



Course Outline: Grades 10-12

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| Course Title: | Marching Band PE |
| Course Number: | |
| Subject Area: | Music/PE |
| Course Length: | 2 year sequence satisfying PE and VAPA requirement |
| Grade(s): | 10-12 |
| UC/ A-G approval status: | |
| Advanced placement or Honors: | |
| CTE pathway: | |
| Online Curriculum Publisher: | |
| Date(s) of course adoption & revisions: | Pilot Program for 2019-21 school years |

Course Description: (Brief description of course, focusing on content rather than instructional strategies, assessment or rationale. This will be used for UC Doorways description & course catalog).

Marching Band PE is a course designed for sophomores-seniors that satisfies the second year physical education and visual and performing arts graduation requirement. In order for a student to receive credit for a full year of PE, they must first satisfy the prerequisites listed below. A student must successfully complete the two year sequence of blended marching band / physical education during the sophomore, junior, or senior years. During those two years, the student will earn 10 credits to satisfy the second year of PE as well as 10 credits of visual and performing arts credit through successful completion of the course.

Prerequisite:

Students must take and successfully pass PE 9 earning a 2.0 GPA or higher and pass 5 out of 6 standards of the Physical Fitness Test (PFT).

Students will gain a lifelong appreciation for physical activity and team sportsmanship through the marching arts. The marching band performs at most home football games, local parades, competitions, concerts, celebrations, and national events. Students are exposed to compositions of various stylistic periods which they perform.

Course Background and Development: (Brief description of how this course fits into the broader educational program...is it required for graduation, part of a CTE pathway, a support or intervention course, does it have prerequisites, etc? What informed the development of this course? Was it modeled after other courses, where consultants used to develop course (this information used for A-G approval).

The course is a pilot to explore the option of granting credit through blended courses. The purpose is to provide flexibility in an increasingly restricted master schedule to expand options for students. Given increasing requirement in the core academic areas, the elective credits have been reduced and is adversely affecting enrollment in electives including marching band, advanced placement, foreign language and career technical education. As competitive marching band is an existing course including an extended day high activity component, this pilot will explore the feasibility of meeting the PE standards in a blended credit course.

During the pilot, we will study and examine opportunities to address the following concerns:

- The integrity of the standards for physical education and visual and performing arts
- The impact on PE staffing and opportunities for co-teaching
- Equity of access questions to develop equitable opportunities for students.
- The actual impact on enrollment both in Band and other electives as a result of the pilot.

Course Objectives:

- List the objectives of the course in terms of learning outcomes, knowledge, and skills, that students will develop and be able to demonstrate in the course.
- Begin objectives with *Upon successful completion of the course, the student will be able to:*
- Describe objectives in terms of content standards

The course objectives meet CA Dept. of Education Standards for PE Course 2 as well as CA Visual and Performing Arts Music Standards. The following 5 principles exemplify the objectives of this course and link the learning outcomes to the CA Physical Education Course 2 Standards.

Upon successful completion of this course, students should be able to:

Principal 1 Marching Techniques, Choreography and Military Commands.

Demonstrate proficiency and fluency in a variety of marching and movement techniques, including glide step, roll step, directional slides, obliques, pli , flutter, attention, parade rest, etc. (Standards 1.1 and 1.2)

Successfully transition between changes in direction while applying the principles of movement (balance, center of gravity, force, inertia, momentum, mass). (Standards 1.3, 1.4 and 1.5)

Explain the benefits of proper marching technique and use biomechanical concepts and principles to analyze and improve the performance of self and others. (Standards 1.8 and 1.10)

Self-assess individual successes and opportunities for growth as well as group acquisition of skills (Standards 1.12 and 1.11)

Principal 2 Drill Chart Literacy, Body Awareness, and Dressing Formations

Read coordinate sheets (i.e.: two 8 to 5 steps inside the 40 on side 1, on front hash), understand the broader movement patterns of the ensemble as outlined in the drill formation charts over a span of 50+ sets, and understand how to dress straight lines, curves, diagonals and more complex formations needed to perform a successful field show (Standard 1.1)

Understand how proprioception and body awareness influences one's ability to dress larger formations (Standard 1.7)

Principal 3 Individual Responsibility

Develop personal goals and identify factors that contribute to successful performance (Standards 3.4, and 3.5)

Understand the physical, emotional, and cognitive factors affecting individual and team performance (Standard 1.6)

Share in the responsibility of group action and problem solving as a member of the marching band (Standard 1.9)

Principal 4 Lifelong Learning and Fitness

Develop a passion for the Marching Arts and recognize ways to continue the participation in this sport (college marching band, DCI Drum & Bugle Corps., etc.) (Standards 2.2, 2.10, 3.1 and 3.2)

Understand the benefits of rigorous physical activity and fitness and participate in an ongoing program that meets these demands (Standards 2.1, 2.2 and 3.3)

Identify and achieve levels of excellence in the Marching Arts and physical fitness that enhance physical and mental performance on and off the field (Standard 2.3)

Develop personal fitness goals and a systematic plan for achieving them (Standards 2.4, 2.5 and 2.6)

Assess oneself using quantitative data on the five components of health-related physical fitness and develop and continually update a personal fitness plan that meets individual needs (Standards 2.6 and 2.11)

Understand how individual preferences and differences impact student fitness levels and participation in rigorous activity (Standard 3.6)

Principle 5 Leadership

Develop individual leadership skills and begin to fulfill necessary roles within the band: drum major, assistant drum major, captains, section leaders, etc. (Standards 3.8 and 3.9)

Train and mentor younger students coming into the program (Standards 2.7 and 3.7)

Additional Notes

* How this course meets the combative and gymnastic/tumbling components of the CA state standards still needs to be explored. Collaboration and/or team-teaching with PE teachers will be sought after.

* Standards not yet addressed:

2.8 Explain how to evaluate consumer physical fitness products and programs.

2.9 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance.

2.10 Evaluate the availability and quality of fitness resources in the community.

Physical Education Course 2 CA Content Standards:

1.0 Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities

1.1 Combine and apply movement patterns, from simple to complex, in **combative, gymnastic/tumbling**, and team activities.

1.2 Demonstrate proficient movement skills in **combative, gymnastic/tumbling**, and team activities.

1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in **combative, gymnastic/tumbling**, and team activities and apply those components in performance.

1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.

1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in **combative, gymnastic/tumbling**, and team activities; and evaluate the performance based on use of the principles.

1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.

1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in **combative, gymnastic/tumbling**, and team activities.

1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in **combative, gymnastic/tumbling**, and team activities.

1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in **combative, gymnastic/tumbling**, and team activities.

1.10 Analyze situations to determine appropriate strategies to use in **combative, gymnastic/tumbling**, and team activities.

- 1.11 Assess the effect/outcome of a particular performance strategy used in **combative, gymnastic/tumbling**, and team activities.
- 1.12 Evaluate independent learning of movement skills.

2.0 Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

- 2.1 Participate in moderate to vigorous physical activity at least four days each week.
- 2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.
- 2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the standards established by scientifically based health-related fitness assessments.
- 2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.
- 2.5 Justify the use of particular physical activities to achieve desired fitness goals.
- 2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.
- 2.7 Develop and implement an appropriate personal physical fitness program for a family or community member.
- 2.8 Explain how to evaluate consumer physical fitness products and programs.
- 2.9 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance.
- 2.10 Evaluate the availability and quality of fitness resources in the community.
- 2.11 Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness.

3.0 Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 3.1 Participate in physical activities for personal enjoyment.
- 3.2 Examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime.
- 3.3 Evaluate the psychological benefits derived from regular participation in physical activity.
- 3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
- 3.5 Evaluate and refine personal goals to improve performance in physical activities

Social Interaction

- 3.6 Identify the effects of individual differences, such as age, gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity.
- 3.7 Explain how to select and modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs.

Group Dynamics

- 3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.
- 3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.

Course Pacing Outline: (link to syllabus if appropriate)

- Outline the major units of study and the approximate time spent in each unit.

Outlined below is a summary of the major units of study teachers will cover when teaching each of the course objectives/performance standards listed above. These major units of study are listed with the numbering that correlates to the California Visual and Performing Arts Content Standards for music.

Year One:

Units of Study: 18 weeks (August-December)

A competitive marching band show design that contributes to the musical and physical development of each student:

1. Students receive, interpret, and respond to visual, auditory, and kinesthetic stimuli.
2. Students respond to directions, both visual and auditory, with appropriate application of taught movement and drill techniques.
3. Students are introduced to motor skills such as, but not limited to, cross step, mark time, glide step, balance exercises, and dance techniques. This is accomplished at various tempi.
4. Students demonstrate and understand movement qualities through drill, band block and free band use. Space, time, and flow are also used in the teaching of movement.
5. Students transfer learned movement skills and concepts from one activity to another. Drill techniques mirror drill placement (both band and color guard) and the interpretation of drill with music as related to field shows and parade.
6. Students participate in challenging and vigorous physical fitness activities such as endurance lap running, high intensity interval training, fast paced marching basics, and breathing exercises.

Related Standards:

Visual and Performing Arts

1.0 Artistic Perception (1.1, 1.2, 1.3)

Physical Education

1.0 Students will demonstrate knowledge of and competency in motor-skills, movement patterns, and strategies needed to perform a variety of physical activities. (1.1-1.3, 1.6, 1.10-1.12)

2.0 Students will achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness, concepts, principles and strategies. (2.1, 2.2, 2.4, 2.5)

Units of Study: 8 Weeks (September-October)

A. Students learn about the musical, physical, psychological, and sociological demands of individual and group responsibilities through practice and performance:

1. Each band member's importance is demonstrated through both musical and physical contributions in the group.
2. Cooperation among individuals and small groups is reinforced throughout the year.
3. Individual efforts are encouraged and supported toward the completion of group tasks.

B. Students share in the musical and physical development of individuals and the group by giving and accepting support, feedback, instruction, and guidance:

1. The Band and Color Guard programs provide students opportunities to develop their skills in leadership apprenticeship and training.
2. Students share recommendations and techniques for positive encouragement and instruction in both small group and individual settings.

C. Students affiliate with a group and work in a cooperative manner:

1. All members contribute to the presentation and preparation of the performance.
2. The emotional and physical well-being of each member is valued and monitored by students and staff.
3. Musical and physical goals are outlined by mapping short and long term goals. Progress is

monitored through self-evaluation and feedback provided through competition.

D. Students are encouraged to achieve the highest levels of individual performance. A sound, planned music education program will integrate all of the goals so that each student will have the opportunity to achieve personal success through:

1. self-appraisal to establish realistic personal goals.
2. demonstrating an understanding and the execution of musical and physical elements that contribute to personal excellence.

E. Students use movement to express personal feelings or ideas:

1. Students create solo performances.
2. Students use proper conducting techniques.
3. Students use flag, rifle, percussion equipment, and mace.

F. Students recognize stressful situations and develop the strategies, skills, and confidence to deal with stress.

Related Standards:

Visual and Performing Arts

2.0 Creative Expression (2.4, 2.5)

4.0 Aesthetic Valuing (4.1, 4.2)

Physical Education

3.0 Students will demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performances of physical activity. (3.1-3.5, 3.8-3.10)

Units of Study: 6 weeks (November- December)

A. Connections are made to the role of marching bands and the idioms in music form and function through an historical context, including repertoire selections:

1. Students draw connections, compositionally and historically, in parade and field show music through discussion and performance.
2. Students analyze, through compare and contrast, the repertoire being performed as it relates to traditional and modern compositional techniques.
3. Students perform a varied repertoire for a range of audiences to demonstrate function of varied repertoire in the marching band idiom.

Related Standards:

Visual and Performing Arts

3.0 Historical and Cultural Content (3.1, 3.4, 3.7)

Year Two:

Units of Study: 18 weeks (August-December)

A competitive marching band show design that contributes to the musical and physical development of each student:

1. Students receive, interpret, and respond to visual, auditory, and kinesthetic stimuli.
2. Students respond to directions, both visual and auditory, with appropriate application of taught movement and drill techniques with proficiency.
3. Students continue to master motor skills such as, but not limited to, cross step, mark time, glide step, balance exercises, and dance techniques. This is accomplished at various tempi.
4. Students demonstrate and understand movement qualities through drill, band block and free band use. Space, time, and flow are also used in the teaching of movement.
5. Students transfer learned movement skills and concepts from one activity to another. Drill techniques

mirror drill placement (both band and color guard) and the interpretation of drill with music as related to field shows and parade.

6. Students participate in challenging and vigorous physical fitness activities such as endurance lap running, high intensity interval training, fast paced marching basics, and breathing exercises. Students help formulate and implement exercises to meet the specific needs of the ensemble.

Related Standards:

Visual and Performing Arts

1.0 Artistic Perception (1.1, 1.2, 1.3)

Physical Education

1.0 Students will demonstrate knowledge of and competency in motor-skills, movement patterns, and strategies needed to perform a variety of physical activities. (1.1-1.3, 1.6, 1.10-1.12)

2.0 Students will achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness, concepts, principles and strategies. (2.1, 2.2, 2.4, 2.5)

Units of Study: 8 Weeks (September-October)

A. Students learn about the musical, physical, psychological, and sociological demands of individual and group responsibilities through practice and performance:

1. Each band member's importance is demonstrated through both musical and physical contributions in the group.
2. Cooperation among individuals and small groups is reinforced throughout the year.
3. Individual efforts are encouraged and supported toward the completion of group tasks.

B. Students share in the musical and physical development of individuals and the group by giving and accepting support, feedback, instruction, and guidance:

1. The Band and Color Guard programs provide students opportunities to develop their skills in leadership apprenticeship and training.
2. Student leaders discuss and implement ways to help less-skilled students with both musical and physical responsibilities.
3. Students share recommendations and techniques for positive encouragement and instruction in both small group and individual settings.

C. Students affiliate with a group and work in a cooperative manner:

1. All members contribute to the presentation and preparation of the performance.
2. The emotional and physical well-being of each member is valued and monitored by students and staff.
3. Musical and physical goals are outlined by mapping short and long term goals. Progress is monitored through self-evaluation and feedback provided through competition.

D. Students are encouraged to achieve the highest levels of individual performance. A sound, planned music education program will integrate all of the goals so that each student will have the opportunity to achieve personal success:

1. Students use self-appraisal to establish realistic personal goals.
2. Students demonstrate an understanding and the execution of musical and physical elements that contribute to personal excellence.

E. Students use movement to express personal feelings or ideas:

1. Students create solo performances.
2. Students use proper conducting techniques.
3. Students use flag, rifle, percussion equipment, and mace.

F. Students recognize stressful situations and develop the strategies, skills, and confidence to deal with stress:

1. Students plan and reflect on ways to deal with academic stress.

Related Standards:

Visual and Performing Arts

2.0 Creative Expression (2.4, 2.5)

4.0 Aesthetic Valuing (4.1, 4.2)

Physical Education

3.0 Students will demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performances of physical activity. (3.1-3.5, 3.8-3.10)

Units of Study: 6 weeks (November- December)

A. Connections are made to the role of marching bands and the idioms in music form and function through an historical context, including repertoire selections:

1. Students draw connections, compositionally and historically, in parade and field show music through discussion and performance.
2. Students analyze, through compare and contrast, the repertoire being performed as it relates to traditional and modern compositional techniques.
3. Students perform a varied repertoire for a range of audiences to demonstrate function of varied repertoire in the marching band idiom.

III. Career Awareness or Preparation Applications:

Students will be given information and exposure to various career opportunities in the marching activity. This information is disseminated through both direct and indirect means in a variety of forms including, but not limited to, individual and group discussions, interviews and mock activities where students experience first hand teaching opportunities in the marching band activity. Examples include:

marching band director at the high school and collegiate level

marching instructors at the high school and collegiate level

marching band/colorguard/dance instructors at the high school and collegiate level

marching band drill writers and choreographers

marching band clinicians

marching band adjudicators

drum corps instructors

professional performers with marching bands (i.e. movies, theme parks, etc.)

lifetime performers with community programs

Related Standards:

Visual and Performing Arts

3.0 Historical and Cultural Content (3.1, 3.4, 3.7)

Methods of Instruction: Describe the type of course and/or the approach(es) to instruction, e.g., lecture, seminar, direct instruction, project, on-line, hybrid, practicum/internship, or independent study.

This course utilizes a variety of approaches to instruction. Students will receive direct instruction from the band director, coaching staff, and student leaders (drum majors, captains, section leaders) during rehearsals to teach new concepts, explain learning goals/objectives, correct errors, etc. Direct instruction and discussion will be used to teach musical and physical skill sets and movement techniques as well as for pacing and managing the sequence of events during rehearsal. Students will be required to respond to oral and visual commands, directions, and evaluation. Each class will begin with body conditioning, stretching, and musical and physical technique exercises led by student

leadership/staff. Students will receive extensive guided practice to promote individual and cooperative learning and skill acquisition throughout each rehearsal. Students will be required to submit and reflect on individual video recordings, participate in formal in person evaluations, and respond to recorded adjudicator feedback.

Additionally, during the pilot period, co-teaching opportunities with the PE department will be explored to address the broad range of standards.

Assessments: Describe the types of student work that will be evaluated: classwork, homework, group work, projects, test, quizzes, portfolios, participation, field visits, midterms, final exams etc. Denote the relative weight given to each type as they contribute to the final grade.

Students will receive a variety of formative and summative assessments throughout this course, both individually and within the larger group. Throughout each unit, students will receive formative individual evaluations from teachers, peers as well as reflective prompts and tasks. At the end of each unit of study, students will receive summative assessments by student leaders, coaches and director either in person, through written assessments or performance tasks, or video submission.

Examples of formative assessments are open to (but not limited to) creating a lifelong fitness plan, self-reflection on skill and technique acquisition against a rubric, tracking and charting changes in fitness and ability (running times, heart rate monitoring), etc.

Students will also receive group and individual assessments and feedback from adjudicators at various competitions and festivals on their ability to perform a variety of marching techniques for field competition with fluency and in time with the music.

Specific Policies that apply to the course: In addition to all existing student policies, code of conduct, and education code, the following are emphasized as particularly important to this course: (ie: participation, behavior, attendance, technology acceptable use etc.)

Students will be required to participate in band camp prior to the start of school and all after school and Saturday practices. Students must arrive with a full water bottle, a working instrument and all necessary equipment (flags, rifles, drill sheets, dot books, reeds, valve oil, etc.). Students will be required to fulfill the same requirements as used by the Physical Education department with regards to injuries (short term or long term), absences and tardies, participation, wearing appropriate attire, etc.

Students have stringent behavioral requirements. Students will be expected to learn and apply a series of commands throughout the season throughout each rehearsal and at competitions.

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| Textbook Title: | |
| Edition: | |
| Publication Date: | |
| Publisher: | |

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| Authors: | |
| ISBN: | |
| Text URL Resources: | |
| Supplementary Materials: (may include supplemental texts, URL's, manipulatives, lab manuals, equipment, etc. | |

Reference full PE standards for course 2:

From Course 2 framework

Standard 1: Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

- 1.1 Combine and apply movement patterns, from simple to complex, in **combative, gymnastic/tumbling, and team activities.**
- 1.2 Demonstrate proficient movement skills in combative, gymnastic/ tumbling, and team activities.
- 1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.
- 1.4 **Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.**
- 1.5 **Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles.**
- 1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.
- 1.7 **Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities.**

- 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
- 1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/ tumbling, and team activities.
- 1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.
- 1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.
- 1.12 Evaluate independent learning of movement skills.

Standard 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

- 2.1 Participate in moderate to vigorous physical activity at least four days each week.
- 2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.
- 2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the standards established by scientifically based health-related fitness assessments.
- 2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.
- 2.5 Justify the use of particular physical activities to achieve desired fitness goals.
- 2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.
- 2.7 Develop and implement an appropriate personal physical fitness program for a family or community member.
- 2.8 Explain how to evaluate consumer physical fitness products and programs.
- 2.9 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance.
- 2.10 Evaluate the availability and quality of fitness resources in the community.
- 2.11 Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness.

Standard 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 3.1 Participate in physical activities for personal enjoyment.
- 3.2 Examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime.
- 3.3 Evaluate the psychological benefits derived from regular participation in physical activity.
- 3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.

3.5 Evaluate and refine personal goals to improve performance in physical activities.

Social Interaction

3.6 Identify the effects of individual differences, such as age, gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity.

3.7 Explain how to select and modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs. Group Dynamics

3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.

3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.