PHYSICAL EDUCATION SCOPE & SEQUENCE *Grades 6 - 8*

The Scope and Sequence document represents an articulation of what students should know and be able to do. The document supports teachers in knowing how to help students achieve the goals of the standards and to understand each standard conceptually. It should be used as a tool to assist in planning and implementing a high quality instructional program.

- The units provide a snapshot of instruction across a year.
- The unpacking section contains rich information and examples of what the standards and benchmarks mean.
- The progressions provide valuable information for pre-assessment as well as information on what follows.

Physical Education Standards:

Standard 1: Learners demonstrate competency in motor skills and movement patterns.

Standard 2: Learners apply knowledge of concepts, principles, strategies and tactics related to movement and performance

Standard 3: Learners demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

Standard 4: Learners exhibit responsible personal and social behavior that respects self and others

Standard 5: Learners recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction *(Taught, not assessed)*

Grade 6 Units JHB:

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14
Cooperative Games	Fitness	Softball	Lacrosse	Basketball	Volleyball	Aquatics	Soccer	Touch Rugby	Acrogym	5 Km Training	Cricket	Track & Field	Ultimate Frisbee

Grade 6 Units Pretoria:

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
Cooperative Games	Fitness	Soccer	Racket Sports	Individual Swimming	Team Water Sports	5km Training	Basketball	Baseball	Volleyball	Acrogym	Rec Games

Grade 7/8 Units Year 1 JHB:

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
Cooperative Games	Fitness	Basketball	Touch Rugby	Aquatics	Cricket	Floor Hockey	Lacrosse	Badminton Table Tennis	Creative Movement	5km Training	Ultimate Frisbee

Grade 7 Units Pretoria:

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13
Cooperative Games	Fitness	Basketball	Net Games	Rec Game Rounders	Floor Hockey	Individual Swimming	Team Water Sports Aerobics	5km Training	Soccer	Volleyball	Rec Game	Creative Movement

Grade 7/8 Units Year 3 JHB:

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Cooperative Games	Fitness	Softball	Volleyball	Aquatics	Soccer	5km Training	Yoga	Track & Field	Golf

Pretoria Grade 8 Units:

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
Cooperative Games	Fitness	Basketball	Racket Sport Tennis /Badminton	Lacrosse	Field Hockey	Individual Swimming	Aquatic Sports Water polo	Soccer	5km Training	Volleyball	Yoga

Standard 1: Learners demonstrate competency in motor skills and movement patterns			
Benchmarks	Performance Indicators		
	Grade 6 / Year 1	Grades 7&8 / Year 2	Grades 7&8 / Year 3
1.1 Dance and Rhythms Uses correct rhythm and movement patterns to incorporate a range of styles and movements	1.M1.6 Demonstrates correct rhythm and pattern for *one of* the following movement forms: Social, creative, world dance, or gymnastics	1.M1.7 Demonstrates correct rhythm and pattern for a *different movement forms* from among social, creative, world dance, yoga, and jump rope	1.M1.8 Exhibits command of rhythm and timing by *creating a movement sequence* as an individual or in a group
1.2.A Invasion Games Throws in a mature manner	1.M2.6 Throws with a mature pattern for distance or power *appropriate to the practice task*	1.M2.7 Throws with a mature pattern for distance or power appropriate to the activity *in a dynamic environment*	1.M2.8 Throws with a mature pattern for distance or power appropriate to the activity *during small-sided game play*
1.2.B Invasion Games Catches in a mature manner	1.M3.6 Catches with a mature pattern from a variety of trajectories using different objects in *varying practice tasks*	1.M3.7 Catches with a mature pattern from a variety of trajectories using different objects *in small-sided game play*	1.M2.8 Catches using an *implement* in a dynamic environment or modified game play
1.2.C Invasion Games Passes and receives with limbs or an implement in a variety of instances	1.M4.6 Passes and receives *with hands* in combination with locomotor patterns of running and change of direction and speed with competency in invasion games such as basketball, flag football, speedball or team handball. 1.M5.6 Throws, *while stationary*, a leading pass to a moving receiver	1.M4.7 Passes and receives *with feet* in combination with locomotor patterns of running and change of direction and speed with competency in invasion games such as soccer, socci, or speedball 1.M5.7 Throws, *while moving*, a leading pass to a moving receiver	1.M4.8 Passes and receives *with an implement* in combination with locomotor patterns of running and change of direction, speed and /or level with competency in invasion games such as lacrosse or hockey (floor, field, ice) 1.M5.8 Throws a lead pass to a moving partner *off a dribble or pass*
1.2.D Invasion Games Demonstrates a range of offensive skills	1.M6.6 Performs skills such as pivots, fakes and jab steps designed to create open space *during practice tasks* 1.M7.6 Performs offensive skills *without defensive pressure*: ex. pivot, give & go, and fakes	1.M6.7 Executes *at least one* skill designed to create open space *during small-sided game play*: ex. pivots, fakes, jab steps 1.M7.7 Performs offensive skills *with defensive pressure*: ex. pivot, give & go, fakes	• Executes *at least two* skills to create open space *during modified game play*: ex. pivots, fakes, jab steps, screens (1.M6.8) Executes offensive skills *during small-sided game play*: ex. pivot, give & go, fakes (1.M7.8)

1.2.E Invasion Games Dribbles and uses appropriate ball control	1.M8.6 Dribbles with *dominant hand* using a change of speed and direction in a variety of practice tasks 1.M9.6 Foot dribbles or dribbles with an implement with control, changing speed and *direction in a variety of practice tasks*	1.M8.7 Dribbles with *dominant and non-dominant hand* using a change of speed and direction *in a variety of practice tasks* 1.M9.7 Foot dribbles or dribbles with an implement combined with passing in a variety of practice tasks	• Dribbles with dominant and non-dominant hand using a change of speed and direction *in small sided game play* (1.M8.8) Foot dribbles or dribbles with an implement with control, changing speed and directions *during small-sided game play* (1.M9.8)
1.2.F Invasion Games Shoots goals in a variety of games and circumstances	1.M10.6 Shoots on goal *with power* in a dynamic environment as appropriate to the activity	1.M10.7 Shoots on goal with power *and accuracy in small-sided game play*	1.M10.8 Shoots on goal *with long-handled implement* for power and accuracy in modified invasion games such as hockey (floor, field) or lacrosse
1.2.G Invasion Games Demonstrates a range of defensive skills	1.M11.6 Maintains defensive ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player	1.M11.7 Slides in all directions while on defense without crossing feet	1.M11.8 Drop-steps in the direction of the pass during player-to-player defense
1.2.H Net Games Serves appropriately in a variety of games	1.M12.6 Performs a legal underhand serve *with control* for net games such as badminton, volleyball or pickleball	1.M12.7 Executes consistently a legal underhand serve to *a predetermined target* for net games such as badminton, volleyball or pickleball	1.M12.8 Executes consistently a legal underhand serve *for distance and accuracy* for net games such as badminton, volleyball or pickleball
1.2.I Net Games Strikes consistently using skills taught	1.M13.6 Strikes with a mature overarm pattern, in *a non-dynamic environment* for net games such as volleyball, badminton or tennis	1.M13.7 Strikes with a mature overarm pattern, *in a dynamic environment* for net games such as volleyball, badminton or tennis	1.M13.8 Strikes with a mature overarm pattern, *in a modified game* for net games such as volleyball, badminton or tennis
1.2.J Net Games Uses forehand and backhand shots, as appropriate, when striking a ball	1.M14.6 Demonstrates the mature form of the forehand and backhand strokes *with a short-handled implement* in net games such as paddle-ball, pickleball	1.M14.7 Demonstrates the mature form of the forehand and backhand strokes *with a long- handled implement* in net games such as badminton and tennis	1. M14.8 Demonstrates the mature form of forehand and backhand strokes with a short or long-handled implement *with power and accuracy* in net games such as pickle-ball, tennis, badminton or paddle-ball
1.2.K Net Games Uses single volleys accurately and appropriately	1.M16.6 *Forehand volleys* with a mature form and control	1.M16.7 Forehand *and backhand volleys* with a mature form and control	1.M16.8 Forehand and backhand volleys with a mature form and control during *modified game play*

	Grade 6	Grade 7	Grade 8
1.2.L Target/Fielding Striking Games Strikes with accuracy when playing target games	**1.M19.6** Strikes, with an implement, *a stationary object for accuracy* in activities such as croquet, shuffleboard or golf **1.M20.6** Strikes a pitched ball with an implement *with force* in a variety of practice tasks	**1.M19.7** Strikes with an implement, a stationary objet for accuracy *and distance* in activities such as croquet, shuffleboard or golf **1.M20.7** Strikes a pitched ball with an implement *to open space* in a variety of practice tasks	**1.M19.8** Strikes, with an implement, a stationary object for accuracy *and power* in such activities as croquet, shuffleboard or golf **1.M20.8** Strikes a pitched ball with an implement *for power to open space in a variety of small-sided games*
1.2.M Target/Fielding Striking Games Catches ball consistently from different positions/trajectories	**1.M21.6** Catches, with a mature pattern, from different trajectories using a variety of objects *in varying practice tasks*	**1.M21.7** Catches with a mature pattern, from different trajectories using a variety of objects *in small-sided game play*	**1.M21.8** Catches, *using an implement*, from different trajectories and speeds in a dynamic environment or modified game play
1.3 Aquatics Demonstrates a range of techniques and styles consistently	**1.M25.6** Demonstrates correct technique for *basic skills* in individual performance activity	**1.M25.7** Demonstrates correct technique for *a variety of skills* in individual performance activity	**1.M25.8** Demonstrates correct technique for basic skills in individual performance activities

Standard 2: Learners apply knowledge of concepts, principles, strategies, and tactics related to movement and performance			
Benchmarks	Performance Indicators		
	Grade 6	Grade 7	Grade 8
2.1.A Invasion Games Creates space with the use of movement, offensive tactics, and/or with width and length	**2.M1.6** *Creates open space* by using locomotor movements (e.g. walking, running, jumping & landing) in combinations with movement (e.g. varying pathways; change of speed, direction or pace) **2.M2.6** Executes *at least one* offensive tactic to create open space: ex. moves to open space without the ball; uses a variety of passes; pivots and fakes; give & go **2.M3.6** Creates open space *by using the width and length* of the field/court on offense **2.M4.6**	**2.M1.7** *Reduces open space* by using locomotor movements (e.g.walking, running, jumping & landing, changing size and shape of the body) in combination with movement concepts (e.g. reducing the angle in space, reducing distance between player and goals **2.M2.7** Executes *at least two* offensive tactics to create open space: ex. uses a variety of passes, pivots and fakes **2.M3.7** Creates open space *by staying spread on offense*, and cutting and passing quickly **2.M3.7**	**2.M1.8** *Opens and closes space during small-sided game play* by combining locomotor movements with movement concepts **2.M2.8** Executes *at least three* offensive tactics to create open space: ex. moves to create open space, uses a variety of passes, fakes and pathways; give & go **2.M3.8** Creates open space by staying spread on offense, cutting and passing quickly, *and using fakes off the ball* **2.M4.8** Reduces open space on defense by *staying on the goals side of the offensive*

	Reduces open space on defense by *making the body larger and reducing passing angles* **2.M5.6** Reduces open space *by not allowing the catch* (denial) or by allowing the catch but not the return point	Reduces open space on defense by *staying close to the opponent as he/she nears the goal* **2.M5.7** Reduces open space by not allowing the catch (denial) *or anticipating the speed of the object or person for the purpose of interception or deflection*	*player and reducing the distance to him/her* (third-party) perspective **2.M5.8** Reduces open space *by not allowing the catch (denial) and anticipating the speed of the object or person* for the purpose of interception or deflection
2.1.B Invasion Games Makes transitions between positions seamlessly and automatically	**2.M6.6** Transitions from offense to defense, or defense to offense *by recovering quickly*	**2.M6.7** Transitions from offense to defense or defense to offense by recovering quickly *and communicating with teammates*	**2.M6.8** Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and *capitalizing on an advantage*
2.1.C Net Games Creates space through transition	**2.M7.6** Creates open space in net games with a *short-handled implement by varying force and direction*	**2.M7.7** Creates open space in net games *with a long-handled implement* by varying force direction *and moving opponent from side* to side	**2.M7.8** Creates open space in net games *with either a long or short-handled implement* by varying force or direction, or moving opponent side to side *and/or forward and back*
2.1.D Net Games Uses a range of tactics and shots	**2.M8.6** Reduces offensive options for opponents *by returning to mid-court position*	**2.M8.7** Selects offensive shot *based on opponent's location* (hit where opponent is not)	**2.M8.8** *Varies placement, force and timing* of return to prevent anticipation by opponent
2.1.E Target Games (Golf) Uses a selection of shots in relation to target	**2.M9.6** *Selects appropriate shot/club* based on location of the object in relation to the target	**2.M9.7** Varies the *speed and/or trajectory* of the shot based on location of the object in relation to the target	**2.M10.8** Varies the *speed, force* and trajectory of the shot based on location of the object in relation to the target
2.1.F Fielding/Striking Games Uses offensive strategies	**2.M10.6** *Identifies open spaces* and attempts to strike object into that space	**2.M10.7** *Uses a variety of shots* (e.g., bunt, line drive, high arc) *to hit to open space*	**2.M10.8** *Identifies sacrifice situations* and attempts to advance a teammate
2.1.*G* Fielding/Striking Games Identifies the need to Reduce Space	**2.M11.6** *Identifies* the correct defensive play based on the situation (e.g., number of outs)	**2.M11.7** *Selects* correct defensive play based on the situation	**2.M11.8** Reduces open spaces in the field by working with teammates to *maximize coverage*
2.2 Dance and Rhythm Demonstrates understanding of movement concepts	**2.M12.6** *Varies application of force* during dance or gymnastic activities	**2.M12.7** Identifies *and applies Newton's Laws of motion* to various dance or movement activities	**2.M12.8** Describes and *applies mechanical advantage(s)* for a variety of movement patterns

Standard 3: Learners demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness			
Benchmarks	Performance Indicators		
	Grade 6	Grade 7	Grade 8
3.1 Demonstrates physical activity knowledge	3.M1.6 Describes how being physically active leads to a healthy body	3.M1.7 Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers	3.M1.8 Identifies the five components of health-related fitness (muscular strengths, muscular endurance, flexibility, CV endurance, body composition) and explains the connections between fitness and overall physical and mental health
3.2 Demonstrates understanding of fitness	3.M7.6 Identifies the components of skill related fitness 3.M9.6 Employs correct techniques and methods of stretching 3.M10.6 Differentiates between aerobic capacity, and muscular strength and endurance 3.M11.6 Identifies each of the components of the overload of principle (FITT formula) for different types of physical activity (aerobic, muscular fitness and flexibility) 3.M12.6 Describes the role of warm-ups and cool-downs before and after physical activity	3.M7.7 Distinguishes between health related and skill-related fitness 3.M9.7 Describes and demonstrates the difference between dynamic and static stretches 3.M10.7 Describes the role of exercise in weight management 3.M11.7 Describes FITT formula (overload principle) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness 3.M12.7 Designs a warm-up/cool-down regimen for a specific physical activity	3.M7.8 Compares and contrasts health-related fitness components 3.M9.8 Employs a variety of appropriate static stretching techniques for all major muscle groups 3.M10.8 Describes the role of flexibility in injury prevention 3.M11.8 Uses the overload principle (FITT formula) in preparing a personal workout 3.M12.8 Designs and implements a warm-up/cool-down regimen for a specific physical activity

Standard 4: Learners exhibit responsible personal social behavior that respects self and others (MS Approach To Learning)			
Benchmarks	Performance Indicators		
	Grade 6	Grade 7	Grade 8
4.1 Takes ownership for learning	4.M1.6 Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors 4.M2.6 Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk	4.M1.7 Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates 4.M2.7 Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class	4.M1.8 Accepts responsibility for improving one's own levels of physical activity and fitness 4.M2.8 Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school
4.2 Contributes to learning process	4.M3.6 Demonstrates self-responsibility by implementing specific corrective feedback to improve performance	4.M3.7 Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills	4.M3.8 Provides encouragement and feedback to peers without prompting from the teacher
4.3 Cooperates & interacts well with others	4.M4.6 Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback 4.M5.6 Cooperates with a small group of classmates during adventure activities, game play or team-building activities	4.M4.7 Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts 4.M5.7 Problem solves with a small group of classmates during adventure activities, small-group initiatives or game play	4.M6.8 Responds appropriately to participants ethical behavior during physical activity by using rules and guidelines for resolving conflicts 4.M5.8 Cooperates with multiple classmates on problem – solving activities, large-group initiatives and game play
4.4 Practices self-management	4.M6.6 Identifies the rules and etiquette for physical activities/games and dance activities 1.M7.6 Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance	4.M6.7 Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities/games or following parameters to create or modify a dance 1.M7.7 *Independently* uses physical activity and exercise equipment appropriately and safely	4.M6.8 Applies rules and etiquette by acting as an official for modified physical activities/ games and creating dance routines within a given set of parameters 1.M7.8 Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity

Standard 5: Learners recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction			
Benchmarks	Performance Indicators		
	Grade 6	Grade 7	Grade 8
5.1 Understands the relationship between health and physical fitness	5.M1.6 Describes how being physically active leads to a healthy body 5.M2.6 Identifies components of physical activity that provide opportunities for reducing stress and for social interaction	5.M1.7 Identifies different types of physical activities and describes how each exerts a positive impact on health 5.M2.7 Identifies positive mental and emotional aspects of participating in a variety of physical activities	5.M1.8 Identifies the five components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition) and explains the connections between fitness and overall physical and mental health 5.M2.8 Analyzes the empowering consequences of being physical active
5.2 Personally challenges self and others (MS ATL)	5.M3.6 Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback and/or modifying the tasks	5.M3.7 Generates positive strategies such as offering suggestions/assistance, leading/following others and/or providing possible solutions when faced with a group challenge	5.M5.8 Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge
5.3 Demonstrates self-expression and enjoyment when selecting and participating in physical activities (MS Health class)	5.M4.6 Describes how moving competently in a physical activity setting creates enjoyment 5.M5.6 Identifies how self-expression and physical activity are related	5.M4.7 Identifies why self-selected physical activities create enjoyment 5.M5.7 Explains the relationship between self-expression and lifelong enjoyment through physical activity	5.M4.8 Discusses how enjoyment could be increased in self-selected physical activities 5.M5.8 Identifies and participates in an enjoyable activity that prompts individual self-expression
5.4 Demonstrates respect for self and others in social interactions (MS ATL)	5.M6.6 Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing within the spirit of the game or activity	5.M6.7 Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates	5.M6. 8 Demonstrates respect for self by asking for help and helping others in various physical activities