

Knowledge and Skills	Activities/Outcomes	Assessments
<b>QUARTER 1</b>		
<b>PERFORM</b>		
<p><b>Standard1: Motor Skills and Movement Patterns</b></p> <p><b>Course Level Expectation:</b> A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</p>	<p>A. Personal Fitness Plan</p> <ol style="list-style-type: none"> <li>1. Construct a fitness profile</li> <li>2. List activities for personal plan</li> <li>3. Relate activity benefits</li> <li>4. Structure program plan</li> <li>5. Put it in writing – chart daily progress</li> <li>6. Evaluate and modify your program</li> </ol> <p>B. Fitness Activities (first 8 – 12 minutes each day of class)</p> <ol style="list-style-type: none"> <li>1. Perform stretching/flexibility exercises (select several)                             <ol style="list-style-type: none"> <li>a. Back-saver sit and reach</li> <li>b. knee-to-chest</li> <li>c. spine twist</li> <li>d. sitting stretcher</li> <li>e. hip stretcher</li> <li>f. arm stretcher</li> <li>g. calf stretcher</li> <li>h. Achilles stretcher</li> <li>i. jumping jacks</li> <li>j. cherry pickers</li> <li>k. hurdle-stretches</li> <li>l. thigh stretches</li> <li>m. toe-touches</li> </ol> </li> </ol>	<p><b>II. FITNESS</b></p> <p>A. Self-Assessment of Fitness</p> <ol style="list-style-type: none"> <li>1. Assess personal cardiovascular endurance (select one)                             <ol style="list-style-type: none"> <li>a. mile – run</li> <li>b. 12 minute walk - run</li> <li>c. 1.5 mile walk - run</li> </ol> </li> <li>2. Assess personal arm and shoulder strength (select one)                             <ol style="list-style-type: none"> <li>a. pull-ups</li> <li>b. flexed arm hang</li> <li>c. push-ups</li> </ol> </li> <li>3. Assess personal abdominal strength or endurance (select one)                             <ol style="list-style-type: none"> <li>a. sit-ups</li> <li>b. curl-ups</li> <li>c. crunches</li> </ol> </li> <li>4. Assess personal flexibility (select one)                             <ol style="list-style-type: none"> <li>a. v-sit</li> <li>b. back-saver sit and reach</li> </ol> </li> <li>5. Determine personal body mass index                             <ol style="list-style-type: none"> <li>a. height</li> <li>b. weight</li> </ol> </li> </ol>

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	<ul style="list-style-type: none"> <li>3. Perform strength exercises (select several)                             <ul style="list-style-type: none"> <li>a. sit-ups</li> <li>b. push-ups</li> <li>c. leg lifts</li> <li>d. hill-climbers</li> </ul> </li> <li>4. Perform endurance exercises (select several)                             <ul style="list-style-type: none"> <li>a. walking</li> <li>b. running</li> <li>c. jogging</li> <li>d. sprints</li> <li>e. jump rope</li> </ul> </li> </ul>	

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<p><b>Perform</b></p>	<p><b>III. INVASION GAMES</b></p> <p>A. Fitness Activities (first 8 – 12 minutes each day of class)</p> <ol style="list-style-type: none"> <li>1. Perform stretching/flexibility exercises (select several)</li> <li>2. Perform strength exercises (select several)</li> <li>3. Perform endurance exercises (select several)</li> </ol> <p>B. Soccer</p> <ol style="list-style-type: none"> <li>1. Demonstrate dribbling skills in a game situation               <ol style="list-style-type: none"> <li>a. moves</li> <li>b. fakes</li> </ol> </li> <li>2. Demonstrate passing skills in a game situation               <ol style="list-style-type: none"> <li>a. outside of foot</li> <li>b. chip</li> </ol> </li> <li>3. Demonstrate trapping skills in a game situation               <ol style="list-style-type: none"> <li>a. bouncing balls - inside of foot</li> <li>b. bouncing ball - outside of foot</li> </ol> </li> <li>4. Demonstrate heading skills in a game situation               <ol style="list-style-type: none"> <li>a. Stationary</li> <li>b. jump</li> </ol> </li> <li>5. Demonstrate shooting/instep skills in a game situation               <ol style="list-style-type: none"> <li>a. moving</li> <li>b. off a dribble</li> </ol> </li> <li>6. Execute strategies, protocols, and rules in game situations               <ol style="list-style-type: none"> <li>a. consistency in offense and defense</li> <li>b. game specific protocols</li> <li>c. field dimensions and boundaries</li> <li>d. rules for play and scoring</li> <li>e. penalties</li> </ol> </li> </ol>	<p>Pre and Post instructional skill assessment</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Teacher check list</li> <li>• Peer assessment</li> <li>• Authentic/assessment</li> <li>• Rubric</li> </ul> <p>Know and/or demonstrate an understanding of:</p> <ul style="list-style-type: none"> <li>• Strength and endurance activity</li> <li>• Body composition and flexibility</li> <li>• Cardiovascular endurance</li> </ul> <p>Self-Assessments</p> <ul style="list-style-type: none"> <li>• use the results from skills tests to interpret ratings</li> <li>• use ratings to create a personal performance profile</li> <li>• use personal performance profile to develop goals</li> <li>• use personal performance goals to develop developmental activities</li> </ul>

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<p><b>CCSS Anchor</b></p>	<p>CCSS.ELA-Literacy. Read closely to determine what the text says explicitly and to make logical references from it. Cite textual evidence when writing or speaking to support conclusion drawn from text.</p> <p>CCSS.ELA-Literacy. Determine central ideas and themes of a text and analyze their development. Summarize the key supporting details and ideas.</p> <p>Analyze how and why individuals, events or ideas develop and interact over the course of a text.</p> <p>CCSS.ELA-Literacy. Interpret words and phrases as they are used in a text, Assess how point of view or purpose shapes the content style of a text.</p> <p>CCSS.ELA-Literacy. Integrate and evaluate content presented in diverse formats and media</p> <p>CCSS.ELA-Literacy.RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p>	

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<p><b>COGNITIVE</b></p> <p><b>Standard: 1.0,1.2,1.3,1.4,1.5,1.6,</b></p> <p>The student will exhibit a level of competency, advancing to a level of proficiency, in a specific individual or dual sport.</p> <p><b>Standard Number: 2.0 Team Sports</b></p> <p><b>Standard:</b></p> <p>The student will exhibit competency, advancing to proficiency in a team sport.</p>	<p>A. Apply an understanding of motor skills, movement patterns and strategies as they relate to the learning and performance of physical activities</p> <p>B. Execute procedures, rules and etiquette as they relate to the learning and performance of physical activities</p> <p>C. Utilize content knowledge to achieve and maintain physical fitness</p> <p>D. Demonstrate safety practices and use equipment appropriately when participating in various physical activities</p> <p>E. Apply principles of training and conditioning appropriately to team sports</p> <ul style="list-style-type: none"> <li>• Warm-ups and cool down procedures</li> <li>• F.I.T.T (frequency, intensity, time and type) principle</li> <li>• Overload, progression, and specificity</li> <li>• Target heart rate</li> </ul>	

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<p><b>Standard 1 <u>Standard Number:</u> 2.0</b>  <b>Team Sports</b>  <b>Standard:</b>                      The student will exhibit competency, advancing to proficiency in a team sport.</p> <p>2.6 use skills consistently and in the appropriate settings</p>	<p><b>Soccer</b>                      A. Identify risk and safety factors that may affect sports performance                      B. Explain how participating in soccer can be enjoyable and self-challenging                      C. Describe how participating in soccer can help one maintain a healthy lifestyle</p>	<p>Pre-Post Skill Application Test.</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Teacher check list</li> <li>• Peer assessment</li> <li>• Authentic/assessment</li> <li>• Rubric</li> <li>• Activity /Fitness Journal</li> </ul>
<p><b>Standard 2</b></p>	<p><b>Demonstrate knowledge of rules in selected sports</b></p>	<p>Pre and post instructional skill assessment</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Teacher check list</li> <li>• Peer assessment</li> <li>• Authentic/assessment</li> <li>• Rubric</li> </ul>
	<p><b>County</b></p>	<p>Pre and post instructional skill assessment</p> <ul style="list-style-type: none"> <li>• Teacher checklist</li> <li>• Student self assessment</li> <li>• Rubric</li> <li>• Teacher observation</li> <li>• Cognitive assessment</li> <li>• Authentic assessment</li> </ul>

Knowledge and Skills	Activities/Outcomes	Assessments
<ul style="list-style-type: none"> <li>Projecting and receiving</li> </ul>		<p>Pre and post instructional skill assessment</p> <ul style="list-style-type: none"> <li>Teacher observation</li> <li>Teacher checklist rubric</li> <li>Teacher/student discussion</li> <li>Student drawings</li> <li>Self assessment</li> </ul>
<p><b>CCSS Anchors</b></p>	<p>CCSS.ELA-Literacy. Read closely to determine what the text says explicitly and to make logical references from it. Cite textual evidence when writing or speaking to support conclusion drawn from text.</p> <p>CCSS.ELA-Literacy. Determine central ideas and themes of a text and analyze their development. Summarize the key supporting details and ideas.</p> <p>Analyze how and why individuals, events or ideas develop and interact over the course of a text.</p> <p>CCSS.ELA-Literacy. Interpret words and phrases as they are used in a text, Assess how point of view or purpose shapes the content style of a text.</p> <p>CCSS.ELA-Literacy. Integrate and evaluate content presented in diverse formats and media</p> <p>CCSS.ELA-Literacy.RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p>	

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<p><b>AFFECTIVE</b></p> <p><b>Standard Number: 2.0 Team Sports</b></p> <p><b>Standard:</b></p> <p>The student will exhibit competency, advancing to proficiency in a team sport.</p> <p>2.6 use skills consistently and in the appropriate settings</p> <p>2.7 reinforce team sports as lifetime activities</p>	<p><b>Soccer</b></p> <p>Display proper care of soccer equipment</p> <p>Identify risk and safety factors that may affect sports performance</p> <p>Exhibit positive personal and social skills needed for teamwork acceptance of the roles and decisions of officials</p> <p>Acknowledgment of good play from an opponent during competition</p> <p>Respond to challenges, successes, and failures in socially acceptable ways</p> <p>Evaluate one’s skill level and set realistic goals for improvement</p> <p>Respond to challenges, successes and failures in socially appropriate ways</p> <p>Apply movement concepts and principles to the learning and development of sport skills</p> <p>Actively participate in selected sports</p>	

Knowledge and Skills	Activities/Outcomes	Assessments
<p><b>Standard Number: 2.0 Team Sports</b></p> <p><b>Standard:</b> The student will exhibit competency, advancing to proficiency in a team sport. 2.1,2.2,.2.3,2.6, 2.7</p>	<ul style="list-style-type: none"> <li>• Demonstrate and understand cooperation</li> <li>• Recognize the need of sharing</li> <li>• Resolve conflicts socially physical education</li> <li>• Challenge self to higher level of performance</li> <li>• Enjoy achievement of health enhancing levels of fitness</li> <li>• Demonstrate sportsmanship during physical education</li> <li>• Participates regularly in physical activity</li> <li>• Understanding fair play</li> <li>• Recognize reflection of enjoyment while participating in physical activities group/individual competition or exhibitions</li> </ul>	<p>Pre and post instructional skill assessment</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Teacher checklist rubric</li> <li>• Teacher/student discussion</li> <li>• Self assessment</li> <li>• Peer assessment</li> </ul>
<p><b>CCSS Anchors Affective</b></p>	<p>CCSS.ELA-Literacy. Read closely to determine what the text says explicitly and to make logical references from it. Cite textual evidence when writing or speaking to support conclusion drawn from text.</p> <p>CCSS.ELA-Literacy. Determine central ideas and themes of a text and analyze their development. Summarize the key supporting details and ideas.</p> <p>Analyze how and why individuals, events or ideas develop and interact over the course of a text.</p> <p>CCSS.ELA-Literacy. Interpret words and phrases as they are used in a text, Assess how point of view or purpose shapes the content style of a text.</p> <p>CCSS.ELA-Literacy. Integrate and evaluate content presented in diverse formats and media</p> <p>CCSS.ELA-Literacy.RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p>	

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**QUARTER 2**

Knowledge and Skills	Activities/Outcomes	Assessments
PERFORM		
<p>Standard 1 Rules and procedures</p>	<p><b>I. FIELDING GAMES</b></p> <p>A. Fitness Activities (first 8 – 12 minutes each day of class)</p> <ol style="list-style-type: none"> <li>1. Perform stretching /flexibility exercises (select several)</li> <li>2. Perform strength exercises (select several)</li> <li>3. Perform endurance exercises (select several)</li> </ol> <p>A. Softball</p> <ol style="list-style-type: none"> <li>1. Demonstrate throwing skills in a game situation               <ol style="list-style-type: none"> <li>a. underhand</li> <li>b. overhand from infield</li> <li>c. overhand from outfield</li> </ol> </li> <li>a. Demonstrate catching skills in a game situation with glove               <ol style="list-style-type: none"> <li>b. above the waist</li> <li>c. below the waist</li> <li>d. fly ball</li> </ol> </li> <li>2. Demonstrate fielding skills in a game situation               <ol style="list-style-type: none"> <li>a. ground ball</li> <li>b. fly ball</li> <li>c. one hop</li> <li>d. line drive</li> </ol> </li> <li>3. Demonstrate hitting skills in a game situation               <ol style="list-style-type: none"> <li>a. grip</li> <li>b. stance</li> <li>c. pivot</li> <li>d. weight shift</li> <li>e. bunting</li> <li>f. fielding</li> </ol> </li> </ol>	

Knowledge and Skills	Activities/Outcomes	Assessments
<p><b>Striking</b></p> <p><b>Standard Number: 2.0 Team Sports</b></p> <p>The student will exhibit competency, advancing to proficiency in a team sport.</p>	<p>Demonstrate proper techniques when striking an object.</p> <p>Demonstrate ability to strike and object with accuracy and proper force.</p> <p>Demonstrate the ability to strike and object to an open area to avoid defenders.</p> <p>Demonstrate the strategy of striking to an open area while playing a game and use tactics to achieve this goal. (e.g. softball, baseball, T-ball, paddleball, scooter hockey, etc.)</p> <p>Demonstrate rule and procedure constantly</p> <p>Execute strategies, protocols, and rules in game situations</p> <ul style="list-style-type: none"> <li>a. consistency in offense and defense</li> <li>b. game specific protocols</li> <li>c. field dimension and boundaries</li> <li>d. rules for play and scoring penalties</li> </ul> <ul style="list-style-type: none"> <li>• Officiate a game</li> </ul>	<p>Pre and Post instructional skill assessment</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Teacher checklist rubric</li> <li>• Teacher questions</li> <li>• Self assessment</li> <li>• Authentic assessments</li> </ul> <p>Know and/or demonstrate understanding of:</p> <ul style="list-style-type: none"> <li>• Strike</li> <li>• Grips</li> <li>• Object</li> <li>• Follow through</li> <li>• Body alignment</li> <li>• Transfer body weight</li> <li>• Trajectory</li> <li>• Strategy</li> <li>• Tactic</li> <li>• Contact point</li> </ul>

## Framework Outline

## Advanced Team Sports

Knowledge and Skills	Activities/Outcomes	Assessments
<p><b>Standard 1</b>  <b>Standard 2</b>  <b>Standard 4</b>  <b>Kicking</b></p> <ul style="list-style-type: none"> <li>• Eye and foot coordination</li> </ul>	<p>Demonstrate the proper technique for kicking a ball that is stationary, rolled or dropped. (e.g. soccer, punting a football, kickball, etc.)</p> <p>Demonstrate the ability to kick a ball in the air and on the ground.</p> <p>Demonstrate the ability to kick an object to a stationary or moving target with accuracy and proper force.</p> <p>Demonstrate the ability to dribble a ball avoiding defenders.</p> <p>Demonstrate the ability to kick a ball with different parts of their foot.</p>	<p>Pre and post instructional skill assessment</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Cue skill rubric</li> <li>• Cognitive assessment</li> <li>• Peer assessment</li> </ul> <p>Identify and/or apply principles of mechanics of kicking in various sports and modified games:</p> <ul style="list-style-type: none"> <li>• Balance</li> <li>• Control</li> <li>• Stationary</li> <li>• Force</li> <li>• Accuracy</li> <li>• Follow through</li> <li>• Technique</li> <li>• Alignment</li> <li>• Contact point</li> </ul>
<p><b>Standard 1</b>  <b>Standard 3</b>  <b>Standard 4</b>  <b>Chasing, fleeing, and dodging</b></p> <ul style="list-style-type: none"> <li>• Tagging games</li> </ul>	<p>Demonstrate the ability to use locomotor skills to tag various players using strategy, personal space, speed, boundaries, and safety of others. (e.g. non-elimination tagging games, elimination tagging games, etc.)</p>	<p>Pre and post instructional individual or groups skill assessment</p> <ul style="list-style-type: none"> <li>• Identify offensive and defensive strategies</li> <li>• Teacher observation</li> <li>• Teacher checklist</li> <li>• Student self assessment</li> <li>• Peer assessment</li> <li>• Authentic/assessment</li> <li>• Rubric</li> </ul>

Knowledge and Skills	Activities/Outcomes	Assessments
<p><b>COGNITIVE</b></p> <p>Standard 1 Student will perform movement/forms and movement patterns</p> <p>Standard 2 Student will understand movement concepts and principles</p> <p>Standard 3 Student will participate in regular physical activity</p> <p>Standard 4 Student will achieve and maintain physical fitness</p>		
<p><b>Striking</b></p> <ul style="list-style-type: none"> <li>• Eye and hand coordination</li> </ul> <p>Standard 2. The student will exhibit competency, advancing to proficiency in a team sport.</p>	<ol style="list-style-type: none"> <li>1. Understand, identify, explain, and/or demonstrate proper striking technique with accuracy and force.</li> <li>2. Identify why striking an object to an open area to avoid defenders while playing a game is a strategic tactic.</li> <li>3. identify risk and safety factors that may affect sports performance</li> <li>4. Explain how participating in softball can be enjoyable and self-challenging</li> <li>5. Describe how participating in softball can help one maintain a healthy lifestyle</li> <li>6. Become proficient in two or more team sports</li> <li>7. Research and describe the historical development of a specified team sport</li> <li>8. Create a new activity involving team sport skills</li> <li>9. Identify the health-related fitness goals achieved through team sport participation</li> </ol>	<p>Pre and Post instructional skill assessment</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Teacher checklist rubric</li> <li>• Teacher questions</li> <li>• Self assessment</li> <li>• Authentic assessments</li> </ul>

Knowledge and Skills	Activities/Outcomes	Assessments
<p><b>Standard 1</b>  <b>Standard 2</b>  <b>Standard 4</b>  <b>Kicking</b></p> <ul style="list-style-type: none"> <li>• Eye and foot coordination</li> </ul>	<p>Identify and/or demonstrate the procedure of kicking a stationary rolled or dropped ball</p> <p>Identify and/or demonstrate the process of kicking a ball in the air and on the ground</p> <p>Identify and/or demonstrate the process of kicking an object to a stationary or moving target</p> <p>Explain and/or identify accuracy, proper force, body alignment, and kick accurately</p> <p>Identify and/or understand the process of dribbling a ball to avoid defenders with different parts of the foot.</p>	<p>Pre and post instructional skill assessment</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Cue skill rubric</li> <li>• Cognitive assessment</li> <li>• Peer assessment</li> </ul>
<p><b>Standard 1</b>  <b>Standard 3</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Identify and understand how to chase or flee from another person</p> <p>Identify and understand balance, center of gravity, and agility</p> <p>Recognize when to perform different fakes and determine correct angles.</p>	<p>Pre and post instructional understanding of skills</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Teacher checklist</li> <li>• Classroom discussions</li> <li>• Student self assessment</li> <li>• Peer assessment</li> <li>• Authentic assessment</li> <li>• Rubric</li> <li>• Written cognitive assessment</li> </ul>
<p><b>AFFECTIVE</b></p> <p>Standard 5 Student will demonstrate personal and social responsibility</p> <p>Standard 6 Student will value physical activity</p>		

## Framework Outline

## Advanced Team Sports

Knowledge and Skills	Activities/Outcomes	Assessments
<p><b>Standard 5</b></p> <p><b>Standard 6</b></p> <p>Striking</p> <ul style="list-style-type: none"> <li>• Eye and hand coordination</li> </ul>	<ol style="list-style-type: none"> <li>1. Respond to challenges, successes, and failures in socially acceptable way</li> <li>2. Demonstrate and understand cooperation</li> <li>3. Recognize the need of sharing</li> <li>4. Resolve conflicts socially physical education</li> <li>5. Challenge self to higher level of performance</li> <li>6. Enjoy achievement of health enhancing levels of fitness</li> <li>7. Demonstrate sportsmanship during physical education</li> <li>8. Participates regularly in physical activity</li> <li>9. Understanding fair play</li> <li>10. Recognize reflection of enjoyment while participating in physical activities group/individual competition or exhibitions</li> </ol>	<p>Pre and post instructional skill assessment</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Teacher checklist rubric</li> <li>• Teacher/student discussion</li> <li>• Self assessment</li> <li>• Peer assessment</li> </ul>

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<b>QUARTER 3</b>		
<p><b>PERFORM</b> Standard 1</p>		

Knowledge and Skills	Activities/Outcomes	Assessments
<p><b>Standard Number: 3.0 Fitness and Conditioning</b></p> <p><b>Standard:</b></p> <p>The student will recognize and establish behavioral factors leading to the development of total fitness.</p> <p><b>Standard Number: 2.0 Team Sports</b></p> <p><b>Standard:</b></p> <p>The student will exhibit competency, advancing to proficiency in a team sport.</p>	<p>Fitness Activities (first 8-12 minutes each day of class)</p> <p>Perform stretching/ flexibility exercises (select several)</p> <p>Perform strength exercises (select several)</p> <p>Perform endurance exercises (select</p> <p>Speedball</p> <ul style="list-style-type: none"> <li>Demonstrate kicking skills in a game situation                             <ul style="list-style-type: none"> <li>dribble</li> <li>drop kick</li> <li>punt</li> </ul> </li> <li>Demonstrate heading skills in a game situation</li> </ul> <ul style="list-style-type: none"> <li>• Demonstrate trapping skills in a game situation</li> <li>• Consistently perform skills and strategies</li> <li>• develop an appropriate conditioning program for a selected sport</li> <li>• demonstrate officiating techniques</li> <li>• describe equipment and practices that prevent or reduce injuries</li> <li>• explore opportunities to participate in community activities</li> <li>• develop and organize a tournament (single elimination, double elimination, round robin, ladder)</li> </ul>	<p>Demonstrate rule and procedure constantly</p>

Knowledge and Skills	Activities/Outcomes	Assessments
<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>B. Lacrosse</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate throwing skills in a game situation               <ol style="list-style-type: none"> <li>a. overarm</li> <li>b. underarm</li> <li>c. sidearm</li> <li>d. non-dominant overarm</li> </ol> </li> <li>2. Demonstrate catching skills in a game situation               <ol style="list-style-type: none"> <li>a. straight-on</li> <li>b. strong side</li> <li>c. backhand</li> <li>d. high</li> <li>e. low</li> <li>f. non-dominant hand</li> </ol> </li> <li>3. Demonstrate cradling skills in a game situation               <ol style="list-style-type: none"> <li>a. protected</li> <li>b. strong side</li> <li>c. backhand</li> <li>d. change of level</li> </ol> </li> <li>4. Demonstrate scooping skills in a game situation               <ol style="list-style-type: none"> <li>a. ball rolling toward</li> <li>b. ball rolling away</li> </ol> </li> <li>5. Demonstrate shooting skills in a game situation               <ol style="list-style-type: none"> <li>a. overarm</li> <li>b. underarm</li> <li>c. non-dominant hand</li> <li>d. high reverse</li> <li>e. rising</li> <li>f. sidearm</li> <li>g. sealing off a defender</li> </ol> </li> </ol>	<p>Pre and post instructional skill assessment</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student performance</li> <li>• Teacher questioning</li> <li>• Cue skills rubric</li> <li>• Authentic assessment</li> <li>• Cognitive Assessment</li> </ul> <p>Understand and/or demonstrate understanding of:</p> <ul style="list-style-type: none"> <li>• Slow or fast beat</li> <li>• Rhythm</li> <li>• Sequential patterns independently or in a group</li> <li>• Commands</li> <li>• Performance</li> <li>• Dance Sequence</li> <li>• Locomotor Skills</li> <li>• Beat</li> </ul>

Knowledge and Skills	Activities/Outcomes	Assessments
<p><b>Standard 1</b></p> <p><b>Standard 3</b></p>	<p>Demonstrate offensive skills in a game situation</p> <ul style="list-style-type: none"> <li>a. V-cut</li> <li>b. pivot</li> <li>c. scissor cut</li> <li>d. roll the crease</li> <li>e. head, body and stick fake</li> <li>f. pick and roll</li> <li>g. sealing off a defender</li> </ul> <p>Demonstrate proper warm-up and cool-down for lacrosse</p>	<p>Pre and post instructional individual or groups skill assessment</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Teacher checklist</li> <li>• Student self assessment</li> <li>• Authentic/assessment</li> <li>• Rubric</li> </ul> <p>Know and/or demonstrate an understanding of:</p> <ul style="list-style-type: none"> <li>• Possession</li> <li>• Offense &amp; defense</li> <li>• Strategy &amp; tactic</li> <li>• Leading</li> <li>• Goalkeeping</li> <li>• Guarding</li> <li>• Opponent</li> <li>• Create space</li> <li>• Avoid</li> <li>• Advantage</li> </ul>

Knowledge and Skills	Activities/Outcomes	Assessments
<p><b>Standard 1</b>  <b>Standard 3</b>  <b>Sport foundation for team games</b></p>	<p>A. Basketball</p> <ol style="list-style-type: none"> <li>1. Demonstrate dribbling skills in a game situation               <ol style="list-style-type: none"> <li>a. speed</li> <li>b. dominant</li> <li>c. non-dominant</li> <li>d. change of pace</li> <li>e. crossover</li> </ol> </li> <li>2. Demonstrate passing skills in a game situation               <ol style="list-style-type: none"> <li>a. chest</li> <li>b. overhead</li> <li>c. flip</li> <li>d. bounce</li> </ol> </li> <li>6. Demonstrate shooting skills in a game situation               <ol style="list-style-type: none"> <li>a. lay-up</li> <li>b. set</li> <li>c. jump</li> <li>d. hook</li> </ol> </li> <li>7. Demonstrate offensive skills in a game situation               <ol style="list-style-type: none"> <li>a. give and go</li> <li>b. cut</li> <li>c. fakes</li> <li>d. rebound</li> </ol> </li> <li>8. Demonstrate defensive skills in a game situation               <ol style="list-style-type: none"> <li>a. player to player</li> <li>b. boxing out</li> <li>c. rebound</li> <li>d. zone principles</li> </ol> </li> </ol>	<p>Pre and post instructional individual or groups skill assessment</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Teacher checklist</li> <li>• Authentic/assessment</li> <li>• Rubric</li> <li>• Teacher questioning</li> <li>• Teacher created assessment</li> <li>• Cognitive assessment</li> </ul> <p>Know and/or demonstrate understanding of:</p> <ul style="list-style-type: none"> <li>• Volley, rally, spike, attack, set, pass, home base</li> <li>• Defending space (in net/wall games)</li> <li>• Advantage</li> <li>• Passing/shot</li> <li>• Front court&amp; back court</li> <li>• Force</li> <li>• Trajectory</li> </ul>

Knowledge and Skills	Activities/Outcomes	Assessments
COGNITIVE	<p>Execute strategies, protocols, and rules in game situations</p> <ol style="list-style-type: none"> <li>a. consistency in offense and defense</li> <li>b. game specific protocols</li> <li>c. court dimensions and boundaries</li> <li>d. rules for play and scoring</li> <li>e. penalties</li> </ol> <p>Apply principles of training and conditioning appropriate to team sports Display proper care of speedball equipment</p> <p>Identify risk and safety factors that may effect sports performance</p> <p>Explain how participating in lacrosse can be enjoyable and self-challenging</p> <p>Describe how participating in lacrosse can help one maintain a healthy lifestyle</p>	<p>Pre and post instructional skill assessment</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student performance</li> <li>• Teacher questioning</li> <li>• Cue skills rubric</li> <li>• Authentic assessment</li> <li>• Cognitive Assessment</li> </ul>

# Framework Outline

# Advanced Team Sports

Knowledge and Skills	Activities/Outcomes	Assessments
<p><b>Standard 1</b>  <b>Standard 3</b>  <b>Sports foundation for invasion games</b></p>	<p>Basketball</p> <ol style="list-style-type: none"> <li>1. Execute strategies, protocols, and rules in game situations               <ol style="list-style-type: none"> <li>a. consistency in offense and defense</li> <li>b. game specific protocols</li> <li>c. court dimensions and boundaries</li> <li>d. rules for play and scoring</li> <li>e. penalties</li> </ol> </li> </ol> <p>Identify and/or demonstrate sport specific fundamental skills            Identify and explain sport specific strategies and tactical decisions            Understand how points are scored on offense and maintaining possession. Explain how participating in basketball can be enjoyable and self-challenging</p>	<p>Pre and post instructional individual or groups skill assessment</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Teacher checklist</li> <li>• Student self assessment</li> <li>• Authentic/assessment</li> <li>• Rubric</li> </ul>
<p><b>Standard 1</b>  <b>Standard 3</b>  <b>Sports foundation for net and wall games</b></p>	<p>Identify and/or demonstrate sports specific proper striking technique.            Understand the procedures needed to maintain a rally            Identify and/or demonstrate defending space against an attack and return to home base            Understand how to apply rules of modified games.</p>	<p>Pre and post instructional individual or groups skill assessment</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Teacher checklist</li> <li>• Authentic/assessment</li> <li>• Rubric</li> <li>• Teacher questioning</li> <li>• Teacher created assessment</li> <li>• Cognitive assessment</li> </ul>
<p><b>AFFECTIVE</b>            Standard 5 Student will demonstrate personal and social responsibility            Standard 6 Student will value physical activity</p>		

# Framework Outline

# Advanced Team Sports

Knowledge and Skills	Activities/Outcomes	Assessments
	<p>Exhibit positive personal and social skills needed for teamwork</p> <ol style="list-style-type: none"> <li>a. acceptance of the roles and decisions of officials</li> <li>b. acknowledgement of good play from an opponent during competition</li> </ol> <p>Respond to challenges, successes, and failures in socially acceptable ways</p> <p>Demonstrate and understand cooperation</p> <p>Exhibit positive personal and social skills needed for teamwork</p> <ol style="list-style-type: none"> <li>a. acceptance of the roles and decisions of officials</li> <li>b. acknowledgment of good play from an opponent during competition</li> </ol> <p>Respond to challenges, successes, and failures in socially acceptable ways</p> <p>Recognize the need of sharing</p> <p>Resolve conflicts socially physical education</p> <p>Challenge self to higher level of performance</p> <p>Enjoy achievement of health enhancing levels of fitness</p> <p>Demonstrate sportsmanship during physical education</p> <p>Participates regularly in physical activity</p> <p>Understanding fair play</p> <p>Recognize reflection of enjoyment while participating in physical activities group/individual competition or exhibitions</p>	<p>Pre and post instructional skill assessment</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Teacher checklist rubric</li> <li>• Teacher/student discussion</li> <li>• Self assessment</li> <li>• Peer assessment</li> </ul>
<b>CONNECT</b>		
		•
<b>QUARTER 4</b>		
<b>PERFORM</b> Standard 1		

Knowledge and Skills	Activities/Outcomes	Assessments
<p><b>Perform</b></p> <p>Standard 1</p> <p>Rules and procedures</p>	<p><b>I. INVASION GAME</b></p> <p>A. Fitness Activities (first 8 – 12 minutes each day of class)</p> <ol style="list-style-type: none"> <li>1. Perform stretching/flexibility exercises (select several)</li> <li>2. Perform strength exercises (select several)</li> <li>3. Perform endurance exercises (select several)</li> <li>4. Apply principles of training and conditioning appropriate to team sports</li> </ol> <p>B. Team Handball</p> <ol style="list-style-type: none"> <li>1. Demonstrate dribbling skills in a game situation               <ol style="list-style-type: none"> <li>a. stationary</li> <li>b. while moving</li> <li>c. while defended</li> </ol> </li> <li>2. Demonstrate catching skills in a game situation</li> <li>3. Demonstrate passing skills in a game situation               <ol style="list-style-type: none"> <li>a. chest</li> <li>b. one-handed</li> <li>c. two-handed overhead</li> <li>d. bounce</li> </ol> </li> <li>4. Demonstrate shooting skills in a game situation               <ol style="list-style-type: none"> <li>a. set</li> <li>b. jump</li> </ol> </li> <li>5. Demonstrate goal keeping skills in a game situation</li> <li>6. Demonstrate proper warm-up and cool-down activities</li> </ol>	<p>Demonstrate rule and procedure constantly</p>

Knowledge and Skills	Activities/Outcomes	Assessments
<p><b>Standard 4</b> <b>Handball</b></p>	<p>Demonstrate how the heart is a muscle that becomes stronger as a result of performing physical activity. (e.g. track and field unit, partner run, relays, etc.)</p> <p>Demonstrate the changes that occur in respiration during and after participation in sustained physical activity. (e.g. walking, mile run, pacer test, etc.)</p> <p>Demonstrate understanding that physical activity produces feeling of pleasure and reduces stress (e.g. non-elimination tag, and moderate to high intensity games, etc.)</p> <p>Participate in activities that promote muscular strength. (e.g. pull-ups, push-ups, curl-ups, fitness station, etc.)</p> <p>Demonstrate proper flexion and extension of various body parts.</p>	<p>Pre and post instructional skill assessment</p> <ul style="list-style-type: none"> <li>• Teacher checklist</li> <li>• Student checklist</li> <li>• Student log</li> <li>• Student journal</li> <li>• Cognitive assessment</li> <li>• Presidential fitness test</li> <li>• Physical best</li> <li>• Fitness gram</li> </ul> <p>Know and/or demonstrate understanding of:</p> <ul style="list-style-type: none"> <li>• Heart rate (target/resting)</li> <li>• Abdomen</li> <li>• Flexibility</li> <li>• Pacing</li> <li>• Muscle and muscular strength</li> <li>• Fitness</li> <li>• Physical activity</li> <li>• Agility and endurance</li> <li>• Respiration</li> <li>• Long term and short term goals</li> <li>• Flexion &amp; extension</li> <li>• Lifelong</li> </ul>

Knowledge and Skills	Activities/Outcomes	Assessments
<p><b>Net Game</b></p>	<p>A. Demonstrate the ability to cooperate and work with other during activities. Fitness Activities (first 8 – 12 minutes each day of class)</p> <ol style="list-style-type: none"> <li>1. Perform stretching/flexibility exercises (select several)</li> <li>2. Perform strength exercises (select several)</li> <li>3. Perform endurance exercises (select several)</li> <li>4. Apply principles of training and conditioning appropriate to team sports</li> </ol> <p>B. Volleyball</p> <ol style="list-style-type: none"> <li>1. Demonstrate serving skills in a game situation               <ol style="list-style-type: none"> <li>a. underhand</li> <li>b. overhand floater</li> </ol> </li> <li>2. Demonstrate ball control skills in a game situation               <ol style="list-style-type: none"> <li>a. forearm pass</li> <li>b. overhead set</li> </ol> </li> <li>7. Demonstrate offensive skills in a game situation               <ol style="list-style-type: none"> <li>a. spike</li> <li>b. tip</li> </ol> </li> <li>8. Demonstrate defensive skills in a game situation               <ol style="list-style-type: none"> <li>a. block</li> <li>b. cover</li> </ol> </li> </ol>	<p>Pre and post instructional individual or groups skill assessment</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Teacher checklist</li> <li>• Student self assessment</li> <li>• Authentic/assessment</li> <li>• Rubric</li> </ul> <p>Know and/or demonstrate understanding of:</p> <ul style="list-style-type: none"> <li>• Single bounce</li> <li>• Double jump</li> <li>• Double turn</li> <li>• One foot single bounce</li> <li>• Double Dutch</li> <li>• Criss-cross</li> </ul>

Knowledge and Skills	Activities/Outcomes	Assessments
<p>Standard 1</p>	<p><b>II. FITNESS</b></p> <p>A. Self-Assessment of Fitness</p> <ol style="list-style-type: none"> <li>1. Assess personal cardiovascular endurance (select one)                             <ol style="list-style-type: none"> <li>a. mile - run</li> <li>b. 12 minute walk - run</li> <li>c. 1.5 mile walk - run</li> </ol> </li> <li>2. Assess personal arm and shoulder strength (select one)                             <ol style="list-style-type: none"> <li>a. pull-ups</li> <li>b. flexed arm hang</li> <li>c. push-up</li> </ol> </li> <li>3. Assess personal abdominal strength or endurance (select one)                             <ol style="list-style-type: none"> <li>a. sit-ups</li> <li>b. curl-ups</li> <li>c. crunches</li> </ol> </li> <li>4. Assess personal flexibility (select one)                             <ol style="list-style-type: none"> <li>a. v-sit</li> <li>b. back-saver sit and reach</li> </ol> </li> <li>5. Determine personal body mass index                             <ol style="list-style-type: none"> <li>a. height</li> <li>b. weight</li> </ol> </li> <li>6. Evaluate and modify personal fitness plan</li> </ol>	<p>Pre and post instructional individual or groups skill assessment</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Teacher checklist</li> <li>• Student self assessment</li> <li>• Performance Rubric</li> <li>• Develop a Fitness Plan</li> </ul>
<p><b>COGNITIVE</b> Standard 1</p>		

Knowledge and Skills	Activities/Outcomes	Assessments
<p><b>Standard 4</b></p>	<p><b>Hand ball</b>                      Execute strategies, protocols, and rules in game situations</p> <ul style="list-style-type: none"> <li>a. consistency in offense and defense</li> <li>b. game specific protocols</li> <li>c. court dimensions and boundaries</li> <li>d. rules for play and scoring</li> <li>e. penalties</li> </ul> <p>Identify risk and safety factors that may affect sports performance</p> <p>Explain how participating in team handball can be enjoyable and self-challenging</p> <p>Describe how participating in team handball can help one maintain a healthy lifestyle Demonstrate proper warm-up and cool-down for volleyball</p> <p>f.</p>	<p>Pre and post instructional skill assessment</p> <ul style="list-style-type: none"> <li>• Teacher checklist</li> <li>• Student checklist</li> <li>• Student log</li> <li>• Student journal</li> <li>• Cognitive assessment</li> <li>• Presidential fitness test</li> <li>• Physical best</li> <li>• Fitness gram</li> </ul>
<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Describe and/or demonstrate how jumping rope which is swung slowly by others; rotate and jump individual rope in a large group</p> <p>Identify how manipulate various apparatus individual and in a large group.</p> <p>Explain an understanding of factors that contribute to skills in using apparatus</p> <p>Identify the ability to cooperate and work with other during activities.</p>	<p>Pre and post instructional individual or groups skill assessment</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Teacher checklist</li> <li>• Student self assessment</li> <li>• Authentic/assessment</li> <li>• Rubric</li> </ul>

Knowledge and Skills	Activities/Outcomes	Assessments
<p><b>Standard 1</b></p> <p><b>Standard 3</b></p> <p><b>Standard 5</b></p> <p><b>Team building activities</b></p> <ul style="list-style-type: none"> <li>• Field day activities</li> <li>• Recreational games</li> </ul>	<p>Identify the ability to perform and work corporately with a large group or groups to complete a goal. (e.g. relay races, tug-a- war, shuttle run, modified team challenges, etc.)</p> <p>Identify the ability to perform lifetime recreational activities: (e.g. bowling, bocce ball horse shoes, tailgate toss, shuffle board, four square, etc.)Identify the positive outcomes of working together to complete a goal.</p> <p>Identify how positive communication and interaction can produce assistive feelings</p>	<p>Pre and post instructional individual or groups skill assessment</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Teacher checklist</li> <li>• Student self assessment</li> </ul>
<p><b>AFFECTIVE</b></p> <p>Standard 5 Student will demonstrate personal and social responsibly</p> <p>Standard 6 Student will value physical activity</p>		

Knowledge and Skills	Activities/Outcomes	Assessments
<p><b>Net Games</b></p> <p><b>Standard 4</b></p>	<p>Exhibit positive personal and social skills needed for teamwork</p> <ol style="list-style-type: none"> <li>a. acceptance of the roles and decisions of officials</li> <li>b. acknowledgment of good play from an opponent during competition</li> </ol> <p>Respond to challenges, successes, and failures in socially acceptable ways</p> <p>Identify risk and safety factors that may affect sports performance.</p> <p>Demonstrate and understand cooperation</p> <p>Recognize the need of sharing</p> <p>Resolve conflicts socially physical education</p> <p>Challenge self to higher level of performance</p> <p>Enjoy achievement of health enhancing levels of fitness</p> <p>Demonstrate sportsmanship during physical education</p> <p>Participates regularly in physical activity</p> <p>Understanding fair play</p> <p>Recognize reflection of enjoyment while participating in physical activities group/individual competition or exhibitions</p>	<p>Pre and Post instructional skill assessment</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Teacher checklist rubric</li> <li>• Teacher/student discussion</li> <li>• Self assessment</li> <li>• Peer assessment</li> </ul>

## Framework Outline

## Advanced Team Sports

Knowledge and Skills	Activities/Outcomes	Assessments
	<p>Exhibit positive personal and social skills needed for teamwork</p> <ol style="list-style-type: none"> <li>a. acceptance of the roles and decisions of officials</li> <li>b. acknowledgment of good play from an opponent during competition</li> </ol> <p>Respond to challenges, successes, and failures in socially acceptable ways</p>	<p>Pre and post instructional skill assessment</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student performance</li> <li>• Teacher questioning</li> <li>• Authentic assessment</li> <li>• Cognitive Assessment</li> <li>• Develop graphs and charts that reflect various performance data sets</li> </ul>
<p><b>CCSS Anchors</b></p>	<p>CCSS.ELA-Literacy. Read closely to determine what the text says explicitly and to make logical references from it. Cite textual evidence when writing or speaking to support conclusion drawn from text.</p> <p>CCSS-Math9-12-Summarize, represent and interpret data on a single count or measurement variable</p> <p>CCSS.ELA-Literacy. Determine central ideas and themes of a text and analyze their development. Summarize the key supporting details and ideas.</p> <p>Analyze how and why individuals, events or ideas develop and interact over the course of a text.</p> <p>CCSS.ELA-Literacy. Interpret words and phrases as they are used in a text. Assess how point of view or purpose shapes the content style of a text.</p> <p>CCSS.ELA-Literacy. Integrate and evaluate content presented in diverse formats and media</p> <p>CCSS.ELA-Literacy.RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p>	