

# New York City Grades 6-12 Physical Education Scope & Sequence



Department of Education Office of School Wellness Programs

Think — Move — Achieve —

# New York City Department of Education

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## NEW YORK CITY GRADES 6-12 PHYSICAL EDUCATION SCOPE AND SEQUENCE | INTRODUCTION

Researchers and educators nationwide are increasingly recognizing that physical education is an important academic subject area. As such, the New York State Education Department requires that it be taught in Grades K-12. The New York City 6-12 Physical Education Scope and Sequence provides physical education teachers with the tools to design learning experiences that empower students to take care of their minds and bodies.

All students, regardless of where they attend school, deserve high-quality physical education taught by qualified teachers in a positive, inclusive, and safe environment. With an emphasis on social emotional learning, resource management, planning and goal setting, and its alignment to state and national standards, this comprehensive curricular planning resource brings consistency to all learners across boroughs and districts while also allowing each school the freedom to design PE programs that reflect the cultures and needs of their students and school community.

Lessons designed using the Scope and Sequence provide students the opportunity to develop **physical literacy**: the knowledge, skills, confidence, and motivation needed to value and engage in physical activity every day over a lifetime. Clear expectations are set for what students should know and be able to do at the secondary level. Through learning experiences that develop and hone those skills, all students who graduate from New York City schools are prepared as physically literate individuals.

Integrating the New York State Physical Education Standards, the New York State Social Emotional Learning Standards, the National Physical Education Standards, and SHAPE America's Grade Level Outcomes, the Scope and Sequence emphasizes the development of complex skills, deepens student knowledge of how to monitor and plan for activities and health-related fitness levels, and teaches them to access local opportunities and be educated consumers of health and wellness products and services.

This document is organized into four main categories covering seven themes that integrate health-related fitness concepts, emphasize learning complex transferrable skills, and highlight the social emotional learning competencies necessary to be successful in school and beyond. The four categories are:

- Community Building
- Individual Performance
- Rhythms and Dance
- Sports and Games

Diversity of academic content promotes student interest and motivation. Students are more likely to enjoy activities that are challenging, enjoyable, culturally relevant, and inclusive. Research confirms that activity levels begin to decrease at the middle school level, and continue to decline as students get older. Providing diverse academic content covering all themes across years will create positive learning experiences that improve engagement, learning, and the likelihood of participation in physical activity now and for a lifetime.

In this Scope and Sequence, Resource Management and assessment and planning outcomes are included in each outcome grid for grades 9–12. In grades 6–8, these outcomes are highlighted separately. These outcomes should be integrated when planning for instruction.

Fitness outcomes are included in each theme, and students must participate in the required annual NYC FITNESSGRAM assessments. NYC FITNESSGRAM assessment scores are utilized for goal setting and planning to develop health related fitness. Goal setting, assessment, and planning outcomes are also highlighted in each theme.

The Community Building category focuses on developing social emotional learning competencies that are instrumental for success in the twenty-first century. Teachers have the flexibility to teach this as a stand-alone theme or to embed these important outcomes throughout the other units of study.

Each theme is subdivided into middle school grades (6, 7, and 8) and high school levels (level 1 and level 2), showing the progression of concepts, skills, and behaviors. In the middle school grades, students apply skills, strategies, and tactics through deliberate small-sided practice tasks; develop and apply social-emotional skills needed to succeed in personal and social activity settings; and begin to plan for physical activity outside of school. In high school, students focus on planning, setting, and implementing physical activity goals. They also expand upon skills learned in the middle grades and develop specialized skills in activities that they can participate in for a lifetime.

The Office of School Wellness Programs provides a professional learning pathway that provides new strategies and activities that expand teaching practices to complement this document. These professional learning sessions have been designed in consultation with national experts in physical education. Workshops cover inclusive practices for students with special needs, along with sessions that address the common challenges of limited space and large classes. Curricular resources are provided free to all attendees. Additional support is available through one-to-one instructional coaching.

These resources provide teachers with the tools necessary to implement the high-quality physical education programs that are essential for all students to develop physical literacy and graduate with the tools necessary to be lifelong movers. This Scope and Sequence is a call to action for administrators and teachers to design and deliver physical education programs that are student-centered and standardize expectations for learning across the City.

New York State Education Law 803 requires instruction in physical education for K-12 students pursuant to New York State Education Department Commissioner's Regulation 135.4.

CR 135.4 defines the time and frequency requirements for physical education instruction for students in the secondary grades. Students in grades 6-8 receive instruction in physical education every semester following the traditional scheduling model of 3 periods per week in one semester and 2 in the other or for a comparable time if the school is organized in other patterns: 90 minutes per week or the equivalent, for a total of 27 hours per semester. In grades 9-12, students have PE class daily and participate for a minimum of 180 minutes per week for seven semesters; OR students receive PE for a minimum of 90 minutes per week in every term, scheduled three periods per week in one semester and two periods per week in the other semester (3/2) or distributed in other patterns for comparable time.

The physical education program in every school must be led by a certified physical education teacher and must include instruction in health related fitness concepts and activities that are assessed by NYCFITNESSGRAM.

All students benefit from and are expected to receive required physical education. Students with chronic or temporary medical conditions or disabilities must participate in physical education. Students with temporary medical conditions must provide the school with a medical certificate of limitation that indicates the area of the PE program in which the pupil may participate. Students with chronic medical conditions or disabilities documented by a Section 504 plan or Individualized Education Program (IEP) must participate in PE in the least restrictive environment as indicated on their 504 Plans or IEPs. The appropriate environment for students falls along a continuum from least restrictive to most restrictive and includes general physical education without support, general physical education with adapted physical education (APE) modifications, supports, and/or services, and APE taught in a separate location.

Adapted Physical Education (APE) is specially designed instruction for students with disabilities who may not safely or successfully engage in unrestricted participation in the activities of the general physical education program. APE is provided to these students in the least restrictive environment (LRE), as indicated on their Individualized Educational Program (IEP). LRE, as defined in the Individuals with Disabilities Education Act (IDEA), requires that, to the maximum extent appropriate, children with disabilities are educated with children who are not disabled; and special classes, separate schooling, or removal of children with disabilities from the regular educational environment should occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. In many cases, students can and should be included in general PE class with modifications to the curriculum, activities, and/or equipment if needed and/or with supplemental support as needed.

### Alignment of State and National Standards for Physical Education

See <http://www.p12.nysed.gov/ciai/pe/pels.html> and <https://www.shapeamerica.org/standards/pe/>

NYS Learning Standards for PE	National Standards for PE
<p><b>Standard 1: Personal Health and Fitness:</b> Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.</p> <p><b>Key Ideas:</b></p> <ol style="list-style-type: none"> <li>Students will perform basic motor and manipulative skills. Students will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities.</li> <li>Students will design personal fitness programs to improve cardio-respiratory endurance, flexibility, muscular strength, endurance, and body composition.</li> </ol>	<p><b>Standards</b></p> <ol style="list-style-type: none"> <li>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</li> <li>The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</li> <li>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</li> </ol>
<p><b>Standard 2: A Safe and Healthy Environment:</b> Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.</p> <p><b>Key Ideas:</b></p> <ol style="list-style-type: none"> <li>Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.</li> <li>Students will identify safety hazards and react effectively to ensure a safe and positive experience for all participants.</li> </ol>	<p><b>Standards</b></p> <ol style="list-style-type: none"> <li>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</li> <li>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ol>
<p><b>Standard 3: Resource Management:</b> Students will understand and be able to manage their personal and community resources.</p> <p><b>Key Ideas:</b></p> <ol style="list-style-type: none"> <li>Students will be aware of and able to access opportunities available to them within their community to engage in physical activity</li> <li>Students will be informed consumers and be able to evaluate facilities and programs</li> <li>Students will be aware of some career options in the field of physical fitness and sports.</li> </ol>	<p>National Standards do not address this important content area of PE.</p>

### New York State Social Emotional Learning Benchmarks – Goals

See <http://www.p12.nysed.gov/ciai/pe/pels.html>

- Develop self-awareness and self-management skills essential to success in school and in life.
- Use social awareness and interpersonal skills to establish and maintain positive relationships.
- Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts

## NEW YORK CITY GRADES 6–12 PHYSICAL EDUCATION SCOPE AND SEQUENCE | KEY INFORMATION

Secondary physical education comprises four main categories: Community Building, Individual Performance, Rhythms and Dance, and Sports and Games. Each category emphasizes health-related fitness, social and emotional competencies, and resource management, as well as assessment and planning. PE departments can use the four categories to map instructional content across the academic year (horizontal mapping) and across several years (vertical mapping). As a result, students will experience scaffolded and recurring skills that empower them to meet and exceed National/State PE standards.





Collectively, the Scope and Sequence has seven themes covering traditional and non-traditional opportunities for students to participate in physical education.

Each theme contains:

1. An overview that details essential concepts and observable skills taught by grade level.
2. Grade level outcomes, or academic expectations for students to meet by the end of each calendar year. Outcomes are not lesson objectives; rather, they are learning benchmarks that are developmentally appropriate and reflect the corresponding stage of motor and intellectual development.

### **Middle School**

In middle school, students continue to build on the motor skills and movement concepts learned in elementary by applying these motor skills and movement concepts in more complex scenarios and environments. At this stage, middle school students are able to develop a deeper understanding of strategies and tactics, begin to set long term goals, and explore opportunities for physical activity in their communities. The middle school Resource Management overview and outcomes grid is an opportunity to highlight these learning expectations for middle school students.

### **High School Level One and Level Two**

In high school, the emphasis is on refinement of skill and analysis of more advanced movement skills and concepts, with a greater emphasis on resource management, assessment and planning. Following the guidelines set by SHAPE America, high school outcomes are divided into two levels. Level 1 outcomes identify the minimum knowledge and skills students are to achieve in order to be college or career ready by graduation. Level 2 outcomes provide an extension of Level 1 by building on the knowledge and skills all students should acquire to be college or career ready.

### **Identifying Units of Instruction**

A PE teacher or a program with multiple PE teachers can use the seven themes to design units of instruction that meet the needs and interests of their students and community. Each theme was devised with State and National PE standards in mind. Teachers decide how much time they will spend on each unit to construct a comprehensive, developmentally appropriate curriculum. For example, the Invasion Games theme contains a list of activities (not limited to): basketball, floor hockey, rugby, flag football, European (team) handball, lacrosse, soccer, Ultimate Frisbee, speedball, field hockey, netball, tchoukball, and water polo. When planning to meet the outcomes included in Invasion Games, teachers will identify which activity or activities best meet their students' interests, the physical environment of instruction, and the entire PE program at the school.

**Transferable skills**

When planning units of instruction from the seven themes, PE teachers must consider transferable skills. As their name implies, transferable skills are skills that can be introduced in one unit and then applied in a variety of activities.

For example, in Invasion Games, students in grade 6 should be able to perform offensive skills including pivot, give and go, and fakes without defensive pressure. This Invasion Game outcome can be taught and assessed in basketball, rugby, team handball, lacrosse, Ultimate Frisbee, etc. PE teachers can modify select activities either by changing equipment while teaching the same skill, or by selecting multiple activities over multiple years, taking into account PE space, scheduling, equipment, and student interests. The Scope and Sequence provides flexibility within each theme for teachers to identify and implement units that will move students toward meeting all grade-level outcomes.

**INVASION GAMES | GRADE 6**

Skills & Concepts	Throwing & Catching NS 1   SS 1	Passing & Receiving NS 1   SS 1	Offensive Skills NS 1   SS 1	Dribbling/Ball Control NS 1   SS 1	Shooting on Goal NS 1   SS 1	Kicking & Punting NS 1   SS 1
<b>Grade 6</b>	<p>Throws with a mature pattern for distance or power appropriate to the practice task.</p> <p>Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks.</p>	<p>Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed, with competency.</p> <p>While stationary, pass to a receiver in motion (leading pass).</p>	<p>Performs pivots, fakes, and job steps designed to create open space during practice tasks.</p> <p>Performs the following offensive skills without defensive pressure: pivot, give and go, and fakes.</p> <p>Performs a jump stop during practice tasks (either while maintaining possession or while receiving a pass).</p>	<p>Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks.</p> <p>Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks.</p>	<p>Shoots on goal with power in a dynamic environment as appropriate to the activity.</p> <p>Demonstrates a mature shooting form during practice tasks (basketball, netball, etc.)</p>	<p>Demonstrates a mature pattern of punting during practice tasks.</p> <p>Kicks with power using mature pattern for a variety of activities (e.g., soccer, rugby, flag football).</p>
	<p><b>Defensive Skills</b> NS 1   SS 1</p> <p>Maintains defensive-ready position, with weight on balls of feet, arms extended, and eyes on midsection of the offensive player.</p> <p>Demonstrates on-the-ball defense to challenge opponents' dribbling, passing, or shooting opportunities.</p>	<p><b>Creating Space</b> NS 2   SS 1</p> <p>Creates open space by using locomotor movements (run, walk, jump) while combining varying pathways, speeds, direction, or pace.</p> <p>Executes at least one offensive tactic to create open space: moving without the ball, variety of passes, pivots and fakes, give and go.</p> <p>Creates open space by using the width and length of the field or court on offense.</p>	<p><b>Reducing Space</b> NS 2   SS 1</p> <p>Reduces open space on defense by making the body larger and reducing passing angles.</p> <p>Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass.</p>	<p><b>Transitions</b> NS 2   SS 1</p> <p>Transitions from offense to defense or defense to offense by recovering quickly.</p>	<p><b>Social Emotional Learning</b> NS 4, 5   SS 1, 2</p> <p>Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors.</p> <p>Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.</p> <p>Cooperates within a small group during activities, game play, or team-building activities.</p> <p>Describes the value of social interaction.</p> <p>Demonstrates respect for others regardless of abilities or cultural backgrounds.</p> <p>Demonstrates appropriate sporting behavior when participating in physical activity and practice tasks regardless of outcome.</p>	<p><b>Health &amp; Fitness</b> NS 3, 5   SS 1, 2</p> <p>Differentiates between aerobic and anaerobic capacity, and between muscular endurance and muscular strength.</p> <p>Identifies each component of the overload principle (FITE) and applies to flexibility, cardiovascular, and muscular fitness.</p> <p>Defines resting heart rate and describes its relationship to cardiovascular fitness and the Borg Rating of Perceived Exertion (RPE) scale.</p> <p>Describes how being physically active leads to a healthy body.</p>

INVASION GAMES | GRADE 6

Secondary PE instruction is scaffolded over the course of seven grades beginning in grade 6. Themes repeat across years; however, the skills and concepts students are exposed to vary significantly between grade 6 and grade 12. Using grade-specific outcomes, PE teachers can create accessible yet challenging lessons that promote learning and application of lifelong health-enhancing activities across multiple years.

**Theme Overview:**

Theme overviews provide families, educators, and administrators with what students should know and be able to do as a result of participating in a comprehensive physical education program. Theme overviews provide a snapshot of what is contained in each theme.

**OVERVIEW | FIELD AND STRIKING GAMES | GRADES 6-8**

Field and striking games are a critical component of physical education in New York City. Home of the New York Yankees, New York Mets, Staten Island Yankees, Brooklyn Cyclones, and the Stickball Hall of Fame, and to baseball greats who have played in our fields such as Babe Ruth, Jackie Robinson, Mariano Rivera, and Derek Jeter, New York has a deep history in this theme.

In middle school, field and striking games allow students to explore local history while they learn to apply skills and concepts and develop confidence and motivation for lifelong participation in a variety of games and sports played in their local communities and throughout the world (cricket is the second most popular sport in the world).

Field and striking games include, but are not limited to, the following activities:

- Baseball
- Cricket
- Softball
- Stickball
- Wiffle Ball

<p><b>ESSENTIAL CONCEPTS</b> <i>Students will know:</i></p> <p><b>Movement Concepts, Strategies and Tactics</b></p> <ul style="list-style-type: none"> <li>• Transferable movement concepts as applied to a variety of field and striking games</li> <li>• Strategies and tactics applied in field and striking games</li> <li>• Critical elements of motor skills performed in field and striking games</li> </ul> <p><b>Social Emotional Learning</b></p> <ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Self-management</li> <li>• Relationship skills</li> </ul> <p><b>Health and Fitness</b></p> <ul style="list-style-type: none"> <li>• Health-related fitness components (muscular endurance)</li> <li>• Skill-related fitness components (coordination)</li> <li>• Injury prevention</li> </ul>	<p><b>OBSERVABLE SKILLS</b> <i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Throw with accuracy for distance and power</li> <li>• Catch objects with hands or with an implement</li> <li>• Execute a variety of offensive skills, strategies, and tactics in modified game play</li> <li>• Strike with an implement with power to open spaces</li> <li>• Demonstrate defensive tactics and strategies in modified game play</li> <li>• Demonstrate knowledge of rules and etiquette by officiating modified game play or maintaining statistics</li> <li>• Self-assess and peer-assess skill performance based on rubrics and established criteria</li> <li>• Identify and analyze factors that influence participation in physical activity outside of school</li> <li>• Identify and discuss the health- and skill-related fitness components that apply to field and striking</li> <li>• Actively participate in practice tasks, small-sided games, and modified games promoting inclusion</li> </ul>
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FIELD AND STRIKING GAMES | GRADES 6-8

**Overview summary** describes the theme, lists popular activity examples, and explains the benefits/purpose.

**Essential concepts** are topics and areas of focus that can be emphasized in each theme. For example, in Field and Striking Games for grades 6-8, the skill-related fitness component of “coordination” is emphasized in Health and Fitness. While coordination may be the primary skill-related fitness focus, other skill-related fitness components such as reaction time can either be reviewed or discussed.

**Observable skills** indicate what students will be able to do during PE instruction. Observable skills primarily fall under the psychomotor domain (physical movement) and also include some actions related to cognitive application such as participating in class discussion.

**Outcome Grids:**

Outcomes are learning expectations for what students can demonstrate by the end of the year. Teachers can use the PE Outcome Grids and Overviews as planning tools to identify grade-level outcomes for selected skills and concepts and plan instruction that allows students to progress toward competency. The Outcome Grids have been constructed using the following resources: National Physical Education Standards, SHAPE America Grade-Level Outcomes, SHAPE Instructional Framework for Fitness Education, New York State PE Standards, and the New York State Social and Emotional Learning Standard. Each theme was aligned with recommended instructional practice guidelines and quality PE programs. Skills and concepts aligned to the National Standards (NS) and State Standards (SS) are indicated in the heading of each column.

To identify applicable outcomes for a skill and/or concept selected from columns, find the specific grade or grade level of instruction listed by row. Teachers can then plan sequential units and lessons that allow students to meet established learning criteria. Every skill/concept increases in complexity and level of challenge as students move from grade 6 through grade 12. Although the content is organized by grade level, students often enter the PE setting with a wide variety of both physical ability and concept knowledge. Teachers can use the Outcome Grids to determine when to introduce a skill and how to adapt student learning activities to meet or exceed grade level outcomes.

INVASION GAMES   GRADE 7						
Skills & Concepts	Throwing & Catching NS 1   SS 1	Passing & Receiving NS 1   SS 1	Offensive Skills NS 1   SS 1	Dribbling/Ball Control NS 1   SS 1	Shooting on Goal NS 1   SS 1	Kicking & Punting NS 1   SS 1
	Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment.  Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play.	Passes and receives with feet in combination with locomotor patterns of running and change of direction and speed, with competency in games such as soccer and speedball.  While moving, pass to a receiver in motion (leading pass).	Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, and job steps.  Performs the following offensive skills with defensive pressure: pivot, give and go, and fakes.  Performs a jump stop while defensive pressure is applied during small-sided game play.	Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks.  Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks.	Shoots on goal with power and accuracy in small-sided game play.  Executes a mature shooting form with defensive pressure during small-sided game play.  Selects offensive shot based on defender's proximity (lay-up, jump shot, wrist shot, etc.).	Demonstrates mature pattern of punting during small-sided game play.  Kicks with varying force to change ball trajectory for distance, accuracy, or time in the air.
Grade 7	Defensive Skills NS 1   SS 1	Creating Space NS 2   SS 1	Reducing Space NS 2   SS 1	Transitions NS 2   SS 1	Social Emotional Learning NS 4, 5   SS 1, 2	Health & Fitness NS 3, 5   SS 1, 2
	Maintains defensive position during game play, stays between defender and target/goal.  Slides in all directions while on defense without crossing feet.  Demonstrates the ability to defend an area as part of a zone defense.	Creates open space by staying spread on offense and cutting and passing quickly.  Executes at least two offensive tactics to create open space: variety of passes, pivots and fakes, give and go.  Performs specific movements (e.g., L cut and V cut in basketball, or passing route tree in flag football) to create space between offensive player and defender.	Reduces open space by using locomotor movements, changing size and shape of the body in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal).  Reduces open space by not allowing the catch (denial) or anticipating the speed of the object and person for the purpose of interception or deflection.  Reduces open space on defense by staying close to the opponent as he/she nears the goal.	Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates.	Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting others.  Provides corrective feedback to a peer using teacher-generated guidelines and positive communication skills.  Cooperates and problem solves with a small group of classmates.  Demonstrates the value of social interaction by helping and encouraging others, avoiding trash talk, and providing support to others regardless of abilities and background.  Demonstrates appropriate sporting behavior by accepting competition results regardless of outcome.	Describes the role of exercise and nutrition in weight management (e.g., energy balance).  Applies training practices of the overload principle (FITTE) to different types of physical activity.  Defines how the Borg Rating of Perceived Exertion (RPE) scale can be used to determine the perception of the work effort or intensity of an exercise or physical activity.  Identifies different types of physical activities and describes how each exerts a positive impact on health.

In the sample page from the Invasion Games theme for grade 7, the blue arrows indicate outcomes for Creating Space. For the outcome “Creates open space by staying spread on offense and cutting and passing quickly,” the PE teacher might introduce the topic creating space, and provide deliberate practice opportunities to guide students toward meeting the outcome.

Using the Overview and Outcomes Together

1. **Find** your Grade Level Outcome (GLO): Select a skill/concept and grade level from the Outcomes grid. In the example on the previous page, one outcome for Invasion Games grade 7 is “creates open space by staying spread on offense and cutting and passing quickly.”
2. **Select** concept(s) / skill(s): Refer to the Invasion Games Overview for grades 6-8. Under Essential Concepts, select “Strategies and tactics applied in invasion games,” and under Observable Skills, look at the fourth bullet.

**OVERVIEW | INVASION GAMES | GRADES 6-8**

Invasion games allow students to apply transferable physical skills as well as develop relationship skills and social awareness that can foster peer-to-peer interactions. Middle school students benefit by participating in a variety of invasion games across years, advancing skills learned in grades K-5 and learning more complex strategies and tactics, and connect how these skills can be applied in a variety of activities.

Successful participation promotes inclusion, communication, and working cooperatively toward shared team goals. Through higher levels of physical activity, more complex skill application, and shared outcomes, students will learn the necessary skills to improve health and build confidence to participate in similar activities outside of PE.

Invasion games include, but are not limited to, the following activities:

• Basketball	• Flag football	• Rugby	• Ultimate Frisbee
• European handball	• Floor hockey	• Soccer	• Water polo
• Field hockey	• Lacrosse	• Tchoukball	

**ESSENTIAL CONCEPTS**  
*Students will know:*

**Movement Concepts, Strategies and Tactics**

- Transferable movement concepts applied in invasion games
- Strategies and tactics applied in invasion games
- Critical elements of motor skills performed in invasion games

**Social Emotional Learning**

- Self-awareness
- Social awareness
- Responsible decision making
- Relationship skills

**Health and Fitness**

- Health-related fitness components (cardiovascular endurance)
- Skill-related fitness components (agility)
- Injury prevention

**OBSERVABLE SKILLS**  
*Students will be able to:*

- Throw with accuracy for distance and power
- Catch objects with hands or with implement
- Pass and receive with hands, feet, or implement
- Execute a variety of offensive skills, strategies, and tactics in modified game play
- Shoot on goal with hands, feet, or implement
- Demonstrate defensive tactics and strategies in modified game play
- Transition quickly from offense to defense and defense to offense
- Demonstrate knowledge of rules and etiquette by officiating modified games
- Self-assess skill performance
- Assess team performance and individual role
- Identify and analyze factors that influence participation in physical activity outside of school

INVASION GAMES | GRADES 6-8

3. **Plan:** Using the Invasion Games outcome, essential concepts, and observable skills, teachers can plan a unit, including unit length, objectives, student activities, and assessments

By setting clear expectations for student outcomes, PE teachers can use their content knowledge and the seven instructional themes to plan standards-based units and lessons promoting access to quality instruction for all students. The documents contained in the New York City Grades 6-12 Physical Education Scope and Sequence detail the proposed “what” of PE instructional content through seven instructional themes and the “when” through annual grade level outcomes. By becoming familiar with these documents and planning sequential units across years, teachers will support students as they develop “the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life” – in other words, as they become “physically literate” (International Physical Literacy Association, 2017).

# RESOURCE MANAGEMENT, ASSESSMENT AND PLANNING

## OVERVIEW | RESOURCE MANAGEMENT, ASSESSMENT AND PLANNING | GRADES 6-8

The outcomes in the Resource Management, Assessment and Planning grid are intended to be included in planning units and lessons in all of the themes within the Scope and Sequence for middle school grades. These emphasize accessing and evaluating local resources, goal setting and fitness planning, and giving and receiving feedback. Students will build a foundation that will allow them to take control of their health and fitness, be educated consumers of health and wellness services, and learn how to be physically active within their local communities.

### ESSENTIAL CONCEPTS

*Students will know:*

#### Resource Management

- Opportunities for physical activity outside of school
- Influences within the community that impact or affect participation in physical activity
- Equipment maintenance
- Influences and effects of media and technology on participation in physical activity
- Internal and external factors that influence nutrition and fitness
- Available technologies and varying methods used to track fitness

#### Assessment and Planning

- Benefits of health- and skill-related fitness
- Tools for fitness planning
- Goal-setting strategies

### OBSERVABLE SKILLS

*Students will be able to:*

- Identify and analyze factors that influence participation in physical activity outside of school
- Evaluate and identify safe routes for travel (running, cycling, swimming)
- Identify opportunities to participate in physical activity in the community
- Analyze factors that influence nutrition and fitness choices
- Use equipment safely and responsibly
- Identify and discuss health- and skill-related fitness components in a variety of physical activities
- Describe the benefits of participating in physical activity
- Design a fitness plan using the FITTE principle or available fitness assessment scores (NYCFITNESSGRAM) to improve performance
- Use a rubric or task card to correct their own performance or to provide corrective feedback to a classmate

## RESOURCE MANAGEMENT, ASSESSMENT AND PLANNING | GRADES 6-7

Skills & Concepts	Resource Management NS 3   SS 3	Feedback, Assessment and Planning NS 3, 4, 5   SS 1, 2	Goal Setting and Fitness Assessment NS 3, 4, 5   SS 1, 2
<b>Grade 6</b>	<p>Identifies three influences on physical activity (e.g., school, family and peers, community and built environment, policy).</p> <p>Identifies community programs and facilities where one can be active with their family.</p> <p>Identifies careers that are available in physical activity fields (e.g., recreation, education, athletics, behavioral sciences, fitness industry).</p> <p>Identifies places in the community to purchase equipment for physical activity and/or fitness.</p> <p>Identifies the impact supplements may have on one's physical development and participation in physical activity.</p>	<p>Implements corrective feedback to improve performance.</p> <p>Describes the relationship between quality of practice and desired outcome.</p> <p>Identifies the relationship between effort and performance and attempts to improve skills through effort and practice.</p> <p>Identifies and uses appropriate strategies (positive self-talk, fitness journal, etc.) to reinforce health-enhancing behaviors.</p> <p>Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, and/or modifying tasks.</p> <p>Defines a SMART goal (specific, measurable, attainable, relevant, time frame).</p>	<p>Sets and monitors a self-selected physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level.</p> <p>Creates a SMART goal to improve in a self-selected, health- or skill-related fitness component.</p> <p>Designs and implements a program of remediation for an area of weakness based on the results of a health-related or skill-related fitness assessment.</p> <p>Participates in targeted activities to improve performance in NYCFITNESSGRAM assessments.</p> <p>Maintains a physical activity log for at least two weeks and reflects on activity levels as documented in the log.</p>
<b>Grade 7</b>	<p>Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.</p> <p>Identifies supports or positive features of neighborhood programs and facilities that can impact physical activity participation with their family.</p> <p>Explores the personal attributes required for selected careers in physical activity (e.g., recreation, education, athletics, behavioral sciences, fitness industry).</p> <p>Describes guidelines for purchasing athletic and/or fitness equipment that can be used for participation outside of school.</p> <p>Identifies the potential side effects of supplements.</p>	<p>Provides corrective feedback to a peer using teacher-generated guidelines and incorporating appropriate tone and other communication skills.</p> <p>Generates positive strategies such as offering suggestions or assistance, leading or following others, and providing possible solutions when faced with a challenge.</p> <p>Interprets a dance routine or rhythmic activity in terms of content (e.g., narrative, theme, or abstract) and context (e.g., ritual, social).</p>	<p>Designs a warm-up and cool-down regimen for a self-selected physical activity.</p> <p>Develops a practice plan for improvement of a specific skill and monitors progress through periodic fitness tests, activity journals, and computer software programs, making adjustments as necessary.</p> <p>Sets a SMART goal for one component of skill- or health-related fitness, logs activity at least for two weeks, and evaluates progress.</p> <p>Self-assesses health-related fitness using NYCFITNESSGRAM and identifies the meaning of each score in relation to the criterion score and personal health.</p>



## RESOURCE MANAGEMENT, ASSESSMENT AND PLANNING | GRADE 8

Skills & Concepts	Resource Management NS 3   SS 3	Feedback, Assessment and Planning NS 3, 4, 5   SS 1, 2	Goal Setting and Fitness Assessment NS 3, 4, 5   SS 1, 2
Grade 8	<p>Identifies opportunities outside of school for participation in physical activity for enjoyment.</p> <p>Describes guidelines for choosing skill-related videos that can be used outside of school (internet or commercial).</p> <p>Identifies high school courses to help prepare for college and a career in physical activity.</p> <p>Identifies the guidelines for considering supplements.</p> <p>Analyzes the effects of media and technology on school and community fitness behaviors.</p> <p>Analyzes the factors that influence nutrition and fitness choices, including time, cost, availability, culture and environment.</p> <p>Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.</p> <p>Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.</p>	<p>Develops a SMART goal and implements a practice plan for improvement of skills.</p> <p>Self-assesses skill performance and adjusts practice as needed to improve performance.</p> <p>Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.</p> <p>Provides encouragement and feedback to peers without prompting from the teacher.</p> <p>Creates dance sequence with transitions that include a variety of movement concepts (e.g., extensions/ flexion, rotations, swings, bends, twists and curls) as an individual or in a group.</p>	<p>Designs and implements a warm-up and cool-down regimen for a self-selected physical activity.</p> <p>Sets a goal for improvement based on the results of the NYCFITNESSGRAM assessment.</p> <p>Identifies an activity to address an area of weakness.</p> <p>Uses available technology to monitor physical activity and create a plan that takes into consideration personal preference, environment, and social interaction</p>

# COMMUNITY BUILDING

## OVERVIEW | COMMUNITY BUILDING | GRADES 6-8

Community building in physical education promotes a growth mindset, a safe classroom environment, and an inclusive classroom culture. Intentional learning experiences are designed to include open-ended tasks, challenges, and problem-solving scenarios to deliberately practice the social emotional learning competencies as defined by Collaborative for Academic, Social and Emotional Learning (CASEL): relationship skills, responsible decision making, self-awareness, self-management, and social awareness.

Focusing on the affective domain during the middle school years can reinforce a positive connection to physical activity and increase participation and motivation in physical education. The emphasis on responsible personal and social behavior in this thematic unit can be integrated into real-world situations and will prepare students to succeed in their pursuit of physical literacy.

Community building in the New York City Scope and Sequence includes, but is not limited to, the following activities:

- Cooperative games and challenges
- Adventure activities

### ESSENTIAL CONCEPTS

#### *Students will know:*

##### **Movement Concepts, Strategies and Tactics**

- Movement concepts applied in community-building and problem-solving activities
- Strategies for working with others

##### **Social Emotional Learning**

- Relationship skills
- Responsible decision making
- Self-awareness
- Self-management
- Social awareness

##### **Health and Fitness**

- Health-related fitness components (body composition)
- Stress management

### OBSERVABLE SKILLS

#### *Students will be able to:*

- Respond appropriately to ethical and unethical behaviors during physical activity
- Provide positive and corrective feedback to classmates
- Cooperate with classmates on problem-solving initiatives
- Provide encouragement to classmates during physical activity
- Discuss and apply inclusive behaviors
- Discuss intrinsic and extrinsic motivation to engage in positive fitness behaviors
- Offer suggestions or assistance when faced with a group challenge
- Use equipment safely and responsibly
- Practice strategies for stress reduction
- Participate as a follower and as a leader in various tasks

# COMMUNITY BUILDING | GRADES 6-8

Skills & Concepts	Self-Expression & Enjoyment NS 5   SS 2	Working With Others NS 4   SS 1	Personal Responsibility NS 4   SS 2	Safety NS 4   SS 2	Stress Management NS 3   SS 2	Health & Fitness NS 5   SS 1	Movement Concepts NS 2   SS 1
<b>Grades 6-8</b>	<p>Describes how moving competently in a physical activity setting creates enjoyment.</p> <p>Identifies why self-selected physical activities create enjoyment.</p> <p>Analyzes the empowering consequences of being physically active.</p> <p>Explains the relationship between self-expression, competence, and lifelong enjoyment through physical activity.</p>	<p>Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.</p> <p>Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.</p> <p>Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.</p> <p>Cooperates with multiple classmates on problem-solving initiatives including adventure activities, small or large-group initiatives, and game play.</p> <p>Explains how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.</p> <p>Analyzes the effects of taking action to oppose bullying and/or bias-based behavior for both individual and group dynamics</p>	<p>Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors.</p> <p>Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates.</p> <p>Accepts responsibility for improving physical activity and fitness levels.</p> <p>Demonstrates both intrinsic and extrinsic motivation, using appropriate strategies, to self-reinforce positive fitness behaviors (e.g., positive self-talk) when participating in physical activity outside of school.</p> <p>Analyzes personal contributions or role in outcomes of cooperative activities.</p> <p>Applies attentive listening and assertiveness skills to enhance positive interpersonal communication.</p>	<p>Uses physical activity and fitness equipment appropriately, independently or with teacher guidance.</p> <p>Identifies specific safety concerns associated with the activity and/or equipment.</p> <p>Evaluates strategies for resisting pressures to engage in unsafe or unethical behaviors.</p>	<p>Identifies physical activities that provide opportunities for reducing stress and for social interaction.</p> <p>Identifies positive and negative results of stress and recognizes physical activity as a positive opportunity for stress reduction.</p> <p>Practices strategies for dealing with stress, such as deep breathing, guided visualization, and cardiovascular exercise.</p> <p>Applies strategies to manage stress and to constructively address challenges.</p>	<p>Describes the contribution of a personal support system to good health.</p> <p>Explains the five components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiorespiratory endurance, and body composition) and the connections between fitness and overall physical and mental health.</p>	<p>Demonstrates increasing competence in more advanced specialized skills.</p> <p>Adapts and combines skills to the demands of increasingly complex situations in selected movement forms.</p> <p>Applies movement skills to successfully perform in complex situations (e.g., cooperative games, team building activities).</p> <p>Identifies the critical elements of motor skills and movement concepts as they relate to cooperative games and/or adventure activities.</p>

## OVERVIEW | COMMUNITY BUILDING | GRADES 9-12

Community building in physical education promotes a growth mindset, a safe classroom environment, and an inclusive classroom culture. Intentional learning experiences are designed to include open-ended tasks, challenges, and problem-solving scenarios to deliberately practice the social emotional learning competencies as defined by Collaborative for Academic, Social and Emotional Learning (CASEL): relationship skills, responsible decision making, self-awareness, self-management, and social awareness.

High school students will evaluate how the skills practiced in the Community Building unit will impact their future plans for college, career, and life after graduation. Mastery of the skills and concepts practiced in this theme will help students explore how to value their peers and develop skills necessary for positive collaboration inside and outside of PE.

Community building in the New York City Scope and Sequence includes, but is not limited to, the following activities:

- Cooperative games and challenges
- Adventure activities

### ESSENTIAL CONCEPTS

#### *Students will know:*

##### **Movement Concepts, Strategies and Tactics**

- Activity-specific motor skills and movement concepts
- Problem-solving strategies and tactics

##### **Social Emotional Learning**

- Relationship skills
- Responsible decision making
- Self-awareness
- Self-management
- Social awareness

##### **Health and Fitness**

- Stress management
- Decision making
- Health- and skill-related fitness components

##### **Resource Management**

- Access community resources
- Career opportunities in health, PE, and wellness-related fields

##### **Assessment and Planning**

- Personal fitness planning and goal setting
- Communication strategies in relation to activity outcomes

### OBSERVABLE SKILLS

#### *Students will be able to:*

- Perform skills necessary to participate in challenge and adventure activities successfully
- Collaborate to achieve a group goal
- Demonstrate an awareness of others' feelings and perspectives
- Use effective communication and relationship skills (listen actively, cooperate with others)
- Identify strengths and limitations, with a focus on growth and improvement
- Plan and incorporate stress management techniques
- Use strategies for handling difficult decisions
- Relate health- and skill-related fitness components to performance
- Identify opportunities for physical activity that provide appropriate level of challenge
- Establish SMART goals (behavior vs. outcome goals)
- Monitor and adjust physical activity levels to address personal fitness and health as needed

## COMMUNITY BUILDING | GRADES 9-12

Skills & Concepts	Self-Expression & Enjoyment NS 5   SS 2	Working With Others NS 4   SS 1	Personal Responsibility NS 4   SS 2	Safety NS 4   SS 2	Stress Management NS 3   SS 2
<p><b>Grades 9-12</b></p>	<p>Identifies how physical activity meets the need for self-expression and enjoyment.</p> <p>Chooses an appropriate level of challenge to experience enjoyment and success.</p> <p>Identifies personal feelings with respect to risk taking in a physical activity setting (e.g., group environment).</p> <p>Recognizes creativity in self and others.</p>	<p>Applies conflict-resolution skills appropriately.</p> <p>Identifies opportunities for leadership and followership roles while working constructively with others to accomplish a goal in a group activity.</p> <p>Invites others to participate.</p> <p>Develops inclusion strategies for participation.</p> <p>Demonstrates refusal, negotiating, and collaboration in social interactions.</p> <p>Analyzes the origins and negative effects of stereotyping and prejudice.</p> <p>Evaluates how social norms and the expectations of different social groups, including dealing with the expectations of those in authority in various settings, influence personal decisions and actions.</p>	<p>Acts independently of peer pressure.</p> <p>Keeps the importance of outcomes (e.g. winning and/or losing) in perspective relative to established goals of participation.</p> <p>Identifies techniques for resolving conflict in a variety of settings (e.g. home, school, work).</p> <p>Identifies how various character traits (respect, acceptance, honesty, self-discipline, empathy, etc.) are applied in a school setting.</p> <p>Applies skills to communicate effectively, and understands the effect of open and honest communication.</p> <p>Defines the function of leadership in an individual or group setting.</p> <p>Identifies ways in which decision making is influenced by internal and external factors.</p>	<p>Applies safe practices, rules, procedures, and etiquette.</p> <p>Anticipates potentially dangerous consequences and outcomes.</p> <p>Avoids potentially dangerous situations in a physical activity setting.</p> <p>Understands short- and long-term consequences of both safe and harmful behaviors.</p> <p>Analyzes how present decision-making affects college and career choices.</p>	<p>Develops effective coping skills for managing stress.</p> <p>Evaluates current conflict-resolution skills and incorporates stress management techniques into a healthy, active lifestyle.</p>

# COMMUNITY BUILDING | GRADES 9-12

Skills & Concepts	Health & Fitness NS 5   SS 1	Movement Concepts NS 2   SS 1	Resource Management NS 3   SS 3	Assessment & Planning NS 3, 5   SS 1
<p><b>Grades 9-12</b></p>	<p>Explains the role of social support networks with regards to healthy decision making.</p> <p>Identifies ways in which decision making is influenced by internal and external factors.</p> <p>Explains techniques for handling decision making in difficult situations.</p> <p>Analyzes how positive adult role models and support systems contribute to personal growth and achievement in school and in life.</p>	<p>Demonstrates competence in an increasing number of complex versions of movement forms and motor skills.</p> <p>Identifies and applies critical elements of the focus skill(s) to enable the development of movement competence/proficiency.</p> <p>Applies knowledge of movement concepts to develop movement competence/proficiency.</p> <p>Independently applies discipline-specific information to performance.</p> <p>Describes the relationship between psychology and sport performance (e.g. effects of stress and anxiety on performance).</p>	<p>Explains how to engage in physical activity in many different settings.</p> <p>Develops creative fitness activities that can be done in a variety of environments.</p> <p>Evaluates activities that can be pursued in the local environment.</p> <p>Demonstrates the ability to access school and community physical activity services for self and others.</p> <p>Analyzes how the availability of information about community programs encourages participation in physical activity.</p> <p>Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy active lifestyle.</p> <p>Explores opportunities to participate in and out of school in daily health enhancing and personally rewarding physical activity.</p> <p>Investigates a career in a sport or fitness field and researches the job responsibilities, qualifications, and opportunities that exist for professional advancement.</p> <p>Plans and participates in activities with other family members and friends, regardless of age or ability.</p> <p>Identifies opportunities to participate with others, within the community, in daily health enhancing and rewarding physical activity.</p> <p>Identifies opportunities to participate in a community event with a focus on physical activity.</p>	<p>Uses the appropriate movement concepts and principles to analyze and improve performance for self and others</p> <p>Creates a plan to improve on a self-selected skill.</p> <p>Creates and implements a behavioral-modification plan that enhances a healthy, active lifestyle in current setting.</p> <p>Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed.</p> <p>Analyzes the health benefits of participation in physical activity.</p> <p>Designs a fitness program, including all components of fitness, for self-improvement.</p> <p>Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.</p> <p>Identifies techniques for setting goals.</p> <p>Designs and implements a strength and conditioning program that develops balance in opposing (agonist/antagonist) muscle groups and supports a healthy active lifestyle.</p> <p>Develops and maintains a fitness portfolio.</p> <p>Monitors personal fitness level based on the components of health-related fitness using available technology and makes adjustments as needed on a regular basis.</p> <p>Evaluates goals and modifies when needed.</p>

# INDIVIDUAL PERFORMANCE



## OVERVIEW | INDIVIDUAL PERFORMANCE | GRADES 6-8

The Individual Performance theme incorporates lifetime activities and outdoor pursuits. Students have the opportunity to apply fitness principles and movement concepts and skills to individually challenging physical activities. The NYC FITNESSGRAM assessments are a complement to concepts taught in the Individual Performance theme, and can be used as a tool to promote a health-enhancing level of fitness and an active lifestyle. New York City is home to more than 1,600 public parks, playgrounds and recreation facilities for students to pursue physical activities that they enjoy and value for health, challenge, and self-expression.

Middle school students will have the opportunity to learn skills and apply transferable concepts taught in this theme to a variety of activities. Providing opportunities to participate in a range of individual, lifetime, and outdoor activities can spark students' interest and participation in similar activities outside of PE.

Individual performance includes, but is not limited to, the following activities:

- Aerobic fitness
- Biking
- Exergaming
- Geocaching
- Gymnastics
- Hiking
- Ice skating
- Indoor cycling
- Kickboxing
- Obstacle course training
- Orienteering
- Outdoor pursuits
- Pilates
- Resistance training
- Rollerblading/Inline skating
- Running
- Skateboarding
- Skiing
- Snowboarding
- Snowshoeing
- Swimming
- Tai chi
- Track and field activities
- Yoga

### ESSENTIAL CONCEPTS

#### *Students will know:*

##### **Movement Concepts, Strategies and Tactics**

- Appropriate techniques for basic skills applied in individual performance activities
- Strategies and tactics applied in individual performance activities
- Critical elements of a practice task applied in individual performance activities

##### **Health and Fitness**

- Goal setting
- Self-assessment
- Benefits of moderate-to-vigorous physical activity (MVPA)
- FITTE principle

##### **Social Emotional Learning**

- Self-management
- Self-awareness
- Responsible decision making

### OBSERVABLE SKILLS

#### *Students will be able to:*

- Perform self-selected individual performance activity while demonstrating correct techniques
- Describe the relationship between nutrition and health risk factors
- Discuss the relationship between self-awareness and enjoyment of physical activity
- Demonstrate correct techniques in a variety of dynamic and static stretches
- Adjust workout intensity according to Borg Rating of Perceived Exertion (RPE)
- Describe how muscles pull on bones by relaxing and contracting
- Self-assess skill performance
- Use available technology to monitor physical activity, heart rate, fitness plan, etc.
- Design a warm-up and cool-down regimen
- Discuss influences on nutrition and fitness choices
- Apply FITTE principle to the performance of health-related fitness exercises

# INDIVIDUAL PERFORMANCE | GRADE 6

Skills & Concepts	Movement Concepts & Performance Techniques NS 1, 2, 3   SS 1	Health & Fitness NS 3, 4, 5   SS 1	Safety NS 2, 4   SS 2	Social Emotional Learning NS 3, 4, 5   SS 1, 2	Participation in Physical Activity NS 3, 5   SS 1
Grade 6	<p>Demonstrates correct technique for basic skills in one self-selected, individual-performance activity.</p> <p>Demonstrates correct technique for basic skills in one self-selected outdoor activity.</p> <p>Varies application of force during activities to meet desired outcomes.</p> <p>Demonstrates appropriate technique in developing muscular fitness through body-weight resistance training.</p> <p>Employs correct stretching techniques and methods.</p>	<p>Locates and measures heart rate manually.</p> <p>Identifies the changes in physiological effects of physical activity on the body (e.g., increased sweating, body odor) as one enters puberty.</p> <p>Describes proper hydration and best liquids for hydration.</p> <p>Defines and identifies hypokinetic diseases (e.g., obesity, diabetes, high blood pressure, elevated cholesterol, heart disease, joint-related diseases).</p> <p>Identifies foods within each of the basic food groups and selects appropriate servings and portions for his or her age and physical activity levels.</p> <p>Describes how being physically active leads to a healthy body.</p> <p>Identifies health- and skill-related fitness components as applied to individual performance activities.</p> <p>Differentiates between aerobic and anaerobic capacity and identifies examples of different activities for each.</p> <p>Differentiates between muscular strength and endurance and identifies examples of different activities for each.</p> <p>Identifies each of the components of the overload principle (FITTE) for different types of physical activity (aerobic, muscular fitness, and flexibility).</p> <p>Describes the role of warm-ups and cool-downs before and after physical activity.</p> <p>Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) scale.</p> <p>Identifies major muscles used in selected physical activities.</p>	<p>Uses equipment appropriately and safely with the teacher's guidance.</p> <p>Identifies specific safety concerns associated with the equipment and attire.</p> <p>Identifies the body's response to exercise in the cold, heat, and humidity and explains strategies for protection from cold, heat, and sun during activity (e.g., how to dress for different conditions, use of sunscreen, hydration).</p> <p>Identifies signs of overexertion (e.g., joint pain, lightheadedness, shortness of breath, and expains the impact on physical activity participation.</p>	<p>Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors.</p> <p>Demonstrates ways in which to influence and support others in making positive fitness choices.</p> <p>Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.</p> <p>Demonstrates personal responsibility by implementing specific corrective feedback to improve performance.</p> <p>Describes how moving competently in a physical activity setting creates enjoyment.</p> <p>Identifies components of physical activity that provide opportunities for social interaction and reducing stress.</p>	<p>Explains the importance of participating in moderate-to-vigorous cardiovascular physical activity (intermittent and/or continuous) of both moderate and vigorous intensity for a minimum of 60 minutes per day.</p> <p>Explains the importance and participates in self-selected physical activity in and outside of physical education class for health-enhancing purposes.</p> <p>Maintains a physical activity log for at least two weeks and reflects on recorded activity.</p>

# INDIVIDUAL PERFORMANCE | GRADE 7

Skills & Concepts	Movement Concepts & Performance Techniques NS 1, 2, 3   SS 1	Health & Fitness NS 3, 4, 5   SS 1	Safety NS 2, 4   SS 2	Social Emotional Learning NS 3, 4, 5   SS 1, 2	Participation in Physical Activity NS 3, 5   SS 1
Grade 7	<p>Demonstrates correct technique for one or more skills in one self-selected, individual-performance activity.</p> <p>Demonstrates correct technique for one or more skills in one self-selected outdoor activity.</p> <p>Identifies and applies Newton's laws of motion to various movement activities.</p> <p>Applies the appropriate form, speed, and generation of force during cardiovascular activities.</p> <p>Demonstrates appropriate technique in developing muscular fitness through progressing/regressing body-weight resistance training exercises.</p>	<p>Explains barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.</p> <p>Explains the importance of and benefits of proper hydration during physical activity.</p> <p>Explains the relationship between physical inactivity and hypokinetic diseases.</p> <p>Describes the role of exercise and nutrition in weight management.</p> <p>Develops strategies for balancing healthy food, snacks, and water intake, along with daily physical activity.</p> <p>Identifies different types of activities (FITTE) and describes how each exerts a positive impact on physical/mental health.</p> <p>Distinguishes between health- and skill-related fitness.</p> <p>Describes how muscles pull on bones to create movement in pairs by relaxing and contracting.</p> <p>Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.</p> <p>Describes overload principle (FITTE) for different types of physical activity, the training principles on which the formula is based, and how the formula and principles affect fitness.</p> <p>Explains how the Borg Rating of Perceived Exertion (RPE) scale can be used to determine the perception of the work effort or intensity of exercise.</p> <p>Describes and demonstrates the difference between dynamic and static stretches.</p>	<p>Independently uses physical activity and fitness equipment appropriately and safely.</p> <p>Identifies specific safety concerns associated with the equipment, attire, and physical environment.</p> <p>Recognizes and identifies dangers associated with physical activity in the cold, heat, and humidity (e.g., hypothermia, frost bite, heat exhaustion, heat stroke).</p> <p>Explains how an individual avoids overexertion.</p>	<p>Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting others.</p> <p>Provides corrective feedback to a peer using teacher-generated guidelines, and incorporating appropriate tone and other communication skills.</p> <p>Demonstrates the value of social interaction by helping and encouraging others, and providing support to others regardless of abilities and background.</p> <p>Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.</p> <p>Explains the relationship between motivation, confidence, and lifelong enjoyment of activity.</p> <p>Practices strategies for dealing with stress, such as deep breathing, guided visualization, and cardiovascular exercise.</p>	<p>Explains the benefits of participating in a variety of strength and endurance fitness activities, such as: Pilates, resistance training, gymnastics, and obstacle course training.</p> <p>Explains the benefits of participating in a variety of lifetime dual and individual sports, martial arts, or aquatic activities.</p> <p>Explains the importance of participating in moderate-to-vigorous, muscle-and-bone strengthening physical activity at least three times a week.</p> <p>Maintains a physical activity log for at least two weeks, applying FITTE principle.</p>

# INDIVIDUAL PERFORMANCE | GRADE 8

Skills & Concepts	Movement Concepts & Performance Techniques NS 1, 2, 3   SS 1	Health & Fitness NS 3, 4, 5   SS 1	Safety NS 2, 4   SS 2	Social Emotional Learning NS 3, 4, 5   SS 1, 2	Participation in Physical Activity NS 3, 5   SS 1
<b>Grade 8</b>	<p>Demonstrates correct technique for basic skills in at least two self-selected, individual-performance activities.</p> <p>Demonstrates correct technique for basic skills in at least two self-selected outdoor activities.</p> <p>Demonstrates appropriate technique in developing muscular strength and endurance through resistance training using free weights (e.g., light dumbbells, sand bells, bars).</p> <p>Employs a variety of appropriate static stretching techniques for all major muscle groups.</p>	<p>Explains the five components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiorespiratory endurance, and body composition) and analyzes the connections between fitness and overall physical and mental health.</p> <p>Explains how an individual should hydrate before, during, and after physical activity.</p> <p>Describes how physical activity helps prevent hypokinetic diseases.</p> <p>Describes the relationship between proper nutrition and reducing health-risk factors.</p> <p>Participates in aerobic exercise as a strategy for dealing with stress.</p> <p>Compares and contrasts health-related fitness components.</p> <p>Demonstrates the difference between dynamic and static flexibility, and when to target each in a workout.</p> <p>Describes the role of flexibility in injury prevention.</p> <p>Analyzes the differences among concentric, eccentric, and isometric muscle contractions.</p> <p>Designs and implements a warm-up and cool-down regimen for a self-selected physical activity.</p> <p>Defines how the Borg Rating of Perceived Exertion (RPE) scale can be used to adjust workout intensity during physical activity.</p> <p>Explains how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity.</p> <p>Demonstrates correct stretching techniques and methods (e.g., proper alignment) when developing flexibility.</p> <p>Demonstrates correct techniques used in stress-reducing activities such as yoga and tai-chi.</p>	<p>Independently uses equipment appropriately and identifies specific safety concerns associated with the activity.</p> <p>Recognizes factors that can affect hydration status (e.g., clothing, weather, helmets).</p> <p>Recognizes and takes the appropriate measures to avoid hyperthermia, frostbite, heat exhaustion, and/or heat stroke while being physically active.</p> <p>Identify and plan to reduce safety concerns such as overexertion.</p>	<p>Accepts responsibility for improving levels of physical activity and fitness.</p> <p>Provides encouragement and feedback to peers without prompting from the teacher.</p> <p>Identifies and participates in an enjoyable activity that prompts individual self-expression.</p> <p>Demonstrates self and social awareness by asking for help and helping others in various physical activities.</p> <p>Discusses how enjoyment could be increased in self-selected physical activities.</p> <p>Demonstrates the value of social interactions by encouraging and supporting individuals when participating in physical activity regardless of differences in abilities, gender, skills, and cultures.</p> <p>Uses responsible decision-making skills to incorporate safe physical activity participation outside of school.</p>	<p>Explains the benefits of planning for physical activity at least five times a week outside of physical education class.</p> <p>Explains the importance of participating in moderate-to-vigorous cardiovascular and/or muscle-and-bone strengthening physical activity at least 60 minutes per day at least five times a week.</p> <p>Explains the importance of participating in a variety of self-selected aerobic fitness activities (e.g., walking, jogging, biking, skating, dancing, swimming).</p> <p>Designs and implements a program to improve levels of health-related fitness.</p>

## OVERVIEW | INDIVIDUAL PERFORMANCE | GRADES 9-12

The Individual Performance theme incorporates lifetime activities and outdoor pursuits. Students have the opportunity to apply fitness principles and movement concepts and skills to individually challenging physical activities. The NYC FITNESSGRAM assessments are a complement to concepts taught in the Individual Performance theme, and can be used as a tool to promote a health-enhancing level of fitness and an active lifestyle. New York City is home to more than 1,600 public parks, playgrounds and recreation facilities for students to pursue physical activities that they enjoy and value for health, challenge, and self-expression.

High school students will learn, refine, and apply the concepts and skills taught in this theme to a variety of activities. Through goal-setting, planning, and assessment, students will have the opportunity to improve their own fitness levels, and the knowledge to access local resources to maintain a healthy, active lifestyle.

Individual performance includes, but is not limited to, the following activities:

- Aerobic fitness
- Biking
- Exergaming
- Geocaching
- Gymnastics
- Hiking
- Ice skating
- Indoor cycling
- Kickboxing
- Obstacle course training
- Orienteering
- Outdoor pursuits
- Pilates
- Resistance training
- Rollerblading/Inline skating
- Running
- Skateboarding
- Skiing
- Snowboarding
- Snowshoeing
- Swimming
- Tai chi
- Track and field activities
- Yoga

### ESSENTIAL CONCEPTS

#### *Students will know:*

##### **Movement Concepts, Strategies and Tactics**

- Activity-specific movement skills and concepts
- Applied strategies and tactics

##### **Health and Fitness**

- Health- and fitness-related fitness components
- Stress management

##### **Social Emotional Learning**

- Self-management
- Self-awareness
- Responsible decision making

##### **Resource Management**

- Use of technology
- Safety
- Opportunities to participate in physical activity outside of school
- Equipment maintenance
- Career opportunities in health, PE, and wellness-related fields

##### **Assessment and Planning**

- Safety considerations for engaging in physical activity (running, cycling, swimming)
- Personal fitness planning and goal setting (FITTE and principles of training)
- Factors that affect physical activity preferences

### OBSERVABLE SKILLS

#### *Students will be able to:*

- Apply refined movement skills (correct form in resistance training) and movement patterns
- Identify and manage stress, emotions, and behavior
- Apply anatomy and physiology principles to performance improvement
- Identify the relationship between physical activity, nutrition, and body composition for health-enhancing purposes
- Apply FITTE and training principles (overload, progression, specificity, rest) for planning and goal setting
- Apply weight-training modalities (sets, reps, rest) to improve performance
- Moderate or adjust performance during activity based on heart rate or Borg Rating of Perceived Exertion (RPE)
- Access various fitness settings and facilities safely and confidently
- Accurately evaluate and use available technology (fitness trackers, GPS watchers, heart rate monitors, and fitness apps)
- Access school and community opportunities for physical activity for self and others
- Participate in activities with family and friends regardless of age or ability
- Design an improvement plan for skill development or improve performance using available data from a variety of sources (NYCFITNESSGRAM, pedometer, or fitness tracking log)
- Monitor and adjust physical activity levels to address personal fitness and health as needed

## INDIVIDUAL PERFORMANCE | HIGH SCHOOL LEVEL I

Skills & Concepts	Movement Concepts & Performance Techniques NS 1, 2   SS 1	Fitness NS 3   SS 1	Nutrition & Health NS 3, 5   SS 1	Safety NS 4   SS 2	Social Emotional Learning NS 4, 5   SS 1, 2	Participation in Physical Activity NS 3   SS 1	Resource Management NS 3   SS 3	Assessment & Planning NS 3   SS 1
High School Level I	<p>Applies appropriate movement concepts and strategies.</p> <p>Demonstrates competency in movement skills through active participation for selected physical activity.</p> <p>Demonstrates appropriate technique in resistance training using free weights.</p> <p>Performs different types of stretching exercises for personal fitness development.</p>	<p>Explains and identifies the role each health-related and skill-related fitness component plays in improving performance.</p> <p>Identifies types of strength exercises (concentric, eccentric, isometric) and stretching exercises (static, proprioceptive neuromuscular facilitation [PNF], dynamic) for personal fitness development.</p> <p>Calculates target heart rate and applies that information to personal fitness plan.</p> <p>Adjusts intensity levels based on Borg Rating of Perceived Exertion (RPE) scale.</p>	<p>Relates physiological responses to levels of fitness and nutritional balance during physical activity.</p> <p>Implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.</p> <p>Discusses the health benefits (physical, social emotional, and mental) of a physically active lifestyle.</p> <p>Investigates the relationship between physical activity, nutrition, and body composition.</p> <p>Analyzes the impact of physical, emotional, social, family, school, and environmental stressors on personal health.</p> <p>Identifies and applies strategies to manage and reduce stress.</p> <p>Describes the relationship between physical activity and stress reduction.</p>	<p>Applies best practices for safe participation (injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).</p> <p>Identifies potential issues associated with exercising in heat, humidity, and cold.</p>	<p>Participates in physical activities for self-expression and enjoyment.</p> <p>Identifies the opportunity for social support in a selected physical activity.</p> <p>Employs effective self-management skills to analyze and modify physical activity as needed.</p> <p>Describes how active participation in an individual performance activity can foster a sense of community.</p> <p>Effectively communicates in a team or group dynamic.</p> <p>Solves problems and thinks critically, both as an individual and in groups.</p> <p>Describes the relationship between one's emotions, thoughts, and behaviors in different situations.</p>	<p>Participates several times a week in a self-selected fitness activity outside of the school day.</p> <p>Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed.</p> <p>Exhibits proper etiquette and respect for others.</p> <p>Identifies how participation in physical activity meets a need for self-expression and enjoyment.</p>	<p>Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.</p> <p>Evaluates risks and safety factors that might affect physical activity preferences over time.</p> <p>Evaluates activities that can be pursued in the local environment.</p> <p>Demonstrates the ability to access school and community physical activity services for self and others.</p> <p>Analyzes how the availability of information about community programs encourages physical participation in physical activity.</p>	<p>Designs a comprehensive fitness program for self-improvement related to individual performance activities.</p> <p>Analyzes the health benefits of participation in an individual performance activity.</p> <p>Designs a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.</p> <p>Creates and implements a behavioral-modification plan that enhances a healthy, active lifestyle in current setting.</p> <p>Analyzes the impact of physical, emotional, social, family, school, and environmental stressors on personal health.</p> <p>Uses the appropriate movement concepts and principles to analyze and improve performance for self and others.</p> <p>Creates a practice plan to improve performance for a selected skill.</p> <p>Evaluates goals and modifies when needed.</p>

## INDIVIDUAL PERFORMANCE | HIGH SCHOOL LEVEL II

Skills & Concepts	Movement Concepts & Performance Techniques NS 1, 2   SS 1	Fitness NS 3   SS 1	Nutrition & Health NS 3, 5   SS 1	Safety NS 4   SS 2	Social Emotional Learning NS 4, 5   SS 1, 2	Participation in Physical Activity NS 3   SS 1	Resource Management NS 3   SS 3	Assessment & Planning NS 3   SS 1
High School Level II	<p>Describes how the application of specific movement concepts or principles may impact performance.</p> <p>Demonstrates refined movement skills through active participation.</p> <p>Identifies the stages and proper progression of performing a motor skill.</p> <p>Applies a variety of stretching/flexibility exercises to increase or maintain personal fitness levels.</p>	<p>Analyzes the components of health- and skill-related fitness components necessary to enhance performance.</p> <p>Applies Borg Rating of Perceived Exertion (RPE) scale and pacing in relation to target heart rate zone while engaged in physical activity.</p> <p>Uses available technology to self-monitor intensity keeping heart rate in the target heart rate zone.</p>	<p>Describes how to adjust diet to accommodate nutritional needs before, during, and after exercise.</p> <p>Analyzes how personal choices can affect long-term health.</p> <p>Analyzes the impact of physical, emotional, social, family, school, and environmental stressors on personal health.</p> <p>Effectively integrates healthy stress management techniques.</p>	<p>Holds self and others responsible for following safety practices.</p> <p>Receives training in hands-only cardio-pulmonary resuscitation (CPR).</p>	<p>Evaluates the opportunity for social interaction and social support in a selected physical activity.</p> <p>Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.</p> <p>Recognizes the benefits of being open to others' ideas/input.</p> <p>Accepts others' cultural diversity, body types, and ability levels.</p> <p>Assumes a leadership role.</p> <p>Chooses an appropriate level of challenge to experience enjoyment and success.</p>	<p>Participates in daily health-enhancing and personally rewarding physical activities.</p> <p>Examines moral and ethical conduct in specific competitive situations.</p>	<p>Applies technology and social media as tools to support a healthy, active lifestyle.</p> <p>Discusses the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career setting.</p> <p>Explores opportunities to participate in and out of school in daily health-enhancing and personally rewarding physical activity.</p> <p>Investigates a career in the sport or fitness field and research the job responsibilities, qualifications, and opportunities that exist for professional advancement.</p> <p>Plans and participates in activities with other family members and friends, regardless of age or ability.</p> <p>Analyzes how the availability of information about community programs encourages physical participation in physical activity.</p>	<p>Develops and maintains a fitness portfolio including NYCFITNESSGRAM assessment scores, goals for improvement, plan of activities for improvement, activity log, and timeline for improvement.</p> <p>Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist-antagonist) and supports a healthy, active lifestyle.</p> <p>Designs a comprehensive personal fitness plan that incorporates target heart rate zone, FITTE, and basic training principles (e.g., overload, specificity, progression, rest) addressing personal goals.</p> <p>Tracks personal fitness level based on the components of health-related fitness and makes adjustments when needed.</p>

# RHYTHMS AND DANCE



## OVERVIEW | RHYTHMS AND DANCE | GRADES 6-8

The Rhythms and Dance theme provides learning experiences in which students can celebrate their diversity and their creative, rhythmic contributions to the world of dance. Rhythms and dance in New York City reflect the many cultures, waves of migration, and populations that influence the city's ever-evolving, unique style. New York has long been a center of jazz and expressionism, and home to the cultural movements of the Harlem Renaissance, the Beat Generation, punk rock, and hip hop.

This theme emphasizes creativity, self-expression, and aesthetics. The skills and concepts emphasized in this theme allow participants to engage in health-enhancing physical activity while exploring self-awareness, cultural identities, and social interaction. Successful participation also promotes student confidence, motivation, and application of dance outside of the PE setting.\*

Rhythms and dance includes, but is not limited to, the following activities:

- Aerobic step
- African/Caribbean
- Ballroom
- Double-dutch
- Folk
- Hip hop
- Jump rope
- Latin
- Social/line dance
- Square dance

### ESSENTIAL CONCEPTS

*Students will know:*

#### **Movement Concepts, Strategies and Tactics**

- Movement patterns for various rhythmic activities
- Dynamic and static balance
- Body alignment and posture

#### **Social Emotional Learning**

- Social awareness
- Self-awareness
- Relationship skills

#### **Health and Fitness**

- Health-related fitness components (cardiovascular fitness)
- Skill-related fitness components (coordination, reaction time, balance, agility)
- Borg Rating of Perceived Exertion (RPE) related to tempo of rhythm or form of dance

### OBSERVABLE SKILLS

*Students will be able to:*

- Perform individual and group rhythmic activities
- Self-assess performance based on a rubric
- Follow a group or peer in selected activities
- Lead a partner or small group in planning a routine
- Execute proper alignment and posture in various activities
- Intentionally shift center of gravity to improve performance
- Exhibit positive social interactions to students of all abilities
- Create a fitness plan that includes rhythms and dance activities
- Recognize dance as an individual form of expression through movement
- Identify opportunities outside of PE to participate in rhythm or dance
- Express and demonstrate the enjoyment and/or challenge of participating in rhythm activities and/or dance that increase in difficulty/complexity
- Analyze how varying use of movement concepts (e.g., force, directionality) affect movement, perception, and how it is interpreted

\*The Scope and Sequence reflects state and national guidance for dance in physical education. New York City teachers and students also benefit from dance as a component of fine arts instruction. For further information, the NYC Blueprint for Teaching and Learning in the Arts provides in-depth guidance for teaching dance as part of fine arts instruction.

## RHYTHMS AND DANCE | GRADES 6-8

Skills & Concepts	Movement Concepts & Rhythmic Techniques NS 2   SS 1	Weight Transfer NS 2   SS 1	Transitions NS 2   SS 1	Social Emotional Learning NS 4   SS 2	Health & Fitness NS 3   SS 1,3
<p><b>Grades 6-8</b></p>	<p>Demonstrates correct rhythm and pattern for various rhythmic forms (e.g., folk, social, creative, world dance, jump rope activity).</p> <p>Applies command of rhythm and timing when creating a movement sequence to music as an individual, partner, or in a group.</p> <p>Executes proper body alignment and posture (e.g., shoulders back, core muscles engaged, knees relaxed).</p> <p>Applies both concepts of leadership and followership through specific rhythmic activities (e.g., leading by creating a specific dance routine, following by replicating teacher movement/routines).</p>	<p>Demonstrates control and balance when employing a variety of traveling actions.</p> <p>Demonstrates dynamic and static balance when performing symmetrical and asymmetrical movement patterns in partner or small group dance sequence.</p> <p>Demonstrates control and balance in centered and off-centered movements by shifting the center of gravity.</p>	<p>Transitions from one movement skill performance sequence to another, demonstrating balance and proper body alignment.</p> <p>Performs teacher-assigned and/or student-created dance sequence with transitions that include a variety of movement concepts (e.g., extension/flexion, rotations, swings, bends, twists and curls).</p> <p>Dramatizes and uses the effect of spatial transitions with different gestures to communicate an emotion or tell a story in a dance sequence.</p> <p>Composes dance sequence that includes bound-flow and free-flow movement transitions to match selection of music.</p>	<p>Analyzes how personal strengths and areas in need of improvement influence choices and outcomes when working alone, or cooperatively with a partner or small group.</p> <p>Collaborates with peers, in partners and in small groups, to create narrative dances based on different themes (e.g., Ellis Island immigration, women's suffrage movement).</p> <p>Exhibits supportive, dependable, and respectful behavior of others' ideas in the creation of a dance sequence and performance.</p> <p>Accepts individual differences among classmates (e.g., physical, cultural, and intellectual) by creating a positive and supportive environment.</p> <p>Identifies rules and etiquette for participating in a performance.</p> <p>Identifies components of physical activity that provide opportunities for social interaction and reducing stress.</p>	<p>Describes the importance of participating in self-selected physical activities, such as a social dance, outside of physical education class for health enhancing purposes.</p> <p>Analyzes the role of individual attitude, motivation, and self-determination in selecting fitness activities.</p> <p>Discusses the correlation between insufficient movement and exercise and chronic diseases (e.g., coronary disease, stroke, diabetes).</p> <p>Identifies signs of over-exertion (e.g., joint pain, light-headedness, shortness of breath) and explains the impact on physical activity participation.</p> <p>Identifies the components of health-related fitness and how they impact participation.</p> <p>Describes the benefits and purpose of warm-ups and cool-downs before and after physical activity</p> <p>Employs correct stretching techniques and methods to increase range of motion in targeted and large major muscle groups.</p> <p>Monitors heart rate and adjusts intensity using the Borg Rating of Perceived Exertion (RPE) scale.</p>

## OVERVIEW | RHYTHMS AND DANCE | GRADES 9–12

The Rhythms and Dance theme provides learning experiences in which students can celebrate their diversity and their creative, rhythmic contributions to the world of dance. Rhythms and dance in New York City reflect the many cultures, waves of migration, and populations that influence the city's ever-evolving, unique style. New York has long been a center of jazz and expressionism, and home to the cultural movements of the Harlem Renaissance, the Beat Generation, punk rock, and hip hop.

This theme emphasizes creativity, self-expression, and aesthetics. The skills and concepts emphasized in this theme allow participants to engage in health-enhancing physical activity while exploring self-awareness, cultural identities, and social interaction. Successful participation also promotes students' ability to access local resources and plan for how to engage in rhythmic or dance activities through college and/or career.\*

Rhythms and dance includes, but is not limited to, the following activities:

- Aerobic step
- African/Caribbean
- Ballroom
- Double-dutch
- Folk
- Hip hop
- Jump rope
- Latin
- Social/line dance
- Square dance

### ESSENTIAL CONCEPTS

*Students will know:*

#### **Movement Concepts, Strategies and Tactics**

- Activity-specific movement skills and movement concepts
- Choreography

#### **Social Emotional Learning**

- Social awareness
- Self-awareness

#### **Health and Fitness**

- Health- and skill-related fitness components
- Safety

#### **Resource Management**

- Access community resources
- Career opportunities in health, PE, and wellness-related fields

#### **Assessment and Planning**

- Choreography
- Personal fitness planning and goal setting

### OBSERVABLE SKILLS

*Students will be able to:*

- Apply directional movement and weight transfer in a variety of modalities
- Apply complex variations of rhythmic or dance combinations
- Demonstrate an awareness of others' feelings and perspectives
- Identify similarities and differences that exist within groups or between individuals
- Use effective communication and relationship skills (listen actively, cooperate with others)
- Relate health- and skill-related fitness concepts to performance
- Apply best practices for safe participation
- Discuss impact of external and internal variables on participation in physical activity
- Identify opportunities within the community to participate in rhythm and dance activities
- Apply creative techniques to rhythm or dance performance
- Design an improvement plan for skill development or improve performance using available data from a variety of sources (NYCFITNESSGRAM, pedometer, or fitness tracking log)
- Monitor and adjust physical activity levels to address personal fitness and health as needed
- Recognize the use of rhythmic movement and dance to create an expressive dialogue in a dynamic environment

\*The Scope and Sequence reflects state and national guidance for dance in physical education. New York City teachers and students also benefit from dance as a component of fine arts instruction. For further information, the NYC Blueprint for Teaching and Learning in the Arts provides in-depth guidance for teaching dance as part of fine arts instruction.

# RHYTHMS AND DANCE | HIGH SCHOOL LEVEL I

Skills & Concepts	Movement Concepts & Rhythmic Techniques NS 2   SS1	Weight Transfer NS 2   SS1	Safety NNS 4   SS 1	Stress Management NS 3   SS 1	Participation in Physical Activity NS 3   SS 1
High School Level I	<p>Demonstrates competency in movement skills through active participation.</p> <p>Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve a dance routine performance, as an individual or with others.</p> <p>Applies appropriate terminology associated with rhythmic and dance activities.</p> <p>Combines and demonstrates competent skill elements in a variety of dance forms (e.g., strength in extensions, turns, jumps, complex coordination).</p> <p>Identifies examples of social and technical dance forms or styles.</p>	<p>Demonstrates understanding of weight placement and support specific to a dance form or style</p>	<p>Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle.</p> <p>Applies best practices for participating safely (e.g., injury prevention, proper alignment, hydration, use of equipment and space).</p>	<p>Identifies strategies to manage and reduce stress (e.g. mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation).</p> <p>Analyzes the impact of physical, emotional, social, family, school, and environmental stressors on personal health.</p>	<p>Participates in a self-selected dance or rhythmic activity targeting cardiorespiratory efficiency, flexibility, and muscular endurance several times a week outside of the school day.</p>
	<p><b>Social Emotional Learning</b> NS 4   SS 2</p>	<p><b>Health &amp; Fitness</b> NS 3   SS 1</p>	<p><b>Resource Management</b> NS 3   SS 3</p>	<p><b>Assessment &amp; Planning</b> NS 3   SS 1</p>	
	<p>Exhibits proper etiquette and respect for others.</p> <p>Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed</p> <p>Describes the relationship that exists between one's emotions, thoughts, and behaviors in different situations.</p> <p>Identifies how participation in dance and rhythmic activities meet the need for self-expression, enjoyment and social support.</p> <p>Recognizes ones' own creativity when participating in a broad range of dance and/or rhythmic activities.</p> <p>Identifies personal feelings with respect to risk taking when engaged in physical activity settings (e.g., group environment).</p>	<p>Explains the role of health- and skill-related fitness components in improving participation.</p> <p>Discusses the benefits of participating in a physical activity.</p> <p>Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation [PNF], dynamic) that impact performance.</p> <p>Calculates target heart rate and applies that information to a personal fitness plan.</p> <p>Adjusts intensity levels based on Borg Rating of Perceived Exertion (RPE) and pacing.</p> <p>Investigates the relationship between physical activity, nutrition, and body composition.</p> <p>Relates physiological responses to individual levels of fitness and nutritional balance while participating in physical activity.</p>	<p>Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy active lifestyle.</p> <p>Demonstrates the ability to access school and community physical activity services for self and others.</p> <p>Analyzes how the availability of information about community programs impacts participation in physical activity</p>	<p>Creates a practice plan to improve dance performance or rhythmic activity.</p> <p>Evaluates activities that can be pursued in the local environment.</p> <p>Creates and implements a behavioral-modification plan that enhances a healthy, active lifestyle in current setting.</p> <p>Designs a fitness program, including all components of health-related fitness, for self-improvement related to dance and aesthetic performance.</p> <p>Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.</p> <p>Identifies techniques for setting appropriate goals related to participation in a self-selected physical activity.</p>	

# RHYTHMS AND DANCE | HIGH SCHOOL LEVEL II

Skills & Concepts	Movement Concepts & Rhythmic Techniques NS 2   SS1	Weight Transfer NS 2   SS1	Safety NNS 4   SS 1	Stress Management NS 3   SS 1	Participation in Physical Activity NS 3   SS 1
High School Level II	<p>Demonstrates competency in refined movement skills through active participation.</p> <p>Identifies and discusses how dance forms change throughout history due to various factors.</p> <p>Describes how the application of specific movement concepts and principles impact performance.</p> <p>Identifies the stages and proper progression of performing a dance skill or rhythmic activity.</p> <p>Utilizes creative techniques to achieve an identified end within a choreographed performance.</p>	<p>Demonstrates dynamic and static balance when performing symmetrical and asymmetrical movement patterns in partner or small group dance sequence.</p>	<p>Applies best practices for participating safely (e.g., injury prevention, proper alignment, hydration, use of equipment and space).</p>	<p>Applies personally preferred strategies to manage and reduce stress (e.g. mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation).</p>	<p>Participates in daily health-enhancing and personally rewarding physical activity.</p> <p>Plans and participates in activities with other family members and friends, regardless of age or ability.</p>
	Social Emotional Learning NS 4   SS 2	Health & Fitness NS 3   SS 1	Resource Management NS 3   SS 3	Assessment & Planning NS 3   SS 1	
	<p>Examines moral and ethical conduct in specific competitive situations (e.g. performance-enhancing substances, gambling, current events in sports).</p> <p>Exhibits proper etiquette and respect for others.</p> <p>Chooses an appropriate level of challenge to experience enjoyment and success.</p> <p>Evaluates the opportunity for social interaction and social support through dance.</p> <p>Accepts others' ideas and cultural diversity by engaging in cooperative and collaborative movement projects.</p> <p>Recognizes the benefits of being open to others' ideas/input.</p>	<p>Analyzes the components of health-related fitness necessary to enhance dance and rhythmic activities.</p> <p>Applies Borg Rating of Perceived Exertion (RPE) scale and pacing in relation to target heart rate zone while engaged in physical activity.</p> <p>Uses available technology to self-monitor intensity.</p> <p>Identifies the different energy systems used in a selected physical activity.</p> <p>Analyzes how personal choices can affect long-term health.</p> <p>Describes how to adjust one's diet to accommodate nutritional needs before, during, and after exercise.</p>	<p>Analyzes and applies technology and social media as tools to support a healthy, active lifestyle.</p> <p>Analyzes the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career setting.</p> <p>Identifies opportunities to participate, in and out of school, in daily health-enhancing and personally rewarding physical activity.</p> <p>Analyzes health and fitness related careers and evaluates for personal compatibility.</p>	<p>Creates a plan, trains for, and participates in a community event with a focus on physical activity (e.g. charity dance-a-thon).</p> <p>Demonstrates refined movement skills and creative expression by choreographing a dance or by giving a performance.</p> <p>Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist-antagonist) and supports a healthy, active lifestyle.</p> <p>Designs a personal fitness plan, addressing personal goals.</p> <p>Evaluates goals and modifies when needed.</p>	

# SPORTS AND GAMES

- FIELD AND STRIKING GAMES
  - INVASION GAMES
  - NET AND WALL GAMES
  - TARGET GAMES

# FIELD AND STRIKING GAMES

# OVERVIEW | FIELD AND STRIKING GAMES | GRADES 6-8

Field and striking games are a critical component of physical education in New York City. Home of the New York Yankees, New York Mets, Staten Island Yankees, Brooklyn Cyclones, and the Stickball Hall of Fame, and to baseball greats who have played in our fields such as Babe Ruth, Jackie Robinson, Mariano Rivera, and Derek Jeter, New York has a deep history in this theme.

In middle school, field and striking games allow students to explore local history while they learn to apply skills and concepts and develop confidence and motivation for lifelong participation in a variety of games and sports played in their local communities and throughout the world.

Field and striking games include, but are not limited to, the following activities:

- Baseball
- Cricket
- Softball
- Stickball
- Wiffle Ball

## ESSENTIAL CONCEPTS

### *Students will know:*

#### **Movement Concepts, Strategies and Tactics**

- Transferable movement concepts as applied to a variety of field and striking games
- Strategies and tactics applied in field and striking games
- Critical elements of motor skills performed in field and striking games

#### **Social Emotional Learning**

- Self-awareness
- Self-management
- Relationship skills

#### **Health and Fitness**

- Health-related fitness components (muscular endurance)
- Skill-related fitness components (coordination)
- Injury prevention

## OBSERVABLE SKILLS

### *Students will be able to:*

- Throw with accuracy for distance and power
- Catch objects with hands or with an implement
- Execute a variety of offensive skills, strategies, and tactics in modified game play
- Strike with an implement with power to open spaces
- Demonstrate defensive tactics and strategies in modified game play
- Demonstrate knowledge of rules and etiquette by officiating modified game play or maintaining statistics
- Self-assess and peer-assess skill performance based on rubrics and established criteria
- Identify and analyze factors that influence participation in physical activity outside of school
- Identify and discuss the health- and skill-related fitness components that apply to field and striking
- Actively participate in practice tasks, small-sided games, and modified games promoting inclusion



## FIELD AND STRIKING GAMES | GRADES 6-7

Skills & Concepts	Throwing NS 1   SS 1	Catching NS 1   SS 1	Striking NS 1   SS 1	Offense NS 2   SS 1	Defense NS 1   SS 1	Social Emotional Learning NS 4   SS 2	Health & Fitness NS 3   SS 1,3
<b>Grade 6</b>	Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base).	Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks.	Strikes a pitched ball with an implement with force in a variety of practice tasks.	Identifies open spaces and attempts to strike an object into that space.  Demonstrates offensive knowledge by performing basic base running (e.g., running through first base).	Maintains defensive-ready position, with weight on balls of feet, arms extended, and eyes on ball movement and placement.  Selects the correct defensive play based on the situation (e.g., number of outs).	Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors.  Identifies how self-expression and physical activity are related.  Cooperates within a small group during activities, game play, or team-building activities.  Demonstrates appropriate sporting behavior when participating in physical activities and practice tasks regardless of the outcome.	Describes how being physically active leads to a healthy body.  Identifies components of skill-related fitness.  Employs correct stretching techniques and methods.  Describes the role of warm-ups and cool-downs before and after physical activity.  Identifies major muscles used in selected physical activities.
<b>Grade 7</b>	Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment.	Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play.	Strikes a pitched ball with an implement to open space in a variety of practice tasks.	Uses a variety of shots (e.g., slap and run, bunt, line drive, high arc) to hit to open space.  Performs intermediate offensive base running (e.g., running through first or rounding first).	Anticipates direction of object in play and moves appropriately to field.  Selects the correct defensive play based on the situation (e.g., number of outs).	Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting others.  Demonstrates cooperation skills by establishing rules and guidelines, and incorporating appropriate tone and other communication skills.  Problem solves with a small group of classmates during physical activity, practice tasks, small-sided and modified games.  Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games.  Demonstrates appropriate sporting behavior by accepting competition results regardless of the outcome.	Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.  Distinguishes between health- and skill-related fitness components.  Designs a warm-up and cool-down regimen for a specific field and striking activity.  Describes how muscles pull on bones to create movement in pairs by relaxing and contracting.  Sets a SMART goal for at least one skill component, logs activity for two weeks, and evaluates progress.

## FIELD AND STRIKING GAMES | GRADE 8

Skills & Concepts	Throwing NS 1   SS 1	Catching NS 1   SS 1	Striking NS 1   SS 1	Offense NS 2   SS 1	Defense NS 1   SS 1	Social Emotional Learning NS 4   SS 2	Health & Fitness NS 3   SS 1,3
Grade 8	Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play.	Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play.	Strikes a pitched ball with an implement for power to open space in a variety of small-sided games.	<p>Identifies sacrifice situations and attempts to advance a teammate.</p> <p>Performs advanced offensive base running strategies (e.g., tagging up).</p>	<p>Anticipates movements of teammates after ball is put into play and moves to complete a defensive play.</p> <p>Reduces open spaces in the field by working with teammates to maximize coverage.</p> <p>Reduces throwing force for improved accuracy when appropriate (e.g., underhand throw when close to teammate).</p>	<p>Provides encouragement and feedback to peers without prompting from the teacher.</p> <p>Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.</p> <p>Cooperates with multiple classmates on problem-solving initiatives, including physical activity, practice tasks, small-sided and modified games, and culminating activities.</p> <p>Applies rules and etiquette by acting as an official for modified physical activities and games within a given set of parameters.</p> <p>Promotes appropriate sporting behavior by accepting competition results of officiating decisions regardless of the outcome.</p>	<p>Identifies the five components of health-related fitness and explains the connections between fitness and overall physical and mental health.</p> <p>Compares and contrasts health-related fitness components.</p> <p>Describes the role of flexibility in injury prevention.</p> <p>Designs and implements a warm-up/cool-down regimen appropriate for a selected physical activity.</p> <p>Self-assesses skill performance and adjusts practice as needed to improve performance as part of a SMART goal.</p>

# OVERVIEW | FIELD AND STRIKING GAMES | GRADES 9-12

Field and striking games are a critical component of physical education in New York City. Home of the New York Yankees, New York Mets, Staten Island Yankees, Brooklyn Cyclones, and the Stickball Hall of Fame, and to baseball greats who have played in our fields such as Babe Ruth, Jackie Robinson, Mariano Rivera, and Derek Jeter, New York has a deep history in this theme.

At the high school level, field and striking activities allow students to apply tactics and strategies, demonstrate fundamental motor skills, cooperate with and encourage classmates, demonstrate inclusive behaviors, and engage in physical activity for enjoyment and self-expression. Successful participation also promotes students' ability to access local resources and plan for how to engage in field and striking activities through college and/or career.

Field and striking games include, but are not limited to, the following activities:

- Baseball
- Cricket
- Softball
- Stickball
- Wiffle Ball

## ESSENTIAL CONCEPTS

*Students will know:*

### **Motor Skills, Movement Concepts, Strategies and Tactics**

- Activity-specific motor skills and movement concepts
- Strategies and tactics to apply in game situations

### **Social and Emotional Learning**

- Relationship skills
- Responsible decision making
- Self-awareness

### **Health and Fitness**

- Health- and skill-related fitness components
- Health benefits of a physically active lifestyle

### **Resource Management**

- Access community resources
- Use technology tools to support an active lifestyle
- Career opportunities in health, PE, and wellness-related fields

### **Assessment and Planning**

- Analysis and development of skill
- Personal fitness planning and goal setting

## OBSERVABLE SKILLS

*Students will be able to:*

- Execute mature pattern for throwing, striking, catching, and running
- Apply appropriate defensive strategies (hold the ball to stop the runner) or offensive strategies (hit to open space) that affect game play
- Offer support when needed (cheer or encourage teammates)
- Deal responsibly with personal, academic, and social situations
- Use effective communication and relationship skills (listen actively, cooperate with others)
- Identify the relationship between physical activity, nutrition, and body composition for health-enhancing purposes
- Connect health- and skill-related fitness components to game play
- Moderate or adjust intensity based on heart rate or Borg Rate of Perceived Exertion (RPE)
- Access school and community opportunities for physical activity for self and others
- Participate in activities with family and friends regardless of age or ability
- Design an improvement plan for skill development or improve performance using available data from a variety of sources (NYCFITNESSGRAM, pedometer, or fitness tracking app)
- Monitor and adjust physical activity levels to address personal fitness and health as needed

# FIELD AND STRIKING GAMES | HIGH SCHOOL LEVEL I

Skills & Concepts	Motor Skill & Performance Technique NS 1, 2   SS 1	Safety NS 4   SS 1	Stress Management NS 3   SS 1	Participation in Physical Activity NS 3, 4, 5   SS 1	Social Emotional Learning NS 4, 5   SS 1, 2	Health & Fitness NS 3, 5   SS 1	Resource Management NS 3   SS 3	Assessment & Planning NS 3   SS 1
High School Level I	<p>Demonstrates competency in movement skills through active participation.</p> <p>Applies appropriate terminology and strategies.</p>	<p>Identifies potential issues associated with exercising in heat, humidity, and cold.</p> <p>Applies best practices for safe participation (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).</p>	<p>Identifies strategies to manage and reduce stress (e.g. mental imagery, relaxation techniques, diaphragmatic breathing, cardiovascular exercise, meditation).</p> <p>Describes the relationship between physical activity and stress reduction.</p> <p>Analyzes the impact of physical, emotional, social, family, school, and environmental stressors on personal health.</p>	<p>Identifies how participation in games and sports meet the need for self-expression and enjoyment.</p> <p>Discusses the benefits of a physically active lifestyle.</p> <p>Participates several times a week in a self-selected cardiovascular physical activity outside of the school day.</p> <p>Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed.</p> <p>Exhibits proper etiquette, respect for others, and teamwork.</p> <p>Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle.</p>	<p>Identifies the opportunity for social support while engaging in physical activities.</p> <p>Experiences and creates a sense of community through active participation.</p> <p>Identifies personal feelings with respect to risk taking.</p> <p>Analyzes individual or group creativity through participation in games and sports.</p> <p>Uses communication skills and strategies that promote team or group dynamics.</p> <p>Identifies leadership characteristics within oneself or others.</p> <p>Solves problems and thinks critically, both as an individual and in groups.</p> <p>Describes the relationship that exists between one's emotions, thoughts, and behaviors in different situations.</p> <p>Recognizes positive and negative leadership attributes.</p>	<p>Relates physiological responses to individual levels of fitness and nutritional balance during activity.</p> <p>Implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.</p> <p>Demonstrates appropriate technique in resistance-training related to performance.</p> <p>Explains the role health-related fitness plays in improving game play.</p> <p>Identifies types of strength exercises that impact performance (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation [PNF], dynamic).</p> <p>Calculates target heart rate and applies that information to a personal fitness plan.</p> <p>Adjusts intensity level based on Borg Rating of Perceived Exertion (RPE) scale.</p> <p>Analyzes the health benefits of participation in games and sports.</p> <p>Investigates the relationship between physical activity, nutrition, and body composition.</p>	<p>Evaluates activities that can be pursued in the local environment.</p> <p>Demonstrates the ability to access school and community physical activity services for self and others.</p> <p>Analyzes how the availability of information about community programs impacts participation in physical activity.</p> <p>Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.</p>	<p>Uses the appropriate movement concepts and principles to analyze and improve performance within games and sports for self and others.</p> <p>Creates a practice plan to improve performance within games and sports for a self-selected skill.</p> <p>Creates and implements a behavioral-modification plan that enhances a healthy, active lifestyle in current setting (e.g. home, school, work).</p> <p>Designs a fitness program, including all components of health-related fitness, for self-improvement related to sports and games.</p> <p>Designs a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.</p> <p>Identifies techniques (e.g. SMART goals, NYCFITNESSGRAM results) for setting appropriate goals related to participation in games and sports.</p>

## FIELD AND STRIKING GAMES | HIGH SCHOOL LEVEL II

Skills & Concepts	Motor Skill & Performance Technique NS 1, 2   SS 1	Safety NS 4   SS 1	Stress Management NS 3   SS 1	Participation in Physical Activity NS 3, 4, 5   SS 1	Social Emotional Learning NS 4, 5   SS 1, 2	Health & Fitness NS 3, 5   SS 1	Resource Management NS 3   SS 3	Assessment & Planning NS 3   SS 1
High School Level II	<p>Demonstrates refined movement skills through active participation.</p> <p>Describes how the application of specific movement concepts and principles impacts performance.</p> <p>Identifies the stages and proper progression of performing a motor skill.</p>	<p>Holds self and others responsible for following safety procedures.</p> <p>Receives training in hands-only cardio-pulmonary resuscitation (CPR).</p>	<p>Incorporates techniques to effectively manage and reduce stress (e.g. mental imagery, relaxation techniques, diaphragmatic breathing, cardiovascular exercise, meditation).</p>	<p>Participates in daily health-enhancing and personally rewarding physical activities.</p> <p>Identifies and discusses how games and sports change throughout history due to: cultural norms and expectations, advances in technology (equipment, statistics and data), safety concerns and requirements, rules and regulations.</p>	<p>Evaluates the opportunity for social interaction and social support in a self-selected invasion game.</p> <p>Accepts others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative projects.</p> <p>Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.</p> <p>Recognizes the benefits of being open to others' ideas/input.</p> <p>Assumes a leadership role (e.g. task leader) and applies positive leadership attributes.</p> <p>Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.</p>	<p>Describes how to adjust one's diet to accommodate nutritional needs before, during, and after exercise.</p> <p>Analyzes the components of health-related fitness necessary to enhance game play.</p> <p>Applies Borg Rating of Perceived Exertion (RPE) scale and pacing in relation to target heart rate zone while engaged in physical activity.</p> <p>Uses available technology to self-monitor intensity.</p> <p>Identifies the different energy systems used in a selected physical activity.</p> <p>Examines moral and ethical conduct in specific competitive situations (e.g. use of performance-enhancing substances).</p> <p>Analyzes how personal choices can affect long-term health.</p>	<p>Analyzes and applies technology and social media as tools to support a healthy, active lifestyle.</p> <p>Analyzes the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career setting.</p> <p>Identifies opportunities to participate, in and out of school, in daily health-enhancing and personally rewarding physical activity.</p> <p>Analyzes health and fitness related careers and evaluates for personal compatibility.</p> <p>Plans and participates in activities with other family members and friends, regardless of age or ability.</p>	<p>Designs a personal fitness plan, addressing personal goals.</p> <p>Incorporates target heart rate zone, FITTE, and basic training principles (e.g. overload, specificity, progression) to support a healthy, active lifestyle.</p> <p>Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist-antagonist) and supports a healthy active lifestyle.</p> <p>Develops and maintains a fitness portfolio (NYCFITNESSGRAM scores, goals for improvement, plan of activities for improvement, activity log, timeline for improvement).</p> <p>Monitors personal fitness level based on the components of health-related fitness using available technology, and makes adjustments as needed on a regular basis.</p> <p>Creates a snack plan for before, during, and after exercise that addresses nutrition needs for each phase.</p> <p>Evaluates goals and modifies when needed.</p>

# INVASION GAMES

## OVERVIEW | INVASION GAMES | GRADES 6-8

Invasion games allow students to apply transferable physical skills as well as develop relationship skills and social awareness that can foster peer-to-peer interactions. Middle school students benefit by participating in a variety of invasion games across years, advancing skills learned in grades K-5 and learning more complex strategies and tactics, and connect how these skills can be applied in a variety of activities.

Successful participation promotes inclusion, communication, and working cooperatively toward shared team goals. Through higher levels of physical activity, more complex skill application, and shared outcomes, students will learn the necessary skills to improve health and build confidence to participate in similar activities outside of PE.

Invasion games include, but are not limited to, the following activities:

- Basketball
- European handball
- Field hockey
- Flag football
- Floor hockey
- Lacrosse
- Rugby
- Soccer
- Tchoukball
- Ultimate Frisbee
- Water polo

### ESSENTIAL CONCEPTS

*Students will know:*

#### **Movement Concepts, Strategies and Tactics**

- Transferable movement concepts applied in invasion games
- Strategies and tactics applied in invasion games
- Critical elements of motor skills performed in invasion games

#### **Social Emotional Learning**

- Self-awareness
- Social awareness
- Responsible decision making
- Relationship skills

#### **Health and Fitness**

- Health-related fitness components (cardiovascular endurance)
- Skill-related fitness components (agility)
- Injury prevention

### OBSERVABLE SKILLS

*Students will be able to:*

- Throw with accuracy for distance and power
- Catch objects with hands or with implement
- Pass and receive with hands, feet, or implement
- Execute a variety of offensive skills, strategies, and tactics in modified game play
- Shoot on goal with hands, feet, or implement
- Demonstrate defensive tactics and strategies in modified game play
- Transition quickly from offense to defense and defense to offense
- Demonstrate knowledge of rules and etiquette by officiating modified games
- Self-assess skill performance
- Assess team performance and individual role
- Identify and analyze factors that influence participation in physical activity outside of school

# INVASION GAMES | GRADE 6

Skills & Concepts	Throwing & Catching NS 1   SS 1	Passing & Receiving NS 1   SS 1	Offensive Skills NS 1   SS 1	Dribbling/Ball Control NS 1   SS 1	Shooting on Goal NS 1   SS 1	Kicking & Punting NS 1   SS 1
Grade 6	<p>Throws with a mature pattern for distance or power appropriate to the practice task.</p> <p>Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks.</p>	<p>Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed, with competency.</p> <p>While stationary, pass to a receiver in motion (leading pass).</p>	<p>Performs pivots, fakes, and jab steps designed to create open space during practice tasks.</p> <p>Performs the following offensive skills without defensive pressure: pivot, give and go, and fakes.</p> <p>Performs a jump stop during practice tasks (either while maintaining possession or while receiving a pass).</p>	<p>Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks.</p> <p>Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks.</p>	<p>Shoots on goal with power in a dynamic environment as appropriate to the activity.</p> <p>Demonstrates a mature shooting form during practice tasks (basketball, netball, etc.)</p>	<p>Demonstrates a mature pattern of punting during practice tasks.</p> <p>Kicks with power using mature pattern for a variety of activities (e.g., soccer, rugby, flag football).</p>
	Defensive Skills NS 1   SS 1	Creating Space NS 2   SS 1	Reducing Space NS 2   SS 1	Transitions NS 2   SS 1	Social Emotional Learning NS 4, 5   SS 1, 2	Health & Fitness NS 3, 5   SS 1, 2
	<p>Maintains defensive-ready position, with weight on balls of feet, arms extended, and eyes on midsection of the offensive player.</p> <p>Demonstrates on-the-ball defense to challenge opponents' dribbling, passing, or shooting opportunities.</p>	<p>Creates open space by using locomotor movements (run, walk, jump) while combining varying pathways, speeds, direction, or pace.</p> <p>Executes at least one offensive tactic to create open space: moving without the ball, variety of passes, pivots and fakes, give and go.</p> <p>Creates open space by using the width and length of the field or court on offense.</p>	<p>Reduces open space on defense by making the body larger and reducing passing angles.</p> <p>Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass.</p>	<p>Transitions from offense to defense or defense to offense by recovering quickly.</p>	<p>Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors.</p> <p>Demonstrates responsibility by implementing specific corrective feedback to improve performance.</p> <p>Cooperates within a small group during activities, game play, or team-building activities.</p> <p>Describes the value of social interaction.</p> <p>Demonstrates respect for others regardless of abilities or cultural backgrounds.</p> <p>Demonstrates appropriate sporting behavior when participating in physical activity and practice tasks regardless of outcome.</p>	<p>Differentiates between aerobic and anaerobic capacity, and between muscular endurance and muscular strength.</p> <p>Identifies each component of the overload principle (FITTE) and applies to flexibility, cardiovascular, and muscular fitness.</p> <p>Defines resting heart rate and describes its relationship to cardiovascular fitness and the Borg Rating of Perceived Exertion (RPE) scale.</p> <p>Describes how being physically active leads to a healthy body.</p>



# INVASION GAMES | GRADE 7

Skills & Concepts	Throwing & Catching NS 1   SS 1	Passing & Receiving NS 1   SS 1	Offensive Skills NS 1   SS 1	Dribbling/Ball Control NS 1   SS 1	Shooting on Goal NS 1   SS 1	Kicking & Punting NS 1   SS 1
Grade 7	<p>Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment.</p> <p>Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play.</p>	<p>Passes and receives with feet in combination with locomotor patterns of running and change of direction and speed, with competency in games such as soccer and speedball.</p> <p>While moving, pass to a receiver in motion (leading pass).</p>	<p>Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, and jab steps.</p> <p>Performs the following offensive skills with defensive pressure: pivot, give and go, and fakes.</p> <p>Performs a jump stop while defensive pressure is applied during small-sided game play.</p>	<p>Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks.</p> <p>Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks.</p>	<p>Shoots on goal with power and accuracy in small-sided game play.</p> <p>Executes a mature shooting form with defensive pressure during small-sided game play.</p> <p>Selects offensive shot based on defender's proximity (lay-up, jump shot, wrist shot, etc.).</p>	<p>Demonstrates mature pattern of punting during small-sided game play.</p> <p>Kicks with varying force to change ball trajectory for distance, accuracy, or time in the air.</p>
	Defensive Skills NS 1   SS 1	Creating Space NS 2   SS 1	Reducing Space NS 2   SS 1	Transitions NS 2   SS 1	Social Emotional Learning NS 4, 5   SS 1, 2	Health & Fitness NS 3, 5   SS 1, 2
	<p>Maintains defensive position during game play, staying between defender and target/goal.</p> <p>Slides in all directions while on defense without crossing feet.</p> <p>Demonstrates the ability to defend an area as part of a zone defense.</p>	<p>Creates open space by staying spread on offense and cutting and passing quickly.</p> <p>Executes at least two offensive tactics to create open space: variety of passes, pivots and fakes, give and go.</p> <p>Performs specific movements (e.g., L cut and V cut in basketball, or passing route tree in flag football) to create space between offensive player and defender.</p>	<p>Reduces open space by using locomotor movements, changing size and shape of the body in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal).</p> <p>Reduces open space by not allowing the catch (denial) or anticipating the speed of the object and person for the purpose of interception or deflection.</p> <p>Reduces open space on defense by staying close to the opponent as he/she nears the goal.</p>	<p>Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates.</p>	<p>Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting others.</p> <p>Provides corrective feedback to a peer using teacher-generated guidelines and positive communication skills.</p> <p>Cooperates and problem solves with a small group of classmates.</p> <p>Demonstrates the value of social interaction by helping and encouraging others, avoiding trash talk, and providing support to others regardless of abilities and background.</p> <p>Demonstrates appropriate sporting behavior by accepting competition results regardless of outcome.</p>	<p>Describes the role of exercise and nutrition in weight management (e.g., energy balance).</p> <p>Applies training practices of the overload principle (FITTE) to different types of physical activity.</p> <p>Defines how the Borg Rating of Perceived Exertion (RPE) scale can be used to determine the perception of the work effort or intensity of an exercise or physical activity.</p> <p>Identifies different types of physical activities and describes how each exerts a positive impact on health.</p>

# INVASION GAMES | GRADE 8

Skills & Concepts	Throwing & Catching NS 1   SS 1	Passing & Receiving NS 1   SS 1	Offensive Skills NS 1   SS 1	Dribbling/Ball Control NS 1   SS 1	Shooting on Goal NS 1   SS 1	Kicking & Punting NS 1   SS 1
Grade 8	<p>Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play.</p> <p>Modifies throwing form for appropriate invasion game (backhand/forehand throw for Ultimate Frisbee compared to the different motion of a football throw).</p> <p>Catches using an implement in a dynamic environment or modified game play.</p>	<p>Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed, and/or level, with competency, in games such as lacrosse or hockey.</p> <p>Makes a lead pass to a moving partner off a dribble or pass</p>	<p>Executes at least two of the following designed to create open space during modified game play: pivots, fakes, jab steps, and screens.</p> <p>Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes.</p> <p>Performs a jump stop with and without the ball while defensive pressure is applied during modified game play.</p>	<p>Dribbles with dominant and non-dominant hands using a change of speed and direction in small-sided game play.</p> <p>Foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play.</p>	<p>Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as lacrosse or hockey.</p> <p>Executes a mature shooting form with accuracy under defensive pressure during modified game play.</p> <p>Varies speed, placement, trajectory, force, and timing of shot to prevent anticipation by opponent.</p>	<p>Executes punting with a mature pattern for distance during modified game play.</p> <p>Kicks with appropriate force strategic to small-sided or modified game to win an advantage (e.g., lead pass, penalty kick, drop-kick).</p>
	<p><b>Defensive Skills</b> NS 1   SS 1</p> <p>Drop-steps in the direction of the pass during player-to-player defense.</p> <p>Communicates with teammates to switch to appropriate defenses (man v. zone) to limit opponent scoring.</p>	<p><b>Creating Space</b> NS 2   SS 1</p> <p>Intentionally opens and closes space during small-sided game play by combining locomotor movements with movement concepts.</p> <p>Executes at least three offensive tactics to create open space: moves to create open space on and off the ball/object, variety of passes, fakes and pathways, give and go.</p> <p>Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball/object.</p>	<p><b>Reducing Space</b> NS 2   SS 1</p> <p>Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective).</p> <p>Reduces open space by not allowing the catch (denial) and anticipating the speed of the object and person for the purpose of interception or deflection.</p>	<p><b>Transitions</b> NS 2   SS 1</p> <p>Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on an advantage.</p>	<p><b>Social Emotional Learning</b> NS 4, 5   SS 1, 2</p> <p>Provides encouragement and positive/corrective feedback to peers without prompting from the teacher.</p> <p>Cooperates with multiple classmates with varying abilities to problem solve, enhancing the experience for all involved.</p> <p>Demonstrates self and social awareness by asking for help and helping others.</p> <p>Promotes appropriate sporting behavior by accepting results of officiating decisions regardless of outcome.</p>	<p><b>Health &amp; Fitness</b> NS 3, 5   SS 1, 2</p> <p>Accepts responsibility for improving one's own levels of physical activity and fitness.</p> <p>Describes the role of flexibility in injury prevention and performance improvement.</p> <p>Utilizes FITTE principle to prepare a personal workout plan.</p> <p>Defines how the Borg Rating of Perceived Exertion (RPE) scale can be used to adjust workout intensity.</p> <p>Explains the connections between fitness and overall physical and mental health using the five components of health-related fitness.</p>

## OVERVIEW | INVASION GAMES | GRADES 9-12

Invasion games allow students to apply transferable physical skills as well as develop relationship skills and social awareness that can foster peer-to-peer interactions. At the high school level, students are ready to explore and apply more complex skills, strategies, and tactics. Successful participation also promotes students' ability to access local resources and plan for how to engage in invasion games through college and/or career.

Invasion games include, but are not limited to, the following activities:

- Basketball
- European handball
- Field hockey
- Flag football
- Floor hockey
- Lacrosse
- Rugby
- Soccer
- Tchoukball
- Ultimate Frisbee
- Water polo

### ESSENTIAL CONCEPTS

*Students will know:*

#### **Movement Concepts, Strategies and Tactics**

- Activity-specific motor skills and movement concepts
- Advanced strategies and tactics in game situations

#### **Social Emotional Learning**

- Relationship skills
- Responsible decision making
- Self-awareness

#### **Health and Fitness**

- Health- and skill-related fitness components
- Health benefits of a physically active lifestyle

#### **Resource Management**

- Access community resources
- Use of technology to support an active lifestyle
- Career opportunities in health, PE, and wellness-related fields

#### **Assessment and Planning**

- Analysis and development of skill
- Personal fitness planning and goal setting

### OBSERVABLE SKILLS

*Students will be able to:*

- Execute mature pattern for the essential skills in the selected activity (throwing and catching in flag rugby, dribbling in soccer, passing and receiving in European handball, etc.)
- Apply appropriate defensive strategies (zone vs. person-to-person coverage) or offensive strategies (patterns/routes/plays) that affect game play
- Apply offensive skills (pivots, fakes, jab step, give and go, shoots on goal) in game play
- Use effective communication and relationship skills (listen actively, cooperate with others)
- Offer support when needed (cheer or encourage teammates)
- Deal responsibly with personal, academic, and social situations
- Identify the relationship between physical activity, nutrition, and body composition for health-enhancing purposes
- Moderate or adjust intensity relative to heart rate or Borg Rating of Perceived Exertion (RPE)
- Access school and community opportunities for physical activity for self and others
- Participate in activities with family and friends regardless of age or ability
- Design an improvement plan for skill development or improve performance using available data from a variety of sources (NYCFITNESSGRAM, pedometer, or fitness tracking log)
- Monitor and adjust physical activity levels to address personal fitness and health as needed

# INVASION GAMES | HIGH SCHOOL LEVEL I

Skills & Concepts	Motor Skill & Performance Technique NS 1, 2   SS 1	Safety NS 4   SS 1	Stress Management NS 3   SS 1	Participation in Physical Activity NS 3, 4, 5   SS 1	Social Emotional Learning NS 4, 5   SS 1, 2	Health & Fitness NS 3, 5   SS 1	Resource Management NS 3   SS 3	Assessment & Planning NS 3   SS 1
High School Level I	<p>Demonstrates competency in movement skills through active participation.</p> <p>Applies appropriate terminology and strategies.</p>	<p>Identifies potential issues associated with exercising in heat, humidity, and cold.</p> <p>Applies best practices for safe participation (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).</p>	<p>Identifies strategies to manage and reduce stress (e.g. mental imagery, relaxation techniques, diaphragmatic breathing, cardiovascular exercise, meditation).</p> <p>Describes the relationship between physical activity and stress reduction.</p> <p>Analyzes the impact of physical, emotional, social, family, school, and environmental stressors on personal health.</p>	<p>Identifies how participation in games and sports meet the need for self-expression and enjoyment.</p> <p>Discusses the benefits of a physically active lifestyle.</p> <p>Participates several times a week in a self-selected cardiovascular physical activity outside of the school day.</p> <p>Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed.</p> <p>Exhibits proper etiquette, respect for others, and teamwork.</p> <p>Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle.</p>	<p>Identifies the opportunity for social support while engaging in physical activities.</p> <p>Experiences and creates a sense of community through active participation.</p> <p>Identifies personal feelings with respect to risk taking.</p> <p>Analyzes individual or group creativity through participation in games and sports.</p> <p>Uses communication skills and strategies that promote team or group dynamics.</p> <p>Identifies leadership characteristics within oneself or others.</p> <p>Solves problems and thinks critically, both as an individual and in groups.</p> <p>Describes the relationship that exists between one's emotions, thoughts, and behaviors in different situations.</p> <p>Recognizes positive and negative leadership attributes.</p>	<p>Relates physiological responses to individual levels of fitness and nutritional balance during activity.</p> <p>Implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.</p> <p>Demonstrates appropriate technique in resistance-training related to performance.</p> <p>Explains the role health-related fitness plays in improving game play.</p> <p>Identifies types of strength exercises that impact performance (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation [PNF], dynamic).</p> <p>Calculates target heart rate and applies that information to a personal fitness plan.</p> <p>Adjusts intensity level based on Borg Rating of Perceived Exertion (RPE) scale.</p> <p>Analyzes the health benefits of participation in games and sports.</p> <p>Investigates the relationship between physical activity, nutrition, and body composition.</p>	<p>Evaluates activities that can be pursued in the local environment.</p> <p>Demonstrates the ability to access school and community physical activity services for self and others.</p> <p>Analyzes how the availability of information about community programs impacts participation in physical activity.</p> <p>Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.</p>	<p>Uses the appropriate movement concepts and principles to analyze and improve performance within games and sports for self and others.</p> <p>Creates a practice plan to improve performance within games and sports for a self-selected skill.</p> <p>Creates and implements a behavioral-modification plan that enhances a healthy, active lifestyle in current setting (e.g. home, school, work).</p> <p>Designs a fitness program, including all components of health-related fitness, for self-improvement related to sports and games.</p> <p>Designs a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.</p> <p>Identifies techniques (e.g. SMART goals, NYCFITNESSGRAM results) for setting appropriate goals related to participation in games and sports.</p>

# INVASION GAMES | HIGH SCHOOL LEVEL II

Skills & Concepts	Motor Skill & Performance Technique NS 1, 2   SS 1	Safety NS 4   SS 1	Stress Management NS 3   SS 1	Participation in Physical Activity NS 3, 4, 5   SS 1	Social Emotional Learning NS 4, 5   SS 1, 2	Health & Fitness NS 3, 5   SS 1	Resource Management NS 3   SS 3	Assessment & Planning NS 3   SS 1
High School Level II	<p>Demonstrates refined movement skills through active participation.</p> <p>Describes how the application of specific movement concepts and principles impacts performance.</p> <p>Identifies the stages and proper progression of performing a motor skill.</p>	<p>Holds self and others responsible for following safety procedures.</p> <p>Receives training in hands-only cardio-pulmonary resuscitation (CPR).</p>	<p>Incorporates techniques to effectively manage and reduce stress (e.g. mental imagery, relaxation techniques, diaphragmatic breathing, cardiovascular exercise, meditation).</p>	<p>Participates in daily health-enhancing and personally rewarding physical activities.</p> <p>Identifies and discusses how games and sports change throughout history due to: cultural norms and expectations, advances in technology (equipment, statistics and data), safety concerns and requirements, rules and regulations.</p>	<p>Evaluates the opportunity for social interaction and social support in a self-selected invasion game.</p> <p>Accepts others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative projects.</p> <p>Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.</p> <p>Recognizes the benefits of being open to others' ideas/input.</p> <p>Assumes a leadership role (e.g. task leader) and applies positive leadership attributes.</p> <p>Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.</p>	<p>Describes how to adjust one's diet to accommodate nutritional needs before, during, and after exercise.</p> <p>Analyzes the components of health-related fitness necessary to enhance game play.</p> <p>Applies Borg Rating of Perceived Exertion (RPE) scale and pacing in relation to target heart rate zone while engaged in physical activity.</p> <p>Uses available technology to self-monitor intensity.</p> <p>Identifies the different energy systems used in a selected physical activity.</p> <p>Examines moral and ethical conduct in specific competitive situations (e.g. use of performance-enhancing substances).</p> <p>Analyzes how personal choices can affect long-term health.</p>	<p>Analyzes and applies technology and social media as tools to support a healthy, active lifestyle.</p> <p>Analyzes the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career setting.</p> <p>Identifies opportunities to participate, in and out of school, in daily health-enhancing and personally rewarding physical activity.</p> <p>Analyzes health and fitness related careers and evaluates for personal compatibility.</p> <p>Plans and participates in activities with other family members and friends, regardless of age or ability.</p>	<p>Designs a personal fitness plan, addressing personal goals.</p> <p>Incorporates target heart rate zone, FITTE, and basic training principles (e.g. overload, specificity, progression) to support a healthy, active lifestyle.</p> <p>Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist-antagonist) and supports a healthy active lifestyle.</p> <p>Develops and maintains a fitness portfolio (NYCFITNESSGRAM scores, goals for improvement, plan of activities for improvement, activity log, timeline for improvement).</p> <p>Monitors personal fitness level based on the components of health-related fitness using available technology, and makes adjustments as needed on a regular basis.</p> <p>Creates a snack plan for before, during, and after exercise that addresses nutrition needs for each phase.</p> <p>Evaluates goals and modifies when needed.</p>

# NET AND WALL GAMES

## OVERVIEW | NET AND WALL GAMES | GRADES 6-8

New York City has a rich history of net and wall activities ranging from handball courts across city parks and school yards, to beach volleyball at city beaches, to the world-renowned U.S. Open tennis championship in Queens, NY. Net and wall activities can be accessed and enjoyed by many. For example, Arthur Ashe, the first and only African American male to win the U.S. Open and Wimbledon, co-founded the New York Junior Tennis League in 1971; and Billie Jean King, the legendary tennis player who won tournaments while advocating for equal rights and gender equality, is still an active advocate, serving as Grand Marshall at NYC Pride in 2019.

Net and wall games provide the opportunity for middle school students to learn and apply more complex movement skills, strategies, and tactics to a wide variety of modified games and activities. These activities are commonly played in schools, parks, and local communities for both enjoyment and competition. Students will benefit by applying fundamental movement skills in more complex scenarios and using positive communication skills while demonstrating inclusive practices.

Net and wall games include, but are not limited to, the following activities:

- Badminton
- Handball
- Paddleball
- Pickleball
- Racquetball
- Roundnet (Spikeball™)
- Squash
- Table tennis
- Tennis
- Volleyball

### ESSENTIAL CONCEPTS

#### *Students will know:*

##### **Movement Concepts, Strategies and Tactics**

- Application of movement skills to modified net and wall games
- Application of tactics and shot selection to modified net and wall games

##### **Social Emotional Learning**

- Social awareness
- Self-management

##### **Health and Fitness**

- Health-related fitness components (flexibility)
- Skill-related fitness components (power)
- Injury prevention

### OBSERVABLE SKILLS

#### *Students will be able to:*

- Consistently execute serving techniques
- Demonstrate striking with a mature pattern in a modified game
- Pass with control in a small-sided game
- Transfer weight from low to high while striking
- Volley with a mature pattern during game play
- Use tactics and strategies during game play
- Apply rules and etiquette by acting as an official
- Discuss the role of flexibility in injury prevention
- Identify opportunities to participate in physical activity in the community
- Analyze factors that influence nutrition and fitness choices

# NET AND WALL GAMES | GRADE 6

Skills & Concepts	Serving NS 1   SS 1	Striking NS 1   SS 1	Passing NS 1   SS 1	Weight Transfer NS 1   SS 1	Volley NS 1   SS 1
Grade 6	<p>Performs a legal underhand serve with control.</p> <p>Performs an overhand serve.</p>	<p>Strikes with a mature overhand pattern in a non-dynamic environment (closed skills).</p> <p>Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement (e.g., paddleball, pickleball, or short-handled racket tennis).</p>	<p>Performs passes with control in a variety of practice tasks (e.g., forearm pass, two-hand overhead pass).</p>	<p>Transfers weight with correct timing for the striking pattern.</p>	<p>Performs forehand volleys with a mature form and control using a short-handled implement</p> <p>Performs two-hand volleys with control in a variety of practice tasks</p>
	Offensive Tactics NS 2   SS 1	Defending NS 2   SS 1	Social Emotional Learning NS 5   SS 2	Health & Fitness NS 3, 4,   SS 1, 2	
	<p>Creates open space with a short-handled implement by varying force and direction.</p> <p>Attempts a drop, lob, or smash in practice tasks.</p>	<p>Performs blocking skill using correct technique in isolated practice task or static environment.</p> <p>Moves toward the ball and communicates to team.</p> <p>Reduces offensive options for opponents by returning to mid-court position.</p>	<p>Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, or modifying the task.</p> <p>Describes how moving competently in a physical activity setting creates enjoyment.</p> <p>Demonstrates respect for self and others in activities and games by following rules, encouraging others, and playing in the spirit of the game or activity.</p>	<p>Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors (e.g., positive self-talk)</p> <p>Describes proper hydration and the best liquids for hydration.</p> <p>Uses physical activity and fitness equipment appropriately and safely with the teacher's guidance.</p> <p>Attempts to improve skills through effort and practice.</p> <p>Identifies the components of health-related fitness and how they impact participation.</p> <p>Employs correct stretching techniques and methods.</p> <p>Describes the role of warm-ups and cool-downs before and after physical activity.</p> <p>Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) scale.</p>	



## NET AND WALL GAMES | GRADE 7

Skills & Concepts	Serving NS 1   SS 1	Striking NS 1   SS 1	Passing NS 1   SS 1	Weight Transfer NS 1   SS 1	Volley NS 1   SS 1
Grade 7	<p>Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target.</p> <p>Executes a legal overhand serve with control.</p>	<p>Strikes with a mature overhand pattern in a dynamic environment.</p> <p>Demonstrates the mature form of forehand and backhand strokes with a long-handled implement.</p>	<p>Performs passes with control in a dynamic environment (e.g., forearm pass, overhead pass).</p>	<p>Transfers weight with correct timing using low-to-high striking pattern with a short-handled implement on the forehand side.</p>	<p>Performs forehand and backhand volleys with a mature form and control using a short-handled implement.</p> <p>Performs two-hand volleys with control in a dynamic environment.</p>
	Offensive Tactics NS 2   SS 1	Defending NS 2   SS 1	Social Emotional Learning NS 5   SS 2	Health & Fitness NS 3, 4,   SS 1, 2	
	<p>Creates open space with a long-handled implement by varying force and direction, and by moving opponent from side to side.</p> <p>Selects offensive shot based on opponent's location (drop, lob, smash).</p> <p>Uses forearm pass with control as the first contact (volleyball).</p>	<p>Performs blocking skill using correct technique in dynamic environment.</p> <p>Communicates with partner/teammates who will defend/return an opponent's attempt to score.</p> <p>Anticipates opponents return and adjusts defensive positioning accordingly.</p>	<p>Generates positive strategies such as offering suggestions or assistance, leading or following others, and providing possible solutions when faced with a group challenge.</p> <p>Identifies why self-selected physical activities create enjoyment.</p> <p>Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.</p>	<p>Develops strategies for balancing healthy food, snacks, and water intake, along with daily physical activity.</p> <p>Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.</p> <p>Develops a practice plan for improvement of a particular skill.</p> <p>Distinguishes between health-related and skill-related fitness.</p> <p>Sets a SMART goal for one component of skill or health-related fitness, logs activity for two weeks, and evaluates progress.</p> <p>Understands the importance of participating in moderate to vigorous muscle- and bone-strengthening physical activity at least three times a week.</p> <p>Describes and demonstrates the difference between dynamic and static stretches.</p> <p>Designs a warm-up and cool-down regimen for a self-selected physical activity.</p>	

# NET AND WALL GAMES | GRADE 8

Skills & Concepts	Serving NS 1   SS 1	Striking NS 1   SS 1	Passing NS 1   SS 1	Weight Transfer NS 1   SS 1	Volley NS 1   SS 1
Grade 8	<p>Executes consistently (at least 70% of the time) an underhand serve for distance and accuracy.</p> <p>Executes consistently (at least 70% of the time) a legal overhand serve to a predetermined target.</p>	<p>Strikes with a mature overhand pattern in a modified game.</p> <p>Demonstrates the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy.</p>	<p>Performs passes with control in a dynamic environment (e.g., forearm pass, overhead pass).</p>	<p>Transfers weight with correct timing using low-to-high striking pattern with a long-handled implement on the forehand and backhand sides.</p>	<p>Performs forehand and backhand volleys with a mature form and control using a short-handled implement during modified game play.</p> <p>Performs two-hand volleys with control in a small-sided game.</p>
	Offensive Tactics NS 2   SS 1	Defending NS 2   SS 1	Social Emotional Learning NS 5   SS 2	Health & Fitness NS 3, 4,   SS 1, 2	
<p>Creates open space with either a long- or short-handled implement by varying force or direction, or by moving opponent from side to side and/or forward and back.</p> <p>Varies placement, force, and timing of return to prevent anticipation by opponent.</p> <p>Performs an overhead pass from a playable forearm pass (volleyball).</p>	<p>Performs blocking skill using correct technique during small-sided games.</p> <p>Communicates before the serve what the best defensive formation will be to gain an advantage.</p> <p>Varies defensive positioning to prevent offensive return or score.</p>	<p>Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.</p> <p>Analyzes why some physical activities may or may not create personal enjoyment for other classmates.</p>	<p>Explains the benefits of participating in a self-selected lifetime sport outside of the school day.</p> <p>Describes how an individual should hydrate before, during, and after physical activity.</p> <p>Designs and implements a program to improve levels of health-related fitness and nutrition.</p> <p>Compares and contrasts health-related fitness components.</p> <p>Describes the role of flexibility in injury prevention.</p> <p>Designs and implements a warm-up/cool-down regimen appropriate for a selected physical activity.</p> <p>Accepts responsibility for improving one's own levels of physical activity and fitness.</p> <p>Explains the connections between health-related fitness and overall physical and mental health.</p>		

## OVERVIEW | NET AND WALL GAMES | GRADES 9-12

New York City has a rich history of net and wall activities ranging from handball courts across city parks and school yards, to beach volleyball at city beaches, to the world-renowned U.S. Open tennis championship in Queens, NY. Net and wall activities can be accessed and enjoyed by many. For example, Arthur Ashe, the first and only African American male to win the U.S. Open and Wimbledon, co-founded the New York Junior Tennis League in 1971; and Billie Jean King, the legendary tennis player who won tournaments while advocating for equal rights and gender equality, is still an active advocate, serving as Grand Marshall at NYC Pride in 2019.

In high school, students continue to refine advanced motor skills and movement patterns applied to net and wall games. Students explore how to access local resources and plan for how to engage in invasion games through college and/or career. Through improved knowledge, confidence, and motivation to use community and local resources, students will be able to confidently apply the skills learned in net and wall activities outside of PE. Participation in a pick-up handball game, tennis match, or volleyball game at a NYC public park are perfect examples of how students may choose to continue their application of net and wall activities outside of PE class.

Net and wall games include, but are not limited to, the following activities:

- Badminton
- Handball
- Paddleball
- Pickleball
- Racquetball
- Roundnet (Spikeball™)
- Squash
- Table tennis
- Tennis
- Volleyball

### ESSENTIAL CONCEPTS

*Students will know:*

#### **Motor Skills, Movement Concepts, Strategies and Tactics**

- Activity-specific motor skills and movement concepts
- Advanced strategies and tactics applied in game situations

#### **Social Emotional Learning**

- Social awareness
- Self-management

#### **Health and Fitness**

- Health- and skill-related fitness components
- Health benefits of a physically active lifestyle

#### **Resource Management**

- Access community resources
- Use of technology to support an active lifestyle
- Career opportunities in health, PE, and wellness-related fields

#### **Assessment and Planning**

- Analysis and development of skill
- Personal fitness planning and goals

### OBSERVABLE SKILLS

*Students will be able to:*

- Execute mature pattern for overhand serve, underhand serve, forehand, backhand, and striking
- Adjust strategies and tactics based on game play (create or reduce space, vary shot selection)
- Use effective communication and relationship skills (listen actively, cooperate with others)
- Offer support when needed (cheer or encourage teammates)
- Deal responsibly with personal, academic and social situations/identify the relationship between physical activity, nutrition, and body composition for health-enhancing purposes
- Connect health- and skill-related fitness components to game play
- Moderate and adjust intensity relative to heart rate or Borg Rate of Perceived Exertion (RPE)
- Access school and community opportunities for physical activity for self and others
- Participate in activities with family and friends regardless of age or ability
- Design an improvement plan for skill development or improve performance using available data from a variety of sources (NYCFITNESSGRAM, pedometer, or fitness tracking log)
- Monitor and adjust physical activity levels to address personal fitness and health as needed

# NET AND WALL GAMES | HIGH SCHOOL LEVEL I

Skills & Concepts	Motor Skill & Performance Technique NS 1, 2   SS 1	Safety NS 4   SS 1	Stress Management NS 3   SS 1	Participation in Physical Activity NS 3, 4, 5   SS 1	Social Emotional Learning NS 4, 5   SS 1, 2	Health & Fitness NS 3, 5   SS 1	Resource Management NS 3   SS 3	Assessment & Planning NS 3   SS 1
High School Level I	<p>Demonstrates competency in movement skills through active participation.</p> <p>Applies appropriate terminology and strategies.</p>	<p>Identifies potential issues associated with exercising in heat, humidity, and cold.</p> <p>Applies best practices for safe participation (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).</p>	<p>Identifies strategies to manage and reduce stress (e.g. mental imagery, relaxation techniques, diaphragmatic breathing, cardiovascular exercise, meditation).</p> <p>Describes the relationship between physical activity and stress reduction.</p> <p>Analyzes the impact of physical, emotional, social, family, school, and environmental stressors on personal health.</p>	<p>Identifies how participation in games and sports meet the need for self-expression and enjoyment.</p> <p>Discusses the benefits of a physically active lifestyle.</p> <p>Participates several times a week in a self-selected cardiovascular physical activity outside of the school day.</p> <p>Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed.</p> <p>Exhibits proper etiquette, respect for others, and teamwork.</p> <p>Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle.</p>	<p>Identifies the opportunity for social support while engaging in physical activities.</p> <p>Experiences and creates a sense of community through active participation.</p> <p>Identifies personal feelings with respect to risk taking.</p> <p>Analyzes individual or group creativity through participation in games and sports.</p> <p>Uses communication skills and strategies that promote team or group dynamics.</p> <p>Identifies leadership characteristics within oneself or others.</p> <p>Solves problems and thinks critically, both as an individual and in groups.</p> <p>Describes the relationship that exists between one's emotions, thoughts, and behaviors in different situations.</p> <p>Recognizes positive and negative leadership attributes.</p>	<p>Relates physiological responses to individual levels of fitness and nutritional balance during activity.</p> <p>Implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.</p> <p>Demonstrates appropriate technique in resistance-training related to performance.</p> <p>Explains the role health-related fitness plays in improving game play.</p> <p>Identifies types of strength exercises that impact performance (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation [PNF], dynamic).</p> <p>Calculates target heart rate and applies that information to a personal fitness plan.</p> <p>Adjusts intensity level based on Borg Rating of Perceived Exertion (RPE) scale.</p> <p>Analyzes the health benefits of participation in games and sports.</p> <p>Investigates the relationship between physical activity, nutrition, and body composition.</p>	<p>Evaluates activities that can be pursued in the local environment.</p> <p>Demonstrates the ability to access school and community physical activity services for self and others.</p> <p>Analyzes how the availability of information about community programs impacts participation in physical activity.</p> <p>Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.</p>	<p>Uses the appropriate movement concepts and principles to analyze and improve performance within games and sports for self and others.</p> <p>Creates a practice plan to improve performance within games and sports for a self-selected skill.</p> <p>Creates and implements a behavioral-modification plan that enhances a healthy, active lifestyle in current setting (e.g. home, school, work).</p> <p>Designs a fitness program, including all components of health-related fitness, for self-improvement related to sports and games.</p> <p>Designs a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.</p> <p>Identifies techniques (e.g. SMART goals, NYCFITNESSGRAM results) for setting appropriate goals related to participation in games and sports.</p>

## NET AND WALL GAMES | HIGH SCHOOL LEVEL II

Skills & Concepts	Motor Skill & Performance Technique NS 1, 2   SS 1	Safety NS 4   SS 1	Stress Management NS 3   SS 1	Participation in Physical Activity NS 3, 4, 5   SS 1	Social Emotional Learning NS 4, 5   SS 1, 2	Health & Fitness NS 3, 5   SS 1	Resource Management NS 3   SS 3	Assessment & Planning NS 3   SS 1
High School Level II	<p>Demonstrates refined movement skills through active participation.</p> <p>Describes how the application of specific movement concepts and principles impacts performance.</p> <p>Identifies the stages and proper progression of performing a motor skill.</p>	<p>Holds self and others responsible for following safety procedures.</p> <p>Receives training in hands-only cardio-pulmonary resuscitation (CPR).</p>	<p>Incorporates techniques to effectively manage and reduce stress (e.g. mental imagery, relaxation techniques, diaphragmatic breathing, cardiovascular exercise, meditation).</p>	<p>Participates in daily health-enhancing and personally rewarding physical activities.</p> <p>Identifies and discusses how games and sports change throughout history due to: cultural norms and expectations, advances in technology (equipment, statistics and data), safety concerns and requirements, rules and regulations.</p>	<p>Evaluates the opportunity for social interaction and social support in a self-selected invasion game.</p> <p>Accepts others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative projects.</p> <p>Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.</p> <p>Recognizes the benefits of being open to others' ideas/input.</p> <p>Assumes a leadership role (e.g. task leader) and applies positive leadership attributes.</p> <p>Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.</p>	<p>Describes how to adjust one's diet to accommodate nutritional needs before, during, and after exercise.</p> <p>Analyzes the components of health-related fitness necessary to enhance game play.</p> <p>Applies Borg Rating of Perceived Exertion (RPE) scale and pacing in relation to target heart rate zone while engaged in physical activity.</p> <p>Uses available technology to self-monitor intensity.</p> <p>Identifies the different energy systems used in a selected physical activity.</p> <p>Examines moral and ethical conduct in specific competitive situations (e.g. use of performance-enhancing substances).</p> <p>Analyzes how personal choices can affect long-term health.</p>	<p>Analyzes and applies technology and social media as tools to support a healthy, active lifestyle.</p> <p>Analyzes the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career setting.</p> <p>Identifies opportunities to participate, in and out of school, in daily health-enhancing and personally rewarding physical activity.</p> <p>Analyzes health and fitness related careers and evaluates for personal compatibility.</p> <p>Plans and participates in activities with other family members and friends, regardless of age or ability.</p>	<p>Designs a personal fitness plan, addressing personal goals.</p> <p>Incorporates target heart rate zone, FITTE, and basic training principles (e.g. overload, specificity, progression) to support a healthy, active lifestyle.</p> <p>Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist-antagonist) and supports a healthy active lifestyle.</p> <p>Develops and maintains a fitness portfolio (NYCFITNESSGRAM scores, goals for improvement, plan of activities for improvement, activity log, timeline for improvement).</p> <p>Monitors personal fitness level based on the components of health-related fitness using available technology, and makes adjustments as needed on a regular basis.</p> <p>Creates a snack plan for before, during, and after exercise that addresses nutrition needs for each phase.</p> <p>Evaluates goals and modifies when needed.</p>

# TARGET GAMES

## OVERVIEW | TARGET GAMES | GRADES 6-8

Often played with partners or in small groups in both recreational and competitive settings, target games allow students to use intrapersonal skills, such as reflection and self-awareness, while working toward theme objectives. Students can explore a variety of target games throughout New York City, such as bowling, archery, bocce, or golf. Target games provide students with opportunities to learn and apply a more refined set of skills with movement, accuracy, and consistency.

In middle school, students are able to apply more complex strategies and tactics in a variety of target games. Successful participation promotes inclusion, communication, and working cooperatively with others. Through learning and applying refined movement and more complex skills, students will build confidence to participate in target games outside of PE.

Target games include, but are not limited to, the following activities:

- Archery
- Bocce
- Bowling
- Croquet
- Disc golf
- Golf
- Horseshoes
- KanJam
- Shuffleboard

### ESSENTIAL CONCEPTS

*Students will know:*

#### **Movement Concepts, Strategies and Tactics**

- Transferable movement concepts as applied to a variety of target games
- Strategies and tactics utilized in target games
- Critical elements and cues of motor skills performed in target games

#### **Social Emotional Learning**

- Self-management
- Responsible decision making
- Self-awareness

#### **Health and Fitness**

- Skill-related fitness components (balance)
- Health-related fitness (muscular strength)

### OBSERVABLE SKILLS

*Students will be able to:*

- Execute underhand throw, toss, roll or strike with accuracy and control
- Strike with an implement with accuracy for distance and power as needed
- Select appropriate shot or club
- Demonstrate tactical decision making in shot selection and/or defensive placement
- Demonstrate knowledge of rules and etiquette by self-officiating games and maintaining score
- Self-assess and peer-assess skill performance
- Identify and analyze factors that influence participation in recreational activity outside of school
- Describe the benefits of participating in target games

## TARGET GAMES | GRADES 6-7

Skills & Concepts	Underhand Throwing NS 1   SS 1	Striking NS 1   SS 1	Offensive Strategy NS 2   SS 1	Social Emotional Learning NS 4, 5   SS 1, 2	Health & Fitness NS 3, 4   SS 1
<b>Grade 6</b>	<p>Demonstrates a mature underhand throwing pattern for a modified target game such as bowling, bocce, or horseshoes.</p> <p>Demonstrates appropriate stance, release, and follow through with a mature pattern (e.g., KanJam, disc golf).</p> <p>Demonstrates appropriate stance, release, and follow through with a mature pattern with an implement (e.g., shuffleboard).</p>	Using an implement, strikes a stationary object for accuracy in activities such as croquet and golf.	<p>Selects appropriate shot and/or club based on location of the object in relation to the target.</p> <p>Demonstrates correct technique for basic skills in one self-selected target game.</p>	<p>Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors.</p> <p>Identifies physical activities that provide opportunities for reducing stress and for social interaction.</p> <p>Demonstrates respect for self and others by displaying appropriate sporting behavior (e.g., following rules, encouraging others, playing in the spirit of the game or activity), regardless of outcome.</p>	<p>Participates in a variety of lifetime recreational target game activities outside of school.</p> <p>Identifies specific safety concerns associated with the equipment.</p> <p>Identifies positive and negative results of stress and recognizes physical activity as a positive opportunity for stress reduction.</p> <p>Identifies foods within each of the basic food groups and selects appropriate servings and portions based on physical activity levels.</p> <p>Employs correct stretching techniques and methods.</p>
<b>Grade 7</b>	<p>Executes consistently (at least 70% of the time) a mature underhand throwing pattern in target games such as bowling, bocce, or horseshoes.</p> <p>Executes appropriate stance, release, and follow through with a mature pattern using an intermediate target (e.g., KanJam, disc golf).</p> <p>Demonstrates appropriate stance, release, and follow through with a mature pattern with an implement (e.g., shuffleboard).</p>	Using an implement, strikes a stationary object for accuracy and distance in activities such as croquet, shuffleboard, and golf.	<p>Varies the speed and/or trajectory of the shot based on location of the object in relation to the target.</p> <p>Demonstrates correct technique for a variety of skills in one self-selected target game.</p>	<p>Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates.</p> <p>Identifies positive mental and emotional aspects of participating in a variety of physical activities.</p> <p>Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.</p>	<p>Participates in a variety of lifetime target game activities for health-enhancement and enjoyment outside of school.</p> <p>Independently uses equipment appropriately and safely and identifies specific safety concerns associated with the equipment.</p> <p>Develops strategies for balancing healthy food, snacks, and water intake, along with daily physical activity.</p> <p>Explains the importance of and benefits of proper hydration during physical activity.</p> <p>Describes and demonstrates the difference between dynamic and static stretches.</p>



# TARGET GAMES | GRADE 8 | TARGET GAMES

Skills & Concepts	Underhand Throwing NS 1   SS 1	Striking NS 1   SS 1	Offensive Strategy NS 2   SS 1	Social Emotional Learning NS 4, 5   SS 1, 2	Health & Fitness NS 3, 4   SS 1
Grade 8	<p>Executes consistently (at least 70% of the time) a mature underhand throwing pattern, with accuracy and control, for target games such as bowling, bocce, or horseshoes.</p> <p>Executes appropriate stance, release, and follow through with a mature pattern with accuracy and control using an intermediate target (e.g., KanJam, disc golf).</p> <p>Demonstrates appropriate stance, release, and follow through with a mature pattern with an implement (e.g., shuffleboard).</p>	<p>Using an implement, strikes a stationary object for accuracy and power in activities such as croquet and golf.</p>	<p>Varies the speed, force, and trajectory of the shot based on location of the object in relation to the target.</p> <p>Demonstrates correct technique for basic skills in at least two self-selected target games.</p>	<p>Accepts responsibility for improving one's own levels of physical activity and fitness.</p> <p>Analyzes the empowering consequences of being physically active.</p> <p>Demonstrates self and social awareness by asking for help and helping others in various physical activities.</p>	<p>Participates in a variety of self-selected lifetime target game activities for health-enhancement and enjoyment outside of school.</p> <p>Independently uses equipment appropriately and identifies specific safety concerns associated with the activity.</p> <p>Explains how an individual should hydrate before, during, and after physical activity.</p> <p>Describes the relationship between poor nutrition and health risk factors.</p> <p>Employs a variety of appropriate stretching techniques for all major muscle groups.</p>

## OVERVIEW | TARGET GAMES | GRADES 9-12

Often played with partners or in small groups in both recreational and competitive settings, target games allow students to use intrapersonal skills, such as reflection and self-awareness, while working toward theme objectives. Students can explore a variety of target games throughout New York City, such as bowling, archery, bocce, or golf. Target games provide students with opportunities to learn and apply a more refined set of skills with movement accuracy and consistency.

In high school, students continue to refine advanced motor skills and movement patterns applied to target games. Through improved knowledge, confidence, and motivation to use community and local resources, students will be able to apply the skills learned in target games outside of PE. Students also explore how to access local resources and plan for how to engage in target games through college and/or career.

Target games include, but are not limited to, the following activities:

- Archery
- Bocce
- Bowling
- Croquet
- Disc golf
- Golf
- Horseshoes
- KanJam
- Shuffleboard

### ESSENTIAL CONCEPTS

#### *Students will know:*

##### **Movement Concepts, Strategies and Tactics**

- Activity-specific movement skills and movement concepts
- Strategies and tactics to apply in game situations

##### **Social Emotional Learning**

- Relationship skills
- Responsible decision making
- Self-awareness

##### **Health and Fitness**

- Health- and skill-related fitness components
- Health benefits of a physically active lifestyle

##### **Resource Management**

- Access community resources
- Use of technology to support an active lifestyle
- Career opportunities in health, PE, and wellness-related fields

##### **Assessment and Planning**

- Analysis and development of skill
- Personal fitness planning and goal setting

### OBSERVABLE SKILLS

#### *Students will be able to:*

- Execute mature pattern for throwing, striking, or rolling
- Adjust strategies and tactics based on game play (modify shot selection)
- Use effective communication and relationship skills (listen actively, cooperate with others)
- Offer support when needed (cheer or encourage teammates)
- Deal responsibly with personal, academic and social situations/identify the relationship between physical activity, nutrition, and body composition for health-enhancing purposes
- Connect health- and skill-related fitness components to game play
- Moderate and adjust intensity relative to heart rate or Borg Rating of Perceived Exertion (RPE)
- Access school and community opportunities for physical activity for self and others
- Participate in activities with family and friends regardless of age or ability
- Design an improvement plan for skill development or improve performance using available data from a variety of sources (NYCFITNESSGRAM, pedometer, or fitness tracking log)
- Monitor and adjust physical activity levels to address personal fitness and health as needed

# TARGET GAMES | HIGH SCHOOL LEVEL I

Skills & Concepts	Motor Skill & Performance Technique NS 1, 2   SS 1	Safety NS 4   SS 1	Stress Management NS 3   SS 1	Participation in Physical Activity NS 3, 4, 5   SS 1	Social Emotional Learning NS 4, 5   SS 1, 2	Health & Fitness NS 3, 5   SS 1	Resource Management NS 3   SS 3	Assessment & Planning NS 3   SS 1
High School Level I	<p>Demonstrates competency in movement skills through active participation.</p> <p>Applies appropriate terminology and strategies.</p>	<p>Identifies potential issues associated with exercising in heat, humidity, and cold.</p> <p>Applies best practices for safe participation (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).</p>	<p>Identifies strategies to manage and reduce stress (e.g. mental imagery, relaxation techniques, diaphragmatic breathing, cardiovascular exercise, meditation).</p> <p>Describes the relationship between physical activity and stress reduction.</p> <p>Analyzes the impact of physical, emotional, social, family, school, and environmental stressors on personal health.</p>	<p>Identifies how participation in games and sports meet the need for self-expression and enjoyment.</p> <p>Discusses the benefits of a physically active lifestyle.</p> <p>Participates several times a week in a self-selected cardiovascular physical activity outside of the school day.</p> <p>Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed.</p> <p>Exhibits proper etiquette, respect for others, and teamwork.</p> <p>Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle.</p>	<p>Identifies the opportunity for social support while engaging in physical activities.</p> <p>Experiences and creates a sense of community through active participation.</p> <p>Identifies personal feelings with respect to risk taking.</p> <p>Analyzes individual or group creativity through participation in games and sports.</p> <p>Uses communication skills and strategies that promote team or group dynamics.</p> <p>Identifies leadership characteristics within oneself or others.</p> <p>Solves problems and thinks critically, both as an individual and in groups.</p> <p>Describes the relationship that exists between one's emotions, thoughts, and behaviors in different situations.</p> <p>Recognizes positive and negative leadership attributes.</p>	<p>Relates physiological responses to individual levels of fitness and nutritional balance during activity.</p> <p>Implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.</p> <p>Demonstrates appropriate technique in resistance-training related to performance.</p> <p>Explains the role health-related fitness plays in improving game play.</p> <p>Identifies types of strength exercises that impact performance (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation [PNF], dynamic).</p> <p>Calculates target heart rate and applies that information to a personal fitness plan.</p> <p>Adjusts intensity level based on Borg Rating of Perceived Exertion (RPE) scale.</p> <p>Analyzes the health benefits of participation in games and sports.</p> <p>Investigates the relationship between physical activity, nutrition, and body composition.</p>	<p>Evaluates activities that can be pursued in the local environment.</p> <p>Demonstrates the ability to access school and community physical activity services for self and others.</p> <p>Analyzes how the availability of information about community programs impacts participation in physical activity.</p> <p>Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.</p>	<p>Uses the appropriate movement concepts and principles to analyze and improve performance within games and sports for self and others.</p> <p>Creates a practice plan to improve performance within games and sports for a self-selected skill.</p> <p>Creates and implements a behavioral-modification plan that enhances a healthy, active lifestyle in current setting (e.g. home, school, work).</p> <p>Designs a fitness program, including all components of health-related fitness, for self-improvement related to sports and games.</p> <p>Designs a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.</p> <p>Identifies techniques (e.g. SMART goals, NYCFITNESSGRAM results) for setting appropriate goals related to participation in games and sports.</p>

# TARGET GAMES | HIGH SCHOOL LEVEL II | TARGET GAMES

Skills & Concepts	Motor Skill & Performance Technique NS 1, 2   SS 1	Safety NS 4   SS 1	Stress Management NS 3   SS 1	Participation in Physical Activity NS 3, 4, 5   SS 1	Social Emotional Learning NS 4, 5   SS 1, 2	Health & Fitness NS 3, 5   SS 1	Resource Management NS 3   SS 3	Assessment & Planning NS 3   SS 1
High School Level II	<p>Demonstrates refined movement skills through active participation.</p> <p>Describes how the application of specific movement concepts and principles impacts performance.</p> <p>Identifies the stages and proper progression of performing a motor skill.</p>	<p>Holds self and others responsible for following safety procedures.</p> <p>Receives training in hands-only cardio-pulmonary resuscitation (CPR).</p>	<p>Incorporates techniques to effectively manage and reduce stress (e.g. mental imagery, relaxation techniques, diaphragmatic breathing, cardiovascular exercise, meditation).</p>	<p>Participates in daily health-enhancing and personally rewarding physical activities.</p> <p>Identifies and discusses how games and sports change throughout history due to: cultural norms and expectations, advances in technology (equipment, statistics and data), safety concerns and requirements, rules and regulations.</p>	<p>Evaluates the opportunity for social interaction and social support in a self-selected invasion game.</p> <p>Accepts others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative projects.</p> <p>Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.</p> <p>Recognizes the benefits of being open to others' ideas/input.</p> <p>Assumes a leadership role (e.g. task leader) and applies positive leadership attributes.</p> <p>Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.</p>	<p>Describes how to adjust one's diet to accommodate nutritional needs before, during, and after exercise.</p> <p>Analyzes the components of health-related fitness necessary to enhance game play.</p> <p>Applies Borg Rating of Perceived Exertion (RPE) scale and pacing in relation to target heart rate zone while engaged in physical activity.</p> <p>Uses available technology to self-monitor intensity.</p> <p>Identifies the different energy systems used in a selected physical activity.</p> <p>Examines moral and ethical conduct in specific competitive situations (e.g. use of performance-enhancing substances).</p> <p>Analyzes how personal choices can affect long-term health.</p>	<p>Analyzes and applies technology and social media as tools to support a healthy, active lifestyle.</p> <p>Analyzes the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career setting.</p> <p>Identifies opportunities to participate, in and out of school, in daily health-enhancing and personally rewarding physical activity.</p> <p>Analyzes health and fitness related careers and evaluates for personal compatibility.</p> <p>Plans and participates in activities with other family members and friends, regardless of age or ability.</p>	<p>Designs a personal fitness plan, addressing personal goals.</p> <p>Incorporates target heart rate zone, FITTE, and basic training principles (e.g. overload, specificity, progression) to support a healthy, active lifestyle.</p> <p>Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist-antagonist) and supports a healthy active lifestyle.</p> <p>Develops and maintains a fitness portfolio (NYCFITNESSGRAM scores, goals for improvement, plan of activities for improvement, activity log, timeline for improvement).</p> <p>Monitors personal fitness level based on the components of health-related fitness using available technology, and makes adjustments as needed on a regular basis.</p> <p>Creates a snack plan for before, during, and after exercise that addresses nutrition needs for each phase.</p> <p>Evaluates goals and modifies when needed.</p>

# GLOSSARY OF TERMS

The definitions of the terms listed below are taken or adapted from the *National Standards and Grade-Level Outcomes, Physical Education for Lifelong Fitness, Physical Education for Lifelong Fitness, Society of Health and Physical Educators, and/or International Physical Literacy Association (IPLA)*.

**aerobic activity** - steady physical activity in which the heart can supply all the oxygen the muscles need as the primary energy source.

**affective domain** - the area in which the focus is on personal and social development, attitudes, values, feelings, motivations, and emotions.

**agility** - the ability to change and control the direction and position of the body while maintaining a constant, rapid motion.

**agonist-antagonist muscles** - opposing muscle groups. An agonist is a muscle that is controlled by the action of an antagonist with which it is paired. An antagonist is a muscle that contracts with and limits the action of an agonist with which it is paired.

**anaerobic activity** - physical activity done in short, fast bursts in which the heart cannot supply oxygen as fast as muscles use it.

**applying learner** - a learner who demonstrates the critical elements of the motor skills and knowledge components of the Grade Level Outcomes within a variety of physical activity environments.

**assessment** - the gathering of evidence about student learning and making inferences on student progress and growth based on that evidence.

**balance** - the ability to control or stabilize the body when a person is standing still or moving.

**body composition** - the makeup of the body tissues, including muscle, bone, body fat, and all other body tissues.

**body mass index (BMI)** - the ratio of height to weight that correlates with body fat in the general population; used to assess body composition.

**Borg Rate of Perceived Exertion (RPE)** - a numerical scale used to measure a person's perception of their level of exertion during physical activity. The scale is used to assess the relative intensity of training.

**boundary** - a line, or markers such as cones, indicating the limits of an area.

**cardiovascular fitness** - ability of the heart, lungs, and blood vessels to function efficiently when a person exercises the body.

**checklist** - an assessment and instructional tool that evaluates whether individual performance criteria are present or absent. It consists of a list of criterion behaviors, and evaluators simply determine that yes, the criterion behavior is present, or no, the criterion behavior is not present. This type of assessment does not attempt to determine the quality of the response.

**circuit training** - a type of physical activity program in which a group of exercises are performed in a sequence with brief rests between exercises. Allows for variation in the intensity or type of activity from station to station.

## GLOSSARY OF TERMS | *continued*

**cognitive domain** – the area in which the focus is on knowledge and information (facts and concepts), with an emphasis on the understanding and application of knowledge and information through higher-order thinking skills.

**Community Building** – a group process in which participants experience and practice communication skills that create the possibility for a deeper human connection.

**competency** – sufficient ability, skill, and knowledge to meet the demands of a specific task or activity. The ability for individuals to participate at the recreational level with skill and ability in self-selected activities.

**concentric** – A shortening contraction of a muscle.

**content standard** – a statement that clearly describes the content that should be taught and learned during the K-12 years, grade by grade. Content standards articulate an essential core of knowledge and skills that students should master. Standards clarify what students are expected to know and be able to do at various points in their K-12 academic career. (See [www.intime.uni.edu/model/content/cont.html](http://www.intime.uni.edu/model/content/cont.html))

**cool-down** – a series of progressively less vigorous physical activities to help the body recover to near resting levels, usually consisting of a heart cool-down and a muscle cool-down and stretch.

**coordination** – the ability to use the senses together with the body to synchronize, or to combine movements of several parts of the body.

**criterion-referenced performance standards** – a type of assessment tool that compares learners' performance with a predetermined set of criteria or standards. Criteria are defined clearly, delimited, and task-specific.

**critical elements** – the key components of a motor skill that can be observed, the sum of which result in movement efficiency.

**cues** – short phrases or words that focus the learner on the critical elements of the skill to be practiced.

**curriculum** – a complete program of learning, which includes the following components:

- identified, desired results;
- a design for, and suggested sequence of, activities; and
- suggested methods of assessment for evaluation.

**curriculum mapping** – the process of curriculum planning within the grade level (horizontal mapping) and across the grade levels, K-5 (vertical mapping) allowing students to meet or exceed grade-level outcomes.

**deliberate practice** – a highly structured activity, the explicit goal of which is to improve performance. Tasks are invented to overcome the learner's weaknesses, and performance is monitored carefully to provide cues for ways to improve further.

## GLOSSARY OF TERMS | *continued*

**differentiated instruction** – instruction that is varied to address students’ varying needs and levels of skills and knowledge.

To provide differentiated instruction, teachers may:

- vary the learning environment (e.g., offer tiered learning activities);
- provide choices of equipment (e.g., offer various lengths of a racket);
- provide choices in the learning process (e.g., allow students to participate in modified game play or continue to practice);
- modify practice (e.g., allow students to work alone or in a group); and
- facilitate self-directed activities (e.g., develop and implement an individualized physical activity program).

**directionality** – the dimensional possibilities into which the body or its parts move or aim to move – up and down, right and left, forward and backward, clockwise and counterclockwise.

**dynamic environment (open skills)** – skills performed in an environment that is unpredictable and in motion.

**dynamic stretching** – stretching a muscle beyond its normal length, gradually increasing the stretch with each repetition.

**eccentric** – a lengthening contraction of a muscle.

**etiquette** – expectations regarding behavior and social norms associated with specific games or activities; rules of behavior that define and provide parameters for the appropriate participation in the activity or game.

**extrinsic motivation** – a person’s desire to perform a particular task based on environmental or other personal influences.

**Field and Striking Games** – games in which a team occupies positions throughout the designated space or field while the other team tries to score by batting or striking an object into open space in the field, providing the batter enough time to run the bases or wickets.

**fitness activities** – activities with a focus on improving or maintaining fitness; these might include yoga, Pilates, resistance training, spinning, running, fitness walking, fitness swimming, kick-boxing, cardio-kick, Zumba, and exergaming.

**fitness portfolio** – a document that includes relative assessment scores (i.e. NYCFITNESSGRAM), goals for improvement, plan of activities for improvement, activity log, timeline for improvement.

**FITT(E) principle** – exercise prescription including frequency, intensity, time and type of activity, and enjoyment, used in developing exercise programs.

**flexibility** – the ability to move the joints through a full range of motion.

**force** – energy exerted by the muscles to cause movement or resist movement.

**formative assessments** – assessments that are ongoing during instruction, allowing teachers to track student progress and adapt instruction accordingly.

## GLOSSARY OF TERMS | *continued*

**frequency** - how often a person performs the targeted health related physical activity.

**health related fitness** - one of two general categories of physical fitness (the other is skill related physical fitness). The five components of health related fitness include body composition, cardiovascular fitness, flexibility, and muscular endurance and strength.

**Healthy Fitness Zone (HFZ)** - the range of fitness scores associated with good health; used by NYCFITNESSGRAM. The healthy fitness zone is based on criterion-referenced standards that represent the minimum age- and gender-appropriate fitness levels that a child needs for good health.

**hydration** - the state of having adequate water.

**hypokinetic disease** - a disease brought on at least in part by insufficient movement and exercise. Hypokinesia has been identified as an independent risk factor for the origin and progression of several widespread chronic diseases, including coronary heart disease, diabetes, obesity, and lower back pain.

**individual-performance activities** - physical activities that one can perform alone, as contrasted with team sports activities. Examples include gymnastics, figure skating, track and field, multisport events, in-line skating, self-defense, and skateboarding.

**intensity** - how hard a person exercises during a physical activity period. Intensity can be measured in different ways, depending on the associated health related component. For example, monitoring heart rate is one way to gauge intensity during aerobic endurance activities, but gives no indication of intensity during flexibility activities.

**interval training** - physical activity in which short bursts of high-intensity exercise for a specified time duration are alternated with rest-and-recovery periods.

**intrinsic motivation** - a person's internal desire to perform a particular task.

**invasion games** - activities in which a team scores by invading another team's territory and shooting into a goal or specified area.

**isometric exercises** - a type of physical activity (exercise) in which the body parts do not move, such as pushing the arms together in front of the body so that the force produced by each arm is equal.

**lifetime activities** - activities that are suitable for participation across the life span and that one can undertake alone or with a partner, as opposed to a team. Lifetime activities include the categories of outdoor pursuits, selected individual-performance activities, aquatics, and net-, wall-, and target-based games.

**mature patterns** - movement patterns that demonstrate that the learners can execute with efficiency the critical elements of motor skills patterns (running, jumping and landing, kicking, throwing, catching, and striking) in authentic environments.

**modified games** - small-sided games in which the rules have been modified to emphasize the skills taught in physical education class (e.g., by creating a penalty for dribbling to emphasize the recently taught skill of passing).



## GLOSSARY OF TERMS | *continued*

**movement concepts** - concepts related to skillful performance of movement and fitness activities, such as spatial awareness, effort, tactics, strategies, and principles related to movement efficiency and health-enhancing fitness.

**muscular endurance** - the ability of a muscle or group of muscles to sustain repeated contractions against a resistance for an extended period of time.

**muscular fitness** - the combination of muscular endurance and muscular strength.

**muscular strength** - the amount of force a muscle can produce with a single maximal effort.

**Net and Wall Games** - games in which teams or individual players score by hitting a ball or object into a court space, net, or wall area with sufficient accuracy and/or power that the opponent(s) cannot return the ball or object or continue the volley.

**non-dynamic environment (closed skills)** - skills performed in a non-dynamic environment (i.e., one that is constant, predictable, or stationary) with the goal of producing movements that are consistent and accurate (e.g., gymnastics, diving, target games).

**non-locomotor or stability skills** - skills that place a premium on gaining and maintaining one's equilibrium in relation to the force of gravity (e.g., axial movements and inverted and rolling body postures).

**overexertion** - to put forth too much effort or strength (e.g., overexerting yourself can strain muscles or tendons in your body).

**overload principle** - a training principle in which progressively greater stress or demands are placed on the body during exercise to cause it to adapt (become more fit). This is accomplished by manipulating the frequency, intensity, time (duration), and type [FITT(E)] of the activity.

**personal space** - the physical space immediately surrounding someone.

**physical literacy** - the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life.

**portfolio** - a collection of a student's work that demonstrates achievement of program goals; usually a combination of student-selected and required material.

**power** - the ability to move the body parts swiftly while applying the maximum force of the muscles. Power is a combination of both speed and muscular strength.

**pre- and post-assessments** - assessments that capture what students know before receiving instruction and what students know or are capable of producing at the end of instruction.

**progression principle** - a training principle in which the overload is gradually increased, either in frequency, intensity, or time, or a combination of all three components. Proprioceptive Neuromuscular Facilitation (PNF) - a type of static stretch that requires the muscle to be contracted immediately before it is stretched.

## GLOSSARY OF TERMS | *continued*

**psychomotor domain** – the area in which the focus is on motor skills; includes physical movement, coordination, and the use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution.”

**range of motion (ROM)** – the measurement of the amount of movement around a specific joint or body part.

**rating scale** – an assessment and instructional tool that is similar to a checklist but provides added information on the extent to which criterion behaviors are met. Gradation of performance can be differentiated by the number of times the behavior occurs (frequency) or by descriptions of performance at each level (quality).

**reaction time** – a measure of how quickly it takes to respond to a particular (heard, seen, or felt) stimulus.

**receiving** – the skill of collecting a pass from a teammate with the hands, feet, or body.

**rest period** – the time dedicated to recovery between sets and exercise.

**resistance training** – a program using a variety of methods (e.g., a person’s own body weight, or tension bands) or equipment (e.g., machines or free weights) that progressively stresses the musculoskeletal system to improve muscular strength, endurance, or power.

**resting heart rate** – the number of times the heart beats per minute during rest.

**Rhythms and Dance activity** – an activity that focuses on rhythmic movements and dance.

**rubric** – an assessment and instructional tool that identifies criterion behaviors with a minimum of two levels of performance. Each level of the rubric identifies and describes criterion behaviors that contain essential elements of the tasks along a range or continuum of performance expectations.

**skill progression** – the extension of a skill by changing the task, environment, or desired outcome. Skill progressions are provided after an individual student, group of students, or class demonstrates meeting the desired outcomes.

**skill regression** – the differentiation of a task or skill that allows a point of entry that is achievable for a student. Skill regressions can be provided to an individual student, group of students, or class to ensure that a student can progress toward meeting the desired outcome.

**skill related fitness** – one of two general categories of physical fitness (the other is health related physical fitness). The six components of skill related fitness (agility, balance, coordination, power, speed and reaction time) are associated with the ability to learn skills and perform well in a variety of activities.

**small-sided games** – organized games in which the number of players involved is reduced from the conventional competitive version of the sport (e.g., 2 v. 2 basketball, 3 v. 3 volleyball, 6 v. 6 lacrosse).

**small-sided practice tasks** – small-sided games or deliberate tasks designed to practice skills or tasks.

**SMART goal** – a goal that is specific, measurable, attainable, realistic, and timely.

## GLOSSARY OF TERMS | *continued*

**specificity principle** – describes the phenomenon in which explicit activities that target a particular body system must be performed in order to bring about fitness changes in that area.

**speed** – the ability to perform a movement or cover a distance in a short time.

**static stretching** – exercises that cause muscles and tendons to elongate; these stretches require a person to hold the muscle in position for a period of time.

**striking** – a ballistic, propulsion skill with several forms, such as sidearm, underarm or overarm, one-handed and two-handed. Common examples include batting, hitting with a racket, and serving a volleyball.

**summative assessment** – an assessment that occurs at the close of a unit of instructional sequence, providing teachers with a comprehensive summary of each student's progress and growth.

**tactics** – moment-to-moment (short-term) adaptations made to address the challenges that arise during game play.

**Target Games** – games in which players score by throwing, striking, or rolling an object to/through/in/at a target. Accuracy is a primary focus of the activity, and participants have no physical contact with one another.

**Target Heart Rate Zone** – a range in which the heart rate is high enough to build cardiorespiratory endurance but low enough to sustain exercise.

**time** – the length (duration) of the physical activity. As with the other aspects of the FITT(E) principle, time varies depending on the health related fitness component targeted. For example, flexibility or stretching may take 10–30 seconds for each stretch, while the minimum time for performing aerobic activity is 20 minutes of continuous activity.

**type** – a health related fitness component. As with the other components of the FITT(E) principle, type refers to the specific health related fitness category: cardiovascular endurance, muscular endurance, muscular strength, or flexibility. For example, an individual wishing to increase arm strength must exercise the triceps and biceps, while an individual wishing to increase aerobic endurance needs to jog, run, swim, or perform some other aerobically challenging activity.

**unit** – consecutive lessons on a subject/topic that progress in challenge and include specific skill development and assessments of student progress toward meeting objectives.

**volley** – to propel an object (e.g., tennis ball, volleyball, shuttlecock) in the air using a body part or manipulative (e.g., hands, arms, racquet).

**warm-up** – a low-intensity activity done before a full-effort or main activity to prepare the body for upcoming more intense activity. A proper warm-up improves muscle function, maximizes blood flow to the muscles, and improves flexibility.

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