

# Frisbee

## Grade Six

- 1.6 Throw an object accurately and with applied force, using the underhand, overhand, and sidearm Movement (throw) patterns
- 1.9 Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.
- 1.10 Combine motor skills to play a lead-up or modified game.
- 2.9 Identify opportunities to pass or dribble while being guarded
- 3.4 Participate in moderate to vigorous physical activity a minimum of four days each week.
- 5.1 Participate productively in group physical activities.
- 5.2 Evaluate individual responsibility in group efforts.
- 5.3 Identify and define the role of each participant in a cooperative physical activity
- 5.4 Identify and agree on a common goal when participating in a cooperative physical activity.
- 5.5 Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.

## Grade Seven

- 1.1 Demonstrate mature techniques for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.
- 1.2 Combine manipulative, locomotor, and nonlocomotor skills into movement patterns
- 1.3
- 1.4 Demonstrate body management and object-manipulation skills needed for successful participation in individual and dual physical activities.
- 2.1 Identify and describe key elements in the mature performance of overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.
- 2.2 Analyze movement patterns and correct errors.
- 2.3 Use principles of motor learning to establish, monitor, and meet goals for motor skill development.
- 2.4 Explain and demonstrate spin and rebound principles for performing manipulative skills.
- 2.5 Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts.
- 2.6 Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities.
- 3.5 Participate in moderate to vigorous physical activity a minimum of four days each week

# Soccer

## Grade Six

- 1.3 Strike an object consistently, using a body part, so that the object travels in the intended direction at the desired height.
- 1.5 Dribble and pass a ball to a partner while being guarded
- 2.1 Explain how to increase force based on the principles of biomechanics.
- 2.2 Explain how impact force is reduced by increasing the duration of impact.
- 2.3 Analyze and correct errors in movement patterns.
- 2.5 Identify practices and procedures necessary for safe participation in physical activities
- 3.4 Participate in moderate to vigorous physical activity a minimum of four days each week.
- 5.1 Participate productively in group physical activities.
- 5.2 Evaluate individual responsibility in group efforts.
- 5.3 Identify and define the role of each participant in a cooperative physical activity.
- 5.4 Identify and agree on a common goal when participating in a cooperative physical activity.
- 5.5 Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.

## Grade Seven

- 1.1 Demonstrate mature techniques for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.
- 1.3 Combine manipulative, locomotor, and nonlocomotor skills into movement patterns.
- 1.4 Demonstrate body management and object-manipulation skills needed for successful participation in individual and dual physical activities.
- 2.1 Identify and describe key elements in the mature performance of overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.
- 2.2 Analyze movement patterns and correct errors.
- 2.3 Use principles of motor learning to establish, monitor, and meet goals for motor skill development.
- 2.4 Explain and demonstrate spin and rebound principles for performing manipulative skills.
- 2.5 Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts.
- 2.6 Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities.
- 3.5 Participate in moderate to vigorous physical activity a minimum of four days each week
- 5.1 Identify appropriate and inappropriate risks involved in adventure, individual, and dual physical activities.
- 5.2 Accept responsibility for individual improvement.
- 5.3 Demonstrate an acceptance of differences in physical development and personal preferences as they affect participation in physical activity.
- 5.4 Evaluate the effect of expressing encouragement to others while participating in a group physical activity.
- 5.5 Identify the responsibilities of a leader in physical activity.

# Team Handball

## Grade Six

- 1.5 Dribble and pass a ball to a partner while being guarded
- 2.1 Explain how to increase force based on the principles of biomechanics.
- 2.2 Explain how impact force is reduced by increasing the duration of impact.
- 2.3 Analyze and correct errors in movement patterns.
- 2.5 Identify practices and procedures necessary for safe participation in physical activities
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- 3.4 Participate in moderate to vigorous physical activity a minimum of four days each week.
- 5.1 Participate productively in group physical activities.
- 5.2 Evaluate individual responsibility in group efforts.
- 5.3 Identify and define the role of each participant in a cooperative physical activity.
- 5.4 Identify and agree on a common goal when participating in a cooperative physical activity.
- 5.5 Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution

## Grade Seven

- 1.2 Demonstrate mature techniques for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.
- 1.3 Combine manipulative, locomotor, and nonlocomotor skills into movement patterns.
- 1.4 Demonstrate body management and object-manipulation skills needed for successful participation in individual and dual physical activities.
- 2.2 Identify and describe key elements in the mature performance of overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.
- 2.2 Analyze movement patterns and correct errors.
- 2.3 Use principles of motor learning to establish, monitor, and meet goals for motor skill development.
- 2.4 Explain and demonstrate spin and rebound principles for performing manipulative skills.
- 2.5 Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts.
- 2.6 Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities.
- 3.5 Participate in moderate to vigorous physical activity a minimum of four days each week
- 5.1 Identify appropriate and inappropriate risks involved in adventure, individual, and dual physical activities.
- 5.2 Accept responsibility for individual improvement.
- 5.3 Demonstrate an acceptance of differences in physical development and personal preferences as they affect participation in physical activity.
- 5.4 Evaluate the effect of expressing encouragement to others while participating in a group physical activity.
- 5.5 Identify the responsibilities of a leader in physical activity.

# Hockey

## Grade Six

- 1.4 Strike an object consistently, using an implement, so that the object travels in the intended direction at the desired height.
- 2.8 Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact.
- 3.4 Participate in moderate to vigorous physical activity a minimum of four days each week
- 5.1 Participate productively in group physical activities.
- 5.2 Evaluate individual responsibility in group efforts.
- 5.3 Identify and define the role of each participant in a cooperative physical activity.
- 5.4 Identify and agree on a common goal when participating in a cooperative physical activity.
- 5.5 Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.

## Grade Seven

- 1.1 Demonstrate mature techniques for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.
- 1.3 Combine manipulative, locomotor, and nonlocomotor skills into movement patterns.
- 1.4 Demonstrate body management and object-manipulation skills needed for successful participation in individual and dual physical activities
- 2.1 Identify and describe key elements in the mature performance of overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.
- 2.2 Analyze movement patterns and correct errors.
- 2.3 Use principles of motor learning to establish, monitor, and meet goals for motor skill development.
- 2.4 Explain and demonstrate spin and rebound principles for performing manipulative skills.
- 2.5 Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts.
- 2.6 Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities.
- 5.1 Identify appropriate and inappropriate risks involved in adventure, individual, and dual physical activities.
- 5.2 Accept responsibility for individual improvement
- 5.3 Demonstrate an acceptance of differences in physical development and personal preferences as they affect participation in physical activity.
- 5.4 Evaluate the effect of expressing encouragement to others while participating in a group physical activity.
- 5.5 Identify the responsibilities of a leader in physical activity.

# FITT Project

## Grade Six

- 3.1 Assess the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition) by using a scientifically based health-related fitness assessment.
- 3.2 Compare individual physical fitness results with research-based standards for good health.
- 3.3 Develop individual goals for each of the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition).
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- 3.5 Measure and evaluate changes in health-related physical fitness based on physical activity patterns.
- 3.6 Monitor the intensity of one's heart rate during physical activity
- 4.1 Distinguish between effective and ineffective warm-up and cool-down techniques.
- 4.2 Develop a one-day personal physical fitness plan specifying the intensity, time, and types of physical activities for each component of health-related physical fitness.
- 4.3 Identify contraindicated exercises and their adverse effects on the body.
- 4.4 Classify physical activities as aerobic or anaerobic.
- 4.5 Explain methods of monitoring heart rate intensity.
- 4.6 List the long-term benefits of participation in regular physical activity.
- 4.7 Compile and analyze a log noting the food intake/calories consumed and energy expended through physical activity.

## Grade Seven

- 3.1 Assess one's own muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition by using a scientifically based health-related fitness assessment.
- 3.2 Evaluate individual measures of physical fitness in relationship to patterns of physical activity.
- 3.3 Develop individual goals, from research-based standards, for each of the five components of health-related physical fitness.
- 3.4 Plan a weekly personal physical fitness program in collaboration with the teacher.
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- 3.6 Assess periodically the attainment of, or progress toward, personal physical fitness goals and make necessary adjustments to a personal physical fitness program.
- 4.1 Develop a one-week personal physical fitness plan specifying the proper warm-up and cool-down activities
- 4.2 Identify physical activities that are effective in improving each of the health-related physical fitness components.
- 4.3 Match personal preferences in physical activities with each of the five components of health-related physical fitness.
- 4.4 Explain the effects of physical activity on heart rate during exercise, during the recovery phase, and while to body is at rest.
- 4.5 Describe the role of physical activity and nutrition in achieving physical fitness.
- 4.6 Identify and apply the principles of overload in safe, age-appropriate activities.
- 4.7 Explain progression, overload, and specificity as principles of exercise.
- 4.8 Discuss the effect of extremity growth rates on physical fitness.

RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.

RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

FITT Project Continued...

WHST.6-12.1 Write arguments to support claims with clear reasons and relevant evidence.

WHST.6-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.6-12.9 Draw evidence from informational texts to support analysis reflection, and research.

# Sport Report

*Grade Six/Seven CCWHST 6-12.2(a,b,c,d,e,f), 6-12.4, 6-12.5,6-12.6,6-12.7,6-12.8,*

## **WHST.6-12.2**

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented

## **WHST.6-12.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## **WHST.6-12.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

## **WHST.6-12.6**

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

## **WHST.6-12.7**

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

## **WHST. 6-12.8**

Gather relevant information from multiple print and digital sources (**primary and secondary**), using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

# Volleyball

## Grade Six

- 1.1 Volley an object repeatedly with a partner, using the forearm pass
- 2.4 Provide feedback to a partner to assist in developing and improving movement skills.
- 2.6 Explain the role of the legs, shoulders, and forearm in the forearm pass.
  
- 2.8 Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact.
- 3.4 Participate in moderate to vigorous physical activity a minimum of four days each week.
- 5.1 Participate productively in group physical activities.
- 5.2 Evaluate individual responsibility in group efforts.
- 5.3 Identify and define the role of each participant in a cooperative physical activity.
- 5.4 Identify and agree on a common goal when participating in a cooperative physical activity.
- 5.5 Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution

## Grade Seven

- 1.1 Demonstrate mature techniques for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.
- 1.3 Combine manipulative, locomotor, and nonlocomotor skills into movement patterns.
- 1.4 Demonstrate body management and object-manipulation skills needed for successful participation in individual and dual physical activities
  
- 2.1 Identify and describe key elements in the mature performance of overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.
- 2.2 Analyze movement patterns and correct errors.
- 2.3 Use principles of motor learning to establish, monitor, and meet goals for motor skill development.
- 2.4 Explain and demonstrate spin and rebound principles for performing manipulative skills.
- 2.5 Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts.
- 2.6 Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities.
- 3.5 Participate in moderate to vigorous physical activity a minimum of four days each week.
  
- 5.1 Identify appropriate and inappropriate risks involved in adventure, individual, and dual physical activities.
- 5.2 Accept responsibility for individual improvement
- 5.3 Demonstrate an acceptance of differences in physical development and personal preferences as they affect participation in physical activity.
- 5.4 Evaluate the effect of expressing encouragement to others while participating in a group physical activity.
- 5.5 Identify the responsibilities of a leader in physical activity.

## Dance/Gymnastics

### Grade Six

- 1.7 Perform folk and line dances.
- 1.8 Develop, refine, and demonstrate routines to music
- 1.9 Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.
- 1.11 Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.
- 2.3 Analyze and correct errors in movement patterns
  - 2.4 Provide feedback to a partner to assist in developing and improving movement skills.
- 2.10 Identify steps and rhythm patterns for folk and line dances.
- 2.11 Explain how movement qualities contribute to the aesthetic dimension of physical activity

### Grade Seven

- 1.2 Perform multicultural dances.
- 1.3 Combine manipulative, locomotor, and nonlocomotor skills into movement patterns.
- 1.4 Demonstrate body management and object-manipulation skills needed for successful participation in individual and dual physical activities.
- 2.2 Analyze movement patterns and correct errors

# Track and Field

## Grade Six

- 1.9 Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities
- 4.1 Distinguish between effective and ineffective warm-up and cool-down techniques.
- 5.3 Identify and define the role of each participant in a cooperative physical activity.

## Grade Seven

- 1.5 Demonstrate body management and locomotor skills needed for successful participation in track and field and combative activities.
- 2.2 Analyze movement patterns and correct errors.

# Badminton/Tennis

## Grade Six

- 1.2 Strike a ball continuously against a wall and with a partner, using a paddle for the forehand stroke and the backhand stroke.
- 1.4 Strike an object consistently, using an implement, so that the object travels in the intended direction at the desired height.
- 2.7 Identify the time necessary to prepare for and begin a forehand stroke and a backhand stroke.
- 2.8 Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact.

## Grade Seven

- 1.1 Demonstrate mature techniques for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.
- 2.1 Identify and describe key elements in the mature performance of overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.
- 2.5 Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts.
- 2.6 Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities.

## Outdoor/Backpacking/Hiking

### Grade Six

2.5 Identify practices and procedures necessary for safe participation in physical activities

### Grade Seven

- 1.6 Demonstrate body management and object-manipulation skills needed for successful participation in introductory adventure/outdoor activities.
- 5.1 Identify appropriate and inappropriate risks involved in adventure, individual, and dual physical activities.

## Create a Game/Teach a Game

### Grade Six

2.3 Analyze and correct errors in movement patterns

2.12 Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person.

5.3 Identify and define the role of each participant in a cooperative physical activity

- 5.4 Identify and agree on a common goal when participating in a cooperative physical activity.
- 5.5 Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.

### Grade Seven

2.2 Analyze movement patterns and correct errors

2.7 Develop an individual or dual game that uses a manipulative skill, two different offensive strategies, and a scoring system and teach it to another person.

- 5.4 Evaluate the effect of expressing encouragement to others while participating in a group physical activity.
- 5.5 Identify the responsibilities of a leader in physical activity.

## Health & Nutrition/Drugs/Wellness

### Grade Six

4.7 Compile and analyze a log noting the food intake/calories consumed and energy expended through physical activity.

### Grade Seven

*No CCST for PE are met via a Nutrition only unit. However, in combination with other health related information the content is applicable.*