

**New York State  
Association for Health, Physical Education,  
Recreation and Dance**

**Curriculum and Assessment Guidance Document  
A Physical Education Resource**



**October 2015**

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# **SECTION 1**

## **Introduction**

## **How to Use This Curriculum Guidance Document**

This document was created to provide a curricular framework for physical education teachers and directors of physical education across New York. The framework is organized in five curricular strands: character, health related fitness, individual enjoyment, life skill development and skilled play. These strands are aligned with the New York State Learning Standards for physical education (1996) and the national physical education learning standards (SHAPE- America, 2014).

The five curricular strands are based on physical literacy which describes the physical competence, motivation, self-efficacy, confidence, and the knowledge and understanding that individuals develop in order to remain physically active throughout their lives (Whitehead, 2010). A major reason for designing a curriculum with physical literacy as its framework is because it can be the outcome that unifies physical education. Providing instruction that is based on this framework will allow physical educators and directors of physical education to collect evidence signaling content is necessary to prepare children and adolescents to be physically active and make healthy choices. Moreover, this evidence is important because it can be tied to research results that have indicated that physically active students have more academic success (Arday, et al., 2013; Budde, Voelcker-Rehage, PietraByk-Kendziarra, Ribeiro & Tidow, 2008; McNaughten & Gabbard, 1993; Tremarche, Robinson & Graham, 2007). This is a key point because developmentally appropriate and sequential physical education that is taught with this framework supports what schools districts are responsible for, which is academic success. It is through physical education professionals communicating this message that our field can be legitimized and considered an essential aspect of the school curriculum.

Each curricular strand contains the following pieces: (a) essential questions; (b) content that is aligned to state and national physical education learning standards; (c) curricular focal points organized by grade level; connections to ELA common core state standards; and (d) vocabulary. Curricular focal points are specific areas of emphasis that should be taught at the specific grade level. In addition, the curricular focal points were aligned with the national physical education outcomes (SHAPE-America, 2014) where possible. This alignment is noted at the end of the curricular focal point statement and is designated by the national standard, outcome number and grade level. For instance, if the curricular focal point was aligned with national standard 1, outcome 5 in the seventh grade, the notation at the end of the curricular focal point statement would be (S1.5.M7).

This document will provide guidance in terms of developmentally appropriate content and assessments for physical education teachers and directors of physical education in New York. The document was designed to allow physical education teachers to incorporate the curricular focal point into their instruction while having the freedom to design learning experiences that include the curriculum focal point(s). Moreover, this document will supply much needed continuity with regard to the physical education content that is being taught across the state akin to curricular focal points in other academic subjects. This curricular framework parallels work being done in other academic subjects. For example in math, third grade students are expected to master division before moving on to the fourth grade. The physical education curricular focal points contained in this document have the same purpose; that is to ensure that students master specific grade level curricular focal points in physical education before moving on to the next grade level.

The curricular guidance document is divided into three main sections. The first section contains a paper, written by Dr. Alisa James and Dr. Ron Feingold, which provides a detailed explanation of physical literacy and provides a rationale for creating a curricular framework based on this construct. The second section contains the five strands and their corresponding pieces: guiding questions, content, curricular focal points, connections to the ELA common core state standards and vocabulary. Assessment is covered in the final section of the curricular guidance document. In this section, the reader will find specific information regarding assessment and grading as well as assessments that can be used to assess the benchmarks for each curricular strand.

Physical Literacy- A Framework for the NYS AHPERD Curriculum and Assessment

Guidance Document

Dr. Alisa R. James and Dr. Ron Feingold

Twenty-five years ago, when implementing education reform, known as the Compact for Learning, the Assistant Commissioner of Education for New York State (L. Meno) asked representatives from all twenty-six content areas in New York public education (Math, English, Science, Social Studies, Music, Home Economics, Physical Education, etc.), to justify their content area's impact on "Adult Behavior." In short, he was asking about the significance of each discipline and why it was important to individuals as well as American society at large. Fundamentally, the question asked was whether physical education content is important enough to be included in the school curriculum. Furthermore, the question posed also assumed, and rightly so, that what is taught in public schools, ultimately has an impact on the behaviors individuals engage in as adults.

Although as we revisit this question a quarter of a century later, our profession still struggles to answer the proceeding question; however, part of the answer appears to be the New York State Learning Standards for physical education that were developed in 1996. The foundation of these standards was built around the construct of 'adult behaviors' that can be developed through developmentally appropriate, progressive physical education instruction that is focused on student learning. The 'adult behaviors' that can be impacted through quality physical education instruction include, but are not limited to: being physically competent, valuing and participating in physical activity and having the knowledge to make positive lifestyle choices regarding physical activity throughout one's life. These standards provide a basis for the promotion of an on-going, physically active lifestyle that would benefit overall health. Likewise, in considering an answer to the question of whether physical education is important enough to be included in the school curriculum, we must think about 'adult behavior' and make abundantly

clear that the content of physical education is essential to the development of specific skills, knowledge and attitudes that lead to successful adulthood.

Recently, physical literacy has been used worldwide to describe the skills and knowledge that are necessary to be physically active across the lifespan (Whitehead, 2010). The role that physical education plays in developing physical literacy cannot be overlooked. Physical education, due to the fact that it is school based, helps all children and youth develop the skills and knowledge to be physically active across the lifespan. In fact, physical education is the only means that helps children and youth, regardless of socioeconomic status to become physically literate. Physical literacy among children and youth could have a significant impact on overall health as well as create health care savings that would have economic benefits.

Decreasing the financial costs of health care and increasing productivity in the workplace, can have a positive impact on the economy. In fact, Feingold (1994) reported that adults leading a more active lifestyle could save three to six billion dollars in health care costs in New York State alone. Additionally, the CDC reported that Americans aged 15 years and older who engaged in regular physical activity- at least 30 minutes of moderate to strenuous physical activity three or more times a week had average annual direct medical costs of \$1,019.00 versus costs of \$1,349.00 for those who were inactive (“Lower direct medical,” 2000). Moreover, Martinson, Crain, Pronk, O’Connor & Maciosek (2003) reported that in adults aged 50 and older, those that increased their physical activity from zero to one day per week to three or more days per week, had significant declines in their mean annualized total healthcare costs relative to those who remained inactive.

Although physical literacy is a relatively new term in the United States, it is a construct that can serve as a unifying outcome for physical education. In addition, an understanding of this construct, paired with a developmentally appropriate curriculum that includes the components of physical literacy, could transform the teaching and learning process in physical education, as well as legitimize the inclusion of physical education as a meaningful aspect of the K-12 curriculum.

Physical literacy is a term that describes the motivation, confidence, physical competence, knowledge and understanding that individuals develop in order to maintain physical activity at an appropriate level throughout their lives (Whitehead, 2010). The significance of framing a physical education curriculum around the construct of physical literacy is that, educationally, physical education promotes the development of physical competence, feelings of self-efficacy, knowledge regarding physical activity and how to stay active throughout one's life as well as the motivation to stay physically active (Maude, 2010).

Physical education has a crucial role in the development of physical literacy in that it is the only academic subject taught in schools that teaches students the necessary skills, knowledge and attitudes to be physically active over the lifespan. Consequently, physical education is the only subject that has the potential to help individuals have the motivation and self-efficacy to be physically active in a way that is meaningful and enjoyable to the individual. Physical literacy as an outcome for physical education calls for a philosophical shift that requires that students not only learn the knowledge and skills to be physically active, but also take responsibility for their own health and well-being (Whitehead, 2010). Additionally, as part of taking responsibility for their health and well-being, students should master self-management skills such as goal setting



and planning for physical activity, which are important behavioral skills associated with being physically active across the lifespan (McKenzie & Lounsbery, 2009).

Physical competence is one component of physical literacy that, if developed through physical education, would lead to children and adolescents having positive feelings toward physical education and physical activity across the lifespan. The development of physical competence in a wide array of movement activities would help alleviate negative experiences in physical education, which often leads to children and adolescents becoming adults with negative feelings about physical education and activity. For example, individuals that are not physically competent discount the importance of physical education and often attach little value to physical education. These individuals are able to rationalize their degree of physical competence by attaching little importance to physical education and physical activity (Fox, 2010).

Motivation is another component of physical literacy. Deci & Ryan (1985) noted that competence is the foundation of intrinsic motivation. Individuals have a higher level of motivation and are more willing to accept physical challenges when they are competent (Whitehead, 2010). Physical education programs can contribute to developing intrinsic motivation by focusing on achieving mastery, regardless of ability, without alienating students, and at the same time, encouraging long term participation in physical activity (Gately, 2010).

Another aspect of physical literacy, which is tied to physical competency, is self-efficacy. Self-efficacy is important because people undertake activities that they judge themselves capable of managing (Bandura, 1982). Hence, individuals with perceptions of being highly competent are more likely to participate in physical activity and sport (Harter, 1978).

It is important to note that the development of physical literacy through quality physical education cannot be accomplished through study and memorization alone. Physical education provides an avenue to develop the attributes of physical literacy within an educational environment. In addition, the professional physical education teacher is crucial in the development of these attributes because they are responsible for modifying the learning environment so that appropriate learning takes place, particular in reference to becoming physically competent as well as self-efficacious and believing that one is capable of performing specific movements and being physically active.

Children and youth that develop a high degree of self-efficacy because of their positive involvement in physical education may have higher levels of self-esteem as a result of their physical competence (Whitehead, 2010). Research results have indicated that physical activity can lead to improvements in self-esteem among at risk youth (Ekeland, Heian, Hagen, Abbott & Nordheim, 2004). This point is significant in that the educational aspect of physical education in promoting physical literacy may help young people to make good choices, and not find other, more negative, means to enhance their image such as drug use or gang affiliation.

There are other reasons to consider physical literacy as an important outcome of physical education. For example, when one thinks about the content of physical education, one can make certain assumptions regarding the potential benefits to youth and adults, specifically in regard to physical and mental health. In addition, individuals that master physical education content would be able to make critical decisions about their health and appreciate the physical benefits (prevention of disease and increased vigor) (Blair, 1989), as well as the psychological benefits including relaxation, stress reduction and an increased feeling of well-being (Greenleaf, Petrie, &

Martin, 2010; Welk & Joens-Matre, 2007). Moreover, a physically literate adult will have a sufficient amount of physical activity to benefit their health. This is important because research findings have indicated that moderate physical activity can reduce all forms of disease, including cardiovascular disease, type two diabetes and cancer (Blair, 1989; Bassuk & Manson, 2005; Carnethon et al., 2003)

Besides developing positive attitudes about physical activity and becoming knowledgeable about its role in physical and mental health, a variety of motor skills can be developed through quality physical education. As a result, physically literate individuals would participate in motor activities with a reasonable level of satisfaction and enjoy a number of lifetime activities. Activities such as tennis, golf, volleyball, skiing, cycling, jogging, swimming, camping and hiking are a few examples of activities in which adults could participate in order to maintain a level of fitness and enjoyment. Although participating at a highly competitive level may not be achievable (or even desired), adults of all ages are able to participate recreationally.

As an individual enters adulthood and leaves their years of formal schooling, physical literacy that was developed through PK-12 physical education contributes to their ability to enjoy the physical, psychological and social benefits of physical activity. Physical literacy enables adults to experience social benefits by allowing them to engage in purposeful physical activities that contribute to their vitality and quality of life. Through the pursuit of these activities, adults will be able to maintain and develop social relationships that will help them feel connected to others throughout their lives. The benefits of enhanced social connections and improved health, which results in decreased health care costs are realized by physically literate adults because they have made appropriate lifestyle choices and have a committed to regular physical activity

and possess a heightened awareness of the importance of being physically active (Almond, 2010).

To summarize, physical literacy starts in childhood and continues across the lifespan. As physical education teachers, we need to provide a curriculum that develops an individual's physical competence, self-efficacy and motivation to be active across the lifespan. Physical educators can do this by teaching individuals the knowledge and skills to be physically active throughout their lives, which will, as noted, extend an individual's capabilities and enhance their quality of life.

A physical education curriculum that is structured around the components of physical literacy is missing, but greatly needed to provide students with the physical education that is necessary to afford them with the skills and knowledge to be physically active throughout their lives. A curriculum that has physical literacy as its central focus would address physical competence by focusing on skilled play and provide important knowledge with regard to staying physically active and developing an optimal level of health related fitness. This curriculum would provide for a variety of skills and knowledge that would motivate students to be physically active. In addition, students would believe in their ability to complete movement tasks in the curriculum as well as set goals to manage health risks, make good personal decisions regarding physical activity and health and have knowledge of specific safety practices when engaged in physical activity.

Finally, a curriculum that has physical literacy as its focus has the potential to transform physical education in New York in a manner that allows for teachers across the state to teach developmentally appropriate curricular focal points that build on prior knowledge and skills from

year to year. In the end, this curriculum could be the means to provide the answer to the question posed by Assistant Commissioner Meno twenty-five years ago regarding why physical education is significant and should be included in the school curriculum.

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# **SECTION 2**

## **Curriculum Tables**

## Curriculum Tables

The following pages contain tables for each curricular strand. The cover page for each curricular strand identifies the New York State Learning Standards (NYSLs) and the national standards that the content in each strand aligns. In addition, benchmarks are identified for the curricular strand. Following the cover page, there is a table for each curricular strand that is divided into curricular grade bands (i.e., K-2; 3-5; 6-8; 9-12). Each grade level band has its own cover page and table. At the end of the curriculum band section, benchmark assessments are provided that are intended to be used as exit assessments for the strand of the highest grade in the grade level band (i.e., 2<sup>nd</sup>, 5<sup>th</sup>, 8<sup>th</sup>, 12<sup>th</sup>).

Each curriculum strand table is divided into five columns: guiding questions, content, curricular focal points connections to the ELA common core state standards and vocabulary. The guiding questions are intended to provide a question that the physical education content that is taught will answer. The guiding question is followed by specific content that aligns with the NYSLs and national learning standards. Next, the curriculum focal points are aspects of the content that should be emphasized while teaching the content. The next column contains either a “W” (writing), “S” (speaking) or “L” (listening). This column identifies content that could be taught with an emphasis on supporting the ELA common core state standards. For example, if a curricular focal point could be taught with the use of writing the “W,” would be in this column aligned with the focal point. Please see the book, *Physical Education: A Literacy Based Approach* by James and Manson for more information regarding how to incorporate the ELA common core state standards while teaching physical education content. Finally, the last column contains vocabulary that is linked to the content in the table. Vocabulary that is highlighted in

yellow indicates that the vocabulary is review and has been taught in the earlier grade level band. The vocabulary and its corresponding definitions help promote academic language acquisition in physical education and contribute to students' overall physical literacy.

**NYS AHPERD**

**Character, Health Related Fitness, Individual Enjoyment, Life Skill Development and Skilled Play**

**Character**

**New York State Learning Standard(s):**

- **2a-** Students will demonstrate responsible personal and social behavior while engaged in physical activity.

**National Learning Standard:**

- **4-** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**K-12 Benchmarks**

<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Demonstrate responsible behavior in physical activity settings.	Responds appropriately to winning or losing in competitive settings.	Demonstrates a respect for diversity and individual differences in physical activity settings.	Demonstrates respect and accepts others in physical activity settings regardless of individual differences.
Know and follow rules, protocols and behavior practices.	Regularly demonstrates responsible behavior with minimal teacher prompts.	Consistently demonstrates responsible behavior.	
		Responds appropriately to winning or losing in competitive settings.	

## **NYS AHPERD**

### **Character, Health Related Fitness, Individual Enjoyment, Life Skill Development and Skilled Play**

#### **Curricular Focal Points**

#### **Character- Grades K-2**

##### **New York State Learning Standard(s):**

- **2a-** Students will demonstrate responsible personal and social behavior while engaged in physical activity.

##### **National Learning Standard:**

- **4-** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

##### **K-2 Benchmarks**

- **A-** Demonstrate responsible behavior in physical activity settings.
- **B-** Know and follow rules, protocols and behavior practices.

Essential Questions	Content	Specific Grade Level Focal Points (Outcomes)	ELA	Vocabulary
What does respect look like?	Respect	<p><b>K-</b> Recognizes the established protocols for class activities. (S4.E5.K) Respects teacher and classmates by following directions and rules of class with minimal prompting. <b>1st-</b> Exhibits the established protocols for class activities. (S4.E5.1) Respects teacher and classmates by following directions and rules of class without prompting. <b>2nd-</b> Recognizes the role of rules and etiquette in teacher-designed physical activities. (S4.E5.2) Respects teacher and classmates by following directions, rules and routines of class as well as respecting equipment and using it appropriately.</p>		<p><b>Respect</b>-Esteem for or a sense of the worth or excellence of a person, a personal quality or ability, or something considered as a manifestation of a personal quality or ability.</p>
Why is it important to get along with others?	Cooperation	<p><b>K-</b> Shares equipment and space with others. (S4.E4.K) <b>1st-</b> Works independently with others in a variety of class environments (e.g. small &amp; large groups). (S4.E4.1) <b>2nd-</b> Works independently with others in partner environments. (S4.E4.2)</p>		<p><b>Cooperation</b>- Working together for the good of all.</p>

<p>Why should we accept all individuals?</p>	<p>Sensitivity</p>	<p><b>K-</b> Demonstrates caring behaviors towards others. <b>1st-</b> Works in large group with others that may be different from themselves <b>2nd-</b> Works with a partner that is different in some way than themselves.</p>	<p><b>Sensitivity-</b>Aware of and responsive to the feelings of others.</p>
<p>What behaviors does a leader exhibit?</p>	<p>Leadership</p>	<p><b>K-</b> Express a willingness to try a new activity. <b>1st-</b> Experience different roles in a variety of activities. <b>2nd-</b> Persist in activities that are challenging in an effort to achieve success.</p>	<p><b>Leadership-</b>The act of leading a group. <b>Leader-</b>A person who guides or directs a group.</p>
<p>What does it mean to be on a team?</p>	<p>Teamwork</p>	<p><b>K-</b> Works well with others to complete a task. <b>1st-</b> Works well with others in a large group activity to complete a task. <b>2nd-</b> Works cooperatively with a partner to complete a task.</p>	<p><b>Teamwork-</b>A cooperative or coordinated effort on the part of a group of persons acting together as a team or in the interest of a common cause.</p>
<p>Why should an individual control their behavior?</p>	<p>Self-monitor behavior</p>	<p><b>K-</b> Follows directions in group settings (e.g. safe behaviors, following rules, taking turns).(S4.E1.K) Acknowledges responsibility for behavior when prompted. (S4.E2.K)</p>	<p><b>Behavior-</b> The way a person chooses to respond or act. <b>Consequences-</b> The results of an individual's actions and decisions.</p>

		<p><b>1st-</b>          Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)          Follows the rules &amp; parameters of the learning environment. (S4.E2.1)</p> <p><b>2nd-</b>          Practices skills with minimal teacher prompting. (S4.E1.2)          Accepts responsibility for class protocols with behavior and performance action. (S4.E2.2)</p>		
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**Benchmark A and B Assessments for K-2nd:**

- **Given in Second Grade**
- **A-**Demonstrate responsible behavior in physical activity settings.
- **B-** Know and follow rules, protocols and behavior practices.
- **Benchmark A/B Assessment-** Second Grade Character Rubric- Provided in assessment section of the document.



## **NYS AHPERD**

### **Character, Health Related Fitness, Individual Enjoyment, Life Skill Development and Skilled Play**

#### **Curricular Focal Points**

#### **Character- Grades 3-5**

##### **New York State Learning Standard(s):**

- **2a-** Students will demonstrate responsible personal and social behavior while engaged in physical activity.

##### **National Learning Standard:**

- **4-** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

##### **3-5 Benchmarks**

- **A-** Responds appropriately to winning or losing in competitive settings.
- **B-** Regularly demonstrates responsible behavior with minimal teacher prompts.

Essential Questions	Content	Specific Grade Level Focal Points (Outcomes)	ELA	Vocabulary
What techniques can an individual utilize to get under control?	Self-Monitor Behavior	<p><b>3<sup>rd</sup>-</b> Works independently for extended periods of time. (S4.E2.3)</p> <p><b>4<sup>th</sup>-</b> Reflects on personal social behavior in physical activity. (S4.E2.4)</p> <p><b>5<sup>th</sup>-</b> Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities. (S4.E2.5a)</p> <p>Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b)</p>	<b>W/S</b>	<b>Self-direction-</b> Personally responsible for own well-being.
Why should an individual tell the truth?	Honesty	<p><b>3<sup>rd</sup>-</b> Expresses self-honesty on their own or through teacher prompts.</p> <p><b>4<sup>th</sup> -</b> Expresses self-honesty on their own with minimal teacher prompts.</p> <p><b>5<sup>th</sup>-</b> Expresses self-honesty with no teacher prompts.</p>		<b>Honesty-</b> The quality of being fair and truthful.
How does an individual show that they are a	Appropriate attitudes about	Seldom blames others or projects reasons for loss on others.		<b>Sporting Behavior-</b> Fair play, respect for opponents, and polite behavior by someone who is competing in a sport

<p>good winner/loser?</p>	<p>winning and losing</p>	<p><b>4<sup>th</sup> -</b> Refrains from blaming others or projecting reasons for loss on others. <b>5<sup>th</sup> -</b> Refrains from blaming others or projecting reasons for loss on others as well as uses positive comments to express appreciation for others.</p>	<p>or other competition. <b>Sore Loser-</b> One who does not take defeat well (blaming, making excuses, shows anger, sulking, etc.).</p>
<p>How does an individual show that they care about others?</p>	<p>Compassion</p>	<p><b>3<sup>rd</sup> -</b> Expresses concern and care for others that are hurt on his/her own with teacher prompts. <b>4<sup>th</sup> -</b> Expresses concern and care for others that are hurt on his/her own. <b>5<sup>th</sup> -</b> Demonstrates an understanding of when someone is hurting and takes steps to comfort those who are hurting in those situations.</p>	<p><b>Compassion-</b> A feeling of deep sympathy and sorrow for another who is stricken by misfortune, accompanied by a strong desire to alleviate the suffering.</p>
<p>What skills are needed to work with others?</p>	<p>Collaboration</p>	<p><b>3<sup>rd</sup> -</b> Demonstrates willingness to try ideas that are not their own with teacher prompts if needed. <b>4<sup>th</sup> -</b> Demonstrates willingness to share ideas even when idea is potentially wrong or unpopular. Demonstrates ability to respectfully critique and/modify another's ideas to create a better solution.</p>	<p><b>Collaborate-</b> Work jointly on an activity, especially to produce or create something.</p>

Why should an individual work with others and be open to their ideas?	Teamwork	<p><b>5<sup>th</sup> –</b> Recognizes when a solution is not perfect and shows a willingness to make improvements or modifications.</p> <p><b>3<sup>rd</sup>-</b> Works cooperatively with others. (S4.E4.3a) Praises others for their success in movement performance. (S4.E4.3b)</p> <p><b>4<sup>th</sup>-</b> Praises the movement performance of others both more and less skilled. (S4.E4.4a) Accepts players of all skill levels into the physical activity. (S4.E4.4b)</p> <p><b>5<sup>th</sup>-</b> Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)</p>		<p><b>Praise-</b> The expression of approval or admiration for someone or something.</p>
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### **Benchmark A and B Assessments for 3<sup>rd</sup>-5<sup>th</sup>:**

- **Given in Fifth Grade**
- **A-** Responds appropriately to winning or losing in competitive settings.
- **B-** Regularly demonstrates responsible behavior with minimal teacher prompts.
- **Benchmark A/B Assessment-** Fifth Grade Character Rubric- Provided in the assessment section of this document.

## **NYS AHPERD**

### **Character, Health Related Fitness, Individual Enjoyment, Life Skill Development and Skilled Play**

#### **Curricular Focal Points**

#### **Character Grades 6-8**

##### **New York State Learning Standard(s):**

- **2a-** Students will demonstrate responsible personal and social behavior while engaged in physical activity.

##### **National Learning Standard:**

- **4-** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

##### **6-8 Benchmarks**

- **A-** Demonstrates a respect for diversity and individual differences in physical activity settings.
- **B-** Consistently demonstrates responsible behavior.
- **C-** Responds appropriately to winning or losing in competitive settings.

Essential Questions	Content	Specific Grade Level Focal Points (Outcomes)	ELA	Vocabulary
<p>Why should people be honest when dealing with others?</p>	<p>Honesty</p>	<p><b>6<sup>th</sup>-</b> Identifies the rules and etiquette for physical activities, games and dance activities. (S4.M6.6)</p> <p><b>7<sup>th</sup>-</b> Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities, games, or following parameters to create or modify a dance. (S4.M6.7)</p> <p><b>8<sup>th</sup>-</b> Applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters. (S4.M8.8)</p>	<p>W/S</p>	<p><b>Honesty</b>- The quality of being fair and truthful.</p>
<p>Why is it important to be a gracious winner and/or loser?</p>	<p>Appropriate attitudes about winning and losing</p>	<p><b>6<sup>th</sup>-</b> Demonstrates appropriate sporting behavior when participating in physical activities, games, and dance activities regardless of the outcome.</p> <p><b>7<sup>th</sup>-</b> Demonstrates sporting behavior by accepting the result of competition regardless of the outcome.</p> <p><b>8<sup>th</sup>-</b> Demonstrates appropriate sporting behavior by accepting results of officiating decisions regardless of the outcome.</p>		<p><b>Sporting Behavior</b>-Fair play, respect for opponents, and polite behavior by someone who is competing in a sport or other competition.</p> <p><b>Fair Play</b>-Playing by established rules.</p>

<p>How does an individual show that they care about others?</p>	<p>Compassion</p>	<p><b>6<sup>th</sup>-</b> Demonstrates self-responsibility by implementing specific feedback to improve performance. (S4.M3.6)</p> <p><b>7<sup>th</sup>-</b> Provides corrective feedback to a peer using teacher-generated guidelines and incorporating appropriate communication skills. (S4.M3.7)</p> <p><b>8<sup>th</sup>-</b> Provides encouragement and feedback to peers without prompting from the teacher. (S4.M3.8)</p>	<p><b>Sympathy-</b> The feeling that you care about and are sorry about someone else's trouble, grief, misfortune etc.</p> <p><b>Empathy-</b> The feeling that you understand and share another person's experiences and emotions; the ability to share someone else's feelings.</p> <p><b>Compassion-</b>A feeling of deep sympathy and sorrow for another who is stricken by misfortune, accompanied by a strong desire to alleviate the suffering.</p>
<p>Why should an individual work with others and be open to their ideas?</p>	<p>Teamwork</p>	<p><b>6<sup>th</sup>-</b> Cooperates with a small group of classmates during adventure activities, game play, or team-building activities. (S4.M5.6)</p> <p><b>7<sup>th</sup>-</b> Problem solves with a small group of classmates during adventure activities, small-group initiatives, or game play. (S4.M5.7)</p> <p><b>8<sup>th</sup>-</b> Cooperates with multiple classmates on problem-solving initiatives, including adventure activities, large-group initiatives, and game play. (S4.M5.8)</p>	<p><b>Characteristics of teamwork:</b></p> <ul style="list-style-type: none"> <li>● <b>Committed to common goal</b></li> <li>● <b>Effective communication</b></li> <li>● <b>Encourage</b> new ideas from one another</li> <li>● <b>Selflessness-</b>Putting the needs of the team ahead of self-interests</li> <li>● <b>Trust-</b>The belief that someone else is reliable, good, honest, effective, etc.</li> </ul>
<p>What should an individual do to be a good leader?</p>	<p>Leadership</p>	<p><b>6<sup>th</sup>-</b> Exhibits supportive, dependable and respectful behavior of classmates' and/or teammates' ideas in problem-solving activities, small-group initiatives, or</p>	<p><b>Characteristics of leadership:</b></p> <ul style="list-style-type: none"> <li>● <b>Supportive</b></li> <li>● <b>Dependable</b></li> </ul>

<p>What behaviors does an individual demonstrate to show that they accept differences among classmates?</p>	<p>Respect for diversity and individual differences</p>	<p>game play.  <b>7<sup>th</sup>-</b>          Demonstrates appropriate supportive, dependable, and respectful behavior and uses appropriate verbal and non-verbal (body language) communication with classmates and/or teammates during problem-solving activities, small-group initiatives, or game play.  <b>8<sup>th</sup>-</b>          Exhibits supportive, respectful, dependable, and trustworthy behavior and uses appropriate verbal and non-verbal communication with classmates and/or teammates when placed in a leadership role during problem-solving activities, small-group initiatives, or game play.</p>	<ul style="list-style-type: none"> <li>● <b>Respectful</b></li> <li>● <b>Trustworthy</b></li> <li>● <b>Effective Communication</b></li> </ul>
<p>What behaviors does an individual demonstrate to show that they accept differences among classmates?</p>	<p>Respect for diversity and individual differences</p>	<p><b>6<sup>th</sup>-</b>          Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and feedback. (S4.M4.6)  <b>7<sup>th</sup>-</b>          Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. (S4.M4.7)  <b>8<sup>th</sup>-</b>          Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. (S4.M4.8)</p>	<p><b>Conflict Resolution-</b> A way for two or more parties to find a peaceful solution to a disagreement among them.</p>



## **Benchmark A, B and C Assessments for 6<sup>th</sup>-8<sup>th</sup>:**

- **Given in Eighth Grade**
- **A-** Demonstrates a respect for diversity and individual differences in physical activity settings.
- **B-** Consistently demonstrates responsible behavior.
- **C-** Responds appropriately to winning or losing in competitive settings.
- **Benchmark A/B/C Assessment-** Eighth Grade Character Rubric- Provided in the assessment section of this document.

## **NYS AHPERD**

### **Character, Health Related Fitness, Individual Enjoyment, Life Skill Development and Skilled Play**

#### **Curricular Focal Points**

#### **Character- Grades 9-12**

#### **New York State Learning Standard(s):**

- **2a-** Students will demonstrate responsible personal and social behavior while engaged in physical activity.

#### **National Learning Standards:**

- **4-** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

#### **9-12 Benchmarks:**

- **A-** Demonstrates respect and accepts others in physical activity settings regardless of individual differences.

Essential Questions	Content	Specific Grade Level Focal Points (Outcomes)	ELA	Vocabulary
<p>How does an individual use communication skills and strategies to encourage cooperation on a team or in a group?</p>	<p>Cooperation</p>	<p><b>Level 1-</b> Demonstrates the ability to cooperate with classmates and/or group members in the completion of a complex motor task, game, physical activities, adventure activities, or dance.</p> <p><b>Level 2-</b> Uses effective verbal communication (feedback sandwich) and appropriate body language when offering feedback to peer or small group to improve performance.</p>	<p>S/L</p>	<p><b>Win-Win</b>-Reaching an agreement that is acceptable to both parties. <b>Listening</b>-Accurately hearing what others have to say and expressing interest. <b>Body Language</b>-Eye contact, nodding, welcoming gestures (smiling, open posture). <b>Feedback Sandwich</b>-Positive feedback followed by corrective feedback and concluding with positive feedback.</p>
<p>Why should people be accountable for their behavior and how they treat those that are different?</p>	<p>Sensitivity</p>	<p><b>Level 1-</b> Demonstrates caring and sensitivity to others in the completion of complex motor tasks, games, physical activities, adventure activities, or dance.</p> <p><b>Level 2-</b> Values the importance of accountability for personal behavior in every situation as it relates to respecting differences of others.</p>		<p><b>Accountability</b>-The fact or condition of being accountable; responsibility.</p>

<p>Why should an individual know when to lead and when to follow?</p>	<p>Leadership</p>	<p><b>Level 1-</b> Demonstrates both leadership and followership skills when working in small groups regardless of individual differences for the purpose of modifying and/or creating new activities. <b>Level 2-</b> Accepts both leadership and followership roles when working in small groups and demonstrates support for others in the group regardless of differences for the purpose of modifying and/or creating new activities.</p>	<p><b>Followership-</b>The capacity of an individual to actively follow a leader.</p>
<p>Why is it important for people to collaborate and work as a team?</p>	<p>Teamwork</p>	<p><b>Level 1-</b> Uses communication skills and strategies that promote team or group dynamics. (S4.H3.L1) <b>Level 2-</b> Assumes leadership role (e.g. task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)</p>	<p><b>Motivating-</b>Giving praise and encouragement as well as giving thanks for praise or help.</p>
<p>What behavior(s) are exhibited by an individual to make others aware that they accept their ideas, regardless of their differences?</p>	<p>Respect for diversity and individual differences</p>	<p><b>Level 1-</b> Solves problems and thinks critically in physical activity or dance settings, both as an individual and in groups. (S4.H4.L1) <b>Level 2-</b> Accepts others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2)</p>	<p><b>Acceptance-</b>The action or process of being received as adequate or suitable, typically to be admitted into a group. <b>Tolerance-</b>The ability or willingness to tolerate something, in particular the existence of opinions or behavior that one does not necessarily agree with.</p>

<p>How can an individual encourage their peers to engage in appropriate spectator behavior at a sporting contest?</p>	<p>Appropriate spectator behavior</p>	<p><b>Level 1-</b> Demonstrate appropriate sporting behavior towards teammates and opponents during in class games, competitions, and physical activities regardless of religious, ethnic, or racial backgrounds. Demonstrates respect for the rules and etiquette of games, competitions, and physical activities. <b>Level 2-</b> Demonstrates appropriate sporting behavior by respecting teammates, opponents and officials regardless of religious, ethnic, or racial backgrounds. Encourages teammates to demonstrate respect for the rules and etiquette of games, competitions and physical activities.</p>	<p><b>Taunting-</b> Provoke or challenge (someone) with insulting remarks. <b>Poor Loser-</b>One who exhibits poor sporting behavior after losing. <b>Bad Winner-</b>One who acts shallow in victory and gloats or brags about the outcome and/or puts down losing opponent, fans, etc.</p>
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**Benchmark A Assessment for 10<sup>th</sup> :**

- **Given in Tenth Grade**
- **A-** Demonstrates respect and accepts others in physical activity settings regardless of individual differences.
- **Benchmark A Assessment-** Tenth Grade Character Rubric- Provided in the assessment section of this document.

**Benchmark A Assessment for 12<sup>th</sup> :**

- **Given in Twelfth Grade**
- **A-** Demonstrates respect and accepts others in physical activity settings regardless of individual differences.
- **Benchmark A Assessment-** Twelfth Grade Character Rubric- Provided in the assessment section of this document.

## NYS AHPERD

### Character, Health Related Fitness, Individual Enjoyment, Life-skill Development and Skilled Play

#### Health Related Fitness

#### New York State Learning Standard(s)

- **1b-** Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance and body composition.

#### National Learning Standard(s)

- **3-** The physically literate individual demonstrates knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

#### K-12 Benchmarks

<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-10</b>	<b>11-12</b>
Demonstrate and develop health related fitness.	Demonstrate and develop health related fitness.	Describe the FITT formula for one aspect of health related fitness (HRF).	Calculate target heart rate and apply to a personal fitness plan to improve cardiorespiratory endurance.	Design a fitness program, including all components of health-related fitness for an individual in a college or career of their choice.
Understand the principles, components and practices related to health related fitness.	Understands the principles, components and practices related to health related fitness.	Set a goal based on the results of a health HRF assessment. Identify	Design a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.	

		activity to address area of weakness.		Describe why physical activity is important as it relates to college/career productivity and personal health.

## **NYS AHPERD**

### **Character, Health Related Fitness, Individual Enjoyment,**

### **Life-skill Development and Skilled Play**

### **Curriculum Focal Points**

### **Health Related Fitness (K-2)**

#### **New York State Learning Standard(s)**

- **1b-** Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance and body composition.

#### **National Learning Standard(s)**

- **3-** The physically literate individual demonstrates knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

#### **K-2 Benchmarks**

- **A-** Demonstrate and develop health related fitness.
- **B-** Understand the principles, components and practices related to health related fitness.



Essential Questions	Content	Specific Grade Level Focal Points (Outcomes)	ELA	Vocabulary
What is health related fitness?	Cardiorespiratory Endurance	<p><b>K-</b> Locate heart with hand. State that exercise is good for your heart</p> <p><b>1<sup>st</sup>.</b> Describe the heart (as big as your fist, a muscle, the “cardiac muscle”, gets stronger with exercise) (S3.E1.1)</p> <p><b>2<sup>nd</sup>.</b> Identify / demonstrate physical activities that will make your heart beat faster / slower. State that when your heart beats faster your breathing also gets faster. (S3E3.K)</p>	<p><b>S</b></p> <p><b>S</b></p> <p><b>W/S</b></p> <p><b>S</b></p>	<p><b>Heart-</b> Organ that pumps blood through the body. <b>Cardiac-</b> About the heart. <b>Cardiorespiratory Endurance-</b> Ability of the heart, lungs, and blood vessels to function efficiently when a person exercises the body. <b>Oxygen-A</b> chemical that is found in the air that has no color, taste, or smell, and that is necessary for life.</p>
	Muscular Strength and Endurance	<p><b>K-</b> Identify functions of muscles; (Support movement, posture, assist daily life functions). State that strong muscles help build stronger bones.</p> <p><b>1<sup>st</sup>.</b> State that strong muscles make physical activity easier</p> <p>Identify that good muscular endurance lets you play longer without getting tired.</p> <p><b>2<sup>nd</sup>.</b> Locate major muscle groups (i.e. biceps, triceps, hamstrings, quadriceps, etc.) on the body. Identifies that an individual can use their body as resistance for developing strength. (S3.E3.2a)</p>	<p><b>S</b></p> <p><b>S</b></p> <p><b>S</b></p> <p><b>S</b></p> <p><b>W/S</b></p> <p><b>W/S</b></p>	<p><b>Muscular Strength-</b> The amount of force a muscle can exert. <b>Voluntary Muscles-</b> Muscles that you can control. <b>Involuntary Muscles</b> – Muscles that work without thinking about them. <b>Muscular Endurance-</b> The ability of muscles to perform physical tasks over a period of time without becoming tired.</p>
	Flexibility	<p><b>K-</b> Define flexibility as the ability to bend and stretch. Demonstrate how far body parts can bend and stretch.</p> <p><b>1<sup>st</sup>.</b> Demonstrate ability to stretch and hold.</p>	<p><b>S</b></p>	<p><b>Flexibility-</b> The ability to move joints through a full range of motion.</p>

		<p><b>2<sup>nd</sup>.</b> Demonstrate at least one stretch for each major muscle group. Describe how often one should stretch.</p> <p><b>K-</b> Identify healthy habits in regard to body composition (i.e., eat breakfast, regular activities, eat healthy foods, adequate rest). Identify healthy foods. Identify unhealthy foods <b>1<sup>st</sup>.</b> Define calorie: Fuel from the food we eat. Identify that activity/exercise burns calories. Identify activities/exercises that can burn calories. <b>2<sup>nd</sup>.</b> Define body composition: made up of fat cells and lean cells in the body Identify that some fat is needed for good health.</p>	<p><b>W/S</b></p> <p><b>S</b></p> <p><b>S</b></p> <p><b>S</b></p> <p><b>S</b></p> <p><b>S</b></p> <p><b>W/S</b></p> <p><b>W/S</b></p> <p><b>W/S</b></p>	<p><b>Calorie-</b> A unit of energy found in food. <b>Body Composition-</b> The make-up of body tissues, including muscle, bone, body fat, and all other body tissues. <b>Lean body mass-</b> All body mass excluding fat. <b>Fat-</b> A nutrient that provides energy, helps grow and repair cells, and dissolve and carry certain vitamins to cells.</p>
<p>What does it mean to be fit?</p>	<p>Relationship between physical activity and the development of personal identity and emotional and mental well-being (e.g., how various factors affect the development of positive body image and self-concept.</p>	<p><b>K-</b> Define fitness as “an individual can play for long periods of time without becoming tired.” <b>1<sup>st</sup>.</b> Define fitness as “an individual feels healthy and well.” <b>2<sup>nd</sup>.</b> Define fitness as “an individual is able to concentrate in school and feels confident they can succeed.</p>	<p><b>S</b></p> <p><b>S</b></p> <p><b>W/S</b></p>	

Why should an individual exercise?	Fitness Knowledge	<p><b>K-</b> Identify a benefit of exercise: It helps an individual stay healthy.  <b>1st-</b> Identify a benefit of exercise: It helps an individual be healthy.  <b>2nd-</b> Identify a benefit of exercise: It helps an individual be able to concentrate better in school.</p>	<p><b>S</b></p> <p><b>W/S</b></p> <p><b>W/S</b></p>	
What happens to your body when you exercise?	Fitness Knowledge	<p><b>K-</b> Identify that an individual's heart beats faster when exercising. (S3.E3.K)  <b>1st-</b> Identify that an individual sweats to cool the body when exercising.  <b>2nd-</b> Identify that an individual breathes faster and harder when exercising.</p>	<p><b>S</b></p> <p><b>S</b></p> <p><b>W/S</b></p>	
What does food provide for the body?	Nutrition Knowledge	<p><b>K-</b> Identify how food helps the body (S3.E6.K)  <b>1st-</b> Identify healthy and unhealthy foods. (S3.E6.2)  <b>2nd-</b> Explain the importance of balancing nutrition and physical activity. (S3.E6.2)</p>	<p><b>S</b></p> <p><b>W/S</b></p> <p><b>W/S</b></p>	<p><b>Nutrition-</b>The study of foods and how they nourish the body.  <b>Diet-</b>A selection of foods.  <b>Balanced Diet-</b>Eating and drinking the right amount of nutrients to stay healthy and maintain a healthy weight.</p>

## **Benchmark A and B Assessments for K-2<sup>nd</sup>:**

- **Given in Second Grade**
- **A-** Demonstrate and develop health related fitness.
- **B-** Understand the principles, components and practices related to health related fitness.
- **Benchmark A Assessment-** Practice FitnessGram Elements
- **Benchmark B Assessment-** Choice of two written assessments are provided in the assessment section of this document.

## **NYS AHPERD**

### **Character, Health Related Fitness, Individual Enjoyment, Life-Skill Development and Skilled Play**

#### **Curriculum Focal Points**

#### **Health Related Fitness Grades 3-5**

##### **New York State Learning Standard(s)**

- **1b-** Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance and body composition.

##### **National Learning Standard: 3**

- **3-** The physically literate individual demonstrates knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

##### **3-5 Benchmarks**

- **A-** Demonstrate and develop health related fitness.
- **B-** Understands the principles, components and practices related to health related fitness.

Essential Questions	Content	Specific Grade Level Focal Points (Outcomes)	ELA	Vocabulary
<b>Fitness Knowledge:</b> What is health related fitness?	Cardiorespiratory Endurance	<b>3<sup>rd</sup>-</b> Describe the heart as a pump (that pumps blood throughout the body to deliver oxygen to the body and get rid of waste that your body does not need). <b>4<sup>th</sup>-</b> Identify the neck and wrists as the best places to find your pulse. Accurately count heart beats for a set amount of time. <b>5<sup>th</sup>-</b> Define heart rate. Find heart rate before and after exercise. Identify how heart rate is measured, including units	<b>W/S</b>  <b>W/S</b>  <b>W/S</b>  <b>W/S</b>	<b>Cardiac- About the heart</b> <b>Vascular-</b> Blood vessels (arteries, veins, capillaries). <b>Lungs-</b> Organ we use to breath. Exchange of oxygen and carbon dioxide. <b>Pulse –</b> The rhythmical throbbing of the arteries as blood is pumped through them by the heart. <b>Heart Rate-</b> The number of times the heart beats in one minute.
	Muscular Strength and Endurance	<b>3<sup>rd</sup>-</b> Demonstrate body movements that utilize specific major muscle groups. <b>4<sup>th</sup>-</b> List exercises that would help to develop strength and endurance in each of the major muscle groups. <b>5<sup>th</sup>-</b> Describe potential health hazards that could arise from overtraining for strength and muscular endurance	<b>W/S</b>  <b>W/S</b>	<b>Muscular Strength-</b> The amount of force a muscle can exert. <b>Muscular Endurance-</b> The ability of muscles to perform physical tasks over a period of time without becoming tired. <b>Sets-</b> Groups of repetitions. <b>Repetitions-</b> The number of times an individual performs an exercise.
	Flexibility	<b>3<sup>rd</sup>-</b> Identify the importance of warm-up and cool-down relative to vigorous physical activity. (S3.E4.3) <b>4<sup>th</sup>-</b> Explain how to stretch safely and appropriately. <b>5<sup>th</sup>-</b> Compare and contrast static and dynamic stretches.	<b>W/S</b>  <b>W/S</b>  <b>W/S</b>	<b>Flexibility-</b> The ability to move joints through a full range of motion. <b>Static Stretching-</b> Stretching a muscle (or group of muscles) to its furthest point and then maintaining or holding that position.

				<p><b>Dynamic Stretch</b> – Stretching by actively moving the joint through a range of motion that is required for sport.</p> <p><b>Calorie</b>-A unit of energy found in food.</p> <p><b>Nutrition</b>-The study of foods and how they nourish the body.</p> <p><b>Diet</b>-A selection of foods.</p> <p><b>Balanced Diet</b>- Eating and drinking the right amount of nutrients to stay healthy and maintain a healthy weight.</p>
			<p><b>W/S</b></p> <p><b>W/S</b></p> <p><b>W/S</b></p> <p><b>W/S</b></p> <p><b>W</b></p> <p><b>W/S</b></p>	
	<p><b>Body Composition</b></p>	<p><b>3<sup>rd</sup></b>- Identifies foods that are beneficial for before and after physical activity (S3.E5.3) Explain the balance of “Calories in VS. Calories out.”</p> <p><b>4<sup>th</sup></b>- Explain the importance of hydration and hydration choices relative to physical activities.(S3.E6.4)</p> <p><b>5<sup>th</sup></b>- Describe how you can control your body composition through food and exercise choices. (S3.E6.5) Log food consumption and energy expenditure. Identify that excess body fat leads to health problems such as heart disease, joint pain and diabetes.</p>		

## **Benchmark A and B Assessments for 3<sup>rd</sup>-5<sup>th</sup>:**

- **Given in Fifth Grade**
- **A-** Demonstrate and develop health related fitness.
- **B-** Understands the principles, components and practices related to health related fitness.
- **Benchmark A Assessment-** PACER test- Students will complete a pre-test in the beginning of the year and set individual goals to improve their cardiovascular fitness by the end of the year when the PACER will be post tested.
- **Benchmark B Assessment-** Multiple choice assessment on health related fitness principles included in assessment section of this document.



## **NYS AHPERD**

**Character, Health Related Fitness, Individual Enjoyment,**

**Life-Skill Development and Skilled Play**

**Curriculum Focal Points**

**Health Related Fitness – Grades 6-8**

### **New York State Learning Standard(s)**

- **1b-** Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance and body composition.

### **National Learning Standard: 3**

- **3-** The physically literate individual demonstrates knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

### **Grade 6-8 Benchmarks**

- **A.** Describe the FITT formula for one aspect of health related fitness (HRF).
- **B.** Set a goal based on the results of a health HRF assessment. Identify activity to address area of weakness.

Essential Questions	Content	Specific Grade Level Focal Points (Outcomes)	ELA	Vocabulary
How does physical activity impact my overall health?	Physical Activity Knowledge	<p><b>6<sup>th</sup></b>- Describes how being physically active leads to a healthy body.(S3.M1.6)</p> <p><b>7<sup>th</sup></b>- Identifies barriers related to maintaining a physically active lifestyle and finds solutions for eliminating those barriers. (S3.M1.7)</p> <p><b>8<sup>th</sup></b>- Explains the connections between fitness and overall physical and mental health.(S3.M1.8)</p>	<p><b>W/S</b></p> <p><b>W/S</b></p> <p><b>W/S</b></p>	<p><b>Barrier</b>- An obstacle that gets in the way of accessing health-related fitness.</p> <p><b>Physical Fitness</b>- A general state of health and well-being and, more specifically, the ability to perform aspects of sports or occupations.</p> <p><b>Physical Health</b>- An essential part of overall health including everything from physical fitness to overall well-being.</p> <p><b>Mental Health</b>- A person’s condition with regard to their psychological and emotional well-being.</p>
How does fitness improve my health and overall performance?	Fitness Knowledge	<p><b>6<sup>th</sup></b>- Identifies the components of skill-related fitness. (S3.M7.6)</p> <p>Sets and monitors a self-selected physical activity goal based on current fitness level. (S3.M8.6)</p> <p>Describes and demonstrates correct techniques and methods of stretching. (S3.M9.6)</p> <p>Describes the FITT principle (S3.M11.6)</p> <p>Able to locate and accurately measure heart rate manually.</p> <p>Identifies major muscles used in selected physical activities. (S3.M14.6)</p> <p>Identifies the health related fitness components.</p>	<p><b>W/S</b></p> <p><b>W/S</b></p> <p><b>W/S</b></p> <p><b>W/S</b></p> <p><b>W/S</b></p> <p><b>W/S</b></p> <p><b>W/S</b></p>	<p><b>Skill-related Fitness</b>- Six components: agility, balance, coordination, power, reaction time and speed.</p> <p><b>Aerobic</b>- Relating to exercise that is intended to improve the efficiency of the body’s cardiovascular system in absorbing and transporting oxygen.</p> <p><b>Anaerobic</b>- Relating to exercise that does not improve the efficiency of the body’s cardiovascular system</p>

	<p><b>7<sup>th</sup>-</b> Describes and demonstrates the difference between dynamic and static stretches.(S3.M9.7) Describes the role of exercise and nutrition in weight management.(S3.M10.7) Describes FITT formula for one aspect of health related fitness. Describes how the rating of perceived exertion scale can be used to determine the perception of intensity of exercise. (S3.M13.7)</p> <p><b>8<sup>th</sup>-</b> Describe the difference between health related fitness and skill related fitness components. Describe the role of flexibility in injury prevention. (S3.M10.8)</p>	<p><b>W/S</b> <b>W/S</b> <b>W/S</b> <b>W/S</b> <b>W/S</b> <b>W/S</b></p>	<p>in absorbing and transporting oxygen. <b>FITT</b>- Set of guidelines that help an individual design a workout routine to fit their goals and fitness level. (Frequency, Intensity, Time, Type). <b>Frequency</b>- How often you perform the exercise/activity. <b>Intensity</b>- How hard you perform the exercise. <b>Time</b>- How long you perform the exercise. <b>Type</b>- The kind (type) of exercise you are doing <b>Warm-up</b>- A period or act of preparation for a game, performance, or exercise session, involving gentle exercise or practice. <b>Cool-down</b>- The act of allowing your body to return to a normal state gradually after strenuous exercise by engaging in less strenuous exercise. <b>Rate of Perceived Exertion (RPE)</b>- How hard you feel like your body is working; a way of measuring your intensity level.</p>
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<p>How do I design and evaluate a program to improve my health and fitness?</p>	<p>Assessment &amp; Program Planning</p>	<p><b>6<sup>th</sup>-</b> Define a SMART goal.  <b>7<sup>th</sup>-</b> Sets a goal for one component of health related fitness. Log activity for one week and evaluate.  <b>8<sup>th</sup>-</b> Set a goal based on the results of a health related fitness assessment. Identify activity to address area of weakness.</p>	<p><b>W/S</b>  <b>W/S</b>  <b>W/S</b></p>	<p><b>Contract-</b> The shortening or tensing of a muscle.  <b>Static Stretching-</b> Stretching a muscle (or group of muscles) to its furthest point and then maintaining or holding that position.  <b>Goal-</b> A target or desired result; effective goals are specific, measurable, attainable, realistic, time-bound.</p>
<p>How do food and physical activity work together to keep me healthy?</p>	<p>Nutrition</p>	<p><b>6<sup>th</sup>-</b> Identifies foods within each of the basic food groups and can identify appropriate servings for age and physical activity level. (S3.M17.6)  <b>7<sup>th</sup>-</b> Describes strategies for balancing healthy food, snack and water intake, along with daily physical activity. (S3.M17.7)  <b>8<sup>th</sup>-</b> Describes the relationship between poor nutrition and health risk factors.(S3.M17.8)</p>	<p><b>W/S</b>  <b>W/S</b>  <b>W/S</b></p>	<p><b>Fruits-</b> Any fruit or 100% fruit juice, can be fresh, canned, frozen or dried  <b>Proteins-</b> All foods made from meat, poultry, seafood, beans and peas, eggs, soy products, nuts, and seeds.  <b>Grains-</b> Any food made from wheat, rice, oats, cornmeal, barley, or another cereal grain.  <b>Vegetables-</b> Any vegetable or 100% vegetable juice, can be raw or cooked; fresh, canned, frozen or dried/dehydrated.  <b>Dairy-</b> All fluid milk products and many foods</p>

		<p>made from milk are part of this food group.</p> <p><b>Health Risk Factor-</b> Any attribute, characteristic or exposure of an individual that increases the likelihood of developing a disease or injury.</p>
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**Benchmark A and B Assessments for 6<sup>th</sup>-8<sup>th</sup>:**

- **Given in the Eighth Grade**
- **A.** Describe the FITT formula for one aspect of health related fitness (HRF).
- **B.** Set a goal based on the results of a health HRF assessment. Identify activity to address area of weakness.
- **Benchmark A Assessment-**Written assessment that requires student to describe the FITT formula for one aspect of HRF included in assessment section of this document.
- **Benchmark B Assessment-** Written assessment that requires student to set a goal based on results of HRF assessment and identify activity to address an area of weakness is included in the assessment section of this document.

## **NYS AHPERD**

**Character, Health Related Fitness, Individual Enjoyment,**

**Life-Skill Development and Skilled Play**

**Curriculum Focal Points**

**Health Related Fitness – Grades 9-12**

### **New York State Learning Standard(s)**

- **1b-** Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance and body composition.

### **National Learning Standard: 3**

- **3-** The physically literate individual demonstrates knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

### **Level 1 (9-10 Benchmarks)**

- **A-** Calculate target heart rate and apply to a personal fitness plan to improve cardiorespiratory endurance.
- **B-** Design a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.
- **C-** Describe why physical activity is important as it relates to college/career productivity and personal health.

### **Level 2 (11-12 Benchmarks)**

- **A-** Design a fitness program, including all components of health-related fitness for an individual in a college or career of their choice.

Essential Questions	Content	Specific Grade Level Focal Points (Outcomes)	ELA	Vocabulary
<p>Why is physical activity important as an adult?</p>	<p>Physical Activity Knowledge</p>	<p><b>Level 1-</b> Describe why physical activity is important for college/career productivity. <b>Level 2-</b> Explain the relationships between physical activity, nutrition and body composition. (S3.H1.L2)</p>	<p>W/S  W/S</p>	<p><b>Benefit-</b> An advantage or profit gained from something. <b>Productivity-</b> The effectiveness of effort. <b>Personal Health-</b> A person's mental or physical condition.</p>
<p>How do I use heart rate in the development of a fitness plan?</p>	<p>Fitness Knowledge</p>	<p><b>Level 1-</b> Define maximum heart rate and target heart rate. Calculate target heart rate. (S3.H10.L1) <b>Level 2-</b> Explain how target heart rate is used in the development of a fitness plan. Adjust pacing to keep heart rate in the target zone, using technology if it is available.</p>	<p>W/S  W/S</p>	<p><b>Maximum Heart Rate-</b> The age-related maximum number of beats per minute of the heart; estimated as <math>208 - (.70 \times \text{age})</math> for individuals under 18 years of age. <b>Target Heart Rate-</b> A specific pulse rate or range to be maintained during aerobic exercise to ensure optimal cardiovascular function; typically defined as 60-80% of one's maximum heart rate. <b>Intensity-</b> The amount of physical power that the</p>

<p>What is appropriate weight training?</p> <p>How do I develop a weight training program?</p>	<p>Fitness Knowledge (Muscular Strength and Endurance)</p>	<p><b>Level 1-</b>  Demonstrate and describe appropriate techniques in weight training. (S3.H7.L1)  Identify the fundamentals of resistance training.  Identify the fundamentals of training with free weights.  Match exercises to appropriate muscle(s) and identify agonistic and antagonistic muscles in each.</p> <p><b>Level 2-</b>  Design strength and conditioning program that develops balance in opposing muscle groups (agonist, antagonist). (S3.H7.L2)</p>	<p><b>W/S</b>  <b>W/S</b>  <b>W/S</b> <b>W/S</b>  <b>W/S</b></p>	<p>body uses when performing an activity.</p> <p><b>Spotter-</b> A person who observes a weightlifter lifting free weights in order to minimize the chance of injury.</p> <p><b>Resistance Training-</b> Any exercise that causes the muscles to contract against an external force with the expectation of increases in strength, tone, mass, and/or endurance.</p> <p><b>Free Weights-</b> Weights used in weightlifting that are not attached to an apparatus.</p> <p><b>Repetition-</b> The number of times an individual performs an exercise in one set.</p> <p><b>Set-</b> Refers to how many times an individual repeats that exercise for the number of repetitions.</p>
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<p>How do I design and implement fitness programs that support a healthy and active lifestyle?</p>	<p>Assessment and Program Planning</p>	<p><b>Level 1-</b> Identify the steps to personal fitness program development (Establish a personal fitness profile, set goals, plan program, evaluate program, adhere to program). Develop a personal fitness profile. Set a personal health/fitness goal. Design a fitness program for the identified goal. Implement and evaluate the fitness plan.</p> <p><b>Level 2-</b> Design a fitness program, including all components of health-related fitness for an individual in a college or career of their choice. (S3.H12.L1)</p>	<p>W/S W/S W/S W W W</p>	<p><b>Goal-</b> A target or desired result; effective goals are specific, measurable, attainable, realistic, time-bound. <b>Personal Fitness Profile-</b> Contains personal fitness information related to health and skill-related components of fitness. <b>Evaluate-</b> To judge or determine the significance, worth or value of.</p>
<p>How do I design and implement a nutrition plan to maintain an appropriate energy balance for a healthy and active lifestyle?</p>	<p>Nutrition</p>	<p><b>Level 1-</b> Identify nutrients and define each. Describe how to maintain an appropriate energy balance. Identify the amount of energy per gram of carbohydrate, protein and fat.</p> <p><b>Level 2-</b> Design a personal nutrition plan to maintain an appropriate energy balance. (S3.H13.L1)</p>	<p>W/S W/S W/S W</p>	<p><b>Nutrient-</b> A substance that provides nourishment essential for growth and the maintenance of life. <b>Carbohydrate-</b> 4 cal/gram <b>Protein-</b> 4 cal/gram <b>Fat-</b> 9 cal/gram <b>Vitamin-</b> A natural substance that is usually found in foods and that helps your body to be healthy.</p>

<p>What are nutrients and why are they important?</p>			<p><b>Mineral-</b> A chemical substance (such as iron or zinc) that occurs naturally in certain foods and that is important for good health. <b>Calorie-</b> A unit of heat used to indicate the amount of energy that foods will produce in the human body. <b>Energy Balance-</b>The relationship between energy in and energy out. <b>Energy In-</b> Food calories taken into the body through food and drink. <b>Energy Out-</b> Calories being used in the body for our daily energy requirements.</p>
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### **Benchmark A, B and C Assessments for 9<sup>th</sup>-10<sup>th</sup>:**

- **Given in Tenth Grade**
  - **A-** Calculate target heart rate and apply to a personal fitness plan to improve cardiorespiratory endurance.
  - **B-** Design a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.
  - **C-** Describe why physical activity is important as it relates to college/career productivity and personal health.
  - **Benchmark A Assessment-** Calculate target heart rate and apply to a personal fitness plan to improve cardiorespiratory endurance. Assessment provided in assessment plan section of this document.
  - **Benchmark B Assessment-** Design a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. Assessment provided in assessment plan section of this document.
  - **Benchmark C Assessment-** Describe why physical activity is important as it relates to college/career productivity and personal health. Assessment provided in assessment plan section of this document.

### **Benchmark A Assessment for 11<sup>th</sup>-12<sup>th</sup>:**

- **Given in Twelfth Grade**
  - **A-** Design a fitness program, including all components of health-related fitness for an individual in a college or career of their choice.
  - **Benchmark A Assessment-** Design a fitness program, including all component of health-related fitness for an individual in a college or career of their choice. Assessment provided in assessment plan section of this document.

## NYS AHPERD

### Character, Health Related Fitness, Individual Enjoyment, Life Skill Development and Skilled Play

#### Individual Enjoyment

#### New York State Learning Standard(s):

- **2b-** Students will understand that physical activity provides the opportunity for enjoyment, self-expression and communication.

#### National Learning Standard:

- **5-** A physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

#### K-12 Benchmarks

K-2	3-5	6-8	9-12
Recognizes that physical activity is a component of good health. Identifies positive feelings that result from physical activity.	Participates in and enjoys physical education. Participates in and enjoys being physically active outside of the physical education.	Identifies positive feelings that result from physical activity. Selects physical activities that provide opportunities for social interaction and personal growth.	Analyzes health benefits of participation in self-designed physical activity programs. Evaluate community resources and opportunities for participation in physical activities that meet the need for self-expression and enjoyment. Evaluates the role that social support plays in opportunities to participate in self-selected physical activities that provide feelings of enjoyment.

## **NYS AHPERD**

### **Character, Health Related Fitness, Individual Enjoyment, Life Skill Development and Skilled Play**

#### **Curricular Focal Points**

#### **Individual Enjoyment- Grades K-2**

##### **New York State Learning Standard(s):**

- **2b-** Students will understand that physical activity provides the opportunity for enjoyment, self-expression and communication.

##### **National Learning Standard:**

- **5-** A physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

##### **K-2 Benchmarks**

- **A-** Recognizes that physical activity is a component of good health.
- **B-** Identifies positive feelings that result from physical activity.

Essential Questions	Content	Specific Grade Level Focal Points (Outcomes)	ELA	Vocabulary
What does giving a good effort mean?	Participates in activities with best effort	<p><b>K-</b> Explores new and challenging activities with teacher encouragement and prompts.</p> <p><b>1<sup>st</sup>-</b> Explores new and challenging activities.</p> <p><b>2<sup>nd</sup>-</b> Identifies and practices activities that are challenging.</p>	W/S	<b>Effort-</b> A serious attempt at completing a task or skill requiring hard work. The energy it takes to try to complete a task.
What activities are challenging to me?	Explore physical limits through self-testing	<p><b>K-</b> Demonstrates a willingness to participate in new or challenging activities.</p> <p><b>1<sup>st</sup>-</b> Describes the satisfaction/pleasure that comes from learning something new or challenging.</p> <p><b>2<sup>nd</sup>-</b> Enjoys participating with others to accomplish a movement challenge.</p>	W/S	<p><b>Participation-</b> The act of taking part, as in some action or attempt.</p> <p><b>Challenge-</b> Difficult task or problem; something that is hard to do. Difficulty in a skill or physical activity.</p>
How do you feel when you are doing an activity you really like?	Describe positive feelings as a result of physical activity.	<p><b>K-</b> Identifies activities that are enjoyable. (S5.E3.Ka)</p> <p><b>1<sup>st</sup>-</b> Lists positive feelings that one may have after completing an activity. (S5.E3.1a)</p> <p>Identifies what parts of the activity they enjoy most and why. (S5.E3.1b)</p> <p><b>2<sup>nd</sup>-</b> Identifies physical activities that provide for self-expression (i.e., dance, gymnastics, etc.). (S5.E3.2)</p>	<p><b>S</b></p> <p><b>W/S</b></p> <p><b>S</b></p> <p><b>W/S</b></p>	<p><b>Joy-</b> The emotion of great delight or happiness caused by something exceptionally good or satisfying; keen pleasure; elation.</p> <p><b>Enjoyment-</b> The act of enjoying. To experience joy, take pleasure in.</p>

Why is it okay to fail at something?	Recognize that failure is an integral part of learning a skill	<p><b>K-</b> Continues to attempt task or skill completion after failure with some encouragement from teacher or others.</p> <p><b>1<sup>st</sup>.</b> Demonstrates sustained effort in completing a new task or skill.</p> <p><b>2<sup>nd</sup>.</b> Continues to fully participate, even when they are not always successful.</p>	<p><b>Failure-</b> An act or instance of proving unsuccessful. Failure is an event, not a person.</p>
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**Benchmark A and B Assessments for K-2<sup>nd</sup>:**

- **Given in Second Grade**
- **A-** Recognizes that physical activity is a component of good health.
- **B-** Identifies positive feelings that result from physical activity.
- **Benchmark A/B Assessment-** Second Grade Individual Enjoyment Checklist- Assessment is included in the assessment section of this document.

## **NYS AHPERD**

### **Character, Health Related Fitness, Individual Enjoyment, Life Skill Development and Skilled Play**

#### **Curricular Focal Points**

#### **Individual Enjoyment- Grades 3-5**

##### **New York State Learning Standard(s):**

- **2b-** Students will understand that physical activity provides the opportunity for enjoyment, self-expression and communication.

##### **National Learning Standard:**

- **5-** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

##### **3-5 Benchmarks**

- **A-** Participates in and enjoys physical education.
- **B-** Participates in and enjoys being physically active outside of the physical education.



Essential Questions	Content	Specific Grade Level Focal Points (Outcomes)	ELA	Vocabulary
How can an individual recognize enjoyment during an activity?	Enjoyment	3 <sup>rd</sup> - Reflects on the reasons for enjoying selected physical activities. (S5.E3.3)	W/S	<b>Enjoyment-</b> The act of enjoying. To experience joy, take pleasure in.
		4 <sup>th</sup> - Ranks the enjoyment of participating in different physical activities. (S5.E3.4)	W/S	
		5 <sup>th</sup> - Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)	W/S	
Why is it important to get along with others?	Social Interaction	3 <sup>rd</sup> - Identifies differences in abilities and activity preferences.	W/S	<b>Social Interaction-</b> Participating, cooperating, and communicating with others in a positive way. Enjoying physical activity alone and/or with others.
		Describes the social interactions that come when engaging with others in physical activity. (S5.E4.3)	W/S	
		4 <sup>th</sup> - Participates with others in a positive way. Describes and compares the positive social interactions when engaged in partner, small group and large group physical activities. (S5.E4.4)	W/S	
		5 <sup>th</sup> - Describes the social benefits gained from participating in physical activity. (S5.E4.5)	W/S	
Why should we challenge ourselves?	Challenge	3 <sup>rd</sup> - Discusses the challenges that come from learning a new physical activity. (S5.E2.3)	W/S	<b>Challenge-</b> Difficult task or problem; something that is hard to do. <b>Difficulty</b> in a skill or physical activity. <b>Success-</b> Overcoming a challenge or mastering a difficult skill.
		Identifies the importance of practicing a skill to improve.	W/S	
		4 <sup>th</sup> - Rates the enjoyment of participating in challenging activities as well as mastering	W/S	

		physical activities.(S5.E2.4) Describes the importance of the quality of practice to improve in a physical activity. <b>5<sup>th</sup></b>	<b>W/S</b>	
		Expresses and/or identifies the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5)	<b>W/S</b>	
		Describes the social benefits gained from participating in physical activity. (S5.E4.5)	<b>W/S</b>	

**Benchmark A and B Assessments for 3rd-5<sup>th</sup>:**

- **Given in Fifth Grade:**
- **A-** Participates in and enjoys physical education.
- **B-** Participates in and enjoys being physically active outside of the physical education.
- **Benchmark A/B Assessment-** Fifth Grade Individual Enjoyment Checklist- Assessment is included in the assessment section of this document.

## **NYS AHPERD**

### **Character, Health Related Fitness, Individual Enjoyment, Life Skill Development and Skilled Play**

#### **Curricular Focal Points**

#### **Individual Enjoyment- Grades 6-8**

##### **New York State Learning Standard(s):**

- **2b-** Students will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.

##### **National Learning Standard:**

- **5-** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

##### **6-8 Benchmarks**

- **A-** Identifies positive feelings that result from physical activity.
- **B-** Selects physical activities that provide opportunities for social interaction and personal growth.

Essential Questions	Content	Specific Grade Level Focal Points (Outcomes)	ELA	Vocabulary
Why is participating in physical activity enjoyable?	Enjoyment	<p><b>6<sup>th</sup>-</b> Describes how moving competently in a physical activity setting creates enjoyment. (S5.M4.6)</p> <p><b>7<sup>th</sup>-</b> Identify why self-selected physical activities create enjoyment. (S5.M4.7)</p> <p><b>8<sup>th</sup>-</b> Discusses with a peer how enjoyment could be increased in self-selected physical activities. (S5.M4.8)</p>	<p><b>W/S</b></p> <p><b>W/S</b></p> <p><b>S/L</b></p>	
Why is participation and positive social interactions important to the enjoyment of physical activity?	Enjoyment	<p><b>6<sup>th</sup> –</b> Describes enjoyment when participating in activities with classmates in a variety of activities.</p> <p><b>7<sup>th</sup>-</b> Describes enjoyment in activities with others outside of school (family and/or friends).</p> <p><b>8<sup>th</sup> –</b> Identifies outside opportunities for participation in physical activity.</p>	<p><b>W/S</b></p> <p><b>W/S</b></p> <p><b>W/S</b></p>	<p><b>Social Interaction-</b> Participating, cooperating, and communicating with others in a positive way. Enjoying physical activity alone and/or with others.</p>
Why is participating in physical activity enjoyable?	Physical activity promotes positive social interactions	<p><b>6<sup>th</sup>-</b> Demonstrate the value of social interactions by showing respect for others and supporting others in physical activity. (S5.M6.6)</p> <p><b>7<sup>th</sup>-</b> Demonstrate the value of social interactions by participating with individuals with differing abilities and from different backgrounds.</p> <p><b>8<sup>th</sup>-</b> Demonstrate the value of social interactions by encouraging and supporting individuals with differing abilities and from different backgrounds</p>		

<p>Why is participation and positive social interactions important to the enjoyment of physical activity?</p>	<p>Describe positive feelings as a result of physical activity</p>	<p>in physical activity.</p> <p><b>6<sup>th</sup></b> - Describes how physical activity can be a means of self-expression and challenge. (S5.M5.6)</p> <p><b>7<sup>th</sup></b> - Explains the relationship between competence and lifelong enjoyment of activity.</p> <p><b>8<sup>th</sup></b> - Analyzes and reflects on their reasons enjoying or not enjoying different types of activities.</p>	<p><b>W/S</b></p> <p><b>W/S</b></p> <p><b>W/S</b></p>	<p><b>Self- Expression</b> - The expression of one's feelings, thoughts, or ideas, especially in writing, art, music, movement or dance.</p>
<p>Why is it important to always give your personal best when participating in physical activity?</p>	<p>Physical activity promotes positive social interactions</p>	<p><b>6<sup>th</sup></b> - Describes the importance of putting forth good effort in physical activities.</p> <p><b>7<sup>th</sup></b>- Identifies the role effort plays in successful and pleasurable activities.</p> <p><b>8<sup>th</sup></b> - Describes how individual improvement helps others around them be more successful.</p>	<p><b>W/S</b></p> <p><b>W/S</b></p> <p><b>W/S</b></p>	<p><b>Attainment</b> - A personal acquirement; achievement.</p>
<p>How does an individual feel when they master an activity or skill that they had previously failed?</p>	<p>Describe positive feelings as a result of physical activity</p>	<p><b>6<sup>th</sup></b>- Attempts to improve skills through effort and practice.</p> <p><b>7<sup>th</sup></b> - Develops a practice plan for improvement of a particular skill.</p> <p><b>8<sup>th</sup></b> - Self-assesses skill performance and adjusts practice as needed to gain improved performance.</p>		<p><b>Mastery</b>- Comprehensive or proficient knowledge or skill in a subject or accomplishment.</p>

## **Benchmark A and B Assessments for 6th-8<sup>th</sup>:**

- **Given in Eighth Grade:**
- **A-** Identifies positive feelings that result from physical activity.
- **B-** Selects physical activities that provide opportunities for social interaction and personal growth.
- **Benchmark A/B Assessment-** Eighth Grade Individual Enjoyment Checklist- Assessment is included in the assessment section of this document.

## **NYS AHPERD**

### **Character, Health Related Fitness, Individual Enjoyment, Life-Skill Development and Skilled Play**

#### **Curricular Focal Points**

##### **Individual Enjoyment- Grades 9-12**

###### **New York State Learning Standard (s):**

- **2b-** Students will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.

###### **National Learning Standard:**

- **5-** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

###### **9 – 12 Benchmarks**

- **A.** Analyzes health benefits of participation in self-designed physical activity programs.
- **B.** Evaluate community resources and opportunities for participation in physical activities that meet the need for self-expression and enjoyment.
- **C.** Evaluates the role that social support plays in opportunities to participate in self-selected physical activities that provide feelings of enjoyment.

Essential Questions	Content	Specific Grade Level Focal Points (Outcomes)	ELA	Vocabulary
<p>How can an individual use goal setting techniques to challenge themselves to participate in self-selected physical activities to improve overall health?</p>	<p>Health benefits of various physical activities</p>	<p><b>Level 1-</b> Participate in physical activity inventory to discover which physical activities best align with personal interests (i.e. individual, dual, team, group exercises/activities). Use goal setting techniques to challenge themselves to reap health benefits from self-selected activities. <b>Level 2-</b> Re-evaluate personal wellness goals and participate in self-selected physical activities that will lead to a college and career ready healthy lifestyle including weight control and stress management.</p>	<p><b>W</b>  <b>W/S</b></p>	<p><b>Physical Activity Inventory-</b> An assessment to determine preferred physical activities to be included in personal physical activity programs. <b>SMART Goals-</b> Goals that are specific, measurable, attainable, realistic and time bound.</p>
<p>What types of social support can an individual receive through participating in physical activities?</p>	<p>Social support through physical activity</p>	<p><b>Level 1-</b> Participate in a variety of team/group activities that provide opportunities for social-interaction and self-expression. Participate in a variety of individual/dual activities and/or dance that provide opportunities for social-interaction and self-expression. <b>Level 2-</b> Evaluate the opportunity for social interaction and social support in self-selected physical activities or dance and self-expression. (S5.H4.L2)</p>	<p><b>W/S</b></p>	<p><b>Social Support-</b> Assistance and help received from others in various situations. <b>Social Interaction-</b> Participating, cooperating, and communicating with others in a positive way. Enjoying physical activity alone and/or with others.</p>
<p>How does an individual use information from failing to improve performance?</p>	<p>Giving and receiving feedback</p>	<p><b>Level 1-</b> Receive and implement feedback and constructive criticism regarding performance as an opportunity to improve. Use self and peer feedback to promote self-efficacy in performance.</p>	<p><b>S/L</b></p>	<p><b>Self-Efficacy-</b> Belief in one's ability to succeed in specific situations.</p>



		<p><b>Level 2-</b> Participate in activities that will promote self-efficacy in skill, tactical execution and decision-making to improve performance.</p>		
<p>How does giving a good effort and striving for one's personal best contribute to the success of the team and/or group?</p>	<p>Striving for personal best and setting goals for success</p>	<p><b>Level 1-</b> Strategize as a team to develop a game plan that can be successfully executed together to achieve a common goal. Use goal setting techniques to improve personal performance within team activities. <b>Level 2-</b> Analyze own team's performance and design a plan for personal improvement so each member may take ownership in the success of the team.</p>	<p><b>S./L</b>  <b>W/S</b></p>	
<p>As an adult, how will an individual choose an appropriate level of challenge to experience success and participate in self-selected physical activities?</p>	<p>Health benefits of lifetime fitness and leisure activities</p>	<p><b>Level 1-</b> Participate in a variety of lifetime fitness and leisure activities that are common throughout the lifespan. Develop a list of preferred lifetime fitness and leisure activities for a teenager-young adult and evaluate health benefits of each activity. <b>Level 2-</b> Research lifetime fitness and leisure activities that are common at different points in the lifespan and evaluate community resources that cater to adult physical activities. Prepare a brochure that reflects the opportunities available for adults at different stages of the lifespan (20-30 years old, 30-40 years old, 40-50 years old, 50+)</p>	<p><b>W/S</b>  <b>W/S</b></p>	<p><b>Lifespan-</b> The length of time a person lives or functions. <b>Leisure Activities-</b>Activities that we engage in for reasons as varied as relaxation, competition, or growth.</p>

## **Benchmark A, B and C Assessments for 9th-12<sup>th</sup>:**

- **Given in Twelfth Grade:**
- **A.** Analyzes health benefits of participation in self-designed physical activity programs.
- **B.** Evaluate community resources and opportunities for participation in physical activities that meet the need for self-expression and enjoyment.
- **C.** Evaluates the role that social support plays in opportunities to participate in self-selected physical activities that provide feelings of enjoyment.
- **Benchmark A/B/C Assessment-** Twelfth Grade Individual Enjoyment Checklist- Assessment is included in the assessment section of this document.

**NYS AHPERD**

**Character, Health Related Fitness, Individual Enjoyment, Life Skill Development and Skilled Play**

**Life Skill Development**

**New York State Learning Standard(s)**

- **2c-** Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all.
- **3a-** Students will be aware of and able to access opportunities to them within their community to engage in physical activity.
- **3b-** Students will be informed consumers and able to evaluate facilities and programs.
- **3c-** Students will be aware of career options in the field of physical fitness and sport.

**K-12 Benchmarks**

<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
Identify at least three things an individual does to be safe in physical education.	Describe safety considerations when participating in physical activities outside of school.	Describe safety considerations to be active in a variety of settings.	Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy lifestyle.
Identify one activity that student enjoys doing outside of physical education class and describe why they enjoy the activity.	Describe a favorite activity that is done with family members and explain why it is a favorite.	Plan a physical activity outing that takes into consideration facilities in your community, barriers to using that facility and safety considerations.	Describe the implications of being physically active and physically inactive.

## **NYS AHPERD**

### **Character, Health Related Fitness, Individual Enjoyment, Life-Skill Development and Skilled Play**

#### **Curricular Focal Points**

#### **Life Skill Development- Grades K-2**

##### **New York State Learning Standard(s)**

- **2c-** Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all.
- **3a-** Students will be aware of and able to access opportunities to them within their community to engage in physical activity.
- **3b-** Students will be informed consumers and able to evaluate facilities and programs.
- **3c-** Students will be aware of career options in the field of physical fitness and sport.

##### **K-2 Benchmarks**

- **A-** Identify at least three things an individual does to be safe in physical education.
- **B-** Identify one activity that student enjoys doing outside of physical education class and describe why they enjoy the activity.

Essential Questions	Content	Specific Grade Level Focal Points (Outcomes)	ELA	Vocabulary
<p>How does an individual stay safe when doing physical activity?</p> <p>How should individuals use equipment safely?</p>	<p>Safety</p>	<p><b>K-</b> Listens and follows instruction by the teacher associated with participating in physical activity. With minimal reminders, follows directions associated with safety when using equipment. (S4.E6.K)</p> <p><b>1<sup>st</sup>-</b> Follows direction for safe participation in physical activity. Without reminders, follows direction for safety using equipment. (S4.E6.1)</p> <p><b>2<sup>nd</sup>-</b> Works independently during physical activity. (S4.E6.2a)</p> <p>Routinely works safely with equipment. (S4.E6.2b)</p>		<p><b>Safety-</b> Not causing injury, danger or loss.</p> <p><b>Participation-</b> The fact of taking part in a game or activity.</p> <p><b>Independently-</b> Not relying on another or others for aid or support.</p>
<p>How should an individual dress when being physically active in the cold</p>	<p>Safety</p>	<p><b>K-</b> Identifies the types of clothing needed while being physically active in cold weather.</p> <p><b>1<sup>st</sup>-</b> Is able to identify and wear clothes suited for cold weather activities.</p> <p><b>2<sup>nd</sup>-</b> Without prompting, checks the weather and wears clothes that are safe for physical activity in cold temperatures.</p>	<p><b>S</b></p> <p><b>S</b></p>	<p><b>Cold-</b> Having a relatively low temperature; having little or no warmth.</p> <p><b>Frozen-</b> Frigid; very cold.</p>

What is a sign of overexertion?	Safety	<p><b>K-</b> Teacher introduces concept of overexertion.  <b>1st-</b> When prompted students adjust exertion to a comfortable level.  <b>2nd-</b> Students recognize when their body is working too hard and adjust their exertion levels.</p>		<p><b>Exercise-</b> Bodily or mental exertion, especially for the sake of training or improvement of health.  <b>Exertion-</b> Vigorous action or effort.</p>
How does an individual hydrate?	Safety	<p><b>K-</b> Identifies the meaning of thirst.  Identifies why water is a vital necessity for good health.  <b>1st-</b> Identifies beverages that do not aid in hydration.  Explains how often an individual should drink water while engaged in physical activity.  <b>2nd-</b> Identifies how much water is necessary to hydrate during different types of physical activities.</p>	<p><b>S</b>  <b>S</b>    <b>W/S</b>  <b>S</b>    <b>W/S</b></p>	<p><b>Thirst-</b> A sensation of dryness in the mouth and throat caused by need of liquid.  <b>Vital-</b> Necessary to life.  <b>Hydrate-</b> To drink liquids.</p>

<p>What is a good warm up activity?</p>	<p>Safety</p>	<p><b>K-</b> Identifies the purpose of a warm up.  <b>1st-</b> Recognizes and identifies warm up activities in pictures.  <b>2nd-</b> Identifies a variety of warm up activities.</p>	<p><b>S</b>  <b>W/S</b>  <b>W/S</b></p>	<p><b>Warm-Up-</b> A period or act of preparation for a game, performance, or exercise session, involving gentle exercise or practice.</p>
<p>What can an individual do to be active in the community in which they live?</p>	<p>Applying knowledge and strategies for improving and/or maintaining personal and community resources in relation to physical activity and fitness (making time for family/community activities; recognizing that physical activity is for everyone, etc.)</p>	<p><b>K-</b> Identify activities they can do outside of physical education at school to be active. (S3.E1.K)  <b>1st-</b> Identify activities they can do in the community to be active.  <b>2nd-</b> Identify areas in the community where they can be physically active.</p>	<p><b>S</b>  <b>S</b>  <b>W/S</b></p>	<p><b>Community Resources-</b> Places people can be physically active in the community.</p>
<p>What can an individual do with their family and friends outside of school in their neighborhood to be active?</p>	<p>Community Resources</p>	<p><b>K-</b> Engage in a variety of activities with family and friends in the community.  <b>1st-</b> Identify activities that are enjoyable with family and friends.  <b>2nd-</b> Engage in organized after school activities with</p>	<p><b>W/S</b></p>	

Where and how can an individual find facilities to be active?	Community Resources	family and/or friends. <b>K-</b> Identifies when prompted, facilities in their community that are available for participation in physical activity. <b>1st-</b> Identifies when prompted the different physical activities available in their community. <b>2nd-</b> Identify one activity available in their community that is novel to them.	<b>S</b>  <b>W/S</b>  <b>W/S</b>	
Where can an individual purchase equipment to be active?	Community Resources	<b>K-</b> Identifies equipment that is necessary to participate in physical activities. <b>1st-</b> Identifies stores in the community that offer equipment for sale. <b>2nd-</b> Identifies the type of equipment needed for a specific activity.	<b>S</b>  <b>W/S</b>  <b>W/S</b>	
What are supplements?	Informed Consumer	<b>K-</b> Identifies supplements that they take (vitamin). <b>1st-</b> Explains how to take supplements safely. <b>2nd-</b> Explains how supplements help an individual's body.	<b>S</b>  <b>S</b>  <b>W/S</b>	<b>Supplements-</b> Defined by the Food and Drug Administration as a product taken by mouth that contains a "dietary ingredient" intended to supplement the diet. <b>Over-The-Counter-</b> Without a doctor's prescription but within the law.
What could an individual do as an adult that involves physical activity?	Informed Consumer	<b>K-</b> Identifies when prompted activities that adults are involved in. <b>1st-</b> Describes the meaning of lifetime activity.	<b>S</b>    <b>S</b>	



		<p>Identifies activities that would be enjoyable as an adult.  <b>2<sup>nd</sup></b>  Give examples of activities that can be done throughout a person's life.</p>	<p><b>S</b></p> <p><b>W/S</b></p>	
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**Benchmark A and B Assessments for K-2<sup>nd</sup>:**

- **Given in Second Grade**
- **A-** Identify at least three things an individual does to be safe in physical education.
- **B-** Identify one activity that student enjoys doing outside of physical education class and describe why they enjoy the activity.
- **Benchmark A Assessment-** Assessment is included in the assessment section of this document.
- **Benchmark B Assessment-** Assessment is included in the assessment section of this document.

## NYS AHPERD

### Character, Health Related Fitness, Individual Enjoyment, Life-Skill Development and Skilled Play

#### Curricular Focal Points

#### Life Skill Development- Grades 3-5

#### New York State Learning Standard(s)

- **2c-** Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all.
- **3a-** Students will be aware of and able to access opportunities to them within their community to engage in physical activity.
- **3b-** Students will be informed consumers and able to evaluate facilities and programs.
- **3c-** Students will be aware of career options in the field of physical fitness and sport.

#### 3-5 Benchmarks

- **A-** Describe safety considerations when participating in physical activities outside of school.
- **B-** Describe a favorite activity that is done with family members and explain why it is a favorite.

Essential Questions	Content	Specific Grade Level Focal Points (Outcomes)	ELA	Vocabulary
<p>How does an individual stay safe when doing physical activity?</p> <p>How should individual use equipment safely?</p>	<p>Safety</p>	<p><b>3<sup>rd</sup>-</b> Demonstrates the ability to work safely and independently during physical activity. (S4.E6.3) Listens to direction before, during and after participation.</p> <p><b>4<sup>th</sup>-</b> Demonstrates safety when participating with peers and using equipment in all activity settings. (S4.E6.4) Able to explain when prompted by the teacher, how to safely use equipment.</p> <p><b>5<sup>th</sup>-</b> Demonstrates the ability to apply safety principles in age appropriate physical activities. (S4.E6.5) When prompted, can identify specific safety concerns associated with equipment.</p>	<p><b>L</b></p> <p><b>W/S</b></p> <p><b>W/S</b></p>	<p><b>Safety-</b> Not causing injury, danger or loss.</p> <p><b>Participation-</b> The act of taking part in a game or activity.</p> <p><b>Independently-</b> Not relying on another or others for aid or support.</p>
<p>How should an individual dress when being physically active in the cold</p>	<p>Safety</p>	<p><b>3<sup>rd</sup>-</b> Explain how to dress in the cold weather while engaged in physical activity.</p> <p><b>4<sup>th</sup>-</b> Explain how to dress in the hot weather while engaged in physical activity.</p> <p><b>5<sup>th</sup>-</b> Explain the dangers associated with not being properly dressed in cold and hot weather while engaging in physical activity.</p>	<p><b>W/S</b></p> <p><b>W/S</b></p> <p><b>W/S</b></p>	<p><b>Cold-</b> Having a relatively low temperature; having little or no warmth.</p> <p><b>Frozen-</b> Frigid; very cold.</p>

<p>What are hypokinetic diseases?</p>	<p>Safety</p>	<p><b>3<sup>rd</sup>-</b> Identifies diseases that are associated with a lack of physical activity.  <b>4<sup>th</sup>-</b> When prompted, identifies illnesses specifically related to a lack of physical activity.  <b>5<sup>th</sup>-</b> Independently identifies illnesses related to inactivity.</p>	<p><b>W/S</b></p> <p><b>W/S</b></p> <p><b>W/S</b></p>	<p><b>Hypokinetic Disease-</b> Health problems or illnesses that are caused partly by the lack of regular physical activity.  <b>Healthy-</b> Possessing or enjoying good health or a sound and vigorous mentality.  <b>Aerobic-</b> Relating to exercise that is intended to improve the efficiency of the body's cardiovascular system in absorbing and transporting oxygen.  <b>Muscle-</b> A tissue composed of cells or fibers, the contraction of which produces movement in the body.</p>
<p>What is a sign of overexertion?</p>	<p>Safety</p>	<p><b>3<sup>rd</sup>-</b> Adjusts and maintains an appropriate pace when prompted while engaged in physical activity.  <b>4<sup>th</sup>-</b> Adjusts and maintains an appropriate pace while engaged in physical activity.  <b>5<sup>th</sup>-</b> Identifies health risks when the body is working too hard.</p>	<p><b>W/S</b></p>	<p><b>Exercise-</b> Bodily or mental exertion, especially for the sake of training or improvement of health:  <b>Exertion-</b> Vigorous action or effort.</p>
<p>How does an individual hydrate?</p>	<p>Safety</p>	<p><b>3<sup>rd</sup>-</b> Identifies products that are used for hydration before, during and after engaging in physical activity.  <b>4<sup>th</sup>-</b> Identifies health risks associated with poor hydration.  <b>5<sup>th</sup>-</b> Identifies products that claim to be good sources for hydrating/rehydrating, but are not.</p>	<p><b>W/S</b></p> <p><b>W/S</b></p> <p><b>W/S</b></p>	<p><b>Thirst-</b> A sensation of dryness in the mouth and throat caused by need of liquid.  <b>Vital-</b> Necessary to life.  <b>Hydrate-</b> To drink liquids.</p>

<p>What is a good warm up activity?</p>	<p>Safety</p>	<p><b>3<sup>rd</sup>-</b> Identifies the risks of not properly warming up before engaging in physical activity.  <b>4<sup>th</sup>-</b> Identifies appropriate warm up activities for specific muscle groups.  <b>5<sup>th</sup>-</b> When prompted, can lead warm up activities safely.</p>	<p><b>W/S</b>  <b>W/S</b></p>	<p><b>Warm-Up-</b> A period or act of preparation for a game, performance, or exercise session, involving gentle exercise or practice.</p>
<p>What can an individual do outside of school in their neighborhood to be active?</p>	<p>Community Resources</p>	<p><b>3<sup>rd</sup>-</b> Identifies activities that an individual can do outside of school.  <b>4<sup>th</sup>-</b> Working with a parent or sibling, identify opportunities to engage in physical activity within the community.  <b>5<sup>th</sup>-</b> Create a plan for engaging in physical activity with family during the week.</p>	<p><b>W/S</b>  <b>W/S</b>  <b>W</b></p>	
<p>Where and how can an individual find facilities to be active?</p>	<p>Community Resources</p>	<p><b>3<sup>rd</sup>-</b> Using the internet, identify facilities where an individual can be physically active.  <b>4<sup>th</sup>-</b> Using the internet, identify and describe facilities where an individual can be physically active.  <b>5<sup>th</sup>-</b> Describe the pros and cons of two different facilities where a person can be physically active.</p>	<p><b>W/S</b>  <b>W/S</b>  <b>W/S</b></p>	
<p>Where can an individual purchase equipment to be active?</p>	<p>Community Resources</p>	<p><b>3<sup>rd</sup>-</b> Identifies one store that sells equipment. Identifies a sport and create a list of equipment that is available in that store.</p>	<p><b>W/S</b> <b>W/S</b></p>	

		<p><b>4<sup>th</sup>-</b> Using the internet, investigates websites that sell equipment to be used during physical activity.  <b>5<sup>th</sup>-</b> Identifies pros and cons of purchasing equipment in a store as opposed to online.</p>	<p><b>W/S</b> <b>W/S</b></p>	
<p>What can an individual do to be active in the community in which they live?</p>	<p>Engages in Physical Activities that Promote Fitness</p>	<p><b>3<sup>rd</sup>-</b> Actively participate in a community activity and log participation. (S3.E1.3)  <b>4<sup>th</sup>-</b> Analyzes opportunities for participating in physical activity outside physical education class. (S3.E1.4)  <b>5<sup>th</sup>-</b> Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.E1.5)</p>	<p><b>W</b> <b>W/S</b> <b>W</b></p>	
<p>Are all commercial programs effective and safe?</p>	<p>Informed Consumer</p>	<p><b>3<sup>rd</sup>-</b> Identifies characteristics of safe commercial programs for participation in physical activity.  <b>4<sup>th</sup>-</b> Identifies characteristics that make an exercise program effective.  <b>5<sup>th</sup>-</b> Through investigation of community commercial programs, identifies and gives rationale for choosing their desired program.</p>	<p><b>W/S</b> <b>W/S</b> <b>W/S</b></p>	
<p>What are supplements?</p>	<p>Informed Consumer</p>	<p><b>3<sup>rd</sup>-</b> Identifies possible dangers of taking supplements.  <b>4<sup>th</sup>-</b> Identifies a variety of supplements and their described purpose.  <b>5<sup>th</sup>-</b></p>	<p><b>W/S</b> <b>W/S</b> <b>S</b></p>	<p><b>Supplements-</b> Defined by the Food and Drug Administration as a product taken by mouth that contains a “dietary” ingredient” intended to supplement the diet.</p>

		Verbally describes the pros and cons of taking supplements.	<b>Over-The-Counter-</b> Without a doctor's prescription but within the law.
What could an individual do as an adult that involves physical activity?	Informed Consumer	<p><b>3<sup>rd</sup>-</b> Picks one lifetime activity and identifies the benefits of participating in that activity during adulthood.</p> <p><b>4<sup>th</sup>-</b> Identifies a variety of cardiovascular endurance building activities and lists the pros and cons of each.</p> <p><b>5<sup>th</sup>-</b> Creates an activity plan to be used at a commercial facility.</p> <p>Creates an activity plan that can be done at home.</p>	<p><b>W/S</b></p> <p><b>W/S</b></p> <p><b>W</b></p> <p><b>W</b></p>

**Benchmark A and B Assessments for 3<sup>rd</sup>-5<sup>th</sup>:**

- **Given in Fifth Grade**
- **A-** Describe safety considerations when participating in physical activities outside of school.
- **B-** Describe a favorite activity that is done with family members and explain why it is a favorite.
- **Benchmark A Assessment-** Students write a short paragraph describing safety considerations when participating in activity outside of school. Rubric is provided to assess paragraph in the assessment section of this document.
- **Benchmark B Assessment-** Students write a short paragraph describing a favorite activity they do with family members and explain why it is a favorite activity. Rubric is provided to assess paragraph in the assessment section of this document.

## **NYS AHPERD**

### **Character, Health Related Fitness, Individual Enjoyment,**

### **Life-Skill Development and Skilled Play**

### **Curriculum Focal Points**

### **Life Skill Development- Grades 6-8**

#### **New York State Learning Standard(s)**

- **2c-** Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all.
- **3a-** Students will be aware of and able to access opportunities to them within their community to engage in physical activity.
- **3b-** Students will be informed consumers and able to evaluate facilities and programs.
- **3c-** Students will be aware of career options in the field of physical fitness and sport.

#### **6-8 Benchmarks**

- **A-** Describe safety considerations to be active in a variety of settings.
- **B-** Plan a physical activity outing that takes into consideration facilities in your community, barriers to using that facility and safety considerations.



Essential Questions	Content	Specific Grade Level Focal Points (Outcomes)	ELA	Vocabulary
<p>What safety principles are important when using physical activity and fitness equipment?</p>	<p>Safety</p>	<p><b>6<sup>th</sup>-</b> Uses physical activity and fitness equipment appropriately and safely, with teacher prompting and guidance. (S4.M7.6) Able to identify a few specific safety concerns associated with the equipment. <b>7<sup>th</sup>-</b> Independently uses physical activity and exercise equipment safely. (S4.M7.7) Able to identify many specific safety concerns associated with the equipment <b>8<sup>th</sup>-</b> Independently uses physical activity and exercise equipment safely. Able to identify several specific safety concerns associated with the equipment.(S4.M7.8)</p>	<p>W/S</p> <p>W/S</p> <p>W/S</p>	
<p>What are the body's physical responses when exercising in the heat, cold and humidity?</p>	<p>Safety</p>	<p><b>6<sup>th</sup>-</b> Able to identify the body's response to exercise in the cold, heat and humidity. Able to identify how to dress for activity in the cold, heat and humidity. <b>7<sup>th</sup>-</b> Able to recognize and identify the dangers associated with physical activity in the cold, heat and humidity, including hyperthermia, frost bite, heat exhaustion and heat stroke. <b>8<sup>th</sup>-</b></p>	<p>W/S</p> <p>W/S</p> <p>W/S</p> <p>W/S</p>	<p><b>Frostbite-</b> A condition that results when the body tissues become frozen. <b>Heat Exhaustion-</b> A condition caused by excessive exposure to heat and characterized by cold, clammy skin and symptoms of shock. <b>Heat Stroke-</b> A condition caused by excessive exposure to heat and resulting in a high body temperature and dry skin. <b>Humidity-</b> The amount of water vapor present in the air.</p>

		Able to identify the steps one should take to avoid hyperthermia, frostbite, heat exhaustion and/or heat stroke while being physically active.		<p><b>Wind Chill Factor-</b> A combination of wind and temperature; a high wind chill factor puts a person at high risk for hyperthermia and frostbite.</p> <p><b>Hyperthermia-</b> A condition often related to cold weather in which the body temperature becomes abnormally low.</p>
How does physical activity help prevent hypokinetic diseases?		<p><b>6<sup>th</sup>-</b> Define hypokinetic diseases.</p> <p><b>7<sup>th</sup>-</b> Identify specific hypokinetic diseases.</p> <p><b>8<sup>th</sup>-</b> Describe how physical activity helps prevent hypokinetic diseases.</p>	<p><b>W/S</b></p> <p><b>W/S</b></p> <p><b>W/S</b></p>	<p><b>Hypokinetic Diseases-</b> Health problems or illnesses that are caused partly by the lack of regular physical activity.</p>
How does overexertion impact physical activity?	Safety	<p><b>6<sup>th</sup>-</b> Identify the signs of overexertion.</p> <p><b>7<sup>th</sup>-</b> Explain how an individual avoids overexertion.</p> <p><b>8<sup>th</sup>-</b> Describe what an individual can do if they experience overexertion.</p>	<p><b>W/S</b></p> <p><b>W/S</b></p> <p><b>W/S</b></p>	<p><b>Overexertion-</b> Overexertion or excessive exertion is when an individual performs physical activity to the extent that discomfort or injuries result.</p>
How does an individual hydrate when being physically active?	Safety	<p><b>6<sup>th</sup>-</b> Describe proper hydration.</p> <p>List best drinks for hydration.</p> <p><b>7<sup>th</sup>-</b> Explain why hydration is important.</p> <p><b>8<sup>th</sup>-</b> Describe how an individual should hydrate before, during and after physical activity?</p>	<p><b>W/S</b></p> <p><b>W/S</b></p> <p><b>W/S</b></p> <p><b>W/S</b></p>	<p><b>Hydrate-</b> To drink liquids.</p> <p><b>Rehydrate-</b> To drink liquids to replace those lost during physical activity.</p>

<p>What activities can an individual do with their family to be active in their community?</p>	<p>Community Resources</p>	<p><b>6<sup>th</sup>-</b> Identify programs and facilities where an individual can be active with their family in the community.  <b>7<sup>th</sup>-</b> Identify supports or positive things related to programs and facilities in an individual's neighborhood that can impact physical activity participation with their family.  <b>8<sup>th</sup>-</b> Identify barriers or negative things related to programs and facilities in an individual's neighborhood that can impact physical activity participation with their family.  Identify how they would address these barriers to improve their physical activity participation for them and their family.</p>	<p><b>W/S</b>  <b>W/S</b>  <b>W/S</b>  <b>W/S</b></p>	<p><b>Supports-</b> Something or someone that helps an individual to be physically active.  <b>Barriers-</b> An obstacle that gets in the way of being physically active.</p>
<p>What should an individual know about purchasing physical activity and fitness materials and equipment to be active?</p>	<p>Informed Consumer</p>	<p><b>6<sup>th</sup>-</b> Identify places in the community to purchase equipment for physical activity and fitness.  <b>7<sup>th</sup>-</b> Describe guidelines for purchasing fitness equipment that an individual will use at home.  <b>8<sup>th</sup>-</b> Describe guidelines for choosing an exercise video to be used at home (i.e. internet or commercial video)</p>	<p><b>W/S</b>  <b>W/S</b>  <b>W/S</b></p>	
<p>What is the role of supplements in physical activity?</p>	<p>Informed Consumer</p>	<p><b>6<sup>th</sup>-</b> Identify the role supplements play in physical activity.  <b>7<sup>th</sup>-</b> Identify the side effects of supplements.  <b>8<sup>th</sup>-</b></p>	<p><b>W/S</b>  <b>W/S</b></p>	<p><b>Supplements-</b> Defined by the Food and Drug Administration as a product taken by mouth that contains a "dietary ingredient" intended to supplement the diet.</p>

	Identify the guidelines for considering supplements.	W/S
What careers are available in physical activity?	Physical Activity Careers	
	<p><b>6<sup>th</sup>-</b> Identify careers that are available in physical activity.</p> <p><b>7<sup>th</sup>-</b> Identify what makes certain careers in physical activity attractive.</p> <p><b>8<sup>th</sup>-</b> Identify what courses an individual should take in high school to help prepare them to study in college to pursue a career in physical activity.</p>	<p><b>W/S</b></p> <p><b>W/S</b></p> <p><b>W/S</b></p>

### Benchmark A and B Assessments for 6<sup>th</sup>-8<sup>th</sup>:

- **Given in Eighth Grade**
- **A-** Describe safety considerations to be active in a variety of settings.
- **B-** Plan a physical activity outing that takes into consideration facilities in your community , barriers to using that facility and safety considerations.
- **Benchmark A/B Assessment-** Students write a bulleted list, short essay or journal entry planning a physical activity outing in their community which includes safety considerations. Assessment is included in the assessment section of this document.

## **NYS AHPERD**

### **Character, Health Related Fitness, Individual Enjoyment, Life-Skill Development and Skilled Play**

#### **Curriculum Focal Points**

#### **Life Skill Development- Grades 9-12**

##### **New York State Learning Standard(s)**

- **2c-** Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all.
- **3a-** Students will be aware of and able to access opportunities to them within their community to engage in physical activity.
- **3b-** Students will be informed consumers and able to evaluate facilities and programs.
- **3c-** Students will be aware of career options in the field of physical fitness and sport.

##### **9-12 Benchmarks**

- **A-** Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy lifestyle.
- **B-** Describe the implications of being physically active and physically inactive.

Essential Questions	Content	Specific Grade Level Focal Points (Outcomes)	ELA	Vocabulary
<p>What things can an individual do to prevent injury when performing physical activity?</p> <p>How does diet and physical activity work together to help prevent hypokinetic diseases?</p>	<p>Safety</p>	<p><b>Level 1-</b> Identify that physical activity movements should not overstress bones, tendons, ligaments, or muscles.</p> <p><b>Level 2-</b> Given that being physically fit can help in injury prevention, explain how moderation in activity will help avoid overuse injuries.</p>	<p><b>W/S</b></p> <p><b>W/S</b></p>	<p><b>Ligament-</b> A band of strong tissue that connects bones.  <b>Tendon-</b> A band of strong tissue that connects muscle to a bone.  <b>Overuse Injury-</b> A body injury that occurs when a repeated movement causes wear and tear on the body.</p>
	<p>Safety</p>	<p><b>Level 1-</b> Identify the risk factors for hypokinetic diseases such as cardiovascular disease, some cancers, type 2 diabetes, obesity and osteoporosis, and describe how they can be prevented.</p> <p><b>Level 2-</b> Identify how physical activity and proper diet work together to help an individual reduce the risk of cardiovascular disease and obesity.  Explain what happens to the body as a result of physical inactivity.</p>	<p><b>W/S</b></p> <p><b>W/S</b></p> <p><b>W/S</b></p>	<p><b>Atherosclerosis-</b> A disease in which certain substances, including fats, build up on the inside walls of the arteries.  <b>Blood Pressure-</b> The force of the blood against the artery walls.  <b>Diastolic Blood Pressure-</b> The force against the artery wall just before the heart beats; it is the lower of the two blood pressure numbers.  <b>Systolic Blood Pressure-</b> The force against the artery wall just after the heart beats; it is the higher of the two blood pressure numbers.  <b>Cancer-</b> A disease characterized by uncontrollable growth of abnormal cells.  <b>Heart Attack-</b> A sudden failure of the heart to function properly; occurs</p>

			<p>when the blood supply to the heart is decreased or blocked.</p> <p><b>Hypertension-</b> A health problem in which blood pressure is too high for good health.</p> <p><b>Stroke-</b> An injury to the brain that occurs when the blood supply to the brain is severely reduced or shut off, often as a result of a blood clot or other obstruction.</p> <p><b>Hypokinetic Diseases-</b> Health problems or diseases that are partly caused by the lack of regular physical activity.</p> <p><b>High Density Lipoprotein (HDL)-</b> A substance often referred to as good cholesterol because it carries excess cholesterol out of the bloodstream and into the liver for elimination from the body.</p> <p><b>Low Density Lipoprotein (LDL)-</b> A substance often referred to as bad cholesterol because it carries cholesterol that is most likely to deposit in the arteries.</p> <p><b>Obesity-</b> The condition of being very over fat or having a high percentage of body fat.</p> <p><b>Osteoporosis-</b> A disease in which the bones deteriorate and become weak.</p> <p><b>Dehydration-</b> Lacking the necessary amount of body fluid.</p> <p><b>Rehydrate-</b> To drink liquids to</p>
<p>What is the role of hydration in</p>	<p>Safety</p>	<p><b>Level 1-</b> Describe why soft drinks are not as effective as water to hydrate.</p>	<p><b>W/S</b></p>

physical activity?		<p><b>Level 2-</b> Describe what water does for your body when exercising vigorously in different types of weather. Identify activities that require commercial sport drinks such as Gatoraid and explain why it is appropriate in these activities.</p>	<p><b>W/S</b> <b>W/S</b></p>	replace those lost during physical activity.
How useful are the facilities for physical activity that are available in a community in meeting an individual's activity goals?	Informed Consumer	<p><b>Level 1-</b> Identify facilities for physical activity that are available in the community an individual resides that will help them meet their physical activity goals.</p> <p><b>Level 2-</b> Describe barriers that an individual might encounter when trying to access facilities in their community to meet their goals.</p>	<p><b>W/S</b> <b>W/S</b></p>	
How does an individual evaluate fitness centers and commercial programs as to how they fit their needs?	Informed Consumer	<p><b>Level 1-</b> Describe the factors that influence an individual's decision to join a fitness facility (fitness goals, cost, types of equipment, staff certifications, etc.).</p> <p><b>Level 2-</b> Evaluate the claims made by products (activity trackers, HR monitors APPs) and commercial programs such as P90X, Insanity, etc. in terms of considering if the program meets an individual's needs and goals (i.e., the credibility of the individual that is leading exercises in the video, the program is sound and does not promise a quick fix, the exercises start gradually and progress in intensity and all of the exercises in the program are safe and effective). (S3.H2.L1)</p> <p>Evaluate technology and social media tools in their support of a healthy, active lifestyle (S3.H2.L2)</p>	<p><b>W/S</b> <b>W/S</b> <b>W/S</b></p>	



<p>How can an individual identify fad diets and fitness quackery?</p>	<p>Informed Consumer</p>	<p><b>Level 1-</b> Identify what a fad diet is and why they can be detrimental to an individual's health. <b>Level 2-</b> Describe what factors an individual should be aware of when identifying fad diets (i.e., be wary of weight loss diets that promise immediate results, be wary of any weight loss diet that sounds too good to be true, be cautious of any diet that eliminates a food group or consists of only one food group and be suspicious of any claim that a pill can lead to weight loss).</p>	<p><b>W/S</b>  <b>W/S</b></p>	<p><b>Fad Diets-</b>A nutritionally unbalanced diet that falsely promotes quick weight loss. <b>Quackery-</b> A method of advertising or selling that uses false claims to lure people into buying products that are worthless and even harmful.</p>
<p>What are exercise myths?</p>	<p>Informed Consumer</p>	<p><b>Level 1-</b> Explain what an exercise myth is. <b>Level 2-</b> Identify and debunk common exercise myths including spot reducing, figure wrapping, weight training gives females large muscles, crunches lead to flat abdominal muscles, the more you sweat, the more you burn and no pain, no gain.</p>	<p><b>W/S</b>  <b>W/S</b></p>	<p><b>Exercise Myth-</b> An idea about performing exercise that is not true.</p>
<p>How can supplements be a part of an active and healthy lifestyle?</p>	<p>Informed Consumer</p>	<p><b>Level 1-</b> Identify why anabolic steroids are detrimental to health as well as the side effects of taking them. Describe the effect of androstenedione and creatine on the body and ability to train physically. <b>Level 2-</b> Identify why human growth hormone is detrimental to an individual's health as well as the side effects of taking it. Discuss the pros and cons of other supplements including protein supplements.</p>	<p><b>W/S</b>  <b>W/S</b>  <b>W/S</b>  <b>W/S</b></p>	<p><b>Anabolic Steroids-</b>Strong drugs similar to the male hormone testosterone that can make muscles bulky to enhance athletic performance but that can be extremely dangerous to health. <b>Androstenedione-</b> A food supplement that the body converts to a substance similar to anabolic steroids and that can have harmful effects similar to those of anabolic steroids. <b>Creatine-</b> A substance, stored in muscles that helps supply energy for</p>

<p>What educational training should individuals have that work in the physical activity field?</p>	<p>Informed Consumer</p>	<p><b>Level 1-</b> Evaluate college and career options for careers in physical activity. <b>Level 2-</b> Compare and contrast two careers paths in physical activity.</p>	<p><b>W/S</b> <b>W/S</b></p>	<p>muscle contraction and that can be taken as a supplement or created by your own body. <b>Ergogenic Aid-</b> A product used in an attempt to enhance performance, including some food supplements. <b>Food Supplements-</b> A product intended to add to a person's nutrient consumption. <b>Sport Supplement-</b> A product sold to enhance athletic performance.</p>
<p>What factors must be considered when choosing and participating in physical activity for improved fitness?</p>	<p>Safety  Informed Consumer</p>	<p><b>Level 1-</b> Identify risk factors (controllable and non-controllable) related to personal health. Identifies issues associated with exercising in heat, humidity and cold.(S3.H3.L1) <b>Level 2-</b> Identify supports and barriers for participating in physical activity. Describe the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings.</p>	<p><b>W/S</b> <b>W/S</b> <b>W/S</b> <b>W/S</b></p>	<p><b>Risk Factor-</b> Any attribute, characteristic or exposure of an individual that increases the likelihood of developing a disease or injury. <b>Primary Risk Factor-</b>A risk factor that is considered a major contributor to a disease. <b>Controllable-</b> A risk factor you can do something about, can be controlled by your behavior. <b>Non-controllable (uncontrollable)-</b> Risk factors that cannot be changed. <b>Support-</b> Provides assistance, makes easier to participate in.</p>

<p><b>Barrier-</b> An obstacle that gets in the way of access.</p>			
<p><b>Stress-</b> A state of mental or emotional strain or tension resulting from adverse or very demanding circumstances  <b>Distress-</b> Extreme or negative stress, interpreted as being beneficial.  <b>Stress Management-</b> Strategies used to keep your stress at a healthy level.</p>	<p><b>W/S</b></p> <p><b>W/S</b></p>	<p><b>Level 1-</b> Identify strategies to reduce/manage stress. (S3.H14.L1)  <b>Level 2-</b> Apply stress management techniques and describe how it was used to reduce stress. (S3.H14.L2)</p>	<p>Informed Consumer/Stress Management</p>

**Benchmark A and B Assessments for 9<sup>th</sup>-12<sup>th</sup>:**

- **Given in Twelfth Grade**
- **A-** Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy lifestyle.
- **B-** Describe the implications of being physically active and physically inactive.
- **Benchmark A Assessment-** Assessment provided in the assessment section of this document.
- **Benchmark B Assessment-** Assessment provided in the assessment section of this document.

**NYS AHPERD**

**Character, Health Related Fitness, Individual Enjoyment, Life Skill Development and Skilled Play**

**Skilled Play**

**New York State Learning Standard(s)**

- **1a-** Students will perform basic motor and manipulative skills. Students will attain competency in a variety of motor and sports activities.

**National Learning Standard:**

- **1-** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- **2-** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**K-12 Benchmarks**

	<b>3-5</b>	<b>6-8</b>	<b>9-10</b>	<b>11-12</b>
<b>K-2</b> Acquisition of locomotor, non-locomotor and manipulative movement skills.	Apply the critical elements of fundamental manipulative skills in a variety of physical activities while demonstrating simple tactics.	Demonstrate critical elements of specialized manipulative skills in a variety of settings.	Demonstrate competency in at least three physical activities across at least two activity categories.	Demonstrate competency in five physical activities (across at least three activity categories/one competency must be in a fitness activity).
		Apply tactical concepts and performance principles in physical activities.		Demonstrate proficiency in three different physical activities in a minimum of two activity categories.

## **NYS AHPERD**

### **Character, Health Related Fitness, Individual Enjoyment, Life-Skill Development and Skilled Play**

#### **Curriculum Focal Points**

#### **Skilled Play- Grades K-2**

#### **New York State Learning Standard(s)**

- **1a-** Students will perform basic motor and manipulative skills. Students will attain competency in a variety of motor and sports activities.

#### **National Learning Standard:**

- **1-** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- **2-** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

#### **K-2 Benchmarks**

- **A- Acquisition of locomotor, non-locomotor and manipulative movement skills.**

Content	Walking, Running, Sliding, Hopping, Leaping, Galloping, Skipping, Horizontal Jump, Vertical Jump	Specific Grade Level Focal Points (Outcomes)	ELA	Vocabulary
<p><b>Locomotor Skills-</b> Students at this level begin to develop mature forms in the basic locomotor skills and adjust the way these skills are performed in relationship to changing conditions and expectations.</p>		<p><b>K-</b> locomotor skills while maintaining balance. (S1.E1.K) Consistently demonstrates a recognizable form of a minimum of 4 basic locomotor skills. Demonstrates a mature walking pattern.</p> <p><b>1st-</b> mature patterns for hopping, skipping, jogging, and sliding.(S1.E1.1) Demonstrates locomotor movements when directed with only a verbal cue.</p> <p><b>2nd-</b> Recognizes and demonstrates a mature pattern of all locomotor movements.</p>		<p><b>Locomotor Movement</b> –Occurs when an individual moves from one place to another or projects the body upward. <b>Gallop-</b> A two beat stride in which both legs are off the ground simultaneously, either right foot stays back and left foot is forward or left foot stays back and right foot is forward. Toe to heel. One foot always chases the other. <b>Hop-</b> To take off and land on the same foot. <b>Leap-</b> To jump off one foot and land on the opposite foot, extending legs in air while having both feet off the ground. <b>Skip-</b> Step-hop. Hop on left foot, right leg bent and lift into air, land on right foot, left leg bent and lift into air, continue pattern. <b>Slide-</b> Stand with shoulder facing wall, right foot extends to the side away from the body and left foot crosses mid-plane toward the right foot and slide together. <b>Walk</b> –Move at a regular and fairly slow pace by lifting and setting down each foot in turn, never having both feet off the ground at once.</p>

		<p><b>Running Criteria-</b>  Eyes focused forward  Knees bend at right angles during the recovery phase  Arms bend at elbows and move in opposition to the legs  Front part of foot contacts ground  Body leans slightly forward</p> <p><b>Sliding Criteria-</b>  Keeps trail leg behind lead leg.  Displays rhythmic arm movement  Turns hips, shoulders and eyes to direction of movement</p> <p><b>Hopping Criteria-</b>  Take off and land on same foot  Holds knee behind body at 90 degree angle  Uses arms for lift  Displays rhythmic hopping  Maintains balance</p> <p><b>Leaping Criteria-</b>  Forward movement sustained throughout the leap  Eyes forward  Take off from one foot and land on opposite foot  Straighten legs in flight, arms in opposition  Controlled landing without losing balance</p> <p><b>Galloping Criteria-</b>  Keeps trail leg behind lead leg  Gallops using either leg as lead  Displays rhythmic arm movement  Turns hips, shoulder and eyes to direction of movement.</p> <p><b>Skipping Criteria-</b>  Displays a step hop pattern  Uses both sides of body alternatively (left then right)  Swings arms in opposition to feet</p>	
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		<p>Displays a rhythmical pattern Eyes look ahead</p> <p><b>Horizontal Jump Criteria-</b> Eyes focused forward Bends knees and body at waist in preparation for jump Swings arms fully in a backward and forward direction Extends body in flight and land with bent knees Take off and land on two feet</p> <p><b>Vertical Jump Criteria-</b> Hips, knees and ankles bend in preparation for jumping action Arms extend upward as body propels upward Body extends and stretches upward while in flight Hips, knees and ankles bend on landing Shoulders, knees and ankles align for balance after landing</p>		
	Running	<p><b>K-</b> Running in a large space without collision with others.</p> <p><b>1<sup>st</sup>-</b> Able to run with control at a variety of speeds.</p> <p><b>2<sup>nd</sup>-</b> Runs with a mature pattern. (S1.E2.2a) Travels showing differentiation between jogging and sprinting. (S1.E2.2b) Adjusts speed of running to avoid collision stop on command.</p>		<p><b>Run-</b> To move swiftly on foot so that both feet leave the ground during each stride. Ball of foot touches ground first; arms move opposite legs.</p>
	Jumping and Landing	<p><b>K-</b> Jump from a stationary position and land using a two foot take off and land without losing balance. (S1.E3.K)</p> <p><b>1<sup>st</sup>-</b> Explores jumping and landing in a vertical plane.</p>		<p><b>Jump-</b> To take off using two feet and land using one or two feet.</p>



<p><b>Nonlocomotor Skills</b></p>	<p>Curling, Stretching, Twisting and Bending</p>	<p>Jumps with two feet over low obstacles landing with bent knees. Explores jumping and landing in a horizontal plane using a variety of one and two foot take offs and landings. <b>2<sup>nd</sup></b>- Jump and land in a horizontal plane using a variety of one and two foot take offs and landings.</p>	
		<p><b>K-</b> Explores curling, stretching, twisting and bending. Contrasts the actions of curling and stretching. (S1.E10.K) <b>1<sup>st</sup></b>- Demonstrates curling, stretching, twisting and bending actions. (S1.E10.1) Able to combine curling, stretching, twisting and bending actions. <b>2<sup>nd</sup></b>- Differentiates among twisting, curling, bending and stretching actions. (S1.E10.2) Performs curling, twisting and stretching actions in combination with a fundamental locomotor skill.</p>	<p><b>Curling-</b> To pull your body into itself making it as small as possible. <b>Stretching-</b> To extend your body and/or limbs out and away from the body as far as possible to fully extend. <b>Twisting-</b>To move part of your body one way, and move part another way. <b>Bending-</b>Movement that causes the formation of a curve.</p>

<p><b>Elements of Movement-</b> Students begin to demonstrate smooth, more natural or instinctive transitions between sequential locomotor skills.</p>	<p>Chasing, Fleeing and Dodging</p>	<p><b>K-</b> Travel to flee. Travel to dodge. Imaginary chase in general space. <b>1<sup>st</sup>.</b> Dodge in response to a signal. Dodge stationary obstacles. Flee a partner. Demonstrates ability to switch from chase to flee in the course of a class activity. <b>2<sup>nd</sup>.</b> Overtake a fleeing person. Demonstrates ability to dodge opponent(s) in order to avoid being tagged or captured.</p>	<p><b>Chase-</b> Go after with the intent to catch. <b>Dodge-</b> Make a sudden movement in a new direction so as to avoid. <b>Flee-</b> Run away quickly.</p>
	<p>Movement Concepts- Space- (Personal Space, General Space, Levels, Directions, Pathways, Extensions)</p>	<p><b>K-</b> Independently find their own personal space. Demonstrate movements at all levels. Demonstrates movements in straight and curved and zigzag patterns. Demonstrates big movements and small tight movements. <b>1<sup>st</sup>-</b> Identifies/ recognizes the boundaries of a given activity. Places self in proper relationship/position to object/other with only a verbal cue. Performs locomotor skills in a variety of directions and pathways. <b>2<sup>nd</sup>-</b> Applies concept of pathways as a means of eluding opponent or gain advantage. Applies concept of space to positioning when participating in a group activity.</p>	<p><b>Space -</b> Where movement(s) are performed. <b>Personal Space-</b> Space the body or its parts can reach without traveling away from a starting location. <b>General Space-</b> All the space within a teaching space that the body can penetrate by means of locomotion. <b>Levels –</b> <b>Low Level-</b> Space below the knees <b>Medium Level-</b> Space between the knees and the shoulders. <b>High Level-</b> Space above the shoulders. <b>Pathway –</b> Denotes the possible floor patterns the body can move and the</p>

	<p>Effort- (Time, Force, Flow)</p>	<p><b>K-</b> Demonstrates a variety of movement gradations. (fast/slow, hard/soft, loud clomping steps/tiptoe etc.) during teacher led activities. Marches to a beat. Keeps pace with a variable paced walk/march. Moves from one locomotor skill into another without stopping.</p> <p><b>1<sup>st</sup>.</b> Independently adjusts force needed to complete a motor task (how hard to throw, how much touch to tag someone, etc.). Moves using a variety of locomotor skills to a beat or music. Moves smoothly using a variety of locomotor skills when performing a prescribed motor sequence.</p> <p><b>2<sup>nd</sup>.</b>-Applies concept of force appropriately when participating in class activities. Independently applies basic concepts of speed and sequencing of movements when participating in class activities. Demonstrates mature form of locomotor skills and smooth transitions between locomotor skills when</p>	<p>air patterns of a thrown or struck object. Pathways include: Straight, Curved and Zig Zag. <b>Extensions-</b> The size of the movements or the body or its parts in space. <b>Directions</b> – Directions that the body can move. Directions include forward, backward sideward, upward and downward.</p> <p><b>Effort-</b> How the body moves. <b>Time-</b> How fast or slow the body moves. <b>Force-</b> How lightly or strongly a movement is performed. <b>Flow-</b> The smoothness of a movement sequence during activity <b>Free Flow-</b> Movement continues or “flows” without stopping. <b>Bound Flow-</b> Movements that are restrained or cautious.</p>
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<p><b>Manipulative Skills-</b> Students at this level begin to demonstrate progress toward achieving mature form in the more complex manipulative skills (e.g., foot dribble) and achieve mature</p>	<p>Relationships- (Of body parts, With objects and people)</p>	<p>performing a prescribed motor sequence. Independently selects necessary motor skills during participation in class activities.</p> <p><b>K-</b> Identifies body parts. <b>1<sup>st</sup>.</b> Explores relationships of body parts, with objects and with people. <b>2<sup>nd</sup>.</b> Demonstrates ability to move in relationship to objects and people.</p>	<p><b>S</b></p>	<p><b>Relationships-</b> With whom the body moves. <b>Relationships of Body Parts-</b> Includes shapes (round, narrow, wide, twisted, symmetrical/nonsymmetrical). <b>Relationships with Objects and/or People-</b> Includes over, under, on, off, near, far, in front, behind, along, through, meeting, parting, surrounding, around, alongside. <b>Relationships with People-</b> Includes leading following, mirroring, matching, unison, contrast, between groups, groups, partners, solo, alone in a mass.</p>
<p>Students at this level begin to demonstrate progress toward achieving mature form in the more complex manipulative skills (e.g., foot dribble) and achieve mature</p>	<p>Throwing and Catching</p>	<p><b>K-</b> Receives and returns a ball rolled to them. Drops a ball and catches it before it bounces twice. Catches a ball tossed from a skilled thrower. Underhand throws a ball toward a large target with opposite foot forward. (S1.E13.K) Bounces a ball back to a partner using 2 hands demonstrating weight transfer (rocker step). <b>1<sup>st</sup>.</b> Catches an object from a self-toss before it bounces. (S1.E16.1a) Catches a ball (2"-3") using preferred hand. Catches various sized balls that are self-tossed or tossed from a skilled thrower. (S1.E16.1b)</p>		<p><b>Throw-</b> To propel through the air with a motion of the hand or arm. <b>Catch-</b> Ability to capture an object that is thrown, kicked or batted.</p>

<p>form in the less complex manipulative skills (e.g., underhand throw).</p>		<p>Bounces a ball (&lt; 5") back to a partner demonstrating weight transfer (rocker step).          Throws a ball (2" -3") using preferred hand to a target at a variety of distances using mature underhand throw pattern. (S1E13.2)          Demonstrates a fairly consistent overhead throwing pattern using preferred hand and weight transfer.  <b>2<sup>nd</sup></b>-          Catches a self-tossed or well thrown ball with hands, not trapping or cradling against the body. (S1.E16.2)          Demonstrates a fairly mature under hand throw and catch pattern using preferred hand with a partner.          Demonstrates a fairly mature overhead throw pattern to a variety of targets from a stationary position.</p>	
<p><b>Dribbling</b></p>	<p>Dribbling With Hands</p>	<p><b>K-</b>          Bounces a large ball while stationary using two hands.          Bounces a large ball using preferred hand while stationary.          Dribbles with preferred hand while stationary and attempts second contact. (S1.E17.K)  <b>1<sup>st</sup></b>-          Dribbles continuously in self-space using the preferred hand. (S1.E17.1)          Explores dribbling with the non-preferred hand in self-space.          Explores dribbling in a controlled manner with preferred hand while moving forward.  <b>2<sup>nd</sup></b>-          Dribbles with preferred hand using a mature pattern while travelling forward. (S1.E17.2b)          Dribbles in controlled manner using preferred</p>	<p><b>Dribble-</b> The propulsion of a ball by repeated taps or kicks.</p>

			hand while moving in a variety of pathways.	
	Dribbling With Feet		<p><b>K-</b> Moves the ball forward while walking using light taps with feet (toes and some instep). (S1.E18.K) Stop a rolling ball using the instep of foot while stationary. <b>1<sup>st</sup>.</b> Dribbles the ball forward with control using top of foot and/or instep of feet. (S1.E18.1) Dribbles a ball with feet using a variety of speeds. Stops a ball while dribbling and then starts dribble again. <b>2<sup>nd</sup>.</b> Consistently dribbles ball with a controlled mature pattern in general space. (S1.E18.2) Able to stop and start with control while dribbling.</p>	
<b>Kicking</b>			<p><b>K-</b> Kicks a stationary ball forward with either foot. Kicks a stationary ball forward toward a target with dominant foot. Kicks a stationary ball forward with dominant foot with a running approach. <b>1<sup>st</sup>.</b> Kicks to a stationary partner with a mature pattern. Kicks a ball moving toward kicker and propelling it toward a target area. Able to trap a moving ball with feet bringing it to a complete stop. Demonstrates the ability to kick on the ground and in the air.</p>	<p><b>Kick-</b> To strike with the foot or feet. <b>Punt-</b> A kick in which the ball is dropped from the hands and kicked before it touches the ground. <b>Trap-</b> The technique used for receiving the ball, bringing it under control.</p>

<p><b>Volleying</b></p>		<p><b>2<sup>nd</sup>-</b> Runs up to meet a moving ball and kicks it forward with dominant foot. Demonstrates the ability to kick a ball on the ground or in the air to a target.</p> <p><b>K-</b> Self-volleys lightweight objects (balloon) upward. (S1.E22.K) Self-volleys lightweight objects using different body parts. <b>1<sup>st</sup>.</b> Volleys an object with an open palm, sending it upward attempting consecutive hits. (S1.E22.1) Volleys a balloon with a partner within a defined area. Volleys a balloon with a partner demonstrating movement toward the balloon and weight transfer in opposition on contact. <b>2<sup>nd</sup>-</b> Volleys an object upward with consecutive hits. (S1.E22.2) Volleys a balloon or large ball over a net to a partner using hand strikes demonstrating proper body position and weight transfer/step in opposition on contact.</p> <p><b>K-</b> Able to keep an object up above the waist by striking it with an underhand motion with a short handled implement for 10 consecutive hits. Strikes a suspended/stationary object with a short handled implement sending it upward. Strikes an object with a short handled implement attempting to send it forward.</p>	
<p><b>Striking With Short Handled Implements</b></p>			<p><b>Volley</b> –Striking or giving impetus to an object by using a variety of body parts.</p> <p><b>Strike-</b> To hit with an implement using force and accuracy.</p>

		<p><b>1<sup>st</sup>-</b> Strikes an object with a short handled implement using forehand sending it forward to a wall.</p> <p><b>2<sup>nd</sup>-</b> Strikes an object with a short handled implement using forehand or underhand strike sending it forward to high and low targets.</p>	
<p><b>Striking With Long Handled Implements</b></p>		<p><b>K-</b> Explores striking a ball either suspended or placed above the waist upon a "tee" with a long handled implement (bat). Strikes a ball or object placed stationary on the floor with a long handled implement (hockey stick, putter). Travel slowly while striking a ball on the ground with a hockey stick</p> <p><b>1<sup>st</sup>-</b> Strikes an object with a long handled implement, sending it forward with proper grip and stance to different sized targets. Travel while striking a ball on the ground moving in different pathways.</p> <p><b>2<sup>nd</sup>-</b> Strikes an object with a long handled implement, sending it forward Striking a ball off a tee with a level swing.</p>	<p><b>Horizontal Strike-</b> A sidearm pattern used to strike with a bat that is at the same distance from the ground and in a horizontal plane throughout the swing.</p> <p><b>Vertical Strike-</b> An underhand swinging pattern used with a hockey stick or golf club.</p>
		<p><b>Underhand Throwing Criteria-</b> Face target in preparation for throw Arm back Step with opposite foot as throwing arm moves forward Release between knee and waist level Follow through to target</p>	



		<p><b>Overhand Throwing Criteria-</b>  Eyes on target  Bends and holds elbow back at shoulder height behind ear  Rotates hip so that opposite shoulder is in line with target  Steps forward with foot opposite the throwing arm  Shifts weight from back to front foot  Leads throw with elbow, follow through down and across body</p> <p><b>Catching Criteria-</b>  Eyes on object  Positions body in the path of object  Positions one foot slightly ahead of the other in a balanced position  Catch object with hands; thumbs in for catch above waist and pinkies in for catch below waist  Relaxes and absorbs force of the object</p> <p><b>Dribbling Criteria:</b>  Eyes focused forward  Initiates ball contact with fingertips  Bends and straightens wrist and elbows to push ball  Hips and knees flexed slightly  Dribble in front and to the side of the body  Performs a rhythmical series of controlled dribbles</p> <p><b>Kicking Criteria-</b>  Focuses eyes on target  Steps beside ball with non-kicking foot  Bends body at waist, initiates kick from hip  Bends kicking leg (knee over ball); contact with shoelaces  Swings arms in opposition to kicking foot  Follows through with kicking leg pointing to target</p>	
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		<p><b>Underhand Volley Criteria-</b>  Face target in preparation  Opposite foot forward  Flat surface with hand for contact  Contact ball between knee and waist level  Follow through upwards and to the target</p> <p><b>Overhead Volley Criteria-</b>  Body aligned and positioned under the ball  Knees, arms and ankles bent in preparation for the volley  Hands rounded; thumbs and first fingers make a triangle without touching in preparation  Ball contacts finger pads; wrists are firm  Arms extend upward on contact; follow through toward target</p> <p><b>Striking with a Short Handled Implement Criteria-</b>  Racket back in preparation  Step on opposite foot as contact is made  Swing racket or paddle from low to high  Coil and uncoil the trunk in preparation and execution of the striking action  Follow through</p> <p><b>Striking with a Long handled Implement Criteria (Horizontal Pattern)-</b>  Bat up and back in preparation  Step forward on opposite foot as contact is made  Coil and uncoil the trunk for preparation and execution of the striking action  Swing in a horizontal plane  Wrist uncocks on follow through to complete strike</p>		
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		<p><b>Striking with a Long handled Implement Criteria (Vertical Pattern)-</b>  Shift weight to back foot  Hips and trunk rotate away from ball  Raise implement up and behind back shoulder with arms first and wrists cocked at the top of back swing with knees bent  Shift weight to forward foot as swing begins  Hips and spine rotate forward; forearm swings downward, and back arm and wrists uncock  Arms stay straight throughout swing</p>	
<b>Dance</b>		<p><b>K-</b>  Walks a steady beat to music.  Able to repeat a basic rhythmic pattern led by the teacher (marching, hopping etc.). (S1.E5.K)  <b>1<sup>st</sup>-</b>  Able to demonstrate teacher led rhythmic movements that are set to music or percussion.  Able to keep a steady beat using locomotor and non-locomotor movements. (S1.E5.1)  Able to move to odd and even beats.  Combines locomotor and nonlocomotor skills in a teacher-designed dance.  <b>2<sup>nd</sup>-</b>  Follows repeatable sequence to a steady beat.  Performs a repeatable sequence to music with others. (S1.E5.2)</p>	<p><b>Rhythm-</b> The pattern of movement through time.</p>
<b>Body Management (Educational Gymnastics)</b>	Balance	<p><b>K-</b>  Demonstrates balancing on a wide base of support.  Demonstrates a variety of static balances using 2 or more bases of support.  Demonstrates static balance in a variety of shapes (wide, narrow, curled, twisted, etc.). (S1.E7.Kb)</p>	<p><b>Balance</b> – Ability to maintain equilibrium when stationary or moving.  <b>Static Balance-</b> Ability to retain/maintain balance in a stationary position.</p>

<p>At this level students begin to develop control in performance of traveling, weight-bearing, and balance activities using a variety of body parts.</p>		<p>Maintains dynamic balance while moving in a variety of speeds and levels.</p> <p><b>1<sup>st</sup>-</b> Maintains static balance for a longer period of time on different bases of support with different body shapes. (S1.E7.1) Explores inverted balances with a supportive base. Maintains dynamic balance while walking along a 4" wide beam or line. Maintains dynamic balance while moving in a variety of speeds and levels.</p> <p><b>2<sup>nd</sup>-</b> Balances on different bases of support, combining shapes and levels.(S1.E7.2a) Balances in an inverted balance with stillness and a supportive base. Balances using counterbalance. Traveling and stopping in balanced positions. Creates a movement sequence which includes locomotor and balance elements.</p>	<p><b>Dynamic Balance-</b> Ability to maintain balance with body movement(s). <b>Counter Balance-</b> Extensions to one side of the body beyond the base of support necessitate extensions in the opposite direction for counterbalance.</p>
	<p>Weight Transfer</p>	<p><b>K-</b> Transfers weight from feet to hands for momentary weight support. Transfers weight from foot to foot (leap. skip alternate foot hop).</p> <p><b>1<sup>st</sup>-</b> Transfers weight from one body part to another in self-space and in dance and gymnastic environments. (S1.E8.1)</p> <p><b>2<sup>nd</sup>-</b> Attempts to transfer weight from feet to hands, and using large extensions such as in leap frog, squat thrusts etc.). (S1.E8.2)</p>	<p><b>Weight Transfer-</b>When during movement weight is moved from one supporting foot (or supporting limb/body part) to another one fully or partially.</p>

		Weight Transfer-Rolling	Transfers weight onto and off equipment using different body parts.		<p><b>K-</b> Demonstrates log roll and egg rolls with and without wedge mat. Rolls sideways in a narrow body shape. (S1.E9.K) <b>1st-</b> Demonstrates rolling with either a narrow or curled body shape. (S1.E9.1) <b>2nd-</b> Demonstrates rolling a variety of directions and speeds with narrow or curled body shape. (S1.E9.2)</p>		
<b>Jumping Rope</b>			<p><b>K-</b> Jumps over a rope (or a line) on the floor from a sideward stance. Jumps forward over a rope (or a line) on the floor from a frontal stance. Executes a single jump with a self-turned rope. (S1.E27.Ka) Attempts to jump in a long rope with teacher assistance in turning. (S1.E27.Kb) <b>1st-</b> Jumps consistently through a self-turned short rope using either a jump or "skip" pattern. (S1.E27.1a) Jumps a long rope up to five times consecutively with teacher assistance in turning. (S1.E27.1b) <b>2nd-</b> Jumps a self-turned short rope with a mature pattern. (S1.E27.2a) Jumps a long rope five times consecutively with student turners. (S1.E27.2b)</p>				

## **Benchmark A Assessment for K-2<sup>nd</sup>:**

- **Given in Second Grade**
- **A.** Acquisition of locomotor, non-locomotor and manipulative movement skills.
- **Benchmark A Assessment-** Assessments are located in the assessment section of this document.

## **NYS AHPERD**

### **Character, Health Related Fitness, Individual Enjoyment, Life-skill Development and Skilled Play**

#### **Curriculum Focal Points**

#### **Skilled Play- Grades 3-5**

#### **New York State Learning Standard(s)**

- **1a-** Students will perform basic motor and manipulative skills. Students will attain competency in a variety of motor and sports activities.

#### **National Learning Standard:**

- **1-** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- **2-** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

#### **3-5 Benchmarks**

- **A-** Apply the critical elements of fundamental manipulative skills in a variety of physical activities while demonstrating simple tactics.

Content	Running, Sliding, Hopping, Skipping, Leaping, Galloping	Specific Grade Level Focal Points (Outcomes)	ELA	Vocabulary
<b>Locomotor Skills</b>		<p><b>3<sup>rd</sup></b>- Uses a variety of locomotor skills in age appropriate low organized and small group activities.</p> <p>Identifies locomotor skills needed to play and participate in activities.</p> <p><b>4<sup>th</sup></b>- Uses various locomotor skills in a variety of manipulative practice tasks, dance and educational gymnastics experiences. (S1.E1.4)</p> <p><b>5<sup>th</sup></b>- Combines locomotor skills with manipulative skills in a variety of small sided game like practice tasks, gymnastics and dance activities.(S1.E1.5a; S1.E1.5b)</p>	W/S	<p><b>Gallop</b>- A two beat stride, which both legs are off the ground, simultaneously, either right foot stays back and left foot is forward or left foot stays back and right foot is forward. Toe to heel. One foot always chases the other.</p> <p><b>Hop</b>- To take off and land on the same foot.</p> <p><b>Leap</b>- To jump off one foot and land on the opposite foot, extending legs in air while having both feet off the ground.</p> <p><b>Run</b>- To move swiftly on foot so that both feet leave the ground during each stride. Ball of foot touches ground first; arms move opposite legs.</p> <p><b>Skip</b>- Step-hop. Hop on left foot, right leg bent and lift into air, land on right foot, left leg bent and lift into air, continue pattern.</p> <p><b>Slide</b>- Stand with shoulder facing wall, right foot extends to the side away from the body and left foot crosses mid-plane toward the right foot and slide together.</p>
	Running	<p><b>3<sup>rd</sup></b>- Running while changing speeds between sprinting and running. (S1.E2.3)</p> <p><b>4<sup>th</sup></b>- Run for distance with a mature pattern. (S1.E2.4)</p>		





		<p><b>4<sup>th</sup>-</b> Moves into and out of balances on apparatus with curling, twisting and stretching actions. (S1.E10.4)</p> <p><b>5<sup>th</sup>-</b> Performs curling, twisting and stretching actions with correct application in dance, gymnastics and small-sided game like tasks using manipulative skills. (S1.E10.5)</p>	
<p><b>Combining Locomotor Skills and Movement Concepts</b></p>		<p><b>3<sup>rd</sup>-</b> Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance and/or gymnastics sequence. (S1.E11.3)</p> <p><b>4<sup>th</sup>-</b> Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance and or gymnastics sequence with a partner. (S1.E11.4)</p> <p><b>5<sup>th</sup>-</b> Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance or gymnastics sequence with a group. (S1.E11.5)</p>	
<p><b>Manipulative Skills</b></p>	<p>Throwing and Catching</p>	<p><b>3<sup>rd</sup>-</b> Throws underhand to a partner or target with reasonable accuracy. (S1.E13.3) Throws overhand, demonstrating overhand throw criteria for a mature pattern to a target or stationary partner for distance and/or force. Catches a tossed developmentally appropriate sized ball from a partner demonstrating criteria for a mature catch.</p>	<p><b>Throw-</b> To propel through the air with a motion of the hand or arm.</p>

		<p><b>4<sup>th</sup>-</b> Throws overhand using a mature pattern to a target or stationary partner accurately as well as for distance. (S1.E14.4b) Throws to a moving partner with reasonable accuracy in a non-dynamic environment. (S1.E15.4) Throws off the move to a stationary target. Catches a thrown ball above the head, chest, or waist level with fingers up and below the waist using a mature pattern in a non-dynamic environment. (S1.E16.4)</p> <p><b>5<sup>th</sup>-</b> Throws overhand with a mature pattern in a non-dynamic environment using a variety of different sized balls. (S1.E14.5a) Throws off the move accurately to a moving target. (S1.E15.5a) Throws with reasonable accuracy in dynamic small-sided games. (S1.E15.5b) Catches accurately on the move. (S1.E16.5b) Catches with reasonable accuracy in dynamic small sided practice tasks. (S1.E16.5c)</p>	
<p><b>Dribbling</b></p>	<p>Dribbling With Hands</p>	<p><b>3<sup>rd</sup>-</b> Dribbles with preferred hand and travels in general space at slow and moderate speeds with control of the ball and their body. (S1.E17.3)</p> <p><b>4<sup>th</sup>-</b> Dribbles with preferred and non-preferred hand in self-space using mature form. (S1.E17.4a) Dribbles with mature form in general space changing speeds while controlling ball and body. (S1.E17.4b)</p>	<p><b>Dribble-</b> The propulsion of a ball by repeated taps or kicks.</p>

		<p>Dribbles with hands in combination with other skills such as passing receiving and shooting. (S1.E20.4)</p> <p><b>5<sup>th</sup></b>-          Combines hand dribbling with other skills such as change of speed, direction, fakes, etc. in a 1V1 situation. (S1.E18.5)</p> <p>Dribbles with hands using a mature pattern in small sided games. (S1.E20.5)</p>		
	Dribbling with Feet	<p><b>3<sup>rd</sup></b>-          Dribbles with feet in general space with control of ball and body. (S1.E18.3)</p> <p><b>4<sup>th</sup></b>-          Dribbles with the feet in general space while increasing and decreasing speed as well as changing directions with control of ball and body. (S1.E18.4)</p> <p>Dribbles with feet in combination with other skills such as passing, receiving and shooting. (S1.E20.4)</p> <p><b>5<sup>th</sup></b>-          Combines foot dribbling with other skills such as change of speed, direction, fakes, etc. in a 1V1 game. (S1.E18.5)</p> <p>Dribbles with feet using a mature pattern in small sided games. (S1.E20.5)</p>		
<b>Kicking</b>		<p><b>3<sup>rd</sup></b>-          Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air demonstrating the criteria of a mature pattern for each kick.</p> <p>Uses a continuous running approach and kicks a stationary ball for accuracy. (S1.E21.3b)</p> <p><b>4<sup>th</sup></b>-          Kicks along the ground and in the air as well as punt using mature patterns. (S1.E21.4)</p>	<p><b>Punt</b>- A kick in which the ball is dropped from the hands and kicked before it touches the ground.</p> <p><b>Trap</b>- The technique used for receiving the ball, bringing it under control.</p>	

		<p>Kicks to a stationary partner with a mature pattern.  Receives kick by absorbing the force of the ball using the foot (trap).  <b>5<sup>th</sup></b>-  Kicks to a moving receiver.  Receives a kick on the move by absorbing the force of the ball using the foot (trap).  Demonstrates mature patterns of kicking and punting in small sided game like practice activities. (S1.E21.5)</p> <p><b>SMALL SIDED OFFENSIVE STRATEGIES IN INVASION GAMES-</b>  Maintaining possession and making forward progress.  Move into open spaces to receive implement.  Move forward in support of ball carrier to attack the goal.  Create space to get open by using cuts, fakes, changes in speed and direction.</p> <p><b>SMALL SIDED DEFENSIVE STRATEGIES IN INVASION GAMES-</b>  Marking an opponent.  Stay between opponent and goal.  Winning the ball (i.e., tackle, interception, steal).</p> <p><b>3<sup>rd</sup></b>-</p>	
<b>Volleying</b>		<p>Volleys an object with a underhand or sidearm pattern, sending it forward over a net, to a wall or over a line to a partner, while demonstrating the criteria of a mature pattern.  <b>4<sup>th</sup></b>-  Volleys underhand using a mature pattern in a dynamic environment such as two square and four square. (S1.E22.4)  Volleys a ball with a two-hand overhead pattern, sending it upward, demonstrating the criteria for a</p>	<b>Mark-</b> The person that a defensive player is guarding.

			<p>mature pattern.</p> <p><b>5<sup>th</sup></b>-          Volleys underhand using a mature pattern to open spaces on a court in a dynamic situation.          Volleys a ball using a two hand mature pattern to send it upward to a target. (S1.E23.5)</p>		
<b>Striking With Short Handled Implements</b>			<p><b>3<sup>rd</sup></b>-          Strikes an object tossed to them with a short handled implement sending it forward using the forehand and backhand while demonstrating the criteria of a mature pattern.          Strikes an object with a short handled implement using forehand and backhand sending it forward over a low net or to a wall. (S1.E24.3a)</p> <p><b>4<sup>th</sup></b>-          Strikes an object with a short handled implement, using a forehand and backhand, alternating hits with a partner over a low net or against a wall. (S1.E24.4b)</p> <p>Strikes to open spaces.</p> <p><b>5<sup>th</sup></b>-          Strikes an object consecutively, with a partner, using a short handled implement, over a net or against a wall, in either a competitive or cooperative game environment. (S1.E24.5)          Strikes to open spaces in a game like situation.          Strikes to make opponent move out of position to return hit.          Create space by hitting deep and short.          Returns to middle of court to defend after a hit.</p> <p><b>NET WALL SMALL SIDED GAMES-          OFFENSIVE STRATEGIES-</b>          Hit to open spaces.</p>		

		<p>Hit both deep and short. Move opponent to attack empty space. <b>NET WALL SMALL SIDED GAMES DEFENSIVE STRATEGIES-</b> Base position. Blocking downward hits. Moving to defend space.</p>	
<p><b>Striking With Long Handled Implements</b></p>		<p><b>3<sup>rd</sup>-</b> Strikes a ball with a long handled implement (bat, hockey stick, golf club) sending it forward to different distances, while using proper grip for the implement. (S1.E25.3) <b>4<sup>th</sup>-</b> Strikes an object with a long handled implement, sending it forward while demonstrating criteria for a mature pattern. Strikes a pitched ball. Travels and stick handles while changing speed and direction. Passing and receiving on the move with a hockey stick. 1V1 hockey situations. 2V1 hockey situations. Strikes a golf ball on the ground, in the air and for distance. <b>5<sup>th</sup>-</b> Combines striking skills with traveling skills for in game like activities. (S1.E25.5b)</p> <p><b>STRIKING AND FIELDING SMALL SIDED GAMES OFFENSIVE STRATEGIES-</b> Striking with a bat to open spaces. Striking with a bat to opposite fields. Striking behind the runner to move the runner.</p>	
			<p><b>Force Out-</b> An out as a result of a defensive player with the ball tagging a runner or the base to which the base runner must go because the batter became the base runner.</p>

		<p><b>STRIKING AND FIELDING SMALL SIDED GAMES DEFENSIVE STRATEGIES-</b>                  Get the lead base runner-Throw to the base ahead of the runner.                  Fielder closest to the ball fields ball.                  Back up fielders.                  Tag outs and force outs.</p>	<p><b>Tag Out-</b> An out as a result of a defensive player with the ball tagging a runner that is off base.</p>
<p><b>Dance</b></p>		<p><b>3<sup>rd</sup>-</b>                  Performs teacher selected and developmentally appropriate dance steps, rhythmic activities and movement patterns. (S1.E5.3)                  Performs teacher selected and developmentally appropriate creative dances to express and idea, emotion and or attitude.  <b>4<sup>th</sup>-</b>                  Performs teacher selected and developmentally appropriate dance steps, rhythmic activities and movement patterns to music.                  Combines locomotor movement patterns and dance steps to create and perform a dance. (S1.E5.4)  <b>5<sup>th</sup>-</b>                  Combines locomotor movement patterns and dance steps to create and perform a dance to music.                  Combines locomotor skills in cultural as well as creative dances with correct rhythm and pattern. (S1.E5.5)</p>	<p><b>Rhythm-</b> The pattern of movement through time.</p>
<p><b>Educational Gymnastics</b></p>	<p>Balance</p>	<p><b>3<sup>rd</sup>-</b>                  Balances on different bases of support, demonstrating muscular tension and extension of free body parts. (S1.E7.3)                  Concept- Wide base of support is best for balance.                  Concept- Center of gravity should be aligned over</p>	<p><b>Center of Gravity-</b> Place where the weight of the body is evenly</p>



		<p>base of support.</p> <p><b>4<sup>th</sup></b>- Balances on different bases of support on apparatus, demonstrating levels and shapes. (S1.E7.4)</p> <p>Moves into and out of balances on apparatus with curling, twisting and stretching actions.</p> <p>Concept- Use of counter balance</p> <p><b>5<sup>th</sup></b>- Moves into and out of balanced positions.</p> <p>Combines balance and transferring weight in a gymnastics sequence alone and with a partner. (S1.E7.5)</p>		<p>distributed and all sides are in balance.</p> <p><b>Counter Balance-</b> Extensions to one side of the body beyond the base of support necessitate extensions in the opposite direction.</p>
	Weight Transfer	<p><b>3<sup>rd</sup></b>- Transfers weight from feet to hands for momentary weight support. (S1.E8.3)</p> <p><b>4<sup>th</sup></b>- Transfers weight from feet to hands, varying speed and using large extensions such as in a mule kick, handstand and cartwheel. (S1.E8.4)</p> <p>Combines traveling with balance and weight transfers to create a gymnastic sequence with or without equipment and apparatus. (S1.E12.4)</p> <p><b>5<sup>th</sup></b>- Combines traveling with balance and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus. (S1.E12.5)</p>		
	Weight Transfer-Rolling	<p><b>3<sup>rd</sup></b>- Linking rolls together in a movement sequence.</p> <p><b>4<sup>th</sup></b>- Rolling on and off low equipment.</p> <p><b>5<sup>th</sup></b>- Combining rolling with balance and transferring weight into a sequence.</p>		

<p><b>Jumping Rope</b></p>		<p><b>3<sup>rd</sup>-</b> Performs intermediate jump rope skills and tricks for both short and long ropes. (S1.E27.3) <b>4<sup>th</sup>-</b> Creates a jump rope routine with either a short or long rope. (S1.E27.4) <b>5<sup>th</sup>-</b> Creates a jump rope routine with a partner using a short rope.(S1.E27.5)</p>		
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**Benchmark A and B Assessments for 3<sup>rd</sup>-5<sup>th</sup>:**

- **Given in Fifth Grade**
- **A-** Apply the critical elements of fundamental manipulative skills in a variety of physical activities while demonstrating simple tactics.
- **Benchmark A Assessments-** Sample rubrics are provided in the assessment section of this document.

## **NYS AHPERD**

### **Character, Health Related Fitness, Individual Enjoyment, Life-Skill Development and Skilled Play**

#### **Curriculum Focal Points**

#### **Skilled Play- Grades 6-8**

#### **New York State Learning Standard(s)**

- **1a-** Students will perform basic motor and manipulative skills. Students will attain competency in a variety of motor and sports activities.

#### **National Learning Standard(s):**

- **1-** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- **2-** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance

#### **6-8 Benchmarks**

- **A-** Demonstrate critical elements of specialized manipulative skills in a variety of settings
- **B-** Apply tactical concepts and performance principles in physical activities.

Content	Specific Grade Level Focal Points (Outcomes)	ELA	Vocabulary
<p><b>Dance</b></p> <p>Creative Social Line Square</p>	<p><b>6<sup>th</sup></b> Demonstrates ability to move to the beat and move in the correct pattern in one of the dance forms (creative, social, line and square). (S1.M1.6)</p> <p><b>7<sup>th</sup></b> Demonstrates ability to move to the beat and in the correct pattern in a different dance form than 6<sup>th</sup> grade. (S1.M1.7)</p> <p><b>8<sup>th</sup></b> Demonstrates the ability create a dance sequence to music and perform with command of the rhythm and proper timing when performing the dance in a small group. (S1.M1.8)</p>		
<p><b>Team Passing Games</b></p>	<p>Throwing Tactic- Maintain possession</p> <p><b>6<sup>th</sup></b> Demonstrates the ability to pass (throw) an implement (ball, Frisbee, etc.) with a mature pattern using the appropriate force in line with the practice tasks (i.e., throw for distance). (S1.M2.6)</p> <p><b>7<sup>th</sup></b> Demonstrates the ability to pass (throw, kick) an implement (ball, Frisbee, etc.) with a mature pattern using the appropriate force in line with a practice task in a 3V1 situation. (S1.M2.7)</p> <p><b>8<sup>th</sup></b> Demonstrates the ability to pass (throw, kick) an implement (ball, Frisbee, etc.) with a mature pattern using the appropriate force in line with a practice task in a 3V3 game situation. (S1.M2.8)</p>		
	<p>Catching- Tactic- Maintain possession</p> <p><b>6<sup>th</sup></b> Catches with a mature pattern from different trajectories using different objects. (S1.M3.6)</p>		

			<p><b>7<sup>th</sup>-</b> Catches with a mature pattern on the move from different trajectories using different objects. (S1.M3.7)</p> <p><b>8<sup>th</sup>-</b> Catches with a mature pattern on the move from different trajectories using different objects in small-sided games. (S1.M3.8)</p>		
<b>Basketball</b>	<p>Passing Tactic- Maintain possession</p>	<p><b>6<sup>th</sup>-</b> Demonstrates the ability to pass using a chest pass, bounce pass and overhead pass off the dribble to a stationary partner.</p> <p><b>7<sup>th</sup>-</b> Demonstrates the ability to pass using a chest pass, bounce pass and overhead pass to a moving partner off the dribble.</p> <p><b>8<sup>th</sup>-</b> Demonstrates the ability to pass using a chest pass, bounce pass and overhead pass off the dribble in a small sided game situation.</p>	<p><b>6<sup>th</sup>-</b> Demonstrates the ability to catch a pass using a target hand off the move.</p> <p><b>7<sup>th</sup>-</b> Demonstrates the ability to catch a pass on the move using a jump stop.</p> <p><b>8<sup>th</sup>-</b> Demonstrates the ability to catch a pass on the move using a jump stop in a small-sided game situation.</p>		<p><b>Triple Threat-</b> Offensive player catches ball and faces defender. The offensive player's feet are slightly wider than shoulder width and slightly on balls of feet, knees flexed, both hands on ball in front of them or almost resting on their thigh, presenting the defender with an opponent that is able to move in any direction as well as dribble, shoot or pass.</p> <p><b>Jump Stop-</b> Offensive footwork in which a player on the run takes a</p>
	<p>Catching Tactic- Maintain possession</p>				

		<p>small step and then lands on both feet at the same time in proper balance when catching a pass.</p> <p><b>Pivot-</b> Takes place when a player who is holding the ball steps once or more than once in any direction with the same foot, the other foot, called the pivot foot, is kept at its point of contact with the floor.</p> <p><b>Fake-</b> Using a deceptive move with the ball to pull the defensive player out of position.</p> <p><b>Jab Step-</b> A side step that is performed when a player holds onto the ball before dribbling while their non-pivot leg performs a jabbing forward or side motion to test the defender's defensive weaknesses and stance.</p>	
<p>Offensive skills Tactic-Maintain possession</p>	<p><b>6<sup>th</sup>-</b> Performs the following on the ball skills: pivot, ball fake, jab step without defensive pressure. (S1.M7.6)</p> <p><b>7<sup>th</sup>-</b> Performs the following on the ball skills: pivot, ball fake, jab step with defensive pressure. (S1.M7.7)</p> <p><b>8<sup>th</sup>-</b> Demonstrates the following on the ball skills: pivot, ball fake, jab step in a small sided game situation. (S1.M7.8)</p>		
<p>Shooting Tactic- Attacking the goal</p>	<p><b>6<sup>th</sup>-</b> Demonstrate a layup from the dominant side.</p> <p>Demonstrate the set shot and jump shot without defensive pressure.</p> <p><b>7<sup>th</sup>-</b> Demonstrate the set shot and jump shot with defensive pressure.</p> <p><b>8<sup>th</sup>-</b> Demonstrate the jump shot and/or set shot in a small-sided game situation.</p> <p>Demonstrate the lay up from the dominant side in a small-sided game situation.</p>	<p><b>Field Goal-</b> A basket scored from the field.</p> <p><b>Jump Shot-</b> An overhead shot taken when jumping.</p> <p><b>Lay Up-</b> A close-range shot using one hand to bank the ball off the backboard.</p> <p><b>Foul Shot-</b> An unopposed attempt to score a basket, worth one point, from the free throw line.</p>	
<p>Dribbling</p>	<p>Dribbles with the dominant and non-dominant hand</p>	<p><b>Double Dribble-</b> Dribbling, stopping the dribble, and then</p>	

	Tactic- Attacking the goal	using a change in speed and direction to attack the goal without defense. (S1.M8.6) <b>7<sup>th</sup></b> - Dribbles with the dominant and non-dominant hand using a change in speed and direction to attack the goal in a 1V1 situation. (S1.M8.7) <b>8<sup>th</sup></b> - Dribbles with the dominant and non-dominant hand using a change in speed and direction to attack the goal in a small sided game. (S1.M8.8)	dribbling again. <b>Traveling-</b> Taking steps with the ball without dribbling.
	Cuts and Picks Tactic- Creating space to attack	<b>6<sup>th</sup></b> - Demonstrates V-Cuts, L Cuts and pick away to create space to attack without defense. <b>7<sup>th</sup></b> - Demonstrates V-Cuts, L Cuts and pick away to create space to attack with defensive pressure. <b>8<sup>th</sup></b> - Demonstrates V-Cuts, L Cuts and pick away to create space to attack in a small sided game.	<b>Cut-</b> A quick offensive move by a player trying to get free for a pass. <b>Pick-</b> A special type of screen where an offensive player stands so the defensive player slides to make contact, freeing an offensive teammate for a shot or drive to basket.
	Give & Go; Pick & Roll Tactic- Using space in attack	<b>6<sup>th</sup></b> - Demonstrate give and go, pick and roll and setting a screen without defense. (S1.M7.6) <b>7<sup>th</sup></b> - Demonstrate give and go, pick and roll and setting a screen with defense. (S1.M7.7) <b>8<sup>th</sup></b> - Demonstrate give and go, pick and roll and setting a screen in a small-sided game to use space in the attack. (S1.M7.8)	<b>Give and Go-</b> A maneuver in which the offensive player makes a pass to a teammate and then immediately cuts in toward the basket for a return pass. <b>Pick and Roll-</b> Setting a pick on a defensive player by making contact, freeing an offensive teammate to drive and then roll off the defensive player to receive a pass from offensive teammate. <b>Screen-</b> An offensive maneuver where an offensive player is positioned between the defender

		<p>Player to Player Defense Tactic- Defending the goal</p>		<p>and a teammate in order to free to teammate for an uncontested shot.</p> <p><b>Denial Defense</b>-Aggressive individual defense where the defensive player works hard to keep the offensive player from receiving a pass. <b>Mark</b>- The person that a defensive player is guarding. <b>Boxing Out</b>- A term used to designate a player's position under the basket that prevents an opposing player from achieving good rebounding position.</p>	<p><b>6<sup>th</sup></b>- Demonstrate on the ball defense by staying between a mark and the basket in a practice drill. Demonstrate player to player defense one pass away from the ball by staying between the mark and the basket while denying the passing lane in a practice drill. <b>7<sup>th</sup></b> - Demonstrate player to player defense two passes away from the ball by staying between the mark and opening up to see the mark and the ball in a practice drill. Demonstrate boxing out the mark by boxing out the mark and going to the ball in a practice drill. <b>8<sup>th</sup></b>- Demonstrate on the ball defense and off the ball defense (one and two passes away) in a small sided game situation. Demonstrate boxing out the mark by boxing out the mark and going to the ball in a small sided game situation.</p>	<p><b>6<sup>th</sup></b>- Foot dribbles with control, changing speed and direction without defense. (S1.M9.6) <b>7<sup>th</sup></b>- Foot dribbles with control, changing speed and direction with defense. (S1.M9.7) <b>8<sup>th</sup></b>- Foot dribbles with control, changing speed and direction in a small sided game. (S1.M9.8)</p>	<p><b>Soccer</b></p> <p>Dribbling Tactic- Maintaining possession</p>	<p><b>Dribble</b>- The technique of the player self-propelling the ball with the foot so that he maintains control while moving from one spot to another.</p>			
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	<p>Passing Tactic- Maintaining possession</p>	<p><b>6<sup>th</sup>-</b> Passes with mature form to a moving receiver with defense on the passer. <b>7<sup>th</sup>-</b> Passes with mature form for distance and accuracy to a moving receiver with defense on the passer. <b>8<sup>th</sup>-</b> Passes with mature form for distance and accuracy to a moving receiver with defense in a small-sided game situation.</p>	<p><b>Through Pass-</b> A pass that penetrates between and past the defenders.</p>
	<p>Passing and Receiving Tactic- Maintaining possession</p>	<p><b>6<sup>th</sup>-</b> Passes and receives with feet while on the move with defense on the passer. <b>7<sup>th</sup>-</b> Passes and receives with feet while on the move while changing direction and speed with defense on the passer and receiver. (S1.M4.7) <b>8<sup>th</sup>-</b> Passes and receives with feet while on the move while changing direction and speed in a small sided game.</p>	
	<p>One Touch Passes/Give and Go Tactic- Creating pace in the attack</p>	<p><b>6<sup>th</sup>-</b> Use a one-touch pass to create space in attack. <b>7<sup>th</sup>-</b> Use a give and go to beat a defender. (S1.M7.7) <b>8<sup>th</sup>-</b> Use one-touch passes and give and go play in a small sided game. (S1.M7.8)</p>	<p><b>One –Touch-</b> Immediately passing a ball being received without stopping it.</p>
	<p>Moving in Support Tactic- Maintaining possession</p>	<p><b>6<sup>th</sup>-</b> Moves into a position of support to receive a pass (away from defenders into an open space in a passing lane) in a passing drill.</p>	<p><b>Trap-</b> The technique used for receiving the ball, bringing it under control. <b>Settle-</b> The act of taking a ball that is off the ground and getting it</p>

		<p><b>7<sup>th</sup>-</b> Player with ball looks for support and teammates move into a position of support to receive pass in a passing drill.</p> <p><b>8<sup>th</sup>-</b> Player with ball looks for support and teammates move into a position to receive a pass in a small sided game.</p>		settled on the ground so that it is rolling and no longer bouncing.
Shooting on the Goal Tactic- Attacking the goal	<p><b>6<sup>th</sup>-</b> Shoots on goal with power. (S1.M10.6)</p> <p><b>7<sup>th</sup>-</b> Shoots on the move with power and accuracy in a practice drill. (S1.M10.7)</p> <p><b>8<sup>th</sup>-</b> Receives the ball and shoots on the move with power and accuracy in a small sided game.</p>			
Marking Opponents and Pressuring the Ball Tactic- Defending space	<p><b>6<sup>th</sup>-</b> Maintains defensive ready position and stays between mark and the goal. (S1.M11.6)</p> <p><b>7<sup>th</sup>-</b> Maintains ready defensive position and moves in all directions while staying between the mark and goal in a practice task. (S1.M11.7)</p> <p><b>8<sup>th</sup>-</b> Maintains ready defensive position and moves in all directions while pressuring the ball and staying between the mark and the goal in a small- sided game.</p>			
Goalkeeping Tactic- Defending the goal	<p><b>6<sup>th</sup>-</b> Positioning in the goal to narrow the angle.</p> <p><b>7<sup>th</sup>-</b> Gathering the ball in the goal.</p>			<p><b>Goal Area-</b> The rectangular area in front of the goal where the ball is placed for a goal kick.</p> <p><b>Penalty Area-</b> The large rectangular area in front of the goal where the</p>

				goalkeeper is allowed to use the hands to play the ball.
	Tackling Tactic- Winning the ball		<p><b>8<sup>th</sup>-</b> Distributing the ball.</p> <p><b>6<sup>th</sup>-</b> Look for opportunities to tackle and win the ball.</p> <p><b>7<sup>th</sup>-</b> Guide the offense in one direction and tackle to win the ball.</p> <p><b>8<sup>th</sup>-</b> Guide the offense in one direction and tackle to win the ball in a small sided game.</p>	<b>Tackle-</b> A technique for taking the ball away from the opponent.
	Throw In Corner Kick Free Kicks Tactic- Restarting play		<p><b>6<sup>th</sup>-</b> Use of throw in to move attack forward.</p> <p><b>7<sup>th</sup>-</b> Use corner kicks to create scoring opportunities.</p> <p><b>8<sup>th</sup>-</b> Use of free kicks to score.</p>	<p><b>Throw-in-</b> The technique used for restarting the game when the ball goes out of play over the sideline.</p> <p><b>Corner Kick</b>—A direct free kick awarded to the attacking player on the corner arc when the defending team last played the ball over their own end line.</p> <p><b>Indirect Free Kick-</b>A free kick from which a player other than the kicker must contact the ball before a score can result.</p> <p><b>Direct Free Kick-</b> A free kick from which the kicker may immediately score from that initial contact.</p> <p><b>Penalty Kick-</b> A free kick awarded for a direct free kick foul in the penalty area against the defending team.</p>
<b>Ultimate Frisbee</b>	Backhand and Forehand Passing Tactic- Maintain possession		<p><b>6<sup>th</sup>-</b> Throws with a backhand pass to a moving receiver. (S1.M5.6)</p>	<b>Backhand-</b> A throw across the body, where the disc is gripped with the thumb on top and fingers underneath.

		<p><b>7<sup>th</sup>-</b> Throws off the move with a backhand pass to a moving receiver. (S1.M5.7)</p> <p><b>8<sup>th</sup>-</b> Throws with the forehand pass to a moving receiver.</p>	<p><b>Forehand-</b> A throw where the arm starts on the dominant side of the body and makes a sidearm action.</p>
Sandwich Catch and C Catch Tactic- Maintain possession		<p><b>6<sup>th</sup>-</b> Catches with the sandwich catch on the move.</p> <p><b>7<sup>th</sup>-</b> Catches with the C catch on the move.</p> <p><b>8<sup>th</sup>-</b> Catch and immediately throw on the move.</p>	<p><b>Pancake Catch-</b> A type of catch where a player claps his/her hands on the top and bottom of the Frisbee.</p> <p><b>C-Catch-</b> A type of catch where a player catches the Frisbee with one or both hands between their thumb and fingers.</p>
Pivots, Jab Steps & Fakes Tactic- Creating space		<p><b>6<sup>th</sup>-</b> Performs pivots, jab steps and fakes in a practice drill. (S1.M6.6)</p> <p><b>7<sup>th</sup>-</b> Performs pivot, jab steps and fakes to create space in a 2V1 game. (S1.M6.7)</p> <p><b>8<sup>th</sup>-</b> Performs pivots, fakes and jab steps to create space in a small sided game.(S1.M6.8)</p>	<p><b>Pivot-</b> Takes place when a player who is holding the frisbee steps once or more than once in any direction with the same foot, the other foot, called the pivot foot, is kept at its point of contact with the floor.</p> <p><b>Fake-</b> Using a deceptive move with the frisbee to pull the defensive player out of position.</p> <p><b>Jab Step-</b> A small step toward the defensive player with the non-pivot foot to attempt to lure an opponent out of defensive position.</p>
Defensive Positioning Tactic- Defending space		<p><b>6<sup>th</sup>-</b> Maintains defensive position between mark and goal. (S1.M11.6)</p> <p><b>7<sup>th</sup>-</b> Defends the passing lane while maintaining proper defensive position when one pass away from Frisbee.</p>	<p><b>Marker-</b> The defensive player who guards the thrower.</p>

<b>Lacrosse</b>	Passing/Catching and Cradling Tactic- Maintain possession	<p><b>8<sup>th</sup>-</b> Opens up and sees mark and Frisbee when playing two passes away from Frisbee.</p> <p><b>6<sup>th</sup>-</b> Pass, catch and cradle quickly and accurately while stationary in a practice drill.</p> <p><b>7<sup>th</sup>-</b> Pass, catch and cradle quickly and accurately on the move in a practice drill.</p> <p><b>8<sup>th</sup>-</b> Pass, catch and cradle on the move accurately in a small sided game.</p>		<p><b>Passing-</b> An integral part of moving the ball quickly. Players throw overhand or underhand to each other. In most cases, a high pass is easier to deal with than a low bouncing dribbler. Slowly thrown lobbed passes give the defense time to react and often result in the catching player being hit before the pass arrives.</p> <p><b>Cradling-</b> In order to maintain control of the ball when moving along the field, players turn their wrists and arms to cradle the ball in the stick pocket.</p>
	Scooping (Picking Up a Ground Ball) Tactic- Maintain possession	<p><b>6<sup>th</sup>-</b> Pick up ball by scooping and continue running while cradling.</p> <p><b>7<sup>th</sup>-</b> Pick up ball by scooping smoothly, cradling and passing off the move in a practice drill.</p> <p><b>8<sup>th</sup>-</b> Pick up ball by scooping smoothly, cradling and passing off the move accurately in a small sided game.</p>		<p><b>Scooping-</b> The manner in which a player picks up loose ground balls. The player bends toward the ground, slides the pocket of their stick underneath the ball, and lifts it into the netting of the stick.</p>
	Moving in Support Tactic- Maintain possession	<p><b>6<sup>th</sup>-</b> Moves into a position of support to receive a pass (away from defenders into an open space in a passing lane) in a passing drill.</p>		

		<p><b>7<sup>th</sup>-</b> Player with ball looks for support and teammates move into a position of support to receive pass in a passing drill.</p> <p><b>8<sup>th</sup>-</b> Player with ball looks for support and teammates move into a position to receive a pass in a small sided game.</p>		
	Shooting Tactic- Attacking the goal	<p><b>6<sup>th</sup>-</b> Shoots without a defender in a practice drill.</p> <p><b>7<sup>th</sup>-</b> Shoots against a defender without a goalie in a practice drill.</p> <p><b>8<sup>th</sup>-</b> Shoots against a defender with a goalie in small sided game.</p>		
	Roll Dodge Tactic- Attacking the goal	<p><b>6<sup>th</sup>-</b> Performs a roll dodge without a defender in a practice drill.</p> <p><b>7<sup>th</sup>-</b> Performs a roll dodge with a defender in a practice drill.</p> <p><b>8<sup>th</sup>-</b> Performs a roll dodge with defense in a small sided game.</p>		<p><b>Roll Dodge-</b> An offensive move in which a ball carrier, using their body as a shield between the defensive player and the cradled ball, spins around the defender. To provide maximum ball protection, the ball carrier switches hands as they roll.</p> <p><b>Face Dodge-</b> A player with the ball cradles the stick across his face in an attempt to dodge a stick-poking defender. Generally an open field dodge that does not involve changing hands.</p>
	Cut and Replace; V-Cut; Picks Tactic- Create space in attack	<p><b>6<sup>th</sup>-</b> Performs cut and replace, v-cuts and picks to create space during practice drills.</p>		<p><b>Cut-</b> An attacking player without the ball darts around a defender toward the goal in order to receive a pass. A cutting player is a cutter.</p>

		<p><b>7<sup>th</sup>-</b> Performs cut and replace, v-cuts and picks to create space in a 2V1 game.</p> <p><b>8<sup>th</sup>-</b> Performs cut and replace, v-cuts and picks to create space in a small sided game.</p>	<p><b>V Cut-</b> A maneuver used by an offensive player to get open for a pass. The offensive player feints causing his defender to react and move, he then cuts sharply away (completing the “V” shape).  <b>Pick-</b> An offensive player without the ball positions themselves against the body of a defender to allow a teammate to get open and receive a pass or take a shot.</p>
	<p>Give and Go; Pick and Roll  Tactic- Using space in attack</p>	<p><b>6<sup>th</sup>-</b> Performs give and go and pick and roll to use space in attack during practice drills. (S1.M7.6)</p> <p><b>7<sup>th</sup>-</b> Performs give and go and pick and roll to use space in a 2V1 game. (S1.M7.7)</p> <p><b>8<sup>th</sup>-</b> Performs give and go and pick and roll to use space in a small sided game. (S1.M7.8)</p>	
	<p>Marking; Pressure; Covering the Passing Lane; Intercepting  Tactic- Defending space</p>	<p><b>6<sup>th</sup>-</b> Maintains defensive position between mark and goal. (S1.M11.6)</p> <p><b>7<sup>th</sup>-</b> Defends the passing lane while maintaining proper defensive position when one pass away from ball.</p> <p><b>8<sup>th</sup>-</b> Opens up and sees mark and ball when playing two passes away from ball.</p>	
	<p>Goal Keeping  Tactic- Defending the goal</p>	<p><b>6<sup>th</sup>-</b> Positioning in the goal to narrow the angle.</p> <p><b>7<sup>th</sup>-</b> Receiving in the goal.</p>	<p><b>Crease-</b> The eighteen-foot diameter circle surrounding each team’s goal.</p>

		<p><b>8<sup>th</sup>-</b> Clearing the ball out of goal.</p>		
	<p><b>Raking</b> Tactic- Restarting play</p>	<p><b>6<sup>th</sup>-</b> Use skills to restart play effectively.</p> <p><b>7<sup>th</sup>-</b> Position off the ball to receive pass after play has restarted.</p> <p><b>8<sup>th</sup>-</b> Position off the ball to receive pass and pass accurately to another player after play has restarted.</p>		<p><b>Face-off-</b> Takes place at the start of each quarter, after every goal, and after certain dead balls. Two opposing players crouch down at midfield, hold their sticks flat on the ground and press the backs of their stick pockets together. The ball is then placed between the pockets and, when signaled to start, the players “rake” or clamp on the ball to vie for control.</p> <p><b>Raking-</b> A face off move by a player who, in trying to gain possession of a ground ball, places the head of their stick on top of the ball and sweeps it back. Raking is done standing still.</p> <p><b>Clamping-</b> On the face-off, a player pushes the back of his stick down on the ball in an attempt to gain control of it.</p>
<b>Field Hockey</b>	<p><b>Dribbling</b> Tactic- Maintaining possession</p>	<p><b>6<sup>th</sup>-</b> Dribbles with control, changing speed and direction without defense. (S1.M9.6)</p> <p><b>7<sup>th</sup>-</b> Dribbles with control, changing speed and direction with defense. (S1.M9.7)</p> <p><b>8<sup>th</sup>-</b> Dribbles with control, changing speed and direction in a small sided game. (S1.M9.8)</p>		<p><b>Dribble-</b> A skill used to move the ball on the field while maintaining control of the ball.</p>



<p>Passing and Fielding Tactic- Maintaining possession</p>	<p><b>6<sup>th</sup></b>- Passes and receives ball with mature form while on the move with defense on the passer. <b>7<sup>th</sup></b>- Passes for distance and accuracy and receives ball with mature form while on the move with defense on the passer. <b>8<sup>th</sup></b>- Passes for distance and accuracy and receives ball with mature form while on the move with defense in a small sided game situation.</p>	<p><b>Pass</b>- The term used to describe the action where one player gives possession of the ball to another. <b>Push Pass</b>- This type of pass is used to move the ball short distances quickly. It is called a push pass because the ball stays in contact with the stick as the ball is pushed on to another player. <b>Hit</b>- A skill used to pass the ball that provides power and distance. The skill involves backswinging into the ball. <b>Arial</b>- A pass across the field where the ball is lifted into the air over the players' heads with a scooping or flicking motion. <b>Stick Side</b>- A player's right side, where the stick can easily be extended to play the ball. <b>Non Stick Side</b>- A player's left side, which is not easily defended by the stick.</p>
<p>Dodges Tactic-Maintain possession</p>	<p><b>6<sup>th</sup></b>- Dodges with control, changing speed and direction without defense. <b>7<sup>th</sup></b>- Dodges with control, changing speed and direction with defense. <b>8<sup>th</sup></b>- Dodges with control, changing speed and direction in a small sided game.</p>	<p><b>Dodge</b>- Play used to evade an opponent while maintaining control of the ball. <b>Pull</b>- A type of dodge used to maneuver the ball around an opponent. In this dodge, the ball is dragged (pulled) from left to right, right to left, or backwards. <b>Spin</b>- A move where a player turns to the left in a circle with the ball on</p>

				the stick; it is used to dodge an opposing player and open up space for a pass to a teammate.
Moving in Support Tactic- Maintain possession	<p><b>6<sup>th</sup></b>- Moves into a position of support to receive a pass (away from defenders into an open space in a passing lane) in a passing drill.</p> <p><b>7<sup>th</sup></b>- Player with ball looks for support and teammates move into a position of support to receive pass in a passing drill.</p> <p><b>8<sup>th</sup></b>- Player with ball looks for support and teammates move into a position to receive a pass in a small sided game.</p>			
Shooting Tactic- Attacking the goal	<p><b>6<sup>th</sup></b>- Shoots on goal with power in a practice task. (S1.M10.6)</p> <p><b>7<sup>th</sup></b>- Shoots on the move with power and accuracy in a practice task. (S1.M10.7)</p> <p><b>8<sup>th</sup></b>- Receive the ball and shoots with power and accuracy in a small sided game. (S1.M10.8)</p>			<p><b>Flick-</b> A shot with no backswing that is intentionally lifted. Wrist rotation and arm pull enhance height and velocity.</p> <p><b>Scoop-</b> An aerial pass or shot that is intended to cover great distance, high over the heads of players.</p>
Cuts (V-Cut, Backdoor) Tactic- Create space in attack	<p><b>6<sup>th</sup></b>- Performs cuts to create space during practice drills.</p> <p><b>7<sup>th</sup></b>- Performs cuts to create space in a 2V1 game.</p> <p><b>8<sup>th</sup></b>- Performs cuts to create space in a small sided game.</p>			
Give and Go Tactic- Utilizing space in the attack	<p><b>6<sup>th</sup></b>- Use a give and go to utilize space in attack in a practice drill. (S1.M7.6)</p> <p><b>7<sup>th</sup></b>- Use a give and go to beat a defender in a</p>			<b>Give-and-Go-</b> When a player passes the ball to a teammate who receives the pass and immediately

		<p>practice drill. (S1.M7.7)</p> <p><b>8<sup>th</sup></b>- Use a give and go to utilize space in a small sided game. (S1.M7.8)</p>	<p>sends the ball right back to the player who originally passed it. It is an offensive tactic used to get around an opposing player.</p>
<p>Marking Opponents and Pressuring the Ball</p> <p>Tactic- Defending space</p>	<p><b>6<sup>th</sup></b>- Maintains defensive ready position and stays between mark and the goal in a practice drill. (S1.M11.6)</p> <p><b>7<sup>th</sup></b>- Maintains ready defensive position and moves in all directions while staying between the mark and the goal in a practice drill. (S1.M11.7)</p> <p><b>8<sup>th</sup></b>- Maintains ready defensive position and moves in all directions while pressuring the ball and staying between the mark and the goal in a small sided game.</p>	<p><b>Marking-</b> A defensive tactic where the defending player positions themselves ball side and goal side against their opponent and defends them until the ball is cleared out of the defensive zone. Guarding an opponent without the ball, which is performed with ball side defensive positioning.</p>	
<p>Goalkeeping</p> <p>Tactic- Defending the goal</p>	<p><b>6<sup>th</sup></b>- Positioning in the goal to narrow the angle.</p> <p><b>7<sup>th</sup></b>- Clearing the ball quickly.</p> <p><b>8<sup>th</sup></b>- Clearing the ball quickly and accurately.</p>		
<p>Tackling</p> <p>Tactic- Winning the ball</p>	<p><b>6<sup>th</sup></b>- Look for opportunities to tackle and win the ball.</p> <p><b>7<sup>th</sup></b>- Guide the offense in one direction (channel) and tackle to win the ball.</p> <p><b>8<sup>th</sup></b>- Guide the offense in one direction (channel) and tackle to win the ball in a small sided game.</p>	<p><b>Tackle-</b> A skill used to dislodge the ball from an opponent.</p> <p><b>Channel-</b> A defensive tactic used to force an opponent away from the goal and toward the sidelines.</p> <p><b>Engaging Distance-</b> Distance from the ball, which is an extended stick length to pressure the ball.</p>	
<p>Side Ins</p> <p>Tactic- Restarting play</p>	<p><b>6<sup>th</sup></b>- Perform side in correctly to restart play effectively.</p>	<p><b>Side In-</b> A skill used to start or restart play. The referee puts the ball between two opposing players. The players tap the flat sides</p>	

		<p><b>7<sup>th</sup>-</b> Position off the ball to receive pass after play has restarted.</p> <p><b>8<sup>th</sup>-</b> Position off the ball to receive pass and pass accurately to another player after play has restarted.</p>	<p>of their sticks once and then go for the ball.</p>
<b>Floor Hockey</b>	<p><b>Stick Handling</b> Tactic- Maintaining possession</p>	<p><b>6<sup>th</sup>-</b> Stick handles with control, changing speed and direction without defense. (S1.M9.6)</p> <p><b>7<sup>th</sup>-</b> Stick handles with control, changing speed and direction with defense. (S1.M9.7)</p> <p><b>8<sup>th</sup>-</b> Stick handles with control, changing speed and direction in a small sided game. (S1.M9.8)</p>	<p><b>Stick handling-</b> The use of both sides of the blade to control and move the puck.</p>
	<p><b>Dodges</b> Tactic- Maintain possession</p>	<p><b>6<sup>th</sup>-</b> Dodges with control, changing speed and direction without defense.</p> <p><b>7<sup>th</sup>-</b> Dodges with control, changing speed and direction with defense.</p> <p><b>8<sup>th</sup>-</b> Dodges with control, changing speed and direction in a small sided game.</p>	
	<p><b>Passing and Receiving</b> Tactic- Maintain possession</p>	<p><b>6<sup>th</sup>-</b> Passes and receives with mature form while on the move with defense on the passer.</p> <p><b>7<sup>th</sup>-</b> Passes for distance and accuracy and receives puck with mature form while on the move with defense on the passer.</p> <p><b>8<sup>th</sup>-</b> Passes for distance and accuracy and receives puck</p>	<p><b>Backhand-</b> Shooting or passing with the back of the blade of the stick. <b>Forehand-</b> Shooting or passing with the front of the blade. <b>High sticking-</b> The lifting of the blade above the waist during the backswing or follow through.</p>

		with mature form while on the move with defense in a small sided game situation. (S1.M4.8)		<b>Receiving-</b> The absorption of the puck's speed on the blade of the stick so that it is immediately under control.
Shooting Tactic- Attacking the goal		<p><b>6<sup>th</sup>-</b> Shoots on goal with power in a practice task (S1.M10.6)</p> <p><b>7<sup>th</sup>-</b> Shoots on the move with power and accuracy in a practice task. (S1.M10.7)</p> <p><b>8<sup>th</sup>-</b> Receive the ball and shoots with power and accuracy in a small sided game. (S1.M10.8)</p>		<b>Goal-</b> Each score is worth one point. A goal counts when the whole puck crosses the goal line between the uprights and the crossbar. A puck kicked or hit by the hand into the goal is not a score.
Tackling Tactic- Winning the ball		<p><b>6<sup>th</sup>-</b> Look for opportunities to tackle and win the ball in practice drills.</p> <p><b>7<sup>th</sup>-</b> Guide the offense in one direction (channel) and tackle to win the ball in practice drills.</p> <p><b>8<sup>th</sup>-</b> Guide the offense in one direction (channel) and tackle to win the ball in a small sided game.</p>		<b>Tackle-</b> A skill used to dislodge the ball from an opponent.
Goalkeeping Tactic- Defending the goal		<p><b>6<sup>th</sup>-</b> Positioning in the goal to narrow the angle.</p> <p><b>7<sup>th</sup>-</b> Clearing the ball quickly.</p> <p><b>8<sup>th</sup>-</b> Clearing the ball quickly and accurately.</p>		<b>Crease-</b> The area in front of the goal in which only the goalie is allowed.
Marking Opponents; Pressuring the Ball		<p><b>6<sup>th</sup>-</b> Maintains defensive ready position and stays between mark and the goal. (S1.M11.6)</p>		<b>Engaging Distance-</b> Distance from ball, allowing defense to pressure ball.

	Tactic- Defending space	<p><b>7<sup>th</sup>-</b> Maintains ready defensive position and moves in all directions while staying between the mark and the goal in a practice task. (S1.M11.7)</p> <p><b>8<sup>th</sup>-</b> Maintains ready defensive position and moves in all directions while pressuring the ball and staying between the mark and the goal in a small-sided game.</p>	
<b>Flag Football</b>	Passing Tactic- Maintain possession	<p><b>6<sup>th</sup>-</b> Demonstrates the ability to pass using a forward pass to a stationary receiver.</p> <p><b>7<sup>th</sup>-</b> Demonstrates the ability to pass using a forward pass on the move to a moving receiver.</p> <p><b>8<sup>th</sup>-</b> Demonstrate the ability to pass using a forward pass on the move to a moving receiver in a small sided game situation.</p>	<p><b>Forward Pass-</b> An offensive play in which the ball is thrown toward the line of scrimmage.</p> <p><b>Lateral Pass-</b> An offensive play in which the ball is passed sideward or backward to the line of scrimmage.</p> <p><b>Line of Scrimmage-</b> An imaginary line, or vertical plane, passing through the end of the ball nearest a team's goal line and parallel to the goal lines. There is a line of scrimmage for each team, and the area between the two lines is called the neutral zone. Any player of either team is offside if they encroach upon the neutral zone before the ball is snapped.</p> <p><b>Offside-</b> When an offensive or defensive player is ahead of the ball before it is snapped. (Penalty is five yards.)</p> <p><b>End Zone-</b> The area between the goal line and the end line.</p> <p><b>Touchdown-</b> Score of six points is made when a runner carries the ball</p>

			<p>across the goal line or a pass is completed in the end zone.</p> <p><b>Conversion-</b> Play attempted after a touchdown is scored; it is one scrimmage play from the three yard line (A running play is worth one point and a passing play is worth two points).</p> <p><b>Completion-</b> A forward pass that is caught by an eligible receiver.</p>
Receiving Tactic- Maintain possession	<p><b>6<sup>th</sup>-</b> Demonstrates the ability to receive a pass using both hands from a stationary position. (S1.M3.6)</p> <p><b>7<sup>th</sup>-</b> Demonstrates the ability to receive a pass on the move. (S1.M3.7)</p> <p><b>8<sup>th</sup>-</b> Demonstrates the ability to receive a pass on the move in a small-sided game situation. (S1.M3.8)</p>		
Running Routes Tactic- Creating space to attack	<p><b>6<sup>th</sup>-</b> Demonstrates running routes (i.e., in route, out route, post route, curl route, etc.) to create space in attack without defense.</p> <p><b>7<sup>th</sup>-</b> Demonstrates running routes (i.e., in route, out route, post route, curl route, etc.) to create space in attack against a defender.</p> <p><b>8<sup>th</sup>-</b> Demonstrates running routes (i.e., in route, out route, post route, curl route, etc.) to create space in attack against a defender in a small sided game.</p>		<p><b>In Route-</b> A route run by a receiver where the receiver runs a few yards downfield, then turns 90° towards the center of the field and runs parallel to the line of scrimmage.</p> <p><b>Out Route-</b> A route run by a receiver in which the receiver will start running straight down the field toward the end zone but, after a certain number of steps, will cut hard 90 degrees "to the outside", or toward the sideline, away from the quarterback.</p> <p><b>Post Route-</b> A route that is a moderate to deep route in which a receiver runs 10-20 yards from the</p>





<p><b>Net Wall Games</b></p>				
<p><b>Badminton</b></p>	<p>Clears/Drop Shot/Long Service Tactic- Setting up the attack</p>	<p><b>6<sup>th</sup>-</b> Uses clears to create space on opponent's side of net. Able to serve in bounds. (S1.M12.6)</p> <p><b>7<sup>th</sup>-</b> Uses drop shot to create space on the opponent's side of net. Able to use clears and drop shots to move opponent.</p> <p><b>8<sup>th</sup>-</b> Uses long service to create space on the opponent's side of the net. (S1.M12.8) Able to make serve difficult to return.</p>		<p><b>Backcourt-</b> The back third of the court. <b>Baseline-</b> The back boundary of the court. <b>Forecourt-</b>The front area of the court, usually considered to be between the net and the short service line. <b>Midcourt-</b> The middle third of the court, usually considered to be between the short service line and the long service line for doubles. <b>Clear-</b> A high shot that goes over your opponent's head and lands close to the baseline. <b>Backhand-</b> A stroke made on the non-racket side of the body. <b>Forehand-</b> Any stroke made on the racket side of the body. <b>Drop Shot-</b> A shot that just clears the net, then falls close to it. <b>Long Service-</b> A high, deep serve landing near the long service line in doubles or back boundary line in singles.</p>
	<p>Smash/Short Serve/Drop Shot Tactic-Winning the point</p>	<p><b>6<sup>th</sup>-</b> Hits the smash accurately to win the point. <b>7<sup>th</sup>-</b> Uses a short serve to attack and win the point. (S1.M12.7)</p>		<p><b>Smash-</b> An overhead stroke hit downward with great velocity and angle. The main attacking stroke in badminton.</p>

			<p><b>8<sup>th</sup>-</b> Hits an attacking drop shot to win the point.</p>	<p><b>Short Serve-</b> A serve that barely clears the net and lands just beyond the short service line.</p>
Attacking in Doubles			<p><b>6<sup>th</sup>-</b> Not applicable</p> <p><b>7<sup>th</sup>-</b> Front and back offense</p> <p><b>8<sup>th</sup>-</b> Communicate while playing front and back offense.</p>	<p><b>Front and Back-</b>An offensive alignment used in doubles. The “front” player is responsible for the forecourt and the “back” player is responsible for the midcourt and backcourt.</p>
Preventing Scoring by Defending Space On Own Side of Net			<p><b>6<sup>th</sup>-</b> Recovers to mid court (home base) after hit.</p> <p><b>7<sup>th</sup>-</b> Consistently recovers to mid court (home base) quickly after hit.</p> <p><b>8<sup>th</sup>-</b> Uses a low serve to not allow opponent to hit a downward return in an effort to defend space on own side of court.</p>	<p><b>Home Base-</b> The position in the center of the court from which the player can best play any shot hit by an opponent.</p>
Defending against an attack			<p><b>6<sup>th</sup>-</b> Uses proper footwork to return a smash and returns to home base.</p> <p><b>7<sup>th</sup>-</b> Uses proper footwork to return a smash in a way that does not provide a second attacking opportunity for the opponent.</p> <p>Returns to home base after a smash and can return a second attacking shot.</p> <p><b>8<sup>th</sup>-</b> Uses proper footwork to return an attacking drop shot accurately.</p>	<p><b>Block-</b> A soft shot, used primarily in defense against a smash. Intercepting an opponent’s smash and returning it back over the net.</p>
Defending in Doubles			<p><b>6<sup>th</sup>-</b> Not applicable</p>	<p><b>Side by Side-</b> A defensive alignment used in doubles play. Each partner is responsible for one side of the court,</p>

		<p><b>7<sup>th</sup>-</b> Side by side defense</p> <p><b>8<sup>th</sup>-</b> Communicate while playing side by side defense.</p> <p><b>6<sup>th</sup>-</b> Use forehand and backhand stroke to hit to open space and move opponent back in court. (S1.M14.6)</p> <p><b>7<sup>th</sup>-</b> Use drop shot to move opponent forward.</p> <p><b>8<sup>th</sup>-</b> Use a high lob serve to push opponent back and put them on the defensive. (S1.M12.8)</p>		<p>from the net to the back boundary line.</p> <p><b>Forehand-</b> The shot hit on the right side of a right handed player.</p> <p><b>Backhand-</b> Stroke hit on the opposite side of the hand holding the paddle.</p> <p><b>Drop Shot-</b> A ground stroke hit in such a way that the ball drops just over the net into the non-volley zone.</p> <p><b>Non-Volley Zone-</b> The seven-foot area on either side of the net. A player may not step into the non-volley zone to play a ball before it bounces or on the follow-through of a stroke.</p> <p><b>Lob Serve-</b> An underhand serve that is hit sufficiently high to pass over the reach of an opponent but falls within the court to put the ball into play at the beginning of a point.</p> <p><b>Two Bounce Rule-</b> When the ball is served, the receiving team must let it bounce before returning, and then the serving team must let it bounce before returning, thus two bounces.</p> <p><b>Smash-</b> A shot hit forcefully from above the player's head.</p>
<b>Pickle ball</b>	<p>Forehand;</p> <p>Backhand; Drop Shot; Lob Serve</p> <p>Tactic- Setting up the attack by creating space on opponent's side of the net</p>			
	<p>Smash/ Attacking Drop Shot</p> <p>Tactic- Winning the point</p>	<p><b>6<sup>th</sup>-</b> Use smash to win a point.</p> <p><b>7<sup>th</sup>-</b> Attack a lob serve that is too high with smash.</p>		

		<p><b>8<sup>th</sup>-</b> Use a fast attacking drop shot that reaches the floor fast.</p> <p><b>6<sup>th</sup>-</b> Not applicable</p> <p><b>7<sup>th</sup>-</b> Attacking in a front and back offense. Shadow partner and attack net.</p> <p><b>8<sup>th</sup>-</b> Communicate while playing a front and back offense.</p> <p><b>6<sup>th</sup>-</b> Recover to center court between shots.</p> <p><b>7<sup>th</sup>-</b> Use a low drive serve so opponent cannot hit a downward return. (S1.M12.7)</p> <p><b>8<sup>th</sup>-</b> Receive a serve by being in a ready position behind the back line, which allows player to hit either a drive or lob. Return the service to the backcourt and corners.</p> <p><b>6<sup>th</sup>-</b> Defending the smash appropriately without allowing an opportunity for a second attack for opponent.</p> <p><b>7<sup>th</sup>-</b> Use a low drive service that lands in opponent’s backcourt- (Prevents an attack against the serve by keeping it low and opponent cannot hit a downward return and forces opponent away from volley zone). (S1.M12.7)</p> <p><b>8<sup>th</sup>-</b> Returning the attacking drop shot from below net height without giving the opponent a chance</p>	<p><b>Front and Back-</b> An offensive alignment used in doubles. The “front” player is responsible for the forecourt and the “back” player is responsible for the midcourt and backcourt.</p> <p><b>Drive Serve-</b> An underhand serve that uses a drive stroke to put the ball into play at the beginning of a point.</p>
Attacking in Doubles	Home Base Position/Low Drive Serve/Receiving Serve/Tactic- Defending space on own side of net		
Defending Against Attack			

		to attack.		
	Defending in Doubles	<p><b>6<sup>th</sup></b>- Not applicable</p> <p><b>7<sup>th</sup></b>- Play side by side. Each player is responsible for the ball in their side of the court.</p> <p><b>8<sup>th</sup></b>- Communicate and call ball that is close to midline of court.</p>		<p><b>Side by Side-</b> A defensive alignment used in doubles play. Each partner is responsible for one side of the court, from the net to the back boundary line.</p> <p><b>Poach-</b> To cross over into your partner's territory to play a ball normally played by your partner.</p>
<b>Volleyball</b>	Forearm Pass (Bump); Overhead Pass (Set) Tactic- Setting up the attack	<p><b>6<sup>th</sup></b>- Communicate and call the ball</p> <p><b>7<sup>th</sup></b>- Hitting the forearm pass (bump) under control as the first hit of the attack. (S1.M17.7)</p> <p><b>8<sup>th</sup></b>- Performing the overhead pass (set) from a playable forearm pass.</p>		<p><b>Attack-</b> Any method used to return the ball across the net in an attempt to put the opponents at a disadvantage.</p> <p><b>Forearm Pass-A</b> pass made off the forearms. Used to play served balls, hard driven spikes, or any low ball.</p> <p><b>Overhead Pass-</b> A pass made by contacting the ball above the head with the finger pads.</p> <p><b>Set-</b> An overhead pass that places the ball near the net to facilitate attacking.</p>
	Spike Tactic- Winning the point	<p><b>6<sup>th</sup></b>- Not applicable</p> <p><b>7<sup>th</sup></b>- Attempt to perform a spike while approaching the net.</p> <p><b>8<sup>th</sup></b>- Perform a spike off of an approach.</p>		<p><b>Spike-</b> A ball hit with a strong downward force into the opponent's court.</p> <p><b>Kill-</b> An attack that cannot be returned directly as a result of the attack.</p>
	Serve Tactic- Attacking as a team	<p><b>6<sup>th</sup></b>- Able to serve in bounds using an underhand serve.</p> <p><b>7<sup>th</sup></b>- Able to serve underhand in bounds for accuracy and placement.</p> <p><b>8<sup>th</sup></b>- Attempt the overhead serve.</p>		<p><b>Serve-</b> The method of putting the ball in play over the net by striking it with the hand.</p> <p><b>Ace-</b> A serve that cannot be returned.</p>

	<p>Base Position Tactic- Defending space on own court</p>	<p><b>6<sup>th</sup> -</b> Use base position to defend ball in player's area when receiving a serve or a free ball comes over the net in a practice drill. <b>7<sup>th</sup>-</b> Start in base position and be able to reposition in support of teammates in defending area. <b>8<sup>th</sup>-</b> Use base position to defend ball in player's area. Setter opens up and hitters transition off the net in a practice drill.</p>		<p><b>Base Position-</b> A place on a court where a player would set themselves into a particular place on the court for either serve receive or service. <b>Ready Position-</b> The posture a player assumes before moving to contact the ball. (Feet shoulder width apart, sideline foot forward ahead of other, arms and hands up and away from body, eyes up and scanning).</p>
	<p>Dig; Block Tactic- Defending against an attack</p>	<p><b>6<sup>th</sup>-</b> Pursue and save ball off court to make it playable <b>7<sup>th</sup>-</b> Attempt to dig the ball after a down ball (spike) and contain it to your court. <b>8<sup>th</sup>-</b> Attempt to front the hitter and perform a solo block.</p>		<p><b>Dig-</b> An emergency pass, usually used to defend a hard-driven attack. <b>Block-</b> The process of intercepting the ball just before or as it crosses the net. A block can be executed by any front row player.</p>
	<p>Defending a Free Ball/ Communication Tactic- Defending as a team</p>	<p><b>6<sup>th</sup>-</b> Use base position to defend against a free ball. <b>7<sup>th</sup>-</b> Use base position to defend against a free ball using a forearm pass and setter opens up. <b>8<sup>th</sup>-</b> Communicate while using base position to defend against a free ball using a forearm pass and setter opens up.</p>		<p><b>Free Ball-</b> A return of a ball by the opponent that may be easily handled.</p>
<p><b>Striking and Fielding Games</b></p>				

<b>Softball</b>	Hitting Grounders, Pop Flies and Line Drives Tactic- Getting on base	<p><b>6<sup>th</sup>-</b> Hit grounders to left, center and right. (S1.M20.6)</p> <p><b>7<sup>th</sup>-</b> Hit pop flies to left, center, and right. (S1.M20.7)</p> <p><b>8<sup>th</sup>-</b> Hit line drives to left, center and right</p>	<p><b>Ground Balls-</b> A batted ball that hits the ground and rolls before reaching a defensive player.</p> <p><b>Fly Balls-</b> A batted ball that goes in the air with an arching trajectory.</p> <p><b>Line Drives-</b> A batted ball that is hit sharply and travels on a line.</p>
Hitting To Advance the Base Runner	Base Running	<p><b>6<sup>th</sup> -</b> Hitting to right side/hit behind runner. (S1.M20.6)</p> <p><b>7<sup>th</sup>-</b> Hit between right infielders/behind runner. (S1.M20.7)</p> <p><b>8<sup>th</sup>-</b> Hit line drives over center right of infield.</p>	
		<p><b>6<sup>th</sup>-</b> Running through first base.</p> <p><b>7<sup>th</sup>-</b> Rounding first base and going to second base.</p> <p><b>8<sup>th</sup>-</b> Tagging up</p>	<p><b>Tagging Up-</b> When a base runner retouches or remains on the starting base until the ball lands in fair territory or is touched by a fielder. A base runner must tag up when a fly ball is caught in flight by a fielder before advancing to the next base.</p>
Fielding Grounders, Fly Balls and Using a Cut Off Tactic- Defending space by infield, outfield position Covering Bases; Get the Lead		<p><b>6<sup>th</sup>-</b> Fielding ground and fly balls. (S1.M21.6)</p> <p><b>7<sup>th</sup>-</b> Throwing to a base from outfield.</p> <p><b>8<sup>th</sup>-</b> Throwing to a cutoff or relay.</p>	<p><b>Cut Off-</b> A throw made from the outfield that is intercepted by an infielder for the purpose of the infielder throwing out a runner.</p>
		<p><b>6<sup>th</sup>-</b> Covering base on a force out.</p> <p><b>7<sup>th</sup>-</b></p>	<p><b>Force Out-</b> An out as a result of a defensive player with the ball tagging a runner or the base to which the base</p>

	Runner; Double Play	Throwing to get the lead runner on a force out or tag out. <b>8<sup>th</sup>-</b> Double play-Second to first and third to first.	runner must go because the batter became the base runner.
	Tactic- Defending Bases		
	Communication	<b>6<sup>th</sup>-</b> Call the ball. <b>7<sup>th</sup>-</b> Signal the number of outs. <b>8<sup>th</sup>-</b> Tell teammates where the next play will be.	
<b>Target Games</b>			
<b>Bowling</b>			
	Stance Approach; Release and Follow Through	<b>6<sup>th</sup>-</b> Demonstrates appropriate stance, release and follow through with a mature underhand pattern using an intermediate target. (S1.M18.6) <b>7<sup>th</sup>-</b> Consistently executes appropriate stance, release and follow through with a mature underhand pattern using an intermediate target. (S1.M18.7) <b>8<sup>th</sup>-</b> Consistently executes appropriate stance, release and follow through with a mature underhand pattern with accuracy and control using an intermediate target. (S1.M18.8)	<b>Foul-</b> Touching or going beyond the foul line at delivery. <b>Hook Ball-</b> A ball that breaks to the left for right handers and to the right for left handers. <b>Strike-</b> When a bowler knocks down all 10 pins on their first throw of a frame. <b>Turkey-</b> Three strikes in a row. <b>Strike Out-</b> To get all three available strikes in the tenth frame or, similarly, finish the game from any point with strikes.
	Picking Up Spares	<b>6<sup>th</sup>-</b> Demonstrates the ability to adjust set up position and approach angle, release and follow through with a mature pattern using an intermediate target. <b>7<sup>th</sup>-</b> Consistently executes the ability to adjust set up	<b>Spare-</b> All pins down with two balls.



		<p>position and approach angle, release and follow through with a mature pattern using an intermediate target.</p> <p><b>8<sup>th</sup>-</b> Consistently executes the ability to adjust set up position and approach angle, release and follow through with a mature pattern with accuracy and control using an intermediate target.</p>		
	Picking Up Splits	<p><b>6<sup>th</sup>-</b> Demonstrates the ability to adjust set up position and approach angle, release and follow through with a mature pattern using an intermediate target.</p> <p><b>7<sup>th</sup>-</b> Consistently executes the ability to adjust set up position and approach angle, release and follow through with a mature pattern using an intermediate target.</p> <p><b>8<sup>th</sup>-</b> Consistently executes the ability to adjust set up position and approach angle, release and follow through with a mature pattern with accuracy and control using an intermediate target.</p>		<p><b>Split-</b> A spare leave in which the headpin is down and the remaining combination of pins have an intermediate pin down immediately ahead of them or between them.</p>
<b>Outdoor Pursuits</b>				
<b>Orienteering</b>		<p><b>6<sup>th</sup>-</b> Demonstrate using a compass to orient a map.</p> <p><b>7<sup>th</sup>-</b> Take a bearing and travel with compass.</p> <p><b>8<sup>th</sup>-</b> Take a bearing and travel with compass and map.</p>		<p><b>Orienteering-</b> The skill or the process of finding your way in the field with map and compass combined.</p> <p><b>Orienteering the Map-</b> Turning the compass until north on the map corresponds to north in the field.</p> <p><b>Bearing-</b> A direction measured in degrees from north with a compass.</p>

<b>Snow Shoeing</b>		<p><b>6<sup>th</sup>-</b> Demonstrates how to get up from a fall. Demonstrates how use poles and walk. Demonstrates how to kick turn.</p> <p><b>7<sup>th</sup>-</b> Demonstrates how to climb a hillside. Demonstrates how to descend a hillside.</p> <p><b>8<sup>th</sup>-</b> Demonstrates how to traverse a hillside. Demonstrates how to step over objects in the snow.</p>	<p><b>Binding-</b> The harness that attaches your foot to the snowshoe. <b>Crampon-</b> Toothed traction devices on the underside of the snowshoe. <b>Step Kicking-</b> Method of ascending a steep snow slope by kicking toes into the snow, creating steps.</p>
<b>Fitness Activities</b> <b>Yoga</b>		<p><b>6<sup>th</sup>-</b> Students will perform correct breathing techniques while performing teacher led yoga sequence.</p> <p><b>7<sup>th</sup>-</b> Students will perform correct breathing techniques while performing a yoga sequence with smooth transitions.</p> <p><b>8<sup>th</sup>-</b> Students will create and perform a yoga sequence with proper breathing techniques and smooth transitions.</p>	<p><b>Hatha Yoga-</b> The yoga of health and physical discipline. <b>Ujjayi Breathing-</b> A controlled form of nose-only breathing used to help focus the mind and pace the movements during yoga practice. <b>Savasana-</b> A specific yoga pose also known as corpse pose.</p>
<b>Weight Training</b>		<p><b>6<sup>th</sup>-</b> Students will perform the proper grip, body position and breathing for a variety of lifts using either free weights or machines.</p> <p><b>7<sup>th</sup>-</b> Students will describe the FITT principle for muscular strength and muscular endurance.</p> <p><b>8<sup>th</sup>-</b></p>	<p><b>Overload Principle-</b> Progressively increasing the intensity of the workouts over the course of the training program. <b>Repetition (Reps) –</b> Repetition or the continuation of identical motions. <b>Set-</b> The completion of a predetermined number of repetitions.</p>

		<p>Students will describe overload and progression as it applies to weight training.  Students will create a weight training program to enhance their muscular strength and endurance.</p>	<p><b>W</b></p>	<p><b>Specificity-</b> The development of a training program aimed at increasing an individual's ability to succeed in a particular skill.  <b>Spotter-</b> An individual responsible for the safety of the lifter when lifting free weights.  <b>Latissimus Dorsi-</b> The latissimus dorsi muscles are on the back.  <b>Pectoralis Major-</b> Muscles of the chest.  <b>Biceps-</b> Muscles on the front of the upper arms.  <b>Triceps-</b> Muscles on the back of the upper arms.  <b>Quadriceps-</b> The four quadriceps muscles \of the front of the thigh.  <b>Hamstrings-</b> The muscles on the back of the thigh.  <b>Gastrocnemius-</b> The muscles of the back of the calf.</p>
<p><b>Swimming</b></p>		<p><b>6<sup>th</sup>-</b> Demonstrates the front crawl using rhythmic breathing.  <b>7<sup>th</sup>-</b> Demonstrate the elementary backstroke and back stroke.  <b>8<sup>th</sup>-</b> Improve skills for endurance.  Demonstrate and describe how to use skills for rescue and assistance.</p>	<p><b>W/S</b></p>	<p><b>Front Crawl-</b> Fastest swimming stroke on stomach. The arms alternate on the pull and come all the way out of the water and the legs alternate kicking with a flutter kick.  <b>Back Stroke-</b>Fastest swimming stroke on back. Arms alternate their pull and the legs alternate kicking with a flutter kick.  <b>Flutter Kick-</b> Swimming kick used in front crawl and backstroke in which legs are extended straight back</p>

				and alternately moved up and down with a slight bend in the knee on the upward movement.
<b>Individual Performance</b>				
<b>In Line Skating</b>			<p>-</p> <p><b>6<sup>th</sup></b>- Basic standing position Equipment- Safety gear and skate parts Standing up Learning to fall V-Steps Introduce striding Introduce heel stop <b>7<sup>th</sup></b>- Striding Heel stop <b>8<sup>th</sup></b>- Turning</p>	<p><b>Balance</b>- The state of the body when its center of gravity is above the base of support. <b>Glide</b>- Coasting on one skate. <b>Stroke</b>- A skate push generated by straightening a knee and directing pressure down through the heel. <b>Striding</b>- The combination of gliding and stroking in a continuous, fluid motion. <b>Nose-Knees-Toes (NKT)</b> <b>Alignment</b>- A plumb position in which the skater stacks nose over knee over toes on the support leg. <b>Edging</b>- The angle of the wheel relative to the skating surface. <b>Inside Edge</b>- The side of the wheel that is closest to the center line of the body. <b>Outside Edge</b>- The side of the wheel that is farthest from the center line of the body. <b>Aerobic Running</b>- Running done at low-intensity speeds so that oxygen intake and oxygen output are the same; therefore, this type of running can be sustained for a long period of time.</p>
<b>Track and Field</b>			<p><b>6<sup>th</sup></b>- Sprinting Long jump Relays <b>7<sup>th</sup></b>- Middle and long distance running</p>	

	High Jump 8 <sup>th</sup> - Hurdling Shot Put		<p><b>Anaerobic Running-</b> Running done at great intensity speeds so that oxygen intake is less than oxygen output; therefore, this type of running can be sustained only for a short period of time.</p> <p><b>Fartlek-</b> Swedish term for “speed play,” a type of training in which a runner varies running speeds over a long distance, usually in a forest or some other non-track area.</p> <p><b>Interval Training-</b> A type of running training that contains four variables: the number of repetitions, distance, tempo of run and rest interval.</p> <p><b>Baton-</b> The stick that is passed from one relay runner to another.</p> <p><b>Blind Pass-</b> A nonvisual baton exchange used in sprint relays.</p> <p><b>Visual Pass-</b> The pass used in the distance relays in which the outgoing runner visually watches the incoming runner during the baton exchange.</p>
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**Benchmark A and B Assessments for 6<sup>th</sup>-8<sup>th</sup>:**

- **Given in Eighth Grade**
- **A-** Demonstrate critical elements of specialized manipulative skills in a variety of settings
- **B-** Apply tactical concepts and performance principles in physical activities.
- **Benchmark A/B Assessments-** Assessments are provided in the assessment section of this document.

## NYS AHPERD

### Character, Health Related Fitness, Individual Enjoyment, Life-Skill Development and Skilled Play

#### Curriculum Focal Points

#### Skilled Play- Grades 9-12

##### New York State Learning Standard(s)

- **1a-** Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sport activities.

##### National Learning Standards: 1 and 2

- **1-** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- **2-** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

##### 9-12 Benchmarks

Using the assessments provided in each activity area, students must demonstrate competency and/or proficiency in select physical activities as noted below.

- **Given in tenth grade**
- **A-** Demonstrate competency in at least three physical activities across at least two activity categories.
- **Given in twelfth grade**
- **A-** Demonstrate competency in five physical activities (across at least three activity categories/one competency must be in a fitness activity).
- **B-** Demonstrate proficiency in three different activities in a minimum of two activity categories.

	<b>High School Focal Points (Outcomes)</b>	<b>ELA</b>	<b>Vocabulary</b>
<b>Outdoor Pursuits</b>			
<b>Kayaking</b>	<p>Perform five basic strokes needed for traveling, maneuvering, and docking (forward stroke, back stroke, forward sweep, reverse sweep, and high or low brace) with few, if any, observable errors in technique.</p> <p>Enter and exit the water appropriately.</p> <p>Empty a swamped kayak.</p> <p>Apply appropriate safety/rescue skills (ex: wet exit) with few, if any, observable errors in technique.</p> <p>Apply appropriate safety procedures and proper etiquette for the activity.</p> <p>Video Resources:  <a href="http://www.paddling.net/guidelines/showArticle.html?802">http://www.paddling.net/guidelines/showArticle.html?802</a></p>		<p><b>Aft (astern)</b>- Toward the rear, or stern, of a water craft.</p> <p><b>Back Stroke</b>- Used for stopping; reverse of the forward stroke.</p> <p><b>Beam</b>- The width of a kayak at its widest point.</p> <p><b>Blade</b>- The wide, flat end of the paddle.</p> <p><b>Bow</b>- The front of the kayak.</p> <p><b>Face</b>- The side of a paddle blade that is pushing against the water.</p> <p><b>Forward Stroke</b>- Most fundamental stroke; moves one forward with a continuous push (top hand) and pull (bottom hand).</p> <p><b>Forward sweep</b>- Used for turning; blade sweeps in a wide arc toward stern.</p> <p><b>High/Low Brace</b>- Used to keep you upright and keep you from capsizing.</p> <p><b>Reverse sweep</b>- Used to turn the kayak; can be performed while paddling backwards.</p> <p><b>Shaft</b>- The handle area between the grip and the blades on a kayak paddle.</p> <p><b>Stern</b>- The rear of the kayak or other water craft.</p> <p><b>Swamped</b>- When a kayak is</p>

	<p><b>Canoeing</b></p> <p>Perform five basic strokes needed for traveling, maneuvering, and docking (j-stroke, draw stroke, stern pry, power or forward stroke, forward and reverse sweep strokes) with few, if any, observable errors in technique.</p> <p>Change positions in the canoe with a partner.</p> <p>Enter and exit the water appropriately.</p> <p>Empty a swamped canoe.</p> <p>Apply appropriate safety/rescue skills (ex: throwing a rescue rope) with few, if any, observable errors in technique.</p> <p>Apply appropriate safety procedures and proper etiquette for the activity.</p> <p>Resource: <a href="http://www.trailspace.com/articles/how-to-paddle-canoe-strokes-techniques.html">http://www.trailspace.com/articles/how-to-paddle-canoe-strokes-techniques.html</a></p>	<p>capsized or inadvertently filled with water.</p> <p><b>Throat-</b> The area on a paddle shaft that fans out into the wider blade.</p> <p><b>Wet Exit-</b> Bailing out of a capsized kayak when rolling is not an option.</p> <p><b>Aft (astern)-</b> Toward the rear, or stern, of a water craft.</p> <p><b>Beam-</b> The width of a canoe at its widest point.</p> <p><b>Blade-</b> The wide, flat end of the paddle.</p> <p><b>Bow-</b> The front of the canoe.</p> <p><b>Draw Stroke-</b> Stroke that will help keep the canoe moving in a straight direction, eliminating the need to switch sides frequently.</p> <p><b>Face-</b> The side of a paddle blade that is pushing against the water.</p> <p><b>Forward Stroke-</b> Most fundamental stroke; moves one forward with a continuous push (top hand) and pull (bottom hand).</p> <p><b>Forward Sweep-</b> Used for turning; blade sweeps in a wide arc toward stern.</p> <p><b>J-Stroke-</b> A correcting stroke while paddling forward.</p> <p><b>Reverse Sweep -</b> Used to turn; can be performed while paddling backwards.</p> <p><b>Shaft-</b> The handle area between the grip and the blades on a paddle.</p>
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				<p><b>Stern-</b> The rear of the canoe or other water craft.</p> <p><b>Stern Pry-</b> Stroke used to move the canoe sideways or turn the bow toward the paddler’s inside.</p> <p><b>Swamped-</b> When a canoe is capsized or inadvertently filled with water.</p> <p><b>Throat-</b> The area on a paddle shaft that fans out into the wider blade.</p>
	<p><b>Fly Fishing</b></p>	<p>Identify the components of the fly rod and fly line</p> <p>Demonstrate fly fishing skills:</p> <ul style="list-style-type: none"> <li>○ Tie knots</li> <li>○ Build leaders</li> <li>○ Fly cast</li> <li>○ Shooting the line and retrieving the pile</li> <li>○ Use line hand to catch/fish the fly</li> </ul> <p>Use appropriate terminology to:</p> <ul style="list-style-type: none"> <li>○ Explain how to cast most effectively (11 steps to the fly cast)</li> <li>○ Explain how to catch and release fish</li> </ul> <p>Resource: <a href="http://www.fishingschools.org/">http://www.fishingschools.org/</a></p>	<p><b>W/S</b></p> <p><b>W/S</b></p> <p><b>W/S</b></p>	<p><b>Fly Rod Parts:</b></p> <p><b>Butt Cap-</b> The piece fitting over the end of the reel seat.</p> <p><b>Reel Seat-</b> Part of the fly rod that holds the fly reel to the rod.</p> <p><b>Grip-</b> The component that serves as the handle of the rod.</p> <p><b>Hook Keeper-</b> Device on fly rods to secure a fly when attached to a leader.</p> <p><b>Stripping Guide-</b> Round, circular metal guide; the first up from the grip on fly rod butt section; also called “ring guide.”</p> <p><b>Ferrule-</b> The rigid connector point where rod pieces are joined together.</p> <p><b>Snake Guide-</b> Spiral-shaped metal guides.</p> <p><b>Tip Guide-</b> Closed round or pear-shaped metal guide on the tip of rods.</p> <p><b>Fly Reel</b></p> <p><b>Spool-</b> The rotating portion of a fly</p>

<p>reel that holds the fly line.  <b>Reel Foot-</b> The flanged metal “bottom” of a fly reel that is attached to the reel seat on the rod.  <b>Fly Line</b>  <b>Leader-</b> The tapered section of monofilament between the fly line and fly.  <b>Backing-</b> A thin braided material that is put first on a fly reel using the arbor knot to back the fly line to which it is attached.  <b>Clinch-</b> Used to tie leader tippet to fly.  <b>False Cast-</b> A completed casting stroke that does not result in the fly line being released by the caster; takes place only in the air.  <b>Pile-</b> A small amount of fly line used to deliver additional length to a cast to “fish” the fly longer and catch fish.</p>			
<p><b>Orienteering-</b> A cross-country race in which each participant uses a map and compass to navigate their way between checkpoints along an unfamiliar course.  <b>Magnetic Declination-</b> The difference in degrees between magnetic north and true or geographical north. The direction maps are printed towards.</p>		<p>Apply effective skills by orienting the compass to the map correctly.</p> <ul style="list-style-type: none"> <li>○ Compare compass and map repeatedly.</li> <li>○ Double-check clue card</li> <li>○ Provide verbal cues to guide teammates.</li> <li>○ Make timely decisions to adjust to circumstances on the course.</li> </ul>	

Calculate the feet to pace formula and navigate correctly by walking/running the correct distance to a bearing.  
Apply effective recording and safety monitoring procedures during activity.

**Compass**- An instrument used to determine direction.  
**Isoline**- Line joining points on the earth's surface that have equal magnetic declination as of a given date.  
**Topographic Maps**- Maps that present the horizontal and vertical positions of features represented; distinguished from a planimetric map by the addition of relief in measurable form.  
**Cardinal Directions**- The four main points of direction on a compass, north-360° and 0, East-90°, South-180°, West-270°.  
**Bearings**- The direction of travel from your current position to a landmark or destination expressed in degrees.  
**Base Plate Compass**- A see-through plate of an orienteering compass which the compass housing is mounted.  
**Magnetic North**- The geographic region toward which all magnetic needles point. This is approximately 1,300 miles south of True North and moves slightly each year due to the earth's rotation and the friction created between its solid crust and liquid center.

				<p><b>Landmarks-</b> A prominent or conspicuous object on land that serves as a guide.</p> <p><b>Direction of Travel Arrow-</b> The arrow engraved or painted onto the front of the base plate of the compass that is designed to indicate the direction you should hike when a bearing has been established, or the direction you should point the compass to establish a bearing.</p> <p><b>True North-</b> Also known as geographic north or the North Pole.</p> <p><b>Contour Lines-</b> Each contour line is comprised of an often-irregular closed loop that connects points of equal elevation. The line with a darker shade of brown, typically every 5th line, is called an index contour and usually has the elevation printed on it.</p> <p><b>Triangulation-</b> Method of determining horizontal position on the surface of the earth by measuring the angles of triangles and the included sides of selected triangles.</p> <p><b>Basket -</b> The bottom portion of the pole that prevents the pole from sinking into the snow too deep.</p> <p><b>Binding -</b> Metal or plastic device for fastening the boot to the ski.</p> <p><b>Diagonal Stride-</b> A skiers gliding action that resembles walking as it is</p>
	<p><b>Cross-Country Skiing</b></p>	<p>Select and appropriately prepare appropriate equipment and clothing. Apply effective skills (classic style, skating style, turns, snowplow and skating stops, herringbone, and side stepping) through varied terrain with dynamic balance, fluid transitions, sustained rhythm, and speed appropriate to the conditions.</p>		

Apply safe practices and proper etiquette for the activity.

executed.

**Fish Scale-** A type of surface resembling fish scales, found on the bottom of wax less skis.

**Groove-** Indentation that runs the length of the bottom of the ski, allowing the ski to run straight.

**Herringbone-**A technique used to climb up the hill that leaves a V pattern in the snow.

**Kick-** The force (push) that is applied during the stride, allowing the skier to glide on flat terrain or hillsides.

**Kick Turn-** A technique used to change direction 180 degrees while standing still on flat terrain or hillsides.

**Layering-** Wearing loose layers of clothing over undergarments. Therefore, the skier may easily add for extra warmth or remove excess if too warm.

**Nordic Skiing-** Cross country skiing and ski jumping.

**Pole Plant-** Action in which the poles are put into the snow at a particular place and during a particular time.

**Side Step-** A technique used to climb a hill on skis. The skis are parallel with each other as the skier steps up along the length of

				<p>the ski.</p> <p><b>Snow Plow-</b> A technique used to slow the skier down while going downhill by spreading the tails and keeping the ski tips close together.</p> <p><b>Step-</b> A type of ski bottom design found on wax less skis, resembling a series of steps.</p> <p><b>Tail-</b> The back or end portion of a ski.</p> <p><b>Track-</b> The trail that is left by skis as the skier moves through the snow.</p> <p><b>Traverse-</b> Movement back and forth across the face of a hill. The technique may be done uphill or downhill.</p>
	<p><b>Snowshoeing</b></p>	<p>Select and appropriately prepare appropriate equipment and clothing.</p> <p>Apply effective skills (walking and running) through varied terrain with dynamic balance, fluid transitions, sustained rhythm, and speed appropriate to the conditions.</p> <p>Apply safe practices and proper etiquette for the activity.</p>		<p><b>Binding-</b> The harness that attaches your foot to the snowshoe.</p> <p><b>Decking-</b> Flat surface of the snowshoe that allows you to walk on top of the snow by spreading your weight over a greater surface area.</p> <p><b>Flotations-</b> The ability of the snowshoe to keep you and your gear on top of the snow.</p> <p><b>Frame-</b> The aluminum wooden outer edge of the snowshoe to which the decking is attached.</p> <p><b>Step Kicking-</b> Method of ascending a steep snow slope by kicking toes into the snow, creating steps.</p>

				<p><b>Traverse-</b> Crossing a slope with one shoulder on the uphill side and the other on the downhill side.</p> <p><b>V-Tail-</b> Snowshoe design in which the frame tapers at the tail for better tracking.</p> <p><b>Western-</b> Oblong shape with rounded tails; common shape of aluminum-frame snowshoes.</p> <p><b>Pass-</b> Relatively low point on a ridge or in a mountain chain, allowing travel from one valley to another.</p> <p><b>Peak-</b> A point higher than all adjacent points.</p> <p><b>Self-arrest-</b> The act of halting one's own descent, as when sliding downslope.</p> <p><b>Summit-</b> The highest point of a mountain. A single mountain can have multiple peaks, but only one summit.</p> <p><b>Trailhead-</b> The place where a trail begins.</p> <p><b>Also, see vocabulary in orienteering.</b></p>
<b>Backpacking/ Camping</b>		<p>Identify appropriate equipment needed for backpacking and effectively pack a backpack.</p> <p>Apply effective pacing skills while backpacking.</p> <p>Set up a tent.</p> <p>Navigate appropriately using orienteering skills.</p> <p>Apply safe practices, including proper etiquette, appropriate use of terminology, and principles of minimum impact hiking and camping.</p>	<b>W/S</b>	
<b>Mountain Biking</b>		<p>Change a bike tire.</p> <p>Clean and lube a bike.</p> <p>Describe how to pick a bike that fits properly.</p> <p>Explain how to properly check a bike before riding.</p> <p>Apply effective skills safely with dynamic balance, fluid transitions, and speed appropriate to the situation (type of surface, amount of riders)</p>	<b>W/S</b> <b>W/S</b>	<p><b>Axel-</b> The shaft on which your wheel set rotates.</p> <p><b>Chain ring-</b> A toothed sprocket attached to the crank arm.</p> <p><b>Derailleur-</b> A mechanical device that moves the chain over the cogs or chain rings, changing gears.</p>

		<p>Apply effective skills (starting, gliding, turning, gear changing, and stopping) while riding on flat as well as inclined surfaces with few, if any, observable errors in technique</p>		<p><b>Double track-</b> Two trails that run parallel to each other.  <b>Downshift-</b> Shifting to a lower gear.  <b>Fork-</b> The part of the bike that attaches the front wheel to the frame.  <b>Headset-</b> The cup and bearing mechanism that allows a fork to turn freely in the head tube of the frame.  <b>Saddle-</b> The platform the rider sits upon.  <b>Single track-</b> A narrow mountain bike trail that must be ridden single file.  <b>Upshift-</b> To shift into a higher gear.  <b>Valve-</b> Found on the inner tube to release or let air in.</p>
	<p><b>Adventure Activities</b></p>	<p>Use movement concepts to successfully complete activity challenges.  Demonstrate cooperation when working in a group</p> <ul style="list-style-type: none"> <li>○ Offering recommendations when appropriate</li> <li>○ Listening to others ideas</li> <li>○ Following directions/cues from others</li> <li>○ Using respectful language when communicating with group members</li> <li>○ Compliment/encourage others in the group</li> </ul> <p>Consistently participate in the activity and challenge themselves to higher levels of performance.</p>	<p><b>S/L</b>  <b>L</b> <b>L</b> <b>S</b> <b>S</b></p>	<p><b>Cooperation-</b> A willingness to work with others to produce a common goal.  <b>Followership-</b> The capacity or willingness to follow a leader.  <b>Initiative-</b> Making a start or a beginning.  <b>Risk-Taking-</b> To take a chance.  <b>Character</b> - The inherent complex of attributes that determines a person's moral and ethical actions and reactions; the aggregate of features and traits that form the individual nature of some person or thing; moral or ethical quality: a person of fine, honorable character;</p>



thoughtfulness - the trait of thinking carefully before acting.

**Citizenship** - Conduct as a citizen.

The state of being vested with the rights, privileges, and duties of a citizen; behavior in terms of the duties, obligations, and functions of a citizen.

**Civility** - The act of showing regard for others; politeness; a polite action or expression: an exchange of civilities; courtesy - a courteous or respectful or considerate act.

**Conflict Resolution-** The methods and processes involved in facilitating the peaceful ending of social conflict.

**Avoidance Conflict Style-**

Characterized by inaction and passivity, avoidance conflict style is typically used when an individual has reduced concern for their own outcomes as well as the outcomes of others. During conflict, these avoiders adopt a “wait and see” attitude.

**Yielding Conflict Style-**

Characterized by a high concern for others while having a low concern for one’s own self. This passive pro-social approach emerges when individuals derive personal satisfaction from meeting the needs

of others and have a general concern for maintaining stable, positive social relationships. When faced with conflict, individuals with a yielding conflict style tend to give into others' demands out of respect for the social relationship.

**Competitive Conflict Style-**

Competitive or "fighting" conflict style maximizes individual assertiveness (i.e., concern for self) and minimizes empathy (i.e., concern for others). Groups consisting of competitive members generally enjoy seeking domination over others, and typically see conflict as a "win or lose" predicament.

**Cooperation Conflict Style-**

Characterized by an active concern for both pro-social and pro-self-behavior. Cooperation conflict style is typically used when an individual has elevated interests in their own outcomes as well as in the outcomes of others. Individuals with this type of conflict style tend to be highly assertive and highly empathetic at the same time. According to the literature on conflict resolution, a cooperative conflict resolution style is recommended above all others.

Fitness Activities	<p><b>Yoga</b></p>	<p>Identify and describe basic skills of yoga practice (equipment, breathing, postures, general practice guidelines).          Demonstrate correct technique of beginning yoga poses.          Perform a yoga sequence with proper breathing technique.          Create and perform a yoga sequence for a specific purpose.          Resources:</p> <ul style="list-style-type: none"> <li>● How to Start a Yoga Practice: <a href="http://www.yogabasics.com/practice/how-to-start-a-yoga-practice/">http://www.yogabasics.com/practice/how-to-start-a-yoga-practice/</a></li> <li>● Yoga Postures: <a href="http://www.yogabasics.com/practice/yoga-postures/">http://www.yogabasics.com/practice/yoga-postures/</a></li> </ul>	<p><b>W/S</b></p> <p><b>W</b></p>	<p><b>Yoga-</b> From the Sanskrit "yug" (yoke) means "union". Yoga is an ancient discipline in which physical postures, breath practice, meditation and philosophical study are used as tools for achieving liberation.</p> <p><b>Mantra ("tool or instrument of thought"):</b> Sounds, syllables, words or groups of words that are repeated with the goal of creating a positive transformation; a sacred thought or a prayer.</p> <p><b>Pranayama:</b> Breath awareness to facilitate inner stillness and awareness.</p> <p><b>Meditation:</b> Focusing and calming the mind often through breath work to reach deeper levels of consciousness.</p> <p><b>Asana-</b> A yoga posture.</p> <p><b>Mudra-</b> Refers to hand gestures used in yoga.</p> <p><b>Namaste-</b> A greeting or salutation; many instructors may begin and end a class with Namaste as it is considered a sign of respect.</p> <p><b>Savasana-</b> A specific yoga pose also known as corpse pose.</p> <p><b>Vinyasa-</b> A series of connected yoga postures linked with specific breathing patterns in order to increase the overall benefits of</p>
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			<p>the body and mind (Example: Sun Salutation).</p> <p><b>Centering-</b> Physically and consciously bringing the focus to the center of the body.</p> <p><b>Concentration-</b> To bring full attention to the exercise and perform it with full commitment.</p> <p><b>Control-</b> Use your muscles to complete the movement; no body part is left to its own device.</p> <p><b>Precision-</b> Appropriate placement, alignment relative to other body parts, and trajectory for each part of the body.</p> <p><b>Breath-</b> Using the lungs strongly to pump the air fully in and out of the body.</p> <p><b>Flow-</b> Fluidity, grace and ease during movements.</p>
<p><b>Pilates</b></p>	<p>Perform proper exercises to tone the core muscle groups.</p> <p>Create and perform a Pilates routine that encompasses all the major core muscle groups.</p>	<p style="text-align: center;"><b>W</b></p>	
<p><b>Resistance Training</b></p>	<p>Describe the benefits of resistance training.</p> <p>Perform resistance training exercises with correct technique, using:</p> <ul style="list-style-type: none"> <li>o Resistance tubing</li> <li>o Body weight</li> </ul> <p>Identify muscles that are used during resistance training exercises</p> <ul style="list-style-type: none"> <li>• Design a resistance training workout and justify, using appropriate terminology, why activities were chosen for the workout.</li> </ul> <p>Resource:  <a href="http://www.parcph.org/documents/resistancePacket.pdf">http://www.parcph.org/documents/resistancePacket.pdf</a></p>	<p style="text-align: center;"><b>W/S</b></p>	<p><b>Resistance training-</b> Any type of physical activity in which you use your muscles against resistance.</p> <p><b>Range of motion-</b> The path your joints will move during the exercise.</p> <p><b>Repetition- Repetition or the continuation of identical motions.</b></p> <p><b>Set-</b> The completion of a predetermined number of repetitions.</p> <p><b>Weight (aka Resistance) -</b> The amount of resistance being lifted, such as a 30 pound dumbbell. Lower</p>

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example, a biceps curl only requires the elbow joint.

**Supersets-** Completing two exercises back to back with no rest between sets. Supersets can use the (1) same muscle group, such as performing bench press immediately followed by pushups, (2) opposing muscle groups (i.e., chest exercise followed immediately by a back exercise), (3) unrelated, such as upper body then lower body.

**Positive Phase-** This is the lifting phase of the exercise. So for bench press, the positive phase of the lift is pushing the weight off the chest and for a pull up, it's pulling the body up towards the bar. It's generally the more strenuous portion of the lift and it's also referred to as the "concentric" phase.

**Negative Phase-** This is the opposite of the positive phase, lowering the weight, or controlling its descent. Examples include controlling the bench press bar as you bring it closer to the chest, or lowering oneself after pulling the chin above the bar in a pull up. It's also referred to as the "eccentric phase".

**Sticking Point-** This is the point during the positive phase where the

			<p>weight lifted loses momentum and is at a standstill. A spotter can help you push past the sticking point.</p> <p><b>Contraction-</b> This means the muscle is engaged and contracted to apply force to pull, or push a weight.</p> <p><b>Tempo-</b> This is how fast each rep is performed, including the positive and negative phase. For example, the most common tempo is one to two seconds for the positive phase, and two to three seconds for the negative phase, which allows for full control of the weight with no momentum.</p> <p><b>Body Part Split-</b> Refers to how an individual can divide body parts into groups to train during the week. For example, some people will train chest/biceps on one day, back/triceps on another day, then shoulders/legs on the third lift of the week.</p> <p><b>Spotter-</b> This is someone who watches over the lifter as they are performing a set to completion and is there to help lift the weight back into starting position if needed.</p>
	<p><b>Spinning</b></p>	<p>Set up bike appropriately.  Monitor heart rate and perform exercises in appropriate training zones.  Perform spinning movements with few, if any, observable errors in technique.</p>	<p><b>Hand Position 1-</b> Grip center of handle bar in seated position.  <b>Hand Position 2-</b> Hands on the middle of bar in seated or standing position.</p>

		Design and perform an individual spin program. Resource: <a href="http://spinning.com/en/file/download/tinymce_file_browser/45/Core_Movements.pdf">http://spinning.com/en/file/download/tinymce_file_browser/45/Core_Movements.pdf</a>	W	<p><b>Hand Position 3-</b> Hands on end of handlebar (usually standing climb).  <b>Jump-</b> A type of drill used; start in your saddle and on “jump”, pedal off of your saddle. This will usually continue to the beat of the music or for a set number of counts.  <b>Resistance/Tension-</b> Controlled by a knob or level on the bike.  <b>RPM-</b> Revolutions per minute- the amount of revolutions your pedal makes in one minute.  <b>Saddle-</b> The bike seat.  <b>Sprint-</b> Pedal as fast as you can; increase RPMs.</p> <p><b>Refer to health-related fitness vocabulary.</b></p>
<b>Running/Fitness Walking</b>	Independently participate in activity and accurately record exercise data. Monitor heart rate and adjust intensity accordingly. Set a personal fitness goal (related to the activity) and develop a plan to reach the goal. Evaluate progress towards one’s fitness goal and adjust the plan accordingly.	W W		
<b>Aquatic Fitness</b>	Independently participate in activity and accurately record exercise data. Perform aquatic skills used to improve fitness - Swim laps for distance Set a personal fitness goal (related to the activity) and develop a plan to reach the goal. Evaluate progress towards one’s fitness goal and adjust the plan accordingly.	W		
<b>Kickboxing</b>	Demonstrate correct technique for all movements (footwork, leg and arm action, balance).	W	<b>Kick Box</b> - An interval workout using changes in speed and	



				<p>resistance to provide the proper work/active rest duty cycle to provide a training effect.</p> <p><b>Interval Training</b> - An interval workout is one where the intensity of the work is alternately brought into a high intensity work phase and a low intensity recovery phase.</p> <p><b>Center Position</b> - Feet parallel and shoulder width apart. Knees slightly bent with core muscles contracted. Fist held at cheek level with palms facing each other, elbows down, forearms perpendicular to the floor and against the body.</p> <p><b>Boxer Shuffle</b> - Shift of body weight in any one of the three basic stance positions: center, left foot forward, or right foot forward. It uses a concentric push phase followed by an eccentric catch phase.</p> <p><b>Left Foot Forward Stance</b> - Left leg and shoulder forward. Right leg back and to the right in a square stance. Knees slightly bent with core muscles contracted. Fists held at cheek level with palms facing each other, elbows down, forearms perpendicular to the floor and against the body.</p> <p><b>Right Foot Forward Stance</b> - Right</p>
		<p>Perform kickboxing routine following verbal cues from the instructor for a continuous period of time (at least 10 minutes).</p> <p>Demonstrate self-control and safe practices while participating in activity.</p>		



				<p>arm is parallel to the floor at shoulder height with the forearm facing up until the palm is towards the face. There is an isometric contraction of all the muscles of the shoulder girdle and the arm. There is no elbow extension.</p> <p><b>Front Kick</b> - Begins with a knee raise (thigh parallel to the floor) and lower leg perpendicular to the floor with ankle dorsiflexed. The knee extends and the foot points forward in a straight motion. The knee flexes back. Foot returns to the floor. Can be performed in center stance and right or left foot forward stance with either the lead or rear leg.</p> <p><b>Side Kick</b> - Begins with a knee raise (thigh parallel to the floor) and lower leg is perpendicular to the floor with ankle (of kicking leg) dorsiflexed. Push the heel/foot of the kicking leg and calf (lower leg) outward to the side turning the hip of the kicking leg slightly forward extending the knee so that the kicking leg is straight. Flex the knee to return. Lower the leg and foot back to the floor. Can be performed in center stance and right or left foot forward stance with the lead leg.</p> <p><b>Round House Kick</b> - Begins with a knee raise (thigh parallel to the</p>
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				floor) with toes (of kicking leg) pointed. Abduct the leg (knee) at an angle slightly forward. Extend the knee of the kicking leg so that the kicking leg is straight. Flex the knee to return. Lower the leg and foot back to the floor. Can be performed in center position and right foot forward or left foot forward stance with the lead leg.
	<b>Zumba</b>	Perform dance steps and fitness movements in sequence and to the beat. Perform dance choreography without verbal cues. Describe the fitness benefits of Zumba.	<b>W/S</b>	
	<b>Exergaming</b>	Independently participate in activity and accurately record exercise data. Monitor heart rate and adjust intensity accordingly. Set a personal fitness goal (related to the activity) and develop a plan to reach the goal. Evaluate progress towards one's fitness goal and adjust the plan accordingly.	<b>W</b> <b>W/S</b>	
<b>Dance &amp; Rhythmic Activities Grades 9/10</b> Demonstrates competency in cultural or social dances on in one other form of dance (ballroom,	<b>Creative Movement/Choreography</b>	Identify the elements in a well-choreographed dance. Choreograph and perform a dance in a selected form or creatively either individually or in a group. (S1.H2.L2) Performance criteria include uninterrupted execution with attention paid to expression; smooth transitions; and communication between partners and within groups, rhythm, balance and proper use of space.	<b>W/S</b> <b>W</b>	<b>Space</b> -The area you dance within (horizontal, diagonal, forward, backward); the use of one's body within that space. <b>Tempo</b> - Variety of beats and rhythms; using slower movements to faster rhythms and faster movements to slower rhythms. <b>Shape</b> - Within the group- how you address formations/patterns. <b>Transitions</b> - Process of changing from one form/state/activity/place to

<p>modern, hip hop).  <b>Grades 11/12</b>  Choreograph and perform a dance in a selected form.</p>	<p><b>Dance Styles: Including but not limited to</b></p> <ul style="list-style-type: none"> <li>• <b>Modern</b></li> <li>• <b>Hip Hop</b></li> <li>• <b>Cultural</b></li> <li>• <b>Line</b></li> <li>• <b>Ballroom</b></li> <li>• <b>Social</b></li> <li>• <b>Square</b></li> </ul>		<p>another. How smoothly the dance flows between movements and counts of choreography.  <b>Energy-</b> Common “explosions” of movement within choreography. Occurs commonly with change of tempo.</p>
		<p>Demonstrates competency in cultural or social dances in more than one dance style form. (S1. H2.L1)  Demonstrates competency in gender specific dance steps (when applicable).  Demonstrates competency in proper technique in one or more dance style forms. (S1.H2.L1)</p>	<p><b>Dance-</b> Move rhythmically to music, typically following a set sequence of steps.  <b>Jazz-</b> Referred to dance styles that originated from African American vernacular dance.  <b>Ballet-</b> An artistic dance form performed to music using precise and highly formalized set steps and gestures. Classical ballet, which originated in Renaissance Italy and established its present form during the 19th century, is characterized by light, graceful, fluid movements and the use of pointe shoes.  <b>Contemporary-</b> A style of expressive dance that combines elements of several dance genres including modern, jazz, lyrical and classical ballet. Contemporary dancers strive to connect the mind and the body through fluid dance movements.  <b>Lyrical-</b> Is a dance style that blends</p>

			<p>ballet and jazz dance. Lyrical is generally smoother and a bit faster than ballet, but not quite as fast as jazz. A lyrical dancer uses movement to express strong emotions such as love, joy and anger.</p> <p><b>Ballroom/Social-</b> Is a set of partner dances, which are enjoyed both socially and competitively around the world. Partners traditionally perform a series of conventional steps.</p> <p><b>Folk/Cultural-</b> A popular dance, considered as part of the tradition or custom of a particular people; performed at social functions by people with little or no professional training, often to traditionally based music.</p> <p><b>Square-</b> A country dance that starts with four couples facing one another in a square, with the steps and movements shouted out by a caller.</p> <p><b>Hip-Hop-</b> Refers to street dance styles primarily performed to hip-hop music or that have evolved as part of hip-hop culture. It includes a wide range of styles primarily breaking, locking, and popping which were created in the 1970s.</p> <p><b>Modern-</b> Centers on a dancer's own interpretations instead of structured</p>
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<p>Aquatics</p>	<p><b>Swimming</b></p>	<p>By the end of Grade 12, students should perform the skills of a Level V swimmer (American Red Cross Learn to Swim Program) as outlined below.</p> <p>Demonstrate competency in the following strokes:          Front Crawl (Freestyle), Back Crawl (Backstroke), Breaststroke, Elementary Backstroke, Sidestroke          Swim the stroke for specified distance</p> <ul style="list-style-type: none"> <li>o Front &amp; Back Crawl 50 yards</li> <li>o Breaststroke, Sidestroke &amp; Elementary Backstroke 25 yards</li> </ul> <p>Tread water for 2 minutes.          Put on a lifejacket correctly, safely enter deep water and demonstrate the HELP position for 1 minute.</p> <p>***Note- The aquatics skills can be taught at any level and determined by individual school districts (depending on facilities available)</p>		<p>steps, as in traditional ballet dancing. A modern dancer rejects the classical ballet stance of an upright, erect body, often opting instead for deliberate falls to the floor.</p> <p><b>Line-</b> Is a choreographed dance with a repeated sequence of steps in which a group of people dance in one or more lines or rows without regard for the gender of the individuals, all facing either each other or in the same direction, and executing the steps at the same time.</p> <p><b>Backstroke-</b> One of the four competitive racing strokes, basically any style of swimming on your back. A swimming stroke performed on one's back, especially when using alternating over arm strokes and a flutter kick.</p> <p><b>Blocks-</b> The starting platforms located behind each lane. Minimum water depth for use of starting blocks is four feet.</p> <p><b>Breaststroke-</b> One of the four competitive racing strokes. A swimming stroke in which a person lies face down in the water, extends the arms in front of the head, pulls the arms back under the surface of</p>
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<p>the water, and then performs a frog kick.</p>	<p><b>Resource:</b>  <a href="http://www.redeross.org/images/MEDIA_CustomProductCatalog/m3240085_SwimmingWaterSafety.pdf">http://www.redeross.org/images/MEDIA_CustomProductCatalog/m3240085_SwimmingWaterSafety.pdf</a></p> <p>ARC Swim Levels Charts:  <a href="http://www.gonashua.com/LinkClick.aspx?fileticket=gG3o_RpGNuU%3D&amp;tabid=793">http://www.gonashua.com/LinkClick.aspx?fileticket=gG3o_RpGNuU%3D&amp;tabid=793</a>  <a href="http://www.larpd.org/aquatics/ARCSwimLevelsChart.pdf">http://www.larpd.org/aquatics/ARCSwimLevelsChart.pdf</a></p>	
<p><b>Butterfly</b>- One of the four competitive racing strokes. A swimming stroke in which the arms are thrown forward together out of the water while the feet kick up and down (see Dolphin Kick)</p> <p><b>Freestyle</b> -One of the four competitive racing strokes. Also known as the front crawl. A swim stroke in which the arms are alternating forward in a circle-style motion with a flutter kick.</p> <p><b>Elementary Backstroke</b>- A swim stroke that expends minimal energy with simple arm and leg movements. This backstroke doesn't require any complicated breathing technique since the swimmer's head never goes underwater. Sometimes used as a recovery or rescue stroke, the elementary backstroke is often considered one of the most relaxing swimming strokes.</p> <p><b>Sidestroke</b>- A stroke in which the body is turned sideways in the water, the hands pull alternately and the legs perform a scissors kick.</p> <p><b>IM</b> -Individual Medley. A swimming event using all four of the competitive strokes on consecutive lengths of the race. The order must</p>		





<p><b>Flutter Kick-</b> A swimming kick used in crawl and backstroke in which the legs are extended straight back and alternately moved up and down with a slight bend in the knee on the upward movement.</p> <p><b>Frog Kick-</b> A kick used in the breast stroke, in which the legs are simultaneously drawn towards the body and bent at the knees with the feet together, straightened out with the legs apart, and then brought together again quickly.</p> <p><b>Treading Water-</b> An aspect of swimming that involves a swimmer staying in a vertical position in the water while keeping his or her head above the surface of the water.</p> <p><b>PDF -</b> Personal Floatation Device. A piece of equipment designed to assist a wearer, who may be either conscious or unconscious, to stay afloat.</p>			
<p><b>Tee-Shot-</b> Executed by scooping the ball with the non-dominant hand, loading the ball to the dominant hand, and propelling the ball forward. The off-hand sets itself up as a tee, as in golf or baseball, and the two hands also finish in the shape of a "T".</p>	<p>Demonstrate the head-up freestyle swim skill.  Demonstrate the head-up backstroke swim skill  Demonstrate treading water for an extended period of time.  Demonstrate dribbling the ball in the water.  Demonstrate passing techniques.  Demonstrate shooting techniques.  Demonstrate tactical awareness during game play.</p>	<p><b>Water polo</b></p>	

<p><b>Lob Shot</b>-An outside water shot thrown with a high arc, intended to pass over the goalie's hands and under the crossbar.  <b>Power Shot</b> -An outside water shot in which a player propels his body out of the water and uses his momentum to shoot the ball into the net.</p>		<p>Resources:  <a href="http://kearnswaterpolo.com/files/Beginner_Water_Polo_Manual.pdf">http://kearnswaterpolo.com/files/Beginner_Water_Polo_Manual.pdf</a>  <a href="http://www.waterpoloplanet.com/water_polo_glossary.html#S">http://www.waterpoloplanet.com/water_polo_glossary.html#S</a></p>	
<p><b>See vocabulary in 6-8 document.</b></p>	<p><b>W/S</b></p>	<p>Demonstrate competence in performing stance, balance, glide, stride, stopping, turns, and crossovers.  Identify equipment needed and demonstrate the ability to change the wheels in a skate.  Demonstrate skating downhill (when applicable)</p>	
		<p>Demonstrate self-awareness in order to help avoid a potentially “dangerous” situation.  Demonstrate competency in how to defend, resolve a conflict, decision-making, and refusal skills.  Demonstrate competency in a leg sweep take downs, ways to escape being choked from behind, shoulder locks, wrist locks, knee locks and arm bars.</p> <p>Resources:  <a href="http://www.functionalselfdefense.org/techniques/">http://www.functionalselfdefense.org/techniques/</a>  <a href="http://hes.dasa.ncsu.edu/sites/default/files/imagecache/news_article_image/images/news/Chris_Self_Defense_Article.pdf">http://hes.dasa.ncsu.edu/sites/default/files/imagecache/news_article_image/images/news/Chris_Self_Defense_Article.pdf</a></p>	
<p><b>Individual Performance Activities</b></p>	<p><b>Inline Skating</b></p>	<p><b>Self-Defense</b></p>	

		<p><a href="https://books.google.com/books?id=27M8bCQW15UC&amp;pg=PA17&amp;lpg=PA17&amp;dq=self+defense+rubic&amp;source=bl&amp;ots=gjQ11YKhH-&amp;sig=hrG9mWIEtPH-5L16AhP3Hu2jzvk&amp;hl=en&amp;sa=X&amp;ei=U9foVKi7LsaWggTayILYDg&amp;ved=0CDwQ6AEwBQ#v=onepage&amp;q=self%20defense%20rubic&amp;f=false">https://books.google.com/books?id=27M8bCQW15UC&amp;pg=PA17&amp;lpg=PA17&amp;dq=self+defense+rubic&amp;source=bl&amp;ots=gjQ11YKhH-&amp;sig=hrG9mWIEtPH-5L16AhP3Hu2jzvk&amp;hl=en&amp;sa=X&amp;ei=U9foVKi7LsaWggTayILYDg&amp;ved=0CDwQ6AEwBQ#v=onepage&amp;q=self%20defense%20rubic&amp;f=false</a>  <a href="http://www.ridgenet.org/files/user/49/file/self%20defense%20unit%20plan.pdf">http://www.ridgenet.org/files/user/49/file/self%20defense%20unit%20plan.pdf</a></p>	
<b>Net/Wall Racquet Activities</b>	<b>Badminton</b>	<p>Demonstrate serve, clear, drop shot and smash during singles play with few, if any, observable errors in technique.          Apply rules accurately/correctly during game play.          Apply effective offensive strategy by varying shot selection and placement during singles play.          Apply effective defensive strategy by returning to appropriate court position during singles play.</p>	<b>See vocabulary in 6-8 document</b>
	<b>Tennis</b>	<p>Demonstrate serve, forehand, backhand, lob, and volley during singles play with few, if any, observable errors in technique.          Apply rules accurately/correctly during game play.          Apply effective offensive strategy by varying shot selection and placement during singles play.          Apply effective defensive strategy by returning to appropriate court position during singles play.</p>	<p><b>Ace-</b> A serve that the opponent does not return.  <b>Ad-in-</b> Score when the player serving has won the point after deuce.  <b>Ad-out-</b> Score when the receiving player has won the point after deuce.  <b>Alley-</b> Lane on each side of the singles court that doubles players can use after the serve.  <b>Backcourt-</b> Part of the court between the service line and baseline.  <b>Backhand-</b> This shot is executed</p>



		<p>service court.</p> <p><b>Lob-</b> A high arching shot hit over an opponent's head (offensive) or a shot to gain more time to get back into position (defensive).</p> <p><b>Love-</b> Zero points</p> <p><b>Mid-court-</b> The area in front or in back of the service line of the playing court.</p> <p><b>Rally-</b> A series of hits between players.</p> <p><b>Serve-</b> Overhand hitting action to begin each point.</p> <p><b>Service Line-</b> The line that is parallel to and 21 feet from the net.</p> <p><b>Sideline-</b> The boundary line that runs from the net to the baseline. The singles sidelines are closer to the center of the court than the doubles sidelines.</p> <p><b>Volley-</b> A shot hit before the ball bounces on the court.</p>
	<p>Demonstrate legal serve, forehand, backhand, passing shot, kill shot, and lob during singles play with few, if any, observable errors in technique.</p> <p>Apply rules accurately/correctly during gameplay.</p> <p>Apply effective offensive strategy by varying shot selection and placement during singles play.</p> <p>Apply effective defensive strategy by returning to appropriate court position during singles play.</p>	<p><b>Forehand-</b> Hitting the ball from the dominant side.</p> <p><b>Backhand-</b> Hitting the ball from the non-dominant side.</p> <p><b>Passing Shot-</b> A ball hit to the side and out of reach of an opponent.</p> <p><b>Kill Shot-</b> A ball hit so low to the front wall that it is practically unplayable.</p> <p><b>Lob-</b> A ball hit high and gently on the front wall, which rebounds in</p>
	<p><b>Racquetball</b></p>	

		<p>Resource (Rules &amp; Terminology):  <a href="http://www.ubathletics.buffalo.edu/recreation/intramurals/racrules.pdf">http://www.ubathletics.buffalo.edu/recreation/intramurals/racrules.pdf</a></p>	<p>a high arc to the back wall.</p>
<b>Table Tennis</b>	<p>Demonstrate legal serve, forehand/backhand push and drive, and ability to rally during doubles play with few, if any, observable errors in technique.  Apply rules accurately/correctly during gameplay.  Apply effective offensive strategy by varying shot selection and placement during singles play.  Apply effective defensive strategy by returning to appropriate court position during singles play.</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.teachpe.com/gcse/Table%20Tennis.pdf">http://www.teachpe.com/gcse/Table%20Tennis.pdf</a></li> <li>• <a href="http://www.experttabletennis.com/basic-table-tennis-strokes/">http://www.experttabletennis.com/basic-table-tennis-strokes/</a></li> <li>• <a href="http://www.pingskills.com/table-tennis/strokes-and-technique/">http://www.pingskills.com/table-tennis/strokes-and-technique/</a></li> </ul>	<p><b>Backhand Push-</b> The basis for backhand backspin.  <b>Forehand Drive-</b> The basis for forehand topspin.  <b>Backhand Drive-</b> The basis for backhand topspin.  <b>Forehand Push-</b> The basis for forehand backspin.</p>	
<b>Pickle ball</b>	<p>Demonstrate legal serve, drop shot, forehand and backhand volley, drive, and smash during doubles play with few, if any, observable errors in technique.  Apply rules accurately/correctly during game play.  Apply effective offensive strategy by varying shot selection and placement during singles play.  Apply effective defensive strategy by returning to appropriate court position during singles play.</p> <p>Resource: <a href="http://www.usapa.org/drills-and-skills/">http://www.usapa.org/drills-and-skills/</a></p>	<p><b>See Vocabulary in 6-8 document</b></p>	

Target Activities	Archery	<p>Identify the steps to executing the archery shot (See Steps to Archery Success)</p> <p>Perform each of the steps demonstrating few, if any, errors in technique, resulting in the arrow successfully hitting the target.</p> <p>Select appropriate equipment and apply effective adjustments to the skill technique on the basis of previous results.</p> <p>Apply rules and demonstrate safety procedures while participating in activity.</p> <p>Describe the proper scoring for archery.</p>	W/S	<p><b>Steps to Archery Success:</b></p> <ol style="list-style-type: none"> <li>1. Stance</li> <li>2. Nock</li> <li>3. Draw Hand Set</li> <li>4. Bow Hand Set</li> <li>5. Pre-draw</li> <li>6. Draw</li> <li>7. Anchor</li> <li>8. Aim</li> <li>9. Shot Set-up</li> <li>10. Release</li> <li>11. Follow Through &amp; Reflect</li> </ol> <p><b>Anchor point-</b> Specific location on the face to which a specific point on the draw hand comes in contact with during holding and aiming.</p> <p><b>Bow Arm-</b> The shooter's arm that holds the bow.</p> <p><b>Bow Site-</b> A device attached to the bow, which the archer uses to aim.</p> <p><b>Bow Weight-</b> The amount of force, in pounds, needed to pull the bowstring back a specific distance.</p> <p><b>Cock Feather-</b> The feather set at a right angle to the arrow nock.</p> <p><b>Draw-</b> The act of pulling back the bowstring.</p> <p><b>Face-</b> The part of the bow facing the archer.</p> <p><b>Fletchings-</b> The feathers on the arrow.</p> <p><b>Nock-</b> The groove at the end of the arrow.</p>
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				<p><b>Nocking Point-</b> The point on the bowstring where the arrow is placed.</p> <p><b>Notch-</b> Grooves at both ends of the bow into which the bowstring is fitted.</p> <p><b>Quiver-</b> A device used for holding arrows.</p> <p><b>Release-</b> The act of letting the bow string slip off the fingers.</p>
	<p><b>Golf</b></p>	<p>Perform skills (drive, middle iron, short iron, putt) with few, if any, errors in technique, resulting in the ball successfully hitting the target.</p> <p>Select appropriate equipment and apply effective adjustments to the skill technique on the basis of previous results.</p> <p>Apply rules and proper etiquette while participating in activity.</p> <p>Explain how to score correctly when playing golf.</p>	<p><b>Par-</b> The number of strokes in which a hole is designed to be played.</p> <p><b>Birdie-</b> One stroke less than par.</p> <p><b>Eagle-</b> Taking two strokes less than par on a single hole.</p> <p><b>Ace-</b> A hole in one stroke.</p> <p><b>Slice-</b> Hitting a ball that curves left to right for a right-handed golfer.</p> <p><b>Fore-</b> A warning call.</p> <p><b>Hook-</b> Hitting a ball that curves left to right for a left-handed golfer.</p> <p><b>Bogey-</b> Taking one stroke over par on a single hole.</p> <p><b>Etiquette-</b> Manner of conduct expected of anyone while on a golf course.</p> <p><b>Tee-</b> Area where play begins for each hole.</p> <p><b>Greens-</b> The target area, with smoother, shorter grass.</p> <p><b>Rough-</b> An area outside the fairway with higher grass.</p>	<p><b>W/S</b></p>

<p><b>Disc Golf</b></p>	<p>Perform skills (backhand for drive and approach throws, putt throw) with few, if any, errors in technique, resulting in the frisbee successfully hitting the target.                  Select appropriate equipment and apply effective adjustments to the skill technique on the basis of previous results.                  Apply rules and proper etiquette while participating in activity.                  Explain how to score correctly when playing disc golf.</p>	<p><b>W/S</b></p> <p><b>Ace-</b> Known as a hole in one in ball golf. An ace occurs when a player makes their first shot, or drive, into the basket. One of the unique practices in disc golf is to have all participants in the ace group or all spectators sign the “ace disc.” Aces are more common in disc golf than ball golf as the top pros boast as many as 100+ aces in their careers.  <b>Anhyzer-</b> A disc’s flight arc that fades to the right for a right-handed backhand throw.  <b>Birdie-</b> Completing a hole one stroke under par.  <b>Approach-</b> Usually the second shot of a hole, designed to place the disc within putting distance.  <b>Drive-</b> Any throw off of the tee pad, or a throw from the fairway designed for maximum distance.  <b>Driver-</b> A disc designed for fast, long-distance flight. The driver is the most difficult to control.  <b>Hyzer-</b> A disc’s flight arc that fades to the left for the right-handed backhand throw.  <b>Lie-</b> The spot where the disc comes to rest. This is often marked by a mini-disc marker.  <b>Mid-Range Disc-</b> A mid-range disc is a driver disc designed for slower and more stable flight.</p>
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		<p><b>Mini Marker</b>-A small disc used to mark a player's lie.</p> <p><b>Par</b>- Like in ball golf, each disc golf hole has a posted par. The par is the desired number of strokes that a player would need to complete the hole. To the competitive disc golfer, every hole is a par three, making the total par for 18 holes always 54.</p> <p><b>Pole Hole or Basket</b>- The target for catching the disc. Pole Hole is short for Disc Pole Hole.</p> <p><b>Putt</b>- The final throw(s) of the hole aimed at getting your disc to come to rest in the trapper basket. Any throw within the circle ( 10 meter radius).</p> <p><b>Putter/Putt and Approach Disc</b>- Discs that are designed for short-distance and stable flight.</p> <p><b>Roller</b>- A rolling disc that advances toward hole (e.g., the disc rolls along the ground).</p> <p><b>Stability</b>- A disc is stable when released flat and has a tendency to fly straight.</p> <p><b>Under stable</b>- A disc is under stable when released flat and has a tendency to fly right.</p> <p><b>Over stable</b>- A disc is over stable when released flat and has a tendency to fly left.</p>
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<p><b>Tee Pad-</b> The location or designated area in which the first throw of the golf hole is supposed to take place from. Tee pads are typically be made of concrete or rubber. A portion of a side walk or a utility marker flag or spray painted box may also be used as a tee pad.</p> <p><b>The Basket</b> -Born of the original pole hole, the game of disc golf advanced rapidly with the invention of “Steady” Ed’s Disc Pole Hole or “Basket” as it is commonly referred to by disc golfers. Once a disc comes to rest in the basket, the hole is considered complete.</p> <p><b>The Circle</b> - This is what helps define a true disc golf putt. If a player is throwing his/her disc at the basket within a 10 meter or 30 foot circle of the basket, they must follow an additional set of putting rules defined by the Professional Disc Golf Association. Basically if you’re in the circle, your disc has to come to rest in the basket before any part of your body touches past the mini marker towards the basket. Failure to do so can lead to a “falling putt” penalty stroke.</p> <p><b>Throw</b> – The act of advancing the disc towards the basket. This can be accomplished by many different</p>		
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		<p>throwing styles. Each throw is counted towards the player's score.</p> <p><b>Tomahawk</b> -An overhand throw at a vertical angle.</p> <p><b>Approach</b>- The movement of the bowler from address to delivery.</p> <p><b>Release</b>- The point at which the ball is put onto the lane; also the hand action that takes place at that point.</p> <p><b>Strike</b>- When a bowler knocks down all 10 pins on their first throw of a frame.</p> <p><b>Spare</b>- When a bowler knocks down all 10 pins by using both throws in any one frame.</p> <p><b>Frame</b>- A bowling game has 10 frames. Each frame, the bowler gets two throws to knock down as many pins as possible.</p> <p><b>Foul</b>- Crossing or touching the foul line at delivery.</p> <p><b>Split</b>- One of the many combinations of pins remaining after a bowler's first throw of a frame. Usually this results in pins having more than one pin distance from one another.</p> <p><b>Pocket</b>- The most desirable location for your bowling ball to strike the pin set on your first throw.</p> <p><b>Open Frame</b>- A frame in which the bowler doesn't knock down all of the pins in both attempts.</p>	
	<p>Demonstrate effective skills (stance, approach, release) with few, if any, observable errors in technique.</p> <p>Select appropriate equipment and apply effective adjustments to skill technique on the basis of previous results and/or location of remaining pins.</p> <p>Apply rules, etiquette, conventions and terminology with no observable errors.</p> <p>Keep score accurately.</p>		
<p><b>Bowling</b></p>			

## **9<sup>th</sup>-12<sup>th</sup> Grade Skilled Play Benchmarks**

**The intent of these benchmarks is to set the expectation that by the end of 10<sup>th</sup> grade, students would demonstrate competency in at least three physical activities across at least two activity categories. These students would be expected to demonstrate competency in two more physical activities for a total of five physical activities across three activity areas by the time they finish 12<sup>th</sup> grade. Please note that one competency out of the five that are expected should be in the fitness activity category.**

### **Benchmark A Assessment 9<sup>th</sup>- 12<sup>th</sup>:**

- **Given in Tenth Grade**
- **A-** Demonstrate competency in at least three physical activities across at least two activity categories.
- **Benchmark A Assessment-** Sample assessments are provided in the assessment section of this document.

### **Benchmark A and B Assessments 9<sup>th</sup>-12<sup>th</sup>:**

- **Given in Twelfth Grade**
- **A-** Demonstrate competency in five physical activities (Across at least three activity categories/One competency must be in a fitness activity).
- **B-** Demonstrate proficiency in three different activities in a minimum of two activity categories.
- **Benchmark A/B Assessment-** Sample assessments are provided in the assessment section of this document.

**NYS AHPERD**

**Character, Health Related Fitness, Individual Enjoyment,  
Life-Skill Development and Skilled Play**

**Differentiation of Learning- Skilled Play Focal Points**

# **DANCE MODIFICATIONS**

## **Introduction**

The intent of class/task modifications for students with disabilities is to allow as many of our students the opportunity to participate in the full assessment process. Many need only common sense changes to the environment and/or the basic steps in order to be successful. This unit is designed to be adaptable to several genres of dance (e.g. folk, line, square, ballroom, Latin). In addition to the disability specific modifications, there is a table of expanded modifiers for this unit. These modifications should not diminish the effectiveness or the integrity of the class/task itself, nor should it place any other participant in the class/task at a disadvantage.

### **GENERAL MODIFICATIONS**

- Anytime area is reduced it may become necessary to also reduce the number of dancers.
- Selected major rules of the game (must be identified and applied throughout the unit).
- Whatever alternative communication method (i.e. interpreter, picture board, flash cards, etc.) utilized by the student must be fully accessible during the assessment.
- If any modifications are made to the task, ALL participants in the task must be afforded adequate practice time with the modifications in place (e.g. area size change).



## ABILITY SPECIFIC MODIFICATIONS

### 1. MOBILITY IMPAIRMENT:

*Non-Ambulatory and Assisted Ambulatory*

Questions to be asked prior to play/assessment:

- **Has the student been participating throughout the unit without modifications?**
- Can the student move and play effectively within the gymnasium?
- Is the activity an appropriate tempo for the student's motor ability?
- Does the student's mobility devices allow for safe participation for all?

**If the answer is *NO* to any of these questions the following modifications may be applied.**

#### **Modifications**

- Reduce number of participants in the line or formation.
- Reduce the size of the square/area to be covered.
- Identify skills, strategies, sequence of steps, directions, and etiquette while watching others perform the dance.
- Appropriate skill selection in a computer simulation of a dance
- Assistive devices must be inspected for safety prior to any dance - canes and walkers may be wrapped in foam or exposed metal pieces (screws and nuts) are covered.

**If the answer to the original questions still remains *NO* even after accommodations, the student may be considered for inclusion in the district adapted physical education program.**

## 2. SENSORY IMPAIRMENT:

### *Visual Impairment*

#### Questions to be asked prior to play/assessment

- Has the student been participating throughout the unit without modifications?
- Is the lighting adequate or conducive to allow the student the “best” vision?
- Is the student able to locate him/herself/ to activity movements and directions?
- Is the student able to distinguish teammates and/or opponents?

**If the answer is *NO* to any of these questions the following modifications may be applied.**

#### Modifications:

- Stay stationary when giving instructions. Do not turn away from student while giving instructions.
- Determine which color is the most visible to student.
- Use bright colored paint to identify floor markings.
- Use bright colored pinnies to distinguish teammates and opponents
- Floor/area markings may be modified in both width and color/brightness
- Floor/area markings may be modified by adding surface textures to floor (thin mat or butcher paper)
- Beginning position may be modified with bright colored tape

**If the answer to the original questions still remains *NO* even after accommodations, the student may be considered for inclusion in the district adapted physical education program.**

### *Auditory Impairment*

#### Questions to be asked prior to play/assessment

- Has the student been participating throughout the unit without modifications?
- Is student able to communicate with other participants during the activity?
- Has the student been able to successfully participate with peers during the activity unit?
- Is student able to hear directions/instructions or team play decisions?

**If the answer is *NO* to any of these questions the following modifications may be applied.**

### **Modifications:**

- Use hand or light signals to mark beginning of dance.
- Use music that is adequately amplified and contains a heavy bass.
- Eliminate all distracting/competing sounds
- Present all instructions visually (blackboard, poster board, flash cards, etc.)
- Use arrows and other floor markings to indicate direction
- Stay stationary and do not turn away from student when giving instructions
- Allow student to position themselves in position for best visibility to lip read
- If student uses an interpreter, make sure that interpreter is available through the duration of the assessment.
- Allow the alternative communication method (i.e. interpreter, picture board, flash cards, etc.) utilized by the student.

**If the answer to the original questions still remains *NO* even after accommodations, the student may be considered for inclusion in the district adapted physical education program.**

### **3. COMMUNICATION DISORDERS**

#### **Questions to be asked prior to play/assessment:**

- Has the student been participating throughout the unit without modifications?
- Has the student been able to successfully participate with peers during the activity unit?
- Is student able to adequately communicate with teammates/opponents/instructors?
- Can the student participate without the use/need assistive communication devices (interpreter, flash cards, computer) during the activity?

**If the answer is *NO* to any of these questions the following modifications may be applied.**

#### **Modifications:**

- Ensure availability of assistive communication device used by student for the duration of the task.
- Allow the student to position themselves optimally for him/her to communicate.
- Allow the alternative communication method (i.e. interpreter, picture board, flash cards, etc.) utilized by the student.

**If the answer to the original questions still remains *NO* even after accommodations, the student may be considered for inclusion in the district adapted physical education program.**

## 4. COGNITIVE DISORDERS

### Questions to be asked prior to play/assessment

- Has the student been participating throughout the unit without modifications?
- Is the student able to differentiate between teammates/opponents/instructors?
- Has the student been able to successfully participate with peers during the activity unit?
- Is the student able to move effectively?
- Is the student able to participate in the task independently or with minimal physical/verbal prompting?
- Is the student able to locate the directions/orientation of activity?
- To this point in the unit, does the student demonstrate a basic understanding of the activity?
- Is the student able to maintain appropriate self-control during the activity?

**If the answer is *NO* to any of these questions the following modifications may be applied.**

### Modifications:

- Reduce number of participants in task
- Reduce size of playing area
- Expand the time in the task.
- Eliminate all distracting/competing sounds
- Present all directions visually (blackboard, poster board, flash cards, etc.)
- Use arrows and other floor markings to indicate direction
- Beginning position may be marked with bright colored tape
- Use cones to identify outer boundaries of activity area
- Use color coded pinnies to distinguish partner and other dancers
- Provide verbal cues, have student verbally rehearse prior to dance.
- Provide light physical prompt to cue moving in a direction
- If student has been assigned a 1-1 assistant, allow full access to the assistant for the duration of the task.

**If the answer to the original questions still remains *NO* even after accommodations, the student may be considered for inclusion in the district adapted physical education program.**

## **5. OTHER HEALTH IMPAIRED DISORDERS**

### **Questions to be asked prior to play/assessment**

- Has the student been participating throughout the unit without modifications?
- Has the student been able to participate in activities of similar duration and content during the activity unit?
- Despite the presence of a medical condition, is the student able to fully participate in this activity?
- Despite the presence of a medical condition, has the student been able to participate in a portion of the unit?
- Is the student able to participate in this activity with/without medications?

**If the answer is *NO* to any of these questions the following modifications may be applied.**

### **Modifications:**

- Reduce number of participants in task
- Reduce the total time of the task. Note: It may be necessary to run the time-reduced task on multiple occasions in order to fully assess student.
- Reduce the size of the activity area.
- Make sure that student takes medication prior to activity or have medication readily available.
- Allow assistive devices when safe for individual and others in the class

**If the answer to the original questions still remains *NO* even after accommodations, the student may be considered for inclusion in the district adapted physical education program.**

## **6. BEHAVIOR DISORDERS:**

### **Questions to be asked prior to play/assessment**

- Has the student been participating throughout the unit without modifications?
- Has the student been able to successfully participate in-group activities during the unit?
- Is the student able to maintain appropriate self-control during the activity? With/without a para-educator?
- Is the student able to maintain self-control despite group size?
- Is the student able to maintain self-control despite complexity of the task?
- Is the student able to maintain self-control despite proximity and/or incidental contact with others?
- To this point in the unit, does the student demonstrate a basic understanding of the steps/sequence of dance?

**If the answer is *NO* to any of these questions the following modifications may be applied.**

### **Modifications:**

- Reduce number of participants in task to allow student more personal space and less likelihood of contact
- Increase size of activity area to achieve same as above
- Allow student to choose participants they are comfortable playing with or allow them to assist in the selection process.
- Employ use of an existing behavior management plan.

**If the answer to the original questions still remains *NO* even after accommodations, the student may be considered for inclusion in the district adapted physical education program.**

**SECTION 3**

**ASSESSMENT**

## **Introduction**

In New York State, Commissioner's Regulation 135.4 (iv) states that assessment must be a part of the physical education program. Commissioner's Regulation 135.4 (iv) states, "There shall be continuous evaluation of the instructional program and assessment of individual pupil needs and progress."

Assessment in physical education involves collecting, describing and quantifying information about performance (Siedentop & Tannehill, 2000). Assessment is an essential element of the instructional process; without it, an individual has no way of knowing if learning has occurred or whether learning objectives have been attained, and students have no indication of how they are doing in physical education (Lund & Tannehill, 2010). Quality assessment in physical education should be instructionally aligned in that the assessments match the learning objectives and learning activities (Cohen, 1987).

In physical education, sound assessment practices include the following:

- 1) Assessment should match the goals and objectives
- 2) Assessments should occur in all three domains of learning (psychomotor, cognitive and affective).
- 3) Assessment should be at the appropriate level according to the state standard and the needs of the individual
- 4) Assessment criteria should be clear and given to the students in advance
- 5) Assessment should be meaningful to students
- 6) Assessment should reflect real world situations
- 7) Assessment should focus on knowledge and skills aligned with the objectives and standards in the appropriate context



## Aspects of Effective Assessments

The five aspects of effective assessments include: validity, reliability, objectivity, administrative feasibility and usefulness.

**Validity** is the degree to which a test actually measures what it claims to measure. It is important to create assessments that demonstrate agreement between stated objectives and the performance, skill, or behavior that the assessment is designed to measure (Miller, 2006).

**Reliability** refers to the consistency of an assessment. A reliable assessment should yield approximately the same results regardless of the number of times it is given (Miller, 2006). For example, an assessment given to students on one day should produce similar results if it were given to the same students on another day.

**Objectivity** is a specific form of reliability. An assessment has high objectivity when two or more individuals administer the same assessment to the same group and obtain approximately the same results (Miller, 2006).

**Administrative feasibility** requires an assessment to be easy and time efficient to administer, low cost and easy to score (Miller, 2006).

**Usefulness** of an assessment is determined by the degree the results can be used for educational purposes such as allowing students to gain an understanding of their own knowledge and level of skill, calculating grades and where information should be taught or if information needs to be retaught to facilitate student learning (Miller, 2006).

## **The Assessment Cycle- Preassessment, Formative Assessment and Summative Assessment**

The assessment cycle includes preassessment, formative assessment and summative assessment. The assessment cycle begins with a preassessment of students' skills and/or knowledge. The second part of the assessment cycle involves formative assessment. Throughout the unit of assessment, a physical educator will use formative assessments as learning activities to provide feedback that will affect the ongoing instructional process (Siedentop & Tannehill, 2000). Summative assessments provide a final judgment on learning and are intended to provide an evaluation of student learning for grading (Siedentop & Tannehill, 2000).

## **Formal and Informal Assessment**

Formal assessments are also referred to as traditional assessments. Formal assessments are typically standardized, have established validity and reliability, and use either norm-referenced or criterion-referenced scoring that allows the teacher to interpret student performance (Rink, 2010).

Informal assessments are a means of using assessment in a manner that integrates it into the learning process in order to promote student learning (Siedentop & Tannehill, 2000). Most teachers use observation as an informal means of assessing students; however, if observation is used as an assessment, it should be accompanied by a written record of the performance (Lund & Tannehill, 2010).

## **Traditional and Alternative Assessments**

Traditional assessments in physical education include skill tests, written tests and fitness tests. Skill tests are not commonly used in physical education today; however, they do have established reliability and validity, but many are not appropriate for assessing game play because they typically do not assess skills in the context of a game (Lund & Kirk, 2002).

Written tests are commonly used in physical education as well. A teacher needs to consider various aspects when writing a test including, but not limited to: (a) including items that cover important facts, concepts, principles and skill; (b) avoid items that provide answers to other items; (c) write test items simply and clearly and (d) write instructions using clear, concise and simple wording (Miller, 2006).

Fitness testing is used to assess health related fitness. While there are several different fitness tests, the FitnessGram is one of the most widely used because it has criterion referenced standards that help students to evaluate where they are in relation to fitness related criteria and set goals to improve and/or maintain their fitness

Today, in physical education, it is common to use alternative assessments that are based on observation of performance. There are several alternative assessments to choose from including but not limited to: checklists, rubrics and rating scales. These alternative assessment tools are used to record teacher observations, which make the assessment more valid because the teacher identifies and records the critical elements of performance that are being assessed.

## **Accommodating Students with Special Needs**

When assessing students with special needs, it is imperative that the physical education teacher reviews each student's Individualized Education Plan (IEP) to provide the necessary accommodations for assessment tasks.

A paraprofessional in the physical education classroom is instrumental in helping students perform assessment tasks. The paraprofessional can help the student with the assessment modifications and assist in administering the assessment. If a paraprofessional is not available, the physical education could enlist the help of peer tutors to assist the student in the assessment.

## **Accommodating ELL Students and Nonreaders**

Some schools have translators that come to physical education with ELL students; however, this is often not the case. In light of this, the physical education teacher must make accommodations for these students. There are several things a physical education teacher can do. For example, ELL students could be paired with a student that speaks both the ELL student's native language and English. In addition, a physical education teacher could place commonly used assessment vocabulary in both English and other languages spoken in the school on posters in the gymnasium. Finally, in an effort to help both ELL students and nonreaders, physical education teachers can post pictures as well as the assessment vocabulary on posters that are displayed in the gymnasium.

### **Who Can Assess? Teacher, Peer, Self**

In physical education, there are three ways to conduct assessments including the teacher administering the assessment, a peer administering the assessment and the student performing a self-assessment. When a teacher uses peer and/or self-assessment instruments, it is essential that the assessments are clear and easy for students to record assessment information upon. Moreover, the teacher needs to explain the assessment in detail and specify what is expected of the student that is performing the assessment.

## **Ways to Manage Assessment Materials**

It is very important to establish assessment routines to effectively manage assessment tasks and paperwork. Students need to understand how they should obtain and return assessment materials including paper, index cards, pencils, etc. There are several assessment routines a physical education teacher should consider when distributing and collecting assessments.

### **Distributing and Collecting Assessment Materials**

There are several ways to distribute and collect assessment materials; however, it is essential to involve students in these tasks. Classes can be divided into equal groups and each group can have a specific area where their assessment materials are kept. Teachers can use crates and/or hanging pockets to store these materials.

Another tip that is helpful in distributing and collecting assessment materials is to color code the materials for each group. In doing this, it is easy for students to gather their materials, as well as for the teacher to easily find assessment materials for a specific class or group.

It is important for teachers to consider an effective way to collect assessment materials. One way is to use the group method above and have a folder for each group at their equipment area in which they will put their assessment materials that are to be assessed. With this system, the teacher can quickly pick up each folder and have all of the assessment materials.

Another important consideration in distributing and collecting assessment materials is to ensure that students' names, date, and class identifying information are on all assessment materials. It is important for the teacher to keep track of completed assessments as well as of those students that do not complete the assessment as a result of an absence.

If a student is absent and needs to make up an assessment, the teacher will have to make arrangements for the student to complete the assessment. If the assessment is an assessment that

requires physical activity and/or interaction with other students, the teacher may decide to not allow them to make up the assessment, which will negatively impact their grade. This should not be a problem because in other school subjects if a student chooses not to engage in the assessment activity while in class, they receive a failing grade for that assessment.



## Grading

Grades are marks that are used to communicate with parents and guardians about the progress of their child. In addition, grades inform students of their progress and hold them accountable for their achievement in physical education. Teachers and administrators use grades to determine if students have met educational objectives (Miller, 2006).

For too long, physical education grades have been based on dress, effort and improvement. This practice has done little to enhance the status of physical education in the schools. In fact, this practice has led to educational stakeholders marginalizing physical education and not considering it to be a critical component of the school curriculum.

In part, this practice has existed because, historically, this has been the way grades in physical education have been determined. In the age of standards based curriculum and assessment, this practice is ineffective and out of date. In physical education today, a grade should report the achievement of a student and represent the degree to which the student has achieved the course objectives (Lund & Kirk, 2010). In order to ensure that physical education is considered a core subject, physical education grades need to be based on achievement of student learning objectives and the assessment of those objectives, just as grades in other academic subjects are (Lund & Kirk, 2010).

There are serious problems with the traditional grading practice of basing a grade on dress, effort and improvement. For example, it is an expectation that students should dress for participation in physical education because dressing allows students to participate freely and take part in planned assessments. If a student does not dress and therefore does not participate in planned assessments, their grade should be negatively impacted, not as a result of not dressing, but because they did not partake in the assessment activity.

Basing a grade on effort is also problematic because the only way to quantify effort is through the use of a heart rate monitor. In addition, students may appear to be putting forth effort when they believe a teacher is watching them; however, they may cease to participate when they perceive that they are out of the teacher's line of sight.

Finally, basing a grade on improvement is also difficult. It is common knowledge that lesser skilled students demonstrate significant improvement with proper instruction and practice; however, higher skilled students do not experience a high rate of improvement because they already possess a high level of skill. Moreover, lower skilled students may improve a great deal, but still not meet the learning objectives that were created by the teacher nor develop the level of competence deemed appropriate by the end of the unit (Lund & Kirk, 2010).

Determining a grade based on dress, effort and/or participation further marginalizes physical education as a school subject and provides evidence that allows policy makers to believe that physical education is not a respected subject nor an essential component of the school curriculum. It is necessary to change this grading practice in order to provide information regarding student learning as well as ensure that students are acquiring the knowledge and skills that are necessary to be physically active across their lifetimes.

### **How To Calculate a Grade in Physical Education**

One issue related to grading in physical education is that explanations of how to calculate grades that were given during an individual's professional preparation may have lacked clarity or were not explained at all. In order to calculate a grade, a teacher must identify objectives in all three domains and then assign a weighted percentage to each domain. For example, a teacher may weight the psychomotor domain as 40%, the affective domain as 25% and the cognitive domain as 35%. Once a teacher has assigned the weight, they can weight specific assessments in each

domain so that they add up to the predetermined weight of that domain (James, 2013). An example of a grading plan for a middle school basketball unit follows.

### **Grading Plan**

Psychomotor Domain= 40%  
Affective Domain= 25%  
Cognitive Domain= 35%

#### **Psychomotor Assessments**

Four Assessments worth 10% each= 40%

1. Dribble Rubric- 10%
2. Passing Rubric- 10%
3. Shooting Rubric- 10%
4. Defending Rubric- 10%

#### **Cognitive Assessments**

Three Assessments= 35%

1. Written Test= 15%
2. Student Project= 10%  
(Trifold describing places to play basketball in the community)
3. Journal Assignment= 10%

#### **Affective Assessments**

One Assessments= 25%

Sporting Behavior Rubric= 25%

A grade can be determined from the grading plan in the following fashion. Each of the four psychomotor assessments are worth 10% each. Take the score on each assessment and multiply it by .10 to determine the points earned on each assessment. The cognitive domain assessments would be calculated as follows: multiply the score for the written test by .15; calculate the score for the student project by .10 and calculate the score for the journal assignment by .10. Finally, multiply the score on the affective assessment by .25 to determine the points for the assessment. An example of how to determine a grade using this method follows (James, 2013).

## Grading Plan

Psychomotor Domain=	40%
Affective Domain=	25%
Cognitive Domain=	35%

## Psychomotor Assessments

Four Assessments worth 10% each= 40%

	Assessment	Points
	<b>Score</b>	
1. Dribble Rubric	3/4	75X.10= 7.5
2. Passing Rubric	4/4	100X.10=10
3. Shooting Rubric	4/4	100X.10=10
4. Defending Rubric	3/4	<u>75X.10= 7.5</u>
		<b>35 Points</b>

## Cognitive Assessments

Three Assessments= 35%

1. Written Test=	15%	90	90X.15=13.5
2. Student Project=	10%	80	80X.10= 8
(Trifold describing places to play basketball in the community)			
3. Journal Assignment=	10%	85	<u>85X.10=8.5</u>
			<b>30 Points</b>

## Affective Assessments

One Assessments= 25%

1. Sporting Behavior Rubric	80	<u>80X.25=20</u>
		<b>20 Points</b>

**Point Total= 35+30+20= 85 Points**

## Sample Assessments

The following assessments are samples of assessments that can be used to assess the benchmarks that are included in this curriculum guidance document. These assessments align with the benchmarks and have been created to assess the benchmarks at specific grade levels. Although these assessments are samples that have been created to align with the benchmarks in this curriculum, teachers and directors of physical education are encouraged to adapt them to correspond with their specific instruction when appropriate. It is essential; however, that all modifications made to the assessments continue to align with the benchmarks.

# Character Assessments

## **K-2<sup>nd</sup> Grade Benchmarks**

A- Demonstrate responsible behavior in physical activity settings.

B- Know and follow rules, protocols and behavior practices.



## K-2 Character Rubric

### Administer in the Second Grade

Content Levels	Respect	Cooperation	Sensitivity	Leadership	Teamwork	Self-Monitor Behavior
<b>4</b>	<p>Consistently recognizes the role of rules and etiquette in teacher-designed physical activities.</p> <p>Consistently exhibits respect for teacher and classmates by following directions, rules and routines of class as well as respecting equipment and using it appropriately.</p>	<p>Consistently works independently with others in partner environments.</p>	<p>Consistently works with a partner that is different in some way than themselves.</p>	<p>Consistently persists in activities that are challenging in an effort to achieve success.</p>	<p>Consistently works cooperatively with a partner to complete a task.</p>	<p>Consistently practices skills with minimal teacher prompting.</p> <p>Consistently accepts responsibility for class protocols with behavior and performance actions.</p>
<b>3</b>	<p>Frequently recognizes the role of rules and etiquette in teacher-designed physical activities.</p> <p>Frequently exhibits respect for teacher and classmates by following directions, rules and routines of class as well as respecting equipment and using it</p>	<p>Frequently works independently with others in partner environments.</p>	<p>Frequently works with a partner that is different in some way than themselves.</p>	<p>Frequently persists in activities that are challenging in an effort to achieve success.</p>	<p>Frequently works cooperatively with a partner to complete a task.</p>	<p>Frequently practices skills with minimal teacher prompting.</p> <p>Frequently accepts responsibility for class protocols with behavior and performance actions.</p>

	appropriately.					
<p><b>2</b></p>	<p>Inconsistently recognizes the role of rules and etiquette in teacher-designed physical activities.</p> <p>Inconsistently exhibits respect for teacher and classmates by following directions, rules and routines of class as well as respecting equipment and using it appropriately.</p>	<p>Inconsistently works independently with others in partner environments.</p>	<p>Inconsistently works with a partner that is different in some way than themselves.</p>	<p>Inconsistently persists in activities that are challenging in an effort to achieve success.</p>	<p>Inconsistently works cooperatively with a partner to complete a task.</p>	<p>Inconsistently practices skills with minimal teacher prompting.</p> <p>Inconsistently accepts responsibility for class protocols with behavior and performance actions.</p>

<p style="text-align: center;"><b>1</b></p>	<p>Rarely recognizes the role of rules and etiquette in teacher-designed physical activities.</p> <p>Rarely exhibits respect for teacher and classmates by following directions, rules and routines of class as well as respecting equipment and using it appropriately.</p>	<p>Rarely works independently with others in partner environments.</p>	<p>Rarely works with a partner that is different in some way than themselves.</p>	<p>Rarely persists in activities that are challenging in an effort to achieve success.</p>	<p>Rarely works cooperatively with a partner to complete a task.</p>	<p>Rarely practices skills with minimal teacher prompting.</p> <p>Rarely accepts responsibility for class protocols with behavior and performance actions.</p>
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## **3<sup>rd</sup>-5<sup>th</sup> Grade Benchmarks**

A-Responds appropriately to winning or losing in competitive settings.

B-Regularly demonstrates responsible behavior with minimal teacher prompts.

### 3-5 Character Rubric

#### Administer in the Fifth Grade

Content	Self-Monitor Behavior	Honesty	Appropriate Attitudes About Winning and Losing	Compassion	Collaboration	Teamwork
<b>Levels</b>						
<b>4</b>	Consistently participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities. Consistently exhibits respect for self with appropriate behavior while engaging in physical activity.	Consistently expresses self-honesty with no teacher prompts.	Consistently refrains from blaming others or projecting reasons for loss on others as well as uses positive comments to express appreciation for others.	Consistently demonstrates an understanding of when someone is hurting and takes steps to comfort those who are hurting in those situations.	Consistently recognizes when a solution is not perfect and shows a willingness to make improvements or modifications.	Consistently accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects.
<b>3</b>	Frequently participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities. Frequently exhibits respect for self with appropriate behavior while engaging in physical activity.	Frequently expresses self-honesty with no teacher prompts.	Frequently refrains from blaming others or projecting reasons for loss on others as well as uses positive comments to express appreciation for others.	Frequently demonstrates an understanding of when someone is hurting and takes steps to comfort those who are hurting in those situations.	Frequently recognizes when a solution is not perfect and shows a willingness to make improvements or modifications.	Frequently accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects.

2	<p>Inconsistently participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.</p> <p>Inconsistently exhibits respect for self with appropriate behavior while engaging in physical activity.</p>	<p>Inconsistently refrains from blaming others or projecting reasons for loss on others as well as uses positive comments to express appreciation for others.</p> <p>Inconsistently demonstrates an understanding of when someone is hurting and takes steps to comfort those who are hurting in those situations.</p>	<p>Inconsistently recognizes when a solution is not perfect and shows a willingness to make improvements or modifications.</p>	<p>Inconsistently accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects.</p>
1	<p>Rarely participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.</p> <p>Rarely exhibits respect for self with appropriate behavior while engaging in physical activity.</p>	<p>Rarely refrains from blaming others or projecting reasons for loss on others as well as uses positive comments to express appreciation for others.</p> <p>Rarely demonstrates an understanding of when someone is hurting and takes steps to comfort those who are hurting in those situations.</p>	<p>Rarely recognizes when a solution is not perfect and shows a willingness to make improvements or modifications.</p>	<p>Rarely accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects.</p>

## **6<sup>th</sup>-8<sup>th</sup> Grade Benchmarks**

A-Demonstrates a respect for diversity and individual differences in physical activity settings.

B- Consistently demonstrates responsible behavior.

C-Responds appropriately to winning or losing in competitive settings.

## 6-8 Character Rubric

### Administer in the Eighth Grade

Content	Honesty	Appropriate Attitudes About Winning and Losing	Compassion	Teamwork	Leadership	Respect For Diversity and Individual Differences
<b>4</b>	Consistently applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters.	Consistently demonstrates appropriate sporting behavior by accepting results of officiating decisions regardless of the outcome.	Consistently provides encouragement and feedback to peers without prompting from the teacher.	Consistently cooperates with multiple classmates on problem solving initiatives, including adventure activities, large group initiatives, and game play.	Consistently exhibits supportive, respectful, dependable and trustworthy behavior and uses appropriate verbal and non-verbal communication with classmates and/or teammates when placed in a leadership role during problem-solving activities, small group initiatives, or game play.	Consistently responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.
<b>3</b>	Frequently applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters.	Frequently demonstrates appropriate sporting behavior by accepting results of officiating decisions regardless of the	Frequently provides encouragement and feedback to peers without prompting from the teacher.	Frequently cooperates with multiple classmates on problem solving initiatives, including adventure activities, large group initiatives,	Frequently exhibits supportive, respectful, dependable and trustworthy behavior and uses appropriate verbal and non-verbal communication	Frequently responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.



		outcome.		and game play.	with classmates and/or teammates when placed in a leadership role during problem-solving activities, small group initiatives, or game play.	
2	Inconsistently applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters.	Inconsistently demonstrates appropriate sporting behavior by accepting results of officiating decisions regardless of the outcome.	Inconsistently provides encouragement and feedback to peers without prompting from the teacher.	Inconsistently cooperates with multiple classmates on problem solving initiatives, including adventure activities, large group initiatives, and game play.	Inconsistently exhibits supportive, respectful, dependable and trustworthy behavior and uses appropriate verbal and non-verbal communication with classmates and/or teammates when placed in a leadership role during problem-solving activities, small group initiatives, or game play.	Inconsistently responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.
1	Rarely applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters.	Rarely demonstrates appropriate sporting behavior by accepting results of officiating decisions regardless of the	Rarely provides encouragement and feedback to peers without prompting from the teacher.	Rarely cooperates with multiple classmates on problem solving initiatives, including adventure activities, large group initiatives,	Rarely exhibits supportive, respectful, dependable and trustworthy behavior and uses appropriate verbal and non-verbal communication	Rarely responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.



## **9<sup>th</sup>-12<sup>th</sup> Grade Benchmarks**

A-Demonstrates respect and accepts others in physical activity settings regardless of individual differences.

## 9-12 Character Rubric

### Administer in the Tenth Grade

Content	Cooperation	Sensitivity	Leadership	Teamwork	Respect For Diversity and Individual Differences	Appropriate Spectator Behavior
<b>4</b>	Consistently demonstrates the ability to cooperate with classmates and/or group members in the completion of complex motor tasks, games, physical activities, adventure activities, or dance.	Consistently demonstrates caring and sensitivity to others in the completion of complex motor tasks, games, physical activities, adventure activities, or dance.	Consistently demonstrates both leadership and followership skills when working in small groups regardless of individual differences for the purpose of modifying and/or creating new activities.	Consistently uses communication skills and strategies that promote team or group dynamics.	Consistently solves problems and thinks critically in physical activity or dance settings, both as an individual and in groups.	Consistently demonstrates appropriate sporting behavior towards teammates and opponents during in class games, competitions, and physical activities regardless of religious, ethnic, or racial backgrounds.  Consistently demonstrates respect for the rules and etiquette of games, competitions, and physical activities.
<b>3</b>	Frequently demonstrates the ability to cooperate with classmates and/or group members in the completion of complex motor tasks,	Frequently demonstrates caring and sensitivity to others in the completion of complex motor tasks, games, physical activities,	Consistently demonstrates both leadership and followership skills when working in small groups regardless of individual	Frequently uses communication skills and strategies that promote team or group dynamics.	Frequently solves problems and thinks critically in physical activity or dance settings, both as an individual and in groups.	Frequently demonstrates appropriate sporting behavior towards teammates and opponents during in class games, competitions, and

	games, physical activities, adventure activities, or dance.	adventure activities, or dance.	differences for the purpose of modifying and/or creating new activities.			physical activities regardless of religious, ethnic, or racial backgrounds.  Frequently demonstrates respect for the rules and etiquette of games, competitions, and physical activities.
2	Inconsistently demonstrates the ability to cooperate with classmates and/or group members in the completion of complex motor tasks, games, physical activities, adventure activities, or dance.	Inconsistently demonstrates caring and sensitivity to others in the completion of complex motor tasks, games, physical activities, adventure activities, or dance.	Inconsistently demonstrates both leadership and followership skills when working in small groups regardless of individual differences for the purpose of modifying and/or creating new activities.	Inconsistently uses communication skills and strategies that promote team or group dynamics.	Inconsistently solves problems and thinks critically in physical activity or dance settings, both as an individual and in groups.	Inconsistently demonstrates appropriate sporting behavior towards teammates and opponents during in class games, competitions, and physical activities regardless of religious, ethnic, or racial backgrounds.  Inconsistently demonstrates respect for the rules and etiquette of games, competitions, and physical activities.
1	Rarely demonstrates the ability to cooperate with classmates and/or	Rarely demonstrates caring and sensitivity to others	Rarely demonstrates both leadership and followership skills	Rarely uses communication skills and strategies that promote team	Rarely solves problems and thinks critically in physical activity or	Rarely demonstrates appropriate sporting behavior towards teammates and

	group members in the completion of complex motor tasks, games, physical activities, adventure activities, or dance.	in the completion of complex motor tasks, games, physical activities, adventure activities, or dance.	when working in small groups regardless of individual differences for the purpose of modifying and/or creating new activities.	or group dynamics.	dance settings, both as an individual and in groups.	opponents during in class games, competitions, and physical activities regardless of religious, ethnic, or racial backgrounds.  Rarely demonstrates respect for the rules and etiquette of games, competitions, and physical activities.
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## 9-12 Character Rubric

### Administer in the Twelfth Grade

Content	Cooperation	Sensitivity	Leadership	Teamwork	Respect For Diversity and Individual Differences	Appropriate Spectator Behavior
<b>4</b>	Consistently uses effective verbal communication (feedback sandwich) and appropriate body language when offering feedback to a peer or small group to improve performance.	Consistently values the importance of accountability for personal behavior in every situation as it relates to respecting differences of others.	Consistently accepts both leadership and followership roles when working in small groups and demonstrates support for others in the group regardless of differences for the purpose of modifying and/or creating new activities.	Consistently assumes leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.	Consistently accepts others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.	Consistently demonstrates appropriate sporting behavior by respecting teammates, opponents, and officials regardless of religious, ethnic, or racial backgrounds.  Consistently encourages teammates to demonstrate respect for the rules and etiquette of games, competitions, and physical activities.
<b>3</b>	Frequently uses effective verbal communication (feedback sandwich) and appropriate body language when offering feedback to a peer or small group to improve performance.	Frequently values the importance of accountability for personal behavior in every situation as it relates to respecting differences of others.	Frequently accepts both leadership and followership roles when working in small groups and demonstrates support for others in the group regardless of differences for the purpose of modifying and/or creating new activities.	Frequently assumes leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.	Frequently accepts others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.	Frequently demonstrates appropriate sporting behavior by respecting teammates, opponents, and officials regardless of religious, ethnic, or racial backgrounds.

<p style="text-align: center;">2</p>	<p>Inconsistently uses effective verbal communication (feedback sandwich) and appropriate body language when offering feedback to a peer or small group to improve performance.</p>	<p>Inconsistently values the importance of accountability for personal behavior in every situation as it relates to respecting differences of others.</p>	<p>Inconsistently accepts both leadership and followership roles when working in small groups and demonstrates support for others in the group regardless of differences for the purpose of modifying and/or creating new activities.</p>	<p>Inconsistently assumes leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.</p>	<p>Inconsistently accepts others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.</p>	<p>Inconsistently demonstrates appropriate sporting behavior by respecting teammates, opponents, and officials regardless of religious, ethnic, or racial backgrounds.</p> <p>Inconsistently encourages teammates to demonstrate respect for the rules and etiquette of games, competitions, and physical activities.</p>
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<p>1</p>	<p>Rarely uses effective verbal communication (feedback sandwich) and appropriate body language when offering feedback to a peer or small group to improve performance.</p>	<p>Rarely values the importance of accountability for personal behavior in every situation as it relates to respecting differences of others.</p>	<p>Rarely accepts both leadership and followership roles when working in small groups and demonstrates support for others in the group regardless of differences for the purpose of modifying and/or creating new activities.</p>	<p>Rarely assumes leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.</p>	<p>Rarely accepts others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.</p>	<p>Rarely demonstrates appropriate sporting behavior by respecting teammates, opponents, and officials regardless of religious, ethnic, or racial backgrounds.</p> <p>Rarely encourages teammates to demonstrate respect for the rules and etiquette of games, competitions, and physical activities.</p>
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# **Health Related Fitness Assessments**

## **K-2<sup>nd</sup> Grade Benchmarks**

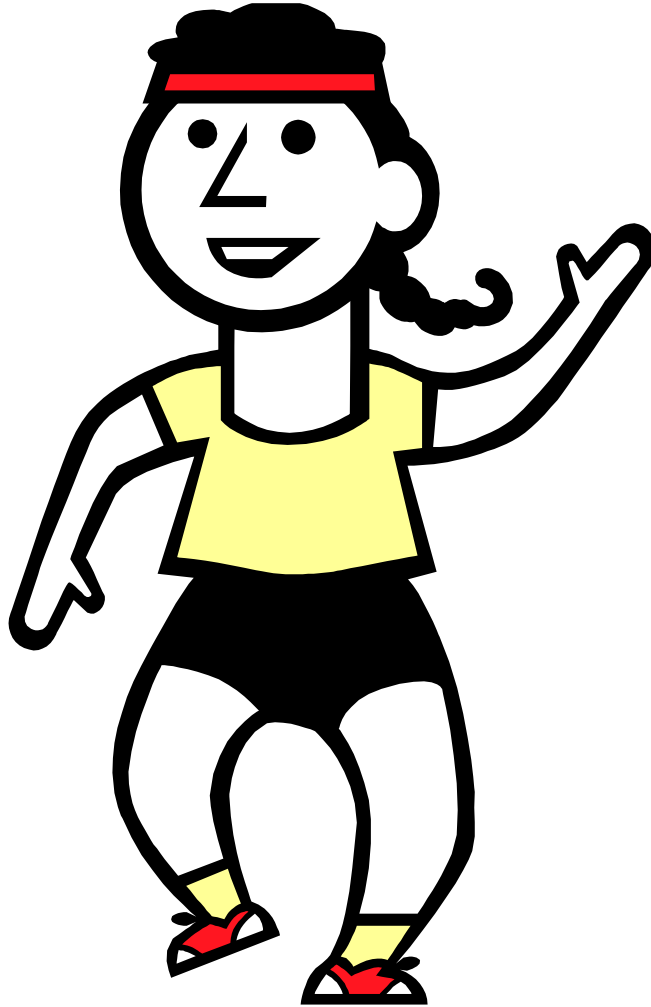
- A. Demonstrate and develop health related fitness.
- B- Understand the principles, components and practices related to health related fitness.

## K-2 Benchmark B Health Related Fitness Assessment #1

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Put a **circle** around the body parts where you can feel for your heart beat.



The heart can best be described as a \_\_\_\_\_ , sending blood and oxygen throughout the body.

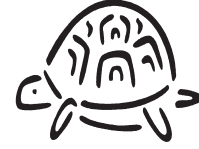
Feel your **heart beat** after each activity.

**Circle** whether your heart beat is **FAST** like a **rocket** or **SLOW** like a **turtle**.

1. Run safely around the gym



Fast



Slow

2. Tell a story



Fast



Slow

3. Jump rope



Fast

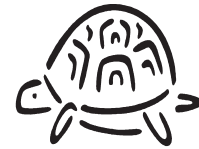


Slow

4. Stretch for 15 Mississippi



Fast



Slow

5. Go around cones on scooter



Fast



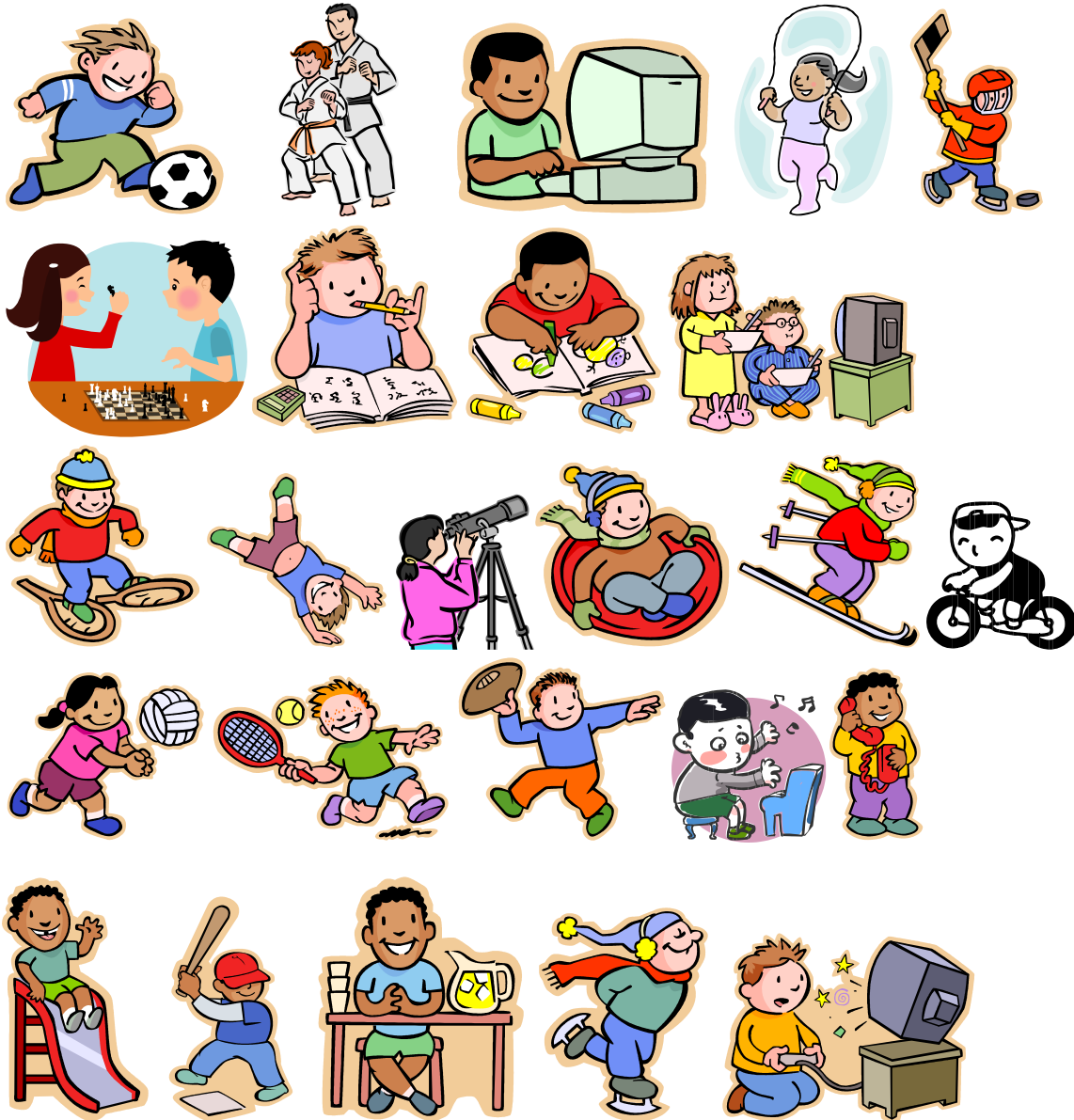
Slow

## K-2 Benchmark B Health Related Fitness Assessment #2






Name: \_\_\_\_\_

Class: \_\_\_\_\_

Circle the activities that you think will make your heart beat fast.



Place an “X” through the words that describe what your body does when you do the activity in the picture to the left.

<p>1. Run safely around the gym</p> 	<p>Fast-Beating Heart</p>	<p>Breathing Heavy</p>
	<p>Sweat Trophies</p>	<p>Tired Muscles</p>
<p>2. Tell a story</p> 	<p>Fast-Beating Heart</p>	<p>Breathing Heavy</p>
	<p>Sweat Trophies</p>	<p>Tired Muscles</p>
<p>3. Jump rope</p> 	<p>Fast-Beating Heart</p>	<p>Breathing Heavy</p>
	<p>Sweat Trophies</p>	<p>Tired Muscles</p>
<p>4. Stretch for 15 Mississippi</p> 	<p>Fast-Beating Heart</p>	<p>Breathing Heavy</p>
	<p>Sweat Trophies</p>	<p>Tired Muscles</p>
<p>5. Go around cones on scooter</p> 	<p>Fast-Beating Heart</p>	<p>Breathing Heavy</p>
	<p>Sweat Trophies</p>	<p>Tired Muscles</p>

## **3rd-5<sup>th</sup> Grade Benchmarks**

A-Demonstrate and develop health related fitness.

B-Understands the principles, components and practices related to health related fitness.



### 3-5 Benchmark B Health Related Fitness Assessment

Name: \_\_\_\_\_ Teacher \_\_\_\_\_

#### 5<sup>th</sup> Grade Benchmark B Assessment

1. When you exercise vigorously: (PE Metrics, NASPE, 2010)
  - a. You start to breathe more slowly
  - b. Your heart keeps a slow, steady rhythm
  - c. It is more difficult to find your pulse
  - d. **You increase your pulse**
  
2. What is endurance?
  - a. The ability to run faster
  - b. A combination of balance and coordination
  - c. How much you can stretch
  - d. **The ability to exercise for longer periods of time**
  
3. Bill likes to run, which is called a/an \_\_\_\_\_ activity. (PE Metrics, NASPE, 2010)
  - a. Flexibility
  - b. **Aerobic**
  - c. Anaerobic
  - d. None of the above
  
4. When you measure the distance you can stretch, you are testing: (PE Metrics, NASPE, 2010)
  - a. Muscular Strength
  - b. **Flexibility**
  - c. Muscular Endurance
  - d. Cardiovascular Endurance
  
5. Body weight exercises such as sit-ups or push-ups help to build your...
  - a. Flexibility
  - b. Cardiovascular Endurance
  - c. **Muscular Strength and Endurance**
  - d. Balance
  
6. Which health related fitness component addresses a healthy ratio of fat and muscle tissue?
  - a. **Body Composition**
  - b. Muscular Strength
  - c. Muscular Endurance
  - d. Flexibility

7. To keep a good body composition score: (PE Metrics, NASPE, 2010)
- Do stretching exercises everyday
  - Sleep 8-10 hours each day
  - Eat and burn the same number of calories daily.**
  - Do push-ups and sit ups every week
8. The five components of Health Related Fitness are:
- Body composition, muscular strength, muscular endurance, flexibility, cardiovascular endurance**
  - Body composition, muscular strength, nutrition, flexibility, agility
  - Body weight, muscular endurance, cardiovascular endurance, flexibility, balance
  - Body composition, balance, coordination, flexibility, cardiovascular endurance
9. Which of the following will benefit your heart the most? (PE Metrics, NASPE, 2010)
- Stretching your chest after exercise
  - Drinking lots of water
  - Eating lots of fruits and vegetables
  - Daily physical activity**
10. Which one of these body composition components can you improve?
- Bone structure
  - Number of muscle fibers
  - The amount of body fat**
  - Your height
11. Exercise can help to prevent which potential health problem?
- Head Lice
  - Chicken Pox
  - Heart Disease**
  - Strep Throat
12. Drinking plenty of \_\_\_\_\_ before engaging in physical activity is highly recommended for optimal performance.
- Juice
  - Water**
  - Soda
  - Milk

13. The best places on the body to check your own pulse are your:
- a. Chest and head
  - b. Throat and arm
  - c. Hands and feet
  - d. **Wrist and neck**
14. Which of the following is a unit of energy found in food?
- a. Vitamin
  - b. **Calorie**
  - c. Nutrient
  - d. Water
15. People who are physically fit: (PE Metrics, NASPE, 2010)
- a. Are older than other people
  - b. **Feel better**
  - c. Are underweight
  - d. Spend all their time playing
16. To lift a weight many times, you need: (PE Metrics, NASPE, 2010)
- a. **Muscular endurance**
  - b. Aerobic endurance
  - c. Muscle Strength
  - d. Cardiovascular Endurance

**\*WHEN COMPLETED GO BACK THROUGH AND DOUBLE CHECK THAT YOU HAVE ANSWERED ALL 16 QUESTIONS THEN CHECK THIS BOX**

## **6<sup>th</sup>-8<sup>th</sup> Grade Benchmarks**

A-Describe the FITT formula for one aspect of health related fitness (HRF).

B-Set a goal based on the results of a health HRF assessment. Identify activity to address area of weakness.



**Part B:**

1. List your fitness test scores in the chart below. (2 pts.)

Health-Related Fitness Component and Test	Score	Healthy Fitness Zone (Yes or No)
Cardiorespiratory Endurance Test Completed: _____		
Flexibility Test Completed: _____		
Muscular Strength Test Completed: _____		
Muscular Endurance Test Completed: _____		
Other: _____ Test Completed: _____		

2. Based on your fitness test scores, identify one area of health-related fitness where you should set a goal to improve or maintain your overall fitness level. Explain why you chose the component you did using details from your results. (2 pts.)

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3. Create a short-term SMART goal for your identified area of health-related fitness.

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4. List at least two activities that, with regular participation at an appropriate intensity level, could help you achieve your goal. (2 pts.)

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## **9<sup>th</sup>-10<sup>th</sup> Grade Benchmarks**

A-Calculate target heart rate and apply to a personal fitness plan to improve cardiorespiratory endurance.

B-Design a nutrition plan to maintain an appropriate energy balance for a healthy active lifestyle.

C-Describe why physical activity is important as it relates to college/career productivity and personal health.



**High School Level 1 (10<sup>th</sup> Grade) Benchmark A/B/C Health Related  
Fitness Assessment** (Adapted from NY PE Profile, 2007)

**Part A:** Calculate target heart rate and apply to a personal fitness plan to improve cardiorespiratory endurance. (4 pts.)

1. What is your age? \_\_\_\_\_
  
2. Calculate your target heart rate zone using the age you identified above? (2 pts.)
  
  
  
  
3. Explain how you would use your target heart rate to design a personal fitness plan to improve cardiorespiratory endurance. Make sure to include how to use target heart zone as a component of the FITT Principle. (2 pts.)

**Part B:** Design a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. (4 pts.)

1. Design a nutrition plan for a day. Make sure to include a variety of foods that would maintain an appropriate energy balance for a healthy and active lifestyle. (2 pts.)

	<b>Food Description</b>	<b>Serving Size/Calories</b>
<b>Breakfast</b>		
<b>Lunch</b>		
<b>Dinner</b>		
<b>Snack(s)</b>		

2. Using at least two details from the plan, explain how your plan will allow you to maintain an appropriate energy balance for a healthy, active lifestyle. (2 pts.)

**Part C:** Describe why physical activity is important as it relates to college/career productivity and personal health. Include at least two supporting details about the benefits of physical activity. (2 pts.)

## **11<sup>th</sup>-12<sup>th</sup> Grade Benchmarks**

A-Design a fitness program, including all components of health-related fitness for an individual in a college or career of their choice.

# High School Level 2 (12<sup>th</sup> Grade) Benchmark A Health Related Fitness Assessment

(Adapted from NY PE Profile, 2007)

**Task:** Design a fitness program, including all components of health-related fitness for an individual in a college or career of their choice.

**Part I:** Complete the fitness profile for yourself (2 pts.)

<b>Gender</b>	
<b>Age</b>	
<b>Activity Level</b>	
<b>Medical History/Concerns</b>	
<b>Health-Related Fitness Test Results</b>	
<b>PACER or 1-mile run</b>	
<b>Push-ups</b>	
<b>Curl-ups</b>	
<b>Sit and Reach</b>	Left: _____ Right: _____
<b>BMI</b>	

**Part II:** Based on the fitness profile and your knowledge of fitness planning, answer questions a and b. (4 pts.)

- a) Identify a long-term fitness goal (one year) for this individual and explain why you chose the goal. In your explanation, include at least two details from the fitness profile that support your response. (2 pts.)

- b) Identify a short-term fitness goal (one month) for this individual and explain why you chose the goal. In your explanation, include at least two details from the fitness profile that support your response. (2 pts.)



Activity/Type:  Time:  Intensity:	Activity/Type:  Time:  Intensity:	Activity/Type:  Time:  Intensity:	Activity/Type:  Time:  Intensity:	Activity/Type:  Time:  Intensity:	Activity/Type:  Time:  Intensity:	Activity/Type:  Time:  Intensity:
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- b) Explain how you used the FITT principle in the development in your plan. Include why you chose the frequency, intensity, time and type of the activities to meet this individual's goals. (2 pts.)
- c) Explain how you would evaluate the plan after one month. In your justification, please include at least two details from the individual's health/fitness profile, goals, or plan. (2 pts.)



# **Individual Enjoyment Assessments**

## **K-2<sup>nd</sup> Grade Benchmarks**

A-Recognizes that physical activity is a component of good health.

B-Identifies positive feelings that result from physical activity.

**K-2<sup>nd</sup> Grade Benchmark A and B Assessment**

**Individual Enjoyment**

**Given in Second Grade**

**Checklist**

**Directions-** By the end of second grade, students will be able to complete the following in regard to individual enjoyment. Please place a check in the “check off” box to indicate that the student has accomplished each task.

Name \_\_\_\_\_ Grade \_\_\_\_\_

Task	Check Off
Describe what new activities I have tried in and out of physical education.	
Identify activities I really like to do with my family.	
Encourage my friends to do their best when we are participating in activity.	
Identify activities I like to do outside of school.	
Describe why activities that I enjoy doing are good for my health.	
Participate willingly and successfully with others in small group activities and games.	
Demonstrate that I do not give up. I know that if I practice hard, I will get better at the activity.	
Demonstrate my eagerness to participate in class activities through my effort and participation.	
Describe how participation in activities makes me feel.	

## **3<sup>rd</sup> Grade to 5<sup>th</sup> Grade Benchmarks**

A-Participates in and enjoys physical education.

B-Participates in and enjoys being physically active outside of physical education.

**3<sup>rd</sup>-5<sup>th</sup> Grade Benchmark A and B Assessment**

**Individual Enjoyment**

**Given in Fifth Grade**

**Checklist**

**Directions-** By the end of fifth grade, students will be able to complete the following in regard to individual enjoyment. Please place a check in the “check off” box to indicate that the student has accomplished each task.

Name \_\_\_\_\_ Grade \_\_\_\_\_

Task	Check Off
Attempt an activity that may be new or difficult for me to complete.	
Identify activities I really like to do during and outside of physical education.	
Help my friends get better at an activity by giving them positive feedback and help.	
Participate willingly and successfully with others in a small group and problem solving activities.	
Describe and demonstrate how practice of a new skill or activity can help me improve.	
Demonstrate my eagerness to participate in class activities through my effort and participation.	
Describe how physical activity benefits by health and well-being.	

## **6<sup>th</sup> Grade to 8<sup>th</sup> Grade Benchmarks**

A-Expresses positive feelings that result from physical activity.

B-Selects physical activities that provide opportunities for social interaction and personal growth.

## 6<sup>th</sup>-8<sup>th</sup> Grade A and B Benchmark Assessment

### Individual Enjoyment

#### Given in 8<sup>th</sup> Grade

NAME: \_\_\_\_\_ CLASS/GRADE: \_\_\_\_\_

Category	Level 1	Level 2	Level 3	Level 4	My level
Physical Participation	<ul style="list-style-type: none"> <li>• Rarely selects and participates in activities that promote social interaction. personal growth and active participation</li> <li>• Rarely promotes and organizes physical activities outside the classroom program</li> <li>• Rarely participates positively as an individual and in a group setting</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently selects and participates in activities that promote social interaction, personal growth and active participation</li> <li>• Inconsistently promotes and organizes physical activities outside the classroom program</li> <li>• Inconsistently participates positively as an</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently selects and participates in activities that promote social interaction, personal growth and active participation</li> <li>• Frequently promotes and organizes physical activities outside the classroom program</li> <li>• Frequently participates positively as an</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently selects and participates in activities that promote social interaction, personal growth and active participation</li> <li>• Consistently promotes and organizes physical activities outside the classroom program</li> <li>• Consistently participates positively as an</li> </ul>	

	individual and in a group setting	individual and in a group setting	individual and in a group setting	individual and in a group setting
Initiative	<ul style="list-style-type: none"> <li>Rarely tries new activities and encourages others to do the same</li> <li>Rarely is a self-starter and provides opportunities for others to participate</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently tries new activities and encourages others to do the same</li> <li>Inconsistently is a self-starter and provides opportunities for others to participate</li> </ul>	<ul style="list-style-type: none"> <li>Frequently tries new activities and encourages others to do the same</li> <li>Frequently is a self-starter and provides opportunities for others to participate</li> </ul>	<ul style="list-style-type: none"> <li>Consistently tries new activities and encourages others to do the same</li> <li>Consistently is a self-starter and provides opportunities for others to participate</li> </ul>
Effort	<ul style="list-style-type: none"> <li>Rarely strives for personal best</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently strives for personal best</li> </ul>	<ul style="list-style-type: none"> <li>Frequently strives for personal best</li> </ul>	<ul style="list-style-type: none"> <li>Consistently strives for personal best</li> </ul>
Enjoyment	<ul style="list-style-type: none"> <li>Rarely demonstrates enjoyment from participation in physical activities</li> <li>Rarely expresses positive feelings</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently demonstrates enjoyment from participation in physical activities</li> <li>Inconsistently expresses positive</li> </ul>	<ul style="list-style-type: none"> <li>Frequently demonstrates enjoyment from participation in physical activities</li> </ul>	<ul style="list-style-type: none"> <li>Consistently demonstrates enjoyment from participation in physical activities</li> <li>Consistently expresses positive</li> </ul>



	about engaging in physical activity	feelings about engaging in physical activity	<ul style="list-style-type: none"> <li>Frequently expresses positive feelings about engaging in physical activity</li> </ul>	feelings about engaging in physical activity
Challenge	<ul style="list-style-type: none"> <li>Rarely accepts the feelings resulting from challenges, successes and failures in physical activity and encourages others to do so</li> <li>Rarely is open to new challenges or trying new activities</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently accepts the feelings resulting from challenges, successes and failures in physical activity and encourages others to do so</li> <li>Inconsistently is open to new challenges or trying new activities</li> </ul>	<ul style="list-style-type: none"> <li>Frequently accepts the feelings resulting from challenges, successes and failures in physical activity and encourages others to do so</li> <li>Frequently is open to new challenges or trying new activities</li> </ul>	<ul style="list-style-type: none"> <li>Consistently accepts the feelings resulting from challenges, successes and failures in physical activity and encourages others to do so</li> <li>Consistently is open to new challenges or trying new activities</li> </ul>
Positive feelings about physical activity	<ul style="list-style-type: none"> <li>Rarely expresses positive feelings about physical activity</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently expresses positive feelings about physical activity</li> </ul>	<ul style="list-style-type: none"> <li>Frequently expresses positive feelings about physical activity</li> </ul>	<ul style="list-style-type: none"> <li>Consistently expresses positive feelings about physical activity</li> </ul>
Respect and support for others	<ul style="list-style-type: none"> <li>Rarely initiates changes in partners or groups</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently initiates changes in partners or</li> </ul>	<ul style="list-style-type: none"> <li>Frequently initiates changes in</li> </ul>	<ul style="list-style-type: none"> <li>Consistently initiates changes in partners or</li> </ul>

	<p>to resolve conflict or address an imbalance</p> <ul style="list-style-type: none"> <li>• Rarely encourages the inclusion of others of different ability, culture and gender</li> <li>• Rarely encourages others with positive comments</li> </ul>	<p>groups to resolve conflict or address an imbalance</p> <ul style="list-style-type: none"> <li>• Inconsistently encourages the inclusion of others of different ability, culture and gender</li> <li>• Inconsistently encourages others with positive comments</li> </ul>	<p>partners or groups to resolve conflict or address an imbalance</p> <ul style="list-style-type: none"> <li>• Frequently encourages the inclusion of others of different ability, culture and gender</li> <li>• Frequently encourages others with positive comments</li> </ul>	<p>groups to resolve conflict or address an imbalance</p> <ul style="list-style-type: none"> <li>• Consistently encourages the inclusion of others of different ability, culture and gender</li> <li>• Consistently encourages others with positive comments</li> </ul>
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## **9<sup>th</sup> Grade to 12<sup>th</sup> Grade Benchmarks**

A-Participates in a variety of activities that provide enjoyment, challenge and social interaction.

B-Utilizes community resources for participation in physical activities that meet the need for self-expression and enjoyment.

## 9<sup>th</sup>-12<sup>th</sup> Grade A and B Benchmark Assessment

### Individual Enjoyment

#### Given in 12<sup>th</sup> Grade

NAME: \_\_\_\_\_ CLASS/GRADE: \_\_\_\_\_

Category	Level 1	Level 2	Level 3	Level 4	My level
Physical Participation	<ul style="list-style-type: none"> <li>● Rarely demonstrates active participation in all physical activities</li> <li>● Rarely promotes and organizes physical activities outside the classroom program</li> <li>● Rarely participates positively as an individual and in a group setting</li> </ul>	<ul style="list-style-type: none"> <li>● Inconsistently demonstrates active participation in all physical activities</li> <li>● Inconsistently promotes and organizes physical activities outside the classroom program</li> <li>● Inconsistently participates positively as an individual and in a group setting</li> </ul>	<ul style="list-style-type: none"> <li>● Frequently demonstrates active participation in all physical activities</li> <li>● Frequently promotes and organizes physical activities outside the classroom program</li> <li>● Frequently participates positively as an individual and in a group setting</li> </ul>	<ul style="list-style-type: none"> <li>● Consistently demonstrates active participation in all physical activities</li> <li>● Consistently promotes and organizes physical activities outside the classroom program</li> <li>● Consistently participates positively as an individual and in a group setting</li> </ul>	
Initiative	<ul style="list-style-type: none"> <li>● Rarely tries new activities and encourages others to do the same</li> <li>● Rarely is a self-starter and provides</li> </ul>	<ul style="list-style-type: none"> <li>● Inconsistently tries new activities and encourages others to do the same</li> <li>● Inconsistently is a self-starter and provides</li> </ul>	<ul style="list-style-type: none"> <li>● Frequently tries new activities and encourages others to do the same</li> <li>● Frequently is a self-starter and provides</li> </ul>	<ul style="list-style-type: none"> <li>● Consistently tries new activities and encourages others to do the same</li> <li>● Consistently is a self-starter and provides</li> </ul>	

	opportunities for others to participate	opportunities for others to participate	opportunities for others to participate	opportunities for others to participate	opportunities for others to participate
Effort	<ul style="list-style-type: none"> <li>● Rarely strives for personal best</li> </ul>	<ul style="list-style-type: none"> <li>● Inconsistently strives for personal best</li> </ul>	<ul style="list-style-type: none"> <li>● Frequently strives for personal best</li> </ul>	<ul style="list-style-type: none"> <li>● Consistently strives for personal best</li> </ul>	
Enjoyment	<ul style="list-style-type: none"> <li>● Rarely demonstrates enjoyment from participation in physical activities</li> </ul>	<ul style="list-style-type: none"> <li>● Inconsistently demonstrates enjoyment from participation in physical activities</li> </ul>	<ul style="list-style-type: none"> <li>● Frequently demonstrates enjoyment from participation in physical activities</li> </ul>	<ul style="list-style-type: none"> <li>● Consistently demonstrates enjoyment from participation in physical activities</li> </ul>	
Social Interaction	<ul style="list-style-type: none"> <li>● Rarely encourages and motivates others to participate together</li> <li>● Rarely recognizes the role that participation in physical activity plays in getting to know and understand self and others</li> </ul>	<ul style="list-style-type: none"> <li>● Inconsistently encourages and motivates others to participate together</li> <li>● Inconsistently recognizes the role that participation in physical activity plays in getting to know and understand self and others</li> </ul>	<ul style="list-style-type: none"> <li>● Frequently encourages and motivates others to participate together</li> <li>● Frequently recognizes the role that participation in physical activity plays in getting to know and understand self and others</li> </ul>	<ul style="list-style-type: none"> <li>● Consistently encourages and motivates others to participate together</li> <li>● Consistently recognizes the role that participation in physical activity plays in getting to know and understand self and others</li> </ul>	
Challenge	<ul style="list-style-type: none"> <li>● Rarely accepts the feelings resulting from challenges, successes and</li> </ul>	<ul style="list-style-type: none"> <li>● Inconsistently accepts the feelings resulting from challenges,</li> </ul>	<ul style="list-style-type: none"> <li>● Frequently accepts the feelings resulting from challenges,</li> </ul>	<ul style="list-style-type: none"> <li>● Consistently accepts the feelings resulting from challenges,</li> </ul>	

<p>Utilization of community opportunities for participation in physical activities</p>	<p>failures in physical activity and encourages others to do so</p> <ul style="list-style-type: none"> <li>● Rarely is open to new challenges or trying new activities</li> </ul>	<p>successes and failures in physical activity and encourages others to do so</p> <ul style="list-style-type: none"> <li>● Inconsistently is open to new challenges or trying new activities</li> </ul>	<p>successes and failures in physical activity and encourages others to do so</p> <ul style="list-style-type: none"> <li>● Frequently is open to new challenges or trying new activities</li> </ul>	<p>successes and failures in physical activity and encourages others to do so</p> <ul style="list-style-type: none"> <li>● Consistently is open to new challenges or trying new activities</li> </ul>
	<ul style="list-style-type: none"> <li>● Rarely utilizes community resources to engage in physical activities that promote social interaction and enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>● Inconsistently utilizes community resources to engage in physical activities that promote social interaction and enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>● Frequently utilizes community resources to engage in physical activities that promote social interaction and enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>● Consistently utilizes community resources to engage in physical activities that promote social interaction and enjoyment.</li> </ul>

# **Life Skill Development Assessments**

## **K-2<sup>nd</sup> Benchmarks**

A-Identify at least three things an individual does to be safe in physical education.

B-Identify one activity that student enjoys doing outside of physical education class and describe why they enjoy the activity.



**K-2 Life Skill Development Assessment Benchmark A**

**Given in Second Grade**

**Directions-** Using the space below list three to five things you do to be safe in physical education.

Name \_\_\_\_\_

Things I do to be safe in physical education.....

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## Life Skill Development K-2 Assessment Benchmark B

### Give in Second Grade

**Directions-** Circle one activity below that you enjoy doing outside of physical education. In the space that is next to the picture, write a sentence that explains why you like the activity. Begin your sentence with a capital letter and end the sentence with a period.



## **3<sup>rd</sup>-5<sup>th</sup> Grade Benchmarks**

A-Describe safety considerations when participating in physical activities outside of school.

B-Describe a favorite activity that is done with family members and explain why it is a favorite.



### Rubric for 3-5 Life Skill Development Assessment Benchmark A

Points	4	3	2	1	0
	Paragraph describes four things they would do to be safe when participating in a physical activity outside of school with great detail.	Paragraph describes four things they would do to be safe when participating in a physical activity outside of school with adequate detail.	Paragraph describes four things they would do to be safe when participating in a physical activity outside of school with little detail.	Paragraph describes at least one thing but less than four things they would do to be safe when participating in a physical activity outside of school with some detail.	Paragraph is missing that describes what they would do to be safe when participating in a physical activity outside of school.
	Paragraph is free of spelling errors.	Paragraph has one spelling error.	Paragraph has two spelling errors.	Paragraph has three spelling errors.	Paragraph has more than three spelling errors.
	Each sentence begins with a capital letter and ends with a period.	Three sentences begin with a capital letter and ends with a period.	Two sentences begin with a capital letter and ends with a period.	One sentence begins with a capital letter and ends with a period.	None of the sentences begin with a capital letter and ends with a period.



## Rubric for 3-5 Life Skill Development Assessment Benchmark B

Points	4	3	2	1	0
	Paragraph describes a favorite physical activity they do with their family, as well as why it is a favorite activity, in at least four sentences with great detail.	Paragraph describes a favorite physical activity they do with their family, as well as why it is a favorite activity, in at least four sentences with adequate detail.	Paragraph describes a favorite physical activity they do with their family, as well as why it is a favorite activity, in at least four sentences with little detail.	Paragraph describes a favorite activity they do with their family, as well as why it is a favorite activity in at least one sentence but less than four sentences with some detail.	Paragraph is missing description regarding a favorite activity they do with their family as well as why it is a favorite activity.
	Paragraph is free of spelling errors.	Paragraph has one spelling error.	Paragraph has two spelling errors.	Paragraph has three spelling errors.	Paragraph has more than three spelling errors.
	Each sentence begins with a capital letter and ends with a period.	Three sentences begin with a capital letter and ends with a period.	Two sentences begin with a capital letter and ends with a period.	One sentence begins with a capital letter and ends with a period.	None of the sentences begin with a capital letter and ends with a period.

## **6<sup>th</sup>-8<sup>th</sup> Grade Benchmarks**

A-Describe safety considerations to be active in a variety of settings.

B-Plan a physical activity outing that takes into consideration facilities in your community, barriers to using that facility and safety considerations.



## 8<sup>th</sup> Grade Life Skill Development Assessment Benchmark B

### 8<sup>th</sup> Grade Life Skill Development Benchmark Assessment

*For this assessment students will use a bulleted list, short essay, or small journal entry to demonstrate their understanding of how to use local community resources safely and appropriately.*

**“Plan a multiple hour physical activity outing for yourself and at least one other person. In this scenario you are the expert and will be responsible for planning all the components of a successful experience. In your response be sure to clearly identify the activity, the season in which the activity will be done, and a basic description of the individual(s) who will join you. Please include a description of how you will access the community resource and list any barriers that may prevent you from using it. In addition identify any equipment needs that you may have as well as safety considerations including clothing needs, hydration, and safety hazards that might be encountered while doing the activity.**

	2 pts	1 pt	0 pts
Chooses appropriate activity	Activity meets the requirements and is appropriate for all individuals taking part	Activity either does not meet requirements OR is inappropriate for someone in the group	Activity does not meet the requirements AND is inappropriate for someone in the group
Plans for access of resource and identifies barriers	Clearly explains how the resource will be accessed and lists barriers typically associated with resource (i.e.; hours of operation, cost, weather)	Explains how resource will be accessed OR identifies possible barriers	Does not explain how the resource will be accessed and does not identify any barriers that would prevent or limit access of resource
Addresses equipment needs	Identifies all essential equipment that will be needed for successful participation	Identifies equipment needs but excludes an essential item	Does not address equipment needs
Addresses safety regarding weather / temperature	Identifies the season of activity and describes appropriate clothing	Addresses season of activity and clothing but excludes essential information	Does not address safety regarding appropriate clothing for the weather / temperature
Addresses safety regarding proper hydration	Provides some indication that hydration either before or after activity will be important and specifies that some type of appropriate fluid will be brought for use during activity for the purpose of hydration	Includes an appropriate fluid for hydration as a general part of needs /safety considerations	Does not address the topic of hydration
Addresses safety hazards associated with the selected activity.	Identifies common safety hazards specific to the selected activity with some indication of how to limit risk through planning and preparation	Identifies general safety hazards common to physical activity but does not go into specific detail	Does not address potential safety hazards.

## **9th-12<sup>th</sup> Grade Benchmarks**

A-Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy lifestyle.

B-Describe the implications of being physically active and inactive.

## 12<sup>th</sup> Grade Life Skill Development Assessment Benchmark A/B

### Benchmarks:

- **A-** Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy lifestyle.
- **B-** Describe the implications of being physically active and physically inactive.

**Part A: Read the claims below. Choose one claim that is valid, one that is invalid, and one of your choice and complete answer the prompts below.**

#### Claim #1

*“Regular physical activity is one of the most important things you can do for your health”*

*~ Centers for Disease Control and Prevention DNPAO home page*

#### Claim #2

*“I was never really physically active, and I think exercise is over-rated (laughs.) My exercise has always been limited to walks and playing my violin.”*

*“Exercise, only if you must. Avoid vitamins, organic foods, fish oils, and other so-called nutrients. Don’t bother with special diets. Be happy and be lucky.”*

*~ Dr. Ephraim Engleman, age 103 and author of a book “My Century” interviewed by Joan Raymond for the Today Show December 17<sup>th</sup>, 2014*

#### Claim #3

*“Transform your body in just 90 days with P90X®”*

*“P90X® is a complete 90-day home fitness system designed to get you in the best shape of your life. Created by trainer Tony Horton, the program includes 12 intense workouts that use resistance and body-weight training, cardio, plyometrics, ab work, martial arts and yoga, along with a nutrition plan, fitness guide and workout calendar.”*

*~[http://www.beachbody.com/product/fitness\\_programs/p90x.do](http://www.beachbody.com/product/fitness_programs/p90x.do)*

#### Claim #4

*“Regular physical activity can produce long term health benefits. People of all ages, shapes, sizes, and abilities can benefit from being physically active. The more physical activity you do, the greater the health benefits.”*

*~ U.S. Department of Agriculture [ChooseMyPlate.gov/Physical-Activity/Why.html](http://ChooseMyPlate.gov/Physical-Activity/Why.html)*

#### Claim #5

*“Active people are much less likely to smoke; they’re thinner and they eat differently than their sedentary peers. They also tend to be more educated, and education is one of the strongest predictors of good health in general and a longer life. As a result, it is impossible to know with confidence whether exercise prevents heart disease or whether people who are less likely to get heart disease are also more likely to be exercising.”*

*~Gina Kolata, writer, from article “Does Exercise Really Keep Us Healthy?” published in The New York Times 1/8/08*

**Claim #6**

*“In today's competitive world, people are unable to devote enough time for exercise. Their busy schedule simply does not allow them to leave aside some time (1 hour) to exercise. However, with the introduction of diet pills, no longer does one need to spend a considerable amount of time in the gym and perform vigorous exercises, to reduce weight.”*

**Read more at Buzzle:** [www.buzzle.com/articles/diet-pills-that-work-without-exercise.html](http://www.buzzle.com/articles/diet-pills-that-work-without-exercise.html)

**Valid Claim #:** \_\_\_\_\_

**Justify why the claim is valid. Use at least one detail from the claim in your justification.**

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**Invalid Claim #:** \_\_\_\_\_

**Justify why the claim is invalid. Use at least one detail from the claim in your justification.**

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**Claim #:** \_\_\_\_\_

**Is the claim valid? (Circle one) YES or NO**

**Justify why the claim is valid or not. Use at least one detail from the claim in your justification.**

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**Part B:**

1. Describe the implications of being physically active and physically inactive. In your description, include the following: (6 pts.)
  - At least two benefits of being physically active (2 pts.)
  - At least two consequences of being physically inactive (2 pts.)
  - Provide at least two different examples including a description of the cause and effect relationship between exercise and the specific benefit it produces (2 pts.)

**Scoring-** Use the 2 point rubric below to score each section of a student’s response.

**2-Point Rubric—Short Response**

2 Points	<ul style="list-style-type: none"><li>• Valid inference/claim where required by the prompt</li><li>• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li><li>• Sufficient number of facts, definitions, concrete details, and/or other information as required by the prompt</li><li>• Complete sentences where errors do not impact readability</li></ul>
1 Point	<ul style="list-style-type: none"><li>• Some relevant facts, definitions, concrete details, and/or other information to develop response according to the requirements of the prompt</li><li>• Incomplete sentences or bullets</li></ul>
0 Points	<ul style="list-style-type: none"><li>• A response that does not address any of the requirements of the prompt or is totally inaccurate</li><li>• A response that is not written in English</li><li>• A response that is unintelligible or indecipherable</li></ul>



## **Skilled Play Assessments**

## **K-2<sup>nd</sup> Grade Benchmarks**

A-Acquisition of locomotor, non-locomotor and manipulative movement skills.

**K-2<sup>nd</sup> Benchmark A Assessment**  
**K-2<sup>nd</sup> Locomotor Skills Checklist**  
**Administer in Second Grade**

**Proficient- Demonstrates all focal points independently in a variety of contexts**

**Competent- Demonstrates all focal points consistently in some contexts**

**Beginning- Demonstrates most focal points with some consistency**

**Emerging- Demonstrates few focal points with little consistency**

Locomotor Skill	Criteria	Yes	No
<b>Running</b>	Eyes focused forward		
	Knees bend at right angles during the recovery phase		
	Arms bend at elbows and move in opposition of legs		
	Front part of foot contacts ground		
	Body leans slightly forward		
<b>Hopping</b>	Takes off on one foot and lands on the same foot		
	Holds knee behind body at 90 degree angle		
	Uses arms for lift		
	Displays rhythmical hopping		
	Maintains balance		
<b>Galloping</b>	Keeps trail leg behind lead leg		
	Gallops using either leg as lead		
	Displays rhythmical arm movement		
	Turns hips, shoulders and eyes to direction of movement		
<b>Leaping</b>	Forward movement sustained throughout the leap		
	Eyes forward		
	Take off from one foot and land on the opposite foot		

	Straighten legs in flight, arms in opposition		
	Controlled landing without losing balance		
<b>Sliding</b>	Keeps trail leg behind lead leg.		
	Displays rhythmical arm movement		
	Turns hips, shoulders and eyes to direction of movement		
<b>Horizontal Jump</b>	Eyes focused forward		
	Bends knees and body at waist in preparation for jump		
	Swings arms fully in a backward and forward direction		
	Extends body in flight and lands with bent knees		
	Takes off and lands on two feet		
<b>Vertical Jump</b>	Hips, knees and ankles bend in preparation for jumping action		
	Arms extend upward as body propels upward		
	Body extends and stretches upward while in flight		
	Hips, knees and ankles bend on landing		
	Shoulders, knees and ankles align for balance after landing		
<b>Skipping</b>	Displays a step hop pattern		
	Uses both sides of body alternatively (left then right)		
	Swings arms in opposition to feet		
	Displays a rhythmical pattern		
	Eyes forward		

**K-2<sup>nd</sup> Benchmark A Assessment**  
**K-2<sup>nd</sup> Manipulative Skills Checklist**  
**Administer in Second Grade**

**Proficient- Demonstrates all focal points independently in a variety of contexts**

**Competent- Demonstrates all focal points consistently in some contexts**

**Beginning- Demonstrates most focal points with some consistency**

**Emerging- Demonstrates few focal points with little consistency**

Manipulative Skill	Criteria	Yes	No
<b>Underhand Throw</b>	Face target in preparation for throw		
	Arm back		
	Step with opposite foot as throwing arm moves forward		
	Release between knee and waist level		
	Follow through to target		
<b>Overhand Throw</b>	Eyes on target		
	Bends and holds elbow back at shoulder height behind ear		
	Rotates hip so that opposite shoulder is in line with target		
	Steps forward with foot opposite the throwing arm		
	Shifts weight from back to front foot		
<b>Catching</b>	Leads throw with elbow, follow through down and across		
	Eyes on object		
	Positions body in the path of object		
	Positions one foot slightly ahead of the other in a balanced position		

	Catch object with hands; thumbs in for catch above waist and pinkies in for catch below waist		
	Relaxes and absorbs force of the object		
<b>Dribbling with Hands</b>	Eyes focused forward		
	Initiates ball contact with fingertips		
	Bends and straightens wrist and elbows to push ball		
	Hips and knees flexed slightly		
	Dribble in front and to the side of the body		
	Performs a rhythmical series of controlled dribbles		
<b>Kicking</b>	Focuses eyes on target		
	Steps beside ball with non-kicking foot		
	Bends body at waist, initiates kick from hip		
	Bends kicking leg (knee over ball); contact with shoelaces		
	Swings arms in opposition to kicking foot		
	Follows through with kicking leg pointing to target		
<b>Underhand Volley</b>	Face target in preparation		
	Opposite foot forward		
	Flat surface with hand for contact		
	Contact ball between knee and waist level		
	Follow through upwards and to the target		
<b>Overhead Volley</b>	Body aligned and positioned under the ball		

	Knees, arms and ankles bent in preparation for the volley		
	Hands rounded; thumbs and first fingers make a triangle without touching in preparation		
	Ball contacts finger pads; wrists are firm		
	Arms extend upward on contact; follow through toward target		
<b>Striking with a Short Handled Implement</b>	Racket back in preparation		
	Step on opposite foot as contact is made		
	Swing racket or paddle from low to high		
	Coil and uncoil the trunk in preparation and execution of the striking action		
	Follow through		
<b>Striking with a Long Handled Implement (Horizontal Pattern)</b>	Bat up and back in preparation		
	Step forward on opposite foot as contact is made		
	Coil and uncoil the trunk for preparation and execution of the striking action		
	Swing in a horizontal plane		
	Wrist uncocks on follow through to complete strike		
<b>Striking with a Long Handled Implement (Vertical Pattern)</b>	Shift weight to back foot		
	Hips and trunk rotate away from ball		
	Raise implement up and behind back shoulder with arms first and wrists cocked at the top of back swing with knees bent		

	Shift weight to forward foot as swing begins		
	Hips and spine rotate forward; forearm swings downward, and back arm and wrists uncock		
	Arms stay straight throughout swing		



## **3<sup>rd</sup>-5<sup>th</sup> Grade Benchmarks**

A-Apply the critical elements of fundamental manipulative skills in a variety of physical activities while demonstrating simple tactics.

### 3-5 Invasion Activities Rubric

This rubric could be used with the following activities that are part of the 3-5 skilled play curriculum:  
 Throwing and Catching, Kicking, Dribbling, Striking with Long Handled  
 Implements (Hockey Sticks)

<b>4</b>	<p>Student has mastered the critical elements of fundamental manipulative skills and can consistently apply them in a variety of physical activities.</p> <p>Student has mastered simple fundamental offensive strategies (maintaining possession and making forward progress, moves into open space to receive implement, move forward in support of ball carrier to attack goal and create space using simple cuts, fakes and changes in speed and direction).</p> <p>Student has mastered simple fundamental defensive strategies (marking an opponent, stays between opponent and goal, wins the ball through an interception or steal).</p> <p>The student consistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student consistently demonstrates knowledge of specific terminology, safety protocols and etiquette specific to the activity.</p>
<b>3</b>	<p>Student has almost mastered the critical elements of fundamental manipulative skills and can frequently apply them in a variety of physical activities.</p> <p>Student has almost mastered simple fundamental offensive strategies (maintaining possession and making forward progress, moves into open space to receive implement, move forward in support of ball carrier to attack goal and create space using simple cuts, fakes and changes in speed and direction).</p> <p>Student has almost mastered simple fundamental defensive strategies (marking an opponent, stays between opponent and goal, wins the ball through an interception or steal).</p> <p>The student frequently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student frequently demonstrates knowledge of specific terminology, safety protocols and etiquette specific to the activity.</p>
<b>2</b>	<p>Student has some difficulty performing the critical elements of fundamental manipulative skills and inconsistently applies them in physical activities.</p> <p>Student has some difficulty performing simple fundamental offensive strategies (maintaining possession and making forward progress, moves into open space to receive implement, move forward in support of ball carrier to attack goal and create space using simple cuts, fakes and changes in speed and direction).</p>

	<p>Student has some difficulty performing simple fundamental defensive strategies (marking an opponent, stays between opponent and goal, wins the ball through an interception or steal).</p> <p>The student inconsistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student inconsistently demonstrates knowledge of specific terminology, safety protocols and etiquette specific to the activity.</p>
<b>1</b>	<p>Student has significant difficulty in performing the critical elements of fundamental manipulative skills and rarely applies them in physical activities.</p> <p>Student has significant difficulty in performing simple fundamental offensive strategies (maintaining possession and making forward progress, moves into open space to receive implement, move forward in support of ball carrier to attack goal and create space using simple cuts, fakes and changes in speed and direction).</p> <p>Student has significant difficulty in performing simple fundamental defensive strategies (marking an opponent, stays between opponent and goal, wins the ball through an interception or steal).</p> <p>The student rarely engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student rarely demonstrates knowledge of specific terminology, safety protocols and etiquette specific to the activity.</p>

### 3-5 Net Wall Activities Rubric

This rubric could be used with the following activities that are part of the 3-5 skilled play curriculum:  
Volleying and Striking with Short Handled Implements (Rackets)

<b>4</b>	<p>Student has mastered the critical elements of fundamental manipulative skills and can consistently apply them in a variety of physical activities.</p> <p>Student has mastered simple fundamental offensive strategies (hit to open spaces, hit both deep and short, move opponent to attack empty space).</p> <p>Student has mastered simple fundamental defensive strategies (base position, block downward hits and move to defend space).</p> <p>The student consistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student consistently demonstrates knowledge of specific terminology, safety protocols and etiquette specific to the activity.</p>
<b>3</b>	<p>Student has almost mastered the critical elements of fundamental manipulative skills and can frequently apply them in a variety of physical activities.</p> <p>Student has almost mastered simple fundamental offensive strategies (hit to open spaces, hit both deep and short, move opponent to attack empty space).</p> <p>Student has almost mastered simple fundamental defensive strategies (base position, block downward hits and move to defend space).</p> <p>The student frequently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student frequently demonstrates knowledge of specific terminology, safety protocols and etiquette specific to the activity.</p>
<b>2</b>	<p>Student has some difficulty performing the critical elements of fundamental manipulative skills and inconsistently applies them in physical activities.</p> <p>Student has some difficulty performing simple fundamental offensive strategies (hit to open spaces, hit both deep and short, move opponent to attack empty space).</p> <p>Student has some difficulty performing simple fundamental defensive strategies (base position, block downward hits and move to defend space).</p> <p>The student inconsistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p>

	The student inconsistently demonstrates knowledge of specific terminology, safety protocols and etiquette specific to the activity.
<b>1</b>	<p>Student has significant difficulty in performing the critical elements of fundamental manipulative skills and rarely applies them in physical activities.</p> <p>Student has significant difficulty in performing simple fundamental offensive strategies (hit to open spaces, hit both deep and short, move opponent to attack empty space).</p> <p>Student has significant difficulty in performing simple fundamental defensive strategies (base position, block downward hits and move to defend space).</p> <p>The student rarely engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student rarely demonstrates knowledge of specific terminology, safety protocols and etiquette specific to the activity.</p>

### 3-5 Striking and Fielding Activities Rubric

This rubric could be used with the following activity that is part of the 3-5 skilled play curriculum:  
Striking with Long Handled Implements (Bats)

<b>4</b>	<p>Student has mastered the critical elements of fundamental manipulative skills and can consistently apply them in a variety of physical activities.</p> <p>Student has mastered simple fundamental offensive strategies (striking to open spaces, striking to opposite fields, hitting behind the runner to move the runner).</p> <p>Student has mastered simple fundamental defensive strategies (get the lead base runner, fielder closest to ball fields ball, back up fielder, tag outs and force outs).</p> <p>The student consistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student consistently demonstrates knowledge of specific terminology, safety protocols and etiquette specific to the activity.</p>
<b>3</b>	<p>Student has almost mastered the critical elements of fundamental manipulative skills and can frequently apply them in a variety of physical activities.</p> <p>Student has almost mastered simple fundamental offensive strategies (striking to open spaces, striking to opposite fields, hitting behind the runner to move the runner).</p> <p>Student has almost mastered simple fundamental defensive strategies (get the lead base runner, fielder closest to ball fields ball, back up fielder, tag outs and force outs).</p> <p>The student frequently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student frequently demonstrates knowledge of specific terminology, safety protocols and etiquette specific to the activity.</p>
<b>2</b>	<p>Student has some difficulty performing the critical elements of fundamental manipulative skills and inconsistently applies them in physical activities.</p> <p>Student has some difficulty performing simple fundamental offensive strategies (striking to open spaces, striking to opposite fields, hitting behind the runner to move the runner).</p> <p>Student has some difficulty performing simple fundamental defensive strategies (get the lead base runner, fielder closest to ball fields ball, back up fielder, tag outs and force outs).</p> <p>The student inconsistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p>

	<p>The student inconsistently demonstrates knowledge of specific terminology, safety protocols and etiquette specific to the activity.</p>
<p><b>1</b></p>	<p>Student has significant difficulty in performing the critical elements of fundamental manipulative skills and rarely applies them in physical activities.</p> <p>Student has significant difficulty in performing simple fundamental offensive strategies (striking to open spaces, striking to opposite fields, hitting behind the runner to move the runner).</p> <p>Student has significant difficulty in performing simple fundamental defensive strategies (get the lead base runner, fielder closest to ball fields ball, back up fielder, tag outs and force outs).</p> <p>The student rarely engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student rarely demonstrates knowledge of specific terminology, safety protocols and etiquette specific to the activity.</p>

## **6<sup>th</sup>-8<sup>th</sup> Grade Benchmarks**

A-Demonstrate critical elements of specialized manipulative skills in a variety of settings.

B-Apply tactical concepts and performance principles in physical activities.



## 6-8 Dance Assessment

<b>4</b>	<p>The student consistently performs the dance using correct technique, moves rhythmically and follows music and smooth transitions with a partner and within groups.</p> <p>The student consistently is able to execute a dance sequence without hesitation or reliance on cues from others.</p> <p>The student consistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student consistently demonstrates knowledge of specific terminology, how dance contributes to health related fitness, safety protocols and etiquette specific to the activity.</p>
<b>3</b>	<p>The student frequently performs the dance using correct technique, moves rhythmically and follows music and smooth transitions with a partner and within groups.</p> <p>The student frequently is able to execute a dance sequence without hesitation or reliance on cues from others.</p> <p>The student frequently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student frequently demonstrates knowledge of specific terminology, how dance contributes to health related fitness, safety protocols and etiquette specific to the activity.</p>
<b>2</b>	<p>The student inconsistently performs the dance using correct technique, moves rhythmically and follows music and smooth transitions with a partner and within groups.</p> <p>The student is inconsistently able to execute a dance sequence without hesitation or reliance on cues from others.</p> <p>The student inconsistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student inconsistently demonstrates knowledge of specific terminology, how dance contributes to health related fitness, safety protocols and etiquette specific to the activity.</p>
<b>1</b>	<p>The student rarely performs the dance using correct technique, moves rhythmically and follows music and smooth transitions with a partner and within groups.</p> <p>The student rarely is able to execute a dance sequence without hesitation or reliance on cues from others.</p>

	<p>The student rarely engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student rarely demonstrates knowledge of specific terminology, how dance contributes to health related fitness, safety protocols and etiquette specific to the activity.</p>
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### **6-8 Team Passing Games General Rubric**

This rubric could be used with the following activities that are part of the 6-8 skilled play curriculum: Basketball, Soccer, Ultimate Frisbee, Lacrosse, Field Hockey, Floor Hockey, Flag Football

<b>4</b>	<p>Student has mastered fundamental on the ball skills in drills and modified game play. Student performs skills correctly, with no noticeable errors in technique.</p> <p>Student has mastered fundamental off the ball skills in drills and modified game play. Student performs skills correctly, with no noticeable errors in technique.</p> <p>Student is able to consistently use offensive and defensive strategies to enhance performance during modified game play.</p> <p>The student consistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student consistently demonstrates knowledge of specific terminology, how team passing games contribute to health related fitness, safety protocols and etiquette specific to the activity.</p>
<b>3</b>	<p>Student has almost mastered fundamental on the ball skills in drills and modified game play. Student generally performs skills correctly, with few errors in technique.</p> <p>Student has almost mastered fundamental off the ball skills in drills and modified game play. Student generally performs skills correctly, with few errors in technique.</p> <p>Student is able to frequently use offensive and defensive strategies to enhance performance during modified game play.</p> <p>The student frequently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student frequently demonstrates knowledge of specific terminology, how team passing games contribute to health related fitness, safety protocols and etiquette specific to the activity.</p>
<b>2</b>	<p>Student has some difficulty performing the fundamental on the ball skills in drills and modified game play. Student exhibits some errors in technique.</p>

	<p>Student has some difficulty performing the fundamental off the ball skills in drills and modified game play. Student exhibits some errors in technique.</p> <p>Student inconsistently uses offensive and defensive strategies to enhance performance during modified game play.</p> <p>The student inconsistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student inconsistently demonstrates knowledge of specific terminology, how team passing games contribute to health related fitness, safety protocols and etiquette specific to the activity.</p>
<b>1</b>	<p>Student has significant difficulty in performing the fundamental on the ball skills in drills and modified game play. Student exhibits several errors in technique.</p> <p>Student has significant difficulty in performing the fundamental off the ball skills in drills and modified game play. Student exhibits several errors in technique.</p> <p>Student rarely uses offensive and defensive strategies to enhance performance during modified game play. The student rarely demonstrates and applies the correct performance of the specific movement skill for the activity.</p> <p>The student rarely engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student rarely demonstrates knowledge of specific terminology, how team passing games contribute to health related fitness, safety protocols and etiquette specific to the activity.</p>

## 6-8 Net Wall Games General Rubric

This rubric could be used with the following activities that are part of the 6-8 skilled play curriculum:  
Badminton, Pickle ball, and Volleyball

<b>4</b>	<p>Student has mastered fundamental skills in drills and modified game play. Student performs skills correctly, with no noticeable errors in technique.</p> <p>Student is able to consistently use offensive and defensive strategies to enhance performance during modified game play.</p> <p>The student consistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student consistently demonstrates knowledge of specific terminology, how net wall games contribute to health related fitness, safety protocols and etiquette specific to the activity.</p>
<b>3</b>	<p>Student has almost mastered fundamental skills in drills and modified game play. Student generally performs skills correctly, with few errors in technique.</p> <p>Student is able to frequently use offensive and defensive strategies to enhance performance during modified game play.</p> <p>The student frequently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student frequently demonstrates knowledge of specific terminology, how net wall games contribute to health related fitness, safety protocols and etiquette specific to the activity.</p>
<b>2</b>	<p>Student has some difficulty performing the fundamental skills in drills and modified game play. Student exhibits some errors in technique.</p> <p>Student inconsistently uses offensive and defensive strategies to enhance performance during modified game play.</p> <p>The student inconsistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student inconsistently demonstrates knowledge of specific terminology, how net wall games contribute to health related fitness, safety protocols and etiquette specific to the activity.</p>
<b>1</b>	<p>Student has significant difficulty in performing the fundamental skills in drills and modified game play. Student exhibits several errors in technique.</p>

Student rarely uses offensive and defensive strategies to enhance performance during modified game play. The student rarely demonstrates and applies the correct performance of the specific movement skill for the activity.

The student rarely engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.

The student rarely demonstrates knowledge of specific terminology, how net wall games contribute to health related fitness, safety protocols and etiquette specific to the activity.

## 6-8 Softball Rubric

This rubric could be used with softball, which is part of the 6-8 skilled play curriculum.

<b>4</b>	<p>Student has mastered fundamental skills in softball in drills and modified game play. Student performs skills correctly, with no noticeable errors in technique.</p> <p>Student is able to consistently use offensive and defensive strategies to enhance performance during modified game play.</p> <p>The student consistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student consistently demonstrates knowledge of specific terminology, how softball contributes to health related fitness, safety protocols and etiquette specific to the activity.</p>
<b>3</b>	<p>Student has almost mastered fundamental skills in softball in drills and modified game play. Student generally performs skills correctly, with few errors in technique.</p> <p>Student is able to frequently use offensive and defensive strategies to enhance performance during modified game play.</p> <p>The student frequently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student frequently demonstrates knowledge of specific terminology, how softball contributes to health related fitness, safety protocols and etiquette specific to the activity.</p>
<b>2</b>	<p>Student has some difficulty performing the fundamental skills in softball in drills and modified game play. Student exhibits some errors in technique.</p> <p>Student inconsistently uses offensive and defensive strategies to enhance performance during modified game play.</p> <p>The student inconsistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student inconsistently demonstrates knowledge of specific terminology, how softball contributes to health related fitness, safety protocols and etiquette specific to the activity.</p>
<b>1</b>	<p>Student has significant difficulty in performing the fundamental skills in softball in drills and modified game play. Student exhibits several errors in technique.</p> <p>Student rarely uses offensive and defensive strategies to enhance performance during modified game play.</p>

<p>The student rarely engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student rarely demonstrates knowledge of specific terminology, how softball contributes to health related fitness, safety protocols and etiquette specific to the activity.</p>
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## 6-8 Bowling Rubric

This rubric could be used with bowling, which is part of the 6-8 skilled play curriculum.

<b>4</b>	<p>Student has mastered fundamental skills in bowling. Student performs skills correctly, with no noticeable errors in technique.</p> <p>Student is able to consistently make adjustments in technique depending on pins that are left after first roll.</p> <p>The student consistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student consistently demonstrates knowledge of specific terminology, how bowling contributes to health related fitness, safety protocols and etiquette specific to the activity.</p>
<b>3</b>	<p>Student has almost mastered fundamental skills in softball in drills and modified game play. Student generally performs skills correctly, with few errors in technique.</p> <p>Student is able to frequently make adjustments in technique depending on pins that are left after first roll.</p> <p>The student frequently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student frequently demonstrates knowledge of specific terminology, how bowling contributes to health related fitness, safety protocols and etiquette specific to the activity.</p>
<b>2</b>	<p>Student has some difficulty performing the fundamental skills in softball in drills and modified game play. Student exhibits some errors in technique.</p> <p>Student is inconsistent in making adjustments in technique depending on pins that are left after first roll.</p> <p>The student inconsistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student inconsistently demonstrates knowledge of specific terminology, how bowling contributes to health related fitness, safety protocols and etiquette specific to the activity.</p>
<b>1</b>	<p>Student has significant difficulty in performing the fundamental skills in softball in drills and modified game play. Student exhibits several errors in technique.</p> <p>Student is able to rarely make adjustments in technique depending on pins that are left after first roll.</p>



<p>The student rarely engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student rarely demonstrates knowledge of specific terminology, how bowling contributes to health related fitness, safety protocols and etiquette specific to the activity.</p>
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## 6-8 Outdoor Pursuits Rubric

This rubric could be used with the following activities that are part of the 6-8 skilled play curriculum:  
 Orienteering and Snow Shoeing

<b>4</b>	<p>Student has mastered fundamental skills in activity and can apply these skills appropriately.</p> <p>Student performs skills correctly, with no noticeable errors in technique.</p> <p>Student consistently demonstrates an understanding of strategies and techniques and can apply them with confidence.</p> <p>The student consistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student consistently demonstrates knowledge of specific terminology, how outdoor pursuit activities contribute to health related fitness, safety protocols and etiquette specific to the activity.</p>
<b>3</b>	<p>Student has almost mastered fundamental skills in activity and can often apply skills appropriately. Student generally performs skills correctly, with few errors in technique.</p> <p>Student frequently demonstrates an understanding of strategies and techniques and can often apply them with confidence.</p> <p>The student frequently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student frequently demonstrates knowledge of specific terminology, how softball contributes to health related fitness, safety protocols and etiquette specific to the activity.</p>
<b>2</b>	<p>Student has some difficulty performing the skills in the activity and inconsistently applies skills appropriately. Student exhibits some errors in technique.</p> <p>Student inconsistently demonstrates an understanding of strategies and techniques and can sometimes apply them with confidence.</p> <p>The student inconsistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student inconsistently demonstrates knowledge of specific terminology, how softball contributes to health related fitness, safety protocols and etiquette specific to the activity.</p>
<b>1</b>	<p>Student has significant difficulty in performing the skills in the activity and rarely applies skills appropriately. Student exhibits several errors in technique.</p>

Student rarely demonstrates an understanding of strategies and techniques and can seldom applies them with confidence.

The student rarely engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.

The student rarely demonstrates knowledge of specific terminology, how softball contributes to health related fitness, safety protocols and etiquette specific to the activity.

## 6-8 Fitness Rubric

This rubric could be used with the following activities that are part of the 6-8 skilled play curriculum:  
Yoga and Weight Training

<b>4</b>	<p>Student has mastered the fundamental skills of the activity. Student performs skills correctly, with no noticeable errors in technique.</p> <p>The student consistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student consistently demonstrates knowledge of specific terminology, how fitness activities contribute to health related fitness, safety protocols and etiquette specific to the activity.</p>
<b>3</b>	<p>Student has almost mastered the fundamental skills of the activity. Student generally performs skills correctly, with few errors in technique.</p> <p>The student frequently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student frequently demonstrates knowledge of specific terminology, how fitness activities contribute to health related fitness, safety protocols and etiquette specific to the activity.</p>
<b>2</b>	<p>Student has some difficulty performing the fundamental skills of the activity. Student exhibits some errors in technique.</p> <p>The student inconsistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student inconsistently demonstrates knowledge of specific terminology, how fitness activities contribute to health related fitness, safety protocols and etiquette specific to the activity.</p>
<b>1</b>	<p>Student has significant difficulty in performing the fundamental skills of the activity. Student exhibits several errors in technique.</p> <p>The student rarely engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student rarely demonstrates knowledge of specific terminology, how fitness activities contribute to health related fitness, safety protocols and etiquette specific to the activity.</p>

## 6-8 Individual Performance Activity Rubric

This rubric could be used with the following activities that are part of the 6-8 skilled play curriculum: Swimming, Inline Skating, and Track and Field

<b>4</b>	<p>Student has mastered fundamental skills in activity. Student performs skills correctly, with no noticeable errors in technique.</p> <p>Student consistently demonstrates an understanding of strategies and techniques and can apply them with confidence.</p> <p>The student consistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student consistently demonstrates knowledge of specific terminology, how individual performance activities contribute to health related fitness, safety protocols and etiquette specific to the activity.</p>
<b>3</b>	<p>Student has almost mastered fundamental skills in activity. Student generally performs skills correctly, with few errors in technique.</p> <p>Student frequently demonstrates an understanding of strategies and techniques and can often apply them with confidence.</p> <p>The student frequently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student frequently demonstrates knowledge of specific terminology, how individual performance activities contribute to health related fitness, safety protocols and etiquette specific to the activity.</p>
<b>2</b>	<p>Student has some difficulty performing the skills in the activity. Student exhibits some errors in technique.</p> <p>Student inconsistently demonstrates an understanding of strategies and techniques and can sometimes apply them with confidence.</p> <p>The student inconsistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student inconsistently demonstrates knowledge of specific terminology, how individual performance activities contribute to health related fitness, safety protocols and etiquette specific to the activity.</p>
<b>1</b>	<p>Student has significant difficulty in performing the skills. Student exhibits several errors in technique.</p> <p>Student rarely demonstrates an understanding of strategies and techniques and can seldom apply them with confidence.</p>

	<p>The student rarely engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student rarely demonstrates knowledge of specific terminology, how individual performance activities contribute to health related fitness, safety protocols and etiquette specific to the activity.</p>
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## **9<sup>th</sup>-12<sup>th</sup> Grade Benchmarks**

The intent of these benchmarks is to set the expectation that by the end of 10<sup>th</sup> grade, students would demonstrate competency in at least three physical activities across at least two activity categories. These students would be expected to demonstrate competency in two more physical activities for a total of five physical activities across three activity areas by the time they finish 12<sup>th</sup> grade. Please note that one competency out of the five that are expected should be in the fitness activity category.

### **9<sup>th</sup>-10<sup>th</sup> Benchmarks**

**A-** Demonstrate competency in at least three physical activities across at least two activity categories.

### **11<sup>th</sup>-12<sup>th</sup> Benchmarks**

**A-** Demonstrate competency in five physical activities (Across at least three activity categories/One competency must be in a fitness activity).

**B-** Demonstrate proficiency in three different activities in a minimum of two activity categories.

**Proficient- A score of 4 on a rubric**

**Competency- A score of 3 on a rubric.**

## 9-12 Fitness Activity Generic Assessment

This rubric could be used with the following activities that are part of the 9-12 skilled play curriculum: Yoga, Pilates, Resistance Training, Spinning, Running/Fitness Walking, Aquatic Fitness, Kickboxing, Zumba, and Exergaming

<b>4</b>	<p>The student consistently demonstrates and applies the correct performance of the specific movement skill for the activity.</p> <p>The student consistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student consistently demonstrates knowledge of specific terminology, safety protocols and etiquette specific to the activity.</p>
<b>3</b>	<p>The student frequently demonstrates and applies the correct performance of the specific movement skill for the activity.</p> <p>The student frequently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student frequently demonstrates knowledge of specific terminology, safety protocols and etiquette specific to the activity.</p>
<b>2</b>	<p>The student inconsistently demonstrates and applies the correct performance of the specific movement skill for the activity.</p> <p>The student inconsistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student inconsistently demonstrates knowledge of specific terminology, safety protocols and etiquette specific to the activity.</p>
<b>1</b>	<p>The student rarely demonstrates and applies the correct performance of the specific movement skill for the activity.</p> <p>The student rarely engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student rarely demonstrates knowledge of specific terminology, safety protocols and etiquette specific to the activity.</p>



## 9-12 Dance Assessment

This rubric could be used with the following activities that are part of the 9-12 skilled play curriculum: Various dance styles, including, but not limited to: modern dance, hip hop dance, cultural dance, line dance, ballroom dance, social dance and square dance.

<b>4</b>	<p>The student consistently performs the dance using correct technique with uninterrupted execution, attention to expression, communication between partners and within groups, smooth transitions, rhythm, balance and proper use of space.</p> <p>The student consistently is able to recall and execute a complex routine without hesitation or reliance on cues from others, and with expression characteristic of the dance.</p> <p>The student consistently performs the dance demonstrating appropriate skills, knowledge and behavior within the dance activity to be an advanced performer.</p> <p>The student consistently demonstrates knowledge of specific terminology, safety protocols and etiquette specific to the activity.</p>
<b>3</b>	<p>The student frequently performs the dance using correct technique with uninterrupted execution, attention to expression, communication between partners and within groups, smooth transitions, rhythm, balance and proper use of space.</p> <p>The student frequently is able to recall and execute a complex routine without hesitation or reliance on cues from others, and with expression characteristic of the dance.</p> <p>The student frequently performs the dance demonstrating appropriate skills, knowledge and behavior within the dance activity to participate in dance activities outside of school.</p> <p>The student frequently demonstrates knowledge of specific terminology, safety protocols and etiquette specific to the activity.</p>
<b>2</b>	<p>The student inconsistently performs the dance using correct technique with uninterrupted execution, attention to expression, communication between partners and within groups, smooth transitions, rhythm, balance and proper use of space.</p> <p>The student inconsistently is able to recall and execute a complex routine without hesitation or reliance on cues from others, and with expression characteristic of the dance.</p> <p>The student inconsistently performs the dance demonstrating appropriate skills, knowledge and behavior within the dance activity and needs more practice to be able to perform dance activity outside of school.</p>

	The student inconsistently demonstrates knowledge of specific terminology, safety protocols and etiquette specific to the activity.
<b>1</b>	<p>The student rarely performs the dance using correct technique with uninterrupted execution, attention to expression, communication between partners and within groups, smooth transitions, rhythm, balance and proper use of space.</p> <p>The student rarely is able to recall and execute a complex routine without hesitation or reliance on cues from others, and with expression characteristic of the dance.</p> <p>The student rarely performs the dance demonstrating appropriate skills, knowledge and behavior within the dance activity and is not ready to perform dance activity outside of school.</p> <p>The student rarely demonstrates knowledge of specific terminology, safety protocols and etiquette specific to the activity.</p>

## 9-12 Outdoor Pursuits Generic Assessment

This rubric could be used with the following activities that are part of the 9-12 skilled play curriculum:  
 Kayaking, Canoeing, Fly Fishing, Orienteering, Cross Country Skiing, Snow Shoeing,  
 Backpacking/Camping, Mountain Biking

<b>4</b>	<p>The student consistently demonstrates and applies the skill, demonstrates skills for safe participation, good judgement and confidence when coping with an unplanned circumstance.</p> <p>The student consistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student consistently demonstrates knowledge of specific terminology, safety protocols and etiquette specific to the activity.</p>
<b>3</b>	<p>The student frequently demonstrates and applies the skill, demonstrates skills for safe participation, good judgement and confidence when coping with an unplanned circumstance.</p> <p>The student frequently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student frequently demonstrates knowledge of specific terminology, safety protocols and etiquette specific to the activity.</p>
<b>2</b>	<p>The student inconsistently demonstrates and applies the skill, demonstrates skills for safe participation, good judgement and confidence when coping with an unplanned circumstance.</p> <p>The student inconsistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student inconsistently demonstrates knowledge of specific terminology, safety protocols and etiquette specific to the activity.</p>
<b>1</b>	<p>The student rarely demonstrates and applies the skill, demonstrates skills for safe participation, good judgement and confidence when coping with an unplanned circumstance.</p> <p>The student rarely engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student rarely demonstrates knowledge of specific terminology, safety protocols and etiquette specific to the activity.</p>

## 9-12 Net Wall Generic Assessment

This rubric could be used with the following activities that are part of the 9-12 skilled play curriculum:  
Badminton, Tennis, Racquetball, Table Tennis, Pickle ball

<b>4</b>	<p>The student consistently demonstrates mature form of skills and applies the skill in a tactically correct manner, and demonstrates safety practices.</p> <p>The student consistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student consistently demonstrates knowledge of rules, specific terminology, safety protocols and etiquette specific to the activity.</p>
<b>3</b>	<p>The student frequently demonstrates mature form of skills and applies the skill in a tactically correct manner, and demonstrates safety practices.</p> <p>The student frequently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student frequently demonstrates knowledge of rules, specific terminology, safety protocols and etiquette specific to the activity.</p>
<b>2</b>	<p>The student inconsistently demonstrates mature form of skills and applies the skill in a tactically correct manner, and demonstrates safety practices.</p> <p>The student inconsistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student inconsistently demonstrates knowledge of rules, specific terminology, safety protocols and etiquette specific to the activity.</p>
<b>1</b>	<p>The student rarely demonstrates mature form of skills and applies the skill in a tactically correct manner, and demonstrates safety practices.</p> <p>The student rarely engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student rarely demonstrates knowledge of rules, specific terminology, safety protocols and etiquette specific to the activity.</p>

## 9-12 Target Activity Generic Assessment

This rubric could be used with the following activities that are part of the 9-12 skilled play curriculum:  
Archery, Golf, Disc Golf, Bowling

<b>4</b>	<p>The student consistently demonstrates mature form of skills and applies the skill in a tactically correct manner, and demonstrates safety practices.</p> <p>The student consistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student consistently demonstrates knowledge of rules, specific terminology, safety protocols and etiquette specific to the activity.</p>
<b>3</b>	<p>The student frequently demonstrates mature form of skills and applies the skill in a tactically correct manner, and demonstrates safety practices.</p> <p>The student frequently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student frequently demonstrates knowledge of rules, specific terminology, safety protocols and etiquette specific to the activity.</p>
<b>2</b>	<p>The student inconsistently demonstrates mature form of skills and applies the skill in a tactically correct manner, and demonstrates safety practices.</p> <p>The student inconsistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student inconsistently demonstrates knowledge of rules, specific terminology, safety protocols and etiquette specific to the activity.</p>
<b>1</b>	<p>The student rarely demonstrates mature form of skills and applies the skill in a tactically correct manner, and demonstrates safety practices.</p> <p>The student rarely engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</p> <p>The student rarely demonstrates knowledge of rules, specific terminology, safety protocols and etiquette specific to the activity.</p>

# **Appendix A**





## **Lesson Plan Form**

# Lesson Plan Form

## NYS Curriculum & Assessment Guidance Document: A Physical Education Resource

<b>Teacher/Class:</b>	<b>Lesson #:</b>
<b>Date:</b>	<b>Lesson Focus:</b>
<b>Grade:</b>	<b>Location (select):</b> Choose an item.

<b>References (APA)</b>
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<p><u>New York State Learning Standards</u></p> <p><b>Standard 1- Personal Health and Fitness</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1a. Students will perform basic motor and manipulative skills. Students will attain competency in a variety of motor and sports activities</li> <li><input type="checkbox"/> 1b. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance and body composition</li> </ul> <p><b>Standard 2- A Safe and Healthy Environment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 2a. Students will demonstrate responsible personal and social behavior while engaged in physical activity</li> <li><input type="checkbox"/> 2b. Students will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression and communication</li> <li><input type="checkbox"/> 2c. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants</li> </ul> <p><b>Standard 3- Resource Management</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 3a. Students will be aware of and able to access opportunities available to them within their community to engage in physical activity</li> <li><input type="checkbox"/> 3b. Students will be informed consumers and be able to evaluate facilities and programs</li> <li><input type="checkbox"/> 3c. Students will also be aware of career options in the field of physical fitness and sports</li> </ul>	<p><u>Common Core/Academic Connections</u></p> <p><b>Vocabulary:</b></p>
<p><u>National Physical Education Standards</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li><input type="checkbox"/> 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li><input type="checkbox"/> 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> <li><input type="checkbox"/> 4. The physically literate individual exhibits responsible personal and social behavior that</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p><input type="checkbox"/> Listening</p> </div> <div style="text-align: center;">  <p><input type="checkbox"/> Speaking</p> </div> <div style="text-align: center;">  <p><input type="checkbox"/> Writing</p> </div> <div style="text-align: center;">  <p><input type="checkbox"/> Reading</p> </div> </div>

respects self and others.  
 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

<b>Curricular Strands Incorporated (check all that apply):</b>	<input type="checkbox"/> 2a. Character	<input type="checkbox"/> 1b. Health-Related Fitness	<input type="checkbox"/> 2b. Individual Enjoyment	<input type="checkbox"/> 3 a, b, c. Life Skill Development	<input type="checkbox"/> 1a. Skilled Play
	<b>Equipment Needs:</b>				
<b>Safety Considerations:</b>					

**Lesson Objectives and Assessment Tools**

	OBJECTIVES	ASSESSMENT TOOL(S)
<b>Psychomotor</b>		
<b>Cognitive</b>		
<b>Affective</b>		

**Lesson Structure**

<b>Lesson Sequence</b>	<b>Organization</b>
<b>Closure:</b>	

<b>Universal Design:</b> How/what accommodations will be made for individual students/small groups/class so that all students can be successful?
<b>Teacher Goal for the Lesson:</b> State one specific behavior you wish to focus on in this lesson.



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