

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 1	<p>Orientation/Welcome Back</p> <p>Why is it important for students to understand the need for daily physical activity?</p> <p>What are the grading policies for Physical Education?</p> <p>What happens in the case of extended medical absence from class?</p> <p>What activities will be offered in Physical Education?</p> <p>What are the consequences of NOT participating in daily physical activity?</p> <p>What are the appropriate ways in which students can incorporate physical activity into their daily lives?</p> <p>Soccer</p> <p>What is the objective of soccer?</p> <p>What are the safety considerations of soccer?</p> <p>Why are the basic skills fundamental to participating successfully in the game of soccer?</p>	<p>PE units</p> <p>Environment safety</p> <p>Equipment safety</p> <p>Social and health benefits of physical activity</p> <p>Class rules and regulations</p> <p>Personal and social responsibility</p> <p>Welcome Back Vocabulary</p> <p>medical absence</p> <p>extended medical absence</p> <p>policy</p> <p>Safety considerations</p> <p>Basic skills (dribbling passing shooting)</p> <p>Rules/Penalties</p> <p>Modified "mini games"</p> <p>Soccer Vocabulary</p> <p>hand ball</p> <p>throw-in</p> <p>goal kick</p> <p>corner kick</p>	<p>Memorizes individual gym locker combination</p> <p>Recalls PE expectations, rules, and grading policy</p> <p>Recognizes the consequences of <i>not</i> participating in class activities</p> <p>Addresses sports portfolios and non-participant handouts</p> <p>Recalls basic rules</p> <p>Demonstrates proper dribbling, passing, trapping, and throw- in techniques</p> <p>Compares and contrasts proper/improper movement with ball</p> <p>Combines multiple progressive skills</p> <p>Performs accurate throw-in technique</p> <p>Participates in modified mini-games</p>	<p>Demonstration of successful lock-opening procedure</p> <p>Teacher assessment</p> <p>Peer-assessment</p> <p>Teacher assesement</p> <p>Modified game</p>	<p>HPEFACS1-K2-2E</p> <p>HPEFACS1-K2-2B</p> <p>HPEFACS1-K2-2C</p> <p>HPEFACS1-K2-2A</p>	<p>Non-participant portfolio examples</p> <p>class expectations and grading system</p>
Unit 2	<p>FITNESSGRAM Fitness Testing</p> <p>What is a "healthy fitness zone?"</p> <p>What fitness components will be evaluated?</p> <p>What are "performance errors?"</p> <p>How do students safely participate in FITNESSGRAM activities?</p> <p>Orienteering</p> <p>What is the importance of navigation?</p> <p>How does one determine direction utilizing signs in nature?</p>	<p>Components of fitness (muscular strength, flexibility, muscular endurance, cardio-respiratory/cardiovascular endurance)</p> <p>FITNESSGRAM assessment tool</p> <p>Fitnessgram Vocabulary</p> <p>performance error</p> <p>assessment tool</p> <p>BMI</p> <p>healthy fitness zone</p> <p>Indoor/outdoor navigation (map-reading, use of compass, direction following)</p> <p>Real-world application of map/compass reading skills</p> <p>Sun positioning</p> <p>Orienteering Vocabulary</p> <p>compass</p>	<p>Spots peer performance errors</p> <p>Determines personal healthy fitness zone</p> <p>Performs the following skills:</p> <p>PACER --Cardiovascular endurance</p> <p>Curl-up --Abdominals</p> <p>Push-up --upper body strength/endurance</p> <p>Trunk Lift --back flexibility</p> <p>Sit & Reach --hamstring/back flexibility</p> <p>Recognizes key points of interest on an orienteering map</p> <p>Distinguishes between necessary and unnecessary information on an orienteering map</p> <p>Constructs an orienteering map for peer use</p>	<p>Standardized score range for:</p> <p>PACER Test--Cardiovascular endurance</p> <p>Curl-up Test--Abdominals</p> <p>Push-up Test--upper body strength/endurance</p> <p>Trunk Lift Test--back flexibility</p> <p>Sit & Reach Test--hamstring/back flexibility</p> <p>ACTIVITYGRAM</p> <p>Functional orienteering map</p> <p>Teacher observation</p>	<p>HPEFACS1-K2-2A</p> <p>HPEFACS1-K2-2B</p> <p>HPEFACS1-K2-2C</p> <p>HPEFACS1-K2-2D</p> <p>HPEFACS1-K2-2F</p> <p>HPEFACS3-K2-2B</p>	<p>FITNESSGRAM Instructional DVD</p> <p>www.fitnessgram.com</p>

		<p>orienteeing</p> <p>map</p> <p>legend</p> <p>key</p>	<p>Identifies parts of a compass</p>			
Unit 3	<p>Volleyball What are the rules and objectives of Volleyball?</p> <p>What are the basic skills important to the game of Volleyball?</p> <p>What are the basic movement concepts and principles of the game of Volleyball?</p> <p>What are the safety considerations for Volleyball?</p> <p>What are the Volleyball opportunities outside of the PE setting?</p> <p>Broom Ball What are the rules of Broomball?</p> <p>What are the safety considerations of Broomball?</p> <p>Why is it important to demonstrate proper technique and strategy in a game situation?</p> <p>What are the consequences of not executing correct safety measures at all times?</p> <p>What are the benefits of displaying appropriate broom ball skills in a game situation?</p>	<p>(Modified) Game rules and violations: Three-touch max, roatation, carry, serving, net infractions</p> <p>Modified/lead-up games</p> <p>Modified game play</p> <p>Volleyball Vocabulary</p> <p>bump</p> <p>forearm pass</p> <p>set</p> <p>spike</p> <p>rotation</p> <p>underhand serve</p> <p>Game history, scoring, rules, applicable locomotor skills, penalties, safety, sportsmanship</p> <p>Basic stick handling drills</p> <p>Offensive and defensive drills</p> <p>Safety concerns/injury prevention</p> <p>Broom Ball Vocabulary</p> <p>high-sticking</p> <p>hat trick</p> <p>checking</p> <p>penalty box</p> <p>face-off</p>	<p>Demonstrates proficiency in the areas of ball control (bumping/setting to target)</p> <p>Attempts both the underhand and overhand serve</p> <p>Combines multiple skills and apply knowledge to game situations</p> <p>Researches Volleyball opportunities outside of the school setting</p> <p>Identifies player positions, penalties, rules, playing area, and scoring during game play</p> <p>Performs proper passing, stick handling, trapping, and shooting</p> <p>Participates in a sideline game of Broomball</p> <p>Maintains self-control in a game situation</p>	<p>Observation</p> <p>Modified Game</p> <p>Peer assessment</p> <p>Game</p> <p>Teacher observation</p> <p>Peer assessment sheet</p>	<p>HPEFACS1-K2-2C</p> <p>HPEFACS1-K2-2B</p> <p>HPEFACS2-K2-2D</p> <p>HPEFACS2-K2-2C</p> <p>HPEFACS2-K2-2A</p> <p>HPEFACS3-K2-2A</p>	<p>_volleyball assessment</p> <p>_broom ball assessment sheet</p>

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Unit 4	<p>Rhythms/Dance How is dancing connected to social interaction?</p> <p>What are the health benefits associated with dancing?</p> <p>How is music used as a motivator for movement?</p> <p>Contemporary Group Fitness What are tangible examples of "contemporary group fitness"?</p> <p>What are the benefits to exercising in a group setting?</p> <p>What is the importance of the breath-meditation connection?</p> <p>Why is it important to understand the benefits of meditation?</p>	<p>Social and health benefits of dancing</p> <p>DDR (Dance Dance Revolution)</p> <p>Group line dancing</p> <p>Limbo</p> <p>Music as a motivator</p> <p>Rhythms Vocabulary</p> <p>ryhythm</p> <p>choreography</p> <p>sequence</p> <p>sequential movement</p> <p>movement pattern</p> <p>Basic Yoga (including, but not limited to: sun salutation, child pose, downward dog, tree pose, warrior I & II)</p> <p>Cardio Kickboxing</p> <p>Step aerobics</p> <p>Breath-meditation connection</p> <p>Group Fitness Vocabulary</p> <p>basic step</p> <p>v-step</p> <p>l-step</p> <p>roundhouse kick</p> <p>chi</p> <p>power move</p> <p>Namaste</p>	<p>Shows balance and directionality</p> <p>Memorizes and shows movement sequences and rhythmic patterns</p> <p>Identifies and demonstrates movement elements (strength, agility, flexibility, coordination) in activity performance</p> <p>Compares/contrasts dancing with traditional forms of sport and exercise</p> <p>Assesses heart rate before, during, and after participation in dance sequences</p> <p>Identifies personal motivational music</p> <p>Demonstrates proper knee-toe and hip-leg alignment for basic roundhouse kick</p> <p>Masters proper heel-toe stepping patterns utilizing standard step bench for a 32-count beat basic step pattern</p> <p>Holds basic supine pose (thunderbolt) and standing pose (warrior) for extended period of time (30 seconds)</p> <p>Evaluates personal ability levels and modify basic poses/steps to fit such level</p> <p>Combines several movement patterns in step routine</p> <p>Completes fitness portfolio</p> <p>Makes the mind-body Yoga connection</p>	<p>Dance Observation Peer evaluation DDR presentation</p> <p>Fitness Portfolio Observation Peer assessment Self-assessment</p>	<p>HPEFACS1-K2-2A</p> <p>HPEFACS1-K2-2B</p> <p>HPEFACS1-K2-2C</p> <p>HPEFACS1-K2-2F</p> <p>HPEFACS2-K2-2B</p> <p>HPEFACS2-K2-2C</p> <p>HPEFACS2-K2-2E</p> <p>HPEFACS3-K2-2A</p> <p>HPEFACS3-K2-2B</p>	
Unit 5	<p>Fitness Room/Fitness Stations What are the differences between controllable health risk factors and uncontrollable health risk factors?</p> <p>What is your Target Heart Rate Zone?</p> <p>Why is maintaining personal fitness so important throughout your life?</p> <p>Badminton Why is badminton a lifetime</p>	<p>Controllable health risk factors: activity level, diet, obesity, high blood pressure, smoking</p> <p>Uncontrollable health risk factors: age, gender, heredity</p> <p>Target Heart Rate Zone</p> <p>Fitness room safety/rules</p> <p>FITT principle of training</p> <p>Circuit training (fitness stations in and out of the weight room)</p> <p>Fitness Vocabulary</p> <p>muscle confusion</p> <p>circuit training</p> <p>overload</p> <p>progression</p> <p>specificity</p> <p>FITT (Frequency, Intensity, Time, Type) principle</p> <p>target heart rate zone</p>	<p>Identifies health-related components of fitness</p> <p>Describes basic principles of fitness</p> <p>Labels muscle groups and coordinating exercises/equipment</p> <p>Modifies activity for personal fitness level</p> <p>Differentiates between health-related fitness, and skill-related fitness</p> <p>Summarizes daily/weekly physical activity in personal fitness log</p> <p>Values the importance of daily exercise</p>	<p>Personal physical activity log</p>	<p>HPEFACS1-K2-2A</p> <p>HPEFACS1-K2-2B</p> <p>HPEFACS1-K2-2C</p> <p>HPEFACS1-K2-2D</p> <p>HPEFACS1-K2-2E</p> <p>HPEFACS3-K2-2A</p> <p>HPEFACS3-K2-2B</p> <p>HPEFACS3-K2-2C</p> <p>HPEFACS2-K2-2A</p> <p>HPEFACS2-K2-2D</p>	<p>_physical activity log</p> <p>badminton assessment</p>

	<p>sport?</p> <p>What areas of fitness can be improved through badminton play?</p> <p>What are the rules of badminton?</p> <p>What are the safety considerations associated with badminton?</p> <p>What is "muscle memory?" and why is it integral to the sport of badminton?</p>	<p>Safety/rules coverage</p> <p>Equipment description</p> <p>Serving practice (muscle memory connection)</p> <p>Keep it up--striking with racquet</p> <p>Situational play</p> <p>Modified game play--King of the court</p> <p><u>Badminton Vocabulary</u></p> <p>muscle memory</p> <p>birdie/shuttle</p> <p>overhead clear</p> <p>drop shot</p> <p>overhead smash</p> <p>doubles/singles</p>	<p>Identifies the differences between a variety of racquet sports</p> <p>Recalls basic rules of modified game</p> <p>Demonstrates various badminton shots and applies them in game situations</p> <p>Recognizes the need for to share equipment and the importance of equipment care</p> <p>Recognizes and becomes aware of community and neighborhood opportunities to participate in the sport of badminton</p>	<p>Badminton peer-assessment sheet</p> <p>Observation</p>		<p>sheet</p>
Unit 6	<p><u>Basketball</u></p> <p>What are the basic movement concepts and principles of Basketball?</p> <p>What are the safety considerations for Basketball?</p> <p>Why are the concepts of teamwork and communication important in a team sport such as Basketball?</p> <p>What are some Basketball opportunities outside of the school setting?</p> <p><u>European Team Handball</u></p> <p>What skills and strategies from other team sports are useful in Team Handball?</p> <p>Why is passing important in Team Handball?</p> <p>What is the proper technique used when receiving a pass?</p> <p>What is spacing in Team Handball and why is it important?</p> <p>What are the basic rules of Team Handball?</p> <p>What are the basic strategies used in Team Handball?</p> <p>How does effective communication play a role in Team Handball?</p>	<p>Rules and strategies of modified/lead up games.</p> <p>Basketball violations: traveling, double dribbling, fouls</p> <p>Modified/lead-up games: Dribble tag, Spots, Around the world, HORSE, King of the court, Knockout, 3v3 half-court</p> <p>"Taking it back"</p> <p><u>Basketball Vocabulary</u></p> <p>dribble/double dribble</p> <p>traveling</p> <p>lay-up</p> <p>screen</p> <p>pick</p> <p>chest pass</p> <p>bounce pass</p> <p>rebound</p> <p><u>Handball drills:</u></p> <p>Throwing/catching</p> <p>Move to open space</p> <p>"Hot Potato" (timed release)</p> <p>Use of sideline players</p> <p>Rules, regulations, violations, goalie and player restrictions</p> <p>Effective team communication strategies</p> <p><u>Team Handball Vocabulary</u></p> <p>crease</p> <p>3-second violation</p> <p>3-step violation</p> <p>passing violation</p> <p>sideline player</p>	<p>Demonstrates the basic concepts of offense and defense in a modified game situation</p> <p>Exhibits a basic knowledge of the rules in a simple modified game of basketball</p> <p>Communicates with others to plan effectively and implement strategic plays to optimize performance</p> <p>Practices basic shooting and rebounding skills in a lead-up game (SPOTS)</p> <p>Displays leadership qualities and sets a good example for others in terms of sportsmanship and fair play</p> <p>Identifies Basketball opportunities outside of the school setting</p> <p>Recalls game violations</p> <p>Adjusts positioning to opponents strategy</p> <p>Communicates successfully and effectively with teammates when applying a team strategy</p> <p>Exhibits good sportsmanship in all aspects of play</p>	<p>Basketball assessment sheet (Peer) Observation</p> <p>Game play</p> <p>Observation</p> <p>Game Play</p> <p>Team Handball Checklist</p>	<p>HPEFACS1-K2-2A</p> <p>HPEFACS1-K2-2B</p> <p>HPEFACS1-K2-2C</p> <p>HPEFACS1-K2-2F</p> <p>HPEFACS2-K2-2A</p> <p>HPEFACS2-K2-2B</p> <p>HPEFACS2-K2-2C</p> <p>HPEFACS2-K2-2D</p> <p>HPEFACS2-K2-2E</p> <p>HPEFACS3-K2-2A</p>	<p>basketball peer assessment sheet</p> <p>team handball unit checklist</p>

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Unit 7	<p>Cooperative Games What role does "trust" play in cooperative games?</p> <p>Why is effective communication essential for a successful team experience?</p> <p>How does cooperating with teammates make the group more successful in completing a common task?</p> <p>What does it mean to be an "effective listener" in the context of cooperative games?</p>	<p>Ice breakers/quick games: birthday order, tarp, speedball, tossing pattern, wonderwheel</p> <p>Large group tasks: Islands, 4-corners</p> <p>Effective communication strategies</p> <p>Cooperative Games Vocabulary</p> <p>self-awareness</p> <p>trust</p> <p>leadership</p> <p>risk-taking</p> <p>individualized learning styles</p> <p>common task</p>	<p>Identifies common tasks</p> <p>Outlines plan for common-task completion</p> <p>Expresses ideas among the group in an effective and calm manner</p> <p>Recognizes differences in learning, communication styles, and comprehension as it pertains to individuals within a cohesive group</p> <p>Demonstrates the ability to problem-solve both individually and within the group</p> <p>Modifies group or individual plan as necessary</p> <p>Values the Cooperative Games/Project Adventure experience</p>	<p>Group Task Completion Observation</p> <p>Project Adventure Assessment Sheet</p>	<p>HPEFACS1-K2-2C</p> <p>HPEFACS2-K2-2B</p> <p>HPEFACS2-K2-2C</p> <p>HPEFACS2-K2-2E</p> <p>HPEFACS2-K2-2D</p>	<p> PA Assessment Sheet</p>
Unit 8	<p>Scooter Hockey What are the rules, skills, and game strategies involved in scooter hockey?</p> <p>How do teamwork and sportsmanship affect game play?</p> <p>How does participation in scooter hockey improve physical fitness?</p> <p>What safety considerations need to be addressed due to the use of scooters?</p> <p>Large Group Games How do class and team rules make PE activities more enjoyable?</p> <p>Why are honesty, personal and social responsibility, sportsmanship, confidence, courtesy, respect, perseverance, integrity, and teamwork essential for a positive PE experience?</p> <p>How do these aspects apply to daily interactions with others?</p>	<p>Game history, scoring, rules, applicable locomotor skills, penalties, safety, sportsmanship, drills, game play</p> <p>Safe scooter handling</p> <p>Scooter Hockey Vocabulary</p> <p>slashing</p> <p>high-sticking</p> <p>tripping</p> <p>hooking</p> <p>Personal and social responsibility</p> <p>Capture the Flag</p> <p>Mat Ball</p> <p>Scavenger</p> <p>Everybody's "It"</p> <p>Octopus Tag</p> <p>Pin Down</p> <p>Large Group Games Vocabulary</p> <p>personal space</p> <p>free back</p> <p>spacial awareness</p>	<p>Identifies the origination of scooter hockey</p> <p>Demonstrates player positions, penalties, rules, playing area and scoring during game play</p> <p>Performs the following skills: forward/backward scooting, passing, stick handling, backhand shot, trapping and shooting</p> <p>Shows proper movement with scooter</p> <p>Identifies boundaries and specific rules of each large group game</p> <p>Describes safety concerns within the playing area</p> <p>Recognizes one's personal role in a team strategy</p> <p>Demonstrates understanding of the activity through personal participation within the game</p> <p>Experiments with different offensive and defensive strategies as applied to individual game situations</p> <p>Formulates a cohesive plan with teammates to encourage a positive game outcome</p> <p>Respects the playing environment</p> <p>Engages in fair play</p>	<p>Game play Observation</p> <p>Game Play Observation Sportsmanship Rubric</p>	<p>HPEFACS1-K2-2A</p> <p>HPEFACS1-K2-2B</p> <p>HPEFACS1-K2-2C</p> <p>HPEFACS1-K2-2F</p> <p>HPEFACS2-K2-2A</p> <p>HPEFACS2-K2-2B</p> <p>HPEFACS2-K2-2C</p> <p>HPEFACS2-K2-2D</p> <p>HPEFACS2-K2-2E</p>	<p> sportsmanship rubric</p>
Unit 9	<p>Walk Across America/Pedometers Why is regular participation in physical activity important throughout our lifetime?</p> <p>How does personal goal setting apply to this unit?</p> <p>How does setting a class/grade goal act as a motivator for individual</p>	<p>"Walk Across America" challenge</p> <p>Pedometer usage</p> <p>Monitored walking on school track</p> <p>Calculation of daily class miles</p> <p>Walk Across</p>	<p>Identifies everyday opportunities to incorporate fitness into their daily lives</p> <p>Discusses the importance of goal setting and goal achievement as it pertains to "Walk Across America"</p> <p>Estimates how many steps they will take over the course of the class period/unit</p>	<p>Pedometer log sheet Observation</p> <p>Individual participation in "Walk Across America" challenge</p>	<p>HPEFACS1-K2-2A</p> <p>HPEFACS1-K2-2C</p> <p>HPEFACS1-K2-2D</p> <p>HPEFACS1-K2-2E</p> <p>HPEFACS1-K2-2F</p>	<p> walk across america teacher memo</p> <p> walk america log sheet</p> <p> compare/contrast softball/baseball worksheet</p>

<p>participation?</p> <p>How can you easily incorporate physical activity into your daily life?</p> <p>Does being accountable for your daily steps change the way you think (make your more aware) about physical activity?</p> <p>Softball What role does confidence play in performance?</p> <p>How does positive team reinforcement affect oneself and others?</p> <p>How does one produce speed, accuracy, and leverage when striking objects with other objects?</p> <p>What is good sportsmanship both as a player and a spectator?</p>	<p>America Vocabulary</p> <p>pedometer</p> <p>conversion</p> <p>spacing</p> <p>Throwing/catching drills/ lead up games</p> <p>Base running, batting practice, situational game play</p> <p>Infield and outfield positioning</p> <p>Good sportsmanship and good spectatorship</p> <p>Building self-confidence</p> <p>Softball Vocabulary</p> <p>infield</p> <p>outfield</p> <p>base runner</p> <p>steal</p> <p>slide</p> <p>walk</p> <p>bunt</p> <p>overthrow</p> <p>cutoff</p>	<p>Records total steps on pedometer log sheet</p> <p>Calculates class/grade step totals</p> <p>Compiles step totals of multiple participants and covers info into milage</p> <p>Incorporates fitness into daily tasks</p> <p>Identifies field positions</p> <p>Demonstrates proper body positioning when catching a ball at different speeds from multiple angles</p> <p>Demonstrates proper throwing/catching tequiques while stationary and while moving</p> <p>Displays proper base running techniques</p> <p>Makes contact with some degree of proficiency both in batting practice and game play</p> <p>Establishes positive muscle memory through repetition of skills and drills</p> <p>Compares/contrasts softball/baseball history and fundamental similarities and differences</p> <p>Displays good sportsmanship and good spectatorship through encouraging words and actions</p>	<p>Bulletin board design</p> <p>Observation</p> <p>Game Play</p> <p>Compare/contrast sheet</p>	<p>HPEFACS2-K2-2A</p> <p>HPEFACS2-K2-2B</p> <p>HPEFACS2-K2-2C</p> <p>HPEFACS2-K2-2E</p>
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Unit 10	<p>PE Central Challenge Why is goal setting important?</p> <p>Why are the social aspects of competition important?</p> <p>What are examples of motivational rewards?</p>	<p>PE Central Challenge tasks(throw and catch, balance shuffle, paddle strike, hula hoop, jump that rope, volley up) rubric, and reward system</p> <p>Station work involving six PE challenge tasks</p> <p>Motivational reward system</p> <p>Goal setting</p> <p>PE Central Challenge Vocabulary rubric</p>	<p>Identifies the area of fitness/skill each challenge task evaluates</p> <p>Estimates heart rate on perceived exertion scale for each activity</p> <p>Modifies activity for injury and/or ability level</p> <p>Participates in assessment challenges</p> <p>Achieves pre-determined fitness challenge goals</p>	<p>PE Central Challenge Assessment</p> <p>Observation</p>	<p>HPEFACS1-K2-2A</p> <p>HPEFACS1-K2-2B</p> <p>HPEFACS1-K2-2C</p> <p>HPEFACS1-K2-2C</p> <p>HPEFACS1-K2-2F</p>	<p> PE central challenge</p>

Key to Standards used in this Map

HPEFACS1-K2-2B [1 occurrence] - HPEFACS Standard 1 - Key Idea 2 [Physical Education] - Performance Indicator 2B - develop physical fitness skills through regular practice, effort, and perseverance. [Elementary]

HPEFACS1-K2-2E [1 occurrence] - HPEFACS Standard 1 - Key Idea 2 [Physical Education] - Performance Indicator 2E - demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness. [Elementary]

HPEFACS1-K2-2A [8 occurrences] - HPEFACS Standard 1 - Key Idea 2 [Physical Education] - Performance Indicator 2A - demonstrate competency in a variety of physical activities (games, sports, exercises) that provide conditioning for each fitness area. [Intermediate]

HPEFACS1-K2-2B [7 occurrences] - HPEFACS Standard 1 - Key Idea 2 [Physical Education] - Performance Indicator 2B - know that motor skills progress in complexity and need to be used in the context of games and sports with additional environmental constraints. [Intermediate]

HPEFACS1-K2-2C [11 occurrences] - HPEFACS Standard 1 - Key Idea 2 [Physical Education] - Performance Indicator 2C - combine and integrate fundamental skills and adjust technique based on feedback, including self-assessment. [Intermediate]

HPEFACS1-K2-2D [3 occurrences] - HPEFACS Standard 1 - Key Idea 2 [Physical Education] - Performance Indicator 2D - understand the relationship between physical activity and the prevention of illness, disease, and premature death. [Intermediate]

HPEFACS1-K2-2E [2 occurrences] - HPEFACS Standard 1 - Key Idea 2 [Physical Education] - Performance Indicator 2E - develop and implement a personal fitness plan based on self-assessment and goal setting, understand physiological changes that result from training, and understand the health benefits of regular participation in activity. [Intermediate]

HPEFACS1-K2-2F [6 occurrences] - HPEFACS Standard 1 - Key Idea 2 [Physical Education] - Performance Indicator 2F - develop leadership, problem solving, cooperation, and team work by participating in group activities. [Intermediate]

HPEFACS2-K2-2A [5 occurrences] - HPEFACS Standard 2 - Key Idea 2 [Physical Education] - Performance Indicator 2A - understand the risks of injury if physical activity is performed incorrectly or performed in extreme environmental conditions, and recognize the importance of safe physical conditions (equipment, facilities) as well as the emotional conditions essential for safety [Intermediate]

HPEFACS2-K2-2B [5 occurrences] - HPEFACS Standard 2 - Key Idea 2 [Physical Education] - Performance Indicator 2B - develop skills of cooperation and collaboration, as well as fairness, sportsmanship, and respect for others. [Intermediate]

HPEFACS2-K2-2C [6 occurrences] - HPEFACS Standard 2 - Key Idea 2 [Physical Education] - Performance Indicator 2C - work constructively with others to accomplish a goal in a group activity, demonstrating consideration for others involved. [Intermediate]

HPEFACS2-K2-2D [5 occurrences] - HPEFACS Standard 2 - Key Idea 2 [Physical Education] - Performance Indicator 2D - understand the physical and environmental dangers associated with particular activities and demonstrate proper procedures for safe participation in games, sports, and recreational pursuits. [Intermediate]

HPEFACS2-K2-2E [5 occurrences] - HPEFACS Standard 2 - Key Idea 2 [Physical Education] - Performance Indicator 2E - understand the role of physical activity, sport, and games as a balance between cooperative and competitive behaviors and as a possible arena in which to develop and sharpen leadership and problem solving skills, and understand the physical, emotional, and social benefits of participation in physical activities. [Intermediate]

HPEFACS3-K2-2A [4 occurrences] - HPEFACS Standard 3 - Key Idea 2 [Physical Education] - Performance Indicator 2A - should be informed consumers, aware of the alternatives available to them within their communities for physical activity and should be able to evaluate facilities and programs available. [Intermediate]

HPEFACS3-K2-2B [3 occurrences] - HPEFACS Standard 3 - Key Idea 2 [Physical Education] - Performance Indicator 2B - demonstrate the ability to locate physical activity information, products, and services. [Intermediate]

HPEFACS3-K2-2C [1 occurrence] - HPEFACS Standard 3 - Key Idea 2 [Physical Education] - Performance Indicator 2C - know some career options in the field of physical fitness and sports. [Intermediate]