

**SHENENDEHOWA CENTRAL SCHOOL
CLIFTON PARK, NEW YORK**

**PHYSICAL EDUCATION
ESSENTIAL CONTENT AND COMPETENCIES**

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BODY AWARENESS

In grades four - five students

- Design, refine, and perform dance and gymnastics sequences in a small group focusing on using different body shapes and body movements, including both symmetrical and asymmetrical shapes.
- Move the body in the air using various body movements and shapes after jumping off low or medium level equipment.
- Name 8- 10 large muscles of the body, one from each area (heart, quadriceps, gluteus maximus, biceps, triceps, pectorals, abdominal, gastrocnemius, trapezius, deltoid and latissimus)
- Name 8-9 large bones of the body from the following: femur, tibia, humerus, spine, ribs, cranium, radius, clavicle, and scapula.

In grade 2-3, students

- Use different body parts required by different challenges, alone and with a partner.
- Mirror the symmetrical or asymmetrical shape of a partner.
- Design and perform simple sequences that focus on body shapes or body movements.
- Learn and demonstrate where the hamstring and gluteus maximus, pectoral, abdominal, and gastrocnemius muscles are located.
- Learn and demonstrate where the tibia, humerus, cranium and radius bones are.
- Make round, narrow, wide and twisted body shapes.

In kindergarten and grade 1 students

- Perform different body movements to a series of beats of varying tempos (fast or slow).
- Use a variety of bases of support (body parts) to balance on.
- Make the different body shapes with and with out a partner.
- Demonstrate knowledge of up, down, next to, behind, in front of, top, bottom, inside, outside.
- Learn different parts of the body, and where they are.
- Form a straight line or a circle with a group of children.
- Make the different body shapes in the air when jumping off the ground or low level equipment.
- Design and perform simple sequences that focus on body shapes or body movements.
- Travel while moving in a variety of body shapes
- Make the different body shapes;
- Learn and perform body positions of tuck, pike, straddle and layout/straight.
- Use different combinations of body parts to balance on and travel with
- Move using various body movement

SPACIAL AWARENESS

In grade 5 students

- Purposefully use pathways, levels, directions and extensions to change the continuity or flow and add variety to a gymnastics or dance sequence
- Purposefully use general space to create or deny space when developing or using game strategies.

In grade 3-4 students.

- Define, refine, and perform dance and gymnastics sequences that focus on changes in direction, levels, pathways and extensions (using one or a combination of two at a time)
- Change directions and pathways as they move through general space in order not to collide with others.

In grade 1-2 students

- Design and perform simple sequences that focus on changes in directions, levels, pathways, and shapes (using one or a combination of two at a time).
- Move a variety of body parts and objects into different levels.
- Manipulate different objects through different levels.
- Travel and change from one pathway to another at the signal.
- Travel and change from one direction to another at the signal.
- Travel in different ways while using large and small extensions.
- Purposefully keep out of others' self space as they travel with or without an object
- Stop and start traveling at a given signal, showing the ability to stop and travel in their own self space
- Find a self-space in a boundaried area.

In kindergarten students

- Move a variety of ways in different directions.
- Move on straight, curved, and zig-zag pathways
- Put a variety of body parts and objects into different levels.
- Stop and start traveling in response to a signal, showing the ability to travel and stop in self-space.
- Learn the boundaries or limits to their self space, when alone and when using equipment
- Find a self-space on their own, in a large boundaried area.

SAFETY

In grade 5 students

- Identify safety hazards and react effectively to insure a safe and positive experience for all participants.
- Identify purposes for and follows safe practices and rules in physical activity.
- Follows with few reminders, activity specific rules, procedures, and etiquette.

In grade 3-4 *students*

- Handle equipment safely.
- Know the rules of safety and follow them. (stay in personal space and land on feet)
- Use safety principles in activity settings.
- Works cooperatively and productively with a group.
- Works independently on tasks.

In grade 1-2 students

- Learn the principles of adsorption and apply them in catching and landing from a jump. (Give with the ball, land with knees bent).
- Move in an area without bumping into objects or people.
- Follows directions.
- Works cooperatively with a partner or a group.

In kindergarten students

- Takes turns with equipment.
- Handles equipment safely and puts it away when not in use.
- Move and control body and equipment in own self-space.
- Move with eyes looking in the direction of movement.
- Responds to rule infractions when reminded one time.
- Stop on signal.
- Know the rules of the gym.

LOCOMOTOR MOVEMENTS

In grade 5 students

- Design, refine, and perform small group sequences comprised of even and uneven rhythmic patterns of locomotor movements, body movements, and the use of an object in groups of three or four beats
- Follow with a partner, solo, or with group, given simple patterns of locomotor skills, to $\frac{3}{4}$ and $\frac{4}{4}$ music from various cultures.
- Perform all the seven locomotion movements of walking, skipping, hopping, running, galloping, leaping, jumping, with mature motor patterns.
- Run and leap a succession of medium level obstacles without stopping in between.
- Run and leap as far as possible.

In grades 3-4 students

- Combine two or more movement patterns into repeatable sequences of traveling, manipulating an object, and space awareness concepts (levels or pathways).
- Combine two or more even locomotor movements into a pattern that can be repeated to music
- Run and hurdle a succession of low to medium level obstacles, using either leg to lead.
- Leap a variety of distances, leading with either leg.
- Travel and smoothly change direction or movements to music.

In grades 1-2 students

- Design a simple sequence using locomotor and body movements.
- Perform given or self designed simple sequences that combine even and uneven locomotor movements
- Travel and change from one locomotor movement to another at the signal.
- Travel to a signal or music with an even rhythm, using all seven locomotor movements.
- Practice leaping, using either foot to lead.
- Jump and hop in place while traveling and in relation to and object.
- Slide from side to side, and along a line.

In kindergarten students

- Skip forward using a basic or rhythmical skipping pattern.
- March in step to a rhythmical beat (even).
- Gallop forward using a basic or rhythmical galloping pattern, slide sideways using a basic or rhythmical sliding pattern.
- Leap from one foot to another.
- Jump and hop (using both feet) in place and while traveling.

JUMPING AND LANDING

In grade 5 students

- Design and refine a repeatable routine with a partner or small group using various jumping skills, other movements and objects.
- Jump self turned rope using as many different types of jumps as possible (skier, bell).

In grades 3-4 students

- Jump into and out of a turning long rope.
- Jump a self turned rope using at least five different types of jumps (hop, skip, jump and skier).
- Jump a self-turned rope using buoyant landings.
- Jump for height.
- Jump for distance.

In grades 1-2 students

- Jump a self-turned rope in at least three different ways (forward, backward, skip step, fast buoyant, running skip).
- Jump a self-turned rope both forward and backward with yielding landings.
- Jump a swinging rope with yielding landings
- Jump and land using a variety of take off and landings in relation to various equipment (hoops, low hurdles, rope shapes, carpet squares).

In kindergarten students

- Jump and land using a variety of take off and landing patterns (two feet to two feet, 2-1;1-2;1-1).

CHASING, FLEEING, DODGING

In grade 5 students

- Cooperatively play a designed or given small group game with opponents that involves throwing, and catching with dodging, chasing and fleeing.
- Cooperatively devise strategies to keep opponents from reaching a specified area, person, or object.

In grade 3-4 students

- Use dodging skills in a small group situation to avoid a thrown soft lightweight object.
- Travel and dodge stationary opponents.

In grade 1-2 students

- Quickly perform dodging skills at a signal.
- Flee from a partner as quickly as possible at a signal.
- Travel and change pathways as quickly as possible at a signal.
- Travel and change directions as quickly as possible at the signal.
- Follow fleeing partner's pathways to catch or overtake them.

In kindergarten students

- Follow the pathway that their partner makes.
- Travel and make straight, curved, and zigzag pathways;
- Travel around stationary obstacles without touching them.

ROLLING

In grade 5 students

- Design, refine, and perform repeatable sequences (with a partner or in a small group) involving rolling and other skills (such as traveling, balancing, and weight transfers).
- Use different shapes to begin and end rolls when rolling in different directions.
- Travel, jump over low equipment, land and roll.
- Travel, jump, land, and roll over low equipment (starting the roll with or without the hands on the floor).
- Jump off the ground or low equipment to catch an object thrown to them, land, and roll.
- Balance in a variety of upright or inverted positions, move smoothly into a roll then balance again.
- Roll forward or backward on low equipment (bench, beam, and table).
- Roll smoothly in a forward and backward direction.

In grade 3-4 students

- Design, refine, and perform (alone or with a partner) simple sequences involving rolling, weight transfers, balances, and concepts (levels, shapes, directions, speed).
- Jump off low equipment, land, and roll.
- Roll forward over a low hurdle, starting with hands on or off the floor.
- Roll, starting and ending in different shapes and using different speeds.(Tuck, pike, and straddle)

In grade 1-2 students

- Jump, land and roll in any direction.
- Roll forward smoothly.
- Roll in at least two different directions.
- Roll smoothly and consecutively in a sideways direction.
- Rock smoothly and repeatedly back and forth on the back.

In kindergarten students

- Roll sideways consecutively.
- On the back, rock back and forth and side to side.
- Walk with assistance across a low beam.
- Swing with help from a low bar.

BALANCING

In grade 5 students

- Balance with partners using principles of counter-balance (pushing) and counter –tensions (pulling).
- Balance on low equipment (tables, benches, low beams) in positions using a variety of bases of support.

In grade 3-4 students

- Cooperatively balance as part of a small group by connecting with or supporting each other's body weight.
- Move smoothly from one balanced position to another in a variety of ways.
- Balance on a variety of moving and other balancing objects (e.g. stilts, balance boards, etc)(dynamic balance).
- Balance in a symmetrical or asymmetrical shape on large gymnastics equipment (beams, tables, benches).
- Balance in a variety of positions using different bases of support and directions when on large gymnastics equipment.
- Balance in an inverted position using the least number of bases of support as possible.

In grades 1-2 students

- Design and perform simple sequences involving balancing along with other skills (weight transfers, rolling) or concepts (levels, shapes).
- Balance while traveling and changing directions and levels on low or medium level equipment.
- Balance using different bases of support on low equipment.
- Balance using a variety of symmetrical and asymmetrical body shapes either with or without a partner.
- Balance using a variety of inverted symmetrical or asymmetrical body shapes.
- Balance on different numbers of bases of support.

In kindergarten students

- Follow different pathways while moving forward and sideways on the ground or on low equipment.
- Travel and stop in balanced positions
- Balance on a variety of combinations of body parts.

WEIGHT TRANSFER

In grade 5 students

- Travel into a spring takeoff and then transfer weight onto a large apparatus (e.g. bars, beam. Vault box).
- Transfer weight in a variety of ways along low to medium level apparatus in a variety of ways using changes in direction, levels, speeds, and body shapes.
- Transfer weight off low apparatus using a variety of body actions, starting with hands and feet stationary on the apparatus (e.g. stretching, twisting, turning).
- Travel and smoothly move into transfers of weight from feet to hands.

In grade 3-4 students

- Travel into a spring takeoff and then transfer weight from the feet to hands onto low to medium level equipment or apparatus (e.g. beam, bench, table, and large tire).
- Transfer weight onto low to medium level equipment or apparatus by placing the hands on equipment and springing off from two feet (land on hands and feet or knees).
- Use a variety of body actions to move into and out of a variety of transfers of weight from feet to hands with large extensions (e.g. stretching legs wide, torso twisting, rolling, curving feet over to land on one or two feet).
- Transfer weight from one body part to another (hands, feet, knees) in a variety of ways when on a large apparatus (e.g. climbing apparatus, bars).
- Transfer weight in various ways off low equipment or apparatus (beam, bench, and box) onto floor level, starting with hands on the floor.
- Step into transfers of weight from feet to hands over low equipment or apparatus
- Use balances to move smoothly into and out of different transfers of weight.
- Use safe methods to recover from unstable feet to hands and transfers of weight.

In grades 1-2 students

- Transfer weight over low equipment (e.g. hurdles, hoops, and mats) in a variety of ways beginning with hands on the opposite side of the hurdle
- Transfer weight across a mat in as many ways as possible.
- Transfer weight from feet to hands in a variety of ways.
- Transfer weight from feet to hands making the legs land in different places around the body.
- Transfer weight from one set of body parts to another in a variety of ways (e.g. twist, roll, and turn).

In kindergarten students

- Transfer weight from one body part to another in a variety of ways, using rocking, rolling, and feet to hand actions with small extensions.

- Take weight momentarily onto the hands by transferring weight from feet to hands with large extensions.

LISTENING SKILLS

In grade 5 students

- Listen to a peer's description and build upon it.

In grade 3 –4 students

- Listen to peer's description of a skill and repeat it.

In grade 1 –2 students

- Stop, look, and listen at a signal (music, whistle, rhythmic clapping).

In kindergarten students

- Listen with whole body: Eyes looking at the person who is talking,
 Feet and hands are still
 Lips are together.

MANIPULATIVES

EFFORT

In grade 5 students

- Design, refine, and perform gymnastics, and dance sequences that show smooth transitions between movements varying in force, flow, and speed.
- Manipulate objects (kick, and throw) using varied amounts of force, flow, and speed appropriate to the given situation.

In grade 3-4 students

- Design, refine, and perform dance and gymnastics sequences that focus on changes in force, flow, and speed.
- Move in a variety of ways that focus on accelerating and decelerating their speed.
- Move in a various ways using definite contrasts of bound and free flowing movements.
- Manipulate objects using varied amounts of force and speed (kick, and throw).

In grade 1-2 students

- Express the qualities of light and strong force through a variety of creative dance or gymnastics sequences.
- Express the qualities of fast and slow speed through a variety of creative dance or gymnastics sequences.
- Perform different body movements in time to a signal or music of varying tempos, or speeds.
- Manipulate an object in time to a signal or music of varying tempos or speeds.
- Safely change from one speed to another when traveling, to signal or music of varying tempos.
- Move in various ways showing definite contrasts of light and strong force.

In kindergarten students

- Make fast and slow movements with various body parts.
- Travel in various ways at fast and slow speeds.
- Travel and change from one speed to another at a signal.

EYE-HAND AND EYE-FOOT COORDINATION

DRIBBLING WITH THE HANDS

In grade 5 students

- Cooperate and play a small group game using passing, receiving, and shooting toward an appropriate height goal.
- Dribble and pass in a small group keep away game.
- Dribble and keep the ball away from an opponent in a 1 on 1 situation.
- Shoot toward an appropriate height goal from different distances.
- Travel dribble and pivot on one foot to begin dribbling in another direction.
- Dribble and throw a leading pass to a moving partner using a chest or bounce pass
- Dribble while traveling in a group (in a large bounded area) without touching others or stationary objects.
- Dribble and change from one speed to another without stopping.
- Dribble and smoothly change from one direction to another without stopping
- Dribble continuously while stopping and starting traveling at the signal.

In grade 3-4 students

- Cooperate and play a small-modified group game involving passing, receiving, and shooting toward an appropriate height goal.
- Travel, dribble, and chest bounce pass the ball to a stationary partner.
- Dribble while keeping the ball away from stationary opponent.
- Dribble and change the pathway, moving on at the signal.
- Dribble and change from one speed to another at the signal.
- Dribble and change direction at the signal.
- Dribble while moving to the right or left.
- Dribble a ball in self-space using one, then the other hand.

In grade 1-2 students

- Dribble and protect the ball in a dribble tagging game with low pressure.
- Dribble a ball in self-space using one, then the other hand.
- Dribble a ball in self-space while switching from one hand to the other.
- Dribble a ball in self-space at the different levels.
- Dribble while slowly traveling in different directions.
- Dribble while slowly traveling on different pathways.

In kindergarten students

- Dribble a ball using one hand while stationary.
- Use two hands to bounce and catch a large basketball, or playground ball.
- Use two hands to bounce and catch a ball while slowly traveling forward.

VOLLEYING

In grade 5 students

- Uses underhand and overhand volleys in a given or self-designed small group game.
- Cooperate in a group to strike a lightweight ball with various body parts while keeping it off the ground.
- Use underhand and overhead volleys to cooperatively keep a ball in play with a partner or a small group.
- Underhand strike a lightweight ball over a medium level net or rope (from an appropriate distance).
- Move to bump pass or volley a lightweight ball back to a partner.
- Overhead volley a lightweight ball back and forth with a partner.

In grade 3-4 students

- Strike a lightweight ball in succession using at least two different body parts, keeping it in self-space.
- Strike a lightly tossed lightweight ball back to a partner using a variety of body parts.
- Underhand strike a lightweight ball back and forth across a line to a partner after one bounce.
- Overhead volleys a self-tossed lightweight ball to a wall or partner.

In grade 1-2 students

- Travel slowly and underhand strike a soft lightweight ball or balloon upward with the hand or other body parts.
- Underhand strike a soft lightweight ball or balloon upward with the hand, keeping it in self-space
- Strike a lightweight ball with at least three different body parts (knee, foot, elbow) keeping it in self-space.

In kindergarten students

- Using both right and left hands, continuously push a balloon upward with the hands, keeping it off the ground.
- Using the palm, strike a balloon underhand upward continuously.

STRIKING WITH LONG HANDLED IMPLEMENTS

In grade 5 students

- Design and play small group keeps away games involving dribbling and shooting with a hockey stick toward a goal area.
- Strike a ball toward large target areas from an appropriate distance using a golf club, hockey stick.
- Dribble and then strike a ball to a stationary target or partner using a hockey stick.
- Use a hockey stick to dribble a ball around stationary obstacles without losing control of the ball.
- In a large group, use a hockey stick to control- dribble a ball without colliding with others or obstacles.
- Strike a gently tossed ball using a bat, demonstrating correct hand placement.

In grade 3-4 students

- Cooperate with a group to dribble, pass, and shoot in a small sided cooperative game.
- Strike a softly pitched ball with a bat as far as possible.
- Dribble a wiffle type ball or puck with a hockey stick and change directions and pathways at the signal.
- Strike a wiffle type ball along the ground to a stationary partner using a hockey stick.
- Strike a wiffle type ball in the air using a golf club or a bat.

In grade 1-2 students

- Strike a wiffle type ball off a tee with a bat.
- Use an underhand swing to strike a wiffle type ball or puck with a hockey stick or golf club.
- Travel slowly in different directions and dribble a wiffle type ball with a hockey stick.

In kindergarten students

- Strike a small playground ball off a tee or a cone using the hand.

STRIKING WITH SHORT HANDLED IMPLEMENTS

In grade 5 students

- Repeatedly strike a rebounding ball from a wall (and or a partner) using a forehand or backhand strokes moving back to a ready position in between strokes.
- Strike a self-dropped ball with a racket over a low level line or net to various designated areas, using a forehand stroke.
- Strike a rebounding ball with a paddle or lightweight racket from a wall using a forehand stroke.
- Strike a gently tossed ball from a partner using a backhand motion.

In grade 3-4 students

- Cooperate with a partner to continuously strike balls across a low net.
- Bounce and then strike a small object to a wall or across a low net using an underhand motion with a lightweight paddle or racket.
- Bounce then strike a small object using a forehand motion with a lightweight ball upward using a hand or lightweight paddle or racket
- Strike a small object with a forehand motion using both strong and light force.
- Bounce and then strike a small object using a backhand motion with a lightweight paddle or racket.

In grade 1-2 students

- Strike a small lightweight ball upward with a hand or lightweight paddle letting it bounce between strikes.
- Continuously strike a small lightweight ball upward using a hand or lightweight paddle.
- Continuously strike a suspended ball using a forehand motion with either hand or lightweight paddle.
- Bounce then strike a small lightweight ball using a hand or other paddle.

In kindergarten students

- Repeatedly strike a balloon upward using a hand or lightweight paddle.
- Repeatedly strike a small, suspended ball with a hand or other lightweight paddle.

KICKING AND PUNTING

In Grade 5 students

- Cooperate to play designed or given small group game involving dribbling, passing, kicking or punting to keep the ball away from opponents and to reach a goal area.
- Dribble and pass in a small-sided game keep-away situation.
- Collect a thrown or kicked ball using the thigh and chest.
- Defend a goal by catching or deflecting balls kicked to them with appropriate force.
- Dribble with a group in a bounded area, without losing control of the ball and while avoiding contact with others or opponents.
- Use the inside of the foot to dribble and kick a leading pass to a moving partner
- Dribble a ball with their feet and change speeds at the signal.
- Punt a ball to targets at varying distances
- Punt a ball using a two or three step approach.

In grade 3 & 4 students

- Punt a ball as high and far as possible.
- Dribble in a group in a bounded area without losing control of the ball or colliding with others.
- Dribble around stationary opponents and avoid losing the ball.
- Dribble and then kick the ball to a large target area from a distance of choice, using the instep.
- Dribble and then kick the ball to a target or stationary partner while using the inside of the foot.
- Dribble while changing pathways and directions at the signal.
- Use the inside of the foot to collect a ball coming toward them.
- Run and kick a ball that is moving slowly toward and away from them using the instep.
- Use the insides or outsides of the feet to slowly dribble the ball.

In grade 1 & 2 students

- Punt a ball into the air using the instep.
- Dribble and slowly jog around stationary obstacles while using the insides of each foot.
- Dribble and slowly jog while using the inside of either foot.
- Kick a stationary ball along the ground toward a stationary partner or target while using the inside of the foot.
- Run up to and kick a stationary ball as far as possible with the instep.
- Kick a slowly rolling ball by using the instep.

In kindergarten students

- Walk and “roll “ the ball forward, using the inside of either foot.
- From a stationary position kick a stationary large ball, using any part of the foot.

- Move up to and kick a stationary ball, using any part of the foot.

THROWING AND CATCHING

In grade 5 students

- Throw and catch in a self-designed or given small group game to keep the ball away from opponents or to reach a goal area.
- Move in order to throw to a stationary partner while being guarded in small group keep-away situations.
- Throw to a partner or target using varying degrees of force and speed.
- Using a variety of objects, throw a leading pass overhand to a moving partner.
- Catch objects of different sizes and weights while moving toward a specified area.
- Throw and catch a Frisbee.

In grade 3 & 4 students

- Throw a variety of objects to target areas using a smooth underhand motion.
- Throw as far as possible using a smooth overhand motion.(side to target, ball hand up and high like a goal post, opposite shoulder and hand pointing at target, twist and throw , follow through by wrapping or giving self a hug).
- Throw balls of various sizes and weights to an appropriate target or partner using a smooth overhand motion.
- Throws, using an overhand throw, so that the ball travels in different pathways in the air and covers different distances.
- Move to catch an object in a small group (2 v 1) keep away situation.
- Move in different directions to catch a ball thrown by a partner.
- Catch a ball, tossed by themselves or by others, at different levels.

In grade 1 & 2 students

- Catch a ball thrown softly to different places around the body.
- Catch a softly thrown ball at different levels.
- Catch a self- tossed yarn or other softball.
- Throw as far as possible using an overhand motion.
- Throw underhand to themselves and catch, using a scoop or other implement.
- Throw a variety of objects using an underhand motion. (face target, step in opposition, throwing arm back, swing, release when pointing at target, follow through by feet together).

In kindergarten students

- Throw a yarn or other softball using an overhand arm motion.
- Catch a self-tossed yarn or other softball (eye on ball, watch it into hands, squeeze, pull it in close to body).
- Catch a softly rolled large ball.

Throw to a variety of large targets using an underhand throwing motion.

RESPECT OF OTHERS AND EQUIPMENT

RELATIONSHIPS

In grade 5 students

- Use a variety of relationships with a partner or group when designing refining and performing repeatable dance, gymnastics or rope jumping sequences (e.g. behind, beside, mirroring, matching).
- Use a variety of relationships with others in order to play or design a small group game.

In grade 3-4 students

- Move in a variety of ways in relation to a partner, either with or without a piece of equipment.
- Mirror and match the movements of a traveling partner.
- Use matching or mirroring and meeting or parting to design and perform dance or gymnastics sequences with a partner or small group.
- Use and treat equipment and belongings with respect.
- Accept responsibility for ones actions.
- Learn ways to cope with competitive situations, and the difference between cooperative play vs, competitive play, and the appropriate settings for each.
- Treat others with respect and courtesy.
- Learn de-escalating skills to use in volatile situations.

In grade 1-2 students

- Move in a variety of ways in relation to a stationary partner or object.
- Mirror the shape and movements of a stationary partner.
- Change from a leading to a following position in relation to a partner.
- Allow others to work, play, and learn without disturbing others.
- Learn conflict solving strategies (Kelsey, Rock, paper, scissors, etc)

In kindergarten students

- Lead or follow a partner using a variety of locomotor movements.
- Learn a variety of relationships with a stationary partner or object.(near, far, low, high, etc)
- Travel while demonstrating a variety of relationships to stationary objects.
- Move different objects in a variety of relationships to the self.
- Learn the Golden Rule and practice it
- Practice accepting others and respecting others for their differences.

COOPERATIVE LEARNING SKILLS AND RESPONSIBILITY

In grade 5 students

- Collaborate with groups to solve problems creatively.
- Be self-motivated to be a willing participant in activities, accept challenges, train for fitness, cooperate, give and receive support, show concern and help others.
- Understand that competition can be positive experience in the right setting.
- Respect others.

In grade 3-4 students

- Work in groups larger than two to achieve a common goal.
- Utilize strategies for solving a problem.
- Give and receive compliments concerning effort.
- Be willing to help others.
- Experience enjoyment when participating in physical activity.
- Interact with friends while participating in group activities.
- Enjoy practicing activities to increase skill competency.
- Respect others.

In grade 1-2 students

- Treat others the way they would like to be treated.
- Work with a variety of partners to achieve a common goal.
- Control behavior so it does not interfere with other students.
- Communicate feelings to others.
- Identify and verbalize feelings when dealing with conflict, identify options.

In kindergarten students

- Know how to listen (look at speaker, hands and feet are quiet).
- Accept and respect others for differences.
- Accept responsibility for behavior.
- Verbalize feelings with assistance.

FITNESS

In grade 5 students

- Match different types of physical activities with underlying fitness components.
- Participate in moderate to vigorous physical activity in a variety of settings. (Creative, cooperative, competitive, recreational, indoors ,out doors, large group, small group, individual , team, organized, free)
- Interpret results and understand the significance of information provided by formal measures of fitness assessment.
- Learn and apply exercises to perform to increase strength and flexibility in specific muscle groups.
- Take their own pulse by radial artery.
- Learn the different components of fitness, and how they relate to overall health. (muscular strength, muscular endurance, cardiovascular endurance, flexibility, body composition and agility)
- Learn the relationship of a distance walk run to cardiovascular health.

In grade 3-4 students

- Perform with proper technique, sit ups and push-ups and various other strengthening and stretching exercises and know the reason for performing them.
- Learn flexibility stretches for each major muscle group:
 - Inverted hurdlers stretch for hamstrings
 - Calf stretch
 - Knee to chest and pike stretch for lower back
 - Cross over knee hug for gluteus maximus
 - Arm circles and claps for shoulder girdle

In grade 1-2 students

- Perform with reminders, proper technique for sit-ups and push ups and lower back/hamstring stretch.
- Learn that exertion contributes to fitness.
- Learn that if your heart is beating fast, it is contributing to fitness.

In kindergarten students

- Learn some facts about the heart
- Learn that exercise has a positive effect upon the heart.

CRITICAL THINKING SKILLS

In grade 5 students

- Analyze problems in larger groups (4-5) by brainstorming, listening and choosing an idea to creatively solve a problem or design a game. After evaluation of the idea, modifications are made.

In grade 3 & 4 students

- Discuss problem-solving strategies in small groups, following a teacher designed sequence, to solve a problem or design a rhythmic sequence or to design a game.

In Grade 1 & 2 students

- Line up using different conditions (colors, height, alphabetical etc)

ORGANIZATIONAL GAMES

In grade 5 students

- Learn boundaries and starting areas for several organized games including football, volleyball, soccer, basketball, and hockey.
- Learn how points are scored in above games.
- Learn some basic rules for each game, for example, soccer ball can only be touched by parts of body other than hands with exception of goalie, how a ball gets back into play when play stops, how turnovers occur.
- Learn basic positions of offense and defense.(forwards, centers, wings, quarterbacks, pitcher, catcher
Goalie)

In grade 3 & 4 students

- Play offensive and defensive positions in small sided games, both self designed and traditional.
- Devise strategies to be successful at offensive and defensive positions alone and with small groups.

COMBINATION SKILLS

In grade 5 students

- Compose creative rhythmic sequences and games using a variety of skills including locomotor, and static moves with and with out music, alone and with groups of 2 or more.
- Use locomotion and manipulative skills in combinations to play a variety of games involving opponents in cooperative and competitive play.

In grade 3 & 4 students

- Put together small sequences and design simple games with a partner, using a variety skills with and with out music.

RESOURCE AND LIFETIME ACTIVITIES

In grade 5 students

- Identify community facilities available for recreational activities
- Identify community programs (YMCA, sport camps, youth sport leagues, etc.)

In grade 3-4 students

- describe how the family influences ones physical activity
- Participate in a variety of physical activities in their leisure time, in structured recreational facility or on their own at a community area, and discuss it in class.

In grade 1-2 students

- Learn and discuss activities they can do on their own or at home or at a recreational facility.

**SHENENDEHOWA CENTRL SCHOOL
CLIFTON PARK, NEW YORK
SECONDARY PHYSICAL EDUCATION ESSENTIAL CONTENT AND COMPETENCIES**

	6	7	8	9	10	11	12
Basketball	•	•	•	•	•	•	•
Dance	•	•	•	•	•	•	•
Project Adventure	•	•	•	•	•	•	•
Physical Fitness	•	•	•	•	•	•	•
Flag Football	•	•	•	•	•	•	•
Softball	•	•	•	•	•	•	•
Volley Ball	•	•	•	•	•	•	•
Field Hockey	•	•	•	•	•		
Floor Hockey	•	•	•	•	•		
Golf	•	•	•	•	•		
McWhippit	•	•	•	•	•		
Team Handball	•	•	•	•	•		
Track and Field	•	•	•	•	•		
Wrestling	•	•	•	•	•		
Aerobics				•	•	•	•
Badminton				•	•	•	•
Cross-country				•	•	•	•
Self-defense				•	•	•	•
Stress reduction				•	•	•	•
Tennis				•	•	•	•
Ultimate Rugby				•	•	•	•
Weight Training				•	•	•	•
Archery						•	•
Gymnastics	•	•	•				

	6	7	8	9	10	11	12
BASKETBALL Co-Ed							
Passing	P	A	*	•	•	•	•
Dribble	P	A	*	•	•	•	•
Shooting	I	P	A	•	•	•	•
RULES							
Court markings	I	P	A				
Violations							
Traveling	I	P	A				
3 second lane violation	I	P	A				
5 second rule on def.		I	P				
Fouls							
Shooting		I	P				
non-shooting		I	P				
Blocking		I	P				
Charging		I	P				
CONCEPTS							
Offense							
Give and Go	I	P	A	P/A	•	•	•
Boxing Out		I	P	•	•	•	•
Setting a screen			I•	•	•	•	•
Pick and roll				I/A	P/A	•	•
Defense							
Man to man		I	P	A	•	•	•
Zone			I				
2-3 Zone						I/A	P/A
Def Rebound - OUTLET PASS - Fast Break						I/A	P/A
Identify resources for post grad play						I/A	A

	6	7	8	9	10	11	12
DANCE Co-ed							
To understand and demonstrate basic rhythms	I/P	I/P	I/P	A	A	A	A
Popular line dances							
Electric slide	I	P		I/P			
Macarena	I	P					
Hockey Pokey							
Hustle	I	P					
Chicken	I	P					
YMCA	I	P					
Ballroom Dancing							
Fox trot	I	P	P	P	A	A	A
Waltz	I		P	P	A	A	A
Box Step			I				
Jitterbug	I	P					
Swing		I					
Merengue				I/P	I/P	A	A
Cha/Cha				I/P	I/P	A	A
Square Dancing/Folk Dance	I	P	P	P/A	A		
Dance Etiquette	I	I/P	I/P	I/P/A	I/P/A	I/P/A	I/P/A

	6	7	8	9	10	11	12
PROJECT ADVENTURE							
Concepts							
Student learns individually to							
challenge him/herself	IPA			•	•	•	•
teamwork	I			•	•	•	•
struggle	I			•	•	•	•
failure	I			•	•	•	•
reorganize	I			•	•	•	•
persevere	I			•	•	•	•
success	I			•	•	•	•
Students groups learns							
brainstorm	I			•	•	•	•
work together	I			•	•	•	•
listening	I			•	•	•	•
consideration	I			•	•	•	•
praise and encouragement	I			•	•	•	•
Socially students learn							
leadership skills				•	•	•	•
importance of filling roles	I			•	•	•	•
noticing one's strengths	I			•	•	•	•

	6	7	8	9	10	11	12
FITNESS							
Major muscle groups	I	P	A	A	A	A	A
Fitness components	I	P	A	•	•	•	•
Agility and Speed							
Flex.							
Musc. Str.							
Suc. End.							
C-V End							
Fitness Comp. & Relation to Wellness Issues	I	P	A	•	•	•	•
Types of Exercise			I	R/A	R/A	A	•
Aerobic							
Anaerobic							
Prin. Of Training			I	R/A	R/A	A	•
w/v and w/d							
Factors in Training							
Freq.							
Intensity							
Time							
Designing Ind. Training Prog				I	R/A	A	•
Develop and Implement Ind. Training Prog.				I	R	R	A
Physical Fitness Testing & Eval.	IPA	•	•	•	•	•	•

	6	7	8	9	10	11	12
FLAG FOOTBALL (Girls)							
Throwing (grip, arm action, creating the spiral)			I/P	P	P	A	A
Forward and lateral passing				I	P	A	A
Receiving							
Basic catching action			I/P	A	A	A	A
Receiving with movement			I/P	A	A	A	A
Receiving patterns				I	P	A	A
Hiking							
Side Back			I/P				
Center Back			I/P	A	A	A	A
Long Snap						I/P	A
Punting/Kicking			I	P	P	A	A
Terminology			I	P	P	A	A
Field Markings			I/P	A	A	A	A
Concepts							
Positions and responsibilities			I/P	A	A	A	A
Game strategies				I/P	P	A	A

	6	7	8	9	10	11	12
FLAG FOOTBALL - BOYS							
Throwing	I	P	A	A	A	A	A
Grip	I	P	A	A	A	A	A
Arm Action	I	P	A	A	A	A	A
Creating Spiral	I	P	A	A	A	A	A
Catching	I	P	A	A	A	A	A
Above Head	I	P	A	A	A	A	A
Below Shoulder	I	P	A	A	A	A	A
Stationary	I	P	A	A	A	A	A
Patterns	I	P	A	A	A	A	A
Square in/out	I	P	A	A	A	A	A
• Hook	I	P	A	A	A	A	A
• Post	I	P	A	A	A	A	A
• Fade	I	P	A	A	A	A	A
• Post/Corner		P	P/A	A	A	A	A
• Hook & Go		P	P/A	A	A	A	A
• Out & Up		P	P/A	A	A	A	A
Snapping	I	P	A	A	A	A	A
Between Legs	I	P	A	A	A	A	A
• Shotgun							
• Punt							
Punting							
Holding Ball	I	P	A	A	A	A	A
Contact with foot	I	P	A	A	A	A	A
Concepts							
Play Action		I	P/A	A	A	A	A
Levels of Passing		I	P/A	A	A	A	A
2 Cut Patterns		I	P/A	A	A	A	A

	6	7	8	9	10	11	12
Lead the Receiver	I	P	A	A	A	A	A
Positions (11 man)		I	R/A	R/A	A	A	A
Off Formations (MOD)	IPA	RPA	R/A	R/A	A	A	A
Def Formations (MOD)	IPA	RPA	R/A	R/A	A	A	A
Field Markings				I/A	R/A	A	A
Game Terminology	I	R	R	R/A	R/A	R/A	R/A
Design Playbook				I		R/A	R/A
Game Strategies						A	A

	6	7	8	9	10	11	12
SOFTBALL (Co-ed)							
Skills							
Throwing	I	P	A	•	•	•	•
Catching	I	P	A	•	•	•	•
Fielding	I	P	A	•	•	•	•
Batting	I	P	A	•	•	•	•
Pitching				I/A	R/A	•	•
RULES							
Field Markings	I	P	A	•	•	•	•
Infield fly rule		I	P/A	•	•	•	•
CONCEPTS							
Position/respons.	I/A	P/A	R/A	R/A	•	•	•

	6	7	8	9	10	11	12
VOLLEYBALL (Co-ed)							
Skills							
-Forearm pass	I	P	P	P	P	P/A	P/A
-Overhead pass	I	P	P	A	A	A	A
-Serving							
Underhand	I	P	A	A	A	A	A
Overhead		I	P	A	A	A	A
Round house floater						I	P
Topspin						I	P
-Attacking skills (spiking & dunking)					I	P	P
-Defensive skills					I	P	P
-Serve reception	I	P	A	A	A	A	A
-Offensive and defensive strategies						I	P
-Tournament formations						I/P	A
-Community resources						I	I
-Rules of play	I/P	A	A	A	A	A	A

	6	7	8	9	10	11	12
GYMNASTICS (Girls)							
Skills							
Tumbling in forward, backward and side plants with emphasis on form, starting and ending body positions.	P	P	A				
Use of dance positions and basic dance moves in combinations	I	P	A				
Combinations of tumbling and dance moves	I	P	A				
Basic locomotor and static skills incorporating various body levels on the balance beam	I	P	A				
Basic uneven bars skills	I	P	A				
Combinations of elements set in routines appropriate for each individual's skill level			P				

	6	7	8	9	10	11	12
FIELD HOCKEY							
Skills							
Dribble							
close	I	P	A	•	•		
Indian		I	P	P	P		
Push Pass	I	P	A	•	•		
Drive							
controlled	I	P	A	•	•		
free hit		I	P	•	•		
directed drive		I	P	A	•		
Fielding	I	P	A	•	•		
Tackles							
straight	I	P	A				
circular	I	P	A				
Dodges	I	P	A	•	•		
RULES (May not be applicable in modified games)							
Field Markings	I	P	A	•	•		
Violation			I	P	A		
Fouls	I	P	A	•	•		
Hits awarded for fouls							
free hit	I	P	A				
penalty corner			I	P	A		
defense hit			I	P	A		
CONCEPTS							
Offense							
give and go	I	P	A	•	•		
angles for scoring		I	P	A	•		
Defense	I	P	A	•	•		
Positions and responsibilities		I	P	•	•	•	•

	6	7	8	9	10	11	12
Safety concerns	I	A	A	•	•	•	•
Care of equipment	I	A	A	•	•	•	•
To effectively be able to play an 11 v. 11 game and under-stand positioning using offensive and defensive concepts				A	A	•	•
To be able to watch high school/college games and under-stand the rules and strategies.				A	A	•	•
To understand the safety factors related to the sport				A	A	•	•

	6	7	8	9	10	11	12
FLOOR HOCKEY							
SKILLS & KNOWLEDGE							
Positions & Responsibilities	I/A	R/A	•	•	•	•	•
Clearing Concepts Using Wing Men for Controlled Clears	I/A	R/A	•	•	•	•	•
Shooting	I/A	R/A	•	•	•	•	•
Safety	I/A	R/A	•	•	•	•	•
Game Play Crease Rules Zone Rules - Who Can Go Where Starting Play	I/A	R/A	•	•	•	•	•

	6	7	8	9	10	11	12
GOLF (Elective in 11, 12)							
Review							
Basic Skills							
• proper grip						A	A
• stance						A	A
• swing						A	A
• stroke						A	A
Knowledge of equipment							
• proper use						A	A
• club selection						A	A
Knowledge of rules							
• scoring						A	A
• etiquette						A	A
• tournament play						A	A
• course rating						A	A
• handicapping						A	A
Safety features related to the sport						A	A
To be aware of a variety of community courses						A	A
GOLF (Co-ed)							
Positions & Responsibilities	I/A	R/A	•	•	•	•	•
Addressing the ball	I	P	A	•	•		
Gripping	I	P	A	•	•		
Weight transfer through swing	I	P	A	•	•		
Return to the triangle	I	P	A	•	•		
Follow through	I	P	A	•	•		
Club selection				I/A	P/A		
Putting Skills				I/A	P/A		

	6	7	8	9	10	11	12
McWHIPPIT (Boys)							
Skills							
Cradle	I	P	A	•	•	•	•
Passing	I	P	A	•	•	•	•
shovel pass	I	P	A	•	•	•	•
overhead pass	I	P	A	•	•	•	•
Catching	I	P	A	•	•	•	•
underhand	I	P	A	•	•	•	•
overhead	I	P	A	•	•	•	•
Skill Combinations	I	P	A	•	•	•	•
stationary	I	P	A	•	•	•	•
with movement	I	P	A	•	•	•	•
CONCEPTS							
Offense	I	P	A	•	•	•	•
Defense	I	P	A	•	•	•	•
Safety concerns	I	P	A	•	•	•	•
no checking	I	P	A	•	•	•	•

McWHIPPIT (Girls)							
Skills							
Cradle	I	P	A	•	•		
Scoop	I	P	A	•	•		
Passing	I	P	A	•	•		
Catching	I	P	A	•	•		
Skill Combinations	I	P	A				
stationary	I	P	A	•	•		
with movement	I	P	A	•	•		
CONCEPTS							
Offense	I	P	A				
give and go	I	P	A				
angles for scoring	I	P	A				
fast break				I	R/P		
Defensive Positioning	I	P	A	•	•		
Safety concerns	I	P	A	•	•		
no checking	I	P	A	•	•		

	6	7	8	9	10	11	12
SPEEDBALL Grades 6 and 8 - not applicable Grades 11 and 12 - elective							
Skills							
Conversions from ground ball to air ball				A	A		
Rules							
Field markings		I/P		A	A		
Position and responsibilities		I/P		A	A		
Scoring		I/P		A	A		
touchdown pass		I/P					
touchdown run		I/P					
kick in the goal		I/P					
Passing		I/P		A	A		
hand pass		I/P					
foot pass		I/P					
*For safety considerations, use grab flags instead of two hand touch.							

	6	7	8	9	10	11	12
TEAM HANDBALL							
Grades 11 and 12 - incorporated into the elective program							
Throwing	A	•	•	•	•		
Catching	A	•	•	•	•		
Concepts							
-Scoring	I	P	A	•	•	•	
-Defensive	I	P	A	•	•	•	
-Rules	I	P	A	•	•	•	

	6	7	8	9	10	11	12
TRACK AND FIELD Co-ed (Grades 11 and 12 incorporated in the fitness unit)							
Skills							
Starts							
bunch start	I	P	A	•	•		
stand up start	I	P	A	•	•		
Lane events							
60 meter							
100 meter							
400 meter							
Non-lane events							
800 meter							
Running long jump	P						
Throwing events							
shot put	I 6 lb.	P 6 or 8 lb.	P 8 lb.	•	•		
discus		I	P/A				
softball throw	P/A						
CONCEPTS							
Variations in running pace	P	A	A				
sprint							
quick jog							
slow jog							
Safety concerns during shot put and discus	I/A	I/A	A				
Measuring steps for take off in the running long jump							
Describe all the different events involved in the sport				I/P	A		

	6	7	8	9	10	11	12
Basic warm-up routines involved in the sport				I	A		
Basic training routines involved in the sport				I	A		
Demonstrate all the skills involved within the sport				I	A		
Know all safety concerns involved in the sport				I	A		

	6	7	8	9	10	11	12
WRESTLING							
Skills							
Line Drills	I	P	A	A	A	A	A
Lead Knee Walk				A	A	A	A
Penetration Step				A	A	A	A
Basic Tumbling				A	A	A	A
Referee Position	I	P	A	A	A	A	A
Top							
Bottom							
Spin Drill							
Float Drill							
Breakdowns							
Arm Chop/2 on 1	I	P	A	A	A	A	A
Tight Waist/Ankle	I	P	A				
Spiral Ride		I	P/A	I	A		
Pinning Combos	I	P	A	A	A	A	A
½ Nelson							
Beat the ½							
Near/Far Side Cradles							
Neutral Position							
Demo Leg Work (optional)	I	I	I	I	A	A	A
Collar/Elbow Tie	I	P	A	A	A	A	A
-Duck Under							
-Snap Down							
-Head & Arm							
Offense From Bottom	I	P	A	A	A	A	A
Stand Up				I	A	A	A
Switch				I	A	A	A
Mat Games	I	P	A	A	A	A	A

Snakes in the Grass							
	6	7	8	9	10	11	12
Sumo							
Push Off							
Standing Arm Wrestling							
Arm Wrestling							
Kings and Queens				I	A		
King of the Ring							
Competitive Section							
Points	I	P	A	A	A	A	A
Time Frames		I	P/A				
Overtime Situation				I	A		
Live Wrestling	I	P	A	A	A		
• Able to demonstrate all basic skills of wrestling				P	P		
• Able to demonstrate warm-up routines used in wrestling				P	A		
• Understand scoring points within wrestling				A	A		
• Understand all of the basic rules involved with wrestling				A	A		
• Able to participate in some type of combative activity				P/A	P/A		
• Understand all safety concerns involved within the sport				A	A		
Review							
Basic skills of wrestling				P	P		
Warm-up routines				P	A		
Scoring points				A	A		
Basic rules				P/A	P/A		
Safety involved within the sport				A	A		
Participate in some type of combative activity				P/A	P/A		

	6	7	8	9	10	11	12
AEROBICS							
Definition				I/P/A	R/A		
Basic Concepts							
Function of CV and/or CR sys.							
Target HR							
Resting HR							
Max HR							
Basic Skills							
High Impact with and without hand weights							
Low Impact with and without hand weights							
Step							
Walking							
Jogging							
Jump Rope							
Program Design							
Community Opportunity Awareness							

	6	7	8	9	10	11	12
BADMINTON							
Introduction of basic skills							
• Serves					A	A	A
• Shots Forehand							
• Backhand							
• Overhead							
• Smash							
• Drop-shot							
Knowledge of equipment							
• Rules							
• Etiquette							
• Scoring							
Knowledge of Equipment							
• Rules							
• Etiquette							
• Scoring							
Understands the safety factor							
Knowledge of single and doubles play							
Awareness of community activities							

	6	7	8	9	10	11	12
CROSS-COUNTRY SKIING							
• Proper use of equipment				I	P	A	A
• Understand the safety factors related to the sport				I	P	A	A
• Knowledge of proper technique and form				I/P	P	A	A
• Knowledge of different types of x-c skiing/racing					I	P	A
• Knowledge of resources within the community such as parks, trails, x-c skiing areas				I	I	I/P	I/P

	6	7	8	9	10	11	12
SELF-DEFENSE							
Practicing self-protection preventive measures				I	P	A	A
• at home							
• in the car							
• while walking							
• reporting incidents and where to seek help							
Using defensive strategies				I	P	A	A
• screaming							
• surprise as their best weapon							
• distraction							
• using their opponents strength							
Using defensive skills				I	P	A	A
• hand and foot blows							
• deflecting blows							
• arm holds, throws, releases							
Understanding Sexual Harassment				I	P	A	A
• what is it							
• what to do about it							
• how to avoid it							
• where to go if help is needed							

	6	7	8	9	10	11	12
STRESS REDUCTION (Elective)							
• Basic concepts involved within stress and how to control it			I	A	A	A	A
• How to practice basic stress reduction activities			I	A	A	A	A
• Be able to recognize when the body is under too much stress			I	A	A	A	A
• How to use relaxation/imagery for sport improvement			I	A	A	A	A

	6	7	8	9	10	11	12
ULTIMATE RUGBY (Elective)							
• Will understand basic rules involved with the sport of rugby			I	A	A	A	A
• Will understand adapted rules of ultimate rugby			I	A	A	A	A
• Will be able to demonstrate basic skills involved in the game			I	A	A	A	A
• throwing			I	A	A	A	A
• catching			I	A	A	A	A
• kicking			I	A	A	A	A
• defense			I	A	A	A	A
• offense			I	A	A	A	A
• Be able to participate in a cooperative game of rugby			I	A	A	A	A
• Be aware of post-high school programs that offer rugby			I	A	A	A	A

	6	7	8	9	10	11	12
TENNIS (ELECTIVE 9-12)							
Basic Skills							
• Forehand				I	I	P	A
• Backhand				I	I	P	A
• Volley				I	I	P	A
• Grip				I	I	P	A
• Serve				I	I	P	A
• Court Terminology				I	I	P	A
• Dimension				I	I	P	A
Understand and execute the concepts of moving without the ball on offensive (cuts, flash, backdoor cuts)						I	P

	6	7	8	9	10	11	12
WEIGHT TRAINING							
• All the apparatus within the high school weight room			I	I			
• What muscle groups are used at each station			I	I			
• How to properly prepare the body to lift weight (stretching, warm-up)			I	I			
• Proper lifting techniques for each station			I	I			
• All safety concerns of the weight room (spotters, etc.)			I	I			
• How to design an individual lifting program			I	I			
• Weight room etiquette			I	I			
• Develop/implement an individual lifting program			I	I			
• Be familiar with weight training facilities available post high school			I	I			
• Understand the long term benefits of weight training			I	I			

	6	7	8	9	10	11	12
ARCHERY							
Understand safety issues						I	P
Use of equipment						I	P
Basic techniques and scoring knowledge						I	P