





Subject : Team Sports



Month Example Sept/Jan	Content Sub-Category or Strand	Michigan Dept. Of Education Standards Code & Language	Michigan Standards High School P.E. Content Expectations Code & Language	Essential Skills	Examples of Formative Assessments	Vocabulary
						
Sept/Feb	Cardio-Vascular Fitness Training	<p>National Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>National Standard 3: Participates regularly in physical activity.</p>	<p>MMC Health Related Fitness: A.3.PA.1 Accumulate time in physical activities that are moderate to vigorous in intensity level (i.e., a minimum of 60 minutes per day for 7 days a week while maintaining 75% of target heart rate) while participating primarily in physical activities that focus on combining locomotor and manipulative skills and applying strategies in modified game play outside of physical education.</p> <p>A.4.HR.8 Apply the principles of training (frequency, intensity, type, time, overload, specificity).</p>	running, jogging, strength and aerobic station work	Pre and Post Physical Fitness Test results comparison (Fitness Gram), Karvonen Method of Target Heart Rate, Daily Participation Points.	Body Mass Index, Body Fat Percentage, Flexibility, Strength, Cardio-Vascular Endurance and Target Heart Rate.



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		<p>National Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</p> <p>National Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>National Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</p>	A.4.AN.4 Analyze and evaluate the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones).			



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	Softball	<p>National Standard 3: Participates regularly in physical activity.</p> <p>National Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</p>	<p>K.2.FB.1 Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.</p> <p>K.2.MS.1 Apply knowledge of the critical elements of movement concepts while performing non-locomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.</p> <p>K.2.MS.2 Apply knowledge of the critical elements of movement concepts while performing locomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.</p>			





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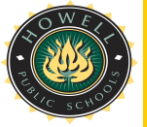
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		<p>National Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p>	<p>K.2.MS.3 Analyze/synthesize/evaluate knowledge of movement concepts while performing non-locomotor, locomotor, and manipulative skills during participation in target, net/wall, invasion, and striking/fielding modified games and outdoor activities in dynamic</p> <p>K.2.SG.1 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance during infield and outfield tactical problems, including scoring and staying in the game (e.g., getting on base, moving the runner, advancing to next base, defending object, scoring runs),</p>			



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	Softball		preventing scoring (e.g., defending space, defending bases, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified (e.g., 9 vs. 9, 10 vs. 10, or 11 vs. 11) field/run games (e.g., compare/contrast softball and cricket).			
	Softball	National Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	K.2.PS.1 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings K.2.PS.2 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.			



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			<p>K.2.SB.1 Recognize physical activity as a positive opportunity for social interaction in dynamic settings.</p> <p>K.2.ID.3 Explain why choosing to participate in activities allows for self-expression in dynamic settings.</p>			
Oct./Apr.	Football Football	<p>National Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>National Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p>	<p>MMC Invasion Games: M.1.MS.4 Apply all elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and implements in dynamic settings.</p> <p>M.1.MS.5 Demonstrate elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, overhead pass, and punt in dynamic settings.</p>	throwing, catching, basic rules, offensive & defensive aspects of the game	Team Standings from tournament, Daily Participation Points.	Offense, Defense, Field, Grid-Iron, 1 st Down et. Al., punt, touchdown, interception, pass, run, lateral, Quarterback, Running back, Receiver,



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	Football	<p>National Standard 3: Participates regularly in physical activity.</p> <p>National Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</p>	<p>M.1.IG.1 Demonstrate all elements of tactical problems, including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11).</p> <p>M.1.IG.2 Demonstrate all elements of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating, and using space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11).</p>			<p>Lineman, Block, "Tackle", Pass Pattern, Field Goal, Line of Scrimmage, Huddle, Cadence,</p>





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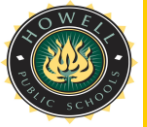
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	Football	<p>National Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>National Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>	<p>K.2.FB.1 Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings</p> <p>K.2.MS.1 Apply knowledge of the critical elements of movement concepts while performing non-locomotor skills during participation in target, net/wall, invasion, and</p> <p>K.2.MS.2 Apply knowledge of the critical elements of movement concepts while performing locomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.</p>			





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	Football		<p>K.2.MS.3 Analyze/synthesize/evaluate knowledge of movement concepts while performing non-locomotor, locomotor, and manipulative skills during participation in target, net/wall, invasion, and striking/fielding modified games and outdoor activities in dynamic</p> <p>K.2.IG.1 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11) invasion games (e.g., compare/contrast soccer and basketball).</p>			



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	Football		<p>K.2.IG.2 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating, and using space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11) invasion games (e.g., compare/contrast lacrosse and field hockey).</p> <p>K.2.PS.1 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.</p>			





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	Football		<p>K.2.PS.2 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.</p> <p>K.2.SB.1 Recognize physical activity as a positive opportunity for social interaction in dynamic settings.</p> <p>K.2.ID.2 Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.</p> <p>K.2.ID.3 Explain why choosing to participate in activities allows for self-expression in dynamic settings.</p> <p>K.2.FE.1 Analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.</p>			



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Throughout outdoor sports' activities. Used as inclement weather game.	Indoor Soccer	<p>National Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>National Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p>	<p>MMC Invasion Games: M.1.MS.4 Apply all elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and implements in dynamic settings.</p> <p>M.1.MS.5 Demonstrate elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, overhead pass, and punt in dynamic settings.</p>	passing, dribbling/shooting, basic rules & offensive and defensive aspects of the game.	Team Standings from tournament, Daily Participation Points.	Futbol, Soccer, Goal-Keeper, Backs, Mid-Fielders, Strikers, Wingers, Dribble, Trap, Heading, Passing, Goal, Stop, Save, Corner Kick, Indirect and Direct Free Kick, FIFA,



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	Indoor Soccer	<p>National Standard 3: Participates regularly in physical activity.</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</p>	<p>M.1.IG.1 Demonstrate all elements of tactical problems, including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11).</p> <p>M.1.IG.2 Demonstrate all elements of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating, and using space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11).</p>			





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	Indoor Soccer	<p>Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>National Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>	<p>K.2.FB.1 Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings</p> <p>K.2.MS.1 Apply knowledge of the critical elements of movement concepts while performing non-locomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.</p> <p>K.2.MS.2 Apply knowledge of the critical elements of movement concepts while performing locomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.</p>			





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	Indoor Soccer		<p>K.2.MS.3 Analyze/synthesize/evaluate knowledge of movement concepts while performing non-locomotor, locomotor, and manipulative skills during participation in target, net/wall, invasion, and striking/fielding modified games and outdoor activities in dynamic</p> <p>K.2.IG.1 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11) invasion games (e.g., compare/contrast soccer and basketball).</p>			



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	Indoor Soccer		<p>K.2.IG.2 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating, and using space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11) invasion games (e.g., compare/contrast lacrosse and field hockey).</p> <p>K.2.PS.1 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings</p>			



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	Indoor Soccer		<p>K.2.PS.2 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.</p> <p>K.2.SB.1 Recognize physical activity as a positive opportunity for social interaction in dynamic settings.</p> <p>K.2.ID.2 Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.</p> <p>K.2.ID.3 Explain why choosing to participate in activities allows for self-expression in dynamic settings.</p> <p>K.2.FE.1 Analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.</p>			



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Dec./Jan.	Basketball	<p>National Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>National Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p>National Standard 3: Participates regularly in physical activity.</p>	<p>MMC Invasion Games: M.1.MS.4 Apply all elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and implements in dynamic settings.</p> <p>M.1.MS.5 Demonstrate elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, overhead pass, and punt in dynamic settings.</p> <p>M.1.IG.1 Demonstrate all elements of tactical problems, including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11).</p>	passing, catching, shooting, dribbling, basic rules & offensive and defensive aspects of the game	Team Standings from tournament, Daily Participation Points.	Defense, Offense, Free-Throw, Dribbling, Basket, Field Goal, Hook Shot, Jump Shot, Lay-Up, Dunk, 3-pt. Shot, Bounce Pass, Chest Pass, Push Pass, Personal Foul, Technical Foul, Guard, Forward, Center, Rebound, Key, Quarters, Zone, Player-to-Player, Double Dribble, Traveling,





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	Indoor Soccer	<p>National Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</p>	<p>M.1.IG.2 Demonstrate all elements of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating, and using space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11).</p> <p>K.2.FB.1 Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings</p>			



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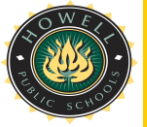
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	Indoor Soccer	<p>National Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>National Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>	<p>K.2.MS.1 Apply knowledge of the critical elements of movement concepts while performing non-locomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings</p> <p>K.2.MS.2 Apply knowledge of the critical elements of movement concepts while performing locomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.</p> <p>K.2.MS.3 Analyze/synthesize/evaluate knowledge of movement concepts while performing non-locomotor, locomotor, and manipulative skills during participation in target, net/wall, invasion, and striking/fielding modified games and outdoor activities in dynamic ...</p>			



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	Indoor Soccer		K.2.IG.1 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11) invasion games (e.g., compare/contrast soccer and basketball).			



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	Indoor Soccer		<p>K.2.IG.2 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating, and using space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11) invasion games (e.g., compare/contrast lacrosse and field hockey).</p> <p>K.2.PS.1 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.</p>			



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	Indoor Soccer		<p>K.2.PS.2 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.</p> <p>K.2.SB.1 Recognize physical activity as a positive opportunity for social interaction in dynamic settings.</p> <p>K.2.ID.2 Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.</p> <p>K.2.ID.3 Explain why choosing to participate in activities allows for self-expression in dynamic settings.</p> <p>K.2.FE.1 Analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.</p>			



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Jan./Feb.	Volleyball	<p>National Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>National Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p>	<p>MMC Net/Wall Games: M.1.MS.4 Apply all elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and implements in dynamic settings.</p> <p>M.1.MS.5 Demonstrate elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, overhead pass, and punt in dynamic settings.</p>	passing, setting, spiking, serving, basic rules and offensive & defensive aspects of the game.	Team Standings from tournament, Daily Participation Points.	Bump, Set, Spike, Dig, Block, Over (Under)-Hand Serve, Match, Court, Out of Bounds, Rally Scoring, Volley, Double hit (Fault), Ready Position,





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	Volleyball	<p>National Standard 3: Participates regularly in physical activity.</p> <p>National Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</p>	<p>M.1.NG.1 Demonstrate all elements of tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., 1 vs. 1, 2 vs. 2, or 6 vs. 6).</p> <p>M.1.NG.2 Demonstrate all elements of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., 1 vs. 1, 2 vs. 2, or 6 vs. 6).</p>			





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	Volleyball	<p>National Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>National Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>	<p>K.2.MS.1 Apply knowledge of the critical elements of movement concepts while performing non-locomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.</p> <p>K.2.MS.2 Apply knowledge of the critical elements of movement concepts while performing locomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.</p> <p>K.2.MS.3 Analyze/synthesize/evaluate knowledge of movement concepts while performing non-locomotor, locomotor, and manipulative skills during participation in target, net/wall, invasion, and striking/fielding modified games and outdoor activities in dynamic settings.</p>			



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	Volleyball		<p>K.2.NG.2 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified (e.g., 1 vs. 1, 2 vs. 2, or 6 vs. 6) net/wall games (e.g., compare/contrast racquetball and badminton).</p> <p>K.2.PS.1 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.</p>			



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	Volleyball		<p>K.2.PS.2 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.</p> <p>K.2.RP.1 Explain why choosing to participate in activities is personally challenging in dynamic settings.</p> <p>K.2.SB.1 Recognize physical activity as a positive opportunity for social interaction in dynamic settings.</p> <p>K.2.ID.2 Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.</p> <p>K.2.ID.3 Explain why choosing to participate in activities allows for self-expression in dynamic settings.</p>			



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	Volleyball		K.2.FE.1 Analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.			
Nov./Mar.	Team Hand Ball (10-12 th Grade Building Only)	<p>National Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>National Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p>	<p>MMC Invasion Games: M.1.MS.4 Apply all elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and implements in dynamic settings.</p> <p>M.1.MS.5 Demonstrate elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, overhead pass, and punt in dynamic settings.</p>	passing, catching, shooting, basic rules & offensive and defensive aspects of the game.	Team Standings from tournament, Daily Participation Points.	Goal-Keeper, Zone, Dribbling, Pass, Jump Shot, Goal, Center-Line, Side-line, Out of Bounds



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	Team Hand Ball (10-12th Grade Building Only)	<p>National Standard 3: Participates regularly in physical activity.</p> <p>National Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</p>	<p>M.1.IG.1 Demonstrate all elements of tactical problems, including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11).</p> <p>M.1.IG.2 Demonstrate all elements of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating, and using space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11).</p>			





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	Team Hand Ball (10-12th Grade Building Only)	<p>National Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>National Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>	<p>K.2.FB.1 Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings</p> <p>K.2.MS.1 Apply knowledge of the critical elements of movement concepts while performing non-locomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.</p> <p>K.2.MS.2 Apply knowledge of the critical elements of movement concepts while performing locomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.</p>			





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	Team Hand Ball (10-12th Grade Building Only)		<p>K.2.MS.3 Analyze/synthesize/evaluate knowledge of movement concepts while performing non-locomotor, locomotor, and manipulative skills during participation in target, net/wall, invasion, and striking/fielding modified games and outdoor activities in dynamic</p> <p>K.2.IG.1 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11) invasion games (e.g., compare/contrast soccer and basketball).</p>			





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	Team Hand Ball (10-12th Grade Building Only)		<p>K.2.IG.2 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating, and using space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11) invasion games (e.g., compare/contrast lacrosse and field hockey).</p> <p>K.2.PS.1 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings</p>			



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	Team Hand Ball (10-12th Grade Building Only)		<p>K.2.PS.2 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.</p> <p>K.2.SB.1 Recognize physical activity as a positive opportunity for social interaction in dynamic settings.</p> <p>K.2.ID.2 Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.</p> <p>K.2.ID.3 Explain why choosing to participate in activities allows for self-expression in dynamic settings.</p> <p>K.2.FE.1 Analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.</p>			