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| **Benchmark** | **5.1.3.4:** catch a thrown ball, above the head, at chest or waist level, and below the waist in small-sided games |
| **Content** |  |
| **Criteria** |  |
| **Condition** |  |
| **Notes** |  |

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| **Benchmark** | **4.2.1.5:** apply offensive and defensive tactics in net and wall game practice tasks. |
| **Content** |  |
| **Criteria** |  |
| **Condition** |  |
| **Notes** |  |

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| **Benchmark** | **3.3.4.1**: define cardiorespiratory fitness and provide examples of physical activities that enhanced cardiorespiratory fitness. |
| **Content** |  |
| **Criteria** |  |
| **Condition** |  |
| **Notes** |  |

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| **Benchmark** | **5.1.3.4:** catch a thrown ball, above the head, at chest or waist level, and below the waist in small-sided games |
| **Content** | Catch |
| **Criteria** | Successfully catch the ball |
| **Condition** | -a ball thrown above the head, at the chest or waist level, and below the waist  -catch while engaged in small-sided games (e.g., invasion games) |
| **Notes** | -the number of successful catches is based on the assessment scoring guide used by the teacher |

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| **Benchmark** | **4.2.1.5:** apply offensive and defensive tactics in net and wall game practice tasks. |
| **Content** | Offensive and defensive tactics used in net and wall games (e.g., attacking space, maintaining a rally, defending space) |
| **Criteria** | Apply the tactic correctly, based on the demands of various situations |
| **Condition** | During net and wall game practice tasks |
| **Notes** | Net and wall games includes activities such as wall ball, four-square, and throw tennis. |

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| **Benchmark** | **3.3.4.1**: define cardiorespiratory fitness and provide examples of physical activities that enhanced cardiorespiratory fitness. |
| **Content** | Cardiorespiratory fitness and physical activities that enhance cardiorespiratory fitness |
| **Criteria** | Define  Provide examples |
| **Condition** | none |
| **Notes** |  |

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| **Benchmark** | **4.3.5.1:** explain the importance of hydration and hydration choices relative to physical activity participation. |
| **Content** |  |
| **Criteria** |  |
| **Condition** |  |
| **Notes** |  |

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| **Benchmark** | **5.4.5.1:** move safely in small-sided games, educational dance and educational gymnastics. |
| **Content** |  |
| **Criteria** |  |
| **Condition** |  |
| **Notes** |  |

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| **Benchmark** | **2.5.2.1**: list physical activities that bring confidence and challenge. |
| **Content** |  |
| **Criteria** |  |
| **Condition** |  |
| **Notes** |  |

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| **Benchmark** | **4.3.5.1:** explain the importance of hydration and hydration choices relative to physical activity participation. |
| **Content** | Importance of hydration and hydration choices specific to physical activity participation |
| **Criteria** | explain |
| **Condition** | none |
| **Notes** |  |

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| **Benchmark** | **5.4.5.1:** move safely in small-sided games, educational dance and educational gymnastics. |
| **Content** | Safe movement choices |
| **Criteria** | Move or apply the safety protocols |
| **Condition** | During small-sided games, educational dance and educational gymnastics |
| **Notes** |  |

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| **Benchmark** | **2.5.2.1**: list physical activities that bring confidence and challenge. |
| **Content** | Physical activity, confidence and challenge |
| **Criteria** | List activities ­­­ |
| **Condition** | none |
| **Notes** | the exact criteria for S5 is personal to the individual student |

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| **Benchmark** | **6.1.2.2:** catch from a variety of trajectories using different objects in varying invasion or fielding and striking game practice tasks. |
| **Content** |  |
| **Criteria** |  |
| **Condition** |  |
| **Notes** |  |

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| **Benchmark** | **8.2.4.2:** reduce open spaces in the field by working with teammates to maximize coverage in small-sided fielding and striking games. |
| **Content** |  |
| **Criteria** |  |
| **Condition** |  |
| **Notes** |  |

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| **Benchmark** | **6.2.1.4**: transition from offense to defense, or defense to offense, in an invasion game practice task, by recovering quickly and communicating with teammates. |
| **Content** |  |
| **Criteria** |  |
| **Condition** |  |
| **Notes** |  |

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| **Benchmark** | **6.1.2.2:** catch from a variety of trajectories using different objects in varying invasion or fielding and striking game practice tasks. |
| **Content** | Catch |
| **Criteria** | Successfully catch different objects |
| **Condition** | From a variety of trajectories in varying invasion or fielding and striking game practice tasks |
| **Notes** | The number of successful catches is based on the assessment scoring guide used by the teacher |

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| **Benchmark** | **8.2.4.2:** reduce open spaces in the field by working with teammates to maximize coverage in small-sided fielding and striking games. |
| **Content** | Reduce open spaces in the field (defensive tactics) |
| **Criteria** | Correct application of the tactic, based on the demands of the small-sided games. |
| **Condition** | Work with teammates during small-sided fielding and striking games to maximize coverage. |
| **Notes** | Fielding and striking games include baseball, cricket, kickball, or softball |

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| **Benchmark** | **6.2.1.4**: transition from offense to defense, or defense to offense, in an invasion game practice task, by recovering quickly and communicating with teammates. |
| **Content** | Transition from offense to defense (or defense to offense) |
| **Criteria** | Correct game transition skills |
| **Condition** | Recover quickly & communicate with teammates during invasion game practice tasks |
| **Notes** |  |

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| **Benchmark** | **7.3.3.4:** design a warm-up and cool-down regimen for a self-selected physical activity. |
| **Content** |  |
| **Criteria** |  |
| **Condition** |  |
| **Notes** |  |

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| **Benchmark** | **9.4.3.1:** apply positive communication skills and strategies to the completion of a group task in a physical activity setting. |
| **Content** |  |
| **Criteria** |  |
| **Condition** |  |
| **Notes** |  |

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| **Benchmark** | **9.5.2.1:** choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. |
| **Content** |  |
| **Criteria** |  |
| **Condition** |  |
| **Notes** |  |

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| **Benchmark** | **7.3.3.4:** design a warm-up and cool-down regimen for a self-selected physical activity |
| **Content** | Warm-up and cool-down activities |
| **Criteria** | Design |
| **Condition** | for a self-selected physical activity |
| **Notes** |  |

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| **Benchmark** | **9.4.3.1:** apply positive communication skills and strategies to the completion of a group task in a physical activity setting |
| **Content** | Communication skills & strategies |
| **Criteria** | Correct application |
| **Condition** | In a group task in a physical activity setting |
| **Notes** | The competency for correct application is based on the assessment scoring guide used by the teacher |

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| **Benchmark** | **9.5.2.1:** choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. |
| **Content** | Appropriate level of challenge to be successful and support a desire to participate |
| **Criteria** | Choose |
| **Condition** | In a self-selected physical activity |
| **Notes** |  |