

Knowledge and Skills	Activities/Outcomes	Assessments
<i>Quarter 1</i>		
<p>PERFORM Standard 1 Students will perform movement forms/movement patterns. Standard 2 Student will understand movement concepts and principles. Standard 5 Student will use personal and social responsibility.</p>	<p>Teachers have the autonomy to adjust and supplement the content listed in order to suit the needs of their students.</p>	<p>When necessary, assessments can be modified to accommodate students with special needs.</p>
<p>Standard 1 Rules, safety and procedures</p>	<p>Discuss rules, indoor and outdoor safety procedures.</p>	<p>Demonstrate the following rules and/or procedure constantly:</p> <ul style="list-style-type: none"> • Teacher observation <p>Demonstrate the following rules and/or procedure constantly:</p> <ul style="list-style-type: none"> • Understanding safety skills • Following simple directions • Learn classroom rules • Knows how to cooperate in groups • Interacts with peers • Respect differences • Interacts with everybody • Differentiates emotions • Cooperates and share
<p>Team cooperative learning activities</p>	<p>Demonstrate various cooperative games and activities that encourage socialization and cooperation among peers. Demonstrate concern for the safety of self, others and</p>	<p>Pre and Post instructional skill assessment</p> <ul style="list-style-type: none"> • Teacher observation • Teacher check list • Peer assessment

This guide provides resources and strategies for expectations towards State Standards. Autonomy to exceed pacing and content is assumed provided student performance indicators are met.

	<p>physical surroundings. Demonstrate leadership in encouraging the participation of others. Demonstrate the ability to perform and work corporately with a large group or groups to complete a goal on an intermediate to proficient level. (e.g. relay races, tug-a-war, shuttle run, modified team challenges, etc.)</p>	<ul style="list-style-type: none"> • Authentic/assessment • Rubric <p>Demonstrate and/ or know an understanding of:</p> <ul style="list-style-type: none"> • Resolving conflicts in socially acceptable ways • Recognize and value attributes of individuals • Cooperate with other regardless of personal differences in skill, gender, disability, socioeconomic level and ethnicity.
<p>COGNITIVE Standard 1 Students will perform movement forms/movement patterns. Standard 2 Student will understand movement concepts and principles Standard 5 Student will use personal and social responsibility</p>	<p>Teachers have the autonomy to adjust and supplement the content listed in order to suit the needs of their students.</p>	<p>When necessary, assessments can be modified to accommodate students with special needs.</p>
<p>Standard 1 Team cooperative learning activities</p>	<p>Identify and demonstrate feelings, respect, self-direction, sensitivity, responsiveness and fair play. Identify and appreciate the difference and similarities in physical choice of others.</p>	<p>Pre and Post instructional skill assessment</p> <ul style="list-style-type: none"> • Teacher observation • Teacher checklist rubric • Teacher questions • Self assessment • Authentic assessments <p>Explain and/or demonstrate understanding of:</p> <ul style="list-style-type: none"> • Strike • Grips • Object • Follow through • Body alignment • Transfer body weight • Trajectory • Strategy • Tactic

		<ul style="list-style-type: none"> Contact point
<p>AFFECTIVE Standard 5 Student will demonstrate personal and social responsibility Standard 6 Student will value physical activity</p>	<p>Teachers have the autonomy to adjust and supplement the content listed in order to accommodate the needs of their students.</p>	<p>When necessary, assessments can be modified to accommodate students with special needs.</p>
<p>Standard 1 Team cooperative learning activities</p>	<p>Demonstrate and understand cooperation. Recognize the need of sharing. Resolve social conflicts in physical education. Challenge self to higher level of performance. Enjoy achievement of health enhancing levels of fitness. Demonstrate sportsmanship during physical education. Participates regularly in physical activity. Understanding fair play. 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"> Teacher observation Teacher checklist rubric Teacher/student discussion Self assessment Peer assessment
<p>CONNECT Standards for Literature</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. CCSS.ELA-Literacy. Determine central ideas and themes of a text and analyze their development. Summarize the key supporting details and ideas. Analyze how and why individuals, events or ideas develop and interact over the course of a text. CCSS.ELA-Literacy. Interpret words and phrases as</p>		

This guide provides resources and strategies for expectations towards State Standards. Autonomy to exceed pacing and content is assumed provided student performance indicators are met.

<p>they are used in a text, Assess how point of view or purpose shapes the content style of a text. CCSS.ELA-Literacy. Integrate and evaluate content presented in diverse formats and media 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>		
QUARTER 2		
<p>PERFORM Standard 1 Student will perform movement/forms and movement patterns Standard 2 Student will understand movement concepts and principles Standard 3 Student will participate in regular physical activity Standard 4 Student will achieve and maintain physical fitness</p>	<p>Teachers have the autonomy to adjust and supplement the content listed in order to accommodate the needs of their students.</p>	<p>When necessary, assessments can be modified to accommodate students with special needs.</p>
<p>Standard 1 Rules, safety and procedures</p>	<p>Discuss rules, indoor and outdoor safety procedures.</p>	<p>Demonstrate the following rules and/or procedure constantly:</p> <ul style="list-style-type: none"> • Teacher observation <p>Demonstrate the following rules and/or procedure constantly:</p> <ul style="list-style-type: none"> • Understanding safety skills • Following simple directions • Learn classroom rules • Knows how to cooperate in groups • Interacts with peers

		<ul style="list-style-type: none"> • Respect differences • Interacts with everybody • Differentiates emotions • Cooperates and share
<p>Standard 1 Striking Team Sports</p> <ul style="list-style-type: none"> • Eye and hand coordination 	<p>Demonstrate proper techniques when striking an object on an intermediate to proficient level.</p> <p>Demonstrate the ability to strike and object with accuracy and proper force on an intermediate to proficient level.</p> <p>Demonstrate on an intermediate to proficient level the ability to strike and object to an open area to avoid defenders.</p> <p>Explain and/or demonstrate on intermediate to proficient level 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, lacrosse, etc.)</p> <ul style="list-style-type: none"> • Review history and terminology • Rules and strategies • Skills and drills • Mini games • Competitive games 	<p>Pre and Post instructional skill assessment</p> <ul style="list-style-type: none"> • Teacher observation • Teacher checklist rubric • Teacher questions • Self assessment • Authentic assessments <p>Know and/or demonstrate understanding of:</p> <ul style="list-style-type: none"> • Strike • Grips • Object • Follow through • Body alignment • Transfer body weight • Trajectory • Strategy • Tactic <p>Contact point</p>
<p>COGNITIVE</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</p>	<p>Teachers have the autonomy to adjust and supplement the content listed in order to suit the needs of their students.</p>	<p>When necessary, assessments can be modified to accommodate students with special needs.</p>

<p>physical fitness</p>		
<p>Standard 1 Striking Team Sports</p> <ul style="list-style-type: none"> • Eye and hand coordination 	<p>Understand, identify, explain, and/or demonstrate proper intermediate to proficient level of striking techniques with accuracy and force.</p> <p>Understand, identify, explain, and/or demonstrate why striking an object to an open area to avoid defenders while playing a game is a strategic tactic.</p> <p>Understand, identify, explain, and/or demonstrate intermediate to proficient striking skills used in individual sports (e.g., Badminton, Tennis, Pickle Ball, Ping Pong, Golf, etc.)</p> <p>Understand, identify, explain, and/or demonstrate intermediate to proficient striking skills used in team sports (e.g., Baseball, Softball, Whiffle Ball, Lacrosse Ping Pong, etc.)</p>	<p>Pre and Post instructional skill assessment</p> <ul style="list-style-type: none"> • Teacher observation • Teacher checklist rubric • Teacher questions • Self assessment • Authentic assessments <p>Explain and/or demonstrate understanding of:</p> <ul style="list-style-type: none"> • Strike • Grips • Object • Follow through • Body alignment • Transfer body weight • Trajectory • Strategy • Tactic • Contact point
<p>AFFECTIVE Standard 5 Student will demonstrate personal and social responsibility Standard 6 Student will value physical activity</p>	<p>Teachers have the autonomy to adjust and supplement the content listed in order to suit the needs of their students.</p>	<p>When necessary, assessments will need to be modified to fit students with exceptionality.</p>
<p>Standard 5 Standard 6</p> <p>Striking Team Sports</p> <ul style="list-style-type: none"> • Eye and hand coordination 	<p>Demonstrate and understand cooperation.</p> <p>Recognize the need of sharing.</p> <p>Resolve social conflicts in 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>Pre and post instructional skill assessment</p> <ul style="list-style-type: none"> • Teacher observation • Teacher checklist rubric • Teacher/student discussion • Self assessment • Peer assessment

	Recognize reflection of enjoyment while participating in physical activities, group/individual competition or exhibitions.	
CONNECT		
<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. 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>		
QUARTER 3		
<p>PERFORM</p> <p>Standard 1 Student will perform movement/forms and movement patterns.</p> <p>Standard 2 Student will perform movement</p>	Teachers have the autonomy to adjust and supplement the content listed in order to accommodate the needs of their students.	When necessary, assessments can be modified to accommodate students with special needs.

This guide provides resources and strategies for expectations towards State Standards. Autonomy to exceed pacing and content is assumed provided student performance indicators are met.

<p>concepts and principles. Standard 3 Student will participate in physical activity. Standard 4 Student will maintain a health-enhancing level of physical fitness.</p>		
<p>Standard 1 Rules, safety and procedures</p>	<p>Discuss rules, indoor and outdoor safety procedures.</p>	<p>Demonstrate the following rules and/or procedure constantly:</p> <ul style="list-style-type: none"> • Teacher observation <p>Demonstrate the following rules and/or procedure constantly:</p> <ul style="list-style-type: none"> • Understanding safety skills • Following simple directions • Learn classroom rules • Knows how to cooperate in groups • Interacts with peers • Respect differences • Interacts with everybody • Differentiates emotions • Cooperates and share
<p>Standard 1 Standard 3 Manipulative indoor/outdoor team games</p>	<p>Demonstrate the skills needed to play a particular game and apply them with modified game on an intermediate to proficient level. (e.g. basketball, volleyball, team handball, badminton, etc.)</p> <p>Demonstrate strategies and tactics involved in scoring points (quick ball movement, getting open, supporting the ball carrier) and preventing scoring (staying between your person and the goal) during a modified game on an intermediate to proficient level.</p> <p>Demonstrate strategies and tactics involved in playing offence and defense (creating space, moving to an</p>	<p>Pre and post instructional individual or groups skill assessment</p> <ul style="list-style-type: none"> • Teacher observation • Teacher checklist • Student self assessment • Authentic/assessment • Rubric <p>Know and/or demonstrate an understanding of:</p> <ul style="list-style-type: none"> • Possession • Offense & defense • Strategy & tactic

	<p>open area, guarding your person, support) during a modified game on an intermediate to proficient level.</p>	<ul style="list-style-type: none"> • Leading • Goalkeeping • Guarding • Opponent • Create space • Avoid • Advantage
<p>COGNITIVE Standard 1 Student will perform movement/forms and movement patterns. Standard 2 Student will perform movement concepts and principles. Standard 3 Student will participate in physical activity. Standard 4 Student will maintain a health-enhancing level of physical fitness.</p>	<p>Teachers have the autonomy to adjust and supplement the content listed in order to suit the needs of their students.</p>	<p>When necessary, assessments can be modified to accommodate students with special needs.</p>
<p>Standard 1 Standard 3 Manipulative indoor/outdoor team games</p>	<p>Identify and/or demonstrate sport specific fundamental skills on an intermediate to proficient level. Identify and explain sport specific strategies and tactical decisions on an intermediate to proficient level. Understand and/or explain how points are scored on offense and maintaining possession on an intermediate to proficient level.</p>	<p>Pre and post instructional individual or groups skill assessment</p> <ul style="list-style-type: none"> • Teacher observation • Teacher checklist • Student self assessment • Authentic/assessment • Rubric <p>Know and/or demonstrate understanding of:</p> <ul style="list-style-type: none"> • Possession • Offense & defense • Strategy & tactic • Leading • Goalkeeping • Guarding • Opponent

		<ul style="list-style-type: none"> • Create space • Avoid • Advantage
<p>AFFECTIVE Standard 5 Student will demonstrate personal and social responsibility. Standard 6 Student will value physical activity.</p>	<p>Teachers have the autonomy to adjust and supplement the content listed in order to suit the needs of their students.</p>	<p>When necessary, assessments can be modified to accommodate students with special needs.</p>
<p>Standard 5 Standard 6 Manipulative indoor/outdoor team games</p>	<p>Demonstrate and understand cooperation. Recognize the need of sharing. Resolve social conflicts in physical education. Challenge self to higher level of performance. Enjoy achievement of health enhancing levels of fitness. Demonstrate sportsmanship during physical education. Participates regularly in physical activity. Understanding fair play. 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"> • Teacher observation • Teacher checklist rubric • Teacher/student discussion • Self assessment • Peer assessment
<p>CONNECT</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. CCSS.ELA-Literacy. Determine central ideas and themes of a text and analyze their development. Summarize the key supporting details and ideas. 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>		
QUARTER 4		
<p>PERFORM</p> <p>Standard 1 Student will perform movement/forms and movement patterns.</p> <p>Standard 3 Student will participate in physical activity.</p> <p>Standard 4 Student will maintain a health-enhancing level of physical fitness.</p>	<p>Teachers have the autonomy to adjust and supplement the content listed in order to suit the needs of their students.</p>	<p>When necessary, assessments can be modified to accommodate students with special needs.</p>
<p>Standard 1</p> <p>Standard 2</p> <p>Standard 4</p> <p>Team Sports Kicking</p> <ul style="list-style-type: none"> • Eye and foot coordination 	<p>Demonstrate on an intermediate to proficient level the proper technique for kicking a ball that is stationary, rolled or dropped. (e.g., soccer, punting a football, field goal kicking, kickball, etc.)</p> <p>Demonstrate on an intermediate to proficient level the ability to kick a ball in the air and on the ground.</p> <p>Demonstrate on an intermediate to proficient level the ability to kick a stationary or moving target with accuracy and proper force.</p> <p>Demonstrate on an intermediate to proficient level the</p>	<p>Pre and post instructional skill assessment</p> <ul style="list-style-type: none"> • Teacher observation • Cue skill rubric • Cognitive assessment • Peer assessment <p>Identify and/or apply principles of mechanics of kicking in various sports and modified games:</p> <ul style="list-style-type: none"> • Balance • Control • Stationary

	<p>ability to dribble a ball avoiding defenders. Demonstrate the ability to kick a ball using different parts of the foot on an intermediate to proficient level.</p> <ul style="list-style-type: none"> • Review history and terminology • Rules and strategies • Skills and drills • Mini games • Competitive games 	<ul style="list-style-type: none"> • Force • Accuracy • Follow through • Technique • Alignment • Contact point •
<p>COGNITIVE Standard 1 Student will perform movement/forms and movement patterns. Standard 3 Student will participate in physical activity. Standard 4 Student will maintain a health-enhancing level of physical fitness.</p>	<p>Teachers have the autonomy to adjust and supplement the content listed in order to suit the needs of their students.</p>	<p>When necessary, assessments can be modified to accommodate students with special needs.</p>
<p>Standard 1 Standard 2 Standard 4</p> <p>Team Sports Kicking</p> <ul style="list-style-type: none"> • Eye and foot coordination 	<p>Identify, explain, and/or demonstrate on an intermediate to proficient level the procedure of kicking a stationary rolled or dropped ball.</p> <p>Identify and/or demonstrate on an intermediate to proficient skill level, the process of kicking a ball in the air and on the ground</p> <p>Recognize and/or demonstrate on an intermediate to proficient level, the process of kicking an object to a stationary or moving target.</p> <p>Explain and/or identify on an intermediate to proficient level of accuracy, proper force, body alignment, and kick accurately</p> <p>Identify and/or understand on an intermediate to proficient level 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"> • Teacher observation • Cue skill rubric • Cognitive assessment <p>Peer assessment</p>
<p>AFFECTIVE</p>	<p>Teachers have the autonomy to adjust and</p>	<p>When necessary, assessments can be</p>

This guide provides resources and strategies for expectations towards State Standards. Autonomy to exceed pacing and content is assumed provided student performance indicators are met.

<p>Standard 5 Student will demonstrate personal and social responsibly. Standard 6 Student will value physical activity.</p>	<p>supplement the content listed in order to suit the needs of their students.</p>	<p>modified to accommodate students with special needs.</p>
<p>Standard 5 Standard 6 Team Sports Kicking</p> <ul style="list-style-type: none"> • Eye and foot coordination 	<p>Demonstrate and understand cooperation. Recognize the need of sharing. Resolve social conflicts in physical education. Challenge self to higher level of performance. Enjoy achievement of health enhancing levels of fitness. Demonstrate sportsmanship during physical education. Participates regularly in physical activity. Understanding fair play. 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"> • Teacher observation • Teacher checklist rubric • Teacher/student discussion • Self assessment • Peer assessment
<p>CONNECT</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. CCSS.ELA-Literacy. Determine central ideas and themes of a text and analyze their development. Summarize the key supporting details and ideas. Analyze how and why individuals, events or ideas develop and interact over the course of a text. 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. CCSS.ELA-Literacy. Integrate and evaluate content</p>		

This guide provides resources and strategies for expectations towards State Standards. Autonomy to exceed pacing and content is assumed provided student performance indicators are met.

<p>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>		
--	--	--