

Goal Twenty One: Pre-School

State Goal 21: Develop team-building skills by working with others through physical activity.

- A. Demonstrate individual responsibility during group physical activities.**
- B. Demonstrate cooperative skills during structured group physical activity.**

Learning Standard/Outcome	Sample Assessment	Connections
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- A. Demonstrate individual responsibility during group physical activities.
- B. Demonstrate cooperative skills during structured group physical activity.

Learning Standard/Outcome	Sample Assessment	Connections
<p>Critical for Mastery at Kindergarten: K.21A.01 Listen to class procedures for the day’s physical activity.</p> <p>K.21A.02 Remember the safety procedures that should be followed for the day’s physical activity.</p> <p>K.21A.03 Participate safely in the day’s physical</p>	<p>Follow simple directions.</p> <p>Follow a series of instructions for an activity.</p> <p>Start/stop on an auditory/visual signal.</p> <p>Ask/answer questions in an appropriate manner.</p> <p>Speak at appropriate times.</p> <p>Distinguish between safe and unsafe behaviors.</p> <p>Make safe and responsible choices on the playground and in the classroom.</p> <p>Share equipment with a partner.</p> <p>Interact with classmates in an appropriate manner.</p> <p>Play without interfering with others.</p>	<p>Play “Simon Says.”</p> <p>Health: Demonstrate ability to cooperate with others while participating in a group activity.</p>

	Accept adjustments and accommodations to promote success.	
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Goal Twenty One: Grade One

State Goal 21: Develop team-building skills by working with others through physical activity.

- A. Demonstrate individual responsibility during group physical activities.**
- B. Demonstrate cooperative skills during structured group physical activity.**

Learning Standard/Outcome	Sample Assessment	Connections
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<p>Critical for Mastery at Grade 1: 1.21A.01 Listen to class procedures for the day’s physical activity.</p> <p>1.21A.02 Repeat safe practices and/or behaviors for the day’s physical activity.</p> <p>1.21A.03 Participate safely in physical activity.</p> <p>Significant to Develop at Grade 1: 1.21A.04 Demonstrate the ability to work independently during the day’s physical activity.</p> <p>1.21A.05 Complete parts of a task when participating in</p>	<p>Listen to/follow directions.</p> <p>Start/stop on command.</p> <p>Follow the rules of the activity.</p> <p>Demonstrate respect for the person officiating.</p> <p>Identify safety rules for the activity and area being used.</p> <p>Develop three rules for an activity and participate in the activity while following the rules.</p> <p>Follow the rules for a simple game.</p> <p>Participate in games and activities without bumping into others.</p> <p>Maintain proper spacing when using apparatus or equipment.</p> <p>Perform the assigned work independently within given parameters.</p> <p>Set a short term movement goal, e.g., stepping</p>	<p>Music: Perform a short dance sequence within given parameters.</p> <p>Health: Describe how friends can help one another play safely.</p>
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<p>the day's physical activity.</p> <p>1.121B.01 Complete parts of a task when working with a partner or group.</p>	<p>in opposition while throwing.</p> <p>Create/solve movement problems with a partner.</p> <p>Help take out/put away equipment.</p> <p>Demonstrate cooperative skills.</p> <p>Share equipment.</p> <p>Help another student.</p> <p>Encourage others with less skill.</p> <p>Communicate with a partner in cooperative problem solving activities.</p> <p>Problem solve through communication; e.g., uses "I" messages.</p> <p>Use conflict resolution techniques.</p> <p>Use bully-proofing techniques.</p> <p>Share space effectively.</p> <p>Demonstrate acceptance of individual differences, e.g., others with disabilities.</p> <p>Work with partners of various abilities in activities.</p>	<p>Health: Express needs, wants, and feelings appropriately.</p> <p>Health: Talk about specific classroom/ playground conflicts; tell how to resolve these.</p> <p>Health: Describe differences among children using experiences, books, and pictures.</p>
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Goal Twenty One: Grade Two

State Goal 21: Develop team-building skills by working with others through physical activity.

- A. Demonstrate individual responsibility during group physical activities.**
- B. Demonstrate cooperative skills during structured group physical activity.**

Learning Standard/Outcome	Sample Assessment	Connections
<p>Critical for Mastery at Grade 2: 2.21A.01 Recall the class procedures followed for participation in physical activity.</p> <p>2.21A.02 Repeat the safety procedures followed when participating in physical activity.</p> <p>2.21A.03 Participate safely in physical activity.</p>	<p>Identify safety rules for the activity and the area being used.</p> <p>Identify the purpose of rules for an activity.</p> <p>Listen to/follow directions.</p> <p>Repeat aloud procedures that ensure safe participation.</p> <p>Start/stop on command.</p> <p>Get/return equipment appropriately.</p> <p>Move within designated boundaries.</p>	<p>Health: Name ways to make the play areas safe.</p> <p>Health: List safe actions; list risky actions.</p>

<p>2.21A.04 Choose between safe and unsafe practices and/or behavior.</p> <p>2.21A.05 Follow directions when participating in physical activity.</p> <p>Significant to Develop at Grade 2: 2.21A.06 Perform independently when participating in physical activity.</p>	<p>Participate in a variety of age-appropriate movement experiences.</p> <p>Participate in a variety of organized games, dances, and activities from different cultures.</p> <p>Demonstrate cooperative skills.</p> <p>Share equipment with more than one person.</p> <p>Participate with partners in cooperative problem-solving activities.</p> <p>Demonstrate proper etiquette and regard for others.</p> <p>Use manners and respectful communication.</p> <p>Identify, follow, and understand safety rules.</p> <p>Make safe and responsible choices when participating in physical activity.</p> <p>Show respect for the person officiating.</p> <p>Demonstrate expectations of independent participation in physical activity.</p>	<p>Health: List possible causes of conflict.</p> <p>Health: Describe how personal decisions about behavior affect self and others.</p> <p>Health: List ways to promote positive relationships; i.e., active listening, taking turns, following rules, and sharing.</p>
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<p>2.21A.07 Complete a task when participating in physical activity.</p>	<p>Maintain personal space while using an implement.</p>	
<p>2.121B.01 Repeat safety practices and/or behaviors when working with a partner during physical activity.</p>	<p>Participate in activities involving the use of an implement without contacting another individual.</p>	
<p>2.121B.02 Demonstrate the ability to work cooperatively with a partner or small group during physical activity.</p>	<p>Display consideration for all individuals, e.g., students with different ethnic/cultural backgrounds and those with disabilities.</p> <p>Participate willingly with others, regardless of differences.</p> <p>Celebrate personal successes and the achievement of others.</p> <p>Give/receive compliments.</p> <p>Encourage others with less skill.</p> <p>Be considerate of others in physical activity settings.</p> <p>Experience positive feelings as a result of involvement in physical activities.</p> <p>Accept the feelings resulting from challenges, success, and failure in physical activity.</p> <p>Display consideration for all individuals.</p>	<p>Health: Distinguish among positive/negative/neutral comments.</p>

<p>2.121B.03 Complete a task when working with a partner or group with some teacher intervention during physical activity.</p>	<p>Accept teacher intervention, modeling, and correction during activity.</p> <p>Accept adjustments and accommodations to promote success.</p>	
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Goal Twenty One: Grade Three

State Goal 21: Develop team-building skills by working with others through physical activity.

- A. Demonstrate individual responsibility during group physical activities.**
- B. Demonstrate cooperative skills during structured group physical activity.**

Learning Standard/Outcome	Sample Assessment	Connections
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<p>Critical for Mastery at Grade 3:</p> <p>3.21A.01 List the class procedures followed for participating in physical activity.</p> <p>3.21A.02 Identify the safety procedures followed when participating in physical activity in class.</p> <p>3.21A.03 Participate safely in group physical activity.</p> <p>3.21A.04 Follow rules and directions when participating in group physical activity.</p> <p>3.21A.05 Perform individual roles when participating in group physical activity.</p> <p>3.21A.06 Complete a task in a given amount of time when participating in a group physical activity.</p>	<p>Recite the procedures for safe/appropriate participation.</p> <p>Produce a safety list for each major activity/game.</p> <p>Design safety posters for each major activity/game.</p> <p>Identify unsafe playground behaviors.</p> <p>Identify/wear appropriate footwear/clothing for safe participation in various activities.</p> <p>Participate in activity in a way that promotes personal and group safety.</p> <p>Play/assist others in activities in groups of three to five; follow rules and directions.</p> <p>Display respect for the person officiating.</p> <p>Understand/perform the importance of each individual role in group activity.</p> <p>Be aware of a time limit; complete group activity within the time frame.</p>	<p>Health: List rules that protect self and others at school, on the playground, and in the community.</p>
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<p>3.21A.07 Identify individual behaviors that need to be changed in order to work successfully in a group.</p> <p>3.21A.08 Give examples of ways to settle disagreements.</p> <p>3.21B.01 Identify safety procedures followed when participating in structured group physical activity.</p> <p>3.21B.02 Perform cooperatively with a partner when participating in a structured group physical activity.</p>	<p>Tell personal behaviors that need to be changed to work well within a group.</p> <p>Use conflict resolution techniques.</p> <p>Use bully-proofing techniques.</p> <p>Problem solve through communication, e.g., uses “I” messages.</p> <p>Participate in a cooperative problem-solving activity.</p> <p>Complete an obstacle with a partner.</p> <p>Follow the rules of an activity.</p> <p>Make safe/responsible choices.</p> <p>Participate in age appropriate activities.</p> <p>Identify, follow, and understand safety rules.</p> <p>Distinguish between safe and unsafe behaviors.</p> <p>Encourage/support peers especially those with less skill.</p> <p>Praise peers for effort and accomplishments</p>	<p>Health: Name ways to cope with conflict.</p> <p>Health: Distinguish between positive/negative peer pressure.</p> <p>Health: Use role playing; demonstrate positive conflict resolution techniques.</p> <p>Health: Practice giving and receiving compliments.</p>
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<p>3.21B.03 Complete a task with a partner or group in a given amount of time during group physical activity.</p>	<p>during movement, dance, or games,</p> <p>Accept/give constructive feedback.</p> <p>Participate willingly with others, regardless of differences.</p> <p>Congratulate partner, opponent, or team upon conclusion of the game or activity.</p> <p>Display consideration for all individuals, e.g., students of different ethnic and cultural backgrounds and those with disabilities.</p> <p>Participate in a variety of organized games from other cultures.</p> <p>Experience positive feelings as a result of involvement in physical activities.</p> <p>Demonstrate positive behavior/language in winning/losing situations.</p> <p>Accept adjustments and accommodations to promote success.</p> <p>Identify positive happenings during an activity.</p> <p>Celebrate personal successes and the achievement of others.</p> <p>Learn to be aware of/manage time during physical activity.</p>	<p>Health: Display consideration for others.</p> <p>Health: List ways people are different and alike.</p>
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Significant to Develop at Grade 3: 3.21B.04 Recognize the need for individual and shared goals during group physical activity.	Explain why goals are important and how they support the physical activity.	
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Goal Twenty One: Grade Four

State Goal 21: Develop team-building skills by working with others through physical activity.

- A. Demonstrate individual responsibility during group physical activities.**
- B. Demonstrate cooperative skills during structured group physical activity.**

Learning Standard/Outcome	Sample Assessment	Connections
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<p>Critical for Mastery at Grade 4:</p> <p>4.21A.01 Identify the safety procedures to be followed during participation in a group physical activity.</p> <p>4.21A.02 Respect the personal space of others when moving within individual self-space.</p> <p>4.21A.03 List the class procedures to be followed to successfully participate in a group physical activity.</p> <p>4.21A.04 Discuss the benefits of having rules when participating in physical activity.</p> <p>4.21A.05 List the consequences of not following the class procedures and/or rules.</p> <p>4.21A.06 Demonstrate knowledge of the rules in effect when participating in a group physical activity.</p> <p>4.21A.07</p>	<p>Identify proper safety equipment for participation in dance games, and sports.</p> <p>Recognize/wear proper footwear and clothing for various activities.</p> <p>Demonstrate appropriate etiquette for movement, dance, and games.</p> <p>Recite/explain the procedures to participate safely/successfully in group physical activity.</p> <p>Explain how rules help to make the physical activity safe, fun, and challenging.</p> <p>Know how not following the rules may affect desirable outcomes.</p> <p>Serve as a group leader; demonstrate knowledge of rules of a group activity.</p> <p>Prepare a brief oral report, bulletin board demonstration, or book report on the ethnic background of a chosen activity.</p>	
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<p>Follow directions when participating in physical activity.</p> <p>4.21A.08 Change individual behaviors to work successfully within a group.</p> <p>4.21A.09 Examine how to settle disagreements when participating in physical activity.</p> <p>4.21B.01 Identify safety procedures followed when working with a partner during structured group physical activity.</p> <p>4.21B.02 Perform cooperatively with a partner or a small group when participating in physical activity.</p> <p>Significant to Develop at Grade 4: 4.21B.03 Complete a task with a partner or small group</p>	<p>Know/follow directions appropriately in physical activity.</p> <p>Show respect for the person officiating.</p> <p>Recognize fundamental strategies in simple games; adapt personal behaviors to experience success.</p> <p>Use cooperative skills to settle disagreements.</p> <p>Problem solve through appropriate communication</p> <p>Use conflict resolution techniques.</p> <p>Use bully-proofing techniques.</p> <p>Know how not following the rules may affect desirable outcomes and cause unsafe conditions during physical activity.</p> <p>Congratulate others for well-executed movement.</p> <p>Ask a partner to dance.</p> <p>Participate in peer observations.</p> <p>Work with a partner in the development of an</p>	<p>Health: Demonstrate non-violent conflict resolution techniques.</p> <p>Health: Explain how bullying can affect personal, emotional, and physical health.</p>
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<p>given a specific amount of time with little teacher intervention during a physical activity.</p> <p>4.21B.04 Discuss the need of individual and shared goals during structured group physical activity.</p>	<p>activity, dance, or games to be played by the class.</p> <p>Encourage others with less skill.</p> <p>Explain why goals are important and how they support the physical activity.</p> <p>Display consideration for all individuals, e.g., students with different ethnic/cultural backgrounds and those with disabilities.</p>	
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Goal Twenty One: Grade Five

State Goal 21: Develop team-building skills by working with others through physical activity.

- A. Demonstrate individual responsibility during group physical activities.**
- B. Demonstrate cooperative skills during structured group physical activity.**

Learning Standard/Outcome	Sample Assessment	Connections
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<p>Critical for Mastery at Grade 5:</p> <p>5.21A.01 Discuss the class procedures to be followed during participation in a group physical activity.</p> <p>5.21A.02 Explain the safety procedures and rules to be followed during participation in a group physical activity.</p> <p>5.21A.03 Respect the personal space of others as well as the relationship to objects when moving safely within individual self-space.</p> <p>5.21A.04 List the consequences for not following the class procedures/rules.</p>	<p>Identify, follow, and understand safety rules.</p> <p>Distinguish between safe and unsafe behaviors.</p> <p>Make safe and responsible choices.</p> <p>Brainstorm a list of appropriate equipment.</p> <p>Identify safety factors related to various types of movement activity, e.g., biking, in-line skating.</p> <p>Prepare an oral report, bulletin board, or poster on safety factors and safety equipment for a chosen activity.</p> <p>Describe and demonstrate responsible behavior while participating in physical activity.</p> <p>Show an awareness of /respect for the personal space of others.</p> <p>Tell of the importance of following procedures/ rules and the consequences of not doing so, e.g., losing a game.</p> <p>Identify the difference between ethical and unethical behavior.</p>	<p>Dance: Perform a dance routine with appropriate spacing.</p>
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<p>5.21A.05 Follow rules when participating in a group activity.</p>	<p>Display respect for the person officiating. Accept decisions made by officials.</p>	<p>Music: Develop/practice a performance in a given dance, e.g., line, folk dances.</p>
<p>5.21A.06 Follow specific instructions when participating in a physical activity.</p>	<p>Officiate an activity, game, or sport, e.g., make line calls.</p>	
<p>5.21A.07 Perform physical activity when following specific instructions.</p>	<p>Participate with assigned partner(s) or teammate(s) without complaint.</p>	
	<p>Develop a group dance using assigned movement elements.</p>	
	<p>Develop a team strategy for a game/sport.</p>	
	<p>Participate in reciprocal evaluations of movement patterns.</p>	
<p>5.21A.08 Examine how to settle disagreements concerning rule discrepancies without teacher intervention during physical activity.</p>	<p>Participate with group in cooperative problem-solving activities.</p>	
<p>5.21A.09 Analyze the impact of individual behaviors on group physical activity.</p>	<p>Begin to appreciate individual differences within small group competition/cooperation.</p>	
	<p>Recognize that different body types are more effective in certain movement skills and activities.</p>	
	<p>Explain the role of the official through a</p>	

<p>Discuss the need for officiating during physical activity.</p> <p>5.21A.11 Demonstrate the ability to remain on task when participating in physical activity.</p> <p>5.21B.01 Explain safety procedures that should be followed when working with a partner during structured group physical activity.</p> <p>5.21B.02 Perform cooperatively in a small group when participating in structured group physical activity.</p> <p>Significant to Develop at Grade 5: 5.21B.03 Complete a task with a partner or small group in a given amount of time with no teacher intervention.</p>	<p>prepared skit.</p> <p>Show perseverance and good attitude when participating in physical activity.</p> <p>Explain how personal choices that are not safe may affect the well-being of a partner.</p> <p>Demonstrate acceptance of teammate(s) skill levels.</p> <p>Experience positive feelings as result of involvement in physical activities.</p> <p>Celebrate personal successes and the achievements of others.</p> <p>Give/receive compliments.</p> <p>Cooperate in peer coaching.</p> <p>Display consideration for all individuals, e.g., students of different ethnic and cultural backgrounds and those with disabilities.</p> <p>Be aware of time limits; complete a partner/group task within the time frame.</p>	
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<p>5.21B.04 Give examples of ways to achieve individual and/or shared goals during group activity.</p>	<p>Participate willingly with others, regardless of differences.</p> <p>Encourage others with less skill.</p> <p>Accept adjustments/accommodations to promote success.</p> <p>Explain how goals may be achieved with a partner in group activity.</p>	
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Goal Twenty One: Grade Six

State Goal 21: Develop team-building skills by working with others through physical activity.

- A. Demonstrate individual responsibility during group physical activities.**
- B. Demonstrate cooperative skills during structured group physical activity.**

Learning Standard/Outcome	Sample Assessment	Connections
<p>Critical for Mastery at Grade 6: 6.21A.01 List what the different roles are that students have in group physical activity.</p> <p>6.21A.02 Identify components of the decision-making process (i.e., D.E.C.I.D.E. model).</p>	<p>Know the reason/importance of various roles in group activity.</p> <p>Explain how effective decisions may be made, e.g., the D.E.C.I.D.E. model: detect, estimate, choose, identify, do, and evaluate.</p>	

<p>6.21A.03 Demonstrate the ability to remain on task when participating in physical activity.</p>	<p>Show persistence and continuity in an assigned physical activity.</p>	
<p>6.21A.04 Explain all the rules of safety and why each rule is important in group physical activity.</p>	<p>Identify the function of rules; show an understanding of their importance.</p> <p>Identify safety factors in the utilization of space without and with an implement.</p> <p>Identify safety factors associated with the utilization of athletic equipment/apparatus.</p> <p>Differentiate between safe/unsafe participation/environment.</p>	
<p>6.21A.05 Engage in safe physical activity when a leader is officiating (e.g., apply safety procedures and rules).</p> <p>Significant to Develop at Grade 6:</p>	<p>Make safe and responsible choices.</p> <p>Distinguish among safe and unsafe behaviors.</p> <p>Maintain a safe distance from others when using an implement; e.g., jump rope.</p> <p>Demonstrate safe use of sticks, rackets, and bats in a crowded area.</p> <p>Apply the rules and regulations for the activity.</p> <p>Self-officiate an activity.</p> <p>Follow all game rules to maintain safe playing conditions.</p>	

<p>6.21A.06 Create rules for physical activities.</p>	<p>Create/teach rules to peers.</p> <p>Modify a game; create/explain the rules.</p> <p>Participate in activities with modified rules, structure, and/or equipment to increase the parity of movement in a dance, game, sport; e.g., scooter basketball, half-court tennis, slower/softer balls, lower net, smaller team size.</p> <p>Teach a movement activity identified with the student's culture, e.g., curling, cricket; explain the rules.</p>	
<p>6.21A.07 List individual behaviors that can positively and/or negatively affect the success of a group.</p>	<p>Explain how personal behaviors positively/negatively affect group success.</p>	<p>Dance: Teach dance movements for various ethnic dances.</p>
<p>6.21B.01 Identify and define characteristics of an effective leader.</p>	<p>Describe an effective leader; support your explanation.</p>	
<p>6.21B.02 Identify a variety of supportive roles within a cooperative group setting.</p>	<p>Identify/understand both leader/support roles in a group activity.</p>	
<p>6.21B.03 Identify responsible decision-making skills regarding use of time and rules application.</p>	<p>Tell how decisions about use of time and application of rules affect outcomes.</p>	<p>Health: Practice conflict resolution/mediation skills.</p>
<p>6.21B.04 Identify the steps in a decision-making model.</p>	<p>Review the D.E.C.I.D.E. model of decision making; explain the steps.</p>	

<p>6.21B.05 Respect decisions made by others in activity concerning rules, procedures, and process.</p> <p>6.21B.06 Work cooperatively with others.</p> <p>6.21B.07 Recognize individual differences in performance within a group.</p>	<p>Accept decisions made by the official.</p> <p>Display respect for the person officiating.</p> <p>Participate in team activity with individuals of various skill levels.</p> <p>Demonstrate an acceptance of differences among classmates in physical development.</p> <p>Demonstrate the ability to resolve conflict with peers.</p> <p>Experience positive feelings as a result of involvement in physical activities.</p> <p>Celebrate personal successes and the achievement of others.</p> <p>Encourage others with less skill.</p> <p>Give and receive compliments.</p> <p>Display consideration for all individuals, e.g., students of different ethnic and cultural backgrounds and those with disabilities.</p> <p>Recognize the role of games, sports, and dance in getting to know/understand people of diverse cultures.</p> <p>Participate willingly with others, regardless of</p>	<p>Health: Discuss positive peer pressure.</p>
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	<p>differences.</p> <p>Accept adjustments and accommodations to promote success.</p> <p>Work cooperatively with others to accomplish a common goal.</p> <p>Demonstrate an understanding of the relative importance of winning and losing.</p>	
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Goal Twenty One: Grade Seven

State Goal 21: Develop team-building skills by working with others through physical activity.

- A. Demonstrate individual responsibility during group physical activities.**
- B. Demonstrate cooperative skills during structured group physical activity.**

Learning Standard/Outcome	Sample Assessment	Connections
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<p>Critical for Mastery at Grade 7:</p> <p>7.21A.01 Recognize situations where the decision making process is needed when participating in physical activity.</p> <p>7.21A.02 Demonstrate the ability to remain on task when participating in physical activity for a designated period of time.</p> <p>7.21A.03 Demonstrate individual responsibility during group physical activity.</p> <p>7.21A.04</p>	<p>Accept decisions made by officials whether they are peers or teachers.</p> <p>Display respect for the person officiating.</p> <p>Respect and cooperate with others during physical activities.</p> <p>Identify the difference between ethical and unethical behavior while participating in physical activities.</p> <p>Participate in a group fitness enhancing activity to demonstrate personal responsibility, respect and recognition for others and ability to stay on task.</p> <p>Make appropriate choices based on the safety of self and others.</p> <p>Attempt cargo net, chinning bar, horizontal ladder, and rope climb (only if safety mat is in place).</p> <p>Participate in a floor hockey game without body-checking opponents.</p> <p>Behave in ways that are appropriate for learning new skills/sports that contribute to team success.</p> <p>Participate safely in an officiated activity.</p>	
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<p>Engage in safe physical activity when a teacher or peer is officiating.</p> <p>7.21A.05 Create rules for small groups engaged in physical activity.</p> <p>7.21A.06 Demonstrate positive behaviors that contribute to the success of a group.</p> <p>7.21A.07 Recognize the role an individual plays in group physical activity.</p> <p>7.21A.08 Examine how to change the rules of an activity or game in order to include every participant.</p> <p>7.21B.01 Demonstrate effective leadership skills while interacting with others during structured group physical activity.</p> <p>7.21B.02 Practice making decisions when participating in structured group physical activity.</p> <p>7.21B.03 Apply decision-making model strategies during a variety of structured group physical activities.</p>	<p>Identify rules for safe engagement in group activity.</p> <p>Show encouraging, supportive behaviors that contribute to group success.</p> <p>Accept the contributions/responsibilities of each group member.</p> <p>Analyze/adjust rules for inclusive participation.</p> <p>Prepare a skit portraying effective leadership skills; apply these in group physical activity.</p> <p>Use collaborative skills to make decisions in structured in physical activity.</p> <p>Use learned decision-making strategies during a variety of structure group activity.</p>	<p>Health: Demonstrate effective communication skills – verbal and nonverbal.</p> <p>Health: Compare/contrast positive/negative peer pressure.</p>
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<p>7.21B.04 Identify consequences of a variety of behavior choices used when participating in structured group physical activity.</p>	<p>Explain the consequences of appropriate/inappropriate behavior choices in structured physical activity.</p>	
<p>7.21B.05 Identify strengths and weaknesses of roles played during a cooperative group physical activity.</p>	<p>Tell the influence of various roles played during cooperative physical activity.</p> <p>Encourage others with less skill.</p>	
<p>7.21B.06 Resolve conflicts that arise during structured group physical activity.</p>	<p>Use cooperative skills/decision making when participating in group activity.</p> <p>Use appropriate conflict resolution skills as needed during group physical activity.</p>	
<p>7.21B.07 Respect and accept individual differences within a group participating in structured physical activity.</p>	<p>Identify cultural/ethnic influences in an individual's participation in physical activity.</p> <p>Accept differences in skills/participation levels of group members when participating in structured physical activity.</p> <p>Display consideration for all individuals, e.g., students with different ethnic/cultural backgrounds and those with disabilities.</p>	
<p>7.21B.08 Make choices based on providing safety to self and others during structured group physical activity.</p>	<p>Understand/make personal choices that contribute to personal/group safety during structure physical activity.</p>	

7.21B.09 Find positive ways to assert independence during structured group physical activity.	Exert independence and leadership in positive ways during physical activity.	
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Goal Twenty One: Grade Eight

State Goal 21: Develop team-building skills by working with others through physical activity.

- A. Demonstrate individual responsibility during group physical activities.**
- B. Demonstrate cooperative skills during structured group physical activity.**

Learning Standard/Outcome	Sample Assessment	Connections
<p>Critical for Mastery at Grade 8:</p> <p>8.21A.01 Establish various roles within groups that are engaged in physical activity.</p> <p>8.21A.02 Demonstrate individual responsibility during group physical activity.</p> <p>8.21A.03</p>	<p>Respect and cooperate with others during physical activities; understand roles appropriately.</p> <p>Accept decisions made by officials whether they are peers or teachers.</p> <p>Display respect for the person officiating.</p> <p>Identify the difference between ethical and unethical behavior while participating responsibly in physical activities.</p>	

<p>List the leadership skills used when participating in physical activity.</p> <p>8.21A.04 Demonstrate the decision-making model.</p> <p>8.21A.05 Remain on task when participating in group physical activity until a task is completed.</p> <p>8.21A.06 Demonstrate safety rules in effect during group physical activity.</p> <p>8.21A.07 Engage in physical activity when under the direction of a leader.</p> <p>8.21A.08 Create rules for large groups engaged in physical activity.</p> <p>8.21A.09 Examine the roles individuals play in group physical activity.</p> <p>8.21A.10 Examine how to change the rules of an activity or game in order to include every participant.</p>	<p>Explain the appropriate skills to used when assuming a leadership role in physical activity.</p> <p>Make appropriate choices based on the safety of self and others.</p> <p>Demonstrate the ability to remain on task throughout a physical activity.</p> <p>Engage in physical activity; demonstrate safe play.</p> <p>Participate cooperatively under the direction of a leader.</p> <p>Interact in a group setting to establish safety limitations for a group physical activity.</p> <p>Know the roles each individual plays in group activity and the importance of each role.</p> <p>Know how to adapt/adjust rules for inclusive participation of each group member.</p> <p>Identify cultural and ethnic influences in physical activities.</p>		
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<p>8.21B.01 Apply leadership skills in various settings during structured group physical activity.</p>	<p>Demonstrate leadership skills and responsible group participation skills during a small group activity.</p>		
<p>8.21B.02 Develop a strategy to maximize the contribution of all members of a group during structured physical activity.</p>	<p>Create a skit identifying the various roles of the leader.</p>		
<p>8.21B.03 Apply decision-making model strategies during a variety of structured group physical activities.</p>	<p>Identify participation factors that maximize participation of all members of the group.</p> <p>Display consideration for all individuals, e.g., students with different ethnic/cultural backgrounds and those with disabilities.</p>	<p>Health: Describe behaviors that show respect for individual choices/differences.</p>	
<p>8.21B.04 Identify positive and negative peer influences when participating in structured group physical activity.</p>	<p>Encourage others with less skill.</p> <p>Participate in a group fitness enhancing activity to demonstrate personal responsibility, respect and recognition for others, and ability to stay on task.</p>		
<p>8.21B.05 Create a plan for improvement of roles played in a cooperative group physical activity.</p>	<p>Describe personal/group conduct that positively influences others in structured physical activity.</p>		
<p>8.21B.06 Resolve interpersonal conflict during structured group physical activity.</p>	<p>Analyze/adjust rules for participation in a group physical activity.</p>		

<p>8.21B.07 Respect the contribution of others when participating in structured group physical activity.</p> <p>8.21B.08 Make choices based on providing safety to self and others during structured group physical activity.</p> <p>Significant to Develop at Grade 8:</p> <p>8.21B.09 Find positive ways to assert independence during structured group physical activity.</p> <p>8.21B.10 Consider consequences when confronted with behavior choices when participating in structured group physical activity.</p>	<p>Use conflict resolution skills as needed during structured physical activity.</p> <p>Acknowledge/respect stylistic differences in performance.</p> <p>Understand/make personal choices that contribute to personal and group safety during structured physical activity.</p> <p>Perform independently in a way that contributes to group success.</p> <p>Understand/consider the consequences of personal behavior choices in structured group physical activity.</p>		
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Goal Twenty One: Grade Nine/Ten

State Goal 21: Develop team-building skills by working with others through physical activity.

- A. Demonstrate individual responsibility during group physical activities.**
- B. Demonstrate cooperative skills during structured group physical activity.**

Learning Standard/Outcome	Sample Assessment	Connections
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<p>Critical for Mastery at Grade 9/10:</p> <p>9/10.21A.01 Apply the decision-making process when participating in physical activity.</p> <p>9/10.21A.02 Practice decision-making skills both independently and with others when participating in physical activity.</p> <p>9/10.21A.03 Select and determine the appropriate decision-making strategy to use in selected situations when participating in physical activity.</p> <p>9/10.21A.04 Formulate a plan within a group to complete a problem-solving initiative when participating in physical activity.</p> <p>9/10.21A.05 Apply all safety rules and procedures when participating in physical activity.</p> <p>9/10.21A.06 Establish safety limitations for a group physical activity.</p> <p>9/10.21A.07</p>	<p>Demonstrate the appropriate process for making decisions during physical activity.</p> <p>Collaborate with others to make appropriate decisions when participating in physical activity.</p> <p>Know/demonstrate the best way to decide/resolve situations when participating in physical activity.</p> <p>Work cooperatively to problem solve when participating in physical activity.</p> <p>Know/apply all rules/procedures to ensure safe participation in physical activity.</p> <p>Demonstrate responsible personal/social behaviors while participating cooperatively/ethically in physical activities.</p> <p>Interact in a group setting to establish safety limitations for a group physical activity.</p>	
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<p>Apply leadership skills as a group leader when participating in physical activity.</p> <p>9/10.21A.08 Examine how to change the rules of an activity or game in order to include every participant.</p> <p>9/10.21B.01 Evaluate the quality of decisions made during structured group physical activity.</p> <p>9/10.21B.02 Support others, both physically and emotionally, during structured group physical activity.</p> <p>9/10.21B.03 Resolve interpersonal conflicts with others during structured group physical activity.</p> <p>9/10.21B.04 Demonstrate appropriate techniques for resolving conflicts during structured group physical activity.</p> <p>9/10.21B.05 Plan a strategy to reach an agreed upon goal during structured group physical activity.</p> <p>9/10.21B.06 Explain boundaries, directions, and rules of a given task or game prior to the group physical</p>	<p>Teach a skill; lead an activity; help in the organization of equipment.</p> <p>Interact positively in a group setting by creating a drill strategy, a new game, or by modifying an existing game.</p> <p>Brainstorm the quality of decisions made during structured group.</p> <p>Respect/support physical performance limitations of self and others.</p> <p>Enjoy the satisfaction of meeting/cooperating with others during physical activity.</p> <p>Use conflict resolution skills to resolve issues during structured group activity.</p> <p>Role play appropriate/inappropriate techniques for resolving conflicts during group physical activity.</p> <p>Collaborate in goal setting and identifying strategies to reach the agreed upon goal.</p> <p>Explain the expectations/limits of a task prior to</p>	
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<p>activity.</p> <p>9/10.21B.07 Recognize effective and ineffective strategies used during a group physical activity.</p> <p>9/10.21B.08 Respect the contribution of others during structured group physical activity.</p> <p>9/10.21B.09 Respect the performance of others during structured group physical activity.</p>	<p>participation.</p> <p>List the effective/ineffective strategies employed during group activity.</p> <p>Respect the participation/contribution of others during group physical activity.</p> <p>Display consideration for all individuals, e.g., students with different ethnic/cultural backgrounds and those with disabilities.</p> <p>Encourage others with less skill.</p> <p>Participate with/show respect for others' performances during physical activity.</p> <p>Display respect for the person officiating.</p>	
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Goal Twenty One: Grade 11/12

State Goal 21: Develop team-building skills by working with others through physical activity.

- A. Demonstrate individual responsibility during group physical activities.**
- B. Demonstrate cooperative skills during structured group physical activity.**

Learning Standard/Outcome	Sample Assessment	Connections
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<p>Critical for Mastery at Eleven/Twelve: 11/12.21A.01 Demonstrate problem-solving skills and strategies when participating in physical activity.</p> <p>11/12.21A.02 Coach/facilitate a group of peers when participating in a physical activity.</p> <p>11/12.21A.03 Compare safety procedures used in a variety of physical activities and explain why they are important.</p> <p>11/12.21A.04 Self-officiate games and/or activities when participating in a physical activity.</p> <p>11/12.21A.05 Design a group activity including rules and safety procedures.</p> <p>11/12.21A.06 Examine how to change the rules of an activity or game in order to include every</p>	<p>Demonstrate observable problem-solving behaviors within a team-building /cooperative or problem solving activity and complete a reflective assessment.</p> <p>Share in the responsibility of group action/problem-solving as a member of a group/team.</p> <p>Assume the role of coach and facilitate the participation of all group members.</p> <p>Know/explain the importance of safety procedures for a variety of physical activities.</p> <p>Monitor self when participating in physical activity.</p> <p>Design/apply rules, vocabulary, strategy, and etiquette in a group activity.</p> <p>Set/observe rules for the class for different activities.</p> <p>Design rules to make an activity/game inclusive.</p>	
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<p>participant.</p> <p>11/12.21B.01 Share leadership and supportive roles during structured group physical activity.</p> <p>11/12.21B.02 Support group decisions when participating in structured group physical activities.</p> <p>11/12.21B.03 Compromise/adapt to group needs during physical activity.</p> <p>11/12.21B.04 Resolve interpersonal conflicts with others during structured group physical activity.</p> <p>11/12.21B.05 Encourage others to respond positively to challenges, successes, and failures in structured group physical activities.</p> <p>11/12.21B.06 Assess the group's ability to perform at higher levels of team-building in competitive and non-competitive settings during structured group physical activity.</p> <p>11/12.21B.07 Plan a strategy to reach an agreed upon goal during structured group physical activity.</p> <p>11/12.21B.08</p>	<p>Share leadership and supportive roles while completing a task.</p> <p>Interact positively when participating in structured group activity; use peer support/cooperative strategies.</p> <p>Demonstrate collaboration/compromise to meet group needs during physical activity.</p> <p>Recognize/value the points of view/experiences of others.</p> <p>Show ability to accept/respect achievement levels of self and others.</p> <p>Design/use a rubric to assess the group's performance abilities.</p> <p>Collaborate/plan a strategy to achieve a goal.</p> <p>Create a peer assessment that each group</p>	
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<p>Assess the contribution of group members toward goal achievement during structured group physical activity.</p> <p>11/12.21B.09 Respect and acknowledge the different physical performance levels of others when participating in structured group physical activities.</p> <p>11/12.21B.10 Follow through with plans and strategies established to achieve group goals (including team building strategies) when participating in physical activity.</p> <p>11/12.21B.11 Evaluate the strengths and weaknesses of the plan or process used to complete a task during structured group physical activity.</p>	<p>member might use to evaluate the contributions of self and others.</p> <p>Demonstrates equitable/ethical behaviors toward others.</p> <p>Display consideration for all individuals, e.g., students with different ethnic/cultural backgrounds and those with disabilities.</p> <p>Encourage others with less skill.</p> <p>Plan/strategize to achieve group goals; follow these through to achieve stated goals.</p> <p>Evaluate the plan/strategies designed to achieve group goals; describe the strengths/weaknesses of each.</p>	
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