

# Minnesota 2018 K-12 Academic Standards in Physical Education

## The Student will:

1. Demonstrate competency in a variety of motor skills and movement patterns.
2. Apply knowledge of concepts, principles, strategies and tactics to movement and performance.
3. Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. Exhibit responsible personal and social behavior that respects self and others.
5. Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

## Unit / Benchmarks

### Archery

#### 6th Grade

- 6.2.3.1 Select an appropriate shot and implement based on the location of the object in relation to the target in target game practice tasks.
- 6.2.5.1 Vary the application of force during an individual performance activity.
- 6.2.6.1 Describe the basic skills and tactics needed for participation in an outdoor activity.
- 6.4.1.1 Accept differences among classmates in physical development, maturation, and varying skill levels by avoiding insulting or boastful speech during physical activity.
- 6.4.4.1 Follow the rules and etiquette for physical activities.
- 6.4.5.1 Use equipment and facilities appropriately and safely, with the teacher's guidance, in a physical activity setting. For example: fitness equipment, pedometers, sport equipment.
- 6.4.5.2 Make appropriate decisions regarding physical activity based on the weather, level of difficulty due to the conditions, or ability to ensure the safety of self and others.

#### 7th Grade

7.1.7.1 Demonstrate correct technique for a variety of skills in an outdoor activity.

7.1.8.1 Demonstrate correct technique for a variety of skills in one individual-performance activity.

7.4.2.1 Provide corrective feedback to a peer using teacher-generated guidelines and incorporating appropriate tone and communication skills.

7.4.4.1 Apply rules and etiquette while self-monitoring personal behavior during physical activities

7.4.5.2 Analyze a physical activity situation and make adjustments to ensure the safety of self and others.

## **8th Grade**

8.1.7.1 Demonstrate correct technique for basic skills in at least two outdoor activities.

8.1.8.1 Demonstrate correct technique for basic skills in at least two individual-performance activities.

8.2.5.1 Describe and apply mechanical advantage(s) for a variety of individual-performance activities.

8.2.6.1 Describe basic and advanced skills and tactics needed for participation in two outdoor activities.

8.3.3.1 Analyze a physical activity by identifying its skill-related components.

8.4.2.1 Provide encouragement and constructive feedback to peers without prompting from the teacher.

8.4.4.1 Monitor behaviors of self and others aligned to the rules and etiquette of physical activities.

8.4.5.2 Develop safety protocols for two or more outdoor activities.

8.5.3.2 Identify and participate in a physical activity that provides opportunities for enjoyment and explain how it could lead to lifelong enjoyment.

# **Badminton**

## **5th Grade**

5.1.3.11 Volley underhand in small-sided games.

5.1.3.14 Strike using a long handled implement in small-sided games.

5.2.1.3 Apply the effort awareness concepts of speed, force and flow in small-sided games and educational dance or educational gymnastics.

5.2.1.4 Apply offensive and defensive tactics in small sided invasion games.

5.3.2.1 Actively participates in small-sided games without teacher prompting.

5.4.1.1 Engage in physical activity while demonstrating responsible interpersonal behavior. For example: peer to peer, student to teacher, student to referee.

5.4.3.1 Work cooperatively and respectfully with classmates of all skill levels in small or large group activities.

5.4.4.1 Follow rules and etiquette in small sided games.

5.4.5.1 Move safely in small-sided games.

5.5.2.1 Analyze physical activities based on personal levels of challenge and identify ways to overcome challenges to enhance enjoyment, confidence, and willingness to participate.

## **6th Grade**

6.1.4.1 Execute a legal underhand serve with control in net and wall game practice tasks. For example: badminton, pickleball, volleyball.

6.1.4.2 Strike with an overhand pattern in small sided net and wall game practice tasks. For example: badminton, handball, tennis.

6.2.2.2 Reduce offensive options for opponents, in net and wall game practice tasks, by returning to base or home position.

6.2.4.1 Identify open space, and attempt to strike an object into that space in fielding and striking game practice tasks.

6.2.5.1 Vary the application of force during an individual performance activity.

6.4.1.1 Accept differences among classmates in physical development, maturation, and varying skill levels by avoiding insulting or boastful speech during physical activity.

6.4.2.1 Implement specific corrective feedback to improve performance.

6.4.3.1 Cooperate with a small group of classmates during game play, or team- building activities.

6.4.4.1 Follow the rules and etiquette for physical activities.

## **7th Grade**

7.1.4.1 Execute a legal underhand serve to a predetermined target in net and wall small-sided games. For example: badminton, pickleball, volleyball.

7.1.4.2 Strike consistently using an overhand pattern in small-sided net and wall games. For example: badminton, handball, tennis.

7.1.4.3 Demonstrate forehand and backhand strokes using a long handled implement in small sided net and wall games. For example: badminton, tennis.

7.2.2.1 Create open space in net and wall game practice tasks, with a long-handled implement, by varying force and direction, and moving an opponent from side to side.

7.2.2.2 Select an offensive shot based on an opponent's location in net and wall game practice tasks. For example: Hit where the opponent is not.

7.2.5.1 Identify and apply Newton's laws of motion to various individual-performance activities.

7.4.1.1 Accept differences among classmates in physical development, maturation, and varying skill levels by providing encouragement.

## **8th Grade**

8.1.4.1 Execute a legal underhand serve for distance and accuracy in net and wall games. For example: badminton, pickleball, volleyball.

8.1.4.2 Strike consistently using an overhand pattern for accuracy in small-sided net and wall games. For example: badminton, handball, tennis.

8.1.4.3 Demonstrate forehand and backhand strokes using a short or long-handled implement for accuracy in small-sided net and wall games. For example: pickleball, tennis, badminton, paddleball.

8.2.2.1 Create open space in net and wall game practice tasks, with either a long- or short-handled implement, by varying force and direction, and moving an opponent forward and back and from side to side.

8.2.2.2 Vary placement, force and timing of a return, in net and wall game practice tasks to prevent anticipation by opponent.

# **Basketball**

## **5th Grade**

5.1.3.5 Dribble with the preferred or nonpreferred hand in small-sided games.

5.1.3.8 Dribble with hands in combination with other skills while controlling the ball and the body in small-sided games.

5.1.3.15 Combine traveling with the manipulative skills of dribbling, throwing, and catching with accuracy small sided games.

5.2.1.4 Apply offensive and defensive tactics in small sided invasion games.

5.3.2.1 Actively participates in small-sided games without teacher prompting.

5.4.1.1 Engage in physical activity while demonstrating responsible interpersonal behavior. For example: peer to peer, student to teacher, student to referee.

5.4.3.1 Work cooperatively and respectfully with classmates of all skill levels in small or large group activities.

## **6th Grade**

6.1.3.1 Pass and receive with competency, using hands in combination with locomotor patterns of running and change of direction and speed in invasion game practice tasks. For example: basketball.

6.1.3.3 Execute pivots, fakes, jab steps, and give and go designed to create open space during invasion game practice tasks.

6.1.3.4 Dribble with preferred hand using a change of speed and direction in a variety of invasion game practice tasks.

6.1.3.7 Maintain defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the body of the offensive player in invasion game practice tasks.

6.2.1.1 Execute at least one of the following offensive tactics in invasion game practice tasks to create open space: move to open space without the ball; use a variety of passes, pivots, and fakes; and give and go.

6.2.1.2 Reduce open space on defense, in an invasion game practice task, by making the body larger and reducing passing angles.

6.2.1.3 Reduce open space, in an invasion game practice task, by not allowing the catch (denial) or by allowing the catch but not the return pass.

6.2.1.4 Transition from offense to defense, or defense to offense, in an invasion game practice task, by recovering quickly.

6.4.1.1 Accept differences among classmates in physical development, maturation, and varying skill levels by avoiding insulting or boastful speech during physical activity.

6.4.3.1 Cooperate with a small group of classmates during game play, or team- building activities.

6.4.4.1 Follow the rules and etiquette for physical activities.

## **7th Grade**

7.1.3.3 Execute at least one of the following skills designed to create open space during smallsided invasion games, with varying levels of defense: pivots, fakes, jab steps, and give and go.

7.1.3.4 Dribble with preferred and nonpreferred hands using a change of speed and direction in a variety of invasion game practice tasks.

7.2.1.1 Execute at least two of the following offensive tactics in invasion game practice tasks to create open space: use a variety of passes, pivots and fakes; and give and go.

7.4.1.1 Accept differences among classmates in physical development, maturation, and varying skill levels by providing encouragement.

7.4.3.1 Problem-solve with a small group of classmates during small group initiatives or game play.

7.4.4.1 Apply rules and etiquette while self-monitoring personal behavior during physical activities.

## **8th Grade**

8.1.3.2 Throw a lead pass to a moving partner off a dribble or pass in small-sided invasion games.

8.1.3.3 Execute at least two of the following skills to create open space during small-sided invasion games: pivots, fakes, jab step, give and go, and screens.

8.1.3.4 Dribble with preferred and nonpreferred hands using a change of speed and direction in small sided invasion games.

8.1.3.7 Drop-step in the direction of the pass during player-to-player defense in small-sided invasion games.

8.2.1.1 Execute at least three of the following offensive tactics in invasion game practice tasks to create open space: move to create open space on and off the ball; use a variety of passes, fakes, and pathways; and give and go.

# Flag Football

## **5th Grade**

5.1.3.2 Throw overhand within a task that requires force for distance, using a maturing pattern in closed environments.

5.1.3.3 Throw overhand with accuracy in small-sided games.

5.1.3.4 Catch a thrown ball, above the head, at chest or waist level and below the waist, in small-sided games.

5.1.3.10 Punt contacting the ball with shoelaces or top of the foot, sending it forward in practice tasks.

5.2.1.4 Apply offensive and defensive tactics in small sided invasion games.

5.3.2.1 Actively participates in small-sided games without teacher prompting.

5.4.1.1 Engage in physical activity while demonstrating responsible interpersonal behavior. For example: peer to peer, student to teacher, student to referee.

5.4.3.1 Work cooperatively and respectfully with classmates of all skill levels in small or large group activities.

5.4.4.1 Follow rules and etiquette in small sided games.

5.4.5.1 Move safely in small-sided games.

## **6th Grade**

6.1.3.1 Pass and receive with competency, using hands in combination with locomotor patterns of running and change of direction and speed in invasion game practice tasks. For example: basketball, flag football, speedball, team handball.

6.1.3.2 Throw, while stationary, a leading pass to a moving receiver in invasion game practice tasks.

6.1.3.3 Execute pivots, fakes, jab steps, and give and go designed to create open space during invasion game practice tasks.

6.1.6.2 Catch from different trajectories, using a variety of objects, in varying fielding and striking game practice tasks.

6.1.7.1 Demonstrate correct technique for basic skills in an outdoor activity.

6.2.1.1 Execute at least one of the following offensive tactics in invasion game practice tasks to create open space: move to open space without the ball; use a variety of passes, pivots, and fakes; and give and go.

6.2.1.2 Reduce open space on defense, in an invasion game practice task, by making the body larger and reducing passing angles.

6.2.1.3 Reduce open space, in an invasion game practice task, by not allowing the catch (denial) or by allowing the catch but not the return pass.

6.2.1.4 Transition from offense to defense, or defense to offense, in an invasion game practice task, by recovering quickly.

## **7th Grade**

7.1.2.1 Throw for distance and accuracy appropriate to the invasion or fielding and striking game practice tasks.

7.1.3.2 Throw, while moving, a leading pass to a moving receiver in invasion game practice tasks.

7.1.3.3 Execute at least one of the following skills designed to create open space during small-sided invasion games, with varying levels of defense: pivots, fakes, jab steps, and give and go.

7.1.3.7 Slide in all directions while on defense without crossing feet in invasion game practice tasks.

7.1.6.2 Catch from different trajectories, using a variety of objects, in small-sided fielding and striking games.

7.1.7.1 Demonstrate correct technique for a variety of skills in an outdoor activity.

7.2.1.1 Execute at least two of the following offensive tactics in invasion game practice tasks to create open space: use a variety of passes, pivots and fakes; and give and go.

7.2.1.2 Reduce open space on defense, in an invasion game practice task, by staying close to the opponent as he or she nears the goal.

7.2.1.3 Reduces open space, in an invasion game practice task, by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection

7.2.1.4 Transition from offense to defense, or defense to offense, in an invasion game practice task, by recovering quickly and communicating with teammates.

7.2.5.1 Identify and apply Newton's laws of motion to various individual-performance activities.



#### 7.2.6.1

Describe advanced skills and tactics needed for participation in an outdoor activity.

7.4.1.1 Accept differences among classmates in physical development, maturation, and varying skill levels by providing encouragement.

7.4.2.1 Provide corrective feedback to a peer using teacher-generated guidelines and incorporating appropriate tone and communication skills.

7.4.3.1 Problem-solve with a small group of classmates during small group initiatives or game play.

7.4.4.1 Apply rules and etiquette while self-monitoring personal behavior during physical activities.

### **8th Grade**

8.1.2.1 Throw for distance, accuracy and speed appropriate to the activity during invasion or fielding and striking small-sided games.

8.1.3.3 Execute at least two of the following skills to create open space during small-sided invasion games: pivots, fakes, jab step, give and go, and screens.

8.1.3.7 Drop-step in the direction of the pass during player-to-player defense in small-sided invasion games.

8.1.6.2 Catch from different trajectories maintaining balance while transitioning to the next skill in small-sided fielding and striking games.

8.1.7.1 Demonstrate correct technique for basic skills in at least two outdoor activities.

8.2.1.1 Execute at least three of the following offensive tactics in invasion game practice tasks to create open space: move to create open space on and off the ball; use a variety of passes, fakes, and pathways; and give and go.

8.2.1.2 Reduce open space on defense, in an invasion game practice task, by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective).

8.2.1.3 Reduces open space, in an invasion game practice task, by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection.

8.2.1.4 Transition from offense to defense, or defense to offense, in an invasion game practice task, by recovering quickly, communicating with teammates and capitalizing on the advantage.

8.2.4.1 Identify sacrifice situations and attempts to advance a teammate in small-sided fielding and striking games.

8.4.2.1 Provide encouragement and constructive feedback to peers without prompting from the teacher.

8.4.3.1 Cooperate and problem-solve with classmates in large-group initiatives or game play.

## Floor Hockey

### **5th Grade**

5.1.3.14 Strike using a long handled implement in small-sided games.

5.2.1.1 Apply the space awareness concepts of directions, pathways, levels and extensions in small-sided games.

5.2.1.2 Apply the relationship awareness concepts in small sided games.

5.2.1.3 Apply the effort awareness concepts of speed, force and flow in small-sided games.

5.2.1.4 Apply offensive and defensive tactics in small sided invasion games.

5.3.2.1 Actively participates in small-sided games without teacher prompting.

5.4.3.1 Work cooperatively and respectfully with classmates of all skill levels in small or large group activities.

### **6th Grade**

6.1.3.6 Shoot on goal with accuracy in invasion game practice tasks.

6.1.3.7 Maintain defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the body of the offensive player in invasion game practice tasks.

6.2.1.1 Execute at least one of the following offensive tactics in invasion game practice tasks to create open space: move to open space without the ball; use a variety of passes, pivots, and fakes; and give and go.

6.2.1.3 Reduce open space, in an invasion game practice task, by not allowing the catch (denial) or by allowing the catch but not the return pass.

6.2.1.4 Transition from offense to defense, or defense to offense, in an invasion game practice task, by recovering quickly.

6.2.3.1 Select an appropriate shot and implement based on the location of the object in relation to the target in target game practice tasks.

6.4.2.1 Implement specific corrective feedback to improve performance.

6.4.3.1 Cooperate with a small group of classmates during game play, or team- building activities.

6.4.4.1 Follow the rules and etiquette for physical activities.

## **7th Grade**

7.1.3.3 Execute at least one of the following skills designed to create open space during small-sided invasion games, with varying levels of defense: pivots, fakes, jab steps, and give and go.

7.1.3.6 Shoot on goal with accuracy in small-sided invasion games.

7.1.3.7 Slide in all directions while on defense without crossing feet in invasion game practice tasks.

7.2.1.1 Execute at least two of the following offensive tactics in invasion game practice tasks to create open space: use a variety of passes, pivots and fakes; and give and go.

7.2.1.2 Reduce open space on defense, in an invasion game practice task, by staying close to the opponent as he or she nears the goal.

7.2.1.3 Reduces open space, in an invasion game practice task, by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection.

7.2.1.4 Transition from offense to defense, or defense to offense, in an invasion game practice task, by recovering quickly and communicating with teammates.

7.2.2.1 Create open space in net and wall game practice tasks, with a long-handled implement, by varying force and direction, and moving an opponent from side to side.

7.2.2.2 Select an offensive shot based on an opponent's location in net and wall game practice tasks. For example: Hit where the opponent is not.

## **8th Grade**

8.1.3.1 Pass and receive with competency using an implement in combination with locomotor patterns of running and change of direction and speed in small-sided invasion games. For example: floor hockey.

8.1.3.3 Execute at least two of the following skills to create open space during small-sided invasion games: pivots, fakes, jab step, give and go, and screens.

8.1.3.6 Shoot on goal for accuracy, using a long-handled implement, in small-sided invasion games. For example: floor hockey.

8.1.3.7 Drop-step in the direction of the pass during player-to-player defense in small-sided invasion games.

8.1.6.2 Catch from different trajectories maintaining balance while transitioning to the next skill in small-sided fielding and striking games.

8.2.1.1 Execute at least three of the following offensive tactics in invasion game practice tasks to create open space: move to create open space on and off the ball; use a variety of passes, fakes, and pathways; and give and go.

8.2.1.2 Reduce open space on defense, in an invasion game practice task, by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective).

8.2.1.3 Reduces open space, in an invasion game practice task, by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection.

8.2.1.4 Transition from offense to defense, or defense to offense, in an invasion game practice task, by recovering quickly, communicating with teammates and capitalizing on the advantage.

8.2.2.1 Create open space in net and wall game practice tasks, with either a long- or short-handled implement, by varying force and direction, and moving an opponent forward and back and from side to side.

8.2.2.2 Vary placement, force and timing of a return, in net and wall game practice tasks to prevent anticipation by opponent.

8.4.2.1 Provide encouragement and constructive feedback to peers without prompting from the teacher.

8.4.3.1 Cooperate and problem-solve with classmates in large-group initiatives or game play.

8.4.4.1 Monitor behaviors of self and others aligned to the rules and etiquette of physical activities.

## Pickleball

### **5th Grade**

5.1.3.11 Volley underhand in small-sided games.

5.1.3.14 Strike using a long handled implement in small-sided games.

5.2.1.3 Apply the effort awareness concepts of speed, force and flow in small-sided games and educational dance or educational gymnastics.

5.2.1.4 Apply offensive and defensive tactics in small sided invasion games.

5.3.2.1 Actively participates in small-sided games without teacher prompting.

5.4.1.1 Engage in physical activity while demonstrating responsible interpersonal behavior. For example: peer to peer, student to teacher, student to referee.

5.4.3.1 Work cooperatively and respectfully with classmates of all skill levels in small or large group activities.

5.4.4.1 Follow rules and etiquette in small sided games.

5.4.5.1 Move safely in small-sided games.

5.5.2.1 Analyze physical activities based on personal levels of challenge and identify ways to overcome challenges to enhance enjoyment, confidence, and willingness to participate.

## **6th Grade**

6.1.4.1 Execute a legal underhand serve with control in net and wall game practice tasks. For example: badminton, pickleball, volleyball.

6.1.4.2 Strike with an overhand pattern in small sided net and wall game practice tasks. For example: badminton, handball, tennis.

6.2.2.2 Reduce offensive options for opponents, in net and wall game practice tasks, by returning to base or home position.

6.2.4.1 Identify open space, and attempt to strike an object into that space in fielding and striking game practice tasks.

6.2.5.1 Vary the application of force during an individual performance activity.

6.4.1.1 Accept differences among classmates in physical development, maturation, and varying skill levels by avoiding insulting or boastful speech during physical activity.

6.4.2.1 Implement specific corrective feedback to improve performance.

6.4.3.1 Cooperate with a small group of classmates during game play, or team- building activities.

6.4.4.1 Follow the rules and etiquette for physical activities.

## **7th Grade**

7.1.4.1 Execute a legal underhand serve to a predetermined target in net and wall small-sided games. For example: badminton, pickleball, volleyball.

7.1.4.2 Strike consistently using an overhand pattern in small-sided net and wall games. For example: badminton, handball, tennis.

7.1.4.3 Demonstrate forehand and backhand strokes using a long handled implement in small sided net and wall games. For example: badminton, tennis.

7.2.2.1 Create open space in net and wall game practice tasks, with a long-handled implement, by varying force and direction, and moving an opponent from side to side.

7.2.2.2 Select an offensive shot based on an opponent's location in net and wall game practice tasks. For example: Hit where the opponent is not.

7.2.5.1 Identify and apply Newton's laws of motion to various individual-performance activities.

7.4.1.1 Accept differences among classmates in physical development, maturation, and varying skill levels by providing encouragement.

## **8th Grade**

8.1.4.1 Execute a legal underhand serve for distance and accuracy in net and wall games. For example: badminton, pickleball, volleyball.

8.1.4.2 Strike consistently using an overhand pattern for accuracy in small-sided net and wall games. For example: badminton, handball, tennis.

8.1.4.3 Demonstrate forehand and backhand strokes using a short or long-handled implement for accuracy in small-sided net and wall games. For example: pickleball, tennis, badminton, paddleball.

8.2.2.1 Create open space in net and wall game practice tasks, with either a long- or short-handled implement, by varying force and direction, and moving an opponent forward and back and from side to side.

8.2.2.2 Vary placement, force and timing of a return, in net and wall game practice tasks to prevent anticipation by opponent.

# **Soccer**

## **5th Grade**

5.1.3.6 Dribble with the feet in small-sided games.

5.1.3.7 Pass and receive a ball with the feet in small-sided games.

5.1.3.8 Dribble with hands or feet in combination with other skills while controlling the ball and the body in small-sided games.

5.1.3.9 Kick a moving ball along the ground and in the air in small-sided games.

5.2.1.4 Apply offensive and defensive tactics in small sided invasion games.

5.3.2.1 Actively participates in small-sided games without teacher prompting.

5.4.2.1 Give and receive corrective feedback respectfully to and from peers.

5.4.3.1 Work cooperatively and respectfully with classmates of all skill levels in small or large group activities.

5.4.4.1 Follow rules and etiquette in small sided games.

5.4.5.1 Move safely in small-sided games.

## **6th Grade**

6.1.3.3 Execute pivots, fakes, jab steps, and give and go designed to create open space during invasion game practice tasks.

6.1.3.5 Foot-dribble with control, changing speed and direction in a variety of invasion game practice tasks.

6.1.3.6 Shoot on goal with accuracy in invasion game practice tasks.

6.1.3.7 Maintain defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the body of the offensive player in invasion game practice tasks.

6.1.7.1 Demonstrate correct technique for basic skills in an outdoor activity.

6.2.1.1 Execute at least one of the following offensive tactics in invasion game practice tasks to create open space: move to open space without the ball; use a variety of passes, pivots, and fakes; and give and go.

6.2.1.2 Reduce open space on defense, in an invasion game practice task, by making the body larger and reducing passing angles.

6.2.1.3 Reduce open space, in an invasion game practice task, by not allowing the catch (denial) or by allowing the catch but not the return pass.

6.2.1.4 Transition from offense to defense, or defense to offense, in an invasion game practice task, by recovering quickly.

6.2.6.1 Describe the basic skills and tactics needed for participation in an outdoor activity.

6.4.2.1 Implement specific corrective feedback to improve performance.

6.4.3.1 Cooperate with a small group of classmates during game play, or team- building activities.

6.4.4.1 Follow the rules and etiquette for physical activities.

## **7th Grade**

7.1.3.1 Pass and receive with competency using feet in combination with locomotor patterns of running and change of direction and speed in small sided invasion games. For example: soccer.

7.1.3.3 Execute at least one of the following skills designed to create open space during smallsided invasion games, with varying levels of defense: pivots, fakes, jab steps, and give and go.

7.1.3.5 Foot-dribble combined with passing in a variety of invasion game practice tasks.

7.1.3.6 Shoot on goal with accuracy in small-sided invasion games.

7.1.3.7 Slide in all directions while on defense without crossing feet in invasion game practice tasks.

7.2.1.1 Execute at least two of the following offensive tactics in invasion game practice tasks to create open space: use a variety of passes, pivots and fakes; and give and go.

7.2.1.2 Reduce open space on defense, in an invasion game practice task, by staying close to the opponent as he or she nears the goal.

7.2.1.3 Reduces open space, in an invasion game practice task, by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection.

7.2.1.4 Transition from offense to defense, or defense to offense, in an invasion game practice task, by recovering quickly and communicating with teammates.

7.2.2.2 Select an offensive shot based on an opponent's location in net and wall game practice tasks. For example: Hit where the opponent is not.

7.2.6.1 Describe advanced skills and tactics needed for participation in an outdoor activity.

7.4.2.1 Provide corrective feedback to a peer using teacher-generated guidelines and incorporating appropriate tone and communication skills.

7.4.3.1 Problem-solve with a small group of classmates during small group initiatives or game play.



## **8th Grade**

8.1.3.3 Execute at least two of the following skills to create open space during small-sided invasion games: pivots, fakes, jab step, give and go, and screens.

8.1.3.5 Foot-dribble with control, changing speed and direction in small-sided invasion games.

8.1.3.7 Drop-step in the direction of the pass during player-to-player defense in small-sided invasion games.

8.1.7.1 Demonstrate correct technique for basic skills in at least two outdoor activities.

8.2.1.1 Execute at least three of the following offensive tactics in invasion game practice tasks to create open space: move to create open space on and off the ball; use a variety of passes, fakes, and pathways; and give and go.

8.2.1.2 Reduce open space on defense, in an invasion game practice task, by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective).

8.2.1.3 Reduces open space, in an invasion game practice task, by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection.

8.2.1.4 Transition from offense to defense, or defense to offense, in an invasion game practice task, by recovering quickly, communicating with teammates and capitalizing on the advantage.

8.2.2.2 Vary placement, force and timing of a return, in net and wall game practice tasks to prevent anticipation by opponent.

8.2.6.1 Describe basic and advanced skills and tactics needed for participation in two outdoor activities.

## **Track**

### **5th Grade**

5.1.1.2 Combine jumping and landing in the horizontal plane with locomotor and manipulative skills in educational games.

5.1.1.3 Combine jumping and landing in the vertical plane with locomotor and manipulative skills in educational games.

5.4.1.1 Engage in physical activity while demonstrating responsible interpersonal behavior.

5.4.2.1 Give and receive corrective feedback respectfully to and from peers.

5.4.3.1 Work cooperatively and respectfully with classmates of all skill levels in small or large group activities.

## **6th Grade**

6.1.7.1 Demonstrate correct technique for basic skills in an outdoor activity.

6.1.8.1 Demonstrate correct technique for basic skills in one individual performance activity.

6.2.5.1 Vary the application of force during an individual performance activity.

6.2.6.1 Describe the basic skills and tactics needed for participation in an outdoor activity.

6.3.2.2 Participate in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity for at least sixty minutes per day.

6.3.3.1 Identify the components of skill related fitness.

6.3.3.2 Identify correct techniques and methods of stretching.

6.3.3.3 Describe the overload training principle and how it affects fitness.

6.3.3.4 Describe the role of warm-ups and cool-downs before and after physical activity.

6.3.3.5 Identify and explain heart rate zones. For example: resting heart rate, moderate heart rate, vigorous heart rate, and maximum heart rate.

6.3.3.6 Identify major muscles and bones used in selected physical activities.

6.3.4.1 Use SMART goals, based on the results of a health-related fitness assessment, to design, implement, and modify a maintenance or remediation program for one health-related fitness area. For example: SMART goals are specific and strategic, measurable, attainable, results-based and time-based.

6.3.4.2 Maintain a physical activity log for at least two weeks and reflect on activity levels as documented in the log.

6.4.1.1 Accept differences among classmates in physical development, maturation, and varying skill levels by avoiding insulting or boastful speech during physical activity.

6.4.1.2 Identify appropriate strategies to self-reinforce positive fitness behaviors, such as positive self talk.

6.4.2.1 Implement specific corrective feedback to improve performance.

6.4.4.1 Follow the rules and etiquette for physical activities.

6.4.5.1 Use equipment and facilities appropriately and safely, with the teacher's guidance, in a physical activity setting. For example: fitness equipment, pedometers, sport equipment.

6.4.5.2 Make appropriate decisions regarding physical activity based on the weather, level of difficulty due to the conditions, or ability to ensure the safety of self and others.

6.5.1.2 Identify the relationship between participation in physical activity and stress reduction.

6.5.2.1 Recognize individual challenges in physical activity and implement methods of coping with them in a positive way. For example: extending effort, asking for help or feedback, or modifying the tasks.

6.5.3.1 Describe how moving competently in a physical activity setting creates enjoyment.

6.5.3.2 Describe how physical activity provides opportunities for self expression.

## **7th Grade**

7.1.7.1 Demonstrate correct technique for a variety of skills in an outdoor activity.

7.1.8.1 Demonstrate correct technique for a variety of skills in one individual-performance activity.

7.2.5.1 Identify and apply Newton's laws of motion to various individual-performance activities.

7.2.6.1 Describe advanced skills and tactics needed for participation in an outdoor activity.

7.3.1.1 Describe solutions for reducing barriers related to maintaining a physically active lifestyle.

7.3.2.1 Participate in a variety of strength- and endurance-fitness activities using technology or media.

7.3.2.2 Participate in moderate to vigorous muscle- and bone strengthening physical activity at least three times a week.

7.3.3.1 Define the components of skill related fitness.

7.3.3.2 Differentiate between dynamic and static stretches.

7.3.3.3 Describe the specificity principle and how it affects fitness.

7.3.3.5 Monitor physical activity intensity by comparing and contrasting heart rate responses through a variety of physical activities.

7.3.3.6 Describe how muscles (muscular system) pull on bones (skeletal system) to create movement in pairs by relaxing and contracting.

7.3.4.1 Use SMART goals, based on the results of a health-related fitness assessment, to design, implement, and modify a maintenance or remediation program for two health-related fitness areas. For example: SMART goals are specific and strategic, measurable, attainable, results-based and time-based.

7.3.6.1 Identify several strategies for dealing with stress. For example: deep breathing, guided visualization, aerobic exercise.

7.4.1.1 Accept differences among classmates in physical development, maturation, and varying skill levels by providing encouragement.

7.4.1.2 Demonstrate both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.

7.4.2.1 Provide corrective feedback to a peer using teacher-generated guidelines and incorporating appropriate tone and communication skills.

7.4.4.1 Apply rules and etiquette while self-monitoring personal behavior during physical activities.

7.4.5.1 Independently use physical activity and fitness equipment appropriately and safely. For example: fitness equipment, sport equipment, heart rate monitors

7.4.5.2 Analyze a physical activity situation and make adjustments to ensure the safety of self and others

7.5.1.2 Explain the positive impact participation in physical activity has on one's physical, emotional, social and mental health.

7.5.3.1 Describe how self-selected physical activities create enjoyment.

7.5.3.2 Explain how the relationship between physical activity and self-expression can lead to lifelong enjoyment of physical activity.

## **8th Grade**

8.1.7.1 Demonstrate correct technique for basic skills in at least two outdoor activities.

8.1.8.1 Demonstrate correct technique for basic skills in at least two individual-performance activities.

8.2.5.1 Describe and apply mechanical advantage(s) for a variety of individual-performance activities.

8.2.6.1 Describe basic and advanced skills and tactics needed for participation in two outdoor activities.

8.3.1.1 Analyze the impact a physically active lifestyle has on physical and mental health.

8.3.2.1 Participate in a variety of self selected aerobic-fitness activities using technology. For example: walking, jogging, biking, skating, dancing and swimming.

8.3.3.1 Analyze a physical activity by identifying its skill-related components.

8.3.3.2 Apply appropriate stretching techniques for all major muscle groups.

8.3.3.3 Apply the overload and specificity principles in preparing a personal workout.

8.3.3.5 Predict and modify activities which influence the target heart rate to meet desired goal and outcomes.

8.3.3.6 Explain how body systems interact with one another during physical activity. For example: blood transports nutrients from the digestive system and oxygen from the respiratory system during physical activity.

8.3.4.1 Use SMART goals, based on the results of a health-related fitness assessment, to design, implement, and modify a maintenance or remediation program for three health related fitness areas. For example: SMART goals are specific and strategic, measurable, attainable, results based and time-based.

8.4.4.1 Monitor behaviors of self and others aligned to the rules and etiquette of physical activities.

8.4.5.1 Independently use physical activity and fitness equipment appropriately, and identify specific safety concerns associated with the activity.

8.5.1.2 Analyze participation in physical activity and determine the personal impact it has on one's physical, emotional, social and mental health.

## Swimming

### **5th Grade**

5.3.3.1 Apply the F.I.T.T. principle for cardiorespiratory fitness to personal behaviors and identify the need for warm-up and cool down when participating in these types of activities.

5.3.3.2 Apply the F.I.T.T. principle for muscular endurance, muscular strength, and flexibility to personal behaviors, and identify the need for warm-up and cool down when participating in these types of activities.

5.3.4.1 Analyze pre-and post-fitness assessment results, compare results to recommendations for good health and describe personal strategies to enhance fitness through physical activity participation.

5.4.1.1 Engage in physical activity while demonstrating responsible interpersonal behavior.

5.4.3.1 Work cooperatively and respectfully with classmates of all skill levels in small or large group activities.

5.5.2.1 Analyze physical activities based on personal levels of challenge and identify ways to overcome challenges to enhance enjoyment, confidence, and willingness to participate.

5.5.3.1 Analyze physical activities based on personal levels of enjoyment, and opportunities for social interaction and self expression.

## **6th Grade**

6.2.5.1 Vary the application of force during an individual performance activity.

6.3.3.4 Describe the role of warm-ups and cool-downs before and after physical activity.

6.3.3.6 Identify major muscles and bones used in selected physical activities.

6.4.1.1 Accept differences among classmates in physical development, maturation, and varying skill levels by avoiding insulting or boastful speech during physical activity.

6.4.1.2 Identify appropriate strategies to self-reinforce positive fitness behaviors, such as positive self talk.

6.4.2.1 Implement specific corrective feedback to improve performance.

6.4.3.1 Cooperate with a small group of classmates during game play, or team- building activities. (Canoe, CPR).

6.4.4.1 Follow the rules and etiquette for physical activities.

6.4.5.1 Use equipment and facilities appropriately and safely, with the teacher's guidance, in a physical activity setting.

6.4.5.2 Make appropriate decisions regarding physical activity based on the weather, level of difficulty due to the conditions, or ability to ensure the safety of self and others.

## **7th Grade**

7.3.2.2 Participate in moderate to vigorous muscle- and bone strengthening physical activity at least three times a week.

7.3.3.6 Describe how muscles (muscular system) pull on bones (skeletal system) to create movement in pairs by relaxing and contracting.

7.4.1.1 Accept differences among classmates in physical development, maturation, and varying skill levels by providing encouragement.

7.4.3.1 Problem-solve with a small group of classmates during small group initiatives or game play. (Canoe, CPR).

7.4.4.1 Apply rules and etiquette while self-monitoring personal behavior during physical activities.

7.4.5.1 Independently use physical activity and fitness equipment appropriately and safely.

7.4.5.2 Analyze a physical activity situation and make adjustments to ensure the safety of self and others.

## **8th Grade**

8.3.2.1 Participate in a variety of self selected aerobic-fitness activities using technology. For example: swimming.

8.4.2.1 Provide encouragement and constructive feedback to peers without prompting from the teacher.

8.4.3.1 Cooperate and problem-solve with classmates in large-group initiatives or game play. (Canoe, CPR).

8.4.4.1 Monitor behaviors of self and others aligned to the rules and etiquette of physical activities.

8.4.5.1 Independently use physical activity and fitness equipment appropriately, and identify specific safety concerns associated with the activity.

8.5.3.2 Identify and participate in a physical activity that provides opportunities for enjoyment and explain how it could lead to lifelong enjoyment.

# **Team Handball**

## **5th Grade**

5.1.3.1 Roll and throw underhand in small-sided games.

5.1.3.2 Throw overhand within a task that requires force for distance, using a maturing pattern in closed environments.

5.1.3.3 Throw overhand with accuracy in small-sided games.

5.1.3.4 Catch a thrown ball, above the head, at chest or waist level and below the waist, in small-sided games.

5.1.3.5 Dribble with the preferred or nonpreferred hand in small-sided games.

5.1.3.15 Combine traveling with the manipulative skills of dribbling, throwing, catching and striking with accuracy small sided games.

5.2.1.1 Apply the space awareness concepts of directions, pathways, levels and extensions in small-sided games.

5.2.1.3 Apply the effort awareness concepts of speed, force and flow in small-sided games.

5.2.1.4 Apply offensive and defensive tactics in small sided invasion games.

5.2.1.5 Apply offensive and defensive tactics in small sided net and wall games.

5.3.2.1 Actively participates in small-sided games without teacher prompting.

5.4.2.1 Give and receive corrective feedback respectfully to and from peers.

5.4.3.1 Work cooperatively and respectfully with classmates of all skill levels in small or large group activities.

5.4.4.1 Follow rules and etiquette in small sided games.

5.4.5.1 Move safely in small-sided games.

## **6th Grade**

6.1.3.1 Pass and receive with competency, using hands in combination with locomotor patterns of running and change of direction and speed in invasion game practice tasks. For example: basketball, flag football, speedball, team handball.

6.1.3.2 Throw, while stationary, a leading pass to a moving receiver in invasion game practice tasks.

6.1.3.3 Execute pivots, fakes, jab steps, and give and go designed to create open space during invasion game practice tasks.

6.1.3.4 Dribble with preferred hand using a change of speed and direction in a variety of invasion game practice tasks.

6.1.3.6 Shoot on goal with accuracy in invasion game practice tasks.



6.1.3.7 Maintain defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the body of the offensive player in invasion game practice tasks.

6.2.1.1 Execute at least one of the following offensive tactics in invasion game practice tasks to create open space: move to open space without the ball; use a variety of passes, pivots, and fakes; and give and go.

6.2.1.1 Execute at least one of the following offensive tactics in invasion game practice tasks to create open space: move to open space without the ball; use a variety of passes, pivots, and fakes; and give and go.

6.2.1.3 Reduce open space, in an invasion game practice task, by not allowing the catch (denial) or by allowing the catch but not the return pass.

6.2.1.4 Transition from offense to defense, or defense to offense, in an invasion game practice task, by recovering quickly.

6.2.2.2 Reduce offensive options for opponents, in net and wall game practice tasks, by returning to base or home position.

6.4.2.1 Implement specific corrective feedback to improve performance.

6.4.3.1 Cooperate with a small group of classmates during game play, or team- building activities.

6.4.4.1 Follow the rules and etiquette for physical activities.

## **7th Grade**

7.1.3.1 Pass and receive with competency using feet in combination with locomotor patterns of running and change of direction and speed in small sided invasion games.

7.1.3.2 Throw, while moving, a leading pass to a moving receiver in invasion game practice tasks.

7.1.3.3 Execute at least one of the following skills designed to create open space during smallsided invasion games, with varying levels of defense: pivots, fakes, jab steps, and give and go.

7.1.3.4 Dribble with preferred and nonpreferred hands using a change of speed and direction in a variety of invasion game practice tasks.

7.1.3.6 Shoot on goal with accuracy in small-sided invasion games.

7.1.3.7 Slide in all directions while on defense without crossing feet in invasion game practice tasks.

7.2.1.1 Execute at least two of the following offensive tactics in invasion game practice tasks to create open space: use a variety of passes, pivots and fakes; and give and go.

7.2.1.2 Reduce open space on defense, in an invasion game practice task, by staying close to the opponent as he or she nears the goal.

7.2.1.3 Reduces open space, in an invasion game practice task, by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection.

7.2.1.4 Transition from offense to defense, or defense to offense, in an invasion game practice task, by recovering quickly and communicating with teammates.

7.2.2.2 Select an offensive shot based on an opponent's location in net and wall game practice tasks.

7.4.3.1 Problem-solve with a small group of classmates during small group initiatives or game play.

## **8th Grade**

8.1.3.2 Throw a lead pass to a moving partner off a dribble or pass in small-sided invasion games.

8.1.3.3 Execute at least two of the following skills to create open space during small-sided invasion games: pivots, fakes, jab step, give and go, and screens.

8.1.3.4 Dribble with preferred and nonpreferred hands using a change of speed and direction in small sided invasion games.

8.1.3.7 Drop-step in the direction of the pass during player-to-player defense in small-sided invasion games.

8.2.1.1 Execute at least three of the following offensive tactics in invasion game practice tasks to create open space: move to create open space on and off the ball; use a variety of passes, fakes, and pathways; and give and go.

8.2.1.2 Reduce open space on defense, in an invasion game practice task, by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective).

8.2.1.3 Reduces open space, in an invasion game practice task, by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection.

8.2.1.4 Transition from offense to defense, or defense to offense, in an invasion game practice task, by recovering quickly, communicating with teammates and capitalizing on the advantage.

8.4.2.1 Provide encouragement and constructive feedback to peers without prompting from the teacher.

8.4.3.1 Cooperate and problem-solve with classmates in large-group initiatives or game play.

8.4.4.1 Monitor behaviors of self and others aligned to the rules and etiquette of physical activities.

## Tennis

### **5th Grade**

5.1.3.11 Volley underhand in small-sided games.

5.1.3.14 Strike using a long handled implement in small-sided games.

5.2.1.3 Apply the effort awareness concepts of speed, force and flow in small-sided games and educational dance or educational gymnastics.

5.2.1.4 Apply offensive and defensive tactics in small sided invasion games.

5.3.2.1 Actively participates in small-sided games without teacher prompting.

5.4.1.1 Engage in physical activity while demonstrating responsible interpersonal behavior. For example: peer to peer, student to teacher, student to referee.

5.4.3.1 Work cooperatively and respectfully with classmates of all skill levels in small or large group activities.

5.4.4.1 Follow rules and etiquette in small sided games.

5.4.5.1 Move safely in small-sided games.

5.5.2.1 Analyze physical activities based on personal levels of challenge and identify ways to overcome challenges to enhance enjoyment, confidence, and willingness to participate.

### **6th Grade**

6.1.4.1 Execute a legal underhand serve with control in net and wall game practice tasks. For example: badminton, pickleball, volleyball.

6.1.4.2 Strike with an overhand pattern in small sided net and wall game practice tasks. For example: badminton, handball, tennis.

6.2.2.2 Reduce offensive options for opponents, in net and wall game practice tasks, by returning to base or home position.

6.2.4.1 Identify open space, and attempt to strike an object into that space in fielding and striking game practice tasks.

6.2.5.1 Vary the application of force during an individual performance activity.

6.4.1.1 Accept differences among classmates in physical development, maturation, and varying skill levels by avoiding insulting or boastful speech during physical activity.

6.4.2.1 Implement specific corrective feedback to improve performance.

6.4.3.1 Cooperate with a small group of classmates during game play, or team- building activities.

6.4.4.1 Follow the rules and etiquette for physical activities.

## **7th Grade**

7.1.4.1 Execute a legal underhand serve to a predetermined target in net and wall small-sided games. For example: badminton, pickleball, volleyball.

7.1.4.2 Strike consistently using an overhand pattern in small-sided net and wall games. For example: badminton, handball, tennis.

7.1.4.3 Demonstrate forehand and backhand strokes using a long handled implement in small sided net and wall games. For example: badminton, tennis.

7.2.2.1 Create open space in net and wall game practice tasks, with a long-handled implement, by varying force and direction, and moving an opponent from side to side.

7.2.2.2 Select an offensive shot based on an opponent's location in net and wall game practice tasks. For example: Hit where the opponent is not.

7.2.5.1 Identify and apply Newton's laws of motion to various individual-performance activities.

7.4.1.1 Accept differences among classmates in physical development, maturation, and varying skill levels by providing encouragement.

## **8th Grade**

8.1.4.1 Execute a legal underhand serve for distance and accuracy in net and wall games. For example: badminton, pickleball, volleyball.

8.1.4.2 Strike consistently using an overhand pattern for accuracy in small-sided net and wall games. For example: badminton, handball, tennis.

8.1.4.3 Demonstrate forehand and backhand strokes using a short or long-handled implement for accuracy in small-sided net and wall games. For example: pickleball, tennis, badminton, paddleball.

8.2.2.1 Create open space in net and wall game practice tasks, with either a long- or short-handled implement, by varying force and direction, and moving an opponent forward and back and from side to side.

8.2.2.2 Vary placement, force and timing of a return, in net and wall game practice tasks to prevent anticipation by opponent.

8.4.3.1 Cooperate and problem-solve with classmates in large-group initiatives or game play.

## Ultimate Frisbee

### **5th Grade**

5.1.3.15 Combine traveling with the manipulative skills of throwing and catching with accuracy small sided games.

5.2.1.1 Apply the space awareness concepts of directions, pathways, levels and extensions in small-sided games.

5.2.1.2 Apply the relationship awareness concepts in small sided games.

5.2.1.3 Apply the effort awareness concepts of speed, force and flow in small-sided games.

5.2.1.4 Apply offensive and defensive tactics in small sided invasion games.

5.3.2.1 Actively participates in small-sided games without teacher prompting.

5.4.3.1 Work cooperatively and respectfully with classmates of all skill levels in small or large group activities.

5.4.4.1 Follow rules and etiquette in small sided games.

5.4.5.1 Move safely in small-sided games.

### **6th Grade**

6.1.2.1 Throw for distance appropriate to the invasion or fielding and striking game practice tasks.

6.1.2.2 Catch from a variety of trajectories using different objects in varying invasion or fielding and striking game practice tasks.

6.1.3.1 Pass and receive with competency, using hands in combination with locomotor patterns of running and change of direction and speed in invasion game practice tasks.

6.1.3.2 Throw, while stationary, a leading pass to a moving receiver in invasion game practice tasks.

6.1.3.3 Execute pivots, fakes, jab steps, and give and go designed to create open space during invasion game practice tasks.

6.1.3.7 Maintain defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the body of the offensive player in invasion game practice tasks.

6.1.6.2 Catch from different trajectories, using a variety of objects, in varying fielding and striking game practice tasks.

6.1.7.1 Demonstrate correct technique for basic skills in an outdoor activity.

6.2.1.1 Execute at least one of the following offensive tactics in invasion game practice tasks to create open space: move to open space without the ball; use a variety of passes, pivots, and fakes; and give and go.

6.2.1.2 Reduce open space on defense, in an invasion game practice task, by making the body larger and reducing passing angles.

6.2.1.3 Reduce open space, in an invasion game practice task, by not allowing the catch (denial) or by allowing the catch but not the return pass.

6.2.1.4 Transition from offense to defense, or defense to offense, in an invasion game practice task, by recovering quickly.

6.2.5.1 Vary the application of force during an individual performance activity.

6.2.6.1 Describe the basic skills and tactics needed for participation in an outdoor activity.

6.4.1.1 Accept differences among classmates in physical development, maturation, and varying skill levels by avoiding insulting or boastful speech during physical activity.

6.4.3.1 Cooperate with a small group of classmates during game play, or team- building activities.

6.4.4.1 Follow the rules and etiquette for physical activities.

## **7th Grade**

7.1.2.1 Throw for distance and accuracy appropriate to the invasion or fielding and striking game practice tasks.

7.1.2.2 Catch from a variety of trajectories using different objects in invasion or fielding and striking small-sided games.

7.1.3.1 Pass and receive with competency using feet in combination with locomotor patterns of running and change of direction and speed in small sided invasion games.

7.1.3.2 Throw, while moving, a leading pass to a moving receiver in invasion game practice tasks.

7.1.3.3 Execute at least one of the following skills designed to create open space during smallsided invasion games, with varying levels of defense: pivots, fakes, jab steps, and give and go.

7.1.3.7 Slide in all directions while on defense without crossing feet in invasion game practice tasks.

7.1.6.2 Catch from different trajectories, using a variety of objects, in small-sided fielding and striking games.

7.1.7.1 Demonstrate correct technique for a variety of skills in an outdoor activity.

7.2.1.1 Execute at least two of the following offensive tactics in invasion game practice tasks to create open space: use a variety of passes, pivots and fakes; and give and go.

7.2.1.2 Reduce open space on defense, in an invasion game practice task, by staying close to the opponent as he or she nears the goal.

7.2.1.3 Reduces open space, in an invasion game practice task, by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection.

7.2.1.4 Transition from offense to defense, or defense to offense, in an invasion game practice task, by recovering quickly and communicating with teammates.

7.2.6.1 Describe advanced skills and tactics needed for participation in an outdoor activity.

7.4.1.1 Accept differences among classmates in physical development, maturation, and varying skill levels by providing encouragement.

7.4.3.1 Problem-solve with a small group of classmates during small group initiatives or game play.

7.4.4.1 Apply rules and etiquette while self-monitoring personal behavior during physical activities.

7.5.2.1 Generate positive statements such as offering suggestions or assistance, leading or following others, and providing possible solutions when faced with a group challenge.

## **8th Grade**

8.1.2.1 Throw for distance, accuracy and speed appropriate to the activity during invasion or fielding and striking small-sided games.

8.1.3.3 Execute at least two of the following skills to create open space during small-sided invasion games: pivots, fakes, jab step, give and go, and screens.

8.1.3.7 Drop-step in the direction of the pass during player-to-player defense in small-sided invasion games.

8.1.7.1 Demonstrate correct technique for basic skills in at least two outdoor activities.

8.2.1.1 Execute at least three of the following offensive tactics in invasion game practice tasks to create open space: move to create open space on and off the ball; use a variety of passes, fakes, and pathways; and give and go.

8.2.1.2 Reduce open space on defense, in an invasion game practice task, by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective).

8.2.1.3 Reduces open space, in an invasion game practice task, by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection.

8.2.1.4 Transition from offense to defense, or defense to offense, in an invasion game practice task, by recovering quickly, communicating with teammates and capitalizing on the advantage.

8.2.6.1 Describe basic and advanced skills and tactics needed for participation in two outdoor activities.

8.4.2.1 Provide encouragement and constructive feedback to peers without prompting from the teacher.

8.4.3.1 Cooperate and problem-solve with classmates in large-group initiatives or game play.

# **Volleyball**

## **5th Grade**

5.1.3.11 Volley underhand in small-sided games.

5.1.3.12 Volley using a two hand overhead pattern in small sided games.



5.2.1.5 Apply offensive and defensive tactics in small sided net and wall games.

5.3.2.1 Actively participates in small-sided games without teacher prompting.

5.4.1.1 Engage in physical activity while demonstrating responsible interpersonal behavior. For example: peer to peer, student to teacher, student to referee.

5.4.2.1 Give and receive corrective feedback respectfully to and from peers.

5.4.3.1 Work cooperatively and respectfully with classmates of all skill levels in small or large group activities.

5.5.2.1 Analyze physical activities based on personal levels of challenge and identify ways to overcome challenges to enhance enjoyment, confidence, and willingness to participate.

5.5.3.1 Analyze physical activities based on personal levels of enjoyment, and opportunities for social interaction and self expression.

## **6th Grade**

6.1.4.1 Execute a legal underhand serve with control in net and wall game practice tasks. For example: badminton, pickleball, volleyball.

6.1.4.5 Two-hand volley (underhand and overhand) with control in a variety of small-sided net and wall practice tasks.

6.4.1.1 Accept differences among classmates in physical development, maturation, and varying skill levels by avoiding insulting or boastful speech during physical activity.

6.4.1.2 Identify appropriate strategies to self-reinforce positive fitness behaviors, such as positive self talk.

6.4.2.1 Implement specific corrective feedback to improve performance.

6.4.3.1 Cooperate with a small group of classmates during game play, or team- building activities.

6.4.4.1 Follow the rules and etiquette for physical activities.

6.5.2.1 Recognize individual challenges in physical activity and implement methods of coping with them in a positive way. For example: extending effort, asking for help or feedback, or modifying the tasks.

## **7th Grade**

7.1.4.1 Execute a legal underhand serve to a predetermined target in net and wall small-sided games. For example: badminton, pickleball, volleyball.

7.1.4.5 Two-hand volley (underhand and overhand) with control in a small-sided net and wall game.

7.2.2.2 Select an offensive shot based on an opponent's location in net and wall game practice tasks. For example: Hit where the opponent is not.

7.4.2.1 Provide corrective feedback to a peer using teacher-generated guidelines and incorporating appropriate tone and communication skills.

7.4.4.1 Apply rules and etiquette while self-monitoring personal behavior during physical activities.

7.5.2.1 Generate positive statements such as offering suggestions or assistance, leading or following others, and providing possible solutions when faced with a group challenge.

7.5.3.2 Explain how the relationship between physical activity and self-expression can lead to lifelong enjoyment of physical activity.

## **8th Grade**

8.1.4.1 Execute a legal underhand serve for distance and accuracy in net and wall games. For example: badminton, pickleball, volleyball.

8.1.4.5 Two-hand-volley (underhand and overhand) with control in a variety of small-sided net and wall games.

8.2.2.2 Vary placement, force and timing of a return, in net and wall game practice tasks to prevent anticipation by opponent.

8.4.1.1 Establish guidelines for resolving conflict and apply them to respond appropriately to classmates' ethical and unethical behavior during physical activity.

8.4.2.1 Provide encouragement and constructive feedback to peers without prompting from the teacher.

8.4.3.1 Cooperate and problem-solve with classmates in large-group initiatives or game play.

8.4.4.1 Monitor behaviors of self and others aligned to the rules and etiquette of physical activities.

8.5.3.2 Identify and participate in a physical activity that provides opportunities for enjoyment and explain how it could lead to lifelong enjoyment.

# Weight Room

## **6th Grade**

6.1.8.1 Demonstrate correct technique for basic skills in one individual performance activity.

6.3.1.1 Identify barriers related to maintaining a physically active lifestyle.

6.3.3.1 Identify the components of skill related fitness.

6.3.3.2 Identify correct techniques and methods of stretching.

6.3.3.3 Describe the overload training principle and how it affects fitness.

6.3.3.4 Describe the role of warm-ups and cool-downs before and after physical activity.

6.3.3.6 Identify major muscles and bones used in selected physical activities.

6.3.4.1 Use SMART goals, based on the results of a health-related fitness assessment, to design, implement, and modify a maintenance or remediation program for one health-related fitness area. For example: SMART goals are specific and strategic, measurable, attainable, results-based and time-based.

6.3.4.2 Maintain a physical activity log for at least two weeks and reflect on activity levels as documented in the log.

6.4.1.1 Accept differences among classmates in physical development, maturation, and varying skill levels by avoiding insulting or boastful speech during physical activity.

6.4.1.2 Identify appropriate strategies to self-reinforce positive fitness behaviors, such as positive self talk.

6.4.2.1 Implement specific corrective feedback to improve performance.

6.4.4.1 Follow the rules and etiquette for physical activities.

6.4.5.1 Use equipment and facilities appropriately and safely, with the teacher's guidance, in a physical activity setting. For example: fitness equipment, pedometers, sport equipment.

6.5.1.2 Identify the relationship between participation in physical activity and stress reduction.

## **7th Grade**

7.1.8.1 Demonstrate correct technique for a variety of skills in one individual-performance activity.

7.3.1.1 Describe solutions for reducing barriers related to maintaining a physically active lifestyle.

7.3.2.1 Participate in a variety of strength- and endurance-fitness activities using technology or media. For example: Pilates, resistance training, body-weight training and light free-weight training.

7.3.2.2 Participate in moderate to vigorous muscle- and bone strengthening physical activity at least three times a week.

7.3.3.1 Define the components of skill related fitness.

7.3.3.2 Differentiate between dynamic and static stretches.

7.3.3.3 Describe the specificity principle and how it affects fitness.

7.3.3.4 Design a warm-up and cooldown regimen for a self selected physical activity.

7.3.3.5 Monitor physical activity intensity by comparing and contrasting heart rate responses through a variety of physical activities.

7.3.3.6 Describe how muscles (muscular system) pull on bones (skeletal system) to create movement in pairs by relaxing and contracting.

7.3.4.1 Use SMART goals, based on the results of a health-related fitness assessment, to design, implement, and modify a maintenance or remediation program for two health-related fitness areas. For example: SMART goals are specific and strategic, measurable, attainable, results-based and time-based.

7.4.1.1 Accept differences among classmates in physical development, maturation, and varying skill levels by providing encouragement.

7.4.2.1 Provide corrective feedback to a peer using teacher-generated guidelines and incorporating appropriate tone and communication skills.

7.4.4.1 Apply rules and etiquette while self-monitoring personal behavior during physical activities.

7.4.5.1 Independently use physical activity and fitness equipment appropriately and safely. For example: fitness equipment, sport equipment, heart rate monitors.

7.4.5.2 Analyze a physical activity situation and make adjustments to ensure the safety of self and others.

7.5.3.2 Explain how the relationship between physical activity and self-expression can lead to lifelong enjoyment of physical activity.

## **8th Grade**

8.1.8.1 Demonstrate correct technique for basic skills in at least two individual-performance activities.

8.3.2.2 Participate in moderate to vigorous aerobic and/or muscle and bone-strengthening physical activity.

8.3.3.1 Analyze a physical activity by identifying its skill-related components.

8.3.3.3 Apply the overload and specificity principles in preparing a personal workout.

8.3.3.4 Design and implement a warmup and cool down regimen for a self-selected physical activity.

8.3.4.1 Use SMART goals, based on the results of a health-related fitness assessment, to design, implement, and modify a maintenance or remediation program for three health related fitness areas. For example: SMART goals are specific and strategic, measurable, attainable, results based and time-based.

8.4.1.2 Use effective self-monitoring skills to incorporate opportunities for physical activity in and outside of class.

8.4.2.1 Provide encouragement and constructive feedback to peers without prompting from the teacher.

8.4.4.1 Monitor behaviors of self and others aligned to the rules and etiquette of physical activities.

8.4.5.1 Independently use physical activity and fitness equipment appropriately, and identify specific safety concerns associated with the activity. For example: weight room equipment, cardiorespiratory equipment, sport equipment, fitness apps.

8.5.3.2 Identify and participate in a physical activity that provides opportunities for enjoyment and explain how it could lead to lifelong enjoyment.