Milford Exempted Village Schools 2022-23

Course Description:

PHYSICAL EDUCATION

GRADES K-2

Physical Education will be a year-long course blended with a variety of activities that will explore ways to keep the body in shape over a students' lifetime. The course will be available to all levels of students K-2. The goal of Physical Education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. To pursue a lifetime of healthful physical activity, a physically literate individual: • Has learned the skills necessary to participate in a variety of physical activities; • Knows the implications and the benefits of involvement in various types of physical activities; • Participates regularly in physical activity; • Is physically fit; • Values physical activity and its contributions to a healthful lifestyle.

Additional standards and benchmarks can be located at:

https://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Physical-Education/Updated-Physical-Education-Standards-Evaluations-2/Updated-Physical-Education-Standards.pdf.aspx

		Physical Education K-2 (Curriculum Map 2022-23	
Time Frame	Unit	Standards	Evidence of Understanding	Assessment
Quarter 1	Cooperative Learning Skills Spatial awareness	STANDARD 1 Demonstrates competency in a variety of motor skills and movement patterns. STANDARD 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. STANDARD 3 Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. STANDARD 4 Exhibits responsible, personal and social behavior that respects self and others. STANDARD 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	1. Demonstrate walk, run and slide locomotor skills using critical elements. 2. Explore locomotor skills of jump, gallop, skip, hop and leap in a stable environment. 3. Use non-locomotor skills (e.g., bend, twist, turn, sway, stretch) in exploratory and a stable environment. 4. Balance using a variety of body parts (e.g., 1/2/3/4 point balances) and body shapes (e.g., wide, narrow, twisted). 5. Transfer weight by rocking and rolling. 6. Move in time with a changing beat (e.g., music, drum, clap, stomp)	-participation in activities -collaborative discussions -observation of skills -performance

Soccer	STANDARD 1 Demonstrates competency in a variety of motor skills and movement patterns. STANDARD 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. STANDARD 3 Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. STANDARD 4 Exhibits responsible, personal and social behavior that respects self and others. STANDARD 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	1. Throw using variations in time/force. 2. Catch a self-tossed object with hands or an implement. 3. Strike an object (e.g., ball, balloon) using different body parts. 4. Kick a ball for force using a backswing with the kicking leg and stepping next to the ball without hesitating or stopping prior to kick. 5. Dribble an object with hands and feet in a stable environment through self and general space. 6. Roll a ball to a specified target 7. Discuss personal reasons (why?) for enjoying physical activity.	
Football	STANDARD 1 Demonstrates competency in a variety of motor skills and movement patterns. STANDARD 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. STANDARD 3 Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. STANDARD 4 Exhibits responsible, personal and social behavior that respects self and others. STANDARD 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	1. Throw overhand a variety of objects demonstrating a side orientation. 2. Catch objects coming from different directions, heights and speed. 3. Strike a variety of objects with the hand or an implement with purpose to control force/direction. 4. Kick a rolled or moving ball with the laces for power. 5. Dribble a ball with hands and feet using variations in speed, direction, pathway and relationship with objects. 6. Roll a ball or object to a moving target. 7. Discuss personal reasons (why?) for enjoying physical activity.	-participation in activities -collaborative discussions -observation of skills -performance

		STANDARD 1 Demonstrates	Demonstrate gallop and hop	-participation in activities
		competency in a variety of	locomotor skills using critical	-collaborative discussions
		motor skills and movement	elements. 2. Perform locomotor	-observation of skills
		patterns. STANDARD 2	skills (e.g., walk, run, gallop,	-performance
		Applies knowledge of	slide, hop) while changing	
		concepts, principles,	pathway, direction and/or speed.	
		strategies and tactics related	3. Use non-locomotor skills in	
		to movement and	exploratory and controlled	
		performance. STANDARD 3	settings and in response to	
		Demonstrates the knowledge	verbal and non-verbal (e.g.,	
	ļ	and skills to achieve and	mirroring or matching a partner)	
Quarter 2	Locomotor	maintain a health-enhancing	stimuli. 4. Balance in a variety of	
	Games	level of physical activity and	ways using equipment (e.g.,	
		fitness. STANDARD 4	balance ball or board) and/or	
		Exhibits responsible,	apparatus (e.g., beam or box). 5.	
		personal and social behavior	Perform a variety of different	
		that respects self and others.	rocking (e.g., forward/backward,	
		STANDARD 5 Recognizes	side/side) and rolling skills (e.g.,	
		the value of physical activity	log, egg, parachute, circle,	
		for health, enjoyment,	shoulder). 6. Move to a rhythmic	
		challenge, self-expression	beat or pattern. 7. Discuss	
		and/or social interaction.	personal reasons (why?) for	
			enjoying physical activity.	
		STANDARD 1 Demonstrates	Throw using variations in	-participation in activities
		competency in a variety of	time/force. 2. Catch a self-tossed	-collaborative discussions
		motor skills and movement	object with hands or an	-observation of skills
		patterns. STANDARD 2	implement. 3. Strike an object	-performance
		Applies knowledge of	(e.g., ball, balloon) using different	F
		concepts, principles,	body parts. 4. Kick a ball for force	
		strategies and tactics related	using a backswing with the	
		to movement and	kicking leg and stepping next to	
		performance. STANDARD 3	the ball without hesitating or	
		1'	stopping prior to kick. 5. Dribble	
		and skills to achieve and	an object with hands and feet in a	
	Basketball	maintain a health-enhancing	stable environment through self	
		level of physical activity and	and general space. 6. Roll a ball	
		fitness. STANDARD 4	to a specified target.	
		Exhibits responsible,	7. Discuss personal reasons	
		personal and social behavior	(why?) for enjoying physical	
		that respects self and others.	activity.	
		•	activity.	
		STANDARD 5 Recognizes		
		the value of physical activity		
		for health, enjoyment,		
		challenge, self-expression		
		and/or social interaction.		

		STANDARD 1 Demonstrates	1. Throw overhand a variety of	-participation in activities
		competency in a variety of	objects demonstrating a side	-collaborative discussions
		motor skills and movement	orientation. 2. Catch objects	-observation of skills
		patterns. STANDARD 2	coming from different directions,	-performance
		Applies knowledge of	heights and speed. 3. Strike a	
		concepts, principles,	variety of objects with the hand or	
		strategies and tactics related	an implement with purpose to	
		to movement and	control force/direction. 4. Kick a	
		performance. STANDARD 3	rolled or moving ball with the	
		Demonstrates the knowledge	laces for power. 5. Dribble a ball	
	Hockey	and skills to achieve and	with hands and feet using	
	j	maintain a health-enhancing	variations in speed, direction,	
		level of physical activity and	pathway and relationship with	
		fitness. STANDARD 4	objects. 6. Roll a ball or object to	
		Exhibits responsible,	a moving target. 7. Discuss	
		personal and social behavior	personal reasons (why?) for	
		that respects self and others.	enjoying physical activity.	
		STANDARD 5 Recognizes		
		the value of physical activity		
		for health, enjoyment,		
		challenge, self-expression		
		and/or social interaction.		
		STANDARD 1 Demonstrates	1. Apply movement vocabulary of	-participation in activities
		competency in a variety of	body, space, effort and	-collaborative discussions
		motor skills and movement	relationships to complete	-observation of skills
		patterns. STANDARD 2	movement tasks. 2. Apply	-performance
		Applies knowledge of	movement concepts to modify	
		concepts, principles,	performance (e.g., use more	
		strategies and tactics related	body parts, keep the object	
		to movement and	closer). 3. Apply different	
		performance. STANDARD 3	degrees of effort, force, speed	
		Demonstrates the knowledge	and direction to accomplish a	
		and skills to achieve and	task (e.g., adjust speed). 4. Apply	
		maintain a health-enhancing	concepts of general and personal	
		level of physical activity and	space to accomplish movement	
	Leisure	fitness. STANDARD 4	tasks in movement patterns,	
	Activities	Exhibits responsible,	games and tasks.	
		personal and social behavior	ľ	
		that respects self and others.	2. Differentiate between	
		STANDARD 5 Recognizes	locomotor, non-locomotor and	
		the value of physical activity	manipulative skills. 2. Identify	
		for health, enjoyment,	critical elements which lead to	
		challenge, self-expression	successful performance of	
		and/or social interaction.	locomotor, non-locomotor and	
		ana, or occide interaction.	manipulative skills. 3. Discuss	
			personal reasons (why?) for	
			enjoying physical activity.	
			jerijoying priysical activity.	
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		STANDARD 1 Demonstrates	1.Roll a ball to a specified target.	-participation in activities
		competency in a variety of	2. Throw using variations in	-collaborative discussions
		motor skills and movement	time/force.	-observation of skills
		patterns. STANDARD 2	3.Perform locomotor skills 4.	-performance
		Applies knowledge of	Apply different degrees of force,	
		concepts, principles,	speed and direction 5.	
		strategies and tactics related	Demonstrate an understanding of	
		to movement and	relationships (e.g., lead, follow,	
		performance. STANDARD 3	over, under) in a variety of	
		Demonstrates the knowledge	physical activities. 6. Apply	
Ouartor 2	Powling	and skills to achieve and	concepts of self and general	
Quarter 3	Bowling	maintain a health-enhancing	space to accomplish movement	
		level of physical activity and	tasks. 7. Repeat cue words for	
		fitness. STANDARD 4	fundamental motor skills and	
		Exhibits responsible,	apply them to improve	
		personal and social behavior	performance. 8. Differentiate	
		that respects self and others.	among non-locomotor and	
		STANDARD 5 Recognizes	manipulative skills. 9. Follow	
		the value of physical activity	directions and handle equipment	
		for health, enjoyment,	safely.	
		challenge, self-expression		
		and/or social interaction.		
		STANDARD 1 Demonstrates	1. Throw objects in a variety of	-participation in activities
		competency in a variety of	ways to oneself. 2. Strike an	-collaborative discussions
		motor skills and movement	object (e.g., ball, balloon) using	-observation of skills
		patterns. STANDARD 2	different body parts. 3. Repeat	-performance
		Applies knowledge of	cue words for fundamental motor	
		concepts, principles,	skills and apply them to improve	
		strategies and tactics related	performance. 4. Follow directions	
		to movement and	and handle equipment safely. 5.	
		performance. STANDARD 3	Explain rules related to safety	
		_	and activity-specific procedures.	
	Volleyball	and skills to achieve and	6. Interact positively with others	
	Volleyball	maintain a health-enhancing	in partner and small group	
		level of physical activity and	activities without regard to	
		fitness. STANDARD 4	individual differences. 7.Identify	
		Exhibits responsible,	why a physical activity is fun. 8.	
		personal and social behavior	Differentiate among	
		that respects self and others.	non-locomotor and manipulative	
		STANDARD 5 Recognizes	skills	
		the value of physical activity		
		for health, enjoyment,		
		challenge, self-expression		
		and/or social interaction.		

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		STANDARD 1 Demonstrates	Health reasons to be physically	-participation in activities
		competency in a variety of motor skills and movement	active 1. Recognize physical	-collaborative discussions -observation of skills
			activity has positive health	
		patterns. STANDARD 2	benefits. GRADE ONE Health	-performance
		Applies knowledge of	reasons to be physically active 1.	
		concepts, principles,	Recognize more physical activity	
		strategies and tactics related	leads to additional health	
		to movement and	benefits. GRADE TWO Health	
		performance. STANDARD 3	reasons to be physically active 1.	
		Demonstrates the knowledge	Identify specific health benefits	
		and skills to achieve and	from participation in daily	
	Fitness	maintain a health-enhancing	physical activity.	
		level of physical activity and		
		fitness. STANDARD 4	Enjoyment 1. Identify physical	
		Exhibits responsible,	activities that are fun. GRADE	
		personal and social behavior	ONE Enjoyment 1. Identify why a	
		that respects self and others.	physical activity is fun. GRADE	
		STANDARD 5 Recognizes	TWO Enjoyment 1. Discuss	
		the value of physical activity	personal reasons (why?) for	
		for health, enjoyment,	enjoying physical activity.	
		challenge, self-expression	l string brigging activity.	
		and/or social interaction.		
		and/or social interaction.		
		STANDARD 1 Demonstrates	1. Respond positively to	-participation in activities
		competency in a variety of	reminders of appropriate safety	-collaborative discussions
		motor skills and movement	procedures. 2. Follow directions	-observation of skills
		patterns. STANDARD 2	and handle equipment safely. 3.	-performance
		Applies knowledge of	Complete activities and take	
		concepts, principles,	responsibility for actions. 4.	
		strategies and tactics related	Explain rules related to safety	
		to movement and	and activity-specific procedures	
		performance. STANDARD 3	5. Follow instructions and class	
		'	procedures while participating in	
	Wiffle	and skills to achieve and	physical education activities. 6.	
Quarter 4	Ball/Softball	maintain a health-enhancing	Demonstrate cooperation with	
	Bail/ Coltbail	level of physical activity and	others when resolving conflicts.	
		fitness. STANDARD 4	7 Interact positively with others	
		Exhibits responsible,	in partner and small group	
		personal and social behavior	activities without regard to	
		that respects self and others.	individual differences. 8. Take	
		STANDARD 5 Recognizes	turns using equipment or	
		the value of physical activity	performing a task.	
		for health, enjoyment,		
	I	challenge, self-expression		
		and/or social interaction.		

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		STANDARD 1 Demonstrates	1.Strike an object (e.g., ball,	-participation in activities
		competency in a variety of	balloon) using different body	-collaborative discussions
		motor skills and movement	parts. 2. Catch a self-tossed	-observation of skills
		patterns. STANDARD 2	object with hands or an	-performance
		Applies knowledge of	implement. 3. Demonstrate an	
		concepts, principles,	understanding of relationships	
		strategies and tactics related	(e.g., lead, follow, over, under) in	
		to movement and	a variety of physical activities 4.	
		performance. STANDARD 3	Apply different degrees of force,	
		Demonstrates the knowledge	speed and direction 5. Follow	
		and skills to achieve and	directions and handle equipment	
	Net Games	maintain a health-enhancing	safely 6. Follow instructions and	
		level of physical activity and	class procedures while	
		fitness. STANDARD 4	participating in physical	
		Exhibits responsible,	education activities.	
		personal and social behavior	Gudation donvitios.	
		that respects self and others.		
		STANDARD 5 Recognizes		
		the value of physical activity		
		for health, enjoyment,		
		challenge, self-expression		
		and/or social interaction.	1. Deepend positively to	norticination in activities
		STANDARD 1 Demonstrates	Respond positively to	-participation in activities -collaborative discussions
		competency in a variety of	reminders of appropriate safety	
		motor skills and movement	procedures. 2. Follow directions	-observation of skills
		patterns. STANDARD 2	and handle equipment safely. 3.	-performance
		Applies knowledge of	Complete activities and take	
		concepts, principles,	responsibility for actions. 4.	
		strategies and tactics related	Explain rules related to safety	
		to movement and	and activity-specific procedures	
		performance. STANDARD 3	5. Follow instructions and class	
		Demonstrates the knowledge	procedures while participating in	
	Cooperative	and skills to achieve and	physical education activities. 6.	
	Games	maintain a health-enhancing	Demonstrate cooperation with	
		level of physical activity and	others when resolving conflicts.	
		fitness. STANDARD 4	7. Interact positively with others	
		Exhibits responsible,	in partner and small group	
		personal and social behavior	activities without regard to	
		that respects self and others.	individual differences. 8. Take	
		STANDARD 5 Recognizes	turns using equipment or	
		the value of physical activity	performing a task.	
		for health, enjoyment,		
		challenge, self-expression		
		and/or social interaction.		

Course Description: PHYSICAL EDUCATION GRADES 3-5

Physical Education will be a year-long course blended with a variety of activities that will explore ways to keep the body in shape over a students' lifetime. The course will be available to all levels of students 3-5. The goal of Physical Education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. To pursue a lifetime of healthful physical activity, a physically literate individual: • Has learned the skills necessary to participate in a variety of physical activities; • Knows the implications and the benefits of involvement in various types of physical activities; • Participates regularly in physical activity; • Is physically fit; • Values physical activity and its contributions to a healthful lifestyle.

	Physical Education 3-5 Curriculum Map 2022-23					
Time Frame	Unit	Standards	Evidence of Understanding	Assessment		
Quarter 1	Cooperative Learning Skills Spatial awareness	STANDARD 1 Demonstrates competency in a variety of motor skills and movement patterns. STANDARD 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. STANDARD 3 Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. STANDARD 4 Exhibits responsible, personal and social behavior that respects self and others. STANDARD 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	1. Follow rules, safe practices and engage in class activities. 2. Identify equipment-specific safety rules and follow them. 3. Recognize characteristics of the equipment and environment that affect safe play. 4. Lead, follow and support group members to improve play in cooperative and competitive settings. 5. Evaluate personal behavior to ensure positive effects on others. 6. Demonstrate respectful and responsible behavior toward peers different from oneself. 7. Demonstrate cooperation with others when resolving conflict.	participation in activities -collaborative discussions -observation of skills -performance		

	STANDARD 1 Demonstrates	1.Kick a ball for force using a	-participation in activities
	competency in a variety of	backswing with the kicking leg	-collaborative discussions
	motor skills and movement	and stepping next to the ball	-observation of skills
	patterns. STANDARD 2	without hesitating or stopping	-performance
	Applies knowledge of	prior to kick. 2. Recognize	
	concepts, principles,	offensive and defensive	
	strategies and tactics related	situations. 3. Identify the choices	
	to movement and	to make (e.g., shoot, pass,	
	performance. STANDARD 3	dribble) to score a goal or point.	
	Demonstrates the knowledge		
	and skills to achieve and		
Soccer	maintain a health-enhancing		
	level of physical activity and		
	fitness. STANDARD 4		
	Exhibits responsible,		
	personal and social behavior		
	that respects self and others.		
	STANDARD 5 Recognizes		
	the value of physical activity		
	for health, enjoyment,		
	challenge, self-expression		
	and/or social interaction.		
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	STANDAF	RD 1 Demonstrates	1. Throw overhand with force	-participation in activities
		icy in a variety of	using appropriate critical	-collaborative discussions
	l '	Is and movement	elements. 2. Catch two-handed	-observation of skills
	patterns.	STANDARD 2	during a game or game-like	-performance
	l ⁻	nowledge of	situation using the critical	
	''	principles,	elements. 3. Send (e.g., pass,	
	l :	and tactics related	roll) an object to a target using	
	to movem		critical elements while varying	
	performar	nce. STANDARD 3	space, distance, location and	
	Demonstr	ates the knowledge	relationship to objects. 4. Modify	
	and skills	to achieve and	movement to meet the demands	
	maintain a	a health-enhancing	of a task (e.g., throw with more or	
	level of ph	nysical activity and	less force to reach a target or	
	fitness. S	TANDARD 4	teammate). 5. Select the correct	
	Exhibits re	esponsible,	decision when presented with a	
	personal a	and social behavior	tactical problem to score (e.g.,	
	that respe	ects self and others.	ball possession, attack, moving	
	STANDAF	RD 5 Recognizes	an opponent). 6. Demonstrate	
Footba	Il the value	of physical activity	offensive and defensive	
	for health,	, enjoyment,	positioning in simple game	
	challenge	, self-expression	settings (e.g., maintain or return	
	and/or so	cial interaction.	to base position, positioning	
			relative to a goal or opponent). 7.	
			Describe the critical elements of	
			the manipulative skills (e.g.,	
			throw, catch, kick, strike) and	
			activity-specific skills. 8. Adhere	
			to class and activity-specific rules	
			and safe practices. 9. Engage in	
			activities and take responsibility	
			for actions. 10. Demonstrate	
			cooperation with and respect for	
			peers different from oneself. 11.	
			Identify aspects of a physical	
			activity that are challenging, yet	
			enjoyable.	

Quarter 2	Locomotor Games	STANDARD 1 Demonstrates competency in a variety of motor skills and movement patterns. STANDARD 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. STANDARD 3 Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. STANDARD 4 Exhibits responsible, personal and social behavior that respects self and others. STANDARD 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Perform a sequence of movements (e.g., dance, gymnastics, jump rope) with a beginning, middle and end. 2. Jump rope demonstrating a variety of footwork skills. 3. Balance on different bases of support and on apparatus demonstrating different levels, shapes and patterns. 4. Perform teacher-selected and developmentally appropriate dance steps and movement patterns.	-participation in activities -collaborative discussions -observation of skills -performance
	Basketball	Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. STANDARD 4 Exhibits responsible,	1. Dribble a ball with both hands using variations in speed and direction 2. Recognize offensive and defensive situations. 3. Identify the choices to make (e.g., shoot, pass, dribble) to score a goal or point. 4. Lead, follow and support group members to improve play in cooperative and competitive settings. 5. Evaluate personal behavior to ensure positive effects on others. 6. Demonstrate respectful and responsible behavior toward peers different from oneself. 7. Demonstrate cooperation with others when resolving conflict.	-participation in activities -collaborative discussions -observation of skills -performance

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Hockey	STANDARD 1 Demonstrates competency in a variety of motor skills and movement patterns. STANDARD 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. STANDARD 3 Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. STANDARD 4 Exhibits responsible, personal and social behavior that respects self and others. STANDARD 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	1.Strike an object with an implement using the critical elements. 2. Dribble with control while moving through space to avoid stationary objects using the critical elements. 3. Send (e.g., pass, roll) an object to a target using critical elements while varying space, distance, location and relationship to objects. 4. Select the correct decision when presented with a tactical problem to score 5. identify open space and areas of space to defend in a dynamic environment 6. Identify correct and incorrect aspects of skill performance using critical elements. 7. Follow rules and safe practices and engage in class activities.	-participation in activities -collaborative discussions -observation of skills -performance
Leisure Activities	STANDARD 1 Demonstrates competency in a variety of motor skills and movement patterns. STANDARD 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. STANDARD 3 Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. STANDARD 4 Exhibits responsible, personal and social behavior that respects self and others. STANDARD 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	1.Follow rules, safe practices and engage in class activities. 2. Identify equipment-specific safety rules and follow them. 3. Recognize characteristics of the equipment and environment that affect safe play. 4. Identify multiple specific reasons for enjoying a selected physical activity. 5. Identify aspects of a physical activity that are challenging, yet enjoyable. 6. Identify specific social benefits of a selected physical activity.	-participation in activities -collaborative discussions -observation of skills -performance

		STANDARD 1 Demonstrates	1.Roll a ball to a specified target.	-participation in activities
		competency in a variety of	2. Throw using variations in	-collaborative discussions
		motor skills and movement	time/force.	-observation of skills
		patterns. STANDARD 2	3.Perform locomotor skills 4.	-performance
		Applies knowledge of	Apply different degrees of force,	
		concepts, principles,	speed and direction 5.	
		strategies and tactics related	Demonstrate an understanding of	
		to movement and	relationships (e.g., lead, follow,	
		performance. STANDARD 3	over, under) in a variety of	
		Demonstrates the knowledge	physical activities. 6. Apply	
Quarter 3	Powling	and skills to achieve and	concepts of self and general	
Quarter 5	Bowling	maintain a health-enhancing	space to accomplish movement	
		level of physical activity and	tasks. 7. Repeat cue words for	
		fitness. STANDARD 4	fundamental motor skills and	
		Exhibits responsible,	apply them to improve	
		personal and social behavior	performance. 8. Differentiate	
		that respects self and others.	among non-locomotor and	
		STANDARD 5 Recognizes	manipulative skills. 9. Follow	
		the value of physical activity	directions and handle equipment	
		for health, enjoyment,	safely.	
		challenge, self-expression		
		and/or social interaction.		
		STANDARD 1 Demonstrates	1.Demonstrate basic	-participation in activities
		competency in a variety of	decision-making capabilities in	-collaborative discussions
		motor skills and movement	simple performance settings	-observation of skills
		patterns. STANDARD 2	(e.g., what skill should I	-performance
		Applies knowledge of	usebump, set, spike) 2. Identify	
		concepts, principles,	multiple specific health benefits	
		strategies and tactics related	from different dimensions (e.g.,	
		to movement and	physical, emotional, intellectual)	
		performance. STANDARD 3	from participation in physical	
		Demonstrates the knowledge	-	
	Volleyball	and skills to achieve and	support group members to	
		maintain a health-enhancing	improve play in cooperative and	
		level of physical activity and	competitive settings. 4. Evaluate	
		fitness. STANDARD 4	personal behavior to ensure	
		Exhibits responsible,	positive effects on others. 5.	
		personal and social behavior	Demonstrate respectful and	
		that respects self and others.	responsible behavior toward	
		STANDARD 5 Recognizes	peers different from oneself. 6.	
		the value of physical activity	Demonstrate cooperation with	
		for health, enjoyment,	others when resolving conflict.	
		challenge, self-expression		
		and/or social interaction.		

		STANDARD 1 Demonstrates	Values physical activity through	-participation in activities
		competency in a variety of	various means 1. Identify	-collaborative discussions
		motor skills and movement	reasons for enjoying a selected	-observation of skills
		patterns. STANDARD 2	physical activity. 2. Identify the	-performance
		Applies knowledge of	feelings that come with the	periormanoe
		concepts, principles,	challenge of learning a new	
		strategies and tactics related	physical activity. 3. Recognize	
		to movement and	that physical activity provides	
		performance. STANDARD 3	opportunities for social	
		Demonstrates the knowledge	interaction. GRADE FOUR	
		and skills to achieve and	Values physical activity through	
		maintain a health-enhancing	various means 1. Identify specific	
		level of physical activity and	reasons for enjoying a selected	
	Fitness	fitness. STANDARD 4	physical activity. 2. Identify	
	1 101033	Exhibits responsible,	aspects of a physical activity that	
		personal and social behavior	are challenging. 3. Identify the	
		that respects self and others.	social benefits of a selected	
		STANDARD 5 Recognizes	physical activity. GRADE FIVE	
		the value of physical activity	Values physical activity through	
		for health, enjoyment,	various means 1. Identify multiple	
		challenge, self-expression	specific reasons for enjoying a	
		and/or social interaction.	selected physical activity. 2.	
		ana/or social interaction.	Identify aspects of a physical	
			activity that are challenging, yet	
			enjoyable. 3. Identify specific	
			social benefits of a selected	
			physical activity	
		STANDARD 1 Demonstrates	Throw overhand with force	-participation in activities
		competency in a variety of	using appropriate critical	-collaborative discussions
		motor skills and movement	elements. 2. Catch a variety of	-observation of skills
		patterns. STANDARD 2	objects in dynamic conditions	-performance
		Applies knowledge of	using the critical elements. 3.	
		concepts, principles,	Strike an object with an	
		strategies and tactics related	implement using the critical	
		to movement and	elements. 4. Kick a ball with the	
		performance. STANDARD 3	inside of the foot to a target using	
		Demonstrates the knowledge	the critical elements. 5. Dribble	
Quarter 4	Wiffle	and skills to achieve and	and maintain control while	
Quarter 4	Ball/Softball	maintain a health-enhancing	moving through space using the	
		level of physical activity and	critical elements. 6. Send (e.g.,	
		fitness. STANDARD 4	pass, roll) an object to a target	
		Exhibits responsible,	using critical elements in a stable	
		personal and social behavior	environment.	
		that respects self and others.		
		STANDARD 5 Recognizes		
		the value of physical activity		
		for health, enjoyment,		
		challenge, self-expression		
I		and/or social interaction.		

		CTANDADD 4 Decreases to 1	4 Internation of the second second	manufacture to a second
		STANDARD 1 Demonstrates	Identify multiple specific	-participation in activities
		competency in a variety of	reasons for enjoying a selected	-collaborative discussions
		motor skills and movement	physical activity. 2. Identify	-observation of skills
		patterns. STANDARD 2	aspects of a physical activity that	-performance
		Applies knowledge of	are challenging, yet enjoyable. 3.	
		concepts, principles,	Identify specific social benefits of	
		strategies and tactics related	a selected physical activity	
		to movement and	4 Lead, follow and support	
		performance. STANDARD 3	group members to improve play	
		Demonstrates the knowledge	in cooperative and competitive	
		and skills to achieve and	settings. 5. Evaluate personal	
	Net Games	maintain a health-enhancing	behavior to ensure positive	
		level of physical activity and	effects on others. 6. Demonstrate	
		fitness. STANDARD 4	respectful and responsible	
		Exhibits responsible,	behavior toward peers different	
		personal and social behavior	from oneself, 7. Demonstrate	
		that respects self and others.	cooperation with others when	
		STANDARD 5 Recognizes	resolving conflict.	
		the value of physical activity	Todatving dominor.	
		for health, enjoyment,		
		challenge, self-expression		
		and/or social interaction.		
		STANDARD 1 Demonstrates	1. Identify multiple specific health	-participation in activities
		competency in a variety of	benefits from different	-collaborative discussions
		motor skills and movement	dimensions (e.g., physical,	-observation of skills
		patterns. STANDARD 2	emotional, intellectual) from	-performance
		Applies knowledge of	participation in physical activity	
		concepts, principles,	2. Lead, follow and support group	
		strategies and tactics related	members to improve play in	
		to movement and	cooperative and competitive	
		performance. STANDARD 3	settings. 3. Evaluate personal	
		Demonstrates the knowledge	behavior to ensure positive	
	Cooperative	and skills to achieve and	effects on others. 4. Demonstrate	
	Games	maintain a health-enhancing	respectful and responsible	
		level of physical activity and	behavior toward peers different	
		fitness. STANDARD 4	from oneself. 5. Demonstrate	
		Exhibits responsible,	cooperation with others when	
		personal and social behavior	resolving conflict.	
		that respects self and others.	l section of the sect	
		STANDARD 5 Recognizes		
		the value of physical activity		
		for health, enjoyment,		
		challenge, self-expression		
1		and/or social interaction.		l l

Course Description: PHYSICAL EDUCATION GRADE 6 Elementary

Physical Education will be a year-long course blended with a variety of activities that will explore ways to keep the body in shape over a students' lifetime. The course will be available to all levels of students in grade 6. The goal of Physical Education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. To pursue a lifetime of healthful physical activity, a physically literate individual: • Has learned the skills necessary to participate in a variety of physical activities; • Knows the implications and the benefits of involvement in various types of physical activities; • Participates regularly in physical activity; • Is physically fit; • Values physical activity and its contributions to a healthful lifestyle.

	Physical Education 6th grade Elementary Curriculum Map 2022-23						
Time Frame	Unit	Standards	Evidence of Understanding	Assessment			
Quarter 1	Cooperative Learning Skills Spacial awareness	STANDARD 1 Demonstrates competency in a variety of motor skills and movement patterns. STANDARD 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. STANDARD 3 Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. STANDARD 4 Exhibits responsible, personal and social behavior that respects self and others. STANDARD 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	1. Follow rules, safe practices and engage in class activities. 2. Identify equipment-specific safety rules and follow them. 3. Recognize characteristics of the equipment and environment that affect safe play. 4. Lead, follow and support group members to improve play in cooperative and competitive settings. 5. Evaluate personal behavior to ensure positive effects on others. 6. Demonstrate respectful and responsible behavior toward peers different from oneself. 7. Demonstrate cooperation with others when resolving conflict.	-participation in activities -collaborative discussions -observation of skills -performance			

	OTANDADD 4 Dames 4 4	4. There was a substitute of the first	and the standing of the state o
	STANDARD 1 Demonstrates	1. Throw overhand with force	-participation in activities
	competency in a variety of	using appropriate critical	-collaborative discussions
	motor skills and movement	elements. 2. Catch two-handed	-observation of skills
	patterns. STANDARD 2	during a game or game-like	-performance
	Applies knowledge of	situation using the critical	
	concepts, principles,	elements. 3. Send (e.g., pass,	
	strategies and tactics related	roll) an object to a target using	
	to movement and	critical elements while varying	
	performance. STANDARD 3	space, distance, location and	
	Demonstrates the knowledge	relationship to objects. 4. Modify	
	and skills to achieve and	movement to meet the demands	
	maintain a health-enhancing	of a task (e.g., throw with more or	
	level of physical activity and	less force to reach a target or	
	fitness. STANDARD 4	teammate). 5. Select the correct	
	Exhibits responsible,	decision when presented with a	
	personal and social behavior	tactical problem to score (e.g.,	
	that respects self and others.	ball possession, attack, moving	
	STANDARD 5 Recognizes	an opponent). 6. Demonstrate	
Football	the value of physical activity	offensive and defensive	
	for health, enjoyment,	positioning in simple game	
	challenge, self-expression	settings (e.g., maintain or return	
	and/or social interaction.	to base position, positioning	
		relative to a goal or opponent). 7.	
		Describe the critical elements of	
		the manipulative skills (e.g.,	
		throw, catch, kick, strike) and	
		activity-specific skills. 8. Adhere	
		to class and activity-specific rules	
		and safe practices. 9. Engage in	
		activities and take responsibility	
		for actions. 10. Demonstrate	
		cooperation with and respect for	
		peers different from oneself. 11.	
		Identify aspects of a physical	
		activity that are challenging, yet	
		enjoyable.	
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		STANDARD 1 Demonstrates	Demonstrate movement	-participation in activities
		competency in a variety of	patterns in dance, gymnastics or	-collaborative discussions
		motor skills and movement	fitness (e.g., yoga, Zumba). 2.	-observation of skills
		patterns. STANDARD 2	Demonstrate the critical elements	-performance
		Applies knowledge of	of specialized locomotor and	
		concepts, principles,	non-locomotor skills in a variety	
		strategies and tactics related	of movement forms (e.g., fitness,	
		to movement and	track and field, martial arts,	
		performance. STANDARD 3	outdoor activities, aquatics,	
		Demonstrates the knowledge	cycling, rollerblading) in	
	l	and skills to achieve and	controlled settings. 3. Perform	
Quarter 2	Locomotor	maintain a health-enhancing	simple dance sequences.	
	Games	level of physical activity and		
		fitness. STANDARD 4		
		Exhibits responsible,		
		personal and social behavior		
		that respects self and others.		
		STANDARD 5 Recognizes		
		the value of physical activity		
		for health, enjoyment,		
		challenge, self-expression		
		and/or social interaction.		
		STANDARD 1 Demonstrates	1. Send, receive, dribble and	-participation in activities
		competency in a variety of	shoot in game-like practice using	-collaborative discussions
		motor skills and movement	appropriate critical elements. 2.	-observation of skills
		patterns. STANDARD 2	Strike an object with hand or	-performance
		Applies knowledge of	implement in game-like practice	'
		concepts, principles,	using appropriate critical	
		strategies and tactics related	elements. 3. Strike and field an	
		to movement and	object with foot, hand or	
		performance. STANDARD 3	implement in game-like practice.	
		Demonstrates the knowledge	4. Send an object to a target in	
		and skills to achieve and	game-like practice using	
	Basketball	maintain a health-enhancing	appropriate critical elements.	
		level of physical activity and		
		fitness. STANDARD 4		
		Exhibits responsible,		
		personal and social behavior		
		that respects self and others.		
		STANDARD 5 Recognizes		
		the value of physical activity		
1	1	Title value of priyologi activity		
1				
		for health, enjoyment, challenge, self-expression		

	Iorana and a	Lean or we	
	STANDARD 1 Demonstrates	1.Strike an object with an	-participation in activities
	competency in a variety of	implement using the critical	-collaborative discussions
	motor skills and movement	elements. 2. Dribble with control	-observation of skills
	patterns. STANDARD 2	while moving through space to	-performance
	Applies knowledge of	avoid stationary objects using the	
	concepts, principles,	critical elements. 3. Send (e.g.,	
	strategies and tactics related	pass, roll) an object to a target	
	to movement and	using critical elements while	
	performance. STANDARD 3	varying space, distance, location	
	Demonstrates the knowledge	and relationship to objects. 4.	
Hockey	and skills to achieve and	Select the correct decision when	
1 lockey	maintain a health-enhancing	presented with a tactical problem	
	level of physical activity and	to score 5. identify open space	
	fitness. STANDARD 4	and areas of space to defend in a	
	Exhibits responsible,	dynamic environment 6. Identify	
	personal and social behavior	correct and incorrect aspects of	
	that respects self and others.	skill performance using critical	
	STANDARD 5 Recognizes	elements. 7. Follow rules and	
	the value of physical activity	safe practices and engage in	
	for health, enjoyment,	class activities.	
	challenge, self-expression		
	and/or social interaction.		
	STANDARD 1 Demonstrates	Health reasons to be physically	-participation in activities
	competency in a variety of	active 1. Describe how being	-collaborative discussions
	motor skills and movement	physically active contributes to a	-observation of skills
	patterns. STANDARD 2	healthy body. 2. Describe how	-performance
	Applies knowledge of	being physically active	
	concepts, principles,	contributes to emotional health.	
	strategies and tactics related	3. Describe how being physically	
	to movement and	active contributes to intellectual	
	performance. STANDARD 3	health.	
	Demonstrates the knowledge		
Leisure	and skills to achieve and		
Activities	maintain a health-enhancing		
	level of physical activity and		
	fitness. STANDARD 4		
	Exhibits responsible,		
	personal and social behavior		
	that respects self and others.		
	STANDARD 5 Recognizes		
	the value of physical activity		
	for health, enjoyment,		
	challenge, self-expression		
	and/or social interaction.		

		STANDARD 1 Demonstrates	1.Roll a ball to a specified target.	-participation in activities
		competency in a variety of	2. Throw using variations in	-collaborative discussions
		motor skills and movement	time/force.	-observation of skills
		patterns. STANDARD 2	3.Perform locomotor skills 4.	-performance
		Applies knowledge of	Apply different degrees of force,	
		concepts, principles,	speed and direction 5.	
		strategies and tactics related	Demonstrate an understanding of	
		to movement and	relationships (e.g., lead, follow,	
		performance. STANDARD 3	over, under) in a variety of	
		Demonstrates the knowledge	physical activities. 6. Apply	
Ouartor 2	Powling	and skills to achieve and	concepts of self and general	
Quarter 3	Bowling	maintain a health-enhancing	space to accomplish movement	
		level of physical activity and	tasks. 7. Repeat cue words for	
		fitness. STANDARD 4	fundamental motor skills and	
		Exhibits responsible,	apply them to improve	
		personal and social behavior	performance. 8. Differentiate	
		that respects self and others.	among non-locomotor and	
		STANDARD 5 Recognizes	manipulative skills. 9. Follow	
		the value of physical activity	directions and handle equipment	
		for health, enjoyment,	safely.	
		challenge, self-expression		
		and/or social interaction.		
		STANDARD 1 Demonstrates	1.Demonstrate basic	-participation in activities
		competency in a variety of	decision-making capabilities in	-collaborative discussions
		motor skills and movement	simple performance settings	-observation of skills
		patterns. STANDARD 2	(e.g., what skill should I	-performance
		Applies knowledge of	usebump, set, spike) 2. Identify	
		concepts, principles,	multiple specific health benefits	
		strategies and tactics related	from different dimensions (e.g.,	
		to movement and	physical, emotional, intellectual)	
		performance. STANDARD 3	from participation in physical	
		Demonstrates the knowledge	activity. 3. Lead, follow and	
	Volleyball	and skills to achieve and	support group members to	
	Volicyball	maintain a health-enhancing	improve play in cooperative and	
		level of physical activity and	competitive settings. 4. Evaluate	
		fitness. STANDARD 4	personal behavior to ensure	
		Exhibits responsible,	positive effects on others. 5.	
		personal and social behavior	Demonstrate respectful and	
		that respects self and others.	responsible behavior toward	
		STANDARD 5 Recognizes	peers different from oneself. 6.	
		the value of physical activity	Demonstrate cooperation with	
		for health, enjoyment,	others when resolving conflict.	
		challenge, self-expression		
		and/or social interaction.		

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		STANDARD 1 Demonstrates	Demonstrate understanding of	-participation in activities
		competency in a variety of	movement principles through	-collaborative discussions
		motor skills and movement	knowledge of critical elements	-observation of skills
		patterns. STANDARD 2	(key points) of specialized skills	-performance
		Applies knowledge of	in fitness, sport/games, individual	
		concepts, principles,	performance activities and	
		strategies and tactics related	movement forms. 2. Analyze	
		to movement and	skills in fitness, sport/games,	
		performance. STANDARD 3	individual performance activities	
		Demonstrates the knowledge	and movement forms to identify	
		and skills to achieve and	strengths and areas to improve.	
	Fitness	maintain a health-enhancing		
		level of physical activity and		
		fitness. STANDARD 4		
		Exhibits responsible,		
		personal and social behavior		
		that respects self and others.		
		•		
		STANDARD 5 Recognizes		
		the value of physical activity		
		for health, enjoyment,		
		challenge, self-expression		
		and/or social interaction.		
		STANDARD 1 Demonstrates	1. Throw overhand with force	-participation in activities
		competency in a variety of	using appropriate critical	-collaborative discussions
		motor skills and movement	elements. 2. Catch a variety of	-observation of skills
		patterns. STANDARD 2	objects in dynamic conditions	-performance
		Applies knowledge of	using the critical elements. 3.	
		concepts, principles,	Strike an object with an	
		strategies and tactics related	implement using the critical	
		to movement and	elements. 4. Kick a ball with the	
		performance. STANDARD 3	inside of the foot to a target using	
		Demonstrates the knowledge	the critical elements. 5. Dribble	
0	Wiffle	and skills to achieve and	and maintain control while	
Quarter 4	Ball/Softball	maintain a health-enhancing	moving through space using the	
		level of physical activity and	critical elements. 6. Send (e.g.,	
		fitness. STANDARD 4	pass, roll) an object to a target	
		Exhibits responsible,	using critical elements in a stable	
		personal and social behavior	environment.	
		that respects self and others.		
1		STANDARD 5 Recognizes		
		the value of physical activity		
1		for health, enjoyment,		
		challenge, self-expression		
		and/or social interaction.		

	CTANDADD 4 Demonstration	A Intentify, manufather and a feet to 100	month almost and the control of the
	STANDARD 1 Demonstrates	1. Identify multiple specific health	-participation in activities
	competency in a variety of	benefits from different	-collaborative discussions
	motor skills and movement	dimensions (e.g., physical,	-observation of skills
	patterns. STANDARD 2	emotional, intellectual) from	-performance
	Applies knowledge of	participation in physical activity	
	concepts, principles,	2. Lead, follow and support group	
	strategies and tactics related	members to improve play in	
	to movement and	cooperative and competitive	
	performance. STANDARD 3	settings. 3. Evaluate personal	
	Demonstrates the knowledge	behavior to ensure positive	
Net Games	and skills to achieve and	effects on others. 4. Demonstrate	
Titel Games	maintain a health-enhancing	respectful and responsible	
	level of physical activity and	behavior toward peers different	
	fitness. STANDARD 4	from oneself. 5. Demonstrate	
	Exhibits responsible,	cooperation with others when	
	personal and social behavior	resolving conflict.	
	that respects self and others.		
	STANDARD 5 Recognizes		
	the value of physical activity		
	for health, enjoyment,		
	challenge, self-expression		
	and/or social interaction.		
	STANDARD 1 Demonstrates	1. Offer positive suggestions to	-participation in activities
	competency in a variety of	facilitate group progress in	-collaborative discussions
	motor skills and movement	physical activities. 2.	-observation of skills
	patterns. STANDARD 2	Demonstrate cooperation with	-performance
	Applies knowledge of	peers of different gender, race	
	concepts, principles,	and ability in physical activity	
	strategies and tactics related	settings. 3. Show consideration	
	to movement and	of the rights and feelings of	
	performance. STANDARD 3	others when resolving conflict. 4.	
	1.	Accept decisions made by the	
Cooperative	and skills to achieve and	designated official and return to	
Games	maintain a health-enhancing	activity.	
	level of physical activity and		
	fitness. STANDARD 4		
	Exhibits responsible,		
	personal and social behavior		
	that respects self and others.		
	STANDARD 5 Recognizes		
	the value of physical activity		
	for health, enjoyment,		
	challenge, self-expression		
	and/or social interaction.		
	TOTAL OF SUCIOI HIGH ACTUAL.	•	

Course Description:

PHYSICAL EDUCATION

GRADE 6 at Milford Middle School QUARTER

Physical Education is a quarter-long course that allows students to experience the likes of; personal fitness, mental and physical development, strategic competition, and aspects that promote an active, healthy lifestyle. This course is offered to seventh grade students as an elective. Student regular participation is required and expected for this course. Each unit will consist of varying levels of skill work, appropriate practices, and in some cases game situation competition. Students will have the opportunity to experience various forms of physical activity that allow for the development of life-long skills and fitness goals.

6th Grade Physical Education Curriculum Map at Middle School					
Time Frame	Unit	Standards	Evidence of Understanding	Assessment	
2 days per week	Personal Fitness	1. Analyze movement using knowledge of critical elements (key points) in specialized skills in fitness 2. Identify ways to improve movement performance using fitness activities.	- proper use of equipment and machines - identify what muscle groups are being trained with each exercise' - be able to adjust intensity and resistance depending on capability and development - identify multiple forms of training for muscle groups - describe different types of training (cardio, resistance, isometric, etc.)	- participation - discussion - observation - Fitnessgram assessments: cardio (pacer), upper body (push-up), core (curl up), and flexibility (shoulder or sit & reach)	
1 week (3 classes)	Soccer	1. Send, receive, dribble and shoot using appropriate critical elements in practice and small-sided invasion games.	 demonstrate proper soccer skills including dribbling, passing, and shooting on a goal implement skills into a game setting 	participationdiscussiongame play	
1 week (3 classes)	Football/Frisbee	1.Analyze movement using knowledge of critical elements (key points) in specialized skills in sport/games and movement forms. 2.Send an object to a target in controlled practice and individual/small-sided games	- demonstrate proper throwing and catching technique of a football - demonstrate proper throwing and catching technique of a frisbee - develop strategies and work with a team to score points - explain spatial awareness	- participation - discussion - game play	
1 week (3 classes)	Baseball	1.Strike and field an object with an implement using appropriate critical elements in controlled practice and small-sided striking/fielding games	- explain the positions on the field - throw and catch a ball (baseball/softball/kickball) - use effective communication skills in game situations	participationdiscussiongame play	

1 week (3 classes)	Volleyball	1 Strike an object with hand using appropriate critical elements in controlled practice and singles/ small-sided net/wall games.	- demonstrate a proper bump, set, and hit technique during skill work with small groups - use effective communication skills in game situations within	participationdiscussiongame play
1 week (3 classes)	Tennis/ Pickleball	1.Strike an object with an implement using appropriate critical elements in controlled practice and singles/ small-sided net/wall games.	their team - explain tennis rules and regulations including scoring system - explain pickleball rules and regulations including scoring system - hit the ball into the correct spot on the court being used	- participation - discussion - game play
1 week (3 classes)	Basketball	1.Send, receive, dribble and shoot using appropriate critical elements in practice and small-sided invasion games.	- demonstrate proper skills for basketball including passing, shooting, and dribbling - apply skill work in small game setting (3 vs 3) - work appropriately with a small group to achieve points during game play	participationdiscussiongame play
1 week (3 classes)	Gymnastics	1.Demonstrate a routine that includes a variety of movement patterns in dance or gymnastics with a partner or small group.	 complete gymnastics stations provided collaborate with a small group to create a routine of 6 moves or more perform routine with small group 	participationdiscussionpartner routineperformance
1 week (3 classes)	Floor Hockey	1.Strike an object with an implement using appropriate critical elements in controlled practice and singles/ small-sided net/wall games.	- demonstrate appropriate use of the hockey stick for safety measures - demonstrate proper passing, receiving, dribbling, and shooting skills in hockey - use effective communication with small group and team during competition - collaborate on strategies to score goals	- participation - discussion - game play