

Community Unit District 308 Physical Education Scope & Sequence
Third thru Fifth Grade

Physical Development and Health Standards	Introduction			Throwing/Passing			Striking/Passing			Dribbling/Shooting			Catching			Rhythm/Dance			Fitness			Tumbling			SEL/Team-Building			
	3	4	5	3	4	5	3	4	5	3	4	5	3	4	5	3	4	5	3	4	5	3	4	5	3	4	5	
19A Students who meet the standard can demonstrate physical competency in a variety of motor skills and movement patterns.				•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•					
19B Students who meet the standard can analyze various movement concepts and applications.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•					
19C Students who meet the standard can demonstrate knowledge of rules, safety and strategies during physical activity.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
20A Students who meet the standard know and can apply the principles and components of health-related and skill-related fitness as apply to learning and performance of physical activities.																•	•	•	•	•	•							
20B Students who meet the standard can assess individual fitness levels.																•	•	•	•	•	•							
20C Students who meet the standard can set goals based upon fitness data and develop, implement, and monitor an individual fitness improvement plan.																			•	•	•							
21A Students who meet the standard can demonstrate personal responsibility during group physical activities.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
21B Students who meet the standard can demonstrate cooperative skills during structured group physical activity.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
22A Students who meet the standard can explain the basic principles of health promotion, illness prevention, and safety including how to access valid information, products, and services.	•	•	•																•	•	•				•	•	•	
22B Students who meet the standard can describe and explain the factors that influence health among individuals, groups, and communities.																									•	•	•	
22C Students who meet the standard can explain how the environment can affect health.	**To be addressed in Science Curriculum.																											
22D Students who meet the standard can advocate for the health of individuals, families, and communities.	•	•	•																•	•	•				•	•	•	
23A Students who meet the standard can describe and explain the structure and functions of the human body systems and how they interrelate.																			•	•	•							
23B Students who meet the standard can explain the effects of health-related actions on the body systems.																•	•	•	•	•	•							
23C Students who meet the standard can describe factors that affect growth & development.	•	•	•																						•	•	•	

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23D Students who meet the standard can describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness.																•	•	•	•	•	•						
24A Students who meet the standard can demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.	•	•	•																•	•	•				•	•	•
24B Students who meet the standard can apply decision-making skills related to the promotion and protection of individual, family, and community health.																									•	•	•
24C Students who meet the standard can demonstrate skills essential to enhancing health and avoiding dangerous situations.	•	•	•																						•	•	•