

# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Physical Education 09

December 2021

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## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## **Physical Education**

Physical Education in the 9th grade will provide students an opportunity to participate in a variety of lifetime activities, recreational activities and team sport activities that will be offered throughout the semester. Students will have an opportunity to choose an activity in each unit of instruction that will best fit their interest level. A wide range of units will be offered for the students to engage in activities that will enhance their learning experience in an educational setting that allows students to reach their level of success while collaborating with peers and setting personal goals and standards, as well as, reaching team goals.

Students will have an opportunity to develop a wide range of skills while participating in a variety of individual/partner and team activities. Students will be provided many opportunities to develop their skills of throwing, catching, striking, and hitting with an implement in addition to improving overall fitness levels through warm ups, lead up activities and application of skills through game play. In addition to skill development students will learn about strategies, etiquette, sportsmanship, and rules of the game while developing an appreciation of individual differences.

Units of Instruction that may be offered are broken down into three main categories: Lifetime Activities, Recreational Activities and Team Sport Activities. Units may include but are not limited to:

### **Lifetime Activities:**

Aerobics, Archery, Circuit Training, Cycling, Fitness, Golf, Tennis, Walking, Yoga

### **Recreational Activities:**

Backyard Games, Badminton, Flag Frenzy, Outdoor Games, Pickleball, Table Tennis, Ulti-mania, Wiffle Ball, Nitro Ball

### **Team Sport Activities:**

Basketball, Flag Football, Floor Hockey, Soccer, Softball, Speedball, Tchoukball, Team Handball, Volleyball, Ultimate Frisbee

At the high school level students are provided the opportunity to choose the activity that best fits their interest level during each unit of instruction. Doing this provides flexibility for the students and also improves the overall participation level. In addition, student choice may result in participation in a particular unit for the first time even as an upperclassmen. The chart below indicates expected skill level based on the years of participation in the selected activity.

| <b>Year of Participation</b> | <b>Expected Skill Level</b>   |
|------------------------------|---|
| <b>1st year</b>              | Students will be at an entry level and begin understanding the proper techniques, form and strategies involved in the particular unit of choice. Practice of these skills, both physical and cognitively, will be emphasized throughout the unit.   |
| <b>2nd year</b>              | Students will be able to use prior knowledge to build on skills acquired from the previous year. At this level students will begin to implement the skills in game-like situations or activities in the unit of choice.   |
| <b>3rd year</b>              | Students will be able to use prior knowledge to build on higher level implementation of skills acquired in the previous two years. This should be applied in game situations/activities and will result in a more efficient game situation.   |
| <b>4th year</b>              | Students will be able to use prior three years of skill development and strategies learned to help lead and manage game situations and activities. At this level students will help guide and model for entry level students by showing proper use of equipment, strategies applied and correct technique and form used to participate in their unit of choice. |

# Pacing Guide

## Ninth Grade Pacing Guide

*Students will be offered one activity from each of the three categories per unit of instruction.*

| <b>Lifetime Activities:</b> | <b>Days:</b> | <b>Days 1-2:</b>      | <b>Days 3-5</b>                        | <b>Day 6:</b>        |
|-----------------------------|--------------|-----------------------|--|----------------------|
| 1. Aerobics                 | 6            | Skills and techniques | Exercise routine, formative assessment | Summative Assessment |
| 2. Archery                  | 6            | Skills and techniques | Game play, formative assessment        | Summative Assessment |
| 3. Circuit Training         | 6            | Skills and techniques | Exercise routine, formative assessment | Summative Assessment |
| 4. Cycling                  | 6            | Skills and techniques | Cycling, formative assessment          | Summative Assessment |
| 5. Fitness                  | 6            | Skills and techniques | Exercise routine, formative assessment | Summative Assessment |
| 6. Golf                     | 6            | Skills and techniques | Game play, formative assessment        | Summative Assessment |
| 7. Tennis                   | 6            | Skills and techniques | Game play, formative assessment        | Summative Assessment |
| 8. Walking                  | 6            | Skills and techniques | Exercise routine, formative assessment | Summative Assessment |
| 9. Yoga                     | 6            | Skills and techniques | Exercise routine, formative assessment | Summative Assessment |

### **Recreational Activities:**

|                   |   |                       |                                 |                      |
|-------------------|---|-----------------------|---------------------------------|----------------------|
| 1. Archery        | 6 | Skills and techniques | Game play, formative assessment | Summative Assessment |
| 2. Backyard Games | 6 | Skills and techniques | Game play, formative assessment | Summative Assessment |
| 3. Badminton      | 6 | Skills and techniques | Game play, formative assessment | Summative Assessment |
| 4. Flag Frenzy    | 6 | Skills and techniques | Game play, formative assessment | Summative Assessment |
| 5. Outdoor Games  | 6 | Skills and techniques | Game play, formative assessment | Summative Assessment |
| 6. Pickleball     | 6 | Skills and techniques | Game play, formative assessment | Summative Assessment |

|                 |   |                       |                                 |                      |
|-----------------|---|-----------------------|---------------------------------|----------------------|
| 7. Table Tennis | 6 | Skills and techniques | Game play, formative assessment | Summative Assessment |
| 8. Ulti-mania   | 6 | Skills and techniques | Game play, formative assessment | Summative Assessment |
| 9. Wiffle Ball  | 6 | Skills and techniques | Game play, formative assessment | Summative Assessment |

**Team Sport Activities:**

|                      |   |                       |                                 |                      |
|----------------------|---|-----------------------|---------------------------------|----------------------|
| 1. Basketball        | 6 | Skills and techniques | Game play, formative assessment | Summative Assessment |
| 2. Flag Football     | 6 | Skills and techniques | Game play, formative assessment | Summative Assessment |
| 3. Floor Hockey      | 6 | Skills and techniques | Game play, formative assessment | Summative Assessment |
| 4. Soccer            | 6 | Skills and techniques | Game play, formative assessment | Summative Assessment |
| 5. Softball          | 6 | Skills and techniques | Game play, formative assessment | Summative Assessment |
| 6. Speedball         | 6 | Skills and techniques | Game play, formative assessment | Summative Assessment |
| 7. Tchoukball        | 6 | Skills and techniques | Game play, formative assessment | Summative Assessment |
| 8. Team Handball     | 6 | Skills and techniques | Game play, formative assessment | Summative Assessment |
| 9. Volleyball        | 6 | Skills and techniques | Game play, formative assessment | Summative Assessment |
| 10. Ultimate Frisbee | 6 | Skills and techniques | Game play, formative assessment | Summative Assessment |

| <p><b>ESTABLISHED GOALS</b></p> <p>NPES 1: Demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NPES 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NPES 3: Demonstrates the knowledge and skills to achieve a health enhancing level of physical activity and fitness.</p> <p>NPES 4: Exhibits responsible personal and social behavior that respects self and others.</p> <p>NPES 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>NHES 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> | <b>Transfer</b>  |  |
|--|--|--|
|  | <p><i>Students will be able to independently use their learning to...</i></p> <p><i>Develop interest towards and staying physically active in a variety of activities throughout their lifetime to maintain their level of health and wellness.</i></p>  |  |
|  | <b>Meaning</b>   |  |
|  | <p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <p>Exposure to a variety of activities will help improve a person's chances of participating in physical activity on a regular basis throughout their lives</p> <p>Using the SMART goal model to maintain a healthy level of fitness through goal setting</p> <p>Learning the skill of logging workout details will benefit a person in setting personal goals</p> | <p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will consider...</i></p> <p>What are the variables that make an activity a lifetime activity?</p> <p>What skills and knowledge does one need in order to maintain a healthy level of fitness?</p> <p>How can one develop fitness goals that will allow one to meet his/her personal fitness/wellness goals?</p> |
|  |  |  |

|   | <b>Acquisition</b>   |  |
|---|--|--|
|   | <i>Students will know...</i>   | <i>Students will be skilled at...</i>  |
| NHES 5: Students will demonstrate the ability to use decision making skills to enhance health.  | The importance of reaching and calculating a healthy heart fitness range                 | Finding heart rate and target zone   |
| NHES 6: Students will demonstrate the ability to use goal-setting skills to enhance health.   | The various health benefits of staying physically active throughout a lifetime           | Understanding the importance of how personal fitness/wellness activities will connect to maintaining a healthy lifestyle |
| NHES 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.  | Techniques, skills and concepts used in a variety of lifetime activities                 | Recognizing health benefits of self-selected physical activities   |
|   | How to develop clear and realistic goals and how to incorporate them into daily routines | Utilizing the SMART Goal Model to accomplish individualized specific goals and routines                                  |
| CCSS.ELA-LITERACY.SL.9-10.1<br>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |  |  |

STAGE 2

| Code    | Evaluative Criteria  | Assessment Evidence   |
|---------|--|---|
| T, M, A | <p><i>Rubric showing student level:</i></p> <p>Emerging - Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.</p> <p>Maturing - Students can demonstrate the critical elements of the motor skills and knowledge components of the grade level outcomes, which will continue to refine with practice.</p> <p>Applying - Students can demonstrate the critical elements of the motor skills and knowledge components of the grade level outcomes in a variety of physical activity environments.</p> | <p>PERFORMANCE TASK(S):</p> <p>Students will be able to perform the skills to demonstrate muscular strength, muscular endurance, cardiovascular endurance and flexibility and relate them to lifetime activities. These will be demonstrated through performing tasks directly related to specific units of instruction, such as: proper use of exercise equipment in a circuit training unit, poses used in yoga, calculating heart rate and intensity level in walking and aerobic activities.</p> <p>Students will create a list of opportunities to engage in lifetime activities outside of the school setting and will indicate what constitutes them being lifetime activities. Students will be able to demonstrate this by locating opportunities in the community that will enable them to stay active in a variety of activities that are connected to the units offered such as walking trails, bicycle paths, exercise classes, etc.</p> |

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|  | Assessment Based | OTHER EVIDENCE:<br><br>Checklists<br><br>Quiz<br><br>Teacher Observation |
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## STAGE 3

| Code    | <b><i>Pre-Assessment</i></b>   |   |
|---------|--|---|
| T, M, A | <ul style="list-style-type: none"> <li>- Assess prior knowledge of the selected activity at the beginning of a unit</li> <li>- Student will self-assess using the emerging, maturing or applying rubric (See <i>Stage 2 - Evaluative Criteria</i>)</li> </ul>  |   |
|         | <p><i>Summary of Key Learning Events and Instruction</i></p> <ul style="list-style-type: none"> <li>- The Teacher will explain muscle groups used and demonstrate proper techniques</li> <li>- Students will learn and practice correct form of exercise related to muscular strength, muscular endurance, cardiovascular endurance and flexibility</li> <li>- Students will be able to perform the skills to demonstrate muscular strength, muscular endurance, cardiovascular endurance and flexibility and relate them to lifetime activities</li> <li>- The Teacher will demonstrate and provide specific details regarding equipment and form as they directly relate to the activity being carried out</li> <li>- Students will demonstrate performance tasks that are directly related to a specific unit of instruction, such as: proper use of exercise equipment in a circuit training unit, poses used in yoga, calculating heart rate and intensity level in walking and aerobic activities</li> <li>- The Teacher will discuss opportunities to participate in lifetime activities outside of the school setting</li> <li>- Students will create a list of opportunities to engage in lifetime activities outside of the school setting</li> <li>- Students will be able to locate opportunities in the community that will provide the opportunity to stay active in a variety of activities that are connected to the units offered such as walking trails, bicycle paths,</li> </ul> | <p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>- Will confer with students             <ul style="list-style-type: none"> <li>- to check for understanding of concepts and rules</li> <li>- to discuss specific strategies needed or strategies that can be applied to a specific situation</li> </ul> </li> <li>- Teacher Observation in selected activity             <ul style="list-style-type: none"> <li>- looking for proper techniques being used</li> <li>- looking for application of specific strategies</li> <li>- looking for understanding of rules and specific concepts needed</li> </ul> </li> <li>- Checklists             <ul style="list-style-type: none"> <li>- looking for correct use of techniques used in active situation</li> <li>- student checklist for physical fitness standards and personal goals</li> </ul> </li> <li>- Group Discussion             <ul style="list-style-type: none"> <li>- Student led and teacher led discussions showing understanding of concepts and building on ideas to improve activities, game, goals</li> </ul> </li> </ul> |

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|  | exercise classes, etc. | <ul style="list-style-type: none"><li>- looking for ability to communicate effectively with peers while participating in the activity</li></ul> |
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| <p><b>ESTABLISHED GOALS</b></p> <p>NPES 1: Demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NPES 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NPES 3: Demonstrates the knowledge and skills to achieve a health enhancing level of physical activity and fitness.</p> <p>NPES 4: Exhibits responsible personal and social behavior that respects self and others.</p> <p>NPES 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>NHES 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>NHES 5: Students will demonstrate the ability to use decision making skills to enhance health.</p> | <b>Transfer</b>   |   |
|--|---|---|
|  | <p><i>Students will be able to independently use their learning to...</i></p> <p>Develop interest towards and staying physically active in a variety of activities that are done for enjoyment, pleasure, and are considered to be fun.</p>   |   |
|  | <b>Meaning</b>  |   |
|  | <p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <p>Specific rules, strategies, techniques and positioning are used on the field/court to be successful</p> <p>Participation in recreational activities are an important aspect in keeping a healthy lifestyle</p> <p>Recreational games are ideal to play regardless of age and ability</p> | <p><b>ESSENTIAL QUESTIONS</b></p> <p>Students will consider...</p> <p>What skills and knowledge does one need in order to participate in recreational activities?</p> <p>How can recreational activities help in my lifetime fitness and wellness goals?</p> <p>What are similarities and differences between recreational and lifetime activities?</p> |

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| <p>NHES 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>CCSS.ELA-LITERACY.SL.9-10.1<br/>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> |  |  |
|   | <b>Acquisition</b>   |  |
|   | <p><i>Students will know...</i></p> <p>Rules and essential skills in a variety of recreational activities</p> <p>The method of scoring in a variety of recreational activities</p> <p>Life skills that are developed through the participation in a variety of recreational activities</p> <p>The components of fitness that are used in a variety of activities</p> | <p><i>Students will be skilled at...</i></p> <p>Understanding the connection between recreational activities and a healthy fitness level</p> <p>Utilize the life skills of communication and collaboration in a variety of recreational activities</p> <p>Demonstrating the ability to keep score and follow the rules in a variety of recreational activities</p> |

| Code    | Evaluative Criteria   | Assessment Evidence   |
|---------|---|---|
| T, M, A | <p>Rubric showing student level:</p> <p>Emerging - Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.</p> <p>Maturing - Students can demonstrate the critical elements of the motor skills and knowledge components of the grade level outcomes, which will continue to refine with practice.</p> <p>Applying - Students can demonstrate the critical elements of the motor skills and knowledge components of the grade level outcomes in a variety of physical activity environments.</p> | <p>PERFORMANCE TASK(S):</p> <p>Students will be able to perform the skills and apply rules and strategies needed to effectively be engaged in game play. Students will demonstrate this by being able to apply specific game strategies in correct situations and use proper techniques to perform the chosen activity to the best of their ability. Such as what base to throw to in a specific situation during a wiffle ball or outdoor games unit, correct positioning when playing with a partner in a doubles racket sport, and use all scoring options available in backyard games and ultimania.</p> <p>Students will demonstrate how to be an effective participant during the chosen recreational activity. Students will demonstrate this by correctly setting up games to meet specific game rules such as distance between targets or end zones, using proper etiquette when self officiating games being played and respecting the opponent's perspective. Students will also demonstrate all safety rules involved such as whistle commands in archery and throwing direction in backyard games.</p> |

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|  | Assessment Based | <p>OTHER EVIDENCE:</p> <p>Checklists</p> <p>Quiz</p> <p>Teacher Observations</p> |
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| Code                            | <b><i>Pre-Assessment</i></b>   |  |
|---------------------------------|--|--|
| T, M, A                         | <ul style="list-style-type: none"> <li>- Assess prior knowledge of the selected activity at the beginning of a unit</li> <li>- Student will self-assess using the emerging, maturing or applying rubric (See <i>Stage 2 - Evaluative Criteria</i>)</li> </ul>  |  |
| M<br>A<br>A<br>A<br>A<br>T<br>T | <p><i>Summary of Key Learning Events and Instruction</i></p> <ul style="list-style-type: none"> <li>- The teacher will introduce a recreational activity to students within each unit of instruction</li> <li>- The teacher will introduce all equipment needed to perform tasks related to skill development and game play</li> <li>- The teacher will explain basic skills needed to participate in specific activity</li> <li>- The teacher will discuss rules that need to be applied to each individual activity and will demonstrate proper use of strategies within a variety of situations</li> <li>- The teacher will discuss all safety expectations</li> <li>- As part of the daily warm up students will set goals and monitor progress towards meeting CT Health Related Fitness Standards in muscular strength, muscular endurance, flexibility and cardiovascular endurance</li> <li>- Students will engage in one-on-one, small group and team discussions where they will effectively communicate strategies, rules, scoring and apply those discussions in their activity</li> </ul> | <p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>- Will confer with students <ul style="list-style-type: none"> <li>- to check and see understanding of concepts and rules</li> <li>- to discuss specific strategies needed or that can be applied to a specific situation</li> </ul> </li> <li>- Teacher Observation in activity <ul style="list-style-type: none"> <li>- looking for proper techniques being used</li> <li>- looking for application of specific strategies</li> <li>- looking for understanding of rules and specific concepts needed</li> </ul> </li> <li>- Checklists <ul style="list-style-type: none"> <li>- looking for correct use of techniques used in active situations</li> <li>- student checklist for physical fitness standards and personal goals</li> </ul> </li> </ul> |

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|--|--|---|
|  |  | <ul style="list-style-type: none"> <li>- Group Discussion             <ul style="list-style-type: none"> <li>- Student led and teacher led discussions showing understanding of concepts and building on ideas to improve activity, game, goals</li> <li>- looking for ability to communicate effectively with peers while participating in activity</li> </ul> </li> </ul> |
|--|--|---|

| <p><b>ESTABLISHED GOALS</b></p> <p>NPES 1: Demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NPES 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NPES 3: Demonstrates the knowledge and skills to achieve a health enhancing level of physical activity and fitness.</p> <p>NPES 4: Exhibits responsible personal and social behavior that respects self and others.</p> <p>NPES 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>NHES 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>NHES 5: Students will demonstrate the ability to use decision making skills to enhance health.</p> | <b>Transfer</b>   |   |
|--|---|---|
|  | <p><i>Students will be able to independently use their learning to...</i></p> <p>Develop interest towards and staying physically active in a variety of activities that are organized into teams and compete against an opponent.</p>   |   |
|  | <b>Meaning</b>  |   |
|  | <p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <p>Offensive/defensive strategies, and positioning on the field/court to be successful</p> <p>Maintaining and improving flexibility, cardio-respiratory endurance, muscular strength and muscular endurance will all help in performance</p> <p>Utilizing the skills of all players on the team, cooperation with teammates and good communication will all help improve a team's performance</p> | <p><b>ESSENTIAL QUESTIONS</b></p> <p>Students will consider...</p> <p>What skills and knowledge a player needs to be successful in a team sport?</p> <p>How will working collaboratively with one's teammates improve one's team performance?</p> <p>How does conditioning and practice help improve performance in a team sport?</p> |
|  |   |   |
|  |   |   |

| <p>NHES 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>CCSS.ELA-LITERACY.SL.9-10.1<br/>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> | <b>Acquisition</b>  |  |
|---|---|--|
|   | <i>Students will know...</i>  | <i>Students will be skilled at...</i>  |
|   | Techniques, skills and concepts used in a variety of team sports                  | Identifying skills and strategies used to perform in a team sport                          |
|   | Effective ways to communicate and work with teammates to improve team performance | Effectively communicating with teammates to be able to put their team in the best position |
|   | Strategies that are used to help teams be successful                              | Describing the scoring process and major rules used in a variety of team sports            |
|   | Field/court markings and lines that are used in the game situations               | Showing an awareness and an appreciation for the difference in skill levels of all players |

STAGE 2

| Code    | Evaluative Criteria   | Assessment Evidence   |
|---------|---|---|
| T, M, A | <p>Rubric showing student level:</p> <p>Emerging - Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.</p> <p>Maturing - Students can demonstrate the critical elements of the motor skills and knowledge components of the grade level outcomes, which will continue to refine with practice.</p> <p>Applying - Students can demonstrate the critical elements of the motor skills and knowledge components of the grade level outcomes in a variety of physical activity environments.</p> | <p>PERFORMANCE TASK(S):</p> <p>Students will apply specific game related strategies and rules while working collaboratively with teammates in a game situation. Students will demonstrate this through drills and game play where they will use specific skills and abilities to incorporate all teammates in the specific game being played. Students will also be able to show an understanding of the importance of involving all participants in a variety of ways.</p> <p>Students will describe ways to replay specific game situations to show effective team play through the perspective of a teammate. This will be demonstrated by the students describing specific plays used in chosen team activity that demonstrate the use of all teammates, such as correct spacing on a court or movement without the ball to get an open teammate.</p> |

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|  | Assessment Based | OTHER EVIDENCE:<br><br>Checklist<br><br>Quiz<br><br>Teacher Observation |
|--|------------------|---|

### STAGE 3

| Code    | <i>Pre-Assessment</i>   |   |
|---------|---|---|
| T, M, A | <ul style="list-style-type: none"> <li>- Assess prior knowledge of the selected activity at the beginning of a unit</li> <li>- Student will self-assess using the emerging, maturing or applying rubric (See <i>Stage 2 - Evaluative Criteria</i>)</li> </ul>   |   |
|         | <i>Summary of Key Learning Events and Instruction</i>   | Progress Monitoring   |
| M       | <ul style="list-style-type: none"> <li>- The teacher will introduce a team sport to students within each unit of instruction</li> <li>- The teacher will introduce all equipment needed to perform tasks related to skill development and game play</li> <li>- The teacher will explain basic skills needed to participate in specific activity</li> <li>- The teacher will discuss rules that need to be applied to each individual activity and will demonstrate proper use of strategies within a variety of situations</li> </ul> | <ul style="list-style-type: none"> <li>- Will confer with students <ul style="list-style-type: none"> <li>- to check and see understanding of concepts and rules</li> <li>- to discuss specific strategies needed or that can be applied to a specific situation</li> </ul> </li> </ul> |
| A       |   |   |
| A       |   |   |
| A       |   | <ul style="list-style-type: none"> <li>- Teacher Observation in activity <ul style="list-style-type: none"> <li>- looking for proper</li> </ul> </li> </ul>   |

