

## Sixth Grade, Physical Education, Quarter 1

Big Ideas/Key Concepts:

**COMPONENT 1: MOTOR SKILLS (MS) SUBCOMPONENT: MOTOR SKILLS**

**COMPONENT 1: MOTOR SKILLS (MS) SUBCOMPONENT: FITNESS**

**COMPONENT 2: COGNITIVE CONCEPTS (CC) SUBCOMPONENT: SKILL ANALYSIS**

**COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR) SUBCOMPONENT: PERSONAL & SOCIAL BEHAVIORS**

**COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR) SUBCOMPONENT: RULES & ETIQUETTE**

**COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR) SUBCOMPONENT: COOPERATION**

**COMPONENT 5: VALUES PHYSICAL ACTIVITY (VPA) : SUBCOMPONENT: APPRECIATION & CHALLENGE**

Standards	Student Friendly "I Can" Statements
<p><b><u>MS.1 Invasion Games/ Throwing</u></b> MS.1.6 Using a mature overhand pattern, throws at targets of varying distance.</p> <p><b><u>MS.2 Invasion Games/Catching</u></b> MS.2.6 Using a mature pattern, catches at different levels and extensions.</p> <p><b><u>MS.3 Invasion/ Receiving</u></b> MS.3.6 Passes/receives with hands/feet/implement while traveling (partner activity).</p>	<p><b><u>MS.1</u></b> I can demonstrate proper form while throwing a ball.  I can throw a ball at a target while using the correct foot and hand.</p> <p><b><u>MS.2</u></b> I can catch a ball using different positions such as low, medium, and high.</p> <p><b><u>MS.3</u></b> I can throw a ball using correct form while running toward my target or partner.  I can catch a ball while running.  I can catch above my head or at my shoes</p>

Standards	Student Friendly "I Can" Statements
<p><b><u>MS.4 Invasion Games/Passing and Receiving</u></b> MS.4.6 Passes and receives utilizing various pathways (partner activity).</p> <p><b><u>MS.17 Fitness (types of activities)</u></b> MS.17.6 Participates in a variety of aerobic fitness activities (step aerobics, jump rope, cardio kick boxing, aerobic dance).</p> <p><b><u>MS.18 Fitness (intensity)</u></b> MS.18.6 Participates in moderate to vigorous aerobic physical activity.</p> <p><b><u>MS.19 Fitness (flexibility)</u></b> MS.19.6 Uses correct techniques for static stretching to improve flexibility.</p> <p><b><u>CC.1 Peer Assessment (demonstrates higher level learning, offers feedback to peers)</u></b> CC.1.6 Recites the critical elements.</p> <p><b><u>CC.2 Peer Assessment (demonstrates higher level learning, offers feedback to peers)</u></b> CC.2.6 Uses a teacher generated checklist to evaluate a peer's performance of a skill.</p>	<p>while running</p> <p><b><u>MS.4</u></b> I can throw a ball while moving and being defended.  I can receive a pass while guarded and unguarded.</p> <p><b><u>MS.17</u></b> I can participate in a variety of aerobic fitness activities.  I can actively participate in a yoga class.</p> <p><b><u>MS.18</u></b> I can participate in a step aerobics class outside of school.  I can feel my heartbeat and breathing increasing when the activity increases.</p> <p><b><u>MS.19</u></b> I can increase my flexibility through static stretching.</p> <p><b><u>CC.1</u></b> I can describe the critical elements of an activity to my peers.</p> <p><b><u>CC.2</u></b> I can use a checklist created by my teacher to evaluate a classmate's performance of a skill.</p>

Standards	Student Friendly "I Can" Statements
<p><b>PSR.1 Personal and Social Responsibility</b> PSR.1.6 Exhibits personal responsibility by using appropriate etiquette, respect for facilities and equipment and safe behaviors.</p> <p><b>PSR.2 Rules &amp; Etiquette</b> PSR.2.6 Identifies the rules and etiquette in physical activities.</p> <p><b>PSR.3 Rules &amp; Etiquette</b> PSR.3.6 Describes rules and guidelines for resolving conflict in physical activity.</p> <p><b>PSR.4 Cooperation</b> PSR.4.6 Willingly includes others of a diverse population.</p> <p><b>VPA.1 Appreciation</b> VPA.1.6 Communicates ideas and feelings towards physical activity.</p> <p><b>VPA.2 Challenge</b> VPA.2.6 Recognizes individual challenges and performs positive coping strategies.</p>	<p><b><u>PSR.1</u></b> I can use appropriate etiquette when participating in different activities.</p> <p>I can use the equipment in a safe manner.</p> <p>I can take care of the gym and outside playing area.</p> <p><b><u>PSR.2</u></b> I can identify the rules and procedures in physical activities.</p> <p><b><u>PSR.3</u></b> I can explain the rules and guidelines for resolving conflict. I can resolve conflict with sensitivity to the rights and feelings of others.</p> <p><b><u>PSR.4</u></b> I can use various strategies to include everyone.</p> <p><b><u>VPA.1</u></b> I can identify and engage in physical activities as an opportunity for social and group interaction and communication.</p> <p><b><u>VPA.2</u></b> I can analyze my personal fitness level defined by the Pacer Test. I can identify and choose activities to improve my fitness levels.</p>

## Sixth Grade, Physical Education, Quarter 2

### Big Ideas/Key Concepts:

**COMPONENT 1: MOTOR SKILLS (MS) SUBCOMPONENT: MOTOR SKILLS**

**COMPONENT 1: MOTOR SKILLS (MS) SUBCOMPONENT: OUTDOOR PURSUITS (OPTIONAL)**

**COMPONENT 2: COGNITIVE CONCEPTS (CC) SUBCOMPONENT: SKILL ANALYSIS**

**COMPONENT 2: COGNITIVE CONCEPTS (CC) SUBCOMPONENT: TACTICS AND STRATEGIES**

**COMPONENT 2: COGNITIVE CONCEPTS (CC) SUBCOMPONENT: OUTDOOR PURSUITS (OPTIONAL)**

**COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR) SUBCOMPONENT: PERSONAL & SOCIAL BEHAVIORS**

**COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR) SUBCOMPONENT: RULES & ETIQUETTE**

**COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR) SUBCOMPONENT: COOPERATION**

**COMPONENT 5: VALUES PHYSICAL ACTIVITY (VPA) : SUBCOMPONENT: APPRECIATION & CHALLENGE**

Standards	Student Friendly "I Can" Statements
<p><b>MS.5 Invasion Games / Offensive Skills</b> MS.5.6 Performs offensive skills (pivots, fakes, change of direction, and give and go) to create open space without defensive pressure.</p> <p><b>MS.6 Invasion Games/ Sports Ball Control</b> MS.6.6 Demonstrates a dominant side (hand or foot) dribble while changing directions.</p> <p><b>MS.7 Invasion Games/Sports Ball Control</b> MS.7.6 Dribbles and passes a ball with foot or implement using both inside and outside of foot or implement.</p>	<p><b><u>MS.5</u></b> I can demonstrate offensive skills to create open space. I can show proper form in a variety of offensive skills.</p> <p><b><u>MS.6</u></b> I can dribble with my right hand/foot effectively while changing directions.</p> <p><b><u>MS.7</u></b> I can dribble using both feet. I can pass using the inside and outside of my foot.</p>

Standards	Student Friendly "I Can" Statements
<p><b>MS.8 Invasion Games/Sports Shooting on Goal</b> MS.8.6 Shoot on goal with appropriate force and accuracy.</p> <p><b>MS. 9 Invasion Games/Sports Defensive Skills</b> MS.9.6 Demonstrates defensive ready position, with weight on balls of feet, arms extended, palms up and eyes on abdomen.</p> <p><b>MS.24 Outdoor Pursuits (Optional)</b> MS 24.6 Demonstrates correct technique for basic skills in 1 selected outdoor activity (e.g., Rock Climbing, Orienteering, Hiking, Biking, Ropes Course).</p> <p><b>CC.1 Peer Assessment (demonstrates higher level learning, offers feedback to peers)</b> CC.1.6 Recites the critical elements.</p> <p><b>CC.2 Peer Assessment (demonstrates higher level learning, offers feedback to peers)</b> CC.2.6 Uses a teacher generated checklist to evaluate a peer's performance of a skill.</p> <p><b>CC.3 Games/Sports Creating Space</b> CC.3.6 Creates open space.</p> <p><b>CC.4 Games/Sports Reducing Space</b> CC.4.6 Identifies correct defensive position based on situation.</p>	<p><b><u>MS.8</u></b> I can shoot on goal using appropriate force and accuracy.</p> <p><b><u>MS.9</u></b> I can demonstrate the ready position and identify how it relates to balance and weight transfer. I can transition from ready position to execution of a skill properly.</p> <p><b><u>MS. 24</u></b> I can demonstrate the correct form used in Rock Climbing.</p> <p><b><u>CC.1</u></b> I can describe the critical elements of an activity to my peers.</p> <p><b><u>CC.2</u></b> I can use a checklist created by my teacher to evaluate a classmate's performance of a skill.</p> <p><b><u>CC.3</u></b> I can create open space while playing an activity.</p> <p><b><u>CC.4</u></b> I can perform the correct defensive position.</p>

Standards	Student Friendly "I Can" Statements
<p><b>CC.5 Games/Sports Denial</b> CC.5.6 When appropriate, denies the pass or catch.</p> <p><b>CC.6 Games/Sports Transition</b> CC.6.6 Successfully transitions quickly from offense to defense or defense to offense</p> <p><b>CC.7 Games/Sports Tactics/Shots</b> CC.7.6 Identifies appropriate position for anticipated shot.</p> <p><b>CC.10 Outdoor Pursuits Movement Concepts</b> CC.10.6 Identifies and makes appropriate decision based on skill level and conditions.</p> <p><b>PSR.1 Personal and Social Responsibility</b> PSR.1.6 Exhibits personal responsibility by using appropriate etiquette, respect for facilities and equipment and safe behaviors.</p> <p><b>PSR.2 Rules &amp; Etiquette</b> PSR.2.6 Identifies the rules and etiquette in physical activities.</p> <p><b>PSR.3 Rules &amp; Etiquette</b> PSR.3.6 Describes rules and guidelines for resolving conflict in physical activity.</p>	<p><b><u>CC.5</u></b> I can deflect or catch a pass.</p> <p><b><u>CC.6</u></b> I can transition quickly from offense to defense or defense to offense.</p> <p><b><u>CC.7</u></b> I can identify a position for a good shot.</p> <p><b><u>CC.10</u></b> I can identify and make good decisions based on skill level and conditions.</p> <p><b><u>PSR.1</u></b> I can display good sportsmanship.  I can identify responsible decisions about using equipment, applying rules, safe behaviors.</p> <p><b><u>PSR. 2</u></b> I can identify the rules and etiquette in all physical activities.</p> <p><b><u>PSR.3</u></b> I can describe the rules and guidelines for resolving conflict.</p>

Standards	Student Friendly “I Can” Statements
<p><b>PSR.4 Cooperation</b></p> <p>PSR.4.6 Willingly includes others of a diverse population.</p> <p><b>VPA.1 Appreciation</b></p> <p>VPA.1.6 Communicates ideas and feelings towards physical activity.</p> <p><b>VPA.2 Challenge</b></p> <p>VPA.2.6 Recognizes individual challenges and performs positive coping strategies.</p>	<p><b><u>PSR.4</u></b></p> <p>I can use various strategies to include everyone.</p> <p>I can demonstrate the acceptance of others skills and abilities.</p> <p><b><u>VPA.1</u></b></p> <p>I can identify and engage in physical activities as an opportunity for social and group interaction and communication.</p> <p><b><u>VPA.2</u></b></p> <p>I can recognize physical activity as a positive opportunity for social and group interaction and communication.</p> <p>I can analyze my personal fitness level defined by the Pacer Test.</p> <p>I can identify and choose activities to improve my fitness levels.</p>

### Sixth Grade, Physical Education, Quarter 3

Big Ideas/Key Concepts :

**COMPONENT 1: MOTOR SKILLS (MS) SUBCOMPONENT: MOTOR SKILLS**

**COMPONENT 1: MOTOR SKILLS (MS) SUBCOMPONENT: RHYTHM, DANCE, & EDUCATIONAL GYMNASTICS**

**COMPONENT 1: MOTOR SKILLS (MS) SUBCOMPONENT: AQUATICS (OPTIONAL)**

**COMPONENT 2: COGNITIVE CONCEPTS (CC) SUBCOMPONENT: SKILL ANALYSIS**

**COMPONENT 3: FITNESS AND PHYSICAL ACTIVITY (FPA) SUBCOMPONENT: PHYSICAL ACTIVITY KNOWLEDGE**

**COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR) SUBCOMPONENT: PERSONAL & SOCIAL BEHAVIORS**

**COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR) SUBCOMPONENT: RULES & ETIQUETTE**

**COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR) SUBCOMPONENT: COOPERATION**

**COMPONENT 5: VALUES PHYSICAL ACTIVITY (VPA) : SUBCOMPONENT: APPRECIATION & CHALLENGE**

Standards	Student Friendly "I Can" Statements
<p><b>MS.10 Games /Sports- Serving (Net/Wall)</b> MS.10.6 Performs a serve (underhand/overhand) with control for net/wall games.</p> <p><b>MS.11 Games /Sports- Striking (Net/Wall)</b> MS.11.6 Strikes with an overhand pattern with appropriate distance and force during various practice tasks.</p> <p><b>MS.13 Net/wall Games/Sports-Volley</b> MS.13.6 Executes a forearm volley using a</p>	<p><b><u>MS. 10</u></b> I can serve underhand/overhand with control.</p> <p><b><u>MS.11</u></b> I can strike a volleyball overhand with good distance and force to complete various tasks.</p> <p><b><u>MS.13</u></b> I can execute a forearm volley using</p>

Standards	Student Friendly "I Can" Statements
<p>mature pattern.</p> <p><b>MS.20 Rhythms &amp; Dance</b> MS.20.6 Demonstrates proper sequence of a dance with at least 32 counts.</p> <p><b>MS.21 Rhythms &amp; Dance</b> MS.21.6 Moves in time to the beat of music of different tempos.</p> <p><b>MS.22 Educational Gymnastics</b> MS.22.6 Demonstrates a prescribed educational gymnastics routine with at least 3 elements.</p> <p><b>MS.23 Aquatics (Optional)</b> MS.23.6 Demonstrates basic water adjustment skill (submerge, hold breath, and exhale while submerged)</p> <p><b>CC.1 Peer Assessment (demonstrates higher level learning, offers feedback to peers)</b> CC.1.6 Recites the critical elements.</p> <p><b>CC.2 Peer Assessment (demonstrates higher level learning, offers feedback to peers)</b> CC.2.6 Uses a teacher generated checklist to evaluate a peer's performance of a skill.</p> <p><b>FPA.1 Physical Activity Knowledge</b> FPA.1.6 Lists the benefits of daily physical activity</p>	<p>mature patterns.</p> <p><b><u>MS.20</u></b> I can demonstrate a sequence in a dance with at least 32 counts.</p> <p><b><u>MS. 21</u></b> I can properly demonstrate and perform dance and rhythmic activities.</p> <p><b><u>MS.22</u></b> I can demonstrate a gymnastics routine with at least 3 elements.</p> <p><b><u>MS.23</u></b> I can hold my breath under water.</p> <p><b><u>CC.1</u></b> I can recognize critical elements in an activity as I observe my peers.</p> <p><b><u>CC.2</u></b> I can use a checklist created by my teacher to evaluate my peer's performance of a skill.</p> <p><b><u>FPA.1</u></b> I can list the benefits of being physical activity on a daily basis.</p>

Standards	Student Friendly "I Can" Statements
<p><b>PSR.1 Personal and Social Responsibility</b></p> <p>PSR.1.6 Exhibits personal responsibility by using appropriate etiquette, respect for facilities and equipment and safe behaviors.</p> <p><b>PSR.2 Rules &amp; Etiquette</b></p> <p>PSR.2.6 Identifies the rules and etiquette in physical activities.</p> <p><b>PSR.3 Rules &amp; Etiquette</b></p> <p>PSR.3.6 Describes rules and guidelines for resolving conflict in physical activity.</p> <p><b>PSR.4 Cooperation</b></p> <p>PSR.4.6 Willingly includes others of a diverse population.</p> <p><b>VPA.1 Appreciation</b></p> <p>VPA.1.6 Communicates ideas and feelings towards physical activity.</p> <p><b>VPA.2 Challenge</b></p> <p>VPA.2.6 Recognizes individual challenges and performs positive coping strategies.</p>	<p><b><u>PSR.1</u></b></p> <p>I can display good sportsmanship.</p> <p>I can identify responsible decisions about using equipment, applying rules, and safe behaviors.</p> <p><b><u>PSR.2</u></b></p> <p>I can identify the rules and etiquette in all physical activities.</p> <p><b><u>PSR.3</u></b></p> <p>I can describe rules and guidelines for resolving conflict in physical activity.</p> <p><b><u>PSR.4</u></b></p> <p>I can use various strategies to include everyone.</p> <p>I can demonstrate the acceptance of others skills and abilities.</p> <p><b><u>VPA.1</u></b></p> <p>I can identify and engage in physical activities as an opportunity for social and group interaction and communication.</p> <p><b><u>VPA.2</u></b></p> <p>I can recognize physical activity as a positive opportunity for social and group interaction and communication.</p> <p>I can analyze my personal fitness level defined by the Pacer Test.</p> <p>I can identify and choose activities to improve my fitness levels.</p>

## Sixth Grade, Physical Education, Quarter 4

Big Ideas/Key Concepts :

**COMPONENT 1: MOTOR SKILLS (MS) SUBCOMPONENT: MOTOR SKILLS**

**COMPONENT 2: COGNITIVE CONCEPTS (CC) SUBCOMPONENT: SKILL ANALYSIS**

**COMPONENT 2: COGNITIVE CONCEPTS (CC) SUBCOMPONENT: TACTICS AND STRATEGIES**

**COMPONENT 3: FITNESS AND PHYSICAL ACTIVITY (FPA) SUBCOMPONENT: FITNESS KNOWLEDGE**

**COMPONENT 3: FITNESS AND PHYSICAL ACTIVITY (FPA) SUBCOMPONENT: ASSESSMENT & PLANNING**

**COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR) SUBCOMPONENT: PERSONAL & SOCIAL BEHAVIORS**

**COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR) SUBCOMPONENT: RULES & ETIQUETTE**

**COMPONENT 4: PERSONAL & SOCIAL RESPONSIBILITY (PSR) SUBCOMPONENT: COOPERATION**

**COMPONENT 5: VALUES PHYSICAL ACTIVITY (VPA) : SUBCOMPONENT: APPRECIATION & CHALLENGE**

Standards	Student Friendly "I Can" Statements
<p><b>MS.12 Games /Sports Forehand/ Backhand</b> MS.12.6 Demonstrates proper technique using a short or long handled implement to complete a forehand and backhand stroke.</p> <p><b>MS.14 Game /Sports- Target (Striking)</b> MS.14.6 Strikes a stationary object with an implement for accuracy (e.g., Croquet, shuffle board, golf).</p> <p><b>MS.15 Games /Sports Field (Strike)</b> MS.15.6 Strikes a pitched ball with an</p>	<p><b><u>MS.12</u></b> I can demonstrate proper technique in a forehand and backhand stroke.</p> <p><b><u>MS.14</u></b> I can strike a stationary object with accuracy.</p> <p><b><u>MS.15</u></b></p>

Standards	Student Friendly "I Can" Statements
<p>implement.</p> <p><b>MS.16 Games/Sports Field (Fielding)</b> MS.16.6 Catch (field) an object using a mature pattern.</p> <p><b>CC.1 Peer Assessment (demonstrates higher level learning, offers feedback to peers)</b></p> <p>CC.1.6 Recites the critical elements.</p> <p><b>CC.2 Peer Assessment (demonstrates higher level learning, offers feedback to peers)</b></p> <p>CC.2.6 Uses a teacher generated checklist to evaluate a peer's performance of a skill.</p> <p><b>CC.8 Games/Sports Shot Selection</b> CC.8.6 Identifies the appropriate club or shot needed based on the opponent's position or angle/distance of target</p> <p><b>CC.9 Games/Sports Offensive Strategies</b> CC.9.6 Explains intended location of the shot (shot on goal)</p> <p><b>FPA.2 Fitness Knowledge</b></p> <p>FPA.2.6 Identifies the 6 skill related fitness components (agility, balance, co- ordination, power, reaction time and speed).</p>	<p>I can hit a pitched ball with a bat.</p> <p><b><u>MS. 16</u></b></p> <p>I can catch an object using a mature pattern.</p> <p><b><u>CC.1</u></b></p> <p>I can identify the critical elements or components of a skill.</p> <p>I can describe the critical elements of an activity to my peers.</p> <p><b><u>CC.2</u></b></p> <p>I can use a checklist created by my teacher to evaluate a classmate's performance of a skill.</p> <p><b><u>CC.8</u></b></p> <p>I can identify and execute an appropriate club or shot needed based on my opponent's position or angle/distance of target.</p> <p><b><u>CC.9</u></b></p> <p>I can explain the intended location of a shot on goal.</p> <p><b><u>FPA.2</u></b></p> <p>I can identify the 6 skills related fitness components.</p>

Standards	Student Friendly "I Can" Statements
<p><b>FPA.3 Fitness Knowledge</b> FPA.3.6 Defines resting heart rate and calculate target heart rate zone.</p> <p><b>FPA.4 Fitness Knowledge</b> FPA.4.6 Identifies the FITT Principle (Frequency, Intensity, Type, Time).</p> <p><b>FPA.5 Fitness Knowledge</b> FPA.5.6 Identifies upper and lower body muscle groups.</p> <p><b>FPA.6 Assessment &amp; Planning</b> FPA.6.6 Completes a 2 week activity log and compare results to a formal fitness test.</p> <p><b>PSR.1 Personal and Social Responsibility</b> PSR.1.6 Exhibits personal responsibility by using appropriate etiquette, respect for facilities and equipment and safe behaviors.</p> <p><b>PSR.2 Rules &amp; Etiquette</b> PSR.2.6 Identifies the rules and etiquette in physical activities.</p> <p><b>PSR.3 Rules &amp; Etiquette</b> PSR.3.6 Describes rules and guidelines for resolving conflict in physical activity.</p>	<p><b><u>FPA.3</u></b> I can define heart rate and resting heart rate. I can find pulse and calculate target heart rate.</p> <p><b><u>FPA.4</u></b> I can define, incorporate, and use the FITT principle into physical activity to improve my personal fitness level.</p> <p><b><u>FPA.5</u></b> I can identify upper and lower body muscle groups.</p> <p><b><u>FPA.6</u></b> I can complete a fitness log. I can design and maintain a personal fitness log to meet personal fitness goals.</p> <p><b><u>PSR.1</u></b> I can display good sportsmanship.  I can identify responsible decisions about using equipment, applying rules, and safe behaviors.</p> <p><b><u>PSR.2</u></b> I can identify the rules and etiquette in all physical activities.</p> <p><b><u>PSR.3</u></b> I can describe rules and guidelines for resolving conflict in physical activity.</p>

Standards	Student Friendly "I Can" Statements
<p><b>PSR.4 Cooperation</b></p> <p>PSR.4.6 Willingly includes others of a diverse population.</p> <p><b>VPA.1 Appreciation</b></p> <p>VPA.1.6 Communicates ideas and feelings towards physical activity.</p> <p><b>VPA.2 Challenge</b></p> <p>VPA.2.6 Recognizes individual challenges and performs positive coping strategies.</p>	<p><b><u>PSR.4</u></b></p> <p>I can use various strategies to include everyone.</p> <p>I can demonstrate the acceptance of others skills and abilities.</p> <p><b><u>VPA.1</u></b></p> <p>I can identify and engage in physical activities as an opportunity for social and group interaction and communication.</p> <p><b><u>VPA.2</u></b></p> <p>I can recognize physical activity as a positive opportunity for social and group interaction and communication.</p> <p>I can analyze my personal fitness level defined by the Pacer Test.</p> <p>I can identify and choose activities to improve my fitness levels.</p>