

# Activate...

## Scope & Sequence for K–12 Physical Education



Are you ready to take on the challenge of producing physically literate individuals? Use this helpful guide to take the first steps.

## National Standards for K–12 Physical Education



### THE GOAL

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a **physically literate individual**:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

### THE STANDARDS

**Standard 1.** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2.** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3.** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4.** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5.** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

THIS WAY!

By implementing the National Standards for K–12 Physical Education in your schools you are helping to ensure that all of America's students are benefitting from the skills, knowledge and confidence to enjoy healthy, meaningful physical activity.





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# Scope & Sequence for K–12 Physical Education

## Standard 1. Motor skills & movement patterns

	Kinder- garten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Hopping	E	M	A	_____	_____	_____	_____	_____	_____	_____
Galloping	E	M	A	_____	_____	_____	_____	_____	_____	_____
Running	E	→	M	A	_____	_____	_____	_____	_____	_____
Sliding	E	M	A	_____	_____	_____	_____	_____	_____	_____
Skipping	E	→	M	A	_____	_____	_____	_____	_____	_____
Leaping	E	E	→	M	A	_____	_____	_____	_____	_____
Jumping & landing	E	_____	→	M	A	_____	_____	_____	_____	_____
• Spring & step	_____	_____	_____	E	M	A	_____	_____	_____	_____
• Jump stop	_____	_____	_____	_____	_____	E	M	A	_____	_____
• Jump rope	E	_____	→	M	A	→	A	_____	_____	_____
Balance	E	_____	→	M	→	A	_____	_____	_____	_____
Weight transfer	_____	E	_____	M	_____	→	A	_____	_____	_____
Rolling	E	_____	→	M	_____	→	M	A	_____	_____
Curling & stretching	E	→	M	_____	→	A	_____	_____	_____	_____
Twisting & bending	_____	E	M	_____	→	A	_____	_____	_____	_____
Throwing	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
• Underhand	E	→	M	_____	→	A	_____	_____	_____	_____
• Overhand	E	_____	→	M	→	M	A	_____	_____	_____
Catching	E	_____	→	M	A	_____	_____	_____	_____	_____
Dribbling/ball control	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
• Hands	E	_____	→	M	→	A	_____	_____	_____	_____
• Feet	_____	E	_____	→	M	→	M	A	_____	_____
• With implement	_____	_____	E	_____	→	M	A	_____	_____	_____
Kicking	E	_____	→	M	→	A	_____	_____	_____	_____
Volleying	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
• Underhand	E	_____	→	M	→	A	_____	_____	_____	_____
• Overhead	_____	_____	_____	E	→	M	_____	_____	_____	_____
• Set	_____	_____	_____	_____	_____	E	→	M	_____	_____
Striking — with short implement	E	_____	→	M	A	_____	_____	_____	_____	_____
• Forebackhand	_____	_____	_____	_____	E	→	M	A	_____	_____
Striking — with long implement	_____	_____	E	_____	→	M	A	_____	_____	_____
• Forebackhand	_____	_____	_____	_____	_____	E	→	M	A	_____
Combining locomotors & manipulatives	_____	_____	_____	E	→	M	→	A	_____	_____
Combining jumping, landing, locomotors & manipulatives	_____	_____	_____	_____	E	M	A	_____	_____	_____
Combining balance & weight transfers	_____	_____	E	_____	→	M	→	A	_____	_____
Serving	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
• Underhand	_____	_____	_____	_____	E	M	A	_____	_____	→
• Overhand	_____	_____	_____	_____	E	_____	→	M	_____	_____
Shooting on goal	_____	_____	_____	E	_____	→	M	_____	_____	_____
Passing & receiving	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
• Hands	_____	_____	_____	E	_____	→	M	→	_____	_____
• Feet	_____	_____	_____	E	_____	→	M	→	_____	_____
• With implement	_____	_____	_____	_____	E	→	M	→	_____	_____
• Forearm pass	_____	_____	_____	_____	E	→	M	→	_____	A
• Lead pass	_____	_____	_____	E	→	M	→	_____	_____	_____
• Give & go	_____	_____	_____	_____	E	→	M	→	_____	_____
Offensive skills	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
• Pivots	_____	_____	_____	_____	E	M	A	_____	_____	_____
• Fakes	_____	_____	_____	_____	E	→	M	_____	_____	_____
• Jab step	_____	_____	_____	_____	E	→	M	_____	_____	_____
• Screen	_____	_____	_____	_____	_____	E	_____	_____	_____	_____
Defensive skills	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
• Drop step	_____	_____	_____	_____	_____	E	→	M	_____	_____
• Defensive or athletic stance	_____	_____	_____	_____	_____	E	→	M	_____	_____

## Standard 2. Concepts & strategies

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Movement concepts, principles & knowledge	E	→	→	E	→	→	A	→	→	→
Strategies & tactics							M	→	→	→
Communication (games)				E	→		M	→	→	A
Creating space (invasion)							E	→	→	A
• Varying pathways, speed, direction							E	M	A	
• Varying types of pass							E	→	→	M
• Selecting appropriate offensive tactics with object							E	→	→	M
• Selecting appropriate offensive tactics without object							E	→	→	M
• Using width & length of the field/court							E	→	→	M
• Playing with one player up (e.g., 2 v 1)							E	→	→	M
Reducing space (invasion)										
• Changing size & shape of defender's body							E	M	A	
• Changing angle to gain competitive advantage							E	→	→	M
• Denying the pass/player progress							E	→	→	
• Playing with one player down (e.g., 1 v 2)							E	→	→	
Transition (invasion)							E	M	A	
Creating space (net/wall)										
• Varying force, angle and/or direction to gain competitive advantage							E	→	→	M
• Using offensive tactic/shot to move opponent out of position							E	→	→	M
Reducing space (net/wall)										
• Returning to home position							E	→	→	M
• Shifting to reduce angle for return							E	→	→	M
Target										
• Selecting appropriate shot/clubs							E	→	→	M
• Applying blocking strategy							E	→	→	M
• Varying speed & trajectory							E	→	→	M
Fielding/striking										
• Applying offensive strategies							E	→	→	M
• Reducing open spaces							E	→	→	M

## Standard 3. Health-enhancing level of fitness & physical activity

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Physical activity knowledge	E	→	→	→	M	→	→	→	A	→
Engages in physical activity	E	→	→	→	M	→	→	→	A	A
Fitness knowledge	E	→	→	→	M	→	→	→	A	A
Assessment & program planning				E	→	M	→	→	A	→
Nutrition	E	→	→	→	M	→	→	M	→	A
Stress management							E	→	→	M

## Standard 4. Responsible personal & social behavior

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Demonstrating personal responsibility	E	→	→	M	→	→	A	→	→	→
Accepting feedback	E	→	→	M	→	→	A	→	→	→
Working with others	E	→	→	M	→	→	A	→	→	→
Following rules & etiquette			E	→	→	M	→	→	A	→
Safety	E	→	M	→	→	A	→	→	→	→

## Standard 5. Recognizes the value of physical activity

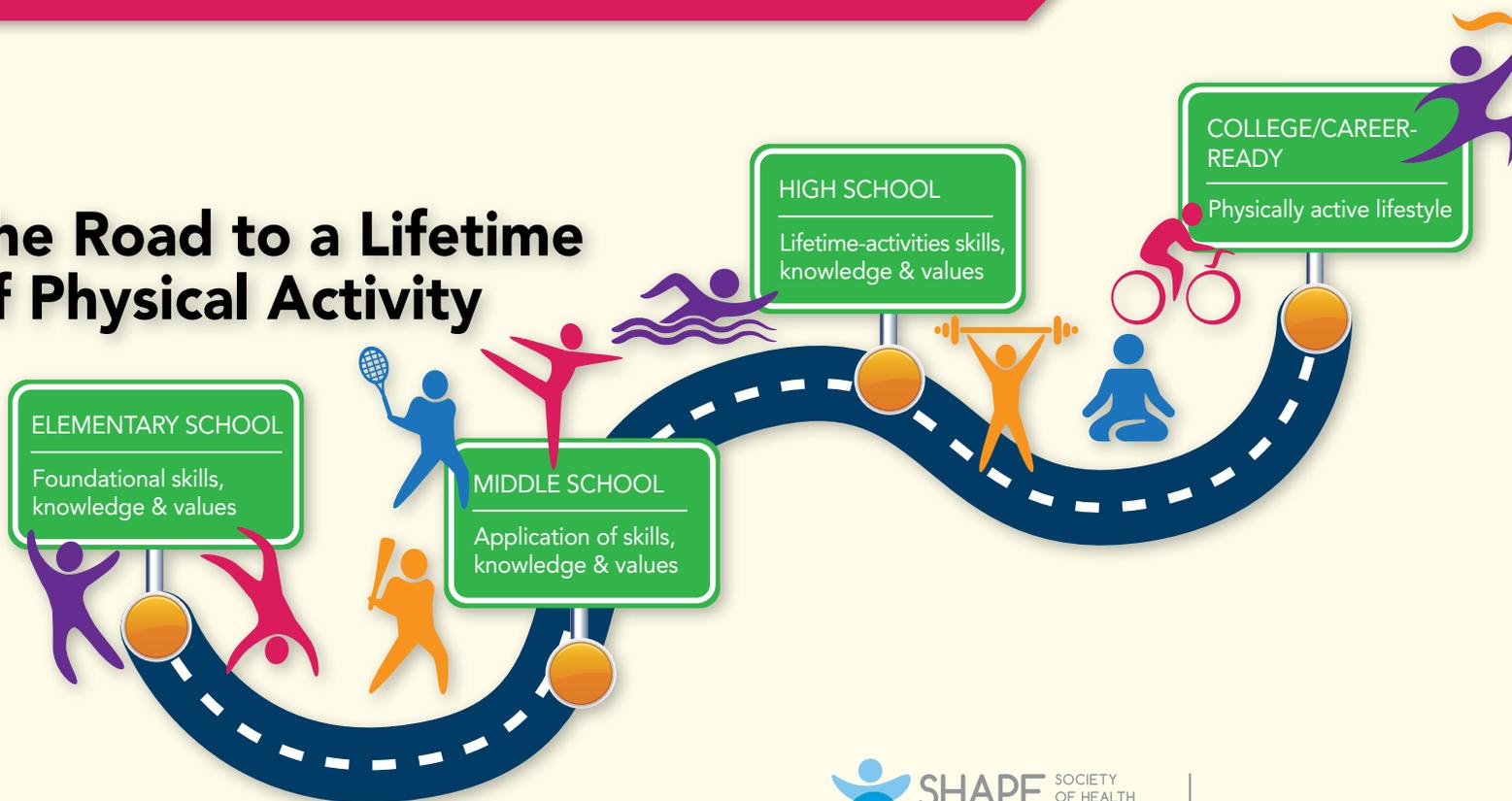
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
For health			E	→	→	→	M	→	→	A
For challenge			E	→	→	→	M	→	→	A
For self-expression/enjoyment	E	→	→	→	M	→	→	→	→	A
For social interaction			E	→	→	→	M	→	→	A

LEGEND	E = Emerging	M = Maturing	A = Applying
Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.	Students can demonstrate the critical elements of the motor skills/knowledge components of the grade-level outcomes, which will continue to be refined with practice.	Students can demonstrate the critical elements of the motor skills/knowledge components of the grade-level outcomes within a variety of physical activity environments.	Students can demonstrate the critical elements of the motor skills/knowledge components of the grade-level outcomes within a variety of physical activity environments.

## THE CHART

The chart inside this brochure represents the grade levels at which physical skills and knowledge should be introduced and practiced, as well as when competency and application should occur. The format is intended to serve as a quick reference for practitioners when planning and implementing lessons leading to student attainment of the outcomes. For more detail, refer to *National Standards & Grade-Level Outcomes for K-12 Physical Education* (2014).

# The Road to a Lifetime of Physical Activity



## The Challenge

Make sure that you're ready to take on the challenge of producing physically literate individuals for the 21st century! Visit [shapeamerica.org](http://shapeamerica.org) for more information about the National Standards for Physical Education.

SHAPE America's *National Standards & Grade-Level Outcomes for K-12 Physical Education* offers even more guidance on how to use the outcomes. Visit [shapeamerica.org/standards](http://shapeamerica.org/standards) for more information.