

K-6 PHYSICAL EDUCATION PERFORMANCE STANDARDS

(Grade Level Expectations)

Introduction

Grade Level Expectations are statements that define what all students should know and be able to do at the end of a given grade level. They are intended to provide a road map for the development of assessment items as well as the basis upon which school districts refine, align and develop curricula. These GLE's do not represent the entire curriculum for a grade or course, nor does it represent the final word on the content that is presented. *They indicate core content to be mastered by the end of a given grade**. Content can be added and enriched as appropriate for a district program, school or student. It may be necessary to introduce some skills at an earlier grade in order for students to achieve mastery at a given level. Similarly, skills will need to be maintained after mastery has occurred at a given grade level. The Anchorage K-6 Physical Education GLE's are aligned to the Alaska State Physical Education Standards (2010) and the National Association of Sport and Physical Education (NASPE) content standards (2004).

****Italicized and bold bullet points are content that should be mastered and assessed by the end of the given grade.***

****The Anchorage School District acknowledges that some schools do not have the equipment, facilities or community resources to meet all of the outdoor grade level content expectations.**

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GRADE K

Standard 1: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities. (Alaska Physical Education Standards)

Standard 2: Apply movement concepts to the learning and performance of physical activities. (Alaska Physical Education Standards)

1. MOTOR SKILLS & MOVEMENT PATTERNS

Dribble

- Dribble a ball continuously, using two hands.

Jump and Land/Balance

- Jump over a stationary rope several times in succession, using forward-and-back and side-to-side movement patterns.
- Balance on one, two, three, four, and five body parts.
- Balance while walking forward and sideways on a narrow, elevated surface.

Kick and Punt

- Kick a stationary object, using a simple kicking pattern.

Outdoor Activities**

- Practice putting-on and removing outdoor winter equipment.
- Identify safety/health concerns and proper dress for winter activities.

Rhythms and Dance

- Clap in time to a simple, rhythmic beat.
- Move in response to a designated rhythm.
- Move to express an emotion, a feeling.

Roll/Weight Transfer

- ***Place weight on hands and transfer feet sideways over a raised bar and back to starting position.***
- Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations.

Strike

- Correctly grip a bat, a hockey stick, and "putter/roller" golf club.
- Strike a stationary object with the hands, arms, feet or implement.

Throw and Catch

- Catch a self-tossed ball, using an underhand pattern, before it bounces twice.
- Demonstrate the difference between an overhand and underhand throw.

Travel

- ***Hop in place.***
- ***Demonstrating a mature running pattern.***
- ***Slide continuously with preferred foot leading.***
- ***Gallop continuously with one foot leading. Repeat the task with other foot leading.***
- ***Travel within a large group, maintaining personal space.***
- Travel around stationary obstacles without touching them.
- Travel and follow the pathway that their partner makes.
- Travel in straight, curved, and zigzag pathways.
- Travel in forward and sideways directions and change direction quickly in response to a signal.
- Demonstrate contrasts between slow and fast speeds while using locomotor skills.

Volley

- Volley a balloon/lightweight object with with consecutive hits sending it upward with different parts of the body.

Movement Concepts (principles, strategies, and tactics)

- Explain the role of the eyes when striking objects with the hands, arms, and feet.
- Explain the difference between under and over, behind and in front of, next to and through, up and down, forward and backward, and sideways.
- Identify and independently use personal space, general space, and boundaries and discuss why they are important.
- Identify and describe parts of the body: the head, shoulders, neck, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes.
- Identify people/objects that are within personal space and within boundaries.

Standard 3: Participate regularly in physical activity. (Alaska Physical Education Standards)

Standard 4: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness. (Alaska Physical Education Standards)

2. PHYSICAL ACTIVITY & FITNESS

- Explain that the body is composed of bones, organs, fat, and muscles.
- Recognize that the heart is the most important muscle in the body and is approximately the size of a fist.
- ***Recognize basic physiological signs of exercise: increased heart rate, increased sweating.***
- Recognize the importance water and nutritious food play in providing energy for physical activity.
- Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

Standard 5: Exhibit personal and social behavior that respects self and others in physical activity settings. (Alaska Physical Education Standards)

3. PERSONAL AND SOCIAL BEHAVIOR

- ***Stop on teacher's signal.***
- ***Look at the speaker and listens without interrupting.***
- ***Work independently and in a group setting safely without interfering with others.***
- ***Demonstrate proper use of equipment.***
- Participate willingly in physical activities.
- Demonstrate the characteristics of sharing in a physical activity.

GRADE 1

Standard 1: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities. (Alaska Physical Education Standards)

Standard 2: Apply movement concepts to the learning and performance of physical activities. (Alaska Physical Education Standards)

1. MOTOR SKILLS & MOVEMENT PATTERNS

Dribble

- ***Continuously dribble a ball with one hand.***
- Dribble a ball while moving, using the inside of each foot.

Jump and Land/Balance

- ***Jump forward using a two-foot take off and a two-foot landing.***
- Jump and land using a variety of takeoffs and landings in relation to various equipment.
- Jump a swinging rope with soft landings.
- Balance oneself, demonstrating momentary stillness, using various body parts other than both feet as a base of support.

Kick and Punt

- Kick a rolled ball from a stationary position.
- Kick a stationary ball, using a smooth, continuous running approach.

Outdoor Activities**

- Identify signs of hypothermia.
- Demonstrate safe falling and stand-up techniques for winter activities.

Rhythms and Dance

- Create or imitate movement in response to rhythms and music.
- Manipulate an object in time to a signal or music of varying tempos, or speeds.

Roll/Weight Transfer

- Roll smoothly in at least two different directions.
- Transfer weight from feet-to-hands in a variety of ways.

Strike

- Strike a small, lightweight ball upward with a hand or lightweight paddle, letting it bounce between strikes.
- Strike a suspended ball, using a forehand motion, with a hand, paddle or bat.
- Strike a stationary ball on the ground with a long handled implement (e.g. hockey stick, pila polo, broom ball, or golf club).

Throw and Catch

- ***Use an underhand throwing pattern to send a ball forward through the air to a large target.***
- ***Catch a ball tossed by a teacher using an underhand catching pattern.***
- Catch a self-bounced ball.

Travel

- Follow a fleeing partner's pathways to catch or overtake them.
- Flee from a partner as quickly as possible at a signal.
- ***Travel, demonstrating relational concepts of over, under, in front of, behind, and through objects and over, under, in front of, and behind partners, using locomotor skills.***
- Change from a leading to a following position in relation to a partner.
- Travel and change from one locomotor movement to another at the signal.
- Mirror the symmetrical or asymmetrical shape and movements of a stationary partner.
- Travel to a signal or music with an even rhythm.

Volley

- ***Continuously strike a balloon with a short-handled paddle using an underhand pattern.***
- Travel slowly and underhand-strike a soft, lightweight ball or balloon upward with the and or other body parts.

Movement Concepts (principles, strategies, and tactics)

- Identify examples of underhand and overhand movement patterns.
- Distinguish between a jog and a run, a hop and a jump, and a gallop and a slide and explain the key differences and similarities in those movements.
- Distinguish the difference between slow and fast, heavy and light while moving.
- Explain how the point of release influences the direction of a tossed object and of a thrown object.
- Describe the proper hand and finger position for catching a ball.
- Explain how to reduce the impact/force while catching an object.
- Identify the placement of the nonkicking foot when kicking with a smooth, running approach.
- Identify the location of the contact point to strike an object upward.

Standard 3: Participate regularly in physical activity. (Alaska Physical Education Standards)

Standard 4: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness. (Alaska Physical Education Standards)

2. PHYSICAL ACTIVITY & FITNESS

- ***Recognize physiological difference between an exercise and a muscle stretch.***
- Explain that nutritious food provides energy for alertness and mental concentration.
- Explain that increasing the heart rate during physical activity strengthens the heart muscle.
- Demonstrate proper body positions for stretching and strengthening to prevent/avoid injury.
- Name and locate the major muscles of the body.

Standard 5: Exhibit personal and social behavior that respects self and others in physical activity settings. (Alaska Physical Education Standards)

3. PERSONAL AND SOCIAL BEHAVIOR

- ***Use classroom procedures and rules to show respect.***
- Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity.
- Demonstrate the characteristics of cooperation in physical activity.
- Invite others to use equipment or apparatus before repeating a turn.

GRADE 2

Standard 1: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities. (Alaska Physical Education Standards)

Standard 2: Apply movement concepts to the learning and performance of physical activities. (Alaska Physical Education Standards)

1. MOTOR SKILLS & MOVEMENT PATTERNS

Dribble

- ***Dribble with hand under control while moving.***
- Foot-dribble, with control, a ball along the ground.
- Dribble an object with a long handled implement while traveling slowly in different directions.

Jump and Land/Balance

- ***Jump & land in various combinations.***
- Demonstrate balance on the ground and on objects, using bases of support other than both feet.
- Repeatedly jump a turned rope.

Kick and Punt

- Kick a stationary ball with force for distance.
- While in motion, kick a slowly rolling ball.
- Use kicking in small game-like situations.

Outdoor Activities**

- Demonstrate start and stop techniques for winter activities.
- Demonstrate proper transport of winter equipment in and out of school building.

Rhythms and Dance

- ***Perform to music a grade-level appropriate individual or partner dance that utilizes 3 different patterns.***
- Demonstrate a smooth transition between even-beat locomotor skills and uneven-beat.

Roll/Weight Transfer

- Perform a body roll (e.g., log roll, egg roll, shoulder roll, forward roll) followed by a weight transfer.

Strike

- Strike an object in a forward motion, using a short-handled paddle.
- Strike a ball with a bat from a tee or cone, using correct grip and side orientation.

Throw and Catch

- Step forward w/opposite foot during throw.
- Two hand chest pass to a partner.
- Catch a ball passed/thrown by a partner.

Travel

- ***Perform a sequence of 3 locomotor movements with smooth transitions. (hop, jump, gallop, slide).***
- ***Skip with mature pattern.***
- Travel with manipulatives using hands, feet and implements.

Volley

- ***Volley a ball/lightweight object upward consecutively with a paddle or racquet.***

Movement Concepts (principles, strategies, and tactics)

- Define open space.
- Explain the importance of a wide rather than a narrow base of support in balance activities.
- Identify opportunities to use underhand and overhand movement (throw) patterns.
- Explain the purpose of using a side orientation when striking a ball from a batting tee.
- Identify practices and procedures necessary for safe participation in physical activities.

Standard 3: Participate regularly in physical activity. (Alaska Physical Education Standards)

Standard 4: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness. (Alaska Physical Education Standards)

2. PHYSICAL ACTIVITY & FITNESS

- ***Demonstrate stretches to improve lower body and core/trunk flexibility.***
- Demonstrate a cognitive understanding of fitness.
- Explain that strengthening muscles will help prevent injury and that strong muscles will produce more force.
- Explain that fluid needs are linked to energy expenditure.
- Explain that a stronger heart muscle can pump more blood with each beat.

Standard 5: Exhibit personal and social behavior that respects self and others in physical activity settings. (Alaska Physical Education Standards)

3. PERSONAL AND SOCIAL BEHAVIOR

- ***Use classroom procedures and rules to show respect.***
- Participate in a variety of group settings (e.g., partners, small groups, large groups) without interfering with others.
- Accept responsibility for one's own behavior.
- Encourage others by using verbal and nonverbal communication.
- Demonstrate respect for self, others, and equipment during physical activities.
- Demonstrate how to solve a problem with another person during physical activity.

GRADE 3

Standard 1: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities. (Alaska Physical Education Standards)

Standard 2: Apply movement concepts to the learning and performance of physical activities. (Alaska Physical Education Standards)

1. MOTOR SKILLS & MOVEMENT PATTERNS

Motor Skills & Movement Patterns

Dribble

- Hand-dribble a ball continuously while moving around obstacles.
- Foot-dribble a ball continuously while moving around obstacles.
- Dribble with a long-handled implement continuously while moving around obstacles.

Jump and Land/Balance

- ***Repeatedly jump a self-turned rope while performing different jumping skills.***
- Perform an inverted balance (tripod) by evenly distributing weight on body parts.

Kick and Punt

- ***Approach a stationary ball at a jog and kick with enough force to send it a distance of 30 feet on a smooth, level surface.***
- Kick a ball to a stationary partner, using the inside of the foot.
- Punt a ball into the air using the instep.

Outdoor Activities**

- Demonstrate the ability to safely move up and down an incline.
- Show proper trail etiquette for winter activities.

Rhythms and Dance

- Perform a dance (e.g., line, circle, social, folk, creative, hip hop, cultural).

Roll/Weight Transfer

- ***Create and perform a gymnastics sequence by combining balancing, transferring weight and rolling into a sequence.***
- Transfer weight to hands for momentary weight on hands only.

Strike

- Strike an object with varying force--short and long distance, using forehand and introducing backhand strokes (e.g. hockey stick, paddle, racquet, bat).
- Strike a gently tossed ball with a bat, using a side orientation.
- Strike, with a paddle or racket, a lightweight object that has been tossed by a partner.

Throw and Catch

- ***Catch a ball tossed by the teacher using an overhand catching pattern.***
- ***Make an overhand throw back toward a partner after receiving a rolling pass.***
- Catch, while traveling, a thrown object.
- Throw and catch an object with a partner, increasing the distance from the partner and maintaining an accurate throw that can be easily caught.

Travel

- Chase, flee, and move away from others in a constantly changing environment.

Volley

- Volley a lightweight ball (i.e., beach ball) with an overhead/two hand pattern, sending it forward to a wall, or over a medium height net.

Movement Concepts (principles, strategies, and tactics)

- Describe how changing speed and changing direction can allow one person to move away from another.
- Explain and demonstrate the correct hand position when catching a ball above the head, below the waist, near the middle of the body, and away from the body.
- Explain the difference between throwing to a stationary partner and throwing to a moving partner.
- Identify the key elements for increasing accuracy in rolling a ball and throwing a ball.
- Identify the differences between dribbling a ball (with the hand and the foot, separately) while moving forward and when changing direction.
- Explain the difference between offense and defense.

Standard 3: Participate regularly in physical activity. (Alaska Physical Education Standards)

Standard 4: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness. (Alaska Physical Education Standards)

2. PHYSICAL ACTIVITY & FITNESS

- ***Identify benefits and components of a healthy lifestyle.***
- Explain the purpose of warming up before physical activity and cooling down after physical activity.
- Explain the health-related components of physical fitness.
- Recognize that the body will adapt to increased workloads.
- Explain why a particular stretch is appropriate preparation for a particular physical activity.
- Describe the role of blood in transporting oxygen from the lungs.

Standard 5: Exhibit personal and social behavior that respects self and others in physical activity settings. (Alaska Physical Education Standards)

3. PERSONAL AND SOCIAL BEHAVIOR

- ***Use classroom procedures and rules to show respect.***
- List the benefits of following and the risks of ignoring safety procedures and rules associated with physical activity.
- Use appropriate cues for movement and positive words of encouragement during physical activities.
- Demonstrate respect for differences in physical abilities.
- Work in pairs or small groups to achieve a goal.

GRADE 4

Standard 1: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities. (Alaska Physical Education Standards)

Standard 2: Apply movement concepts to the learning and performance of physical activities. (Alaska Physical Education Standards)

1. MOTOR SKILLS & MOVEMENT PATTERNS

Dribble

- *While jogging, continuously dribble an object with a long-handled implement through a zigzag obstacle course and shoot at a goal.*
- *Hand dribble, pass, and receive a ball while jogging.*
- *Foot dribble, pass, and receive a ball while jogging.*

Jump and Land/Balance

- Demonstrate more advanced individual and long jump rope skills.
- Perform simple balance stunts with a partner while sharing a common base of support.

Kick and Punt

- Kick/punt different types of balls.

Outdoor Activities**

- Demonstrate the ability to change speeds while using winter activity equipment.

Rhythms and Dance

- *Perform the given steps and sequences to the beat of the music for an age appropriate dance (e.g. line, square, folk, social, cultural).*

Roll/Weight Transfer

- Transfer weight in a variety of ways, using changes in directions, levels, speeds, and body shapes.

Strike

- Serve an object over a low net, using the underhand movement pattern.
- Strike a tossed ball, with different implements, from a side orientation.

Throw and Catch

- Throw to a partner with accuracy in non-dynamic situations.
- Throw to different levels.
- Throw and catch an object with a partner while both partners are moving.

Travel

- Change direction quickly to maintain or increase the spacing between two players.

Volley

- ***Volley a tossed lightweight ball, using the forearm pass.***
- Demonstrate a mature pattern of an underhand volley in a non-dynamic situation.

Movement Concepts (principles, strategies, and tactics)

- Describe ways to create more space between an offensive player and a defensive player.
- Describe the appropriate body orientation to serve or strike a ball, using the underhand, forehand or backhand movement patterns.
- Distinguish between punting and kicking and describe the similarities and differences.
- Compare and contrast dribbling a ball without a defender and with a defender.
- Identify key body positions used for volleying a ball.
- Describe movement concepts for speed and endurance for the one-mile run/PACER or endurance running.
- Identify the components of a mature throwing patterns.

Standard 3: Participate regularly in physical activity. (Alaska Physical Education Standards)

Standard 4: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness. (Alaska Physical Education Standards)

2. PHYSICAL ACTIVITY & FITNESS

- ***Monitor heart rate.***
- Explain the effect of regular, sustained physical activity on the body's ability to consume calories for energy.
- Explain the principles of exercise: frequency, intensity, time, and type.
- Set personal short-term goals for aerobic endurance, muscular strength and endurance, and flexibility and monitor progress.
- Explain why a strong heart is able to return quickly to its resting rate after exertion.
- Determine the intensity of personal physical activity by using the concept of perceived exertion.

Standard 5: Exhibit personal and social behavior that respects self and others in physical activity settings. (Alaska Physical Education Standards)

3. PERSONAL AND SOCIAL BEHAVIOR

- ***Meet identified expectations regarding participation.***
- Accept responsibility for one's own performance without blaming others.
- Respond to winning and losing with dignity and respect.
- Accept that there are many challenges within physical activities: skill levels, the use of strategies, and the ability to work effectively with classmates.
- Able to form groups quickly when asked.
- Work with assigned or random groups without adult intervention.

GRADE 5

Standard 1: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities. (Alaska Physical Education Standards)

Standard 2: Apply movement concepts to the learning and performance of physical activities. (Alaska Physical Education Standards)

1. MOTOR SKILLS & MOVEMENT PATTERNS

Dribble

- Hand dribble a ball and shoot towards a goal while being guarded.
- Foot dribble a ball and kick toward a goal while being guarded.
- Dribble with a long handled implement and shoot the object toward a goal while being guarded.

Jump and Land/Balance

- Enter, jump, and leave a long rope turned by others.
- Perform simple small-group balance stunts by distributing weight and base of support.

Kick and Punt

- Punt a ball at a target.

Outdoor Activities**

- Complete a course that involves turning, going in reverse, and a change in speed while wearing winter activity equipment.
- Demonstrate the ability to move backwards in winter activity equipment.

Rhythms and Dance

- Design and perform a creative dance, combining locomotor patterns with intentional changes in speed and direction.

Roll/Weight Transfer

- Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.

Strike

- ***Strike a ball against the wall continuously with a short-handled paddle or racquet.***
- Strike an object with an underhand pattern, varying the force, direction/angle, over a low net.

Throw and Catch

- ***Overhand throw a ball to a target with force and accuracy.***
- Throw and catch an object underhand and overhand while avoiding an opponent.

Travel

- ***Use offensive skills to maintain possession of a basketball in a 2 on 1 situation.***
- ***Use defensive skills to gain possession of a soccer ball in a 2 on 1 situation.***
- Manipulate objects (e.g. kick, throw) using varied amounts of force, flow and speed appropriate to the given situation.

Volley

- Volley a lightweight object repeatedly with a partner.

Movement Concepts (principles, strategies, and tactics)

- Use a variety of relationships with others in order to play or design a small-group game.
- Cooperatively devise strategies to keep opponents from reaching a specified area, person or object.
- Identify opportunities to pass or dribble while being guarded.

Standard 3: Participate regularly in physical activity. (Alaska Physical Education Standards)

Standard 4: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness. (Alaska Physical Education Standards)

2. PHYSICAL ACTIVITY & FITNESS

- ***Identify benefits and components of a warm-up, a cool-down, conditioning, and aerobic endurance.***
- Explain why dehydration impairs temperature regulation and physical and mental performance.
- Develop and describe the steps necessary to achieve realistic short- and long-term fitness goals.
- Compare target heart rate and perceived exertion during physical activity.
- Measure and record the heart rate before, during, and after vigorous physical activity.

Standard 5: Exhibit personal and social behavior that respects self and others in physical activity settings. (Alaska Physical Education Standards)

3. PERSONAL AND SOCIAL BEHAVIOR

- ***Meet identified expectations regarding participation.***
- Act in a safe and healthy manner when confronted with negative peer pressure.
- Contribute ideas and listen to the ideas of others in cooperative problem-solving activities.
- Verbally acknowledge the contributions and strengths of others.
- Demonstrate a healthy attitude about competition.

GRADE 6

Standard 1: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities. (Alaska Physical Education Standards)

Standard 2: Apply movement concepts to the learning and performance of physical activities. (Alaska Physical Education Standards)

1. MOTOR SKILLS & MOVEMENT PATTERNS

Dribble

- *Use offensive skills to maintain possession of a soccer ball in a 2 on 1 situation.*

Jump and Land/Balance

Kick and Punt

- Kick/punt a ball at targets from varying distances.

Outdoor Activities**

- Follow a course using a map, compass, controls or landmarks.

Rhythms and Dance

- Develop, refine, and demonstrate routines to music.

Roll/Weight Transfer

- *Compose and performs a self-designed gymnastics movement sequence with the following 7 components: (1) a starting shape, (2) roll, (3) transfer of weight from feet to hands, (4) balance, (5) leap or jump, (6) turn and (7) ending shape.*

Strike

- *Perform an underhand volleyball serve over a 5 foot barrier and land within the boundary.*
- Strike an object continuously with a partner, using an implement for the forehand and the backhand strokes.
- Strike an object consistently, using an implement, so that the object travels in the intended direction at the desired height.

Throw and Catch

- Throw an object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns.
- Cooperatively play a small-group game with opponents that combines throwing and catching with dodging, chasing, and fleeing.

Travel

- ***Use defensive skills to gain possession of a basketball in a 2 on 1 situation.***

Volley

- Use underhand and overhead volleys and forearm passes in a given or self-designed small sided-game.

MOVEMENT CONCEPTS (principles, strategies, and tactics)

- Provide feedback to a partner to assist in developing and improving movement skills.
- Analyze game situations to see open spaces.
- Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity.

Standard 3: Participate regularly in physical activity. (Alaska Physical Education Standards)

Standard 4: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness. (Alaska Physical Education Standards)

2. PHYSICAL ACTIVITY & FITNESS

- ***Identify benefits and components of muscular strength and muscular endurance.***
- Explain methods of monitoring heart rate intensity.
- Classify physical activities as aerobic or anaerobic.
- List the long-term benefits of participation in regular physical activity.

Standard 5: Exhibit personal and social behavior that respects self and others in physical activity settings. (Alaska Physical Education Standards)

3. PERSONAL AND SOCIAL BEHAVIOR

- ***Meet identified expectations regarding participation.***
- Participate productively in group physical activities.
- Recognize importance of individual responsibility in group efforts.
- Identify and agree on a common goal when participating in a cooperative physical activity.