

**Goal Nineteen: Pre-School**

**State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing activity.**

**A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.**

**B. Analyze various movement concepts and applications.**

**C. Demonstrate knowledge of rules, safety, and strategies during physical activity.**

Learning Standard/Outcome	Sample Assessment	Connections
<p><b>Critical for Mastery at Pre-School:</b></p> <p>PK.19A.01 Understand the difference between personal space and general space.</p>	<p>Move from general space to personal space on command.</p> <p>Be respectful of personal space limits in “play along” and planned movement activities.</p> <p>Move specified body parts.</p> <p>Demonstrate the common body positions of tuck, layout, and straddle.</p> <p>Differentiate between high/low levels.</p> <p>Differentiate between fast/slow movements.</p>	<p>Music: Participate in action songs/singing games such as “<i>Head, Shoulders, Knees, and Toes.</i>”</p> <p>Dance: Assume various shapes.</p>

<p>PK.19B.01 Move in different ways, alone and with a group, understanding with whom or with what the mover is relating.</p>	<p>Move with even/uneven rhythm.</p> <p>Jump, leap, and hop in all directions with varying effort.</p> <p>Participate in chasing, fleeing, and other movement activities.</p> <p>Vary the force/effort in walking, running, and jumping.</p> <p>Vary the force/effort in twisting, turning, bending, and stretching.</p> <p>Push/pull with various effort.</p>	<p>Music: Perform exercises, songs, and simple dances to various rhythms.</p>
<p>PK.19C.01 Participate safely in the day's physical activity.</p>	<p>Travel, in different ways, in a large group without bumping into others or falling.</p> <p>Demonstrate skills such as taking turns, cooperating, and sharing within the context of the activity.</p>	<p>Dance: Perform large group dance.</p>

**Goal Nineteen: Kindergarten**

**State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing activity.**

**A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.**

**B. Analyze various movement concepts and applications.**

**C. Demonstrate knowledge of rules, safety, and strategies during physical activity.**

Learning Standard/Outcome	Sample Assessment	Connections
<p><b>Critical for Mastery at Kindergarten:</b> K.19A.01 Respond to cues that enhance the development of basic locomotor, nonlocomotor, and manipulative skills.</p>	<p>Demonstrate growth in a variety of locomotor, nonlocomotor, and manipulative skills in response to a command.</p> <p>Demonstrate growth in combinations of manipulative, locomotor, and nonlocomotor skills performed individually and with others.</p> <p>Move various body parts at high, medium, and low levels; make large/small body shapes while traveling.</p> <p>Travel in forward and sideways directions; change directions quickly in response to a signal.</p> <p>Distinguish between straight, curved, zig-zag pathways while traveling in various ways.</p> <p>Travel by varying effort, e.g., fast, slow,</p>	<p>Music: Play follow-the-leader: reinforce spatial awareness, relationships, directions, speed, pathways, shadowing, and visual cueing.</p> <p>Science: Mimic objects/creatures in nature that are locomotive/nonlocomotive.</p> <p>Literature: Move to a variety of images in poems and stories.</p> <p>Music: Play games/respond to commands reinforcing high/low.</p> <p>Dance: Catch a scarf on various body parts; do the activity to music.</p> <p>Dance: Explore simple yoga poses.</p> <p>Music: Change movement speeds to music.</p>

	<p>smooth, jerky, heavy, light, strong, and weak.</p> <p>Demonstrate clear contrast between slow and fast speeds while traveling.</p> <p>Turn while varying speed, level, direction.</p> <p>Gallop with either foot.</p> <p>Balance while bending, twisting, or stretching.</p> <p>Spin/pivot on one foot maintaining balance.</p> <p>Kick using strong and light effort.</p> <p>Jump from various heights and over various obstacles.</p> <p>Participate in chasing, fleeing, and other movement activities while varying levels.</p> <p>Perform log roll and attempt forward roll and shoulder roll.</p> <p>Lift, hold, and arrange equipment used in activity.</p> <p>Walk, turn, mount, and dismount on various apparatus.</p> <p>Move up and down inclines utilizing various body positions.</p> <p>Participate in scooter activities and obstacle</p>	<p>Music: Perform parachute activities to various rhythms and tempos.</p> <p>Dance: Experiment with short, quick</p>
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<p>K.19A.02 Develop responsibility for safe movement practices.</p>	<p>courses.</p> <p>Perform nonlocomotor skills varying speed and levels.</p> <p>Demonstrate skills of stretching, twisting, curling, and bending, holding, lifting, and swaying.</p> <p>Manipulate objects, e.g., balloons, feathers, bean bags, balls, paddles, etc.; perform various locomotor movements while manipulating these.</p> <p>Throw an object overhand and underhand.</p> <p>Attempt to throw an object using various speeds, effort, levels, and directions.</p> <p>Perform tossing and catching activities; perform these while moving about.</p> <p>Catch a self-toss.</p> <p>Strike a stationary ball with any part of the body.</p> <p>Participate in juggling activities with scarves.</p> <p>Explain/demonstrate how to participate in indoor and outdoor play activities safely.</p>	<p>movements and long, heavy movements.</p> <p>Music: Perform various locomotor movements while manipulating objects to a variety of musical accompaniments.</p> <p>Music: Throw to various tempos.</p>
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<p>K.19B.01 Identify personal space.</p>	<p>Demonstrate an understanding of general and personal space.</p> <p>Travel in a large group without bumping into others or falling.</p> <p>Move using concepts of body and space awareness.</p>	<p>Dance: Do the <i>Hokey Pokey</i>.</p>
<p>K.19B.02 Demonstrate spatial awareness, e.g., behind, ahead of, next to, near to, under, on, through, beside.</p>	<p>Demonstrate an awareness of directionality and laterality, e.g., move left/right, up/down, forwards/backwards.</p>	<p>Health: Describe how friends can help one another play safely.</p>
<p>K.19C.01 Recite the safety rules for daily activities.</p>	<p>Know and be able to recite the guidelines for the safe use of equipment and apparatus.</p>	
<p>K.19C.02 Demonstrate safe movement in general and personal space.</p>	<p>Move safely in opposition or in synchrony with others.</p> <p>Show an understanding of general space by varying speed and direction.</p> <p>Develop a functional understanding of movement concepts, space awareness, effort, and relationships.</p> <p>Move front/back, side/side, in/out, while varying body positions and levels and manipulating objects.</p>	

**Goal Nineteen: Grade One**

**State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing activity.**

**A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.**

**B. Analyze various movement concepts and applications.**

**C. Demonstrate knowledge of rules, safety, and strategies during physical activity.**

Learning Standard/Outcome	Sample Assessment	Connections
<p><b>Critical for Mastery at Grade 1:</b> 1.19A.01 Demonstrate locomotor, nonlocomotor, and manipulative skills.</p>	<p>Perform a sequence of locomotor movements and/or nonlocomotor movements through levels on command.</p> <p>Travel in relationship to objects; e.g., over, under, behind, through.</p> <p>See movement as a form of individual expression.</p> <p>Do a self-assessment as it relates to skill performance.</p> <p>Throw an object at a target - use overhand and underhand motions; use objects of various sizes, shapes, and weights.</p> <p>Throw using various speeds and levels, e.g.,</p>	<p>Music: Explore moving to different rhythms and styles; use small musical aids.</p> <p>Dance: Use body movements to demonstrate feelings/emotions in a musical example.</p>

	<p>kneeling and lying down.</p> <p>Catch an object from a rebound.</p> <p>Self-toss and catch while walking.</p> <p>Toss and catch a ball with a partner.</p> <p>Strike an object with and without an implement.</p> <p>Dribble using both hands.</p> <p>Demonstrate even/uneven rhythms.</p> <p>Explore rolling movements.</p> <p>Participate in obstacle course activities, e.g., move among cones, ropes, and other equipment.</p> <p>Participate in scooter activities.</p> <p>Move implements, e.g., wands, hula-hoops.</p> <p>Demonstrate jumping rope ability.</p> <p>Demonstrate running, walking, jogging, sliding, jumping, and galloping; attempt leaping, turning, skipping; vary force and effort while demonstrating.</p>	<p>Dance: Mimic various animal movements while changing the purpose of the movements, e.g., a fish swimming, then caught on a hook.</p> <p>Music: Jump rope to slow/quick tempos and various rhythms.</p>
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<p><b>Significant to Develop Grade 1:</b> 1.19B.01 Respond to teacher prompts that enhance the development of weight bearing and balance activities on a variety of body parts.</p>	<p>Move in curved, zigzag, and straight pathways using skipping, galloping, and sliding movements.</p> <p>Perform nonlocomotor movements at various levels and shapes; vary the speeds of the movements.</p> <p>Demonstrate stretching, twisting, curling, bending, holding, lifting, and swaying.</p> <p>Demonstrate swinging, pushing, pulling.</p> <p>Travel and change direction quickly in response to a signal.</p> <p>Demonstrate hopping and jumping – on one foot, backward, or onto a piece of apparatus.</p> <p>Demonstrate galloping – forward with either foot leading.</p> <p>Kick a moving object, e.g., a large ball.</p> <p>Attempt running and kicking a moving object, e.g., a large ball.</p> <p>Attempt kicking a ball toward a large target.</p> <p>Explore different body positions while jumping from an elevation.</p>	<p>Dance: Do a simple version of the <i>Electric Slide</i>.</p> <p>Literature: Demonstrate various shapes as a response to imagery, created form; written and spoken works, e.g., such as trees in the wind.</p> <p>Dance: Perform a singing dance in a group; incorporate different stretches/movements.</p>
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<p><b>Critical for Mastery at Grade 1:</b> 1.19C.01 Repeat safe practices and/or behaviors for the day's physical activity.</p> <p>1.19C.02 List possible injuries that might occur when not following safety rules.</p>	<p>Demonstrate balance while walking across a balance beam.</p> <p>Demonstrate leaping over objects on the floor.</p> <p>Demonstrate leaping while running/skipping and/or turning/skipping.</p> <p>Push and pull equipment greater than her/his body weight.</p> <p>Maintain balance on feet in various positions; use symmetrical and asymmetrical body shapes.</p> <p>Identify safety rules and explain how not following them appropriately may result in accidents/injuries.</p> <p>Learn to use equipment safely/responsibly.</p> <p>Tell how various parts of the body might be injured during physical activity; explain how to avoid these.</p>	<p>Health: Know/practice behaviors that keep one safe.</p>
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**Goal Nineteen: Grade Two**

**State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing activity.**

**A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.**

**B. Analyze various movement concepts and applications.**

**C. Demonstrate knowledge of rules, safety, and strategies during physical activity.**

Learning Standard/Outcome	Sample Assessment	Connections
<p><b>Critical for Mastery at Grade 2:</b>            2.19A.01            Recognize the safety factors associated with participating in physical activities.</p> <p>2.19A.02            Discuss cues that enhance the development of selected manipulative skills.</p> <p>2.19A.03            Demonstrate basic locomotor, nonlocomotor, and manipulative skills using developmentally appropriate form.</p>	<p>Understand the reasons for using safe procedures when participating in physical activities.</p> <p>Perform a skill on cue; tell how the cue enhanced performance.</p> <p>Perform mechanically correct locomotor skills, e.g., running, jogging, hopping, leaping, sliding, skipping, galloping, and jumping.</p> <p>Move forward/backward, up/down, and right/left in response to a signal.</p> <p>Demonstrate sharp, smooth, strong, light, free, and bound movement.</p> <p>Gallop using various pathways alternating the lead foot.</p> <p>Jump with a half turn and a full turn.</p>	<p>Health: Discuss specific safety procedures and tell why they are important.</p> <p>Dance: Perform dance steps on cue, e.g., square dancing.</p> <p>Music: Travel to a variety of rhythms changing time and force. Travel to a rhythm varying the flow of the movements.</p> <p>Dance: Participate in a variety of dance activities.</p>

	<p>Jump, land, and balance in various positions.</p> <p>Travel and stop in various balanced positions.</p> <p>Roll forward and attempt backward roll; perform a log roll.</p> <p>Throw a small object using various speeds and levels; throw overhand for distance.</p> <p>Throw a small object overhand toward a target.</p> <p>Participate in simple throwing activities with a partner.</p> <p>Catch an object for a rebound.</p> <p>Catch various shaped objects, e.g., balloons, bean bags, nerf balls and rubber rings.</p> <p>Catch an object with a scoop.</p> <p>Strike a ball held in hand.</p> <p>Dribble a ball while traveling.</p> <p>Toss a ball, turn and catch it.</p> <p>Tap a ball along the ground and move with it.</p> <p>Kick with the dominant and non-dominant foot.</p> <p>Kick with different parts of the foot.</p>	<p>Music: Throw a small object to a partner to music of various tempos.</p>
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<p>2.19A.04 Demonstrate an awareness of others while moving in general and/or personal space.</p> <p>2.19A.05 Combine two or more locomotor and /non-locomotor skills in sequence.</p>	<p>Approach and kick a moving ball with dominant and non-dominant foot.</p> <p>Kick a ball toward various targets at different levels with dominant and non-dominant foot.</p> <p>Strike a moving ball with an implement; strike a moving ball from a rebound with an implement.</p> <p>Strike balloons/nerf balls using small paddles.</p> <p>Dribble a ball using one hand.</p> <p>Dribble a ball alternating hands.</p> <p>Jump a self-turned rope repeatedly.</p> <p>Demonstrate fundamental movement skills using the elements of time, space, level, direction, and force showing an awareness of the movement of others.</p> <p>Combine and perform locomotor/ nonlocomotor skills.</p> <p>Demonstrate skill in a combination of two activities: balancing, rolling, jumping, landing, climbing, and weight transfer.</p> <p>Contrast movements such as curling, twisting, and stretching,</p> <p>Travel straight, curved, and zigzag pathways</p>	<p>Dance: Respond to various tempos/rhythms/moods.</p> <p>Dance: Perform animal movements to music.</p>
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<p><b>Significant to Develop at Grade 2:</b>  2.19B.01  Demonstrate a combination of two simple weight bearing and/balance movements or activities.</p>	<p>while changing directions and levels.</p> <p>Demonstrate leaping, turning, skipping; leap over objects on the floor.</p> <p>Demonstrate different body shapes, positions including round, narrow, symmetrical and asymmetrical, while jumping and landing.</p> <p>Use various combinations of body parts to perform climbing, supporting, and balancing skills.</p> <p>Attempt to strike (volley, dribble) a moving ball with an implement while traveling.</p> <p>Throw a small object with an overhand motion demonstrating weight transfer, stepping in opposition; use the entire arm.</p> <p>Change body positions, with control, through a variety of levels using non-locomotor movements.</p> <p>Transfer weight to various body parts while traveling across a mat.</p> <p>Stand on one foot for seven seconds.</p> <p>Balance on lines, low beams, benches.</p> <p>Balance using various body shapes.</p>	<p>Dance: Perform a dance with a partner; change level and direction.</p>
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<p><b>Critical for Mastery at Grade 2:</b>  2.19B.02  Distinguish between moving behind, ahead of, next to, near to, over, under, on, through, and beside.</p> <p>2.19B.03  Participate in dodging/fleeing activities in slower speed without running into others or objects.</p> <p>2.19C.01  Apply class rules, procedures, and safety practices.</p> <p>2.19C.02  Choose between safe and unsafe practices/behaviors.</p> <p>2.19C.03  Identify safety procedures when participating in a group physical activity.</p> <p>2.19C.04  Move with awareness of others in general space.</p>	<p>Balance objects on various body parts while in various positions.</p> <p>Move over, under, around, and through.</p> <p>Participate in fleeing activities, relays, and dashes.</p> <p>Know/apply rules/procedures safely.</p> <p>Distinguish between safe/unsafe behaviors; make appropriate choices.</p> <p>Know the rules to participate in group activity safely.</p> <p>Help/encourage students with less skill.</p> <p>Demonstrate an awareness of spatial relationship between self, others, and objects.</p>	<p>Health: Identify issues that can create unsafe environments.</p> <p>Health: Name ways to make activity/play areas safe and clean.</p> <p>Dance: Perform a simple dance and explain the spatial factors.</p>
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**Goal Nineteen: Grade Three**

**State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing activity.**

**A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.**

**B. Analyze various movement concepts and applications.**

**C. Demonstrate knowledge of rules, safety, and strategies during physical activity.**

Learning Standard/Outcome	Sample Assessment	Connections
<p><b>Critical for Mastery at Grade 3:</b>            3.19A.01            Apply safe moving practices with some teacher prompts.</p> <p>3.19A.02            Demonstrate a proper form while executing all locomotor and non-locomotor movements.</p>	<p>Follow teacher direction for safe participation/movement.</p> <p>Participate in movement challenges by varying time factors, e.g., fast/slow motion and pause, while walking, running, and jumping.</p> <p>Demonstrate agility and speed.</p> <p>Demonstrate variations in jumping, hopping, and leaping.</p> <p>Attempt to control various weighted balls.</p> <p>Perform forward/backward, log, and shoulder rolls with variations.</p>	<p>Dance: Demonstrate awareness, concentration, and focus in movement skills.</p> <p>Music: Combine locomotor/nonlocomotor movements, e.g., travel patterns, in relation to music.</p> <p>Music: Jump rope to various tempos. Toss and catch a ball with a partner to music. Combine bouncing, tossing, and catching to music.</p>

<p>3.19A.03 Use correct form executing selected manipulative skills.</p> <p>3.19A.04 Demonstrate control in general and self-space.</p>	<p>Combine two or more rotational skills.</p> <p>Perform inverted/opposite “Follow me” skills.</p> <p>Perform tripod and headstands, mule kicks, and cartwheels.</p> <p>Participate in activities using scooters, ropes, climbing apparatus, and adventure activities.</p> <p>Dribble a ball continuously using the inside and outside of the foot to control it.</p> <p>Trap a ball from a roll, a kick, and a rebound.</p> <p>Throw a ball hard; demonstrate an overhand technique, a side orientation, opposition.</p> <p>Show correct form in both fine and gross motor activities, e.g., finger-play activities and/or running, throwing; perform locomotor skills and vary the force/effort.</p> <p>Dribble at different speeds and identify the effort used to change speeds.</p> <p>Demonstrate movements that require crossing the midline, e.g., batting, juggling, cupstacking.</p> <p>Participate in follow the leader activities.</p> <p>Demonstrate a concept of effort (how the body</p>	<p>Music: Participate in rhythmic gymnastic ball skills.</p> <p>Dance: Create a dance sequence that combines movement from three different sports.</p> <p>Dance: Tell how direction, level, size, and</p>
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<p>3.19B.01 Move accurately in various directions, e.g., behind, ahead of, next to, near to, over, under, on, through, beside.</p> <p>3.19B.02 Participate successfully in obstacle course activities.</p> <p>3.19B.03 Participate successfully in dodging/fleeing activities without running into others or objects.</p> <p>3.19B.04 Participate, with teacher prompts, in physical activities without interfering with others and objects.</p> <p><b>Significant to Develop at Grade 3:</b> 3.19B.04 Identify simple cues involved in weight transfer and balance movements.</p>	<p>moves), space awareness (where the body moves), and relationships (with whom or what the body moves).</p> <p>Maintain flexibility when combining shapes, levels, pathways into simple sequences.</p> <p>Follow a path through an obstacle course.</p> <p>Walk through a maze.</p> <p>Participate in fleeing activities, relays, and dashes.</p> <p>Follow teacher prompts for safe participation in physical activity.</p> <p>Participate in movement challenges by varying weight factors, e.g., heavy /light touch while walking, running, and jumping.</p> <p>Participate in movement challenges by varying levels and bases of support.</p> <p>Perform a two, three, and four point balance.</p>	<p>shape contribute to the understanding of the dance and its characteristics.</p>
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<p>3.19B.05          Demonstrate the manipulation of objects to change direction and/or distance.</p>	<p>Identify the most stable and unstable positions from two, three, and four point balances.</p> <p>Identify stable and unstable body positions through symmetric and asymmetric shapes.</p> <p>Strike an object with various body parts and implements.</p> <p>Pass a ball to a partner with the inside/outside of the foot using combinations of heavy/light, fast/slow motion, and pause movement.</p> <p>Pass a ball to a partner with the instep of the foot, varying speed and distance.</p> <p>Manipulate small hand objects using different body parts at different levels while stationary and/or moving.</p> <p>Dribble a ball using one hand, dominant and non-dominant hands, and alternate hands.</p> <p>Use various speeds and levels, weight transfer, opposition, and speed.</p> <p>Demonstrate throwing with two hands utilizing weight transfer and follow through.</p> <p>Demonstrate a mature overhand throwing – use various speeds and levels, weight transfer, opposition; use of the entire arm in a fluid</p>	<p>Music: Create a routine to music, passing a ball to a partner using the instep of the foot.</p>
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<p><b>Critical for Mastery at Grade 3:</b> 3.19C.01</p>	<p>movement.</p> <p>Throw a ball to a spot on the wall with a two-handed motion.</p> <p>Pass a ball at different levels to a partner using a two-handed motion; use weight transfer and follow through.</p> <p>Attempt shooting a ball from a stationary position.</p> <p>Throw a ball with two hands at targets of various heights (overhand and underhand).</p> <p>Throw a ball with one hand at targets of various heights (overhand and underhand).</p> <p>Demonstrate catching balls of various shapes and sizes.</p> <p>Catch a ball in a stationary position and while moving.</p> <p>Throw objects of various sizes, shapes, and weights from various distances and in selected positions.</p> <p>Kick a stationary or moving object with either foot.</p> <p>Dribble an object continuously with a hand or foot while moving.</p>	<p>Music: Self-toss to music using a two-handed underhand motion.</p>
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<p>Follow class rules, procedures, and safety practices.</p> <p>3.19C.02 Demonstrate understanding of personal and group safety.</p> <p>3.19C.03 Participate safely in group physical activity.</p> <p>3.19C.04 Identify necessary precautions to avoid injury.</p> <p>3.19C.05 Define offense and defense in activities, games, or sports.</p>	<p>Move safely while participating in a physical activity.</p> <p>Know the procedures for participating in personal/group activities safely.</p> <p>Participate in activities in a way that promotes personal/group safety.</p> <p>Know the steps/behaviors necessary to participate in activity without injury.</p> <p>Identify simple offensive/defensive strategies in a game or sport.</p>	<p>Health: List rules that protect self and others.</p> <p>Health: Develop a class project to promote personal/group safety.</p>
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**Goal Nineteen: Grade Four**

**State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing activity.**

**A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.**

**B. Analyze various movement concepts and applications.**

**C. Demonstrate knowledge of rules, safety, and strategies during physical activity.**

Learning Standard/Outcome	Sample Assessment	Connections
<p><b>Critical for Mastery at Grade 4:</b> 4.19A.01</p>		

<p>Combine basic locomotor and nonlocomotor patterns.</p> <p>4.19A.02 Develop control while performing manipulative skills.</p>	<p>Form the shape of an inanimate object using various body parts.</p> <p>Participate in fleeing activities, relays, and dashes.</p> <p>Perform the backward roll in the tuck, pike, and straddle positions.</p> <p>Perform the forward roll in the tuck and pike position.</p> <p>Punt a yarn ball and catch it.</p> <p>Dribble and pass to a partner.</p> <p>Dribble a ball with a paddle.</p> <p>Jump/land for height /distance.</p> <p>Dribble a ball with the non-dominant hand.</p> <p>Toss a ball overhead, move to another spot and catch it.</p> <p>Toss a ball against a wall and catch the ball on the rebound.</p> <p>Toss a small ball against a wall and slide right or left to retrieve it.</p> <p>Scoop a ball from the floor with a paddle.</p>	<p>Dance: Create a movement sequence to express feeling or mood. Perform the steps of square/folk and contemporary dance.</p> <p>Music: Dribble, pass, and throw to various rhythms.</p>
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<p>4.19B.03 Sequence combinations of more complex weight transfer and balance movements, e.g., mule kick vs. cartwheel.</p>	<p>Toss a bean bag from the right foot and catch it with the same foot; perform with left foot also.</p>	
<p>4.19B.04 Demonstrate control while manipulating object(s) to change direction and/or distance.</p>	<p>Dribble a ball while moving in different directions using various locomotor movements.</p> <p>Participate in grid activities with various numbers of participants and types of implements/equipment.</p> <p>Participate in grid activities using simple offensive and defensive strategies.</p> <p>Dribble a ball continuously with dominant hand demonstrating control.</p> <p>Dribble a ball with feet demonstrating control.</p> <p>Hand dribble/foot dribble a ball while moving.</p> <p>Strike a tossed ball using mechanically correct forehand pattern.</p>	
<p>4.19B.05 Identify the components of a variety of locomotor, nonlocomotor, and manipulative skills.</p>	<p>Manipulate a small hand object.</p> <p>Demonstrate control while running into and out of a long rope maintaining control.</p> <p>Form a human clock; participate in circle activities that involve passing and catching in clockwise/counter clockwise directions.</p>	

<p><b>Critical for Mastery at Grade 4:</b>  4.19C.01  Participate in establishing class rules, procedures, and safety practices for specific activities.</p> <p>4.19C.02  Decide when to correctly use offensive and/or defensive strategies in lead-up games.</p> <p>4.19C.03  Define and apply the elements of cooperative strategies.</p>	<p>Follow a map through an obstacle course using directional clues, e.g., left, right, north, south, etc.</p> <p>Estimate the number of steps between himself/herself and a stationary object.</p> <p>Play tug of war with a partner at various levels.</p> <p>Cooperate with others in identifying the components that promote safe participation in specific activities.</p> <p>Know when/how to use offensive/defensive strategies.</p> <p>Identify the elements/application of cooperative strategies.</p> <p>Help/encourage students with less skill.</p>	<p>Health: Name ways to avoid injuries when participating in specific activities.</p>
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**Goal Nineteen: Grade Five**

**State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing activity.**

**A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.**

**B. Analyze various movement concepts and applications.**

**C. Demonstrate knowledge of rules, safety, and strategies during physical activity.**

Learning Standard/Outcome	Sample Assessment	Connections
<p><b>Critical for Mastery at Grade 5:</b> 5.19A.01 Utilize locomotor and/or nonlocomotor movements in physical activity.</p> <p>5.19A.02 Refine control while performing a manipulative skill.</p> <p>5.19A.03 Refine control while performing a locomotor and/or nonlocomotor sequence.</p>	<p>Be involved in games/activities with emphasis on more than two skills.</p> <p>Practice appropriate ways of learning new skills/sports on one's own.</p> <p>Manipulate objects with accuracy/speed.</p> <p>Demonstrate various body positions while elevated.</p> <p>Jump from a Reuther board or vaulting box in tuck, pike, and straddle positions</p> <p>Perform skills such as cartwheel, roundoff, handstand, forward roll, or front limber.</p> <p>Rebound, pivot, and outlet a basketball.</p> <p>Participate in formal self assessment of kicking a football, soccer ball, etc.</p> <p>Evaluate a partner's pattern of kicking.</p> <p>Participate in formal self-assessment of throwing a softball, football, etc.</p>	<p>Dance: Tell how the qualities of time, force, flow affect the quality/meaning of a dance.</p>

<p>5.19A.04 Perform two or more locomotor and/or nonlocomotor skills in combination/sequence with control.</p> <p>5.19A.05 Combine basic locomotor and nonlocomotor patterns with smooth transitions.</p> <p><b>Significant to Develop at Grade 5:</b></p> <p>5.19B.01 Demonstrate locomotor movements using a variety of changes in effort, flow, space, and time.</p> <p>5.19B.02 Demonstrate manipulative skills using a variety of changes in effort, flow, space, time, weight transfer, balance, absorption, and application of force.</p>	<p>Evaluate a partner's pattern of throwing.</p> <p>Participate in a formal self-assessment of catching a football, softball, basketball, etc.</p> <p>Evaluate a partner's pattern of catching.</p> <p>Participate in a formal self-assessment of striking a softball, volleyball, etc.</p> <p>Evaluate a partner's pattern of striking.</p> <p>Design and refine a routine so it can be repeated without error.</p> <p>Transition between locomotor/nonlocomotor activities smoothly.</p> <p>Throw disk like objects; demonstrate accuracy/distance.</p> <p>Participate in relay races that demonstrate each of the Laws of Motion.</p> <p>Complete stations that illustrate each Law of Motion.</p>	
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<p>5.19B.03 Participate in a wide variety of physical activities without interfering with others or with objects.</p>	<p>Participate in a variety of physical activities while maintaining personal space.</p>	<p>Dance: Review videos of different types of dance; discuss space.</p>
<p>5.19B.04 Identify biomechanical principles of movement related to weight transfer, balance, absorption, and application of force.</p>	<p>Know the scientific principles of movement, force, etc.</p>	<p>Dance: Interpret concepts of force, flow, and movement.</p>
<p>5.19B.05 Demonstrate movement where balance is established, lost, and gained.</p>	<p>Show how movement is affected when balance is disturbed.</p>	
<p>5.19B.06 Perform a sequence that combines weight transfer and balance movements.</p>	<p>Demonstrate good balance while dancing.</p>	
<p>5.19B.07 Identify the components of a variety of locomotor, nonlocomotor, and manipulative skills.</p>	<p>Distinguish among jumping, skipping, hopping, balancing, etc.</p>	<p>Dance: Do the “Chicken Dance.”</p>
<p>5.19B.08 Manipulate object(s) with accuracy to change its direction and/or distance.</p>	<p>Dribble a ball while moving in different directions using various locomotor movements.</p>	
<p><b>Critical for Mastery at Grade 5:</b></p>		
<p>5.19C.01 Demonstrate safety procedures/rules when participating in group physical activity.</p>	<p>Distinguish between compliance/noncompliance with game rules.</p>	
<p>5.19C.02 Apply rules for activity necessary to maintain</p>	<p>Know/demonstrate rules for maintaining a safe</p>	

<p>a safe environment.</p> <p>5.19C.03 Explain offensive, defensive, and cooperative strategies.</p>	<p>environment during physical activity.</p> <p>Use fundamental strategies, e.g., offensive/defensive strategies, in simple games.</p> <p>Determine various plays to use in different situations in a game.</p> <p>Determine strategies to help your team win a game.</p>	
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**Goal Nineteen: Grade Six**

**State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing activity.**

- A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.**
- B. Analyze various movement concepts and applications.**
- C. Demonstrate knowledge of rules, safety, and strategies during physical activity.**

<b>Learning Standard/Outcome</b>	<b>Sample Assessment</b>	<b>Connections</b>
<p><b>Critical for Mastery at Grade 6:</b> 6.19A.01 Create combinations of locomotor/ non locomotor movement and manipulative skills in selected activities.</p>	<p>Demonstrate body control while performing movement activities, dances, games, and sports.</p> <p>Demonstrate body, spatial, and temporal awareness.</p> <p>Perform forward and backward rolls in different</p>	<p>Dance: Describe/demonstrate how to control the body in various rhythms/paces.</p> <p>Dance: Describe a dance composition using sensory elements, e.g., time, space, force, flow.</p>

<p>6.19A.02 Demonstrate locomotor/nonlocomotor skills while manipulating objects.</p> <p>6.19A.03 Practice combinations of sport- related skills using correct form.</p>	<p>body shapes.</p> <p>Execute cartwheels in proper form.</p> <p>Perform a cartwheel and land within a designated area.</p> <p>Demonstrate static balancing skills – front or side scale; headstand or handstand.</p> <p>Perform various leaps, turns, pivots at different levels.</p> <p>Travel over objects of varying heights and distances.</p> <p>Flank a vault.</p> <p>Perform inverted hang and pull ups.</p> <p>Demonstrate receiving and projecting objects, with and without an implement, while stationary and moving.</p> <p>Move into open spaces while passing an object back and forth with a partner, using various pathways.</p> <p>Maintain position during a basketball, soccer, volleyball game.</p> <p>Move and dodge during team sports.</p>	<p>Music: Pass an object to different tempos/rhythms using various pathways.</p>
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	<p>Run within his/her lane on the track.</p> <p>Make contact at the appropriate time when striking a volleyball, softball, etc.</p> <p>Demonstrate basket skills: dribble with the dominant hand without hooking the ball; perform non-dominant hand dribbles.</p> <p>Attempt to pivot while dribbling.</p> <p>Dribble changing speed, change-of-pace, crossover, and spin.</p> <p>Perform a chest pass, bounce pass, two-handed overhead pass, flip pass, outlet pass, and baseball pass.</p> <p>Set shot, perform dominant hand lay-ups, foul shot, and jumps.</p> <p>Turn on a rebound.</p> <p>Demonstrate floor hockey skills; e.g., drive pass, flick pass, flat pass, through pass, pass.</p> <p>Attempt floor hockey skills: drive shot, flick shot, scoop shot, ground trap, aid trap, and hand trap.</p> <p>Demonstrate football skills: giving and receiving handoff; carrying the ball, kickoff, and short hike.</p>	
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	<p>Attempt football skills: long hike, forward pass, lateral pass, punting, above the shoulder catch, below the knees catch.</p> <p>Demonstrate racket sport skills: forehand grip, backhand grip.</p> <p>Attempt racket sport skills: forehand swing, backhand swing, volley, drop serve.</p> <p>Demonstrate soccer skills: instep kick, dribble, foot trap.</p> <p>Attempt soccer skills: outside kick, heel kick, square pass, through pass, aerial pass, throw-in, drive shot, chip shot, body trap, leg trap, thigh juggle, foot juggle.</p> <p>Demonstrate softball skills: underhand throw, base running, overhand throw from infield, catching with glove.</p> <p>Attempt softball skills: overhand throw from outfield, fielding ground balls, fielding line drives, fielding fly balls, hitting, pitching.</p> <p>Attempt track and field skills: sprint, high jump, relays, mile run.</p> <p>Demonstrate volley ball skills in a drill or game situation, e.g., underhand serve, set, forearm pass (bump).</p>	
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<p>6.19A.04 List specific elements of proper form for various sport skills.</p> <p>6.19A.05 Use vocabulary specific to activities, games, or sports.</p> <p><b>Significant to Develop at Grade 6:</b> 6.19B.01 Develop movement skills that demonstrate mechanically correct form, e.g., moving</p>	<p>Attempt volleyball skills: forearm pass, set.</p> <p>Attempt offensive skills of pick, give and go, pick and roll, fake and screen for a variety of team sports.</p> <p>Participate in two-on-two or three-on-three games.</p> <p>Participate in “keep away.”</p> <p>Attempts player-to-player defense in variety of team sports.</p> <p>Attempt various trajectories while throwing and catching, e.g., catching fly balls in softball/throwing different types of passes in football.</p> <p>Explore outdoor skills, e.g., backpacking, hiking, boating, cycling, rope courses.</p> <p>Improve/maintain mechanically correct form.</p> <p>Know/use appropriate vocabulary.</p> <p>Demonstrate movement skills that are becoming mechanically correct.</p>	<p>Dance/Music: List elements of proper form in a variety of simple folk, country, and creative dances.</p>
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<p>position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base.</p> <p>6.19B.02 Define additional biomechanical principles, e.g., spin, rebound.</p> <p>6.19B.03 Apply concepts of effort, flow, space, and time into establishment of mechanically correct form, e.g., moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base.</p> <p><b>Critical for Mastery at Grade 6:</b></p> <p>6.19C.01 Adhere to safety procedures during activity.</p> <p>6.19C.02 Create safety rules for specific activities, games, or sports.</p> <p>6.19C.03 Discuss the potential consequences of participating in a safe and unsafe environment during activity.</p> <p>6.19C.04 Demonstrate cooperative strategies during activity.</p>	<p>Examine the internal/external forces acting on the human body and the effects they produce.</p> <p>Improve/maintain appropriate body composition.</p> <p>Integrate effort, flow, space, time, and mechanically correct form.</p> <p>Recognize that rules are fair to all and allow for safe participation in team sports</p> <p>Create rules to participate in specific activities safely.</p> <p>Know/explain the consequences of playing in safe/unsafe environments.</p> <p>Design/play small group games that involve cooperating with others.</p> <p>Help/encourage students with less skill.</p>	<p>Dance: Review videos of different types of dances and discuss composition.</p>
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<p>6.19C.05 Apply offensive, defensive, and cooperative strategies in selected activities, games, or sports.</p>	<p>Apply offensive, defensive, and cooperative strategies during physical activity.</p>	
<p>6.19C.06 Follow rules when participating in a wide variety of activities, games, or sports.</p>	<p>Apply/follow rules when participating in a variety of activities.</p>	
<p>6.19C.07 Define the components of good sportsmanship.</p>	<p>Define good sportsmanship; explain the importance of each component.</p>	

**Goal Nineteen: Grade Seven**

**State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing activity.**

**A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.**

**B. Analyze various movement concepts and applications.**

**C. Demonstrate knowledge of rules, safety, and strategies during physical activity.**

Learning Standard/Outcome	Sample Assessment	Connections
<p><b>Critical for Mastery at Grade 7:</b> 7.19A.01</p>		
<p>Demonstrate effective movement patterns in a variety of movement forms.</p>	<p>Perform movement with dynamic fluency.</p>	<p>Dance: Develop/perform a movement pattern; emphasize principles of contrast, repetition, and variety.</p>
<p>7.19A.02 Perform selected sport skills using correct</p>	<p>Perform specific skills correctly and</p>	

<p>form.</p> <p>7.19A.03 Apply sport skills in game-like situations using correct form.</p> <p>7.19B.01 Explain manipulative and locomotor movement combinations in terms of mechanically correct form, e.g., moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base.</p> <p>7.19B.02 Demonstrate mechanically correct form, e.g., moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base in a variety of manipulative skills.</p> <p><b>Significant to Develop at Grade 7:</b> 7.19B.03 Explain how to alter the outcome of a skill by</p>	<p>consistently.</p> <p>Leap, roll, transfer weight, bat, volley, hand-and-foot dribble, strike a ball with a paddle, using mature motor patterns.</p> <p>Execute movements accurately without hesitation.</p> <p>Demonstrate knowledge and use of safe behaviors consistently.</p> <p>Incorporate basic skills in game-like situations; use good form.</p> <p>Demonstrate basic competence in manipulative/locomotor movement.</p> <p>Explain basic competence in mechanically correct form in a variety of manipulative skills.</p> <p>Tell how applying a biomechanical principle</p>	<p>Dance: Create a dance using a sports movement(s), e.g., lay-up, dive, roll, etc.</p>
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<p>application of a biomechanical principle.</p> <p>7.19B.04 Identify additional biomechanical principles.</p> <p><b>Critical for Mastery at Grade 7:</b></p> <p>7.19C.01 Recognize potentially unsafe situations, facilities, and/or equipment.</p> <p>7.19C.02 Discuss how cooperative strategies might be employed during activity.</p> <p>7.19C.03 Practice offensive, defensive, and cooperative strategies used during games, activities, and sports.</p> <p>7.19C.04 Apply appropriate game rules.</p>	<p>may alter a skill.</p> <p>Tell about several biomechanical principles.</p> <p>Demonstrate knowledge of rules, safety, and strategies while participating in a physical activity, game, or sport.</p> <p>Discuss how collaboration can enhance/improve activity.</p> <p>Help/encourage students with less skill.</p> <p>Apply offensive, defensive, and cooperative strategies.</p> <p>Demonstrate offensive and defensive strategies successfully.</p> <p>Engage in activities that challenge, provide for problem-solving, decision-making, and risk taking.</p> <p>Apply and play in accordance of rules.</p> <p>Interpret rules and proper techniques with no observable errors.</p>	
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<p>7.19C.05 Demonstrate good sportsmanship.</p> <p>7.19C.06 Discuss ways to resolve conflict during physical activity.</p>	<p>Make few errors in interpretation/application of rules, scoring, and etiquette.</p> <p>Display characteristics of good sportsmanship.</p> <p>Accept/respect decisions from game officials without complaint.</p> <p>Recognize good play by opponents/teammates.</p> <p>Tell about ways to resolve conflict; discuss those ways that are most effective.</p>	
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**Goal Nineteen: Grade Eight**

**State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing activity.**

**A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.**

**B. Analyze various movement concepts and applications.**

**C. Demonstrate knowledge of rules, safety, and strategies during physical activity.**

Learning Standard/Outcome	Sample Assessment	Connections
<p><b>Critical for Mastery at Grade 8:</b> 8.19A.01 Utilize a variety of motor patterns while manipulating objects, e.g., change pathway, direction.</p> <p>8.19A.02</p>	<p>Demonstrate appropriate motor skills/patterns.</p>	



<p>8.19B.02 Relate biomechanical principles to mechanically correct form, e.g., moving into position, establishing a balanced base, preparatory phase, and return to base.</p> <p>8.19B.03 Demonstrate mechanically correct form, e.g., moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base in a variety of manipulative skills.</p> <p><b>Significant to Develop at Grade 8:</b></p> <p>8.19B.04 Predict the result of a change in movement by manipulating a biomechanical principle, i.e., the harder you hit an object, the farther it will go.</p> <p>8.19B.05 Observe and critique performance of a manipulative skill of a classmate and identify the effective use of mechanically correct form, e.g., moving into position, establishing, a balanced base, preparatory phase, movement phase, follow through, and return to base.</p> <p><b>Critical for Mastery at Grade 8:</b></p> <p>8.19C.01 Engage in safe practices before, during, and after activities, games, or sports.</p>	<p>Understand how the body moves and how such movement is influenced by gravity, friction, and the laws of motion.</p> <p>Use mechanically correct form in movement/ manipulative skills.</p> <p>Explain/predict how changing/manipulating movement affects results.</p> <p>Watch/critique the manipulative performance of a classmate; identify correct/incorrect form.</p> <p>Follow safety procedures before, during, and after an activity.</p>	<p>Dance: Use sensory elements, e.g., time, space, force, flow correctly in movement.</p>
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<p>8.19C.02 Demonstrate cooperative strategies during physical activity.</p>	<p>Use cooperative strategies to participate appropriately in physical activity.</p> <p>Help encourage students with less skill.</p> <p>Participate offensively/defensively in two different games or sports; observe game and safety rules.</p>	
<p>8.19C.03 Apply offensive, defensive, and cooperative strategies during activities, games, or sports.</p>	<p>Apply offensive and defensive strategies while playing a modified version of a sport.</p> <p>Demonstrate knowledge of rules, safety, and strategies while participating in a physical activity, game, or sport.</p>	
<p>8.19C.04 Apply rules during physical activity.</p>	<p>Apply and play in accordance of rules.</p> <p>Interpret rules and proper techniques with no observable errors.</p> <p>Make few errors in interpretations and applications of rules, scoring, and etiquette.</p>	
<p>8.19C.05 Demonstrate good sportsmanship.</p>	<p>Display characteristics of good sportsmanship</p> <p>Accept calls from officials without complaint.</p> <p>Recognize good play by opponents/teammates.</p>	

**Goal Nineteen: Grade Nine/Ten**

**State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing activity.**

**A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.**

**B. Analyze various movement concepts and applications.**

**C. Demonstrate knowledge of rules, safety, and strategies during physical activity.**

Learning Standard/Outcome	Sample Assessment	Connections
<p><b>Critical for Mastery at Grade 9/10:</b>            9/10.19A.01            Demonstrate skill competencies in a variety of leisure activities, individual/dual sports, team sports, creative movement patterns, and work-related activities.</p> <p>9/10.19A.02            Demonstrate mechanically correct movement during activities, games, or sports.</p> <p>9/10.19A.03            Demonstrate physiologically efficient movement during activities, games, or sports.</p> <p>9/10.19A.04            Choose proper application of skills during game play.</p> <p>9/10.19A.05            Combine knowledge of basic skills and strategies to participate successfully in each of</p>	<p>Demonstrate basic competency in physical activities, e.g., aquatics; self-defense; dance; individual, dual, and team activities/sports; and outdoor pursuits.</p> <p>Move using concepts of body awareness, space awareness, effort, and relationships.</p> <p>Know/demonstrate efficient bodily movement during activity.</p> <p>Demonstrate that one has learned how to learn/apply new skills.</p> <p>Demonstrate competence in combinations of manipulative, locomotor/nonlocomotor skills</p>	<p>Dance: Perform a variety of dances, e.g., folk, line, ballroom, country, social and creative, with fluency and in time to accompaniment.</p> <p>Dance: Execute movements using the techniques taught in class.</p> <p>Dance: Demonstrate movement choices that enhance the performance of a dance.</p> <p>Dance: Demonstrate coordination, balance, and stamina.</p>

<p>the following categories: work related activities, leisure activities, creative movement activities, team sports, and individual /dual sports.</p> <p>9/10.19B.01 Analyze the effectiveness of a variety of skills based on the application of biomechanical principles and mechanically correct form, e.g., moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base.</p> <p>9/10.19B.02 Demonstrate mechanically correct form, e.g., moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base.</p> <p>9/10.19B.03 Observe classmates or a self-video and evaluate a variety of skills based on the application of biomechanical principle, e.g., moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base.</p> <p>9/10.19B.04 Identify effective use of selected biomechanical principles involved in the performance of skills, games, and/or rhythmic movements.</p> <p>9/10.19C.01</p>	<p>performed individually and with others.</p> <p>Use biomechanical concepts/principles to analyze/improve performance of self (and others).</p> <p>Demonstrate mechanically correct movements during activities, games, or sports.</p> <p>Review/evaluate personal/classmate performance using a variety of skills; use scientific principles for evaluation.</p> <p>Observe/identify the biomechanical principles of performance skills.</p>	<p>Dance: Perform an entire dance with evidence of stamina.</p> <p>Dance: Demonstrate appropriate alignment and flexibility.</p>
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<p>Apply safe practices, rules, and procedures in all physical activity settings.</p> <p>9/10.19C.02 List rules and procedures to enhance safety.</p> <p>9/10.19C.03 Apply offensive, defensive, and cooperative strategies during activities, games, or sports.</p> <p>9/10.19C.04 Apply rules during activities, games, or sports.</p> <p>9/10.19C.05 Demonstrate good sportsmanship.</p>	<p>Participate in physical activity safely.</p> <p>Identify/follow rules while playing sports/games.</p> <p>Identify ways in which rules are more alike than different; describe the difference between violations/fouls.</p> <p>Demonstrate use of offense, defense, transitions, and teamwork strategies during a team sport, game, or an individual sport with partners.</p> <p>Analyze offensive/defensive strategies in games/sports.</p> <p>Know/apply the rules of the activity for safe/effective participation.</p> <p>Define good sportsmanship; demonstrate good sportsmanship in physical activity.</p>	
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**Goal Nineteen: Grade Eleven/Twelve**

**State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing activity.**

**A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.**

**B. Analyze various movement concepts and applications.**

**C. Demonstrate knowledge of rules, safety, and strategies during physical activity.**

Learning Standard/Outcome	Sample Assessment	Connections
<p><b>Critical for Mastery at Grade 11/12:</b> 11/12.19A.01 Analyze personal performance for effective movement.</p> <p>11/12.19A.02 Apply results of self-analysis for personal improvement.</p> <p>11/12.19A.03 Critique self-selected activity for his/her own ability to adjust to the changing environment.</p> <p>11/12.19A.04 Apply basic skills inherent to any activity with consistent positive results.</p>	<p>Comprehend the correct elements of various movements, strategies, safety procedures, and basic rules.</p> <p>Demonstrate mastery of skills in some games, sports, dances; participate in intramural programs.</p> <p>Use journal/videos/Fitnessgram to analyze personal performance; tell ways performance might be improved.</p> <p>Demonstrate an ability to reflect on/adjust an activity to the changing environment.</p> <p>Excel/continue in an activity of choice, e.g., sport, dance, gymnastics, aquatics.</p> <p>Demonstrate advanced competence in at least one activity from the curriculum.</p> <p>Demonstrate an understanding of the application</p>	<p>Dance: Analyze elements, principles, expressive ideas, processes, technologies, movement, and meaning.</p> <p>Dance: Create a personal performance for quality and effectiveness.</p> <p>Dance: Demonstrate knowledge and use of sound movement principles for safety and efficiency as a dancer.</p>

<p>11/12.19A.05 Compare skill development changes that occur from childhood to adulthood in a self-selected individual/dual/team sport, creative movement activities, or work related activities.</p> <p>11/12.19B. 01 Observe and critique a performance of a manipulative skill of a classmate and identify a variety of biomechanical principles that contribute to the effectiveness of the performance.</p> <p>11/12.19B. 02 Observe and critique a performance of a classmate and identify the level of efficiency of the performance.</p> <p>11/12.19B. 03 Select a skill and analyze the skill for maximum effectiveness and efficiency.</p> <p>11/12.19B.04 Design a plan for improvement of the skill to increase effectiveness and efficiency.</p>	<p>of information in new/familiar tasks.</p> <p>Understand/compare changes in skill development as one grows, develops, and ages.</p> <p>Integrate/connect understanding, analyze self-performances, and observe others; experiment with this knowledge.</p> <p>Observe/evaluate the level of efficiency of a classmate's performance.</p> <p>Demonstrate/analyze intermediate or advanced proficiency in at least two of the following categories: dance, individual activities, dual activities, team activities, and outdoor pursuits.</p> <p>Explain why/how rather than merely performing movement.</p> <p>Use the principles of movement to accomplish a task with the least effort.</p>	<p>Dance: Demonstrate balance and coordination.</p> <p>Dance: Execute movements accurately.</p>
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<p>11/12.19B.05 Design a plan for improvement of a game or dance performance to increase effectiveness and efficiency.</p>	<p>Plan to learn a new skill; aim for effectiveness/efficiency.</p>	<p>Dance: Communicate feelings and ideas through movement.</p>	
<p>11/12.19B.06 Design a plan for learning a new skill based on requirements of effectiveness and efficiency.</p>	<p>Plan to modify a new skill; aim for improved effectiveness/efficiency.</p>		
<p>11/12.19B.07 Design a plan for modifying a new skill based on requirements of effectiveness and efficiency in performing the skill.</p>	<p>Demonstrate imagination, persistence, and creativity; show capability for problem solving.</p>		
<p>11/12.19B.08 Identify the effect of fitness levels on the performance of a variety of skills, i.e. movement efficiency.</p>	<p>Explain how fitness levels affect performance levels and movement efficiency.</p>		
<p>11/12.19B.09 Identify the effect of fitness levels on the performance of games and dance, i.e. movement efficiency.</p>	<p>Explain how fitness levels affect performance in games and dance.</p>		<p>Dance: Synchronize movements with a partner; synchronize movements with a group.</p>
<p>11/12.19C.01 Take part in activities in a safe and appropriate manner.</p>	<p>Know/apply all rules/procedures for safe/appropriate participation in physical activity.</p>		
<p>11/12.19C.02 Apply cooperative strategies during activities, games, or sports.</p>	<p>Choose equipment appropriate to his/her size/skill.</p>		

<p>11/12.19C.03 Select appropriate strategies to offset the opponent's strategies.</p> <p>11/12.19C.04 Apply rules during self-officiated activities, games, or sports.</p> <p>11/12.19C.05 Modify existing components of a specific activity to improve the activity, e.g., increase the participation.</p> <p>11/12.19C.06 Create an activity using rules, strategies, and safe methods in which classmates can participate.</p>	<p>Employ cooperative strategies during physical activity.</p> <p>Help/encourage students with less skill.</p> <p>Compare/contrast/demonstrate the crossover of different skills, offensive/defensive strategies, and rules to offset opponent's strategies.</p> <p>Apply basic skills inherent to offensive and defensive strategy; transition in at least one individual sport and at least one team sport or leisure activity.</p> <p>Apply rules to two or more different sport activities.</p> <p>Observe/change a specific component to improve an activity.</p> <p>Choose two or more sport activities; design a product/project showing similar rules, skills, related offensive/defensive strategies, and safety procedures.</p>	
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