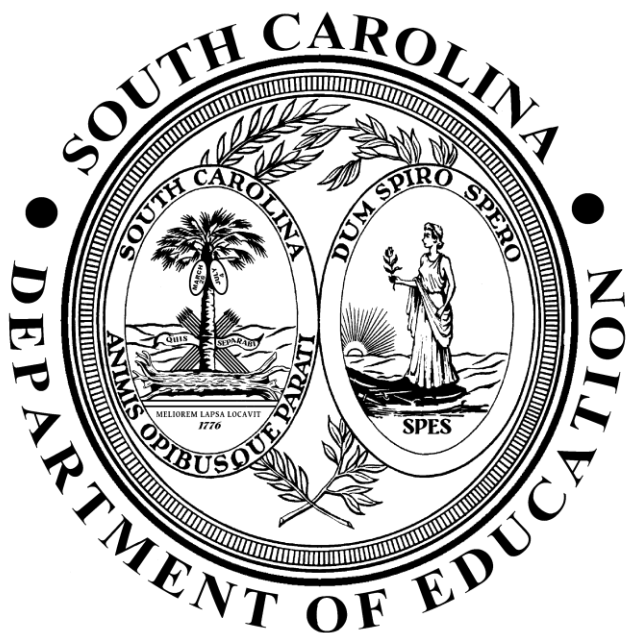


STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

ELLEN E. WEAVER
STATE SUPERINTENDENT OF EDUCATION



*Unit Resources for 2021 South Carolina
College and Career Ready Standards for
Physical Education*

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Introduction

This document was created by South Carolina Teachers for South Carolina Teachers. These resources were developed through a year-long process that included many discussions, exchanging of ideas, ponderings, and collegiality.

The purpose of the Unit Resources for *2021 South Carolina College and Career Ready Standards for Physical Education* is to provide suggested tasks to assist teachers with planning instruction. While some of the suggested tasks present a specific activity or sport, all the tasks were designed to be adaptable to the myriad of situations present in physical education classrooms across the state. All suggested tasks can be modified as necessary to best fit the situation of each individual teacher. It must also be noted that the suggested tasks are not an exhaustive list and should not be used as such.

Tasks are provided for performance indicators designated by the writing team to be the most critical indicators for students to gain proficiency in, therefore, not all indicators are addressed in this document.

Proficiency Levels

The South Carolina College and Career Ready Standards for Physical Education 2021 outline the standard and indicator proficiency progression rather than the specific grade level. Teachers have the opportunity to identify and differentiate learning for all learners based on the students' proficiency range. The standards document describes the learning goals a learner should demonstrate at three levels of proficiency. All performance indicators in the standards document begin with "I can..." so that learners are at the center of all physical education programs, can self-assess, and can use evidence to demonstrate progress in proficiency. The three proficiency levels used are novice, intermediate, and advanced.

The novice, intermediate, and advanced proficiency levels are a continuum that describes the distinct levels of the demonstrated skills, abilities, and knowledge for a student to master. The novice proficiency level represents foundational skills, abilities, and knowledge to be built upon. The intermediate proficiency level represents a deeper understanding and application of skills, abilities, and knowledge. The advanced proficiency level represents a level of understanding and application of skills, abilities, and knowledge that goes beyond direct instruction, and includes student ownership of the learning.

In order to best serve students within a traditional K-12 school setting, teachers need to be provided with guidance as to which proficiency level(s) are the desired outcome, or learning goal, for each grade level.

Acquisition Levels

In order to better understand the continuum in which skills are learned within a proficiency level, this document adds three acquisition levels. The first acquisition level is for learners that are at the beginning of their learning within a proficiency level. This level is called emerging. Learners that have progressed from the emerging level but have not yet mastered the current proficiency level are in the second acquisition level known as spiraling. The third and final acquisition level is must-know. Students at this acquisition level are able to demonstrate mastery of the performance indicator within a proficiency level. Since there are three proficiency levels and three acquisition levels it is possible for a performance indicator to have nine options as students progress towards the advanced proficiency expectation.

The nine options are:

- Novice – Emerging (1)
- Novice – Spiraling (2)
- Novice – Must-know (3)
- Intermediate – Emerging (1)
- Intermediate – Spiraling (2)
- Intermediate – Must-know (3)
- Advanced – Emerging (1)
- Advanced – Spiraling (2)
- Advanced – Must-know (3)

Proficiency Level Guidance – Elementary

Indicator	K	1 st	2 nd	3 rd	4 th	5 th
1.1	N-3	I-1	I-3	I-3	A-2	A-3
1.2	N-3	I-1	I-3	I-3	A-1	A-2
1.3	N-3	I-2	I-3	A-1	A-2	A-3
1.4	N-3	I-1	I-3	A-1	A-2	A-3
1.5	N-2	N-3	I-2	I-3	A-2	A-3
1.6	N-3	I-2	I-3	A-1	A-2	A-3
1.7	N-3	I-2	I-3	A-1	A-2	A-3
1.8	N-2	N-3	I-2	I-3	A-2	A-3
1.9	N-1	N-3	I-2	I-3	A-2	A-3
1.10	N-1	N-2	N-3	I-1	I-3	A-1
1.11	N-1	N-3	I-1	I-2	I-3	A-1
1.12	N-1	N-2	N-3	I-1	I-3	A-1
1.13	N-1	N-2	N-3	I-2	I-3	A-3
1.14	N-2	N-3	I-2	I-3	A-2	A-3
1.15	N-3	I-1	I-2	A-1	A-2	A-3
2.1	N-2	N-3	I-3	A-1	A-2	A-3
2.2	N-3	I-1	I-2	I-3	A-2	A-3
2.3	N-3	I-1	I-2	I-3	A-2	A-3
2.4	N-1	N-2	N-3	I-2	I-3	A-2
2.5	N-1	N-2	N-3	I-3	A-2	A-3
3.1	N-3	I-1	I-2	I-3	A-2	A-3
3.2	N-2	N-3	I-1	I-3	A-2	A-3
3.3	N-2	N-3	I-1	I-3	A-1	A-3
4.1	N-2	N-3	I-2	I-3	A-1	A-3
4.2	N-2	N-3	I-2	I-3	A-1	A-3
4.3	N-2	N-3	I-1	I-3	A-2	A-3
4.4	N-2	N-3	I-1	I-3	A-1	A-3
5.1	N-2	N-3	I-1	I-2	A-2	A-3
5.2	N-2	N-3	I-2	I-3	A-2	A-3
5.3	N-3	I-2	I-3	A-1	A-2	A-3
5.4	N-2	N-3	I-1	I-2	I-3	A-2

- N = Novice Proficiency Level
- I = Intermediate Proficiency Level
- A = Advanced Proficiency Level
- 1 = Emerging Acquisition Level
- 2 = Spiraling Acquisition Level
- 3 = Must-know Acquisition Level

Elementary Task Progressions

1.1 Locomotor

Novice	Intermediate	Advanced
<p>E.N.1.1.A: Travel with control forward and sideways by identifying a variety of locomotor skills (walk, run, jump, hop, gallop, slide, skip, leap) in general space while avoiding contact with others.</p> <p>E.N.1.1.B: Demonstrate mature form in most locomotor skills (walking, running, jumping, hopping, galloping, sliding, skipping, leaping) and changing directions in response to a signal or obstacle.</p>	<p>E.I.1.1.A: Demonstrate mature form in all locomotor skills while using smooth transitions between combinations of all locomotor skills.</p> <p>E.I.1.1.B: Demonstrate mature form in all locomotor skills while using smooth transitions between combinations of all locomotor skills in a variety of directions and environments.</p>	<p>E.A.1.1.A: Demonstrate mature form in all locomotor skills while combining manipulative skills in simple environments.</p> <p>E.A.1.1.B: Demonstrate mature form in all locomotor skills while combining manipulative skills in modified game play.</p>

Level	Suggested Task
N-1	Identify and perform 5 locomotor skills- Students will be able to identify and perform at least 5 different locomotor skills in general open space.
N-2	Identify and perform all (8) locomotor skills- Students will be able to identify and perform all locomotor skills in general open space while avoiding contact with others.
N-3	Perform all (8) locomotor skills and change direction- Students will be able to perform all locomotor skills in a given space while avoiding contact with others and responding to direction changes.
I-1	Smooth transition from walking to a different locomotor skill- Students will be able to have a smooth transition from walking to any type of locomotor movement.
I-2	Smooth transitions from a locomotor skill to a different locomotor skill- Students will be able to have smooth transitions between any locomotor skills.
I-3	Perform locomotor sequence with smooth transitions- Students will be able to perform a sequence of locomotor skills demonstrating mature form with smooth transitions.
A-1	Dribbling a basketball in a straight line while moving at a slow speed- Students will be able to dribble a basketball in general space using the mature form for 2 locomotor skills while avoiding contact.

Level	Suggested Task
A-2	Dribbling a basketball around cones while moving at a slow speed- Students will be able to dribble a basketball in general space using the mature form for 2 locomotor skills and maintain control of the ball while being passively defended.
A-3	Dribbling a basketball around cones while moving at a fast speed- Students will be able to dribble a basketball in general space using the mature form for 2 locomotor skills and maintain control of the ball while being actively defended.

1.4 Toss

Novice	Intermediate	Advanced
<p>E.N.1.4.A: Toss in simple conditions. Example: Toss and catch a ball to self and stay in personal space.</p> <p>E.N.1.4.B: Toss using some elements of a mature form emphasizing a step with the opposite foot forward.</p>	<p>E.I.1.4.A: Toss an object underhand using all elements of mature form.</p> <p>E.I.1.4.B: Toss an object underhand using mature form at a target from a variety of distances.</p> <p>E.I.1.4.C: Throw an object using some elements of mature form to a large target.</p>	<p>E.A.1.4.A: Toss an object underhand using mature form with force to hit a target with reasonable accuracy.</p> <p>E.A.1.4.B: Toss an object underhand using mature form in modified game play.</p>

Level	Suggested Task
N-1	Self-toss (one-handed toss)- Students will toss a yarn ball or bean bag to themselves at an appropriate height, focusing on throwing using their dominant hand with their opposite foot forward.
N-2	Wall toss- Using the dominant hand, the student will toss a soft ball or bean bag to targets marked on walls. Students will toss with two (2) of the five (5) critical elements of a mature pattern for underhand tossing.
N-3	Partner toss- Students will toss a soft ball or bean bag to a stationary partner over a net. Students will toss using a mature pattern, with an emphasis placed on mechanics rather than accuracy.
I-1	Walk and toss- Students will toss and catch to themselves while moving, using a mature pattern.
I-2	Toss to a moving partner- Students will stand stationary and accurately toss a ball using a mature pattern to force a partner to move to catch.
I-3	Ring toss- Students will stand stationary as they accurately toss a ball underhand through a hula hoop that is swinging slowly back and forth from a basketball goal.
A-1	Toss for distance- Students will toss a ball to targets from 5, 10, 20, and 30 feet away using mature form.
A-2	Possession- Students will play “keep away” in groups of 3-4 players. This small-sided game requires students to use mature tossing forms to avoid a defender. In a small area, two to three offensive players will toss the ball while in motion to each other in order to keep it away from a defender. If a pass is intercepted or poorly thrown, the player who committed the error becomes the defender. If offensive players maintain possession for more than 60 seconds, switch to a new defender.

Level	Suggested Task
A-3	<p>Ultimate handball- Ultimate handball is a game in which students toss to teammates from various distances while in motion while being defended and tossing accurately.</p> <ul style="list-style-type: none"> • Team size: No more than 3 per team • Space: Half-court or similar space • Setup: Goals (hula hoops, pop-up goal, etc.) on opposite baselines. One team will receive the ball and one will toss the ball to begin game play. Once the receiving team has possession of the ball, play begins. • Offense: Offensive team works to toss the ball down the court and toss the ball into the goal. All players on the team must touch the ball before a goal can be scored. If a goal is not scored or not all players touched the ball prior to scoring, then no point is awarded, and it is a turnover with possession going to the other team. Players may not take more than 2 steps after catching the ball and must make a mature toss to teammates. If the ball is dropped or not caught, it is a turnover. • Defense: Defensive players may not touch the offensive player but may try to create a turnover. The ball can be intercepted, or hit away to make it uncatchable, which would result in a turnover. Defensive players may not block the goal.

1.5 Catch

Novice	Intermediate	Advanced
E.N.1.5: Catch a self-tossed and partner-tossed object using some elements of mature form.	E.I.1.5: Move to receive and catch a self-tossed and partner-tossed object using all elements of mature form.	E.A.1.5.A: Catch an object with mature form from a variety of levels. E.A.1.5.B: Catch an object using mature form in modified game play.

Level	Suggested Task
N-1	Drop and catch (2 Hand) -Students will drop a light object, such as a juggling scarf, from above their head and catch it in both hands demonstrating at least 1 element of mature catching form.
N-2	Drop and catch (1 Hand) -Students will drop a light object, such as a juggling scarf, from above their head and catch it in one hand using their dominant and non-dominate hand demonstrating at least 1 element of mature catching form.
N-3	Partner catch - Students will catch a partner- or teacher-tossed object demonstrating at least 2 elements of mature catching form.
I-1	Inside out catch: Independently, students will toss an object while standing inside a hula hoop to an area outside of the hula hoop and move to catch the object in the air outside of the hula hoop.
I-2	5 step leading catch- A partner will toss a soft object to a cone at least 5 steps away from the student catching the object. The student will move toward the cone to catch the object.
I-3	10 step leading catch- A partner will toss an object to a cone at least 10 steps away from the student catching the object. The student will move toward the cone to catch, pulling the object in close to their body.
A-1	Partner height catch (announced)- Students will catch balls tossed from a partner at a high level like a fly ball, medium level like a line drive, and at a low level like a grounder with the thrower announcing the level of throw.
A-2	Partner height catch (surprise)- Students will catch balls tossed from a partner at a high level like a fly ball, medium level like a line drive, and at a low level like a grounder with the thrower varying the type of throw each time without announcing.
A-3	Ultimate handball- See 1.4 Toss – A-3

1.6 Overhand Throw

Novice	Intermediate	Advanced
E.N.1.6: Throw a hand-sized ball overhand with force for distance (simple conditions).	E.I.1.6: Throw using some elements of a mature form, emphasizing a step with the opposite foot forward.	E.A.1.6.A: Throw an object using all elements of mature form to a partner. E.A.1.6.B: Throw an object with mature form to a target with reasonable accuracy in modified game play.

Level	Suggested Task
N-1	Strong throw- Students will throw a bean bag using an overhand pattern at a wall as forceful as possible
N-2	Distance throw- Students will throw an object (ball, bean bag, etc.) using an overhand pattern as far as they can.
N-3	Strong distance throw- Students will throw a hand sized ball using an overhand pattern with stronger force as far as they can.
I-1	Large target throw- Students will throw a ball using a step with the opposite foot to a large target (e.g., hula hoop, etc.) from 5, 10, 20, and 30 feet away.
I-2	Small target throw- Students will throw a ball using a step with the opposite foot to a small target (e.g., poly spot, etc.) from 5, 10, 20, and 30 feet away.
I-3	Goal shot- Students will throw a ball into a goal from various distances using a step with the opposite foot, and at least one of the following: a preparation (wind up) phase, release the ball at a height at or slightly above the ear, follow through across their body. Emphasis is placed on mechanics rather than accuracy.
A-1	Partner throw- Students will throw a ball using a step with the opposite foot, a preparation (wind up) phase, will release the ball at a height at or slightly above the ear, and follow through across their body to a stationary partner at least 15 feet away. Emphasis is placed on mechanics rather than accuracy.
A-2	Accuracy throw- Students will throw a ball into a goal from various distances using a step with the opposite foot, a preparation (wind up) phase, will release the ball at a height at or slightly above the ear, and follow through across the body. Emphasis is placed on accuracy rather than mechanics.
A-3	Ultimate handball- See 1.4 Toss – A-3 modify to use overhand throwing in place of tossing.

1.9 Hand Pass

Novice	Intermediate	Advanced
E.N.1.9: Pass a variety of different balls using an overhand or underhand toss using appropriate speed and force to a partner in simple conditions.	E.I.1.9: Use a variety of passes (overhead, underhand, side arm, chest pass, bounce pass) with hands to a stationary and moving partner using some elements of mature form.	E.A.1.9.A: Pass a variety of objects with hands using mature form to a moving partner. E.A.1.9.B: Pass with hands using mature form of the appropriate skill in modified game play.

Level	Suggested Task
N-1	Underhand target pass- In partners, one student will underhand pass to a target placed on the floor 5 times using 5 different balls (e.g., tennis ball, playground ball, football, yarn ball, skin-cover foam ball). The other student collects the balls. Switch partners once all 5 balls are underhand passed. <i>*Substitute underhand for overhand as desired</i>
N-2	Partner pass & step- In partners, Students will start by standing facing one another 2 steps apart. Using one of the balls from the level 1 task, students will underhand pass to each other. Each time a student receives the ball without the ball touching the floor the student who underhand passed the ball takes one step backward. Once the ball touches the floor reset the distance to 2 steps apart and switch to a different ball. Have students keep track of which ball they were able to take the most steps with. <i>*Substitute underhand for overhand as desired</i>
N-3	Zig-zag pass- In groups of 3-4, students will underhand pass a ball to another group member. Place floor markings on the ground to create a zig-zag pattern with each of the marks being different distances (e.g., from the 1st to 2nd mark is 6 feet, from the 2nd to 3rd is 8 feet, from the 3rd to 4th is 10 feet). Groups may choose any ball they have used previously. The student on the 1st mark will pass to the student on the 2nd mark and they will continue to pass the ball along to the student on the 3rd with this going until all students have received a pass. Once the student on the last mark receives the ball, they will pass the ball back to the student from whom they received the ball (4th passes to 3rd, 3rd to 2nd, etc.) continuing this until the ball returns to the student on the 1st mark. Once the ball returns to the starting position Students will rotate spots (1st goes to 2nd, 2nd to 3rd, 3rd to 4th, 4th to 1st). <i>*Substitute underhand for overhand as desired</i>
I-1	Chest pass to target- In partners, one student will chest pass to a wall target placed at chest height 5 times. The other student collects the balls. Switch partners once all 5 balls are passed.
I-2	Bounce pass to target- In Partners, students will stand facing each other. One student will bounce pass to a target placed on the floor halfway between the students using enough force for the ball to bounce to their partner so that the receiving partner does not have to move their feet. Students will pass the ball back and forth 5 times. After 5 successful attempts, each student will take one step backward and repeat the task.

Level	Suggested Task
I-3	Moving partner pass- Students will practice passing the ball to their partner who is moving. The student who is passing will remain stationary while the other is moving. The receiving student will be moving in one of 6 directions: straight line away from the passer, straight line towards the passer, straight across left to right, straight across right to left, diagonal towards the passer, diagonal away from the passer. The passer will use one the pass type previously taught and will switch the type of pass each time so that no type is used two times in a row. Switch roles once the receiver has attempted all 6 directions.
A-1	Give and go- In partners, students will pass a ball to their partner while moving. Using a predetermined length (e.g., half-court, full court, across the field, 40 feet, etc.), one student remains at the starting point while the other student moves away from them. The student who remained at the start will pass a ball to the moving partner. Once the ball is released the student will begin to move in the same direction as their partner. When the ball is received the student will stop momentarily and pass the ball back to their partner. This will repeat until both students reach the end of the assigned space at which time they will start again in the opposite direction until they reach the original starting point. Each time the students return to the starting point they will switch the type of ball they will use and repeat the task using as many types of balls as possible.
A-2	Passing around a defender- Students will be in groups of 3, in which one student is the passer, one is the receiver, and one is the defender. Students will pass a ball to a moving receiver while being defended “soft”. The passer will select a type of pass that enables the receiver to catch the ball and not have the ball touched by the defender. The catcher will move to an open space that will allow for the ball to not be touched by the defender. The defender will play “soft” defense by standing no closer than 2 steps from the passer and waving their arms in an attempt to interfere with the pass. Change places after five pass attempts.
A-3	Possession- Students will play “keep away” in groups of 3-4 players. This small-sided game requires students to use mature passing forms to avoid a defender. In a small area, two to three offensive players will pass the ball while in motion to each other in order to keep it away from a defender. If a pass is intercepted or poorly thrown, the player who committed the error becomes the defender. If offensive players maintain possession for more than 60 seconds, switch to a new defender. Play multiple rounds using a different type of ball each time.

1.10 Foot Dribble

Novice	Intermediate	Advanced
E.N.1.10: Dribble a ball forward with soft taps using the insides of the feet in self-space.	E.I.1.10.A: Dribble a ball forward using insides and outsides of feet while keeping the ball within two steps. E.I.1.10.B: Dribble a ball using insides and outsides of feet, keeping the ball within two steps, while jogging.	E.A.1.10.A: Dribble a ball using insides and outsides of feet, keeping the ball within two steps, with changing speeds, pathways, and/or directions. E.A.1.10.B: Combine foot dribbling with passing and kicking in modified game play.

Level	Suggested Task
N-1	Toe taps- Students will stand in their own space with a ball and practice tapping the ball with the bottom of their foot. Students will alternate which foot they tap the ball with each time.
N-2	Stationary “boxing”- Students will stand in their own space with a ball and practice tapping the ball between their feet using the inside of their feet while stationary.
N-3	Moving “boxing”- Students will repeat the previous task; however, this time students will be moving forward while performing this skill.
I-1	Inside-outside touches- Students will stand in their own space with a ball and practice alternating touching between the inside and outside of their feet.
I-2	Inside-outside dribbling- Students will dribble a ball forward in a straight line at a walking speed using the inside and outside of their feet.
I-3	Inside-outside jogging- Students will repeat the previous task at a jogging speed, being sure to keep the ball within two steps.
A-1	Slalom dribbling- Students will dribble the ball through a series of gates (created by placing two cones several feet apart) using the insides and outsides of both feet.
A-2	Slalom dribbling with passing- Students will be in pairs for this activity. Students will dribble the ball to an open gate. Once at the gate, students with the ball will pass the ball through the gate to their partner without the ball.

Level	Suggested Task
A-3	<p>Boundary soccer- This task is a modified game that combines dribbling with passing and kicking. In this game, students will be divided into 2 teams and will play 3 vs. 3 in an open playing area. In the same possession, every player on the offensive team must touch the ball before a goal can be scored. A goal is scored when the ball crosses over a boundary line. The remainder of the students will defend the 4 boundaries (these could be lines, cones, walls, etc.). One team will defend two of the boundaries and the other team will defend the remaining two boundaries. These students will act as goalkeepers. Every few minutes, switch the players and goalkeepers.</p>

1.11 Foot Pass and Receive

Novice	Intermediate	Advanced
E.N.1.11: Pass and receive a ball with feet stationary using appropriate speed and force.	E.I.1.11: Pass and receive with feet to a partner continuously using all elements of mature form on the move.	E.A.1.11: Pass and receive with feet using mature form in modified game play.

Level	Suggested Task
N-1	Kick speeds to a target- Students will kick a ball from a stationary position, using the inside of their foot to a variety of large targets (e.g., soccer goals, hoops, cones, etc.) that are 5-10 feet away. From different distances, students will kick the ball at fast and slow speeds to determine which speed is most successful from each distance.
N-2	Stationary kick to a partner- In partners, students will stand at least 10 feet apart, one partner will kick a ball with the inside of their foot to the other partner with the correct amount of force so that the receiving partner does not have to move more than one step to control the ball.
N-3	Partner pass mania- In partners, students will stand 10-15 feet apart and pass a ball using the inside of their foot, back and forth as many times as possible without stopping the ball. Every pass that is successfully touched only one time (not stopped) counts as one point. Also, every pass that is received within one step of the receiving partner counts as one point. Add all partners' scores together to get a class total.
I-1	Moving receiver- Students will stand 5-10 feet away from a partner. One partner will make a lead pass using mature form to their partner who is moving in a straight line parallel with the kicker.
I-2	Moving passer- Students will stand 5-10 feet away from a partner. One partner will pass the ball using mature form while moving in a straight line parallel with the receiver who remains stationary.
I-3	Pass & receive while moving- Students will remain inside a 20 foot by 20 foot square and pass the ball back and forth to each other while both are moving and stay at least 4 steps away from each other. Students will count the total number of successful passes they are able to complete with their partner.
A-1	“Obstructed” defense- Students will perform 5 passes and receptions with feet to a partner while using mature form with an inanimate obstacle (e.g., cone) placed between them.
A-2	“Passive” defense- Students will perform 5 passes and reception with feet to a partner using mature form with a passive defender between them.
A-3	Small-sided “active” defender- Students will perform 5 consecutive passes and receptions with feet using mature form in a small-sided game (3v2, 3v3).

1.13 Striking with Implement

Novice	Intermediate	Advanced
E.N.1.13: Strike a ball with a racket/paddle using a strike-bounce-strike pattern in self-space.	<p>E.I.1.13.A: Strike a ball with an implement using a strike-bounce-strike pattern continuously against the wall or to a partner.</p> <p>E.I.1.13.B: Hit a ball off a tee or cone with a bat using correct grip and body alignment.</p> <p>E.I.1.13.C: Pass a ball to a stationary and moving partner using a hockey stick.</p>	E.A.1.13: Strike with implement using mature form in modified game play across a net.

Level	Suggested Task
N-1	Drop & catch- Students will drop a ball held out in front of their body so that it bounces to a height between their chest and waist and catch it.
N-2	Drop & strike- Students will drop a ball held out in front of their body so that it bounces to a height between their chest and waist and then strike the ball sending it forward.
N-3	Wall drop & strike- Students will drop a ball held out in front of their body so that it bounces to a height between their chest and waist and then while it is in the air strike the ball sending it forward to hit a wall. After the ball hits the wall let it bounce one time so that it bounces to a height between their chest and waist and then strike the ball again while it is in the air sending it forward to hit the wall.
I-1	<p>A. Wall rally- Students will drop a ball held out in front of their body so that it bounces to a height between their chest and waist and then strike the ball while it is in the air sending it forward to hit a wall. After the ball hits the wall let it bounce one time so that it bounces to a height between their chest and waist and then strike the ball again while it is in the air sending it forward to hit the wall. Continue to strike the ball back to the wall as many times as possible.</p> <p>B. Stationary strike w/bat (grip)- Students will strike a large ball off a tee/cone with a bat to a wall/net using the correct hand grip.</p> <p>C. Stationary strike w/hockey stick- Students will strike a stationary ball/bean bag/puck to a wall standing 6-8 steps away using a hockey stick.</p>

Level	Suggested Task
I-2	<p>A. Partner drop & strike- In partners, one student will drop a ball held out in front of their body so that it bounces to a height between their chest and waist and then strike the ball sending it to their partner. The receiving partner will let it bounce one time so that it bounces to a height between their chest and waist and then strike the ball again sending it back to the original striker.</p> <p>B. Stationary strike w/bat (position)- Students will strike a softball-sized ball off a tee/cone with a bat to a wall/net with their feet and shoulders aligned sideways (pointing in a direction parallel to the wall/net).</p> <p>C. Stationary partner pass w/hockey stick- Students will strike a stationary ball/bean bag/puck to a stationary partner or small goal 6-8 steps away using a hockey stick.</p>
I-3	<p>A. Partner rally- In partners, one student will drop a ball held out in front of their body so that it bounces to a height between their chest and waist and then strike the ball sending it to their partner. The receiving partner will let it bounce one time so that it bounces to a height between their chest and waist and then strike the ball again sending it back to the original striker. Continue to strike the ball back and forth as many times as possible.</p> <p>B. Stationary strike for distance- Students will strike a ball off a tee/cone using the correct hand grip with their feet and shoulders aligned sideways (pointing in a direction parallel to the wall/net) forward as far as possible.</p> <p>C. Moving partner pass w/hockey stick- Students will strike a stationary ball/bean bag/puck to a moving partner using a hockey stick.</p>
A-1	Partner net pass- In partners standing with a net between them, one student will drop a ball held out in front of their body so that it bounces to a height between their chest and waist and then strike the ball sending it over the net to their partner. The receiving partner will let it bounce one time so that it bounces to a height between their chest and waist and then strike the ball again sending it back over the net to the original striker.
A-2	Partner net rally- In partners standing with a net between them, one student will drop a ball held out in front of their body so that it bounces to a height between their chest and waist and then strike the ball sending it over the net to their partner. The receiving partner will let it bounce one time so that it bounces to a height between their chest and waist and then strike the ball again sending it back over the net to the original striker. Continue to strike the ball back and forth over the net as many times as possible.

Level	Suggested Task
A-3	<p>Criss-cross tennis- With a net dividing a court into 2 sides, create 4 equal quadrants so that 2 of the quadrants are on either side of the net, Students will be assigned a quadrant and rally with a partner who is diagonal from them on the other side of the net. Each set of partners will have a ball and be rallying concurrently with the other players on their court. The goal is to rally for as long as possible. If one set of partners loses control of their ball, they may retrieve it and begin to rally again so long as the other set of partners does not lose control of their ball before the retrieving players resume play. If at any time both sets of partners are not actively rallying, they must reset their time to zero and start again trying to improve on their courts total rally time.</p>

1.14 Jump Rope

Novice	Intermediate	Advanced
E.N.1.14.A: Execute a single jump with a self-turned rope.	E.I.1.14.A: Jump forward and backwards consecutively using a self-turned rope.	E.A.1.14.A: Create long or short jump rope routines.
E.N.1.14.B: Move forward or backwards consecutively using a self-turned rope.	E.I.1.14.B: Perform long/short jump rope skills that have a greater degree of difficulty (variety, running in/out of long rope).	E.A.1.14.B: Create a long or short jump rope routine with a partner or group.

Level	Suggested Task
N-1	<p>A. Standing rope swings- Holding 2 jump ropes total, such that both handles of each jump rope are in one hand, students will turn the ropes at waist level in unison while standing so that the ropes strike the ground out to each side near their feet.</p> <p>B. Moving rope swings- Holding 2 jump ropes total, such that both handles of each jump rope are in one hand, students will turn the ropes at waist level in unison while moving so that the ropes strike the ground out to each side near their feet.</p>
N-2	<p>A. Jump rope foot catch- Holding one handle of a jump rope in each hand and placing the rope behind them, students will turn the rope so that it comes over their head and lift their toes so that they can “catch” the rope with their feet.</p> <p>B. Step over once- Holding one handle of a jump rope in each hand and placing the rope behind them, students will turn the rope so that it comes over their head while taking a step with the lead foot stepping over the rope so that the rope can make contact with the ground in between their feet followed by a step over the rope with the trailing foot so that the rope returns to a position behind the body unobstructed.</p>
N-3	<p>A. Jump once- Holding one handle of a jump rope in each hand and placing the rope behind them, students will turn the rope so that it comes over their head without moving and then jump with both feet leaving the ground at the same time so that rope can make contact with the ground and return to a position behind the body unobstructed.</p> <p>B. Jump rope walk- Holding one handle of a jump rope in each hand and placing the rope behind them, students will walk and turn the rope so that it comes over their head, so the lead foot goes over the rope with the rope making contact with the ground in between the feet followed by a step over the rope with the trailing foot for at least 5 steps.</p>

Level	Suggested Task
I-1	<p>A. Jumping stamina- Using a line on the floor students will practice jumping forward and backward over the line as many times as possible without stopping.</p> <p>B. Hand shadow- Students will watch a jump rope being turned and move their hands in a circular pattern in sync with the rope counting each time the rope hits the ground.</p>
I-2	<p>A. Jumping stamina w/rope- Holding 2 jump ropes total, such that both handles of each jump rope are in one hand, Students will turn the ropes at waist level in unison while jumping forward and backward over a line as many times as possible without stopping.</p> <p>B. Run through- Students will watch a jump rope being turned and move their hands in a circular pattern in sync with the rope. At the correct time students will run in and out of the rope area without touching the rope.</p>
I-3	<p>A. Personal record jumping- Holding one handle of a jump rope in each hand, students will turn the rope so that it comes over their head while jumping over the rope in a forward and backward pattern as many times as possible without stopping the rope.</p> <p>B. Run in, jump, run out- Students will watch a jump rope being turned and move their hands in a circular pattern in sync with the rope. At the correct time students will run in stopping where the rope touches the ground. Students will jump over the rope at least one time and then run out to the opposite side from where they entered.</p>
A-1	<p>A. Short rope skills- Students will practice at least 2 short rope skills (e.g., crisscrossing arms, alternating feet, etc.).</p> <p>B. Long rope skills- In groups of 4, Students will practice at least 2 long rope skills (e.g., running in opposite sides, following the leader, etc.).</p>
A-2	<p>A. Short rope skills- Students will perfect at least 2 short rope skills (e.g., crisscrossing arms, alternating feet, etc.) and combine them to form a short routine.</p> <p>B. Long rope skills- In groups of 4, Students will perfect at least 2 long rope skills (e.g., running in opposite sides, following the leader, etc.) and combine them to form a short routine.</p>

Level	Suggested Task
A-3	<p>A. Personal short rope routine- Students will create a short rope routine that incorporates at least 2 different skills and has 4 or more transitions.</p> <p>B. Group long rope routine- In groups of 4, Students will create a long rope routine that incorporates at least 2 different skills, allows all group members to turn and jump the rope, and has 6 or more transitions.</p>

2.1 Performance

Novice	Intermediate	Advanced
E.N.2.1.A: Identify fundamental movement skills (hop, jump, gallop, slide, catch, throw, volley).	E.I.2.1.A: Describe how improved performance relates to appropriate practice using the critical elements and learning cues.	E.A.2.1.A: Apply critical elements/learning cues of a skill to improve personal performance in fundamental movement skills and specialized skills.
E.N.2.1.B: Identify the critical elements/ learning cues of fundamental locomotor and manipulative skills.	E.I.2.1.B: Utilize teacher feedback to improve performance. Example: changing hand position after recognizing an error.	E.A.2.1.B: Apply critical elements/learning cues of a skill to provide feedback to others in modified game play.

Level	Suggested Task
N-1	Skill recognition- Students will be able to identify movement skills with visual aids (e.g., pictures, teacher demonstration).
N-2	Element recognition- Students will be able to identify critical elements/cues associated with various movement skills with visual aids (e.g., pictures, teacher demonstration).
N-3	Visual recognition- Students will be able to identify skill and the critical elements/cues of at least one locomotor and one manipulative skill in a visual performance presented in the mature pattern (e.g., video, teacher demonstration).
I-1	Say the cues- Students will say the critical elements/cues out loud while performing a skill.
I-2	Making adjustments- Students will say the critical elements/cues out loud while performing a skill and make adjustments based on self and teacher feedback.
I-3	Practice success- Based on prior performance, students will identify how their performance improved considering the adjustments and cues used.
A-1	Applying the cues w/ feedback- Students will use the critical elements/cues of a skill to improve their performance based on teacher feedback.
A-2	Applying the cues- Students will use the critical elements/cues of a skill to improve their performance based on self-feedback.
A-3	Giving feedback- Students will use the critical elements/cues of a skill to identify errors in the performance of peers during game play and provide appropriate corrective feedback.

2.2 Space Pathways

Novice	Intermediate	Advanced
<p>E.N.2.2.A: Identify a variety of spatial relationships, shapes, and levels. Example: personal versus general space, body parts, body shapes, high and low levels, directions.</p> <p>E.N.2.2.B: Identify a variety of spatial relationships, shapes, and levels with objects (over, under, behind, beside, through).</p>	<p>E.I.2.2.A: Utilize a variety of spatial relationships, shapes, and levels within fundamental movement skills. Example: jumping while making a wide shape vs. jumping while making a narrow shape.</p> <p>E.I.2.2.B: Understand that a variety of spatial relationships, shapes, and levels will impact the outcome of performance. Example: creating space in a 3v3 basketball game.</p>	<p>E.A.2.2.A: Evaluate personal performance based on spatial relationships, shapes, and levels.</p> <p>E.A.2.2.B: Analyze a partner/group and give feedback on performance based on spatial relationships, shapes, and levels.</p>

Level	Suggested Task
N-1	Identify some- Students will identify personal and general space and identify most parts of the body.
N-2	Identify more- Students will identify personal vs. general space, most parts of the body, and manipulate their body into different shapes and levels (example: bridge, crouch low, reach high).
N-3	Identify all- Students will identify personal vs. general space, all parts of the body, and manipulate their body to move under, over, behind, next to, and through a stationary object.
I-1	Utilize some- Students will perform skills while creating wide and narrow shapes <i>or</i> at high, medium and low levels.
I-2	Utilize more- Students will perform skills while creating wide and narrow shapes <i>and</i> at high, medium and low levels.
I-3	Utilize in game- Students will perform skills with varying shapes and levels correctly in response to game situations.
A-1	Self-critique- Students will describe and provide detail for their performance during game play. The focus will be on why they chose to move or not move during a play, why they chose to put their body in the shape they used, and why they chose the level used.
A-2	Peer analysis- Students will describe and provide detail for a peer's performance during game play. The focus will be on if they chose to move or not move during a play, what shape they chose to put their body in, and what level they chose.
A-3	Peer feedback- Students will describe and provide detail for a peer's performance during game play. The focus will be on if they chose to move or not move during a play, what shape they chose to put their body in, and what level they chose. Based on the student's analysis of their peer they will provide feedback on changes that can be made to improve performance.

2.3 Speed & Force

Novice	Intermediate	Advanced
E.N.2.3.A: Identify ways to maintain safety when traveling in general space at different speeds. E.N.2.3.B: Differentiate between fast and slow speeds and between strong and light force.	E.I.2.3.A: Vary time, direction, and force with gradual increases and decreases. Example: differences between short toss and long throw, shuttle runs, relay races. E.I.2.3.B: Combine movement concepts (direction, levels, force, and time) with skills as appropriate for activity.	E.A.2.3.A: Apply the movement concepts of speed and force to complex tasks. Example: pacing for running, striking an object with a short-handled or long-handled implement, sending it toward a designated target. E.A.2.3.B: Analyze movement situations and apply movement concepts (speed and force) in dance, stability, and modified game play.

Level	Suggested Task
N-1	Identify concerns- Students will identify potential safety concerns for a game when traveling in general space.
N-2	Identify differences- Students will differentiate between fast and slow speed, and strong and light force.
N-3	Identify changes- Students will identify ways to change speed and/or force during game play to remain safe.
I-1	Compare & contrast- Students will compare and contrast the amount of time, direction, and force of similar skills (e.g., sprint vs. distance run, underhand toss vs. overhand throw, etc.).
I-2	Demonstrate differences- Students will demonstrate differences in direction, levels, force, and time for a skill based on the situation during game play.
I-3	Combine in dance & gymnastics- Students will combine different movements, speed, force, and pathways into moving around in space in dance and gymnastics sequences.
A-1	Apply- Students will apply the concepts of speed and force to game-specific tasks.
A-2	Analyze- Students will analyze a dance, gymnastics routine, or modified game play and describe the speed and forced used.
A-3	Analyze & apply- Students will analyze a dance, gymnastics routine, or modified game play and apply the appropriate amount of speed and forced based on the situation.

3.3 Wellness Planning & Fitness Assessment

Novice	Intermediate	Advanced
<p>E.N.3.3.A: Demonstrate muscular strength and endurance by supporting body weight for climbing, hanging, and momentarily supporting weight on hands. Example: maintaining a push up/plank position.</p> <p>E.N.3.3.B: Participate in physical activity to improve and/or maintain flexibility and aerobic capacity.</p>	<p>E.I.3.3.A: Participate in physical activities that increase muscular strength and endurance.</p> <p>E.I.3.3.B: Set personal goals and monitor personal participation in physical activity.</p>	<p>E.A.3.3.A: Strive to achieve the age and gender-specific health-related physical fitness criteria defined by a health-related physical fitness assessment.</p> <p>E.A.3.3.B: Maintain age and gender specific health-related physical fitness standards defined by a health-related physical fitness assessment or improve personal results.</p>

Level	Suggested Task
N-1	Wall push ups- Students will demonstrate muscular strength and endurance by supporting their body weight through at least 5 wall push ups.
N-2	Modified push ups- Students will demonstrate muscular strength and endurance by supporting their body weight through at least 5 modified push ups.
N-3	Maintaining plank position- Students will demonstrate muscular strength and endurance by supporting their body weight through holding plank position for 15 seconds.
I-1	Exploring different physical activities- Students will list 5 activities that increase muscular strength and endurance (e.g., push ups, curl ups, jumping jacks).
I-2	Participate in a physical activity on your own- Students will participate in physical activities outside of school and be able to describe them (e.g., curl ups, sit ups, push ups).
I-3	Setting a personal specific goal for physical activity- Students will set a personal goal that is specific to their physical activity goals.
A-1	Understand age and gender-specific physical fitness standards- Students will understand their age and gender-specific health-related physical fitness (i.e., knowing fitness assessment goals specific to age and gender).
A-2	Striving to achieve age and gender-specific physical fitness standards- Students will achieve their age and gender-specific health-related physical fitness (i.e., reaching fitness assessment goals specific to age and gender).
A-3	Maintain age and gender-specific physical fitness standards- Students will maintain their age and gender-specific health-related physical fitness (i.e., maintaining or increasing fitness assessment goals specific to age and gender).

4.1 Personal Responsibility

Novice	Intermediate	Advanced
E.N.4.1.A: Acknowledge responsibility for behavior when prompted.	E.I.4.1.A: Work independently and on task during physical education activities for extended periods of time.	E.A.4.1.A: Accept responsibility for improving one's own levels of physical activity, competence in skills, and fitness.
E.N.4.1.B: Accept personal responsibility by using equipment and space appropriately.	E.I.4.1.B: Work cooperatively with a partner and/or small group.	E.A.4.1.B: Execute effective self-management skills to analyze barriers and modify physical activity patterns.

Level	Suggested Task
N-1	Choices- Students will be provided with choices on ways to interact with equipment and the environment (e.g., when arriving to a cone, students may go around it or pick it up and move it or may choose to move on the inside or outside of the court).
N-2	Share- Students will share with a peer what choices they made and why they made them. The peer will share how the other student's choice impacted their participation (e.g., peer may share that moving the cone made it so they had to run farther).
N-3	Accept- Students will take a 10 second timeout for behavior that is not within the rules of the game and/or class when prompted by the teacher.
I-1	Work alone 3- Students will work independently without disrupting others for at least 3 minutes.
I-2	Work alone 10- Students will work independently without disrupting others for at least 10 minutes.
I-3	Collaborate- Students will accept responsibility for their behavior and input when working with others.
A-1	Reflect- Students will reflect on their level of physical activity, skill competency, and fitness after physical education class.
A-2	Barriers- Students will use their reflection to identify barriers to improving their level of physical activity, skill competency, and/or fitness.
A-3	Goals- Students will use their reflection and identified barriers to create goals for improving their level of physical activity, skill competency, and/or fitness.

4.2 Accepting & Giving Feedback

Novice	Intermediate	Advanced
E.N.4.2.A: Follow directions and instructions when prompted.	E.I.4.2.A: Accept specific corrective feedback from the teacher.	E.A.4.2: Give and accept corrective feedback respectfully to and from others.
E.N.4.2.B: Respond appropriately to general feedback from the teacher.	E.I.4.2.B: Accept and implement specific corrective feedback from the teacher.	

Level	Suggested Task
N-1	Follow- Students will follow simple directions and instructions when prompted.
N-2	Listen- Students will perform a task/activity and listen when the teacher is giving feedback.
N-3	Respond- Students will perform a task/activity and respond appropriately when given general feedback from the teacher.
I-1	Accept- Students will stop and recognize specific corrective feedback from the teacher after performing a movement.
I-2	Plan- Students will create a plan for implementing specific corrective feedback.
I-3	Implement- Students will implement specific corrective feedback based on their created plan.
A-1	Observe- Students will observe the performance of another student and evaluate their performance based on specific cues for movements given by the teacher.
A-2	Get- Students will respectfully accept corrective feedback from the teacher and peers based on their execution of the cues of the movement and their performance of the movement.
A-3	Give- Students will respectfully give feedback to their peers based on their execution of the cues of the movement and their performance of the movement.

5.1 Health

Novice	Intermediate	Advanced
E.N.5.1: Identify physical activity as a component of good health.	E.I.5.1: Discuss the relationship between physical activity and good health.	E.A.5.1: Examine the health benefits of participating in selected physical activities.

Level	Suggested Task
N-1	Identify the activity- Students will be prompted with an activity and asked to identify whether or not it is an example of physical activity. For example, watching TV would yield a response of “no”, whereas walking the dog would yield a response of “yes”. This can be done verbally or through other means as well.
N-2	Activity is good- Students will be asked to identify whether or not physical activity is good for your health. Students should also be expected to explain what the concept of good health means.
N-3	Examples- Students will be asked to list or recite examples of physical activity without prompting or assistance. This can be done verbally or through other means as well.
I-1	Differences with prompts- In pairs/group, students will be able to discuss what physical activity is. Students will explain the difference between physical activities and activities that are not physical when provided with a visual prompt (picture of an activity) and a verbal prompt (tell them what the activity is).
I-2	Differences with a prompt- In pairs/groups, students will be able to discuss what physical activity is. Students will be able to discuss what activities are good for your health. Ideal responses will include health-enhancing physical activities. Students should receive either a visual prompt <i>or</i> a verbal prompt.
I-3	Differences without prompts- In pairs/groups, students will be asked to discuss the relationship between physical activity and good health without prompting.
A-1	Benefits with prompts- Given verbal and visual prompts of a physical activity, students will examine some of the health benefits that come from that task (e.g., doing yoga will improve one’s flexibility).
A-2	Activity with prompts- Given verbal and visual prompts of a health benefit, students will provide examples of physical activities that can improve a given health benefit. Prompt students by telling them you are looking to increase your cardiovascular endurance and ask them what are some physical activities that could improve that area of health/fitness.
A-3	Independent activity & benefits- Students will independently examine the health benefits of a specific physical activity. Prompt students by asking them to share a specific physical activity that they come up with and to follow up by telling you what the health benefits of that activity are. For increased difficulty, have students align a variety of physical activities with a variety of health-related fitness components.

Sample Assessments

This section provides several sample assessments. These assessments were designed to be adaptable for a wide range of tasks and skills while ensuring data is collected in alignment with the intent of the grade level performance indicators. These assessments are intended to provide teachers and students with information to plan, modify and implement tasks that best suit the individual student. These assessments are examples of what a teacher could do but are not intended to be a requirement nor an exhaustive list.

Elementary Assessments

Standard 1

Locomotor/Jump Rope

Indicator(s)	Criteria for Traveling	Yes	No
1.1	A skill that takes the body from place to place. (e.g., walk, run, side slide, gallop, hop, jump, skip, leap in general space).		
1.1	Motor control, movement coordination, and complete integration of all components of a particular fundamental movement skill.		

Indicator(s)	Criteria for Appropriate Speed	Yes	No
1.1, 1.15	Slow or slower speed when in small spaces or near others.		
1.1, 1.15	Moderate speed when moving throughout the area avoiding others and obstacles.		
1.1, 1.15	Quick speed when moving to open space and during transitions from offensive and defensive situations during modified game play.		

Indicator(s)	Criteria for Appropriate Force	Yes	No
1.1	Absorb landing in legs when necessary.		
1.1	Adjust for upward movement or forward movement depending on what the task demands.		

Indicator(s)	Criteria for Modified Game Play	Yes	No
1.1, 1.15	Demonstrate mature form in all locomotor skills while combining manipulative skills (e.g., dribbling a soccer ball while running).		

Indicator(s)	Criteria for Jump Rope	Yes	No
1.14	Use two feet together to jump rope for at least one minute while staying in their own space.		
1.14	Create a long or short jump rope routine with a partner or group.		

Invasion Games

Indicator(s)	Criteria for Hand Dribble	Yes	No
1.8	Dribbles with dominant hand using correct technique (i.e., finger pads, below waist, one hand at a time).		
1.8	Dribbles with non-dominant hand using correct technique.		
1.8	Dribbles with both hands using correct technique while changing speed or direction.		

Indicator(s)	Criteria for Foot Dribble	Yes	No
1.10	Dribbles with the inside and outside of foot keeping within two steps.		
1.10	Dribbles within two steps while changing speed or direction using inside and outside of the foot.		

Indicator(s)	Criteria for Hand Pass/Receive	Yes	No
1.9	Throw ball underhand and overhand.		
1.9	Combine different passes while stationary.		
1.9	Pass a variety of objects while implementing locomotor skills.		

Indicator(s)	Criteria for Foot Pass/Receive	Yes	No
1.11	Pass and receive with feet continuously to a partner.		
1.11	Pass and receive with mature form using the inside and outside of the feet.		

Indicator(s)	Criteria for Modified Game Play	Yes	No
1.8,1.9,1.10, 1.11,1.15	Combines dribbling and passing during game play.		
1.8,1.9,1.10, 1.11,1.15	Passes and receives with mature form during game play.		
1.12	Strikes with hands and arms accurately.		
1.12	Strikes using a strike-bounce-strike pattern to a partner or wall.		

Striking

Indicator(s)	Criteria for Striking with Long Handled Implements	Yes	No
1.13 A, B, C	Strikes a ball using appropriate force and accurate grip to a stationary partner.		
1.13 A, B, C	Uses correct body position (e.g., perpendicular to target, parallel to target, etc.).		
1.13 A, B, C	Strikes a ball off of a tee towards open space.		

Indicator(s)	Criteria for Striking with Short Handled Implements	Yes	No
1.13 A	Uses a short handled implement to continuously perform a strike-bounce-strike pattern.		
1.13 A	Uses correct grip based on the short handled implement.		
1.13 A	Uses correct body position (e.g., perpendicular to target, parallel to target, etc.).		

Indicator(s)	Criteria for Modified Game Play	Yes	No
1.12, 1.13A, 1.13B, 1.13C	Combines striking with hands and arms using appropriate force in modified game play.		
1.12, 1.13A, 1.13B, 1.13C	Strikes with mature form, appropriate grip, and appropriate body position with the implement.		

Standard 2

Locomotor/Jump Rope

1. Explain the different types of shapes in which you can perform a locomotor skill. **(2.2 - I)**
2. Describe a physical activity when you would use a slower speed vs. one where you use a faster speed. **(2.3 - I)**
3. Explain one performance cue you learned while jumping rope and how it helped you to improve your skill. **(2.1 - A)**
4. Describe two different pathways, levels, or shapes you can travel in to improve performance outcomes. **(2.2. - A)**
5. Describe a time you gave feedback to help a classmate improve their jump rope performance. **(2.1 - A)**
6. Which one is NOT a locomotor skill? **(2.1 - N)**

A. WalkB. RunC. SummersaultD. Gallop
7. Choose one sport or physical activity and explain how you would apply movement concepts (speed and force) learned during the locomotor skills unit in that sport or activity. **(2.3 - A)**
8. When leaping, how many feet are in the air at once? **(2.1 - N)**

A. No feetB. 1 footC. Both feetD. Heels only

Invasion Games

1. Give an example of a time you used teacher feedback in order to improve performance. **(2.1 - I)**
2. Describe a time you gave feedback to help a classmate during game play. **(2.1 - A)**
3. Provide an example of a time you applied learning cues to improve your own personal performance of a skill. **(2.1 - A)**
4. What foot should you step with when throwing/tossing? **(2.1 - N)**

A. SameB. OppositeC. Both feet togetherD. Don't step.

5. Describe what it means to dribble with close control. **(2.1 - I)**
6. When standing close to a teammate, what kind of force should you use when you pass? **(2.3 - N)**
7. When playing a game, explain how you applied different amounts of force and why. **(2.3 - A)**
8. Explain how to correctly use open space in order to help a teammate during game play. **(2.2 - A)**

Striking

1. Describe a time you gave feedback to help a classmate during game play. **(2.1 - A)**
2. Explain how many times your team can touch the volleyball before it must cross the net in a game of volleyball. **(2.1 - I)**
3. What is the correct grip on a racket? **(2.1 - N)**
4. Explain how you can utilize space in a net/wall game (e.g., volleyball, tennis, badminton, etc.) in order to be successful during game play. **(2.2 - A)**
5. Explain how force changes depending on where you are striking a ball in a net/wall game (e.g., volleyball, tennis, badminton, etc.). **(2.3 - I)**
6. Choose a cue that you learned and explain how you used it in order to improve your performance in striking with a racket or other implement. **(2.1 - A)**
7. Fill in the blank: When playing a racket sport, you should swing your paddle from _____ to high. **(2.1 - N)**
8. Provide an example of a time you applied all the learning cues for a skill to improve your own personal performance. **(2.1 - A)**

Standards 4 & 5

Instructions: Check Yes or No for each of the following criteria. A student earns a “Yes” if they perform each indicator with no more than one off-task behavior for each indicator. Mark the total of Yes/No at the bottom. This assessment can be used across all Physical Education Units.

Indicator	Criteria	Yes	No
4.1	The student is able to work on tasks independently and/or cooperatively.		
4.2	The student responds appropriately and respectfully to corrective feedback from the teacher and/or classmates.		
4.3	The student interacts positively with others regardless of personal differences.		
4.4	The student is a good sport* and demonstrates safe play.		
5.1	The student examines the health benefits of the activity.		
5.2	The student engages in physical activities that are personally challenging.		
5.3	The student recognizes that improved skill performance increases success and explains why students may be interested in certain physical activities.		
5.4	The student explains how physical activity positively impacts social interaction.		
Totals:			

*A rubric to assist in identifying the criteria for a “good sport” (4.4) can be found separately

Assessment for Analyzing a Good Sport

Instructions: Check Yes or No for each of the following criteria. A student earns a “Yes” if they perform each indicator with no more than one off task behavior for each indicator. Mark the total of Yes/No at the bottom. This assessment can be used across all Physical Education Units.

Indicator	Criteria	Yes	No
4.4B	The student communicates positively.		
4.4B	The student follows the rules of the game or activity.		
4.4B	The student is inclusive of others and accepts their ideas.		
4.4B	The student wins and loses with grace.		
4.4B	The student takes responsibility for their role in the game or activity.		
4.4B	The student makes good choices and is self-directed.		
4.4B	The student helps others.		
4.4B	The student continues to give their best effort despite the level of challenge.		
Totals:			