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| NYS Performance Indicators | Objectives | Resources (Suggested Activities) | **Recreational PE** | Cross-Curriculum Connections | Assessment Items |
| HPF.PE.C.1.1.A Students demonstrate proﬁciency in selected complex physical activities (games, sports, exercises) that provide conditioning for each ﬁtness area.  HPF.PE.C.1.1.D Students use the basic principles of skill analysis to improve previously acquired skills and to continue to learn new skills and activities.  HPF.PE.C.3.1.B Students recognize the beneﬁts of  engaging in appropriate physical activities with others, including  both older and younger members of the community. | * Students participate in physical activities (games, sports, exercises) that provide conditioning for each ﬁtness area. * Students use the basic principles of skill analysis to improve previously acquired skills and to continue to learn new skills and activities. * Students recognize the beneﬁts of engaging in appropriate physical activities with others, including both older and younger members of the community. | **Individual Sports/Activities Units**   * Walking * Powerwalking * Jogging * Aerobics * Dance * Skating * Balance Ball * Pilates * Yoga * Biking * Kickboxing * Bowling | * Shorten or lengthen distance * Peer partners * Modify time * Self-guided/discovery | Incorporating Workshop  Strategies   * Word walls   Journals   * Writing * Peer Interviews * Author studies * Research project * Interviews * Narrative writing * Quizzes * Procedural writing * Projects * Peer dialogue * Group work | * Peer assessment * Self assessment * Formal Assessment * Informal assessment * Verbal, written, or visual feedback and assessment * Teacher Observations * Checklist * Rating scale * Class discussion * Participation |

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| NYS Performance Indicators | Objectives | Resources (Suggested Activities) | **Recreational PE** | Cross-Curriculum Connections | Assessment Items |
| (3) HPF.PE.C.1.1.A Students demonstrate proﬁciency in selected complex physical activities (games, sports, exercises) that provide conditioning for each ﬁtness area.  (3) HPF.PE.C.2.1.D Students create a positive climate for group activities by assuming a variety of roles.  (6) HPF.PE.C.3.1.B Students recognize the beneﬁts of engaging in appropriate physical activities with others, including  both older and younger members of the community. | * Students demonstrate proﬁciency in selected complex physical activities that provide conditioning for each ﬁtness area. * Students understand the physical, social, and emotional beneﬁts of physical activity and can demonstrate leadership and problem solving through participation in organized games or activities.   Students recognize the beneﬁts of engaging in appropriate physical activities with others, including both older and younger members of the community. | **Fine Motor Skill Units**   * Juggling * Stacking * Darts * Table Tennis | * Lower target or goal * Modify equipment, larger or smaller balls * Use well defined boundaries * Closer or farther from target | Incorporating Workshop  Strategies   * Word walls   Journals   * Writing * Peer Interviews * Author studies * Research project * Interviews * Narrative writing * Quizzes * Procedural writing * Projects * Peer dialogue * Group work | * Peer assessment * Self assessment * Formal Assessment * Informal assessment * Verbal, written, or visual feedback and assessment * Teacher Observations * Checklist * Rating scale * Class discussion * Participation |

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| NYS Performance Indicators | Objectives | Resources (Suggested Activities) | **Recreational PE** | Cross-Curriculum Connections | Assessment Items |
| 4) HPF.PE.C.1.1.G Students demonstrate competence in leading and participating in group activities.  (2) HPF.PE.C.2.1.B Students demonstrate responsible personal and social behavior while engaged in physical activities.  (6) HPF.PE.C.3.1.B Students recognize the beneﬁts of engaging in appropriate physical activities with others, including  both older and younger members of the community. | * Students demonstrate competence in leading and participating in group activities. Students demonstrate responsible personal and social behavior while engaged in physical activities. * Students recognize the beneﬁts of engaging in appropriate physical activities with others, including both older and younger members. | **Yard Games Units**   * Kan Jam * Yardzee * Horseshoes * Spikeball * Bocce * Cornhole * Tic Tac Toss * Kubb * Ladder Golf * Four in a Row Game | * Group work * Modify and change qua sport equipment * Shorten or lengthen distance * Peer partners * Modify time * Self-guided/discovery | Incorporating Workshop  Strategies   * Word walls   Journals   * Writing * Peer Interviews * Author studies * Research project * Interviews * Narrative writing * Quizzes * Procedural writing * Projects * Peer dialogue * Group work | * Peer assessment * Self assessment * Formal Assessment * Informal assessment * Verbal, written, or visual feedback and assessment * Teacher Observations * Checklist * Rating scale * Class discussion * Participation |

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| NYS Performance Indicators | Objectives | Resources (Suggested Activities) | **Recreational PE** | Cross-Curriculum Connections | Assessment Items |
| (2) HPF.PE.C.2.1.A Students know the potential safety hazards associated with a wide variety of games and activities and are able to prevent and respond to accidents.  (1) HPF.PE.C.1.1.F Students follow a program that relates to wellness, including weight control and stress  management. | * Students follow a program that relates to wellness, including weight control and stress management. * Students know the potential safety hazards associated with a wide variety of games and activities and are able to prevent and respond to accidents. | **Recreational Water Activity Units**   * Aqua Fitness * Canoeing * Lifeguarding * Scuba diving | * Flotation devices * Modify and change qua sport equipment, frisbee and football * Shorten or lengthen distance * Peer partners * Modify time * Self-guided/discovery | Incorporating Workshop  Strategies   * Word walls   Journals   * Writing * Peer Interviews * Author studies * Research project * Interviews * Narrative writing * Quizzes * Procedural writing * Projects * Peer dialogue * Group work | * Peer assessment * Self assessment * Formal Assessment * Informal assessment * Verbal, written, or visual feedback and assessment * Teacher Observations * Checklist * Rating scale * Class discussion * Participation |

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| NYS Performance Indicators | Objectives | Resources (Suggested Activities) | **Recreational PE** | Cross-Curriculum Connections | Assessment Items |
| (1) HPF.PE.C.1.1.B Students establish and maintain a high level of skilled performance, demonstrate mastery of fundamental movement forms and skills that can contribute to daily living tasks, and analyze skill activities.  (3) HPF.PE.C.2.1.D Students create a positive climate for group activities by assuming a variety of roles.  (1) HPF.PE.C.3.1.A Students recognize their role as concerned and  discriminating consumers of physical activities programs and understand the importance of physical activity as a resource for everyone regardless of age or ability. | * Students establish and maintain a high level of skilled performance, demonstrate mastery of fundamental movement forms and skills that can contribute to daily living tasks, and analyze skill activities. Students create a positive climate for group activities by assuming a variety of roles. Students recognize their role as concerned and discriminating consumers of physical activities prgrams and understand the importance of physical activity * as a resource for everyone regardless of age or ability. | **Throwing and Catching Units**   * Football * Baseball * Softball * Frisbee * Handball | * Closer or farther from target * Modify equipment, larger or smaller balls * Frisbee, use ring or larger or smaller frisbee * Different colored equipment, brighter colors | Incorporating Workshop  Strategies   * Word walls   Journals   * Writing * Peer Interviews * Author studies * Research project * Interviews * Narrative writing * Quizzes * Procedural writing * Projects * Peer dialogue * Group work | * Peer assessment * Self assessment * Formal Assessment * Informal assessment * Verbal, written, or visual feedback and assessment * Teacher Observations * Checklist * Rating scale * Class discussion * Participation |

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| NYS Performance Indicators | Objectives | Resources (Suggested Activities) | **Recreational PE** | Cross-Curriculum Connections | Assessment Items |
| (3) HPF.PE.C.1.1.D Students use the basic principles of skill analysis to improve previously acquired skills and to continue to learn new skills and activities. | * Students use the basic principles of skill analysis to improve previously acquired skills and to continue to learn new skills and activities. | **Adventure & Risk Challenge Activities Units**   * Fishing * Hiking * Orienteering * Rock Climbing * Backpacking * Camping | * Peer partners * Group work * Modify and change qua sport equipment shorten or lengthen distance * Peer partners * Modify time * Self-guided/discovery | Incorporating Workshop  Strategies   * Word walls   Journals   * Writing * Peer Interviews * Author studies * Research project * Interviews * Narrative writing * Quizzes * Procedural writing * Projects * Peer dialogue * Group work | * Peer assessment * Self assessment * Formal Assessment * Informal assessment * Verbal, written, or visual feedback and assessment * Teacher Observations * Checklist * Rating scale * Class discussion * Participation |