

**Physical Education Pacing Guides –Semester**

<b>Common Core Anchors</b>	<b>Grade 6</b>	<b>Common Core Anchors</b>	<b>Grade 7</b>	<b>Common Core Anchors</b>	<b>Grade 8</b>
<p><b>Motor Skills</b></p> <p>Explain the importance of practice to improve skill <b>S.L. 6.1</b></p> <p><b>Movement Concepts</b> Explain the Mechanics of various skills or sequences of movement to improve performance. <b>S.L. 6.1</b></p> <p>Explain when and why to use strategies and tactics within game play. S.L. 6.1</p> <p>Use well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations <b>S.L. 6.2</b></p> <p>Analyze conflicts that arise in competitive activities to determine the most appropriate ways of resolving the conflicts. <b>S.L. 6.1</b></p>	<p><b>Perform/ psychomotor</b></p> <p>Identify and follow rules while playing sports and games; also, modify games/activities to improve the game/activity.</p> <p>Accept decisions made by game officials such as student, teachers, and officials outside the school</p> <p>Accept successes and performance limitations of self and others, exhibit appropriate behavior responses, and recognize that improvement is possible with appropriate practice;</p> <p>Integrate both locomotor and manipulative skills with partner, in small-group, and in small-sided game situations.</p> <ul style="list-style-type: none"> <li>• <b>Motor Skills</b></li> </ul> <p>Analyze fundamental motor skills and specialized skills that contribute to movement proficiency.</p> <p><b>Activities</b> Throwing – distance, accuracy, to stationary target, to moving target</p>	<p><b>Movement Concept</b></p> <p>Contrast information from a variety of sources, both internal and external, in terms of their relevance to guiding, improving and modifying performance. <b>S.L. 7.2</b></p> <p><b>Health Related Fitness</b> Use the gender and age related physical fitness standard defined by an approved fitness assessment to self-evaluate fitness levels. <b>S.L. 7.2.</b></p> <p>Analyze data to examine the relationship between physical activity and caloric intake. <b>S.L. 7.2.</b></p> <p><b>Personal Social Responsibility</b></p> <p>Contrast between appropriate and inappropriate strategies to seek greater independence from adults when completing tasks. <b>S.L. 7.1</b></p> <p>Contrast between appropriate and inappropriate strategies to communicating ideas and feelings. <b>S.L. 7.1.</b></p>	<p><b>Perform/ psychomotor</b></p> <p>Identify and follow rules while playing sports and games; also, modify games/activities to improve the game/activity.</p> <p>Accept decisions made by game officials such as student, teachers, and officials outside the school</p> <p>Accept successes and performance limitations of self and others, exhibit appropriate behavior responses, and recognize that improvement is possible with appropriate practice;</p> <p>Integrate both locomotor and manipulative skills with partner, in small-group, and in small-sided game situations.</p> <p><b>Motor Skills</b></p> <p>Analyze fundamental motor skills and specialized skills that contribute to movement proficiency</p> <p><b>Activities</b> Throwing/Catching Small Sided Games</p>	<p>Analyze fundamental motor skills and specialized skills that contribute to movement proficiency in small sided game situations. SL 8.2</p> <p>Apply basic strategy and tactics that contribute to successful participation. SL.8.1</p> <p>Integrate increasingly complex discipline-specific knowledge, such as biomechanics, with movement skills</p> <p>Evaluate progress toward achieving health-related fitness standards, using the results to make improvements. SL.8.1</p> <p>Summarize the potential short and long-term physical, social, and emotional impacts of physical activity as a positive life style choice SL.8.1</p> <p>Use a variety of resources to assess, monitor, and improve personal fitness. SL.8.4</p> <p>Analyze a variety of settings and situations to determine appropriate safety, ethics, and the form</p>	<p><b>Perform/ psychomotor</b></p> <p>Identify and follow rules while playing sports and games; also, modify games/activities to improve the game/activity.</p> <p>Accept decisions made by game officials such as student, teachers, and officials outside the school</p> <p>Accept successes and performance limitations of self and others, exhibit appropriate behavior responses, and recognize that improvement is possible with appropriate practice;</p> <p>Develop eye-hand coordination.</p> <p><b>Motor Skills</b></p> <p>Analyze fundamental motor skills and specialized skills that contribute to movement proficiency in small sided game situations.</p> <ol style="list-style-type: none"> <li>1. Dribbling while running</li> <li>2. Passing and</li> </ol>

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	<p>Overhand (flag football, softball/baseball, team handball)</p> <p>Underhand (bocce, bowling, cornhole, Frisbee games, ladder golf, tag rugby)</p> <p>Catching/collecting</p> <p>Hands - object above waist, object below waist, object rolling, while moving, Frisbee, Kinball</p> <p>Feet/Knees – trapping, juggling (soccer)</p> <p>Kicking – distance, accuracy, grounded object, held object, (flag football, soccer)</p> <p>Striking</p> <ol style="list-style-type: none"> <li>1. With body parts (basketball, handball, volleyball, soccer, Kinball)</li> <li>2. With short/long implements (badminton, cricket, floor hockey, pickle ball, softball/baseball, table tennis, tennis)</li> <li>3. Forehand,</li> </ol>		<ol style="list-style-type: none"> <li>1. Underhand</li> <li>2. Ladder golf</li> <li>3. bocce</li> <li>4. cornhole</li> <li>5. tag rugby</li> </ol> <p>Overhand handball games flicker football softball (roller bat)</p> <p>Sidearm</p> <ol style="list-style-type: none"> <li>1. Ultimate Frisbee</li> <li>2. Back hand Frisbee</li> </ol> <p>Striking w/Body Parts</p> <p>Small Sided Games</p> <ol style="list-style-type: none"> <li>1. Feet - Soccer</li> <li>2. <b>One-on-one soccer</b></li> <li>3. <b>Soccer tag</b></li> <li>4. <b>4 corner soccer</b></li> <li>5. 2-on-2 soccer (no goalie)</li> <li>6. 3-on-3 soccer (no goalie)</li> </ol> <p>Arms/Hands Small Sided Games Underhand</p> <ol style="list-style-type: none"> <li>1. Gaga</li> <li>2. Four-Square</li> <li>3. V-ball underhand pass</li> <li>4. One-bounce V-ball</li> <li>5. Prison V-ball</li> <li>6. Queen/King Court</li> </ol> <p>Overhand</p> <ol style="list-style-type: none"> <li>1. Four-square V-</li> </ol>	<p>of social interaction. SL.8.4</p>	<p>catching while guarded</p> <ol style="list-style-type: none"> <li>3. Striking a thrown object during modified games and activities</li> <li>4. In and Out of cones</li> <li>5. Give and Go</li> <li>6. Pick and Roll</li> <li>7. Bowling unit</li> </ol> <p>Compose basic offensive and defensive strategies in a modified version of team and individual sports through small sided games (e.g. stays between opponent and goal, moves between opponent and goal, hits object away from opponent)</p> <p>Students will participate in small-sided games or individual and dual sport activities</p> <p><b>Activities</b> Invasion Games</p> <ol style="list-style-type: none"> <li>1. Keep Away</li> <li>2. Sport specific games</li> </ol>

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	<p align="center">backhand, overhand, underhand, and overhead</p> <p><b>Motor Skills</b> Use refined skills that are appropriate for modified game play.</p> <p>Throwing/Catching -</p> <ol style="list-style-type: none"> <li>Underhand (examples: bowling, bocce, cornhole, ladder golf)</li> <li>Overhand (examples: handball, foxtails, softball, football)</li> <li>Sidarm (example:frisbee)</li> <li>Backhand (example:frisbee)</li> </ol> <p>Striking w/feet Soccer</p> <ol style="list-style-type: none"> <li>Ball control</li> <li>Inside foot</li> <li>Outside foot</li> <li>Trapping</li> </ol> <p>Lead Up Games</p> <ol style="list-style-type: none"> <li>Cone soccer</li> <li>One-on-one soccer</li> <li>Soccer tag</li> <li>4 goal soccer</li> <li>4 corner soccer</li> </ol> <p>Striking w/ arms &amp; hands Underhand (examples)</p> <ol style="list-style-type: none"> <li>Kinball</li> <li>Newcomb</li> <li>Gaga</li> <li>Four-Square</li> <li>V-ball serve</li> <li>Four-arm pass</li> </ol>		<p align="center">ball</p> <ol style="list-style-type: none"> <li>V-ball set</li> </ol> <p>Dribbling</p> <ol style="list-style-type: none"> <li>Right/Left</li> <li>Crossover</li> <li>Behind back</li> <li>Spin</li> <li>Between leg</li> <li>Two-ball</li> <li>Dribble knock-out</li> <li>Relay</li> </ol> <p>Striking w/Implements Small Sided Games</p> <ol style="list-style-type: none"> <li>Table Tennis/Pickle Ball</li> <li>Forehand - grip and serve</li> <li>Backhand - grip</li> <li>Underhand - Serving (ie pickle ball)</li> </ol> <p>Lead – Up Games</p> <ol style="list-style-type: none"> <li>Wall ball</li> <li>Partner Toss</li> <li>Line volley</li> <li>Floor pong</li> <li>Cut throat</li> </ol> <p>Badminton</p> <ol style="list-style-type: none"> <li>Forehand - grip &amp; serve</li> <li>Backhand - grip</li> <li>Overhand-Serving</li> </ol> <p>Lead – Up Games Carry the birdie relay Stroking the Bird Badminton Golf Bird in the Hoop</p>		<p align="center">.</p> <p>Students will demonstrate the following offensive and defensive skills while participating in modified games:</p> <p>Offensive Skills:</p> <ol style="list-style-type: none"> <li>Give and Go</li> <li>Fakes (ball/head)</li> <li>Pivots</li> <li>Changing (direction/speed)</li> <li>Screen</li> <li>Pick &amp; roll</li> </ol> <p>Defensive Skills:</p> <ol style="list-style-type: none"> <li>Player to player</li> <li>Reducing size of passing lane</li> <li>Maintaining “triangle” with ball, opponent, and goal.</li> </ol>

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	<p>7. One-bounce V-ball Overhand (examples)</p> <ol style="list-style-type: none"> <li>Volleyball serve/drive (beach ball/omnikin)</li> <li>Four-square volleyball (beach ball/omnikin)</li> <li>omnikin)</li> </ol> <p>Dribbling (examples)</p> <ol style="list-style-type: none"> <li>Dribble knock-out</li> <li>Relays</li> <li>Right/Left</li> <li>Crossover</li> </ol> <p>Striking w/short implements Table Tennis/Pickle Ball Forehand</p> <ol style="list-style-type: none"> <li>Grip</li> <li>Serve</li> </ol> <p>Backhand</p> <ol style="list-style-type: none"> <li>Grip</li> </ol> <p>Underhand</p> <ol style="list-style-type: none"> <li>Serving(pickle ball)</li> </ol> <p>Lead – Up Games</p> <ol style="list-style-type: none"> <li>Wall ball</li> <li>Partner Toss</li> <li>Line volley</li> <li>Floor pong</li> </ol> <p>Striking w/long implements Badminton Forehand/Backhand</p> <ol style="list-style-type: none"> <li>Wall ball</li> <li>Partner Toss</li> <li>Line volley</li> </ol> <p>Forehand</p> <ol style="list-style-type: none"> <li>Grip</li> <li>Serve</li> </ol> <p>Backhand</p> <ol style="list-style-type: none"> <li>Grip</li> </ol> <p>Overhand</p> <ol style="list-style-type: none"> <li>Serving</li> </ol> <p>Lead – Up Games</p> <ol style="list-style-type: none"> <li>Carry the birdie relay</li> <li>Stroking the Bird</li> </ol>		<p><b>Movement Concepts</b></p> <p>Students will demonstrate the following offensive and defensive skills while participating in modified games:</p> <p>Offensive Skills:</p> <ol style="list-style-type: none"> <li>Give and Go</li> <li>Fakes (ball/head)</li> <li>Pivots</li> <li>Changing (direction/speed)</li> </ol> <p>Defensive Skills:</p> <ol style="list-style-type: none"> <li>Player to player</li> <li>Reducing size of passing lane</li> </ol>		<p><b>Movement Concept</b></p> <p>Integrate increasingly complex discipline-specific knowledge, such as biomechanics, with movement skills.</p> <ol style="list-style-type: none"> <li>Force (absorption, impact of more than one force, speed of object, generation of force)</li> <li>Torque (how to generate, change)</li> <li>Levers (length, speed, force generated)</li> <li>Air resistance (impact on object, shape of the object, impact on flight)</li> <li>Trajectory / Projection (changing flight path, angles, force applied)</li> <li>Point of contact (impact on object, shape of the object, impact on flight)</li> </ol> <p><b>Developmental</b></p>

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	<p align="center">3. Badminton Golf</p> <p><b>Movement Concepts</b></p> <p>Explore personal wellness by gathering information, considering alternatives and consequences that accompany such choices.</p> <p>Demonstrate basic understanding of offensive and defensive strategies in activity</p>				<p><b>Activities</b> Enhance and improve previously learned weight transfer skills.</p> <p>Attempt to detect and correct errors in personal movement patterns.</p> <p>Demonstrate muscular strength, flexibility and endurance.</p> <p><b>Sample Activities:</b></p> <ol style="list-style-type: none"> <li>1. Balancing skills                             <ul style="list-style-type: none"> <li>• individual stunts</li> <li>• partner stunts</li> <li>• group skills in combination pyramids</li> </ul> </li> <li>2. Conditioning warm-ups</li> <li>3. Stretching cool-downs</li> <li>4. Circuit training                             <ul style="list-style-type: none"> <li>• jump rope</li> <li>• hoola hoop</li> </ul> </li> </ol> <p><b>Basketball</b></p> <p>Demonstrate the ability to play “Team Basketball)</p> <p><b>Sample Activities:</b></p> <p>Shooting</p> <ol style="list-style-type: none"> <li>1. Passing</li> <li>2. Defense -man to man and zone</li> <li>3. Dribbling</li> <li>4. Rebounding</li> <li>5. Pivoting and</li> </ol>

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					<p>screening. One-on-one competition</p> <ol style="list-style-type: none"> <li>6. Two-on-two competition</li> <li>7. Game Play</li> </ol> <p><b>Flag Football</b> Develop basic skills and rules of flag football.</p> <p>Refine the football skills previously introduced and learn new skills.</p> <p>Gain the benefit of physical exercise, increase endurance, agility and coordination.</p> <p><b>Sample Activities:</b></p> <ol style="list-style-type: none"> <li>1. Blocking techniques               <ol style="list-style-type: none"> <li>a. blockers responsibility is to keep their body between the defensive player and the ball</li> <li>b. hands cannot be used</li> <li>c. block with shoulder and forearm</li> </ol> </li> <li>2. Passing techniques               <ol style="list-style-type: none"> <li>a. center pass</li> <li>b. direct pass</li> <li>c. punt formation passes</li> <li>d. forward and lateral passing</li> <li>e. receiving passes</li> </ol> </li> <li>3. Inter-class competition</li> </ol> <p><b>Floor Hockey/Field</b></p>

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					<p><b><u>Hockey</u></b>                      Develop a greater awareness of team play and positioning.</p> <p>Increase a student’s alertness and sense of movement.</p> <p>Improve their hand-eye coordination.</p> <p><b><u>Sample Activities:</u></b></p> <ol style="list-style-type: none"> <li>1. Students will review fundamental skills                             <ol style="list-style-type: none"> <li>a. stick handling</li> <li>b. playing puck or floor hockey ball</li> <li>c. rules, scoring and fouls</li> <li>d. goalkeeping</li> </ol> </li> <li>2. Positioning</li> <li>3. Strategies</li> <li>4. Play games</li> </ol> <p><b><u>Low-Organized Games</u></b></p> <p><b><u>Sample Activities:</u></b></p> <ol style="list-style-type: none"> <li>1. Chasing and fleeing games</li> <li>2. Dodge ball games</li> <li>3. Cagball games</li> <li>4. Game using apparatus, foot and hand</li> <li>5. Relays using apparatus, foot and hand</li> <li>6. Parachute activities</li> <li>7. Mass games (games of three or more teams)</li> <li>8. Problem-solving activities</li> <li>9. Circuits</li> <li>10. Obstacle courses</li> <li>11. Rope jumping</li> </ol>

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					<p>12. Bowling                      13. Golf                      14. Walking                      15. Ping Pong (Table Tennis)                      16. Badminton                      17. Horseshoes                      18. Frisbee                      19. Shuffleboard</p> <p><b>Soccer</b>                      Review and continue to develop proper soccer skills.                      Participate in inter-class games.</p> <p><b>Sample Activities:</b></p> <p>1. Kicking                      a. instep                      b. half-volley                      c. volley                      d. heel                      e. punt and goal kick</p> <p>2. Trapping                      a. inside of foot                      b. outside of foot                      c. inside of leg and drag                      d. sole of foot</p> <p>3. Dribbling                      a. inside of foot                      b. outside of foot</p> <p>4. Goalie play                      5. Corner kick                      6. Team play                      7. Game competition</p>
	<p><b>Cognitive</b></p> <p>Participate in a physical fitness assessment and develop a plan for</p>		<p><b>Cognitive</b></p> <p>Participate in small-sided games or individual and dual sport activities to demonstrate rules and strategy comprehension</p>		<p><b>Cognitive</b></p> <p>Be aware of risks involved in physical activities.</p> <p>The students will:                      review the basic skills</p>

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	<p>improvement</p> <p>Use information from a variety of sources to improve performance such as feedback from a peer and published documents.</p> <p>Explore personal wellness by gathering information, considering alternatives and consequences that accompany such choices.</p> <p>Recognize the general characteristics of movement that can be applied to specific settings such as moving to open space or speeding up or slow down to intercept an object.</p> <p>Use basic understanding of the knowledge of offensive and defensive strategies in activity settings.</p> <p>Identify and demonstrate selected critical elements of manipulative skills</p> <p>Identify appropriate physical activities in and out of school</p> <p>Describe the components of health-related fitness</p> <p>Understands the basic concepts for moving with control.</p>		<p>Participate in a physical fitness assessment and develop a plan for improvement</p> <p>Use information from a variety of sources to improve performance such as feedback from a peer and published documents.</p> <p>Explore personal wellness by gathering information, considering alternatives and consequences that accompany such choices.</p> <p>Recognize the general characteristics of movement that can be applied to specific settings such as moving to open space or speeding up or slow down to intercept an object.</p> <p>Use basic understanding of the knowledge of offensive and defensive strategies in activity settings.</p> <p>Identify and demonstrate selected critical elements of manipulative skills</p> <p>Identify appropriate physical activities in and out of school</p> <p>Describe the components of health-related fitness</p>		<p>and rules of basketball, volleyball. Flag football. Soccer, field/floor hockey</p> <p>Use information from a variety of sources to improve performance such as feedback from a peer and published documents.</p> <p>Understands the concept for moving with control in different directions.</p> <p>Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>Demonstrates knowledge of proper hand and foot placement</p> <p>Participate in Evaluations (written &amp; physical)</p> <p>Assessments regarding students’ ability to execute the forehand and backhand strokes, shot selection based on the most effective tactic or strategy used during game play and their ability to move the opponent around the court.</p> <p>Peer evaluation using a scoring rubric or skill</p>

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	<p>Demonstrates knowledge of hand and foot placement</p> <p>Describe the effects of aerobic exercise on the heart and overall health;</p> <p>Analyze effects of exercise on heart rate through the use of manual pulse checking and recovery rates, heart rate monitors, perceived exertion scales, and/or computer generated data;</p>		<p>Understands the basic concepts for moving with control.</p> <p>Demonstrates knowledge of hand and foot placement</p> <p>Describe the effects of aerobic exercise on the heart and overall health;</p> <p>Analyze effects of exercise on heart rate through the use of manual pulse checking and recovery rates, heart rate monitors, perceived</p> <p>Demonstrate the following offensive and defensive skills while participating in modified games:</p> <p>Offensive Skills:</p> <ol style="list-style-type: none"> <li>1. Give and Go</li> <li>2. Fakes (ball/head)</li> <li>3. Pivots</li> <li>4. Changing (direction/speed)</li> </ol> <p>Defensive Skills:</p> <ol style="list-style-type: none"> <li>1. Player to player</li> <li>2. Reducing size of passing lane</li> </ol>		<p>check sheet.</p> <p>Describe the short and long term benefits of regular participation in physical activity (e.g., stress management, positive self-image)</p>
	<p><b>Affective</b> Resolve conflicts socially physical education</p>		<p><b>Affective</b> Resolve conflicts socially physical education Challenge self to higher</p>		<p><b>Affective</b> Create an interest in basketball, volleyball, soccer, football and to</p>

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	<p>Challenge self to higher level of performance</p> <p>Identify opportunities in the school and community for regular participation in physical activity;</p> <p>Participate in moderate to vigorous health-related physical activities on a regular basis;</p> <p>Establish and monitor progress toward appropriate personal fitness goals in each of the components of health-related fitness such as personal logs, group projects, and no space/or criterion referenced tests</p> <p>Identify and know how to use technological tools used for measuring and monitoring fitness parameters such as computer programs, heart rate monitors, skin-fold calipers, and impedance testing equipment</p> <p>Sets realistic physical activity goals and strive to attain them through participation in physical activity of his or her choosing.</p> <p>Identify opportunities in the school and community</p>		<p>level of performance</p> <p>Recognize the role of games, sport, and dance in getting to know and understand others</p> <p>Analyze independent behaviors from the class, recreational opportunities and sporting events</p> <p>Develop a Checklist of behavior assessments</p> <p>Identify opportunities in the school and community for regular participation in physical activity;</p> <p>Participate in moderate to vigorous health-related physical activities on a regular basis;</p> <p>Establish and monitor progress toward appropriate personal fitness goals in each of the components of health-related fitness such as personal logs, group projects, and no space/or criterion referenced tests</p> <p>Identify and know how to use technological tools used for measuring and monitoring fitness parameters such as computer programs,</p>		<p>have fun.</p> <p>Challenge self to higher level of performance</p> <p>Recognize the role of games, sport, and dance in getting to know and understand others</p> <p>Analyze independent behaviors from the class, recreational opportunities and sporting events</p> <p>Develop a Checklist of behavior assessments</p> <p>Develop a better understanding of the game of flag football, softball, soccer, basketball for active participation and also as a spectator</p> <p>Develop proper attitudes toward the team games by utilizing the team concept</p> <p>Challenge self to higher level of performance</p> <p>Enjoy achievement of health enhancing levels of fitness, Sportsmanship and cooperative learning during physical education</p>

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	<p>for regular participation in physical activity (documentation of heart rate, perceived exertion, and include warm up and cool down through one of the following; Journal, Contract, Pedometers, Heart rate monitors)</p>		<p>heart rate monitors, skin-fold calipers, and testing Equipment.</p> <p>Identify opportunities in the school and community for regular participation in physical activity (documentation of heart rate, perceived exertion, and include warm up and cool down through one of the following; Journal, Contract, Pedometers, Heart rate monitors)</p>		<p>Participates regularly in physical activity</p> <p>Participates in group/individual competition or exhibitions</p> <p>Explores a variety of new activities for personal interest in and out of the Physical Education setting.</p> <p>Participate in health enhancing levels of physical activity on a daily basis (e.g. pedometers, heart rate monitors, fitness journals).</p> <p>Participate in a progression of activities that will maintain or improve personal fitness levels.</p>