

AMERICAN SAMOA DEPARTMENT OF EDUCATION

PHYSICAL EDUCATION

CONTENT STANDARDS



STANDARDS AND BENCHMARKS

ELEMENTARY/HIGH SCHOOL

Acknowledgements

The American Samoa Department of Education -Division of Curriculum & Instruction wishes to acknowledge the ongoing work, commitment, and various contributions of individuals to revise our 2025 ASDOE academic standards for Physical Education. A special thanks to the Physical Education Writing Committee for taking on this important project that will shape the classrooms of today and tomorrow. Thanks to the Division of Curriculum & Instruction Assistant Director who have contributed time and talent to this project. Finally, a special thanks to ASDOE-DCI Physical Education Division, educators and teachers who provided comment and feedback to drafts of these standards.

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What Are the Academic Standards?

American Samoa Department of Education Academic Standards specify what students should know and be able to do in the classroom. They serve as goals for teaching and learning. Setting high standards enables students, parents, educators, and citizens to know what students should have learned at a given point in time. In the American Samoa Department of Education, all standards serve as a model. We must ensure that all children have equal access to high-quality education programs. Clear statements about what students must know and be able to do are essential in making sure our schools offer opportunities to get the knowledge and skills necessary for success beyond the classroom. Adopting the national standards is crucial to our local physical education program. Teachers use the academic standards as guides for student learning in the classroom. Implementing standards will assist teachers with instructional methods and materials, local assessments, and professional development opportunities for the teaching and administrative staff.

What is Physical Education?

As an academic subject and part of a well-rounded education, physical education is a well-planned sequential, “standards-based program of curricula and instruction designed to develop motor skills, knowledge, and behaviors” for mental and emotional health and active healthy living (SHAPE America, 2024). Physical education contributes to the development of physical literacy, which is defined as an individual having the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for purposeful engagement in physical activity for the development of the whole person throughout their lifespan (Whitehead 2001; Manigo et al. 2012). Beyond creating physically literate individuals, physical education is a subject supporting learning in all academic areas as evidence affirms participation in physical education improves concentration and memory, increases problem-solving abilities, enhances social and emotional learning, and fosters positive relationships.

Physical education and physical activity are not the same. These terms are often used interchangeably, but they differ in critical ways. A quality physical education program contributes to the school's mission by following a set of standards that provides learning opportunities, appropriate instruction, and meaningful, challenging standards-based content for all students, including those with varying abilities. "This is in contrast to the notion that physical education is recreation," sports, or physical activity, which do not align with public educational goals (Couturier et al. 2014). A standards-based physical education instructional program offers the best opportunity to provide physical activity to all children and to teach them the skills and knowledge needed to establish and sustain a health-enhancing lifestyle

SPECIFICATIONS FOR ASDOE PHYSICAL EDUCATION STANDARDS REVIEW

The following specifications were followed in the development of ASDOE physical education standards. These principles guided each phase of the process and served to keep the focus on students. The ASDOE content specialists worked with teachers to assure the comprehensiveness of the standards. This was particularly important in areas where there were no other documents to use as comparison (such as local history or native languages). The following were the guidelines used in developing the physical education standards, grade-level benchmarks, sample performance indicators, and topics.

- Essential standards, benchmarks and performance indicators were used as the foundation for the ASDOE Physical Education standards.
- As the new standards statements were developed, they were also compared against national standards and other highly regarded state's standards.
- Analysis of the standards led to the elimination of overlaps and/or redundancies within and between content areas.
- Consistent grain size (benchmarks that were of approximately the same instructional size).
- Standards, benchmarks, sample performance assessments, and rubrics were written in plain language, understandable to primary audience (teachers) and secondary audiences (students and parents).
- Benchmarks were written as describing "proficient." Attention was paid to the depth of knowledge/level of the benchmarks so that they would appropriately scaffold and challenge students.
- Implementable—The benchmarks were written with consideration of the delivery of instruction (integrated elementary curriculum, required and elective courses at the secondary level).
- Benchmarks and sample performance indicators were written to be measurable through the examination of student work from which valid inferences about student learning could be made.

- **DOK-1:** Recall and reproduce data, definitions, details, facts, information, and procedures. (**knowledge acquisition**)
- **DOK-2:** Use academic concepts and cognitive skills to answer questions, address problems, accomplish tasks, and analyze texts and topics. (**knowledge application**)
- **DOK-3:** Think strategically and reasonably about how and why concepts, ideas, operations, and procedures can be used to attain and explain answers, conclusions, decisions, outcomes, reasons, and results. (**knowledge analysis**)
- **DOK-4:** Think extensively about what else can be done, how else can learning be used, and how could the student personally use what they have learned in different academic and real world contexts. (**knowledge augmentation**)

The American Samoa Department of Education Content and Performance Standards describe educational targets in all nine content areas for ALL students in grades K-12. All students, therefore, are expected to be given the opportunity to meet all of the K-12 standards. At the secondary level, however, the standards describe different things in different content areas.

CHARACTERISTICS OF GRADES K-2: ACQUIRING THE FOUNDATIONAL SKILLS

In the primary grades (K-2) the standards identify foundational content and skills. Instruction supports the acquisition of these very important skills, knowledge, and content. Children at these grade levels should be exposed to meaningful activities that support language and vocabulary development. Scaffolding learning is essential. Creating many varied opportunities to learn, practice and demonstrate skills is the focus of early elementary education. Teaching is structured and learning takes place in a more controlled, systematic context. As they learn and mature, children become increasingly independent of the teacher.

CHARACTERISTICS OF GRADES 3-5 STANDARDS: BUILDING UPON FOUNDATIONAL SKILLS AND KNOWLEDGE

At the upper elementary levels (grades 3-5) curriculum focuses on refining, broadening, enhancing, and applying skills and knowledge in more challenging and varied contexts. Students use the foundational skills, processes, and knowledge they gained in their early elementary experience to extend and apply in all the nine content areas.

CHARACTERISTICS OF GRADES 6-8 STANDARDS: EXPLORING AND DEVELOPING INTERESTS

At the middle school level standards are designed to allow students to explore a variety of content and skills. This exploration can serve to focus curricular choices students make at the high school and post-secondary levels. There is an emphasis on refining and applying skills to more challenging and varied content. Higher order thinking and the development of civic mindedness is supported through the curriculum as guided by the standards. Students are encouraged to explore specialized content through world languages, art, or music and to use increasingly sophisticated means of communicating their learning through various computer applications.

CHARACTERISTICS OF GRADES 9-12 STANDARDS: PREPARING FOR POST-SECONDARY CHOICES

Standards at the high school level prepare students to apply their learning in their post-secondary choices. They allow students to develop skills that will ensure their success in their adult lives including their participation in the larger global society. Students may experience a well-rounded educational experience.

ORGANIZATION OF THE STANDARDS (GENERAL DESCRIPTION)

American Samoa Department standards are organized in a similar way for all content areas. This is because, for content areas such as Physical Education, it is more developmentally appropriate to allow several years to achieve the benchmark, rather than to artificially break up physical skills into two discrete pieces that do not make sense instructionally. ASDOE Standards are organized by and contain:

Strand=themes or “Big Ideas” that organize standards

Standard = a broad statement of what a student needs to know or be able to do

Topic = organizes the benchmarks into related ideas

Benchmark = a specific statement of what a student should know or be able to do (related to the topic) at a specific grade level or grade level cluster

Sample Performance Indicator = a generalized description of how a student might demonstrate significant aspects of the benchmark

The grade level/discipline at which a benchmark appears is where it may be assessed, but it is NOT the only grade level/discipline at which it should be taught. It is assumed, for example, that once content or a skill is taught it is reinforced and further developed in subsequent years. Benchmarks are not repeated.

THE STANDARDS NUMBERING SYSTEM

Each benchmark is assigned a code as an aid to identify quickly its place in relation to the entire document, and as a placeholder for database purposes. By convention, the code consists of three positions, each separated by a decimal point: E.g., K.3.1

Example: K.1.1

K.1.1 = Grade Level (Kindergarten)

K.1.1 = Content Standard Number (Standard #3)

K.1.1 = Benchmark Number (1st listed benchmark)

PHYSICAL EDUCATION: INTRODUCTION

A Physically Educated Person learns skills necessary to perform a variety of physical activities, is physically fit, participates regularly in physical activity, and knows the implications of and benefits from involvement in physical activity, and values physical activity and its contributions to a healthful lifestyle (NASPE, 2004).

Physical Education encourages children to be physically active for a lifetime. The Physical Education curriculum is an instructional program that is meaningful, relevant, and developmentally appropriate for children. Students who receive the necessary instruction and opportunities to learn skills and habits at appropriate developmental levels will not be challenged to learn them later in their lives. Physical Education is not an unstructured or free play time.

Children grow and develop through the maturation process. However, maturation alone does not assure the development of skills to their mature stages. According to Gallahue and Ozmun (2002), the development of mature motor skills is dependent upon appropriate instruction, opportunities for practice, and encouragement. When the mature stages of motor skills are developed they provide the foundation for the recreational skills that are used in lifetime physical activities and sports.

Physical Education content should be rigorous and relevant for all participants. Everyone can be successful and learn the knowledge and skills needed to enjoy and actively participate in a lifetime of good health and physical activity. Standards-based physical education develops the skills, knowledge, attitudes, and values of a physically educated person.

THE STANDARDS

There are four physical education standards that were adopted from the newly revised 2004 National Association for Sport and Physical Education National Standards. The standards clarify and establish what a student should know and be able to do as a result of a quality physical education program. They also help to establish teacher-friendly guidelines for instructionally integrated assessment in the teaching/learning process. The physical education content and development process terms are embedded in the standards.

THE PHYSICAL EDUCATION STRANDS

- 1. MOVEMENT FORMS**
- 2. COGNITIVE CONCEPTS**
- 3. ACTIVE LIFESTYLE**
- 4. PHYSICAL FITNESS**

THE PHYSICAL EDUCATION STANDARDS

Standard 1: Use motor skills and movement patterns to perform a variety of physical activities.

Standard 2: Understand movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participate regularly in physical activity.

Standard 4: Know ways to achieve and maintain a health-enhancing level of physical fitness.

PHYSICAL EDUCATION TOPICS

The four physical education standards are addressed through the following topics categories under which related benchmarks are grouped:

- **Fundamental skills** - Basic skills including locomotor (e.g. running, walking, jumping, skipping, hopping, sliding), non-locomotor (twisting, balancing, pushing, pulling), and manipulatives (throwing, catching, striking, kicking).
- **Safety and Play Etiquette** - Basic skills relating to the achievement of positive safety and appropriate protocol for play.
- **Modified and lead-up games and activities** - Experiences including small-sided games, adventure, cooperative play, rhythm, dance.
- **Fitness and conditioning-related activities** - Conditioning principles and cross-training involving health-related fitness components.
- **Team Sports** – Non-traditional and traditional experiences concerning team activities and games.
- Individual, dual, and lifetime activities – Non-traditional and traditional physical activities for lifetime participation.

DEVELOPMENTAL PROCESS

The following developmental sequence describes the process of the acquisition of physical skills and concepts. It scaffolds learning so that students first explore a concept or skill before they are formally introduced to it. Students are then given opportunities to practice, then apply and refine the skill or concept. The process spirals through the grade levels, with skills and concepts reintroduced and reinforced at higher grade levels to strengthen and broaden learning.

- **Explore:** The student develops an initial awareness of the task by experimenting with a variety of movement possibilities. There is no one correct way or one correct answer (e.g., a student may demonstrate the critical elements of skipping in an immature form).
- **Introduce:** The student learns about the various skills and concepts, differences between movements, and how they are performed (e.g., a student can identify the critical elements of skipping in a mature form versus an immature form).
- **Reintroduce:** The student uses a mature form and reviews various skills and concepts refining parts for increased efficiency and performance (e.g., a student demonstrates critical elements of skipping in a mature form).
- **Apply:** The student uses learned movement in varying contexts such as with a partner and/or in a small group, with changing concepts such as speed, levels, using manipulatives, etc. (e.g., a student demonstrates a mature form of skipping while changing speed, levels, using manipulatives).
- **Emphasize:** The student pinpoints or highlights aspects of movement for further refinement in skills and knowledge in physical activities (e.g., a student modifies and applies the skip in executing a basketball lay-up).
- **Reinforce (R):** The student reviews and addresses proper form and acquires more information for further improvement and knowledge. Knowledge at this point should be at a level where students demonstrate qualities of a physically educated person and are able to continue a physically active lifestyle (e.g., a student refines and practices a basketball lay-up for play at a recreation and/or competitive level).

**AMERICAN SAMOA DEPARTMENT OF EDUCATION
PHYSICAL EDUCATION STANDARDS GRADES K-12**

GRADE: KINDERGARTEN	
Movement Forms	
Fa'atino ituaiga o gaioioiga e mafai ona fa'atino e tamaiti	
Standard 1: Develops a variety of motor skills. Fa'atino ituaiga o gaioioiga eseese e mafai ona fa'atino e tamaiti	
<i>Topic: FUNDAMENTAL SKILLS</i>	
K. 1.1 Use basic locomotor skills in initial form alone, with a partner, and in small groups (DOK3) Fa'atino ituaiga o gaioioiga e mafai ona fa'atino e tamaiti	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Demonstrates a variety of basic locomotor skills (e.g, walking, running, jumping, hopping, leaping, sliding, galloping, skipping) 2. Observes how to walk in straight, curved, and zigzag pathways 3. Travel forward and sideways while changing direction quickly in response to a signal 4. Demonstrates a jump over a stationary objects (e.g. rope, hoops, blocks) several times using forward and back and side to side movement patterns 5. Perform the different movements (e.g hopping, leaping, sliding) transitioning between motor skills. 6. Demonstrates movement: move from a line to a circle formation
K. 1.2 Demonstrates jumping and landing in a non-dynamic environment (DOK3) Fa'aalia le osooso ma le tulauelolele i se si'osi'omaga e lelei ma tatau	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Perform a continuous log roll in a controlled manner as interpreted by a teacher 2. Demonstrates jumping over a stationary object (i.e., rope, hoops, blocks) several times in succession, using forward-and-back and side-to-side movement patterns. (we have to be extra careful with this exercise) 3. Demonstrate how to jump into different blocks with 2 legs or 1 leg . 4. Apply different ways of jumping and landing using (jumping rope, jumping over any object, using a yardstick). 5. Recognize different kinds of jump (e.g. skipping, hopping, galloping) 6. Demonstrates on how to take off and land with both feet simultaneously in a controlled jump
K. 1.3 Demonstrates transferring weight on multiple body parts (DOK3) Fa'aalia le fa'aliliuina o le mamafa i vaega e tele o le tino	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Demonstrates proper warm-up exercises before lifting objects 2. Demonstrates how to pass 2 books from one hand to the other “ 3. Demonstrates how to stand on one foot w/o falling 4. Demonstrates how to balance with one foot with both hands stretching out(put books on both hands)

K. 1.4	<p>Demonstrates non-locomotor skills with the concepts of space, effort, and relationship awareness (DOK3)</p> <p>Fa'aalia tomai e le gaioiga a le tino e le aofia ai le fealua'i mai le tasi nofoaga i le isi, ae o le tumau i le nofoaga a'o fesiitai vaega o le tino (non-locomotor skills) ma manatu o le avanoa, taumafaiga, ma le fa'alauiloaina o mafutaga</p>
2 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Demonstrates examples of non-locomotor skills 2. Performs 3 non-locomotor skills 3. Shows how they master the non-locomotor skills 4. Watch a video of children playing and identify non-locomotor skills
K. 1.5	<p>Demonstrates balancing on different body parts in a non-dynamic environment. (DOK3)</p> <p>Fa'aalia le paleni i vaega eseese o le tino i se si'osi'omaga e le fa'amalosi.</p>
2 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Demonstrates how to balance on one foot 2. Observes how long a student can balance her/himself with one foot 3. Discusses the advantage of being able to balance 4. Watch a video on how young children balance themselves 5. Demonstrates how to balance the beanbag on various body parts when moving
K. 1.6	<p>Demonstrates bouncing a ball in a variety of non-dynamic practice tasks. (DOK 3)</p> <p>Fa'aalia le fiti o le polo i le tele o galuega fa'ata'ita'i e le fa'amalositino</p>
2 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Demonstrate bouncing a ball in different environment 2. Discusses why bouncing is part of selecting a ball to play with 3. Demonstrates how to dribble a ball of different sizes 4. Discusses why air is important in bouncing 5. Demonstrates how to bounce and catch the ball
K. 1.7	<p>Demonstrates rolling a ball in a variety of non-dynamic practice tasks. (DOK 3)</p> <p>Fa'aalia le fa'ata'avaleina o le polo i le tele o galuega fa'ata'ita'i e le fa'atoagaina.</p>
1 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Shows how to roll a ball in a straight line 2. Observes the behavior of rolling a ball in different surfaces 3. Discusses a sport/game that you roll a ball in order to play 4. Demonstrate how to hold the ball before rolling the ball (e.g hold with 2 hands, 1 hand) then roll the ball backward or forward
K. 1.8	<p>Demonstrates catching a variety of non-dynamic practice tasks. (DOK3)</p> <p>Fa'aalia le pu'eina o galuega fa'atino 'ese'ese e le fa'atoagaina ona fai.</p>

1 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Displays a catching formation 2. Discusses rules for catching a ball 3. Counts how many times a student catches a ball correctly 4. Demonstrate how to simply catch a ball in a static situation without any complex movements or adjustments.
K. 1.9	<p>Demonstrates throwing in a variety of non-dynamic practice tasks. (DOK 3) Fa'aalia le togiina o galuega fa'ata'ita'i ese'ese.</p> <p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Demonstrates throwing formation 2. Discusses 5 different sports and how they throw 3. Practice throwing the ball to a partner 4. Recite the cues for catching a ball at different heights 5. Work cooperatively with a partner to make good throws and catch 6. Demonstrates proper throwing form while standing still
K. 1.10	<p>Demonstrates kicking a ball in a variety of non-dynamic practice tasks. (DOK3) Fa'aalia le kikiina o le polo i le tele o galuega fa'ata'ita'i e le fa'amalositino</p> <p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Demonstrates kicking formation 2. Discuss proper outfit for playing kick ball 3. Name a sport that is played by kicking the ball all the time 4. Demonstrates run and kick a stationary ball
K. 1.11	<p>Demonstrates dribbling with feet in a variety of non- dynamic practice tasks. (DOK 3) Fa'aalia le fa'a'a'a ma vae i le tele o galuega fa'ata'ita'i e le fa'amalositino</p> <p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Demonstrate dribbling with feet 2. Discuss why it's tough to dribble using feet 3. Observe a players that can use this technique 4. Describes and Demonstrates kicking with the inside and outside of the foot.
K. 1.12	<p>Demonstrates striking with hands in a variety of non- dynamic practice tasks (DOK3) Fa'aalia le ta i lima i le tele o galuega fa'ata'ita'i e le fa'amalositino</p> <p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Use eyes to track objects when catching a ball that has been rolled or tossed 2. Practices how you hit a ball to go farther 3. Hitting a stationary target with a specific hand motion. 4. Striking a ball with a specific hand placement, such as a wrist flick or a palm strike, to control its movement 5. Reacting to a visual or auditory cue and striking a target with a specific hand motion.
K. 1.13	<p>Demonstrates striking with a short-handled implement in a variety of non-dynamic practice tasks (DOK3) Fa'aalia le mata'ina i se mea faigaluega pu'upu'u i le tele o galuega fa'ata'ita'i e le fa'amalositino</p>

2 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Strike a stationary ball or balloon with hands, arms, and feet 2. Demonstrates the short-handled strike of a ball by hands and feet 3. Measures the striking of a ball by genders 4. Demonstrates striking a dropped ball
K. 1.14	<p>Demonstrates striking with a long-handled implement in a variety of non-dynamic practice tasks. (DOK 3)</p> <p>Fa'aalia le mata'ina i se mea faigaluega umi i le tele o galuega fa'atino e le fa'amalositino</p>
1 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Strike a stationary ball or balloon with hands, arms, and feet 2. Demonstrates the long-handled strike of a ball by hands and feet 3. Measures the striking of a ball by genders 4. Demonstrates striking a playground ball with a hand at 2 levels(high and low)
K. 1.15	<p>Demonstrates locomotor, non-locomotor, and manipulative movements based on a variety of dance forms (DOK 4)</p> <p>Fa'aalia gaioioiga o le o gaioiga e aofia ai le fealua'i mai le tasi nofoaga i le isi, e pei o le savali, tamo'e, po o le tafue (locomotor), o gaioiga a le tino e le aofia ai le fealuai mai le tasi nofoaga i le isi (non-locomotor), ma le fa'aogaina e fa'atatau i siva eseese.</p>
2 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Throw a ball to oneself, using the underhand throw pattern, and catch it before it bounces twice 2. Demonstrate the basic Samoan dance of mau'uluulu, sāsā and fa'ataupati 3. Practice how you twist and bend when dancing 4. Explore safety rules when do twist for safety and stay fit 5. Practice manipulative skills using tennis balls (movements challenges) Bounce and Catch, Toss and Catch, Toss High and Catch etc.
K. 1.16	<p>Demonstrates jumping rope in a non-dynamic environment. (DOK3)</p> <p>Fa'aalia le osooso o maea i se si'osi'omaga e le fa'amalosi.</p>
1 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Discusses safety rules of Jumping rope 2. Counts how long before you lose your turn 3. Demonstrates the kind(s) of surface ideal for jump rope 4. Demonstrates how to jump a long rope 5 times consecutively
K. 1.17	<p>Demonstrates water safety skills. If a pool facility is available demonstrates water safety and basic swimming skills.. (DOK3)</p>
1 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Watch a video to discuss safety skills in the water 2. Name three safety skills you need to know before get in the water 3. Demonstrates swimming actions in class: back strokes and steps into learning how to swim
<p>COGNITIVE CONCEPTS</p> <p>Fa'aaoga fa'atonuga i taimi o ta'alogia.</p>	

Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities
Fa'atino ma fa'aaoga fa'atonuga i taimi o ta'aloga.

Topics include SAFETY AND PLAY ETIQUETTE

K. 2.1	<p>Explain the difference between under and over, behind and in front of, next to and through, up and down, forward and backward, and sideways. (DOK3) Fa'amatala le eseeseaga i le va o lalo ma luga, tua ma luma, soso'o ma totonu, luga ma lalo, luma ma tua, ma le itu</p>
2 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Demonstrates basic movement concepts related to space, time, effort, and relationships (e.g., shows control and awareness of personal space, changes directions or levels while traveling). 2. Discusses why it's safe to play in daytime and open field 3. Demonstrates how to play in a very tight space 4. Demonstrates how to utilize classroom for PE
K. 2.2	<p>Identify simple strategies in chasing and fleeing activities (DOK2) Fa'ailoa ni ta'iala faigofie i gaioiga tuli ma sola</p>
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. The individual receives a signal, either through sight or sound, that indicates the start of the task or the specific target to be struck. 2. The individual needs to react to the cue within a specific time frame. 3. Idefined hand motion is used to strike the target.
K. 2.3	<p>Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills. (DOK 2) Fa'ailoa manatu fa'agaioiga e feso'ota'i e pei o le savali, tamo'e, po o le tafue (locomotor), o gaioiga a le tino e le aofia ai le fealuai mai le tasi nofoaga i le isi (non-locomotor) ma le tomai e taulima ai ma pulea mea e faaaoga ai le tino, aemaise lava lima.</p>
2 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Locomotor Skills: Students will have a Walking and Jumping activity 2. Non-Loocomotor Skills:Students will practice Bending: Flexing a joint to decrease the angle between two body parts. Twisting: Rotating the body around its central axis, Stretching: Extending a muscle to increase its length. 3. Manipulative Skills: Students will perform throwing: Projecting an object with force, Catching: Using hands or other body parts to stop the movement of an object and Kicking: Using the foot to propel an object.
K. 2.4	<p>Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings (DOK3) Fa'ailoa manatu fa'agaioiga e feso'ota'i e pei o le savali, tamo'e, po o le tafue (locomotor), o gaioiga a le tino e le aofia ai le fealuai mai le tasi nofoaga i le isi (non-locomotor) i faatulagaga o gaioiga.</p>

2 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Demonstrate how to run, walk, or play jump emphasizing movements in these activities. 2. Create a poster of why locomotor, non-locomotor, and manipulative skills are important, different and showcase examples of each. 3. Perform how to throw the baseball and how to catch it
K. 2.5	<p>Demonstrates knowledge of non-locomotor, locomotor and movement concepts used in dance and rhythms (DOK3) Fa'ailoa manatu fa'agaioiga e feso'ota'i e pei o le savali, tamo'e, po o le tafue (locomotor), o gaioiga a le tino e le aofia ai le fealuai mai le tasi nofoaga i le isi (non-locomotor) ma manatu fa'agaioiga o lo'o fa'aaogaina i siva ma fati</p>
2 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Have students imitate animal movements that involve bending, twisting, or stretching (e.g., a crab walking or a cat stretching). 2. Demonstrates forms wide, narrow, curled, and twisted body shapes.. 3. Create a movement sequence to music using combinations of learned locomotor skills.(exploring space, time, force, and the body's relationship to movement)
K. 2.6	<p>Identifies physical activities that contribute to fitness (DOK2) Fa'ailoa gaioiga fa'aletino e fesoasoani i le malosi</p>
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Conducts a student relay outside 2. Demonstrates simple activities like running, jumping jacks and so forth. 3. Demonstrates a dance with the class using line dancing such as electric slide and other fun movement line songs
K. 2.7	<p>Recognizes the importance of stretching before and after physical activity (DOK 2) Fa'ailoa le taua o le fa'aloaloa o le tino a'o le'i faia ma pe a uma fo'i fa'amalositino</p>
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Demonstrates proper outfit before stretching 2. Demonstrates proper way to stretch 3. Demonstrates the steps to the fitness warm-up
K. 2.8	<p>Identifies the heart as a muscle that gets stronger with physical activity (DOK2) Fa'ailoaina le fatu ose maso e fa'aola malosi pe a fa'agaioiga fa'aletino</p>
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Discusses what are the parts of the heart 2. Demonstrates how to find the pulse on the neck and the wrist 3. Discusses ways to help the heart to get stronger
K. 2.9	<p>Recognizes that regular physical activity is good for their health. (DOK2) Fa'ailoa o le fa'agaioiga fa'aletino masani e lelei mo lo latou soifua maloloina</p>
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Performs flexibility exercise 2. Demonstrates muscle endurance exercise 3. Discusses the importance of enough sleep is good for their health
K. 2.10	<p>Recognizes physiological changes in their body during physical activities. (DOK2) Fa'ailoaina suiga fa'aletino io latou tino i taimi o gaioiga fa'aletino.</p>

2 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Cardiovascular System (eg. You breathe more deeply and rapidly to take in more oxygen and remove carbon dioxide. Your body cools down through sweat, which helps regulate your temperature.). 2. Musculoskeletal System (eg. Muscles become fatigued as they work, leading to a burning sensation and potentially soreness after exercise. 3. Feel heart beat before and after demonstrating swimming exercise for 20 minutes.
K. 2.11	<p>Recognizes food and hydration choices that provide energy for physical activity. (DOK2) Fa'ailoa mea'ai ma fa'asusu filifiliga e maua ai le malosi mo fa'amalositino</p>
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Name the kinds of food that are considered “Junk Food “ 2. Put an “X” on food filled with sugar 3. Put an “X” on food filled with nutrients for your body 4. Put an “X” on a good substitute for french fries
K. 2.12	<p>Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. (DOK3) Fa'aalia le malamalama i tomai mo le saogalemu o le suavai. Fa'aalia le malamalama i tomai fa'avae aau.</p>
2 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Watch a video of swimming lessons before and during 2. Make sure students why they need to pair up with an adult 3. Demonstrate in class swimming strokes and how to float 4. Must know what to wear when go out swimming
ACTIVE LIFESTYLE Fa'atauaina o le ola i tulaga o le soifuaga maloloina	
<p>Standard 3: Develops social skills through movement Atina'e ma fegalegalea'i i gaoiga 'ese'ese</p>	
<p>Topics includes INDIVIDUAL, DUAL, AND LIFETIME ACTIVITIES</p>	
K. 3.1	<p>Recognizes the feelings of others during a variety of physical activities.. (DOK2) Fa'ailoaina lagona o isi i taimi eseese o gaoioga faaletino</p>
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Discuss when hop on your bike and go for a ride 2. Grab a soccer ball and practice moves with friends 3. How many times you can spin a plastic hoop around your waist 4. Discuss when a class practice a sasa or dance for Samoan Day
K. 3.2	<p>Demonstrates ability to encourage others. (DOK2) Fa'aalia le tomai e fa'amalosia ai isi</p>
2 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Explain why you feel so good after playing basketball 2. Demonstrate the advantage of playing with classmates 3. Name two sports that are played by two or more students

K. 3.3	Uses communication skills to share space and equipment. (DOK2) Fa'aoga tomai fa'afeso'ota'i e fa'asoa avanoa ma meafaigaluega
2 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Discuss rules when share space to store equipment 2. Discuss team responsibilities in keeping the space clean 3. Know the names of equipment use for different sports
K. 3.4	Responds appropriately to directions and feedback from the teacher.(DOK3) Tali atu ma le talafeagai i faatonuga ma manatu faaalia mai le faiaoga
1 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Count how many steps from classroom to office and back on a straight line 2. Run to first base, walk to second base, run to third and walk to fourth 3. Do 10 jumping jacks then check pulse
K. 3.5	Demonstrates respectful behaviors that contribute to positive social interactions in movement. (DOK3) Fa'aalia amioga fa'aaloalo e saofagā i fegalegaiga fa'aagafesoota'i lelei i gaioiga
2 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Clear desks and put aside school supplies before toss the ball in classroom 2. Check if all team members wear proper gear before a game 3. Discuss "My plate" for what food to eat at proper portions
K. 3.6	Describes why following rules are important for safety and fairness. (DOK3) Fa'amatala pe aisea e taua ai le mulimuli i tulafono mo le saogalemu ma le sa'o
1 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Demonstrate why rules are important in all activities and sports 2. Explain why teachers/coaches blow whistles during sports 3. Discuss what happens when there's no line in the middle of the road 4. Discuss when there are no lines on the basketball court
K. 3.7	Make safe choices with physical education equipment. (DOK2) Fai filifiliga saogalemu i mea faigaluega fa'aletino
1 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Demonstrate the benefit of using a small bouncing ball for small children 2. Discuss the importance to read labels/recommendation on PE equipment 3. Discuss the consequence when use a different equipment to play a different sport
K. 3.8	Discusses problems and solutions with teacher support in a physical activity setting. (DOK2) Talanoaina fa'afitauli ma fofu ma le lagolago a le faiaoga i se tulaga fa'aletino
1 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Demonstrate what kind of indoor sports 2. Have teacher and students scout a new place for physical activity 3. Name the physical activities that can be played in classrooms
K. 3.9	Makes fair choices as directed by teacher.(DOK2) Faia filifiliga sa'o e pei ona faatonuina e le faiaoga
1 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Teams should have the same number of boys and girls

	<ol style="list-style-type: none"> 2. Turn in Journal about your nutritious meals last week 3. Discuss what to do when it rains during PE period 4. Decide what to do when play on a very rocky field
K. 3.10	<p>Identifies and participates in physical activities representing different cultures. (DOK4) Fa'ailoa ma auai i gaioiga fa'aletino e fai ma sui o tu ma aga eseese</p>
3 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Observe and practice how we prepare for the sasa dance 2. Observe and practice how Samoans and Indians row their long boats 3. Observe and practice how Chinese participates to get in the Karate competition
<p>PHYSICAL FITNESS Malosi Fa'aletino</p>	
<p>Standard 4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity Fa'ailoa le tulaga malosi tau'ave i taimi o so'o se ta'aloga.</p>	
<p>Topics includes FITNESS AND CONDITIONING RELATED ACTIVITIES</p>	
K. 4.1	<p>Identifies physical activities that can meet the need for self-expression. (DOK2) Fa'ailoa gaioiga fa'aletino e mafai ona fa'amalieina le mana'oga mo le fa'aalia o le tagata lava ia.</p>
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Discuss the benefit of walking everyday 2. Explain the difference between a student who practice ping pong every day and the one who only shows up to play 3. Discuss the benefit of stretching before exercise
K. 4.2	<p>Identifies physical activities that can meet the need for social interaction (DOK 2) Fa'ailoa gaioiga fa'aletino e mafai ona fa'amalieina le mana'oga mo fegalegaleaiga fa'aagafesootai</p>
2 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Practice a dance for a class item 2. Select an activity that the whole can participate 3. Write down rules of how to play "come over" game
K. 4.3	<p>Demonstrates ways that movement positively affects personal health. (DOK 3) Fa'aalia auala e a'afia lelei ai le soifua maloloina o le tagata lava ia</p>
2 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Discuss how walking benefits our health 2. Explain the advantage of riding a bike or swimming everyday 3. Interview your parents why people go to the gym
K. 4.4	<p>Identifies preferred physical activities based on personal interests (DOK2) Fa'ailoaina gaioiga fa'aletino e fa'atatau i mea e fiafia i ai le tagata lava ia</p>
2 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Interviews high school students who play football 2. Watch a video of professional players how they talk about their dreams 3. Discuss in class of their preferred physical activities and why

K. 4.5	Recognizes individual challenges through movement. (DOK2) E iloa lu'itau ta'ito'atasi e ala i fegasoloa'iga
1 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Watch how long an overweight person walks to the store 2. Demonstrate how a person who never practiced performs 3. Introduce the importance of eating a well balanced meal before exercise
K. 4.6	Sets observable short- term goals. (DOK2) Faia ni sini e mafai ona matauina mo taimi pupuu
1 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Develop a Journal or a log book for your exercise everyday 2. Explain and give examples of a short term goal 3. Explain and give examples a long term goal
K. 4.7	Recognizes movement strengths and the need for practice for individual improvement. (DOK2) Fa'ailoaina le malosi o gaioiga ma le mana'omia o le fa'ata'ita'iga mo le fa'aleleia atili o tagata ta'ito'atasi.
1 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Discuss why there's a need to practice tennis 2. Ask why people go to the gym everyday 3. Explain why swimmers practice swimming before the competition
K. 4.8	Recognizes the opportunity for physical activity within physical education class. (DOK2) Fa'ailoaina le avanoa mo le fa'amalositino i totonu o vasega o a'oa'oga fa'aletino
1 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Discuss the importance of PE in school 2. How you feel when spend all day at school sitting and go home spend in front of the TV 3. Explain what it mean to "Be Active"
K. 4.9	Demonstrates techniques (e.g., breathing, counting) to assist with managing emotions and behaviors in a physical activity. (DOK3) Fa'aalia auala (fa'ata'ita'iga, manava, fatau) e fesoasoani i le puleaina o lagona ma amioga i se gaioiga fa'aletino
2 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Practice breathing techniques before and during exercise 2. Practice counting techniques during warm up 3. Discuss with class rules of breathing when play
K. 4.10	Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. (DOK3) Mafaufau i aafiaga o fegasoloa'iga i le taimi o a'oa'oga fa'aletino e atia'e ai le malamalama i le auala e taua ai le tagata lava ia
2 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Watch a video on how players move to get their team win 2. Discuss if you understand any sign/body language between players 3. Explain why a team cheer so loud when their team scores/won

GRADE: 1

Movement Forms

Fa'atino ituaiga o gaioioiga e mafai ona fa'atino e tamaiti

Standard 1:Develops a variety of motor skills

Fa'atino ituaiga o gaioioiga eseese e mafai ona fa'atino e tamaiti

Topic: FUNDAMENTAL SKILLS

1. 1.1	<p>Use basic locomotor skills in initial form alone, with a partner, and in small groups (DOK3) Fa'aaoga tomai fa'avae o gaioiga eseese i le tulaga muamua, fa'atasi ma se paga, ma i vaega to'alaiti</p>
2 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Demonstrates a variety of basic locomotor skills (e.g, walking, running, jumping, hopping, leaping, sliding, galloping, skipping) 2. Individual practice: Children can practice locomotor skills independently, like walking, running, or jumping over cones or objects 3. Developing individual skills: This allows them to refine their technique and build coordination
1. 1.2	<p>Demonstrates jumping and landing in a non-dynamic environment (DOK3) Fa'aalia le osooso ma le tulauelolele i se si'osi'omaga e le fa'amalosi</p>
2 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Take-off: Begin with a solid stance, bend your knees, and then forcefully extend your legs to push off the ground. 2. Maintaining balance and control in the air, potentially including arm movements for balance or to increase height or distance. 3. Bending knees, hips, and ankles to absorb impact, keeping weight centered over the feet, and landing softly
1. 1.3	<p>Demonstrates transferring weight on multiple body parts (DOK 3) Fa'aalia le fa'aliliuina o le mamafa i vaega e tele o le tino</p>
2 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Hopping and Jumping: Hopping on one foot or jumping while maintaining balance demonstrates weight transfer 2. Rolls and Cartwheels: Gymnastic activities like forward rolls and cartwheels involve transferring weight from one body part to another 3. Balancing Games: Activities like balancing on different body parts, or keeping a balance for a certain amount of time, promote weight transfer
1. 1.4	<p>Demonstrates non-locomotor skills with the concepts of space, effort, and relationship awareness (DOK 4) Fa'aalia tomai mo gaioiga e fa'atino a'o tumau pea i se tulaga ai ma manatu o le avanoa, taumafaiga, ma le fa'alauiloaina o mafutaga</p>

2 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Move among line, scatter, pairs, and station formation. 2. Practice moving in, across, around, and outside boundaries. 3. Demonstrates moving quickly into team formation
1. 1.5	<p>Demonstrates balancing on different body parts in a non-dynamic environment. (DOK3) Fa'aalia le paleni i vaega eseese o le tino i se si'osi'omaga e le fa'amalosi</p>
2 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Static balance: This refers to the ability to maintain a stable, upright posture while standing still. It's about controlling the body's center of mass over the base of support. 2. Non-dynamic environment: This means the surroundings are not moving or changing, and there are no external forces that require the individual to adjust their body position. 3. Different body parts: The individual is balancing on various body parts, such as feet, hands, or other body points. This could involve balancing on one leg, or on hands, or other variations.
1. 1.6	<p>Demonstrates bouncing a ball in a variety of non-dynamic practice tasks. (DOK3) Fa'aalia le fiti o le polo i le tele o galuega fa'ata'ita'i e le fa'amalositino</p>
2 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Static Bouncing: A student could be assessed on their ability to control the ball while bouncing it up and down in place, demonstrating proper form and technique 2. Partner Activities: Students could be asked to bounce the ball and have a partner count the bounces or perform other simple actions, focusing on the skill of bouncing rather than movement. 3. Bounce and Catch: Students could be assessed on their ability to successfully bounce the ball and catch it, emphasizing the coordination and timing of the skill.
1. 1.7	<p>Demonstrates rolling a ball in a variety of non-dynamic practice tasks. (DOK 3) Fa'aalia le ta'avaleina o le polo i le tele o galuega fa'ata'ita'i e le fa'amalositino.</p>
2 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Rolling a ball into a target: The student rolls a ball into a bucket, ring, or designated spot on the floor 2. Rolling a ball between two objects: The student rolls a ball between two cones, markers, or other objects placed at a specific distance. 3. Rolling a ball along a line: The student rolls a ball along a taped line on the floor. 4. Rolling a ball to a stationary object: The student rolls a ball to a ball placed on a platform, or to a player standing still.
1. 1.8	<p>Demonstrates catching a variety of non-dynamic practice tasks. (DOK3) Fa'aalia le pu'eina o galuega fa'atino 'ese'ese e le fa'amalositino</p>
2 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Practicing catching a ball thrown from a partner at different heights (above the head, at chest level, below the waist) 2. Practicing catching a batted ball from a static position 3. Working on the specific motions and cues involved in catching, like footwork, hand positioning, and follow-through.

1. 1.9	Demonstrates throwing in a variety of non-dynamic practice tasks. (DOK3) Fa'aalia le togiina o galuega fa'atino 'ese'ese e le fa'amalosi
2 days	Sample Performance Indicators: <ol style="list-style-type: none"> 1. Practice play catch with partners. 2. Demonstrates skills of throwing and catching with a partner. 3. Practice the handling skills of throwing.
1. 1.10	Demonstrates kicking a ball in a variety of non-dynamic practice tasks. (DOK 3) Fa'aalia le kikiina o le polo i le tele o galuega fa'ata'ita'i e le fa'amalositino
2 days	Sample Performance Indicators: <ol style="list-style-type: none"> 1. Accuracy:Kicking a stationary ball into a designated target, focusing on hitting the target consistently 2. Distance:Kicking a stationary ball as far as possible, focusing on power and technique. 3. Controlled Movements:Practicing specific aspects of the kicking motion, like the "plant" (non-kicking foot placement) and "follow-through")
1. 1.11	Demonstrates dribbling with feet in a variety of non- dynamic practice tasks.. (DOK 3) Fa'aalia le tata'iina o le polo pasiketi ma vae i le tele o galuega fa'ata'ita'i e le fa'amalositino
2 days	Sample Performance Indicators: <ol style="list-style-type: none"> 1. Dribbling around cones:Students practice dribbling with the ball around cones in a static environment. 2. Dribbling with a partner:Students can practice passing the ball back and forth, or dribbling while a partner is standing still. 3. Dribbling in place:Students stand still and practice dribbling the ball with their feet, or switch feet.
1. 1.12	Demonstrates striking with hands in a variety of non- dynamic practice tasks (DOK3) Fa'aalia le ta i lima i le tele o galuega fa'ata'ita'i e le fa'amalositino
2 days	Sample Performance Indicators: <ol style="list-style-type: none"> 1. Safe Entry and Exit (eg. Knowing how to enter and exit water safely, whether from a pool, shore, or boat.) 2. Floating and Treading Water:(eg. Mastering the ability to float and tread water for extended periods) 3. Hazard Awareness: (eg. Identifying and avoiding potential dangers like deep water, strong currents, or submerged objects) 4. Survival Skills: (eg. Understanding how to swim in different conditions, including wearing clothing, and potentially rescue skills)
1. 1.13	Demonstrates striking with a short-handled implement in a variety of non-dynamic practice tasks (DOK 3) Fa'aalia le mata'ina i se mea faigaluega pu'upu'u i le tele o galuega fa'ata'ita'i e le fa'amalositino

2 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> Short-handled implement: This refers to implements with a shorter handle compared to long-handled ones, like a tennis racquet, a baseball bat, or a cricket bat. Striking: This involves using the implement to hit or strike an object, usually with the goal of imparting force and direction to it. Variety of non-dynamic practice tasks: This suggests a range of exercises, like practicing swings at a stationary target, hitting balls against a wall, or performing drills that emphasize technique and accuracy in a controlled environment
1. 1.14	<p>Demonstrates striking with a long-handled implement in a variety of non-dynamic practice tasks. (DOK 3) Fa'aalia le mata'ina i se mea faigaluega umi i le tele o galuega fa'atino e le fa'amalositino</p>
2 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> Hitting a ball off a tee: This allows for focused practice of the swing mechanics without the challenge of catching or fielding a ball. Striking a target: This can be a stationary object, such as a wall or a bucket, and allows for practice of accuracy and precision Practicing the swing with a stationary partner: This can involve having a partner hold the ball steady, allowing for focused practice of the swing.
1. 1.15	<p>Demonstrates locomotor, non-locomotor, and manipulative movements based on a variety of dance forms (DOK3) Fa'aalia gaioioiga faatino, faatumau, ma le fa'aogaina e fa'atatau i siva eseese.</p>
3 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> Locomotor Movements: These movements involve travelling, such as walking, running, skipping, jumping, and leaping. In dance, these movements allow dancers to move across the stage or perform a specific sequence of steps. Non-Locomotor Movements: These movements focus on body stability and control while remaining in one place. Examples include bending, stretching, twisting, turning, and swaying. Non-locomotor movements are crucial for maintaining posture and balance in dance. Manipulative Movements: These involve using body parts to interact with objects. In dance, manipulative movements might include using props like scarves, ribbons, or even manipulating other dancers' bodies. Dance Forms: Dance forms are different styles of dance, such as Samoan dance, ballet, jazz, hip-hop, tap, and modern dance. Each dance form has its own unique set of movements and styles.
1. 1.16	<p>Demonstrates jumping rope in a non-dynamic environment. (DOK3) Fa'aalia le osooso o maea i se si'osi'omaga e le fa'amalosi</p>

2 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Demonstrates performing 2 foot singles and doubles (forward and backward) with a short rope. 2. Demonstrates performing the alternate jump with a short jump rope. 3. Demonstrates jumping hot pepper and high water with a long rope.
1. 1.17	<p>Demonstrates water safety skills. If a pool facility is available demonstrates water safety and basic swimming skills. (DOK4)</p> <p>Fa'aalia tomai mo le saogalemu o le vai. Afa'i e maua se vaita'ele e fa'aalia le saogalemu o le vai ma tomai fa'aau aau</p>
5 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Water Safety Skills: These are skills that help individuals stay safe in and around water, such as identifying hazards, knowing how to rescue someone in distress, and understanding basic first aid in a water-related situation. 2. Basic Swimming Skills: These are fundamental swimming techniques like floating, treading water, and basic strokes like freestyle, backstroke, and breaststroke. 3. Skills Demonstrated: If a pool is available, demonstrations may include entering the water (over the head), floating, treading water for a specified time (like a minute), turning around, swimming a set distance (e.g., 25 yards), and exiting the water
COGNITIVE CONCEPTS	
Fa'aaoga fa'atonuga i taimi o ta'aloga.	
<p>Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities</p> <p>Fa'aalia e tamaiti a'oga le malamalama i manatu fa'atino, fa'avae, ma ta'iala e fa'atatau i le a'oa'oina ma le fa'atinoina o gaioiga fa'aletino</p>	
<p><i>Topics include SAFETY AND PLAY ETIQUETTE</i></p>	
1. 2.1	<p>Explain the difference between under and over, behind and in front of, next to and through, up and down, forward and backward, and sideways. (DOK3)</p> <p>Fa'amatala le eseesege i le va o lalo ma luga, tua ma luma o, soso'o ma totonu, luga ma lalo, luma ma tua, ma le itu.</p>
1 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Demonstrates basic movement concepts related to space, time, effort, and relationships (e.g., shows control and awareness of personal space, changes directions or levels while traveling). 2. Behind vs. In Front Of: "Behind" means at the back of something, while "in front of" means at the front of something or closer to you than something else 3. Next to vs. Through: "Next to" places an object beside another, while "through" indicates passing inside something.
1. 2.2	<p>Identify simple strategies in chasing and fleeing activities (DOK2)</p> <p>Fa'ailoa ni ta'iala faigofie i gaioiga tuli ma sola</p>

2 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Fleeing Strategies (eg. Change Speeds: Use bursts of speed to get away from a chaser, or slow down to make them chase in a different direction) 2. Change Directions: (eg. Make sharp turns or cuts to confuse the chaser and make them miss) 3. Use Fakes: (eg. Fake movements or eye direction to trick the chaser into following a different path.) 4. Use Speed and Agility: (eg. Maintain a good pace and be able to change direction quickly to catch the fleeing player)
1. 2.3	<p>Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills. (DOK3) Fa'ailoa manatu fa'agaioiga e feso'ota'i ma gaioiga eseese, gaioiga tumau, ma ma vaega e faaaoga ai le tino e faatinoina</p>
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Locomotor (eg. walking, running, jumping, leaping and skipping) 2. Non-locomotor(eg. bending, twisting, turning, and stretching) 3. Manipulatives(eg, throwing, catching, kicking, rolling and striking)
1. 2.4	<p>Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings (DOK3) Fa'ailoa manatu fa'agaioiga e feso'ota'i ma gaioiga eseese, gaioiga tumau, ma ma vaega e faaaoga ai le tino e faatinoina</p>
2 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Locomotor skills: These skills allow you to travel from one place to another, including walking, running, jumping, hopping, and skipping 2. Non-locomotor skills: These skills involve using your body to move or change position without changing your location, such as bending, stretching, twisting, or swaying. 3. Manipulative skills: These skills involve using your body parts to interact with objects, such as throwing, catching, kicking, hitting, or striking.
1. 2.5	<p>Demonstrates knowledge of non-locomotor, locomotor and movement concepts used in dance and rhythms (DOK3) Fa'ailoa manatu fa'agaioiga e feso'ota'i ma gaioiga eseese, gaioiga tumau, ma ma vaega e faaaoga ai le tino e faatinoina i fati ma pese</p>

2 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Movement concepts: (eg. movements involve traveling from one location to another. Examples include walking, running, jumping, hopping, skipping, leaping, galloping, and sliding. 2. Space: How movement utilizes space (e.g., high, low, wide, narrow, forward, backward, sideways) 3. Time: How movement is performed over time (e.g., fast, slow, steady, rhythmic, pulse) 4. Force: How much energy is put into movement (e.g., light, heavy, strong, soft, sharp, smooth) 5. Relationships: How movement interacts with other dancers or elements of the environment (e.g., facing, leading, following).
1. 2.6	<p>Identifies physical activities that contribute to fitness (DOK2) Fa'ailoa gaioiga fa'aletino e fesoasoani i le malosi</p>
1 ays	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Cardiovascular Endurance: Activities like jogging, swimming, or cycling increase heart rate and improve the efficiency of the heart and lungs 2. Muscular Strength: Activities like weightlifting, push-ups, and pull-ups build muscle mass and strength 3. Flexibility: Stretching and activities like yoga improve range of motion and flexibility. 4. Body Composition: Activities like aerobics, running, or swimming contribute to a healthy body composition.
1. 2.7	<p>Recognizes the importance of stretching before and after physical activity (DOK2) Ua iloa le taua o le fa'aloaloa a'o le'i faia ma pe a uma fo'i fa'amalositino</p>
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Perform flexibility activities. 2. Explore new positions that alter the balance point. 3. Learn the warm up routine and be able to execute the routine with verbal cues
1. 2.8	<p>Identifies the heart as a muscle that gets stronger with physical activity (DOK2) Fa'ailoaaina le fatu ose maso e fa'aola malosi pe a fa'agaioiga fa'aletino</p>
2 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Heart Muscle Growth: Just like other muscles, the heart muscle can grow larger and stronger with regular physical activity. 2. Improved Blood Flow: Exercise strengthens the heart and improves the blood vessels' ability to relax and dilate, leading to better blood flow. 3. Aerobic Exercise: Activities that involve steady, rhythmic movement of the legs and arms are particularly beneficial for heart health
1. 2.9	<p>Recognizes that regular physical activity is good for their health. (DOK2) Ua iloa o le fa'agaioiga fa'aletino masani e lelei mo lo latou soifua maloloina</p>
1 days	<p>Sample performance Indicators:</p>

	<ol style="list-style-type: none"> Enhanced Mental Health:Physical activity can help reduce stress, improve mood, and combat depression and anxiety. Increased Energy Levels:Regular exercise can boost energy levels, making individuals feel more alert and able to tackle daily tasks. Improved Sleep:Physical activity can help regulate sleep patterns, leading to better sleep quality and duration.
1. 2.10	<p>Recognizes physiological changes in their body during physical activities. (DOK2) Faailoaina suiga fa'aletino io latou tino i taimi o gaioiga fa'aletino.</p> <p>Sample performance Indicators:</p> <ol style="list-style-type: none"> (Recall): A student can recall basic information about physiological changes (e.g., increased heart rate, faster breathing). (Skill): A student can explain how these changes help the body during exercise or identify different physiological changes associated with different types of exercise Strategic Thinking):A student can analyze how the body's physiological response to exercise contributes to long-term health and fitness or make predictions about physiological changes based on different exercise intensities
1 days	<p>Recognizes food and hydration choices that provide energy for physical activity. (DOK2) E iloa mea'ai ma fa'asusu filifiliga e maua ai le malosi mo fa'amalositino</p> <p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Protein:Protein is essential for muscle repair and growth, particularly after exercise. Good sources include lean meats, poultry, fish, eggs, dairy, and legumes. Healthy Fats:Fats can provide energy and support overall health. Examples include avocados, nuts, seeds, and fatty fish. Fruits and Vegetables:These provide essential vitamins and minerals that support energy levels and overall health.
1. 2.12	<p>Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. (DOK3) Fa'aalia le malamalama i tomai mo le saogalemu o le suavai. Fa'aalia le malamalama i tomai fa'avae aau</p> <p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Safe Entry and Exit: Knowing how to enter and exit water safely, whether from a pool, shore, or boat. Floating and Treading Water:Mastering the ability to float and tread water for extended periods Hazard Awareness:Identifying and avoiding potential dangers like deep water, strong currents, or submerged objects Survival Skills:Understanding how to swim in different conditions, including wearing clothing, and potentially rescue skills.
ACTIVE LIFESTYLE Fa'atauaina o le ola i tulaga o le soifuaga maloloina	

Standard 3: Develops social skills through movement
Atina'e le tōmai fa'aagafesootai e ala i fe'avea'i

Topics includes INDIVIDUAL, DUAL, AND LIFETIME ACTIVITIES

1. 3.1	Recognizes the feelings of others during a variety of physical activities. (DOK2) Iloaina lagona o isi i taimi eseese o gaioiga faaletino
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Skill and Concept: The ability to recognize emotions is a skill that can be developed through practice and exposure to various situations. It also involves understanding the concept of emotional expression and how it's conveyed through nonverbal cues. Emotional Intelligence: Being able to recognize the feelings of others is a key component of emotional intelligence, which is the ability to understand and manage your own emotions and the emotions of others. Empathy: This ability to understand and share the feelings of others, which is crucial for building positive relationships and navigating social situations. Physical Activities: Recognizing the feelings of others during physical activities can be especially relevant when working in groups, coaching, or participating in competitive activities.
1. 3.2	Demonstrates ability to encourage others. (DOK3) Fa'aalia le tōmai e fa'amalosia ai isi
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Positive Attitude: An encouraging person usually has a positive outlook and is optimistic about the future, even in challenging situations Empathy and Understanding: They can understand and relate to the feelings and experiences of others, allowing them to offer support and encouragement in a meaningful way Active Listening: They pay attention to what others have to say, showing genuine interest and understanding, and offering supportive feedback
1. 3.3	Uses communication skills to share space and equipment. (DOK3) Fa'aoga tōmai fa'afeso'ota'i e fa'asoā avanoa ma meafaigaluega
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Active Listening: Understanding the needs and perspectives of others is crucial. This involves truly paying attention to what others say, both verbally and nonverbally, and seeking clarification when needed Clear Communication: Being able to express oneself clearly and concisely ensures that everyone understands the rules and guidelines for sharing space and equipment Negotiation and Collaboration: Working together to find solutions and compromises is essential when multiple people need access to the same resources.

1. 3.4	Responds appropriately to directions and feedback from the teacher (DOK3) Tali atu ma le talafeagai i faatonuga ma manatu faaalia mai le faiaoga
2 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Recall & Reproduction: At this level, responding to directions involves simple recall and application of information. For example, a student might follow a specific procedure to complete a task or correctly answer a question based on direct instruction. Skill & Concepts: Responding at this level requires students to go beyond rote recall and demonstrate understanding of concepts. They might explain a concept, use information in a new way, or apply it to a different situation. Strategic Thinking & Reasoning: Responding at this level involves critical thinking, problem-solving, and reasoning. Students may need to analyze information, develop a plan, or justify their actions based on the teacher's feedback Extended Thinking & Reasoning: This level involves complex thinking and problem-solving over an extended period. Students might conduct research, develop a project, or defend their ideas with evidence.
1. 3.5	<p>Demonstrates respectful behaviors that contribute to positive social interactions in movement. (DOK3) Fa'aalia amioga fa'aaloalo e saofagā i fegalegaiga fa'aagafesoota'i lelei i gaioiga.</p>
2 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Recall: Identify specific examples of respectful behaviors in movement activities. Skill/Concep: Explain the importance of respectful behaviors in promoting positive social interaction Strategic Thinking: Analyze the impact of disrespectful behaviors on group dynamics and safety. Extended Thinking: Evaluate the effectiveness of different strategies for fostering respectful behaviors in various movement settings.
1. 3.6	<p>Describes why following rules are important for safety and fairness. (DOK3) Fa'amatala pe aisea e taua ai le mulimuli i tulafono mo le saogalemu ma le sa'o</p>
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Safety: Rules like traffic laws, safety guidelines, and regulations help prevent accidents and injuries, ensuring the well-being of individuals and the community. Fairness: Rules ensure that everyone has an equal opportunity and is treated fairly, preventing favoritism or discrimination. Order: Rules provide a framework for how people should behave, preventing chaos and promoting a predictable and organized environment. Protection: Rules protect individuals and property from harm, such as through laws against violence, theft, or discrimination.
1. 3.7	<p>Make safe choices with physical education equipment. (DOK2) Fai filifiliga saogalemu i mea faigaluega fa'aletino</p>
1 days	<p>Sample performance Indicators:</p>

	<ol style="list-style-type: none"> 1. Monitoring the Environment (eg. Heat:Pay attention to weather conditions and adjust activity levels accordingly. Monitor for signs of overheating or heatstroke). 2. Inspecting Equipment (eg. Check equipment for any damage or malfunction before use.) 3. Body Awareness (eg. Recognize the signs of a concussion, such as dizziness and headache, and know when to seek medical attention)
1. 3.8	<p>Discusses problems and solutions with teacher support in a physical activity setting. (DOK2)</p> <p>Talanoaina fa'afitauali ma fofo ma le lagolago a le faiaoga i se tulaga fa'aletino</p> <p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Lack of Time:Teachers often have limited time to prepare for and implement physical activity lessons, especially when juggling multiple subjects and academic demands 2. Limited Resources:Physical education programs may suffer from inadequate equipment, facilities, and funding, hindering the ability to provide engaging and varied activities. 3. Insufficient Training:Some teachers may lack specific training in physical activity instruction, leading to difficulties in adapting lessons to different learning styles and abilities.
1 days	<p>Make fair choices as directed by the teacher. (DOK2)</p> <p>Faia filifiliga talafeagai e pei ona faatonuina ai e le faiaoga.</p> <p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Discusses some of the good choices they make when they are in trouble. 2. Follow the steps of good choices posted by the teacher. 3. Ask the teacher if they need help.
1. 3.9	<p>Identifies and participates in physical activities representing different cultures. (DOK2)</p> <p>Fa'ailoa ma auai i gaioiga fa'aletino e fai ma sui o tu ma aga eseese</p> <p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Learning and performing traditional dances (eg. learning the Kendari dance from Tualauta County or the traditional dances of other regions in the Western District, or learning dances from other cultures) 2. Participating in cultural games (eg. include playing traditional games like the tarik bendera (flag-pulling) or gasping (traditional race) 3. Participating in cultural sports (eg. include learning other cultural sports from around the world.
3 days	<p>PHYSICAL FITNESS</p> <p>Malosi Fa'aletino</p> <p>Standard 4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity</p> <p>Atina'e tomai patino, fa'ailoa manuia o le tagata lava ia o le gaioi, ma filifili e fa'agaoioi le tino</p> <p>Topics includes FITNESS AND CONDITIONING RELATED ACTIVITIES</p>

1. 4.1	Identifies physical activities that can meet the need for self-expression. (DOK2) Fa'ailoa gaioiga fa'aletino e mafai ona fa'amalieina le mana'oga mo le fa'aalia o le tagata lava ia
1 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Correctly identify 26 parts on another individual. 2. Correctly identify 5 body surfaces on another individual. 3. Correctly identify right and left
1. 4.2	Identifies physical activities that can meet the need for social interaction. (DOK2) Fa'ailoa gaioiga fa'aletino e mafai ona fa'amalieina le mana'oga mo fegalegaleaiga fa'aagafesootai.
2 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Team Sports: Activities like basketball, soccer, and volleyball necessitate teamwork, communication, and strategic planning, all of which require interaction with others 2. Group Games: Chasing games, tag, and other group activities inherently involve interaction and cooperation, encouraging social skills and relationship building. 3. Social Dances: Dances like swing, waltz, and others require partners and involve synchronized movements, fostering social interaction and communication.
1. 4.3	Demonstrates ways that movement positively affects personal health. (DOK3) Fa'aalia auala e a'afia lelei ai le soifua maloloina o le tagata lava ia.
2 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Weight Management: Movement helps maintain a healthy weight by burning calories and increasing muscle mass, which can boost metabolism. 2. Improved Cardiovascular Health: Exercise strengthens the heart, improves blood circulation, and reduces blood pressure, all vital for cardiovascular health 3. Improved Sleep: Physical activity can help regulate sleep patterns and improve sleep quality, leading to better energy levels and overall well-being.
1. 4.4	Identifies preferred physical activities based on personal interests.(DOK2) Fa'ailoaina gaioiga fa'aletino e fa'atatau i mea e fiafia i ai le tagata lava ia
1 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Reflect on your interests: Think about activities you naturally enjoy, whether it's outdoors, indoors, with others, or alone. Consider your favorite pastimes, hobbies, and the types of exercise you've previously enjoyed. 2. Explore different options: Research various activities like brisk walking, water aerobics, dancing, cycling, sports, or even active recreation like hiking or playing games. 3. Consider your fitness level and goals: Start with activities that are manageable for your current fitness level and gradually increase the intensity and duration as you progress.
1. 4.5	Recognizes individual challenges through movement. (DOK2) Iloaina lu'itau ta'ito'atasi e ala i le gaioi.
1 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Recall: This level involves recalling basic information, such as defining terms or listing facts.

	<p>2. (Skills and Concepts): This level requires applying knowledge and understanding of concepts to perform tasks or solve problems.</p> <p>3. (Strategic Thinking): This level involves using evidence, reasoning, and critical thinking skills to make decisions or solve problems</p>
1. 4.6	<p>Sets observable short- term goals. (DOK2) Faia sini e mafai ona matauina mo taimi pupuu</p>
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Specific: Clearly define what needs to be achieved. For example, "Complete the first draft of the annual report" Measurable: Establish criteria for tracking progress. For example, "Increase sales calls by 15% this quarter". Attainable: Make the goal realistic and achievable within the time frame. For example, "Finish reading two chapters of a professional book per week"
1. 4.7	<p>Recognizes movement strengths and the need for practice for individual improvement. (DOK2) Iloaina le malosi o gaioiga ma le mana'omia o le fa'ata'ita'iga mo le fa'aleleia atili o tagata ta'ito'atasi.</p>
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Demonstrates light movements (galloping, leaping, skipping) Demonstrates heavy movements (legs, trunk, elbows). Repeat light movements and heavy movements.
1. 4.8	<p>Recognizes the opportunity for physical activity within physical education class. (DOK2) Fa'ailoaina le avanoa mo le fa'amalositino i totonu o vasega o a'oa'oga fa'aletino</p>
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Recognizing the opportunity means understanding that physical education classes are designed to provide a structured environment for physical activity Recognizing the benefits of participating in these activities, such as improved cardiovascular health, muscular strength, and overall well-being Provide opportunities to develop specific physical skills, such as agility, balance, and coordination
1. 4.9	<p>Demonstrates techniques (e.g., breathing, counting) to assist with managing emotions and behaviors in a physical activity. (DOK3) Fa'aalia auala (fa'ata'ita'iga, manava, faiatau) e fesoasoani i le puleaina o lagona ma amioga i se gaioiga fa'aletino</p>
2 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Rhythmic Counting: Use a steady rhythm to count steps, movements, or repetitions during physical activity Mental Counting: Mentally count from 1 to 10 or use a more challenging pattern like counting backwards. Visualization: Visualize a calming scene or use a rhythmic pattern of counting to distract from negative thoughts or emotions.
1. 4.10	<p>Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. (DOK2)</p>

	Mafaufa i aafiaga o fegasoloa'iga i le taimi o a'oa'oga fa'aletino e atia'e ai le malamalama i le auala e taua ai le tagata lava ia
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Analyzing Experiences: Students will need to think about specific movements they participated in during physical education, such as playing sports, dancing, or doing gymnastics Reflecting on Meaning: They will then need to consider why these experiences were personally meaningful. Was it the challenge they faced, the sense of accomplishment, the social interaction, or the enjoyment of the activities Connecting to Personal Understanding: The key is to understand how these specific experiences have shaped their broader understanding of movement. Has it increased their confidence in their abilities

	GRADE: 2
	<p>Movement Forms Fa'atino ituaiga o gaioioiga e mafai ona fa'atino e tamaiti</p>
	<p>Standard 1: Develops a variety of motor skills Fa'atino ituaiga o gaioioiga eseese e mafai ona fa'atino e tamaiti</p>
	<p>Topic: FUNDAMENTAL SKILLS</p>
2. 1.1	<p>Use basic locomotor skills in initial form alone, with a partner, and in small groups (DOK3) Fa'aaoga tomai fa'avae o gaioiga eseese i le tulaga muamua, fa'atasi ma se paga, ma i vaega to'alaiti</p>
2 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> Demonstrates a variety of basic locomotor skills (e.g, walking, running, jumping, hopping, leaping, sliding, galloping, skipping) Practice throwing, tossing, and rolling at moving targets. Demonstrates moving through space combining running and jumping.
2. 1.2	<p>Demonstrates jumping and landing in a non-dynamic environment (DOK3) Fa'aalia le osooso ma le tulauelolele i se si'osi'omaga e le fa'amalosi</p>
2 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> Performs 2ft singles and doubles (forward and backward) with a short rope. Performs the alternate jump with a short jump rope. Demonstrates jumping off the box and extending the body and landing on both feet.
2. 1.3	<p>Demonstrates transferring weight on multiple body parts (DOK 3) Fa'aalia le fa'aliliuina o le mamafa i vaega e tele o le tino</p>

2 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Demonstrates balancing in different positions and on different body parts. 2. Demonstrates an arm support, with or without help. 3. Demonstrates the handstand and rolls
2.1.4	<p>Demonstrates non-locomotor skills with the concepts of space, effort, and relationship awareness (DOK 4) Fa'aalia tomai mo gaioiga e fa'atino a'o tumau pea i se tulaga ai ma manatu o le avanoa, taumafaiga, ma le fa'alauiloaina o mafutaga</p>
2 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Move among line, scatter, pairs, and station formation. 2. Practice moving in, across, around, and outside boundaries. 3. Demonstrates moving quickly into team formation
2.1.5	<p>Demonstrates balancing on different body parts in a non-dynamic environment. (DOK 3) Fa'aalia le paleni i vaega eseese o le tino i se si'osi'omaga e le fa'amalosi</p>
2 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Practice new skills on the balance beams, jumping cubes, and climbing ropes. 2. Respond correctly to one half of the balance challenges. 3. Following directions on negotiating the obstacle course
2.1.6	<p>Demonstrates bouncing a ball in a variety of non-dynamic practice tasks. (DOK3) Fa'aalia le fiti o le polo i le tele o galuega fa'ata'ita'i e le fa'amalositino</p>
2 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Participate in 1 ball game and be introduced to the rules for 2 ball handling games. 2. Practice the ball handling skills of throwing, catching, and bouncing. 3. Practice forward and backward rolls and balances.
2.1.7	<p>Demonstrates rolling a ball in a variety of non-dynamic practice tasks. (DOK3) Fa'aalia le ta'avaleina o le polo i le tele o galuega fa'ata'ita'i e le fa'amalositino.</p>
2 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Practice rolling, tossing, and catching a foam ball. 2. Demonstrates rolling a ball to their partners. 3. Practice rolling a ball toward a target.
2. 1.8	<p>Demonstrates catching a variety of non-dynamic practice tasks. (DOK 3) Fa'aalia le pu'eina o galuega fa'atino 'ese'ese e le fa'amalositino</p>
2 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Demonstrates skills of throwing and catching with a partner. 2. Practice the ball handling skills of throwing, catching, and bouncing. 3. Demonstrates catching a bounced ball with either hand or both hands.
2.1.9	<p>Demonstrates throwing in a variety of non-dynamic practice tasks. (DOK3) Fa'aalia le togiina o galuega fa'atino 'ese'ese e le fa'amalosi</p>

2 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Practice play catch with partners. 2. Demonstrates skills of throwing and catching with a partner. 3. Practice the handling skills of throwing.
2.1.10	<p>Demonstrates kicking a ball in a variety of non-dynamic practice tasks. (DOK3) Fa'aalia le kikiina o le polo i le tele o galuega fa'ata'ita'i e le fa'amalositino</p>
2 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Demonstrates kicking a stationary ball 10 feet to a target. 2. Demonstrates kicking a rolled 10 feet to a target. 3. Practice kicking and controlling the ball with the inside and outside of the foot.
2.1.11	<p>Demonstrates dribbling with feet in a variety of non- dynamic practice tasks.. (DOK 3) Fa'aalia le tata'iina o le polo pasiketi ma vae i le tele o galuega fa'ata'ita'i e le fa'amalositino</p>
2 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Practice moving various objects in patterns with the feet. 2. Demonstrates controlling a ball with the feet. 3. Demonstrates kicking and controlling the ball with the inside and outside of the foot.
2.1.12	<p>Demonstrates striking with hands in a variety of non- dynamic practice tasks (DOK 3) Fa'aalia le ta i lima i le tele o galuega fa'ata'ita'i e le fa'amalositino</p>
2 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Demonstrates striking a balloon with a paddle from 2 or more positions. 2. Demonstrates controlling a foam ball on the ground with a newspaper bat. 3. Demonstrates striking a suspended ball with a newspaper bat and a paddle.
2.1.13	<p>Demonstrates striking with a short-handled implement in a variety of non-dynamic practice tasks (DOK3) Fa'aalia le mata'ina i se mea faigaluega pu'upu'u i le tele o galuega fa'ata'ita'i e le fa'amalositino</p>
2 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Demonstrates hitting a ball on a tee with a large bat. 2. Demonstrates running and controlling a ball with a stick. 3. Demonstrates striking with a hand a playground ball that has been bounced or tossed to them by a partner.
2.1.14	<p>Demonstrates striking with a long-handled implement in a variety of non-dynamic practice tasks. (DOK3) Fa'aalia le mata'ina i se mea faigaluega umi i le tele o galuega fa'atino e le fa'amalositino</p>

2 days	Sample Performance Indicators: <ol style="list-style-type: none"> 1. Demonstrates striking various balls with various objects. 2. Demonstrates striking a tossed ball with an arm. 3. Demonstrates hitting a ball on a tee with a large bat.
2.1.15	Demonstrates locomotor, non-locomotor, and manipulative movements based on a variety of dance forms (DOK3) Fa'aalia gaioioiga faatino, faatumau, ma le fa'aogaina e fa'atatau i siva eseese.
3 days	Sample Performance Indicators: <ol style="list-style-type: none"> 1. Demonstrates travelling through an obstacle course using various locomotor skills without touching the obstacles. 2. Practice running and throwing , catching, kicking, and striking. 3. Practice jumping and catching.
2.1.16	Demonstrates jumping rope in a non-dynamic environment. (DOK3) Fa'aalia le osooso o maea i se si'osi'omaga e le fa'amalosi
2 days	Sample Performance Indicators: <ol style="list-style-type: none"> 1. Demonstrates performing 2 foot singles and doubles (forward and backward) with a short rope. 2. Demonstrates performing the alternate jump with a short jump rope. 3. Demonstrates jumping hot pepper and high water with a long rope.
2.1.17	Demonstrates water safety skills. If a pool facility is available demonstrates water safety and basic swimming skills.. (DOK4) Fa'aalia tomai mo le saogalemu o le vai. Afai e maua se vaita'ele e fa'aalia le saogalemu o le vai ma tomai fa'aau aau
5 days	Sample Performance Indicators: <ol style="list-style-type: none"> 1. Watching a clip on youtube on water safety and basic swimming skills. 2. Having a field trip at the pala lagoon swimming pool. 3. Demonstrates some of the basic swimming skills without the pool.
COGNITIVE CONCEPTS Fa'aaoga fa'atonuga i taimi o ta'aloga.	
Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities Fa'aalia e tamaiti a'oga le malamalama i manatu fa'atino, fa'avae, ma ta'iala e fa'atatau i le a'oa'oina ma le fa'atinoina o gaioiga fa'aletino	
<i>Topics include SAFETY AND PLAY ETIQUETTE</i>	
2. 2.1	Explain the difference between under and over, behind and in front of, next to and through, up and down, forward and backward, and sideways. (DOK3) Fa'amatala le esesegia i le va o lalo ma luga, tua ma luma o, soso'o ma totonu, luga ma lalo, luma ma tua, ma le itu.
1days	Sample Performance Indicators: <ol style="list-style-type: none"> 1. Demonstrates basic movement concepts related to space, time, effort, and relationships (e.g., shows control and awareness of personal space, changes directions or levels while traveling).

	<ol style="list-style-type: none"> 2. Demonstrates working independently in stations. 3. Demonstrates getting, leaving, and returning equipment.
2. 2.2	Identify simple strategies in chasing and fleeing activities (DOK2) Fa'ailoa ni ta'iala faigofie i gaioiga tuli ma sola
1 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Performs parachute activities, demonstrating cooperation. 2. Respond with movements of various speeds and weights. 3. Create movements to feeling and emotion words.
2. 2.3	Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills. (DOK3) Fa'ailoa manatu fa'agaioiga e feso'ota'i ma gaioiga eseese, gaioiga tumau, ma ma vaega e faaaoga ai le tino e faatinoina
1 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Practice running and throwing, catching, kicking, and striking. 2. Practice jumping and catching. 3. Demonstrates catching a ball while they are in the air.
2. 2.4	Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings (DOK3) Fa'ailoa manatu fa'agaioiga e feso'ota'i ma gaioiga eseese, gaioiga tumau, ma ma vaega e faaaoga ai le tino e faatinoina
2 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Demonstrates walking and running at various levels and speeds. 2. Create shapes while jumping and hopping. 3. Distinguish between a jump and a hop.
2. 2.5	Demonstrates knowledge of non-locomotor, locomotor and movement concepts used in dance and rhythms (DOK3) Fa'ailoa manatu fa'agaioiga e feso'ota'i ma gaioiga eseese, gaioiga tumau, ma ma vaega e faaaoga ai le tino e faatinoina i fati ma pese
2 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Combine a step close and a stamp to perform the Kinderpolka. 2. Combine the walk and the skip to perform the wheat 3. Combine jumping, running, and sliding to perform Jump Jim Joe.
2. 2.6	Identifies physical activities that contribute to fitness (DOK2) Fa'ailoa gaioiga fa'aletino e fesoasoani i le malosi
1 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Perform flexibility, muscle endurance, and cardiovascular endurance exercises. 2. Perform push up, sit up, broad jump, touch and reach exercises 3. Play a game requiring locomotor skills and balance.
2. 2.7	Recognizes the importance of stretching before and after physical activity (DOK2) Ua iloa le taua o le fa'aloaloa a'o le'i faia ma pe a uma fo'i fa'amalositino
1 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Perform flexibility activities. 2. Explore new positions that alter the balance point.

	<p>3. Learn the warm up routine and be able to execute the routine with verbal cues.</p>
2. 2.8	<p>Identifies the heart as a muscle that gets stronger with physical activity (DOK2) Fa'ailoaaina le fatu ose maso e fa'aola malosi pe a fa'agaioiga fa'aletino</p>
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Discusses the parts of the heart. 2. Demonstrates how to locate the heart beat on various parts of the body. 3. Discusses how exercises help to make the heart stronger.
2. 2.9	<p>Recognizes that regular physical activity is good for their health. (DOK2) Ua iloa o le fa'agaioiga fa'aletino masani e lelei mo lo latou soifua maloloina</p>
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Practice and doing exercises daily is good for their health. 2. Practicing sleeping 7 to 8 hours daily helps get their body stronger. 3. Social health can also be helpful to maintain good health.
2. 2.10	<p>Recognizes physiological changes in their body during physical activities. (DOK2) Faailoaaina suiga fa'aletino io latou tino i taimi o gaioiga fa'aletino.</p>
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Recognizes the changes of their body every day while doing physical activities. 2. Perform a physical fitness test after every month. 3. Compare every physical fitness test after each month.
2. 2.11	<p>Recognizes food and hydration choices that provide energy for physical activity. (DOK2) E iloa mea'ai ma fa'asusu filifiliga e maua ai le malosi mo fa'amalositino</p>
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Read the labels of any drinks they buy from the store to find healthy drinks and food. 2. Water is the best drink 3. Avoid eating fast food, especially food that has a lot of oil.
2. 2.12	<p>Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. (DOK3) Fa'aalia le malamalama i tomai mo le saogalemu o le suavai. Fa'aalia le malamalama i tomai fa'avae aau</p>
3 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Watch youtube clips on water safety skills. 2. Have a field trip to the pala lagoon swimming pool. 3. Recognizes a good part of the ocean that is safe to swim.
<p>ACTIVE LIFESTYLE</p> <p>Fa'atauaina o le ola i tulaga o le soifuaga maloloina</p>	
<p>Standard 3: Develops social skills through movement</p> <p>Atina'e le tomai fa'aagafesootai e ala i fe'avea'i</p>	
<p>Topics includes INDIVIDUAL, DUAL, AND LIFETIME ACTIVITIES</p>	

2. 3.1	Recognizes the feelings of others during a variety of physical activity (DOK2) Iloaina lagona o isi i taimi eseese o gaioiga faaletino
1 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Create movements to feeling and emotion words. 2. Create movements at various levels. 3. Create a short dance using body shapes and levels.
2. 3.2	Demonstrates ability to encourage others. (DOK3) Fa'aalia le tomai e fa'amalosia ai isi
2 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Create movement using pushing and pulling 2. Combine locomotor skills with push and pull movements. 3. Play a game they know without constant supervision by the teacher.
2. 3.3	Uses communication skills to share space and equipment. (DOK3) Fa'aoga tomai fa'afeso'ota'i e fa'asoa avanoa ma meafaigaluega
1 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Move through space combining skipping, galloping, and sliding. 2. Move through space combining running, hopping, stepping, and jumping. 3. Kick the ball far from, and near to, a target.
2. 3.4	Responds appropriately to directions and feedback from the teacher. (DOK3) Tali atu ma le talafeagai i faatonuga ma manatu faaalia mai le faiaoga
2 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Work independently in stations 2. Move from close to far to close spacing. 3. Demonstrates getting, leaving, and returning equipment. 4. Change directions on signal 5. Relate rule infraction consequences to rules.
2. 3.5	Demonstrates respectful behaviors that contribute to positive social interactions in movement. (DOK3) Fa'aalia amioga fa'aaloalo e saofagā i fegalegaiga fa'aagafesoota'i lelei i gaioiga.
2 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Play a game they know without constant supervision by the teacher. 2. Respond with movements of various speeds and weights. 3. Create movements to feeling and emotion words.
2. 3.6	Describes why following rules are important for safety and fairness. (DOK3) Fa'amatala pe aisea e taua ai le mulimuli i tulafono mo le saogalemu ma le sa'o
1 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Discusses basic rules that they follow during PE time. 2. Demonstrates how some of the rules apply to certain sports. 3. Discusses the safety procedures they follow during PE time.
2. 3.7	Make safe choices with physical education equipment. (DOK2) Fai filifiliga saogalemu i mea faigaluega fa'aletino

1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Practice wearing sports shoes during PE time. 2. Discusses some of the physical education equipment they can bring to school. 3. Compare safety and unsafe physical education equipment.
2. 3.8	<p>Discusses problems and solutions with teacher support in a physical activity setting. (DOK2) Talanoaina fa'afitauali ma fofo ma le lagolago a le faiaoga i se tulaga fa'aletino</p>
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Practice how to help the teacher in setting any activities. 2. Discusses the importance of working together as a team to have a good result. 3. Discusses how to solve problems as a team with the teacher.
2. 3.9	<p>Makes fair choices as directed by teacher (DOK2) Faia filifiliga talafeagai e pei ona faatonuina ai e le faiaoga.</p>
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Discusses some of the good choices they make when they are in trouble. 2. Follow the steps of good choices posted by the teacher. 3. Ask the teacher if they need help.
2. 3.10	<p>Identifies and participates in physical activities representing different cultures. (DOK2) Fa'ailoa ma auai i gaioiga fa'aletino e fai ma sui o tu ma aga eseese</p>
3 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Demonstrates several dances (different cultures). 2. Perform a slide, a gallop, and a combination of 2 skills. 3. Attempt new skills using wands, foam balls, and small playground balls.
<p>PHYSICAL FITNESS Malosi Fa'aletino</p>	
<p>Standard 4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity Atina'e tomai patino, fa'ailoa manuia o le tagata lava ia o le gaioi, ma filifili e fa'agaoioi le tino</p>	
<p>Topics includes FITNESS AND CONDITIONING RELATED ACTIVITIES</p>	
2. 4.1	<p>Identifies physical activities that can meet the need for self-expression.. (DOK2) Fa'ailoa gaioiga fa'aletino e mafai ona fa'amalieina le mana'oga mo le fa'aalia o le tagata lava ia</p>
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Correctly identify 26 parts on another individual. 2. Correctly identify 5 body surfaces on another individual. 3. Correctly identify right and left.
2. 4.2	<p>Identifies physical activities that can meet the need for social interaction. (DOK2) Fa'ailoa gaioiga fa'aletino e mafai ona fa'amalieina le mana'oga mo fegalegaleaiga fa'aagafesootai.</p>
2 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Complete a 4 part movement sequence, given verbally, after a 10 second interval.

	<ol style="list-style-type: none"> 2. Move 1 or more body parts in isolation to music. 3. Play a game that requires movement and a cognitive strategy.
2. 4.3	Demonstrates ways that movement positively affects personal health.(DOK3) Fa'aalia auala e a'afia lelei ai le soifua maloloina o le tagata lava ia.
2 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Perform flexibility, muscle endurance, and cardiovascular endurance exercises. 2. Use different movements to represent different beats. 3. Follow instructions for a simple game.
2. 4.4	Identifies preferred physical activities based on personal interests. (DOK2) Fa'aioloaina gaioiga fa'aletino e fa'atatau i mea e fiafia i ai le tagata lava ia
1 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Listen to verbal cues and respond appropriately. 2. Participate in a simple game with little teacher supervision. 3. Try new movement positions with stretch ropes.
2. 4.5	Recognizes individual challenges through movement. (DOK2) Iloaina lu'itau ta'ito'atasi e ala i le gaioi.
1 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Use different movements to represent different beats. 2. Perform flexibility, muscle endurance, and cardiovascular endurance exercises. 3. Discusses ways to improve their progress after each month.
2. 4.6	Sets observable short- term goals. (DOK2) Faia sini e mafai ona matauina mo taimi pupuu
1 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Focuses on improving physical fitness tests every month. 2. Discusses ways to improve healthful behavior 3. Plan their list of short term goals in their health notebooks.
2. 4.7	Recognizes movement strengths and the need for practice for individual improvement. (DOK2) Iloaina le malosi o gaioiga ma le mana'omia o le fa'ata'ita'iga mo le fa'aleleia atili o tagata ta'ito'atasi.
1 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Demonstrates light movements (galloping, leaping, skipping) 2. Demonstrates heavy movements (legs, trunk, elbows). 3. Repeat light movements and heavy movements.
2. 4.8	Recognizes the opportunity for physical activity within physical education class. (DOK2) Fa'aioloaina le avanoa mo le fa'amalositino i totonu o vasega o a'oa'oga fa'aletino
1 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Discusses how to become a professional athlete in the future. 2. Discusses the importance of being a physical education teacher. 3. Discusses the many opportunities in the future if they have a stronger body and good health.

2. 4.9	Demonstrates techniques (e.g., breathing, counting) to assist with managing emotions and behaviors in a physical activity. (DOK3) Fa'aalia auala (fa'ata'ita'iga, manava, faitau) e fesoasoani i le puleaina o lagona ma amioga i se gaioiga fa'aletino
2 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Demonstrates how to control their breathing to lower blood pressure. 2. Demonstrates how to count their heart beat in one minute. 3. Demonstrates healthful behaviors to help others when needed,
2. 4.10	Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. (DOK2) Mafaufau i aafiaga o fegasoloa'iga i le taimi o a'oa'oga fa'aletino e atia'e ai le malamalama i le auala e taua ai le tagata lava ia
1 days	Sample performance Indicators: <ol style="list-style-type: none"> 1. Physical Education should be the number one subject that the doe should spend more time on than any other subject. 2. Creating movements in any sports help kids to become more involved in physical exercises. 3. Students of Today are Athletes of Tomorrow

GRADE: 3	
Movement Forms	
Fa'atino ituaiga o gaioioiga e mafai ona fa'atino e tamaiti	
Standard 1: Develops a variety of motor skills	
Fa'atino ituaiga o gaioioiga eseese e mafai ona fa'atino e tamaiti	
<i>Topic: MODIFIED & LEAD-UP GAMES AND ACTIVITIES</i>	
3. 1.1	Combines varied locomotor skills in a variety of practice tasks. (DOK2) Tu'ufa'atasia ese'esega ole locomotor i galuega fa'ata'ita'i eseese
2 days	<p>Sample Performance Indicators:</p> <p>1. Perform the following rolls:</p> <ul style="list-style-type: none"> • a forward and backward roll • a straddle roll • a two-person roll. <p>2. Demonstrate a variety of locomotor movements.</p> <ul style="list-style-type: none"> • performs different locomotor skills such as skipping, hopping, galloping, sliding, running, and jumping <p>3. Combines Locomotor skills in sequence.</p> <ul style="list-style-type: none"> • combines two or more locomotor movements into a flowing sequence (e.g. hop then skip, run then slide) <p>4. Performs locomotor skills in varied environments.</p> <p>> completes locomotor combinations during different tasks, such as obstacle courses, relay games, or creative movement challenges.</p>

3. 1.2	<p>Demonstrates transferring weight from feet to hands and hands to feet in a non-dynamic environment. (DOK3) Fa'aalia le fa'aliliuina o le mamafa mai vae i lima ma lima i vae i se si'osi'omaga e le fa'amalosi.</p>
2 days	<p>Sample Performance Indicators:</p> <p>1. Demonstrate basic weight transfer from feet to hands.</p> <ul style="list-style-type: none"> • performs movements such as donkey kicks, bear walks, or beginning tripod stands to shift weight safely onto hands. <p>2. Demonstrates basic weight transfer from hands to feet.</p> <ul style="list-style-type: none"> • safely returns to feet from hands (e.g., crawling, basic rolls, or controlled movements from hand support.) <p>3. Maintains balance and control during weight transfer.</p> <ul style="list-style-type: none"> • shows body control and avoids falling or losing balance during transitions.
3. 1.3	<p>Demonstrates rolling with the body in a non-dynamic environment. (DOK 3) Fa'aalia le ta'avale ma le tino i se si'osi'omaga e le fa'amalosi</p>
2 days	<p>Sample Performance Indicators:</p> <p>1. Attempts the roll but little body control, segments the motion, may use hands or knees to push through.</p> <ul style="list-style-type: none"> • stops mid-roll, head lifts off floor, legs bend/fan out, needs verbal and physical prompts. <p>2. Completes the roll with basic control, but body is not fully tight/aligned, momentum or direction sometimes lost.</p> <ul style="list-style-type: none"> • roll travels off a straight line; slight pauses; arms or legs come apart. <p>3. Executes a smooth continuous roll in a straight path; body stays long and tight; begins and ends in a controlled position.</p> <ul style="list-style-type: none"> • log/egg roll looks “one piece”, head stays tucked, finishes balance on seat or knees.
3.1.4	<p>Combines jumping/landing, rolling, balancing and transfer of weight from feet to hands in a non- dynamic environment. (DOK3) Tu'ufa'atasia le osooso/tuueleele, ta'avale, faapalen'i ma le fa'aliliuina o le mamafa mai vae i lima i se si'osi'omaga e le fa'amalosi.</p>
2 days	<p>Sample Performance Indicators:</p> <p>1. Attempts two of the four skills, but sequence breaks down; safety cues often missing.</p> <ul style="list-style-type: none"> • hops instead of a controlled jump; knees locked on landing; uses knees/hips to push through rolls; balance < 2 secs; forgets to place hands flat when weight-bearing. <p>2. Performs three different skills in order (e.g., jump-land – log roll –front support balance) with noticeable pauses and occasional loss of alignment.</p> <ul style="list-style-type: none"> • clear starts/stops between moves; arms/legs wobble; heels lift on landing; roll drifts off line; balance hold ~3 sec.

	<p>3. Executes a four-skill sequence that includes all components (jump/soft landing –roll – static balance– weight transfer to hands and back) smoothly with control and safe technique.</p> <ul style="list-style-type: none"> quiet two-foot takeoff and landing (knees bent); rolls stay straight; balance held 3-5 sec, body tight, hands flat; elbows slightly bent during transfer; no extra steps between skills.
3.1.5	<p>Combines locomotor, non-locomotor, and manipulative movements based on a variety of dance forms. (DOK3) Tu'ufa'atasiga o locomotor, non-locomotor, ma manipulative gaioi e fa'atatau i siva eseese.</p>
2 days	<p>Sample Performance Indicators:</p> <p>1. Perform a few isolated movements (e.g., only locomotor or only arm gestures) with little rhythm, timing, or coordination between types.</p> <ul style="list-style-type: none"> Walks in rhythm but arm movements are missing or unrelated; freezes between transitions; struggles to keep pace. <p>2. Combine two types of movement (e.g., locomotor + non-locomotor), but manipulative skills (like scarf/ball/ribbon use) are inconsistent or off beat.</p> <ul style="list-style-type: none"> Moves feet and arms together but drops props or swings them randomly; rhythm may fade or lag behind music. <p>3. Perform a simple dance routine with all three movement types (locomotor, non-locomotor, and manipulative) in rhythm, with smooth transitions, and appropriate expression of the dance style (folk, creative, cultural, etc.).</p> <ul style="list-style-type: none"> Steps match beat; arms and props enhance motion; stops and starts are controlled; movement style fits the dance type.
3.1.6	<p>Demonstrates jumping rope in a variety of practice tasks. (DOK3) Fa'aalia le osooso o maea i galuega fa'ata'ita'i eseese.</p>
2 days	<p>Sample Performance Indicators:</p> <p>1. Attempts basic jumps but often steps on the rope or uses arms incorrectly.</p> <ul style="list-style-type: none"> rope hits feet or ground too early/late; arms move unevenly; frequent restarts <p>2. Can perform basic single jumps with correct form several times in a row.</p> <ul style="list-style-type: none"> 3-5 consecutive jumps; jumps are low and rhythmic. <p>3. Performs a variety of jump rope tasks (single bounce, alternate foot, high knees, short sequences) with control, timing, and good rope turning technique.</p> <ul style="list-style-type: none"> smooth rope rotations from wrists; 8-10+ consecutive jumps; jump height is minimal and controlled.
3.1.7	<p>Demonstrates jumping and landing in a non-dynamic environment. (DOK 3) Fa'aalia le osooso ma le tulauelolele i se si'osi'omaga e le fa'amalosi.</p>
2 days	<p>Sample Performance Indicators:</p> <p>1. Attempts a jump but lacks control or balance on landing. > jump is too high or uncoordinated; feet land unevenly, arms not used for control.</p> <p>2. Performs basic jump and landing with some control, but posture or balance may be inconsistent. > knees bent slightly on landing; feet mostly land together.</p>

	<p>3. Execute a jump and controlled landing from a stable surface (floor, low box) with bent knees, balance, and quiet landing in a still environment. > two-foot takeoff and landing; knees and hips flex on landing; minimal sound or movement after landing.</p>
3. 1.8	<p>Demonstrates balancing on different body parts in a non- dynamic environment. (DOK3) Fa'aalia le paleni i vaega eseese o le tino i se si'osi'omaga e le fa'amalosi.</p>
2 days	<p>Sample Performance Indicators:</p> <p>1. Attempt to balance on one or more body parts but loses balance quickly. 2. Balance on one or two body parts (e.g., foot, knee, hands) for a short time with some control. 3. Hold a balance on a variety of body parts (e.g., foot and hand, back and elbow) for 5+ secs with control, stability, and proper body alignment.</p>
3.1.9	<p>Demonstrates rolling a ball in a non-dynamic environment. (DOK 3) Fa'aalia le ta'avaleina o se polo i se si'osi'omaga e le fa'amalosi.</p>
2 days	<p>Sample Performance Indicators:</p> <p>1. Rolls the ball with inconsistent direction, speed, or force. Uses two hands or an uncoordinated underhand motion. 2. Uses a basic underhand roll with one hand. Demonstrates some control of force and direction. 3. Performs an underhand roll with correct form (step with opposite foot, bend knees, follow through). Demonstrates control of speed and direction in a calm setting.</p>
3.1.10	<p>Demonstrates throwing in a variety of practice tasks. (DOK 3) Fa'aalia le togiina o galuega fa'ata'ita'i eseese.</p>
2 days	<p>Sample Performance Indicators:</p> <p>1. Throws with inconsistent technique (e.g., no step, incorrect arm motion.) Has difficulty controlling direction, force, or aim. Shows limited awareness of proper mechanics (e.g., body position, stepping with opposite foot). 2. Uses a basic overhand or underhand throw with some correct elements (e.g., stepping forward, shoulder rotation). Can complete throwing tasks but with variable accuracy and force. 3. Demonstrates proper throwing form (e.g., side body position, step with opposite foot, arm follows through). Successfully completes a variety of practice tasks (e.g., target throwing, partner tossing, distance throwing).</p>
3.1.11	<p>Demonstrates striking with a long-handled implement in a variety of practice tasks.(DOK3) Fa'aalia le mata'ina i se mea faigaluega umi i le tele o galuega fa'ata'ita'i</p>
3 days	<p>Sample Performance Indicators:</p> <p>1. Attempts to strike with a long-handled implement but shows inconsistent contact with the object. Lacks basic grip, stance, or swing technique. Strikes may miss the target or lack control. 2. Holds the implement correctly most of the time and uses a basic swing motion. Can strike a stationary object (e.g., ball on tee or cone) with some success.</p>

	3.Demonstrates proper grip, ready position, and swinging motion with good coordination. Consistently strikes stationary or slowly moving objects in a variety of tasks (e.g., hitting off a tee, gently rallying with a partner, floor hockey drills).
3.1.12	Demonstrates catching in a variety of practice tasks. (DOK 4) <i>Fa'aalia le pu'e i galuega fa'ata'ita'i eseese.</i>
4 days	Sample Performance Indicators: 1. Attempts to catch but frequently misses or traps the object against the body. Shows limited tracking of the object with eyes. 2. Can catch larger or slower-moving objects (e.g., beach balls, foam balls) with some success. Demonstrates beginning use of correct hand positioning (thumbs together for high, pinkies together for low). 3. Consistently catches medium-sized objects using proper technique: eyes on the object, correct hand placement, and soft hands to absorb force. Participates successfully in a variety of practice tasks (e.g., partner toss, catching while moving in place, simple reaction drills).
3.1.13	Demonstrates striking with hands above waist in a variety of practice tasks (DOK 3) <i>Fa'aalia le ta ma lima i luga a'e o sulugatiti i galuega fa'ata'ita'i eseese</i>
2 days	Sample Performance Indicators: 1. Attempts to strike an object with hands above the waist but misses often or makes uncontrolled contact. 2. Demonstrates some correct form (open hands, eyes on object, upward motion.) 3. Consistently uses open hands or fingertips to strike objects above the waist.
3.1.14	Demonstrates striking with hands below waist in a variety of practice tasks (DOK3) <i>Fa'aalia le ta ma lima i lalo o sulugatiti i galuega fa'ata'ita'i eseese</i>
2 days	Sample Performance Indicators: 1. Attempts to strike an object below the waist but makes inconsistent contact. 2. Demonstrates some correct elements of form (knees bent, open hands, eyes on the object). 3. Consistently uses proper form when striking below the waist; knees bent, hands open, controlled motion.
3.1.15	Demonstrates serving an object in a non-dynamic environment (DOK3) <i>Fa'aalia le tautuaina o se mea i se si'osi'omaga e le fa'amalosi</i>
2 days	Sample Performance Indicators: 1. Attempts to serve but has inconsistent or incorrect contact with the object. 2. Demonstrates some correct form (e.g., underhand swing, eyes on target, step with opposite foot). 3. Serves an object consistently using proper technique (e.g., underhand toss or strike with controlled motion, weight transfer, and follow-through).
3.1.16	Demonstrates striking an object with a short-handled implement in a variety of practice tasks. (DOK3) <i>Fa'aalia le tu'iina o se mea i se mea pu'upu'u i le tele o galuega fa'ata'ita'i.</i>

2 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1.Uses proper grip and stance to strike objects 2.Demonstrates consistent hand-eye coordination by striking objects 3. Demonstrate striking an object short-handled
3.1.17	<p>Demonstrates sending and receiving an object in a variety of practice tasks. (DOK3)</p> <p>Fa'aalia le auina atu ma le mauaina o se mea i le tele o galuega faataitai</p>
2days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1.Demonstrates basic sending skills by throwing, rolling, or striking an object toward a partner 2. Demonstrates basic receiving skills by catching or stopping an object
3.1.18	<p>Demonstrates kicking a ball using the instep in a variety of practice tasks. (DOK3)</p> <p>Fa'aalia le kikiina o le polo i le fa'aogaina o le fa'aa'oga i le tele o galuega fa'ata'ita'i.</p>
2days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1.Demonstrates proper foot placement and body positioning to kick a ball using the instep 2.Consistently kicks the ball with appropriate force
3.1.19	<p>Demonstrates dribbling with hands in non-dynamic and dynamic practice tasks. (DOK3)</p> <p>Fa'aalia le ta'a'alo ma lima i galuega fa'ata'ita'i e le fa'amalositino</p>
2days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Dribbles a ball with hands while standing still, keeping control of the ball 2.Dribbles a ball with hands while walking or moving around cones or markers
3.1.20	<p>Demonstrates dribbling with feet in a variety of practice tasks.(DOK3)</p> <p>Fa'aalia le fa'a'a'a'i vae i galuega fa'ata'ita'i eseese</p>
2days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1.Dribbles a ball with feet while standing still, keeping the ball close and under control 2. Dribbles a ball with feet while walking or moving around cones or markers without losing control
3.1.21	<p>Combines manipulative skills and traveling for execution to a target in a variety of practice tasks.(DOK2)</p> <p>Tu'ufa'atasia tomai fa'amanino ma femalagaiga mo le fa'ataunu'uina i se fa'amoemoe i galuega fa'atino eseese</p>
1 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1.Moves while controlling an object using hands or feet to get it to a target 2.Uses different skills like throwing, catching, or kicking while moving to aim at a target

3.1.22	<p>Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills.(DOK4) Fa'aalia tomai mo le saogalemu o le vai. Afai e maua se vaita'ele, fa'aali le saogalemu o le vai ma tomai fa'avae aau</p>
5 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> Shows how to stay safe near water by following rules and listening to adults Knows and practices basic safety skills like floating, blowing bubbles and holding breath underwater Practices basic swimming skills like floating and holding breath underwater, if a pool is available.
<p>COGNITIVE CONCEPTS Fa'aaoga fa'atonuga i taimi o ta'alogia.</p>	
<p>Standard 2:Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities Fa'aalia e tamaiti a'oga le malamalama i manatu fa'atino, fa'avae, ma ta'iala e fa'atatau i le a'oa'oina ma le fa'atinoina o gaioiga fa'aletino</p>	
<p><i>Topics include SAFETY AND PLAY ETIQUETTE</i></p>	
3. 2.1	<p>Applies movement concepts and strategies for safe movement within dynamic environments. (DOK3) Fa'aaogā manatu ma ta'iala mo fe'avea'i saogalemu i totonu o si'osi'omaga malosi.</p>
2 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> Shows how to move safely around other people during games and activities Uses simple rules to stay safe while moving in changing or busy places Chooses safe ways to change direction, speed, or level when playing or exercising
3. 2.2	<p>Demonstrates knowledge of offensive strategies in small- sided invasion practice tasks (DOK3) Fa'aalia le malamalama i ta'iala leaga i galuega fa'atino osofa'iga laiti</p>
2 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Shows how to move to open space to help teammates during games Uses simple plays to try to get the ball and score points Works with teammates to keep control of the ball and find ways to score
3. 2.3	<p>Demonstrates knowledge of defensive strategies in small- sided invasion practice tasks. (DOK3) Fa'aalia le malamalama i ta'iala puipui i galuega fa'ata'ita'i osofa'iga.</p>
2 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Shows how to stay between the opponent and the goal to block scoring Watches the ball and the player they are guarding to prevent passes Works with teammates to protect the goal area and stop the other team from scoring
3. 2.4	<p>Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills. (DOK3) Fa'aalia le malamalama i manatu fa'agaioiga talafeagai mo le fa'atinoina lelei o tomai fa'aogaina.</p>

2 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Shows how to use arms and hands to control and move objects well Uses body parts like feet or hands in the right way to move objects easily Moves the body smoothly to help with tasks like throwing, catching, or kicking
3. 2.5	<p>Demonstrates problem solving strategies in a variety of games/activities.(DOK3) Fa'aalia auala e fo'ia ai fa'afitauli ile tele o ta'alogga/gaioiga</p>
2 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Thinks about ways to solve problems during games, like finding space or getting the ball Works with others to find good ideas to play better and win games Changes how they play when things don't work well, trying new ways to succeed
3. 2.6	<p>Applies movement concepts to different types of dances, gymnastics, rhythms, and individual performance activities.(DOK3) Fa'aoga manatu fa'asolo i ituaiga siva eseese, ta'alogga, fati, ma gaioiga fa'atino a le tagata lava ia</p>
2 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Thinks about ways to solve problems during games, like finding space or getting the ball Works with others to find good ideas to play better and win games Changes how they play when things don't work well, trying new ways to succeed
3. 2.7	<p>Defines and provides examples of movement activities for developing the health-related fitness components. (DOK2) Fa'amatala ma tu'uina atu fa'ata'ita'iga o gaioiga fa'agaioiga mo le atina'eina o vaega fa'alesoifua maloloina.</p>
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Names different parts of health fitness, like heart health and muscle strength Gives examples of activities that make the body stronger or more flexible Shows or describes activities that help the body stay healthy and fit
3. 2.8	<p>Establishes goals related to enhancing fitness development (DOK2) Fa'atuina sini e feso'ota'i ma le fa'aleleia atili o le malosi</p>
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Chooses a fitness goal to help improve strength, speed, or flexibility Shares their goal with the teacher or classmates Works on their goal during activities and tries to get better over time
3. 2.9	<p>Defines and explains how to implement the FITT Principle (Frequency, Intensity, Time, and Type) for skill or fitness development (DOK2) Fa'amatala ma fa'amatala pe fa'apefea ona fa'atinoina le FITT Principle (Frequency, Intensity, Time, and Type) mo le atina'eina o tomai po'o le malosi</p>
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Names the four parts of the FITT Principle: how often, how hard, how long, and what kind of activity Explains why each part is important for getting better at a skill or fitness Shows how to use the FITT ideas when planning exercises or games

3. 2.10	Defines and provides examples of movement activities for developing the skill-related fitness components. (DOK2) Fa'amatala ma tu'uina atu fa'ata'ita'iga o gaioiga fa'agaioiga mo le atina'eina o vaega fa'aletino e fa'atatau i tomai.
1 days	Sample performance Indicators: 1 Names parts of skill fitness like balance, speed, and coordination 2.Gives examples of activities that help skill fitness, like jumping or running fast 3Shows or talks about how these activities make skill fitness better
3. 2.11	Identifies the need for warm-up & cool-down relative to various physical activities. (DOK2) Fa'ailoa le mana'omia o le mafanafana ma le fa'amalo e fa'atatau i gaioiga fa'aletino eseese
1 days	Sample performance Indicators: 1.Explains why warming up is important before exercise or games 2.Tells why warming up is important before exercise or games 3Shows or talks about warm-up and cool-down exercises for different activities
3. 2.12	Identifies location of pulse and provides examples of activities that increase heart rate. (DOK2) Fa'ailoa le nofoaga o le fatu ma tu'uina atu fa'ata'ita'iga o gaioiga e fa'ateleina ai le tātā o le fatu.
1 days	Sample performance Indicators: 1. Points to or touches where the pulse can be felt on the body (like wrist or neck) 2.Names activities that make the heart beat faster 3Shows how to check their pulse before and after activity
3. 2.13	Explains the benefits of physical activity. (DOK2) Fa'amatala fa'amaniuaga ole fa'agaioiga fa'aletino
1 days	Sample performance Indicators: 1.Names ways physical activity helps the body, like making muscles strong or heart healthy 2.Explains how being active helps them feel happy or have more energy 3.Gives examples of activities that help keep the body healthy
3. 2.14	Recognizes and explains how physical activity influences physiological changes in their body. (DOK2) E iloa ma fa'amatala pe fa'afefea ona a'afia suiga fa'aletino ile tino.
1 days	Sample performance Indicators: 1.Names body changes during exercise, like faster breathing or a faster heartbeat 2.Explains why these body changes happen when being active 3.Describes how the body feels after moving or playing hard
3. 2.15	Recognizes the critical elements that contribute to proper execution of a skill. (DOK2) Iloaina elemene taua e saofagā i le fa'atinoina lelei o se tomai
1 days	Sample performance Indicators: 1.Names important parts of a skill, like where to stand or how to hold something 2Shows or talks about the right way to move when doing a skill

	3.Explains why these parts help do the skill better and safer
3. 2.16	Identifies technology tools that support physical activity goals (DOK2) Fa'ailoa meafaigaluega fa'atekonolosi e lagolago ai sini fa'aletino
1 days	Sample performance Indicators: 1.Names tools like pedometers or apps that help track steps or exercise 2Shows how to use simple technology to help be active 3.Explains how technology can help reach exercise or play goals
3. 2.17	Describes the impact of food and hydration choices on physical activity. (DOK2) Fa'amatala le a'afiaga o mea'ai ma le fa'amamaina o filifiliga ile gaioiga fa'aletino
1 days	Sample performance Indicators: 1.Names foods and drinks that help the body have energy for playing 2.Explains how eating healthy food helps during exercise 3.Describes why drinking water is important when being active
3. 2.18	Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. (DOK3) Fa'aalia le malamalama i tomai mo le saogalemu o le suavai. Fa'aalia le malamalama i tomai fa'avae aau.
2 days	Sample performance Indicators: 1.Names important water safety rules, like never swimming alone and listening to adults 2Shows how to stay safe near water by wearing a life jacket and staying where an adult can see 3.Demonstrates basic swimming skills like blowing bubbles,, kicking legs, or floating
ACTIVE LIFESTYLE Fa'atauaina o le ola i tulaga o le soifuaga maloloina	
Standard 3: Develops social skills through movement Atina'e le tomai fa'aagafesootai e ala i fe'avea'i	
Topics includes INDIVIDUAL, DUAL, AND LIFETIME ACTIVITIES	
3. 3.1	Describes the perspective of others during a variety of activities. (DOK2) Fa'amatala manatu o isi i le taimi o gaoioiga eseese
1 days	Sample performance Indicators: 1. Names how friends feel during games or activities, like happy, sad, or excited 2.Explains why someone might think or feel differently during a game 3Shows understanding by helping or including others during a game
3. 3.2	Uses communication skills to negotiate roles and responsibilities in a physical activity setting. (DOK2) Fa'aaogā tomai fa'afeso'ota'i e fa'atalanoa ai matafaioi ma matafaioi i se fa'agaioiga fa'aletino
1 days	Sample performance Indicators: 1.Talks with friends to decide who will do each job during a game or activity 2. Uses kind words to ask for a turn or share tasks in a group activity 3.Listens to others and agrees on who does what during the game or activity

3. 3.3	Demonstrates respectful behaviors that contribute to positive social interaction in group activities (DOK3) Fa'aalia amioga fa'aaloalo e saofagā i fegalegaleaiga fa'aagafesootai lelei i gaoioiga fa'avae
2days	Sample performance Indicators: 1.Takes turns and waits patiently during group games 2.Speaks kindly to classmates and encourages others during activities 3.Follows the rules and helps classmates solve problems in a peaceful way
3. 3.4	Demonstrates safe behaviors independently with limited reminders. (DOK3) Fa'aali tuto'atasi amioga saogalemu ma fa'amanaatu fa'atapula'aina.
2 days	Sample performance Indicators: 1.Keeps hands and feet to self during games and activities 2.Uses equipment carefully and puts it away after use 3.Follows teacher's safety rules without needing many reminder
3. 3.5	Solves problems independently, with partners, and in small groups. (DOK4) Fo'ia fa'afitauli fa'atasi, fa'atasi ma pa'aga, ma i vaega to'alaiti.
3days	Sample performance Indicators: 1.Tries to fix a problem on their own before asking for help 2. Works with a partner to decide how to share or take turns 3.Helps the group solve problems by listening and sharing ideas
3. 3.6	Make choices that are fair according to activity etiquette. (DOK3) Fai filifili e sa'o e tusa ai ma le amio sa'o.
2 days	Sample performance Indicators: 1.Shares equipment so everyone gets a turn 2.Follows the rules to make the game fair for all players 3.Includes others and does not leave anyone out
3. 3.7	Describes physical activities that represent a variety of cultures around the world. (DOK4) Fa'amatala gaioiga fa'aletino e fai ma sui o tu ma aga eseese i le lalolagi.
3 days	Sample performance Indicators: 1.Create a big book of names games or sports from different countries 2.Tells how some activities are special to different cultures 3.Shares a favorite activity from their own culture or family
PHYSICAL FITNESS Malosi Fa'aletino	
Standard 4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity Atina'e tomai patino, fa'ailoa manuia o le tagata lava ia o le gaioi, ma filifili e fa'agaoioi le tino	
Topics includes FITNESS AND CONDITIONING RELATED ACTIVITIES	
3. 4.1	Explains how preferred physical activities meet the need for personal self-expression. (DOK2) Fa'amatala pe fa'afefea ona fa'afetauia e gaoioiga fa'aletino le mana'omia o le fa'aalia o le tagata lava ia.

1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Says why they like a physical activity 2. Tells how an activity helps them express feelings or ideas 3. Shares how they use movement to show who they are
3. 4.2	<p>Explains how preferred physical activities meet the need for social interaction. (DOK2)</p> <p>Fa'amatala pe fa'apefea ona fa'amalieina le mana'oga fa'aletino e mana'omia mo fegalegaleaiga fa'aagafesootai.</p>
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1.Tells why playing with friends is fun 2.Explains how team games help make new friends 3 SHARES ways they work with other during games
3. 4.3	<p>Describes how movement positively affects personal health. (DOK3)</p> <p>Fa'amatala pe fa'afefea ona a'afia lelei le soifua maloloina o le tagata lava ia</p>
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1.Explains that moving helps the heart stay strong 2.Tells how exercise helps their body feel good 3.Shares why moving every day is good for health
3. 4.4	<p>Explains the rationale for one's choices related to physical activity based on personal interests. (DOK3)</p> <p>Fa'amatala le mafua'aga o filifiliga a se tasi e feso'ota'i ma fa'agaioiga fa'aletino e fa'atatau i mea e fiafia i ai le tagata lava ia.</p>
2 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1Says why they like a certain physical activity 2Tells how their favorite activity makes them feel 3.Shares why they choose an activity based on what they enjoy
3. 4.5	<p>Recognizes group challenges through movement. (DOK2)</p> <p>Iloaina lu'itau vaega e ala i le gaioi.</p>
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1.Notices when the group needs to work together to finish a task 2. Explains when movement is hard because the group is not working well 3.Suggests ways to help the group move better together
3. 4.6	<p>Sets observable long-term goals. (DOK2)</p> <p>Fa'atu ni sini mata'utia mo se taimi umi</p>
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Chooses a skill they want to get better at over time 2. Makes a plan to practice their goal regularly 3. Shows progress toward their goal over several weeks
3. 4.7	<p>Identifies movement strengths and opportunities for practice for individual improvement. (DOK2)</p> <p>Fa'ailoa le malosi o gaioiga ma avanoa mo fa'ata'ita'iga mo le fa'aleleia atili o tagata ta'ito'atasi.</p>
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1.Names a movement they do well

	<p>2.Tells what skill they want to practice more 3.Shares how practicing helps them improve</p>
3. 4.8	<p>Identifies physical activity opportunities outside of physical education class. (DOK2) Fa'ailoa avanoa fa'amalositino i fafo atu o vasega o a'oa'oga fa'aletino</p>
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Names games or activities they can do at home or outside school Tells where they can be active outside of PE class Shares ways they stay active with friends or family
3. 4.9	<p>Recognizes personally effective techniques that assist with managing one's emotions and behaviors in a physical activity setting (DOK2) Iloaina auala lelei e fesoasoani ai i le puleaina o lagona ma amioga a se tasi i se faagaioiga faaletino</p>
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Names ways to calm down when feeling upset during activities Explains how waiting their turn helps them stay calm Shares how talking kindly to friends helps solve problems
3. 4.10	<p>Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. (DOK3) Mafaufau i aafiaga o fegasoloa'iga i le taimi o a'oa'oga fa'aletino e atia'e ai le malamalama i le auala e taua ai le tagata lava ia.</p>
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Talks about what they liked or didn't like about an activity Explains how a movement made them feel Shares why moving is important to them

GRADE: 4	
Movement Forms	
Standard 1: Develops a variety of motor skills	
Topic: MODIFIED & LEAD-UP GAMES AND ACTIVITIES	
4. 1.1	<p>Combines varied locomotor skills in a variety of practice tasks. (DOK3)</p>
2 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> Perform the following rolls: <ul style="list-style-type: none"> a forward and backward roll a straddle roll a two-person roll. Executes locomotor combinations with smooth transitions. > Demonstrates seamless transitions between movements (e.g., gallop to skip to leap) with rhythm and coordination Applies locomotor skills in small-sided games or challenges.

	<p>> Uses appropriate locomotor combinations in modified games or movement patterns that require agility, direction changes, or quick decision-making.</p> <p>3. Demonstrate Spatial and body awareness.</p> <p>> Adjusts movements based on space, peers, and task demands while maintaining personal safety and awareness of surroundings</p>
4. 1.2	Demonstrates transferring weight from feet to hands and hands to feet in a non-dynamic environment. (DOK3)
2 days	<p>Sample Performance Indicators:</p> <p>1. Performs multiple weight transfer movements with control.</p> <p>> demonstrates a variety of movements (e.g., donkey kicks, tripod to stand, L-handstand preps, log rolls with hand push-offs) that require transferring weight confidently.</p> <p>2. Shows increased core strength and body awareness.</p> <p>> engage core muscles to maintain stability and protect joints during the transfer.</p> <p>3. Transitions smoothly between positions.</p> <p>> moves between feet-to-hands and hands-to-feet with improved fluidity and minimal hesitation or imbalance.</p>
4. 1.3	Demonstrates rolling with the body in a non-dynamic environment. (DOK)
2 days	<p>Sample Performance Indicators:</p> <p>1. Completes a basic log or egg roll with frequent breaks in body tension; relies on hands/knees to finish.</p> <p>> hips or shoulders lag, path curves, pushes with arms, needs cues to tuck chin.</p> <p>2. Performs two different rolls (e.g., log + shoulder) with fair continuity and mostly straight paths, but alignment / control is inconsistent.</p> <p>> body stays long 60-70% of the time; slight wobbles; finishes but may over rotate.</p> <p>3. Executes a sequence of three rolls (student select) smoothly and in control, maintaining tight body alignment, straight trajectory, and controlled starts/stops.</p> <p>> looks “one-piece” chin tucked, minimal arm push, accurate stopping point.</p>
4.1.4	Combines jumping/landing, rolling, balancing and transfer of weight from feet to hands in a non- dynamic environment. (DOK3)
2 days	<p>Sample Performance Indicators:</p> <p>1. Completes only 1–2 of the required skills or breaks sequence repeatedly; safety fundamentals often missing.</p> <p>> flat footed takeoff landing, hands/feet misplaced in roll, balance <2 sec, elbows locked during hand support.</p> <p>2. Performs three of the four skills with fair technique but evident pauses or extra steps; alignment / control inconsistent.</p> <p>> knees bend on landing but feet shuffle; roll drifts, balance wobbles , ~3sec, sets hands wide/narrow when weight bearing.</p> <p>3. Designs and performs a four skill sequence (jump/land – roll –static balance – weight transfer & return) twice in a row on the same pathway, maintaining smooth flow, correct alignment, and safe mechanics.</p>

	<p>> quiet, two foot jump/soft landing, straight, continuous roll, balance held 4-5 sec, hands flat, elbows soft during transfer, no pauses between repetitions.</p>
4.1.5	<p>Combines locomotor, non-locomotor, and manipulative movements based on a variety of dance forms.. (DOK3)</p>
2days	<p>Sample Performance Indicators:</p> <p>1. Perform isolated movements or combine two types (e.g., locomotor + non-locomotor) but lacks coordination, rhythm, or expression. > Moves may be out of sync; prop use (ribbon, scarf, etc.) is hesitant or distracting; transitions between movements are unclear.</p> <p>2. (Combine all three movement types, but with inconsistent rhythm, control, or spatial awareness. Needs cues to stay with the music or perform as part of a group. > Dance matches beat only some of the time; manipulative movements (e.g., with props) are loosely integrated; transitions have pauses or stumbles.</p> <p>3. Perform a complete choreographed dance (teacher- or group-created) that integrates locomotor, non-locomotor, and manipulative movements with rhythm, timing, and expression appropriate to the style. > Clear timing with music; all movement types smoothly integrated; group movements are synchronized; expressive motion matches cultural or creative style.</p>
4.1.6	<p>Demonstrates jumping rope in a variety of practice tasks.. (DOK 3)</p>
2 days	<p>Sample Performance Indicators:</p> <p>Attempts basic jumps but struggles with timing or rope control; steps on rope frequently. > rope turns from shoulders instead of wrists; inconsistent jump timing.</p> <p>2. Performs basic jumps (single bounce, alternate foot) consistently for short durations. > can complete 5-10 jumps in a row; rhythm is present but fades with fatigue.</p> <p>3. Perform a variety of jump rope skills (single bounce, skier, side straddle, alternate foot) with rhythm, timing, proper form during individual practice tasks. > rope turns from wrists; steady jumping tempo; transitions between jump styles are clean.</p>
4.1.7	<p>Demonstrates jumping and landing in a non-dynamic environment. (DOK3)</p>
2 days	<p>Sample Performance Indicators:</p> <p>1. Perform a basic jump but with limited control; landing is often loud and unbalanced or stiff. > feet land unevenly or too far apart;</p> <p>2. Perform simple jumps (vertical or forward) with partial control or balance. > two-foot landing with knees bent slightly; arms help with balance.</p> <p>3. Perform controlled jumps and landings (from ground or low platform) with knees bent, balanced posture, quiet feet, and arms used for stabilization. Can explain why form is important.</p>

	> body stays upright; soft, stable landing, with even foot placement; arms and core used for balance.
4. 1.8	Demonstrates balancing on different body parts in a non- dynamic environment. (DOK3)
2 days	<p>Sample Performance Indicators:</p> <p>1. Attempts simple balance positions (e.g., standing on one foot) with limited control. Struggles to maintain balance for more than a few seconds. Shows limited variety in body parts used for balancing.</p> <p>2. Maintains balance for 3–5 seconds on one or more body parts (e.g., one foot and one hand, seated balance). Shows some control but may wobble or fall out of position.</p> <p>3. Maintains a variety of static balance positions for 5+ seconds. Uses different body parts confidently as base of support (e.g., hand-foot combinations, knees, seated with raised legs). Demonstrates body control and awareness (e.g., steady core, focused eyes).</p>
4.1.9	Demonstrates rolling a ball in a non-dynamic environment. (DOK 3)
2 days	<p>Sample Performance Indicators:</p> <p>1. Rolls the ball using basic form but inconsistently. Ball may not reach or may overshoot the target.</p> <p>2. Uses underhand rolling motion with generally correct form (opposite foot step, trunk lean, follow-through). Shows developing awareness of force and aim.</p> <p>3. Consistently demonstrate correct underhand rolling form. Accurately rolls the ball to a stationary target with appropriate force.</p>
4.1.10	Demonstrates throwing in a variety of practice tasks. (DOK3)
2 days	<p>Sample Performance Indicators:</p> <p>1. Attempts both overhand and underhand throws but often uses incorrect form (e.g., no step, twisting body incorrectly). Accuracy and control are inconsistent.</p> <p>2. Demonstrates some key elements of throwing form (e.g., stepping with opposite foot, arm follow-through). Can complete simple practice tasks but may need several attempts. Shows some control and aim.</p> <p>3. Consistently uses correct form for overhand and underhand throws (e.g., body turned, step with opposite foot, arm back and follow-through). Completes a variety of practice tasks successfully (e.g., partner passing, target games, distance throws).</p>
4.1.11	Demonstrates striking with a long-handled implement in a variety of practice tasks.(DOK 3)
2 days	<p>Sample Performance Indicators:</p> <p>1. Attempts to strike with a long-handled implement but with limited success. Struggles to maintain correct grip, stance, or swing mechanics.</p>

	<p>2. Demonstrates basic grip and swinging motion with growing coordination. Can strike stationary or slowly moving objects (e.g., off tee, soft toss, slow rolls) with some control.</p> <p>3. Uses proper grip, ready stance, and a coordinated swing. Consistently strikes both stationary and moving objects during practice tasks. Demonstrates control over direction and force of the strike.</p>
4.1.12	Demonstrates catching in a variety of practice tasks. (DOK 4)
4 days	<p>Sample Performance Indicators:</p> <p>1. Attempts to catch but frequently misses or traps the object to the body. Uses improper hand positioning or reacts late to incoming objects.</p> <p>2. Catches larger, slower-moving objects (e.g., beach balls, foam balls) with some consistency. Demonstrates developing technique (e.g., tracking the ball, forming a catching target with hands).</p> <p>3. Catches a variety of objects (e.g., different balls, beanbags, balloons) using correct hand and body positioning. Maintains eye contact with the object and uses soft hands to absorb impact.</p>
4.1.13	Demonstrates striking with hands above waist in a variety of practice tasks (DOK3)
2 days	<p>Sample Performance Indicators:</p> <p>1. Attempts to strike objects with hands above the waist but frequently misses or misdirects. Uses inconsistent or incorrect form (palms closed, no follow through, slapping motion).</p> <p>2. Demonstrate some understanding of proper form (open hands, contacting objects above forehead level). Can strike larger, slower objects.</p> <p>3. Strikes objects with correct form using open hands or fingertips, maintaining and consistent contract.</p>
4.1.14	Demonstrates striking with hands below waist in a variety of practice tasks (DOK3)
2 days	<p>Sample Performance Indicators:</p> <p>1. Attempts to strike but often misses or uses inconsistent technique (e.g., slaps or punches at the ball).</p> <p>2. Uses a basic underhand strike with partial technique: Swing from low to high. Some follow-through.</p> <p>3. Demonstrates proper striking cues: Arm extended below waist. Steps with opposite foot. Follows through after contact.</p>
4.1.15	Demonstrates serving an object in a non-dynamic environment (DOK3)

2 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> Attempts to serve but has inconsistent contact or direction. Demonstrates basic serving form with partial success: Tosses or drops the object. Contacts it with an open hand or paddle. Serves an object using proper form: Stable stance with weight transfer. Toss/drop and striking motion are coordinated. Follows through in the direction of the target.
4.1.16	<p>Demonstrates striking an object with a short-handled implement in a variety of practice tasks. (DOK3)</p>
2 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> Attempts to strike but often misses or uses incorrect grip or stance. Demonstrates basic grip and stance for striking with a short-handled implement. Uses proper technique with good form: Correct grip and body positioning. Eyes on the object. Controlled swing and follow-through.
4.1.17	<p>Demonstrates sending and receiving an object in a variety of practice tasks. (DOK3)</p>
2 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> Demonstrate the ability to throw and catch an object with a partner while both partners are moving Pass and receive a ball with moving partner, using both feet and demonstrating control of the ball and body at varying speeds Kick a ball to a moving partner, using inside of the foot, demonstrating accuracy and control
4.1.18	<p>Demonstrates kicking a ball using the instep in a variety of practice tasks. (DOK3)</p>
2days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> Demonstrate the ability to kick a ball using the instep to a stationary target, such as a cone or a hula hoop, from a designated distance Demonstrate the ability to kick a ball using the instep to cover maximum distance, focusing on technique and follow-through Demonstrate the ability to kick a ball using the instep to a moving partner, focusing on timing and accuracy
4.1.19	<p>Demonstrates dribbling with hands in non-dynamic and dynamic practice tasks. (DOK3)</p>
2days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> Demonstrate the ability to dribble a ball continuously in self-space using both the preferred and non-preferred hands, maintaining control and proper technique Demonstrate the ability to dribble a ball while walking or jogging in general space, maintaining control of the ball and body Demonstrate the ability to combine dribbling with other skills, such as passing or shooting, in small-sided practice tasks

4.1.20	Demonstrates dribbling with feet in a variety of practice tasks.(DOK3)
2days	<p>Sample Performance Indicators:</p> <p>1.Demonstrate the ability to dribble a ball using the feet in general space, maintaining control of the ball and body while increasing and decreasing speed 2. Demonstrate the ability to dribble a ball using both feet, alternating touches to maintain control and direction 3.Demonstrate the ability to combine dribbling with other skills, such as passing or shooting</p>
4.1.21	Combines manipulative skills and traveling for execution to a target in a variety of practice tasks.(DOK2)
1 days	<p>Sample Performance Indicators:</p> <p>1.Moves while controlling an object (like a ball) and aims it toward a target during practice games 2.Uses hands or feet to send an object to a target while moving in different directions 3.Shows control when moving and sending an object to a target in simple games and activities</p>
4.1.22	Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills.(DOK4)
5 days	<p>Sample Performance Indicators:</p> <p>1.Knows and follows important water safety rules to stay safe near water 2. Shows how to float and breathe safely in the water with help if needed 3.Can swim basic strokes like kicking and arm movements to move safely in the pool</p>
COGNITIVE CONCEPTS	
<p>Standard 2:Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities</p> <p><i>Topics include SAFETY AND PLAY ETIQUETTE</i></p>	
4. 2.1	Applies movement concepts and strategies for safe movement within dynamic environments. (DOK3)
2days	<p>Sample Performance Indicators:</p> <p>1Shows how to move safely around others without bumping or falling 2.Uses balance and control when moving on different surfaces or changing speed 3.Thinks before moving to choose the safest path in a busy or changing place</p>
4. 2.2	Demonstrates knowledge of offensive strategies in small- sided invasion practice tasks (DOK3)
2 days	<p>Sample performance Indicators:</p> <p>1. Knows how to move to open space to get the ball from a teammate 2.Uses passing to help their team keep the ball and score 3.Works with teammates to create chances to score points</p>

4. 2.3	Demonstrates knowledge of defensive strategies in small- sided invasion practice tasks. (DOK3)
2days	<p>Sample performance Indicators:</p> <p>1.Stays between the opponent and the goal to help stop scoring 2.Watches the player with the ball and tries to take the ball away safely 3.Works with teammates to cover space and protect the goal area</p>
4. 2.4	Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills. (DOK3)
2 days	<p>Sample performance Indicators:</p> <p>1.Uses the right body parts to control and move objects well 2.Keeps a good balance while moving and handling objects 3.Moves smoothly and changes direction to help control the object better</p>
4. 2.5	Demonstrates problem solving strategies in a variety of games/activities.(DOK3)
2days	<p>Sample performance Indicators:</p> <p>1. Shows how to think about a problem in a game and find a good way to solve it 2. Works with others to find solutions when playing games or activities 3.Tries different ways to solve a problem if the first way does not work</p>
4. 2.6	Applies movement concepts to different types of dances, gymnastics, rhythms, and individual performance activities.(DOK3)
2 days	<p>Sample performance Indicators:</p> <p>1.Shows basic movement ideas when doing different dances or rhythm 2.Uses balance and body control during simple gymnastics or movements 3.Tries different ways to move their body in solo activities like dance or gymnastics</p>
4. 2.7	Defines and provides examples of movement activities for developing the health-related fitness components. (DOK2)
1 days	<p>Sample performance Indicators:</p> <p>1.Names different parts of fitness like strength, heart health, and stretching 2.Gives examples of activities that make the heart strong, like running or jumping 3. Shows activities that help muscles get stronger or more flexible</p>
4. 2.8	Establishes goals related to enhancing fitness development (DOK2)
1 days	<p>Sample performance Indicators:</p> <p>1.Chooses one fitness goal to work on , like running faster or stretching more 2. Makes a simple plan to practice their fitness goal during class or at home 3.Talks about how they did with their fitness goal and what they can do next</p>
4. 2.9	Defines and explains how to implement the FITT Principle (Frequency, Intensity, Time, and Type) for skill or fitness development (DOK2)
1 days	<p>Sample performance Indicators:</p> <p>1.(DOK) Names each part of the FITT Principle: Frequency, Intensity, Time, and Type 2.(DOK) Explains what each part means in their own words 3.(DOK) Gives examples of how to use the FITT Principle when practicing a skill or exercise</p>

4. 2.10	Defines and provides examples of movement activities for developing the skill-related fitness components. (DOK2)
1 days	<p>Sample performance Indicators:</p> <p>1.Names the skill-related fitness parts (like balance, speed, and coordination 2.Tells what each skill-related fitness part means in simple words 3.Gives examples of activities that help each skill-related fitness part</p>
4. 2.11	Identifies the need for warm-up & cool-down relative to various physical activities. (DOK2)
1 days	<p>Sample performance Indicators:</p> <p>1.Explains why warming up before exercise helps the body get ready to move 2.Describes how cooling down after exercise helps the body feel better 3.Names different warm-up and cool-down activities that fit the game or exercise they do</p>
4. 2.12	Identifies location of pulse and provides examples of activities that increase heart rate. (DOK2)
1 days	<p>Sample performance Indicators:</p> <p>1.Understand where and how to find their pulse 2.Identify aerobic activities that raise heart rate 3.Check their pulse before and after exercise to see the difference</p>
4. 2.13	Explains the benefits of physical activity. (DOK2)
1 days	<p>Sample performance Indicators:</p> <p>1.Understand how moving my body helps my heart, lungs, and muscles 2.Explain how exercise helps me feel better every day 3.Explain why it's good to be active every day</p>
4. 2.14	Recognizes and explains how physical activity influences physiological changes in their body. (DOK2)
1 days	<p>Sample performance Indicators:</p> <p>1.Describe how my heart beats faster to pump more blood when I run or play 2.Explain that I breathe faster during exercise to bring more oxygen to my muscles 3. Can tell why I sweat and feel hot when I move a lot - it helps cool my body down</p>
4. 2.15	Recognizes the critical elements that contribute to proper execution of a skill. (DOK2)
1 days	<p>Sample performance Indicators:</p> <p>1.Can show how to stand and move my arms the right way when throwing a ball 2.Explain why it's important to bend my knees and keep my eyes on the ball when catching 3.Name the steps I follow when I jump or land to stay balanced and safe</p>
4. 2.16	Identifies technology tools that support physical activity goals (DOK2)
1 days	<p>Sample performance Indicators:</p> <p>1.Name or show a fitness app or video that helps me move or exercise 2.Explain how a step counter or watch can help me move more each day</p>

	3.Pick and describe a tool like a tablet or a video of sports drills that helps them get better at a physical skill
4. 2.17	Describes the impact of food and hydration choices on physical activity. (DOK2)
1days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Describe how drinking water helps me stay active and feel good when i play 2.List or draw example of healthy foods that give me energy to move, run and play 3.Explain why eating too much junk food can make it harder to stay active
4. 2.18	Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. (DOK3)
2days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1.List or explain rules that help keep me safe when I am near or in the water 2.Practice floating on their backs and stay 3.Demonstrate how to use arms and legs to move across the water
ACTIVE LIFESTYLE	
<p>Standard 3: Develops social skills through movement</p> <p>Topics includes INDIVIDUAL, DUAL, AND LIFETIME ACTIVITIES</p>	
4. 3.1	Describes the perspective of others during a variety of activities. (DOK2)
1days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1.Explain how my teammate might feel if they don't get a turn to play 2. Show respect when someone makes a mistake during a game 3.Tell why its important to listen to others's ideas during a group activity
4. 3.2	Uses communication skills to negotiate roles and responsibilities in a physical activity setting. (DOK3)
2 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Ask politely to play a role or position in a game or activity 2.Talk with teammates to decide who does what in a group activity 3.Take turns talking and listen to others ideas when choosing team roles
4. 3.3	Demonstrates respectful behaviors that contribute to positive social interaction in group activities (DOK3)
2days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Use kind words and encourage my teammates during games and activities 2.Listen when other are speaking and wait my turn to talk 3.Follow rules and help others follow them to keep games fair and fun
4. 3.4	Demonstrates safe behaviors independently with limited reminders. (DOK3)
2days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1.Follow safety rules during activities without being reminded 2.Check my space to make sure it is safe before I start playing

	3. Use my equipment carefully and put it away properly when I finish
4. 3.5	Solves problems independently, with partners, and in small groups. (DOK3)
2days	Sample performance Indicators: <ol style="list-style-type: none"> Identify a challenge and try different ways to fix it Discuss with a partner to figure out how to complete a task or play a game Help my small group solve a problem by listening and sharing ideas
4. 3.6	Make choices that are fair according to activity etiquette. (DOK2)
1 days	Sample performance Indicators: <ol style="list-style-type: none"> Demonstrate taking turns and share equipment so everyone gets a fair chance to play Show they can follow the rules of the game even when I really want to win Help solve problems or disagreements in a fair way during group activities
4. 3.7	Describes physical activities that represent a variety of cultures around the world. (DOK3)
2days	Sample performance Indicators: <ol style="list-style-type: none"> Can name a traditional game or dance from another country and tell how it is played Describe a cultural activity and say how it helps people move and stay healthy Share something about a cultural activity from my own background or another culture I've learned about

PHYSICAL FITNESS

Standard 4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity

Topics includes FITNESS AND CONDITIONING RELATED ACTIVITIES

4. 4.1	Explains how preferred physical activities meet the need for personal self-expression. (DOK2)
1 days	Sample performance Indicators: <ol style="list-style-type: none"> Describe how their favorite activity helps them feel happy, calm, proud, or excited Explain how the way I move shows my personality or style Choose a physical activity that helps me show who I am or what I care about
4. 4.2	Explains how preferred physical activities meet the need for social interaction.. (DOK2)
1 days	Sample performance Indicators: <ol style="list-style-type: none"> Explain how playing games with others helps me make new friends Tell how my favorite activity helps me spend time with others Describe how working with others in a game helps us practice being fair and kind
4. 4.3	Describes how movement positively affects personal health. (DOK2)
1 days	Sample performance Indicators: <ol style="list-style-type: none"> Describe how moving my body helps make my heart, muscles and bones stronger Explain how being active helps me feel happy and full of energy

	3.Choose activities that helps me stay healthy and explain why they are good for me
4. 4.4	Explains the rationale for one's choices related to physical activity based on personal interests. (DOK2)
1 days	<p>Sample performance Indicators:</p> <p>1.Identify a physical activity I enjoy and explain why I like it 2.Choose an activity that matches what I'm good at or what I want to get better at 3.Explain how my favorite activity fits my interest, like music, nature, or competition</p>
4. 4.5	Recognizes group challenges through movement. (DOK2)
1 days	<p>Sample performance Indicators:</p> <p>1, Describe what made a group game or activity hard and how we worked together to fix it 2. Give examples of how my team solved a problem during a movement activity by helping each other 3.Name one way a group challenge helped us learn to listen and work as a team</p>
4. 4.6	Sets observable long-term goals. (DOK2)
1days	<p>Sample performance Indicators:</p> <p>1.Sets a goal they want to reach in a few months and explain how I will work toward it 2. Write down a goal I have for my health or fitness and check my progress over time 3. Choose a goal that helps me stay active and explain why it's important to me</p>
4. 4.7	Identifies movement strengths and opportunities for practice for individual improvement. (DOK2)
days	<p>Sample performance Indicators:</p> <p>1.Name one movement or skill I am good at, like running fast or throwing ball 2.Pick a movement or skill I want to get better at and explain why 3.Describe ways to practice this skill to get better</p>
4. 4.8	Identifies physical activity opportunities outside of physical education class. (DOK2)
1days	<p>Sample performance Indicators:</p> <p>1.List at least three ways to be active outside of PE class, like playing sports, walking, or dancing 2.Explain where and when I can do these activities in my community or at home 3.Choose an activity I like and make a simple plan to do it outside of school</p>
4. 4.9	Recognizes personally effective techniques that assist with managing one's emotions and behaviors in a physical activity setting (DOK2)
1days	<p>Sample performance Indicators:</p> <p>1.Name a way to calm down when I feel upset during a game or activity 2.Explain how I stay focused and in control, even when I don't win or things don't go my way 3. Choose a strategy that helps me stay calm and respectful with others during PE</p>
4. 4.10	Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. (DOK2)

1days	<p>Sample performance Indicators:</p> <p>1. Describe a time in PE when moving made me feel happy, proud, or strong 2. Explain how a movement activity helped me learn something about myself 3. Share why a certain activity means something special to me or my culture</p>
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GRADE: 5

Movement Forms

Standard 1: Develops a variety of motor skills

Topic: MODIFIED & LEAD-UP GAMES AND ACTIVITIES

5. 1.1	<p>Combines varied locomotor skills in a variety of practice tasks. (DOK2)</p> <p>Sample Performance Indicators:</p> <p>1. Perform the following rolls:</p> <ul style="list-style-type: none"> • a forward and backward roll • a straddle roll • a two-person roll. <p>*** Perform complex locomotor sequences with control and fluency. > student combines three or more locomotor skills (e.g., run-skip-leap) in a smooth, coordinated sequence.</p> <p>2. Integrates locomotor skills into dynamic activities or games. > student demonstrates appropriate locomotor combinations in more challenging contexts, such as chasing/tag games, lead-up sports activities, or circuit drills.</p> <p>3. Adjust movements based on feedback or environment. > Student adapts speed, direction, or movement type in response to teacher cues, peer interaction, or game conditions.</p>
5. 1.2	<p>Demonstrates transferring weight from feet to hands and hands to feet in a non-dynamic environment. (DOK3)</p> <p>Sample Performance Indicators:</p> <p>1. Performs a variety of weight transfer skills with precision. > demonstrates skills like tripod stands, L-handstand progressions, donkey kicks, and beginning cartwheel mechanics with correct technique and control.</p> <p>2. Transitions fluidly between positions. > smoothly shifts between feet-to-hands and hands-to-feet with balance, without collapsing or losing control.</p> <p>3. Demonstrates core strength and stability.</p>
2days	

	> uses core and upper body strength to hold or control positions during weight-bearing activities.
5. 1.3	Demonstrates rolling with the body in a non-dynamic environment. (DOK 3)
2days	<p>Sample Performance Indicators:</p> <p>1. Performs a single basic roll (log, egg, or forward shoulder) with noticeable breaks in body tension; needs reminders for safety cues (chin tucks, arms in) > path curves, pushes with hands/knees; head lifts; stops/start</p> <p>2. Completes a two-roll combination (log - forward shoulder) on a straight line most of the time, beginning to control speed and finish positions. > body stays tight 70% of the time; minor realignment between rolls; finishes upright but may wobble.</p> <p>3. Designs and performs a four-skill sequence that includes at least three different rolls plus one balance or locomotor transition (e.g., egg roll -shoulder roll-log roll-bear crawl.) Sequence is smooth, maintains alignment, precise stopping, and follows a predetermined floor pathway. > continuous flow (no pauses); rolls remain one piece; clear, stable, start/end shapes; finishes exactly on target marker.</p>
5.1.4	Combines jumping/landing, rolling, balancing and transfer of weight from feet to hands in a non- dynamic environment. (DOK 3)
2days	<p>Sample Performance Indicators:</p> <p>1. Finish only 1–2 required skills or stop frequently; form and safety cues often missing. > Stiff-leg jump/landing, head up in roll, shaky balance < 2 s, elbows locked or fingers splayed in hand support.</p> <p>2. Link three skills with basic control, but flow is choppy and alignment drifts. > Extra steps between moves, feet shuffle on landing, roll veers off tape line, balance wobbles ~3 s, hands set too wide/narrow for weight transfer.</p> <p>3. Plans and performs a six-element sequence that includes each benchmark component at least once and repeats the pattern forward and then in reverse without breaks, using safe, efficient mechanics throughout. > Soft, quiet two-foot jump & landing; straight, continuous roll; balance held 4–5 s; smooth hand support with slight elbow bend; clear tempo, no pauses through reversal.</p>
5.1.5	Combines locomotor, non-locomotor, and manipulative movements based on a variety of dance forms.. (DOK 3)

2days	<p>Sample Performance Indicators:</p> <p>1. Perform individual movements or combine two types (e.g., walking and clapping) but lacks control, flow, or rhythm. May struggle with choreography or timing. > Movements appear disconnected or rushed; struggles to coordinate props; difficulty following group or music cues.</p> <p>2. Combine all three movement types in a structured dance but with uneven rhythm, inconsistent transitions, or limited expression of the dance's style. > Some movement matches music, but timing or flow varies; prop use is basic or forced; transitions feel mechanical or abrupt.</p> <p>3. Perform a choreographed or student-created dance that integrates locomotor, non-locomotor, and manipulative movements in rhythm with the music, shows expressive style, smooth transitions, and appropriate cultural or thematic elements. > Movements follow a clear pattern; props (e.g., scarves, ribbons, fans) are used purposefully; transitions are smooth; timing is steady; emotion or story is visible in movement.</p>
5.1.6	<p>Demonstrates jumping rope in a variety of practice tasks.. (DOK 3)</p>
2days	<p>Sample Performance Indicators:</p> <p>1. Attempts basic jump rope skills but struggles to maintain rhythm, rope control, or endurance. > starts and stops frequently; jumps are too high or uneven.</p> <p>2. Perform basic jump rope skills (single bounce, alternate foot) for moderate durations, and attempt simple combinations with some pauses. > can jump 10-15 times in a row, attempts new skills like skier or side straddle; rhythm is mostly steady.</p> <p>3. Perform a variety of jump rope skills and combine them into a short routine (individual or partner) with consistent rhythm, timing, and smooth transitions. > 20+ consecutive jumps; good wrist control; low, efficient jumps, clean transitions between skills (single bounce — skier — crisscross); appropriate pace.</p>
5.1.7	<p>Demonstrates jumping and landing in a non-dynamic environment. (DOK3)</p>
2 days	<p>Sample Performance Indicators:</p> <p>1. Attempt basic jump but lack control or consistency in landing posture. > loud or uncoordinated landing; knees stay straight.</p> <p>2. Perform basic jumps and landings (vertical, forward) with some control. > two-foot takeoff and landing; knees bend slightly, effort to land quietly</p>

	<p>3. Perform a variety of jumps (vertical, forward, tuck, straddle) and land with proper form; knees bent, body balanced, quiet landing and arms assisting with control. Can describe the purpose of each component (e.g., bending knees to absorb force) > soft, controlled landings; consistent technique; stable body on landing.</p>
5. 1.8	<p>Demonstrates balancing on different body parts in a non- dynamic environment. (DOK3)</p>
2days	<p>Sample Performance Indicators:</p> <p>1. Attempts basic balances (e.g., one-foot stand) but loses stability quickly. Struggles to maintain stillness or proper posture.</p> <p>2. Maintains balance for a short time (3–5 seconds) on one or two body parts. Uses some variety in base of support (e.g., hands and knees, one foot and one hand).</p> <p>3. Demonstrates controlled, stable balances using a variety of body parts (e.g., hands and feet, seated with legs lifted, knee and elbow). Maintains balance for 5+ seconds with good posture and body control.</p>
5.1.9	<p>Demonstrates rolling a ball in a non-dynamic environment. (DOK 3)</p>
2days	<p>Sample Performance Indicators:</p> <p>1. Uses underhand rolling motion but with inconsistent technique. Struggles to control aim or power; ball may miss or overshoot the target.</p> <p>2. Demonstrates generally correct form (opposite foot step, trunk bend, follow-through). Hits or comes close to the target occasionally.</p> <p>3. Consistently uses proper underhand rolling form. Accurately rolls to stationary targets at various distances with control over force and direction.</p>
5.1.10	<p>Demonstrates throwing in a variety of practice tasks. (DOK 3)</p>
2days	<p>Sample Performance Indicators:</p> <p>1. Attempts overhand and underhand throws but often lacks key mechanics (e.g., no step, poor follow-through, or incorrect body orientation). Struggles with consistency and accuracy across tasks.</p> <p>2. Demonstrates most components of correct throwing form (e.g., stepping with opposite foot, trunk rotation, follow-through). Can complete a variety of tasks (e.g., partner toss, target throw) but with variable success. Beginning to adjust force, angle, or technique for different distances or targets.</p> <p>3. Consistently uses mature form for overhand and underhand throws (e.g., side orientation, opposite foot step, coordinated release). Accurately completes a variety of practice tasks, including distance, target, and moving partner throws.</p>

5.1.11	<p>Demonstrates striking with a long-handled implement in a variety of practice tasks.(DOK3)</p>
2days	<p>Sample Performance Indicators:</p> <p>1. Attempts to strike with a long-handled implement but inconsistently connects with the object. Form may lack coordination or proper mechanics (e.g., incorrect grip, swing, or stance).</p> <p>2. Demonstrates basic striking mechanics (e.g., grip, stance, swing path) with some consistency. Can strike stationary and slow-moving objects but may struggle with timing or control. Shows developing ability to adjust force and aim.</p> <p>3. Consistently demonstrates mature form: proper grip, stance, backswing, contact, and follow-through. Successfully strikes stationary and moving objects with accuracy and control. Adjusts swing mechanics based on object, distance, or task (e.g., lofting, driving, pushing).</p>
5.1.12	<p>Demonstrates catching in a variety of practice tasks. (DOK3)</p>
2days	<p>Sample Performance Indicators:</p> <p>1. Attempts to catch but often misses or traps the object against the body. Uses inconsistent technique (e.g., stiff arms, poor hand-eye coordination).</p> <p>2. Catches medium- to large-sized objects with growing consistency. Demonstrates some correct form (e.g., hands forming a target, soft hands, absorbing force).</p> <p>3. Catches a variety of objects (e.g., balls, beanbags, frisbees) with consistent success. Uses proper form: eyes on object, hands in correct position (e.g., thumbs together for high balls, pinkies together for low), and absorbs impact.</p>
5.1.13	<p>Demonstrates striking with hands above waist in a variety of practice tasks (DOK3)</p>
2days	<p>Sample Performance Indicators:</p> <p>1. Attempts to strike the object with hands above the waist, but makes inconsistent or inaccurate contact. Lacks control of direction, force, or timing. Form is inconsistent (e.g., flat hands, no follow-through, stiff movement).</p> <p>2. Demonstrates some correct form (e.g., open hands, contact with fingertips, eyes on object). Can strike larger or slower objects (e.g., balloon, beach ball) with moderate success.</p> <p>3. Consistently uses proper form when striking with hands above the waist (e.g., elbows slightly bent, use of fingertips, follow-through). Successfully strikes a variety of objects (e.g., volleyball, foam ball, balloon) in practice tasks such as volleys, wall taps, or partner drills.</p>
5.1.14	<p>Demonstrates striking with hands below waist in a variety of practice tasks (DOK3)</p>

2days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Attempts to strike but often misses or uses incorrect form (e.g., slapping, stiff arms, closed hands). 2. Demonstrates basic form (e.g., knees bent, arms straight, palms up or hands together). 3. Consistently uses appropriate form: knees bent, hands together (e.g., forearm pass), and smooth upward motion.
5.1.15	<p>Demonstrates serving an object in a non-dynamic environment (DOK3)</p>
2days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Attempts to serve an object but often misses or sends it off-target. 2. Shows basic understanding of serving cues (e.g., stepping with opposite foot, underhand motion, follow-through). 3. Uses proper serving form consistently (e.g., smooth underhand swing, step with opposite foot, proper release and follow-through).
5.1.16	<p>Demonstrates striking an object with a short-handled implement in a variety of practice tasks. (DOK3)</p>
2days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Attempts to strike with a short-handled implement but often misses or makes inaccurate contact. 2. Demonstrates some correct elements of form (e.g., proper grip, basic swing path, eyes on the object). 3. Uses correct grip and striking technique consistently (e.g., backswing, follow-through, contact in front of body).
5.1.17	<p>Demonstrates sending and receiving an object in a variety of practice tasks. (DOK3)</p>
2days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Attempts to send or receive but often uses incorrect technique or misses the object. 2. Demonstrates some correct technique (e.g., stepping with opposite foot, using soft hands to receive). 3. Consistently uses correct form when sending (e.g., stepping, follow-through) and receiving (e.g., ready hands, tracking the object).

5.1.18	Demonstrates kicking a ball using the instep in a variety of practice tasks. (DOK3)
2days	<p>Sample Performance Indicators:</p> <p>1. Attempts to kick with the instep but often uses the toe or side of the foot instead.</p> <p>2. Demonstrates basic form: approaches the ball, attempts to use instep, some follow-through.</p> <p>3. Consistently uses correct technique: Non-kicking foot next to the ball. Contact with the laces/instep. Swinging leg follows through.</p>
5.1.19	Demonstrates dribbling with hands in non-dynamic and dynamic practice tasks. (DOK3)
2days	<p>Sample Performance Indicators:</p> <p>1 Attempts to dribble, but ball control is inconsistent.</p> <p>2. Demonstrates basic dribbling form: Uses fingertips instead of palms. Keeps ball at waist or lower.</p> <p>3. Consistently dribbles with one hand using proper form (fingertips, knees bent, ball at waist height).</p>
5.1.20	Demonstrates dribbling with feet in a variety of practice tasks.(DOK3)
2days	<p>Sample Performance Indicators:</p> <p>1. Attempts to dribble but often kicks the ball too far or loses control.</p> <p>2. Demonstrates basic dribbling with some success: Uses inside or outside of the foot. Begins to keep ball closer to feet.</p> <p>3. Dribbles with feet using small, controlled touches and proper technique (e.g., inside, outside, laces).</p>
5.1.21	Combines manipulative skills and traveling for execution to a target in a variety of practice tasks.(DOK3)
2days	<p>Sample Performance Indicators:</p> <p>1. Attempts to combine movement and object control, but often struggles to coordinate both.</p> <p>2. Demonstrates basic combination of movement and manipulative skills (e.g., runs while dribbling a ball or prepares to throw while moving).</p>

	3. Combines manipulative skills (e.g., passing, dribbling, kicking) with traveling smoothly and purposefully.
5.1.22	Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills.(DOK3)
2days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> Identifies a few basic water safety rules (e.g., no running near pool, swim with a buddy). Recalls and explains key water safety rules (e.g., reach or throw, don't go; always swim with adult supervision). Consistently applies water safety behaviors (e.g., enters/exits water safely, checks depth, stays within safe zones).

COGNITIVE CONCEPTS

Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities

Topics include SAFETY AND PLAY ETIQUETTE

5. 2.1	Applies movement concepts and strategies for safe movement within dynamic environments. (DOK2)
1days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> Demonstrates basic movement concepts related to space, time, effort, and relationships (e.g., shows control and awareness of personal space, changes directions or levels while traveling). Identify the safe movements and strategies
5. 2.2	Demonstrates knowledge of offensive strategies in small- sided invasion practice tasks (DOK3)
2days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> (Define “open space” or “give-and-go.” Identify offensive positions (e.g., forward, winger). Demonstrate proper passing form. Move into open space during gameplay. <ul style="list-style-type: none"> Choose whether to pass or dribble. Support a teammate with positioning. Execute a give-and-go during practice. Adjust offensive strategy based on defense. <ul style="list-style-type: none"> Analyze what offensive tactic worked best in a game. Create a plan to move the ball down the field/court as a team.
5. 2.3	Demonstrates knowledge of defensive strategies in small- sided invasion practice tasks. (DOK3)

2days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Define "marking," "defense," or "interception." <ul style="list-style-type: none"> - Demonstrate basic defensive stance. - Identify which direction to face when defending. 2. Move to stay between opponent and goal. <ul style="list-style-type: none"> - Track an assigned player. - Choose when to pressure the ball vs. guard space. - Transition quickly from offense to defense. 3. Adjust defensive positioning based on offensive movement. <ul style="list-style-type: none"> - Decide whether to switch marks with a teammate. - Analyze what went wrong after giving up a score. - Predict where the pass might go and intercept.
5. 2.4	<p>Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills. (DOK4)</p>
3 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Define movement concepts like "force," "follow-through," or "trajectory." <ul style="list-style-type: none"> - Identify which body part to use for a skill (e.g., wrist for striking). - Demonstrate the correct grip or stance for throwing, kicking, or catching. 2 Adjust the force of a throw to reach a target. <ul style="list-style-type: none"> - Use timing and direction when catching or striking. - Dribble a ball at different speeds with control. - Vary body position to apply more or less power to a manipulative skill. 3. Analyze a peer's throwing technique and give feedback based on movement concepts. <ul style="list-style-type: none"> - Decide when to use a soft vs. powerful pass in a game situation. - Modify their technique to improve accuracy, distance, or consistency.
5. 2.5	<p>Demonstrates problem solving strategies in a variety of games/activities.(DOK3)</p>
2days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1.State a basic rule or strategy for a specific game (e.g., "You can't use your hands in soccer.") <ul style="list-style-type: none"> - Identify a simple way to tag someone or avoid being tagged. - Recall how to restart play after an out-of-bounds or penalty. 2. Decide whether to pass or shoot based on defender position. <ul style="list-style-type: none"> - Adjust positioning to avoid being tagged or to block a shot. - Choose a partner or pathway in a cooperative game for best success. - Use teamwork to solve a movement challenge. 3.Analyze what went wrong after a play and adjust the strategy. <ul style="list-style-type: none"> - Predict an opponent's next move and respond effectively. - Choose a defensive or offensive strategy based on game conditions.

	<ul style="list-style-type: none"> - Work with teammates to change tactics mid-game.
5. 2.6	<p>Applies movement concepts to different types of dances, gymnastics, rhythms, and individual performance activities.(DOK3)</p>
2 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1.Identify basic dance steps, balance poses, or rhythmic patterns. - Define movement concepts like “tempo,” “force,” or “pathway.” - Demonstrate a basic gymnastics shape or movement (e.g., tuck, pike, roll). 2.Adjust body movement to match a rhythm or beat. - Apply levels (high/medium/low) or direction to a dance routine. - Use flow and balance to perform a sequence in gymnastics. - Synchronize movements with music in a jump rope or rhythm task. 3.Reflect on a routine and revise to improve flow, precision, or creativity. - Choose and justify movement concepts (e.g., using soft vs. sharp movements in dance). - Critique a peer’s routine based on use of space, timing, or control.
5. 2.7	<p>Defines and provides examples of movement activities for developing the health-related fitness components. (DOK2)</p>
1days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Define “muscular endurance” or “flexibility.” - Match jumping rope with cardiovascular endurance. - Identify sit-ups as an example of muscular endurance. 2.Explain how yoga helps improve flexibility. - Sort a list of exercises into fitness component categories. - Describe how running strengthens the heart and lungs. 3.Choose a weekly activity plan and justify which component each activity supports. - Reflect on personal strengths and weaknesses in fitness components. - Analyze how different sports contribute to multiple components.
5. 2.8	<p>Establishes goals related to enhancing fitness development (DOK2)</p>
1days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1.Define "goal setting" or "fitness development." - Identify an example of a fitness goal (e.g., “I want to run longer without stopping.”) - Match fitness goals to components (e.g., flexibility → stretching daily). 2.Set a personal fitness goal and explain why it's important. - Choose a type of activity that helps meet a fitness goal (e.g., jump rope for cardio). - Write a short-term fitness goal using the SMART format. 3. Reflect on fitness strengths/weaknesses to set an appropriate goal.

	<ul style="list-style-type: none"> - Create a multi-week fitness improvement plan. - Track progress toward a goal and adjust activities as needed.
5. 2.9	Defines and explains how to implement the FITT Principle (Frequency, Intensity, Time, and Type) for skill or fitness development (DOK2)
1days	<p>Sample performance Indicators:</p> <p>1.- Define Frequency, Intensity, Time, and Type. - Identify examples of each component (e.g., “running 3 times a week” for Frequency). - Match simple activities to FITT components.</p> <p>2.- Describe why it’s important to change intensity during exercise. - Explain how increasing time can improve endurance. - Identify what “Type” means for different activities (e.g., swimming vs. running).</p> <p>3. - Create a simple workout plan using the FITT principles. - Adjust one FITT component to improve performance (e.g., increase Frequency from 2 to 4 times a week). - Explain how changing FITT components can affect results.</p>
5. 2.10	Defines and provides examples of movement activities for developing the skill-related fitness components. (DOK1)
days	<p>Sample performance Indicators:</p> <p>1.(Define agility, balance, or coordination. - Match activities like “jump rope” to coordination, or “sprint” to speed. - List examples of skill-related fitness activities.</p> <p>2.(- Describe how playing tag improves reaction time and agility. - Explain how balancing on one foot improves balance. - Sort activities based on which skill-related component they develop.</p> <p>3. - Choose a set of activities to improve a particular component (e.g., drills to improve power). - Reflect on which skill-related areas they need to improve and plan practice accordingly. - Explain how practicing coordination activities helps overall performance.</p>
5. 2.11	Identifies the need for warm-up & cool-down relative to various physical activities. (DOK2)
1days	<p>Sample performance Indicators:</p> <p>1.Define “warm-up” and “cool-down.” - List examples of warm-up and cool-down activities (e.g., stretching, jogging). - Identify when warm-up and cool-down happen during a PE class.</p> <p>2. Describe how warm-ups prepare muscles for exercise. - Explain how cool-downs help the body recover.</p>

	<ul style="list-style-type: none"> - Match types of physical activity (e.g., running, gymnastics) to appropriate warm-up or cool-down activities. <p>3. Choose suitable warm-up activities for a soccer game vs. a dance routine.</p> <ul style="list-style-type: none"> - Explain how skipping a warm-up might affect performance or safety. - Adjust a cool-down routine based on the intensity of the activity performed.
5. 2.12	Identifies location of pulse and provides examples of activities that increase heart rate. (DOK2)
1days	<p>Sample performance Indicators:</p> <p>1. Identify common pulse locations (e.g., wrist, neck).</p> <ul style="list-style-type: none"> - Define “pulse” and “heart rate.” - List activities that raise heart rate (e.g., running, jumping). <p>2. Demonstrate how to locate and count pulse.</p> <ul style="list-style-type: none"> - Describe why heart rate increases during exercise. - Match specific activities to changes in heart rate (e.g., walking vs. sprinting). <p>3. Compare heart rate before and after different activities.</p> <ul style="list-style-type: none"> - Explain how intensity affects pulse rate during exercise. - Select appropriate activities to reach a target heart rate zone.
5. 2.13	Explains the benefits of physical activity. (DOK2)
1days	<p>Sample performance Indicators:</p> <p>1. List benefits such as “helps muscles grow” or “makes heart stronger.”</p> <ul style="list-style-type: none"> - Name ways physical activity helps the body. <p>2. Describe how exercise improves mood or energy.</p> <ul style="list-style-type: none"> - Explain why regular activity helps prevent illness. <p>3. Compare benefits of aerobic vs. strength exercises.</p> <ul style="list-style-type: none"> - Explain how physical activity affects mental and physical health
5. 2.14	Recognizes and explains how physical activity influences physiological changes in their body. (DOK2)
1days	<p>Sample performance Indicators:</p> <p>1. Identify changes like increased heart rate, breathing rate, or sweating during exercise.</p> <ul style="list-style-type: none"> - Name body parts affected by exercise (heart, lungs, muscles). <p>2. Describe how heart rate increases to supply muscles with oxygen.</p> <ul style="list-style-type: none"> - Explain why breathing rate goes up during exercise. - Discuss the purpose of sweating during physical activity.

	<p>3. Compare physiological responses after light vs. vigorous exercise.</p> <ul style="list-style-type: none"> - Explain how regular physical activity improves heart and lung function over time. - Predict how the body will respond to increasing exercise duration or intensity.
5. 2.15	Recognizes the critical elements that contribute to proper execution of a skill. (DOK2)
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. List the key parts of a skill (e.g., for a throw: grip, stance, follow-through). - Identify correct vs. incorrect execution from examples or pictures. 2. Describe how a balanced stance helps improve accuracy. - Explain why follow-through is important for power. - Match skill elements with their purpose or outcome. 3. Watch a peer perform and give feedback on missing or incorrect elements. - Self-assess own performance and determine which critical elements to focus on.
5. 2.16	Identifies technology tools that support physical activity goals (DOK2)
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Name technology tools (e.g., fitness trackers, apps, digital videos). - Recall examples like "Fitbit helps count steps." 2. Describe how a pedometer tracks steps. - Match an app to a goal (e.g., "Strava to track cycling"). - Categorize tools: wearable vs. app vs. video. 3. Choose a tool for a specific goal (e.g., stretching, cardio, skill practice). - Compare two tools and explain which better supports flexibility or endurance. - Explain how using technology could improve their personal physical activity plan.
5. 2.17	Describes the impact of food and hydration choices on physical activity. (DOK2)
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. List healthy food and drink choices. - Identify examples of how food provides energy. - Define hydration and why it's important. 2. Describe how eating too much junk food affects energy levels. - Explain how drinking water helps prevent fatigue during physical activity. - Match foods to activity needs (e.g., fruit for quick energy, water to stay hydrated). 3. Compare how different pre-activity meals affect performance. - Explain how dehydration affects muscles and endurance. - Make choices for meals or snacks based on the type and timing of physical activity.

5. 2.18	<p>Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. (DOK3)</p> <p>Sample performance Indicators:</p> <p>1. List basic safety rules (e.g., no running near the pool, never swim alone). - Identify the names of basic strokes (freestyle, backstroke, etc.). - Name floating or treading water techniques.</p> <p>2. Describe why you should check water depth before diving. - Explain why treading water is important for safety. - Match swimming strokes with their primary purpose or benefit.</p> <p>3. Decide what to do if a friend is struggling in the water. - Explain which swimming skills are most useful in a survival situation. - Compare safety strategies for pools, lakes, and oceans.</p>

ACTIVE LIFESTYLE

Standard 3: Develops social skills through movement

Topics includes INDIVIDUAL, DUAL, AND LIFETIME ACTIVITIES

5. 3.1	<p>Describes the perspective of others during a variety of activities. (DOK2)</p> <p>Sample performance Indicators:</p> <p>1. Name how a teammate might feel when they are left out. - Recognize that different people have different skill levels and comfort zones.</p> <p>2. Describe why a classmate might be nervous about trying a new game. - Explain how winning or losing might affect someone's feelings.</p> <p>3. Discuss how encouraging or discouraging words change someone's participation. - Identify ways to support a teammate who is frustrated or shy. - Reflect on a time you changed your actions after thinking about another person's perspective.</p>
5. 3.2	<p>Uses communication skills to negotiate roles and responsibilities in a physical activity setting. (DOK2)</p> <p>Sample performance Indicators:</p> <p>1. Identify common team roles (captain, timekeeper, scorer, etc.). - Use basic phrases like "I'll pass" or "You go first." - Follow simple role assignment directions.</p> <p>2. Take turns leading or following during a group task.</p>
1days	

	<ul style="list-style-type: none"> - Ask a peer to switch roles or responsibilities politely. - Use active listening to respond to teammates. <p>3. Work through a disagreement about who will be team leader.</p> <ul style="list-style-type: none"> - Discuss as a group how to rotate roles fairly. - Suggest and agree on a plan when there are too many people for one task.
5. 3.3	Demonstrates respectful behaviors that contribute to positive social interaction in group activities (DOK3)
2days	<p>Sample performance Indicators:</p> <p>1. List examples like taking turns, using kind words, and listening to teammates.</p> <ul style="list-style-type: none"> - Recognize respectful vs. disrespectful behavior in a scenario. <p>2. Use polite language and active listening during a game.</p> <ul style="list-style-type: none"> - Support a teammate after a mistake. - Explain why encouraging others makes the game more fun. <p>3. Reflect on how respect helped (or didn't help) the team work together.</p> <ul style="list-style-type: none"> - Discuss how conflict was resolved through respectful communication. - Predict how different behaviors can affect team morale.
5. 3.4	Demonstrates safe behaviors independently with limited reminders.. (DOK3)
2days	<p>Sample performance Indicators:</p> <p>1. List safety rules for using equipment or playing specific games.</p> <ul style="list-style-type: none"> - Identify safe vs. unsafe behaviors (e.g., "no running near the bleachers"). <p>2. Show safe use of equipment without being told.</p> <ul style="list-style-type: none"> - Make safe spacing decisions in group games. - Choose proper footwear or clothing for physical activity. <p>3. Self-correct unsafe behavior (e.g., move away from crowded area without prompting).</p> <ul style="list-style-type: none"> - Explain why a peer's action might be unsafe and suggest a safer alternative.
5. 3.5	Solves problems independently, with partners, and in small groups. (DOK2)
2days	<p>Sample performance Indicators:</p> <p>1. Identify when a rule is broken or equipment is missing.</p> <ul style="list-style-type: none"> - Recall steps for resolving a common issue in a game (e.g., tied score, boundary dispute). <p>2 Decide how to share equipment fairly.</p> <ul style="list-style-type: none"> - Work with a partner to create a game variation using limited equipment. - Take turns or compromise to solve a conflict.

	3. Work as a team to complete a group challenge with constraints (e.g., a relay using limited movement).
5. 3.6	Make choices that are fair according to activity etiquette. (DOK2)
1days	<p>Sample performance Indicators:</p> <p>1. Define “etiquette” in sports and games. - List examples of fair play (e.g., take turns, follow rules, share equipment).</p> <p>2. Choose a teammate using a fair method (e.g., random draw instead of favorites). - Let another student go first during a toss or turn-based game.</p> <p>3. Reflect on a situation where fairness was challenged and how it was resolved.</p>
5. 3.7	Describes physical activities that represent a variety of cultures around the world. (DOK2)
1days	<p>Sample performance Indicators:</p> <p>1. Match a cultural activity to its country of origin.</p> <p>2. Describe similarities or differences between two traditional games from different countries.</p> <p>3. Discuss how traditional games build teamwork or express cultural identity.</p>
PHYSICAL FITNESS	
Standard 4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity	
Topics includes FITNESS AND CONDITIONING RELATED ACTIVITIES	
5. 4.1	Explains how preferred physical activities meet the need for personal self-expression. (DOK2)
1days	<p>Sample performance Indicators:</p> <p>1) List favorite physical activities (e.g., dancing, skateboarding, soccer). - Identify feelings associated with those activities (e.g., happy, proud, calm).</p> <p>2) Describe how dancing helps them feel creative or how running helps them feel free.</p> <p>3) Reflect on how an activity helps deal with stress, emotions, or challenges.</p>
5. 4.2	Explains how preferred physical activities meet the need for social interaction.. (DOK2)

1days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1) Name activities they do with others (e.g., basketball, dancing, tag). <ul style="list-style-type: none"> - Identify teammates, partners, or friends they enjoy being active with. 2) Describe how playing soccer helps them make new friends. <ul style="list-style-type: none"> - Explain how dance class helps them feel part of a group. 3) Reflect on how group support helps them try harder or enjoy the activity more. <ul style="list-style-type: none"> - Compare how they feel when active alone vs. with others.
5. 4.3	<p>Describes how movement positively affects personal health. (DOK2)</p>
1days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1) Match activities (e.g., running, yoga) with specific health benefits. 2) Describe how stretching helps prevent injury. 3) Compare how cardio vs. strength training support different health goals.
5. 4.4	<p>Explains the rationale for one's choices related to physical activity based on personal interests. (DOK2)</p>
1days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1) List favorite physical activities (e.g., biking, gymnastics, soccer). 2) Explain simple reasons for liking a specific activity. 3) Compare how two different activities match different parts of their personality or needs.
5. 4.5	<p>Recognizes group challenges through movement. (DOK2)</p>
1days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1) List examples of group challenges (e.g., lack of communication, uneven participation, different skill levels). 2) Describe or explain specific challenges experienced during group movement. 3) Reflect on how their team worked together and identify what could be improved.
5. 4.6	<p>Sets observable long-term goals. (DOK2)</p>
1days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1) Identify or recall long-term goals.

	<p>2) Use the SMART goal format (Specific, Measurable, Achievable, Relevant, Time-bound).</p> <p>3) Reflect: “I need to adjust my goal because I was sick last week and missed practice.”</p>
5. 4.7	Identifies movement strengths and opportunities for practice for individual improvement. (DOK2)
1days	<p>Sample performance Indicators:</p> <p>1) Name personal movement skills or areas needing improvement.</p> <p>2) Describe strengths and areas for practice with some detail.</p> <p>3) Identify what skills need more practice and why.</p>
5. 4.8	Identifies physical activity opportunities outside of physical education class. (DOK2)
1days	<p>Sample performance Indicators:</p> <p>1) Name or list physical activities done outside of school.</p> <p>2) Describe where, when, or how physical activities can happen outside of PE.</p> <p>3) Analyze which physical activity options fit their lifestyle, interests, or schedule.</p>
5. 4.9	Recognizes personally effective techniques that assist with managing one's emotions and behaviors in a physical activity setting (DOK2)
1days	<p>Sample performance Indicators:</p> <p>1) Identify or list emotional control strategies</p> <p>2) Describe how a strategy helps manage emotions or behavior.</p> <p>3) Reflect on a game where they got upset and explain how they handled it (or could have).</p>
5. 4.10	Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. (DOK2)
1days	<p>Sample performance Indicators:</p> <p>1) Identify activities they enjoy or remember from PE.</p> <p>2) Describe why a movement experience was meaningful or enjoyable.</p> <p>3) Reflect more deeply on how movement connects to emotions, confidence, or identity.</p>

GRADE: 6	
Movement Forms	
Standard 1: Develops a variety of motor skills	
<i>Topic: MODIFIED & LEAD-UP GAMES AND ACTIVITIES</i>	
6. 1.1	Demonstrates correct technique in a variety of outdoor activities.. (DOK3)
2 days	<p>Sample Performance Indicators:</p> <p>1.Combine relationships, levels, speed,direction, and pathways in individual and group physical activities.</p> <p>2.Recognises and demonstrates fundamental movement skills appropriate to selected outdoor activities (such as kayaking)</p> <p>3.Co-operates in multiple outdoor group activities, and works as directed towards group aims/goals (such as hiking and swimming)</p> <p>4.Running: Engaging in jogging or running on trails or paved paths.</p>
6. 1.2	Demonstrates movement sequences within varied dance forms. (DOK3)
2 days	<p>Sample Performance Indicators:</p> <p>1.Varied dance forms, or dance styles, encompass a wide range of genres and traditions, including classical, folk, modern, and popular styles.</p> <p>2.Folk Dance: Folk dances are rooted in specific cultural traditions and regions, often reflecting local customs and history. (Samoan Dance)</p> <p>3.These diverse dance forms offer a rich and varied tapestry of artistic expression, reflecting the cultural diversity and creativity of different societies.</p>
6. 1.3	Demonstrates appropriate form in a variety of health- related fitness activities. (DOK3)
2 days	<p>Sample Performance Indicators:</p> <p>1.Activities that improve body composition, such as strength training and weight loss programs; and exercises that enhance muscular endurance and strength</p> <p>2.Muscular Endurance: Walking or running for long distances, swimming for long periods of time.Muscular Strength: Lifting weights, push-ups, pull-ups.</p>

	3.Using four corners of the gym as each corner can be an activity such as push corner, sit-up corner, high knee corner and boxes jump corner.
6.1.4	Demonstrates appropriate form in a variety of skill-related fitness activities. (DOK3)
2 days	<p>Sample Performance Indicators:</p> <p>1.Skill-related fitness activities involve agility, balance, coordination, power, reaction time, and speed. Understanding and practicing the appropriate form ensures efficient movement, minimizes injury risk, and enhances performance in these activities.</p> <p>2.Skill-related fitness is a critical aspect of overall physical fitness, focusing on the abilities needed for athletic performance and daily tasks.</p> <p>3.Agility:The ability to change direction quickly and accurately.</p> <p>4.Balance:The ability to maintain equilibrium, both static and dynamic.</p> <p>5.Coordination:The ability to use different body parts together smoothly and efficiently.Power:The ability to exert force rapidly.Reaction Time:The time it takes to respond to a stimulus.</p>
6.1.5	Demonstrates a striking motion with a long-handled implement. (DOK3)
2 days	<p>Sample Performance Indicators:</p> <p>1. Uses a bat to hit a ball off of a T.</p> <p>2.Demonstrates how to strike a ball, tossed to them in an upward motion and hitting the ball on the way down.</p> <p>3.Strikes a ball 20 feet away while the student is standing at home plate.</p> <p>4. Sports Applications: This striking motion is used in sports like tennis, baseball, hockey, golf, and cricket.</p>
6.1.6	Demonstrates a striking motion with a long-handled implement. (DOK3)
2 days	<p>Sample Performance Indicators:</p> <p>1.Strikes target with a long handled implementation improving coordination, balance and control.</p> <p>2.Strikes using a long handled implement that involves coordinating different parts of the body to achieve specific movements.</p> <p>3.Strikes the ball in a fielding game followed by running to a designated area while the opposing team attempts to field the ball.</p>
6.1.7	Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. (DOK 3)

3days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1.Strikes with an implementation improving coordination, balance and control. 2.Develops striking skills that allow for more precise and powerful strikes. 3.Understands the skills that are essential for participating in various sports and games. 4.Self-tossed/pitched ball, the ball can be either tossed up by the player themselves or pitched by a partner.
6. 1.8	<p>Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. (DOK3)</p>
3 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1.Develops catching skills with various physical activities and sports: used in drills, games and practice sessions to improve hand/eye coordination; ball tracking and ability to catch a ball in different positions and scenarios. 2.Executes 4 corner drills that incorporate implements into games. 3.Defines catching technique, specifically ability to catch a ball in various positions including high, low and off center by using a mitt or a net during practice sessions. 4.And small-sided games:This indicates that the skill is applied within simplified game situations to simulate real-game conditions and develop game sense.
6.1.9	<p>Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. (DOK4)</p>
3days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1.Develops enhanced hand/eye coordination and reaction time with throwing and catching activities. 2.Demonstrates enhanced accuracy and power with proper throwing forms: swinging the arm, transferring weight, and releasing the implement. 3.Combines throwing and catching activities to teach fundamental movement skills and motor skills. 4.Small-sided games, physical education programs can effectively help students develop throwing skills, build confidence, and prepare them for more advanced sports and activities.
6.1.10	<p>Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. (DOK 3)</p>

2days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1.Hold the ball at thigh level in front of the non-dominant hand. Make a fist with the dominant hand, swing the arm back and forward, and contact the ball with the fist. 2.Underhand serves are often used for placement, aiming for specific areas of the court. Overhand serves are often used for their increased power and speed. 3.The choice of serve can depend on the game situation, opponent's strengths, and team strategy.
6.1.11	<p>Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. (DOK3)</p>
3days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1.The toss is crucial for a consistent and powerful serve. It should be placed at a height and location that allows for a full arm extension and a strong contact point. Avoid hitting the ball with fingers or a fist. 2.Consider factors like the opponent's position, their tendencies, and the current game situation when determining the best serve type and location. <p>Be able to adjust the serve based on the opponent's defense.</p> <ol style="list-style-type: none"> 3.Regular practice, including drills focused on the toss, contact, and follow-through, is key to developing consistency and power. 4.Modified Games:Rotation Drills: Players can practice serving from different positions on the court, focusing on consistency and accuracy. Target Practice: Players can target specific areas of the court, focusing on accuracy and control.
6.1.12	<p>Demonstrates the correct form of a forehand and backhand stroke with a short- handled and long-handled implement in a variety of practice tasks and modified small-sided games. (DOK4)</p>
3 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1.Aim for specific areas of the opponent's court, taking into account their strengths and weaknesses. 2.Consider different serve types, such as float serves, top-spin serves, and side-spin serves, to challenge the opponent's defense. 3.Analyze the game situation and adjust your serve accordingly, whether it's to create a point, to put pressure on the opponent, or to maintain the serve.
6.1.13	<p>Demonstrates a volley using a short-handled and long- handled implement in a variety of practice tasks and modified net and wall games (DOK3)</p>

3 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. These are shorter than 5 inches and are ideal for quick net play, volleys, and dink shots, as they provide better control and faster reaction times. 2. Handles longer than 5.25 inches are better for power shots, two-handed backhands, and extending reach, which can be beneficial for players who like to play from a distance. 3. At Level 6, players are likely to have developed advanced skills and strategies. Therefore, understanding how handle length affects shot selection and court positioning is crucial for optimizing their gameplay. 4. Using smaller courts and lighter equipment can be a good way to introduce the game to younger players.
6.1.14	<p>Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games (DOK3)</p>
2days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. This refers to the ability to accurately pass, throw, kick, or catch an object, such as a ball, or implement, like a hockey stick, in various ways. 2. These are movements that involve moving from one place to another, like running, jumping, skipping, or gliding. 3. These are simplified versions of traditional sports played with fewer players and a smaller playing area. Examples include modified soccer, hockey, or basketball. 4. In basketball, students could dribble the ball after receiving a pass, or run to a designated area after catching a pass.
6.1.15	<p>Demonstrates a dribbling skill in a variety of practice tasks and small-sided games.(DOK4)</p>
5 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. The student can demonstrate dribbling skills in basic practice scenarios, like dribbling with one hand, alternating hands, or dribbling while walking or running. 2. The student can adapt their dribbling to different practice situations, such as dribbling with one hand while walking, running, or sprinting. 3. Dribbling in small-sided games (e.g., soccer) involves applying dribbling skills in a more competitive and dynamic setting, where players are interacting with each other and the environment. 4. Dribbling in Small-Sided Games: Small-sided games (e.g., 3v3 or 5v5) offer a game-like environment where players must use their dribbling skills to navigate tight spaces, evade defenders, and maintain possession.

6.1.16	Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. (DOK3)
2days	<p>Sample Performance Indicators:</p> <p>1.This refers to the act of moving a ball or other object (like a puck in hockey) while running or moving.</p> <p>2.This includes drills and exercises designed to improve dribbling technique, such as practicing speed, accuracy, and agility while dribbling.</p> <p>3.These are adapted versions of a sport that use fewer players and a smaller playing area, providing opportunities to apply dribbling skills in a more game-like context.</p>
6.1.17	Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. (DOK3)
2days	<p>Sample Performance Indicators:</p> <p>1.Shot on goal:This refers to the act of kicking, hitting, or throwing an object into the goal area, aiming for a score.</p> <p>2.Variety of practice tasks:This means students should practice shooting on goal in different drills and exercises designed to improve the skill, such as practicing from different distances or angles.</p> <p>3.Small-sided games:This refers to the actual game situations where the skill should be applied, such as playing soccer in a reduced field size.</p>
6.1.18	Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense)(DOK4)
4days	<p>Sample Performance Indicators:</p> <p>1.Creating Open Space:This involves using various techniques, such as fakes, changes in pace, or using the ball to create space for themselves or teammates.</p> <p>2.Practice Tasks:These are designed to allow students to practice specific skills and strategies in a controlled environment, such as drills or specific game scenarios.</p> <p>3.Small-Sided Games:These are modified games with fewer players and a smaller playing area, which require quick thinking and strategic decision-making.</p>
6.1.19	Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. (DOK3)
3 days	<p>Sample Performance Indicators:</p> <p>1.Weight on the balls of the feet: This allows for quick and agile movements in any direction.</p>

	<p>2.Arms extended: This helps to create space and block the opponent's path.</p> <p>3.Individual drills: Sliding drills, drop-step drills, and agility drills.</p> <p>Team drills: Passing drills, defensive rotations, and zone defense drills.</p> <p>Small-sided games: 3-on-3, 2-on-2, and 4-on-4 games.</p>
6.1.20	Demonstrates water safety skills. If a pool facility is available, it demonstrates water safety and basic swimming skills. (DOK4)
4days	<p>Sample Performance Indicators:</p> <p>1.Recognizing hazards: Identifying potential dangers in and around water, like currents, uneven depths, or obstacles.</p> <p>2.Breathing control: Learning how to control breathing while swimming and in the water.</p> <p>3.Strokes: Learning different swimming strokes like freestyle, breaststroke, or backstroke.</p>
COGNITIVE CONCEPTS	
<p>Standard 2:Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities</p> <p><i>Topics include SAFETY AND PLAY ETIQUETTE</i></p>	
6. 2.1	Identifies the effective use of movement concepts within multiple dynamic environments.. (DOK2)
days	<p>Sample Performance Indicators:</p> <p>1.Demonstrates basic movement concepts related to space, time, effort, and relationships (e.g., shows control and awareness of personal space, changes directions or levels while traveling).</p> <p>2.The condition of being protected against physical, social, and emotional harm. (During physical education class, students follows all rules related to safety in order to protect himself/herself and their classmates)</p> <p>3.Outdoor games such as playing tag, hide and seek are fun, but it's essential to prioritize safety for kids. (Safety Clear boundaries, appropriate supervision, and age-appropriate as in playing with the age group)</p>
6. 2.2	Demonstrates knowledge of offensive tactics to create space with movement in invasion games (DOK3)

2days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1.Players need to move away from defenders and into areas where they can receive a pass or have a clear path to the goal. 2.Using quick, sharp changes of direction can help players lose their defender and create space. 3.Different types of passes can help players move the ball quickly and create space for teammates to move into open areas.
6. 2.3	<p>Demonstrates knowledge of reducing open space with movement and denial in invasion games. (DOK 3)</p>
3 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1.Variety in Workouts: Switching between strokes allows swimmers to engage different muscles and avoid fatigue. 2.Skill Enhancement: Learning all four strokes (freestyle, breaststroke, backstroke, and butterfly) can be advantageous in competitive swimming. 3. Fun and Exploration: Learning different strokes can make swimming more enjoyable and allow swimmers to explore various swimming styles. 4.Practice Kicking Drills: Developing strong kicking techniques is essential for all strokes.
6. 2.4	<p>Selects and applies the appropriate shot and technique in net and wall games. (DOK 2)</p>
1 days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1.Learning each stroke lets your child discover which swimming style works best for their body. 2.1. Freestyle Also known as the front crawl, this technique's more popular name comes from freestyle swimming competitions, in which swimmers get to pick any type of stroke they want. 3.The technique for swimming freestyle involves maintaining a fully horizontal, face-down position.
6. 2.5	<p>Demonstrates knowledge of offensive tactics in striking and fielding games.(DOK3)</p>
5days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1.Understanding when and how to run between bases, wickets, or other designated areas to score points is crucial.

	<p>2.Batters should be aware of different ways they can be eliminated (e.g., caught, run out, struck out) and avoid these situations.</p> <p>3.Coordinating with teammates on the field, especially when running, is essential for successful offensive plays.</p> <p>4.T-ball:Hitting the ball to a fielder or an open space to advance to the next base and score.</p>
6. 2.6	<p>Demonstrates knowledge of defensive positioning tactics in striking and fielding games (DOK3)</p> <p>Sample performance Indicators:</p> <p>1.Understanding how to strategically position oneself and teammates to minimize scoring opportunities for the opposition (communicating effectively with team members while in play position)</p> <p>3days 2.Introducing striking to your students as well as for helping students develop an understanding of fielding tactics (catching the ball from distance in sports such as baseball, cricket, softball etc.,)</p> <p>3.They will work on their skills of cooperation, exploring how working as a team helps to prevent the opposition from scoring points.(developing fielding skills by attacking the ball in sports such as baseball)</p>
6. 2.7	<p>Demonstrates problem- solving skills in a variety of games and activities. (DOK3)</p> <p>Sample performance Indicators:</p> <p>1. Problem-solving: This refers to the cognitive processes involved in identifying a problem, exploring possible solutions, and implementing the chosen solution to achieve a desired outcome.</p> <p>2. Games and activities: These can be structured or unstructured environments that present challenges and require learners to think strategically and apply their knowledge. Examples include puzzles, simulations, or collaborative tasks.</p> <p>3. Benefits of problem-solving games: Games can enhance engagement, provide immediate feedback, and promote cognitive growth, skill development, and creativity.</p> <p>4. Water balloon toss If your team can gather in an outside space, you can try doing the water balloon toss to encourage problem-solving. Fill balloons with water and have pairs stand a few feet apart. Instruct team members to toss water balloons back and forth,</p>

	trying not to drop them or allow them to burst. The team that stays the driest wins.
6. 2.8	Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. (DOK2)
2days	<p>Sample performance Indicators:</p> <p>1.Understanding concepts like locomotor vs. non-locomotor movements, levels of movement (high, medium, low), shapes, pathways, and how to use time, force, and flow in a dance or rhythmic activity.</p> <p>2.Using knowledge of movement concepts to modify or create different dance styles. For example, a teacher might have students explore how they would move to a particular piece of music, perhaps inspired by an animal or object.</p> <p>3.This involves understanding and utilizing the principles of rhythm, timing, and tempo to create rhythmic movements. This could include different patterns, or responding to music in different ways.</p> <p>4.Explore performance of previously learned locomotor skills to rhythm and music. Skills include: walking, running, hopping, skipping, galloping and sliding to music; moving to music with a partner or in a group, with others in a circle and in a square.</p>
6. 2.9	Identifies and compares the components of health and skill-related fitness.(DOK2)
1days	<p>Sample performance Indicators:</p> <p>1.Cardiorespiratory Endurance: The ability of the heart, lungs, and blood vessels to transport oxygen and nutrients to the working muscles for prolonged periods.</p> <p>2. Speed: The rate at which a person can move their body or move a part of their body.</p> <p>3.Coordination: The ability to use different parts of the body in a smooth and efficient way.</p> <p>4. Health-related fitness focuses on improving overall health and reducing disease risk, while skill-related fitness enhances performance in specific sports or activities.</p>
6. 2.10	Self-selects and monitors physical activity goals based on a self-selected health- related fitness assessment. (DOK2)
1days	<p>Sample performance Indicators:</p> <p>1.Students choose which activities they will engage in, set a timeframe and/or frequency, and are able to keep track of their activity over time.</p>

	<p>2.The student should be able to assess their current fitness, such as cardiovascular endurance, muscle strength, flexibility, and body composition, and use this information to tailor their goals.</p> <p>3.The DOK level of this phrase indicates the student is expected to demonstrate a higher-level understanding and application of these concepts.</p> <p>4.A physical fitness test may include a repetition maximum of strength-based exercises, like squats or bench presses, to assess muscular strength. It may also involve performing exercises, like bodyweight squats, until exhaustion, which tests muscular endurance.</p>
6. 2.11	<p>Implements the principles of exercise (FITT, progression, overload, and specificity) for different types of physical activity. (DOK3)</p> <p>Sample performance Indicators:</p> <p>1.Frequency:How often you engage in the activity (e.g., 3 times a week for cardio, 2-3 times a week for strength training).</p> <p>2.Intensity:How hard you work during the activity (e.g., moderate to vigorous intensity for cardio, heavier weights for strength).</p> <p>3.Time:How long you engage in the activity (e.g., 30 minutes for cardio, multiple sets for strength).</p>
6. 2.12	<p>Applies knowledge of skill-related fitness to different types of physical activity. (DOK2)</p> <p>Sample performance Indicators:</p> <p>1.A basketball player might use their understanding of agility and reaction time to make quick movements to block shots or defend their opponent.</p> <p>2.Students demonstrate balance and coordination on a bike to execute complex routines on the uneven bars.</p> <p>3.A soccer player might use their understanding of power and speed to kick the ball effectively or run down the field.</p>
6. 2.13	<p>Explains the relationship of aerobic fitness and RPE Scale to physical activity effort (DOK2)</p> <p>Sample performance Indicators:</p> <p>1.RPE is a personal assessment of effort. It takes into account factors like heart rate, breathing, muscle fatigue, and overall feeling of exertion.</p> <p>2.As aerobic fitness improves, individuals may find that they can maintain the same intensity of exercise with a lower RPE score, indicating better efficiency.</p>

	3.(DOK) In sports, RPE can be used to regulate pace during training and competition, and to assess maximal functional capacity.
6. 2.14	Applies knowledge of dynamic and static stretching to exercise in warm-up, cool- down, flexibility, endurance, etc. physical activities. (DOK2)
1days	<p>Sample performance Indicators:</p> <p>1.Purpose: To prepare muscles and joints for exercise by increasing blood flow, warming up tissues, and improving range of motion.</p> <p>2.Technique: Involves controlled, continuous movements that take muscles through their full range of motion.</p> <p>3.Examples: Arm circles, leg swings, torso twists, walking lunges, and high knees.</p>
6. 2.15	Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. (DOK3)
2days	<p>Sample performance Indicators:</p> <p>1. Resting Heart Rate: The number of times your heart beats per minute while you're at rest. A lower resting heart rate (typically below 60 beats per minute) indicates a more efficient heart and better cardiovascular health.</p> <p>2.Maximum Heart Rate: The highest your heart rate can safely go during exercise. It's generally estimated as 220 minus your age.</p> <p>3.Target Heart Rate: The range of heart rate you want to maintain during exercise for optimal benefits. It's often expressed as a percentage of your maximum heart rate.</p>
6. 2.16	Identifies ways to be physically active. (DOK2)
1days	<p>Sample performance Indicators:</p> <p>1.Examples: Walking, running, swimming, cycling, dancing, yoga, sports, or joining fitness classes.</p> <p>2.Considerations: Choose activities you enjoy and that fit your lifestyle. You can join exercise groups, community sports teams, or try different activities to find what you like.</p>

	<p>3.Active Chores: Garden, do yard work, wash the car by hand, or use a snow shovel instead of a snow blower.</p>
6. 2.17	<p>Examines how rest impacts the body's response to physical activity.(DOK3)</p>
2days	<p>Sample performance Indicators:</p> <p>1.Muscle Repair and Recovery: During exercise, muscles experience microtears. Rest allows these tears to repair, strengthening the muscles and reducing soreness.</p> <p>2.Reduced Fatigue: Rest allows the body to recover from the physiological and psychological demands of exercise, reducing fatigue and improving overall performance.</p> <p>3. Injury Prevention: Over-exercising can lead to muscle strain and injury. Rest days help prevent these injuries by allowing muscles to fully recover and reducing the risk of overuse.</p>
6. 2.18	<p>Analyzes skill performance by identifying critical elements. (DOK3)</p>
2days	<p>Sample performance Indicators:</p> <p>1.Focuses on basic knowledge and facts, such as defining a term or recalling a procedure.</p> <p>2.Involves applying knowledge and understanding, such as comparing and contrasting, explaining how or why, or summarizing information.</p> <p>3.Requires students to engage in higher-order thinking processes like analysis, interpretation, and making judgments about a concept or situation</p>
6. 2.19	<p>Evaluates usefulness of technology tools to support physical activity and fitness goals. (DOK3)</p>
2days	<p>Sample performance Indicators:</p> <p>1.Pedometers, count and monitor the number of steps taken during ambulatory activities such as walking, jogging, and running.</p> <p>2.Accelerometers: record body acceleration minute to minute, providing detailed information about the frequency, duration, intensity, and patterns of movement.</p> <p>3.Heart rate monitors: are used primarily to assess exercise intensity for individuals with cardiac conditions and highly trained competitive athletes.</p>

6. 2.20	Explains the relationships among nutrition, physical activity and health factors. (DOK 2)
1days	<p>Sample performance Indicators:</p> <p>1.List local nutritious foods.</p> <p>2.Identify why eating nutritious foods can benefit physical fitness..</p> <p>3.Create a poster that emphasizes the use of different fruits/vegetables to the physical fitness program. (EAT A Rainbow poster)</p>
6. 2.21	Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. (DOK3)
2days	<p>Sample performance Indicators:</p> <p>1.Students understand basic safety rules and procedures specific to the outdoor activity (e.g., staying with the group, wearing appropriate gear</p> <p>2.Students can demonstrate their understanding by following directions, participating in activities safely, and taking appropriate action when faced with a safety concern.</p> <p>3.This encompasses knowing what to do in specific scenarios, following instructions, and recognizing potential risks.</p>
6. 2.22	Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. (DOK3)
2days	<p>Sample performance Indicators:</p> <p>1. Knowing how to enter and exit water using ladders, steps, or the side.</p> <p>2.Learning to float on your back and front.</p> <p>3.Mastering breathing techniques in the water, like breathing in on one side and out on the other in freestyle.</p>
ACTIVE LIFESTYLE	
Standard 3: Develops social skills through movement	
Topics includes INDIVIDUAL, DUAL, AND LIFETIME ACTIVITIES	
6. 3.1	Understands and accepts others' differences during a variety of physical activities. (DOK2)
1days	<p>Sample performance Indicators:</p> <p>1.Understanding that some people prefer team games while others enjoy individual activities.</p>

	<p>2.This level delves into explaining how individual differences impact participation. For example, a student might explain how modifying a game could be more inclusive for participants with varying abilities.</p> <p>3.This level requires higher-order thinking, such as evaluating the impact of accepting differences on the overall activity and problem-solving to adapt activities for diverse needs.</p>
6. 3.2	Demonstrates consideration for others and contributes positively to the group or learning. (DOK 3)
2 days	<p>Sample performance Indicators:</p> <p>1.(DOK) The technique for swimming freestyle involves maintaining a fully horizontal, face-down position. The head remains in a neutral position, except when the swimmer moves it to one side to take a breath.</p> <p>2.(DOK) The backstroke is the only stroke not performed facing downward. It uses many of the same principles and body positioning as the front crawl or freestyle. The swimmer rotates their body side to side to propel themselves forward, but on their back instead of their front.</p> <p>3.(DOK)The breaststroke is performed in a face-down position. The basic principle behind swimming the breaststroke is summed up in the mantra: pull, breathe, kick, and glide.</p>
6. 3.3	Uses communication skills to negotiate strategies and tactics in a physical activity setting
days	<p>Sample performance Indicators:</p> <p>1.(DOK) Enhanced ball control and dribbling: Due to smaller pitch and fewer participants on field, players frequently face game situations that demand adept ball-handling, enabling them to refine their dribbling and control under pressure. Whereas, the environment fosters a players ability to maneuver through tight spaces (soccer with just 3 players)</p> <p>2.(DOK) Improved passing and receiving: Transitioning smoothly, to enhance players' passing and receiving abilities. The necessity for short, quick passes in a constrained space encourages players to sharpen their precision and timing (passing of the ball from one player to another)</p> <p>3.(DOK) Enhanced decision making under pressure: this intense setting improves attacking strategies, defensive tactics, and the ability to adapt swiftly, change direction and think creatively.</p>
6. 3.4	Implements and provides constructive feedback to and from others when prompted and supported by the teacher.(DOK)
days	<p>1.(DOK) Actively listening:Students need to pay attention and actively listen to feedback, even if it's not initially what they expected</p>

	<p>2.(DOK) Reflecting on the feedback: Students should think about how the feedback relates to their work or behavior and consider potential improvements.</p> <p>3.(DOK) Being specific and descriptive: Students should offer specific examples and avoid vague or judgmental language.</p>
6. 3.5	Explains the value of a specific physical activity in culture. (DOK)
days	<p>Sample performance Indicators:</p> <p>1.(DOK) Transmission of Samoan Values: The game itself reflects Samoan values of cooperation, respect, and social responsibility</p> <p>2.(DOK) Physical Activity and Well-being: While the cultural value extends beyond physical activity, ta'i ta'i does provide an outlet for physical exertion, contributing to the overall well-being of the community.</p> <p>3.(DOK) Economic Benefits: The game can even have economic benefits, fostering entrepreneurship within the local economy.</p>
6. 3.6	Demonstrates the ability to follow game rules in a variety of physical activity situations. (DOK)
days	<p>Sample performance Indicators:</p> <p>1.(DOK) Following rules in various activities: The ability to follow rules is crucial in physical activities, regardless of the specific game or sport.</p> <p>2.(DOK) Developing interpersonal skills: Following rules also contributes to the development of interpersonal skills, as it fosters cooperation, fairness, and respect for others and the game itself.</p> <p>3.(DOK) Understanding limitations and expectations: Learning about game rules helps students understand the limitations and expectations within a physical activity context, which is important for their social and emotional development.</p>
6. 3.7	Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment.. (DOK)
days	<p>Sample performance Indicators:</p> <p>1.(DOK) Appropriate Clothing: Wearing suitable clothing that is appropriate for the activity and weather conditions is crucial.</p>

	<p>2.(DOK) Warm-up and Stretching: Proper warm-up and stretching routines help prepare muscles for activity and reduce the risk of injury.</p> <p>3.(DOK) Safe Environment: Being aware of the surrounding environment and potential hazards is important.</p>
6. 3.8	Solves problems amongst teammates and opponents. (DOK)
days	<p>Sample performance Indicators:</p> <p>1.(DOK) Communication Barriers: A lack of clear, open communication can lead to misunderstandings, misplays, and frustration among teammates.</p> <p>2.(DOK) Lack of Trust: If teammates don't trust each other's abilities or decisions, it can hinder teamwork and performance.</p> <p>3.(DOK) Lack of Positivity and Motivation: A negative or unmotivated team climate can impact morale and lead to decreased performance.</p>
6. 3.9	Applies and respects the importance of etiquette in a physical activity setting. (DOK)
days	<p>Sample performance Indicators:</p> <p>1.(DOK) Respect for Others: This includes being mindful of personal space, avoiding distractions, and being considerate of those who may be less skilled or less experienced.</p> <p>2.(DOK) Safety: Etiquette plays a crucial role in ensuring the safety of all participants. This involves proper handling of equipment, wearing appropriate attire, and following safety protocols to prevent injuries.</p> <p>3.(DOK) Teamwork: Etiquette promotes teamwork by encouraging individuals to work together, share resources, and support one another.</p>
6. 3.10	Explains how communication, feedback, cooperation, and etiquette relate to leadership roles. (DOK)
days	<p>Sample performance Indicators:</p> <p>1.(DOK) Leaders need to be clear and concise communicators, conveying their vision, expectations, and goals to their team.</p> <p>2.(DOK) This includes active listening, being empathetic to team members' perspectives, and creating a transparent and open communication environment.</p>

	3.(DOK)Effective leaders foster a culture of collaboration by creating a space where team members feel comfortable sharing their ideas and working together towards a common goal.
PHYSICAL FITNESS	
Standard 4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity	
Topics includes FITNESS AND CONDITIONING RELATED ACTIVITIES	
6. 4.1	Describes how self- expression impacts individual engagement in physical activity. (DOK)
days	<p>Sample performance Indicators:</p> <p>1.(DOK) Self-confidence is an aspect highly approached nowadays, with major importance both in professional and personal life.</p> <p>2.(DOK) The manner in which self-confidence can be affected, and through this the expression of one's feelings with their full emotional range, has long been discussed, argued and contested.</p> <p>3.(DOK)This is the reason for which we proposed the approach of the above-described subject.</p>
6. 4.2	Describes how social interaction impacts individual engagement in physical activity. (DOK)
days	<p>Sample performance Indicators:</p> <p>1.(DOK) Having a supportive social network, including friends, family, or activity groups, can help individuals start, maintain, or increase their physical activity levels</p> <p>2.(DOK) The presence of others, like friends or group members, can motivate individuals to be more active, as they may be less likely to be sedentary when around others.</p> <p>3.(DOK) Engaging in physical activity with others can lead to increased social connections, a sense of belonging, and positive social experiences.</p>
6. 4.3	Participates in a variety of physical activities that can positively affect personal health. (DOK)
days	<p>Sample performance Indicators:</p> <p>1.(DOK) Regular physical activity strengthens the heart and lungs, improves circulation, reduces the risk of heart disease, stroke, type 2 diabetes, and some cancers.</p> <p>2.(DOK) Physical activity can reduce symptoms of depression and anxiety, improve mood, and enhance cognitive function. It also boosts self-esteem and promotes a positive body image.</p>

	<p>3.(DOK) Physical activity can take many forms, including walking, jogging, swimming, cycling, dancing, playing sports, and engaging in household chores like yard work.</p>
6. 4.4	<p>Connects how choice and personal interests impact individual engagement in physical activities. (DOK)</p>
days	<p>Sample performance Indicators:</p> <p>1.(DOK) When individuals have the opportunity to choose activities they enjoy and are motivated by, they are more likely to be committed to participating and staying active.</p> <p>2.(DOK) Research suggests that providing choice in physical education (PE) positively impacts students' commitment to physical activity.</p> <p>3.(DOK) Scholarly works in PE have shown that individual interest can be fostered through engaging activities and can lead to highly engaged students.</p>
6. 4.5	<p>Examines individual and group challenges through movement. DOK)</p>
days	<p>Sample performance Indicators:</p> <p>1.(DOK) Model ideal behaviour, clearly explain proper behaviour, and then follow it yourself.</p> <p>2.(DOK) Encourage initiative, allow students to actively participate in the learning process with class discussions and exercises that support the initiative.</p> <p>3.(DOK) Avoid collective punishment, while it can be difficult, make a point of calling out disruptive behaviours on an individual, not collective, basis.</p>
6. 4.6	<p>Sets goals to participate in physical activities based on examining individual ability. (DOK)</p>
days	<p>Sample performance Indicators:</p> <p>1.(DOK) Instead of applying generic fitness plans, this approach recognizes that each person has unique strengths, weaknesses, and starting points in their physical activity journey.</p> <p>2.(DOK) It requires a self-assessment of current physical fitness levels, including factors like aerobic capacity, strength, flexibility, and injury history.</p> <p>3.(DOK)Goals that are too challenging or unrealistic can lead to discouragement and failure.</p>
6. 4.7	<p>Examines opportunities and barriers to participating in physical activity outside of physical education class. (DOK)</p>

days	<p>Sample performance Indicators:</p> <p>1.(DOK) People have many personal reasons or explanations for being inactive, insufficient time to exercise, lack of self-motivation and boredom with exercise.</p> <p>2.(DOK) The top three barriers, time, energy motivation.</p> <p>3.(DOK) Other barriers include, cost, facilities, partner issues and skill.</p>
6. 4.8	<p>Utilizes a variety of techniques to manage one's emotions and behaviors in a physical activity setting. (DOK)</p>
days	<p>Sample performance Indicators:</p> <p>1.(DOK) This involves managing emotions like anxiety, frustration, or excitement in a way that supports physical activity performance and well-being.</p> <p>2.(DOK) Behavioral control, this focuses on managing actions and reactions during physical activity.</p> <p>3.(DOK) Types of techniques, engaging with others for encouragement and guidance and evaluating progress and identifying areas for improvement.</p>
6. 4.9	<p>Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. (DOK)</p>
days	<p>Sample performance Indicators:</p> <p>1.(DOK) Various game types, including territorial-invasion, net-barrier, and striking-fielding games, encourage safe and maximal participation while developing skills and understanding.</p> <p>2.(DOK) Engages students in exploring both natural and urban environments, fostering a sense of adventure.</p> <p>3.(DOK) This method involves using aids like beanbags to help students balance, hit, and explore different movement patterns</p>

<p>GRADE: 7</p>	
<p>Movement Forms</p>	
<p>Standard 1: Develops a variety of motor skills</p>	
<p><i>Topic: MODIFIED & LEAD-UP GAMES AND ACTIVITIES</i></p>	
7. 1.1	<p>Demonstrates correct technique in a variety of outdoor activities.. (DOK)</p>

days	<p>Sample Performance Indicators:</p> <p>1.(DOK) Combine relationships, levels, speed,direction, and pathways in individual and group physical activities.</p> <p>2.(DOK) Recognises and demonstrates fundamental movement skills appropriate to selected outdoor activities (such as kayaking)</p> <p>3.(DOK) Co-operates in multiple outdoor group activities, and works as directed towards group aims/goals (such as hiking and swimming)</p>
7. 1.2	<p>Demonstrates movement sequences within varied dance forms. (DOK)</p> <p>Sample Performance Indicators:</p> <p>1.(DOK) Identifies and outlines steps of conducting a specific outdoor activities (for example baseball, a player would advance to base after hitting the ball)</p> <p>2.(DOK) Verbally describes how their actions during an outdoor activity can impact on the environment. The description is largely accurate</p> <p>3.(DOK) Correctly chooses and applies environmental conservation strategies relevant to specific outdoor activities</p>
7. 1.3	<p>Demonstrates appropriate form in a variety of health- related fitness activities. (DOK)</p> <p>Sample Performance Indicators:</p> <p>1.(DOK) include exercises that focus on improving the body's ability to perform everyday tasks and maintain a healthy lifestyle.</p> <p>2.(DOK) These activities are crucial for overall well-being and can help prevent chronic diseases like heart disease, type 2 diabetes, and certain types of cancer.</p> <p>3.(DOK) Stretching exercises should be performed with slow, controlled movements and proper alignment to improve range of motion without causing pain or injury.</p>
7.1.4	<p>Demonstrates appropriate form in a variety of skill-related fitness activities. (DOK)</p>
days	<p>Sample Performance Indicators:</p> <p>1.(DOK) DOK refers to the level of thinking required to answer a particular question or complete a task.</p> <p>2.(DOK) These activities focus on improving skills like agility, balance, coordination, power, reaction time, and speed.</p>

	3.(DOK) This suggests that students should be able to apply their knowledge to different types of activities, like playing catch, jumping rope, juggling, or dribbling a ball.
7.1.5	Demonstrates a striking motion with a long-handled implement.. (DOK)
days	<p>Sample Performance Indicators:</p> <p>1.(DOK) This involves applying force with the implement to hit or propel an object. The action can be directed towards a specific target or used to strike an object in a way that causes it to move.</p> <p>2.(DOK) This skill is essential in various sports like hockey (using a hockey stick to shoot or pass a puck), baseball (using a bat to hit a baseball), golf (using a golf club to hit a golf ball), tennis, and badminton.</p> <p>3.(DOK) This skill is often developed through practice and refinement of techniques, ensuring proper grip, stance, swing plane, and follow-through.</p>
7.1.6	Demonstrates a striking motion with a long-handled implement. (DOK)
days	<p>Sample Performance Indicators:</p> <p>1.(DOK) Strikes target with a long handled implementation improving coordination, balance and control.</p> <p>2.(DOK) Strikes using a long handled implement that involves coordinating different parts of the body to achieve specific movements.</p> <p>3.(DOK) Strikes the ball in a fielding game followed by running to a designated area while the opposing team attempts to field the ball.</p>
7.1.7	Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. (DOK)
days	<p>Sample Performance Indicators:</p> <p>1.(DOK) Strikes with an implementation improving coordination, balance and control.</p> <p>2.(DOK) Develops striking skills that allow for more precise and powerful strikes.</p> <p>3.(DOK) Understands the skills that are essential for participating in various sports and games.</p>
7. 1.8	Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. (DOK)

days	<p>Sample Performance Indicators:</p> <p>1.(DOK) Develops catching skills with various physical activities and sports: used in drills, games and practice sessions to improve hand/eye coordination; ball tracking and ability to catch a ball in different positions and scenarios.</p> <p>2.(DOK) Executes 4 corner drills that incorporate implements into games.</p> <p>3.(DOK) Defines catching technique, specifically ability to catch a ball in various positions including high, low and off center by using a mitt or a net during practice sessions.</p>
7.1.9	<p>Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. (DOK)</p>
days	<p>Sample Performance Indicators:</p> <p>1.(DOK) Develops enhanced hand/eye coordination and reaction time with throwing and catching activities.</p> <p>2.(DOK) Demonstrates enhanced accuracy and power with proper throwing forms: swinging the arm, transferring weight, and releasing the implement.</p> <p>3.(DOK) Combines throwing and catching activities to teach fundamental movement skills and motor skills.</p>
7.1.10	<p>Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. (DOK)</p>
days	<p>Sample Performance Indicators:</p> <p>1.(DOK) Hold the ball at thigh level in front of the non-dominant hand. Make a fist with the dominant hand, swing the arm back and forward, and contact the ball with the fist.</p> <p>2.(DOK) Underhand serves are often used for placement, aiming for specific areas of the court. Overhand serves are often used for their increased power and speed.</p> <p>3.(DOK) The choice of serve can depend on the game situation, opponent's strengths, and team strategy.</p>
7.1.11	<p>Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. (DOK)</p>
days	<p>Sample Performance Indicators:</p> <p>1.(DOK) The toss is crucial for a consistent and powerful serve. It should be placed at a height and location that allows for a full arm extension and a strong contact point. Avoid hitting the ball with fingers or a fist.</p>

	<p>2.(DOK) Consider factors like the opponent's position, their tendencies, and the current game situation when determining the best serve type and location. Be able to adjust the serve based on the opponent's defense.</p> <p>3.(DOK) Regular practice, including drills focused on the toss, contact, and follow-through, is key to developing consistency and power.</p>
7.1.12	Demonstrates the correct form of a forehand and backhand stroke with a short- handled and long-handled implement in a variety of practice tasks and modified small-sided games. (DOK)
days	<p>Sample Performance Indicators:</p> <p>1.(DOK) Aim for specific areas of the opponent's court, taking into account their strengths and weaknesses.</p> <p>2.(DOK) Consider different serve types, such as float serves, top-spin serves, and side-spin serves, to challenge the opponent's defense.</p> <p>3.(DOK) Analyze the game situation and adjust your serve accordingly, whether it's to create a point, to put pressure on the opponent, or to maintain the serve.</p>
7.1.13	Demonstrates a volley using a short-handled and long- handled implement in a variety of practice tasks and modified net and wall games (DOK)
days	<p>Sample Performance Indicators:</p> <p>1.(DOK) These are shorter than 5 inches and are ideal for quick net play, volleys, and dink shots, as they provide better control and faster reaction times.</p> <p>2.(DOK) Handles longer than 5.25 inches are better for power shots, two-handed backhands, and extending reach, which can be beneficial for players who like to play from a distance.</p> <p>3.(DOK) At Level 6 DOK, players are likely to have developed advanced skills and strategies. Therefore, understanding how handle length affects shot selection and court positioning is crucial for optimizing their gameplay.</p>
7.1.14	Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games (DOK)
days	<p>Sample Performance Indicators:</p> <p>1.(DOK) This refers to the ability to accurately pass, throw, kick, or catch an object, such as a ball, or implement, like a hockey stick, in various ways.</p> <p>2.(DOK) These are movements that involve moving from one place to another, like running, jumping, skipping, or gliding.</p>

	3.(DOK) These are simplified versions of traditional sports played with fewer players and a smaller playing area. Examples include modified soccer, hockey, or basketball.
7.1.15	Demonstrates a dribbling skill in a variety of practice tasks and small-sided games.(DOK)
days	<p>Sample Performance Indicators:</p> <p>1.(DOK) The student can demonstrate dribbling skills in basic practice scenarios, like dribbling with one hand, alternating hands, or dribbling while walking or running.</p> <p>2.(DOK) The student can adapt their dribbling to different practice situations, such as dribbling with one hand while walking, running, or sprinting.</p> <p>3.(DOK) Dribbling in small-sided games (e.g., soccer) involves applying dribbling skills in a more competitive and dynamic setting, where players are interacting with each other and the environment.</p>
7.1.16	Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. (DOK)
days	<p>Sample Performance Indicators:</p> <p>1.(DOK) This refers to the act of moving a ball or other object (like a puck in hockey) while running or moving.</p> <p>2.(DOK) This includes drills and exercises designed to improve dribbling technique, such as practicing speed, accuracy, and agility while dribbling.</p> <p>3.(DOK) These are adapted versions of a sport that use fewer players and a smaller playing area, providing opportunities to apply dribbling skills in a more game-like context.</p>
7.1.17	Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. (DOK)
2 days	<p>Sample Performance Indicators:</p> <p>1.(DOK) Shot on goal:This refers to the act of kicking, hitting, or throwing an object into the goal area, aiming for a score.</p> <p>2.(DOK) Variety of practice tasks:This means students should practice shooting on goal in different drills and exercises designed to improve the skill, such as practicing from different distances or angles.</p> <p>3.(DOK) Small-sided games:This refers to the actual game situations where the skill should be applied, such as playing soccer in a reduced field size.</p>

7.1.18	Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense)(DOK3)
2days	<p>Sample Performance Indicators:</p> <p>1. Creating Open Space: This involves using various techniques, such as fakes, changes in pace, or using the ball to create space for themselves or teammates.</p> <p>2. Practice Tasks: These are designed to allow students to practice specific skills and strategies in a controlled environment, such as drills or specific game scenarios.</p> <p>3. Small-Sided Games: These are modified games with fewer players and a smaller playing area, which require quick thinking and strategic decision-making.</p>
7.1.19	Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. (DOK3)
2days	<p>Sample Performance Indicators:</p> <p>1. Weight on the balls of the feet: This allows for quick and agile movements in any direction.</p> <p>2. Arms extended: This helps to create space and block the opponent's path.</p> <p>3. Individual drills: Sliding drills, drop-step drills, and agility drills. Team drills: Passing drills, defensive rotations, and zone defense drills. Small-sided games: 3-on-3, 2-on-2, and 4-on-4 games.</p>
7.1.20	Demonstrates water safety skills. If a pool facility is available, it demonstrates water safety and basic swimming skills. (DOK4)
5days	<p>Sample Performance Indicators:</p> <p>1. Learning basic survival skills should be part of a lifelong learning process and require regular instruction or practice.</p> <p>2. Involve demonstrating knowledge of pool rules and safety procedures, such as proper use of pool safety equipment (e.g., floats, life jackets).</p> <p>3. Demonstrates water safety skills, including those related to pools, and basic swimming skills like floating, kicking, and gliding</p>
COGNITIVE CONCEPTS	
<p>Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities</p> <p><i>Topics include SAFETY AND PLAY ETIQUETTE</i></p>	

7. 2.1	Identifies the effective use of movement concepts within multiple dynamic environments.. (DOK2)
2 days	<p>Sample Performance Indicators:</p> <p>1. Demonstrates basic movement concepts related to space, time, effort, and relationships (e.g., shows control and awareness of personal space, changes directions or levels while traveling).</p> <p>2. The condition of being protected against physical, social, and emotional harm. (During physical education class, students follows all rules related to safety in order to protect himself/herself and their classmates)</p> <p>3. Outdoor games such as playing tag, hide and seek is fun, but it's essential to prioritize safety for kids. (Safety Clear boundaries, appropriate supervision, and age-appropriate as in playing with the age group)</p>
7. 2.2	Demonstrates knowledge of offensive tactics to create space with movement in invasion games (DOK3)
3 days	<p>Sample performance Indicators:</p> <p>1. Players need to move away from defenders and into areas where they can receive a pass or have a clear path to the goal.</p> <p>2. Using quick, sharp changes of direction can help players lose their defender and create space.</p> <p>3. Different types of passes can help players move the ball quickly and create space for teammates to move into open areas.</p>
7. 2.3	Demonstrates knowledge of reducing open space with movement and denial in invasion games. (DOK3)
2days	<p>Sample performance Indicators:</p> <p>1. Denial: Defenders aim to deny the opposition access to open spaces, often by guarding the player with the ball and preventing passes.</p> <p>2. Closing Space: Defenders move to reduce the distance between themselves and the opposing player to make it harder for them to receive a pass or advance towards the goal.</p> <p>3. Anticipation: Defenders try to predict the movements of the attacking players and react accordingly to close down the space before they can exploit it.</p>
7. 2.4	Selects and applies the appropriate shot and technique in net and wall games (DOK3)

2days	<p>Sample performance Indicators:</p> <p>1. Opponent Positioning: Knowing where the opponent is located on the court is crucial for determining the best shot to play.</p> <p>2.Court Space: The available space on the court dictates how you can move and position yourself to hit the ball.</p> <p>3.Shot Execution: Proper technique is essential for accuracy, control, and power.</p>
7. 2.5	Demonstrates knowledge of offensive tactics in striking and fielding games.(DOK3)
2days	<p>Sample performance Indicators:</p> <p>1.Accurate Hitting: Applying the correct striking mechanics to hit the ball effectively.</p> <p>2.Placement of the Ball: Hitting the ball to open spaces in the field, allowing for a run, or hitting over or around fielders.</p> <p>3.Running Strategies: Knowing when to run, how to run safely, and understanding the rules related to running (e.g., not running out of the base, running to the next base, and staying on base).</p>
7. 2.6	Demonstrates knowledge of defensive positioning tactics in striking and fielding games (DOK3)
2days	<p>Sample performance Indicators:</p> <p>1.Covering Space: Fielders must spread out to cover various areas of the field, ensuring that no gaps exist that allow the ball to be hit into open space.</p> <p>2.Teamwork and Communication: Effective communication between fielders is crucial for coordinated movement and efficient coverage of different zones.</p> <p>3.Strategic Positioning: Players should be aware of their own position and the positions of their teammates to form a solid defense.</p>
7. 2.7	Demonstrates problem- solving skills in a variety of games and activities. (DOK4)
4 days	<p>Sample performance Indicators:</p> <p>1.Brainstorming: Generating a wide range of ideas in a group setting to explore potential solutions.</p>

	<p>2. Critical Thinking: Evaluating the strengths and weaknesses of different approaches and making informed judgments.</p> <p>3. Examples of games and activities:</p> <p>4. Scavenger Hunts: Participants follow clues to find hidden items or locations, requiring them to use problem-solving and deduction skills.</p> <p>5. Role-playing Scenarios: Engaging in simulated situations that require individuals to think on their feet and make decisions based on their knowledge and experience.</p>
7. 2.8	<p>Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. (DOK2)</p> <p>Sample performance Indicators:</p> <p>1. Describes applying knowledge of movement concepts to create variations within different types of dances and rhythmic activities.</p> <p>2. This involves understanding principles like locomotor and non-locomotor movements, rhythm, and different dance forms to creatively and effectively change existing dance routines or rhythmic activities.</p> <p>3. Dances and Rhythmic Activities: Demonstrate the Samoan Dance This refers to various forms of rhythmic and creative movement that can be found in different cultures and styles, from traditional folk dances to modern dance forms and even rhythmic activities with instruments or objects.</p>
7. 2.9	<p>Identifies and compares the components of health and skill-related fitness.(DOK2)</p> <p>Sample performance Indicators:</p> <p>1. Fitness Components: Cardiovascular Endurance, muscular Strength, muscular Endurance, flexibility and body Composition.</p> <p>2. Fitness Components: Speed: The rate at which a person can move their body.</p> <ul style="list-style-type: none"> ● Power: The ability to exert force quickly. ● Agility: The ability to change direction and speed rapidly. ● Balance: The ability to maintain equilibrium. ● Coordination: The ability to use different body parts together smoothly. ● Reaction Time: The time it takes to respond to a stimulus.

	3. Health-related fitness is about improving overall health and well-being, while skill-related fitness focuses on enhancing performance in specific activities like sports.
7. 2.10	Self-selects and monitors physical activity goals based on a self-selected health- related fitness assessment. (DOK2)
1days	<p>Sample performance Indicators:</p> <p>1. Self-Assessment: The student must first assess their current fitness level in areas like cardiovascular health, muscular strength, flexibility, and body composition.</p> <p>2. (Goal Setting): Based on their self-assessment, the student needs to set specific, measurable, achievable, relevant, and time-bound (SMART) physical activity goals</p> <p>3. Monitoring Progress: The student must track their progress towards their goals, using methods like a fitness tracker, activity log, or simply noticing changes in their physical abilities and energy levels.</p>
7. 2.11	Implements the principles of exercise (FITT, progression, overload, and specificity) for different types of physical activity. (DOK3)
2days	<p>Sample performance Indicators:</p> <p>1. Progression: <ul style="list-style-type: none"> Gradually increase the frequency, intensity, or duration of your workouts over time to challenge your body and promote adaptation. </p> <p>2. Overload: <ul style="list-style-type: none"> Ensure that your workouts are demanding enough to push your body's systems beyond their comfort zone. </p> <p>3. Specificity: <ul style="list-style-type: none"> Choose activities that directly target the skills and movements you want to improve. </p>
7. 2.12	Applies knowledge of skill-related fitness to different types of physical activity. (DOK3)
2days	<p>Sample performance Indicators:</p> <p>1. This DOK level asks a student to apply their understanding of skill-related fitness to different physical activities. This involves understanding how components like agility, balance, coordination, speed, power, and reaction time contribute to performance in various activities.</p>

	<p>2. Agility: Students might explain how an athlete uses agility to change direction quickly in soccer or basketball.</p> <p>3. Students should be able to apply this knowledge across a range of activities, including sports, dance, martial arts, everyday tasks, and even recreational activities.</p>
7. 2.13	<p>Explains the relationship of aerobic fitness and RPE Scale to physical activity effort (DOK2)</p> <p>Sample performance Indicators:</p> <p>1. Aerobic fitness and the Rate of Perceived Exertion (RPE) scale are closely related to how hard you feel you're working during physical activity.</p> <p>2. RPE is a subjective measure, reflecting your perceived effort, and can be influenced by factors like fitness level, age, and even medication. More fit individuals might perceive the same intensity as less strenuous than less fit.</p> <p>3. Monitoring Exercise Intensity: RPE helps you gauge how hard you're working during exercise. A higher RPE score indicates a higher perceived effort, while a lower score indicates a lower perceived effort.</p>
7. 2.14	<p>Applies knowledge of dynamic and static stretching to exercise in warm-up, cool- down, flexibility, endurance, etc. physical activities. (DOK3)</p> <p>Sample performance Indicators:</p> <p>1. Purpose: To prepare muscles and joints for exercise by increasing blood flow, warming up tissues, and improving range of motion.</p> <p>2. Technique: Involves controlled, continuous movements that take muscles through their full range of motion.</p> <p>3. Examples: Arm circles, leg swings, torso twists, walking lunges, and high knees.</p>
7. 2.15	<p>Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. (DOK3)</p> <p>Sample performance Indicators:</p> <p>1. Resting Heart Rate: The number of times your heart beats per minute while you're at rest. A lower resting heart rate (typically below 60 beats per minute) indicates a more efficient heart and better cardiovascular health.</p>

	<p>2. Maximum Heart Rate: The highest your heart rate can safely go during exercise. It's generally estimated as 220 minus your age.</p> <p>3. Target Heart Rate: The range of heart rate you want to maintain during exercise for optimal benefits. It's often expressed as a percentage of your maximum heart rate.</p>
7. 2.16	Identifies ways to be physically active. (DOK2)
1days	<p>Sample performance Indicators:</p> <p>1.Examples: Walking, running, swimming, cycling, dancing, yoga, sports, or joining fitness classes.</p> <p>2.Considerations: Choose activities you enjoy and that fit your lifestyle. You can join exercise groups, community sports teams, or try different activities to find what you like.</p> <p>3.Active Chores: Garden, do yard work, wash the car by hand, or use a snow shovel instead of a snow blower.</p>
7. 2.17	Examines how rest impacts the body's response to physical activity.(DOK3)
3days	<p>Sample performance Indicators:</p> <p>1.Muscle Repair and Recovery: During exercise, muscles experience microtears. Rest allows these tears to repair, strengthening the muscles and reducing soreness.</p> <p>2.Reduced Fatigue: Rest allows the body to recover from the physiological and psychological demands of exercise, reducing fatigue and improving overall performance.</p> <p>3.Injury Prevention: Over-exercising can lead to muscle strain and injury. Rest days help prevent these injuries by allowing muscles to fully recover and reducing the risk of overuse.</p>
7. 2.18	Analyzes skill performance by identifying critical elements. (DOK3)
2days	<p>Sample performance Indicators:</p> <p>1.Focuses on basic knowledge and facts, such as defining a term or recalling a procedure.</p>

	<p>2.Involves applying knowledge and understanding, such as comparing and contrasting, explaining how or why, or summarizing information.</p> <p>3.Requires students to engage in higher-order thinking processes like analysis, interpretation, and making judgments about a concept or situation</p>
7. 2.19	<p>Evaluates usefulness of technology tools to support physical activity and fitness goals. (DOK3)</p>
2days	<p>Sample performance Indicators:</p> <p>1.Pedometers, count and monitor the number of steps taken during ambulatory activities such as walking, jogging, and running.</p> <p>2.Accelerometers: record body acceleration minute to minute, providing detailed information about the frequency, duration, intensity, and patterns of movement.</p> <p>3.Heart rate monitors: are used primarily to assess exercise intensity for individuals with cardiac conditions and highly trained competitive athletes.</p>
7. 2.20	<p>Explains the relationships among nutrition, physical activity, and health factors. (DOK2)</p>
2days	<p>Sample performance Indicators:</p> <p>1.Nutrition, physical activity, and health are intricately linked, with a healthy diet and regular exercise being crucial for maintaining overall well-being and preventing chronic diseases.</p> <p>2.Physical Activity and Health: Regular physical activity improves cardiovascular health, strengthens muscles and bones, and helps manage weight.</p> <p>3.The Interplay: Proper nutrition provides the energy and nutrients necessary to support physical activity, and physical activity helps the body efficiently use those nutrients.</p>
7. 2.21	<p>Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. (DOK3)</p>
2days	<p>Sample performance Indicators:</p> <p>1. Bring first aid kit (it can help address minor injuries and illnesses, reduce the severity of injuries, and prevent infections)</p> <p>2.Take plenty of water: (it is important to take water and stay hydrated at all time, for instance when playing soccer, a player need to drink lots of water)</p>

	3. Know what equipment to use: in most sports such as football, the players should wear helmet, shoulder pads and thigh pads
7. 2.22	Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. (DOK3)
3days	<p>Sample performance Indicators:</p> <p>1. Demonstrates knowledge of water safety skills includes knowing how to enter and exit water safely, how to float, scull, and tread water, and how to identify and avoid water hazards.</p> <p>2. Safe Entry and Exit: Knowing how to safely enter and exit the water, especially from different depths.</p> <p>3. Survival Skills: Skills like swimming in clothes, underwater skills, and basic rescue techniques.</p>
ACTIVE LIFESTYLE	
Standard 3: Develops social skills through movement	
Topics includes INDIVIDUAL, DUAL, AND LIFETIME ACTIVITIES	
7. 3.1	Understands and accepts others' differences during a variety of physical activities. (DOK2)
1days	<p>Sample performance Indicators:</p> <p>1. "How does someone with a disability, like a wheelchair user, participate in a team sport differently than someone without?"</p> <p>2. Explain how understanding different skill levels within a group might affect the overall game experience."</p> <p>3. "How can we create a physical activity that is inclusive of a diverse group of people with varying physical capabilities?"</p>
7. 3.2	Demonstrates consideration for others and contributes positively to the group or team. (DOK3)
2days	<p>Sample performance Indicators:</p> <p>1. Understanding and relating to others' feelings and perspectives is crucial for building strong team relationships.</p>

	<p>2.Expressing ideas and concerns clearly and respectfully, and actively listening to others, is vital for effective teamwork.</p> <p>3.Contributing to the team's learning and development by sharing knowledge, offering feedback, and encouraging growth among team members is beneficial for the long-term success of the team.</p>
7. 3.3	<p>Uses communication skills to negotiate strategies and tactics in a physical activity setting. (DOK2)</p> <p>Sample performance Indicators:</p> <p>1.This involves using communication to discuss and develop various strategies and tactics within a game or activity.</p> <p>2.Tasks at this level require students to think strategically and apply concepts in more complex ways</p> <p>3.Level 3 tasks require students to go beyond simple recall and apply knowledge in a thoughtful and strategic manner.</p>
7. 3.4	<p>Implements and provides constructive feedback to and from others when prompted and supported by the teacher. (DOK4)</p> <p>Sample performance Indicators:</p> <p>1.The student understands the purpose of feedback (to learn and improve) and provides it in a way that is helpful and positive, focusing on specific areas for improvement rather than general criticisms.</p> <p>2.The student can both receive feedback from peers and the teacher and also provide feedback to others.</p> <p>3.The student understands the teacher's role in guiding and facilitating the feedback process.</p>
7. 3.5	<p>Explains the value of a specific physical activity in culture. (DOK2)</p> <p>Sample performance Indicators:</p> <p>1.Activities can be a way for people to connect with their culture and feel a sense of belonging.</p> <p>2.Many cultures have specific physical activities that are part of their traditions, rituals, or celebrations.</p> <p>3.Physical activities often involve social interaction, which can strengthen community bonds and create a sense of belonging.</p>
7. 3.6	<p>Demonstrates the ability to follow game rules in a variety of physical activity situations. (DOK3)</p> <p>Sample performance Indicators:</p> <p>1.Recall: The ability to state or identify specific rules of a game or activity.</p>

	<p>2. Application: The ability to use those rules correctly within a specific game or activity situation.</p> <p>3. Basic understanding: A comprehension of how rules function within the game.</p>
7 3.7	<p>Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment.. (DOK3)</p>
3days	<p>Sample performance Indicators:</p> <p>1.Understanding potential hazards, using equipment correctly, and following safety guidelines to prevent injuries.</p> <p>2.Equipment:Be aware of potential dangers associated with specific equipment, such as sharp edges, loose parts, or improper maintenance.</p> <p>Environment: Be mindful of surroundings, including weather conditions, terrain, and other people or animals.</p> <p>Your Body: Recognize your limitations and listen to your body during exercise. Stop if you experience pain or discomfort.</p> <p>3.Implementing Safe Behaviors:</p> <ul style="list-style-type: none"> ● Warm-up: Prepare your body for activity by warming up and stretching to improve flexibility and reduce injury risk. ● Proper Form: Use correct form and technique when exercising to prevent injuries. ● Hydration: Stay hydrated by drinking plenty of fluids before, during, and after exercise.
7. 3.8	<p>Solves problems amongst teammates and opponents. (DOK3)</p>
2days	<p>Sample performance Indicators:</p> <p>1.Lack of Trust: Distrust among teammates, whether due to past mistakes or differing values, can hinder effective teamwork and communication.</p>

	<p>2. Personality Conflicts: Clashing personalities and differing styles can lead to disagreements and tension within the team.</p> <p>3. Excessive Competition: Internal competition within a team can lead to resentment and sabotage, rather than collaboration.</p>
7. 3.9	Applies and respects the importance of etiquette in a physical activity setting. (DOK4)
5days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. In a physical activity setting, applying and respecting etiquette demonstrates consideration for others and promotes a safe, positive, and enjoyable environment. <p>2. Respect for Facilities and Equipment: Treat equipment with care, clean up after use, and return items to their designated places.</p> <p>3. Respect for Rules and Instructions: Follow instructions from instructors or facility staff, and be aware of any specific rules or guidelines.</p>
7. 3.10	Explains how communication, feedback, cooperation, and etiquette relate to leadership roles. (DOK2)
1days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Effective leadership heavily relies on strong communication, constructive feedback, fostering cooperation, and demonstrating professional etiquette <p>2. Active Listening: Effective leaders listen actively to their team's concerns, ideas, and feedback, fostering a culture of open dialogue.</p> <p>3. Two-Way Communication: Encouraging two-way communication allows leaders to understand their team's perspectives and build trust.</p>
PHYSICAL FITNESS	
Standard 4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity	
Topics includes FITNESS AND CONDITIONING RELATED ACTIVITIES	

7. 4.1	Describes how self- expression impacts individual engagement in physical activity. (DOK2)
2days	<p>Sample performance Indicators:</p> <p>1. Developing Personal Skills: This includes skills like goal setting, identifying personal strengths and weaknesses in movement, and reflecting on experiences to enhance their physical literacy journey.</p> <p>2. Identifying Personal Benefits of Movement: Students should understand how movement contributes to their overall well-being, including physical, mental, and social benefits.</p> <p>3. Choosing to Engage in Physical Activity: This involves selecting activities that are personally enjoyable and relevant to their interests, taking into account factors like social interaction, cultural connection, and opportunities for self-expression and exploration.</p>
7. 4.2	Describes how social interaction impacts individual engagement in physical activity. (DOK2)
2days	<p>Sample performance Indicators:</p> <p>1. Social interaction significantly impacts individual engagement in physical activity, influencing both the likelihood of participation and the experience of that participation.</p> <p>2. Social Support: Having a supportive network can increase motivation, help individuals stay active, and make physical activity more enjoyable.</p> <p>3. Social Facilitation: Being around others who are active can motivate individuals to be more active themselves.</p>
7. 4.3	Participates in a variety of physical activities that can positively affect personal health. (DOK4)
4days	<p>Sample performance Indicators:</p> <p>1. Participating in various physical activities offers significant health benefits, including improved cardiovascular health, weight management, and mental well-being.</p> <p>2. Cardiovascular Health: Physical activity helps lower blood pressure and cholesterol levels, reducing the risk of heart disease and stroke.</p>

	3.Demonstrate different dance moves that help students feel happy .
7. 4.4	Connects how choice and personal interests impact individual engagement in physical activities. (DOK2)
2days	<p>Sample performance Indicators:</p> <p>1.When individuals have the autonomy to choose activities aligned with their interests, they are more likely to be motivated, engaged, and persistent.</p> <p>2.Choice and Motivation: Providing choices empowers individuals to engage in activities that resonate with their personal preferences, increasing their intrinsic motivation.</p> <p>3.Example in Physical Education: In physical education, this can be achieved by offering diverse activity options (e.g., different sports, fitness challenges, dance forms), allowing students to participate in activities of their choosing.</p>
7. 4.5	Examines individual and group challenges through movement. (DOK3)
2days	<p>Sample performance Indicators:</p> <p>1. Recollection and reproduction: Rooted in simple exercises and procedures, students must remember facts, terms and formulas. Students will or will not know the answer.</p> <p>2.Knowledge application: Students must choose the appropriate route to correctly solve a question, making decisions and completing distinct steps along the way.</p> <p>3. Extended critical thinking: Students will get a mental workout. To complete a given challenge, they must typically gather information from different sources and disciplines.</p>
7. 4.6	Sets goals to participate in physical activities based on examining individual ability. (DOK2)

2days	<p>Sample performance Indicators:</p> <p>1.(DOK) Setting physical activity goals based on individual ability involves identifying a person's current fitness level and strengths, then defining achievable and meaningful goals for participation.</p> <p>2.(DOK) Self-assessment: Individuals should reflect on their current fitness level, existing skills, and any limitations or injuries.</p> <p>3.(DOK) Examples of Goal Setting:</p> <ul style="list-style-type: none"> ● "Walk 10,000 steps per day": (performance goal). ● "Engage in 30 minutes of physical activity daily": (time-based goal). ● "Increase my strength by 5% in my next gym session": (specific and measurable goal)
7. 4.7	<p>Examines opportunities and barriers to participating in physical activity outside of physical education class. (DOK4)</p>
3days	<p>Sample performance Indicators:</p> <p>1.(Reduced mobility: can limit an individual's ability to engage in activities (for example due to age, injury or other chronic conditions like arthritis)</p> <p>2. Perform different skills of football</p> <p>3. Perform different skills in playing soccer</p>
7. 4.8	<p>Utilizes a variety of techniques to manage one's emotions and behaviors in a physical activity setting. (DOK3)</p>
2days	<p>Sample performance Indicators:</p> <p>1.n a physical activity setting, utilizing a variety of techniques to manage emotions and behaviors involves employing strategies to:</p> <p>2.In a physical activity setting, utilizing a variety of techniques to manage emotions and behaviors involves employing strategies to:</p> <p>3.(DOK) Goal setting: Setting achievable goals to increase motivation and reduce feelings of pressure.</p>
7. 4.9	<p>Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. (DOK3)</p>
2days	<p>Sample performance Indicators:</p> <p>1.Reflecting on physical education experiences helps students develop a deeper understanding of how movement is personally meaningful.</p>

	<p>2. This involves identifying how movement impacts their overall well-being, including physical, emotional, and social aspects.</p> <p>3. Recognizing the Significance of the Body: Students can reflect on the body's unique significance and tapu (sacredness) and how movement can be used to protect and nurture it.</p>
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GRADE: 8	
Movement Forms	
Standard 1: Develops a variety of motor skills	
Topic: MODIFIED & LEAD-UP GAMES AND ACTIVITIES	
8. 1.1	Demonstrates correct technique in a variety of outdoor activities. (DOK3)
3days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Combine relationships, levels, speed, direction, and pathways in individual and group physical activities. 2. Recognises and demonstrates fundamental movement skills appropriate to selected outdoor activities (such as kayaking) 3. Co-operates in multiple outdoor group activities, and works as directed towards group aims/goals (such as hiking and swimming)
8. 1.2	Demonstrates movement sequences within varied dance forms. (DOK3)
2 days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Identifies and outlines steps of conducting a specific outdoor activities (for example baseball, a player would advance to base after hitting the ball) 2. Verbally describes how their actions during an outdoor activity can impact on the environment. The description is largely accurate 3. Correctly chooses and applies environmental conservation strategies relevant to specific outdoor activities
8. 1.3	Demonstrates appropriate form in a variety of health- related fitness activities. (DOK 3)

2days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Using the proper posture, foot placement, and body alignment during exercises. 2. Correct form allows you to work more efficiently and effectively, maximizing the benefits of your workout. 3. Applying good form across different types of health-related fitness activities, such as cardiorespiratory endurance activities (like jogging), strength training, and flexibility exercises.
8.1.4	<p>Demonstrates appropriate form in a variety of skill-related fitness activities. (DOK3)</p>
3days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Refers to the six components that contribute to the ability to learn and perform skills: agility, balance, coordination, power, reaction time, and speed. 2. Means consistently applying the correct form, even when fatigued or under pressure. 3. Could include things like dribbling a ball, jumping rope, playing catch, or even simple movements like reaching for an object.
8.1.5	<p>Demonstrates a striking motion with a long-handled implement. (DOK 3)</p>
2days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. This involves applying force with the implement to hit or propel an object. The action can be directed towards a specific target or used to strike an object in a way that causes it to move. 2. The striking motion typically involves a sequence of steps including preparing the implement, loading the strike, stepping and swinging, and following through with the movement. 3. This skill is often developed through practice and refinement of techniques, ensuring proper grip, stance, swing plane, and follow-through.
8.1.6	<p>Demonstrates a striking motion with a long-handled implement. (DOK3)</p>
4days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Strikes target with a long handled implement improving coordination, balance and control. 2. Strikes using a long handled implement that involves coordinating different parts of the body to achieve specific movements.

	3.Strikes the ball in a fielding game followed by running to a designated area while the opposing team attempts to field the ball.
8.1.7	Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. (DOK4)
5days	<p>Sample Performance Indicators:</p> <p>1.Strikes with an implementation improving coordination, balance and control.</p> <p>2.Develops striking skills that allow for more precise and powerful strikes.</p> <p>3.Understands the skills that are essential for participating in various sports and games.</p>
8. 1.8	Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. (DOK3)
3days	<p>Sample Performance Indicators:</p> <p>1.Develops catching skills with various physical activities and sports: used in drills, games and practice sessions to improve hand/eye coordination; ball tracking and ability to catch a ball in different positions and scenarios.</p> <p>2.Executes 4 corner drills that incorporate implements into games.</p> <p>3.Defines catching technique, specifically ability to catch a ball in various positions including high, low and off center by using a mitt or a net during practice sessions.</p> <p>4.Small-Sided Games:</p> <ul style="list-style-type: none"> ● Simple Games: Catch and throw games, where players try to catch as many throws as possible in a row, working their way up in difficulty. ● Targeted Games: Catching a ball into a hoop or other designated target for accuracy. ● Creative Games: Using hula hoops, poly spots, or other simple materials to enhance game play and add structure
8.1.9	Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. (DOK 3)
3days	<p>Sample Performance Indicators:</p> <p>1.Develops enhanced hand/eye coordination and reaction time with throwing and catching activities.</p> <p>2.Demonstrates enhanced accuracy and power with proper throwing forms: swinging the arm, transferring weight, and releasing the implement.</p>

	<p>3. Combines throwing and catching activities to teach fundamental movement skills and motor skills.</p>
8.1.10	<p>Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. (DOK3)</p>
3days	<p>Sample Performance Indicators:</p> <p>1 Hold the ball at thigh level in front of the non-dominant hand. Make a fist with the dominant hand, swing the arm back and forward, and contact the ball with the fist.</p> <p>2.Underhand serves are often used for placement, aiming for specific areas of the court. Overhand serves are often used for their increased power and speed.</p> <p>3.The choice of serve can depend on the game situation, opponent's strengths, and team strategy.</p>
8.1.11	<p>Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. (DOK4)</p>
4days	<p>Sample Performance Indicators:</p> <p>1.The toss is crucial for a consistent and powerful serve. It should be placed at a height and location that allows for a full arm extension and a strong contact point. Avoid hitting the ball with fingers or a fist.</p> <p>2.Consider factors like the opponent's position, their tendencies, and the current game situation when determining the best serve type and location.</p> <p>Be able to adjust the serve based on the opponent's defense.</p> <p>3.Regular practice, including drills focused on the toss, contact, and follow-through, is key to developing consistency and power.</p>
8.1.12	<p>Demonstrates the correct form of a forehand and backhand stroke with a short- handled and long-handled implement in a variety of practice tasks and modified small-sided games. (DOK3)</p>
3days	<p>Sample Performance Indicators:</p> <p>1.Aim for specific areas of the opponent's court, taking into account their strengths and weaknesses.</p> <p>2.Consider different serve types, such as float serves, top-spin serves, and side-spin serves, to challenge the opponent's defense.</p> <p>3.Analyze the game situation and adjust your serve accordingly, whether it's to create a point, to put pressure on the opponent, or to maintain the serve.</p>

8.1.13	Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games (DOK3)
2days	<p>Sample Performance Indicators:</p> <p>1. These are shorter than 5 inches and are ideal for quick net play, volleys, and dink shots, as they provide better control and faster reaction times.</p> <p>2. Handles longer than 5.25 inches are better for power shots, two-handed backhands, and extending reach, which can be beneficial for players who like to play from a distance.</p> <p>3. At Level 6 DOK, players are likely to have developed advanced skills and strategies. Therefore, understanding how handle length affects shot selection and court positioning is crucial for optimizing their gameplay.</p>
8.1.14	Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games (DOK 4)
4days	<p>Sample Performance Indicators:</p> <p>1. This refers to the ability to accurately pass, throw, kick, or catch an object, such as a ball, or implement, like a hockey stick, in various ways.</p> <p>2. These are movements that involve moving from one place to another, like running, jumping, skipping, or gliding.</p> <p>3. These are simplified versions of traditional sports played with fewer players and a smaller playing area. Examples include modified soccer, hockey, or basketball.</p>
8.1.15	Demonstrates a dribbling skill in a variety of practice tasks and small-sided games.(DOK3)
3days	<p>Sample Performance Indicators:</p> <p>1. The student can demonstrate dribbling skills in basic practice scenarios, like dribbling with one hand, alternating hands, or dribbling while walking or running.</p> <p>2. The student can adapt their dribbling to different practice situations, such as dribbling with one hand while walking, running, or sprinting.</p> <p>3. Dribbling in small-sided games (e.g., soccer) involves applying dribbling skills in a more competitive and dynamic setting, where players are interacting with each other and the environment.</p>
8.1.16	Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. (DOK4)

4days	<p>Sample Performance Indicators:</p> <p>1.Demonstrates a shot on goal: This refers to the act of kicking, striking, or shooting an object (like a ball) at a designated target (the goal).</p> <p>2.With and without an implement: This means the shot can be taken directly with the foot or other body parts, or with the use of an object like a soccer ball, lacrosse stick, or hockey stick, depending on the specific activity.</p> <p>3.Small-sided games: This refers to games that involve a smaller number of players on a smaller field, allowing for more individualized skill development and game-like situations.</p>
8.1.17	<p>Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. (DOK3)</p>
2days	<p>Sample Performance Indicators:</p> <p>1.Shot on goal:This refers to the act of kicking, hitting, or throwing an object into the goal area, aiming for a score.</p> <p>2.Variety of practice tasks:This means students should practice the shot on goal in different drills and exercises designed to improve the skill, such as practicing from different distances or angles.</p> <p>3.Small-sided games:This refers to the actual game situations where the skill should be applied, such as playing soccer in a reduced field size.</p>
8.1.18	<p>Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense)(DOK3)</p>
3days	<p>Sample Performance Indicators:</p> <p>1.Creating Open Space:This involves using various techniques, such as fakes, changes in pace, or using the ball to create space for themselves or teammates.</p> <p>2.Practice Tasks:These are designed to allow students to practice specific skills and strategies in a controlled environment, such as drills or specific game scenarios.</p> <p>3.Small-Sided Games:These are modified games with fewer players and a smaller playing area, which require quick thinking and strategic decision-making.</p>
8.1.19	<p>Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. (DOK3)</p>
3days	<p>Sample Performance Indicators:</p> <p>1.Weight on the balls of the feet: This allows for quick and agile movements in any direction.</p> <p>2.Arms extended: This helps to create space and block the opponent's path.</p>

	<p>3. Individual drills: Sliding drills, drop-step drills, and agility drills. Team drills: Passing drills, defensive rotations, and zone defense drills. Small-sided games: 3-on-3, 2-on-2, and 4-on-4 games.</p>
8.1.20	Demonstrates water safety skills. If a pool facility, is available demonstrates water safety and basic swimming skills. (DOK3)
3days	<p>Sample Performance Indicators:</p> <p>1. Learning basic survival skills should be part of a lifelong learning process and require regular instruction or practice.</p> <p>2. Teacher will involve demonstrating knowledge of pool rules and safety procedures, such as proper use of pool safety equipment (e.g., floats, life jackets).</p> <p>3. Demonstrates water safety skills, including those related to pools, and basic swimming skills like floating, kicking, and gliding</p>
COGNITIVE CONCEPTS	
<p>Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities</p> <p><i>Topics include SAFETY AND PLAY ETIQUETTE</i></p>	
8. 2.1	Identifies the effective use of movement concepts within multiple dynamic environments.. (DOK2)
1days	<p>Sample Performance Indicators:</p> <p>1. Demonstrates basic movement concepts related to space, time, effort, and relationships (e.g., shows control and awareness of personal space, changes directions or levels while traveling).</p> <p>2. The condition of being protected against physical, social, and emotional harm. (During physical education class, students follows all rules related to safety in order to protect himself/herself and their classmates)</p> <p>3. Outdoor games such as playing tag, hide and seek is fun, but it's essential to prioritize safety for kids. (Safety Clear boundaries, appropriate supervision, and age-appropriate as in playing with the age group)</p>
8. 2.2	Demonstrates knowledge of offensive tactics to create space with movement in invasion games (DOK3)
2 days	<p>Sample performance Indicators:</p> <p>1. Players need to move away from defenders and into areas where they can receive a pass or have a clear path to the goal.</p>

	<p>2.Using quick, sharp changes of direction can help players lose their defender and create space.</p> <p>3.Different types of passes can help players move the ball quickly and create space for teammates to move into open areas.</p>
8. 2.3	Demonstrates knowledge of reducing open space with movement and denial in invasion games. (DOK3)
2days	<p>Sample performance Indicators:</p> <p>1.Denial in Invasion Games: Denial involves preventing the opponent from successfully completing a pass, dribbling into an open space, or taking a shot.</p> <p>2.Examples in Various Sports:In soccer, defenders might use their body to shield the ball or cut off passing lanes. In basketball, defenders might try to force dribblers to go in one direction or contest a shot.</p> <p>3.Communication and Teamwork:Effective defense in invasion games often requires communication and teamwork between players to ensure that space is covered and that defensive strategies are effectively executed.</p>
8. 2.4	Selects and applies the appropriate shot and technique in net and wall games (DOK3)
2days	<p>Sample performance Indicators:</p> <p>1.Reading the situation: Observing the opponent's position, the ball's trajectory, and the overall flow of play is essential for making informed decisions about shot selection.</p> <p>2.Footwork and positioning: Proper footwork and positioning are crucial for reaching the ball and executing the shot effectively.</p> <p>3.Adapting to the situation:Players need to be able to adjust their shot selection and technique based on the changing dynamics of the game.</p>
8. 2.5	Demonstrates knowledge of offensive tactics in striking and fielding games.(DOK3)
2days	<p>Sample performance Indicators:</p> <p>1.Hitting to open spaces: Batters try to hit the ball where there are no fielders or few fielders, allowing for easier running.</p> <p>2.Stealing bases:In baseball, batters try to advance to the next base while the ball is being pitched, creating a scoring opportunity.</p> <p>3.Using deceptive tactics: Batters might try to hit the ball hard or softly to confuse the fielders and create an advantage.</p>

8. 2.6	Demonstrates knowledge of defensive positioning tactics in striking and fielding games (DOK4)
4days	<p>Sample performance Indicators:</p> <p>1. Understanding how to position oneself and teammates to minimize the opposition's opportunities to score and maximize defensive effectiveness.</p> <p>2. Positioning to cover space: Fielders should position themselves to cover the areas of the field where batters are likely to hit the ball, preventing runners from advancing or scoring.</p> <p>3. Communication: Clear communication between players is crucial for coordinating movements and ensuring that everyone is aware of their responsibilities.</p>
8. 2.7	Demonstrates problem- solving skills in a variety of games and activities. (DOK3)
3days	<p>Sample performance Indicators:</p> <p>1. Demonstrates problem-solving skills in various games and activities is a common assessment objective that assesses a student's ability to apply critical thinking and problem-solving strategies in different contexts.</p> <p>2. At this level, students are expected to apply their knowledge and understanding of concepts, demonstrating their ability to use skills beyond simple recall.</p> <p>3. This level focuses on strategic thinking, requiring students to use reasoning, planning, and evidence to solve problems.</p>
8. 2.8	Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. (DOK3)
2days	<p>Sample performance Indicators:</p> <p>1. It requires applying knowledge of movement concepts (like time, space, force, and flow) to create variations in different dance forms and rhythmic activities.</p> <p>2. Movement Concepts: These are the fundamental building blocks of dance and movement, including:</p> <ul style="list-style-type: none"> • Time: Speed, rhythm, and duration of movements. • Space: Direction, level, path, and size of movements. • Force: Strength, weight, and energy used in movements. • Flow: Smoothness, continuity, and connection between movements. <p>3. Varying Dance and Rhythmic Activities:</p>

	This involves using movement concepts creatively to modify or adapt existing dance forms or activities.
8. 2.9	Identifies and compares the components of health and skill-related fitness.(DOK3)
2days	<p>Sample performance Indicators:</p> <p>1. Health and skill-related fitness are two categories of physical fitness. Health-related fitness focuses on improving overall physical health and well-being, while skill-related fitness focuses on enhancing performance in specific sports or activities.</p> <p>2. Health-related Fitness: Cardiovascular Endurance: The ability of the heart and lungs to deliver oxygen to the body efficiently during physical activity. Muscular Strength: The maximum force a muscle can produce in a single effort. Muscular Endurance: The ability of a muscle to maintain repeated contractions against resistance for an extended period. Flexibility: The range of movement possible at a joint. Body Composition: The proportion of fat to lean body mass in the body.</p> <p>3. Skill-related Fitness: Agility: The ability to change direction quickly and accurately. Balance: The ability to maintain an upright posture while standing still or moving. Coordination: The ability to use different body parts together smoothly and efficiently. Power: The ability to exert force rapidly and efficiently. Reaction Time: The time it takes to respond to a stimulus. Speed: The rate at which a person can move from one place to another.</p>
8. 2.10	Self-selects and monitors physical activity goals based on a self-selected health- related fitness assessment. (DOK3)
2days	<p>Sample performance Indicators:</p> <p>1. It highlights the importance of using a self-selected health-related fitness assessment as a foundation for setting meaningful physical activity goals and tracking progress.</p> <p>2. Individuals use their own assessment of their fitness level using fitness trackers, self-reported exercise levels to create goals that are appropriate and challenging for them.</p> <p>3. Physical activity goals: These can be anything from increasing steps per day, to improving running speed, to strengthening muscles.</p>
8. 2.11	Implements the principles of exercise (FITT, progression, overload, and specificity) for different types of physical activity. (DOK3)
3days	Sample performance Indicators:

	<p>1 Overload means increasing the demand on the body to improve fitness, while progression involves gradually increasing the workload. Specificity means training should be specific to the desired outcome or activity.</p> <p>2. Cardiovascular Exercise:</p> <p>FITT: Frequency: 3-5 times per week. Intensity: Moderate (e.g., talking comfortably while exercising) to vigorous (e.g., shortness of breath) intensity. Time: 20-60 minutes, depending on intensity and activity. Type: Running, swimming, cycling, brisk walking, etc.</p> <p>3. Key Considerations:</p> <p>Warm-up and cool-down: Always include a warm-up before exercise and a cool-down afterward. Listen to your body: Rest and recover when needed, and don't push yourself too hard, especially when starting a new program. Individual differences: Everyone's fitness level and goals are different, so it's important to personalize exercise programs accordingly.</p>
8. 2.12	Applies knowledge of skill-related fitness to different types of physical activity. (DOK3)
2days	<p>Sample performance Indicators:</p> <p>1. This DOK level asks a student to apply their understanding of skill-related fitness to different physical activities. This involves understanding how components like agility, balance, coordination, speed, power, and reaction time contribute to performance in various activities.</p> <p>2. Agility: Students might explain how an athlete uses agility to change direction quickly in soccer or basketball.</p> <p>3. Students should be able to apply this knowledge across a range of activities, including sports, dance, martial arts, everyday tasks, and even recreational activities.</p>
8. 2.13	Explains the relationship of aerobic fitness and RPE Scale to physical activity effort (DOK2)
1days	<p>Sample performance Indicators:</p> <p>1. Aerobic fitness and the Rate of Perceived Exertion (RPE) scale are closely related to how hard you feel you're working during physical activity.</p>

	<p>2.RPE is a subjective measure, reflecting your perceived effort, and can be influenced by factors like fitness level, age, and even medication. More fit individuals might perceive the same intensity as less strenuous than less fit.</p> <p>3. Monitoring Exercise Intensity: RPE helps you gauge how hard you're working during exercise. A higher RPE score indicates a higher perceived effort, while a lower score indicates a lower perceived effort.</p>
8. 2.14	Applies knowledge of dynamic and static stretching to exercise in warm-up, cool- down, flexibility, endurance, etc. physical activities. (DOK2)
1days	<p>Sample performance Indicators:</p> <p>1Purpose: To prepare muscles and joints for exercise by increasing blood flow, warming up tissues, and improving range of motion.</p> <p>2.Technique: Involves controlled, continuous movements that take muscles through their full range of motion.</p> <p>3Examples: Arm circles, leg swings, torso twists, walking lunges, and high knees.</p>
8. 2.15	Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. (DOK3)
3days	<p>Sample performance Indicators:</p> <p>1. Resting Heart Rate: The number of times your heart beats per minute while you're at rest. A lower resting heart rate (typically below 60 beats per minute) indicates a more efficient heart and better cardiovascular health.</p> <p>2.Maximum Heart Rate: The highest your heart rate can safely go during exercise. It's generally estimated as 220 minus your age.</p> <p>3.Target Heart Rate: The range of heart rate you want to maintain during exercise for optimal benefits. It's often expressed as a percentage of your maximum heart rate.</p>
8. 2.16	Identifies ways to be physically active. (DOK2)
1days	<p>Sample performance Indicators:</p> <p>1. Examples: Walking, running, swimming, cycling, dancing, yoga, sports, or joining fitness classes.</p>

	<p>2. Considerations: Choose activities you enjoy and that fit your lifestyle. You can join exercise groups, community sports teams, or try different activities to find what you like.</p> <p>3. Active Chores: Garden, do yard work, wash the car by hand, or use a snow shovel instead of a snow blower.</p>
8. 2.17	Examines how rest impacts the body's response to physical activity.(DOK3)
2days	<p>Sample performance Indicators:</p> <p>1. Muscle Repair and Recovery: During exercise, muscles experience microtears. Rest allows these tears to repair, strengthening the muscles and reducing soreness.</p> <p>2. Reduced Fatigue: Rest allows the body to recover from the physiological and psychological demands of exercise, reducing fatigue and improving overall performance.</p> <p>3. Injury Prevention: Over-exercising can lead to muscle strain and injury. Rest days help prevent these injuries by allowing muscles to fully recover and reducing the risk of overuse.</p>
8. 2.18	Analyzes skill performance by identifying critical elements. (DOK3)
3days	<p>Sample performance Indicators:</p> <p>1. Focuses on basic knowledge and facts, such as defining a term or recalling a procedure.</p> <p>2. Involves applying knowledge and understanding, such as comparing and contrasting, explaining how or why, or summarizing information.</p> <p>3. Requires students to engage in higher-order thinking processes like analysis, interpretation, and making judgments about a concept or situation</p>
8. 2.19	Evaluates usefulness of technology tools to support physical activity and fitness goals. (DOK3)
3days	<p>Sample performance Indicators:</p> <p>1. Pedometers, count and monitor the number of steps taken during ambulatory activities such as walking, jogging, and running.</p>

	<p>2.Accelerometers: record body acceleration minute to minute, providing detailed information about the frequency, duration, intensity, and patterns of movement.</p> <p>3.Heart rate monitors: are used primarily to assess exercise intensity for individuals with cardiac conditions and highly trained competitive athletes.</p>
8. 2.20	<p>Explains the relationships among nutrition, physical activity, and health factors. (DOK2)</p>
1days	<p>Sample performance Indicators:</p> <p>1.Nutrition, physical activity, and health are intricately linked, with a healthy diet and regular exercise being crucial for maintaining overall well-being and preventing chronic diseases.</p> <p>2.Physical Activity and Health: Regular physical activity improves cardiovascular health, strengthens muscles and bones, and helps manage weight.</p> <p>3.The Interplay: Proper nutrition provides the energy and nutrients necessary to support physical activity, and physical activity helps the body efficiently use those nutrients.</p>
8. 2.21	<p>Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. (DOK3)</p>
2days	<p>Sample performance Indicators:</p> <p>1.Bring first aid kit (it can help address minor injuries and illnesses, reduce the severity of injuries, and prevent infections)</p> <p>2.Take plenty of water: (it is important to take water and stay hydrated at all time, for instance when playing soccer, a player need to drink lots of water)</p> <p>3.Know what equipment to use: in most sports such as football, the players should wear helmet, shoulder pads and thigh pads</p>
8. 2.22	<p>Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. (DOK4)</p>
4days	<p>Sample performance Indicators:</p> <p>1.Demonstrates knowledge of water safety skills including knowing how to enter and exit water safely, how to float, scull, and tread water, and how to identify and avoid water hazards.</p>

	<p>2. Safe Entry and Exit: Knowing how to safely enter and exit the water, especially from different depths.</p> <p>3. Survival Skills: Skills like swimming in clothes, underwater skills, and basic rescue techniques.</p>
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ACTIVE LIFESTYLE

Standard 3: Develops social skills through movement

Topics includes INDIVIDUAL, DUAL, AND LIFETIME ACTIVITIES

8. 3.1	<p>Understands and accepts others' differences during a variety of physical activities. (DOK2)</p> <p>Sample performance Indicators:</p> <p>1. It requires students to demonstrate an understanding of others' differences and accept them during physical activities, going beyond simple recall of what differences exist.</p> <p>2. Would involve simply naming or identifying different physical abilities or preferences. Requires students to demonstrate understanding and acceptance of those differences.</p> <p>3. Would involve designing a long-term plan to address diversity and inclusion in physical activities, conducting research, and evaluating the effectiveness of different</p>
1days	<p>8. 3.2</p> <p>Demonstrates consideration for others and contributes positively to the group or team. (DOK3)</p> <p>Sample performance Indicators:</p> <p>1. It involves actively listening, understanding diverse perspectives, and working collaboratively to achieve shared goals.</p> <p>2. Here's a breakdown of what it means: Active Listening: Paying attention to what others say, asking clarifying questions, and acknowledging their contributions. Empathy: Understanding and sharing the feelings of others, especially when faced with challenges. Communication: Clearly conveying information, providing feedback, and actively participating in discussions. Respect: Valuing the diversity of skills and experiences within the team and recognizing the contributions of each member.</p>
3days	

	3. By consistently demonstrating these traits, individuals can enhance team morale, improve communication, foster a culture of respect, and ultimately achieve better outcomes.
8. 3.3	Uses communication skills to negotiate strategies and tactics in a physical activity setting. (DOK2)
2days	<p>Sample performance Indicators:</p> <p>1.Using communication to negotiate strategies and tactics in physical activity settings is generally categorized as a task, requiring complex reasoning and strategic thinking.</p> <p>2.Complex Reasoning:Negotiating strategies involves analyzing different approaches, considering their strengths and weaknesses, and justifying the chosen tactics.</p> <p>3.Explanation of Thinking:Being able to articulate the rationale behind strategic choices is crucial, demonstrating understanding and justifying the chosen course of action.</p>
8. 3.4	Implements and provides constructive feedback to and from others when prompted and supported by the teacher.(DOK4)
4days	<p>Sample performance Indicators:</p> <p>1.This describes a student actively participating in a classroom environment where they both receive and provide feedback with guidance from the teacher.</p> <p>2.It highlights the development of communication and reflection skills as the student learns to give and take constructive feedback within a supportive educational setting.</p> <p>3.This aligns with a DOK 1 (Recall) level as it involves demonstrating a foundational understanding of providing and receiving feedback.</p>
8. 3.5	Explains the value of a specific physical activity in culture. (DOK2)
1days	<p>Sample performance Indicators:</p> <p>1.In many cultures, traditional dances hold immense significance, acting as a form of storytelling, preserving historical narratives, and strengthening community bonds.</p> <p>2.Community Building and Social Cohesion: Dancing together can bring people of different backgrounds together, fostering a sense of belonging and strengthening social bonds. It can be a source of collective joy and a way to celebrate important milestones in a community's life.</p>

	<p>3. Preservation of Identity: Dance can be a powerful way for communities to preserve their cultural identity and distinctiveness, even in the face of globalization and other challenges.</p>
8. 3.6	<p>Demonstrates the ability to follow game rules in a variety of physical activity situations. (DOK3)</p>
2days	<p>Sample performance Indicators:</p> <p>1. Specific rules, such as "What is the point value of a goal in soccer?" or "What happens if a player dribbles the ball in basketball?"</p> <p>2. Requires understanding the application of rules in different scenarios, such as "How does the rule about taking a free throw apply in a game?" or "What happens if two players foul each other at the same time"</p> <p>3. Requires applying rules and understanding their impact on game strategy, such as "How would you use the rule about passing in basketball to your advantage?" or "How does the time limit in hockey affect the game"</p>
8. 3.7	<p>Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment.. (DOK2)</p>
2days	<p>Sample performance Indicators:</p> <p>1. Recognizing and implementing safe and appropriate behaviors during physical activity and with exercise equipment involves understanding potential hazards and taking actions to minimize risks.</p> <p>2. Equipment Malfunctions: Recognizing signs of worn-out or damaged equipment that could lead to injury. Environmental Factors: Being aware of weather conditions, uneven surfaces, or other hazards in the activity environment. Overexertion and Injury: Understanding the signs of fatigue and knowing when to stop or adjust activity intensity to avoid injury. Communication: Understanding how to communicate with others about safety concerns or potential risks.</p> <p>3. Emergency Preparedness: Knowing what to do in case of an accident or injury, including where to find help and how to communicate the need for assistance.</p>
8. 3.8	<p>Solves problems amongst teammates and opponents. (DOK3)</p>
2days	<p>Sample performance Indicators:</p> <p>1. Problems among teammates and opponents can stem from various sources, including poor communication, lack of trust, conflicting goals, and personality clashes.</p>

	<p>2.These issues can hinder team performance and create a negative team environment.</p> <p>3.Some players may exhibit poor sportsmanship, which can create tension and disrespect among teams.</p>
8. 3.9	Applies and respects the importance of etiquette in a physical activity setting. (DOK3)
3days	<p>Sample performance Indicators:</p> <p>1. Etiquette helps ensure that everyone feels valued and treated fairly, regardless of their skill level or experience.</p> <p>2.Following etiquette, such as using equipment properly and respecting space, can prevent injuries and accidents.</p> <p>3.Being mindful of other participants, especially in shared spaces, ensures everyone has a chance to enjoy the activity.</p>
8. 3.10	Explains how communication, feedback, cooperation, and etiquette relate to leadership roles. (DOK2)
2days	<p>Sample performance Indicators:</p> <p>1.(DOK) Leaders must be able to clearly and effectively communicate their vision, goals, and expectations to their team.</p> <p>2.(DOK) Effective leaders actively seek and provide feedback. This includes both positive reinforcement for achievements and constructive criticism for areas needing improvement.</p> <p>3.(DOK) Cooperation: Leaders must foster a culture of cooperation and collaboration within their teams. This involves creating a shared understanding of goals, encouraging open communication, and resolving conflicts constructively.</p>
PHYSICAL FITNESS	
Standard 4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity	
Topics includes FITNESS AND CONDITIONING RELATED ACTIVITIES	
8. 4.1	Describes how self- expression impacts individual engagement in physical activity. (DOK2)
2days	<p>Sample performance Indicators:</p> <p>1.Self-confidence is an aspect highly approached nowadays, with major importance both in professional and personal life.</p>

	<p>2.Purpose of Study: For our research we started from the hypothesis according to which students who regularly participate in physical activities of the university education programme are more self-aware, have greater freedom to express their emotional feelings.</p> <p>3.Conclusions: Students' group consciousness is transformed through regular participation in physical activities within a university education programmes, as they have greater freedom in expressing their emotions, are more balanced emotionally.</p>
8. 4.2	Describes how social interaction impacts individual engagement in physical activity. (DOK2)
1days	<p>Sample performance Indicators:</p> <p>1.(DOK) Participating in team sports or group activities fosters a sense of belonging and community, which can be motivating and enjoyable.</p> <p>2.(DOK) Exercising with others can enhance the overall experience, making it more enjoyable and less daunting.</p> <p>3.(DOK) Encouraging participation in group activities or classes can foster social connections and create a supportive environment.</p>
8. 4.3	Participates in a variety of physical activities that can positively affect personal health. (DOK3)
2days	<p>Sample performance Indicators:</p> <p>1.Activities like brisk walking, jogging, swimming, or cycling improve heart health, lower blood pressure, and enhance cardiovascular endurance.</p> <p>2.Exercises involving weights, resistance bands, or body weight can build and maintain muscle mass, improve bone density, and enhance metabolism.</p> <p>3.Gardening provides physical activity while engaging with nature. Yard work, like mowing the lawn or raking leaves, can be a good source of exercise. Housework, activities like mopping, vacuuming, and cleaning can also contribute to physical activity.</p>
8. 4.4	Connects how choice and personal interests impact individual engagement in physical activities. (DOK2)
1days	<p>Sample performance Indicators:</p> <p>1.Physical activity can reduce stress, improve mood, enhance sleep quality, and combat anxiety and depression.</p>

	<p>2. Participating in group activities like sports or fitness classes can provide opportunities for social interaction, build camaraderie, and improve social support.</p> <p>3. Engaging in a variety of physical activities is beneficial because it targets different muscle groups</p>
8. 4.5	Examines individual and group challenges through movement. (DOK3)
2days	<p>Sample performance Indicators:</p> <p>1. Rooted in simple exercises and procedures, students must remember facts, terms and formulas.</p> <p>2. Students must choose the appropriate route to correctly solve a question, making decisions and completing distinct steps along the way. For example, as opposed to reciting a math fact, they may have to solve.</p> <p>3. Students must face problems and scenarios that are more abstract than those in the previous level. Often, there may be different correct steps and answers.</p>
8. 4.6	Sets goals to participate in physical activities based on examining individual ability. (DOK2)
1days	<p>Sample performance Indicators:</p> <p>1. Individuals should assess their current fitness level, experience, and skills in different physical activities.</p> <p>2. Goals should be Specific, Measurable, Achievable, Relevant, and Time-bound.</p> <p>3. These focus on achieving specific outcomes, such as running a certain distance or completing a certain number of steps.</p>
8. 4.7	Examines opportunities and barriers to participating in physical activity outside of physical education class. (DOK3)
2days	<p>Sample performance Indicators:</p> <p>1. Busy schedules with work, school, and social commitments often leave little time for exercise.</p> <p>2. Students may lack the drive to engage in activities outside of class.</p> <p>3. Limited access to facilities like gyms, parks, or safe walking/biking paths can hinder physical activity.</p>
8. 4.8	Utilizes a variety of techniques to manage one's emotions and behaviors in a physical activity setting. (DOK2)
2days	Sample performance Indicators:

	<p>1. Emotions like frustration, fatigue, or anxiety can impact performance and enjoyment during physical activity.</p> <p>2. Self-regulation techniques can help individuals cope with these emotions and maintain a positive mindset.</p> <p>3. Mentally rehearsing successful performances can increase confidence and improve performance.</p>
8. 4.9	Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. (DOK2)
1days	<p>Sample performance Indicators:</p> <p>1. Describes how social interaction impacts individual engagement in physical activity</p> <p>2. Connects how choice and personal interests impact individual engagement in physical activity.</p> <p>3. Utilizes a variety of techniques to manage one's emotions and behaviors in a physical activity setting.</p>

GRADE: 9	
Movement Forms	
Standard 1: Develops a variety of motor skills	
<i>Topic: MODIFIED & LEAD-UP GAMES AND ACTIVITIES</i>	
9. 1.1	Demonstrates activity- specific movement skills in a variety of lifetime sports and activities. (DOK 2)
3days	<p>Sample Performance Indicators:</p> <p>1. Demonstrate fundamental movement skills in a variety of lifetime sports, such as basic passes, serves and dribbling techniques in sports like volleyball or basketball</p> <p>2. Apply a basic sport-specific techniques such as serving a volleyball over a net or proper shooting mechanics in basketball</p> <p>3. Actively participate in different lifetime sports, showing an understanding of the rules and basic skills.</p>
9. 1.2	Demonstrates activity- specific movement skills in a variety of recreational and backyard games. (DOK3)
3days	<p>Sample Performance Indicators:</p> <p>1. Students demonstrate proficiency in executing activity-specific movement skills</p> <p>2. Students can modify their movement skills based on the rules and dynamics of the recreational or backyard game, adjusting techniques</p> <p>3. In a team setting, students effectively communicate and collaborate with peers, using movement skills to contribute to group success in recreational games</p>

9. 1.3	Demonstrates activity- specific movement skills in a variety of outdoor pursuits. (DOK3)
3days	<p>Sample Performance Indicators:</p> <p>1.Engaging in a variety of physical activities is beneficial because it targets different muscle groups, improves different skills, and can help prevent boredom or burnout. This approach ensures that individuals are challenging their bodies in different ways, promoting holistic health and well-being.</p> <p>2.Physical activity can reduce stress, improve mood, enhance sleep quality, and combat anxiety and depression.</p> <p>3.Exercises involving weights, resistance bands, or body weight can build and maintain muscle mass, improve bone density, and enhance metabolism.</p>
9.1.4	Demonstrates and creates movement sequences based on one or more forms of dance. (DOK 3)
3days	<p>Sample Performance Indicators:</p> <p>1.Create a sequence or simple dance that demonstrates contrast. Designing a movement sequence that incorporates contrasting elements such a speed, direction, or dynamic.</p> <p>2.Demonstrate, with a partner, different shapes showing balance and counterbalance: Executing movements that require coordination and balance with another dancer, illustrating body shapes and weight distribution.</p> <p>3.Apply and describe underlying principles of movement: Including initiation of movement, articulation of isolated body parts, alignment</p>
9 .1.5	Demonstrates appropriate technique in cardiovascular training(DOK3)
3days	<p>Sample Performance Indicators:</p> <p>1.Demonstrates proper posture and alignment while performing aerobic exercises (e.g running, jogging, cycling) to optimize breathing and reduce injury risk.</p> <p>2.Applies knowledge of warm-up and cool-down techniques to prepare the body for training and aid recovery.</p> <p>3.Maintains rhythmic and controlled breathing patterns throughout cardiovascular activity to support endurance.</p>
9.1.6	Demonstrates appropriate technique in muscular strength and endurance training. (DOK 3)
3days	<p>Sample Performance Indicators:</p> <p>1.Applies appropriate technique during endurance training by increasing muscle contraction time through higher repetitions or isometric holds while maintaining form.</p> <p>2.Uses proper biomechanics in strength and endurance exercises to optimize performance and avoid injury, such as</p>

	3.Engages in self or peer-assessments to evaluate skill levels in combinations of specialized movement concepts and control in carrying out muscular strength and endurance training.
9.1.7	Demonstrates appropriate technique in flexibility training.(DOK3)
3days	<p>Sample Performance Indicators:</p> <p>1.Applies knowledge of dynamic and static stretching within modified games or activities.</p> <p>2.Executes slow and controlled movements during flexibility exercises to prevent injury.</p> <p>3.Uses appropriate breathing techniques to enhance muscle relaxation during stretching.</p>
9. 1.8	Demonstrates appropriate technique in skill- related fitness training. (DOK3)
2days	<p>Sample Performance Indicators:</p> <p>1.Applies proper technique in a variety of non-dynamic practice tasks including throwing, catching, kicking, and striking, using both hands and feet.</p> <p>2.Exhibits proficiency in skill-related fitness components such as balance, agility, coordination, speed, power, and reaction time through structured practice tasks and lead-up games.</p> <p>3Shows the ability to make necessary technique adjustments during activities to improve performance and reduce injury risk.</p>
9.1.9	Demonstrates water safety skills. If a pool facility is available, demonstrate water safety and basic swimming skills. (DOK4)
5days	<p>Sample Performance Indicators:</p> <p>1. Demonstrate water safety skills, including knowledge and application of basic swimming skills if a pool facility is available.</p> <p>2.Show the ability to safely enter and exit water, using techniques such as stepping into chest-deep water, pushing off the bottom, and moving into floating or treading positions for at least 15 seconds.</p> <p>3.Understand and implement water safety knowledge, including supervising others, wearing life jackets, avoiding breath-holding games, and following safe practices for entering water.</p>

COGNITIVE CONCEPTS

Standard 2:Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities

Topics include FUNDAMENTAL SKILLS, TEAM SPORTS, SAFETY AND PLAY ETIQUETTE

9. 2.1	Demonstrates knowledge of tactics and strategies within lifetime sports & activities.. (DOK3)
2days	<p>Sample Performance Indicators:</p> <p>1.Recognizes appropriate safety and etiquette protocols related to physical activities.</p>

	<p>2. Demonstrates knowledge of simple team tactics, such as passing sequences or positioning strategies in team sports.</p> <p>3. Interprets the effectiveness of certain strategies in dynamic, game-like situations.</p>
9. 2.2	Demonstrates knowledge of tactics and strategies within recreational & backyard games. (DOK3)
2 days	<p>Sample performance Indicators:</p> <p>1. Applying Strategic Principles: Understands and explains strategic principles like creating space, timing actions, and controlling force to gain advantage against opponents in backyard games.</p> <p>2. Reflecting on Tactical Decisions: Self-assesses and analyzes game performance to identify successful and unsuccessful tactical decisions, learning from experience to improve future play</p> <p>3. Problem-Solving in Game Play: Applies critical thinking to make quick strategic decisions such as when to pass, shoot, or defend, based on understanding the probabilities of success and game context.</p>
9. 2.3	Demonstrates knowledge of tactics and strategies within outdoor pursuits. (DOK3)
3days	<p>Sample performance Indicators:</p> <p>1. Identifies safety rules and procedures for specific outdoor pursuits (e.g., hiking, kayaking, rock climbing).</p> <p>2. Analyzes environmental factors (e.g., terrain, weather, wildlife) to determine the most appropriate tactics for an outdoor pursuit.</p> <p>3. Designs and implements a multi-day outdoor expedition plan, justifying decisions based on safety, environmental stewardship, and team dynamics.</p>
9. 2.4	Applies knowledge of movement sequences to create or participate in one or more forms of dance. (DOK3)
2days	<p>Sample performance Indicators:</p> <p>1. Creating transitions to link different parts of a dance (beginning, middle) to show understanding of movement flow.</p> <p>2. Demonstrating cooperative work with a partner to create contrasting dance shapes or movements.</p> <p>3. Identifying and applying principles of movement such as initiation, balance, alignment, weight shift, elevation, and landing.</p>
9. 2.5	Analyzes how health and fitness will impact quality of life after high school.(DOK3)
2days	<p>Sample performance Indicators:</p> <p>1. Combines locomotor, non-locomotor, and manipulative movements in skills like jumping, catching, throwing, and striking.</p> <p>2. Applies tactics for creating and reducing space strategically during team activities.</p> <p>3. Exhibits appropriate behaviors related to equipment use and space sharing in activity settings.</p>

9. 2.6	Establishes a goal and creates a practice plan to improve performance for a self- selected skill (DOK2)
2days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Applies movement concepts and principles (such as force, motion, rotation) to analyze and improve the performance of a selected skill. 2. Identifies and uses personal and general space effectively during movement activities. 3. Combines locomotor, non-locomotor, and manipulative movements in different practice tasks and games.
9. 2.7	Applies the principles of exercise in a variety of self- selected lifetime physical activities.(DOK3)
2days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Applies problem-solving strategies in various games and activities. 2. Recognizes the value of physical activity while exhibiting responsible personal and social behavior respecting self and others. 3. Explains benefits of regular physical activity and nutrition's role in supporting performance and recovery.
9. 2.8	Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises. (DOK4)
3days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Recognizes personal and general space awareness during movement. 2. Illustrates how aerobic, strength, endurance, and flexibility exercises contribute to physical fitness. 3. Evaluates the effectiveness of safety and play etiquette practices in maintaining a safe physical activity environment.
9. 2.9	Evaluates perceived exertion during physical activity and adjusts effort. (DOK3)
2days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Recognizes how to regulate physical effort during activities by evaluating perceived exertion and adjusting intensity accordingly. 2. Analyzes how perceived exertion during activity influences performance and decides when to adjust effort. 3. Develops a comprehensive plan to manage effort levels and practice strategies to improve performance in a sport.
9. 2.10	Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes. (DOK3)
2days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Applies movement concepts and principles like force, motion, and rotation to analyze and improve performance in selected motor skills or team sports. 2. Recognizes and practices safety protocols and play etiquette by following established rules, showing respect, and exhibiting sportsmanship to create a safe and positive environment for physical activity.

	3. Selects appropriate physical activities based on personal interests and fitness goals, setting observable movement and heart rate-related goals to enhance engagement and safety.
9. 2.11	Discusses the benefits of a physically active lifestyle as it relates to young adulthood. (DOK2)
1days	<p>Sample performance Indicators:</p> <p>1. Identify and recall basic movement concepts and safety rules related to fundamental skills and team sports.</p> <p>2. Explains how regular physical activity supports physical health during young adulthood, including strong muscles, better heart health, and improved flexibility</p> <p>3. Describes the mental and emotional benefits of staying active, such as reduced stress, better sleep, and improved focus</p>
9. 2.12	Applies knowledge of rest when planning regular physical activity (DOK3)
2days	<p>Sample performance Indicators:</p> <p>1. Identifies the importance of rest and recovery days in a personal fitness plan to avoid overtraining and reduce the risk of injury</p> <p>2. Includes appropriate rest periods within a weekly activity schedule to support physical performance and long-term fitness goals</p> <p>3. Describes how sleep, hydration, and proper nutrition contribute to effective recovery during rest days.</p>
9. 2.13	Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). (DOK3)
2days	<p>Sample performance Indicators:</p> <p>1. Explains how force, motion, and rotation affect performance in a specific physical skill and uses that knowledge to adjust their technique</p> <p>2. Analyzes their own or a peer's performance using movement principles and suggests specific changes to improve efficiency or power</p> <p>3. Applies feedback based on biomechanical principles during practice to correct movement errors and enhance skill execution</p>
9. 2.14	Identifies and discusses the historical and cultural roles of games, sports and dance in a society. (DOK3)
2days	<p>Sample performance Indicators:</p> <p>1. Describes how traditional games, sports, or dances reflect the history and values of a specific culture</p> <p>2. Compares the role of physical activities in different cultures or time periods, identifying both similarities and differences</p> <p>3. Discusses how games, sports, and dance bring people together, promote identity, or serve as a form of expression in their own community or others</p>
9. 2.15	Analyzes and applies technology as tools to support a healthy, active lifestyle. (DOK3)
2days	Sample performance Indicators:

	<ol style="list-style-type: none"> Explains how digital tools like fitness trackers, apps, or smartwatches help monitor personal activity levels, heart rate, and step counts Uses technology to create or follow a fitness plan that includes goals, exercises, rest, and nutrition. Evaluates the benefits and limitations of different fitness technologies in helping users stay motivated and active
9. 2.16	Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity. (DOK2)
1days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity Describes how certain food and drink choices, such as sugary or processed items, may negatively affect physical performance and recovery Creates a sample daily food plan that includes balanced snacks to support physical activity, including timing and portion size
9. 2.17	Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. (DOK3)
3days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Identifies and explains key water safety rules, such as swimming with a buddy, recognizing hazards, and following pool or ocean safety guidelines Describes the purpose of different swimming strokes (e.g., freestyle, breaststroke) and demonstrates proper technique in a safe environment Demonstrates basic survival skills in water, such as treading, floating, and safe entry and exit techniques
ACTIVE LIFESTYLE	
Standard 3: Develops social skills through movement	
Topics includes INDIVIDUAL, DUAL, AND LIFETIME ACTIVITIES	
9. 3.1	Demonstrates awareness of other people's emotions and perspectives in a physical activity setting. (DOK 3)
3days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Demonstrate awareness of other people's emotions and perspectives in a physical activity setting: Students recognize and respond appropriately to the feelings and viewpoints of peers during activities, fostering empathy and understanding. Exhibits respectful behaviors that contribute to positive social interactions: Students show respect for others' ideas, cultural diversity, and differences in physical ability while participating in physical activities. Uses communication skills to share space, equipment, and negotiate roles: Effective verbal and nonverbal communication is practiced to ensure cooperative interactions and smooth teamwork during activities.

9. 3.2	Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity. (DOK4)
4days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Demonstrates understanding of basic rules and etiquette in individual, dual, or lifetime activities. 2. Applies proper etiquette consistently when participating in games or exercises. 3. Creates strategies to foster sustained respectful behaviors and collaboration in lifetime physical activities.
9. 3.3	Encourages and supports others through their interactions in a physical activity setting. (DOK2)
1days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Exhibits respectful behavior that promotes a supportive and inclusive environment during physical activities, respecting individual differences and abilities. 2. Models leadership skills by motivating others to participate and persist through challenges in physical activity settings. 3. Recognizes and values the contributions of others, showing appreciation and acknowledgment for teammates' efforts and successes.
9. 3.4	Implements and provides feedback to improve performance without prompting from teacher.(DOK3)
3days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1.Identifies key movement concepts such as force, space, and balance in given activities 2.Applies appropriate movement principles (e.g., body alignment, effort) to improve technique in individual or dual activities. 3.Designs and leads practice sessions incorporating movement concepts to improve specific skills in individual, dual, or lifetime activities.
9. 3.5	Analyzes the value of a specific physical activity in a variety of cultures. (DOK3)
2days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1.Describe how a specific physical activity is performed in various cultural contexts. 2.Analyze how cultural values influence the rules, strategies, or styles of particular physical activities. 3.Design a culturally sensitive physical activity program that respects and incorporates diverse cultural perspectives and practices.
9. 3.6	Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). (DOK3)
3days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1.Practices proper spacing and movement strategies to avoid collisions or accidents during activity. 2.Identifies appropriate hydration needs and timing before, during, and after physical activity.

	3.Demonstrates behaviors consistent with injury prevention, such as proper warm-up and cool-down techniques.
9. 3.7	Thinks critically and solves problems in physical activity settings, both as an individual and in groups. (DOK3)
2days	<p>Sample performance Indicators:</p> <p>1.Identifies and describes fundamental rules and strategies used in specific physical activities.</p> <p>2. Applies basic strategies during physical activities to improve personal or team performance.</p> <p>3.Designs game or practice scenarios that incorporate strategies for improved performance in lifetime activities.</p>
9. 3.8	Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings. (DOK3)
2days	<p>Sample performance Indicators:</p> <p>1.Identify key leadership behaviors demonstrated in individual, dual, or lifetime activities.</p> <p>2.Explain how specific leadership skills influence participant motivation and performance in various physical activities.</p> <p>3.Analyze scenarios in individual, dual, and lifetime activities to evaluate the effectiveness of leadership strategies.</p>
PHYSICAL FITNESS	
<p>Standard 4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity</p> <p>Topics includes FITNESS AND CONDITIONING RELATED ACTIVITIES</p>	
9. 4.1	Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self- expression. (DOK3)
2days	<p>Sample performance Indicators:</p> <p>1.Participation frequency: Students regularly participate in chosen physical activities such as dance, yoga, or aerobics that allow for self-expression.</p> <p>2.Skill proficiency: Students demonstrate competency in movements and techniques of the chosen activities that facilitate self-expression (e.g., fluidity in dance steps, proper yoga poses, rhythm in aerobics).</p> <p>3.Creativity in movement: Students incorporate personal style, creativity, or improvisation within the physical activity to express individuality.</p>
9. 4.2	Selects and participates in physical activities that meet the need for social interaction. (DOK3)
2days	<p>Sample performance Indicators:</p> <p>1.Identifies physical activities that promote social interaction: Students can name and describe various physical activities or sports that encourage teamwork, cooperation, and group engagement, which fulfill social interaction needs.</p>

	<p>2. Selects physical activities for social engagement: Students choose and participate in activities that enable interaction with peers, such as team sports, cooperative games, or group dance, demonstrating an understanding of their social benefits.</p> <p>3. Exhibits respectful and positive social behaviors: Students show respect, empathy, and appropriate behavior during physical activities, contributing to positive social experiences and maintaining group cohesion.</p>
9. 4.3	Identifies and participates in physical activity that positively affects health.. (DOK2)
1days	<p>Sample performance Indicators:</p> <p>1. Identifies Physical Activities Beneficial to Health: Demonstrates knowledge of various fitness and conditioning activities (e.g., aerobic exercises, strength training, flexibility routines) and explains how these activities positively impact cardiovascular health, muscular strength, endurance, and overall wellness.</p> <p>2. Participation in Regular Physical Activity: Actively engages in fitness and conditioning exercises consistently, showing initiative in including physical activity as part of daily or weekly routines.</p> <p>3. Demonstrates Safe and Effective Movement Skills: Performs fitness-related movements with correct technique to maximize benefits and minimize injury risk.</p>
9. 4.4	Chooses and participates in physical activity based on personal interests (DOK3)
2days	<p>Sample performance Indicators:</p> <p>1. Demonstrates Techniques to Manage Emotions and Behaviors During Physical Activity: Applies strategies such as breathing and counting to regulate emotions and maintain focus during physical activity.</p> <p>2. Analyzes and articulates how participating in physical activity impacts personal health, self-expression, and social interaction, enhancing understanding of physical literacy.</p> <p>3. Identifies individual challenges and movement strengths to guide improvement and practice efforts.</p>
9. 4.5	Chooses and successfully participates in self- selected physical activity at a level that is appropriately challenging. (DOK3)
2days	<p>Sample performance Indicators:</p> <p>1. Demonstrates the ability to recognize and select physical activities that align with individual preferences and enjoyment.</p> <p>2. Chooses and consistently engages in physical activities that are personally meaningful and appropriately challenging.</p> <p>3. Analyzes and articulates how participating in physical activity impacts personal health, self-expression, and social interaction, enhancing understanding of physical literacy.</p>
9. 4.6	Sets and develops movement goals related to personal interests. (DOK2)
1days	Sample performance Indicators:

	<p>1.The student recognizes and selects physical activities that align with their own interests, such as aerobic activities, strength training, or sports.</p> <p>2.The student designs and follows a fitness plan that reflects their personal interests, fitness level, and lifestyle, including timelines and strategies to improve performance</p> <p>3.The student practices techniques such as controlled breathing or counting to assist with emotional regulation during physical activity, enhancing engagement and goal achievement.</p>
9. 4.7	Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility. (DOK3)
3days	<p>Sample performance Indicators:</p> <p>1. Recognizes how career, education, family responsibilities, and lifestyle preferences affect ongoing involvement in physical activity after high school.</p> <p>2.Reflects on personal reasons (health, social interaction, enjoyment, stress relief) that encourage or discourage regular physical activity participation.</p> <p>3.Develops strategies to overcome barriers and make informed decisions to maintain physical activity habits in adulthood.</p>
9. 4.8	Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting. (DOK3)
3days	<p>Sample performance Indicators:</p> <p>1.Recognizes and accurately labels emotions experienced before, during, and after physical activity, such as excitement, frustration, anxiety, or motivation.</p> <p>2.Demonstrates the use of self-selected emotional regulation strategies (e.g., deep breathing, positive self-talk, visualization) to maintain or regain composure during physical exertion.</p> <p>3.Engages in self-reflection to assess personal growth in emotional management within the context of physical fitness and sport.</p>
9. 4.9	Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. (DOK2)
1days	<p>Sample performance Indicators:</p> <p>1. Identifies physical activities that fulfill needs for self-expression and social interaction.</p> <p>2.Reflects on personal movement strengths and areas needing improvement to guide practice.</p> <p>3.Utilizes various strategies to manage emotions and behaviors effectively in physical activity settings.</p>

GRADE: 10
Movement Forms
Standard 1: Develops a variety of motor skills
<i>Topic: MODIFIED & LEAD-UP GAMES AND ACTIVITIES</i>

10. 1.1	Demonstrates activity- specific movement skills in a variety of lifetime sports and activities. (DOK3)
3days	<p>Sample Performance Indicators:</p> <p>1. Performs essential skills with consistency and efficiency in lifetime sports (Student consistently demonstrates proper form and control in activities)</p> <p>2. Applies movement skills appropriately in Individual and Dual sports settings (student uses movement skills such as footwork effectively)</p> <p>3. Demonstrates safety, etiquette, and self-management in independent or small group activities (student follows safety rules and maintains personal responsibility)</p>
10. 1.2	Demonstrates activity- specific movement skills in a variety of recreational and backyard games. (DOK3)
3 days	<p>Sample Performance Indicators:</p> <p>1. Performs complex movement patterns with control and precision (Students demonstrate refined skills in different sports)</p> <p>2. Adapts and applies game-specific strategies to enhance team or individual performance (Students selects and adjusts offensive and defensive strategies based on game situations)</p> <p>3. Demonstrates leadership, communication, and respect during cooperative gameplay. (Communicates clearly with teammates, and takes initiative in organizing games, officiating games, and models sportsmanship)</p>
10. 1.3	Demonstrates activity- specific movement skills in a variety of outdoor pursuits. (DOK4)
4days	<p>Sample Performance Indicators:</p> <p>1. Executes technical movement skills accurately in outdoor activities (students demonstrate proper technique in outdoor activities)</p> <p>2. Applies safety and environmental awareness in outdoor settings (Identifies and uses proper safety gear)</p> <p>3. Demonstrates teamwork and problem-solving in outdoor group challenges (Students communicates effectively and works together as a group)</p>
10.1.4	Demonstrates and creates movement sequences based on one or more forms of dance. (DOK3)
3days	<p>Sample Performance Indicators:</p> <p>1. Performs movement sequences with rhythm, coordination and expression (demonstrates control, timing, and appropriate body movement)</p> <p>2. Creates and presents original or adapted dances based on cultural or contemporary dance (Choreographs a short group or solo routine based on cultural or modern dance)</p> <p>3. Explains the cultural or social significance of dance forms through performance or reflection (Communicates the meaning or purpose of the dance performed)</p>
10 .1.5	Demonstrates appropriate technique in cardiovascular training(DOK3)

3days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Performs cardiovascular exercises using proper form and movement (Demonstrates correct posture, breathing technique and body mechanics during aerobic activities) 2. Monitors and adjusts effort based on Heart Rate and perceived exertion (Uses tools like heart rate monitors or pulse checks to adjust accordingly during workouts) 3. Follows a personal cardiovascular training plan with consistency and self-discipline (Designs or follows a cardio fitness plan to demonstrate time management, safe progression, and a commitment to improving cardiovascular endurance over time)
10.1.6	<p>Demonstrates appropriate technique in muscular strength and endurance training. (DOK 3)</p>
2days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Performs strength endurance exercises with proper technique and alignment (Demonstrates correct form and control during exercises such as push -ups, squats, planks, bodyweight exercises to minimize risk and maximize muscle engagement) 2. Applies training principles to improve muscular strength and endurance (Follows principles such as proper repetitions, sets, rest and progression in workout plan. 3. Engages in culturally relevant or outdoor strength-building activities with safety and consistency (Participates in functional strength training using safe lifting techniques in an outdoor or natural setting)
10.1.7	<p>Demonstrates appropriate technique in flexibility training.(DOK 3)</p>
2days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Performs a variety of flexibility exercises with proper technique and body control (Demonstrates correct alignment, breathing and transitions while performing dynamic and static stretches) 2. Incorporates flexibility training into personal fitness routines for injury prevention and recovery (Applies warm-up and cool-down stretching in workout sessions after an exercise session) 3. Demonstrates understanding of flexibility's role in daily life and cultural activities (Understands the connection between flexibility and functional movement)
10. 1.8	<p>Demonstrates appropriate technique in skill- related fitness training. (DOK3)</p>
2days	<p>Sample Performance Indicators:</p> <ol style="list-style-type: none"> 1. Performs skill-related fitness drills with proper technique and control (Demonstrates body control, focus and consistency during agility drills, balance exercises and plyometrics) 2. Applies skill-related fitness components to sports activities (Uses skill-related components with proper form and intensity)

	3. Designs and follows a skill-related fitness plan to enhance personal athletic performance (Creates and follows a personalized training program such as speed drills, agility drills and coordination drills)
10.1.9	Demonstrates water safety skills. If a pool facility is available, demonstrate water safety and basic swimming skills. (DOK 4)
5days	<p>Sample Performance Indicators:</p> <p>1. Demonstrates basic water safety knowledge and emergency response skills (Identifies hazards in and around open water and pools, and practices basic rescue skills)</p> <p>2. Performs fundamental swimming and survival skills in water (Demonstrates correct technique in floating, treading water, and basic strokes if a pool is available)</p> <p>3. Applies water safety skills in realistic outdoor or community settings (Practices safe entry and exit from water and uses a buddy system, while demonstrating responsible behavior around pools or beaches)</p>
COGNITIVE CONCEPTS	
<p>Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities</p> <p><i>Topics include FUNDAMENTAL SKILLS, TEAM SPORTS, SAFETY AND PLAY ETIQUETTE</i></p>	
10. 2.1	Demonstrates knowledge of tactics and strategies within lifetime sports & activities. (DOK3)
3days	<p>Sample Performance Indicators:</p> <p>1. Identifies and explains basic tactics and strategies used in lifetime sports (Explains concepts such as positioning, communication in lifetime sports.)</p> <p>2. Applies appropriate strategies during game play or activity (Demonstrates real time decision making in a game)</p> <p>3. Evaluates personal and team performance to improve strategy use (Reflects on personal or team effectiveness in a sport or activity)</p>
10. 2.2	Demonstrates knowledge of tactics and strategies within recreational & backyard games. (DOK3)
3days	<p>Sample performance Indicators:</p> <p>1. Identifies basic offensive and defensive tactics in recreational and backyard games (Explains simple strategies such as spacing, guarding, fake moves and timing in games)</p> <p>2. Applies tactical thinking during game play to improve team or individual success (Makes real time decisions to increase chances of success)</p> <p>3. Collaborates with peers to plan and adjust strategies for recreational activities (Works with teammates to develop or modify strategies before or during the game)</p>
10. 2.3	Demonstrates knowledge of tactics and strategies within outdoor pursuits. (DOK3)

2days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Identifies and explains basic safety and navigation strategies in outdoor activities (Explains how to plan safe outdoor activities and use basic navigation tools) Applies problem-solving and risk management strategies during outdoor pursuits (Demonstrates the ability to assess environmental conditions and adapt plans during outdoor activities) Collaborates with peers to plan and execute an outdoor activity using strategic decision making (Works with a group to prepare and carry out an outdoor activity, assigning roles to ensure safety)
10. 2.4	Applies knowledge of movement sequences to create or participate in one or more forms of dance. (DOK2)
2days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Performs dance Sequences with correct timing, rhythm, and body control (Follows a choreographed routine, traditional or modern, showing control of movements with the beat and formations) Creates and presents an original dance routine that integrates cultural or contemporary themes (Choreographs and performs a short group or solo routine with a beginning, middle and end, using transitions, directional changes and significant movements or music) Collaborates respectfully in group dance projects and reflects on the role of dance in cultural and personal expression (Contributes ideas, rehearse cooperatively, and reflects on the importance of dance and personal identity)
10. 2.5	Analyzes how health and fitness will impact quality of life after high school.(DOK3)
2days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Identifies the long-term physical, mental, and social benefits of maintaining a healthy lifestyle (Explains how regular physical activity, balanced nutrition, and stress management can prevent chronic disease, improve mental health and relationships throughout adulthood) Evaluates personal health habits and sets realistic post-high school fitness and wellness goals (Completes a personal wellness self-assessment and creates a long-term fitness or health plan strategies for staying active after high school) Reflects on the role of cultural and community activities in supporting lifelong health (Discusses how participating in culturally relevant activities can help in maintaining physical health, connection and cultural identity after high school)
10. 2.6	Establishes a goal and creates a practice plan to improve performance for a self- selected skill (DOK2)
2days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Identifies a personal skill for improvement and sets a goal (Selects a skill in physical activity and sets a goal to improve it) Develops a structured and realistic practice plan tailored to the skill and goal (Creates a written or digital plan to practice the skill over time)

	3.Tracks progress and adjusts the plan based on self-evaluation or feedback (Records practice results in a log or journal and reflects on their performance)
10. 2.7	Applies the principles of exercise in a variety of self- selected lifetime physical activities.(DOK3)
2days	<p>Sample performance Indicators:</p> <p>1. Identifies and explains the FITT Principle (Frequency, Intensity, Time and Type as it applies to a chosen activity (Selects a lifetime activity and explains how to apply FITT for a safe and effective weekly fitness routine)</p> <p>2. Designs and follows a personalized exercise plan that incorporates key training principles (Creates a 2-4 week plan adapting the plan to available time, space and equipment)</p> <p>3. Monitors and evaluates progress toward personal fitness goals using self-assessment tools (tracks performance using a fitness log and reflects on results and identifies ways to improve fitness over time)</p>
10. 2.8	Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises. (DOK4)
4days	<p>Sample performance Indicators:</p> <p>1. Creates a balanced weekly fitness plan that incorporates all three components of training (Designs a 1-2 week fitness schedule that includes aerobic, strength/endurance exercise and flexibility routine)</p> <p>2. Demonstrates correct technique and safety when performing exercises from each fitness component (Performs selected exercise with proper form and breathing)</p> <p>3. Evaluates the effectiveness of the plan and adjusts based on personal progress and feedback (Tracks their fitness using a journal or checklist and reflects on what needs to be changed)</p>
10. 2.9	Evaluates perceived exertion during physical activity and adjusts effort. (DOK3)
3days	<p>Sample performance Indicators:</p> <p>1. Describes and uses the RPE (Rate of Perceived Exertion) scale to monitor activity intensity (Uses a RPE scale during various activities to identify their exertion level)</p> <p>2. Adjusts intensity during physical activity based on self-assessment of effort and safety (Student slows down, rests or modifies an activity they experience fatigue or dehydration)</p> <p>3. Reflects on personal effort levels to improve future exercise planning and performance (Completes a short written or verbal reflection after workouts describing how they managed their fatigue, and how manage physical activity in the future)</p>
10. 2.10	Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes. (DOK2)
2days	Sample performance Indicators:

	<p>1. Identifies personal target heart rate zone and explains its role in cardiovascular fitness (Calculates maximum and target heart rate and how staying within range of target heart rate helps with aerobic endurance)</p> <p>2. Monitors heart rate before, during, and after exercise using a reliable method (Uses pulse checks and heart rate monitors to measure heart rate and records results in a log)</p> <p>3. Adjusts intensity of physical activity based on heart rate feedback to stay within safe and effective ranges (Student increases or decreases pace of exercise to stay within target heart range)</p>
10. 2.11	Discusses the benefits of a physically active lifestyle as it relates to young adulthood. (DOK2)
2days	<p>Sample performance Indicators:</p> <p>1. Identifies key physical, mental and social benefits of staying active in young adulthood (Explains how regular physical activity can help reduce stress, and prevent lifestyle diseases)</p> <p>2. Connect personal and cultural activities to long term wellness (Describes how participation in local and cultural activities can support physical and emotional health in young adulthood)</p> <p>3. Reflect on personal lifestyle choices and set goals for staying active after high school (Creates a simple vision board how they plan to stay physically active after high school)</p>
10. 2.12	Applies knowledge of rest when planning regular physical activity (DOK3)
2days	<p>Sample performance Indicators:</p> <p>1. Explains the role of rest and recovery in physical fitness and injury prevention (Identifies how rest days help prevent overtraining)</p> <p>2. Includes appropriate rest periods in a personal or group fitness plan (Creates a weekly workout sheet with at least one full day of rest and proper rest breaks during workouts)</p> <p>3. Adjusts activity level based on physical cues and recognizes when rest is needed (Reflects on signs of fatigue and modifies activity according to hot or humid weather common in American Samoa)</p>
10. 2.13	Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). (DOK4)
4days	<p>Sample performance Indicators:</p> <p>1. Explains how movement concepts influence skill efficiency and accuracy (Describe how force, balance, hip rotation can increase throwing distance by maintaining center of gravity and posture)</p> <p>2. Analyzes a peer or personal performance using biomechanical terms and provides constructive feedback (Observes a classmate performing a skill and identifies one area for improvement such as foot placement, or hip rotation and provides feedback using accurate movement vocabulary)</p>

	3. Applies movement principles to refine technique and improve skill execution over time (Records their performance and makes targeted change which leads to improvement)
10. 2.14	Identifies and discusses the historical and cultural roles of games, sports and dance in a society. (DOK2)
1days	<p>Sample performance Indicators:</p> <p>1. Describes the historical origins and traditional purposes of selected Samoan games, sports or dances (Researches and presents on traditional activities such as Samoan sports and siva, and their roles in Samoan community)</p> <p>2. Compares the cultural significance of traditional vs. contemporary games and activities (Participates and reflects on both traditional and modern physical activities identifying similarities and differences)</p> <p>3. Explains how dance, games, and sports reflect the beliefs, identity, and social structure of a community (Discusses how cultural practices reinforce cultural identity and roles within families or villages)</p>
10. 2.15	Analyzes and applies technology as tools to support a healthy, active lifestyle. (DOK3)
2days	<p>Sample performance Indicators:</p> <p>1. Identifies and evaluates different types of health and fitness technology tools (Explores and compares tools such as fitness trackers, pedometer apps, mobile apps to evaluate their usefulness)</p> <p>2. Uses technology to set goals and track progress toward personal health and fitness objectives (Selects a tech tool to set a fitness goal and logs data over a period of time to monitor and reflect on progress)</p> <p>3. Explains how technology can support can support long-term wellness and active living (Creates a short presentation or written reflection on how technology can help in everyday life even without access to a gym)</p>
10.2.16	Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity. (DOK2)
2days	<p>Sample performance Indicators:</p> <p>1. Distinguishes between nutrient-dense and low-nutrient foods in relation to physical activity (Explains how snacks like fresh fruits support energy and recovery and how chips and sodas may hinder performance or cause dehydration)</p> <p>2. Selects appropriate pre- and post-activity snacks based on timing and exercise intensity (Demonstrates knowledge of when to eat before and after activity, use examples like local foods, before taking part in a physical activity)</p> <p>3. Analyzes personal food choices and reflects on how they affect energy, focus and enjoyment during activity (Keeps a simple food and activity log for a week and reflects on how those snacks and meals helped them to perform a physical activity)</p>
10.2.17	Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. (DOK3)

3days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Identifies and explains basic water safety rules for pools, beaches, and open water settings (List and explain swimming safety practices, especially in coastal areas of American Samoa) Demonstrates basic swimming skills with proper technique and safety awareness (Performs basic swim strokes, and safe water entries and exits, if a pool is available) Describes and demonstrates basic survival skills and emergency responses in aquatic situations (Explains and/or performs treading water, floating and using a flotation device)
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ACTIVE LIFESTYLE

Standard 3: Develops social skills through movement

Topics includes INDIVIDUAL, DUAL, AND LIFETIME ACTIVITIES

10. 3.1	<p>Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.(DOK 3)</p>
3days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Recognizes and responds appropriately to the emotions of peers during games or activities Demonstrates respect for different skill levels, backgrounds, and abilities during group activities (Works cooperatively with peers of all abilities) Reflects on group interactions and identifies ways to promote a supportive and inclusive environment (Reflects on how they contributed to team during an activity and how they can support a respectful and inclusive PE environment)
10. 3.2	<p>Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity. (DOK4)</p>
4days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Demonstrates respectful communication and behavior toward peers and teachers in all physical activities (Uses positive language, listens actively, avoids arguments, and follows instructions and shows respect during games or drills) Fulfils assigned roles and responsibilities within a team or group setting (Carries out task responsibly and supports teams goals by encouraging others, cooperating and helping the group succeed) Models good sportsmanship before, during, and after physical activity (Gives respectful acknowledgement after games, whether win or losing, avoids blaming or boasting, and praises teammates for effort).
10. 3.3	<p>Encourages and supports others through their interactions in a physical activity setting. (DOK2)</p>
2days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Provides verbal and nonverbal encouragement to peers during group activities or team sports (Demonstrates positive reinforcement regardless of the outcome)

	<p>2. Helps peers improve by offering constructive feedback or assistance when appropriate (Offers help respectfully to a struggling teammate)</p> <p>3. Reflects on how their actions affect team morale and adjusts behavior to support a positive group environment (Participates in a discussion or written reflection about how their words or actions encourage or discourage others)</p>
10. 3.4	Implements and provides feedback to improve performance without prompting from teacher (DOK3)
3days	<p>Sample performance Indicators:</p> <p>1. Demonstrates the ability to self-correct technique and modify performance during physical activities based on personal observation (Identifies errors in their movement or skill execution)</p> <p>2. Offers constructive feedback to peers to improve performance (Observes a teammate's skills and provides suggestions without teacher intervention)</p> <p>3. Uses self-assessment tools to track progress (Reflects on their own performance data and sets goals)</p>
10. 3.5	Analyzes the value of a specific physical activity in a variety of cultures. (DOK3)
3days	<p>Sample performance Indicators:</p> <p>1. Researches how a physical activity is done and valued in different cultures</p> <p>2. Describes the history, traditions, and beliefs connected to the physical activity and explains why they matter</p> <p>3. Explains how learning about the cultural meaning of physical activities helps people understand and respect others</p>
10. 3.6	Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). (DOK3)
2days	<p>Sample performance Indicators:</p> <p>1. Demonstrates how to prevent injuries using correct techniques, warming up properly, and following safety rules during physical activities</p> <p>2. Practices safe spacing and uses equipment properly to reduce risks during activities</p> <p>3. Explains the importance of staying hydrated and protecting the body from sun exposure while outdoors</p>
10. 3.7	Thinks critically and solves problems in physical activity settings, both as an individual and in groups. (DOK2)
2days	<p>Sample performance Indicators:</p> <p>1. Analyzes challenges that happen during physical activities and finds ways to solve them when working alone</p> <p>2. Works with others to identify problems during group activities and helps create plans to fix them</p> <p>3. Reflects on past experiences in physical activities to learn from mistakes and improve future problem-solving</p>
10. 3.8	Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings. (DOK3)

3days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Identifies key leadership skills used during physical activities and explains how they help the group succeed Reflects on their own leadership during activities and assesses what worked well and what could improve Gives constructive feedback to others about their leadership and suggests ways to be more effective
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PHYSICAL FITNESS

Standard 4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity

Topics includes FITNESS AND CONDITIONING RELATED ACTIVITIES

10. 4.1	<p>Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self- expression. (DOK2)</p>
2days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Choose physical activities like dance, yoga, or aerobics that allow personal feelings and ideas to be expressed Participates actively in chosen activities and uses movement to communicate emotions or creativity Reflects on how these activities help with self-expression and personal growth
10. 4.2	<p>Selects and participates in physical activities that meet the need for social interaction. (DOK2)</p>
1days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Chooses physical activities that allow working and playing with others Participates actively in group activities, communicating and cooperating with others Reflects on how these activities help build friendships and improve social skills
10. 4.3	<p>Identifies and participates in physical activity that positively affects health. (DOK2)</p>
2days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Names different physical activities that help improve health, such as walking, swimming, or cycling Chooses and takes part in physical activities that support good health and fitness Explains how these activities improve health and why it is important to stay active
10. 4.4	<p>Chooses and participates in physical activity based on personal interests (DOK2)</p>
1days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> Identifies physical activities that match their own likes and hobbies Participates regularly in chosen activities to stay active and motivated Reflects on how participating in activities they enjoy helps them stay healthy and happy

10. 4.5	Chooses and successfully participates in self- selected physical activity at a level that is appropriately challenging. (DOK2)
1days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Selects a physical activity that matches their skill level and offers a good challenge 2. Participates in the chosen activity and works hard to improve without getting frustrated 3. Checks progress and adjusts the activity's difficulty to keep improving safety
10. 4.6	Sets and develops movement goals related to personal interests. (DOK)
days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Chooses movement goals that connect to activities they enjoy 2. Makes a plan with steps to reach their movement goals 3. Tracks progress and changes the plan when needed to keep working toward goals
10. 4.7	Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility. (DOK3)
2days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Explains how personal life choices, like work or school, can affect staying active after high school 2. Discusses how money and access to places for exercise influence regular physical activity 3. Analyzes how motivation and support from family or friends impact continuing physical activity
10. 4.8	Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting. (DOK3)
2days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Identifies personal ways to stay calm and focus during physical activities 2. Uses chosen techniques to control emotions like frustration or excitement while playing or exercising 3. Reflects on how managing emotions helps improve performance and teamwork
10. 4.9	Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. (DOK3)
2days	<p>Sample performance Indicators:</p> <ol style="list-style-type: none"> 1. Describes personal feelings and thoughts about different movement activities experienced in class 2. Explains how specific movements or activities relate to their own life or interests 3. Reflects on how movement helps them feel healthy, confident, or connected to others