

**Van Buren Intermediate School District
Physical Education Curriculum
Second Grade
2008**

Understanding the Organizational Structure

The expectations in this document are divided into strands with multiple domains within each, as shown on the following pages. The skills and content addressed in these expectations will, in practice, be woven together into a coherent physical education curriculum. Beyond the physical education curriculum, students will use the skills and processes to support learning in all content areas.

Overview of the Content Expectations

The K-8 Physical Education Grade Level Content Expectations reflect best practices and current research in the teaching and learning of physical education. They build from the Michigan K-12 Physical Education Content Standards and Benchmarks (2007) and the State Board of Education's Policy on Quality Physical Education (2003). These content expectations represent a vision for a relevant physical education curriculum that addresses critical physical education knowledge, skills, fitness, and attitudes for successfully maintaining a physically-active lifestyle during a child's school years and beyond. They specify what a student should know and be able to do at the end of each grade.

According to the National Association for Sport and Physical Education (2004) and the Michigan Department of Education (2007), a physically educated person:

- 1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (M)
- 2 Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities. (K)
- 3 Participates regularly in lifelong physical activity. (M)
- 4 Achieves and maintains a health-enhancing level of physical fitness. (A)
- 5 Exhibits responsible personal and social behavior that respects self and others in physical activity settings. (B)
- 6 Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (B)

Please note that, while all the Content Standards are addressed in these K-8 Physical Education Grade Level Content Expectations as a whole, not all standards will be addressed in each strand.

Grade Level Content Expectations are expressed as follows: M.MC.01.01. This would be interpreted as:

M	Motor Skills and Movement Patterns
MC	Movement Concepts Domain
01	First Grade Expectation
02	First Expectation in the Grade Level Motor Skills Domain

Strands

Motor Skills and
Movement Patterns
(M)

Content Knowledge
(K)

Fitness and Physical
Activity
(A)

Personal/Social
Behaviors and Values
(B)

Domains

- | | | | |
|--|---|---|---|
| <ul style="list-style-type: none"> - Movement Concepts (MC) Space Awareness Effort Relationships - Motor Skills (MS) Non-Locomotor Locomotor Manipulative - Aquatics (AQ) - Outdoor Pursuits (OP) - Target Games (TG) - Invasion Games (IG) - Net/Wall Games (NG) - Striking/Fielding Games (SG) - Rhythmic Activities (RA) | <ul style="list-style-type: none"> - Feedback (FB) - Movement Concepts (MC) Space Awareness Effort Relationships - Motor Skills (MS) Non-Locomotor Locomotor Manipulative - Aquatics (AQ) - Outdoor Pursuits (OP) - Target Games (TG) - Invasion Games (IG) - Net/Wall Games (NG) - Striking/Fielding Games (SG) - Rhythmic Activities (RA) - Participation Inside/Outside of Physical Education (PA) - Health-Related Fitness (HR) - Physical Activity and Nutrition (AN) - Personal/Social Behaviors (PS) - Regular Participation (RP) - Social Benefits (SB) - Individual Differences (ID) - Feelings (FE) | <ul style="list-style-type: none"> - Participation During Physical Education (PE) - Participation Outside of Physical Education (PA) - Health-Related Fitness (HR) - Physical Activity and Nutrition (AN) | <ul style="list-style-type: none"> - Feedback (FB) - Personal/Social Behaviors (PS) - Regular Participation (RP) - Social Benefits (SB) - Individual Differences (ID) - Feelings (FE) |
|--|---|---|---|

It is the expectation that students utilize internal and external feedback to improve performance across all of the domain strands.

Using the Michigan Department of Education Standards and the Grade Level Content Expectations as a basis, the physical educators of Van Buren County developed a local mission statement and standards. Content was selected to match the standards and instructional objectives were written to match the grade level content expectations. An assessment plan was developed to monitor student progress and the effectiveness of the curriculum.

**Van Buren Intermediate School District
Unified Physical Education Program**

Mission Statement

The physical educators of Van Buren Intermediate School District are committed to the provision of developmentally appropriate instruction that will allow the learners to acquire the physical skills, knowledge and personal social attributes necessary to pursue a healthy, active lifestyle.

Abbreviated Mission Statement

Developmentally appropriate physical education today:
Healthy, active lifestyles tomorrow.

Outcomes

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

Standard 2: Demonstrates an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

K-2 Content

Spatial Concepts

- General
- Self Space
- Level
- Direction (Forward, Backward, Sideward, Up, Down, Diagonal)
- Speed
- Effort (Force)
- Pathway

Manipulative Concepts

- Underhand throw
- Roll
- Overhand Throw
- Underhand catch
- Overhead catch
- Striking (Overhead, horizontal)
- Striking
- Hand dribble
- Foot dribble

Locomotor Skills

- Even Rhythm
 - o Walk
 - o Run
 - o Jump
 - o Hop
 - o Leap
- Uneven Rhythm
 - o Gallop
 - o Slide
 - o Skip

Fitness

- Strength
- Cardiovascular Endurance
- Flexibility

Non-Manipulative

- Rocking
- Twisting
- Curling
- Bending
- Straightening
- Tumbling

Rhythmic Activities

- Lummi Sticks
- Tinikling
- Hoops
- Parachute
- Jump Rope

Personal-Social Skills

- Responsibility
- Best Effort
- Cooperation
- Compassion

Strand 1: Motor Skills & Movement Patterns	Content	Objectives
<i>Movement Concepts</i>	<i>Movement Concepts</i>	<i>Movement Concepts</i>
M.MC.02.01: Demonstrate selected space awareness location movement concepts such as self-space, personal space, and general space in isolated settings.	Movement Concepts Locomotor Skills	-Student will demonstrate comprehension of selected movement concepts (space, body, awareness, locatives, shape, level, direction, pathway, rhythm, speed and effort) by performing specific locomotor skills (t.a. form) during activity challenges posed by the instructor on two or three trials.
M.MC.02.02: Demonstrate selected space awareness direction movement concepts such as up/down, forward/backward, right/left, and clockwise/counterclockwise in isolated settings.	Movement Concepts Locomotor Skills	-Student will demonstrate comprehension of selected movement concepts (up/down, forward/backward, right/left, and clockwise/counterclockwise) by performing specific locomotor skills (t.a. form) during activity challenges posed by the instructor on two or three trials.
M.MC.02.03: Demonstrate selected space awareness level movement concepts such as low, medium, and high in isolated settings.	Movement Concepts Non-Locomotor Skills Locomotor Skills Manipulative Skills Speed	-Student will apply selected non-locomotor and shape concepts while executing prescribed locomotor skills (walk, run, jump, hop, slide, gallop, skip, roll, underhand throw, catch, kick, and strike) during movement challenges posed by the instructor on two or three trials.
M.MC.02.04: Demonstrate selected space awareness pathways movement concepts such as straight, curved, and zigzag in isolated settings.	Movement Concepts Non-Locomotor Locomotor Skills Pathways	-Student will apply selected non-locomotor and shape concepts while executing prescribed locomotor skills (walk, run, jump, hop, slide, gallop, skip) during movement challenges posed by the instructor on two or

		three trials.
M.MC.02.05: Demonstrate selected space awareness extensions movement concepts such as large/small and far/near in isolated settings.	Movement Concepts Non-Locomotor Locomotor Skills Hoops, Carpet Squares, Poly Dots	-Student will apply selected non-locomotor and shape concepts while executing prescribed locomotor skills (walk, run, jump, hop, slide, gallop, skip) during movement challenges posed by the instructor on two or three trials.
M.MC.02.06: Demonstrate selected effort movement concepts for time such as fast/slow and sudden/sustained.	Movement Concepts Locomotor Skills Hoops, Carpet Squares, Poly Dots, Freeway	-Student will apply selected speed concepts while executing prescribed locomotor skills (walk, run, jump, hop, slide, gallop, skip) during movement challenges posed by the instructor on two or three trials.
M.MC.02.07: Demonstrate selected effort movement concepts for force such as strong and light in isolated settings.	Movement Concepts Manipulative Skills, Effort Hoops, Carpet Squares, Poly Dots	-Student will apply selected effort concepts while executing prescribed manipulative skills (roll, underhand throw, overhand throw, two hand bounce, one hand bounce, instep kick) during movement challenges posed by the instructor on two or three trials.
M.MC.02.08: Demonstrate selected effort movement concepts for flow such as bound and free in isolated settings.	Jump Rope	-Students will jump rope (TA form) in stationary and dynamic settings for 15 seconds in response to movement challenges posed by the instructor during two of three trials.
M.MC.02.09; Demonstrate selected relationship movement concepts of body parts such as round, narrow, wide, twisted, symmetrical, nonsymmetrical in isolated settings.	Fitness Stations	-Students will complete tasks posted at stations such as jumping jacks, windmills, jump rope during five minutes of selected physical education classes.
M.MC.02.10; Demonstrate selected relationship movement concepts of objects and/or people such as over/under, on/off, near/far, in front/behind,	Obstacle Course	-Student will distinguish among selected non-locomotor movements (swing, push, rock, sway and balance) and execute the requested pattern (t.a form)

along/through, meeting,/parting, surrounding, around, alongside in isolated settings.		in response to movement challenges posed by the instructor during two of three trials.
M.MC.02.11: Demonstrate selected relationship movement concepts with people such as leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups in isolated settings.	Body “Spelling”/”Math” Statues Mirrors	-Student will distinguish between a selection of movement concepts to solve spelling and math challenges posed by the instructor on two of three trials.
<i>Motor Skills</i>	<i>Motor Skills</i>	<i>Motor Skills</i>
M.MS.02.01: Demonstrate mature form of non-manipulative skills of balance, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing in isolated settings.	Stunts Tumbling	- Students will execute even and uneven motor patterns maintaining a heart rate of 128 beats per minute for 15 minutes during class activities on two of three trials. - Students will execute selected stunts two of three trials.
M.MS.02.02: Demonstrate mature form of locomotor skills of walk, run, leap, jump, slide, gallop, hop, skip, flee, and dodge in isolated settings.	Follow the Leader Leader Tag Team Tag	- Students will demonstrate selected locomotor skills (T.A. Form) while participating in low organizational activities prescribed by the teacher during two of three trials.
M.MS.02.03: Demonstrate the manipulative skills of roll, underhand throw, and overhand throw in isolated settings.	Stations	-Student will execute an underhand roll (T.A. Form) to a stationary target 25 feet away on two of three trials. -Student will execute an underhand throw (T.A. Form) to a stationary target 20 feet away on two of three trials. -Student will execute an overhand throw (T.A. Form) to a stationary target 25 feet away on two of three trials.
M.MS.02.04: Demonstrate selected incomplete and inconsistent elements of the mature form of the	Group Activities Stations	-Student will execute a foot dribble (t.a. form) controlling an eight inch playground ball for 15

manipulative skills of catch, kick, hand dribble, foot dribble, and stike in isolated settings		seconds in two of three trials. -Student will execute a foot trap (t.a. form) to stop an eight inch playground ball rolled 15 feet by a partner for two of three trials. -Student will execute a drop kick (t.a. form) 10 feet in two of three trials. -Student will execute a horizontal swing (t.a. form) to hit a ball perched on a T-stand and to propel the ball 15 feet in two of three trials. - Student will execute a tip-up (t.a. form) for 5 seconds in two of three trials.
Strand 2: Content Knowledge	Content	Objectives
<i>Feedback</i>	<i>Feedback</i>	<i>Feedback</i>
K.FB.02.01; Use cues from teachers to improve motor skill and movement patterns, fitness, and physical activity in isolated settings.	Movement Concepts Rhythms	Student will verbally distinguish between even and uneven rhythmic patterns while performing selected activities, including aerobics, circles, lines, square dance, tinkling or lummi sticks for two of three trials.
<i>Movement Concepts</i>	<i>Movement Concepts</i>	<i>Movement Concepts</i>
K.MC.02.01: Describe space awareness location movement concepts such as self-space, personal space, and general space.	Movement Concepts	When randomly called upon by the instructor, student will verbally identify the difference between self and general space.
K.MC.02.0; Describe space awareness direction movement concepts such as up/down, forward/backward, right/left, and clockwise/counterclockwise.	Movement Concepts	-Student will verbally distinguish between forward and backward directions while following the instructor during class activities on two of three trials.
K.MC.02.03: Describe space awareness level movement concepts such as low, medium, and high.	Movement Concepts	When randomly called upon by the instructor, student will verbally identify the differences among levels.

K.MC.02.04: Describe space awareness pathways movement concepts such as straight, curved, and zigzag.	Movement Concepts	When randomly called upon by the instructor, student will verbally identify the differences among pathways.
K.MC.02.05: Describe space awareness extensions movement concepts such as large/small and far/near.	Manipulative Skills	<p>-Student will demonstrate comprehension of selected spatial awareness concepts by executing an underhand strike pattern (t.a. form) to propel an implement upward five feet for two of three trials.</p> <p>-Student will demonstrate comprehension of selected spatial awareness concepts executing an underhand strike pattern (t.a. form) to propel an implement 10 feet over a stationary barrier to a stationary target in two of three trials.</p>
K.MC.02.06: Describe effort movement concepts for time such as fast/slow and sudden/sustained.	Jump Rope	-Student will demonstrate comprehension of speed concepts by performing a two foot jump rope pattern (t.a. form) while forward turning a rope for 30 repetitions in two of three trials.
K.MC.02.07: Describe effort movement concepts for force such as strong and light.	Jump Rope	-Student will demonstrate comprehension of selected effort concepts by jumping rope while two partners turn a long rope (t.a. form) completing 10 repetitions on two of three trials.
K.MC.02.08: Describe effort movement concepts for flow such as bound and free.	Jump Rope	-Student will demonstrate comprehension of flow concepts by performing a two foot jump rope pattern (t.a. form) while forward turning a rope for 15 repetitions while maintaining a stationary position or moving in a designated space during two of three trials.
K.MC.02.09 : Describe relationships movement concepts of body parts such	Tumbling	- Student will demonstrate comprehension of the relationship of movement

as round, narrow, wide, twisted, symmetrical, and nonsymmetrical.		concepts by sustaining a tripod (t.a. form) for 5 seconds on two of three trials. - Student will demonstrate comprehension of the relationship of movement concepts by sustaining a bridge-up (t.a. form) for 5 seconds on two of three trials.
K.MC.02.10: Describe all relationships movement concepts of objects and/or people such as over/under, on/off, near/far, in front/behind. along/through, meeting,/parting, surrounding, around, and alongside.	Jump Rope	-Student will demonstrate comprehension of the locatives by demonstrate a two foot jump rope pattern (t.a. form) while turning the rope backwards for 15 repetitions on two of three trials.
K.MC.02.11: Describe relationships movement concepts with people such as leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups.	Stunts	- Student will demonstrate comprehension of the relationship of movement concepts by executing stunts with a partner during two of three trials.
<i>Motor Skills</i>	<i>Motor Skills</i>	<i>Motor Skills</i>
K.MS.02.01: Describe the critical elements of the following non-manipulative skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing.	Non-Locomotor Skills Stunts	-Student will execute a stunts (t.a. form) for 20 seconds without peer or obstacle collisions during class activities presented by the instructor on two of three trials
K.MS.02.02: Describe the critical elements of the following locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge.	Freeze tag Bronco Tag Leader Run Sharks and Minnows Crows and Cranes	-Student will distinguish between selected even locomotor movements (walk, run, jump. Leap, hop, gallop, slide, skip) by physically responding to instructor cues to perform the requested movements in two of three trials.
K.MS.02.03: Describe the critical elements of the mature form of the following manipulative skills: roll, underhand	Stations	-Student will demonstrate comprehension of manipulative skills by executing assigned tasks at stations two of three trials.

throw, and overhand throw.		
K.MS.02.04 identify selected critical elements of the manipulative skills of catch, kick, hand dribble, foot dribble, and strike.	Stations	--Student will demonstrate comprehension of manipulative skills by executing assigned tasks at stations two of three trials.
Strand 3: Fitness & Physical Activity	Content	Objectives
<i>Participation</i>	<i>Participation</i>	<i>Participation</i>
A.PE.02.01: Participate intermittently, at a moderate to vigorous intensity level in physical activities that focus on skill building rather than on formal game structure, a variety of locomotor activities, a variety of developmentally appropriate physical activities that incorporate manipulative skills, and chasing and fleeing activities.	Fitness Activities	-Student will run (t.a. form) continuously for eight minutes for two of three trials. - Students will execute even and uneven motor patterns to maintain heart rates of 128 beats per minute for 15 minutes during class activities for two of three classes.
<i>Participation outside of Physical Education</i>	<i>Participation outside of Physical Education</i>	<i>Participation outside of Physical Education</i>
A.PA.02.01: Participate intermittently, at a moderate to vigorous intensity level in physical activities that focus on skill building rather than on formal game structure, a variety of locomotor activities, a variety of developmentally appropriate physical activities that incorporate manipulative skills, and chasing and fleeing activities on a daily basis.	Fitness Calendar	-Students will complete a fitness calendar distributed by the instructor as a homework assignment and submit during 8/9 months of the school year.
<i>Health Related Fitness</i>	<i>Health Related Fitness</i>	<i>Health Related Fitness</i>
A.Hr.02.01: Recognize that there are five components of health-related fitness.	Fitness Activities Heart Rate Monitor	-Student will demonstrate understanding of relationship between effort and heart rate by marching or jogging in place to raise or lower heart rate as requested by the instructor on two of three trials. -Student will demonstrate knowledge of location of radial and carotid pulse by

		palpating (t.a. form) the correct location and counting beats per minute on two of three attempts.
A.Hr.02.02: Meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACEr, Step Test, One-mile run, Walk test, Handcycle test, etc.).	FitnessGram Assessment	Student will complete the FitnessGram Assessment and attain the healthy zone criterion during one of the two testing periods during the school year.
A.Hr.02.03: Meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang, etc.).	FitnessGram Assessment	Student will complete the FitnessGram Assessment and attain the healthy zone criterion during one of the two testing periods during the school year.
A.Hr.02.04: Meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and reach, Shoulder Stretch, etc.).	FitnessGram Assessment	Student will complete the FitnessGram Assessment and attain the healthy zone criterion during one of the two testing periods during the school year.
A.Hr.02.05 : Meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic weighing).	FitnessGram Assessment	Student will complete the FitnessGram Assessment and attain the healthy zone criterion during one of the two testing periods during the school year.
<i>Physical Activity & Nutrition</i>	<i>Physical Activity & Nutrition</i>	<i>Physical Activity & Nutrition</i>
A.AN.02.01: Sustain moderate to vigorous levels of physical activity that cause increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping, skipping, and hopping).	Stations	-Student will identify the relationship between participation in jump rope activities and cardiovascular fitness by answering random questions posed by the instructor two of three times during the jump rope sessions presented in physical education class.
A.AN.02.02 : Support own body weight in selected	Stations	Student will execute fitness activities prescribed by the

activities to develop muscular strength and endurance (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts).		instructor and posted at stations during selected class sessions.
A.AN.02.03: Demonstrate flexibility through a full range of motion of the major joints.	Stations	Student will execute fitness activities prescribed by the instructor and posted at stations during selected class sessions.
Strand 4: Personal-Social Behaviors & Values	Content	Objectives
<i>Feedback</i>	<i>Feedback</i>	<i>Feedback</i>
B.FB.02.01: Use cues from teachers to improve motor skill and movement patterns, fitness, and physical activity in isolated settings.	Stations	Student will execute fitness activities prescribed by the instructor and posted at stations during selected class sessions.
<i>Personal-social behaviors</i>	<i>Personal-social behaviors</i>	<i>Personal-social behaviors</i>
B.PS.02.01: Identify key behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion in isolation.	Class Conduct Rules	When randomly questioned by the instructor, the student will identify examples of personal/social character traits: responsibility, best effort, cooperation and compassion.
B.PS.02.02: Exhibit, in isolation, behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.	Class Conduct Rules	Student will demonstrate personal/social character traits: responsibility, best effort, cooperation and compassion while participating in physical education classes.
B.PS.02.03: Exhibit incomplete and inconsistent behaviors which exemplify each of the following personal/social character traits: constructive competition and initiative in isolation.	Class Conduct Rules	While working with other students in the class, student will demonstrate personal/social character traits: responsibility, best effort, cooperation and compassion.
B.PS.03.05: Recognize the benefits of possessing each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion in isolation.	Class Conduct Rules	When randomly questioned by the instructor, the student will identify the benefits of personal/social character traits: responsibility, best effort, cooperation and compassion.
<i>Regular Participation</i>	<i>Regular Participation</i>	<i>Regular Participation</i>

B.RP.02.01: Express verbal and nonverbal indicators of enjoyment while participating in physical activities in isolated settings.	Class Conduct Rules	When randomly questioned by the instructor, the student will express value of participation in physical activity.
B.RP.02.02: Choose to participate in a physical activity for novelty and challenge in isolated settings.	Class Conduct Rules Stations	When offered choices at activity stations, students will participate in novel tasks.
<i>Social Benefits</i>	<i>Social Benefits</i>	<i>Social Benefits</i>
B.SB.02.01: Choose to participate in physical activities alone and with others in isolated settings.	Class Conduct Rules Stations	When offered choices at activity stations, students will participate in novel tasks.
<i>Individual Differences</i>	<i>Individual Differences</i>	<i>Individual Differences</i>
B.ID.02.01: Choose to participate in physical activities alone and with others in isolated settings.	Stations	Student will select a partner to work with during performance of physical skills at selected stations.
B.ID.02.02: Incompletely and inconsistently identify a limited number of differences between idealized body images and elite performances portrayed by the media and their own personal characteristics and skills in isolated settings.	Anticipatory Sets	Student will verbally identify differences between personal and idealized body images and elite performances and offer reasons for these variances.
<i>Feelings</i>	<i>Feelings</i>	<i>Feelings</i>
B.FE.02.01: Identify a limited number of emotions related to how they feel while participating in physical activity in isolated settings.	Anticipatory Sets	Student will verbally identify selected emotions that portray personal feelings while participating in physical activities.

Assessment Plan

The progress of students enrolled in the kindergarten through second grades will be assessed throughout the school year. Progress reports will be developed using the PE Manager software. Two reports will be sent home to parents for their information. The following domains will be assessed:

- Physical Skills
- Cognitive Skills
- Personal Social Attributes

Students will be assessed using the task analyses developed by the county elementary physical education teachers. An example has been attached.

Second Grade:

Physical Skills:

Even Locomotor: Leap

Uneven Locomotor: Skip

Manipulative: Stationary Strike, Foot Dribble, Drop Kick

Cognitive Skills:

Comprehension of bend, straighten, twist, turn, even and uneven rhythm

Personal-Social

Cooperation

Best Effort

Responsibility

Compassion

Overhand Throw Task Analysis

Visual Description:

Performer stands with ball in dominant hand, turns sideways toward the target with feet shoulder width apart, makes a “T” with the arms while pointing toward the target with the non-dominant hand. Performer transfers the weight from back to front while drawing the dominant hand forward, completing the motion with arm and leg follow through, touching the opposite hip with the throwing hand

Movement Sequence:

1. Feet shoulder width apart, sideways to target
2. Ball in dominant hand
3. Make a “T” (point to target)
4. Arm/leg opposition
5. Transfer weight
6. Draw arm forward
7. Extend arm and follow through (arm/leg)
8. Touch opposite hip with throwing hand

**Critical Points*

Cues:

- Ready Position
- Hand*
- Make a “T”*
- Step*
- Transfer
- Arm forward
- Extend*
- Hip

Task Complexity

Learner: Novice
Task: Discrete skill
Environment: Closed skill

Students Name	Hand	Make a “T”	Step	Extend

