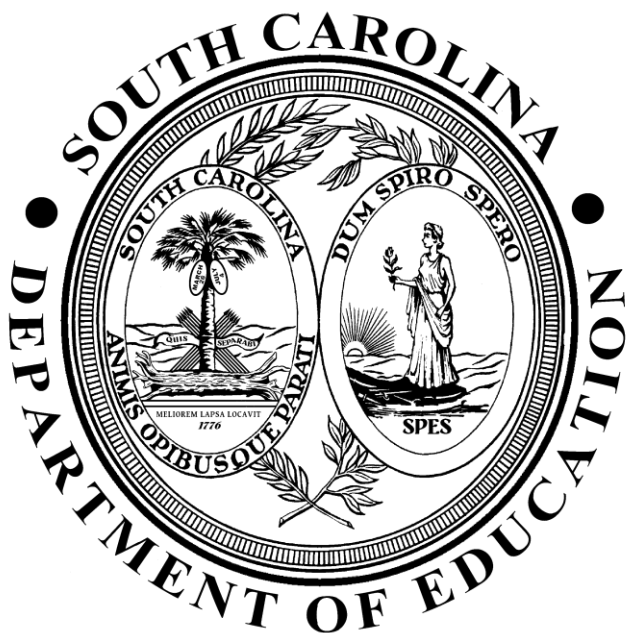


STATE OF SOUTH CAROLINA

DEPARTMENT OF EDUCATION

ELLEN E. WEAVER
STATE SUPERINTENDENT OF EDUCATION



*Unit Resources for 2021 South Carolina
College and Career Ready Standards for
Physical Education*

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Introduction

This document was created by South Carolina Teachers for South Carolina Teachers. These resources were developed through a year-long process that included many discussions, exchanging of ideas, ponderings, and collegiality.

The purpose of the Unit Resources for *2021 South Carolina College and Career Ready Standards for Physical Education* is to provide suggested tasks to assist teachers with planning instruction. While some of the suggested tasks present a specific activity or sport, all the tasks were designed to be adaptable to the myriad of situations present in physical education classrooms across the state. All suggested tasks can be modified as necessary to best fit the situation of each individual teacher. It must also be noted that the suggested tasks are not an exhaustive list and should not be used as such.

Tasks are provided for performance indicators designated by the writing team to be the most critical indicators for students to gain proficiency in, therefore, not all indicators are addressed in this document.

Proficiency Levels

The South Carolina College and Career Ready Standards for Physical Education 2021 outline the standard and indicator proficiency progression rather than the specific grade level. Teachers have the opportunity to identify and differentiate learning for all learners based on the students' proficiency range. The standards document describes the learning goals a learner should demonstrate at three levels of proficiency. All performance indicators in the standards document begin with "I can..." so that learners are at the center of all physical education programs, can self-assess, and can use evidence to demonstrate progress in proficiency. The three proficiency levels used are novice, intermediate, and advanced.

The novice, intermediate, and advanced proficiency levels are a continuum that describes the distinct levels of the demonstrated skills, abilities, and knowledge for a student to master. The novice proficiency level represents foundational skills, abilities, and knowledge to be built upon. The intermediate proficiency level represents a deeper understanding and application of skills, abilities, and knowledge. The advanced proficiency level represents a level of understanding and application of skills, abilities, and knowledge that goes beyond direct instruction, and includes student ownership of the learning.

In order to best serve students within a traditional K-12 school setting, teachers need to be provided with guidance as to which proficiency level(s) are the desired outcome, or learning goal, for each grade level.

Acquisition Levels

In order to better understand the continuum in which skills are learned within a proficiency level, this document adds three acquisition levels. The first acquisition level is for learners that are at the beginning of their learning within a proficiency level. This level is called emerging. Learners that have progressed from the emerging level but have not yet mastered the current proficiency level are in the second acquisition level known as spiraling. The third and final acquisition level is must-know. Students at this acquisition level are able to demonstrate mastery of the performance indicator within a proficiency level. Since there are three proficiency levels and three acquisition levels it is possible for a performance indicator to have nine options as students progress towards the advanced proficiency expectation.

The nine options are:

- Novice – Emerging (1)
- Novice – Spiraling (2)
- Novice – Must-know (3)
- Intermediate – Emerging (1)
- Intermediate – Spiraling (2)
- Intermediate – Must-know (3)
- Advanced – Emerging (1)
- Advanced – Spiraling (2)
- Advanced – Must-know (3)

Proficiency Level Guidance – Elementary

Indicator	K	1 st	2 nd	3 rd	4 th	5 th
1.1	N-3	I-1	I-3	I-3	A-2	A-3
1.2	N-3	I-1	I-3	I-3	A-1	A-2
1.3	N-3	I-2	I-3	A-1	A-2	A-3
1.4	N-3	I-1	I-3	A-1	A-2	A-3
1.5	N-2	N-3	I-2	I-3	A-2	A-3
1.6	N-3	I-2	I-3	A-1	A-2	A-3
1.7	N-3	I-2	I-3	A-1	A-2	A-3
1.8	N-2	N-3	I-2	I-3	A-2	A-3
1.9	N-1	N-3	I-2	I-3	A-2	A-3
1.10	N-1	N-2	N-3	I-1	I-3	A-1
1.11	N-1	N-3	I-1	I-2	I-3	A-1
1.12	N-1	N-2	N-3	I-1	I-3	A-1
1.13	N-1	N-2	N-3	I-2	I-3	A-3
1.14	N-2	N-3	I-2	I-3	A-2	A-3
1.15	N-3	I-1	I-2	A-1	A-2	A-3
2.1	N-2	N-3	I-3	A-1	A-2	A-3
2.2	N-3	I-1	I-2	I-3	A-2	A-3
2.3	N-3	I-1	I-2	I-3	A-2	A-3
2.4	N-1	N-2	N-3	I-2	I-3	A-2
2.5	N-1	N-2	N-3	I-3	A-2	A-3
3.1	N-3	I-1	I-2	I-3	A-2	A-3
3.2	N-2	N-3	I-1	I-3	A-2	A-3
3.3	N-2	N-3	I-1	I-3	A-1	A-3
4.1	N-2	N-3	I-2	I-3	A-1	A-3
4.2	N-2	N-3	I-2	I-3	A-1	A-3
4.3	N-2	N-3	I-1	I-3	A-2	A-3
4.4	N-2	N-3	I-1	I-3	A-1	A-3
5.1	N-2	N-3	I-1	I-2	A-2	A-3
5.2	N-2	N-3	I-2	I-3	A-2	A-3
5.3	N-3	I-2	I-3	A-1	A-2	A-3
5.4	N-2	N-3	I-1	I-2	I-3	A-2

- N = Novice Proficiency Level
- I = Intermediate Proficiency Level
- A = Advanced Proficiency Level
- 1 = Emerging Acquisition Level
- 2 = Spiraling Acquisition Level
- 3 = Must-know Acquisition Level

Proficiency Level Guidance – Middle Level

Indicator	6	7	8
1.1	N-3	I-3	A-3
1.2	N-3	I-3	A-3
1.3	N-3	I-3	A-3
1.4	N-3	I-3	A-3
1.5	N-2	N-3	I-2
1.6	N-2	N-3	I-2
1.7	N-2	N-3	I-2
2.1	N-3	I-3	A-3
2.2	N-3	I-3	A-3
2.3	N-3	I-3	A-3
2.4	N-3	I-3	A-3
2.5	N-3	I-3	A-3
2.6	N-3	I-3	A-3
3.1	N-3	I-3	A-3
3.2	N-3	I-3	A-3
3.3	N-3	I-3	A-3
3.4	N-3	I-3	A-3
3.5	N-3	I-3	A-3
4.1	N-3	I-3	A-3
4.2	N-3	I-3	A-3
4.3	N-3	I-3	A-3
4.4	N-3	I-3	A-3
5.1	N-3	I-3	A-3
5.2	N-3	I-3	A-3
5.3	N-3	I-3	A-3
5.4	N-3	I-3	A-3

- N = Novice Proficiency Level
- I = Intermediate Proficiency Level
- A = Advanced Proficiency Level
- 1 = Emerging Acquisition Level
- 2 = Spiraling Acquisition Level
- 3 = Must-know Acquisition Level

Proficiency Level Guidance – Secondary

Indicator	9
1.1	I-3
1.2	N-3
1.3	A-3
2.1	I-3
2.2	A-3
2.3	A-3
2.4	A-3
2.5	A-3
3.1	A-3
3.2	N-3
3.3	A-3
3.4	A-3
3.5	N-3
3.6	I-3
3.7	I-3
3.8	I-3
4.1	I-3
4.2	A-3
4.3	I-3
4.4	I-3
4.5	I-3
4.6	I-3
5.1	I-3
5.2	N-3
5.3	N-3

- N = Novice Proficiency Level
- I = Intermediate Proficiency Level
- A = Advanced Proficiency Level
- 1 = Emerging Acquisition Level
- 2 = Spiraling Acquisition Level
- 3 = Must-know Acquisition Level

Elementary Task Progressions

1.1 Locomotor

Novice	Intermediate	Advanced
<p>E.N.1.1.A: Travel with control forward and sideways by identifying a variety of locomotor skills (walk, run, jump, hop, gallop, slide, skip, leap) in general space while avoiding contact with others.</p> <p>E.N.1.1.B: Demonstrate mature form in most locomotor skills (walking, running, jumping, hopping, galloping, sliding, skipping, leaping) and changing directions in response to a signal or obstacle.</p>	<p>E.I.1.1.A: Demonstrate mature form in all locomotor skills while using smooth transitions between combinations of all locomotor skills.</p> <p>E.I.1.1.B: Demonstrate mature form in all locomotor skills while using smooth transitions between combinations of all locomotor skills in a variety of directions and environments.</p>	<p>E.A.1.1.A: Demonstrate mature form in all locomotor skills while combining manipulative skills in simple environments.</p> <p>E.A.1.1.B: Demonstrate mature form in all locomotor skills while combining manipulative skills in modified game play.</p>

Level	Suggested Task
N-1	Identify and perform 5 locomotor skills- Students will be able to identify and perform at least 5 different locomotor skills in general open space.
N-2	Identify and perform all (8) locomotor skills- Students will be able to identify and perform all locomotor skills in general open space while avoiding contact with others.
N-3	Perform all (8) locomotor skills and change direction- Students will be able to perform all locomotor skills in a given space while avoiding contact with others and responding to direction changes.
I-1	Smooth transition from walking to a different locomotor skill- Students will be able to have a smooth transition from walking to any type of locomotor movement.
I-2	Smooth transitions from a locomotor skill to a different locomotor skill- Students will be able to have smooth transitions between any locomotor skills.
I-3	Perform locomotor sequence with smooth transitions- Students will be able to perform a sequence of locomotor skills demonstrating mature form with smooth transitions.
A-1	Dribbling a basketball in a straight line while moving at a slow speed- Students will be able to dribble a basketball in general space using the mature form for 2 locomotor skills while avoiding contact.

Level	Suggested Task
A-2	Dribbling a basketball around cones while moving at a slow speed- Students will be able to dribble a basketball in general space using the mature form for 2 locomotor skills and maintain control of the ball while being passively defended.
A-3	Dribbling a basketball around cones while moving at a fast speed- Students will be able to dribble a basketball in general space using the mature form for 2 locomotor skills and maintain control of the ball while being actively defended.

1.4 Toss

Novice	Intermediate	Advanced
<p>E.N.1.4.A: Toss in simple conditions. Example: Toss and catch a ball to self and stay in personal space.</p> <p>E.N.1.4.B: Toss using some elements of a mature form emphasizing a step with the opposite foot forward.</p>	<p>E.I.1.4.A: Toss an object underhand using all elements of mature form.</p> <p>E.I.1.4.B: Toss an object underhand using mature form at a target from a variety of distances.</p> <p>E.I.1.4.C: Throw an object using some elements of mature form to a large target.</p>	<p>E.A.1.4.A: Toss an object underhand using mature form with force to hit a target with reasonable accuracy.</p> <p>E.A.1.4.B: Toss an object underhand using mature form in modified game play.</p>

Level	Suggested Task
N-1	Self-toss (one-handed toss)- Students will toss a yarn ball or bean bag to themselves at an appropriate height, focusing on throwing using their dominant hand with their opposite foot forward.
N-2	Wall toss- Using the dominant hand, the student will toss a soft ball or bean bag to targets marked on walls. Students will toss with two (2) of the five (5) critical elements of a mature pattern for underhand tossing.
N-3	Partner toss- Students will toss a soft ball or bean bag to a stationary partner over a net. Students will toss using a mature pattern, with an emphasis placed on mechanics rather than accuracy.
I-1	Walk and toss- Students will toss and catch to themselves while moving, using a mature pattern.
I-2	Toss to a moving partner- Students will stand stationary and accurately toss a ball using a mature pattern to force a partner to move to catch.
I-3	Ring toss- Students will stand stationary as they accurately toss a ball underhand through a hula hoop that is swinging slowly back and forth from a basketball goal.
A-1	Toss for distance- Students will toss a ball to targets from 5, 10, 20, and 30 feet away using mature form.
A-2	Possession- Students will play “keep away” in groups of 3-4 players. This small-sided game requires students to use mature tossing forms to avoid a defender. In a small area, two to three offensive players will toss the ball while in motion to each other in order to keep it away from a defender. If a pass is intercepted or poorly thrown, the player who committed the error becomes the defender. If offensive players maintain possession for more than 60 seconds, switch to a new defender.

Level	Suggested Task
A-3	<p>Ultimate handball- Ultimate handball is a game in which students toss to teammates from various distances while in motion while being defended and tossing accurately.</p> <ul style="list-style-type: none"> • Team size: No more than 3 per team • Space: Half-court or similar space • Setup: Goals (hula hoops, pop-up goal, etc.) on opposite baselines. One team will receive the ball and one will toss the ball to begin game play. Once the receiving team has possession of the ball, play begins. • Offense: Offensive team works to toss the ball down the court and toss the ball into the goal. All players on the team must touch the ball before a goal can be scored. If a goal is not scored or not all players touched the ball prior to scoring, then no point is awarded, and it is a turnover with possession going to the other team. Players may not take more than 2 steps after catching the ball and must make a mature toss to teammates. If the ball is dropped or not caught, it is a turnover. • Defense: Defensive players may not touch the offensive player but may try to create a turnover. The ball can be intercepted, or hit away to make it uncatchable, which would result in a turnover. Defensive players may not block the goal.

1.5 Catch

Novice	Intermediate	Advanced
E.N.1.5: Catch a self-tossed and partner-tossed object using some elements of mature form.	E.I.1.5: Move to receive and catch a self-tossed and partner-tossed object using all elements of mature form.	E.A.1.5.A: Catch an object with mature form from a variety of levels. E.A.1.5.B: Catch an object using mature form in modified game play.

Level	Suggested Task
N-1	Drop and catch (2 Hand) -Students will drop a light object, such as a juggling scarf, from above their head and catch it in both hands demonstrating at least 1 element of mature catching form.
N-2	Drop and catch (1 Hand) -Students will drop a light object, such as a juggling scarf, from above their head and catch it in one hand using their dominant and non-dominate hand demonstrating at least 1 element of mature catching form.
N-3	Partner catch - Students will catch a partner- or teacher-tossed object demonstrating at least 2 elements of mature catching form.
I-1	Inside out catch: Independently, students will toss an object while standing inside a hula hoop to an area outside of the hula hoop and move to catch the object in the air outside of the hula hoop.
I-2	5 step leading catch- A partner will toss a soft object to a cone at least 5 steps away from the student catching the object. The student will move toward the cone to catch the object.
I-3	10 step leading catch- A partner will toss an object to a cone at least 10 steps away from the student catching the object. The student will move toward the cone to catch, pulling the object in close to their body.
A-1	Partner height catch (announced)- Students will catch balls tossed from a partner at a high level like a fly ball, medium level like a line drive, and at a low level like a grounder with the thrower announcing the level of throw.
A-2	Partner height catch (surprise)- Students will catch balls tossed from a partner at a high level like a fly ball, medium level like a line drive, and at a low level like a grounder with the thrower varying the type of throw each time without announcing.
A-3	Ultimate handball- See 1.4 Toss – A-3

1.6 Overhand Throw

Novice	Intermediate	Advanced
E.N.1.6: Throw a hand-sized ball overhand with force for distance (simple conditions).	E.I.1.6: Throw using some elements of a mature form, emphasizing a step with the opposite foot forward.	E.A.1.6.A: Throw an object using all elements of mature form to a partner. E.A.1.6.B: Throw an object with mature form to a target with reasonable accuracy in modified game play.

Level	Suggested Task
N-1	Strong throw- Students will throw a bean bag using an overhand pattern at a wall as forceful as possible
N-2	Distance throw- Students will throw an object (ball, bean bag, etc.) using an overhand pattern as far as they can.
N-3	Strong distance throw- Students will throw a hand sized ball using an overhand pattern with stronger force as far as they can.
I-1	Large target throw- Students will throw a ball using a step with the opposite foot to a large target (e.g., hula hoop, etc.) from 5, 10, 20, and 30 feet away.
I-2	Small target throw- Students will throw a ball using a step with the opposite foot to a small target (e.g., poly spot, etc.) from 5, 10, 20, and 30 feet away.
I-3	Goal shot- Students will throw a ball into a goal from various distances using a step with the opposite foot, and at least one of the following: a preparation (wind up) phase, release the ball at a height at or slightly above the ear, follow through across their body. Emphasis is placed on mechanics rather than accuracy.
A-1	Partner throw- Students will throw a ball using a step with the opposite foot, a preparation (wind up) phase, will release the ball at a height at or slightly above the ear, and follow through across their body to a stationary partner at least 15 feet away. Emphasis is placed on mechanics rather than accuracy.
A-2	Accuracy throw- Students will throw a ball into a goal from various distances using a step with the opposite foot, a preparation (wind up) phase, will release the ball at a height at or slightly above the ear, and follow through across the body. Emphasis is placed on accuracy rather than mechanics.
A-3	Ultimate handball- See 1.4 Toss – A-3 modify to use overhand throwing in place of tossing.

1.9 Hand Pass

Novice	Intermediate	Advanced
E.N.1.9: Pass a variety of different balls using an overhand or underhand toss using appropriate speed and force to a partner in simple conditions.	E.I.1.9: Use a variety of passes (overhead, underhand, side arm, chest pass, bounce pass) with hands to a stationary and moving partner using some elements of mature form.	E.A.1.9.A: Pass a variety of objects with hands using mature form to a moving partner. E.A.1.9.B: Pass with hands using mature form of the appropriate skill in modified game play.

Level	Suggested Task
N-1	Underhand target pass- In partners, one student will underhand pass to a target placed on the floor 5 times using 5 different balls (e.g., tennis ball, playground ball, football, yarn ball, skin-cover foam ball). The other student collects the balls. Switch partners once all 5 balls are underhand passed. <i>*Substitute underhand for overhand as desired</i>
N-2	Partner pass & step- In partners, Students will start by standing facing one another 2 steps apart. Using one of the balls from the level 1 task, students will underhand pass to each other. Each time a student receives the ball without the ball touching the floor the student who underhand passed the ball takes one step backward. Once the ball touches the floor reset the distance to 2 steps apart and switch to a different ball. Have students keep track of which ball they were able to take the most steps with. <i>*Substitute underhand for overhand as desired</i>
N-3	Zig-zag pass- In groups of 3-4, students will underhand pass a ball to another group member. Place floor markings on the ground to create a zig-zag pattern with each of the marks being different distances (e.g., from the 1st to 2nd mark is 6 feet, from the 2nd to 3rd is 8 feet, from the 3rd to 4th is 10 feet). Groups may choose any ball they have used previously. The student on the 1st mark will pass to the student on the 2nd mark and they will continue to pass the ball along to the student on the 3rd with this going until all students have received a pass. Once the student on the last mark receives the ball, they will pass the ball back to the student from whom they received the ball (4th passes to 3rd, 3rd to 2nd, etc.) continuing this until the ball returns to the student on the 1st mark. Once the ball returns to the starting position Students will rotate spots (1st goes to 2nd, 2nd to 3rd, 3rd to 4th, 4th to 1st). <i>*Substitute underhand for overhand as desired</i>
I-1	Chest pass to target- In partners, one student will chest pass to a wall target placed at chest height 5 times. The other student collects the balls. Switch partners once all 5 balls are passed.
I-2	Bounce pass to target- In Partners, students will stand facing each other. One student will bounce pass to a target placed on the floor halfway between the students using enough force for the ball to bounce to their partner so that the receiving partner does not have to move their feet. Students will pass the ball back and forth 5 times. After 5 successful attempts, each student will take one step backward and repeat the task.

Level	Suggested Task
I-3	Moving partner pass- Students will practice passing the ball to their partner who is moving. The student who is passing will remain stationary while the other is moving. The receiving student will be moving in one of 6 directions: straight line away from the passer, straight line towards the passer, straight across left to right, straight across right to left, diagonal towards the passer, diagonal away from the passer. The passer will use one the pass type previously taught and will switch the type of pass each time so that no type is used two times in a row. Switch roles once the receiver has attempted all 6 directions.
A-1	Give and go- In partners, students will pass a ball to their partner while moving. Using a predetermined length (e.g., half-court, full court, across the field, 40 feet, etc.), one student remains at the starting point while the other student moves away from them. The student who remained at the start will pass a ball to the moving partner. Once the ball is released the student will begin to move in the same direction as their partner. When the ball is received the student will stop momentarily and pass the ball back to their partner. This will repeat until both students reach the end of the assigned space at which time they will start again in the opposite direction until they reach the original starting point. Each time the students return to the starting point they will switch the type of ball they will use and repeat the task using as many types of balls as possible.
A-2	Passing around a defender- Students will be in groups of 3, in which one student is the passer, one is the receiver, and one is the defender. Students will pass a ball to a moving receiver while being defended “soft”. The passer will select a type of pass that enables the receiver to catch the ball and not have the ball touched by the defender. The catcher will move to an open space that will allow for the ball to not be touched by the defender. The defender will play “soft” defense by standing no closer than 2 steps from the passer and waving their arms in an attempt to interfere with the pass. Change places after five pass attempts.
A-3	Possession- Students will play “keep away” in groups of 3-4 players. This small-sided game requires students to use mature passing forms to avoid a defender. In a small area, two to three offensive players will pass the ball while in motion to each other in order to keep it away from a defender. If a pass is intercepted or poorly thrown, the player who committed the error becomes the defender. If offensive players maintain possession for more than 60 seconds, switch to a new defender. Play multiple rounds using a different type of ball each time.

1.10 Foot Dribble

Novice	Intermediate	Advanced
E.N.1.10: Dribble a ball forward with soft taps using the insides of the feet in self-space.	E.I.1.10.A: Dribble a ball forward using insides and outsides of feet while keeping the ball within two steps. E.I.1.10.B: Dribble a ball using insides and outsides of feet, keeping the ball within two steps, while jogging.	E.A.1.10.A: Dribble a ball using insides and outsides of feet, keeping the ball within two steps, with changing speeds, pathways, and/or directions. E.A.1.10.B: Combine foot dribbling with passing and kicking in modified game play.

Level	Suggested Task
N-1	Toe taps- Students will stand in their own space with a ball and practice tapping the ball with the bottom of their foot. Students will alternate which foot they tap the ball with each time.
N-2	Stationary “boxing”- Students will stand in their own space with a ball and practice tapping the ball between their feet using the inside of their feet while stationary.
N-3	Moving “boxing”- Students will repeat the previous task; however, this time students will be moving forward while performing this skill.
I-1	Inside-outside touches- Students will stand in their own space with a ball and practice alternating touching between the inside and outside of their feet.
I-2	Inside-outside dribbling- Students will dribble a ball forward in a straight line at a walking speed using the inside and outside of their feet.
I-3	Inside-outside jogging- Students will repeat the previous task at a jogging speed, being sure to keep the ball within two steps.
A-1	Slalom dribbling- Students will dribble the ball through a series of gates (created by placing two cones several feet apart) using the insides and outsides of both feet.
A-2	Slalom dribbling with passing- Students will be in pairs for this activity. Students will dribble the ball to an open gate. Once at the gate, students with the ball will pass the ball through the gate to their partner without the ball.

Level	Suggested Task
A-3	<p>Boundary soccer- This task is a modified game that combines dribbling with passing and kicking. In this game, students will be divided into 2 teams and will play 3 vs. 3 in an open playing area. In the same possession, every player on the offensive team must touch the ball before a goal can be scored. A goal is scored when the ball crosses over a boundary line. The remainder of the students will defend the 4 boundaries (these could be lines, cones, walls, etc.). One team will defend two of the boundaries and the other team will defend the remaining two boundaries. These students will act as goalkeepers. Every few minutes, switch the players and goalkeepers.</p>

1.11 Foot Pass and Receive

Novice	Intermediate	Advanced
E.N.1.11: Pass and receive a ball with feet stationary using appropriate speed and force.	E.I.1.11: Pass and receive with feet to a partner continuously using all elements of mature form on the move.	E.A.1.11: Pass and receive with feet using mature form in modified game play.

Level	Suggested Task
N-1	Kick speeds to a target- Students will kick a ball from a stationary position, using the inside of their foot to a variety of large targets (e.g., soccer goals, hoops, cones, etc.) that are 5-10 feet away. From different distances, students will kick the ball at fast and slow speeds to determine which speed is most successful from each distance.
N-2	Stationary kick to a partner- In partners, students will stand at least 10 feet apart, one partner will kick a ball with the inside of their foot to the other partner with the correct amount of force so that the receiving partner does not have to move more than one step to control the ball.
N-3	Partner pass mania- In partners, students will stand 10-15 feet apart and pass a ball using the inside of their foot, back and forth as many times as possible without stopping the ball. Every pass that is successfully touched only one time (not stopped) counts as one point. Also, every pass that is received within one step of the receiving partner counts as one point. Add all partners' scores together to get a class total.
I-1	Moving receiver- Students will stand 5-10 feet away from a partner. One partner will make a lead pass using mature form to their partner who is moving in a straight line parallel with the kicker.
I-2	Moving passer- Students will stand 5-10 feet away from a partner. One partner will pass the ball using mature form while moving in a straight line parallel with the receiver who remains stationary.
I-3	Pass & receive while moving- Students will remain inside a 20 foot by 20 foot square and pass the ball back and forth to each other while both are moving and stay at least 4 steps away from each other. Students will count the total number of successful passes they are able to complete with their partner.
A-1	“Obstructed” defense- Students will perform 5 passes and receptions with feet to a partner while using mature form with an inanimate obstacle (e.g., cone) placed between them.
A-2	“Passive” defense- Students will perform 5 passes and reception with feet to a partner using mature form with a passive defender between them.
A-3	Small-sided “active” defender- Students will perform 5 consecutive passes and receptions with feet using mature form in a small-sided game (3v2, 3v3).

1.13 Striking with Implement

Novice	Intermediate	Advanced
E.N.1.13: Strike a ball with a racket/paddle using a strike-bounce-strike pattern in self-space.	<p>E.I.1.13.A: Strike a ball with an implement using a strike-bounce-strike pattern continuously against the wall or to a partner.</p> <p>E.I.1.13.B: Hit a ball off a tee or cone with a bat using correct grip and body alignment.</p> <p>E.I.1.13.C: Pass a ball to a stationary and moving partner using a hockey stick.</p>	E.A.1.13: Strike with implement using mature form in modified game play across a net.

Level	Suggested Task
N-1	Drop & catch- Students will drop a ball held out in front of their body so that it bounces to a height between their chest and waist and catch it.
N-2	Drop & strike- Students will drop a ball held out in front of their body so that it bounces to a height between their chest and waist and then strike the ball sending it forward.
N-3	Wall drop & strike- Students will drop a ball held out in front of their body so that it bounces to a height between their chest and waist and then while it is in the air strike the ball sending it forward to hit a wall. After the ball hits the wall let it bounce one time so that it bounces to a height between their chest and waist and then strike the ball again while it is in the air sending it forward to hit the wall.
I-1	<p>A. Wall rally- Students will drop a ball held out in front of their body so that it bounces to a height between their chest and waist and then strike the ball while it is in the air sending it forward to hit a wall. After the ball hits the wall let it bounce one time so that it bounces to a height between their chest and waist and then strike the ball again while it is in the air sending it forward to hit the wall. Continue to strike the ball back to the wall as many times as possible.</p> <p>B. Stationary strike w/bat (grip)- Students will strike a large ball off a tee/cone with a bat to a wall/net using the correct hand grip.</p> <p>C. Stationary strike w/hockey stick- Students will strike a stationary ball/bean bag/puck to a wall standing 6-8 steps away using a hockey stick.</p>

Level	Suggested Task
I-2	<p>A. Partner drop & strike- In partners, one student will drop a ball held out in front of their body so that it bounces to a height between their chest and waist and then strike the ball sending it to their partner. The receiving partner will let it bounce one time so that it bounces to a height between their chest and waist and then strike the ball again sending it back to the original striker.</p> <p>B. Stationary strike w/bat (position)- Students will strike a softball-sized ball off a tee/cone with a bat to a wall/net with their feet and shoulders aligned sideways (pointing in a direction parallel to the wall/net).</p> <p>C. Stationary partner pass w/hockey stick- Students will strike a stationary ball/bean bag/puck to a stationary partner or small goal 6-8 steps away using a hockey stick.</p>
I-3	<p>A. Partner rally- In partners, one student will drop a ball held out in front of their body so that it bounces to a height between their chest and waist and then strike the ball sending it to their partner. The receiving partner will let it bounce one time so that it bounces to a height between their chest and waist and then strike the ball again sending it back to the original striker. Continue to strike the ball back and forth as many times as possible.</p> <p>B. Stationary strike for distance- Students will strike a ball off a tee/cone using the correct hand grip with their feet and shoulders aligned sideways (pointing in a direction parallel to the wall/net) forward as far as possible.</p> <p>C. Moving partner pass w/hockey stick- Students will strike a stationary ball/bean bag/puck to a moving partner using a hockey stick.</p>
A-1	<p>Partner net pass- In partners standing with a net between them, one student will drop a ball held out in front of their body so that it bounces to a height between their chest and waist and then strike the ball sending it over the net to their partner. The receiving partner will let it bounce one time so that it bounces to a height between their chest and waist and then strike the ball again sending it back over the net to the original striker.</p>
A-2	<p>Partner net rally- In partners standing with a net between them, one student will drop a ball held out in front of their body so that it bounces to a height between their chest and waist and then strike the ball sending it over the net to their partner. The receiving partner will let it bounce one time so that it bounces to a height between their chest and waist and then strike the ball again sending it back over the net to the original striker. Continue to strike the ball back and forth over the net as many times as possible.</p>

Level	Suggested Task
A-3	<p>Criss-cross tennis- With a net dividing a court into 2 sides, create 4 equal quadrants so that 2 of the quadrants are on either side of the net, Students will be assigned a quadrant and rally with a partner who is diagonal from them on the other side of the net. Each set of partners will have a ball and be rallying concurrently with the other players on their court. The goal is to rally for as long as possible. If one set of partners loses control of their ball, they may retrieve it and begin to rally again so long as the other set of partners does not lose control of their ball before the retrieving players resume play. If at any time both sets of partners are not actively rallying, they must reset their time to zero and start again trying to improve on their courts total rally time.</p>

1.14 Jump Rope

Novice	Intermediate	Advanced
E.N.1.14.A: Execute a single jump with a self-turned rope.	E.I.1.14.A: Jump forward and backwards consecutively using a self-turned rope.	E.A.1.14.A: Create long or short jump rope routines.
E.N.1.14.B: Move forward or backwards consecutively using a self-turned rope.	E.I.1.14.B: Perform long/short jump rope skills that have a greater degree of difficulty (variety, running in/out of long rope).	E.A.1.14.B: Create a long or short jump rope routine with a partner or group.

Level	Suggested Task
N-1	<p>A. Standing rope swings- Holding 2 jump ropes total, such that both handles of each jump rope are in one hand, students will turn the ropes at waist level in unison while standing so that the ropes strike the ground out to each side near their feet.</p> <p>B. Moving rope swings- Holding 2 jump ropes total, such that both handles of each jump rope are in one hand, students will turn the ropes at waist level in unison while moving so that the ropes strike the ground out to each side near their feet.</p>
N-2	<p>A. Jump rope foot catch- Holding one handle of a jump rope in each hand and placing the rope behind them, students will turn the rope so that it comes over their head and lift their toes so that they can “catch” the rope with their feet.</p> <p>B. Step over once- Holding one handle of a jump rope in each hand and placing the rope behind them, students will turn the rope so that it comes over their head while taking a step with the lead foot stepping over the rope so that the rope can make contact with the ground in between their feet followed by a step over the rope with the trailing foot so that the rope returns to a position behind the body unobstructed.</p>
N-3	<p>A. Jump once- Holding one handle of a jump rope in each hand and placing the rope behind them, students will turn the rope so that it comes over their head without moving and then jump with both feet leaving the ground at the same time so that rope can make contact with the ground and return to a position behind the body unobstructed.</p> <p>B. Jump rope walk- Holding one handle of a jump rope in each hand and placing the rope behind them, students will walk and turn the rope so that it comes over their head, so the lead foot goes over the rope with the rope making contact with the ground in between the feet followed by a step over the rope with the trailing foot for at least 5 steps.</p>

Level	Suggested Task
I-1	<p>A. Jumping stamina- Using a line on the floor students will practice jumping forward and backward over the line as many times as possible without stopping.</p> <p>B. Hand shadow- Students will watch a jump rope being turned and move their hands in a circular pattern in sync with the rope counting each time the rope hits the ground.</p>
I-2	<p>A. Jumping stamina w/rope- Holding 2 jump ropes total, such that both handles of each jump rope are in one hand, Students will turn the ropes at waist level in unison while jumping forward and backward over a line as many times as possible without stopping.</p> <p>B. Run through- Students will watch a jump rope being turned and move their hands in a circular pattern in sync with the rope. At the correct time students will run in and out of the rope area without touching the rope.</p>
I-3	<p>A. Personal record jumping- Holding one handle of a jump rope in each hand, students will turn the rope so that it comes over their head while jumping over the rope in a forward and backward pattern as many times as possible without stopping the rope.</p> <p>B. Run in, jump, run out- Students will watch a jump rope being turned and move their hands in a circular pattern in sync with the rope. At the correct time students will run in stopping where the rope touches the ground. Students will jump over the rope at least one time and then run out to the opposite side from where they entered.</p>
A-1	<p>A. Short rope skills- Students will practice at least 2 short rope skills (e.g., crisscrossing arms, alternating feet, etc.).</p> <p>B. Long rope skills- In groups of 4, Students will practice at least 2 long rope skills (e.g., running in opposite sides, following the leader, etc.).</p>
A-2	<p>A. Short rope skills- Students will perfect at least 2 short rope skills (e.g., crisscrossing arms, alternating feet, etc.) and combine them to form a short routine.</p> <p>B. Long rope skills- In groups of 4, Students will perfect at least 2 long rope skills (e.g., running in opposite sides, following the leader, etc.) and combine them to form a short routine.</p>

Level	Suggested Task
A-3	<p>A. Personal short rope routine- Students will create a short rope routine that incorporates at least 2 different skills and has 4 or more transitions.</p> <p>B. Group long rope routine- In groups of 4, Students will create a long rope routine that incorporates at least 2 different skills, allows all group members to turn and jump the rope, and has 6 or more transitions.</p>

2.1 Performance

Novice	Intermediate	Advanced
E.N.2.1.A: Identify fundamental movement skills (hop, jump, gallop, slide, catch, throw, volley).	E.I.2.1.A: Describe how improved performance relates to appropriate practice using the critical elements and learning cues.	E.A.2.1.A: Apply critical elements/learning cues of a skill to improve personal performance in fundamental movement skills and specialized skills.
E.N.2.1.B: Identify the critical elements/ learning cues of fundamental locomotor and manipulative skills.	E.I.2.1.B: Utilize teacher feedback to improve performance. Example: changing hand position after recognizing an error.	E.A.2.1.B: Apply critical elements/learning cues of a skill to provide feedback to others in modified game play.

Level	Suggested Task
N-1	Skill recognition- Students will be able to identify movement skills with visual aids (e.g., pictures, teacher demonstration).
N-2	Element recognition- Students will be able to identify critical elements/cues associated with various movement skills with visual aids (e.g., pictures, teacher demonstration).
N-3	Visual recognition- Students will be able to identify skill and the critical elements/cues of at least one locomotor and one manipulative skill in a visual performance presented in the mature pattern (e.g., video, teacher demonstration).
I-1	Say the cues- Students will say the critical elements/cues out loud while performing a skill.
I-2	Making adjustments- Students will say the critical elements/cues out loud while performing a skill and make adjustments based on self and teacher feedback.
I-3	Practice success- Based on prior performance, students will identify how their performance improved considering the adjustments and cues used.
A-1	Applying the cues w/ feedback- Students will use the critical elements/cues of a skill to improve their performance based on teacher feedback.
A-2	Applying the cues- Students will use the critical elements/cues of a skill to improve their performance based on self-feedback.
A-3	Giving feedback- Students will use the critical elements/cues of a skill to identify errors in the performance of peers during game play and provide appropriate corrective feedback.

2.2 Space Pathways

Novice	Intermediate	Advanced
<p>E.N.2.2.A: Identify a variety of spatial relationships, shapes, and levels. Example: personal versus general space, body parts, body shapes, high and low levels, directions.</p> <p>E.N.2.2.B: Identify a variety of spatial relationships, shapes, and levels with objects (over, under, behind, beside, through).</p>	<p>E.I.2.2.A: Utilize a variety of spatial relationships, shapes, and levels within fundamental movement skills. Example: jumping while making a wide shape vs. jumping while making a narrow shape.</p> <p>E.I.2.2.B: Understand that a variety of spatial relationships, shapes, and levels will impact the outcome of performance. Example: creating space in a 3v3 basketball game.</p>	<p>E.A.2.2.A: Evaluate personal performance based on spatial relationships, shapes, and levels.</p> <p>E.A.2.2.B: Analyze a partner/group and give feedback on performance based on spatial relationships, shapes, and levels.</p>

Level	Suggested Task
N-1	Identify some- Students will identify personal and general space and identify most parts of the body.
N-2	Identify more- Students will identify personal vs. general space, most parts of the body, and manipulate their body into different shapes and levels (example: bridge, crouch low, reach high).
N-3	Identify all- Students will identify personal vs. general space, all parts of the body, and manipulate their body to move under, over, behind, next to, and through a stationary object.
I-1	Utilize some- Students will perform skills while creating wide and narrow shapes <i>or</i> at high, medium and low levels.
I-2	Utilize more- Students will perform skills while creating wide and narrow shapes <i>and</i> at high, medium and low levels.
I-3	Utilize in game- Students will perform skills with varying shapes and levels correctly in response to game situations.
A-1	Self-critique- Students will describe and provide detail for their performance during game play. The focus will be on why they chose to move or not move during a play, why they chose to put their body in the shape they used, and why they chose the level used.
A-2	Peer analysis- Students will describe and provide detail for a peer's performance during game play. The focus will be on if they chose to move or not move during a play, what shape they chose to put their body in, and what level they chose.
A-3	Peer feedback- Students will describe and provide detail for a peer's performance during game play. The focus will be on if they chose to move or not move during a play, what shape they chose to put their body in, and what level they chose. Based on the student's analysis of their peer they will provide feedback on changes that can be made to improve performance.

2.3 Speed & Force

Novice	Intermediate	Advanced
<p>E.N.2.3.A: Identify ways to maintain safety when traveling in general space at different speeds.</p> <p>E.N.2.3.B: Differentiate between fast and slow speeds and between strong and light force.</p>	<p>E.I.2.3.A: Vary time, direction, and force with gradual increases and decreases. Example: differences between short toss and long throw, shuttle runs, relay races.</p> <p>E.I.2.3.B: Combine movement concepts (direction, levels, force, and time) with skills as appropriate for activity.</p>	<p>E.A.2.3.A: Apply the movement concepts of speed and force to complex tasks. Example: pacing for running, striking an object with a short-handled or long-handled implement, sending it toward a designated target.</p> <p>E.A.2.3.B: Analyze movement situations and apply movement concepts (speed and force) in dance, stability, and modified game play.</p>

Level	Suggested Task
N-1	Identify concerns- Students will identify potential safety concerns for a game when traveling in general space.
N-2	Identify differences- Students will differentiate between fast and slow speed, and strong and light force.
N-3	Identify changes- Students will identify ways to change speed and/or force during game play to remain safe.
I-1	Compare & contrast- Students will compare and contrast the amount of time, direction, and force of similar skills (e.g., sprint vs. distance run, underhand toss vs. overhand throw, etc.).
I-2	Demonstrate differences- Students will demonstrate differences in direction, levels, force, and time for a skill based on the situation during game play.
I-3	Combine in dance & gymnastics- Students will combine different movements, speed, force, and pathways into moving around in space in dance and gymnastics sequences.
A-1	Apply- Students will apply the concepts of speed and force to game-specific tasks.
A-2	Analyze- Students will analyze a dance, gymnastics routine, or modified game play and describe the speed and forced used.
A-3	Analyze & apply- Students will analyze a dance, gymnastics routine, or modified game play and apply the appropriate amount of speed and forced based on the situation.

3.3 Wellness Planning & Fitness Assessment

Novice	Intermediate	Advanced
<p>E.N.3.3.A: Demonstrate muscular strength and endurance by supporting body weight for climbing, hanging, and momentarily supporting weight on hands. Example: maintaining a push up/plank position.</p> <p>E.N.3.3.B: Participate in physical activity to improve and/or maintain flexibility and aerobic capacity.</p>	<p>E.I.3.3.A: Participate in physical activities that increase muscular strength and endurance.</p> <p>E.I.3.3.B: Set personal goals and monitor personal participation in physical activity.</p>	<p>E.A.3.3.A: Strive to achieve the age and gender-specific health-related physical fitness criteria defined by a health-related physical fitness assessment.</p> <p>E.A.3.3.B: Maintain age and gender specific health-related physical fitness standards defined by a health-related physical fitness assessment or improve personal results.</p>

Level	Suggested Task
N-1	Wall push ups- Students will demonstrate muscular strength and endurance by supporting their body weight through at least 5 wall push ups.
N-2	Modified push ups- Students will demonstrate muscular strength and endurance by supporting their body weight through at least 5 modified push ups.
N-3	Maintaining plank position- Students will demonstrate muscular strength and endurance by supporting their body weight through holding plank position for 15 seconds.
I-1	Exploring different physical activities- Students will list 5 activities that increase muscular strength and endurance (e.g., push ups, curl ups, jumping jacks).
I-2	Participate in a physical activity on your own- Students will participate in physical activities outside of school and be able to describe them (e.g., curl ups, sit ups, push ups).
I-3	Setting a personal specific goal for physical activity- Students will set a personal goal that is specific to their physical activity goals.
A-1	Understand age and gender-specific physical fitness standards- Students will understand their age and gender-specific health-related physical fitness (i.e., knowing fitness assessment goals specific to age and gender).
A-2	Striving to achieve age and gender-specific physical fitness standards- Students will achieve their age and gender-specific health-related physical fitness (i.e., reaching fitness assessment goals specific to age and gender).
A-3	Maintain age and gender-specific physical fitness standards- Students will maintain their age and gender-specific health-related physical fitness (i.e., maintaining or increasing fitness assessment goals specific to age and gender).

4.1 Personal Responsibility

Novice	Intermediate	Advanced
E.N.4.1.A: Acknowledge responsibility for behavior when prompted.	E.I.4.1.A: Work independently and on task during physical education activities for extended periods of time.	E.A.4.1.A: Accept responsibility for improving one's own levels of physical activity, competence in skills, and fitness.
E.N.4.1.B: Accept personal responsibility by using equipment and space appropriately.	E.I.4.1.B: Work cooperatively with a partner and/or small group.	E.A.4.1.B: Execute effective self-management skills to analyze barriers and modify physical activity patterns.

Level	Suggested Task
N-1	Choices- Students will be provided with choices on ways to interact with equipment and the environment (e.g., when arriving to a cone, students may go around it or pick it up and move it or may choose to move on the inside or outside of the court).
N-2	Share- Students will share with a peer what choices they made and why they made them. The peer will share how the other student's choice impacted their participation (e.g., peer may share that moving the cone made it so they had to run farther).
N-3	Accept- Students will take a 10 second timeout for behavior that is not within the rules of the game and/or class when prompted by the teacher.
I-1	Work alone 3- Students will work independently without disrupting others for at least 3 minutes.
I-2	Work alone 10- Students will work independently without disrupting others for at least 10 minutes.
I-3	Collaborate- Students will accept responsibility for their behavior and input when working with others.
A-1	Reflect- Students will reflect on their level of physical activity, skill competency, and fitness after physical education class.
A-2	Barriers- Students will use their reflection to identify barriers to improving their level of physical activity, skill competency, and/or fitness.
A-3	Goals- Students will use their reflection and identified barriers to create goals for improving their level of physical activity, skill competency, and/or fitness.

4.2 Accepting & Giving Feedback

Novice	Intermediate	Advanced
E.N.4.2.A: Follow directions and instructions when prompted.	E.I.4.2.A: Accept specific corrective feedback from the teacher.	E.A.4.2: Give and accept corrective feedback respectfully to and from others.
E.N.4.2.B: Respond appropriately to general feedback from the teacher.	E.I.4.2.B: Accept and implement specific corrective feedback from the teacher.	

Level	Suggested Task
N-1	Follow- Students will follow simple directions and instructions when prompted.
N-2	Listen- Students will perform a task/activity and listen when the teacher is giving feedback.
N-3	Respond- Students will perform a task/activity and respond appropriately when given general feedback from the teacher.
I-1	Accept- Students will stop and recognize specific corrective feedback from the teacher after performing a movement.
I-2	Plan- Students will create a plan for implementing specific corrective feedback.
I-3	Implement- Students will implement specific corrective feedback based on their created plan.
A-1	Observe- Students will observe the performance of another student and evaluate their performance based on specific cues for movements given by the teacher.
A-2	Get- Students will respectfully accept corrective feedback from the teacher and peers based on their execution of the cues of the movement and their performance of the movement.
A-3	Give- Students will respectfully give feedback to their peers based on their execution of the cues of the movement and their performance of the movement.

5.1 Health

Novice	Intermediate	Advanced
E.N.5.1: Identify physical activity as a component of good health.	E.I.5.1: Discuss the relationship between physical activity and good health.	E.A.5.1: Examine the health benefits of participating in selected physical activities.

Level	Suggested Task
N-1	Identify the activity- Students will be prompted with an activity and asked to identify whether or not it is an example of physical activity. For example, watching TV would yield a response of “no”, whereas walking the dog would yield a response of “yes”. This can be done verbally or through other means as well.
N-2	Activity is good- Students will be asked to identify whether or not physical activity is good for your health. Students should also be expected to explain what the concept of good health means.
N-3	Examples- Students will be asked to list or recite examples of physical activity without prompting or assistance. This can be done verbally or through other means as well.
I-1	Differences with prompts- In pairs/group, students will be able to discuss what physical activity is. Students will explain the difference between physical activities and activities that are not physical when provided with a visual prompt (picture of an activity) and a verbal prompt (tell them what the activity is).
I-2	Differences with a prompt- In pairs/groups, students will be able to discuss what physical activity is. Students will be able to discuss what activities are good for your health. Ideal responses will include health-enhancing physical activities. Students should receive either a visual prompt <i>or</i> a verbal prompt.
I-3	Differences without prompts- In pairs/groups, students will be asked to discuss the relationship between physical activity and good health without prompting.
A-1	Benefits with prompts- Given verbal and visual prompts of a physical activity, students will examine some of the health benefits that come from that task (e.g., doing yoga will improve one’s flexibility).
A-2	Activity with prompts- Given verbal and visual prompts of a health benefit, students will provide examples of physical activities that can improve a given health benefit. Prompt students by telling them you are looking to increase your cardiovascular endurance and ask them what are some physical activities that could improve that area of health/fitness.
A-3	Independent activity & benefits- Students will independently examine the health benefits of a specific physical activity. Prompt students by asking them to share a specific physical activity that they come up with and to follow up by telling you what the health benefits of that activity are. For increased difficulty, have students align a variety of physical activities with a variety of health-related fitness components.

Middle Level Task Progressions

1.1 Invasion Games

Novice	Intermediate	Advanced
MS.N.1.1: Demonstrate the basic skills and tactics used during an invasion game individually and with a partner.	MS.I.1.1: Apply the basic skills and tactics used during an invasion game in a numbers-up modified game. Example: performing a pass to an open player in a 3 v 2 soccer station.	MS.A.1.1: Execute the basic skills and tactics used during an invasion game in a modified game. Example: delivering a lead pass with accuracy in a 5 v 5 floor hockey game.

Level	Suggested Task
N-1	Students will demonstrate the proper technique of 1- 2 of the basic skills or tactics used during an invasion game individually or with a partner.
N-2	Students will demonstrate the proper technique of 3-4 of the basic skills and tactics used during an invasion game individually and with a partner.
N-3	Students will demonstrate the proper technique of all basic skills and tactics used during an invasion game individually and with a partner.
I-1	In an offense up modified game setting, students will apply the required basic skills and tactics to maintain possession of a ball, puck, or similar item.
I-2	In a defense up modified game setting, students will apply the required basic skills and tactics to gain possession of a ball, puck, or similar item as quickly as possible.
I-3	In a one player up modified game setting, students will apply the required basic skills and tactics to maintain or gain possession of a ball, puck, or similar item depending on the game situation. Form groups with an odd number of total students per group. Begin play with the offense up one player. If the defense gets the ball, have them try to maintain possession for as long as possible. After 2 minutes, one member from the original offensive team will switch to the other team. Play again with the new overloaded team.
A-1	In a modified game setting, students will use mature form to execute basic skills and tactics with 5 or fewer errors.

Level	Suggested Task
A-2	In a modified game setting, students will use mature form to execute basic skills and tactics with 3-4 errors.
A-3	In a modified game setting, students will use mature form to execute basic skills and tactics with 2 or fewer errors.

1.2 Target Games

Novice	Intermediate	Advanced
MS.N.1.2: Demonstrate the basic skills and tactics used during the preparation phase. Example: hold a bowling ball correctly while initiating an approach.	MS.I.1.2: Consistently apply the basic skills and tactics during target games in a modified environment.	MS.A.1.2: Consistently execute the basic skills and tactics used during target games in a modified environment with accuracy.

Level	Suggested Task
N-1	Students will consider any safety concerns or protocols and observe how the body moves during the preparation phase of a skill when provided with examples.
N-2	Students will demonstrate any safety concerns or protocols and the correct body stance for the preparation phase of a skill when provided with examples.
N-3	Students will demonstrate any safety concerns or protocols along with the correct body stance and placement of the object to be projected for the preparation phase of a skill when provided with examples.
I-1	Students will demonstrate any safety concerns or protocols along with the preparation, execution, and follow-through phases of a skill.
I-2	In a modified game, students will demonstrate all phases of the basic skills for a target game with 3 or fewer errors.
I-3	In a modified game, students will demonstrate all phases of the basic skills for a target game with 3 or fewer errors and use game tactics to successfully reach the target at least 20% of the time.
A-1	In a modified game, students will demonstrate all phases of the basic skills for a target game with 3 or fewer errors and use game tactics to successfully reach the target at least 40% of the time.
A-2	In a modified game, students will demonstrate all phases of the basic skills for a target game with 3 or fewer errors and use game tactics to successfully reach the target at least 60% of the time.
A-3	In a modified game, students will demonstrate all phases of the basic skills for a target game with 3 or fewer errors and use game tactics to successfully reach the target at least 80% of the time.

1.3 Net/Wall Games

Novice	Intermediate	Advanced
MS.N.1.3: Demonstrate in a modified activity the basic skills and tactics used for net/wall games.	MS.I.1.3: Apply the proper technique and position to properly perform a variety of shots in a modified game (e.g. utilizing the appropriate shot in volleyball-overhead pass or forearm pass based on position of teammates).	MS.A.1.3: Execute a strategic shot based on the desired outcome in a complex situation (e.g., Lob shot, passing shot, or drop shot in tennis).

Level	Suggested Task
N-1	Students will perform the forehand and backhand grip (e.g., badminton) students learn the correct hand placement on the racket.
N-2	Students will perform basic racket and shuttle handling skills, and become comfortable holding and manipulating the racket and the shuttlecock (e.g., students use the forehand and backhand grip to carry the shuttle, bounce the shuttle, and bounce the shuttle while walking).
N-3	Students will perform the forehand and backhand stroke (e.g., hit the shuttle at eye level, then above the head, and then really high, alternating between forehand and backhand stroke).
I-1	Students will implement the proper ready position and footwork to move into position to receive the shuttle (e.g., students learn to cover a playing area by quickly moving back to the middle of the court after each shadowed, no shuttlecock, shot).
I-2	Students will implement the proper ready position and footwork to move into position to receive the shuttle (e.g., students learn to cover a playing area by quickly moving back to the middle of the court after each shot).
I-3	Students will implement the forehand serve (low and high) to effectively start and restart the game (e.g., students learn to serve the shuttle to target areas and return the shuttle to target areas).
A-1	Students will complete the backhand stroke to challenge a receiver and return alternating serves.
A-2	Students will place the shuttle using a backhand stroke/shot in the opposite court so they are not returnable.
A-3	Students will place the shuttle using backhand stroke/shot and clear shot in the opposite court so they are not returnable.

1.4 Fielding/Striking Games

Novice	Intermediate	Advanced
MS.N.1.4: Demonstrate the basic skills and tactics used during a fielding/striking game individually and with a partner.	MS.I.1.4: Apply the basic skills and tactics used during fielding and striking games in modified situation. Example: Fielding/throwing using proper technique to a base.	MS.A.1.4: Execute the basic skills and tactics used during fielding and striking games in a complex situation.

Level	Suggested Task
N-1	Students will go through the steps to field a ball (i.e., feet shoulder width apart, glove down open in front and center, and hand without glove behind/on side of glove to support), independently without a ball.
N-2	In partners, students will field a ball that is rolled by one partner and return the ball by throwing it in an overhand pattern. Switch partner rolls every 5 times.
N-3	In small groups, students will field a ball that is softly hit off a tee by one group member and then throw the ball to another member. Switch partner rolls every 5 hits.
I-1	In small groups, students will field a ball that is softly hit off a tee by one group member and then throw the ball to another member. After 5 hits, the batter will run to first base. Switch partner rolls every 5 hits.
I-2	In small groups, students will hit a ball off a tee and then run to first base. Students will remain on first base until the next group member hits the ball. Upon contact with the ball, the student on first base will begin to run to second base, if the ball is hit high into the air the student will freeze until the ball hits the ground. Once the ball hits the ground the student will complete their run to second base and stop. Students will advance one base in this fashion until they reach home plate.
I-3	In groups of 6-8, students will form 2 teams (3-4 students per team). One student will hit a ball off a tee and then run to first base. The student remains on first base until the next group member hits the ball. Upon contact with the ball, the student on first base will begin to run to second base. If the ball is hit high into the air the student will freeze until the ball hits the ground or is determined to be unplayable by a fielder. Once it is determined safe to run, the student will complete their run to second base and stop. Students will advance one base in this fashion until they reach home plate or are thrown out. The fielding team will station themselves in the infield and throw the ball to the closest base that a runner is going to. The runner is out if the ball is caught in the air or if it is thrown to a base and the receiving player maintains control of the ball and touches the base before the runner arrives.

Level	Suggested Task
A-1	In small groups (4-5 total students), students will practice tagging up and attempt to reach the next base. One student will throw the ball high in the air to the outfield. One to two students will be on base, and the remaining students will be in the field. The runners will freeze on their base until the ball is caught or touches the ground. The runners will then attempt to advance to the next base before the ball arrives to that base. The fielders will throw the ball to the closest base to them that a runner is going to. A fielder is not required at the base to record an out. For this activity, the ball simply needs to arrive within 5 feet of the base before the runner.
A-2	In a small-sided game of softball/baseball, students will practice hitting the ball “behind the runner”. For this game every half-inning starts with a runner on second base. The runner can only advance if the ball is hit between first and second base. If the ball is hit between second and third base, then the batter is out, and the runner stays put.
A-3	In a small-sided game of softball/baseball, students will practice turning a double play. For this game, every half-inning starts with a runner on first base. The runner starts running to second base upon contact with the ball by the hitter. The hitter must hit the ball so that it makes contact the ground before reaching the pitching rubber. If the ball fails to do so, then the batter is out and the runner must return to first base. Every successful double play the fielding team completes results in a 5-run bonus. If either runner reaches base safely, meaning 2 outs are not recorded on the play, then no outs are awarded, and the runners remain on the base where the play was attempted.

2.1 Invasion, Target, Net/Wall, Striking/Fielding Games

Novice	Intermediate	Advanced
MS.N.2.1: Describe critical elements/learning cues of the specialized skills used in movement form.	MS.I.2.1: Identify critical elements and learning cues of skills performed.	MS.A.2.1: Develop critical elements and learning cues of skills performed.

Level	Suggested Task
N-1	Students will describe the learning cues needed to be successful in 1-2 specialized skills (e.g., volleyball: cues for serve and passing).
N-2	Students will describe the learning cues needed to be successful in 3-4 specialized skills (e.g., volleyball: cues for serve, passing, and setting).
N-3	Students will describe <i>all</i> learning cues needed to be successful in the specialized skills (e.g., volleyball: serve, passing, setting, spiking, and rotations).
I-1	Students will identify the learning cues for one skill while watching a video or in game play (e.g., basketball game shooting cues).
I-2	Students will identify the learning cues for two skills while watching a video or in game play (e.g., basketball game: dribbling cues and passing cues).
I-3	Students will identify <i>all</i> learning cues needed to be successful in all skills needed, while watching a video or in game play.
A-1	Students will develop cues for offensive movements.
A-2	Students will develop cues for defensive movements and strategies.
A-3	Students will develop cues for offensive and defensive movements and transitions.

2.2 Invasion, Target, Net/Wall, Striking/Fielding games

Novice	Intermediate	Advanced
MS.N.2.2: Describe various game strategies and tactics within modified situations.	MS.I.2.2: Identify various games strategies and tactics within the game and explain how to use them effectively in modified situations.	MS.A.2.2: Develop various game strategies and tactics within the game and explain how to use them effectively in complex situations.

Level	Suggested Task
N-1	Student will describe the purpose of offense and defense in game play.
N-2	Students will describe offensive game strategies such as getting open, finding a target, and time awareness to score.
N-3	Students will describe defensive game strategies such as anticipating ball movement, blocking, and moving between offender and the goal to prevent offense from scoring.
I-1	Students will identify getting into open space and passing with the purpose of scoring.
I-2	Students will identify the execution of offense to create open spaces and opportunities to score (e.g., pick and roll in basketball, utilizing 3 hits in volleyball).
I-3	Students will identify the execution of defense to prevent a score (e.g., switch up on a pick).
A-1	Students will develop an offensive and defensive strategy that best combats their opponent.
A-2	Students will develop and execute offensive plays (e.g., zone and man-to-man in basketball, 2nd hit belongs to the setter in volleyball).
A-3	Students will develop and execute various types of defenses to best combat the strengths of the opponent (e.g., if the game needs to be slowed down, go into a zone defense).

2.6 Social and Emotional Health Benefits

Novice	Intermediate	Advanced
MS.N.2.6: Describe physical-activity experiences with the potential for social, emotional, and health benefits.	MS.I.2.6: Identify physical-activity experiences for social, emotional, and health benefits. Example: locating local areas to participate in physical activity outside the school setting.	MS.A.2.6: Develop physical-activity experiences for social, emotional, and health benefits.

Level	Suggested Task
N-1	Students will describe a social benefit they receive through physical activity.
N-2	Students will describe an emotional benefit they receive through physical activity.
N-3	Students will describe the social, emotional, and health benefits they receive from participating in physical activity.
I-1	Students will identify a physical activity that will enhance their social, emotional, or health well-being.
I-2	Students will identify two physical activities that will enhance their social, emotional or health well-being.
I-3	Students will identify multiple physical activities that will enhance their social, emotional and health well-being.
A-1	Students will develop physical activity habits to seek out social, emotional, and health benefits.
A-2	Students will actively participate in a physical activity outside of the school setting to seek out social, emotional, and health benefits.
A-3	Students will actively participate in a physical activity outside of the school setting on a consistent basis in order to develop their social, emotional, and health benefits.

3.1 Monitoring Physical Activity

Novice	Intermediate	Advanced
MS.N.3.1: Demonstrate participation in physical activity and set personal goals. Example: measure daily steps with a device.	MS.I.3.1: Monitor daily participation to promote physical activity. Example: maintain an activity log for a seven-day period, documenting progress toward achievement of personal goals.	MS.A.3.1: Execute a consistent monitoring system to maintain physical activity. Example: Periodically determine effectiveness of exercise/workout and refine as needed.

Level	Suggested Task
N-1	Students will participate in physical activities both in class and outside of school.
N-2	Students will participate in physical activity for 5 days a week and determine a personal goal to increase their overall participation.
N-3	Students will participate in physical activity for 5 days a week and write a personal goal to increase their overall participation.
I-1	Students will document their daily physical activity.
I-2	Students will document their daily physical activity, observe changes in their heart rate, and identify the different heart rate zones using the heart rate formula.
I-3	Students will document their daily physical activity and maintain a level of exercise so as to remain in their target heart rate zone throughout the activity.
A-1	Students will document their daily physical activity and progress towards their personal goal(s).
A-2	Students will document their daily physical activity and progress towards their personal goal(s) and identify areas of refinement.
A-3	Students will document their daily physical activity and progress towards their personal goal(s) and make refinements to activities and/or goals.

3.3 Fitness Standards

Novice	Intermediate	Advanced
MS.N.3.3: Demonstrate proper form with cadence of fitness exercises as defined by a health-related fitness assessment.	MS.I.3.3: Show progression toward the age and gender-specific, health-related fitness standards as defined by a health-related fitness assessment.	MS.A.3.3: Achieve and maintain the age and gender-specific, health-related fitness standards as defined by a health-related fitness assessment.

Level	Suggested Task
N-1	Students will demonstrate the proper form with cadence for 1-2 of the fitness exercises as defined by a health-related fitness assessment (e.g., push up, curl up, pacer, sit and reach, trunk lift, mile run).
N-2	Students will demonstrate the proper form with cadence for 3-4 of the fitness exercises as defined by a health-related fitness assessment.
N-3	Students will demonstrate the proper form with cadence for <i>all</i> of the fitness exercises as defined by a health-related fitness assessment.
I-1	Students will use an activity log to show heart rate/effort progression towards the age- and gender-specific, health-related fitness standards for 1-2 of the areas of assessment.
I-2	Students will use an activity log to show heart rate/effort progression towards the age- and gender-specific, health-related fitness standards for 3-4 of the areas of assessment.
I-3	Students will use an activity log to show heart rate/effort progression towards the age- and gender-specific, health-related fitness standards for <i>all</i> of the areas of assessment.
A-1	Students will achieve and maintain the age- and gender-specific, health-related fitness standards for at least 2 of the 5 components of fitness (i.e., cardiorespiratory endurance, flexibility, and muscular strength & endurance).
A-2	Students will achieve and maintain the age- and gender-specific, health-related fitness standards for at least 3 of the 5 components of fitness (i.e., cardiorespiratory endurance, flexibility, and muscular strength & endurance).
A-3	Students will achieve and maintain the age- and gender-specific, health-related fitness standards for at least 4 of the 5 components of fitness (i.e., cardiorespiratory endurance, flexibility, and muscular strength & endurance).

3.5 Fitness Participation

Novice	Intermediate	Advanced
MS.N.3.5: Demonstrate participation in health- related physical fitness activities outside of the physical education class.	MS.I.3.5: Apply regular participation in health- related physical fitness activities outside of the physical education class.	MS.A.3.5: Execute specific health-related physical fitness activities outside of the physical education class to improve personal fitness.

Level	Suggested Task
N-1	Students will participate in one activity for 30 minutes for recreation outside of physical education class as indicated on a weekly fitness log.
N-2	Students will participate in two activities for 30 minutes for recreation outside of physical education class as indicated on a weekly fitness log.
N-3	Students will participate in three activities for 30 minutes for recreation outside of physical education class as indicated on a weekly fitness log.
I-1	Students will choose health-related physical fitness activities to participate in two days a week for a total of 60 minutes outside of physical education class as indicated on a weekly fitness log.
I-2	Students will choose health-related physical fitness activities to participate in three days a week for a total of 90 minutes outside of physical education class as indicated on a weekly fitness log.
I-3	Students will choose health-related physical fitness activities to participate in 3-5 days a week for a total of 150 minutes. outside of physical education class as indicated on a weekly fitness log.
A-1	Students will participate in 150 minutes of weekly physical activity outside of physical education class and log rates of perceived exertion.
A-2	Students will participate in 150 minutes of weekly physical activity outside of physical education class and modify activities and/or intensity based on rates of perceived exertion.
A-3	Students will participate in 150 minutes of weekly physical activity outside of physical education class and modify activities and/or intensity to maintain the highest possible rate of perceived exertion.

4.2 Conflict Resolution

Novice	Intermediate	Advanced
MS.N.4.2: Demonstrate the skills needed to resolve conflicts. Example: display skills such as self-control, listening, compromising, cooperating, and negotiating.	MS.I.4.2: Apply the skills needed to resolve potential conflicts in physical activity settings.	MS.A.4.2: Execute a conflict-resolution strategy to resolve potential conflicts in a game or physical activity. Example: negotiates an acceptable penalty in a flag football game with the opposing team.

Level	Suggested Task
N-1	Students will identify skills needed to resolve conflicts during physical activity on an exit slip.
N-2	Students will demonstrate skills needed to resolve conflicts during game play/physical activity as observed and recorded by the teacher on a checklist <i>most</i> of the time (e.g., accepts decisions by the official during game play, apologizes for colliding during movement, etc.).
N-3	Students will display skills needed to resolve conflicts during game play/physical activity as observed and recorded by the teacher on a checklist <i>all</i> of the time (e.g., accepts decisions by the official during game play, apologizes for colliding during movement, etc.).
I-1	Students will apply conflict resolution actions to use while participating in and/or observing various physical activities.
I-2	Students will apply actions that reflect conflict resolution and respect for others <i>most</i> of the time while being assessed by a peer during participation in a physical activity.
I-3	Students will apply actions that reflect proper etiquette and respect for others <i>all</i> of the time while be assessed by a peer during participation in a physical activity.
A-1	Students will record ways to show encouragement, respect, and honesty during competitive activities within their daily/weekly journal.
A-2	Students will execute attributes such as honesty, encouragement, and respect <i>most</i> of the time during competitive activities as recorded by teacher on a behavior/record sheet.
A-3	Students will execute attributes such as honesty, encouragement, and respect <i>at all</i> times during competitive activities as recorded by teacher on a behavior/record sheet.

4.4 Respect/Safety

Novice	Intermediate	Advanced
MS.N.4.4: Demonstrate the use of equipment appropriately and safely in physical activity settings.	MS.I.4.4: Apply equipment appropriately in physical activity settings and identify safety concerns associated with specific activities.	MS.A.4.4: Execute a method to use the equipment appropriately and foresee safety concerns associated with specific activities. Example: reminds others of the safety concerns of wearing a flag football belt improperly.

Level	Suggested Task
N-1	Students will safely manage equipment in a drill setting (e.g., warm-up drills, practice stations).
N-2	Students will safely manage equipment in a modified environment (e.g., selects the proper pass in close settings, 2v1, etc.).
N-3	Students will safely manage equipment appropriately in the game setting (e.g., hands ball to the official, does not throw the ball in anger).
I-1	Students will apply safety precautions while properly using equipment without any prompts.
I-2	Students will work safely with peers and equipment.
I-3	Students will use equipment independently, appropriately, and safely in an individual or group environment.
A-1	Students will complete a safety plan for using specific equipment and returning equipment to the proper storage area after use.
A-2	Students will follow the safety plan/procedures for use of equipment and its storage after use.
A-3	Students will execute the safety plan/procedures in a group setting for self and others while foreseeing any potential danger.

5.1 Enjoyment Promotion

Novice	Intermediate	Advanced
MS.N.5.1: Recognize how physical activity provides personal meaning and enjoyment.	MS.I.5.1: Seek and explore physical activity opportunities that provide personal meaning and enjoyment. Example: participate in organized sports for the joy of competition, ride a mountain bike to enjoy nature trails.	MS.A.5.1: Consistently seek and explore various physical activities that provide personal meaning and enjoyment. Example: research a hiking trail near the family's vacation destination and suggest for activity.

Level	Suggested Task
N-1	Students will participate in a teacher-led discussion of the connection between physical activity and personal meaning and enjoyment.
N-2	Students will verbally express the connection between physical activity and personal meaning and enjoyment through pair-share or small group discussions.
N-3	Students will keep a journal to express the connection between physical activity and personal meaning and enjoyment.
I-1	Students will develop a list of physical activities that would bring them personal meaning and enjoyment
I-2	Students will explore what physical activities the community offers that might provide personal meaning and enjoyment.
I-3	Students will make contact with community groups to further explore the physical activities offered.
A-1	Students will examine how they can make physical activity part of their weekly routine.
A-2	Students investigate how physical activity can be part of their daily routine.
A-3	Students will research various physical activity opportunities outside of the school setting that are enjoyable and relatable to their lives.

5.4 Active Lifestyle

Novice	Intermediate	Advanced
MS.N.5.4: Recognize the (affective) health benefits of a physically active lifestyle. Example: Acknowledges that positive relationships, personal satisfaction, self-esteem are benefits of physical activity	MS.I.5.4: Identify the (affective) health benefits of a physically active lifestyle. Example: Joins a running club in order to form new friendships, achieve a goal, or overcome an obstacle	MS.A.5.4: Consistently identify the various (affective) health benefits of a physically active lifestyle. Example: Regularly looks for opportunities to form new relationships, set new goals, embrace new challenges in various activities

Level	Suggested Task
N-1	Students will recognize that friendships can form through being active together.
N-2	Students will recognize ways self-esteem can be raised through physical activity.
N-3	Students will connect the value that physical activity provides for positive relationships, personal satisfaction, and/or building their self-esteem.
I-1	Students will choose a new exercise group in class that they have not worked with previously.
I-2	Students will identify how being physically active can help them achieve goals.
I-3	Students will identify how being physically active can help them overcome stress.
A-1	Students will establish the habit of moving to different groups to form new friendships.
A-2	Students will set a goal to always give their personal best in class.
A-3	Students will connect a physically active lifestyle to a way of managing stress.

High School Task Progressions

1.1 Lifetime Activities including individual, partner, team sports

Novice	Intermediate	Advanced
HS.N.1.1: Demonstrate the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork.	HS.I.1.1: Apply the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork.	HS.A.1.1: Develop and implement a plan to improve and refine activity-specific movement skills in 1 or more lifetime activities.

Level	Suggested Task
N-1	Students will demonstrate offense and defense in a game of team handball.
N-2	Students will demonstrate at least 2 offensive and defensive skills/tactics in a game of team handball.
N-3	Students will demonstrate at least 3 offensive and defensive skills/tactics in a game of team handball.
I-1	Students will apply fouls and scoring in a game of team handball.
I-2	Students will referee fouls and scoring in a game of team handball.
I-3	Students will self-referee fouls and scoring in a game of team handball.
A-1	Students will create a play sequence (set play) using at least 3 offensive skills/tactics.
A-2	Students will create at least 3 play sequences (set plays) using at least 3 offensive skills/tactics.
A-3	Students will implement at least 2 play sequences (set plays) during game play.

1.2 Dance & Rhythms

Novice	Intermediate	Advanced
HS.N.1.2: Execute command of rhythm, patterns and timing by creating a movement sequence to music as an individual or in a group in dance or rhythmic activities.	HS.I.1.2: Demonstrate dance forms used in cultural and social occasions or demonstrates competency in 1 form of dance. Example: modern, hip hop, line dance, tap.	HS.A.1.2: Demonstrate a form of dance by choreographing a dance or by giving a performance.

Level	Suggested Task
N-1	Students will create and perform an 8-count dance sequence by themselves or with a group.
N-2	Students will create and perform a 16-count dance sequence by themselves or with a group.
N-3	Students will create and perform a 24 or more count dance sequence by themselves or with a group.
I-1	Students will complete a cultural/social dance while staying on count 70% of the time with a group.
I-2	Students will complete a cultural/social dance while staying on count 80% of the time with a group.
I-3	Students will complete a cultural/social dance while staying on count at least 90% of the time with a group.
A-1	Students will choreograph <i>or</i> perform a dance of their choice.
A-2	Students will choreograph <i>and</i> perform a dance of their choice.
A-3	Students will choreograph, perform, and teach a dance of their choice.

1.3 Fitness Activities

Novice	Intermediate	Advanced
HS.N.1.3: Apply the basic skills and tactics in one or more specialized skills in health-related fitness activities	<p>HS.I.1.3.A: Demonstrate competency in one or more specialized skills in health-related fitness activities. Example: Pilates, resistance training, running, fitness walking, Zumba, aquatics, circuit training).</p> <p>HS.I.1.3.B: Demonstrate competency in specialized skills in each of the health-related fitness components: muscular strength, muscular endurance, flexibility, cardiorespiratory fitness.</p>	HS.A.1.3: Improve on activity-specific skill in one or more activities. Example: group exercise, circuit training, resistance training, Yoga, Pilates, martial arts, running, aquatics.

Level	Suggested Task
N-1	Students will correctly demonstrate health-related fitness skills through a warm-up routine 60-75% of the time.
N-2	Students will correctly demonstrate health-related fitness skills through a warm-up routine 76-85% of the time.
N-3	Students will correctly demonstrate health-related fitness skills through a warm-up routine at least 85% of the time.
I-1	Students will demonstrate competency in 1 health-related fitness component through specialized skills in a health-related fitness activity.
I-2	Students will demonstrate competency in 2-3 health-related fitness components through specialized skills in a health-related fitness activity.
I-3	Students will demonstrate competency in all 4 health-related fitness components through specialized skills in a health-related fitness activity.
A-1	Students will show improvement of a skill in 1 activity using a pre-/post- demonstration of the skill.
A-2	Students will show improvement of a skill in 2 activities using a pre-/post- demonstration of the skill.
A-3	Students will show improvement of a skill in 3 activities using a pre-/post- demonstration of the skill.

2.1 Movement concepts, principles, knowledge

Novice	Intermediate	Advanced
HS.N.2.1: Identify the critical elements and learning cues of skills performed.	HS.I.2.1: Apply the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately.	HS.A.2.1: Identify and discuss the historical and cultural roles (perspective-taking, empathy, appreciating diversity, respect for others) of games, sports and dance in a society.

Level	Suggested Task
N-1	Students will name cues for a specific performed skill with 25% accuracy.
N-2	Students will name all of the critical elements and learning cues when performing a specific skill with 50% accuracy.
N-3	Students will describe critical elements and learning cues when completing a peer assessment of a specific skill with 75% accuracy.
I-1	Students will appropriately apply 1 term for a type of exercise or physical activity.
I-2	Students will appropriately apply 2-3 terms for a type of exercise or physical activity.
I-3	Students will appropriately apply 4 or more terms for a type of exercise or physical activity and/or multiple types of exercise.
A-1	Students will identify 2-3 aspects of the history of the given unit of focus.
A-2	Students will investigate 2-3 cultural and historical roles of the given unit of focus.
A-3	Students will discuss and share 2-3 cultural and historical roles the unit of focus has had on current society.

2.2 Movement concepts and principles

Novice	Intermediate	Advanced
HS.N.2.2: Describe prior knowledge of movement concepts into new learning experiences in the physical-activity setting.	HS.I.2.2: Use movement and concepts, (force, motion, and rotation) to analyze and improve performance of self and/or others.	HS.A.2.2: Use principles associated with self-selected activities to develop a plan for improved performance.

Level	Suggested Task
N-1	Students will demonstrate prior knowledge of strategies and tactics with 25% accuracy.
N-2	Students will apply prior knowledge of strategies and tactics in game play at least 50% of the time.
N-3	Students will apply prior knowledge of strategies and tactics in game play 75% of the time.
I-1	Students will independently apply one task-appropriate concept for an exercise or physical activity.
I-2	Students will independently apply 2-3 task-appropriate concepts for an exercise or physical activity.
I-3	Students will use appropriate coaching cues to help peers improve their performance with the appropriate type of exercise or physical activity with 80% accuracy.
A-1	Students will select the appropriate type of exercise or physical activity based on FITT principles.
A-2	Students will apply FITT principles to reach Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) Goals in Health and Fitness 70% of the time.
A-3	Students will apply FITT principles to reach SMART Goals in Health and Fitness 90% of the time.

2.3 Health-Related Fitness

Novice	Intermediate	Advanced
HS.N.2.3: Describe prior knowledge of movement concepts into new learning experiences in the physical-activity setting.	HS.I.2.3: Use technology to collect, analyze, and assess his or her own health-related physical fitness data through a fitness assessment.	HS.A.2.3: Use technology to apply advanced fitness training knowledge to the planning of an extended personal physical fitness program.

Level	Suggested Task
N-1	Students will demonstrate prior knowledge (PK) of strategies and tactics with 25% accuracy.
N-2	Students will apply PK of strategies and tactics in game play at least 50% of the time.
N-3	Students will apply PK of strategies and tactics in game play 75% of the time.
I-1	Students will collect their own health-related physical fitness data through a fitness assessment 80% of the time.
I-2	Students will analyze their own health-related physical fitness data through a fitness assessment with a goal of 10% improvement in at least one focus area.
I-3	Students will assess their own health-related physical fitness data through a fitness assessment with a goal of 20% improvement in two or more areas of focus.
A-1	Students will apply advanced fitness training knowledge to the planning of an extended personal physical fitness program with 60% accuracy.
A-2	Students will apply advanced fitness training knowledge to the planning of an extended personal physical fitness program with 75% accuracy.
A-3	Students will apply advanced fitness training knowledge to the planning of an extended personal physical fitness program with 90% accuracy.

2.4 Fitness Planning

Novice	Intermediate	Advanced
HS.N.2.4: Identify the relationship between the five components of health-related fitness and the FITT (frequency, intensity, type, and time) principle.	HS.I.2.4: Design a long-term personal fitness plan based on FITT (frequency, intensity, type, and time) training principles to improve or maintain health-related physical fitness that includes methods evaluation and reflection.	HS.A.2.4: Design and implement a long-term fitness plan based on FITT (frequency, intensity, type, and time) training principles to improve or maintain health-related physical fitness.

Level	Suggested Task
N-1	Students will identify the relationship between the FITT principles and 1-2 components of health-related fitness.
N-2	Students will identify the relationship between the FITT principles and 3-4 components of health-related fitness.
N-3	Students will identify the relationship between the FITT principles and the 5 components of health-related fitness.
I-1	Students will implement a long-term personalized fitness plan based on their relationships between the FITT principles and the 5 components of health-related fitness.
I-2	Students will evaluate their long-term personalized fitness plan based on maintenance improvement.
I-3	Students will reflect on their long-term personalized fitness plan based on personal reflection and physical fitness maintenance improvement.
A-1	Students will design a long-term personalized fitness plan based on their relationships between the FITT principles and 1-2 components of health-related fitness.
A-2	Students will design a long-term personalized fitness plan based on their relationships between the FITT principles and 3-4 components of health-related fitness.
A-3	Students will design a long-term personalized fitness plan based on their relationships between the FITT principles and 5 components of health-related fitness.

2.5 Strategies and Tactics

Novice	Intermediate	Advanced
HS.N.2.5: Identify various game strategies and tactics within the game and explain how to use them effectively in modified situations.	HS.I.2.5: Develop strategies and tactics effectively during game play in net/wall and/or target games.	HS.A.2.5: Utilize strategies and tactics of selected activities for successful participation.

Level	Suggested Task
N-1	Students will identify various game strategies and tactics within the game with 80% accuracy.
N-2	Students will explain how various game strategies and tactics within the game are used effectively in modified situations with 80% accuracy.
N-3	Students will apply various game strategies and tactics within the game in modified situations with 80% accuracy.
I-1	Students will develop various strategies and tactics in net/wall and/or target games with 75% accuracy.
I-2	Students will develop various strategies and tactics in net/wall and/or target games with 80% accuracy.
I-3	Students will develop various strategies and tactics in net/wall and/or target games with 90% accuracy.
A-1	Students will utilize various strategies and tactics in net/wall and/or target games with 75% accuracy.
A-2	Students will utilize various strategies and tactics in net/wall and/or target games with 80% accuracy.
A-3	Students will utilize various strategies and tactics in net/wall and/or target games with 90% accuracy.

3.1 Physical Activity Knowledge

Novice	Intermediate	Advanced
HS.N.3.1: Apply strategies in monitoring daily participation to promote physical activity.	HS.I.3.1: Adjust pacing to keep heart rate in the target zone, using available technology (e.g., heart rate monitor), to self-monitor aerobic intensity.	HS.A.3.1: Apply technology (such as wearable devices, mobile device apps, and/or social media tools) to support physical activity and lifetime fitness habits.

Level	Suggested Task
N-1	Student will name a strategy in monitoring daily participation.
N-2	Students will actively monitor daily participation through journaling each day for a week.
N-3	Students will monitor their daily participation using a strategy of their choice that they can use on their own outside of school as well.
I-1	Student will calculate their own heart rates at different points of activity
I-2	Students will notice when their heart rate changes during a given exercise and monitor when they are moving to a different heart rate zone.
I-3	Students will modify their activity level in order to maintain their target hear rate when performing an aerobic exercise.
A-1	Students will be able to apply 1 technology to support physical activity and lifetime fitness habits.
A-2	Students will be able to apply 2 pieces of technology to support physical activity and lifetime fitness habits.
A-3	Students will be able to apply 3 or more pieces of technology to support physical activity and lifetime fitness habits.

3.2 Understanding Community Resources

Novice	Intermediate	Advanced
HS.N.3.2: Describe various ways to locate community resources for health-enhancing activities.	<p>HS.I.3.2.A: Identify community resources to support varied opportunities for participating in physical activity outside of physical education class. Examples: researching community resources and presenting the information to class.</p> <p>HS.I.3.2.B: Identify the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings.</p>	<p>HS.A.3.2.A: Develop and maintains a fitness portfolio. Examples: assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement.</p> <p>HS.A.3.2.B: Analyze personal and community resources to explore career options related to physical activity and fitness.</p>

Level	Suggested Task
N-1	Students will name and describe 1 way to locate resources in their community.
N-2	Students will name and describe at least 2 ways to locate resources in their community.
N-3	Students will name and describe at least 3 ways to locate resources in their community.
I-1	Students will each find 1 resource to help find physical activity outside of PE class.
I-2	Students will find 2 resources to help locate physical activity opportunities outside of class, and present that information their group.
I-3	Students will work in groups, find 5 resources to help locate physical activity opportunities outside of class, and present that information to the class.
A-1	Students will create a plan for what to include in their personal fitness portfolio.
A-2	Students will enter data into their fitness portfolio.
A-3	Students will maintain their fitness portfolio over a given period of time and include all data collected during PE and outside of PE.

3.3 Fitness Standards

Novice	Intermediate	Advanced
HS.N.3.3: Strive to achieve the specific age- and gender-specific health-related fitness standards while participating in a health-related fitness assessment.	HS.I.3.3: Maintain age and gender specific health related physical fitness standards defined by a health-related fitness assessment, or improve personal results.	HS.A.3.3: Apply rates of perceived exertion and pacing to improve upon the age- and gender-specific health-related physical fitness standards.

Level	Suggested Task
N-1	Students will distinguish between health-related and skill-related fitness components and identify the 5 components of a health-related fitness assessment.
N-2	Students will complete 5 components of a health-related fitness assessment using correct technique and following proper protocol.
N-3	Students identify the areas in which they were able to achieve the health-related standard for their age and gender.
I-1	Students meet the health-related fitness standard for their age and gender in 2 component areas of a health-related fitness assessment.
I-2	Students meet the health-related fitness standard for their age and gender in cardio and 2 other component areas of a health-related fitness assessment.
I-3	Students meet the health-related fitness standard for their age and gender in cardio and 3 other component areas of a health-related fitness assessment.
A-1	Students will be able to define rates of perceived exertion in exit slip.
A-2	Students will be able to define the rates of perceived exertion and the importance of listening to their bodies as they exercise in an exit slip.
A-3	Students will be able to apply rates of perceived exertion as they are participating in activities within their fitness plans.

3.4 Fitness Goals and Planning

Novice	Intermediate	Advanced
HS.N.3.4: Identify personal health-related fitness goals and implement a plan to achieve and/or maintain personal fitness.	HS.I.3.4: Use technology to collect, analyze, and assess his or her own health-related physical fitness data.	HS.A.3.4: Use technology to collect, analyze, assess his or her own health-related physical fitness data and create a plan to improve the results.

Level	Suggested Task
N-1	Students will complete SMART goals for each fitness component.
N-2	Students will complete SMART goals for each fitness component and reflect on their progress on a consistent basis
N-3	Students will complete SMART goals for each fitness component and will use their reflections to revise their goals on a consistent basis.
I-1	Students will track their progress in 1 of their health-related fitness assessment and create goals using the FITT principles to guide continued improvement using technology of choice.
I-2	Students will track their progress in 2-3 of their health-related fitness assessment and create goals using the FITT principles to guide continued improvement using technology of choice.
I-3	Students will track their progress in 4 or more of their health-related fitness assessment and create goals using the FITT principles to guide continued improvement using technology of choice.
A-1	Students will map out their fitness data over the duration of the unit.
A-2	Students will map out their fitness data over the duration of the unit and make actionable adjustments based on that data.
A-3	Students will use an activity tracker to record and adjust their workouts based on their progress towards achieving their goals effectively 70% of the time.

3.5 Risks and Safety Factors

Novice	Intermediate	Advanced
HS.N.3.5: Identify risks and safety factors that might affect physical activity preferences throughout the life cycle.	HS.I.3.5: Evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle. Example: influences of teenagers vs. senior citizens.	HS.A.3.5: Analyze the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings.

Level	Suggested Task
N-1	Students can identify 1 risk or safety factor that might affect physical activity preferences.
N-2	Students can identify 2-3 risks and safety factors that may affect physical activity preferences.
N-3	Students can name 4 or more risks and safety factors that may affect physical activity preferences and assign them to different parts of the life cycle.
I-1	Students will evaluate 1 risk or safety factor that might affect physical activity preferences.
I-2	Students will evaluate 2-3 risks and safety factors that may affect physical activity preferences.
I-3	Students will evaluate 4 or more risks and safety factors that may affect physical activity preferences and assign them to different parts of the life cycle.
A-1	Students will list the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in college or career settings.
A-2	Students research the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in college or career settings (e.g., interview college students or adults in their lives).
A-3	Students will analyze the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in college or career settings.

3.6 Physical Activity Participation

Novice	Intermediate	Advanced
HS.N.3.6: Regularly participate in health-related fitness activities outside of physical education class.	HS.I.3.6: Participate several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. Examples: Jog/walk for 30 minutes, play a sport for the school or rec dept, plays basketball with friends after school.	HS.A.3.6: Create a plan, train for and participate in a community event with a focus on physical activity. Examples: 5K, triathlon, tournament, dance performance, cycling event.

Level	Suggested Task
N-1	Students will research health-related fitness activity opportunities outside of the PE class.
N-2	Students will participate in 1 health-related physical fitness activity outside of class.
N-3	Students will participate in regular health-related physical fitness activities outside of the PE class.
I-1	Students will list lifetime activities that they currently do or would like to do outside of PE class.
I-2	Students will self-select and complete 1 lifetime activity outside of school.
I-3	Students will participate and track their lifetime activity outside of class for 1 week and share with the group.
A-1	Students will create a plan and train for a community event focusing on physical activity.
A-2	Students will create a plan and train for a community event focusing on physical activity and participate in the event.
A-3	Students will work together to create, train for, and participate in their own community event focusing on physical activity.

3.7 Nutrition

Novice	Intermediate	Advanced
HS.N.3.7: Develop strategies for balancing healthy food, snacks, and water intake specific to daily physical activity.	HS.I.3.7: Design and implement a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. Example: meeting carbohydrate, protein and fat requirements to sustain physical activity.	HS.A.3.7: Create a snack plan for before, during and after exercise that addresses nutrition needs for each phase. Example: listing snacks that would help fuel/recover the individual before and after exercise.

Level	Suggested Task
N-1	Students will research and discuss strategies for balancing healthy food, snacks and water intake.
N-2	Students will research and discuss strategies for balancing healthy food, snacks and water intake while taking into consideration different levels of daily physical activity.
N-3	Students will develop strategies for balancing healthy food, snacks and water intake while taking into consideration different levels of daily physical activity, as well as their own personal lives and goals.
I-1	Students will design their own personal nutrition plan, taking into consideration their likes and dislikes, accessibility, energy levels and activity levels.
I-2	Students will implement their nutrition plan and track and assess it over a 1-day period.
I-3	Students will implement their nutrition plan and track and assess it over a 7-day period.
A-1	Students will create a snack plan for each phase of an exercise.
A-2	Students will implement a snack plan that will help them fuel and/or recover for their own individual physical activity (e.g., soccer practice, dance class, etc.).
A-3	Students will implement and reflect on their snack plan to promote fuel and/or recovery from their own individual physical activity (e.g., soccer practice, dance class, etc.).

3.8 Stress Management

Novice	Intermediate	Advanced
HS.N.3.8: Identify stress-management strategies to reduce stress.	HS.I.3.8: Assess personal stress-management and demonstrate strategies to reduce stress. Example: mental imagery, relaxation techniques, deep breathing.	HS.A.3.8: Apply stress-management strategies to reduce stress.

Level	Suggested Task
N-1	Students will name at least 1 stress-management strategy to reduce stress.
N-2	Students will name at least 2-3 stress-management strategies to reduce stress.
N-3	Students will name at least 4 stress-management strategies to reduce stress.
I-1	Students will name stress-management strategies that they personally enjoy and use.
I-2	Students will assess which stress-management strategies are helpful for them in different situations.
I-3	Students will journal stressful situation and assign a stress management technique which they demonstrated to reduce stress.
A-1	Students will apply a new stress-management technique that they have not tried before to reduce stress.
A-2	Students will apply 2-3 different stress-management techniques to reduce stress.
A-3	Students will apply 4-5 different stress-management techniques to reduce stress.

4.1 Personal Responsibility

Novice	Intermediate	Advanced
HS.N.4.1: Apply interpersonal skills to work cooperatively within a group to establish and achieve group goals in competitive as well as cooperative physical activity settings.	<p>HS.I.4.1.A: Employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed.</p> <p>HS.I.4.1.B: Take responsibility for engaging in daily physical activity and regular participation in lifetime fitness pursuits.</p>	<p>HS.A.4.1.A: Accept differences between personal characteristics, the idealized body images and elite performance levels portrayed in various media.</p> <p>HS.A.4.1.B: Demonstrates the ability to engage in leadership roles in various physical activity settings to help facilitate successful participation.</p>

Level	Suggested Task
N-1	Students will share 1 way to motivate classmates during adventure activities, game play, and/or team building activities.
N-2	Students will describe 1 way that they were able to encourage and positively motivate a classmate during adventure activities, game play, or team building activities.
N-3	Students will describe 3 or more ways that they were able to encourage and positively motivate classmates during adventure activities, game play, and/or team building activities.
I-1	Students will identify 3 activities that they can participate in outside of PE that would be beneficial to their health and fitness level.
I-2	Students will report the activities that they participated in outside of PE, explain their importance, and set/reset 2 or more personal fitness goals.
I-3	Students will list 3 or more activities that they participated in outside of PE, explain their importance, and modify goals based on physical activity patterns.
A-1	Students will explain the importance of leadership roles needed in physical activities and share 1 strategy for facilitating successful participation.
A-2	Students will describe 2 ways that social media can have an effect on body image and answer prompts addressing self-awareness.
A-3	Students will describe ways that social media can have an effect on self-image and why this impact their participation in leadership roles.

4.2 Rules & Etiquette

Novice	Intermediate	Advanced
HS.N.4.2: Apply the skills needed to resolve potential conflicts in physical activity settings. Example: Show self-control by accepting a controversial decision of an official.	HS.I.4.2: Exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. Example: spirit of the game, following rules.	HS.A.4.2: Examine and adhere to moral and ethical conduct in specific competitive situations by displaying positive disposition.

Level	Suggested Task
N-1	Students will list 1 strategy to use when resolving conflicts during physical activity.
N-2	The student will display skills needed to resolve conflicts during game play or physical activity <i>most</i> of the time.
N-3	The student will display skills needed to resolve conflicts during game play or physical activity as observed <i>all</i> of the time.
I-1	Students will list the etiquette actions to use while participating and/or observing various physical activities.
I-2	Students will display actions that reflect proper etiquette and respect for others <i>most</i> of the time.
I-3	Students will display actions that reflect proper etiquette and respect for others <i>all</i> of the time.
A-1	Students will work towards positive interactions at least 60% -79% of the time with the opposing team or opponents including: fair play, proper language, and winning/losing appropriately.
A-2	Students will demonstrate positive interactions at least 80% of the time with the opposing team/opponents including: fair play, proper language, and winning/losing appropriately.
A-3	Students will use intentionality to demonstrate positive interactions at least 81% of the time with the opposing team/opponents including: fair play, proper language, and winning/losing appropriately.

4.4 Working w/others

Novice	Intermediate	Advanced
HS.N.4.4: Recognize effective communication skills and strategies that promote respect and conflict resolution when working with others during physical activity.	HS.I.4.4: Use effective communication skills and strategies that promote respect and conflict resolution when working with others during physical activity.	HS.A.4.4: Assume a leadership role in a physical activity setting to help advocate successful participation. Examples: conflict resolution skills, decision making, proposing rules/modifications.

Level	Suggested Task
N-1	Students will share at least 1 phrase or strategy to use when resolving conflicts during physical activity.
N-2	Students will share 2-3 phrases or strategies to use when resolving conflicts during physical activity.
N-3	Students will share 4 or more phrases or strategies to use when resolving conflicts during physical activity.
I-1	Students will resolve conflicts with teacher intervention during physical activity.
I-2	Students will resolve conflicts <i>or</i> encourage respect during a physical activity with teacher prompting.
I-3	Students will resolve conflicts <i>or</i> encourage respect during a physical activity without teacher prompting.
A-1	Students will demonstrate leadership by encouraging, motivating, and actively including all team members or partners less than 70% of the time.
A-2	Student will demonstrate leadership by encouraging, motivating, and actively including all team members or partners at least 71-85% of the time.
A-3	Students will demonstrate leadership by encouraging, motivating, and actively including all team members or partners at least 86% of the time.

4.6 Safety

Novice	Intermediate	Advanced
HS.N.4.6: Identify best practices for participating safely in physical activity, exercise and dance.	HS.I.4.6: Apply best practices for participating safely in physical activity, exercise and dance. Example: injury prevention, hydration, use of equipment/rules, sun protection.	HS.A.4.6: Communicate and articulate the difference between inherent risk and unsafe behavior.

Level	Suggested Task
N-1	Students will identify 2 safety rules for participation in the given physical activity for the unit.
N-2	Students will identify 3 - 4 safety rules for participation in the given physical activity for the unit.
N-3	Students will identify a complete set of safety rules for participation in the given physical activity for the unit.
I-1	Students will follow at least 1 safety rule or practice while participating in physical activities.
I-2	Students will follow most safety rules or practices while participating in physical activities.
I-3	Students will follow all safety rules or practices while participating in physical activities.
A-1	Students will identify an inherent risk and unsafe behavior for a specific physical activity.
A-2	Students will identify inherent risks for certain physical activities and identify unsafe behaviors that may occur in certain activities.
A-3	Students will identify inherent risks for certain physical activities and identify unsafe behaviors and outcomes that may occur in certain activities.

5.1 Enjoyment Promotion

Novice	Intermediate	Advanced
<p>HS.N.5.1.A: Recognize how physical activity provides personal meaning and enjoyment.</p> <p>HS.N.5.1.B: Recognize the benefits of health-enhancing physical activities that provide challenge, enjoyment, and social interaction.</p>	<p>HS.I.5.1.A: Identify connections between fitness and overall physical and mental health.</p> <p>HS.I.5.1.B: Identify personalized physical activities that are enjoyable.</p>	<p>HS.A.5.1: Substantiate the relationship between engaging in regular physical activity and positive outcomes related to cognition and/or academic readiness.</p>

Level	Suggested Task
N-1	Students will identify 1 way physical activity provides personal meaning or enjoyment <i>or</i> identify at least 1 benefit from fitness, collaboration, or cooperative activity.
N-2	Students will identify 1 way physical activity provides personal meaning or enjoyment <i>and</i> identify at least 1 benefit from fitness, collaboration, or cooperative activity.
N-3	Students will identify 2-3 ways physical activity provides personal meaning or enjoyment <i>and</i> identify at least 3 benefits from fitness, collaboration, or cooperative activity.
I-1	Students will identify at least 1 way fitness affects overall physical <i>and</i> mental health and list at least 1 physical activity that they find enjoyable.
I-2	Students will identify at least 3 ways fitness affects overall physical <i>and</i> mental health and list at least 3 physical activities that they find enjoyable.
I-3	Students will identify at least 5 ways fitness affects overall physical <i>and</i> mental health and list at least 5 physical activities that they find enjoyable.
A-1	Students will explain how regular physical activity impacts cognition <i>or</i> academic readiness.
A-2	Students will explain how 1-2 regular physical activities impact cognition <i>and</i> academic readiness.
A-3	Students will track their own physical activity through journaling and record how it affects their cognitive and academic readiness.

5.2 Challenges

Novice	Intermediate	Advanced
HS.N.5.2: Recognize individual challenges in self and others by coping in a positive way, such as extending effort, asking/offering for help or feedback, and/or modifying the tasks.	HS.I.5.2: Utilize strategies to cope in a positive way to challenges in self and others by coping in a positive way, such as extending effort, asking/offering for help or feedback, and/or modifying the tasks.	HS.A.5.2: Analyze the level of challenge of a self-selected physical activity. Example: Safely challenge or push yourself in a physical activity- down-hill skiing; look at harder runs and think through if you feel you can accomplish that run.

Level	Suggested Task
N-1	Students will identify 1 challenge they experienced or saw during class activities.
N-2	Students will identify 1 challenge they experienced <i>and</i> 1 they saw during class activities.
N-3	Students will identify at least 1 challenge they experienced <i>and</i> 1 they saw during class activities and provide possible solutions to the challenges.
I-1	Students will demonstrate at least 1 positive coping strategy to deal with challenges experienced in class tasks.
I-2	Students will demonstrate at least 2 positive coping strategies to deal with challenges experienced in class tasks.
I-3	Students will demonstrate at least 2 positive coping strategies to deal with challenges experienced in class tasks <i>and</i> assist others in using a coping strategy.
A-1	Students will be able to analyze their skill level of a chosen skill and determine how they can safely work to complete that skill.
A-2	Students will present a beginning- and end-of-unit analysis of their skills.
A-3	Students will present a beginning and end of unit analysis of their skills and develop next steps for further challenge or skill development.

5.3 Social Interaction

Novice	Intermediate	Advanced
HS.N.5.3: Recognize an enjoyable activity that promotes social interaction or self-expression.	HS.I.5.3: Select and participate in physical activities or dance that meet the need for self-expression and enjoyment.	HS.A.5.3: Articulate the personal growth experiences of engaging in a novel (new and different than what is known) physical activity. Example: rock climbing, orienteering, fitness classes.

Level	Suggested Task
N-1	Students will identify at least 1 enjoyable activity that promotes social interaction or self-expression.
N-2	Students will identify at least 2 enjoyable activities that promote social interaction or self-expression.
N-3	Students will identify at least 2 enjoyable activities that promote social interaction and 2 activities that promote self-expression.
I-1	Students will participate in at least 1 activity or dance of their choice for self-expression and enjoyment.
I-2	Students will participate with peers in at least 2 activities or dances of their choice for self-expression and enjoyment.
I-3	Students will teach 1 activity or dance of their choice for self-expression and enjoyment to another peer or small group.
A-1	Students will be able to write a firsthand account detailing their personal growth from a novel physical activity experience.
A-2	Students will be able to present their personal growth journey from a novel physical activity experience.
A-3	Students will be able to compare and contrast their personal growth journeys through 2 or more novel physical activity experiences.

Sample Assessments

This section provides several sample assessments. These assessments were designed to be adaptable for a wide range of tasks and skills while ensuring data is collected in alignment with the intent of the grade level performance indicators. These assessments are intended to provide teachers and students with information to plan, modify and implement tasks that best suit the individual student. These assessments are examples of what a teacher could do but are not intended to be a requirement nor an exhaustive list.

Elementary Assessments

Standard 1

Locomotor/Jump Rope

Indicator(s)	Criteria for Traveling	Yes	No
1.1	A skill that takes the body from place to place. (e.g., walk, run, side slide, gallop, hop, jump, skip, leap in general space).		
1.1	Motor control, movement coordination, and complete integration of all components of a particular fundamental movement skill.		

Indicator(s)	Criteria for Appropriate Speed	Yes	No
1.1, 1.15	Slow or slower speed when in small spaces or near others.		
1.1, 1.15	Moderate speed when moving throughout the area avoiding others and obstacles.		
1.1, 1.15	Quick speed when moving to open space and during transitions from offensive and defensive situations during modified game play.		

Indicator(s)	Criteria for Appropriate Force	Yes	No
1.1	Absorb landing in legs when necessary.		
1.1	Adjust for upward movement or forward movement depending on what the task demands.		

Indicator(s)	Criteria for Modified Game Play	Yes	No
1.1, 1.15	Demonstrate mature form in all locomotor skills while combining manipulative skills (e.g., dribbling a soccer ball while running).		

Indicator(s)	Criteria for Jump Rope	Yes	No
1.14	Use two feet together to jump rope for at least one minute while staying in their own space.		
1.14	Create a long or short jump rope routine with a partner or group.		

Invasion Games

Indicator(s)	Criteria for Hand Dribble	Yes	No
1.8	Dribbles with dominant hand using correct technique (i.e., finger pads, below waist, one hand at a time).		
1.8	Dribbles with non-dominant hand using correct technique.		
1.8	Dribbles with both hands using correct technique while changing speed or direction.		

Indicator(s)	Criteria for Foot Dribble	Yes	No
1.10	Dribbles with the inside and outside of foot keeping within two steps.		
1.10	Dribbles within two steps while changing speed or direction using inside and outside of the foot.		

Indicator(s)	Criteria for Hand Pass/Receive	Yes	No
1.9	Throw ball underhand and overhand.		
1.9	Combine different passes while stationary.		
1.9	Pass a variety of objects while implementing locomotor skills.		

Indicator(s)	Criteria for Foot Pass/Receive	Yes	No
1.11	Pass and receive with feet continuously to a partner.		
1.11	Pass and receive with mature form using the inside and outside of the feet.		

Indicator(s)	Criteria for Modified Game Play	Yes	No
1.8,1.9,1.10, 1.11,1.15	Combines dribbling and passing during game play.		
1.8,1.9,1.10, 1.11,1.15	Passes and receives with mature form during game play.		
1.12	Strikes with hands and arms accurately.		
1.12	Strikes using a strike-bounce-strike pattern to a partner or wall.		

Striking

Indicator(s)	Criteria for Striking with Long Handled Implements	Yes	No
1.13 A, B, C	Strikes a ball using appropriate force and accurate grip to a stationary partner.		
1.13 A, B, C	Uses correct body position (e.g., perpendicular to target, parallel to target, etc.).		
1.13 A, B, C	Strikes a ball off of a tee towards open space.		

Indicator(s)	Criteria for Striking with Short Handled Implements	Yes	No
1.13 A	Uses a short handled implement to continuously perform a strike-bounce-strike pattern.		
1.13 A	Uses correct grip based on the short handled implement.		
1.13 A	Uses correct body position (e.g., perpendicular to target, parallel to target, etc.).		

Indicator(s)	Criteria for Modified Game Play	Yes	No
1.12, 1.13A, 1.13B, 1.13C	Combines striking with hands and arms using appropriate force in modified game play.		
1.12, 1.13A, 1.13B, 1.13C	Strikes with mature form, appropriate grip, and appropriate body position with the implement.		

Standard 2

Locomotor/Jump Rope

1. Explain the different types of shapes in which you can perform a locomotor skill. **(2.2 - I)**
2. Describe a physical activity when you would use a slower speed vs. one where you use a faster speed. **(2.3 - I)**
3. Explain one performance cue you learned while jumping rope and how it helped you to improve your skill. **(2.1 - A)**
4. Describe two different pathways, levels, or shapes you can travel in to improve performance outcomes. **(2.2. - A)**
5. Describe a time you gave feedback to help a classmate improve their jump rope performance. **(2.1 - A)**
6. Which one is NOT a locomotor skill? **(2.1 - N)**

A. WalkB. RunC. SummersaultD. Gallop
7. Choose one sport or physical activity and explain how you would apply movement concepts (speed and force) learned during the locomotor skills unit in that sport or activity. **(2.3 - A)**
8. When leaping, how many feet are in the air at once? **(2.1 - N)**

A. No feetB. 1 footC. Both feetD. Heels only

Invasion Games

1. Give an example of a time you used teacher feedback in order to improve performance. **(2.1 - I)**
2. Describe a time you gave feedback to help a classmate during game play. **(2.1 - A)**
3. Provide an example of a time you applied learning cues to improve your own personal performance of a skill. **(2.1 - A)**
4. What foot should you step with when throwing/tossing? **(2.1 - N)**

A. SameB. OppositeC. Both feet togetherD. Don't step.

5. Describe what it means to dribble with close control. **(2.1 - I)**
6. When standing close to a teammate, what kind of force should you use when you pass? **(2.3 - N)**
7. When playing a game, explain how you applied different amounts of force and why. **(2.3 - A)**
8. Explain how to correctly use open space in order to help a teammate during game play. **(2.2 - A)**

Striking

1. Describe a time you gave feedback to help a classmate during game play. **(2.1 - A)**
2. Explain how many times your team can touch the volleyball before it must cross the net in a game of volleyball. **(2.1 - I)**
3. What is the correct grip on a racket? **(2.1 - N)**
4. Explain how you can utilize space in a net/wall game (e.g., volleyball, tennis, badminton, etc.) in order to be successful during game play. **(2.2 - A)**
5. Explain how force changes depending on where you are striking a ball in a net/wall game (e.g., volleyball, tennis, badminton, etc.). **(2.3 - I)**
6. Choose a cue that you learned and explain how you used it in order to improve your performance in striking with a racket or other implement. **(2.1 - A)**
7. Fill in the blank: When playing a racket sport, you should swing your paddle from _____ to high. **(2.1- N)**
8. Provide an example of a time you applied all the learning cues for a skill to improve your own personal performance. **(2.1 - A)**

Standards 4 & 5

Instructions: Check Yes or No for each of the following criteria. A student earns a “Yes” if they perform each indicator with no more than one off-task behavior for each indicator. Mark the total of Yes/No at the bottom. This assessment can be used across all Physical Education Units.

Indicator	Criteria	Yes	No
4.1	The student is able to work on tasks independently and/or cooperatively.		
4.2	The student responds appropriately and respectfully to corrective feedback from the teacher and/or classmates.		
4.3	The student interacts positively with others regardless of personal differences.		
4.4	The student is a good sport* and demonstrates safe play.		
5.1	The student examines the health benefits of the activity.		
5.2	The student engages in physical activities that are personally challenging.		
5.3	The student recognizes that improved skill performance increases success and explains why students may be interested in certain physical activities.		
5.4	The student explains how physical activity positively impacts social interaction.		
Totals:			

*A rubric to assist in identifying the criteria for a “good sport” (4.4) can be found separately

Assessment for Analyzing a Good Sport

Instructions: Check Yes or No for each of the following criteria. A student earns a “Yes” if they perform each indicator with no more than one off task behavior for each indicator. Mark the total of Yes/No at the bottom. This assessment can be used across all Physical Education Units.

Indicator	Criteria	Yes	No
4.4B	The student communicates positively.		
4.4B	The student follows the rules of the game or activity.		
4.4B	The student is inclusive of others and accepts their ideas.		
4.4B	The student wins and loses with grace.		
4.4B	The student takes responsibility for their role in the game or activity.		
4.4B	The student makes good choices and is self-directed.		
4.4B	The student helps others.		
4.4B	The student continues to give their best effort despite the level of challenge.		
Totals:			

Middle Level Assessments

Invasion Games

Using the criteria provided, for each setting (e.g., in a modified game), record the number of correct components a student demonstrates for each skill.

Basketball Performance Criteria

Indicator 1.1	Dribbling	Passing	Shooting	Offensive Strategy	Defensive Strategy	Score
Demonstrates the basic skills and tactics used during a basketball game individually and with a partner.						
Executes the basic skills and tactics used in a modified game.						

How to determine student current level of performance:

1-2 Skills/tactics performed with proper technique (Emerging)

3-4 Skills/tactics performed with proper technique (Spiraling)

5 Skills/tactics performed with proper technique (Must-know)

Basketball skills with the necessary criteria that will demonstrate students' knowledge of the proper technique.

Proper technique is defined as the execution of all criteria provided.

Hand Dribbling Criteria:

- Uses finger pads and not the palm to ensure there is no slapping sound.
- Pushes the ball to the floor and receives on the rebound at a level between the knee and waist.
- Pushes ball out in front when on the move.
- Does not look at the ball (i.e., keep head up).
- Under control (e.g., ball does not get away, uses only one hand at a time, waist height).

Passing Criteria:

- Fingers are spread along the side of ball.
- Steps with the opposite foot towards receiver.
- Aims for receiver's chest area.

- Upon release, follows through with extended arms, turning palms outward with thumbs down creating backspin on the ball.
- Proper passing technique is used for chosen pass type (e.g., chest, bounce, overhead).

Shooting Criteria:

- Shooting hand starts on top of the ball, guide hand on the side.
- Is balanced- feet shoulder width apart, knees bent, chest/head up, shooting hand rotates to bottom of the ball, guide hand still on the side.
- Elbow in- shooting elbow points to the ground, tucked into the body and aligned with foot (ball, elbow, foot in straight line)
- Eyes focused on the front of the rim.
- Follow-through- shooting arm extends, snapping the wrist of the shooting hand downward (as if pretending to hang on the rim or waving bye to the ball).

Offensive Strategy Criteria:

- Faces the ball.
- Moves to open spaces.
- Moves to get the ball.
- Takes the highest percentage shot.

Defensive Strategy Criteria:

- In ready position facing your opponent.
- Knees are bent, hands are up.
- Always protects the goal.
- Positioned between the ball and the goal.
- Is aware of offensive players entering their area.

Basketball Standard 2 Assessment

Multiple Choice: Choose the best answer.

1. What type of pass would be the best pass to use if you have a tall defender closely guarding you? **(2.2)**
 - a. Overhead
 - b. Down
 - c. Chest
 - d. Bounce

2. What pass gives the best control and is the most accurate pass? **(2.1)**
- a. Overhead throw
 - b. Lob pass
 - c. Chest pass
 - d. Baseball throw
3. What does it mean to maintain your balance while shooting a basketball? **(2.1)**
- a. Your weight is evenly distributed with your core tight and your feet shoulder-width apart.
 - b. You are entirely stationary when you are shooting.
 - c. You are shooting with both hands.
 - d. Your weight is on the balls of your feet so you can lean into the shot.
4. When dribbling a basketball, how should you hold your head and eyes? **(2.1)**
- a. Head down to see the ball.
 - b. Head down to view the feet of the defenders.
 - c. Head up with your eyes focused on the players and movement around you.
 - d. Head up with your eyes focused on who is on the sidelines.
5. When shooting a basketball, where should your hand placement be? **(2.1)**
- a. Both hands are on the side of the ball.
 - b. Both hands are on top of the ball.
 - c. Both hands are placed under the ball.
 - d. The dominant hand is centered on top of the ball with the other hand used as a guide.
6. When a defensive player arrives at a position and an offensive player makes contact, this is referred to as _____. **(2.1)**
- a. Double dribbling
 - b. Traveling
 - c. Charging
 - d. Blocking
7. What is it called when you keep one foot in place while moving the other? **(2.1)**

- a. Pivoting
- b. Planting
- c. Positioning
- d. Poising

8. What is the best way to defend against an opponent? **(2.1)**

- a. Face your opponent rather than the ball.
- b. Guard as closely as you can.
- c. Play your opponent always to the right of center.
- d. Maintain a distance between yourself and the basket.

9. The team that has possession of the ball is called the _____. **(2.1)**

- a. Defense
- b. Defenders
- c. Offense
- d. Shooters

10. What is it called when a player retrieves the ball after another player's shot? **(2.1)**

- a. Regain
- b. Turnover
- c. Jump Ball
- d. Rebound

11. What is it called when a player takes more than two steps with the ball? **(2.1)**

- a. Double dribble
- b. Traveling
- c. Blocking
- d. Carrying

Short Answer: Answer each question to the best of your ability in the space provided.

12. Explain what the important elements for a defensive player are when establishing position and guarding a moving offensive player. **(2.2)**
13. Provide an example of a previous skill you have learned that you could use during the game of basketball. **(2.5)**
14. Explain the importance of creating open space when you are on offense. **(2.2)**
15. Describe which components of fitness are addressed when actively participating in a game of basketball. **(2.4)**
16. Explain how you can apply the FITT principle into the physical activity of basketball. **(2.4)**
17. List one social and one emotional benefit that you received from participating in game play. Explain how you can use this experience to help you in the future. **(2.6)**
18. Explain why it is important for a defender to always stay between the basket and the offensive player. **(2.2)**
19. Describe the difference between a zone and man-to-man defense. **(2.2)**
20. Explain the correct steps for taking a consistent shot. Why is it important to develop these steps? **(2.1)**

Standards 4 & 5

Instructions: Check Yes or No for each of the following criteria. A student earns a “Yes” if they perform each indicator with no more than one off-task behavior. Mark the total of Yes/No at the bottom. This assessment can be used across all Physical Education Units.

Indicator	Criteria	Yes	No
4.1	The student works on tasks cooperatively within the group.		
4.2	The student responds appropriately and respectfully to corrective feedback from the teacher and/or classmates.		
4.3	The student interacts positively with others regardless of personal differences.		
4.4	The student is encouraging and supportive of all of their team members regardless of differences.		
4.4	The student uses equipment correctly and demonstrates safe play.		

Indicator	Criteria	Yes	No
5.1	The student demonstrates how physical activity provided them personal meaning and enjoyment.		
5.4	The student recognizes how being physically active can help them overcome stress.		
5.4	The student explains how physical activity positively impacts social interaction.		
	Totals:		

Self-Reflection

To be completed by students at the end of a lesson.

Circle the response that best describes your basketball experience. Please explain your answer.

1) How well do you believe your team cooperated with each other? **(4.1)**

1	2	3	4	5
Did not work well together	Some but not all team members work well together	Most but not all team members worked well together	All team members worked well together	All team members worked well together and provided support when needed

2) Do you believe that you were a positive influence on your team? If so, give an example. If not, please explain why. **(4.1)**

1	2	3	4	5
Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

3) I would actively seek out an opportunity to play this sport outside of class. If not, explain. If you agree, what are some ways you believe that you could include this game into your lifestyle? **(5.1)**

1	2	3	4	5
Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

Net/Wall Games

Volleyball Assessment

Using the criteria provided below and record the number of correct criteria a student demonstrates in the corresponding box below the skill.

Indicator 1.3	Setting	Passing	Serving	Hitting	Blocking	Score
Executes the basic skills and tactics used in a modified game.						

Score Criteria:

1-2 Skills performed with proper technique- Emergent

3-4 Skills performed with proper technique - Spiraling

All Skills performed with proper technique- Must Know

Volleyball skills with the necessary criteria that will demonstrate students' knowledge of the proper technique.

Proper technique is defined as the execution of all criteria provided.

Setting Criteria:

- Body positioned under the ball.
- Hands are ball-shaped, forming a triangle at forehead height.
- Elbows are out.
- Contacts the ball with finger pads.
- Knees are slightly bent with feet shoulder-width apart.
- Extends arms in an upward/outward motion.

Passing Criteria:

- Knees bent and feet shoulder-width apart with one foot slightly in front of the other.
- Platform created with arms by making a fist with the thumb pointing downward and wrapping the other hand around, being certain to align the thumbs together (i.e., fingers not laced together).
- Body moves with the flight of the ball and positioned squarely behind the ball with both feet on the ground.
- Ball contacted between the wrist and elbow of both arms at waist height.
- Ball is tracked with the eyes and aimed by following through towards the intended area to pass.

Serving Criteria:

- Ball starts in the non-dominant hand (i.e., hand opposite of striking hand).
- Foot opposite of the striking hand placed forward.
- Striking arm elbow is high and back behind the shoulder. The hand is next to the ear.
- Ball is underhand tossed 3-4 feet above head in front of body. The tossing arm is at full extension upon release.
- Ball is struck with an open hand pushing through the ball.
- Eyes remain on the ball through contact.
- Arm follows-through the ball with full extension.

Hitting Criteria:

- 4-step approach used with first step of foot on the same side of body as the hitting hand.
- Arms are held in front of the body and swing backwards on the 2nd step.
- Arms swing forward, creating momentum for jump.
- Hitting arm swings up and back with the elbow above the ear and the hand above the head.
- Ball is struck using a wide-open hand on the center of the top half of the ball. Snaps the wrist to follow through.
- Hitting arm swings totally through the ball, crossing over and ending on the opposite side of the body.

Blocking Criteria:

- Stands at the net with knees bent, feet shoulder-width apart.
- Arms are held up slightly in front of the body.
- At the proper time, body is lowered downward to create force needed to jump.
- Both arms extended so that hands are over the net.
- Arms pressed forward.
- Fingers are spread with the thumbs almost touching so that the ball does not cross between the hands.

Volleyball Game Play Teacher Rubric:

Performance Tasks	Must Know-3	Spiraling-2	Emerging-1
MS.I.1.3: Applies the proper technique and position to properly perform a variety of shots in a modified game (e.g. utilizing the appropriate shot in volleyball-overhead pass or forearm pass based on position of teammates).	Applies proper skill choices with correct form during a modified game with accuracy at least 80-100% of the time.	Applies proper skill choices of shots with correct form during a modified game with at least 50-70% of the time.	Selects proper skill choices of shots with correct form during a modified game at least 10-40% of the time.
MS.A.1.3: Executes a strategic shot based on the desired outcome in a complex situation.	Varies placement of object with force and timing to prevent anticipation by the opponent in net/wall games.	Creates open space in net/wall games by varying force or direction to move an opponent side to side or back and forth.	Executes 2-3 different strategic shots during complex situations during net/wall games.

Standard 2 Volleyball Assessment

Multiple Choice: Choose the **best** answer.

- Which is NOT one of the 3 hits used to successfully get the ball over the net? **(2.1)**
 - Toss
 - Pass
 - Set
 - Serve
- What part of your arm contacts the ball on a pass? **(2.1)**
 - Elbow
 - Bicep
 - Forearm
 - Tricep
- What skill is used to direct the ball to a point where a player can hit it in the opponent's court? **(2.2)**
 - Toss
 - Pass
 - Set

- d. Serve
- 4. What are the most touches a team can have on their side before the ball must go over? **(2.2)**
 - a. 1
 - b. 2
 - c. 3
 - d. 4
- 5. What is a serve that is not returnable and ends in a point for the serving team called? **(2.2)**
 - a. Block
 - b. Ace
 - c. Dig
 - d. Return
- 6. What position on the court is a server? **(2.2)**
 - a. Left Front
 - b. Left Front
 - c. Right Back
 - d. Left Back
- 7. What is the skill used to handle the serve or an attack? **(2.1)**
 - a. Hit
 - b. Block
 - c. Set
 - d. Pass
- 8. When setting a ball, what part of the hands should contact the ball? **(2.1)**
 - a. Fingertips
 - b. Palms
 - c. Elbows
 - d. Fist
- 9. What is the skill used to hit the ball below the waist? **(2.2)**
 - a. Set
 - b. Pass

- c. Serve
 - d. Spike
10. True or False: a ball can be played off the net. **(2.2)**
- a. True
 - b. False
11. When does a team rotate? **(2.2)**
- a. Any time they want
 - b. When the serve returns to their team
 - c. When the other team serves
 - d. They don't have to rotate.
12. What direction does a team rotate? **(2.2)**
- a. Clockwise
 - b. Counter Clockwise
 - c. Front line changes places with the back
 - d. They don't have to rotate.

Short Answer:

13. Explain the rule for determining if a ball is in- or out-of-bounds. **(2.2)**
14. Explain the rule for the amount of touches a player can make on the ball. **(2.2)**
15. Explain the importance of using all three touches when on offense. **(2.2)**
16. Describe how a "side out" is awarded. **(2.1)**
17. Describe the term "rally scoring". **(2.1)**
18. In a correct serve reception to present an offensive attack, list the order of which players would hit the ball 1st, 2nd, and then 3rd. **(2.2)**
19. Explain how you can develop a plan to use volleyball to enhance your fitness level by applying the FITT principle. **(2.4)**
20. Explain how the 5 Components of Fitness can be achieved by playing volleyball. **(2.4)**

Standards 4&5

Instructions: Check Yes or No for each of the following criteria. A student earns a “Yes” if they perform each indicator with no more than one off-task behavior. Mark the total of Yes/No at the bottom. This assessment can be used across all Physical Education Units.

Indicator	Criteria	Yes	No
4.1	The student works on tasks cooperatively within the group.		
4.2	The student responds appropriately and respectfully to corrective feedback from the teacher and/or classmates.		
4.3	The student interacts positively with others regardless of personal differences.		
4.4	The student is encouraging and supportive of all of their team members regardless of differences.		
4.4	The student uses equipment correctly and demonstrates safe play.		
5.1	The student demonstrates how physical activity provided them with personal meaning and enjoyment.		
5.4	The student recognizes how being physically active can help them overcome stress.		
5.4	The student explains how physical activity positively impacts social interaction.		
	Totals:		

Self-Reflection

Circle the response that best describes your volleyball experience. Please explain your answer.

1) How well do you believe your team cooperated with each other? **(4.1)**

1	2	3	4	5
Unsatisfactory	Needs Improvement	Fair	Worked Well Together	Displayed Teamwork

2) Do you believe that you were a positive influence on your team? If so, give an example. If not, please explain why. **(4.1)**

1	2	3	4	5
Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

3) I would actively seek out an opportunity to play this sport outside of class. If not, explain. If you agree, what are some ways you believe that you could include this game into your lifestyle? **(5.1)**

1	2	3	4	5
Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

Fitness

Healthy Fitness Monitoring Log

Record your pre-test score for each Fitness subtest. Indicate whether or not you are currently in the Healthy Fitness Zone (HFZ) based on your age and gender. You will need to complete the below questions and develop SMART goals in order to improve your level of fitness on the post-test.

Fitness subtest	Pre-Test Score	HFZ Met	If no, amount needed to reach your HFZ?	Post-Test Score	HFZ Met	Improved	Did you meet your goal?
Pacer		Yes No			Yes No	Yes No	Yes No
Push Ups		Yes No			Yes No	Yes No	Yes No
Curl Ups		Yes No			Yes No	Yes No	Yes No
Sit and Reach		Yes No			Yes No	Yes No	Yes No
Trunk Lift		Yes No			Yes No	Yes No	Yes No
Mile Run		Yes No			Yes No	Yes No	Yes No

Standard 2 Fitness Assessment

Cognitive Formative Fitness Quiz

1. Explain why all 5 Components of Fitness are important when looking at a person's physical fitness level. **(2.4)**

2. Define what it means to be flexible. Describe how you would train to increase your flexibility. **(2.4)**
3. Your classmate has come to you for help in setting up a personal exercise plan. Using the FITT principle, draw out an exercise plan for them. **(2.4)**
4. Based on your Fitnessgram pretest score, write a SMART goal for one area of fitness you would like to improve. **(2.4)**
5. Explain the difference between the terms *muscular strength* and *muscular endurance*. **(2.4)**
6. List 3 ways that exercise and/or physical activity can provide personal meaning and enjoyment outside of the physical benefits. **(2.5)**

Match the terms with their meanings: (2.5)

- | | |
|-----------------------------|--|
| 7. Cardiovascular | a. The limit upon which your heart rate needs to go. |
| 8. Target Heart Rate | b. The ability of the heart/ lungs to work together to deliver oxygen to the body. |
| 9. Rate of Perceived Effort | c. A scale used to measure how hard you are exercising. |
| 10. Maximum Heart Rate | d. The rate at which you should exercise to enjoy the maximum benefits. |

Standards 3 Fitness Assessment

SMART Personal Fitness Goals

After evaluating your fitness level, use the SMART criteria below to set a personal fitness goal for improvement for two health-related fitness components. One of the two fitness components should be cardiovascular.

There are four kinds of goals:

1. Short-term goal = goal that can be completed in one week and up to a month.
2. Long-term goal = goal that can be completed in several months
3. Process goal = goal that focuses on behavior (e.g., I will walk to school three days this week)
4. Product goal = goal that focuses on results or outcomes (e.g., I want to increase my vertical jump by 3 inches)

Process goals are best when developing short-term goals and product goals are best when developing long-term goals. If you create short-term product goals, you set yourself up for failure because you typically need more time to make physical changes to your body. For instance, walking to school three days a week is short-term because I can start doing that immediately and accomplish that goal. However, wanting to increase my vertical jump by 3 inches will not happen immediately, as physiological changes must take place over time for this to happen. Process goals often are the steps to achieve a product goal. If my product goal is to reduce my mile time by 30 seconds, a process goal that will assist with achieving that is to run a mile at least 3 days a week.

What are SMART goals?

Specific - Your goal should be specific and detailed based on what you want to achieve.

Measurable - You should be able to assess or evaluate your goals to determine if you have been successful.

Achievable - Your goals should push you past your comfort zone but should still be attainable. Identifying whether your goal is a process goal or product goal is important when determining how attainable that goal is for you.

Relevant/Realistic - Your goals should be important to you and the outcome should impact your life in some way. What positive changes do you want for your physical health?

After evaluating your fitness level, use the SMART criteria below to set a personal fitness goal for improvement for each health-related fitness component.

Fitness Test	What is your goal for the post-test? What score do you plan to get next time?
Pacer/Mile Run	
Curl up	
Push up	
Sit and Reach	
Trunk Lift	

Component	What steps are you planning to take to meet the above goal?
Cardiovascular	
Muscular Strength	
Muscular Endurance	
Flexibility	

****Note to teacher, due to middle school students experiencing multiple body changes and tremendous growth during the 3 years they are here, we do not put an emphasis on body composition and BMI. Focus should be placed on developing healthy habits of exercise, healthy eating choices, good sleep to balance hormones, etc. Healthy eating choices are addressed but an overemphasis of relating body size to eating habits is not made since we are not dealing with completed body growth.

Weekly Activity Log (3.1)

	What I did	How long I did it	How hard I worked (RPE Scale)	My starting heart rate	My ending heart rate	Target heart rate reached Yes or No	What other health benefit did I experience today
Day 1							
Day 2							
Day 3							
Day 4							
Day 5							
Day 6							
Day 7							

Explain how you participated in activity outside of school. If you did not participate in activity outside of school, what can you do differently to ensure this happens? **(3.6)**

What opportunities for participating in an activity of interest to you are offered in your community? **(3.2)**

Explain how a community event that you participated in or plan to participate in relates to one or more of your SMART goals. **(3.2)**

Identify the component/s of fitness you work on this week and how much effort you applied to each? (e.g., I worked on cardiovascular fitness by running a mile with max effort.) **(3.3)**

*** Note to teacher: FITT Principle, Heart rate retrieval, Target Heart Rate, and Rate of Perceived Effort will need to be taught prior to administering activity logs. Activity logs can be used for the entirety of the unit. Activity logs can be used during any unit to show students that activity done at the proper level aids in the promotion of their fitness level.

Effort Scale:

Heart rate during exercise	How different intensity of effort will make you feel
60-110	No effort to little effort. Easy to maintain and keep going. Not a level to remain in if your goal is to be fit. (e.g., at rest to a brisk walk).
120-160	You start to notice you are working. You may or may not be able to sustain a conversation as you arrive and maintain the upper level. You experience heavy breathing, possible perspiration, and a weighted feeling. This is a good level to be at if you are desiring to achieve and maintain a healthy level of fitness.
170+	Strenuous exertion. You may or may not be able to sustain activity for a long period of time depending on your level of fitness. You have arrived at a high level of training that is common in athletes.

Standards 4 & 5 Fitness Assessment

Instructions: Check Yes or No for each of the following criteria. A student earns a “Yes” if they perform each indicator with no more than one off-task behavior. Mark the total of Yes/No at the bottom. This assessment can be used across all Physical Education Units.

Indicator	Criteria	Yes	No
4.1	The student works on tasks cooperatively within the group.		
4.2	The student responds appropriately and respectfully to corrective feedback from the teacher and/or classmates.		

Indicator	Criteria	Yes	No
4.3	The student interacts positively with others regardless of personal differences.		
4.4	The student is encouraging and supportive of all others regardless of differences in performance, gender, or body types.		
4.4	The student executes activities safely and responsibly.		
5.1	The student demonstrates how physical activity provided them personal meaning and enjoyment.		
5.4	The student recognizes how being physically active can help them overcome stress.		
5.4	The student explains how physical activity positively impacts social interaction.		
	Totals:		

Self-Reflection

Circle the response that best describes your fitness experience. Please explain your answer.

1) Heredity plays a role in fitness testing. **(4.3)**

1	2	3	4	5
Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

2) The exercise/physical activity I did during this unit improved my overall daily feeling. **(5.4)**

1	2	3	4	5
Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

3) I would actively seek out regular activities in order to achieve and maintain fitness. If not, explain. If you agree, what are some ways you believe that you could include exercise into your lifestyle? **(5.1)**

1	2	3	4	5
Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

High School Assessments

Fitness

Complete a personal fitness portfolio that includes:

- 1: a Fitness Testing Assessment Report (Pre and Post) Collected at the beginning and end of the unit.
- 2: setting a SMART goal for 4 health-related fitness components, including cardio.
- 3: a personal fitness plan for 4 health-related fitness components.
- 4: an activity log to monitor progress.
 - Include an introduction with:
 - 3 activities that you could participate in outside of school that would be beneficial to your health.
 - 3 or more activities that you participated in this past week that would be beneficial to your health.
 - The levels or rates of perceived exertion and why it is important to listen to your body.
 - Include a Skill Analysis:
 - Choose a fitness activity (ex. Bench press, Pilates, cycling run, etc.) that you will use to build strength, endurance, and/or flexibility.
 - Apply the FITT Principle to improve performance results. How did you safely challenge or push yourself in the activity to get to the next level?
- 5: researching and summarizing 3 community events that could address health-related fitness.
- 6: training for and participate in a community event that would address a health-related fitness component (e.g., 5k, cycling event, dance performance, etc.);
 - **Extra Credit:** Working with one or more classmates, create a community event that focuses on physical activity that other students can train for and participate in.
- 7: a list of 4 or more community resources or facilities that are available for your use as you implement your fitness plan.

8: a reassessment to determine if the goal has been achieved;

9: a reflection that includes information concerning:

- The Success of your plan and changes that would improve the effectiveness.
- The technology that was used to support your fitness plan.
- Any relationship you witnessed connecting active living and positive outcomes.
- How regular physical activity impacted your academic performance.
- How physical activity impacted your mental health.
- 3 examples of how physical activity provided enjoyment, social interaction, challenges and/or personal meaning.

Criteria for Competence

1. All parts of the portfolio are included (i.e., fitness scores, goal setting, improvement plan and record of activity, re-assessment, and reflection).
2. Most information in each section is accurate, appropriate, and complete.
3. Record of activity has the potential to meet the goals as stated.

Critical Aspects of Performance

Critical to this project are the match between present scores, what the student chooses as goals, the plan they design to reach those goals, and the reflection as to why goals were or were not met.

Directions to Student

You will be asked to develop a personal fitness program to increase a health-related fitness component that is important to you. You will need to set a reasonable and achievable goal that you are willing to work on until your goal is achieved. You will develop a plan to achieve your goal and a record of what you have done to achieve those goals. You will first self-assess your current health-related fitness levels. Based on those scores, you will decide the health-related fitness component you want to improve. I will help you set a

SMART goal and create a plan before you begin. Then you will begin keeping a record of what you do to achieve that goal over a specified period of time.

Directions for Teacher

The teacher needs to allocate time for self-testing at the beginning of the unit/year/semester. Students cannot set goals or develop a plan until they have been taught how to develop the health-related components of fitness. Make sure students set achievable goals. Allow time to repeat the self-test of fitness at the end of the unit. The portfolio can become part of a unit of instruction or be implemented throughout the semester or year as one part of a comprehensive physical education program.

SC State Standards Addressed

HS.N.1.3, HS.I.1.3.A, HS.I.1.3.B, HS.A.1.3, HS.N.2.2, HS.I.2.2, HS.A.2.2, HS.N.2.3, HS.I.2.3, HS.A.2.3, HS.N.2.4, HS.I.2.4, HS.A.2.4, HS.N.3.1, HS.I.3.1, HS.A.3.1, HS.N.3.2, HS.I.3.2.A, HS.I.3.2.B, HS.A.3.2.A, HS.A.3.2.B, HS.N.3.3, HS.I.3.3, HS.A.3.3, HS.N.3.4, HS.I.3.4, HS.A.3.4

Fitness Portfolio

Part 1: Assess Fitness Level

You will complete five health-related fitness tests. You will complete a pre-assessment for each component of health-related fitness and then a post-assessment. The post-assessment should follow a minimum of three weeks (6 weeks preferred) of regular participation in activities designed to improve the health-related component of fitness assessed. More specifically, you should follow an activity plan using the frequency, intensity, time and type (FITT) formula for each component of health-related fitness.

Health-Related Fitness Component	Fitness Assessment	Scores	Healthy Fitness Zone? (for your age and gender)
Aerobic capacity or cardiorespiratory endurance			
Muscular strength and endurance – Upper body			
Muscular strength and endurance – Lower body and abdominals			
Flexibility			

Part 2: Write a SMART Personal Fitness Goal

After evaluating your fitness level use the SMART criteria below to set a personal fitness goal for improvement for two health related fitness components (One should be cardio)

There are four kinds of goals:

1. Short-term goal = a goal that can be completed in one week and up to a month
2. Long-term goal = a goal that can be completed in several months
3. Process goal = a goal that focuses on behavior (e.g., I will walk to school three days this week)
4. Product goal = a goal that focuses on results or outcomes (e.g., I want to increase my vertical jump by 3inches)

Process goals are best when developing short-term goals and product goals are best when developing long-term goals. If you create short-term product goals, you set yourself up for failure because you typically need more time to make physical changes to your body. For instance, walking to school three days a week is short term because I can start doing that immediately and accomplish that goal. However, wanting to increase my vertical jump by 3 inches will not happen immediately, physiological changes must take place over time for this to happen. Process goals often are the steps to achieve a product goal. If my product goal is to reduce my mile time by 30 seconds a process goal that will assist with achieving that is to run a mile at least 3 days a week.

Specific - Your goal should be specific and detailed based on what you want to achieve.

Measurable - You should be able to assess or evaluate your goals to determine if you have been successful.

Achievable - Your goals should push you past your comfort zone but should still be attainable. Identifying whether your goal is a process goal or product goal is important when determining how attainable that goal is for you.

Relevant/Realistic - Your goals should be important to you and the outcome should impact your life in some way. What positive changes do you want for your physical health?

Write your goal here:

Fitness Goal #1 (Cardio)

Fitness Goal #2

Health-Related Fitness Component	Goal
Cardiorespiratory Endurance	

Example:

Health-Related Fitness Component	Goal
Cardiorespiratory Endurance	Goal 1: Improve my PACER test results by 5 laps within 4 weeks (product goal)

Health-Related Fitness Component	Goal
Muscular Strength and Endurance (upper body)	Goal 2: Complete 5 more push ups after 3-weeks of upper body muscle fitness activity (product goal).
Muscular Strength and Endurance (abdominals & lower body)	Goal 3: Perform 10-20 sit-ups every morning for the next two weeks (process goal that can increase abdominal endurance)
Flexibility	Goal 4: Improve my sit-and-reach score by 1 inch in the post-test (product goal)
Body Composition	Goal 5: Eliminate all sugary-sweetened drinks from my diet for two weeks (process goal).

Rubrics

Skills Application Rubric

Standard	Emerging	Spiraling	Must Know
HS.N.1.1 Demonstrate the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork.	Students will demonstrate offense and defense in an activity of their choice.	Students will demonstrate at least 2 offensive and defensive skills/tactics in an activity of their choice.	Students will demonstrate at least 3 offensive and defensive skills/tactics in an activity of their choice.
HS.I.1.1 Apply the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork.	Students will referee fouls or scoring in 2 or more lifetime activities.	Students will referee scoring and fouls in 2 or more lifetime activities.	Students will self-referee fouls and scoring in 2 or more lifetime activities.
HS.N.3.1 Apply strategies in monitoring daily participation to promote physical activity.	Students will apply a strategy in monitoring daily participation.	Students will actively monitor with daily participation through journaling each day for a week.	Students will monitor their daily participation using a strategy of their choice, that they can use on their own outside of school as well.
HS.I.3.1 Adjust pacing to keep heart rate in the target zone, using available technology (e.g., heart rate monitor), to self-monitor aerobic intensity.	Students will calculate their heart rate 1 time during class.	Students will calculate their heart rate 2 times during class and make adjustments as needed.	Students will calculate their heart rate at least 3 times during class and make adjustments as needed.
HS.A.3.1 Apply technology (such as wearable devices, mobile device apps, and/or social media tools) to support physical activity and lifetime fitness habits.	Students will use 1 form of technology during their choice activity (e.g., phone, Chromebook, heart rate monitor, fitness tracker, and video).	Students incorporate 2 forms of technology during their choice activity (e.g., phone, Chromebook, heart rate monitor, fitness tracker, and video).	Students will incorporate 3+ forms of technology during their choice activity (e.g., phone, Chromebook, heart rate monitor, fitness tracker, and video).

Standard	Emerging	Spiraling	Must Know
HS.I.5.3 Select and participate in physical activities or dance that meet the need for self-expression and enjoyment.	Students will participate in at least 1 activity or dance of their choice for self-expression and enjoyment less than 60% of the time.	Student will participate with peers in 1 activity or dance of their choice for self-expression and enjoyment 61-80% of the time.	Students will participate with peers in 1 activity or dance of their choice for self-expression and enjoyment 81-100% of the time.

Teamwork Rubric

Standard	Emerging	Spiraling	Must Know
HS.N.4.2 Apply the skills needed to resolve potential conflicts in physical activity settings.	Students will apply 1 strategy to use for resolving conflicts during physical activity.	Students will apply 2-3 strategies to resolve conflicts during physical activity.	Students will apply 4 or more strategies to resolve conflicts during physical activity.
HS.I.4.2 Exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. Example: spirit of the game, following rules.	Students will be positive team members to the team less than 59% of the time by: encouraging, motivating, and actively including all team members/partners.	Students will be positive team members to the team 60% - 79% of the time by: encouraging, motivating, and actively including all team members/partners.	Students will be positive team members to the team at least 80% of the time by: encouraging, motivating, and actively including all team members/partners.
HS.I.4.3 Create strategies for including persons of diverse backgrounds and abilities in group physical-activity settings.	Students will create a modification of the group activity to include successful participation and inclusion for those with diverse backgrounds and abilities.	Students will create 2-3 modifications of the group activity to include successful participation and inclusion for those with diverse backgrounds and abilities.	Students will create 4 or more modifications of the group activity to include successful participation and inclusion for those with diverse backgrounds and abilities.
HS.A.4.3 Design and apply strategies for including persons of diverse backgrounds and abilities in group physical-activity	Students will design and apply a modification of the group activity to include successful participation and inclusion for	Students will design and apply 2 modifications of the group activities to include successful participation and inclusion for	Students will design and apply (3 or more) modifications of the group activities to include successful participation and

Standard	Emerging	Spiraling	Must Know
settings. Example: Invites less- skilled students to participate in a warm-up activity prior to class.	those with diverse backgrounds and abilities during the unit.	those with diverse backgrounds and abilities during the unit.	inclusion for those with diverse backgrounds and abilities during the unit.
HS.A.4.4 Assume a leadership role in a physical activity setting to help advocate successful participation. Examples: conflict resolution skills, decision making, proposing rules/modifications.	Students will demonstrate leadership throughout the unit: encouraging, motivating, and actively including all team members/partners less than 70% of the time.	Students will demonstrate leadership throughout the unit: encouraging, motivating, and actively including all team members/partners 71-85% of the time.	Students will demonstrate leadership throughout the unit: encouraging, motivating, and actively including all team members/partners at least 86% of the time.

Sportsmanship Rubric

Standard	Emerging	Spiraling	Must Know
HS.A.4.2 Examine and adhere to moral and ethical conduct in specific competitive situations by displaying positive disposition.	Students will work towards positive interactions at least 60 -79% of the time with the opposing team/opponents including: game etiquette, proper language, winning/losing appropriately.	Students will demonstrate positive interactions at least 80% of the time with the opposing team/opponents including: game etiquette, proper language, winning/losing appropriately.	Students will use intentionality to demonstrate positive interactions at least 81% of the time with the opposing team/opponents including game etiquette, proper language, winning/losing appropriately.
HS.N.4.3 Recognize the diverse characteristics of participants in physical activity. Example: Participates in activities with classmates of different backgrounds.	Students will participate with a diverse group of peers less than 50% of the time.	Students will participate with a diverse group of peers less than 51-75% of the time.	Students will participate with a diverse group of peers more than 75% of the time.
HS.N.5.1.A Recognize how physical activity provides personal meaning and enjoyment.	Students will identify 1 way physical activity provides personal meaning or enjoyment	Students will identify 1 way physical activity provides personal meaning or enjoyment	Students will identify 2-3 ways physical activity provides personal meaning or enjoyment

Standard	Emerging	Spiraling	Must Know
	<i>or</i> identify at least 1 benefit from fitness, collaboration or cooperative activity.	<i>and</i> identify at least 1 benefit from fitness, collaboration or cooperative activity.	<i>and</i> identify at least 3 benefits from fitness, collaboration or cooperative activity.
HS.I.5.2 Utilize strategies to cope in a positive way to challenges in self and others by coping in a positive way, such as extending effort, asking/offering for help or feedback, and/or modifying the tasks.	Students will demonstrate at least 1 positive coping strategy to deal with challenges experienced in class tasks.	Students will demonstrate at least 2 positive coping strategy to deal with challenges experienced in class tasks.	Students will demonstrate at least 2 positive coping strategy to deal with challenges experienced in class tasks <i>and</i> students will demonstrate value in playing, not winning or losing.