

Outcomes Skills and Knowledge by Grade Level

This chart represents the grade-levels at which the skills and knowledge in the outcomes are 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 acquisition of the outcomes. For more detail, the user should refer to the actual outcomes for each specific grade level. The following terms are used throughout the table:

Emerging (E) = students participate in deliberate practice tasks that will lead to skill and knowledge acquisition

Maturing (M) = 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

Applying (A) = students can demonstrate the critical elements of the motor skills/knowledge components of the grade-level outcomes within a variety of physical activity environments

| Standard 1: Motor Skills & Movement Patterns | K | 1 st | 2 nd | 3 rd | 4 th | 5 th | 6 th | 7 th | 8 th | HS |
|--|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|----|
| Hopping | E | M | A | → | → | → | → | → | → | → |
| Galloping | E | M | A | → | → | → | → | → | → | → |
| Running | E | | M | A | → | → | → | → | | |
| Sliding | E | M | A | → | → | → | → | → | → | → |
| Skipping | E | → | M | A | → | → | → | → | → | → |
| Leaping | | E | → | M | A | → | → | → | → | → |
| Jumping and landing | E | → | → | M | A | → | → | → | → | → |
| • spring and step | | | | | E | M | A | → | → | → |
| • jump stop | | | | | | | E | M | A | → |
| • jump rope | E | → | → | M | A | → | | | | |
| Balance | E | → | → | M | → | A | → | → | → | → |
| Weight transfer | | | E | M | → | → | A | → | → | → |
| Rolling | E | → | → | → | → | M | A | → | → | → |
| Curling & stretching | E | → | M | → | → | A | → | → | → | → |
| Twisting & bending | | E | M | → | → | A | → | → | → | → |

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|--|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|----|
| Throwing | | | | | | | | | | |
| • Underhand | E | → | M | → | → | → | A | → | → | → |
| • Overarm | E | → | → | → | → | M | A | → | → | → |
| Catching | E | → | → | → | M | A | → | → | → | → |
| Dribbling/Ball Control | | | | | | | | | | |
| • Hands | E | → | → | → | M | A | → | → | → | → |
| • Feet | | E | → | → | → | M | A | → | → | → |
| • Implement | | | | E | → | M | A | → | → | → |
| Kicking | E | → | → | → | M | → | A | → | → | → |
| Volley | | | | | | | | | | |
| • underhand | E | → | → | → | M | A | → | → | → | → |
| • overhead | | | | | E | → | | | | |
| • set | | | | | | | | E | → | M |
| Striking - short implement | E | → | → | → | M | A | → | → | → | → |
| • fore/back hand | | | | | | | E | → | M | A |
| Striking - long implement | | | E | → | → | M | A | → | → | → |
| • fore/back hand | | | | | | | | E | → | M |
| Combine locomotor and manipulatives | | | | | E | → | M | → | A | → |
| Combine jumping, landing, locomotors and manipulatives | | | | | | E | M | A | → | → |
| Combine balance and weight transfers | | | E | → | → | → | M | → | A | → |
| Serving | | | | | | | | | | |
| • underhand | | | | | | | E | M | A | → |
| • overhand | | | | | | | E | → | → | M |

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|--|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|----|
| Shooting on goal | | | | | | E | → | → | M | |
| Passing and receiving | | | | | | | | | | |
| • hands | | | | | | E | → | M | → | |
| • feet | | | | | E | → | → | → | M | |
| • with implement | | | | | | | E | → | M | |
| • forearm pass | | | | | | | E | → | M | A |

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| | | | | | | | | | | |
|--------------------------------|--|--|--|--|--|---|---|---|---|--|
| • 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 | |

Outcomes Skills and Knowledge by Grade Level

| Standard 2: Concepts & Strategies | K | 1 st | 2 nd | 3 rd | 4 th | 5 th | 6 th | 7 th | 8 th | HS |
|---|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|----|
| Movement concepts, principles and knowledge | E | → | → | → | M | → | A | → | → | → |
| Strategies & tactics | | | | E | → | → | M | → | A | → |
| Communication (games) | | | | | | | E | → | M | A |
| Creating space (invasion) | | | | | | | | | | |
| <ul style="list-style-type: none"> Vary pathways, speed, direction | | | | | | | E | M | A | |
| <ul style="list-style-type: none"> Vary type of pass | | | | | | | E | M | A | |
| <ul style="list-style-type: none"> Select appropriate offensive tactics with object | | | | | | | E | → | M | |
| <ul style="list-style-type: none"> Select appropriate offensive tactics without object | | | | | | | E | → | M | |
| <ul style="list-style-type: none"> Use width and length of the field/ court | | | | | | | E | → | M | |
| <ul style="list-style-type: none"> Player up | | | | | | | E | → | M | |
| Reducing space (invasion) | | | | | | | | | | |
| <ul style="list-style-type: none"> Change size and shape | | | | | | | E | M | A | |
| <ul style="list-style-type: none"> Change angle to gain competitive advantage | | | | | | | E | → | M | |
| <ul style="list-style-type: none"> Denial concept | | | | | | | E | → | → | |
| <ul style="list-style-type: none"> Player down | | | | | | | E | → | → | |

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|--|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|----|
| Transition (invasion) | | | | | | | E | M | A | |
| Creating space (net/wall) | | | | | | | | | | |
| <ul style="list-style-type: none"> Vary force, angle and/or direction to gain competitive advantage | | | | | | | E | → | M | A |
| <ul style="list-style-type: none"> Use offensive tactic/shot to move opponent out of position | | | | | | | E | →→ | | M |
| Reducing space (net/wall) | | | | | | | | | | |
| <ul style="list-style-type: none"> Return to home position | | | | | | | E | → | M | A |
| <ul style="list-style-type: none"> Shift to reduce angle for return | | | | | | | E | →→ | | M |
| Target | | | | | | | | | | |
| <ul style="list-style-type: none"> Select appropriate shot/club | | | | | | | E | → | M | A |
| <ul style="list-style-type: none"> Blocking strategy | | | | | | | E | →→ | | M |
| <ul style="list-style-type: none"> Vary speed and trajectory | | | | | | | E | → | M | A |
| Fielding/Striking | | | | | | | | | | |
| <ul style="list-style-type: none"> Offensive strategies | | | | | | | | E | → | |
| <ul style="list-style-type: none"> Reduce open spaces | | | | | | | E | → | M | |

Outcomes Skills and Knowledge by Grade Level

| Standard 3: Health enhance fitness & PA | K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | HS |
|--|----------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------|
| Physical activity knowledge | E | → | → | → | → | M | → | → | A | → |
| Engages in physical activity | E | → | → | → | → | M | → | → | A | → |
| Fitness knowledge | E | → | → | → | → | M | → | → | A | → |
| Assessment & program plan. | | | | E | → | M | → | → | A | → |
| Nutrition | E | → | → | → | → | → | → | M | → | A |
| Stress management | | | | | | | E | → | → | M |

| Standard 4: Personal & social behavior | K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | HS |
|---|----------|------------|------------|------------|------------|------------|------------|------------|------------|-----------|
| Personal responsibility | E | → | → | M | → | → | A | → | → | → |
| Accepting feedback | E | → | → | M | → | → | A | → | → | → |
| Working with others | E | → | → | M | → | → | A | → | → | → |
| Rules & etiquette | | | E | → | → | M | → | A | → | → |
| Safety | E | → | M | → | → | A | → | → | → | → |

| Standard 5: Recognize value of PA | K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | HS |
|--|----------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------|
| Health | | | E | → | → | → | M | → | → | A |

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| | | | | | | | | | | |
|---------------------------|---|---|---|---|---|---|---|---|---|---|
| Challenge | | | E | → | → | → | M | → | → | A |
| Self-expression/enjoyment | E | → | → | → | → | → | M | → | → | A |
| Social interaction | | | | E | → | → | M | → | → | A |

Draft of Scope and Sequence Chart. Jekyll Conference, 2015.