



## Sequential Guidelines for K-12 Physical Education

This resource was developed by a NJAPERD committee of health and physical education professionals representing all grade levels. The living document is based on the New Jersey Student Learning Standards and the SHAPE America National Standards with the intent to assist professionals in the planning and implementation of a quality program. NJAPERD welcomes feedback on this resource by our members.

Color Legend	Developing	Applying	Integrating
<b>2.2 Integrated Skills</b>			
<b>Personal and Social Responsibility</b>			
Respect the rights and feelings of others	K	1	2
Show effort in class and cooperate with other students			
Students are self directed in their goals and stay on task			
Help peers achieve their goals and show leadership			
Show leadership in community regarding social issues			
Demonstrate conflict resolution during game play and problem solving			
Challenge stereotypes regarding disability, gender, race, & sexuality			
<b>2.5 Motor Skill Development</b>			
<b>A. Movement Concepts and Skills</b>			
<b>Locomotor Skills</b>			
Walking	K	1	2
Hopping			
Galloping			
Side Sliding			
Skipping			
Running (Jog/Sprint)			
Jumping			
Leaping			
<b>Non Locomotor Skills</b>			
Bending/Stretching	K	1	2
Pushing/Pulling			
Twisting/Turning			
Rising/Falling			
Spinning			
Swaving/Swinging			
<b>Directions &amp; Pathways</b>			
Left/Right	K	1	2
Up/Down			
Forward/Backward			
Sideways/Diagonal			
Straight/Curve/Zig-Zag			
Clockwise/Counter Clockwise			
<b>Effort</b>			
Tempo (Slow, Medium, Fast)	K	1	2
Rhythm (Even, Uneven, Patterns)			
Force, Power, Speed, Range of Motion			
<b>Spatial Awareness &amp; Relationships</b>			
Differentiate Personal and General Space	K	1	2
Range/Size of Movement (Big, Medium, Small, Far, Near)			
Levels (High, Medium, Low)			
Over/Under; On/Off; Top/Bottom; In/Around/Through			
Between/Next To; Behind/In Front			
Body Formations			
Mirror/Model			
<b>Body Management Skills</b>			
Body Shapes (Isolated/Combined)	K	1	2
Balances with Manipulatives			
Climbing			
Jumping/Landing			
Static Balances			
Dynamic Balances			
Weight Transfer			
Rolling/Tumbling			
Ready Position			
<b>Manipulatives</b>			
Throwing Underhand	K	1	2
Throwing Overhand			
Catching (Over/ Under)			
Throwing & Catching (With Implement)			
Passing/ Receiving/ Scoring Attempt			
Kicking/ Trapping/ Passing			
Striking with Body Part			
Striking with Short Implement			
Striking with Long Implement			
Dribbling (Hands)			
Dribbling (Feet)			
Dribbling (Implement)			
Volley Underhand			
Volley Overhand			
Serving Underhand			
Serving Overhand			
<b>B. Strategy</b>			
<b>Cooperative Strategies</b>			
Communication	K	1	2
Acknowledge the accomplishments of self & group members			
Working toward a common goal			
Use appropriate techniques to motivate and celebrate success			
<b>Offensive (Creating Space) Strategies</b>			
Varying pathways, speed, direction	K	1	2
Varying types of pass			
Fakes/Jab Steps			
Screen			
Playing with one player up (e.g. 2 v. 1)			
Transition			
Varying force, angle and/or direction to gain advantage			
Using offensive tactic/shot to move opponent out of position			
Selecting appropriate shot/implement			
Applying offensive strategies in fielding and striking			
Plan offensive plays			
Analyze and adjust offensive plays based on performance			
<b>Defensive (Reducing Space) Strategies</b>			
Changing size & shape of defenders body	K	1	2
Changing angle and/or direction to gain advantage			
Denying the pass/player progress			
Transition			
Return to home position			
Shifting to reduce angle for return			
Selecting appropriate shot/ implement			
Applying blocking strategy			
Varying speed and trajectory			
Playing with one player down (e.g. 1 v. 2)			
Plan defensive plays			
Analyze and adjust defensive plays based on performance.			
<b>C. Sportsmanship, Rules &amp; Safety</b>			
<b>Sportsmanship, Rules &amp; Safety</b>			
Safety	K	1	2
Demonstrating personal responsibility			
Accepting feedback			
Working with others			
Following rules & etiquette			
<b>2.6 Fitness</b>			
<b>A. Fitness and Physical Activity</b>			
<b>Recognizes the value of physical activity for Dimensions of Wellnes</b>			
Physical, Intellectual, Emotional, Social, Spiritual	K	1	2
<b>Engages in Physical Activity</b>			
Demonstrates a variety of vigorous activities	K	1	2
Push v. Pull			
Upper Body v. Lower Body			
Core			
<b>Health Related Fitness Components</b>			
Cardiorespiratory Endurance	K	1	2
Flexibility			
Muscular Endurance			
Muscular Strength			
Body Composition			
<b>Skill Related Fitness Components</b>			
Agility	K	1	2
Balance			
Coordination			
Power			
Reaction Time			
Speed			
<b>Principles of Fitness Training</b>			
F.I.T.T. Principle (Frequency, Intensity, Time, Type)	K	1	2
Specificity			
Progression			
Overload			
Reversibility			
Individuality			
Dose-Response			
Diminishing Returns			
Rest and Recovery			
<b>Heart Rates</b>			
Levels of Heart Rate	K	1	2
Rate of Perceived Exertion			
Calculate & Take Heart Rate			
<b>Assessment and Program Planning</b>			
Develop a fitness goal	K	1	2
Analyze common barriers to physical activity			
Design a personal fitness plan			
Health status and history			
Monitor personal fitness plan, evaluate progress, and modify to prevent relapse			
<b>Consumer Health and Safety</b>			
Diet, Nutrition, and Energy	K	1	2
Activity Related Injuries			
Anabolic Steroids and Performance Enhancing Substances (illegal/legal)			
Fitness Technology and Medical Advancements			
Product Evaluation			
<b>2.2 Integrated Skills:</b> All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.			
<b>2.5 Motor Skill Development:</b> All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.			
<b>2.6 Fitness:</b> All students will apply health-related fitness concepts to develop and maintain a healthy, active lifestyle.			
<b>DEVELOPING:</b> Students can participate in deliberate practice tasks that will lead to skill and knowledge acquisition.			
<b>APPLYING:</b> Students can demonstrate the critical elements of the motor skills/knowledge components in an applied setting.			
<b>INTEGRATING:</b> Students can demonstrate the critical elements of the motor skills/knowledge components to promote a healthy, active lifestyle.			