


[Course Overview](#)

[Course-at-a-Glance](#)

[Progress Report Statements](#)


- 1. Motor Skills and Movement Patterns**
- 2. Strategies and Tactics**
- 3. Personal Fitness Knowledge and Skills**
- 4. Responsible Personal and Social Behavior**

1. Motor Skills and Movement Patterns

<p>EE</p>	<p>In addition to Sc performance, in-depth inferences and applications that go beyond what was taught. The student might:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate advanced techniques during active game play. <input type="checkbox"/> Utilize dynamic movements: finesse shots, precision passing, and fluid movements such as crossover dribbling, overhand or jump serving. 						
<p>Sc+</p>	<p>In addition to Sc performance, in-depth inferences and applications with partial success.</p>						
<p> Sc</p>	<p>The student will:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">NET / WALL GAMES</th> <th style="width: 33%;">INVASION GAMES</th> <th style="width: 33%;">INDIVIDUAL PERFORMANCE ACTIVITIES</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate correct technique when serving during active game play <input type="checkbox"/> Demonstrate correct technique when striking during active game play </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate correct technique for throwing/passing including weight transfer and opposition during active game play <input type="checkbox"/> Demonstrate correct technique for catching/ receiving including creating space to receive during active game play <input type="checkbox"/> Demonstrate correct technique for hand and foot dribbling during active game play </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate correct technique within individual exercises and/or activities <input type="checkbox"/> Demonstrate accuracy, control, and/or power within individual exercises and/or activities </td> </tr> </tbody> </table> <p>The student exhibits no major errors or omissions.</p>	NET / WALL GAMES	INVASION GAMES	INDIVIDUAL PERFORMANCE ACTIVITIES	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate correct technique when serving during active game play <input type="checkbox"/> Demonstrate correct technique when striking during active game play 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate correct technique for throwing/passing including weight transfer and opposition during active game play <input type="checkbox"/> Demonstrate correct technique for catching/ receiving including creating space to receive during active game play <input type="checkbox"/> Demonstrate correct technique for hand and foot dribbling during active game play 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate correct technique within individual exercises and/or activities <input type="checkbox"/> Demonstrate accuracy, control, and/or power within individual exercises and/or activities
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<p>Dv+</p>	<p>No major errors or omissions regarding Dv content and partial success at Sc content.</p>						
<p>Dv</p>	<p>The student will: Recognize or recall specific terminology, such as: Strike, volley, serve, throw, catch, weight transfer, dribble/foot dribble, accuracy, control, and power</p> <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognize and describe correct technique for net / wall games, invasion games, and individual performance activities <input type="checkbox"/> Demonstrate correct technique for an isolated skill within a drill or practice task <p>However, the student exhibits major errors or omissions regarding the Sc content.</p>						
<p>Bg+</p>	<p>Partial knowledge of the Dv content, but major errors or omissions regarding the Sc content.</p>						
<p>Bg</p>	<p>With help, the student exhibits partial knowledge of the Dv content, but major errors or omissions regarding the Sc content.</p>						
<p>Bg-</p>	<p>With help, partial understanding of Dv content, but no understanding of Sc content.</p>						


*With help may include rephrasing questions, asking probing questions, and/or providing prompts or sentence starters.

2. Strategies and Tactics

<p>EE</p>	<p>In addition to Sc performance, in-depth inferences and applications that go beyond what was taught. The student might:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adapt game play to intentionally accommodate a variety of skill levels in inclusive game play. <input type="checkbox"/> Lead/plan team strategy during games/activities
<p>Sc+</p>	<p>In addition to Sc performance, in-depth inferences and applications with partial success.</p>
<p> Sc</p>	<p>The student will:</p> <p>NET / WALL GAMES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Open and close space during active game play <input type="checkbox"/> Vary placement, force, speed, trajectory and/or timing of serves/strikes during active game play <input type="checkbox"/> Create open space by varying force/direction or by moving opponent side-to-side or forward and back during active game play <p>INVASION GAMES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply rules, strategies, and offensive tactics during active game play, such as: <ul style="list-style-type: none"> ○ Move to create open space on and off the ball ○ Use a variety of passes, fakes, and pathways ○ Give and go <input type="checkbox"/> Apply rules, strategies, and defensive tactics during active game play, such as: <ul style="list-style-type: none"> ○ 1 v 1 defense strategy ○ Situational awareness <p>The student exhibits no major errors or omissions.</p>
<p>Dv+</p>	<p>No major errors or omissions regarding Dv content and partial success at Sc content.</p>
<p>Dv</p>	<p>The student will:</p> <p>Recognize or recall specific terminology included within strategies and tactics related to gameplay:, such as: open and closed space; placement; force; trajectory; serve / strike; power, fakes, and give and go.</p> <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognize and describe offensive/defensive tactics for net / wall games and invasion games. <input type="checkbox"/> Demonstrate the correct technique for an isolated skill in a drill or practice task. <p>However, the student exhibits major errors or omissions regarding the Sc content.</p>
<p>Bg+</p>	<p>Partial knowledge of the Dv content, but major errors or omissions regarding the Sc content.</p>
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3. Personal Fitness Knowledge and Skills

<p>EE</p>	<p>In addition to Sc performance, in-depth inferences and applications that go beyond what was taught. The student might:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implement a new fitness plan based upon previous results, revision, and teacher feedback <input type="checkbox"/> Create and lead a fitness activity for class
<p>Sc+</p>	<p>In addition to Sc performance, in-depth inferences and applications with partial success.</p>
<p> Sc</p>	<p>The student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Employ a variety of techniques to improve the following personal health-related fitness components: <ul style="list-style-type: none"> ○ Flexibility, muscular strength, muscular endurance and cardiovascular endurance <input type="checkbox"/> Create, implement, and reflect on a plan in order to analyze a personal fitness goal meant to improve both overall physical and mental health was achieved <input type="checkbox"/> Use available self-monitoring technology (such as heart rate sensors or pedometers) to achieve healthy levels of fitness activity <p>The student exhibits no major errors or omissions.</p>
<p>Dv+</p>	<p>No major errors or omissions regarding Dv content and partial success at Sc content.</p>
<p>Dv</p>	<p>The student will:</p> <p>Recognize or recall specific terminology, such as: fitness, health-related fitness components (flexibility, muscular strength, muscular endurance, cardiovascular endurance)</p> <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the components of health-related fitness: flexibility, muscular strength, muscular endurance, and cardiovascular endurance <input type="checkbox"/> Explain the connection between fitness and overall physical and mental health <input type="checkbox"/> Create a plan to achieve a fitness goal meant to improve both overall physical and mental health <input type="checkbox"/> Correctly utilize the available self-monitoring technology (such as heart rate sensors or pedometers) <p>However, the student exhibits major errors or omissions regarding the Sc content.</p>
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4. Responsible Personal and Social Behavior

<p>EE</p>	<p>In addition to Sc performance, in-depth inferences and applications that go beyond what was taught. The student might:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide positive and constructive feedback to peers in the spirit of improvement and encouragement <input type="checkbox"/> Consistently seek feedback from peers and teachers to adjust strategies and approaches to optimize performance in learning outcomes.
<p>Sc+</p>	<p>In addition to Sc performance, in-depth inferences and applications with partial success.</p>
<p> Sc</p>	<p>The student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate good sportsmanship within competitive and cooperative game play. <input type="checkbox"/> Demonstrate respect for self by asking for help, accepting and applying feedback, and seeking opportunities to respectfully help others in various physical activities. <input type="checkbox"/> Demonstrate safe and appropriate use of body, space, and equipment. <p>The student exhibits no major errors or omissions.</p>
<p>Dv+</p>	<p>No major errors or omissions regarding Dv content and partial success at Sc content.</p>
<p>Dv</p>	<p>The student will:</p> <p>Recognize or recall specific terminology, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Competitive and cooperative game play <input type="checkbox"/> Good sportsmanship, including: <ul style="list-style-type: none"> ■ Honoring prescribed rules (i.e. USA basketball vs house rules) ■ Cooperation and conflict resolution ■ Gracious acceptance of feedback and loss <p>Perform basic processes, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Resolve conflict within competitive and cooperative game play <input type="checkbox"/> Accept help or feedback when offered and/or help others when prompted to do so <input type="checkbox"/> Describe the behaviors of a good teammate <input type="checkbox"/> Describe the safe behavior that should be associated with an activity. <p>However, the student exhibits major errors or omissions regarding the Sc content.</p>
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