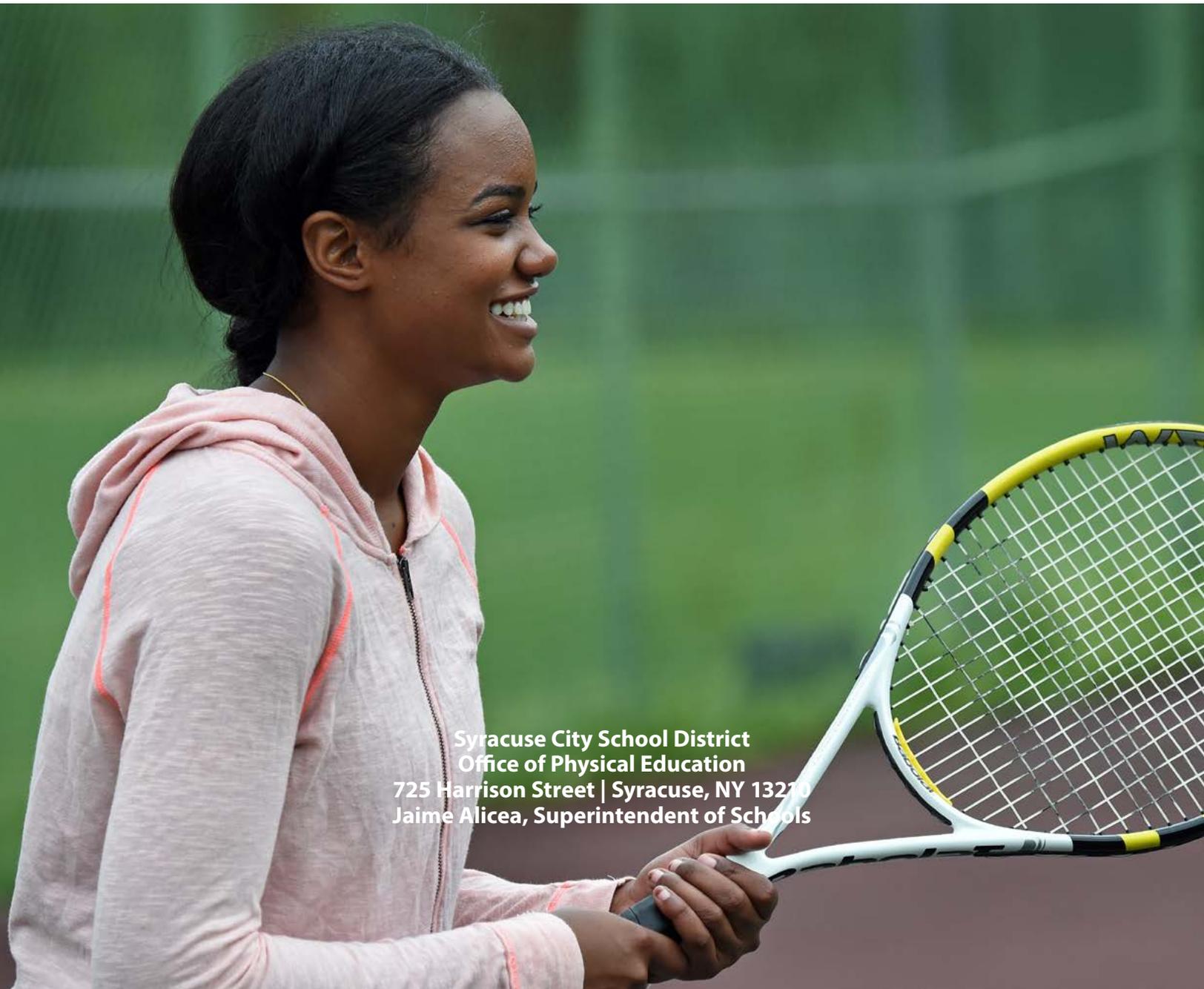


# CURRICULUM GUIDE



## Physical Education Grades 9-12



Syracuse City School District  
Office of Physical Education  
725 Harrison Street | Syracuse, NY 13210  
Jaime Alicea, Superintendent of Schools



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# Introduction

## District Vision

To prepare and inspire all our students to innovate locally and contribute globally.

## District Mission

To build, support, and sustain school communities that provide all students with a high-quality education that prepares them to graduate as responsible, active citizens ready for success in college and careers and prepared to compete in a global economy

## Physical Education Motto

“The more we burn the better we learn”

## Physical Education Mission

The Syracuse City School District physical education department strives to develop, and support a program that graduates a physically literate individual that has the knowledge, skills, resources and confidence to enjoy a lifelong lifestyle of physical activity and wellness. The 21st century student will be a persistent advocate in promoting a healthy lifestyle within their community.

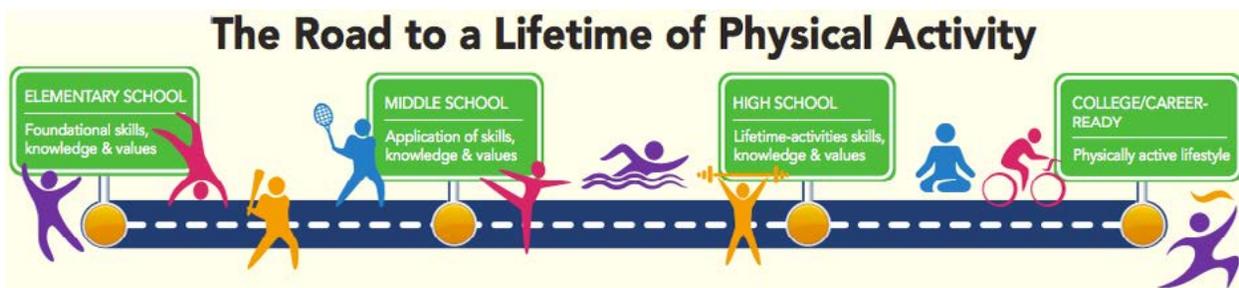
## Definition of Physical Literacy

SHAPE America defines physical literacy as “the ability to move with competence and

confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.”

Physical literacy supports the holistic development of students by encompassing all three domains of physical education (psychomotor, cognitive and affective). It includes not only physical competence and knowledge but also the attitudes, motivation and social and psychological skills needed for participation (Penney & Chandler, 2000).

Physically literate individuals possess promise and self-confidence in-tune with their movement and capabilities. Students who are physically literate demonstrate sound coordination and control, and can respond to the demands of a changing environment. Our physically literate students will relate well to others, demonstrate sensitivity in their verbal and non-verbal communication, and will have empathetic relationships with their peers and community. The physically literate student will enjoy discovering new activities, and will welcome advice, guidance, and be confident in the knowledge that they will experience some success (Whitehead, 2010). The physically literate individual appreciates the intrinsic value of physical education, as well as its contribution to health and well-being, and will be able to look ahead through the life course with the expectation that participation in physical activity will continue to be a part of life.



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# A High Quality Physical Education Curriculum

## Overview

The Syracuse City School District physical education curriculum is a resource to provide a sequential system for physical education educators to deliver rigorous and engaging learning experiences to students. The physical education curriculum offers guidance for teaching physical activity knowledge and skills to students, as well as a framework to help instructors plan in-class physical activities that align to both New York State and national learning standards. A high quality Syracuse City School District physical education curriculum is constructed with both the New York State and the national SHAPE America standards to guide teaching and learning. A physically educated student upon graduation will be able to lead and sustain a healthier lifestyle in the 21st century society. The physical education curriculum will emphasize content that is meaningful, engaging, thought provoking and will include the following:

- Instruction in a variety of motor skills designed to enhance child and adolescent development;



- Fitness education and assessment that allows for understanding and improvement of physical well-being;
- Development of cognitive concepts related to motor skills and fitness;
- Opportunities to improve social and cooperative skills;
- Opportunities to increase the value placed on physical activity for health, enjoyment, self-expression, and confidence.
- Appropriate sequencing of learning activities is critical to developing a high quality physical education curriculum. Appropriate sequencing involves the following:
  - Ensuring that motor skills, physical activity, and fitness assessments are age and developmentally appropriate;
  - Methods of teaching motor and movement skills that ensure that basic skills lead to more advanced skills;
  - Plans to appropriately monitor, reinforce, and prepare for student learning.

The effectiveness of school physical education is enhanced when it is implemented as an integral part of and when physical education outcomes are reinforced by other components of a school health program. In aligning to the Syracuse City School District strategic plan, by 2022, 100% of the physical education staff will leverage personalized learning strategies that will help our students achieve their self-developed goals in the physical education classroom.

## Benefits of Physical Education

Regular physical activity improves adolescents' bone health, cardiorespiratory fitness, muscular fitness, and cardiovascular and metabolic health biomarkers, as well as having a key impact on cognitive function. Regular physical activity during adolescence may also help establish positive lifelong physical activity habits. Accordingly, the Physical Activity Guidelines for

Americans recommend adolescents engage in at least 60 minutes of daily physical activity. As part of these 60 minutes, adolescents should participate in vigorous physical activity, muscle strengthening, and bone strengthening activities at least 3 days per week. Schools are in a unique position to help adolescents attain their daily-recommended 60 minutes of physical activity. All schools will meet the New York State Physical Education mandates regarding time and days to receive physical education.

## Assessment

Quality physical education curricula should include protocols and opportunities to assess the knowledge and skills of students. Student assessment in physical education should be used to determine how well students meet national and New York State physical education standards, align with the instructional content, and allow teachers and schools to monitor and reinforce student learning. At the end of each grade band level (2nd, 5th, 8th, HS 1 & 2) there will be a standardized summative benchmark assessment for each curricular strand (Skilled Play, Health Related Fitness, Individual Enjoyment, Character, Life Skill Development) to ensure that the students are learning the required benchmarks.

We believe that our formative and summative assessments will include:

- demonstration of specific skills,
- knowledge based testing,
- out-of-school assignments that support learning and practice,
- assessments of progress in motor skills.

\*Note that schools and physical education teachers may also consider conducting fitness testing and assessing physical activity levels to provide feedback to students, their parents, and teachers on their fitness levels; teach students how to apply behavioral skills (e.g., self-assessment, goalsetting, and self-management); or measure school wide fitness levels.



## Understanding the Physical Education Curriculum Document

### Overview

The Syracuse City School District Physical Education curriculum alignment is a form of strategic planning that assists the vision to be accomplished. Consistent monitoring of student progress and participation from teachers to identify goals and ensure their correct sequencing in the instructional program.

The curriculum document provides guidance in terms of developmentally appropriate content and benchmark assessments for physical education teachers and directors of physical education to implement into their physical education program. The curriculum is designed to allow physical education teachers to incorporate the curricular focal point into their instruction while having the freedom to design learning experiences that include the curriculum focal point(s) to meet grade-level outcomes.

The physical education curriculum document is organized first by showing the scope and sequence of the development the physical education student and teacher.

**Scope:** The depth and breadth of the content to be taught at a specific grade level and the development of the content across grade levels.

**Sequence:** The order in which the content should be taught for the best learning (building on past knowledge) within a grade.

## Grade-Level Outcomes

The grade-level outcomes have several organizing features to help readers locate the information they want. First, the outcomes are grouped by elementary, middle and high school levels. Second, each outcome has been assigned a number, although the numbers do not reflect any particular priority. The number of the outcome is also affiliated with:

- A standard (S1, S2, S3, S4 or S5).
- A school level [elementary (E), middle (M) or high (H) school].
- A grade level [K, 1, 2, 3, 4, 5, 6, 7, 8 or high school level 1 (L1) or level 2 (L2)].
- For example:
- S2.E1.3 refers to Standard 2, Elementary Outcome 1, Grade 3.
- S1.M12.7 refers to Standard 1, Middle School Outcome 12, Grade 7.
- S5.H3.L1 refers to Standard 5, High School Outcome 3, Level 1.

instructional program that places each student in the least restrictive environment. Program/ IEP goals will be structured to reflect the needs of each individual student, driven from an array of assessment techniques and monitored regularly to insure that all students are continually maintaining skills, making progress and experiencing success.

When assessing students with special needs, it is imperative that the physical education teacher reviews each student's Individualized Education Plan (IEP) to provide the necessary accommodations for assessment tasks.

A paraprofessional in the physical education classroom is instrumental in helping students perform assessment tasks. The paraprofessional can assist the students with the assessment modification and support in administering the assessment. Physical education teachers can also enlist the help of peer tutors to assist the student throughout the class.

Adapted physical education is an individualized physical education program of developmental activities, games or fitness activities designed for the unique needs of students who may not safely or successfully participate in the activities of a regular physical education program independently. However, this does not mean that all students who receive adapted physical education need to be participating in separate classes from their peers.

## Adaptive Physical Education

### Overview

The Syracuse City School District's Adapted Physical Education (APE) Program is committed to providing a developmentally appropriate experience that strives to enrich the lives of students with special needs that qualify for APE. This is accomplished by developing and implementing a dynamic, fun and safe

### Differentiation of Learning

If the answer to the original questions remains NO even after modifications have been supplied, the student may be considered for inclusion in the district adapted physical education program.

**Ability Specific Impairment/ Disorder****Modifications****Mobility Impairment**

- Has the student been participating throughout the unit without modifications?
  - Can the student move and play effectively within the gymnasium?
  - Is the activity an appropriate tempo for the student's motor ability?
  - Does the student's mobility devices allow for safe participation for all?
- Reduce the number of participants in the line or formation.
  - Reduce the size of the square/area to be covered.
  - Reduce the speed of the activity.
  - Identify skills, strategies, sequence of steps, directions, and etiquette while watching peers perform.
  - Use a multi-sensory approach.
  - Use augmentative-alterative communication devices.
  - Clear obstacles in the space to promote safety and freedom of movement.

**Visual Impairment**

- Has the student been participating throughout the unit without modifications?
  - Is the lighting adequate or conducive to allow the student the "best" vision?
  - Is the student able to locate him/herself to activity movements and directions?
  - Is the student able to distinguish teammates and/or opponents?
- Stay stationary when giving instructions. Do not turn away from student while giving instructions.
  - Determine which color is the most visible to student.
  - Use bright colored floor tape to identify floor markings.
  - Floor/area markings may be modified in both width and color/brightness.
  - Floor/area markings may be modified by adding surface textures to floor (thin mat or butcher paper)

**Communication Disorders**

- Has the student been participating throughout the unit without modifications?
  - Has the student been able to successfully participate with peers during the activity unit?
  - Is student able to adequately communicate with teammates/opponents/instructors?
  - Can the student participate without the use/need assistive communication devices (interpreter, flash cards, computer)
- Ensure availability of the assistive communication device used by student for the duration of the task.
  - Allow the student to position themselves optimally for him/her to communicate.
  - Allow the alternative communication method (interpreter, picture board, flash cards, etc.) used by student.

**Ability Specific Impairment/ Disorder****Modifications****Cognitive Disorders**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Has the student been participating throughout the unit without modifications?</li> <li>• Is the student able to differentiate between teammates, opponents and/or instructors?</li> <li>• Has the student been able to successfully participate with peers during the activity unit?</li> <li>• Is the student able to move effectively?</li> <li>• Is the student able to participate in a task independently or with minimal physical/verbal prompting?</li> <li>• To this point in the unit, does the student demonstrate a basic understanding of the activity?</li> <li>• Is the student able to maintain appropriate self-control during the activity?</li> </ul> | <ul style="list-style-type: none"> <li>• Reduce the number of participants in the task.</li> <li>• Reduce the size of the playing area.</li> <li>• Expand the time in the task.</li> <li>• Eliminate all distracting/competing sounds.</li> <li>• Present all directions visually (blackboard, poster board, flash cards)</li> <li>• Use arrows and other floor markings to indicate direction.</li> <li>• Use cones to identify outer boundaries of activity area.</li> <li>• Use color coded pinnies to distinguish between teammates and opponents.</li> <li>• Provide verbal cues, have student verbally rehearse prior to activity.</li> <li>• Provide light physical prompts to cue moving directions.</li> <li>• If the student has been assigned a 1:1 assistant, allow full access to the assistant for the duration of the task.</li> </ul> |
|--|---|

**Other Health Impaired Disorders**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Has the student been able to successfully participate with peers during the activity unit?</li> <li>• Has the student been able to participate in activities of similar duration and content during the activity unit?</li> <li>• Despite the presence of a medical condition, is the student able to fully participate in the activity?</li> <li>• Despite the presence of a medical condition, has the student able to participate in a portion of the unit.</li> <li>• Is the student able to participate in this activity with/without medications?</li> </ul> | <ul style="list-style-type: none"> <li>• Reduce the number of participants in the task.</li> <li>• Reduce the total time of the task. Note: It may be necessary to run the time-reduced task on multiple occasions in order to fully assess student.</li> <li>• Reduce the size of the activity area.</li> <li>• Make sure that student takes medication prior to activity or have medication readily available.</li> <li>• Allow assistive devices when safe for individual and others in class.</li> </ul> |
|---|--|

# K-12 Scope & Sequence

## National Standards from the Society of Health and Physical Educators (SHAPE) America

- 1. Skills & Movement Patterns:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- 2. Concepts & Strategies:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- 3. Health Enhancing Level of Fitness & Physical Education:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- 4. Responsible Personal & Social Behavior:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- 5. Recognizes the Value of Physical Education:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

SHAPE America. (2014). *National standards & grade-level outcomes for K-12 physical education*. Champaign, IL: Human Kinetics.

### LEGEND

**E = Emerging.**

Students participate in deliberate practice tasks that will lead to skill and acquisition

**C = Competent.**

Students can demonstrate the critical elements of the motor skills/knowledge components of the grade-level outcomes, which will continue to be refined with practice.

**P = Proficient**

Students can demonstrate the critical elements of the motor skills/knowledge components of the grade-level outcomes within a variety of physical activity environments.

## S1

### Standard 1: Skills & Movement Patterns

	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	High School
<b>1. Hopping</b>	E	C	P							
<b>2. Galloping</b>	E	C	P							
<b>3. Running</b>	E		C	P						
<b>4. Sliding</b>	E	C	P							
<b>5. Skipping</b>	E		C	P						
<b>6. Leaping</b>		E		C	P	p				
<b>7. Jumping &amp; Landing</b>	E			C	P					
• Spring & Step					E	C	P			
• Jump Stop							E	C	P	
• Jump Rope	E			C	P					
<b>8. Rhythmic Movements (Dance)</b>	E								C	



**Standard 1 Skills & Movement Patterns Continued**

	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	High School
<b>9. Balance</b>	E			C		P				
<b>10. Weight Transfer</b>		E		C						
<b>11. Rolling</b>	E			C		P				
<b>12. Curling &amp; Stretching</b>	E		C			P				
<b>13. Twisting &amp; Bending</b>	E		C			P				
<b>14. Throwing</b>										
• Underhand	E		C		P					
• Overhand	E		C			P				
<b>15. Catching</b>	E			C		P				
<b>16. Dribbling/Ball Control</b>										
• Hands	E				C	P				
• Feet	E				C		P			
• With Implement				E		C	P			
<b>17. Kicking</b>	E			C		P				
<b>18. Volleying</b>										
• With Implement	E			C		P				
• Overhead		E			C		P			
• Set								E		C
<b>19. Striking – w/ Short Implement</b>	E				C	P				
• Forehand & Backhand						E	C			P
<b>20. Striking – w/ Long Implement</b>			E		C		P			
• Forehand & Backhand						E	C			P
<b>21. Combining Locomotors &amp; Manipulatives</b>			E		C	P				
<b>22. Combining Jumping, Landing, Locomotors, &amp; Manipulatives</b>						E	C	P		
<b>23. Combining Balance &amp; Weight Transfers</b>			E				C		P	
<b>24. Serving</b>										
• Underhand							E	C	P	
• Overhand								E		C
<b>25. Shooting on Goal</b>						E			C	

E = Emerging      C = Competent      P = Proficient



**Standard 1 Skills & Movement Patterns Continued**

	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	High School
<b>26. Passing &amp; Receiving</b>										
• Hands						E		C		
• Feet					E				C	
• W/ Implement							E		C	P
• Forearm Pass							E		C	
• Lead Pass						E		C		
• Give & Go							E	C		
<b>27. Offensive Skills</b>										P
• Pivots							E		C	P
• Fakes							E		C	P
• Jab Step							E		C	C
• Screen									E	
<b>28. Defensive Skills</b>										C
• Drop Step								E		P
• Defensive or Athletic Stance						E		C		

**S2**

**Standard 2: Concepts & Strategies**

	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	High School
<b>1. Movement Concepts, Principles, &amp; Knowledge</b>	E				C		P			
<b>2. Strategies &amp; Tactics</b>				E			C		P	
<b>3. Creating Space (invasion)</b>										
• Varying Pathways, Speed, & Direction							E	C	P	
• Varying Type of Pass							E	C	P	
• Selecting Appropriate Offensive Tactics w/ Object							E		C	
• Selecting Appropriate Offensive Tactics w/o Object							E		C	
• Using Width & Length of the Field/Court							E		C	
• Playing w/ one player up (e.g. 1v2)							E		C	

E = Emerging      C = Competent      P = Proficient



**Standard 2 Concepts & Strategies Continued**

	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	High School
<b>4. Reducing Space (invasion)</b>										
• Changing Size & Shape of Defenders Body							E	C	P	
• Changing Angle to Gain Competitive Advantage							E		C	
• Denying the Pass/Player Progress							E			
• Playing w/ 1 Player Down (e.g. 1v2)							E			
<b>5. Transition (invasion)</b>							E	C	P	
<b>6. CreatSpace (net/wall)</b>										
• Varying Force, Angle, and/or Direction to Gain Competitive Advantage							E		C	P
• Using Offensive Tactics / Shot to Move Opponent Out of Position							E			C
<b>7. Reducing Space (net/wall)</b>										
• Returning to Home Position							E	C	P	
• Shifting to Reduce Angle for Return							E			C
<b>8. Target</b>										
• Selecting Appropriate Shot/Club							E		C	P
• Applying Blocking Strategy							E			C
• Varying Speed & Trajectory							E		C	P
<b>9. Fielding/Striking</b>										
• Applying Offensive Strategies								E		
• Reducing Open Spaces							E		C	

E = Emerging      C = Competent      P = Proficient



### S3

Standard 3: Health Enhancing Level of Fitness & Physical Activity										
	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	High School
1. Physical Activity Knowledge	E					C			P	
2. Engages in Physical Activity	E					C				P
3. Fitness Knowledge	E					C				P
4. Assessment & Program Planning				E		C			P	
5. Nutrition	E					C				P
6. Stress Management							E			C

### S4

Standard 4: Responsible Personal & Social Behavior										
	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	High School
1. Demonstrating Personal Responsibility	E			C			P			
2. Accepting Feedback	E			C			P			
3. Working w/ Others	E			C			P			
4. Following Rules & Etiquette	E					C		P		
5. Safety	E		C			P				

### S5

Standard 5: Recognizes the Value of Physical Activity										
	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	High School
1. For Health	E						C			P
2. For Challenge	E						C			P
3. For Self-Expression/ Enjoyment	E					C				P
4. For Social Interaction				E			C			P

E = Emerging      C = Competent      P = Proficient



# Grade 9— Grade 12

## OUTCOMES

Standard 1-5

## FOCAL POINTS & BENCHMARK ASSESSMENTS

Skilled Play  
Life Skills  
Health Related Fitness  
Individual Enjoyment  
Character



# OUTCOMES

## GRADE 9 — 12



## Standard 1

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

Outcome	Level 1	Level 2
<b>S1.H1</b> <b>LIFETIME ACTIVITIES</b>	Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). <sup>24</sup> (S1.H1.L1)	Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games). <sup>25</sup> (S1.H1.L2)
<b>S1.H2</b> <b>DANCE &amp; RHYTHMS</b>	Demonstrates competency in dance forms used in cultural and social occasions (e.g., weddings, parties), or demonstrates competency in 1 form of dance (e.g., ballet, modern, hip hop, tap). (S1.H2.L1)	Demonstrates competency in a form of dance by choreographing a dance or by giving a performance. (S1.H2.L2)
<b>S1.H3</b> <b>FITNESS ACTIVITIES</b>	Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)	Demonstrates competency in 2 or more specialized skills in health-related fitness activities. (S1.H3.L2)

## Standard 2

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Outcome	Level 1	Level 2
<b>S2.H1</b> Movement concepts, principles & knowledge	Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)	Identifies and discusses the historical and cultural roles of games, sports and dance in a society. <sup>26</sup> (S2.H1.L2)

<b>S2.H2</b> Movement concepts, principles & knowledge	Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. <sup>27</sup> (S2.H2.L1)	Describes the speed vs. accuracy trade-off in throwing and striking skills. <sup>28</sup> (S2.H2.L2)
<b>S2.H3</b> Movement concepts, principles & knowledge	Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)	Identifies the stages of learning a motor skill. (S2.H3.L2)
<b>S2.H4</b> Movement concepts, principles & knowledge	Identifies examples of social and technical dance forms. (S2.H4.L1)	Compares similarities and differences in various dance forms. (S2.H4.L2)

## Standard 3

Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Outcome	Level 1	Level 2
<b>S3.H1</b> Physical activity knowledge	Discusses the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1)	Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2)
<b>S3.H2</b> Physical activity knowledge	Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle. <sup>29</sup> (S3.H2.L1)	Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle. <sup>30</sup> (S3.H2.L2)
<b>S3.H3</b> Physical activity knowledge	Identifies issues associated with exercising in heat, humidity and cold. <sup>31</sup> (S3.H3.L1)	Applies rates of perceived exertion and pacing. <sup>32</sup> (S3.H3.L2)
<b>S3.H4</b> Physical activity knowledge	Evaluates — according to their benefits, social support network and participation requirements — activities that can be pursued in the local environment. <sup>33</sup> (S3.H4.L1)	<i>If the outcome was not attained in Level 1, it should be a focus in Level 2.</i>
<b>S3.H5</b> Physical activity knowledge	Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. <sup>34</sup> (S3.H5.L1)	Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings. (S3.H5.L2)
<b>S3.H6</b> Engages in physical activity	Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)	Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event). <sup>35</sup> (S3.H6.L2)
<b>S3.H7</b> Fitness knowledge	Demonstrates appropriate technique on resistance-training machines and with free weights. <sup>36</sup> (S3.H7.L1)	Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle. <sup>37</sup> (S3.H7.L2)



<b>S3.H8</b> Fitness knowledge	Relates physiological responses to individual levels of fitness and nutritional balance.38 (S3.H8.L1)	Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic).39 (S3.H8.L2)
<b>S3.H9</b> Fitness knowledge	Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion).40 (S3.H9.L1)	Identifies the structure of skeletal muscle and fiber types as they relate to muscle development.41 (S3.H9.L2)
<b>S3.H10</b> Fitness knowledge	Calculates target heart rate and applies that information to personal fitness plan. (S3.H10.L1)	Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity. (S3.H10.L2) 42
<b>S3.H11</b> Assessment & program planning	Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings. (S3.H11.L1)	Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).43 (S3.H11.L2)
<b>S3.H12</b> Assessment & program planning	Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner’s chosen field of work. (S3.H12.L1)	Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals.44 (S3.H12.L2)
<b>S3.H13</b> Nutrition	Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. (S3.H13.L1)	Creates a snack plan for before, during and after exercise that addresses nutrition needs for each phase. (S3.H13.L2)
<b>S3.H14</b> Stress management	Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.45 (S3.H14.L1)	Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.46 (S3.H14.L2)

## Standard 4

Exhibits responsible personal and social behavior that respects self and others.

Outcome	Level 1	Level 2
<b>S4.H1</b> Personal responsibility	Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.47 (S4.H1.L1)	Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.48 (S4.H1.L2)
<b>S4.H2</b> Rules & etiquette	Exhibits proper etiquette, respect for others and team-work while engaging in physical activity and/or social dance. (S4.H2.L1)	Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport).49 (S4.H2.L2)
<b>S4.H3</b> Working with others	Uses communication skills and strategies that promote team or group dynamics.50 (S4.H3.L1)	Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)



<b>S4.H4</b> Working with others	Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1)	Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2)
<b>S4.H5</b> Safety	Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)	<i>If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.</i>

## Standard 5

Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Outcome	Level 1	Level 2
<b>S5.H1</b> Health	Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)	<i>If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.</i>
<b>S5.H2</b> Challenge	<i>Challenge is a focus in Level 2.</i>	Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. <sup>51</sup> (S5.H2.L2)
<b>S5.H3</b> Self-expression & enjoyment	Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L1)	Identifies the uniqueness of creative dance as a means of self-expression. (S5.H3.L2)
<b>S5.H4</b> Social interaction	Identifies the opportunity for social support in a self-selected physical activity or dance. (S5.H4.L1)	Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance. <sup>52</sup> (S5.H4.L2)



# FOCAL POINTS & BENCHMARK ASSESSMENTS

## GRADE 9 — 12



## Skilled Play

### New York State Learning Standards:

**1a:** Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sport activities.

### National Learning Standards:

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

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

### Benchmark Assessment: Given in 2<sup>nd</sup> Marking Period

**Level 1:** Demonstrate competency in two physical activities across two activity categories.

**Level 2:** Demonstrates competency in more than two physical activity categories and proficiency in a minimum of one-activity categories with a score of 4 on rubric for proficiency.

### Benchmark Assessment: Given in 4<sup>th</sup> Marking Period

**Level 1:** Demonstrate competency in at least four physical activities across at least two activity categories.

**Level 2:** Demonstrate competency in five physical activities (across at least three activity categories and one competency must be in a fitness activity). Demonstrate proficiency in three different activities in a minimum of two activities.

# Standard 1

## S1.H1 Lifetime activities

### Essential Questions

- How can an individual use goal setting techniques to challenge themselves to participate in self-selected physical activities to improve participation in lifetime activities.

### Vocabulary

#### Lifespan

*The length of time a person lives or functions.*

#### Leisure activities

*Activities that we engage in for reasons as varied as relaxation, competition or growth.*

### Lifetime Activities

- Aerobics
- Aquatic Games
- Cross Country Skiing
- Fitness Walking
- Hiking
- Kayaking
- Ice Skating
- Individual/Dual Sports
- Mountain Biking
- Net Games
- Outdoor Adventure
- Orienteering
- Racquet Sports
- Snow shoeing
- Swimming
- Team Sports

### Level 1 Outcomes

Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games) (S1.H1.L1)

- The physically literate student demonstrates competency in 2 or more lifetime activities with self-exploration, self-reflection, personalized learning, student choice and activity to increase student engagement and success.
- Apply effective skills while participating in lifetime activities, including proper etiquette, safety procedures.
- Consistently use movement concepts to successfully complete lifetime activities.

### Level 1 Assessments

Student chooses movement skills for Student Project. Students will demonstrate competency and/or refine specific movement skills in order to progress towards competency skills in 2 or more lifetime activities.

Rubric for performance criteria includes:

- Movement concepts/skills performance levels
- Application of effective skills
- Demonstrating safety skills



**Level 2 Outcomes**

- Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games) (S1.H1.L2)
- Demonstrates competency in at least 3 lifetime activities and proficiency in two or more physical activities in a minimum of two activity categories of lifetime activities.
  - Students demonstrate refined activity-skill and transfers skill to lifetime activities.
  - Consistently use movement concepts to transfer competency skill to proficiency and challenge themselves to higher levels of performance.
  - The physically literate individual demonstrates strategies and tactics related to movement and performance.

**Level 2 Assessments**

- Authentic Assessment, real life situation.
- Teacher observation – checklist, rating scale, rubric

**S1.H2 Dance & rhythms**

**Essential Questions**

- How can an individual use goal setting techniques to challenge themselves to participate in self-selected physical activities to improve participation in dance and rhythm.

**Vocabulary**

**Dance**

*Move rhythmically to music, typically following a set sequence of steps.*

**Jazz**

*Referred to dance styles that originated from African American vernacular dance.*

**Ballet**

*An artistic dance form performed to music using precise and highly formalized set steps and gestures.*

**Contemporary**

*A style of expressive dance that combines elements of several dance genres including modern, jazz, lyrical and classical ballet. Contemporary dancers strive to connect the mind and the body through fluid dance movements.*

**Lyrical**

*Is a dance style that blends ballet and jazz dance. Lyrical is generally smoother and a bit faster than ballet, but not quite as fast as jazz. A lyrical dancer uses movement to express strong emotions such as love, joy and anger.*

**Folk/Cultural**

*Part of tradition or custom dance form performed at social functions by people with little or no professional training, often to traditionally based music.*

**Hip-hop**

*Refers to street dance styles primarily performed to hip-hop music or that have evolved as part of hip-hop culture.*

**Modern**

*Centers on a dancer's own interpretations instead of structured steps, as in traditional ballet dancing. A modern dancer rejects the classical ballet stance of an upright, erect body, often opting instead for deliberate falls to the floor.*

**Line**

*Choreographed dance with a repeated sequence of steps in which a group of people dance all facing same direction and executing the steps at the same time.*



Lifetime Activities			
• Creative movement	• Modern	• Latin	• Social
• Dance	• Ethnic/folk	• Line	• Square
• Ballet	• Hip Hop	• Ballroom	

Level 1 Outcomes
<p>Demonstrates competency in dance forms used in cultural and social occasions (e.g., weddings, parties), or demonstrates competency in 1 form of dance (e.g., ballet, modern, hip-hop, tap). (S1.H2.L1)</p> <ul style="list-style-type: none"> <li>Physical literate individual will perform dance movement in Dance &amp; rhythms demonstrating competency in at least one or more dance forms using uninterrupted execution, attention to expression, using communication between partners and within groups, smooth transitions, rhythm, balance and proper use of space.</li> </ul>

Level 1 Assessments
<ul style="list-style-type: none"> <li>Teacher observation – Student check list, rubric, self-assessment, peer assessment, activity challenge</li> <li>Student log – exercise data</li> </ul>

Level 2 Outcomes
<p>Demonstrates competency in a form of dance by choreographing a dance or by giving a performance. (S1.H2.L2)</p> <ul style="list-style-type: none"> <li>Students will perform dance movement in Dance &amp; rhythms by completing a performance task of dance routine guided by student choice and showing evidence of proficiency in 2 dance &amp; rhythms movement and competency in 3 using uninterrupted execution, attention to expression, using communication between partners and within groups, smooth transitions, rhythm, balance and proper use of space.</li> <li>Physically literate individual will independently perform dance steps and fitness movements in sequence and to the beat without verbal cues.</li> <li>Physically literate individual will choreograph and perform a dance in a selected form or creatively either individually or in a group.</li> </ul>

Level 2 Assessments
<p>Student performance task activity using the Dance Assessment Rubric</p> <ul style="list-style-type: none"> <li>Dance Routine Rubric will include the following criteria: uninterrupted execution with attention paid to expression</li> <li>Smooth transitions</li> <li>Communication between partners and within groups rhythm</li> <li>Balance</li> <li>Proper use of space.</li> </ul>



## S1.H3 Fitness activities

### Essential Questions

- How can an individual use goal setting techniques to challenge themselves to participate in self-selected physical activities to improve overall health.

### Vocabulary

#### Meditation

*Focusing and calming the mind often through breath work to reach deeper levels of consciousness.*

#### Vinyasa

*A series of connected yoga postures linked with specific breathing patterns in order to increase the overall benefits of the body and mind.*

#### Centering

*Physically and consciously bring the focus to the center of the body.*

#### Resistance

*The amount of resistance being lifted, such as a 30-pound dumbbell. Lower repetitions generally require lifting heavier weight and higher repetitions often requires lifting a lighter weight.*

#### Range of Motion

*The full movement potential of a joint, usually its range of flexion and extension.*

#### Repetition

*The continuation of identical motions.*

#### Set

*The completion of a predetermined number of repetitions.*

#### Isolation Exercise

*Exercises that involve only one joint and a limited number of muscle groups. Example, a biceps curl.*

#### Contraction

*The process in which a muscle becomes or is made shorter and tighter.*

#### Spotter

*A person who observes a weightlifter lifting free weights in order to minimize the chance of injury.*

### Lifetime Activities

- Aerobics
- Water Aerobics
- Yoga
- Pilates
- Resistance training
- Spinning
- Running
- Fitness walking
- Fitness swimming
- Kickboxing
- Zumba
- Exergaming

### Level 1 Outcomes

Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)

- Student will achieve fitness activity competence in 1 or more fitness related activity using a performance task to indicate level of competence.
- Physical literate individual demonstrates proper technique in relation to fitness activities.
- Perform a fitness sequence to engage physical literate individual in specialized skills in health-related fitness activities.
- Student will set SMART goals to contribute to personalized learning in order to achieve fitness activity competence in 1 or more specialized skills in health-related fitness activities.
- Physically literate individual will monitor heart rate and perform exercises in appropriate training zones.
- Physically literate individual will set a personal fitness goal (related to the activity) and develop a plan to reach the goal.

### Level 1 Assessments

- Student data will facilitate evaluation of program and student achievement in order to provide feedback of student progress using a variety of continuous formative evaluations and assessments.
- Formative Assessment (ongoing) – Teacher evaluation – Checklist, rating scale, Skill Rubric, and Student logs of skill performance and performance task.
- Fitness Activity skill routine following verbal cues from the instructor for a continuous period.



**Level 1 Assessments (Continued)**

- Peer Assessment – Peers collect data to indicate student progress and competency in 1 or more fitness related activities.
- Student self-assessment – Student uses checklist to determine level of competency in 1 or more fitness related activity.
- Student self-reflection – SMART Goals

**Level 2 Outcomes**

Demonstrates competency in 2 or more specialized skills in health-related fitness activities. (S1.H3.L2)

- Student is competent in 2 or more specialized skills in health-related fitness activities and proficient in 1 or more using a performance task to indicate level of competency and proficiency.
- Student data will facilitate evaluation of program and student achievement in order to provide feedback of student progress using a variety of continuous formative evaluations and assessments.
- Create and perform a fitness sequence for a specific purpose (routine, authentic fitness activity).
- Student will set SMART goals to contribute to personalized learning in order to achieve fitness activity competence in 2 or more specialized skills in health-related fitness activities.
- Physical literate individual will set SMART goals to contribute to personalized learning in order to achieve fitness activity competencies in at least 2 fitness activities and proficiency in at least 1 health-related fitness activities.
- Physically literate individual will evaluate progress towards one's fitness goal and adjust the plan accordingly to reach proficiency in 2 or more specialized skills in health-related fitness activities.
- Physically literate individual will perform an individualized fitness program including performance exercises of students' choice. (Student led activity)

**Level 2 Assessments**

- Teacher evaluation – Checklist, Rubric, Self-Assessment
- Peer Assessment – Peers collect data to indicate student progress and competency in 2 or more specialized skills in health-related fitness activities and proficiency in at least 1 health-related fitness activity.
- Fitness Activity skill routine led by student giving cues to students for a continuous period. (Student led)



# Standard 2

## S2.H1 Movement concepts, principles & knowledge

### Essential Questions

- Describe how similar concepts, strategies and terminology can be utilized for at least 2 different activities?

### Vocabulary

#### Individual performance activities

Activities that include one's performance in self-selected physical activities.

#### Dance

Move rhythmically to music, typically following a set sequence of steps.

#### Net/wall games

Sport may refer to any of several sports where a net is a standard part of the game. The term usually applies to sports where the net separates the opponents. Racquet sports such as tennis, badminton, pickle ball and table tennis (but not squash or racquetball, where players must hit the ball towards a wall).

#### Target games

Are activities in which players send an object toward a target while avoiding any obstacles. By playing these games, participants will learn the key skills and strategies for games such as Croquet, Golf, Archery, Bocce, Curling and Bowling.

#### Aquatics

Water activities

#### Outdoor pursuits

Refers to leisure pursuits engaged in the outdoors, often in natural or semi-natural settings out of town. When the recreation involves excitement, physical challenge, or risk, such as in rafting or climbing, it is sometimes referred to as adventure recreation

### Level 1 Outcomes

Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)

- Physically literate individual can recall terminology associated with movement concepts and applies the principles to lifetime, fitness and dance activities.

### Level 1 Assessments

- Rubric Assessment Teacher evaluation, Peer assessment on student feedback using proper terminology, written test, student projects, journal assignments, student self-reflection logs
- Identify terminology by designing training workout and justify, using appropriate terminology why activities were chosen for the workout.

### Level 2 Outcomes

Identifies and discusses the historical and cultural roles of games, sports and dance in a society (S2, H1, L2)

- Physically literate individual applies terminology and concepts while broadcasting role of games, sports and dance.
- Student demonstrates proficiency with using proper terminology to discuss historical and cultural roles in society.

### Level 2 Assessments

- Class Presentation
- Play list activity – Class presentations, student led demonstrations with student choice to upload video (youtube) as evidence of outcome and transfer of knowledge.



## S2.H2 Movement concepts, principles & knowledge

### Essential Questions

- Why are movement concepts and principles especially important when analyzing self/peer performance with feedback?
- Describe why an individual would utilize speed over accuracy in a movement?

### Vocabulary

#### Force

*Strength or energy as an attribute of physical action or movement.*

#### Motion

*The action or process of moving or being moved.*

#### Speed

*The rate at which someone or something is able to move.*

#### Accuracy

*The quality or state of being correct or precise.*

#### Rotation

*The action of rotating around an axis or center.*

### Level 1 Outcomes

Use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (S2. H2.L1)

- Physical literate individual will identify movement concepts and principles to reflect on performance (self-assessment) in order to analyze and improve skill performance.

### Level 1 Assessments

Rubric for self-assessment performance criteria includes:

- List movement concepts/principles
- Reflect on performance task
- Analyze
- Evaluate progress towards competency

### Level 2 Outcomes

Describes the speed vs. accuracy trade-off in throwing and striking skills (S2.H2.L2)

- Physical literate individual will be able to determine when speed is more important than accuracy and when accuracy is more important than speed.

### Level 2 Assessments

- Analytical Rubric – Physical literate individual will self-assess their individual quality of the descriptors provided from checklist and point system
- Criteria/Components/Concepts – student will check to indicate level of performance met.
- Evaluate progress towards proficiency

## S2.H3 Movement concepts, principles & knowledge

### Essential Questions

- Why is it important to be proficient in a skill before going to the next skill?

### Vocabulary

#### Practice Plan

*Creating and incorporating a schedule with goals in mind to improving performance on self-selected skill.*

#### Improvement Plan

*Creating an action plan for self-improvement on physical activity.*

### Level 1 Outcomes

Creates a practice plan to improve performance for a self-selected skill (S2.H3.L1)

- Physical literate individual will design a practice plan to improve performance for a self-selected skill while addressing movement concepts, terminology and strategies for progression to competency.

### Level 1 Assessments

- Individual practice plan

### Level 2 Outcomes

Identifies the stages of learning a motor skill. (S2.H3.L2)

- Physical literate individual will design a practice plan to improve performance for a self-selected skill while addressing movement concepts, terminology, strategies for progression towards proficiency.

### Level 2 Assessments

- Teacher rubric

## S2.H4 Movement concepts, principles & knowledge

### Essential Questions

- What are the basic techniques that can be applied for multiple dance forms?

### Vocabulary

#### Social dance

*Category of dances that have a social function and context. Social dances are generally intended for participation rather than performance and can be led and followed with relative ease.*

#### Dance forms

*Incorporates the dance movements and concepts in dance and rhythm*

### Level 1 Outcomes

Identifies examples of social and technical dance forms (S2.H4.L1)

- The physically literate individual can identify the examples of social and technical dance forms.

### Level 1 Assessments

- Teacher observation

### Level 2 Outcomes

Compares similarities and differences in various dance forms. (S2.H4.Ls)

- The physically literate individual will be able to compare similarities and differences in various dance forms.

### Level 2 Assessments

- Teacher rubric



# Benchmark Assessments (Skilled Play)

## Given in 2<sup>nd</sup> Marking Period

**Level 1:** Demonstrate competency in two physical activities across two activity categories.

**Level 2:** Demonstrates competency in more than two physical activity categories and proficiency in a minimum of one-activity categories with a score of 4 on rubric for proficiency.

## Given in 4<sup>th</sup> Marking Period

**Level 1:** Demonstrate competency in at least four physical activities across at least two activity categories.

**Level 2:** Demonstrate competency in five physical activities (across at least three activity categories and one competency must be in a fitness activity). Demonstrate proficiency in three different activities in a minimum of two activities.

### Rubric Scoring

**Competent (3)**

**Proficient (4)**

All Rubrics are included in the following pages for 9 -12th Fitness Activity Assessment, Dance Assessment, Outdoor Pursuits, Net Wall, Target Activity

## 9 -12 Fitness Activity Generic Assessment

This rubric could be used with the following activities that are part of the 9-12 skilled play curriculum: Yoga, Pilates, Resistance Training, Spinning, Running/Fitness Walking, Aquatic Fitness, Kickboxing, Zumba, and Exergaming.

<b>4</b>	<ul style="list-style-type: none"> <li>• The student consistently demonstrates and applies the correct performance of the specific movement skill for the activity.</li> <li>• The student consistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</li> <li>• The student consistently demonstrates knowledge of specific terminology, safety protocols and etiquette specific to the activity.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• The student frequently demonstrates and applies the correct performance of the specific movement skill for the activity. The student frequently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants. The student frequently demonstrates knowledge of specific terminology, safety protocols and etiquette specific to the activity.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• The student inconsistently demonstrates and applies the correct performance of the specific movement skill for the activity. The student inconsistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants. The student inconsistently demonstrates knowledge of specific terminology, safety protocols and etiquette specific to the activity.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The student rarely demonstrates mature form of skills and applies the skill in a tactically correct manner, and demonstrates safety practices. The student rarely engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants. The student rarely demonstrates knowledge of rules, specific terminology, safety protocols and etiquette specific to the activity.</li> </ul>

## 9 -12 Dance Assessment

This rubric could be used with the following activities that are part of the 9-12 skilled play curriculum: Various dance styles, including, but not limited to: modern dance, hip-hop dance, cultural dance, line dance, ballroom dance, social dance and square dance.

<b>4</b>	<ul style="list-style-type: none"> <li>• The student consistently performs the dance using correct technique with uninterrupted execution, attention to expression, communication between partners and within groups, smooth transitions, rhythm, balance and proper use of space.</li> <li>• The student consistently is able to recall and execute a complex routine without hesitation or reliance on cues from others, and with expression characteristic of the dance.</li> <li>• The student consistently performs the dance demonstrating appropriate skills, knowledge and behavior within the dance activity to be an advanced performer.</li> <li>• The student consistently demonstrates knowledge of specific terminology, safety protocols and etiquette specific to the activity</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• The student frequently performs the dance using correct technique with uninterrupted execution, attention to expression, communication between partners and within groups, smooth transitions, rhythm, balance and proper use of space. The student frequently is able to recall and execute a complex routine without hesitation or reliance on cues from others, and with expression characteristic of the dance. The student frequently performs the dance demonstrating appropriate skills, knowledge and behavior within the dance activity to participate in dance activities outside of school. The student frequently demonstrates knowledge of specific terminology, safety protocols and etiquette specific to the activity.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• The student inconsistently performs the dance using correct technique with uninterrupted execution, attention to expression, communication between partners and within groups, smooth transitions, rhythm, balance and proper use of space.</li> <li>• The student inconsistently is able to recall and execute a complex routine without hesitation or reliance on cues from others, and with expression characteristic of the dance.</li> <li>• The student inconsistently performs the dance demonstrating appropriate skills, knowledge and behavior within the dance activity and needs more practice to be able to perform dance activity outside of school.</li> <li>• The student inconsistently demonstrates knowledge of specific terminology, safety protocols and etiquette specific to the activity.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The student rarely performs the dance using correct technique with uninterrupted execution, attention to expression, communication between partners and within groups, smooth transitions, rhythm, balance and proper use of space.</li> <li>• The student rarely is able to recall and execute a complex routine without hesitation or reliance on cues from others, and with expression characteristic of the dance.</li> <li>• The student rarely performs the dance demonstrating appropriate skills, knowledge and behavior within the dance activity and is not ready to perform dance activity outside of school.</li> <li>• The student rarely demonstrates knowledge of specific terminology, safety protocols and etiquette specific to the activity.</li> </ul>



## 9-12 Outdoor Pursuits Generic Assessment

This rubric could be used with the following activities that are part of the 9-12 skilled play curriculum: Kayaking, Canoeing, Fly Fishing, Orienteering, Cross Country Skiing, Snow Shoeing, Backpacking/Camping, and Mountain Biking.

<b>4</b>	<ul style="list-style-type: none"> <li>• The student consistently demonstrates and applies the skill, demonstrates skills for safe participation, good judgment and confidence when coping with an unplanned circumstance.</li> <li>• The student consistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</li> <li>• The student consistently demonstrates knowledge of specific terminology, safety protocols and etiquette specific to the activity.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• The student frequently demonstrates and applies the skill, demonstrates skills for safe participation, good judgment and confidence when coping with an unplanned circumstance.</li> <li>• The student frequently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</li> <li>• The student frequently demonstrates knowledge of specific terminology, safety protocols and etiquette specific to the activity.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• The student inconsistently demonstrates and applies the skill, demonstrates skills for safe participation, good judgment and confidence when coping with an unplanned circumstance.</li> <li>• The student inconsistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</li> <li>• The student inconsistently demonstrates knowledge of specific terminology, safety protocols and etiquette specific to the activity.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The student rarely demonstrates and applies the skill, demonstrates skills for safe participation, good judgment and confidence when coping with an unplanned circumstance.</li> <li>• The student rarely engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</li> <li>• The student rarely demonstrates knowledge of specific terminology, safety protocols and etiquette specific to the activity.</li> </ul>



## 9-12 Net Wall Generic Assessment

This rubric could be used with the following activities that are part of the 9-12 skilled play curriculum: Badminton, Tennis, Racquetball, Table Tennis, Pickle ball.

<b>4</b>	<ul style="list-style-type: none"> <li>• The student consistently demonstrates mature form of skills and applies the skill in a tactically correct manner, and demonstrates safety practices.</li> <li>• The student consistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</li> <li>• The student consistently demonstrates knowledge of rules, specific terminology, safety protocols and etiquette specific to the activity.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• The student frequently demonstrates mature form of skills and applies the skill in a tactically correct manner, and demonstrates safety practices.</li> <li>• The student frequently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</li> <li>• The student frequently demonstrates knowledge of rules, specific terminology, safety protocols and etiquette specific to the activity.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• The student inconsistently demonstrates mature form of skills and applies the skill in a tactically correct manner, and demonstrates safety practices.</li> <li>• The student inconsistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</li> <li>• The student inconsistently demonstrates knowledge of rules, specific terminology, safety protocols and etiquette specific to the activity.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The student rarely demonstrates mature form of skills and applies the skill in a tactically correct manner, and demonstrates safety practices.</li> <li>• The student rarely engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</li> <li>• The student rarely demonstrates knowledge of rules, specific terminology, safety protocols and etiquette specific to the activity.</li> </ul>

## 9-12 Target Activity Generic Assessment

This rubric could be used with the following activities that are part of the 9-12 skilled play curriculum: Archery, Golf, Disc Golf, Bowling.

<b>4</b>	<ul style="list-style-type: none"> <li>• The student consistently demonstrates mature form of skills and applies the skill in a tactically correct manner, and demonstrates safety practices.</li> <li>• The student consistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</li> <li>• The student consistently demonstrates knowledge of rules, specific terminology, safety protocols and etiquette specific to the activity.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• The student frequently demonstrates mature form of skills and applies the skill in a tactically correct manner, and demonstrates safety practices.</li> <li>• The student frequently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</li> <li>• The student frequently demonstrates knowledge of rules, specific terminology, safety protocols and etiquette specific to the activity.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• The student inconsistently demonstrates mature form of skills and applies the skill in a tactically correct manner, and demonstrates safety practices.</li> <li>• The student inconsistently engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</li> <li>• The student inconsistently demonstrates knowledge of rules, specific terminology, safety protocols and etiquette specific to the activity.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The student rarely demonstrates mature form of skills and applies the skill in a tactically correct manner, and demonstrates safety practices.</li> <li>• The student rarely engages in appropriate personal and social behavior that contributes to an environment that is safe and positive for all participants.</li> <li>• The student rarely demonstrates knowledge of rules, specific terminology, safety protocols and etiquette specific to the activity.</li> </ul>



# Life Skill Development

## New York State Learning Standards:

**2c:** Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all.

**3a:** Students will be aware of and able to access opportunities to them within their community to engage in physical activity.

**3b:** Students will be informed consumers and able to evaluate facilities and programs.

**3c:** Students will be aware of career options in the field of physical fitness and sport.

## Benchmark Assessment: Given in 4<sup>th</sup> Marking Period

**Level 1:** Based on physical activity inventory results from Individual Enjoyment Benchmark Assessments students will choose activity to participate in for Life Skill Development. Student will adjust pacing or intensity of physical activity to monitor progress while acknowledging injury prevention techniques, use of proper diet to reduce risk of obesity and diseases.

**Level 2:** Based on college/career readiness plan students will explain how they will monitor activity tracking via tracking devices, activity log, technology used and compare the results of each. Discuss advantages/disadvantages and accuracy issues of technology used. Evaluate technology and social media tools in their support of a healthy, active lifestyle.

## Safety

### Essential Questions 1

- What things can an individual do to prevent injury when performing physical activity?

### Vocabulary

**Ligament**

*A band of strong tissue that connects bones.*

**Tendon**

*A band of strong tissue that connects muscle to a bone.*

**Overuse Injury**

*A body injury that occurs when a repeated movement causes wear and tear on the body.*

### Level 1 Outcomes

- Identify that physical activity movements should not overstress bones, tendons, ligaments, or muscles.

### Level 1 Assessments

- Student response (Oral/Written)
- Teacher Checklist



**Level 2 Outcomes**

- Given that being physically fit can help in injury prevention, explain how moderation in activity will help avoid overuse injuries.

**Level 2 Assessments**

- Written Response

**Essential Questions 2**

- How does diet and physical activity work together to help prevent hypokinetic diseases?

**Vocabulary**

**Atherosclerosis**

*A disease in which certain substances, including fats, build up on the inside walls of the arteries.*

**Blood Pressure**

*The force of blood against the artery walls.*

**Diastolic Blood Pressure**

*The force against the artery wall just before the heart beats; it is the lower of the two blood pressure numbers.*

**Systolic Blood Pressure**

*The force against the artery wall just after the heart beats; it is the higher of the two blood pressure numbers.*

**Cancer**

*A disease characterized by uncontrollable growth of abnormal cells.*

**Heart Attack**

*A sudden failure of the heart to function properly; occurs when the blood supply to the heart is decreased or blocked.*

**Hypertension**

*A health problem in which blood pressure is too high for good health.*

**Stroke**

*An injury to the brain that occurs when the blood supply to the brain is severely reduced or shut off, often as a result of a blood clot or other obstruction.*

**Hypokinetic Diseases**

*Health problems or diseases that are partly caused by the lack of regular physical activity.*

**High Density Lipoprotein (HDL)**

*A substance often referred to as good cholesterol because it carries excess cholesterol out of the bloodstream and into the liver for elimination from the body.*

**Low Density Lipoprotein (LDL)**

*A substance often referred to as bad cholesterol because it carries cholesterol that is most likely to deposit in the arteries.*

**Obesity**

*The condition of being very over fat or having a high percentage of body fat.*

**Osteoporosis**

*A disease in which the bones deteriorate and become weak.*

**Level 1 Outcomes**

- Identify the risk factors for hypokinetic diseases such as cardiovascular disease, some cancers, type 2 diabetes, obesity and osteoporosis, and describe how they can be prevented.

**Level 1 Assessments**

- Research project for risk factors and prevention (Personalized Learning)

**Level 2 Outcomes**

- Identify how physical activity and proper diet work together to help an individual reduce the risk of cardiovascular disease and obesity. Explain what happens to the body as a result of physical inactivity.

**Level 2 Assessments**

- Research project on physical inactivity, proper diet to reduce the risk of cardiovascular disease and obesity. Explain what happens to the body as a result of inactivity. Teacher rubric for research project.



**Essential Questions 3**

- What is the role of hydration in physical activity?

**Vocabulary**

**Dehydration**

*Lacking the necessary amount of body fluid.*

**Rehydrate**

*To drink liquids to replace those lost during physical activity.*

**Level 1 Outcomes**

- Describe why soft drinks are not as effective as water to hydrate.

**Level 1 Assessments**

- Journal Entry

**Level 2 Outcomes**

- Describe what water does for your body when exercising vigorously in different types of weather. Identify activities that require commercial sport drinks such as Gatorade and explain why it is appropriate in these activities.

**Level 2 Assessments**

- Student Written Assignment

**Essential Questions 4**

- How useful are the facilities for physical activity that are available in a community in meeting an individual's activity goals?

**Level 1 Outcomes**

- Identify facilities for physical activity that are available in the community an individual resides that will help them meet their physical activity goals.

**Level 1 Assessments**

- Students use technology, smart phones to identify areas or google map to search for facilities and locations in student's area.

**Level 2 Outcomes**

- Describe barriers that an individual might encounter when trying to access facilities in their community to meet their goals.

**Level 2 Assessments**

- Students rank facilities using map and key of barriers. Ex/ cost, transportation, time management, proximity.



**Essential Questions 5**

- How can an individual identify fad diets and fitness quackery?

**Vocabulary**

**Fad Diets**

*A nutritionally unbalanced diet that false promotes quick weight loss.*

**Quackery**

*A method of advertising or selling that uses false claims to lure people into buying products that are worthless and even harmful.*

**Level 1 Outcomes**

- Identify what a fad diet is and why they can be detrimental to an individual's health.

**Level 1 Assessments**

- Written Quiz

**Level 2 Outcomes**

- Describe what factors an individual should beware of when identifying fad diets.

**Level 2 Assessments**

- Written Quiz



# Benchmark Assessments (Life Skill Development)

## Given in 4<sup>th</sup> Marking Period

**Level 1:** Based on physical activity inventory results from Individual Enjoyment Benchmark Assessments students will choose activity to participate in for Life Skill Development. Student will adjust pacing or intensity of physical activity to monitor progress while acknowledging injury prevention techniques, use of proper diet to reduce risk of obesity and diseases.

### Student Checklist:

1. Student identifies physical activity selected from physical activity inventory (Individual Enjoyment Benchmark Assessment)
2. Student monitors progress of pacing/intensity/duration with student activity log
3. Student identifies injury prevention techniques – warm up/cool down, etc.
4. Student identifies proper diet to reduce risk of obesity and diseases.

**Level 2:** Based on college/career readiness plan students will explain how they will monitor activity tracking via tracking devices, activity log, technology used and compare the results of each. Discuss advantages/disadvantages and accuracy issues of technology used. Evaluate technology and social media tools in their support of a healthy, active lifestyle.



# Health Related Fitness

## New York State Learning Standards:

**1b:** Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance and body composition.

## National Learning Standard:

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

### Benchmark Assessment: Given in 2<sup>nd</sup> Marking Period

**Level 1:** Calculate target heart rate and apply to a personal fitness plan to improve cardiorespiratory endurance.

**Level 2:** Design a fitness program, including all components of health-related fitness for an individual in a college or career of their choice.

### Benchmark Assessment: Given in 4<sup>th</sup> Marking Period

**Level 1:** Design a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.

**Level 2:** Implement the nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle when participating in lifetime activities. Student journal of nutrition journey including vocabulary works and smart goals.



### S3.H1 Physical activity knowledge

**Essential Questions**

- Why is physical activity important as an adult?

**Vocabulary**

**Benefit**

*An advantage or profit gained from something.*

**Productivity**

*The effectiveness of effort.*

**Personal Health**

*A person's mental or physical condition.*

**Level 1 Outcomes**

Discusses the benefits of a physically active lifestyle as it relates to college or career productivity (S3.H1.L1)

- Physical literate individual can apply personal fitness to a plan for improving cardiorespiratory endurance. Physical literate individual will design a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. Physical literature individual will be able to describe why physical activity is important as it relates to college/career productivity and personal health.

**Level 1 Assessments**

- Student log

**Level 2 Outcomes**

Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2)

- Physical literate individual can design a fitness program including the following criteria: Health related fitness components, career choice, smart goals, sustaining fitness activity and importance of longevity.

**Level 2 Assessments**

- Peer Assessment– Student Checklist

### S3.H2 Physical activity knowledge

**Essential Questions**

- How do I determine whether or not a products advertising is miss leading or factual?

**Vocabulary**

**Heart Rate Monitor**

*Personal monitoring device that allows one to measure one's heart.*

**Pedometer**

*Instrument for estimating the distance traveled on foot by recording the number of steps taken.*



Level 1 Outcomes	Level 1 Assessments
<p>Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle (S3.H1.L1)</p> <ul style="list-style-type: none"> <li>Physically literate individual can adjust pacing to keep heart rate in the target zone, using technology (pedometer, heart rate monitor) to self-monitor aerobic intensity.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher rubric</li> </ul>
Level 2 Outcomes	Level 2 Assessments
<p>Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle (S3.H2.L2)</p> <ul style="list-style-type: none"> <li>Physically literate individual can use several types of activity tracking technology to reflect on and compare the result of each, discuss advantages/disadvantages and accuracy issues of the technology used.</li> </ul>	<ul style="list-style-type: none"> <li>Personal fitness plan</li> </ul>

### S3.H3 Physical activity knowledge

**Essential Questions**

- How can varying temperatures effect your ability to exercise?

#### Vocabulary

**Heat Stress**

*Is a situation where too much heat is absorbed by a person, a plant or an animal and causes stress, illness or even death.*

**Hypothermia**

*Decrease of body temperature.*

**Hyperthermia**

*Increase body temperature.*

**Heat cramps**

*Is related primarily to excessive loss of water and loss of electrolytes, particularly sodium. Heat cramps are extremely painful muscle spasms that occur most commonly in the calf and abdomen.*

**Heat exhaustion**

*Results from inadequate replacement of fluids lost through sweating.*

**Heat Stroke**

*A condition marked by fever and often by unconsciousness, caused by failure of the body's temperature-regulating mechanism when exposed to excessively high temperatures.*

**Layering**

*The action of arranging something in layers.*

**Wicking Clothing**

*Wicking fabric pulls moisture from the body to the exterior of the clothing where it can evaporate more easily.*

**Frostbite**

*Injury to body tissues caused by exposure to extreme cold, typically affecting the nose, fingers, or toes and sometimes resulting in gangrene.*

**Hydrate**

*Cause to absorb water.*

**Overexertion**

*Is to strain or put too much pressure on one's self.*



<b>Level 1 Outcomes</b>	<b>Level 1 Assessments</b>
<p>Identifies issues associated with exercising in heat, humidity and cold. (S3.H4.L1)</p> <ul style="list-style-type: none"> <li>Physically literate individual will modify their duration of activity for safe activity in varying climate.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>
<b>Level 2 Outcomes</b>	<b>Level 2 Assessments</b>
<p>Applies rates of perceived exertion and pacing. (S3.H3.L2)</p> <ul style="list-style-type: none"> <li>Physically literate individual will be able to modify their activity and clothing to safely participate in activity when the climate is not ideal for activity.</li> </ul>	<ul style="list-style-type: none"> <li>Peer Assessment</li> </ul>

### S3.H4 Physical activity knowledge

**Essential Questions**

- How can an individual utilize their local knowledge to analyze opportunities to be physically active?

**Vocabulary**

**Life-long fitness**

*Long-term fitness program to improve your health.*

**Goal Setting**

*Process of identifying something that you want to accomplish and establishing measurable goals and timeframes.*

**Social Support Network**

*Having friends and other people, including family, to turn to in times of need or crisis to give you a broader focus and positive self-image. Social support enhances quality of life and provides a buffer against adverse life events.*

<b>Level 1 Outcomes</b>	<b>Level 1 Assessments</b>
<p>Evaluates- according to their benefits, social support network and participation requirements – activities that can be pursued in the local environment. (S3.H4.L1)</p> <ul style="list-style-type: none"> <li>Physically literate individual pursues community resources based on assessment data and social support networks to set goals and develop a lifelong fitness plan.</li> </ul>	<ul style="list-style-type: none"> <li>Check In</li> </ul>
<b>Level 2 Outcomes</b>	<b>Level 2 Assessments</b>
<p>If the outcome was not attained in Level 1, it should be a focus in Level 2.</p> <ul style="list-style-type: none"> <li>Physically literate individual develops confidence in their pursuits to reach out to community resources with continuation of assessment data and goal setting.</li> </ul>	<ul style="list-style-type: none"> <li>Student evaluation</li> </ul>



### S3.H5 Physical activity knowledge

**Essential Questions**

- What external factors affect one’s ability to participate in physical activity?

**Vocabulary**

**Cooperation**

*The process of working together to the same end.*

**Teamwork**

*The combined action of a group of people, especially when effective and efficient.*

**Level 1 Outcomes**

Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle.

- Physically literate individual will demonstrate behavioral responsibility using effective cooperative and competitive skills in physical activity preferences.

**Level 1 Assessments**

- Teacher Evaluation

**Level 2 Outcomes**

Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings. (S3.H5.L2)

- Physically literate individual will demonstrate behavioral responsibility using effective cooperative and competitive skills in physical activity and select physical activity of choice specific to college or career setting.

**Level 2 Assessments**

- Self-Assessment

### S3.H6 Engages in physical activity

**Essential Questions**

- Why is it important to be physically active several times a week?

**Vocabulary**

**Lifelong activities**

*Involves participating in a range of physical activities (e.g. competitive/non-competitive, fitness, leisure/recreation etc.) which enhances an individual's overall health and wellbeing.*



Level 1 Outcomes	Level 1 Assessments
<p>Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day (S3.H6.L1)</p> <ul style="list-style-type: none"> <li>The physically literate student participates in an activity of choice at least three times during a seven-day cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Self-Assessment</li> </ul>
Level 2 Outcomes	Level 2 Assessments
<p>Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event) (S3,H6,L2)</p> <ul style="list-style-type: none"> <li>The physically literate student utilizes community resources and chooses a community event to train for and participate in.</li> </ul>	<ul style="list-style-type: none"> <li>Self-assessment</li> </ul>

### S3.H7 Fitness knowledge (Muscular Strength & Endurance)

**Essential Questions**

- How do I develop a weight-training program?

#### Vocabulary

**Resistance Training**

Any exercise or physical activity in which you use your muscles against resistance.

**Free Weights**

Weights used in weightlifting that are not attached to an apparatus.

**Range of Motion**

The full movement potential of a joint, usually its range of flexion and extension.

**Repetition**

The continuation of identical motions.

**Set**

The completion of a predetermined number of repetitions.

**Weight (aka Resistance)**

The amount or resistance being lifted, such as a 30 pound dumbbell. Lower repetitions generally require lifting heavier weight and higher repetitions often requires lifting a lighter weight.

**Rest Between Sets**

Amount of time that you rest between each set. Many times it can range from 20 seconds to as much as four minutes for powerlifters.

**Volume**

One measure of the intensity of a workout. It may be measured in different ways, but generally determined by how many exercises, sets, and repetitions an individual completes.

**Compound Exercises**

Any exercise that engages two or more different joints to fully stimulate entire muscle groups and, indeed, multiple muscles. Example, in a bench press, the shoulder joints and elbow joints are involved in the exercise.

**Isolation Exercises**

Exercises that involve only one joint and a limited number of muscle groups. Example, a biceps curl.

**Supersets**

A form of strength training in which you move quickly from one exercise to a separate exercise without taking a break for rest in between the two exercises.

**Positive Phase**

This is the lifting phase of the exercise. So for bench press, the positive phase of the lift is pushing the weight off the chest and for a pull up, it's pulling the body up towards the bar. It's generally the more strenuous portion of the lift and it's also referred to as the "concentric phase".

**Negative Phase**

This is the opposite of the positive phase, lowering the weight, or controlling its descent. Examples include controlling the bench press bar as you bring it closer to the chest, or lowering oneself after pulling the chin above the bar in a pull up. It's also referred to as the "eccentric phase".



**Vocabulary (Continued)**

**Contraction**

*This means the muscle is engaged and contracted to apply force to pull, or push a weight.*

**Tempo**

*This is how fast each rep is performed, including the positive and negative phase. For example, the most common tempo is one to two seconds for the positive phase, and two seconds for the negative phase, which allows for full control of the weight with no momentum.*

**Spotter**

*This is someone who watches over the lifter as they are performing a set to completion and is there to help lift the weight back into starting position if needed.*

**Level 1 Outcomes**

Demonstrates appropriate technique on resistance-training machines and with free weights (S3.H7.L1)

- Physically literate individual demonstrates proper technique on resistance training machines and free weights.

**Level 1 Assessments**

- Teacher Assessment

**Level 2 Outcomes**

Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle. (S3, H7.L2)

- Physically literate individual designs a comprehensive resistance-training workout using appropriate terminology for supporting an active lifestyle.

**Level 2 Assessments**

- Teacher selected rubric with criteria

**S3.H8 Fitness knowledge**

**Essential Questions**

- How are the energy systems different and why?

**Vocabulary**

**Adenosine**

*A compound consisting of adenine combined with ribose, derivatives of adenosine are widely found in nature and play an important role in biochemical processes such as energy transfer.*

**Triphosphate**

*A salt or acid that contains three phosphate groups.*

**Phosphocreatin**

*A phosphate ester of creatine found in vertebrate muscle, where it serves to store phosphates to provide energy for muscular contraction.*

**Anaerobic glycolysis**

*The transformation of glucose to lactate when limited amounts of oxygen (O2) are available.*

**Anaerobic glycolysis**

*Is only an effective means of energy production during short, intense exercise, providing energy for a period ranging from 10 seconds to 2 minutes.*

**Aerobic**

*Relating to, involving, or requiring free oxygen*

**Anaerobic**

*Relating to, involving, or requiring an absence of free oxygen.*

**Myosin**

*A fibrous protein that forms (together with actin) the contractile filaments of muscle cells and is also involved in motion in other types of cells.*

**Actin**

*A protein that forms (together with myosin) the contractile filaments of muscle cells, and is also involved in motion in other types of cells.*



Level 1 Outcomes	Level 1 Assessments
<p>Relates physiological responses to individual levels of fitness and nutritional balance. (S3,H8.L1)</p> <ul style="list-style-type: none"> <li>The physically literate student will be able to describe the relationship between nutrition and performance.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Rubric</li> </ul>
Level 2 Outcomes	Level 2 Assessments
<p>Identifies the different energy systems used in a selected physical activity (adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic) (S3.H8.L2)</p> <ul style="list-style-type: none"> <li>The physically literate student will develop their Personal Fitness Plan to utilize the various energy systems.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Rubric</li> </ul>

### S3.H9 Fitness knowledge

**Essential Questions**

- How does fitness improve my health and overall performance?

#### Vocabulary

**Concentric**

*Shortening of a muscle due to contraction; also called positive work.*

**Eccentric**

*Lengthening of a muscle; also called negative work.*

**Isometric**

*Exercises in which one contracts muscles but does not move body parts.*

**Static stretching**

*Consists of stretching in which the position is held for any given amount of time.*

**Dynamic stretching**

*Active movements of muscle that bring forth a stretch but are not held in the end position.*

**Proprioceptive neuromuscular facilitation (PNF)**

*A method of stretching muscles to maximize their flexibility that is often performed with a partner or trainer and that involves a series of contractions and relaxations with enforced stretching during the relaxation phase.*

**Strength**

*Maximum force against a resistance 1 time.*

**Endurance**

*Repeating movement over a period of time.*

**Range of motion**

*The path your joints will move during the exercise.*



<p style="text-align: center;"><b>Level 1 Outcomes</b></p> <p>Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (strength, endurance, range of motion) (S3.H9.L1)</p> <ul style="list-style-type: none"> <li>Physically literate individual identifies types of strength and stretching exercises for personal fitness development of student choice (tone, strength, power).</li> </ul>	<p style="text-align: center;"><b>Level 1 Assessments</b></p> <ul style="list-style-type: none"> <li>Rubric Assessment of Personal fitness</li> </ul>
<p style="text-align: center;"><b>Level 2 Outcomes</b></p> <p>Identifies the structure of skeletal muscle and fiber types as they relate to muscle development (S3.H9.L2)</p> <ul style="list-style-type: none"> <li>Physically literate individual incorporates the muscles used into personal fitness plan.</li> </ul>	<p style="text-align: center;"><b>Level 2 Assessments</b></p> <ul style="list-style-type: none"> <li>Rubric including exercises, types of exercises and muscles used to perform exercises.</li> </ul>

### S3.H10 Fitness knowledge

**Essential Questions**

- How do I use heart rate in the development of a fitness plan?

**Vocabulary**

**Maximum Heart Rate**

*The age-related maximum number of beats per minute of the heart; estimated as 208-(.70Xage) for individuals under 18 years of age.*

**Target Heart Rate**

*A specific pulse rate or range to be maintained during aerobic exercise to ensure optimal cardiovascular function; typically defined as 60 – 80% of one’s maximum heart rate.*

**Intensity**

*The amount of physical power that the body uses when performing an activity.*

<p style="text-align: center;"><b>Level 1 Outcomes</b></p> <p>Calculates target heart rate and applies that information to personal fitness plan. (S3.H10.L1)</p> <ul style="list-style-type: none"> <li>Physically literate individual can calculate target heart rate to self-monitor physical activity in personal fitness plan.</li> </ul>	<p style="text-align: center;"><b>Level 1 Assessments</b></p> <ul style="list-style-type: none"> <li>Self-Assessment</li> </ul>
<p style="text-align: center;"><b>Level 2 Outcomes</b></p> <p>Adjusts pacing to keep heart rate in the target zone, using available technology (pedometer, heart rate monitor), to self-monitor aerobic intensity. (S3,H10.Ls)</p> <ul style="list-style-type: none"> <li>Physically literate individual monitors heart rate in aerobic activity using technology (pedometer, heart rate monitor).</li> </ul>	<p style="text-align: center;"><b>Level 2 Assessments</b></p> <ul style="list-style-type: none"> <li>Self-Assessment</li> </ul>



### S3.H11 Assessment & program planning

**Essential Questions**

- How do I design and implement fitness programs that support a healthy and active lifestyle.

**Vocabulary**

**Active lifestyle**

*Role of exercise in a way of life that integrates physical activity into your everyday routines, such as walking to the store or biking to work.*

**Behavior modification plan**

*A plan that alters behavioral patterns by using learning techniques, strategies and positive reinforcement.*

**Level 1 Outcomes**

Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings. (S3.H11.L1)

- Physically literate individual creates and implements a behavior modification plan that includes a healthy, active lifestyle in college or career setting.

**Level 1 Assessments**

- Behavior Modification Plan

**Level 2 Outcomes**

Develops and maintains a fitness portfolio (assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). (S3.H11.L2)

- Physically literate individual develops and maintains a fitness portfolio including behavioral plan, assessment scores, goals for improvement, plan for improvement, log of activities and timeline.

**Level 2 Assessments**

- Fitness Portfolio

### S3.H12 Assessment & program planning

**Essential Questions**

- How do I design and implement fitness programs that support a healthy and active lifestyle?

**Vocabulary**

**Goal**

*A target or desired result; effective goals are specific, measurable, attainable, realistic, time-bound.*

**Personal Fitness Profile**

*Contains personal fitness information related to health and skill-related components of fitness.*

**Evaluate**

*To judge or determine the significance, worth or value of.*



**Level 1 Outcomes**

- Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner’s chosen field of work (S3.H12.L1)
- Physically literate individual will identify the steps to a personal fitness program development and establish a personal fitness profile including goal setting.
  - Physically literate individual will implement fitness program they designed and evaluate the fitness plan.

**Level 1 Assessments**

- Individual Fitness Program Development
- Evaluation Rubric of Fitness Plan

**Level 2 Outcomes**

- Analyzes the components of skill-related fitness in relation to life and career goals and designs an appropriate fitness program for those goals (S3.H12.L2)
- Physically literate individual will design a fitness program; including all components of health-related fitness for an individual in a college or career of their choice.

**Level 2 Assessments**

- Design of fitness program for a college student
- Evaluation Rubric of Fitness Program

**S3.H13 Nutrition**

**Essential Questions**

- How do I design and implement a nutrition plan to maintain an appropriate energy balance for a healthy and active lifestyle?

**Vocabulary**

<p><b>Nutrient</b> <i>A substance that provides nourishment essential for growth and the maintenance of life.</i></p> <p><b>Carbohydrate</b> <i>4 cal/gram</i></p> <p><b>Protein</b> <i>4 cal/gram</i></p> <p><b>Fat</b> <i>9 cal/gram</i></p>	<p><b>Calorie</b> <i>A unit of heat used to indicate the amount of energy that foods will produce in the human body.</i></p> <p><b>Vitamin</b> <i>A natural substance that is usually found in foods and that helps your body to be healthy.</i></p>	<p><b>Mineral</b> <i>A chemical substance (such as iron or zinc) that occurs naturally in certain foods and that is important for good health.</i></p> <p><b>Energy Balance</b> <i>The relationship between energy in and energy out.</i></p>	<p><b>Energy In</b> <i>Food calories taken into the body through food and drink.</i></p> <p><b>Energy Out</b> <i>Calories being used in the body for our daily energy requirements</i></p>
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**Level 1 Outcomes**

- Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle (S3.H13.L1)
- Physically literate individual can identify nutrients and define each.
  - Physically literate individual describes how to maintain an appropriate energy balance and identifies the amount of energy per gram of carbohydrate, protein and fat

**Level 1 Assessments**

- Nutrition Assessment and webpage log of calories



**Level 2 Outcomes**

Creates a snack plan for before, during and after exercise that addresses nutrition needs for each phase. (S3.H13.L2)

- Physically literate individual designs a personal nutrition plan to maintain an appropriate energy balance.

**Level 2 Assessments**

- Individual Nutrition Plan Rubric

**S3.14 Stress management**

**Essential Questions**

- What are the negative effects of stress?
- What strategies can I use to manage my stress?

**Vocabulary**

**Stress**

*A state of mental or emotional strain or tension resulting from adverse or very demanding circumstances.*

**Distress**

*Extreme or negative stress.*

**Eustress**

*Moderate or normal stress interpreted as being beneficial.*

**Stress Management**

*Strategies used to keep your stress at a healthy level.*

**Meditation**

*To engage in contemplation or reflection.*

**Mental Imagery**

*identifying visual representation in the absence of environmental input.*

**Level 1 Outcomes**

Identifies stress-management strategies (mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress (S3.H14.L1)

- Physically literate individual will develop a practice plan to follow at home to improve stress management strategies.

**Level 1 Assessments**

- Teacher rubric

**Level 2 Outcomes**

Applies stress-management strategies (mental imagery, relaxation techniques, deep breathing, and aerobic exercise, meditation) to reduce stress. (S3.H14.L2)

- Physically literate individual will include the physiological response the body has to aerobic exercise as it relates to stress management.
- Physically literate individual will design a stress management plan that includes a physical activity routine (student choice) that student enjoys.

**Level 2 Assessments**

- Teacher Rubric



# Benchmark Assessments (Health Related Fitness)

## 2<sup>nd</sup> Marking Period

**Level 1:** Calculate target heart rate and apply to a personal fitness plan to improve cardiorespiratory endurance.

**Calculate target heart rate and apply to a personal fitness plan to improve cardiorespiratory endurance:**

1. What is your age? \_\_\_\_\_
2. Calculate your target heart rate zone using the age you identified above.
3. Explain how you would use your target heart rate to design a personal fitness plan to improve cardiorespiratory endurance. Make sure to include how to use target heart zone as a component of the FITT Principle.

**Level 2:** Design a fitness program, including all components of health-related fitness for an individual in a college or career of their choice.

## 4<sup>th</sup> Marking Period

**Level 1:** Design a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.

Design a nutrition plan for a day. Make sure to include a variety of foods that would maintain an appropriate energy balance for a healthy and active lifestyle. **Food Description Serving Size/Calories**

	Food Description	Serving Size Calories
Breakfast		
Lunch		
Dinner		
Snacks		

Using at least two details from the plan, explain how your plan will allow you to maintain an appropriate energy balance for a healthy, active lifestyle.

**Level 2:** Implement the nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle when participating in lifetime activities. Student Nutrition Journal

**Task:** Design a fitness program, including all components of health-related fitness for an individual in a college or career of their choice. **Part I:** Complete the fitness profile for yourself

Gender	
Age	
Activity Level	
Medical History/Concerns	
Health Related Fitness Test	
Pacer or 1 mile run	
Push ups	
Curl ups	
Sit and Reach	
BMI	

**Part II:** Based on the fitness profile and your knowledge of fitness planning, answer questions. a) Identify a long-term fitness goal (one year) for this individual and explain why you chose the goal. In your explanation, include at least two details from the fitness profile that support your response.



# Individual Enjoyment

## New York State Learning Standards:

**2b:** Students will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.

## National Learning Standard:

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

### Benchmark Assessment: Given in 4<sup>th</sup> Marking Period

#### Level 1

**A.** Complete Physical Activity Inventory sheet

**B.** Complete Physical Education Survey

**C.** Complete individual reflection plan on units completed via Physical Activity Inventory and PE Survey. Submit reflection paper on personal enjoyment, social interaction, and effort, pursuing leisure activities, personal best and self-efficacy along with an example of how you overcame a challenge (success). Reflect on how you are going to use Physical Activity Inventory and PE Survey to improve upon and recognize the value of physical activity for health, enjoyment, challenge, self-expression and social interaction.

#### Level 2

**A.** Complete college/career readiness plan. Students who display college and career readiness will complete Individual Plan on how they will continue to participate in leisure activities and pursue lifetime physical activities in their future. Students will utilize community opportunities, community resources that promote social interaction and enjoyment. Complete community based research on activities that are available for lifelong physical activities and participation.



## S5.H1 Health

### Essential Questions

- How can an individual use goal setting techniques to challenge themselves to participate in self-selected physical activities to improve overall health?
- How does diet and physical activity work together to help prevent hypokinetic disease?

### Vocabulary

#### Hypokinetic Disease

*Health problems or diseases that are partly caused by the lack of regular physical activity.*

#### Physical Activity Inventory

*An assessment to determine preferred physical activities to be included in personal physical activity programs.*

#### SMART Goals

*Goals that are specific, measurable, attainable, realistic and time bound.*

#### Lifespan

*The length of time a person lives or functions.*

#### Leisure Activities

*Activities that we engage in for reasons as varied as relaxation, competition, or growth.*

### Level 1 Outcomes

Analyzes the health benefits of a self-selected physical activity (S5.H1.L1)

- While participating in physical activity, the physically literate individual will discover which physical activities best align with personal interest (individual, dual, team, group exercises/ activities).
- Physically literate individual participates in a variety of lifetime fitness and leisure activities that are common throughout the lifespan.

### Level 1 Assessments

- Individual Inventory of Physical Activities (Self-Assessment from checklist)

### Level 2 Outcomes

If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.

- Physically literate individual will re-evaluate personal wellness goals and participate in self-selected physical activities that will lead to a college and career ready healthy lifestyle including weight control and stress management.
- Physically literate individuals will research lifetime fitness and leisure activities that are common at different points in the lifespan and evaluate community resources that cater to adult physical activities. Prepare a brochure that effects the opportunities available for adults at different states of the lifespan (20-30 years old, 30-40 years old, 40-50 years old, 50+)

### Level 2 Assessments

- Community based research on activities that are available for lifelong physical activities and participation.

## S5.H2 Challenge

### Essential Questions

- How does an individual use information from failing to improve performance?

### Vocabulary

#### Self-Efficacy

*Belief in one's ability to succeed in specific situations.*

#### Challenge

*Difficult task or problem; something that is hard to do. Difficulty in a skill or physical activity.*

#### Success

*Overcoming a challenge or mastering a difficult skill.*

### Level 1 Outcomes

- Physically literate individual will receive and implement feedback and constructive criticism regarding performance as an opportunity to improve. Use self and peer feedback to promote self-efficacy in performance.

### Level 1 Assessments

- Peer Assessment

### Level 2 Outcomes

- Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)
- Physically literate individual will analyze own teams' performance and design a plan for personal improvement so each member may take ownership in the success of the team.

### Level 2 Assessments

- Self-Assessment

## S5.H3 Self-expression & enjoyment

### Essential Questions

- How does giving a good effort and striving for one's personal best contribute to the success of the team and/or group?
- How does an individual utilize community resources for participation in physical activities that meet the need for self-expression and enjoyment?

### Vocabulary

#### Self-expression

*Using movement skills that is appealing to the individual in order to express emotions.*

#### Enjoyment

*The act of enjoying. To experience joy, take pleasure in.*

#### Perceived physical competence

*Is the more global construct of self-efficacy, which determines one's overall confidence in their abilities on physical tasks.*



<b>Level 1 Outcomes</b>	<b>Level 1 Assessments</b>
<ul style="list-style-type: none"> <li>• Physically literate individual strategizes as a team to develop a game plan to execute a common goal.</li> <li>• Physically literate individual uses self-expression to perform dance technique.</li> <li>• Physically literate individual uses goal-setting techniques to improve personal performance within team activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Assessment</li> </ul>
<b>Level 2 Outcomes</b>	<b>Level 2 Assessments</b>
<ul style="list-style-type: none"> <li>• Physically literate individual analyzes one’s own team performance and designs a plan for personal improvement so each member may take ownership in the success of the team.</li> <li>• Physically literate individual analyzes various creative dance forms and identifies self-expressions associated with the unique movements.</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric Assessment</li> </ul>

### S5.H4 Social interaction

**Essential Questions**

- What types of social support can an individual receive through participating in physical activities?

**Vocabulary**

**Social Support**

*Assistance and help received from others in various situations.*

**Social Interaction**

*Participating, cooperating, and communicating with others in a positive way. Enjoying physical activity alone and/or with others.*

<b>Level 1 Outcomes</b>	<b>Level 1 Assessments</b>
<p>Identifies the opportunity for social support in a self-selected physical activity or dance. (S5.H4.L1)</p> <ul style="list-style-type: none"> <li>• Physically literate individual will participate in a variety of team/group activities that provide opportunities for social –interaction and self-expression</li> <li>• Physically literate individual will participate in a variety of individual/dual activities and/or dance that provide opportunities for social-interaction and self-expression</li> </ul>	<ul style="list-style-type: none"> <li>• Peer Assessment</li> </ul>
<b>Level 2 Outcomes</b>	<b>Level 2 Assessments</b>
<p>Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance. (S5.H4.L2)</p> <ul style="list-style-type: none"> <li>• Physically literate individual will evaluate/determine what opportunities are available for social interaction and social support in a self-selected physical activity or dance.</li> </ul>	<ul style="list-style-type: none"> <li>• (Teacher Assessment) Social interaction/Social Support Checklist</li> </ul>



# Benchmark Assessments (Individual Enjoyment)

## 4<sup>th</sup> Marking Period

Physical Activity Inventory & Physical Education Survey are included in the following two pages.



## 4<sup>th</sup> Marking Period

### Physical Education Inventory

*PE Inventory (Skill play, Character, Health Related Fitness, Individual Enjoyment and Life Skill Development) is self-evaluated annually to ensure effective participation and individual enjoyment resulting in quality physical education for the individual.*

Physical Education Inventory is intended to assist students in identifying activities that they would like to include in their personal Life Skill Development that would derive from their Individual Enjoyment.

Rate these activities 0-3 with 3 being most likely to participate in and 0 being least likely to participate in. 1 is some interest in participating in. Mark your answers on the grid presented.

Lifetime Activities	0	1	2	3
Aquatic Games				
Cross Country Skiing				
Hiking				
Kayaking				
Ice Skating				
Individual/Dual Sports				
Mountain Biking				
Outdoor Adventure				
Orienteering				
Racquet Sports				
Snow Shoeing				
Swimming				
Team Sports				

Dance & Rhythms	0	1	2	3
Creative Movement				
Dance				
Ballet				
Modern				
Ethnic/Folk				
Hip Hop				
Latin				
Line				
Social				



<b>Fitness Activities</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Aerobics				
Water Aerobics				
Yoga				
Pilates				
Resistance Training				
Spinning				
Running				
Fitness Walking				
Kickboxing				
Zumba				
Exergaming				

**Individual performance activities**

*Activities that include one’s performance in self-selected physical activities.*

**Dance**

*Move rhythmically to music, typically following a set sequence of steps.*

**Net/wall games**

*Sport may refer to any of several sports where a net is a standard part of the game. The term usually applies to sports where the net separates the opponents. Racquet sports such as tennis, badminton, pickle ball and table tennis (but not squash or racquetball, where players must hit the ball towards a wall).*

**Target games**

*Are activities in which players send an object toward a target while avoiding any obstacles. By playing these games, participants will learn the key skills and strategies for games such as Croquet, Golf, Archery, Bocce, Curling and Bowling.*

**Aquatics**

*Water activities*

**Outdoor pursuits**

*Refers to leisure pursuits engaged in the outdoors, often in natural or semi-natural settings out of town. When the recreation involves excitement, physical challenge, or risk, such as in rafting or climbing, it is sometimes referred to as adventure recreation.*



## Physical Education Survey

1. How much do you like Physical Education at school?

- love it
- quite a lot
- a little
- not at all

2. Would you like to participate in more Physical Education or less Physical Education at school?

- more
- about the same
- less

3. Which Physical Education activities do you like to participate in the most at school? (Check up to 3)

- swimming/aquatics fitness
- dance
- fitness and weight training
- team sports (soccer, softball, basketball)
- individual sports (racquet sports, badminton, table tennis, etc.)
- something else \_\_\_\_\_

4. What ways do you like participating in Physical Education activities (Check up to 3)

- class games
- school sports
- doing things on your own
- doing things in teams
- competitions (winning or losing)
- playing for fun (not winning or losing)

5. There are some very important things a person needs to learn or do to be good at Physical Education. What are some of them? (See if you can think of 3)

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6. Things I am successful at in Physical Education (write up to 3 things)

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7. Things I have trouble with in Physical Education (write up to 3 things)

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8. Write down 3 really important things you have learned in Physical Education?

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9. How do you feel about activities in Physical Education you have not tried before?

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10. How much do you like participating in physical activity on your own time (not at school)?

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11. Do you want to keep learning about Physical Education when you are older?

- yes
- maybe
- not sure
- no

12. What vigorous physical activities have you done since this time yesterday? For how long?

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13. What sport have you played with a club or a team in the last school year?

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# Character

## New York State Learning Standards:

**2a:** Students will demonstrate responsible personal and social behavior while engaged in physical activity.

## National Learning Standard:

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

### Benchmark Assessment: Given in 2<sup>nd</sup> Marking Period

**Level 1:** Character development checklist. Demonstrate consistency in 3 out of 6 Character Development (cooperation, sensitivity, leadership, teamwork, and respect for diversity and individual differences, appropriate spectator behavior)

**Level 2:** Character development checklist. Demonstrates consistency in more than 3 character skills (cooperation, sensitivity, leadership, teamwork and respect for diversity and individual differences, appropriate spectator behavior)

### Benchmark Assessment: Given in 4<sup>th</sup> Marking Period

**Level 1:** Character development checklist. Demonstrate consistency in 3 out of 6 Character Development (cooperation, sensitivity, leadership, teamwork, and respect for diversity and individual differences, appropriate spectator behavior)

**Level 2:** Character development checklist. Demonstrates consistency in more than 3 character skills (cooperation, sensitivity, leadership, teamwork and respect for diversity and individual differences, appropriate spectator behavior)

## S4.H1 Personal Responsibility

### Essential Questions

- What factors must be considered when choosing and participating in physical activity for improved fitness?

### Vocabulary

**Barrier**

*An obstacle that gets in the way of access.*

**Risk Factor**

*Any attribute, characteristic or exposure of an individual that increase the likelihood of developing a disease or injury.*

**Primary Risk Factor**

*A risk factor that is considered a major contributor to a disease.*

**Controllable**

*A risk factor you can do something about and can be controlled by your behavior.*

**Support**

*Provides assistance, makes easier to participate in.*

### Level 1 Outcomes

Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed (S4.H1.L1)

- The physically literate individual will develop a plan to modify activity in relation to physical limitations.

### Level 1 Assessments

- Peer assessment

### Level 2 Outcomes

Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media (S4.H1.L2)

- The physically literate individual will describe the importance of positive self-image in regards to body types.

### Level 2 Assessments

- Teacher Rubric

## S4.H2 Rules & Etiquette

### Essential Questions

- How does an individual use etiquette, communication skills and teamwork to encourage cooperation in physical activity?

### Vocabulary

**Etiquette**

*The customary code of polite behavior including respect for others while engaging in physical activity.*

**Taunting**

*Provoke or challenge individual or team with insulting remarks.*

**Poor Loser**

*Individual who complains a lot and is difficult to please.*

**Bad Winner**

*An individual who ridicules the loser after the victory.*



<p style="text-align: center;"><b>Level 1 Outcomes</b></p> <p>Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)</p> <ul style="list-style-type: none"> <li>Physically literate individual demonstrates proper etiquette, respect for rules and others using teamwork while engaged in physical activity or dance.</li> </ul>	<p style="text-align: center;"><b>Level 1 Assessments</b></p> <ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>
<p style="text-align: center;"><b>Level 2 Outcomes</b></p> <p>Examines moral and ethical conduct in specific competitive situations (intentional fouls, performance-enhancing substances, gambling, current events in sport) (S4.H2.L2)</p> <ul style="list-style-type: none"> <li>Physically literate individual demonstrates appropriate sporting behavior by respecting teammates, opponents and officials regardless of religious, ethnic, or racial backgrounds. Physically literate individual will examine the code of conduct from a self-selected activity.</li> </ul>	<p style="text-align: center;"><b>Level 2 Assessments</b></p> <ul style="list-style-type: none"> <li>Self Reflection or Student generated report on code of conduct.</li> </ul>

### S4.H3 Working with others

**Essential Questions**

- Why is it important for people to collaborate and work as a team?

<b>Vocabulary</b>			
<p><b>Group Dynamics</b> <i>The process involved when people in a group interact with each other.</i></p>	<p><b>Social Loafing</b> <i>When an individual exerts less effort to achieve a goal when they work in a group than when they work alone.</i></p>	<p><b>Motivating</b> <i>Stimulate an individual's interest in or enthusiasm for doing something.</i></p>	<p><b>Followership</b> <i>Specific set of skills that complement leadership.</i></p>

<p style="text-align: center;"><b>Level 1 Outcomes</b></p> <p>Uses communication skills and strategies that promote team or group dynamics (S4.H3.L1)</p> <ul style="list-style-type: none"> <li>The physically literate individual uses communication skills and strategies that promote team or group dynamics.</li> </ul>	<p style="text-align: center;"><b>Level 1 Assessments</b></p> <ul style="list-style-type: none"> <li>Peer assessment</li> </ul>
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**Level 2 Outcomes**

Assumes a leadership role (task or group leader, referee, coach) in a physical activity setting (S4.H3.L2)

- The physically literate individual assumes leadership roles in a physical activity setting.

**Level 2 Assessments**

- Teacher check list

**S4.H4 Working with others**

**Essential Questions**

- What behavior(s) are exhibited by an individual to make others aware that they accept their ideas regardless of their differences?

**Vocabulary**

**Acceptance**

*The action or process of being received as adequate or suitable and admitted into a group.*

**Tolerance**

*The ability or willingness to tolerate something, in particular the existence of opinions or behavior.*

**Level 1 Outcomes**

Solves problems and thinks critically in physical activity and /or dance settings, both as an individual and in groups (S4.H4.L1)

- Physically literate individual solves problems and thinks critically in physical activity or dance setting, both as an individual and in groups.

**Level 1 Assessments**

- Teacher Assessment

**Level 2 Outcomes**

Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects (S4.H4.L2)

- Physically literate individual accepts others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement project.

**Level 2 Assessments**

- Performance Task Acceptance
- Assessment



## S4.H5 Safety

### Essential Questions

- Why is it important to use proper technique when participating in physical activity?
- What things can an individual do to prevent injury when performing physical activity?

### Vocabulary

**Safety**

*Not causing injury, danger or loss.*

**Ligament**

*A band of strong tissue that connects bones.*

**Tendon**

*A band of strong tissue that connects muscle to bone.*

**Overuse Injury**

*A body injury that occurs when a repeated movement causes wear and tear on the body.*

**Hydration**

*To drink liquids to replace those lost during physical activity.*

**Dehydration**

*Lacking the necessary amount of body fluid.*

### Level 1 Outcomes

Applies best practices for participating safely in physical activity, exercise and dance (injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection)

- The physically literate individual can safely participate in physical activity.

### Level 1 Assessments

- Teacher Assessment

### Level 2 Outcomes

If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.

- The physically literate individual and properly instruct their peers in how to safely participate in physical activity.

### Peer assessment

- Peer assessment



# Benchmark Assessments (Character)

## Given in 2<sup>nd</sup> Marking Period

**Level 1:** Character development checklist. Demonstrate consistency in 3 out of 6 Character Development (cooperation, sensitivity, leadership, teamwork, and respect for diversity and individual differences, appropriate spectator behavior)

**Level 2:** Character development checklist. Demonstrates consistency in more than 3 character skills (cooperation, sensitivity, leadership, teamwork and respect for diversity and individual differences, appropriate spectator behavior)

Category	Level 1	Level 2	Level 3	Level 4
<b>Cooperation</b>	Rarely demonstrates the ability to cooperate with classmates and/or group members in the completion of complex motor tasks, games, physical activities, adventure activities, or dance.	Inconsistently demonstrates the ability to cooperate with classmates and/or group members in the completion of complex motor tasks, games, physical activities, adventure activities, or dance.	Frequently demonstrates the ability to cooperate with classmates and/or group members in the completion of complex motor tasks, games, physical activities, adventure activities, or dance.	Consistently demonstrates the ability to cooperate with classmates and/or group members in the completion of complex motor tasks, games, physical activities, adventure activities, or dance.
<b>Sensitivity</b>	Rarely demonstrates caring and sensitivity to others in the completion of complex motor tasks, games, physical activities, adventure activities, or dance.	Inconsistently demonstrates caring and sensitivity to others in the completion of complex motor tasks, games, physical activities, adventure activities, or dance.	Frequently demonstrates caring and sensitivity to others in the completion of complex motor tasks, games, physical activities, adventure activities, or dance.	Consistently demonstrates caring and sensitivity to others in the completion of complex motor tasks, games, physical activities, adventure activities, or dance.
<b>Leadership</b>	Rarely demonstrates both leadership and followership skills when working in small groups regardless of individual differences for the purpose of modifying and/or creating new activities.	Inconsistently demonstrates both leadership and followership skills when working in small groups regardless of individual differences for the purpose of modifying and/or creating new activities.	Consistently demonstrates both leadership and followership skill when working in small groups regardless of individual differences for the purpose of modifying and/or creating new activities.	Consistently demonstrates both leadership and followership skills when working in small groups regardless of individual differences for the purpose of modifying and/or creating new activities.
<b>Teamwork</b>	Rarely uses communication skills and strategies that promote team or group dynamics.	Inconsistently uses communication skills and strategies that promote team or group dynamics.	Frequently uses communication skills and strategies that promote team or group dynamics.	Consistently uses communication skills and strategies that promote team or group dynamics.
<b>Respect for Diversity and Individual Differences</b>	Rarely solves problems and thinks critically in physical activity or dance settings, both as an individual and in groups.	Inconsistently solves problems and thinks critically in physical activity or dance settings, both as an individual and in groups.	Frequently solves problems and thinks critically in physical activity or dance settings, both as an individual and in groups.	Consistently solves problems and thinks critically in physical activity or dance settings, both as an individual and in groups.



<b>Appropriate Spectator Behavior</b>	Rarely demonstrates appropriate sporting behavior towards teammates and opponents during in class games, competitions, and physical activities regardless of religious, ethnic, or racial backgrounds. Rarely demonstrates respect for the rules and etiquette of games, competitions, and physical activities.	Inconsistently demonstrates appropriate sporting behavior towards teammates and opponents during in class games, competitions, and physical activities regardless of religious, ethnic, or racial backgrounds. Inconsistently demonstrates respect for the rules and etiquette of games, competitions, and physical activities.	Frequently demonstrates appropriate sporting behavior towards teammates and opponents during in class games, competitions, and physical activities.	Consistently demonstrates appropriate sporting behavior towards teammates and opponents during in class games, competitions, and physical activities regardless of religious, ethnic, or racial backgrounds  Consistently demonstrates respect for the rules and etiquette of games, competition, and physical activities.
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### Given in 4<sup>th</sup> Marking Period

**Level 1:** Character development checklist. Demonstrate consistency in 3 out of 6 Character Development (cooperation, sensitivity, leadership, teamwork, and respect for diversity and individual differences, appropriate spectator behavior)

**Level 2:** Character development checklist. Demonstrates consistency in more than 3 character skills (cooperation, sensitivity, leadership, teamwork and respect for diversity and individual differences, appropriate spectator behavior)

Category	Level 1	Level 2	Level 3	Level 4
<b>Cooperation</b>	Rarely uses effective verbal communication (feedback sandwich) and appropriate body language when offering feedback to a peer or small group to improve performance.	Inconsistently uses effective verbal communication (feedback sandwich) and appropriate body language when offering feedback to a peer or small group to improve performance.	Frequently uses effective verbal communication (feedback sandwich) and appropriate body language when offering feedback to a peer or small group to improve performance.	Consistently uses effective verbal communication (feedback sandwich) and appropriate body language when offering feedback to a peer or small group to improve performance.
<b>Sensitivity</b>	Rarely values the importance of accountability for personal behavior in every situation as it relates to respecting differences of others.	Inconsistently values the importance of accountability for personal behavior in every situation as it relates to respecting differences of others.	Frequently values the importance of accountability for personal behavior in every situation as it relates to respecting differences of others.	Consistently values the importance of accountability for personal behavior in every situation as it relates to respecting differences of others.



<b>Leadership</b>	Rarely accepts both leadership and followership roles when working in small groups and demonstrates support for others in the group regardless of differences for the purpose of modifying and/or creating new activities.	Inconsistently accepts both leadership and followership roles when working in small groups and demonstrates support for others in the group regardless of differences for the purpose of modifying and/or creating new activities.	Frequently accepts both leadership and followership roles when working in small groups and demonstrates support for others in the group regardless of differences for the purpose of modifying and/or creating new activities.	Consistently accepts both leadership and followership roles when working in small groups and demonstrates support for others in the group regardless of differences for the purpose of modifying and/or creating new activities.
<b>Teamwork</b>	Rarely assumes leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.	Inconsistently assumes leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.	Frequently assumes leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.	Consistently assumes leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.
<b>Respect for Diversity and Individual Differences</b>	Rarely accepts others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.	Inconsistently accepts others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.	Frequently accepts others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.	Consistently accepts others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.
<b>Appropriate Spectator Behavior</b>	Rarely demonstrates appropriate sporting behavior by respecting teammates, opponents, and officials regardless of religious, ethnic, or racial backgrounds.  Rarely encourages teammates to demonstrate respect for the rules and etiquette of games, competitions, and physical activities.	Inconsistently demonstrates appropriate sporting behavior by respecting teammates, opponents, and officials regardless of religious, ethnic, or racial backgrounds.  Inconsistently encourages teammates to demonstrate respect for the rules and etiquette of games, competitions, and physical activities.	Frequently demonstrates appropriate sporting behavior by respecting teammates, opponents, and officials regardless of religious, ethnic, or racial backgrounds.  Frequently encourages teammates to demonstrate respect for the rules and etiquette of games, competitions, and physical activities	Consistently demonstrates appropriate sporting behavior by respecting teammates, opponents, and officials regardless of religious, ethnic, or racial backgrounds.  Consistently encourages teammates to demonstrate respect for the rules and etiquette of games, competitions, and physical activities.



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