

COURSE	PHYSICAL EDUCATION	GRADE:	GRADE 4
STATE STANDARD:	10.4.6 PHYSICAL ACTIVITY	TIME FRAME:	
STANDARD STATEMENT:	A - IDENTIFY AND ENGAGE IN MODERATE TO VIGOROUS PHYSICAL ACTIVITIES THAT CONTRIBUTE TO PHYSICAL FITNESS AND HEALTH. D - DESCRIBE FACTORS THAT AFFECT CHILDHOOD PHYSICAL ACTIVITY PREFERENCES.		

UNIT OF INSTRUCTION: ADVENTURE ACTIVITIES	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><u>STANDARD STATEMENT A</u></p> <p>OBJECTIVE: IDENTIFY AND ENGAGE IN MODERATE TO VIGOROUS PHYSICAL ACTIVITIES THAT CONTRIBUTE TO PHYSICAL FITNESS AND HEALTH.</p> <ul style="list-style-type: none"> • PHYSICAL ACTIVITY <ul style="list-style-type: none"> ▪ PHYSICAL ACTIVITY OCCURS WHEN YOUR MUSCLES CONTRACT TO MAKE YOUR BODY MOVE. ▪ PHYSICAL ACTIVITIES OF MODERATE TO VIGOROUS INTENSITY CAN HELP YOU REDUCE YOUR RISK OF DISEASE AND MAINTAIN A HEALTHY WEIGHT. • DEFINE MODERATE ACTIVITIES: MODERATE ACTIVITY IS DEFINED AS ACTIVITY OF INTENSITY EQUAL TO A BRISK WALK AND CAN BE PERFORMED FOR RELATIVELY LONG PERIODS OF TIME WITHOUT FATIGUE. MODERATE PHYSICAL ACTIVITIES INCLUDE BUT ARE NOT LIMITED TO: BOWLING, GOLFING, WALKING. PARTICIPATE FOR AT LEAST 30 MINUTES EACH DAY. PARTICIPATION IN MODERATE ACTIVITIES WILL REDUCE THE RISK OF DISEASE. IT ALSO HELPS YOU TO FEEL AND LOOK YOUR BEST BY BURNING CALORIES AND INCREASING YOUR ENERGY. • DEFINE VIGOROUS ACTIVITIES: VIGOROUS ACTIVITIES ARE DEFINED AS A MOVEMENT THAT EXPENDS MORE ENERGY OR IS PERFORMED AT A HIGHER INTENSITY THAN A BRISK WALK. THESE ACTIVITIES RAISE YOUR HEART AND BREATHING RATE. VIGOROUS ACTIVITIES INCLUDE AEROBICS, JOGGING, BIKING. YOU SHOULD DO THESE AT LEAST THREE DAYS A WEEK FOR AT LEAST 20 MINUTES. THESE CONTRIBUTE TO HEALTH AND FITNESS BY LOWERING HEART RATE, BLOOD PRESSURE AND INCREASING STRENGTH AND ENDURANCE. <p><u>STANDARD STATEMENT D</u></p> <p>OBJECTIVE: STUDENTS WILL IDENTIFY FACTORS THAT AFFECT THEIR PHYSICAL ACTIVITY PREFERENCES.</p> <ul style="list-style-type: none"> • THERE ARE MANY THINGS THAT INFLUENCE WHY YOU LIKE SOME ACTIVITIES BETTER THAN OTHERS. YOUR PERSONAL FEELINGS, OTHER PEOPLE, AND YOUR LEVEL OF PERSONAL FITNESS. <ul style="list-style-type: none"> ▪ ENJOYMENT ▪ PERSONAL INTEREST ▪ SOCIAL EXPERIENCE ▪ OPPORTUNITIES TO LEARN NEW ACTIVITIES ▪ PERSONAL PREFERENCE ▪ ENVIRONMENT 	<ul style="list-style-type: none"> • MATCH PICTURES OF MODERATE AND VIGOROUS ACTIVITIES TO THE WORDS. • STUDENTS DEMONSTRATE MODERATE OR VIGOROUS ACTIVITIES. STUDENTS IDENTIFY WHICH ACTIVITIES ARE MODERATE AND WHICH ARE VIGOROUS AND WHY. • BRAINSTORM LIST OF MODERATE AND VIGOROUS ACTIVITIES. TEACHER OBSERVATION AND LOG OF ACTIVITY. • CONCEPT MAP • PEDOMETER LOG • BRAINSTORMING A LIST OF FACTORS THAT CAN CAUSE YOU TO LIKE OR DISLIKE CERTAIN ACTIVITIES. • LIST THREE ACTIVITIES THAT YOU LIKE AND DISLIKE AND STATE WHY. • ESSAY ABOUT THE IMPACT OF PHYSICAL ACTIVITY PREFERENCES. 	<ul style="list-style-type: none"> • CLIMBING WALL • COOPERATIVE GAMES • NEW GAMES • SNOWSHOEING • CROSS COUNTRY SKIING • MOUNTAIN BIKING • ROLLERBLADING • HIKING • ORIENTEERING

	<ul style="list-style-type: none"> • UNDERSTANDING HOW AND WHY YOUR CHOICES ARE INFLUENCED BY YOUR OWN THOUGHTS, FEELINGS AND BEHAVIORS AND HOW OTHER PEOPLE CAN INFLUENCE YOU CAN BE USED TO HELP YOU ACHIEVE A PHYSICALLY ACTIVE LIFESTYLE. 		
ENRICHMENT:	<ul style="list-style-type: none"> • KEEP A LOG OF ACTIVITIES OUTSIDE OF SCHOOL. COMPARE & CONTRAST MODERATE VS. VIGOROUS ACTIVITIES. • KEEP A JOURNAL OF PHYSICAL ACTIVITY PARTICIPATION FOR A MONTH. EXPLAIN ACTIVITIES THAT YOU ENJOYED/DISLIKED AND WHY. 		
REMEDATION:	<ul style="list-style-type: none"> • USING A LIST OF ACTIVITIES- STUDENTS WILL PERFORM EACH AND IDENTIFY IF IT IS MODERATE OR VIGOROUS. • LIST REASONS WHY YOU ENJOY/DISLIKE CERTAIN LISTED ACTIVITIES. 		
RESOURCES:	<p><i>FITNESS FOR LIFE: MIDDLE SCHOOL</i>, BY CHARLES B. CORBIN, GUY LE MASURIER, DOLLY D. LAMBDIN, HUMAN KINETICS (2007), CHAMPAIGN, IL. <i>PHYSICAL EDUCATION FOR LIFELONG FITNESS: THE PHYSICAL BEST TEACHER'S GUIDE</i>, NASPE (2005), HUMAN KINETICS, CHAMPAIGN, IL. PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION <i>ADVANCED CURRICULUM FOR PHYSICAL EDUCATION, ELEMENTARY SCHOOL</i>, BY JANE PANICUCCI (2003), PROJECT ADVENTURE, INC. <i>QUICKSILVER</i>, BY KARL ROHNKE AND STEVE BUTLER, PROJECT ADVENTURE, INC.</p>		

COURSE	PHYSICAL EDUCATION	GRADE:	GRADE 4
STATE STANDARD:	10.4.6 PHYSICAL ACTIVITY	TIME FRAME:	
STANDARD STATEMENT:	B - EXPLAIN THE EFFECTS OF REGULAR PARTICIPATION IN MODERATE TO VIGOROUS PHYSICAL ACTIVITIES ON THE BODY SYSTEMS. C - IDENTIFY AND APPLY WAYS TO MONITOR THE BODY'S RESPONSE TO MODERATE AND VIGOROUS PHYSICAL ACTIVITY.		

UNIT OF INSTRUCTION: FITNESS	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><u>STANDARD STATEMENT B</u></p> <ul style="list-style-type: none"> • DEFINE BODY SYSTEM: BODY SYSTEMS ARE PARTS TO THE BODY THAT WORK TOGETHER TO KEEP YOU FUNCTIONING, ORGANS, BLOOD VESSELS, MUSCLES ACT. YOU HAVE A NUMBER OF BODY SYSTEMS. • DEFINE CARDIOVASCULAR SYSTEM. THIS SYSTEM INCLUDES THE HEART AND BLOOD VESSELS. THE HEART PUMPS THE BLOOD AND THE ARTERIES AND VEINS TRANSPORT IT. IT INCLUDES THE RESPIRATORY SYSTEM. THIS SYSTEM CARRIES OXYGEN FROM THE AIR TO THE BLOOD STREAM AND EXPELS CARBON DIOXIDE FROM THE BODY. THE HEART PUMPS THE OXYGEN INTO THE BLOOD AND COLLECTS CARBON DIOXIDE FROM IT TO BE EXPELLED THROUGH THE LUNGS. THIS SYSTEM IS BASIC TO LIFE AND BREATHING. ITS AUTOMATIC FUNCTIONS ARE CONTROLLED BY THE BRAIN. • DEFINE RESPIRATORY SYSTEM. MOVES OXYGEN FROM THE OUTSIDE ENVIRONMENT INTO THE BODY. <ul style="list-style-type: none"> ▪ <i>NOSE:</i> AIR ENTERS THE BODY HERE. ▪ <i>BRONCHI:</i> PASSAGEWAY THAT DIRECTS AIR INTO THE LUNGS. ▪ <i>LUNGS:</i> MAIN ORGANS OF THE RESPIRATORY SYSTEM. <p><u>STANDARD STATEMENT C</u></p> <p>OBJECTIVE: THE STUDENTS WILL MONITOR THEIR BODIES' RESPONSE TO EXERCISE.</p> <ul style="list-style-type: none"> • THERE ARE MANY WAYS TO MONITOR THE BODIES' RESPONSE TO EXERCISE. SOME METHODS ARE: HEART RATE, BREATHING RATE, PERSPIRATION. WHEN YOU TAKE YOUR PULSE YOU ARE MONITORING YOUR HEART RATE. THERE ARE MANY PLACES TO TAKE YOUR PULSE, HOWEVER IT IS RECOMMENDED THAT CHILDREN USE THE PULSE ON THE THUMB SIDE OF EITHER WRIST (RADIAL PULSE). WHEN YOU DO THIS DURING ACTIVITY YOU ARE CHECKING TO SEE IF YOUR HEART RATE IS IN THE TARGET ZONE. THIS IS USED TO DETERMINE IF THE ACTIVITY IS CHALLENGING ENOUGH FOR YOU. SEE TARGET HEART RATE CHARTS FOR GUIDELINES. CHILDREN MAY ALSO USE HEART RATE MONITORS TO MONITOR THEIR PULSE. 	<ul style="list-style-type: none"> • IDENTIFY THE CARDIOVASCULAR AND RESPIRATORY SYSTEMS AND THEIR FUNCTIONS. • WORKSHEETS • PUZZLES • CHARTS AND LOGS • OBSERVATION OF STUDENTS TAKING THEIR PULSE. • LOG PULSE DURING ACTIVITIES OF DIFFERENT INTENSITIES. 	<ul style="list-style-type: none"> • CIRCUIT TRAINING • AEROBIC ACTIVITIES • ANAEROBIC ACTIVITIES • YOGA • ADVENTURE ACTIVITIES • TAG GAMES

ENRICHMENT:	<ul style="list-style-type: none"> • GO TO WEBSITES LISTED BELOW FOR SLIDESHOWS, MORE INFORMATION AND QUIZZES. PRINT OUT COMPLETED QUIZZES OR WRITE A SHORT STORY ABOUT THE SLIDESHOWS FOR THESE SYSTEMS. • USE A HEART RATE MONITOR FOR A DAY TO LOG AND CHART YOUR HEART RATE DURING DIFFERENT ACTIVITIES THROUGHOUT THE DAY.
REMEDATION:	<ul style="list-style-type: none"> • REVIEW WORKSHEET INFORMATION ABOUT EACH SYSTEM AND WRITE A PARAGRAPH SUMMARIZING THE FUNCTION OF EACH. • WORK WITH A PARTNER TO MONITOR HEART RATE.
RESOURCES:	<p><i>INFORMATION PLEASE (2008), YOUR BODY SYSTEMS</i>, RETRIEVED 6/25/2008, HTTP://WWW.FACTMONSTER.COM/IPKA/A0774536.HTML.</p> <p><i>INTELLIMED INTERNATIONAL CORPORATION, (2008) CARDIOVASCULAR SYSTEM</i>, RETRIEVED 6/25/2008, HTTP://WWW.INNERBODY.COM/IMAGE/CARDOV/HTML.</p> <p><i>DR. SAUL'S BIOLOGY IN MOTION (2005), CARDIOVASCULAR SYSTEM</i>, RETRIEVED 6/25/2008, HTTP://WWW.BIOLOGYINMOTION.COM/CARDIO/INDEX.HTML.</p> <p><i>FITNESS FOR LIFE: MIDDLE SCHOOL</i>, BY CHARLES B. CORBIN, GUY LE MASURIER, DOLLY D. LAMBDIN, HUMAN KINETICS (2007), CHAMPAIGN, IL.</p> <p>PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION</p>

COURSE	PHYSICAL EDUCATION	GRADE:	GRADE 4
STATE STANDARD:	10.5.6 CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT	TIME FRAME:	
STANDARD STATEMENT:	D - DESCRIBE AND APPLY THE PRINCIPLES OF EXERCISE TO THE COMPONENTS OF HEALTH-RELATED AND SKILL-RELATED FITNESS.		

UNIT OF INSTRUCTION: ADVENTURE ACTIVITIES	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><u>STANDARD STATEMENT D</u></p> <p>OBJECTIVE: DEFINE HEALTH-RELATED FITNESS COMPONENTS.</p> <ul style="list-style-type: none"> • <i>CARDIO RESPIRATORY FITNESS:</i> A HEALTH RELATED COMPONENT OF PHYSICAL FITNESS RELATING TO THE ABILITY OF THE CIRCULATORY AND RESPIRATORY SYSTEMS TO SUPPLY OXYGEN DURING SUSTAINED PHYSICAL ACTIVITY. • <i>MUSCULAR STRENGTH:</i> A HEALTH-RELATED COMPONENT OF PHYSICAL FITNESS THAT RELATES TO THE ABILITY OF THE MUSCLE TO EXERT FORCE. • <i>MUSCULAR ENDURANCE:</i> A HEALTH-RELATED COMPONENT OF PHYSICAL FITNESS THAT RELATES TO THE ABILITY OF A MUSCLE TO CONTINUE TO PERFORM WITHOUT FATIGUE. • <i>FLEXIBILITY:</i> HEALTH-RELATED COMPONENT OF PHYSICAL FITNESS THAT RELATES TO THE RANGE OF MOTION AVAILABLE AT A JOINT. • <i>BODY COMPOSITION:</i> A HEALTH-RELATED COMPONENT OF PHYSICAL FITNESS THAT RELATES TO THE PERCENTAGE OF FAT TISSUE AND LEAN TISSUE IN THE BODY. 	<ul style="list-style-type: none"> • FITNESSGRAM • FITNESS POSTER • TAKE HOME ASSIGNMENT • PG. 153 GILES BROWN • OPEN ENDED QUESTIONS • PG. 192-194 	<ul style="list-style-type: none"> • CLIMBING WALL • COOPERATIVE GAMES
ENRICHMENT:			
REMIEDIATION:			
RESOURCES:	PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION <i>ADVANCED CURRICULUM FOR PHYSICAL EDUCATION</i> , ELEMENTARY SCHOOL, BY JANE PANICUCCI (2003), PROJECT ADVENTURE, INC. <i>QUICKSILVER</i> , BY KARL ROHNKE AND STEVE BUTLER, PROJECT ADVENTURE, INC. <i>FITNESSGRAM/ACTIVITYGRAM TEST ADMINISTRATION MANUAL-4TH EDITION</i> , THE COOPER INSTITUTE (2007)		

COURSE	PHYSICAL EDUCATION	GRADE:	GRADE 4
STATE STANDARD:	10.5.6 CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT	TIME FRAME:	
STANDARD STATEMENT:	D - DESCRIBE AND APPLY THE PRINCIPLES OF EXERCISE TO THE COMPONENTS OF HEALTH-RELATED AND SKILL-RELATED FITNESS.		

UNIT OF INSTRUCTION: FITNESS	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><u>STANDARD STATEMENT D</u></p> <p>OBJECTIVE: DEFINE HEALTH-RELATED FITNESS COMPONENTS.</p> <ul style="list-style-type: none"> • <i>CARDIO RESPIRATORY FITNESS:</i> A HEALTH RELATED COMPONENT OF PHYSICAL FITNESS RELATING TO THE ABILITY OF THE CIRCULATORY AND RESPIRATORY SYSTEMS TO SUPPLY OXYGEN DURING SUSTAINED PHYSICAL ACTIVITY. • <i>MUSCULAR STRENGTH:</i> A HEALTH-RELATED COMPONENT OF PHYSICAL FITNESS THAT RELATES TO THE ABILITY OF THE MUSCLE TO EXERT FORCE. • <i>MUSCULAR ENDURANCE:</i> A HEALTH-RELATED COMPONENT OF PHYSICAL FITNESS THAT RELATES TO THE ABILITY OF A MUSCLE TO CONTINUE TO PERFORM WITHOUT FATIGUE. • <i>FLEXIBILITY:</i> HEALTH-RELATED COMPONENT OF PHYSICAL FITNESS THAT RELATES TO THE RANGE OF MOTION AVAILABLE AT A JOINT. • <i>BODY COMPOSITION:</i> A HEALTH-RELATED COMPONENT OF PHYSICAL FITNESS THAT RELATES TO THE PERCENTAGE OF FAT TISSUE AND LEAN TISSUE IN THE BODY. 	<ul style="list-style-type: none"> • FITNESSGRAM • FITNESS POSTER • TAKE HOME ASSIGNMENT • PG. 153 GILES BROWN • OPEN ENDED QUESTIONS • PG. 192-194 	<ul style="list-style-type: none"> • CIRCUIT TRAINING • AEROBIC ACTIVITIES • AMAEROBIC ACTIVITIES
ENRICHMENT:			
REMEDATION:			
RESOURCES:	PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION <i>FITNESSGRAM/ACTIVITYGRAM TEST ADMINISTRATION MANUAL-4TH EDITION, THE COOPER INSTITUTE (2007)</i>		

COURSE	PHYSICAL EDUCATION	GRADE:	GRADE 4 BENCHMARK ASSESSMENT FOR STANDARD C
STATE STANDARD:	10.5.6 CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT	TIME FRAME:	
STANDARD STATEMENT:	A - EXPLAIN AND APPLY THE BASIC MOVEMENT SKILLS AND CONCEPTS TO CREATE AND PERFORM MOVEMENT SEQUENCES AND ADVANCED SKILLS. B - IDENTIFY AND APPLY THE CONCEPTS OF MOTOR SKILL DEVELOPMENT TO A VARIETY OF BASIC SKILLS. C - DESCRIBE THE RELATIONSHIP BETWEEN PRACTICE AND SKILL DEVELOPMENT. E - IDENTIFY AND USE SCIENTIFIC PRINCIPLES THAT AFFECT BASIC MOVEMENT AND SKILLS USING APPROPRIATE VOCABULARY. F - IDENTIFY AND APPLY GAME STRATEGIES TO BASIC GAMES AND PHYSICAL ACTIVITIES.		

	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
UNIT OF INSTRUCTION: INVASION GAMES	<u>STANDARD STATEMENT A:</u> OBJECTIVE: IDENTIFY THE BASIC MOVEMENT CONCEPTS TO CREATE MOVEMENT SEQUENCES AND ADVANCED SKILLS. <ul style="list-style-type: none"> • MOVEMENT SKILLS: PROFICIENCY IN PERFORMING NON LOCOMOTOR, LOCOMOTOR AND MANIPULATIVE MOVEMENTS THAT ARE THE FOUNDATION FOR PARTICIPATION IN PHYSICAL ACTIVITIES. • MOVEMENT SEQUENCES (SERIAL SKILLS): TWO OR MORE MOVEMENT SKILLS ARE COMBINED CORRECTLY WHEN THEY FLOW SMOOTHLY FROM ONE TO ANOTHER WITHOUT ANY BREAKS. SMOOTH TRANSITIONS ARE IMPORTANT FOR SUCCESSFUL SKILL USE IN SPORTS, GAMES AND DANCE. EXAMPLES INCLUDE MOVING WITH A BALL AND THEN PASSING IT. <p>WHEN PERFORMING MOVEMENT SEQUENCES YOU SHOULD KNOW HOW THE LINKS BETWEEN MOVEMENT SKILLS AND CONCEPTS SHOULD BE MADE AND THEN PRACTICE THE MOVEMENTS IN SEQUENCE.</p> <p>WHEN FIRST LEARNING A MOVEMENT SEQUENCE OR ADVANCED SKILL YOU MAY WISH TO ADJUST THE SKILL TO MAKE IT EASIER. AS YOU BECOME MORE SKILLFUL, YOU CAN GRADUALLY INCREASE THE SKILLS AND CONCEPTS NECESSARY TO ACHIEVE THE COMPLETE MOVEMENT SEQUENCE OR ADVANCED SKILL.</p>	<ul style="list-style-type: none"> • PERFORMANCE CHECKLIST <ul style="list-style-type: none"> ▪ PARTNER ▪ SELF CHECK • OBSERVATION- TEACHER 	<ul style="list-style-type: none"> • BASKETBALL • SOCCER • FOOTBALL • ULTIMATE BALL
	<u>STANDARD STATEMENT B:</u> OBJECTIVE: RECOGNIZE AND DEMONSTRATE THE CONCEPTS OF MOTOR SKILL DEVELOPMENT TO A VARIETY OF BASIC SKILLS. <ul style="list-style-type: none"> • FEEDBACK: FEEDBACK PROVIDES INFORMATION RELATED TO YOUR SKILL PERFORMANCE. USING FEEDBACK CAN IMPROVE YOUR PRACTICE OF THE SKILL. FEEDBACK CAN BE INTERNAL OR EXTERNAL. EXTERNAL FEEDBACK IS THE INFORMATION GIVEN BY PEERS, TEACHERS OR COACHES. 	<ul style="list-style-type: none"> • RECIPROCAL • SELF CHECK • TEACHER OBSERVATION • T CHART <ul style="list-style-type: none"> ▪ POSITIVE/NEGATIVE FEEDBACK ▪ CUES 	

- **RELEVANT CUES:** THE CUES THAT YOU MUST PAY ATTENTION TO FOR SUCCESSFUL SKILL EXECUTION.

STANDARD STATEMENT C

OBJECTIVE: DESCRIBE HOW PRACTICE AFFECTS SKILL PERFORMANCE.

- **DEFINE SKILL DEVELOPMENT STAGES.**
 - *INCONSISTENT (COGNITIVE STAGE):* PERFORMER HAS TO THINK ABOUT THE SKILL CUES TO DEVELOP CONSISTENCY.
 - *CONSISTENT (ASSOCIATIVE STAGE):* PERFORMERS HAVE COORDINATED SKILL PERFORMANCE. PERFORMERS BECOME AUTOMATIC BY ENGAGING IN PHYSICAL AND MENTAL PRACTICE UNDER VARIABLE CONDITIONS. (SPEED, DIRECTION, DISTANCE, FORCE)
 - *AUTOMATIC (AUTOMATIC STAGE):* PERFORMERS CAN PERFORM SKILLS WITHOUT HAVING TO THINK ABOUT CUES. MOVEMENTS APPEAR EFFORTLESS.
- **RELATE LEARNING OF A SKILL TO PRACTICE:** RECORD-KEEPING TO DOCUMENT CHANGES FROM INCONSISTENT TO AUTOMATIC PERFORMANCE.

STANDARD STATEMENT E

OBJECTIVE: RECOGNIZE AND PRACTICE SCIENTIFIC PRINCIPLES THAT AFFECT BASIC MOVEMENT AND SKILLS USING APPROPRIATE VOCABULARY.

- **STATIC AND DYNAMIC BALANCE:** STATIC BALANCE: HAVING NO MOTION: BODIES AT REST OR IN EQUILIBRIUM DYNAMIC BALANCE: REQUIRES MOVEMENT.
- **FLIGHT:** FLIGHT IS WHEN OBJECTS OR PERSON IS PROJECTED IN THE AIR. TRAJECTORY DEPENDS ON THEIR VELOCITY (SPEED, DIRECTION), HEIGHT AND ANGLE OF RELEASE. (THINK OF A BASEBALL PLAYER PITCHING A BALL)

- STAGES OF SKILL DEVELOPMENT WORKSHEET (PG.82 GILES-BROWN)
- IDENTIFY PERFORMERS AT EACH STAGE.
- DESCRIBE TRANSITIONS TO EACH STAGE.
- TEACHER OBSERVATION
- RECIPROCAL OBSERVATION
- GOAL SETTING FOR IMPROVEMENT/REFLECTION

- TEACHER OBSERVATION
- DEMONSTRATION
- COMPARE AND CONTRAST STATIC AND DYNAMIC BALANCE.
- GIVE EXAMPLES WHEN FLIGHT IS USED IN ACTIVITIES.
- OPEN ENDED QUESTIONS (PG. 198-203)

	<p><u>STANDARD STATEMENT F</u></p> <p>OBJECTIVE: RECOGNIZE AND PRACTICE GAME STRATEGIES TO BASIC GAMES AND PHYSICAL ACTIVITIES.</p> <ul style="list-style-type: none"> • ONE ON ONE: ONE ON ONE IS A GAME STRATEGY WHEN ONE PERSON DEFENDS ANOTHER PERSON. ONE ON ONE IS A DEFENSIVE FOR GUARDING AN OPPONENT. • GIVE AND GO: THE GIVE-AND-GO, OFTEN CALLED PASS-AND-CUT, IS A BASIC OFFENSIVE PLAY IN WHICH A PLAYER SIMPLY PASSES (GIVES) TO A TEAMMATE AND CUTS (GOES) TO THE BASKET/GOAL, ATTEMPTING TO BREAK FREE OF HIS DEFENDER AND EXPECTING A RETURN PASS FROM THEIR TEAMMATE. • PEER COMMUNICATION: THE ABILITY TO COMMUNICATE VERBALLY/NONVERBALLY WITH YOUR TEAMMATES. <p>BASIC CONCEPTS FOR INVASION GAMES:</p> <ul style="list-style-type: none"> • OFFENSE- THE TEAM POSSESSING A BALL OR OBJECT THAT IS ATTEMPTING TO SCORE. • DEFENSE- THE TEAM STOPPING ITS OPPONENT FROM MOVING THE BALL INTO THEIR TERRITORY MINIMIZING SCORING ATTEMPTS. • SCORING- MOVE BALL/OBJECT INTO THE OTHER TEAMS TERRITORY. SHOOT IN GOAL/BASKET OR CROSS A LINE. 	<ul style="list-style-type: none"> • TEACHER OBSERVATION • RECIPROCAL CHECKLIST • DEMONSTRATION OF ONE ON ONE IN THREE DIFFERENT ACTIVITIES. 	
ENRICHMENT:	<ul style="list-style-type: none"> • THE STUDENTS WILL CREATE A JOURNAL OR LOG OF ACTIVITIES OUTSIDE OF SCHOOL THAT ARE LOCOMOTOR, NON LOCOMOTOR, AND MANIPULATIVE. • THE STUDENTS WILL WATCH A COLLEGE OR PROFESSIONAL SPORTING EVENT AND LIST THE MOVEMENT SKILLS THAT WERE DEMONSTRATED. • ASSIST STUDENTS HAVING DIFFICULTY WITH SKILLS/CONCEPTS 		
REMEDATION:	<ul style="list-style-type: none"> • TASK CARDS SHOWING MOVEMENT SEQUENCES • TEACHER WORKING WITH THE STUDENT INDIVIDUALLY • PEER COACHING 		
RESOURCES:	<p>CREATING RUBRICS FOR PHYSICAL EDUCATION, BY JACALYN LUND, AAHPERD PUBLICATIONS (2000), OXON HILL, MD PHYSICAL BEST ACTIVITY GUIDE, BY NASPE, HUMAN KINETICS (2005), CHAMPAIGN, IL PHYSICAL EDUCATION ASSESSMENT TOOLKIT, BY LIZ GILES-BROWN, UNITED GRAPHICS (2006), CHAMPAIGN, IL SPORTS AND FITNESS NUTRITION, BY BARRY MILLER AND ROBERT WILDMAN, THOMSON AND WADSWORTH (2004) BELMONT, CA ASSESSMENT STRATEGIES FOR ELEMENTARY PHYSICAL EDUCATION, BY SUZANN SCHIEMER, VERSA PRESS (2000), CHAMPAIGN, IL PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION</p>		

THE "GIVE" AND "GO" PASS

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- **DEFINE AND RECOGNIZE SELECTING RELEVANT CUES:** THE CUES THAT YOU MUST PAY ATTENTION TO FOR SUCCESSFUL SKILL EXECUTION.

STANDARD STATEMENT C

OBJECTIVE: DESCRIBE THE RELATIONSHIP BETWEEN PRACTICE AND SKILL DEVELOPMENT.

- **DEFINE SKILL DEVELOPMENT STAGES:**
 - *INCONSISTENT (COGNITIVE STAGE):*
 - PERFORMER HAS TO THINK ABOUT THE SKILL CUES TO DEVELOP CONSISTENCY.
 - *CONSISTENT (ASSOCIATIVE STAGE):*
 - PERFORMERS HAVE COORDINATED SKILL PERFORMANCE.
 - PERFORMERS BECOME AUTOMATIC BY ENGAGING IN PHYSICAL AND MENTAL PRACTICE UNDER VARIABLE CONDITIONS. (SPEED, DIRECTION, DISTANCE, FORCE)
 - *AUTOMATIC (AUTOMATIC STAGE):*
 - PERFORMERS CAN PERFORM SKILLS WITHOUT HAVING TO THINK ABOUT CUES. MOVEMENTS APPEAR EFFORTLESS.
- **RELATE LEARNING OF A SKILL TO PRACTICE:**
 - RECORD-KEEPING TO DOCUMENT CHANGES FROM INCONSISTENT TO AUTOMATIC PERFORMANCE.

STANDARD STATEMENT E

OBJECTIVE: IDENTIFY AND USE SCIENTIFIC PRINCIPLES THAT AFFECT BASIC MOVEMENT AND SKILLS USING APPROPRIATE VOCABULARY.

- **DEFINE STATIC AND DYNAMIC BALANCE:**
 - *STATIC BALANCE:* HAVING NO MOTION: BODIES AT REST OR IN EQUILIBRIUM
 - *DYNAMIC BALANCE:* REQUIRES MOVEMENT
- **DEFINE FLIGHT:** FLIGHT IS WHEN OBJECTS OR PERSON IS PROJECTED IN THE AIR. TRAJECTORY DEPENDS ON THEIR VELOCITY (SPEED, DIRECTION), HEIGHT AND ANGLE OF RELEASE. (THINK OF A BASEBALL PLAYER PITCHING A BALL OR SOMEONE THROWING A JAVELIN)

- IDENTIFY PERFORMERS AT EACH STAGE.
- DESCRIBE TRANSITIONS TO EACH STAGE.
- TEACHER OBSERVATION
- RECIPROCAL OBSERVATION
- GOAL SETTING FOR IMPROVEMENT/REFLECTION.
- STAGES OF SKILL DEVELOPMENT WORKSHEET (PG.82 GILES-BROWN)

- DEMONSTRATION
- COMPARE AND CONTRAST STATIC AND DYNAMIC BALANCE.
- GIVE EXAMPLES WHEN FLIGHT IS USED IN ACTIVITIES.

ENRICHMENT:	<ul style="list-style-type: none">• THE STUDENTS WILL WATCH A GYMNASTIC ROUTINE FROM A VIDEO AND LIST THE MOVEMENT SKILLS THAT WERE SEQUENCED TOGETHER.
REMEDICATION:	
RESOURCES:	PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION

- **RELEVANT CUES:** THE CUES THAT YOU MUST PAY ATTENTION TO FOR SUCCESSFUL SKILL EXECUTION.

STANDARD STATEMENT C

OBJECTIVE: DESCRIBE HOW PRACTICE AFFECTS SKILL PERFORMANCE.

- **DEFINE SKILL DEVELOPMENT STAGES.**
 - *INCONSISTENT (COGNITIVE STAGE):* PERFORMER HAS TO THINK ABOUT THE SKILL CUES TO DEVELOP CONSISTENCY.
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 - *AUTOMATIC (AUTOMATIC STAGE):* PERFORMERS CAN PERFORM SKILLS WITHOUT HAVING TO THINK ABOUT CUES. MOVEMENTS APPEAR EFFORTLESS.
- **RELATE LEARNING OF A SKILL TO PRACTICE:** RECORD-KEEPING TO DOCUMENT CHANGES FROM INCONSISTENT TO AUTOMATIC PERFORMANCE.

STANDARD STATEMENT E

OBJECTIVE: RECOGNIZE AND PRACTICE SCIENTIFIC PRINCIPLES THAT AFFECT BASIC MOVEMENT AND SKILLS USING APPROPRIATE VOCABULARY.

- **STATIC AND DYNAMIC BALANCE:** STATIC BALANCE: HAVING NO MOTION: BODIES AT REST OR IN EQUILIBRIUM DYNAMIC BALANCE: REQUIRES MOVEMENT.
- **FLIGHT:** FLIGHT IS WHEN OBJECTS OR PERSON IS PROJECTED IN THE AIR. TRAJECTORY DEPENDS ON THEIR VELOCITY (SPEED, DIRECTION), HEIGHT AND ANGLE OF RELEASE. (THINK OF VOLLEBALL GOING OVER THE NET))

- STAGES OF SKILL DEVELOPMENT WORKSHEET (PG.82 GILES-BROWN)
- IDENTIFY PERFORMERS AT EACH STAGE.
- DESCRIBE TRANSITIONS TO EACH STAGE.
- TEACHER OBSERVATION
- RECIPROCAL OBSERVATION
- GOAL SETTING FOR IMPROVEMENT/REFLECTION

- TEACHER OBSERVATION
- DEMONSTRATION
- COMPARE AND CONTRAST STATIC AND DYNAMIC BALANCE.
- OPEN ENDED QUESTIONS (PG. 198-203)

STANDARD STATEMENT F

OBJECTIVE: RECOGNIZE AND PRACTICE GAME STRATEGIES TO BASIC GAMES AND PHYSICAL ACTIVITIES.

- **PEER COMMUNICATION:** THE ABILITY TO COMMUNICATE VERBALLY/NONVERBALLY WITH YOUR TEAMMATES.

- **BASIC CONCEPTS FOR TARGET GAMES:**
 - SCORING- TEAMS/INDIVIDUALS SCORE BY HITTING BALL/OBJECT INTO COURSPACE WITH ACCURACY AND/OR POWER SO THAT OPPENTS AND THE OPPONENT CAN NOT RETURN IT WITHIN THE GUIDELINES OF THE GAME.

 - OFFENSE- ATTEMPTING TO SCORE

 - DEFENSE- TO PREVENT THE OFFENSE FROM SCORING

- TEACHER OBSERVATION
- RECIPRICAL CHECKLIST

ENRICHMENT:

- THE STUDENTS WILL CREATE A JOURNAL OR LOG OF ACTIVITIES OUTSIDE OF SCHOOL THAT ARE LOCOMOTOR, NON LOCOMOTOR, AND MANIPULATIVE.
- THE STUDENTS WILL WATCH A COLLEGE OR PROFESSIONAL SPORTING EVENT AND LIST THE MOVEMENT SKILLS THAT WERE DEMONSTRATED.
- ASSIST STUDENTS HAVNIG DIFFICULTUY WITH SKILLS/CONCEPTS

REMEDATION:

- TASK CARDS SHOWING MOVEMENT SEQUENCES
- TEACHER WORKING WITH THE STUDENT INDIVIDUALLY
- PEER COACHING

RESOURCES:

CREATING RUBRICS FOR PHYSICAL EDUCATION, BY JACALYN LUND, AAHPERD PUBLICATIONS (2000), OXON HILL, MD
PHYSICAL BEST ACTIVITY GUIDE, BY NASPE , HUMAN KINETICS (2005), CHAMPAIGN, IL
PHYSICAL EDUCATION ASSESSMENT TOOLKIT, BY LIZ GILES-BROWN, UNITED GRAPHICS (2006), CHAMPAIGN, IL
SPORTS AND FITNESS NUTRITION, BY BARRY MILLER AND ROBERT WILDMAN, THOMASON AND WADSWORTH (2004) BELMONT, CA
ASSESSMENT STRATEGIES FOR ELEMENTARY PHYSICAL EDUCATION, BY SUZANN SCHIEMER, VERSA PRESS (2000), CHAMPAIGN, IL
PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION

FORM 4.17 **Skill Stages**

Name _____ **Date** _____

Directions: Read the following stages that a person goes through when learning a skill. Then circle the stage that you feel that you fall in for each skill listed.

Learning stage—I am new to the skill, and my performance is inconsistent. I have to pay close attention to skill cues and think about what I am doing.

Practicing stage—I have mastered the basic mechanics of the skill. I have improved my coordination, control, and consistency.

Automatic stage—My movements have become more automatic and I can use them successfully in a variety of activities. Now I can concentrate on strategy and what is going on around me because I don't have to think about the steps involved in performing the skill.

_____	learning stage	practicing stage	automatic stage
_____	learning stage	practicing stage	automatic stage
_____	learning stage	practicing stage	automatic stage
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_____	learning stage	practicing stage	automatic stage
_____	learning stage	practicing stage	automatic stage
_____	learning stage	practicing stage	automatic stage
_____	learning stage	practicing stage	automatic stage
_____	learning stage	practicing stage	automatic stage
_____	learning stage	practicing stage	automatic stage
_____	learning stage	practicing stage	automatic stage

COURSE	PHYSICAL EDUCATION	GRADE:	GRADE 4 BENCHMARK ASSESSMENT FOR STANDARD C
STATE STANDARD:	10.5.6 CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT	TIME FRAME:	
STANDARD STATEMENT:	<p>A - EXPLAIN AND APPLY THE BASIC MOVEMENT SKILLS AND CONCEPTS TO CREATE AND PERFORM MOVEMENT SEQUENCES AND ADVANCED SKILLS.</p> <p>B - IDENTIFY AND APPLY THE CONCEPTS OF MOTOR SKILL DEVELOPMENT TO A VARIETY OF BASIC SKILLS.</p> <p>C - DESCRIBE THE RELATIONSHIP BETWEEN PRACTICE AND SKILL DEVELOPMENT.</p> <p>E - IDENTIFY AND USE SCIENTIFIC PRINCIPLES THAT AFFECT BASIC MOVEMENT AND SKILLS USING APPROPRIATE VOCABULARY.</p> <p>F - IDENTIFY AND APPLY GAME STRATEGIES TO BASIC GAMES AND PHYSICAL ACTIVITIES.</p>		

	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
UNIT OF INSTRUCTION: STRIKING/FIELDING GAMES	<p><u>STANDARD STATEMENT A:</u></p> <p>OBJECTIVE: IDENTIFY THE BASIC MOVEMENT CONCEPTS TO CREATE MOVEMENT SEQUENCES AND ADVANCED SKILLS.</p> <ul style="list-style-type: none"> MOVEMENT SKILLS: PROFICIENCY IN PERFORMING NON LOCOMOTOR, LOCOMOTOR AND MANIPULATIVE MOVEMENTS THAT ARE THE FOUNDATION FOR PARTICIPATION IN PHYSICAL ACTIVITIES. MOVEMENT SEQUENCES (SERIAL SKILLS): TWO OR MORE MOVEMENT SKILLS ARE COMBINED CORRECTLY WHEN THEY FLOW SMOOTHLY FROM ONE TO ANOTHER WITHOUT ANY BREAKS. SMOOTH TRANSITIONS ARE IMPORTANT FOR SUCCESSFUL SKILL USE IN SPORTS, GAMES AND DANCE. EXAMPLES FIELDING AND THROWING OR HITTING AND RUNNING. <p>WHEN PERFORMING MOVEMENT SEQUENCES YOU SHOULD KNOW HOW THE LINKS BETWEEN MOVEMENT SKILLS AND CONCEPTS SHOULD BE MADE AND THEN PRACTICE THE MOVEMENTS IN SEQUENCE.</p> <p>WHEN FIRST LEARNING A MOVEMENT SEQUENCE OR ADVANCED SKILL YOU MAY WISH TO ADJUST THE SKILL TO MAKE IT EASIER. AS YOU BECOME MORE SKILLFUL, YOU CAN GRADUALLY INCREASE THE SKILLS AND CONCEPTS NECESSARY TO ACHIEVE THE COMPLETE MOVEMENT SEQUENCE OR ADVANCED SKILL.</p>	<ul style="list-style-type: none"> PERFORMANCE CHECKLIST <ul style="list-style-type: none"> PARTNER SELF CHECK OBSERVATION- TEACHER 	<ul style="list-style-type: none"> KICKBALL TEE-BALL TETHER BALL STRIKING/FIELDING STATIONS
	<p><u>STANDARD STATEMENT B:</u></p> <p>OBJECTIVE: RECOGNIZE AND DEMONSTRATE THE CONCEPTS OF MOTOR SKILL DEVELOPMENT TO A VARIETY OF BASIC SKILLS.</p> <ul style="list-style-type: none"> FEEDBACK: FEEDBACK PROVIDES INFORMATION RELATED TO YOUR SKILL PERFORMANCE. USING FEEDBACK CAN IMPROVE YOUR PRACTICE OF THE SKILL. FEEDBACK CAN BE INTERNAL OR EXTERNAL. EXTERNAL FEEDBACK IS THE INFORMATION GIVEN BY PEERS, TEACHERS OR COACHES. 	<ul style="list-style-type: none"> RECIPROCAL SELF CHECK TEACHER OBSERVATION T CHART <ul style="list-style-type: none"> POSITIVE/NEGATIVE FEEDBACK CUES 	

- **RELEVANT CUES:** THE CUES THAT YOU MUST PAY ATTENTION TO FOR SUCCESSFUL SKILL EXECUTION.

STANDARD STATEMENT C

OBJECTIVE: DESCRIBE HOW PRACTICE AFFECTS SKILL PERFORMANCE.

- **DEFINE SKILL DEVELOPMENT STAGES.**
 - *INCONSISTENT (COGNITIVE STAGE):* PERFORMER HAS TO THINK ABOUT THE SKILL CUES TO DEVELOP CONSISTENCY.
 - *CONSISTENT (ASSOCIATIVE STAGE):* PERFORMERS HAVE COORDINATED SKILL PERFORMANCE. PERFORMERS BECOME AUTOMATIC BY ENGAGING IN PHYSICAL AND MENTAL PRACTICE UNDER VARIABLE CONDITIONS. (SPEED, DIRECTION, DISTANCE, FORCE)
 - *AUTOMATIC (AUTOMATIC STAGE):* PERFORMERS CAN PERFORM SKILLS WITHOUT HAVING TO THINK ABOUT CUES. MOVEMENTS APPEAR EFFORTLESS.
- **RELATE LEARNING OF A SKILL TO PRACTICE:** RECORD-KEEPING TO DOCUMENT CHANGES FROM INCONSISTENT TO AUTOMATIC PERFORMANCE.

STANDARD STATEMENT E

OBJECTIVE: RECOGNIZE AND PRACTICE SCIENTIFIC PRINCIPLES THAT AFFECT BASIC MOVEMENT AND SKILLS USING APPROPRIATE VOCABULARY.

- **STATIC AND DYNAMIC BALANCE:** STATIC BALANCE: HAVING NO MOTION: BODIES AT REST OR IN EQUILIBRIUM DYNAMIC BALANCE: REQUIRES MOVEMENT.

- STAGES OF SKILL DEVELOPMENT WORKSHEET (PG.82 GILES-BROWN)
- IDENTIFY PERFORMERS AT EACH STAGE.
- DESCRIBE TRANSITIONS TO EACH STAGE.
- TEACHER OBSERVATION
- RECIPROCAL OBSERVATION
- GOAL SETTING FOR IMPROVEMENT/REFLECTION

- TEACHER OBSERVATION
- DEMONSTRATION
- COMPARE AND CONTRAST STATIC AND DYNAMIC BALANCE.
- OPEN ENDED QUESTIONS (PG. 198-203)

	<p><u>STANDARD STATEMENT F</u></p> <p>OBJECTIVE: RECOGNIZE AND PRACTICE GAME STRATEGIES TO BASIC GAMES AND PHYSICAL ACTIVITIES.</p> <ul style="list-style-type: none"> • PEER COMMUNICATION: THE ABILITY TO COMMUNICATE VERBALLY/NONVERBALLY WITH YOUR TEAMMATES. <p>BASIC CONCEPTS FOR STRIKING/FIELDING GAMES:</p> <ul style="list-style-type: none"> • <i>OFFENSE:</i> PLAYERS OFFENSIVE TEAM STRIKE THE BALL WITH ACCURACY AND/OR POWER THAT ELUDES THE FIELDERS AND GIVES TIME FOR THE RUNNERS TO MOVE BETWEEN TWO OR MORE POINTS. • <i>DEFENSE:</i> MEMBERS OF THE FIELDING TEAM POSITION THEMSELVES IN A WAY THAT THEY ARE ABLE TO GATHER THE BALL AND THROW IT TO A BASE BEFORE THE RUNNER GETS THERE. 	<ul style="list-style-type: none"> • TEACHER OBSERVATION • RECIPRICOL CHECKLIST 	
ENRICHMENT:	<ul style="list-style-type: none"> • THE STUDENTS WILL CREATE A JOURNAL OR LOG OF ACTIVITIES OUTSIDE OF SCHOOL THAT ARE LOCOMOTOR, NON LOCOMOTOR, AND MANIPULATIVE. • THE STUDENTS WILL WATCH A COLLEGE OR PROFESSIONAL SPORTING EVENT AND LIST THE MOVEMENT SKILLS THAT WERE DEMONSTRATED. • ASSIST STUDENTS HAVNIG DIFFICULTUY WITH SKILLS/CONCEPTS 		
REMEDATION:	<ul style="list-style-type: none"> • TASK CARDS SHOWING MOVEMENT SEQUENCES • TEACHER WORKING WITH THE STUDENT INDIVIDUALLY • PEER COACHING 		
RESOURCES:	<p><i>CREATING RUBRICS FOR PHYSICAL EDUCATION</i>, BY JACALYN LUND, AAHPERD PUBLICATIONS (2000), OXON HILL, MD <i>PHYSICAL BEST ACTIVITY GUIDE</i>, BY NASPE , HUMAN KINETICS (2005), CHAMPAIGN, IL <i>PHYSICAL EDUCATION ASSESSMENT TOOLKIT</i>, BY LIZ GILES-BROWN, UNITED GRAPHICS (2006), CHAMPAIGN, IL <i>SPORTS AND FITNESS NUTRITION</i>, BY BARRY MILLER AND ROBERT WILDMAN, THOMASON AND WADSWORTH (2004) BELMONT, CA <i>ASSESSMENT STRATEGIES FOR ELEMENTARY PHYSICAL EDUCATION</i>, BY SUZANN SCHIEMER, VERSA PRESS (2000), CHAMPAIGN, IL PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION</p>		

FORM 4.17 **Skill Stages**

Name _____ **Date** _____

Directions: Read the following stages that a person goes through when learning a skill. Then circle the stage that you feel that you fall in for each skill listed.

Learning stage—I am new to the skill, and my performance is inconsistent. I have to pay close attention to skill cues and think about what I am doing.

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Automatic stage—My movements have become more automatic and I can use them successfully in a variety of activities. Now I can concentrate on strategy and what is going on around me because I don't have to think about the steps involved in performing the skill.

_____	learning stage	practicing stage	automatic stage
_____	learning stage	practicing stage	automatic stage
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_____	learning stage	practicing stage	automatic stage
_____	learning stage	practicing stage	automatic stage
_____	learning stage	practicing stage	automatic stage

COURSE	PHYSICAL EDUCATION	GRADE:	GRADE 4 BENCHMARK ASSESSMENT FOR STANDARD C
STATE STANDARD:	10.5.6 CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT	TIME FRAME:	
STANDARD STATEMENT:	<p>A - EXPLAIN AND APPLY THE BASIC MOVEMENT SKILLS AND CONCEPTS TO CREATE AND PERFORM MOVEMENT SEQUENCES AND ADVANCED SKILLS.</p> <p>B - IDENTIFY AND APPLY THE CONCEPTS OF MOTOR SKILL DEVELOPMENT TO A VARIETY OF BASIC SKILLS.</p> <p>C - DESCRIBE THE RELATIONSHIP BETWEEN PRACTICE AND SKILL DEVELOPMENT.</p> <p>E - IDENTIFY AND USE SCIENTIFIC PRINCIPLES THAT AFFECT BASIC MOVEMENT AND SKILLS USING APPROPRIATE VOCABULARY.</p> <p>F - IDENTIFY AND APPLY GAME STRATEGIES TO BASIC GAMES AND PHYSICAL ACTIVITIES.</p>		

	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
UNIT OF INSTRUCTION: TARGET GAMES	<p><u>STANDARD STATEMENT A:</u></p> <p>OBJECTIVE: IDENTIFY THE BASIC MOVEMENT CONCEPTS TO CREATE MOVEMENT SEQUENCES AND ADVANCED SKILLS.</p> <ul style="list-style-type: none"> • MOVEMENT SKILLS: PROFICIENCY IN PERFORMING NON LOCOMOTOR, LOCOMOTOR AND MANIPULATIVE MOVEMENTS THAT ARE THE FOUNDATION FOR PARTICIPATION IN PHYSICAL ACTIVITIES. • MOVEMENT SEQUENCES (SERIAL SKILLS): TWO OR MORE MOVEMENT SKILLS ARE COMBINED CORRECTLY WHEN THEY FLOW SMOOTHLY FROM ONE TO ANOTHER WITHOUT ANY BREAKS. SMOOTH TRANSITIONS ARE IMPORTANT FOR SUCCESSFUL SKILL USE IN SPORTS, GAMES AND DANCE. EXAMPLES APPROACH AND RELEASE OF THE BOWLING BALL <p>WHEN PERFORMING MOVEMENT SEQUENCES YOU SHOULD KNOW HOW THE LINKS BETWEEN MOVEMENT SKILLS AND CONCEPTS SHOULD BE MADE AND THEN PRACTICE THE MOVEMENTS IN SEQUENCE.</p> <p>WHEN FIRST LEARNING A MOVEMENT SEQUENCE OR ADVANCED SKILL YOU MAY WISH TO ADJUST THE SKILL TO MAKE IT EASIER. AS YOU BECOME MORE SKILLFUL, YOU CAN GRADUALLY INCREASE THE SKILLS AND CONCEPTS NECESSARY TO ACHIEVE THE COMPLETE MOVEMENT SEQUENCE OR ADVANCED SKILL.</p>	<ul style="list-style-type: none"> • PERFORMANCE CHECKLIST <ul style="list-style-type: none"> ▪ PARTNER ▪ SELF CHECK • OBSERVATION: TEACHER 	<ul style="list-style-type: none"> • BOWLING • TARGET STATIONS
	<p><u>STANDARD STATEMENT B:</u></p> <p>OBJECTIVE: RECOGNIZE AND DEMONSTRATE THE CONCEPTS OF MOTOR SKILL DEVELOPMENT TO A VARIETY OF BASIC SKILLS.</p> <ul style="list-style-type: none"> • FEEDBACK: FEEDBACK PROVIDES INFORMATION RELATED TO YOUR SKILL PERFORMANCE. USING FEEDBACK CAN IMPROVE YOUR PRACTICE OF THE SKILL. FEEDBACK CAN BE INTERNAL OR EXTERNAL. EXTERNAL FEEDBACK IS THE INFORMATION GIVEN BY PEERS, TEACHERS OR COACHES. 	<ul style="list-style-type: none"> • RECIPROCAL • SELF CHECK • TEACHER OBSERVATION • T CHART <ul style="list-style-type: none"> ▪ POSITIVE/NEGATIVE FEEDBACK ▪ CUES 	

- **RELEVANT CUES:** THE CUES THAT YOU MUST PAY ATTENTION TO FOR SUCCESSFUL SKILL EXECUTION.

STANDARD STATEMENT C

OBJECTIVE: DESCRIBE HOW PRACTICE AFFECTS SKILL PERFORMANCE.

- **DEFINE SKILL DEVELOPMENT STAGES.**
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STANDARD STATEMENT E

OBJECTIVE: RECOGNIZE AND PRACTICE SCIENTIFIC PRINCIPLES THAT AFFECT BASIC MOVEMENT AND SKILLS USING APPROPRIATE VOCABULARY.

- **STATIC AND DYNAMIC BALANCE:**
 - *STATIC BALANCE:* HAVING NO MOTION; BODIES AT REST OR IN EQUILIBRIUM.
 - *DYNAMIC BALANCE:* REQUIRES MOVEMENT.

- STAGES OF SKILL DEVELOPMENT WORKSHEET (PG.82 GILES-BROWN)
- IDENTIFY PERFORMERS AT EACH STAGE.
- DESCRIBE TRANSITIONS TO EACH STAGE.
- TEACHER OBSERVATION
- RECIPROCAL OBSERVATION
- GOAL SETTING FOR IMPROVEMENT/REFLECTION

- TEACHER OBSERVATION
- DEMONSTRATION
- COMPARE AND CONTRAST STATIC AND DYNAMIC BALANCE.
- OPEN ENDED QUESTIONS (PG. 198-203)

	<p><u>STANDARD STATEMENT F</u></p> <p>OBJECTIVE: RECOGNIZE AND PRACTICE GAME STRATEGIES TO BASIC GAMES AND PHYSICAL ACTIVITIES.</p> <ul style="list-style-type: none"> • PEER COMMUNICATION: THE ABILITY TO COMMUNICATE VERBALLY/NONVERBALLY WITH YOUR TEAMMATES. <p>BASIC CONCEPTS FOR TARGET GAMES:</p> <ul style="list-style-type: none"> • SCORING: REACHING A TARGET WITH A BALL/OBJECT EITHER BY THROWING OR STRIKING, SOME TARGET GAMES ARE UNOPPOSED (IE: GOLF, BOWLING, BOCCE BALL, LAWN BOWLING, AND CROQUET) 	<ul style="list-style-type: none"> • TEACHER OBSERVATION • RECIPRICOL CHECKLIST 	
ENRICHMENT:	<ul style="list-style-type: none"> • THE STUDENTS WILL CREATE A JOURNAL OR LOG OF ACTIVITIES OUTSIDE OF SCHOOL THAT ARE LOCOMOTOR, NON LOCOMOTOR, AND MANIPULATIVE. • THE STUDENTS WILL WATCH A COLLEGE OR PROFESSIONAL SPORTING EVENT AND LIST THE MOVEMENT SKILLS THAT WERE DEMONSTRATED. • ASSIST STUDENTS HAVNIG DIFFICULTUY WITH SKILLS/CONCEPTS 		
REMEDATION:	<ul style="list-style-type: none"> • TASK CARDS SHOWING MOVEMENT SEQUENCES • TEACHER WORKING WITH THE STUDENT INDIVIDUALLY • PEER COACHING 		
RESOURCES:	<p>CREATING RUBRICS FOR PHYSICAL EDUCATION, BY JACALYN LUND, AAHPERD PUBLICATIONS (2000), OXON HILL, MD PHYSICAL BEST ACTIVITY GUIDE, BY NASPE , HUMAN KINETICS (2005), CHAMPAIGN, IL PHYSICAL EDUCATION ASSESSMENT TOOLKIT, BY LIZ GILES-BROWN, UNITED GRAPHICS (2006), CHAMPAIGN, IL SPORTS AND FITNESS NUTRITION, BY BARRY MILLER AND ROBERT WILDMAN, THOMASON AND WADSWORTH (2004) BELMONT, CA ASSESSMENT STRATEGIES FOR ELEMENTARY PHYSICAL EDUCATION, BY SUZANN SCHIEMER, VERSA PRESS (2000), CHAMPAIGN, IL PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION</p>		

FORM 4.17 **Skill Stages**

Name _____ **Date** _____

Directions: Read the following stages that a person goes through when learning a skill. Then circle the stage that you feel that you fall in for each skill listed.

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_____	learning stage	practicing stage	automatic stage
_____	learning stage	practicing stage	automatic stage
_____	learning stage	practicing stage	automatic stage

COURSE	PHYSICAL EDUCATION	GRADE:	GRADE 4 BENCHMARK ASSESSMENT FOR STANDARD A & D
STATE STANDARD:	10.4.6 PHYSICAL ACTIVITY	TIME FRAME:	
STANDARD STATEMENT:	<p>A - IDENTIFY AND ENGAGE IN MODERATE TO VIGOROUS PHYSICAL ACTIVITIES THAT CONTRIBUTE TO PHYSICAL FITNESS AND HEALTH.</p> <p>D - DESCRIBE FACTORS THAT AFFECT CHILDHOOD PHYSICAL ACTIVITY PREFERENCES.</p> <p>E - IDENTIFY FACTORS THAT HAVE AN IMPACT ON THE RELATIONSHIP BETWEEN REGULAR PARTICIPATION IN PHYSICAL ACTIVITY AND THE DEGREE OF MOTOR SKILL IMPROVEMENT.</p> <p>F - IDENTIFY AND DESCRIBE POSITIVE AND NEGATIVE INTERACTIONS OF GROUP MEMBERS IN PHYSICAL ACTIVITIES.</p>		

	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
UNIT OF INSTRUCTION: INVASION GAMES	<p><u>STANDARD STATEMENT A</u></p> <p>OBJECTIVE: IDENTIFY AND ENGAGE IN MODERATE TO VIGOROUS PHYSICAL ACTIVITIES THAT CONTRIBUTE TO PHYSICAL FITNESS AND HEALTH.</p> <ul style="list-style-type: none"> • PHYSICAL ACTIVITY <ul style="list-style-type: none"> ▪ PHYSICAL ACTIVITY OCCURS WHEN YOUR MUSCLES CONTRACT TO MAKE YOUR BODY MOVE. ▪ PHYSICAL ACTIVITIES OF MODERATE TO VIGOROUS INTENSITY CAN HELP YOU REDUCE YOUR RISK OF DISEASE AND MAINTAIN A HEALTHY WEIGHT. • DEFINE MODERATE ACTIVITIES: MODERATE ACTIVITY IS DEFINED AS ACTIVITY OF INTENSITY EQUAL TO A BRISK WALK AND CAN BE PERFORMED FOR RELATIVELY LONG PERIODS OF TIME WITHOUT FATIGUE. MODERATE PHYSICAL ACTIVITIES INCLUDE BUT ARE NOT LIMITED TO: BOWLING, GOLFING, WALKING. PARTICIPATE FOR AT LEAST 30 MINUTES EACH DAY. PARTICIPATION IN MODERATE ACTIVITIES WILL REDUCE THE RISK OF DISEASE. IT ALSO HELPS YOU TO FEEL AND LOOK YOUR BEST BY BURNING CALORIES AND INCREASING YOUR ENERGY. • DEFINE VIGOROUS ACTIVITIES: VIGOROUS ACTIVITIES ARE DEFINED AS A MOVEMENT THAT EXPENDS MORE ENERGY OR IS PERFORMED AT A HIGHER INTENSITY THAN A BRISK WALK. THESE ACTIVITIES RAISE YOUR HEART AND BREATHING RATE. VIGOROUS ACTIVITIES INCLUDE AEROBICS, JOGGING, BIKING. YOU SHOULD DO THESE AT LEAST THREE DAYS A WEEK FOR AT LEAST 20 MINUTES. THESE CONTRIBUTE TO HEALTH AND FITNESS BY LOWERING HEART RATE, BLOOD PRESSURE AND INCREASING STRENGTH AND ENDURANCE. 	<ul style="list-style-type: none"> • MATCH PICTURES OF MODERATE AND VIGOROUS ACTIVITIES TO THE WORDS. • STUDENT DEMONSTRATION FOR PARTNER OR CLASS OF MODERATE AND VIGOROUS ACTIVITIES AND TELL WHY. • BRAINSTORM LIST OF MODERATE AND VIGOROUS ACTIVITIES. TEACHER OBSERVATION AND LOG OF ACTIVITY. • CONCEPT MAP • PEDOMETER LOG 	<ul style="list-style-type: none"> • BASKETBALL • SOCCER • FOOTBALL • MODIFIED GAMES • LEAD UP GAMES • SMALL SIDED GAMES
	<p><u>STANDARD STATEMENT D</u></p> <p>OBJECTIVE: STUDENTS WILL IDENTIFY FACTORS THAT AFFECT THEIR PHYSICAL ACTIVITY PREFERENCES.</p> <ul style="list-style-type: none"> • THERE ARE MANY THINGS THAT INFLUENCE WHY YOU LIKE SOME ACTIVITIES BETTER THAN OTHERS. YOUR PERSONAL FEELINGS, OTHER PEOPLE, AND YOUR LEVEL OF PERSONAL FITNESS. 	<ul style="list-style-type: none"> • BRAINSTORMING A LIST OF FACTORS THAT CAN CAUSE YOU TO LIKE OR DISLIKE CERTAIN ACTIVITIES. • LIST THREE ACTIVITIES THAT YOU LIKE AND DISLIKE AND STATE WHY. 	

- ENJOYMENT
- PERSONAL INTEREST
- SOCIAL EXPERIENCE
- OPPORTUNITIES TO LEARN NEW ACTIVITIES
- PERSONAL PREFERENCE
- ENVIRONMENT

STANDARD STATEMENT E

OBJECTIVE: STUDENTS WILL IDENTIFY THINGS THEY CAN DO TO IMPROVE THEIR SKILLS.

- PRACTICE AND EXPERIENCE CAN HELP YOU IMPROVE YOUR MOTOR SKILLS. BOTH PRACTICE AND SKILL CAN BE GAINED BY REGULAR PARTICIPATION IN A VARIETY OF PHYSICAL ACTIVITIES. USUALLY YOU WILL SEE AN INCREASE IN MOTOR SKILL IMPROVEMENT WITH THE MORE PRACTICE AND EXPERIENCE OPPORTUNITIES PROVIDED THROUGH REGULAR PARTICIPATION.

STANDARD STATEMENT F

OBJECTIVE: IDENTIFY AND DESCRIBE NEGATIVE AND POSITIVE INTERACTIONS OF GROUP MEMBERS IN PHYSICAL ACTIVITIES.

- THE SKILLS TO BE A SUCCESSFUL GROUP MEMBER:
 - DISPLAY POSITIVE AS OPPOSED TO NEGATIVE SKILLS.
 - *LEADERSHIP:* TAKING THE LEAD IN ORGANIZING AND RUNNING YOUR GROUP. DOING WITHOUT BEING BOSSY OR MEAN.
 - *FOLLOWING:* TAKE AND FOLLOW DIRECTIONS TO PARTICIPATE AND BE A HAPPY AND COOPERATIVE MEMBER.
 - *TEAMWORK:* WORKING TOGETHER FOR THE GOOD OF THE GROUP.
 - *ETIQUETTE:* USING GOOD MANNERS AND FOLLOWING THE RULES AND CUSTOMS OF THE ACTIVITY.
 - *ADHERENCE TO THE RULES:* FOLLOWING THE GUIDELINES OF THE ACTIVITY YOU ARE PARTICIPATING IN.
- EXAMPLES OF SOCIAL SKILLS THAT LEAD TO POSITIVE INTERACTIONS INCLUDE:
 - COOPERATION COLLABORATION
 - CONFLICT RESOLUTION
 - FAIRNESS
 - WORKING HARD
 - SETTING GOALS
 - AWARENESS OF THE NEEDS OF OTHERS

- ESSAY ABOUT THE IMPACT OF PHYSICAL ACTIVITY PREFERENCES.

- LOG PRACTICE TIME AND SKILL IMPROVEMENT.

- TEACHER OBSERVATION

- STUDENTS CHART POSITIVE AND NEGATIVE INTERACTIONS DURING PLAY.

- BRAINSTORM A CHART

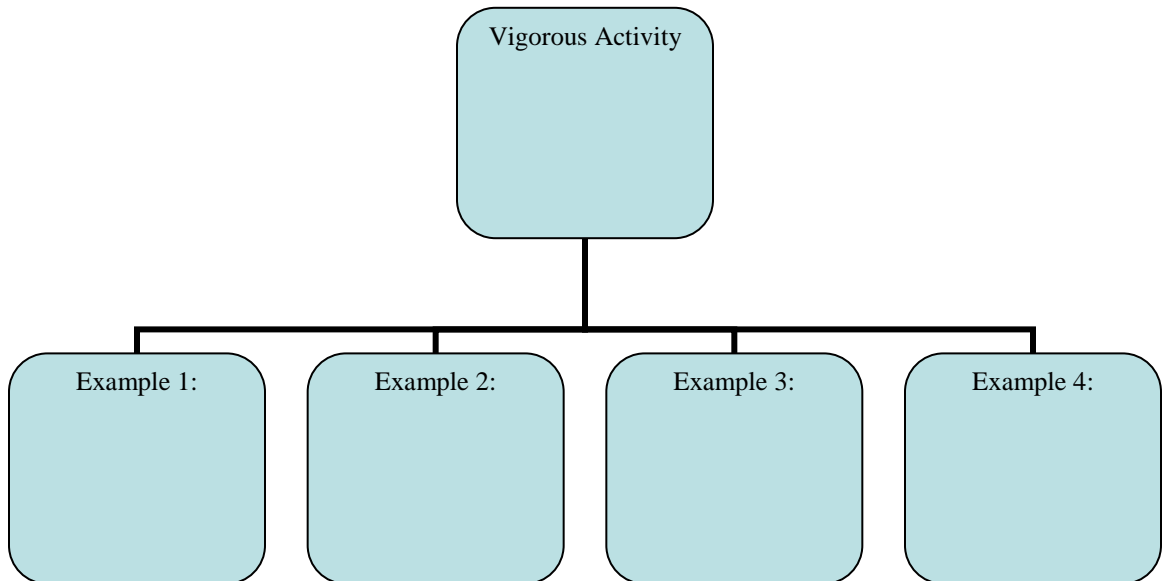
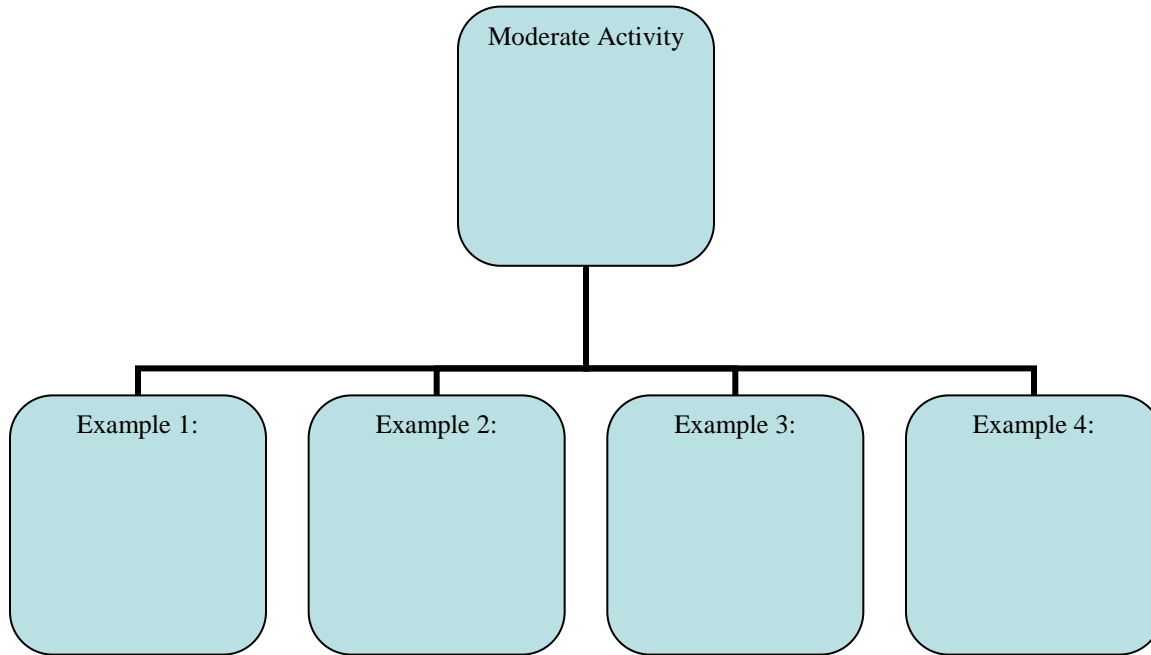
- EXAMPLES OF NEGATIVE INTERACTIONS WOULD INCLUDE:
 - WINNING AT ALL COST
 - INTIMIDATION OF OTHERS
 - BULLYING
 - AGGRESSION

ENRICHMENT:	<ul style="list-style-type: none"> • KEEP A LOG OF ACTIVITIES OUTSIDE OF SCHOOL; COMPARE AND CONTRAST MODERATE VS. VIGOROUS ACTIVITIES • KEEP A JOURNAL OF PHYSICAL ACTIVITY PARTICIPATION FOR A MONTH; EXPLAIN ACTIVITIES THAT YOU ENJOYED/DISLIKED AND WHY. • CREATE A POSTER ABOUT A BEFORE OR AFTER SCHOOL PROGRAM PRACTICE TIME AND IMPROVEMENT. • CREATE A BUSINESS GROUP USING THE QUALITIES THAT ARE IMPORTANT FOR A POSITIVE TEAM.
REMEDATION:	<ul style="list-style-type: none"> • USING A LIST OF ACTIVITIES, STUDENTS WILL PERFORM EACH AND IDENTIFY IF IT IS MODERATE OR VIGOROUS. • LIST REASONS WHY YOU ENJOY/DISLIKE CERTAIN LISTED ACTIVITIES. • STUDENT PARTICIPATION IN EXTRA PRACTICE TIME FOR SKILL DEVELOPMENT. • STUDENT OBSERVATION OF TEAM BUILDING ACTIVITY AND POSITIVE GROUP INTERACTIONS.
RESOURCES:	<p><i>FITNESS FOR LIFE: MIDDLE SCHOOL</i>, BY CHARLES B. CORBIN, GUY LE MASURIER, DOLLY D. LAMBDIN, HUMAN KINETICS (2007), CHAMPAIGN, IL.</p> <p><i>PHYSICAL EDUCATION FOR LIFELONG FITNESS: THE PHYSICAL BEST TEACHER'S GUIDE</i>, NASPE (2005), HUMAN KINETICS, CHAMPAIGN, IL.</p> <p>PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION</p>

Name: _____ Date: _____

Standard 10.4.6.A- Cognitive assessment (4th)

Directions: Name or draw four examples of moderate and vigorous physical activities in the space provided.



Name: _____ Date: _____

Standard 10.4.6.A – Psychomotor assessment (4th)

Moderate activities	Pedometer log of steps taken
Activity One:	
Activity Two:	
Activity Three:	
Activity Four:	

Vigorous activities	Pedometer log of steps taken
Activity One:	
Activity Two:	
Activity Three:	
Activity Four:	

Name: _____

Date: _____

Standard 10.4.6.D (4th)

Activity Preference Essay

Advanced (4)	Proficient (3)	Developing (2)	Unsatisfactory (1)
<p>Students will compare and contrast <i>four</i> physical activities. They will discuss their preferences towards activity based on the following:</p> <ul style="list-style-type: none">- enjoyment- personal interest- social experience-opportunities to learn new activities-parental preference- environment	<p>Students will compare and contrast <i>three</i> physical activities. They will discuss their preferences towards activity based on the following:</p> <ul style="list-style-type: none">- enjoyment- personal interest- social experience-opportunities to learn new activities-parental preference- environment	<p>Students will compare and contrast <i>two</i> physical activities. They will discuss their preferences towards activity based on the following:</p> <ul style="list-style-type: none">- enjoyment- personal interest- social experience-opportunities to learn new activities-parental preference- environment	<p>Students will compare and contrast <i>one</i> physical activity. They will discuss their preferences towards activity based on the following:</p> <ul style="list-style-type: none">- enjoyment- personal interest- social experience-opportunities to learn new activities-parental preference- environment

COURSE	PHYSICAL EDUCATION	GRADE:	GRADE 4
STATE STANDARD:	10.4.6 PHYSICAL ACTIVITY	TIME FRAME:	
STANDARD STATEMENT:	<p>A - IDENTIFY AND ENGAGE IN MODERATE TO VIGOROUS PHYSICAL ACTIVITIES THAT CONTRIBUTE TO PHYSICAL FITNESS AND HEALTH.</p> <p>D - DESCRIBE FACTORS THAT AFFECT CHILDHOOD PHYSICAL ACTIVITY PREFERENCES.</p> <p>E - IDENTIFY FACTORS THAT HAVE AN IMPACT ON THE RELATIONSHIP BETWEEN REGULAR PARTICIPATION IN PHYSICAL ACTIVITY AND THE DEGREE OF MOTOR SKILL IMPROVEMENT.</p> <p>F - IDENTIFY AND DESCRIBE POSITIVE AND NEGATIVE INTERACTIONS OF GROUP MEMBERS IN PHYSICAL ACTIVITIES.</p>		

UNIT OF INSTRUCTION: NET/WALL GAMES	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><u>STANDARD STATEMENT A</u></p> <p>OBJECTIVE: IDENTIFY AND ENGAGE IN MODERATE TO VIGOROUS PHYSICAL ACTIVITIES THAT CONTRIBUTE TO PHYSICAL FITNESS AND HEALTH.</p> <ul style="list-style-type: none"> • PHYSICAL ACTIVITY <ul style="list-style-type: none"> ▪ PHYSICAL ACTIVITY OCCURS WHEN YOUR MUSCLES CONTRACT TO MAKE YOUR BODY MOVE. ▪ PHYSICAL ACTIVITIES OF MODERATE TO VIGOROUS INTENSITY CAN HELP YOU REDUCE YOUR RISK OF DISEASE AND MAINTAIN A HEALTHY WEIGHT. • DEFINE MODERATE ACTIVITIES: MODERATE ACTIVITY IS DEFINED AS ACTIVITY OF INTENSITY EQUAL TO A BRISK WALK AND CAN BE PERFORMED FOR RELATIVELY LONG PERIODS OF TIME WITHOUT FATIGUE. MODERATE PHYSICAL ACTIVITIES INCLUDE BUT ARE NOT LIMITED TO: BOWLING, GOLFING, WALKING. PARTICIPATE FOR AT LEAST 30 MINUTES EACH DAY. PARTICIPATION IN MODERATE ACTIVITIES WILL REDUCE THE RISK OF DISEASE. IT ALSO HELPS YOU TO FEEL AND LOOK YOUR BEST BY BURNING CALORIES AND INCREASING YOUR ENERGY. • DEFINE VIGOROUS ACTIVITIES: VIGOROUS ACTIVITIES ARE DEFINED AS A MOVEMENT THAT EXPENDS MORE ENERGY OR IS PERFORMED AT A HIGHER INTENSITY THAN A BRISK WALK. THESE ACTIVITIES RAISE YOUR HEART AND BREATHING RATE. VIGOROUS ACTIVITIES INCLUDE AEROBICS, JOGGING, BIKING. YOU SHOULD DO THESE AT LEAST THREE DAYS A WEEK FOR AT LEAST 20 MINUTES. THESE CONTRIBUTE TO HEALTH AND FITNESS BY LOWERING HEART RATE, BLOOD PRESSURE AND INCREASING STRENGTH AND ENDURANCE. <p><u>STANDARD STATEMENT D</u></p> <p>OBJECTIVE: STUDENTS WILL IDENTIFY FACTORS THAT AFFECT THEIR PHYSICAL ACTIVITY PREFERENCES.</p> <ul style="list-style-type: none"> • THERE ARE MANY THINGS THAT INFLUENCE WHY YOU LIKE SOME ACTIVITIES BETTER THAN OTHERS. YOUR PERSONAL FEELINGS, OTHER PEOPLE, AND YOUR LEVEL OF PERSONAL FITNESS. 	<ul style="list-style-type: none"> • MATCH PICTURES OF MODERATE AND VIGOROUS ACTIVITIES TO THE WORDS. • STUDENT DEMONSTRATION FOR PARTNER OR CLASS OF MODERATE AND VIGOROUS ACTIVITIES AND TELL WHY. • BRAINSTORM LIST OF MODERATE AND VIGOROUS ACTIVITIES. TEACHER OBSERVATION AND LOG OF ACTIVITY. • CONCEPT MAP • PEDOMETER LOG • BRAINSTORMING A LIST OF FACTORS THAT CAN CAUSE YOU TO LIKE OR DISLIKE CERTAIN ACTIVITIES. • LIST THREE ACTIVITIES THAT YOU LIKE AND DISLIKE AND STATE WHY. 	<ul style="list-style-type: none"> • VOLLEYBALL • MODIFIED GAMES • LEAD UP GAMES • STATIONS/CIRCUITS

- ENJOYMENT
- PERSONAL INTEREST
- SOCIAL EXPERIENCE
- OPPORTUNITIES TO LEARN NEW ACTIVITIES
- PERSONAL PREFERENCE
- ENVIRONMENT

STANDARD STATEMENT E

OBJECTIVE: STUDENTS WILL IDENTIFY THINGS THEY CAN DO TO IMPROVE THEIR SKILLS.

- PRACTICE AND EXPERIENCE CAN HELP YOU IMPROVE YOUR MOTOR SKILLS. BOTH PRACTICE AND SKILL CAN BE GAINED BY REGULAR PARTICIPATION IN A VARIETY OF PHYSICAL ACTIVITIES. USUALLY YOU WILL SEE AN INCREASE IN MOTOR SKILL IMPROVEMENT WITH THE MORE PRACTICE AND EXPERIENCE OPPORTUNITIES PROVIDED THROUGH REGULAR PARTICIPATION.

STANDARD STATEMENT F

OBJECTIVE: IDENTIFY AND DESCRIBE NEGATIVE AND POSITIVE INTERACTIONS OF GROUP MEMBERS IN PHYSICAL ACTIVITIES.

- THE SKILLS TO BE A SUCCESSFUL GROUP MEMBER:
 - DISPLAY POSITIVE AS OPPOSED TO NEGATIVE SKILLS.
 - *LEADERSHIP:* TAKING THE LEAD IN ORGANIZING AND RUNNING YOUR GROUP. DOING WITHOUT BEING BOSSY OR MEAN.
 - *FOLLOWING:* TAKE AND FOLLOW DIRECTIONS TO PARTICIPATE AND BE A HAPPY AND COOPERATIVE MEMBER.
 - *TEAMWORK:* WORKING TOGETHER FOR THE GOOD OF THE GROUP.
 - *ETIQUETTE:* USING GOOD MANNERS AND FOLLOWING THE RULES AND CUSTOMS OF THE ACTIVITY.
 - *ADHERENCE TO THE RULES:* FOLLOWING THE GUIDELINES OF THE ACTIVITY YOU ARE PARTICIPATING IN.
- EXAMPLES OF SOCIAL SKILLS THAT LEAD TO POSITIVE INTERACTIONS INCLUDE:
 - COOPERATION COLLABORATION
 - CONFLICT RESOLUTION
 - FAIRNESS
 - WORKING HARD
 - SETTING GOALS
 - AWARENESS OF THE NEEDS OF OTHERS

- ESSAY ABOUT THE IMPACT OF PHYSICAL ACTIVITY PREFERENCES.

- LOG PRACTICE TIME AND SKILL IMPROVEMENT.

- TEACHER OBSERVATION

- STUDENTS CHART POSITIVE AND NEGATIVE INTERACTIONS DURING PLAY.

- BRAINSTORM A CHART

- EXAMPLES OF NEGATIVE INTERACTIONS WOULD INCLUDE:
 - WINNING AT ALL COST
 - INTIMIDATION OF OTHERS
 - BULLYING
 - AGGRESSION

ENRICHMENT:	<ul style="list-style-type: none"> • KEEP A LOG OF ACTIVITIES OUTSIDE OF SCHOOL; COMPARE AND CONTRAST MODERATE VS. VIGOROUS ACTIVITIES • KEEP A JOURNAL OF PHYSICAL ACTIVITY PARTICIPATION FOR A MONTH; EXPLAIN ACTIVITIES THAT YOU ENJOYED/DISLIKED AND WHY. • CREATE A POSTER ABOUT A BEFORE OR AFTER SCHOOL PROGRAM PRACTICE TIME AND IMPROVEMENT. • CREATE A BUSINESS GROUP USING THE QUALITIES THAT ARE IMPORTANT FOR A POSITIVE TEAM.
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COURSE	PHYSICAL EDUCATION	GRADE:	GRADE 4
STATE STANDARD:	10.4.6 PHYSICAL ACTIVITY	TIME FRAME:	
STANDARD STATEMENT:	<p>A - IDENTIFY AND ENGAGE IN MODERATE TO VIGOROUS PHYSICAL ACTIVITIES THAT CONTRIBUTE TO PHYSICAL FITNESS AND HEALTH.</p> <p>D - DESCRIBE FACTORS THAT AFFECT CHILDHOOD PHYSICAL ACTIVITY PREFERENCES.</p> <p>E - IDENTIFY FACTORS THAT HAVE AN IMPACT ON THE RELATIONSHIP BETWEEN REGULAR PARTICIPATION IN PHYSICAL ACTIVITY AND THE DEGREE OF MOTOR SKILL IMPROVEMENT.</p> <p>F - IDENTIFY AND DESCRIBE POSITIVE AND NEGATIVE INTERACTIONS OF GROUP MEMBERS IN PHYSICAL ACTIVITIES.</p>		

UNIT OF INSTRUCTION: STRIKING/FIELDING	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><u>STANDARD STATEMENT A</u></p> <p>OBJECTIVE: IDENTIFY AND ENGAGE IN MODERATE TO VIGOROUS PHYSICAL ACTIVITIES THAT CONTRIBUTE TO PHYSICAL FITNESS AND HEALTH.</p> <ul style="list-style-type: none"> • PHYSICAL ACTIVITY <ul style="list-style-type: none"> ▪ PHYSICAL ACTIVITY OCCURS WHEN YOUR MUSCLES CONTRACT TO MAKE YOUR BODY MOVE. ▪ PHYSICAL ACTIVITIES OF MODERATE TO VIGOROUS INTENSITY CAN HELP YOU REDUCE YOUR RISK OF DISEASE AND MAINTAIN A HEALTHY WEIGHT. • DEFINE MODERATE ACTIVITIES: MODERATE ACTIVITY IS DEFINED AS ACTIVITY OF INTENSITY EQUAL TO A BRISK WALK AND CAN BE PERFORMED FOR RELATIVELY LONG PERIODS OF TIME WITHOUT FATIGUE. MODERATE PHYSICAL ACTIVITIES INCLUDE BUT ARE NOT LIMITED TO: BOWLING, GOLFING, WALKING. PARTICIPATE FOR AT LEAST 30 MINUTES EACH DAY. PARTICIPATION IN MODERATE ACTIVITIES WILL REDUCE THE RISK OF DISEASE. IT ALSO HELPS YOU TO FEEL AND LOOK YOUR BEST BY BURNING CALORIES AND INCREASING YOUR ENERGY. • DEFINE VIGOROUS ACTIVITIES: VIGOROUS ACTIVITIES ARE DEFINED AS A MOVEMENT THAT EXPENDS MORE ENERGY OR IS PERFORMED AT A HIGHER INTENSITY THAN A BRISK WALK. THESE ACTIVITIES RAISE YOUR HEART AND BREATHING RATE. VIGOROUS ACTIVITIES INCLUDE AEROBICS, JOGGING, BIKING. YOU SHOULD DO THESE AT LEAST THREE DAYS A WEEK FOR AT LEAST 20 MINUTES. THESE CONTRIBUTE TO HEALTH AND FITNESS BY LOWERING HEART RATE, BLOOD PRESSURE AND INCREASING STRENGTH AND ENDURANCE. <p><u>STANDARD STATEMENT D</u></p> <p>OBJECTIVE: STUDENTS WILL IDENTIFY AND DESCRIBE FACTORS THAT AFFECT THEIR PHYSICAL ACTIVITY PREFERENCES.</p> <ul style="list-style-type: none"> • THERE ARE MANY THINGS THAT INFLUENCE WHY YOU LIKE SOME ACTIVITIES BETTER THAN OTHERS. YOUR PERSONAL FEELINGS, OTHER PEOPLE, AND YOUR LEVEL OF PERSONAL FITNESS. 	<ul style="list-style-type: none"> • MATCH PICTURES OF MODERATE AND VIGOROUS ACTIVITIES TO THE WORDS. • STUDENT DEMONSTRATION FOR PARTNER OR CLASS OF MODERATE AND VIGOROUS ACTIVITIES AND TELL WHY. • BRAINSTORM LIST OF MODERATE AND VIGOROUS ACTIVITIES. TEACHER OBSERVATION AND LOG OF ACTIVITY. • CONCEPT MAP • PEDOMETER LOG • BRAINSTORMING A LIST OF FACTORS THAT CAN CAUSE YOU TO LIKE OR DISLIKE CERTAIN ACTIVITIES. • LIST THREE ACTIVITIES THAT YOU LIKE AND DISLIKE AND STATE WHY. 	<ul style="list-style-type: none"> • KICKBALL • TEEBALL • TETHERBALL • LEAD UP GAMES • MODIFIED GAMES

- ENJOYMENT
- PERSONAL INTEREST
- SOCIAL EXPERIENCE
- OPPORTUNITIES TO LEARN NEW ACTIVITIES
- PERSONAL PREFERENCE
- ENVIRONMENT

STANDARD STATEMENT E

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STANDARD STATEMENT F

OBJECTIVE: STATE NEGATIVE AND POSITIVE INTERACTIONS OF GROUP MEMBERS IN PHYSICAL ACTIVITIES.

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 - COOPERATION COLLABORATION
 - CONFLICT RESOLUTION
 - FAIRNESS
 - WORKING HARD
 - SETTING GOALS
 - AWARENESS OF THE NEEDS OF OTHERS

- ESSAY ABOUT THE IMPACT OF PHYSICAL ACTIVITY PREFERENCES.

- LOG PRACTICE TIME AND SKILL IMPROVEMENT.

- TEACHER OBSERVATION

- STUDENTS CHART POSITIVE AND NEGATIVE INTERACTIONS DURING PLAY.

- BRAINSTORM A CHART

- EXAMPLES OF NEGATIVE INTERACTIONS WOULD INCLUDE:
 - WINNING AT ALL COST
 - INTIMIDATION OF OTHERS
 - BULLYING
 - AGGRESSION

ENRICHMENT:	<ul style="list-style-type: none"> • KEEP A LOG OF ACTIVITIES OUTSIDE OF SCHOOL; COMPARE AND CONTRAST MODERATE VS. VIGOROUS ACTIVITIES • KEEP A JOURNAL OF PHYSICAL ACTIVITY PARTICIPATION FOR A MONTH; EXPLAIN ACTIVITIES THAT YOU ENJOYED/DISLIKED AND WHY. • CREATE A POSTER ABOUT A BEFORE OR AFTER SCHOOL PROGRAM PRACTICE TIME AND IMPROVEMENT. • CREATE A BUSINESS GROUP USING THE QUALITIES THAT ARE IMPORTANT FOR A POSITIVE TEAM.
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COURSE	PHYSICAL EDUCATION	GRADE:	GRADE 4
STATE STANDARD:	10.4.6 PHYSICAL ACTIVITY	TIME FRAME:	
STANDARD STATEMENT:	<p>A - IDENTIFY AND ENGAGE IN MODERATE TO VIGOROUS PHYSICAL ACTIVITIES THAT CONTRIBUTE TO PHYSICAL FITNESS AND HEALTH.</p> <p>D - DESCRIBE FACTORS THAT AFFECT CHILDHOOD PHYSICAL ACTIVITY PREFERENCES.</p> <p>E - IDENTIFY FACTORS THAT HAVE AN IMPACT ON THE RELATIONSHIP BETWEEN REGULAR PARTICIPATION IN PHYSICAL ACTIVITY AND THE DEGREE OF MOTOR SKILL IMPROVEMENT.</p> <p>F - IDENTIFY AND DESCRIBE POSITIVE AND NEGATIVE INTERACTIONS OF GROUP MEMBERS IN PHYSICAL ACTIVITIES.</p>		

UNIT OF INSTRUCTION: TARGET GAMES	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
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- ENJOYMENT
- PERSONAL INTEREST
- SOCIAL EXPERIENCE
- OPPORTUNITIES TO LEARN NEW ACTIVITIES
- PERSONAL PREFERENCE
- ENVIRONMENT

STANDARD STATEMENT E

OBJECTIVE: STUDENTS WILL DEFINE THINGS THEY CAN DO TO IMPROVE THEIR SKILLS.

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STANDARD STATEMENT F

OBJECTIVE: STATE NEGATIVE AND POSITIVE INTERACTIONS OF GROUP MEMBERS IN PHYSICAL ACTIVITIES.

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 - SETTING GOALS
 - AWARENESS OF THE NEEDS OF OTHERS

- ESSAY ABOUT THE IMPACT OF PHYSICAL ACTIVITY PREFERENCES.

- LOG PRACTICE TIME AND SKILL IMPROVEMENT.

- TEACHER OBSERVATION
- STUDENTS CHART POSITIVE AND NEGATIVE INTERACTIONS DURING PLAY.
- BRAINSTORM A CHART

- EXAMPLES OF NEGATIVE INTERACTIONS WOULD INCLUDE:
 - WINNING AT ALL COST
 - INTIMIDATION OF OTHERS
 - BULLYING
 - AGGRESSION

ENRICHMENT:

- KEEP A LOG OF ACTIVITIES OUTSIDE OF SCHOOL; COMPARE AND CONTRAST MODERATE VS. VIGOROUS ACTIVITIES
- KEEP A JOURNAL OF PHYSICAL ACTIVITY PARTICIPATION FOR A MONTH; EXPLAIN ACTIVITIES THAT YOU ENJOYED/DISLIKED AND WHY.
- CREATE A POSTER ABOUT A BEFORE OR AFTER SCHOOL PROGRAM PRACTICE TIME AND IMPROVEMENT.
- CREATE A BUSINESS GROUP USING THE QUALITIES THAT ARE IMPORTANT FOR A POSITIVE TEAM.

REMEDATION:

- USING A LIST OF ACTIVITIES, STUDENTS WILL PERFORM EACH AND IDENTIFY IF IT IS MODERATE OR VIGOROUS.
- LIST REASONS WHY YOU ENJOY/DISLIKE CERTAIN LISTED ACTIVITIES.
- STUDENT PARTICIPATION IN EXTRA PRACTICE TIME FOR SKILL DEVELOPMENT.
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