - ii. In school, home, and community settings is insufficient as supported by written documentation from two or more of the following: Motor and skills checklist; informal tests; criterion – referenced measures; deficits in achievement related to the defined curriculum; medical history or reports; parent and staff interviews; systematic observations; and social, emotional and behavioral assessments.

\*\*This definition was provided from the Minnesota DAPE Promising Practices Operational Guide.

## **Braham DAPE Entry Criteria**

### **Pre.K-12:**

Students in pre. /Kindergarten is given a basic gross motor skills checklist test

Students in grades 1-4 are tested using the Fitness Reporter Physical Fitness Assessment Any student (grade 1-4) who scores at or below the 25<sup>th</sup> percentile in 4 or more of the tests and is also struggling with their skills tests

in the regular PE setting is then recommended to the IEP team to take the TGMD 2 (Test of Gross Motor Development 2).

Students in grades 5-12 are Given the Fitness Reporter Physical Fitness Assessment, Brockport Physical Fitness Test or Bruiniks – Oseretsky Test of Motor Proficiency.

If parent permission is obtained, the student is tested and their results fall within the state guidelines, the student is then placed in a DAPE Program.

### **Braham DAPE Class Structure:**

Preschool - DAPE specialist provides direct/indirect service to all preschool children who qualify for DAPE.

Kindergarten -6<sup>th</sup> – DAPE is pullout time where they receive 1 on1 or small group instruction once up to five times a week as needed.

7-12 – DAPE students are not in the mainstreamed physical education class. They are pulled out to be serviced individually or in a small group as determined by an IEP team.

### **Special Needs Students**

Students who have special needs are not handicapped by definition but may require a modified program or in some cases an adapted program (504 Plan).

Conditions of students with special needs may suggest physical education modifications to help them benefit from the regular physical education program. Some special needs conditions include:

1. Obesity
2. Low fitness
3. Poor motor skill development
4. Low vitality
5. Short term illnesses (asthma, allergies, bronchitis)
6. Long term (medical restrictions with Dr. orders)
7. Recuperation from injuries, accidents and operations.

The regular physical education program needs to provide a suitable modified program for these students who are unable to participate. These students do not qualify for DAPE and also do not require an IEP to be written.

These students should receive individualized attention during the regular physical education class or they may also receive remedial services with parent permission.

In the case of a temporary disability or short/long term illness, an alternative physical education program can be planned. For example, change a student from a soccer unit to an juggling unit; have the student work as an aid in the class; give written assignments; or have the student work on individualized goals as directed by a physician or physical education teacher.

## **Developmental/Adaptive Physical Education**

### Strengths:

1. There are three certified DAPE specialists in the district.
2. Adequate facilities are available. (HS. Fitness Room)
3. Special Education Staff integrates the DAPE aspect of the student's program well.
4. The district provides adequate equipment.
5. The block of time that is allowed for DAPE Specialists works: 3-5- minutes a day K-4, 50 minutes a day PK, 5 and 6, and 50 minutes a day 7-12.
6. DAPE staff attends 3 DAPE meetings a year that are run by Rum River Co-op.

### Limitations:

1. Lack of storage space for DAPE equipment at the elementary

### Recommendations:

1. Increase the storage space available for DAPE (elementary)
2. Continue to schedule the time to meet the needs of the students.