

| COMPONENT                                  | OBJECTIVES   | COMPETENCY  |
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| <p>I Application of Strategic Concepts</p> | <ol style="list-style-type: none"> <li>1. Understand and apply offensive and defensive strategies in court, goal and field games.<br/>(PE.A.2.3.5)</li> <li>2. Describe offensive and defensive strategies used in select court, goal and field games.<br/>(PE.A.2.3.5)</li> <li>3. Demonstrate the ability to use offensive and defensive strategies in selected court, goal and field games.<br/>(PE.A.1.3.2)</li> <li>4. Understand and apply strategies involved in individual and/or team “timed” activities (i.e., track, swimming, cycling).</li> <li>5. Demonstrate the ability to use the strategies involved in starting, pacing and finishing for relays and sprints.</li> <li>6. Understand and apply strategies involve in the development of individual or group routines and programs.<br/>(PE.A.1.3.1)</li> <li>7. Design and evaluate strategies for individual/group routines and programs based upon the ability of the individuals in the class (i.e., individual fitness progress, floor exercise, dance routines and partner stunts).<br/>(PE.A.2.3.4)</li> <li>8. Combine skills competently to participate in modified versions of team and individual sports.<br/>(PE.A.1.3.1)</li> <li>9. use basic offensive and defensive strategies while playing a modified version of a sport.<br/>(PE.A.1.3.2)</li> <li>10. Identify and follow rules while playing sorts and games.<br/>(PE.B.2.3.3)</li> </ol> | <ol style="list-style-type: none"> <li>A. The student can perform strategies in games/sports, gymnastics, dance, and individual and developmental activities.</li> <li>B. The student can write and explain 5 strategies used in selected individual, court, goal and field games.<br/>(PE.A.3.3.2)</li> <li>C. The student can identify and show knowledge of appropriate rules for a variety of individual and team sports.<br/>(PE.B.2.3.3)</li> </ol> |

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| <p>II Health Related Fitness</p>                                  | <p>11. Analyze offensive and defensive strategies en games and sports.<br/>(PE.A.2.3.5)</p> <p>1. Understand and apply the physiological principles (intensity, frequency, duration, overload, progression, and specificity) related to exercise and training during games, sports, gymnastics, dance and individual and developmental activities.<br/>(PE.A.2.3.3)</p> <p>2. Perform activities that apply the physiological principles.<br/>(PE.B.1.3.2)</p> <p>3. Demonstrate how increased efficiency can be obtained through exercise, training, and participation in games, sports, dance, and gymnastics.<br/>(PE.B.1.3.2)</p> <p>4. Identify the relationships between personal health, fitness, wellness, and movement activity.<br/>(PE.B.1.3.9)</p> <p>5. Demonstrate an improved or maintained level of health-related fitness as measured by a district approved health-related fitness test.</p> | <p>A. The student can apply the physiological principles of health-related fitness through involvement in games/sports, gymnastics, dance, individual and developmental activities.<br/>(PE.A.2.3.3)</p> <p>B. The student can show an improved level of health-related fitness through nationally normed fitness test results.</p> |
| <p>III Safety Practices of Strategically Performed Activities</p> | <p>1. Understand and apply safety practices inherent in games/sports, gymnastics, dance and individual and developmental activities.<br/>(PE.A.1.3.4) (PE.B.2.3.1)</p> <p>2. Identify potential safety hazard specific to selected activities.<br/>(PE.B.2.3.1)</p> <p>3. Describe and demonstrate proper warm-up and cool-down procedures specific to selected activities.<br/>(PE.B.1.3.3)</p> <p>4. Identify safety practices specific to selected activities.<br/>(PE.A.1.3.4) (PE.B.2.3.1)</p>  | <p>A. The student can perform safety practices related to participation in games/sports, gymnastics, dance, and individual and developmental activities through verbal and physically directed instructions on identifying safety hazards and adverse environmental conditions.<br/>(PE.B.2.3.1)</p>                                |

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| IV Effective Outcomes | <ol style="list-style-type: none"> <li>1. Understand and apply critical thinking skills to games/sports, gymnastics, dance and individual and developmental activities.               <ol style="list-style-type: none"> <li>a. Identify how critical thinking skills are applied to games/sports, gymnastics, dance and individual developmental activities.</li> <li>b. Identify how critical thinking skills are applied to: problem solving, decision making, inference, sequencing, causes and effect, categorizing and combining/contrasting.</li> <li>c. Identify how critical skills are applied to: defining, main idea, listening and following directions, organizing, reference skills, drawing conclusions and analyzing.</li> </ol> </li> <br/> <li>2. Understand and apply the qualities necessary to be a leader, follower and effective group member.<br/>(PE.C.2.3.4)               <ol style="list-style-type: none"> <li>a. Describe the necessary qualities of a leader, follower and effective group member.</li> <li>b. Demonstrate the qualities necessary to be a leader, follower and effect group member.</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>A. The student can perform effective skills inherent to participation in games/sports, gymnastics, dance, and individual and developmental activities.</li> <br/> <li>B. The student can write three reasons for importance of competition in one's enjoyment of involvement in games/sports, gymnastics, dance, and individual and developmental activities.</li> </ol>    |
| V Affective Outcomes  | <ol style="list-style-type: none"> <li>1. Exhibit an awareness of the various reasons for competition.<br/>(PE.B.2.3.3) (PE.B.2.3.4)               <ol style="list-style-type: none"> <li>a. Identify the reason for competition (i.e., enjoyment, social recreation and purpose of sharing).</li> <li>b. Identify levels of competition (i.e., self, against set standard, group standards and team vs. team).</li> </ol> </li> <br/> <li>2. Understand the necessity of cooperation in competition (listening, following directions, following rules, accepting decisions).<br/>(PE.B.2.3.3) (PE.B.2.3.4)               <ol style="list-style-type: none"> <li>a. Identify why cooperation is necessary for successful competition.</li> <li>b. Demonstrate the ability to cooperate while competing.</li> <li>c. Identify the attributes of good sportsmanship for a participant and a spectator.</li> </ol> </li> </ol>   | <ol style="list-style-type: none"> <li>A. The student can demonstrate by his activity and behavior the necessity for cooperation when competing while being directed in various individual and team sports by the teacher.</li> <br/> <li>B. The student can exhibit self confidence in activities using critical thinking skills and strategies while participating in individual and team activities.</li> </ol> |

# PHYSICAL EDUCATION

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|           | <ul style="list-style-type: none"> <li>d. Demonstrate the attributes of good sportsmanship as a participant and a spectator.</li> <li>3. Exhibit an improved level of self confidence in activities using strategies.<br/>(PE.C.2.3.2)               <ul style="list-style-type: none"> <li>a. Demonstrate an improved level of self confidence while participating in activities using strategies in games/sports, gymnastics, dance and individual and developmental activities.</li> </ul> </li> </ul> |            |