



# UTICA COMMUNITY SCHOOLS

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**Course Title:** Life Leisure Activities

**This course stresses individual sports as activities that can be used for recreation throughout life. Games in this category share the characteristics of moving, controlling and hitting a game object within a specified space.**

**Activities may include: archery, tennis, badminton, paddle ball, volleyball, table tennis, golf, bowling, shuffleboard, pickle ball, all ball, group games and presidents physical fitness testing.**

**Course Content Expectations:**

- 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 .
- M.1.TG.1 Demonstrate all elements of tactical problems, such as accuracy in distance and direction (e.g., reducing number of shots/strokes, implement selection, set up routine/starting position) during 2 vs.2, opposed target games.
- M.1.TG.2 Demonstrate elements of selected tactical problems of accuracy in trajectory (e.g., shot execution/placement modifying flight pattern, spin) during 1 vs. 1, opposed target games.
- 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).
- 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.

- 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.
- 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.
- 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.
- K.2.NG.1 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance 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 (e.g., 1 vs. 1, 2 vs. 2 or 6 vs. 6) net/wall games (e.g., compare/contrast volleyball and floor tennis).
- 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 pickleball and badminton).
- K.2.TG.1 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, such as accuracy in distance and direction (e.g., reducing number of shots/strokes, implement selection, set up routine/starting position) during 2 vs. 2, opposed target games (e.g., compare and contrast shuffle board and pickleball).
- K.2.TG.2 Analyze game play, synthesize skills or tactical problems of the game or evaluate player performance of tactical problems of accuracy in trajectory (e.g., shot execution/placement modifying flight pattern, spin) during modified 1 vs. 1, opposed target games (e.g., compare/contrast archery and bowling).

- K.2.PA.1 Analyze and assess individual physical activity goals formulated for a physical activity program that meets national guidelines.
- 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.
- K.2.RP.1 Explain why choosing to participate in activities is personally challenging in dynamic settings.
- K.2.SB.1 Recognize physical activity as a positive opportunity for social interaction in dynamic settings.
- K.2.ID.2 Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.
- K.2.ID.3 Explain why choosing to participate in activities allows for self-expression in dynamic settings.
- K.2.FE.1 Analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.
- A.3.PE.1 Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% class time maintaining a minimum of 75% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, and fitness-related activities.
- B.6.FB.1 Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
- B.6.PS.1 Exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.
- B.6.PS.2 Exhibit behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.

- B.6.RP.1 Choose to participate in activities that are personally challenging in dynamic settings.
- B.6.SB.1 Use physical activity as a positive opportunity for social interaction in dynamic settings.
- B.6.FE.1 Exhibit indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.