



| Monday 11/25/2019 | Tuesday 11/26/2019 | Wednesday 11/27/2019 | Thursday 11/28/2019 | Friday 11/29/2019 |
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| Geigle's Class 8:15am - 8:45am Students Choice They get to talk about and choose something we have done already this year. Standards PE.4 The physically literate individual exhibits responsible personal and social behavior that respects self and others. PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. S1.E17.4a Dribbles in self-space with both the preferred and the nonpreferred hands using a mature pattern. S1.E17.4b Dribbles in general space with control of ball and body while increasing and decreasing speed. S1.E20.4 Dribbles with hands or feet in combination with other skills (ex. passing, receiving, shooting). S2.E1.4c Dribbles in general space with changes in direction and speed. S3.E1.4 Analyzes opportunities for participating in physical activity | Wolff's and Lambert's Class 8:15am - 8:45am Tag choice Tag choice. Line tag, Turtle tag or Freeze tag. Standards S4.E6.K Follows teacher directions for safe participation and proper use of equipment with minimal reminders. S4.E5.K Recognizes the established protocol for class activities. S4.E3.K Follows instruction/directions when prompted. S4.E2.K Acknowledges responsibility for behavior when prompted. S3.E2.K Actively participates in physical education class. PE.4 The physically literate individual exhibits responsible personal and social behavior that respects self and others. PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. S3.E6.K Recognizes that food provides energy for physical activity. S5.E1.K Recognizes that physical activity | Lerdal's Class 8:15am - 8:45am Tag Choice Playing either Freeze Tag, Turtle Tag, line tag Standards PE.4 The physically literate individual exhibits responsible personal and social behavior that respects self and others. S3.E2.2 Actively engages in physical education class in response to instruction and practice. S3.E3.2a Uses own body as resistance (ex. holds body in plank position, animal walks) for developing strength. S4.E2.2 Accepts responsibility for class protocols with behavior and performance actions. S4.E3.2 Accepts specific corrective feedback from the teacher. S4.E4.2 Works independently with others in partner environments. S4.E5.2 Recognizes the role of rules and etiquette in teacher-designed physical activities. S4.E6.2a Works independently and safely in physical education. S4.E6.2b Works safely with physical | Thanksgiving Day | |
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outside physical education class.

S3.E2.4 Actively engages in the activities of physical education class, both teacher-directed and independent.

S3.E3.4 Identifies the components of health-related fitness.

S3.E4.4 Demonstrates warm-up and cool down relative to the cardiorespiratory fitness assessment.

S3.E5.4a Completes fitness assessments (pre and post).

S3.E5.4b Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas.

S3.E6.4 Discusses the importance of hydration and hydration choices relative to physical activities.

S4.E1.4 Exhibits responsible behavior in independent group situations.

S4.E2.4 Reflects on personal social behavior in physical activity.

S4.E3.4 Listens respectfully to corrective feedback from others (ex. peers, adults).

S4.E4.4a Praises the movement performance of others in both more and less skilled.

is important for good health.

S5.E3.Ka Identifies physical activities that are enjoyable.

Swenson's Class
8:45am - 9:15am

Students Choice

With it being Thanksgiving week the students get to choose their game.

Standards

PE.4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.

S3.E2.3 Engages in the activities of physical education class without teacher prompting.

S4.E1.3 Exhibits personal responsibility in teacher-directed activities.

S4.E4.3a Works cooperatively with others.

S4.E6.3 Works independently and safely in physical activity settings.

PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S3.E3.3 Describes the concept of fitness and provides examples of physical activity to enhance fitness.

education equipment.

S4.E6.1 Follows teacher directions for safe participation and proper use of equipment without teacher reminders.

S4.E5.1 Exhibits the established protocols for class activities.

S4.E2.1 Follows the rules and parameters of the learning environment.

S3.E2.1 Actively engages in physical education class.

S5.E1.1 Identifies physical activity as a component of good health.

S5.E2.1 Recognizes that challenge in physical activities can lead to success.

S5.E3.1a Describes positive feelings that result from participating in physical activities.

Whipples Class
8:45am - 9:15am

Students Choice

Students get to choose the activity for Thanksgiving week.

Standards

PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S4.E1.2 Practices skills with minimal teacher prompting.

S4.E4.2 Works independently with others in partner



S4.E4.4b Accepts players of all skill levels into the physical activity.

S4.E5.4 Exhibits etiquette and adherence to rules in a variety of physical activities.

S4.E6.4 Works safely with peers and equipment in physical activity settings.

S5.E4.4 Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities.

S3.E2.5 Actively engages in all the activities of physical education.

S3.E4.5 Identifies the need for warm-up and cool down relative to various physical activities.

S4.E1.5 Engages in physical activity with responsible interpersonal behavior (ex. peer to peer, student to teacher, student to referee).

S4.E2.5a Participates with responsible behavior in a variety of physical activity contexts, environments and facilities.

S4.E2.5b Exhibits respect for self with appropriate behavior while engaging in physical activity.

S4.E5.5 Critiques the etiquette involved in rules of various

S3.E5.3 Demonstrates, with teacher direction, the health-related fitness components.

S3.E6.3 Identifies foods that are beneficial for before and after physical activity.

S5.E3.3 Reflects on the reasons for enjoying selected physical activities.

S5.E4.3 Describes the positive social interactions that come when engaged with others in physical activity.

Eszlinger's Class
9:15am - 9:45am

Students Choice

Students get to choose the activity for Thanksgiving week.

Standards

PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S4.E1.2 Practices skills with minimal teacher prompting.

S4.E4.2 Works independently with others in partner environments.

S4.E5.2 Recognizes the role of rules and etiquette in teacher-designed physical activities.

S4.E6.2a Works independently and safely in physical education.

environments.

S4.E5.2 Recognizes the role of rules and etiquette in teacher-designed physical activities.

S4.E6.2a Works independently and safely in physical education.

S5.E1.2 Recognizes the value of "good health balance." (refer to S3.E6.2)

Swenson's Class
9:15am - 9:45am

Students Choice

With it being Thanksgiving week the students get to choose their game.

Standards

PE.4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.

S3.E2.3 Engages in the activities of physical education class without teacher prompting.

S4.E1.3 Exhibits personal responsibility in teacher-directed activities.

S4.E4.3a Works cooperatively with others.

S4.E6.3 Works independently and safely in physical activity settings.

PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment,



game activities.

S5.E4.5 Describes the social benefits gained from participating in physical activity (ex. recess, youth sport).

S5.E3.5 Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.

Whipples Class
8:45am - 9:15am

Students Choice

Students get to choose the activity for Thanksgiving week.

Standards

PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S4.E1.2 Practices skills with minimal teacher prompting.

S4.E4.2 Works independently with others in partner environments.

S4.E5.2 Recognizes the role of rules and etiquette in teacher-designed physical activities.

S4.E6.2a Works independently and safely in physical education.

S5.E1.2 Recognizes the value of "good health balance." (refer to S3.E6.2)

Eszlinger's Class
9:15am - 9:45am

S5.E1.2 Recognizes the value of "good health balance." (refer to S3.E6.2)

Oschner/Harms Class
9:45am - 10:15am

Students Choice

Thanksgiving week the student gets to choose.

Standards

PE.4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.

S3.E2.4 Actively engages in the activities of physical education class, both teacher-directed and independent.

S3.E3.4 Identifies the components of health-related fitness.

S3.E6.4 Discusses the importance of hydration and hydration choices relative to physical activities.

S4.E5.4 Exhibits etiquette and adherence to rules in a variety of physical activities.

S5.E1.4 Examines the health benefits of participating in physical activity.

S5.E2.4 Rates the enjoyment of participating in challenging and mastered physical activities.

S5.E3.4 Ranks the enjoyment of participating in

challenge, self-expression and/or social interaction.

S3.E3.3 Describes the concept of fitness and provides examples of physical activity to enhance fitness.

S3.E5.3 Demonstrates, with teacher direction, the health-related fitness components.

S3.E6.3 Identifies foods that are beneficial for before and after physical activity.

S5.E3.3 Reflects on the reasons for enjoying selected physical activities.

S5.E4.3 Describes the positive social interactions that come when engaged with others in physical activity.

Schneiders class
9:45am - 10:15am

6th PE B 10:30am - 11:15am

Health Advocacy Skills Lesson 7

Present their health podcast. They will come up with a topic and let others know the seriousness of this topic. We will read it so they understand what they are going to do.

Standards

8.12.4 Adapt health messages and communication techniques to a specific target audience



Students Choice

Students get to choose the activity for Thanksgiving week.

Standards

PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S4.E1.2 Practices skills with minimal teacher prompting.

S4.E4.2 Works independently with others in partner environments.

S4.E5.2 Recognizes the role of rules and etiquette in teacher-designed physical activities.

S4.E6.2a Works independently and safely in physical education.

S5.E1.2 Recognizes the value of "good health balance." (refer to S3.E6.2)

Daugaard's Class
9:45am - 10:15am

Students Choice

With it being Thanksgiving week the students get to choose their game.

Standards

PE.4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.

S3.E2.3 Engages in the activities of physical education

different physical activities.

6th PE A 10:30am - 11:15am

Students Choice

Students get to choose their activity for this week since it's Thanksgiving.

Standards

PE.4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.

PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S3.M9.6 Employs correct techniques and methods of stretching.

S5.M3.6 Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback and/or modifying the tasks.

S5.M4.6 Describes how moving competently in a physical activity setting creates enjoyment.

S5.M5.6 Identifies how self-expression and physical activity are related.

9th Health Class A
11:15am - 12:00pm

Health Advocacy Skills Lesson 7

8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.

8.12.2 Demonstrate how to influence and support others to make positive health choices.

7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

7.12.1 Analyze the role of individual responsibility for enhancing health.

4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.

6th Health A 11:15am - 12:00pm

Cyberbullying

Read Cyberbullying on page 70 and discuss it and Strategies to Stop Bullying. Then hand out a worksheet to have them finish chapter this week.

Standards

1.8.1 Analyze the relationship between healthy behaviors and personal health.

1.8.6 Explain how appropriate health care can promote personal health.

1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.



class without teacher prompting.

S4.E1.3 Exhibits personal responsibility in teacher-directed activities.

S4.E4.3a Works cooperatively with others.

S4.E6.3 Works independently and safely in physical activity settings.

PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S3.E3.3 Describes the concept of fitness and provides examples of physical activity to enhance fitness.

S3.E5.3 Demonstrates with teacher direction, the health-related fitness components.

S3.E6.3 Identifies foods that are beneficial for before and after physical activity.

S5.E3.3 Reflects on the reasons for enjoying selected physical activities.

S5.E4.3 Describes the positive social interactions that come when engaged with others in physical activity.

6th PE B 10:30am - 11:15am

Students Choice

Students get to

Present their health podcast. They will come up with a topic and let others know the seriousness of this topic. We will read it so they understand what they are going to do.

Standards

8.12.4 Adapt health messages and communication techniques to a specific target audience

8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.

8.12.2 Demonstrate how to influence and support others to make positive health choices.

7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

7.12.1 Analyze the role of individual responsibility for enhancing health.

4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.

9th Health class B
11:15am - 12:00pm

Health Advocacy Skills Lesson 7

Present their health podcast. They will come up with a topic and let others know the seriousness of

1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

2.8.3 Describe how peers influence healthy and unhealthy behaviors.

8.8.2 Demonstrate how to influence and support others to make positive health choices.

8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.

8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.

6th Health B 12:30pm - 1:15pm

Cyberbullying

Read Cyberbullying on page 70 and discuss it and Strategies to Stop Bullying. Then hand out a worksheet to have them finish chapter this week.

Standards

1.8.1 Analyze the relationship between healthy behaviors and personal health.

1.8.6 Explain how appropriate health care can promote personal health.

1.8.7 Describe the



choose their activity for this week since it's Thanksgiving.

Standards

PE.4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.

PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S3.M9.6 Employs correct techniques and methods of stretching.

S5.M3.6 Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback and/or modifying the tasks.

S5.M4.6 Describes how moving competently in a physical activity setting creates enjoyment.

S5.M5.6 Identifies how self-expression and physical activity are related.

9th Health Class A
11:15am - 12:00pm

Health Advocacy Skills Lesson 7

Present their health podcast. They will come up with a topic and let others know the seriousness of this topic. We will read it so they

this topic. We will read it so they understand what they are going to do.

Standards

8.12.4 Adapt health messages and communication techniques to a specific target audience

8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.

8.12.2 Demonstrate how to influence and support others to make positive health choices.

7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

7.12.1 Analyze the role of individual responsibility for enhancing health.

4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.

Rec Sports 2:35pm - 3:18pm

Basketball

Basketball game at Centerville

Standards

PE.1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

benefits of and barriers to practicing healthy behaviors.

1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

2.8.3 Describe how peers influence healthy and unhealthy behaviors.

8.8.2 Demonstrate how to influence and support others to make positive health choices.

8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.

8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.

Rec Sports 2:35pm - 3:18pm

Basketball

Basketball Practice

Standards

PE.1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

PE.2 The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement



understand what they are going to do.

Standards

8.12.4 Adapt health messages and communication techniques to a specific target audience

8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.

8.12.2 Demonstrate how to influence and support others to make positive health choices.

7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

7.12.1 Analyze the role of individual responsibility for enhancing health.

4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.

6th Health A 12:30pm - 1:15pm

Cyberbullying

Read Cyberbullying on page 70 and discuss it and Strategies to Stop Bullying. Then hand out a worksheet to have them finish chapter this week.

Standards

1.8.1 Analyze the relationship between healthy behaviors and personal health.

PE.2 The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

PE.3 The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

PE.4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.

PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S1.M7.8 Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes.

S1.M8.8 Dribbles with dominant and non-dominant hands using a change of speed and direction in small-sided game play.

S1.M11.8 Drop-steps in the direction of the pass during player-to-player defense.

S2.M1.8 Opens and closes space during small-sided game play by combining locomotor

and performance.

PE.3 The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

PE.4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.

PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S1.M7.8 Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes.

S1.M8.8 Dribbles with dominant and non-dominant hands using a change of speed and direction in small-sided game play.

S1.M11.8 Drop-steps in the direction of the pass during player-to-player defense.

S2.M1.8 Opens and closes space during small-sided game play by combining locomotor movements with movement concepts.

S2.M3.8 Creates open space by staying spread on



1.8.6 Explain how appropriate health care can promote personal health.

1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.

1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

2.8.3 Describe how peers influence healthy and unhealthy behaviors.

8.8.2 Demonstrate how to influence and support others to make positive health choices.

8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.

8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.

Schneiders class
1:15pm - 1:45pm

Students Choice

They get to talk about and choose something we have done already this year.

Standards

PE.4 The physically literate individual exhibits responsible personal and social

movements with movement concepts.

S2.M3.8 Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball.

S2.M4.8 Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective).

S2.M5.8 Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection.

S2.M6.8 Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage.

S3.M12.8 Designs and implements a warm-up/ cool-down regimen for a self-selected physical activity.

S4.M1.8 Accepts responsibility for improving one's own levels of physical activity and fitness.

S4.M3.8 Provides encouragement and feedback to peers without prompting from the teacher.

offense, cutting and passing quickly, and using fakes off the ball.

S2.M4.8 Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective).

S2.M5.8 Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection.

S2.M6.8 Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage.

S3.M12.8 Designs and implements a warm-up/ cool-down regimen for a self-selected physical activity.

S4.M1.8 Accepts responsibility for improving one's own levels of physical activity and fitness.

S4.M3.8 Provides encouragement and feedback to peers without prompting from the teacher.

S4.M4.8 Responds appropriately to participants' ethical and unethical behavior during physical activity by



behavior that respects self and others.

PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S1.E17.4a Dribbles in self-space with both the preferred and the nonpreferred hands using a mature pattern.

S1.E17.4b Dribbles in general space with control of ball and body while increasing and decreasing speed.

S1.E20.4 Dribbles with hands or feet in combination with other skills (ex. passing, receiving, shooting).

S2.E1.4c Dribbles in general space with changes in direction and speed.

S3.E1.4 Analyzes opportunities for participating in physical activity outside physical education class.

S3.E2.4 Actively engages in the activities of physical education class, both teacher-directed and independent.

S3.E3.4 Identifies the components of health-related fitness.

S3.E4.4 Demonstrates warm-up and cool down relative to the cardiorespiratory fitness assessment.

S4.M4.8 Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.

S4.M6.8 Applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters.

S4.M7.8 Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity.

S5.M3.8 Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.

using rules and guidelines for resolving conflicts.

S4.M6.8 Applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters.

S4.M7.8 Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity.

S5.M3.8 Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.



S3.E5.4a Completes fitness assessments (pre and post).

S3.E5.4b Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas.

S3.E6.4 Discusses the importance of hydration and hydration choices relative to physical activities.

S4.E1.4 Exhibits responsible behavior in independent group situations.

S4.E2.4 Reflects on personal social behavior in physical activity.

S4.E3.4 Listens respectfully to corrective feedback from others (ex. peers, adults).

S4.E4.4a Praises the movement performance of others in both more and less skilled.

S4.E4.4b Accepts players of all skill levels into the physical activity.

S4.E5.4 Exhibits etiquette and adherence to rules in a variety of physical activities.

S4.E6.4 Works safely with peers and equipment in physical activity settings.

S5.E4.4 Describes and compares the positive social interactions when



engaged in partner, small-group and large-group physical activities.

S3.E2.5 Actively engages in all the activities of physical education.

S3.E4.5 Identifies the need for warm-up and cool down relative to various physical activities.

S4.E1.5 Engages in physical activity with responsible interpersonal behavior (ex. peer to peer, student to teacher, student to referee).

S4.E2.5a Participates with responsible behavior in a variety of physical activity contexts, environments and facilities.

S4.E2.5b Exhibits respect for self with appropriate behavior while engaging in physical activity.

S4.E5.5 Critiques the etiquette involved in rules of various game activities.

S5.E4.5 Describes the social benefits gained from participating in physical activity (ex. recess, youth sport).

S5.E3.5 Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.

Rec Sports 2:35pm - 3:18pm



Basketball skills

Game with Garretson

Standards

S5.M6.8 Demonstrates respect for self by asking for help and helping others in various physical activities.

S5.M5.8 Identifies and participates in an enjoyable activity that prompts individual self-expression.

S5.M4.8 Discusses how enjoyment could be increased in self-selected physical activities.

S5.M3.8 Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.

S4.M7.8 Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity.

S4.M6.8 Applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters.

S4.M5.8 Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play.

S4.M4.8 Responds



appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.

S4.M3.8 Provides encouragement and feedback to peers without prompting from the teacher.

S4.M2.8 Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.

S4.M1.8 Accepts responsibility for improving one's own levels of physical activity and fitness.

S3.M12.8 Designs and implements a warm-up/ cool-down regimen for a self-selected physical activity.

S3.M10.8 Describes the role of flexibility in injury prevention.

S3.M9.8 Employs a variety of appropriate static stretching techniques for all major muscle groups.

S2.M12.8 Describes and applies mechanical advantage(s) for a variety of movement patterns.

S2.M11.8 Reduces open spaces in the field by working with teammates to maximize coverage.

S2.M10.8 Identifies sacrifice situations



and attempt to advance a teammate.

S2.M9.8 Varies the speed, force and trajectory of the shot based on location of the object in relation to the target.

S2.M8.8 Varies placement, force and timing of return to prevent anticipation by opponent.

S2.M6.8 Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage.

S2.M5.8 Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection.

S2.M4.8 Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective).

S2.M3.8 Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball.

S1.M11.8 Drop-steps in the direction of the pass during player-to-player defense.



S1.M8.8 Dribbles with dominant and non-dominant hands using a change of speed and direction in small-sided game play.

S1.M7.8 Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes.

S1.M6.8 Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens.

PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

PE.4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.

PE.3 The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

PE.2 The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

PE.1 The physically literate individual demonstrates



competency in a variety of motor skills and movement patterns.

6th PE A

Badminton

Getting them to play some 1 on 1 game and others on the side will work on their skills by passing the birdie back and forth.

Standards

PE.1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

PE.4 The physically literate individual exhibits responsible personal and social behavior that respects self and others.

PE.5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S1.M12.6 Performs a legal underhand serve with control for net/wall games such as badminton, volleyball or pickleball.

S1.M13.6 Strikes with a mature overhand pattern in a nondynamic environment for net/wall games such as volleyball, handball, badminton or tennis.

S3.M9.6 Employs correct techniques



and methods of stretching.

S4.M1.6 Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors.

S4.M3.6 Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.

S4.M4.6 Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.

S4.M5.6 Cooperates with a small group of classmates during adventure activities, game play or team-building activities.

S4.M6.6 Identifies the rules and etiquette for physical activities/games and dance activities.

S4.M7.6 Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance.

S5.M1.6 Describes how being physically active leads to a healthy body.

S5.M2.6 Identifies components of physical activity that provide opportunities for reducing stress



and for social interaction.

S5.M3.6 Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback and/or modifying the tasks.

S5.M4.6 Describes how moving competently in a physical activity setting creates enjoyment.

S5.M6.6 Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity.

PE.3 The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

PE.2 The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.