

Canoeing

Correlated Standards by Grade

Grade 5

ACOS

Alabama Physical Education

- 4.) Use the correct grip while consistently striking a softly thrown ball with a bat or paddle.
- 9.) Identify basic rules, player positions, and offensive and defensive strategies in organized games and in sport modified games.
- 10.) Explain good sportsmanship techniques for use in settling disputes.

MFS

Mississippi Physical Education

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (GM, FM)
2. Demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (C, L, GM, FM)
5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings. (P, S, L, AP)
6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (S, C, F, L, P, A)

TASS

Tennessee Physical Education

- PSR.1.5 Exhibits respect for self and others with appropriate behavior while engaging in physical activity.
- PSR.2.5 Provides corrective feedback respectfully to peers.
- PSR.3.5 Encourages the movement performance of others.

GSE

Georgia Physical Education

- PE5.1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- PE5.2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- PE5.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- PE5.6: Values physical activity for health, enjoyment, challenge, self expression, and/or social interaction.

Middle School

NGSS

MS-PS3-5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

ACOS

SC.8.14. Use models to construct an explanation of how a system of objects may contain varying types and amounts of potential energy.

SC.8.16. Apply the law of conservation of energy to develop arguments supporting the claim that when the kinetic energy of an object changes, energy is transferred to or from that object.

Alabama Physical Education

6th Grade

- 6.) Explain the importance of repetition and practice as a means for skill improvement.
- 9.) Demonstrate positive social interactions in situations that include members of different genders, cultures, ethnicities, abilities, and disabilities.

7th Grade

- 1.) Apply coordinated movements, strategies, and rules to achieve success in a variety of sports and activities.
- 9.) Analyze peer skill performance for efficiency in sport and recreational activities.
- 11.) Apply methods for communicating with confrontational opponents.
- 12.) Demonstrate elements, including sport competency, literacy, and enthusiasm, needed to accomplish a team goal in competitive and cooperative environments.

8th Grade

- 1.) Demonstrate skills utilized in lifetime health-enhancing activities.
- 5.) Demonstrate skills associated with adventure, outdoor, and recreational activities.
- 10.) Solve problems in physical activity settings by identifying cause and potential solutions.
- 11.) Describe how recognizing opposing opinions and priorities, including displaying willingness to compromise, apply to teamwork and goal achievement.
- 12.) Apply positive reinforcement to enhance peer physical performance during physical activity.

MFS

Mississippi Physical Education

- 1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (GM, FM, C)
- 2. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (C, F, L, GM)
- 5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings. (S, P, L)
- 6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (P, L, F, C)

TASS

6.PS3.3. Analyze and interpret data to show the relationship between kinetic energy and the mass of an object in motion and its speed.

Tennessee Physical Education

MS.24 Outdoor Pursuits

CC.1 Peer Assessment (demonstrates higher level learning, offers feedback to peers)

CC.2 Peer Assessment (demonstrates higher level learning, offers feedback to peers)

CC.10 Outdoor Pursuits/Movement Concepts

PSR.1 Personal and Social Responsibility

PSR.3 Rules & Etiquette

PSR.4 Cooperation

VPA.1 Appreciation

VPA.2 Challenge

GSE

6.PS.2.C. Investigate and describe the effects of forces acting on objects.

Georgia Physical Education

PE6-8.1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of activities.

PE6-8.2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

PE6-8.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

PE6-8.6: Values physical activity for health, enjoyment, challenge, self expression, and/or social interaction.

GPS

S8P2. Students will be familiar with the forms and transformations of energy.

High School

NGSS

HS-PS2-1. Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.

ACOS

SC.HS.8. Apply Newton's laws to predict the motion of a system by constructing force diagrams that identify the external forces acting on the system, including friction.

PHYS.HS.5. Construct models that illustrate how energy is related to work performed on or by an object and explain how different forms of energy are transformed from one form to another.

PS.HS.11. Design and conduct investigations to verify the law of conservation of energy, including transformations of potential energy, kinetic energy, thermal energy, and the effect of any work performed on or by the system.

MFS

HS.PS.2.A. Demonstrate and explain the basic principles of Newton's three laws of motion, including calculations of acceleration, force, and momentum.

HS.P.2.A. Use inquiry to investigate and develop an understanding of the kinematics and dynamics of physical bodies.

Mississippi Physical Education

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (GM, FM, C)

2. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (C, L, P, AP)
5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings. (C, S, P, L GM, AP)
6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (S, L, F, GM, AP)

TASS

Tennessee Physical Education

- MS1. Demonstrate competency in activity specific manipulative skills (e.g., throwing, catching, kicking, striking, etc.) or sport specific skills (e.g. serve, putt, cradle in lacrosse, sprint start, etc.) while participating in game or event.
- MS12. Demonstrate essential skills (e.g., all-terrain walking, strength, balance, climbing).
- CC.1. Analyze movement concepts and principles to improve performance (e.g., pathways, force, center of gravity).
- CC.3. Justify the importance of each critical element in regards to skill performance (e.g., why, when, how).
- FPA.4. Participate in skill-related fitness activities (e.g., agility ladder, yoga, plyometric).
- PSR.1. Demonstrate responsible independent behaviors (e.g., best effort, compassion, initiative).
- PSR.3. Demonstrate positive attitudes towards self and others through verbal and nonverbal behaviors.
- PSR.5. Display acceptance of decisions of judgement in socially responsible ways (e.g., teachers, sport officials, peer leaders).
- PSR.6. Provide support and encouragement for classmates (e.g., acknowledge good play, accept success/performance limitations).
- PSR.7. Display acceptance of individual differences (e.g., ability level, cultural background, gender, interest, age).

GSE

- SP1. Obtain, evaluate, and communicate information about the relationship between distance, displacement, speed, velocity, and acceleration as functions of time.
- SP2. Obtain, evaluate, and communicate information about how forces affect the motion of objects.

GPS

- SP1. Students will analyze the relationships between force, mass, gravity, and the motion of objects.
- SP2. Students will evaluate the significance of energy in understanding the structure of matter and the universe.
- SP3. Students will evaluate the forms and transformations of energy.