

<b>COURSE</b>	PHYSICAL EDUCATION	<b>GRADE:</b>	GRADE 7
<b>STATE STANDARD:</b>	10.4.9 PHYSICAL ACTIVITY	<b>TIME FRAME:</b>	
<b>STANDARD STATEMENT:</b>	F - ANALYZE THE EFFECTS OF POSITIVE AND NEGATIVE INTERACTIONS OF ADOLESCENT GROUP MEMBERS IN PHYSICAL ACTIVITIES.		

UNIT OF INSTRUCTION: ADVENTURE GAMES	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><b><u>STANDARD STATEMENT F</u></b></p> <p><b>OBJECTIVE:</b> STUDENTS WILL DISTINGUISH BETWEEN POSITIVE AND NEGATIVE INTERACTIONS WHEN WORKING IN GROUPS DURING PHYSICAL ACTIVITIES AND HOW HIS OR HER ACTIONS AFFECTED PERFORMANCE.</p> <p><b>ESSENTIAL CONTENT</b></p> <ul style="list-style-type: none"> <li>• REASONS TO PARTICIPATE IN GROUP PHYSICAL ACTIVITIES <ul style="list-style-type: none"> <li>▪ FOR THE FEELING OF AFFILIATION</li> <li>▪ THE FEAR OF BEING ALONE</li> <li>▪ THE NEED FOR EVALUATION AND FEEDBACK OF OTHERS</li> <li>▪ APPROVAL FROM OTHERS</li> </ul> </li> <li>• REASONS TO PARTICIPATE IN INDIVIDUAL PHYSICAL ACTIVITIES <ul style="list-style-type: none"> <li>▪ GREAT WAY TO EXPLORE BODIES AND ABILITIES</li> <li>▪ LEARN ABOUT OURSELVES IN RELATION TO OTHERS</li> <li>▪ TO DEVELOP SELF-CONCEPT AND SELF-ESTEEM</li> </ul> </li> <li>• SEVEN FACTORS THAT IMPACT THE DEVELOPMENT OF SELF-CONCEPT AND SELF-ESTEEM USED TO ANALYZE THE IMPACT OF NEGATIVE AND POSITIVE INTERACTIONS UPON INDIVIDUAL GROUP MEMBERS IN PHYSICAL ACTIVITY: <ul style="list-style-type: none"> <li>• SECURITY</li> <li>• SELFHOOD/SENSE OF INDIVIDUALISM</li> <li>• AFFILIATION/BELONGINGNESS</li> <li>• PURPOSE</li> <li>• COMPETENCE</li> <li>• VIRTUE</li> <li>• SELF DETERMINATION</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>ACTIVITY LOG:</b> STUDENTS WILL LOG WHEN POSITIVE AND NEGATIVE INTERACTIONS ARE OCCURRING AND HOW THOSE INTERACTIONS AFFECTED ACHIEVEMENT OF GROUP CHALLENGES.</li> </ul>	<ul style="list-style-type: none"> <li>• TEAM BUILDING ACTIVITIES</li> <li>• CLIMBING WALL</li> <li>• ROPES COURSE</li> </ul>
<b>ENRICHMENT:</b>	<ul style="list-style-type: none"> <li>• THE STUDENT MAY LEAD THE CLASS IN A TEAM BUILDING ACTIVITY.</li> </ul>		
<b>REMIEDIATION:</b>	<ul style="list-style-type: none"> <li>• THE STUDENT WILL DEVELOP A LIST OF SMALL GROUP NEW GAME ACTIVITIES THAT INTEGRATE PERSONAL PREFERENCES.</li> </ul>		
<b>RESOURCES:</b>	PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION <i>ADVANCED CURRICULUM FOR PHYSICAL EDUCATION, MIDDLE SCHOOL</i> , BY JANE PANICUCCI (2003), PROJECT ADVENTURE, INC. QUICKSILVER, BY KARL ROHNKE AND STEVE BUTLER, PROJECT ADVENTURE, INC.		

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<b>STATE STANDARD:</b>	10.4.9 PHYSICAL ACTIVITY	<b>TIME FRAME:</b>	
<b>STANDARD STATEMENT:</b>	<p>A - ANALYZE AND ENGAGE IN PHYSICAL ACTIVITIES THAT ARE DEVELOPMENTALLY/INDIVIDUALLY APPROPRIATE AND SUPPORT ACHIEVEMENT OF PERSONAL FITNESS ANDACTIVITY GOALS.</p> <p>B - ANALYZE THE EFFECTS OF REGULAR PARTICIPATION IN MODERATE TO VIGOROUS PHYSICAL ACTIVITIES IN RELATION TO ADOLESCENT HEALTH I IMPROVEMENT.</p> <p>C - ANALYZE FACTORS THAT AFFECT THE RESPONSES OF BODY SYSTEMS DURING MODERATE TO VIGOROUS PHYSICAL ACTIVITIES.</p>		

		OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
<b>FITNESS</b>	<b>UNIT OF INSTRUCTION:</b>	<b><u>STANDARD STATEMENT A</u></b>		
		<p><b>OBJECTIVE:</b> THE STUDENT WILL SUMMARIZE DEVELOPMENTALLY APPROPRIATE ACTIVITIES THAT MEET PERSONAL ACTIVITY GOALS.</p> <p><b>ESSENTIAL CONTENT:</b></p> <ul style="list-style-type: none"> <li>• <b>GOAL SETTING:</b> <ul style="list-style-type: none"> <li>▪ <i>DEFINE:</i> SETTING REALISTIC LEVELS OF ACHIEVEMENT TO MEET INDIVIDUAL NEEDS. <ul style="list-style-type: none"> <li>○ LONG TERM</li> <li>○ SHORT TERM</li> </ul> </li> </ul> </li> <li>• MAJOR GOAL PERSPECTIVES: <ul style="list-style-type: none"> <li>▪ TASK ORIENTATION- FOCUSED ON PERSONAL IMPROVEMENT AND MASTERY. MEASURES HOW PERFORMANCE IMPROVES OVER PAST PERFORMANCES.</li> <li>▪ OUTCOME ORIENTATION-GOALS ARE NORM REFERENCED GOALS. PEOPLE ARE MORE CONCERNED WITH HOW THEIR ABILITIES COMPARES WITH OTHERS.</li> </ul> </li> <li>• <b>FITNESSGRAM COMPONENT GOALS:</b> <ul style="list-style-type: none"> <li>▪ AEROBIC CAPACITY/ENDURANCE <ul style="list-style-type: none"> <li>○ PACER: <ul style="list-style-type: none"> <li>▲ BOYS: 11-12 YEARS: 21-71 LAPS</li> <li>▲ GIRLS 11-12 YEARS: 15-41 LAPS</li> </ul> </li> <li>○ ONE MILE WALK/RUN <ul style="list-style-type: none"> <li>▲ BOYS: 11-12 YEARS: 8.5-11 MINUTES</li> <li>▲ GIRLS: 11-12 YEARS: 9.5-12.5 MINUTES</li> </ul> </li> </ul> </li> <li>▪ MUSCULAR STRENGTH, ENDURANCE, AND FLEXIBILITY <ul style="list-style-type: none"> <li>○ CURL UP TEST <ul style="list-style-type: none"> <li>▲ BOYS: 11-12 YEARS: 15-41 REPETITIONS</li> <li>▲ GIRLS: 11-12 YEARS: 15-32 REPETITIONS</li> </ul> </li> <li>○ MODIFIED PULL-UPS <ul style="list-style-type: none"> <li>▲ BOYS: 11-12 YEARS: 6-20 REPETITIONS</li> <li>▲ GIRLS: 11- 12 YEARS: 4 -13 REPETITIONS</li> </ul> </li> </ul> </li> </ul> </li></ul>	<ul style="list-style-type: none"> <li>• <i>JOURNAL ENTRY:</i> REFLECT SUCCESS IN FITNESS GOALS AND ACTIVITIES WHICH THE STUDENT FEELS ARE DEVELOPMENTALLY APPROPRIATE FOR HIS/HER INDIVIDUAL NEEDS.</li> <li>• <i>LOG:</i> STUDENTS WILL KEEP RECORD OF HIS OR HER GOALS AND ATTAINMENT OF THESE GOALS THROUGHOUT FITNESS UNIT OF INSTRUCTION.</li> <li>• <i>"SETTING GOALS FOR IMPROVEMENT"</i></li> <li>• (WORKSHEET FORM 3.1 P. 45 PHYSICAL EDUCATION ASSESSMENT TOOLKIT)- STUDENTS SET GOALS FOR A SPECIFIC ACTIVITY AND REFLECT ON HIS OR HER ACHIEVEMENT OF GOALS AFTER ACTIVITY.</li> </ul>	<ul style="list-style-type: none"> <li>• FITNESSGRAM</li> </ul>

- PULL-UPS
  - ▲ BOYS: 11 -12 YEARS: 2-4 REPETITIONS
  - ▲ GIRLS: 11 -12 YEARS: 1-2 REPETITIONS
- FLEXED ARM HANG
  - ▲ BOYS: 11 -12 YEARS: 6-15 SECONDS
  - ▲ GIRLS: 11 -12 YEARS: 6-12 SECONDS
- PUSH-UPS
  - ▲ BOYS: 11 -12 YEARS: 9-20 REPETITIONS
  - ▲ GIRLS: 11 -12 YEARS: 7-15 REPETITIONS
- SIT AND REACH
  - ▲ BOYS: 11 -12 YEARS: 8-12 INCHES
  - ▲ GIRLS: 11-12 YEARS: 10-12 INCHES
- TRUNK LIFT TEST
  - ▲ BOYS: 11-12 YEARS: 9-12 INCHES
  - ▲ GIRLS: 11-12 YEARS: 9-12 INCHES

● **WEIGHT TRAINING:**

- TECHNIQUE
  - FOLLOW UNIVERSAL CHART AND MANUAL INSTRUCTIONS.
  - CHARTS DISPLAYED ON MACHINES AND WALL CHARTS.
- EXERCISES AND RELATED MUSCLE GROUPS.
  - BENCH PRESS/PECTORALIS
  - MILITARY PRESS/DELTOIDS
  - LEG PRESS/QUADRICEPS
  - WRIST CURL/FOREARM
  - ARM CURL/BICEPS
  - LATERAL PULL-DOWN/LATISSIMUS DORSI
  - SIT-UPS/ABDOMINALS
  - LEG FLEXION/HAMSTRING
  - LEG EXTENSION/QUADRICEPS
  - ROWS/LOWER LATS/ UPPER BACK
  - TRICEP EXTENSION/PUSHDOWN/TRICEP
  - SQUAT/QUADRICEPS
  - BUTTERFLY MACHINE/PECTORALIS
  - TOE RAISE/CALF/GASTROCNEMIUS
  - PULL-UPS/LATISSIMUS DORSI
  - HIP FLEXOR/ABDOMINAL – LOWER BACK
  - DIPS/PECTORALIS – TRICEP
- MAJOR MUSCLE GROUP
  - ABDOMINALS
  - THIGHS
  - CHEST
  - BACK

- WEIGHT TRAINING

- SHOULDERS
- TRICEPS
- BICEPS

- MUSCULAR STRENGTH AND MUSCULAR ENDURANCE

- *MUSCULAR STRENGTH*: THE ABILITY OF THE MUSCLE TO PRODUCE FORCE, TRAIN WITH HIGH WEIGHTS AND FEW REPETITIONS.
- *MUSCULAR ENDURANCE*: THE ABILITY OF YOUR MUSCLES TO PRODUCE FORCE REPEATEDLY OVER A PERIOD OF TIME/LIGHTER WEIGHTS, HIGH REPETITION.

- **TRACK AND FIELD:**

- RUNNING TECHNIQUES

- GENERAL TECHNIQUES
- NATURAL STRIDE
- SLIGHT FORWARD LEAN
- ARMS LOOSE AND PUMPING
- INHALE/EXHALE WITH OPEN MOUTH
- PACING
- JOGGING/RUNNING

- SHORT AND LONG DISTANCE EVENTS

- SHORT DISTANCES
  - ▲ 50 METER DASH
  - ▲ 100 METER DASH
- LONG DISTANCES
  - ▲ 400 METER DASH
  - ▲ MILE RUN

- SPRINTING STARTS (WITHOUT BLOCKS)

- STANDING POSITION
- CROUCH POSITION

- BATON EXCHANGE TECHNIQUE

- BATON PASSING
  - ▲ STATIONARY RUNNING
  - ▲ OPEN HAND-OFF
- LANE RUNNING
- EVENTS
  - ▲ 4 x 100 METER
  - ▲ 4 x 200 METER

- TRACK & FIELD

- RUNNING LONG JUMP TECHNIQUE
  - ONE FOOT TAKE-OFF
  - TWO FOOT LANDING
  - RULES AND FOULS
  
- TRIPLE JUMP
  - APPROACH
  - RUN-HOP-STEP
  - TAKE-OFF JUMP
  - POSITION IN AIR
  - LANDING
  - RULES & FOULS
  
- SHOT PUT (STATIONARY)
  - THE GRIP – THUMB ON SIDE AND FINGERS SPREAD.
  - SHOT HELD ON SHOULDER
  - OPPOSITE ARM EXTENDS UP AND FORWARD
  - KNEES BENT, PUSH SHOT UP AND FORWARD

**STANDARD STATEMENT B**

**OBJECTIVE:** THE STUDENT WILL ANALYZE HOW THE BODY AND MIND ARE AFFECTED DURING MODERATE TO VIGOROUS PHYSICAL ACTIVITY.

**ESSENTIAL CONTENT:**

- STRESS
  - *DEFINE:* THE BODY'S REACTION TO A DEMANDING SITUATION.
  - *STRESSOR:* SOMETHING THAT CAUSES STRESS.
    - PHYSICAL
    - EMOTIONAL
    - SOCIAL
  - *POSITIVE STRESS:* (EUSTRESS) HELPS MAKE LIFE ENJOYABLE; HELPS US TO MEET CHALLENGES IN LIFE BY GIVING US MORE ENERGY: COMPETING IN AN ACTIVITY, PASSING A TEST, OR MEETING SOMEONE NEW.
  - *NEGATIVE STRESS:* (DISTRESS) IS UNPLEASANT AND CAUSES WORRY AND PAIN. THESE STRESSORS MAY INCLUDE FAILING GRADES, FAMILY ARGUMENTS, AND PEER PRESSURE.

**LOG/CRITIQUE:** STUDENTS WILL LOG HEART RATE, TIME, AND INTENSITY OF PHYSICAL ACTIVITY. THE STUDENTS WILL THEN TAKE DATA AND COMPARE/CONTRAST RESULTS OF MODERATE AND VIGOROUS ACTIVITIES HE OR SHE PARTICIPATED IN.

**JOURNAL:** STUDENTS WILL EXPLAIN HOW HE OR SHE PHYSICALLY FELT AFTER DIFFERENT TYPES AND INTENSITIES OF ACTIVITIES.

**OPEN-ENDED QUESTIONS:** STUDENTS WILL ANSWER A VARIETY OF QUESTIONS PERTAINING TO HOW PHYSICAL ACTIVITY AFFECTS THE BODY AND STRESS LEVELS.

- SIGNS OF STRESS
  - INCREASE HEART RATE
  - MUSCLE TENSION
  - UNUSUAL MANNERISMS
  - NERVOUS FEELINGS
  - IRREGULAR BREATHING PATTERNS
  
- EFFECTS
  - HIGH LEVELS OF STRESS FOR PROLONGED PERIODS OF TIME, LOWER THE BODY'S IMMUNE SYSTEM, AND CAUSE SERIOUS CARDIOVASCULAR DISEASE AND DISORDER.
  - MODERATE TO VIGOROUS ACTIVITIES RELIEVE STRESS
  - SMALL AMOUNTS OF STRESS THROUGH PHYSICAL ACTIVITIES CAN PREPARE THE BODY FOR MORE STRESSFUL SITUATIONS.
  - HEALTHY PEOPLE WHO ARE FIT ARE BETTER ABLE TO ADAPT TO CHANGES PRODUCED THROUGH PHYSICAL STRESSORS.

• **AEROBICS:**

- WARM-UPS
  - REGULAR AEROBICS (WARM-UPS)
    - ▲ FOOT PATTERNS: ALTERNATE HEEL TAPS AND FOOT TAPS/BOX STEP, GRAPEVINE, HUSTLE WALK
    - ▲ STRETCHES: HEAD, SHOULDER, SPINE/BACK, CHEST/SHOULDER, LUNGES, HAMSTRING, HIP, CALF, QUADRICEPS
  - STEP AEROBICS: ALTERNATE FOOT TAPS AND STEPS UP AND DOWN, BACK LUNGES TO FLOOR, LUNGE –TAPS
  - ARM VARIATIONS: BICEP, CURLS, TRICEP PRESSES, FOREARM ROLLS, PRESSES, LOW LAT PULLS
  
- STEP PATTERNS
  - BASIC STEP: STEP-UP RIGHT, STEP-UP LEFT, STEP DOWN RIGHT, STEP DOWN LEFT.
  - REVERSING BASIC STEP
  - VARIATION OF BASIC STEPS: STEP-OFF SIDE OF STEP.
  - "L" STEP
  - "V" STEP
  - "TRAVEL" STEP
  
- ARM VARIATIONS FOR STEP PATTERNS
  - USE WARM-UP VARIATIONS.
  - ALTERNATE ARM PUMPS ABOVE HEAD.
  - BIG ARM CIRCLES
  - LAT PULL DOWNS
  - OVERHEAD PRESSES
  - TO RAISE HEART RATE, ANY ARM MOVEMENTS ABOVE THE SHOULDER.

- AEROBICS

- **CARDIO KICKBOXING**
  - JAB (RIGHT AND LEFT)
  - CROSS OVER
  - HOOK
  - UPPER CUT
  - JUMPING JACK AND JABS
  - ROUND HOUSE KICK
  - FRONT KICKS WITH LUNGES
  - SIDE KICK
  - JAB, CROSS, AND HOOK (COMBINE OTHER PUNCH COMBINATIONS)
  - LUNGES/SQUATS WITH PUNCHES
  - SPEED BAG (ONE AND TWO ARM)

- **SAFETY CONSIDERATIONS**
  - SELECTING STEP HEIGHT: KNEE FLEXION LESS THAN 90 DEGREES, TACKERS “LOCKED-IN”, INJURED OR ILLNESSES REFRAIN FROM USING STACKERS.
  - PROPER STEPPING TECHNIQUES:
    - ▲ STEP-UP: HEAL, BALL, TOE PLACEMENT.
    - ▲ STEP DOWN: TOE, BALL, HEAL
    - ▲ ENTIRE FOOT ON STEP
  - CONDITIONING-HEART RATE
  - STRETCH TO AVOID INJURY.
  - PROPER PLACEMENT FOR PUNCHES AND KICKS.
  - WORKING INDIVIDUAL LEVEL.
  - MODIFIED MOVEMENT FOR LOWER LEVEL SKILLS.

• **DANCE:**

- **COURTESIES**
  - ACCEPTING PARTNERS AND GROUP MEMBERS
  - PROPER ETIQUETTE (APPROPRIATE USES OF MOVEMENT
  - PATTERNS)
  - CONTROLLED MOVEMENT

- **CELEBRATION DANCES**
  - ELECTRIC SIDE
  - CHA CHA SLIDE
  - COTTON EYED JOE
  - MACARENA
  - COUNTRY LINE DANCES

- DANCE

▪ IMPLEMENTATION OF GROUP CREATED DANCE

- *CREATIVITY:* ABILITY TO CREATE A DANCE WITH A VARIETY OF STEPS AND SEQUENCES. IS ABLE TO USE CREATED STEPS TO THE RHYTHM OF THE MUSIC.
- *COOPERATION:* TEAM WORKED TOGETHER DURING THE UNIT TO CREATE THEIR OWN DANCE.
- *ORIGINALITY:* TEAM WAS ABLE TO INCORPORATE THEIR OWN STEP PATTERNS WITHIN THE DANCE AND USE A VARIETY OF FORMATIONS TO INCREASE APPEAL OF DANCE.
- *EFFORT:* ACTIVELY WORKED TOGETHER TO COMPLETE THE DANCE WITH THE ALLOTTED TIME GIVEN.
- *LEVELS:* INCORPORATED STEPS WITH DIFFERENT LEVELS (GROUND LEVEL, STANDING, ETC.) TO ADD TO THE OVERALL EYE APPEAL OF DANCE.
- *FORMATIONS:* USED A MINIMUM OF 4 FORMATIONS WITHIN THE DANCE ROUTINE.
- *DURATION:* DANCE WAS A MINIMUM OF 2 MINUTES IN LENGTH.
- *COSTUME:* GROUP USED COSTUMES THAT WERE APPROPRIATE AND ADDED TO THE OVERALL PRESENTATION OF THE DANCE.
- *SEQUENCE:* GROUP USED DIFFERENT SEQUENCES OF STEPS THROUGHOUT THE LENGTH OF THE ROUTINE.
- *GROUP TIMING AND COLLABORATION:* GROUP WAS ABLE TO DANCE TO THE RHYTHM OF THE MUSIC, AND DANCE THE STEPS TOGETHER AS A GROUP.

• **YOGA:**

- *DEFINE:* YOGA INCLUDES TECHNIQUES AND PRACTICES ALL WORKING TOWARD COMBINING MIND, BODY, AND SPIRIT. THERE ARE MANY DIFFERENT TYPES AND PATHS OF YOGA THAT ALL LEAD TO THE SAME GOAL OF PHYSICAL AND MENTAL WELL BEING.

▪ BENEFITS OF YOGA

- IMPROVES BLOOD CIRCULATION
- REDUCE STRESS LEVEL
- BETTER OVERALL PHYSICAL AND MENTAL HEALTH
- RELIEVES THE ONSET OF FATIGUE AND MAKES UP FOR LOSS SLEEP.
- INCREASES FLEXIBILITY
- BETTER CONCENTRATION
- BETTER TOLERANCE TO PAIN
- BOOST FUNCTION OF IMMUNE SYSTEM
- TONES MUSCLES
- INCREASING LUBRICATION OF THE JOINTS, LIGAMENTS AND TENDONS (AMONG MANY OTHER BENEFITS)

- YOGA



- COMMON TYPES OF YOGA
  - ASHTANGA
  - HATHA
  - IVENGAR
  - PRENATAL
  - SAHAJA
  - TANTRA
  - POWER
  
- SAFETY
  - ALWAYS KNOW YOUR LIMITS
  - ENJOY THE ACTIVITY, DON'T PUSH YOURSELF TOO HARD.
  - FOLLOW INSTRUCTIONS GIVEN BY TEACHER.
  
- BREATHING
  - FIRST INHALE BY FILLING THE ABDOMEN AND THEN CONTINUE TO INHALE AS YOU EXPAND AND FILL THE CHEST. THEN EXHALE FIRST FROM THE CHEST AS IT EMPTIES AND FALLS AND THEN CONTINUE TO EXHALE FROM THE ABDOMEN AS IT DRAWS INWARDS.
  - REMEMBER TO BREATHE WITHOUT STRAIN. BREATHING SHOULD BE SMOOTH AND EFFORTLESS OR SLOW AND EASY.
  
- BASIC POSTURES/POSES
  - MOUNTAIN: TADASANA
  - CHILD'S: BALASANA
  - DOWNWARD FACING DOG: ADHO MUKHA SVANASANA
  - CAT (DOWNWARD/UPWARD): BIDALASANA
  - COBRA: BHUJANGASANA
  - LOCUST: SHALABHA-ASANA
  - ONE LEGGED: EKAPADA-ASANA
  - PLOW: HALASANA
  - SUN SALUTATION: SURYANAMASKAR
  - TRIANGLE: TRIKONASANA
  - WARRIOR I AND II: VIRABHADRASANA
  - SALUTATION: ANJANAYA-ASANA
  - CAMEL: USHTRA-ASANA
  - FISH: MATSYA-ASANA
  - FORWARD BEND: UGRASANA
  - HALF MOON: ARDHA-CHANDRA-ASANA
  - WHEEL: CHAKRA-ASANA
  - THE KING OF THE DANCE: NATARAJA-ASANA
  - TREE: VRIKSHA-ASANA
  - FORWARD BEND OR EXTENSION: UTTANASANA II
  - SIT/EASY POSITION: SUKHASANA
  - HEAD TO KNEE: JANU SHIRSHASANA

- HALF SHOULDERSTAND: ARDHA SARVANGASANA
- THE BRIDGE: SETHU BANDHASA
- THE CORPSE: SAVASANA

### **STANDARD STATEMENT C**

**OBJECTIVE:** STUDENTS WILL COMPARE AND CONTRAST THE FACTORS THAT OCCUR TO THE BODY SYSTEMS DURING MODERATE TO VIGOROUS PHYSICAL ACTIVITIES.

#### **ESSENTIAL CONTENT**

- FACTORS AFFECTING BODY SYSTEMS DURING MODERATE TO VIGOROUS PHYSICAL ACTIVITIES
  - MEDICAL CLEARANCE FOR PARTICIPATION.
  - PAY CLOSE ATTENTION TO PHYSICAL ACTIVITY IN HOT AND HUMID TEMPERATURES.
  - HEAT CRAMPS-EXCESSIVE EXPOSURE AND LOW CONSUMPTION OF WATER.
  - DEHYDRATION/HEAT EXHAUSTION/HEAT STROKE- SWEATING AND MUSCLE CRAMPS/TIGHTNESS. (PALE, COOL, CLAMMY, WEAKNESS, DIZZINESS).
  - HYPOTHERMIA/FROST BITE- CAUSED BY EXTREME COLD; CAUSED BY EXCESSIVE LOW BODY TEMPERATURE.
  - HIGH AIR POLLUTION AFFECTS THE BREATHING PROCESS.
  - AT HIGH ALTITUDE, THE AVAILABILITY OF OXYGEN DECREASES.
- GUIDELINES FOR PARTICIPATING IN PHYSICAL ACTIVITY
  - BEGIN GRADUALLY
  - DRINK PLENTY OF WATER: BEFORE, DURING AND AFTER.
  - WEAR PROPER CLOTHING, LAYER ACCORDING.
  - REST FREQUENTLY.
  - AVOID EXTREME HEAT, HUMIDITY, COLD, AND WIND.
- DRUG SUBSTANCE USE AND ABUSE
  - *DRUG:* ANY SUBSTANCE OTHER THAN FOOD THAT AFFECTS THE WAY THE MIND AND/OR BODY FUNCTIONS.
  - *MEDICINES:* DRUGS THAT ARE USED TO TREAT OR PREVENT DISEASES AND OTHER CONDITIONS.
    - BASIC REASONS FOR MEDICINES
      - ▲ PREVENTION OF DISEASE
      - ▲ MEDICINES THAT FIGHT GERMS (TREATMENT/CURE)
      - ▲ MEDICINES THAT PROVIDE PAIN RELIEF.

- *OPEN ENDED QUESTIONS:* WORKSHEET REGARDING HOW THE BODY SYSTEMS ARE AFFECTED IN HOT AND COLD TEMPERATURES, WHILE PARTICIPATING IN PHYSICAL ACTIVITY.
- *PROJECT:* GROUPS RESEARCH A GIVEN TOPIC ON HOT OR COLD CONDITIONS AND HOW THEY HAVE IMPACTED PERFORMANCE IN ELITE ATHLETES.
- *WRITTEN TEST:* CONCEPTS RELATED TO FACTORS AFFECTING THE BODY SYSTEMS IN PHYSICAL ACTIVITY.

- MEDICINE IN THE BODY
  - EFFECTS DEPEND ON THE TYPE/AMOUNT AND THE WAY IT IS INGESTED:
    - ▲ ORAL
    - ▲ INJECTED
    - ▲ ABSORPTION
    - ▲ INHALED
    - ▲ SMOKED
  - *BODY CHEMISTRY*: EVERYONE'S BODIES ARE DIFFERENT, SO MEDICINES WILL AFFECT DIFFERENT PEOPLE IN DIFFERENT WAYS.
  
- USE, MISUSE AND ABUSE
  - *USE*: USING A SUBSTANCE APPROPRIATELY OR TO SIMPLY CONSUME (IN ACCORDANCE WITH DIRECTIONS).
  - *DRUG MISUSE*: USE A LEGAL DRUG IN AN IMPROPER WAY.
  - *DRUG ABUSER*: USE SUBSTANCES THAT ARE AGAINST THE LAW OR ARE NOT SUPPOSED TO BE TAKEN INTO THE HUMAN BODY. MANY OF THESE HAVE NO MEDICAL PURPOSE AND MAY BE CONTAMINATED WITH LETHAL SUBSTANCES.
  - *THE FOLLOWING ARE FORMS OF DRUG MISUSE AND ABUSE*:
    - ▲ USING A DRUG WITHOUT FOLLOWING DIRECTIONS.
    - ▲ TAKING MORE OR LESS OF A DRUG THAN THE DOCTOR ORDERED.
    - ▲ USING A DRUG PRESCRIBED FOR SOMEONE ELSE.
    - ▲ GIVING YOUR PRESCRIPTION TO SOMEONE ELSE.
    - ▲ USING A DRUG LONGER THAN PRESCRIBED.
    - ▲ COMBINING MEDICINES.
    - ▲ USING A MEDICINE EVEN IF YOU DO NOT NEED IT.
    - ▲ USING A DRUG FOR PURPOSES OTHER THAN MEDICAL TREATMENT.
    - ▲ TAKING A SUBSTANCE THAT WAS NOT MEANT TO ENTER THE BODY.
  
- *BODY SYSTEMS*: A GROUP OF ORGANS THAT WORK TOGETHER TO SUPPORT AN IMPORTANT BODY FUNCTION. THE WORK OF THESE BODY SYSTEMS HELPS YOU TO KEEP YOU ALIVE AND HEALTHY.
  
- CATEGORIES OF DRUGS
  - *DEPRESSANTS*: SLOWS DOWN THE BODY'S FUNCTIONS AND REACTIONS.
    - ▲ COMMONLY CALLED SEDATIVES, REDUCES BLOOD PRESSURE, AND SLOWS DOWN THE HEART RATE AND BREATHING RATE.
    - ▲ EXAMPLES OF DEPRESSANTS: TRANQUILIZERS, BARBITURATES, HYPNOTICS, AND ALCOHOL
    - ▲ WHEN COMBINED WITH ALCOHOL, DEPRESSANTS ARE DEADLY.

- *STIMULANTS*: DRUGS THAT SPEED UP THE BODY'S FUNCTIONS.
    - ▲ STIMULANTS CAUSE BLOOD PRESSURE TO RISE, INCREASES BREATHING, AND MAKES THE HEART BEAT FASTER.
  - *EXAMPLES OF STIMULANTS ARE*:
    - ▲ AMPHETAMINES
    - ▲ COCAINE
    - ▲ CRACK COCAINE
    - ▲ CAFFEINE
    - ▲ NICOTINE
  - *EFFECTS OF STIMULANTS ARE*:
    - ▲ SPEED UP THE CENTRAL NERVOUS SYSTEM.
    - ▲ CAUSE THE HEART RATE TO INCREASE.
    - ▲ CAUSE RESPIRATORY RATES TO INCREASE.
    - ▲ CAUSE HIGH BLOOD PRESSURE
  - *PSYCHEDELICS*: CHANGES THE WAY A PERSON SEES, HEARS, FEELS AND THINKS. THEY CAN CAUSE USERS TO HALLUCINATE (HALLUCINOGENS).
  - *INHALANTS*: ARE CHEMICALS THAT ARE POISONOUS IF YOU PUT THEM TO YOUR NOSE AND MOUTH TO SNIFF OR INHALE. (EXAMPLES: MARKERS, SPRAY PAINT, HAIR SPRAY, GASOLINE AND GLUE)
  - *MARIJUANA*: COMES FROM THE DRIED LEAVES OF THE CANNABIS PLANT.
  - *NARCOTICS*: SPECIFIC DRUGS THAT ARE OBTAINABLE ONLY BY PRESCRIPTION AND ARE USED TO RELIEVE
    - ▲ DOCTORS MAY PRESCRIBE THE NARCOTIC MORPHINE, AN OPIATE TO TREAT PAIN.
    - ▲ ALTHOUGH SAFE UNDER A DOCTOR'S SUPERVISION, NARCOTICS ARE STRONGLY ADDICTIVE THAT THEIR SALE AND USE IS CONTROLLED BY LAW.
  - *SYNTHETIC*: ANABOLIC STEROIDS ARE SYNTHETIC DRUGS BASED ON THE MALE HORMONE CALLED TESTOSTERONE.
- **EFFECT OF STEROIDS ON GROWTH AND DEVELOPMENT**
    - *MALE*
      - ▲ HALTS GROWTH DUE TO PREMATURE SKELETAL MATURATION AND ACCELERATED PUBERTY CHANGES.
      - ▲ TESTICULAR ATROPHY
      - ▲ REDUCED SPERM COUNT
      - ▲ INFERTILITY
      - ▲ DEVELOPMENT OF THE BREASTS
      - ▲ PAINFUL URINATION
      - ▲ INCREASED RISK OF PROSTATE CANCER
    - *FEMALE*
      - ▲ GROWTH OF FACIAL HAIR
      - ▲ MALE PATTERN BALDNESS
      - ▲ CESSATION OF OR IRREGULAR MENSTRUAL CYCLE
      - ▲ ENLARGEMENT OF THE CLITORIS

- ▲ SMALLER BREASTS
- ▲ VOICE DEEPENS

■ STEROIDS EFFECTS ON BODY SYSTEMS

- LIVER TUMORS
- CANCER
- JAUNDICE
- INCREASE PROPORTION OF BAD CHOLESTEROL (LDL) TO THE GOOD CHOLESTEROL (HDL)
- KIDNEY TUMORS
- SEVERE ACNE
- TREMBLING
- INCREASE IN HOSTILITY AND OUTBURSTS OF ANGER- "ROID RAGE"
- RISK OF HIV/AIDS, AND HEPATITIS B
- ATHEROSCLEROSIS
- DAMAGE TO FETUS
- INCREASE RISK OF INJURIES

● **IN-LINE SKATING:**

■ *EQUIPMENT:* ALL EQUIPMENT SHOULD FIT SNUGGLY BUT NOT TOO TIGHT TO CUT OFF CIRCULATION

- SKATES
- WRIST GUARDS
- ELBOW PADS
- KNEE PADS
- HELMET

■ *TECHNIQUE:*

- *STANDING UP:*
  - ▲ GET DOWN ON YOUR HANDS AND KNEES.
  - ▲ RAISE YOUR RIGHT KNEE (LEFTIES DO THE OPPOSITE) TO YOUR RIGHT ARMPIT, WHICH WILL BRING YOUR RIGHT SKATE UNDER YOUR BODY.
  - ▲ PUT WEIGHT ON THIS SKATE AND STRAIGHTEN OUT YOUR LEFT LEG, KEEPING YOUR HANDS ON THE GROUND.
  - ▲ BRING YOUR LEFT SKATE UP EVEN WITH YOUR RIGHT SKATE AND STAND SLOWLY, KNEES BENT.
- *STARTING OFF*
  - ▲ ALL STUDENTS SHOULD BE IN A GRASS COVERED AREA WITH PAVEMENT NEARBY.
  - ▲ BEGIN BY TAKING A STEP AS IF YOU WERE WALKING.
  - ▲ WALK AROUND ON THE GRASS UNTIL YOU ARE COMFORTABLE.

- IN LINE SKATING

- ROLLING ON PAVEMENT
  - ▲ READY POSITION
    - ◇ *KNEES BENT*: WHEN LOOKING DOWN, SKATER SHOULD BE ABLE TO SEE KNEE PADS NOT SKATES.
    - ◇ HANDS IN FRONT ON BODY
    - ◇ FEET SHOULDER WIDTH APART
  - ▲ THE V STANCE
    - ◇ BRING HEALS OF SKATES TOGETHER TO FORM "V"
  - ▲ THE A STANCE
    - ◇ SPREAD LEGS SHOULDER WIDTH APART TO BE IN THIS STANCE.
    - ◇ THIS STANCE IS USED WHEN STARTING
  - ▲ MOVING FORWARD
    - ◇ *KNEES BENT*: WHEN LOOKING DOWN, SKATER SHOULD BE ABLE TO SEE KNEE PADS NOT SKATES.
    - ◇ HANDS IN FRONT ON BODY
    - ◇ FEET SHOULDER WIDTH APART
    - ◇ *WHEN MOVING*: KEEP TOE OF MOVING FOOT POINTED OUTWARD ROLLING IN A FORWARD MOTION.

- **MOUNTAIN BIKING:**

*DEFINED*: INCLUDES THE SPORT OF RIDING BICYCLES OFF-ROAD, OVER ROUGH TERRAIN. THIS CAN INCLUDE RIDING SPECIALLY EQUIPPED MOUNTAIN BIKES OR HYBRID ROAD BIKES.

- CHARACTERISTICS:
  - SMALLER, REINFORCED FRAME.
  - KNOBBY, WIDE AND HIGH PROFILE TIRES WHICH ARE MOUNTED ON A RIM THAT IS STRONGER THAN A STANDARD BICYCLE RIM.
  - LARGER RANGE OF GEARS TO FACILITATE CLIMBING UP STEEP HILLS AND OVER OBSTACLES.
  - WIDER FLAT OR UPWARDLY-RISING HANDLEBAR THAT ALLOWS A MORE UPRIGHT RIDING POSITION.
  - Often, some form of suspension system for either the front wheel or both wheels.
- CATEGORIES OF MOUNTAIN BIKING:
  - CROSS-COUNTRY (XC): THE MOST POPULAR FORM OF MOUNTAIN BIKING, AND THE STANDARD FOR MOST RIDERS. IT GENERALLY MEANS RIDING POINT-TO-POINT OR IN A LOOP INCLUDING CLIMBS AND DESCENTS ON A VARIETY OF TERRAIN.
  - DIRT JUMPING (DJ): ONE OF THE NAMES GIVEN TO THE PRACTICE OF RIDING BIKES OVER SHAPED MOUNDS OF DIRT OR SOIL AND BECOMING AIRBORNE.
  - DOWNHILL: IN THE MOST GENERAL SENSE, RIDING MOUNTAIN BIKES DOWNHILL. THE RIDER USUALLY TRAVELS TO THE POINT OF DESCENT BY OTHER MEANS THAN CYCLING, SUCH AS A SKI LIFT OR AUTOMOBILE, AS THE WEIGHT OF THE DOWNHILL MOUNTAIN BIKE OFTEN PRECLUDES ANY

- MOUNTAIN BIKING

SERIOUS CLIMBING.

- FREERIDE: AS THE NAME SUGGESTS IS A 'DO ANYTHING' DISCIPLINE THAT ENCOMPASSES EVERYTHING FROM DOWNHILL RACING (SEE BELOW) WITHOUT THE CLOCK TO JUMPING, RIDING 'NORTH SHORE' STYLE (ELEVATED TRAILS MADE OF INTERCONNECTING BRIDGES AND LOGS), AND GENERALLY RIDING TRAILS AND/OR STUNTS THAT REQUIRE MORE SKILL AND AGGRESSIVE TECHNIQUES THAN XC.
- TRIALS RIDING: CONSISTS OF HOPPING AND JUMPING BIKES OVER OBSTACLES. IT CAN BE PERFORMED EITHER OFF-ROAD OR IN AN URBAN ENVIRONMENT. IT REQUIRES AN EXCELLENT SENSE OF BALANCE. AS WITH DIRT JUMPING AND BMX-STYLE RIDING, EMPHASIS IS PLACED ON STYLE, ORIGINALITY AND TECHNIQUE.
- SHORT CROSS OR SPEED CROSS (SC): IS THE NEWEST FORM OF MOUNTAIN BIKING. THE IDEA IS TO RIDE SHORT, NARROW FOREST PATHS WITH ROCKS, ROOTS AND DINTS, BUT NOT NECESSARILY ANY RAMPS ON THEM.

▪ COMMON ASPECTS OF MOUNTAIN BIKING:

- SELF-RELIANCE BECAUSE FAR FROM CIVILIZATION
- ABILITY TO REPAIR BIKES TO AVOID BEING STRANDED WITHOUT HELP.
- HIGH LEVEL OF GROUP DYNAMICS IN THIS SPORT.
- CLUB RIDES AND GROUP RIDES ARE COMMON.

▪ EQUIPMENT:

- PEDALS: VARY FROM SIMPLE PLATFORM PEDALS, WHERE THE RIDER SIMPLY PLACES THE SHOES ON TOP OF THE PEDALS, TO CLIPLESS, WHERE THE RIDER USES A SPECIALLY EQUIPPED SHOE WITH A SOLE THAT ENGAGES MECHANICALLY INTO THE PEDAL. PEDALS WITH CAGES ARE RARELY USED, AS THE ROUGH TERRAIN (WHETHER ROCK OR TREE ROOTS AND BRANCHES) CAN EASILY CATCH A CAGE AND CAUSE THE RIDER TO FALL.
- HELMETS: PROVIDE MANDATORY HEAD PROTECTION, AS FALLS CAN OCCUR OVER ROUGH, ROCKY, SANDY, OR MOUNTAINOUS TERRAIN. HELMETS INCLUDE FULL-FACED HELMETS OR REGULAR STREAMLINE.
- GLOVES: DIFFER FROM ROAD TOURING GLOVES, ARE MADE OF HEAVIER CONSTRUCTION, AND OFTEN HAVE COVERED THUMBS OR ALL FINGERS COVERED FOR HAND PROTECTION. THEY ARE SOMETIMES MADE WITH HIGH-IMPACT KEVLAR AND CARBON FIBER KNUCKLES.
- GLASSES: LIGHTWEIGHT CYCLING, HELP PROTECT AGAINST DEBRIS WHILE ON THE TRAIL. FILTERED LENSES, WHETHER YELLOW FOR CLOUDY DAYS OR SHADED FOR SUNNY DAYS, PROTECT THE EYES FROM STRAIN. GLASSES ARE AVAILABLE WITH INTERCHANGEABLE LENSES.
- SHOES: ARE CHOSEN FOR THEIR COMFORT AND ABILITY TO WITHSTAND BACKCOUNTRY TERRAIN, WHETHER USED WITH CLIPLESS PEDALS OR NOT.

- *CLOTHING*: IS CHOSEN FOR COMFORT DURING PHYSICAL EXERTION IN THE BACKCOUNTRY, AND ITS ABILITY TO WITHSTAND ROUGH TERRAIN. ROAD TOURING CLOTHES ARE OFTEN INAPPROPRIATE DUE TO THEIR DELICATE FABRICS AND CONSTRUCTION.
- *HYDRATION SYSTEMS*: ARE IMPERATIVE FOR MOUNTAIN BIKERS IN THE BACKCOUNTRY, RANGING FROM SIMPLE WATER BOTTLES TO TOTEABLE WATER BAGS WITH DRINKING TUBES IN LIGHTWEIGHT BACKPACKS (E.G., CAMELBAKS).
- *PUMP*: TO INFLATE FLAT TIRES.
- *BIKE TOOLS*: AND EXTRA BIKE TUBES ARE IMPORTANT, AS MOUNTAIN BIKERS FREQUENTLY FIND THEMSELVES MILES FROM HELP (WHERE THEIR CELL PHONES DON'T WORK), WITH FLAT TIRES OR OTHER MECHANICAL PROBLEMS (E.G., CHAINSUCK) THAT MUST BE HANDLED BY THE RIDER.
- *BODY ARMOR*: SIMILAR TO THE ARMOR WORN ON MOTORCROSS BIKES. THESE CAN CONSIST OF KNEE PADS, ELBOW PADS, PADDED SHORTS OR ARMORED UNDER JACKETS. BODY ARMOR PROVIDES AN EXTRA LAYER OF PROTECTION.

● **TRACK AND FIELD**

▪ **RUNNING TECHNIQUES**

○ **GENERAL TECHNIQUES**

- ▲ NATURAL STRIDE
- ▲ SLIGHT FORWARD LEAN
- ▲ ARMS LOOSE AND PUMPING
- ▲ INHALE/EXHALE WITH OPEN MOUTH
- ▲ PACING
- ▲ JOGGING/RUNNING

▪ **SHORT AND LONG DISTANCE EVENTS**

○ **SHORT DISTANCES**

- ▲ 50 METER DASH
- ▲ 100 METER DASH

○ **LONG DISTANCES**

- ▲ 400 METER DASH
- ▲ MILE RUN

▪ **SPRINTING STARTS (WITHOUT BLOCKS)**

- STANDING POSITION
- CROUCH POSITION

● **TRACK & FIELD**



- BATON EXCHANGE TECHNIQUE
  - BATON PASSING
    - ▲ STATIONARY RUNNING
    - ▲ OPEN HAND-OFF
  - LANE RUNNING
  - EVENTS
    - ▲ 4 X 100 METER
    - ▲ 4 X 200 METER
  
- RUNNING LONG JUMP TECHNIQUE
  - ONE FOOT TAKE-OFF
  - TWO FOOT LANDING
  - RULES AND FOULS
  
- TRIPLE JUMP
  - APPROACH
  - RUN, HOP, STEP
  - TAKE-OFF JUMP
  - POSITION IN AIR
  - LANDING
  - RULES AND FOULS
  
- SHOT PUT (STATIONARY)
  - THE GRIP – THUMB ON SIDE AND FINGERS SPREAD.
  - SHOT HELD ON SHOULDER
  - OPPOSITE ARM EXTENDS UP AND FORWARD
  - KNEES BENT, PUSH SHOT UP AND FORWARD

<b>ENRICHMENT:</b>	<ul style="list-style-type: none"> <li>• RESEARCH BODY TYPES OF A LONG DISTANCE RUNNER AND POWER LIFTER AND COMPARE/CONTRAST BODY MAKE-UP AND WHY IT IS IMPORTANT FOR EACH.</li> <li>• THE STUDENT MAY RESEARCH GENETIC DISEASES IN HIS OR HER FAMILY AND DESCRIBE HOW PHYSICAL ACTIVITY CAN REDUCE HIS OR HER RISK OF OBTAINING A FAMILY HEALTH PROBLEM.</li> <li>• THE STUDENT WILL EXPLORE FACTORS THAT HAVE AN AFFECT ON THE REACTION OF BODY SYSTEMS DURING MODERATE TO VIGOROUS PHYSICAL ACTIVITIES IN AN ELECTRONIC PORTFOLIO.</li> </ul>
<b>REMIEDIATION:</b>	<ul style="list-style-type: none"> <li>• CREATE A DIFFERENT SET OF GOALS THAT ARE MORE ATTAINABLE.</li> <li>• THE STUDENT WILL IDENTIFY THE NEGATIVE STRESS IN HIS OR HER LIFE AND DETERMINE THE PHYSICAL ACTIVITIES THAT HELP MANAGE STRESS LEVEL.</li> <li>• THE STUDENT WILL INVESTIGATE BASIC FACTORS THAT AFFECT THE RESPONSE OF PHYSICAL ACTIVITY ON THE BODY SYSTEMS.</li> </ul>
<b>RESOURCES:</b>	<p>RETRIEVED ON JUNE 25, 2008: <a href="http://www.yogabasics.com/learn/yoga-101-an-introduction/">HTTP://WWW.YOGABASICS.COM/LEARN/YOGA-101-AN-INTRODUCTION/</a></p> <p>RETRIEVED ON JUNE 25, 2008: <a href="http://www.yogabasics.com/yoga-postures.html">HTTP://WWW.YOGABASICS.COM/YOGA-POSTURES.HTML</a></p> <p>RETRIEVED ON JUNE 25, 2008: <a href="http://www.santosha.com/asanas/asana.html">HTTP://WWW.SANTOSHA.COM/ASANAS/ASANA.HTML</a></p> <p>RETRIEVED ON JUNE 25, 2008. <a href="http://www.inlineplanet.com/articles/tutorials/howtoskatepart2.html">HTTP://WWW.INLINEPLANET.COM/ARTICLES/TUTORIALS/HOWTOSKATEPART2.HTML</a></p> <p>RETRIEVED ON JUNE 25, 2008. <a href="http://en.wikipedia.org/wiki/Mountain_biking">HTTP://EN.WIKIPEDIA.ORG/WIKI/MOUNTAIN_BIKING</a></p> <p>RETRIEVED ON JUNE 25, 2008. <a href="http://en.wikipedia.org/wiki/Mountain_biking#Equipment">HTTP://EN.WIKIPEDIA.ORG/WIKI/MOUNTAIN_BIKING#EQUIPMENT</a></p> <p>U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES (2006)</p> <p>RETRIEVED ON JUNE 21, 2006 FROM: <a href="http://store.health.org/catalog/results.aspx?h=drugs&amp;topic=67">HTTP://STORE.HEALTH.ORG/CATALOG/RESULTS.ASPX?H=DRUGS&amp;TOPIC=67</a></p> <p>NATIONAL INSTITUTE ON DRUG ABUSE (NIDA) (2005) RETRIEVED ON JUNE 21, 2006 FROM: <a href="http://www.nida.nih.gov/infofacts/steroids.html">HTTP://WWW.NIDA.NIH.GOV/INFOFACTS/STERIODS.HTML</a></p> <p>NATIONAL INSTITUTE ON DRUG ABUSE (NIDA) (2005) RETRIEVED ON JUNE 21, 2006 FROM: <a href="http://www.steroidabuse.gov/">HTTP://WWW.STERIODABUSE.GOV/</a></p> <p>NATIONAL INSTITUTE ON DRUG ABUSE (NIDA) (2005) RETRIEVED ON JUNE 21, 2006 FROM: <a href="http://teens.drugabuse.gov/facts/facts_ster1.asp">HTTP://TEENS.DRUGABUSE.GOV/FACTS/FACTS_STER1.ASP</a></p> <p>PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION</p> <p><i>FITNESSGRAM/ACTIVITYGRAM TEST ADMINISTRATION MANUAL-4<sup>TH</sup> EDITION</i>, THE COOPER INSTITUTE (2007)</p>

<b>COURSE</b>	PHYSICAL EDUCATION	<b>GRADE:</b>	GRADE 7
<b>STATE STANDARD:</b>	10.4.9 PHYSICAL ACTIVITY	<b>TIME FRAME:</b>	
<b>STANDARD STATEMENT:</b>	D - ANALYZE FACTORS THAT AFFECT PHYSICAL ACTIVITY PREFERENCES OF ADOLESCENTS		

UNIT OF INSTRUCTION: INVASION GAMES	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><b><u>STANDARD STATEMENT D</u></b></p> <p><b>OBJECTIVE:</b> THE STUDENT WILL EVALUATE HOW SKILL COMPETENCY AFFECTS ACTIVITY CHOICES AMONG ADOLESCENTS.</p> <p><b>OBJECTIVE:</b> THE STUDENT WILL CORRELATE THEIR PREFERENCE LEVEL OF SEVERAL DIFFERENT ACTIVITIES WITH SKILL COMPETENCY.</p> <p><b>ESSENTIAL CONTENT</b></p> <ul style="list-style-type: none"> <li>• BASIC CONCEPTS FOR INVASION GAMES AND LEARNING ACTIVITIES.</li> <li>• SKILL COMPETENCE <ul style="list-style-type: none"> <li>▪ DEFINED: MASTERY OF A SKILL.</li> <li>▪ IMPROVES SELF-EFFICACY OR ONE'S COMPETENCE TO PERFORM SUCCESSFULLY, SELF-CONCEPT AND SELF-ESTEEM. <ul style="list-style-type: none"> <li>○ SELF-ESTEEM RELATES DIRECTLY TO ONE'S CONFIDENCE IN HIS OR HER ABILITY TO PARTICIPATE IN REGULAR PHYSICAL ACTIVITY, FIND ENJOYMENT IN PHYSICAL ACTIVITY, AND DEVELOP POSITIVE BELIEFS.</li> </ul> </li> </ul> </li> <li>• FACTORS THE AFFECT SELF-EFFICACY <ul style="list-style-type: none"> <li>▪ MODELING</li> <li>▪ VERBAL PERSUASION</li> <li>▪ ENCOURAGEMENT</li> <li>▪ EMOTIONAL AROUSAL</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>JOURNAL:</i> THE STUDENTS WILL KEEP A JOURNAL REFLECTING HOW HIS OR HER COMPETENCY LEVEL AFFECTS WHY HE OR SHE PREFERS CERTAIN ACTIVITIES COMPARED TO OTHERS.</li> <li>• <i>CHART:</i> THE STUDENTS WILL CORRELATE SKILL COMPETENCY LEVEL AND PREFERENCE FOR SEVERAL DIFFERENT ACTIVITIES.</li> </ul>	<ul style="list-style-type: none"> <li>• BASKETBALL (R)</li> <li>• SOCCER (R)</li> <li>• FOOTBALL (R)</li> <li>• FLOOR HOCKEY (I)</li> <li>• TCHOUKBALL (I)</li> <li>• ULTIMATE BALL (I)</li> <li>• TEAM HANDBALL (I)</li> </ul> <p>(*R - REINFORCE) (*I - INTRODUCE)</p>
<b>ENRICHMENT:</b>	<ul style="list-style-type: none"> <li>• THE STUDENT MAY DESCRIBE HOW AN ENVIRONMENT THAT PROMOTES EXCESSIVE FOOD INTAKE AND DISCOURAGES PHYSICAL ACTIVITY LEAD TO OBESITY AT THE ADOLESCENT LEVEL.</li> </ul>		
<b>REMIEDIATION:</b>	<ul style="list-style-type: none"> <li>• CHOOSE A PHYSICAL ACTIVITY YOU ENJOY AND HOW YOU CAN IMPROVE IN AREAS THAT ARE DIFFICULT.</li> </ul>		
<b>RESOURCES:</b>	PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION		

<b>COURSE</b>	PHYSICAL EDUCATION	<b>GRADE:</b>	GRADE 7
<b>STATE STANDARD:</b>	10.4.9 PHYSICAL ACTIVITY	<b>TIME FRAME:</b>	
<b>STANDARD STATEMENT:</b>	E - ANALYZE FACTORS THAT IMPACT ON THE RELATIONSHIP BETWEEN REGULAR PARTICIPATION IN PHYSICAL ACTIVITY AND MOTOR SKILL IMPROVEMENT		

UNIT OF INSTRUCTION:	TACTICAL GAMES	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
		<p><b><u>STANDARD STATEMENT E</u></b></p> <p><b>OBJECTIVE:</b> THE STUDENT WILL COMPARE AND CONTRAST HOW DEVELOPMENTAL DIFFERENCES AMONG ADOLESCENTS AFFECT REGULAR PARTICIPATION IN PHYSICAL ACTIVITIES.</p> <p><b>ESSENTIAL CONTENT</b></p> <ul style="list-style-type: none"> <li>• REGULAR PARTICIPATION IN PHYSICAL ACTIVITY <ul style="list-style-type: none"> <li>▪ IMPORTANT TO IMPROVE SKILLS</li> <li>▪ FACTORS OR ELEMENTS CAN IMPROVE SKILL IMPROVEMENT DEVELOPMENTAL DIFFERENCE: <ul style="list-style-type: none"> <li>○ <i>PHYSICAL:</i> CHANGES IN BODIES, GROWTH SPURTS, WIDE RANGE OF SIZES AND BODY SHAPES.</li> <li>○ <i>COGNITIVE:</i> MENTAL ABILITIES LIKE LEARNING, ATTENTION, MEMORY, AND THINKING.</li> <li>○ <i>PSYCHOSOCIAL:</i> EMOTIONS AND SOCIAL RELATIONSHIPS.</li> </ul> </li> </ul> </li> <li>• INFLUENCES ON DEVELOPMENTAL DIFFERENCES <ul style="list-style-type: none"> <li>▪ <i>BIOLOGY:</i> TRAITS THAT YOU RECEIVE OR INHERIT FROM YOUR PARENTS.</li> <li>▪ <i>CULTURE OR THE ENVIRONMENT:</i> DIFFERENT EXPERIENCES OUTSIDE OF SCHOOL.</li> <li>▪ <i>RELATIONSHIP TO OTHERS:</i> PEOPLE OFTEN COMPARE THEMSELVES TO OTHERS BUT THEY SHOULD FOCUS ON THEIR OWN SKILL LEVEL AND WHAT THEY CAN DO TO IMPROVE. ONE PERSON MAY NEED TO PRACTICE DIFFERENTLY OR FOR DIFFERENT AMOUNTS OF TIMES COMPARED TO OTHERS.</li> <li>▪ <i>KNOWING YOUR CAPABILITIES:</i> WHEN DIFFERENCES ARE ACCEPTED ONE CAN ENHANCE SKILLS AND APPLY THEM TO THE SPORTS AND ACTIVITIES THAT INTEREST THEM THE MOST.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>WRITTEN TEST:</i> THE STUDENT WILL ANSWER OPEN ENDED ESSAY QUESTIONS COMPARING AND CONTRASTING HOW THE DEVELOPMENTAL LEVEL OF ADOLESCENTS AFFECT PARTICIPATION IN PHYSICAL ACTIVITIES.</li> <li>• <i>JOURNAL:</i> THE STUDENT WILL EXPRESS THE CORRELATION BETWEEN INTEREST AND CAPABILITY AMONGST SEVERAL ACTIVITIES.</li> <li>• <i>CONCEPT MAPPING:</i> STUDENTS WILL MAP THE THREE DOMAINS OF DEVELOPMENT WITH THE CENTER BEING THE DOMAIN AND THE EXTENDED WEB BEING THE DIFFERENCES PEOPLE HAVE.</li> </ul>	<ul style="list-style-type: none"> <li>• INVASION GAMES <ul style="list-style-type: none"> <li>▪ BASKETBALL (R)</li> <li>▪ SOCCER (R)</li> <li>▪ FOOTBALL (R)</li> <li>▪ FLOOR HOCKEY (I)</li> <li>▪ TCHOUKBALL (I)</li> <li>▪ ULTIMATE BALL (I)</li> <li>▪ TEAM HANDBALL (I)</li> </ul> </li> <li>• NET/WALL GAMES <ul style="list-style-type: none"> <li>▪ VOLLEYBALL (R)</li> <li>▪ PICKLEBALL (I)</li> <li>▪ BADMITON (I)</li> </ul> </li> <li>• STRIKING &amp; FIELDING <ul style="list-style-type: none"> <li>▪ KICKBALL (R)</li> <li>▪ WIFFLEBALL (I)</li> </ul> </li> </ul> <p>(*R - REINFORCE) (*I - INTRODUCE)</p>
<b>ENRICHMENT:</b>	<ul style="list-style-type: none"> <li>• THE STUDENT WILL RESEARCH THE PHRASE "PRACTICE MAKES PERFECT" AND HOW IT APPLIES TO A PROFESSIONAL ATHLETE (CHOOSE ONE) AND SKILL.</li> </ul>			
<b>REMEDATION:</b>	<ul style="list-style-type: none"> <li>• THE STUDENT WILL CHOOSE A SPORT OF INTEREST AND DESCRIBE YOUR AREAS OF STRENGTH AND WEAKNESS AND HOW TO IMPROVE SKILL LEVEL.</li> </ul>			
<b>RESOURCES:</b>	PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION			

<b>COURSE</b>	PHYSICAL EDUCATION	<b>GRADE:</b>	GRADE 7 BENCHMARK ASSESSMENTS FOR STANDARD D
<b>STATE STANDARD:</b>	10.5.9 CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT	<b>TIME FRAME:</b>	
<b>STANDARD STATEMENT:</b>	D - IDENTIFY AND DESCRIBE THE PRINCIPLES OF TRAINING USING APPROPRIATE VOCABULARY. E - ANALYZE AND APPLY SCIENTIFIC AND BIOMECHANICAL PRINCIPLES TO COMPLEX MOVEMENTS.		

UNIT OF INSTRUCTION: FITNESS	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><b><u>STANDARD STATEMENT D</u></b></p> <p><b>OBJECTIVE:</b> STUDENTS WILL VERIFY THE PRINCIPLES OF TRAINING.</p> <p><b>ESSENTIAL CONTENT</b></p> <ul style="list-style-type: none"> <li>• PRINCIPLES OF TRAINING <ul style="list-style-type: none"> <li>▪ <i>SPECIFICITY:</i> REFERS TO THE PHYSIOLOGICAL ADAPTATIONS THAT ARE SPECIFIC TO THE SYSTEM YOU WORK DURING THE STRESS OF EXERCISE. IT IS A PRINCIPLE OF EXERCISE THAT STATES THAT SPECIFIC KINDS OF EXERCISES MUST BE DONE TO DEVELOP SPECIFIC ASPECTS OF THE BODY AND SPECIFIC ASPECTS OF FITNESS.</li> <li>▪ <i>OVERLOAD:</i> A PRINCIPLE OF EXERCISE THAT STATES THAT THE ONLY WAY TO IMPROVE FITNESS IS TO EXERCISE MORE THAN NORMAL. IT REFERS TO INCREASING ACTIVITY, FREQUENCY, INTENSITY, OR TIME TO IMPROVE FITNESS LEVELS.</li> <li>▪ <i>COORDINATION:</i> IMPLIES A HARMONIOUS RELATIONSHIP, A SMOOTH UNION OR FLOW OF MOVEMENT IN THE EXECUTION OF A TASK.</li> <li>▪ <i>POWER:</i> A COMBINATION OF STRENGTH (FORCE) AND VELOCITY OR SPEED. <ul style="list-style-type: none"> <li>○ <i>EXAMPLES:</i> HIGH JUMPING, LONG JUMPING, AND KICKING.</li> </ul> </li> <li>▪ <i>REACTION TIME:</i> THE TIME IT TAKES A PERSON TO MOVE AFTER THEY HEAR, SEE, FEEL, OR TOUCHE A STIMULUS. <ul style="list-style-type: none"> <li>○ <i>EXAMPLES:</i> THE TIME IT TAKES YOU TO GET INTO POSITION TO CATCH A BALL AND THE STARTING SIGNAL FOR A RACE TO BEGIN.</li> </ul> </li> <li>▪ <i>SPEED:</i> THE ABILITY OF THE BODY TO PERFORM MOVEMENTS IN A SHORT PERIOD OF TIME. <ul style="list-style-type: none"> <li>○ <i>EXAMPLES:</i> USING THE SPEED TO USE THE LENGTH OF THE COURT TO YOUR TEAM'S BASKET AFTER GRABBING A REBOUND AND WHILE PLAYING TENNIS TO GET TO A BALL BEFORE IT BOUNCES TWICE.</li> </ul> </li> </ul> </li> </ul> <p><b><u>STANDARD STATEMENT E</u></b></p> <p><b>OBJECTIVE:</b> THE STUDENT WILL DISTINGUISH BETWEEN SCIENTIFIC AND BIOMECHANICAL PRINCIPLES AS COMPARED TO COMPLEX MOVEMENTS.</p> <p><b>ESSENTIAL CONTENT</b></p> <ul style="list-style-type: none"> <li>• BIOMECHANICAL PRINCIPLES <ul style="list-style-type: none"> <li>▪ STUDY THE FORCES AND EFFECTS ON LIVING SYSTEMS.</li> <li>▪ THE MAIN GOAL IS FOR PERFORMANCE IMPROVEMENT IN SPORT AND EXERCISE AND FOR INJURY PREVENTION AND REHABILITATION.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>WRITTEN TEST:</i> STUDENTS WILL COMPLETE A WRITTEN TEST ON THE PRINCIPLES OF TRAINING.</li> <li>• <i>CHART:</i> STUDENTS WILL OUTLINE COMMON SPORTS AND ACTIVITIES THAT USE THE PRINCIPLES OF TRAINING.</li> <li>• <i>CONCEPT MAPPING:</i> STUDENT WILL DESIGN A GRAPHIC DESIGNER BY COMPARING AND CONTRASTING EXERCISE ACTIVITIES.</li> <li>• <i>PEER OBSERVATION:</i> THE STUDENT WILL ANALYZE A PARTNER PERFORMING A NEW MOTOR SKILL AND RELATE IT TO APPLICATION OF SCIENTIFIC PRINCIPLES</li> </ul>	<ul style="list-style-type: none"> <li>• WEIGHT LIFTING</li> <li>• TRACK &amp; FIELD</li> <li>• IN-LINE SKATING</li> <li>• MOUNTAIN BIKING</li> <li>• TRACK &amp; FIELD</li> </ul>

- CENTRIPETAL FORCE
  - DEFINED: ANY ROTATING OBJECT WILL HAVE A FORCE THAT ACTS TOWARD ITS AXIS OF ROTATION. THIS IS THE FORCE THAT IS REQUIRED TO KEEP YOU MOVING IN A CIRCULAR PATH.
  - WHEREVER THERE IS ROTATION THERE IS ALWAYS INNER PLAY BETWEEN INERTIA AND CENTRIPETAL FORCE.
    - *EXAMPLE:* HAMMER THROWER: AS THE HAMMER THROWER TRAVELS FASTER IN A CIRCULAR MOTION, THE THROWER INCREASES CENTRIPETAL FORCE BY LEANING AWAY FROM THE PULL OF THE HAMMER.
  
- CENTRIFUGAL FORCE
  - THE FORCE THAT SEEMS TO PULL AN OBJECT OR PERSON AWAY FROM THE CENTER AS IT MOVES IN A CIRCLE.
    - *EXAMPLE:* AN IN-LINE SKATER MUST PUSH OUTWARD TO GET AROUND A CURVE.

**ENRICHMENT:**

- THE STUDENT WILL CONNECT AND EXPLAIN THE PRINCIPLES OF TRAINING IN THE CREATION OF A CROSS-TRAINING WORKOUT ROUTINE, WHICH MAY INCLUDE PRE-SEASON, IN-SEASON AND POST-SEASON SPORT SPECIFIC SKILL IMPROVEMENT LEARNING ACTIVITIES.
- THE STUDENT WILL EXAMINE AND RELATE TECHNICAL AND BIOMECHANICAL PRINCIPLES TO INTRICATE ARRANGEMENTS OF LEARNING ACTIVITIES IN THE FORM OF A VIDEO LESSON.

**REMIEDIATION:**

- THE STUDENT WILL DESCRIBE THE PRINCIPLES OF TRAINING THE INSTRUCTOR UTILIZED IN THE LEARNING ACTIVITY.
- THE STUDENT WILL STUDY THE TECHNIQUE OF SIMPLE BODY MOVEMENTS.

**RESOURCES:**

PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION

# Apply Your Fitness Knowledge— Off-Season Training?

Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Sam loves to participate in \_\_\_\_\_. He plays on the school team and goes to special camps in the summer so that he can improve his game play. He is looking for some help in putting together some exercises that he can do when he is unable to participate in his favorite activity. He learned in physical education classes that he should train the specific movements that he uses when participating and that he will need to focus on specific health- and skill-related fitness components. You can help Sam by answering some of the questions that he has asked. Provide your answers in the grid that follows.

1. What are two skill-related fitness components important in my sport?
2. Can you recommend a specific exercise for each of these components that I can include in my training routine?
3. What are two health-related fitness components important in my sport?
4. Can you recommend a specific exercise for each of these components that I can include in my training routine?

Skill-related fitness component	Skill-related fitness component	Health-related fitness component	Health-related fitness component
Exercise to target this component	Exercise to target this component	Exercise to target this component	Exercise to target this component
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**Assessment:** Your work will be scored according to the criteria in the following rubric. Use this information to self-assess your work before you hand it in.

4	Excellent work! You went above and beyond!	Answers are complete and correct. Two health- and two skill-related fitness components (four total) are identified, and specific exercises that develop each are provided. Artwork, specific examples, or details that support answers are included.
3	Good work. Everything is here!	Answers are complete and correct. Two health-related components and two skill-related fitness components (four total) are identified, and specific exercises that develop each are provided.
2	Good attempt. Just a few things are missing. Would you like to try this one again?	Answers are incomplete. Two components (two health-related components, two skill-related components, or one of each) are identified, and a specific exercise that develops each is provided.
1	Let's be sure that you understand. I recommend that you try this one again. See me for more explanation.	Answers are incomplete. Fewer than two components (either one health-related component, one skill-related component, or neither) are identified. No specific exercises are provided.

FORM 6.23 **Training Sport Specific**

**Name** \_\_\_\_\_ **Date** \_\_\_\_\_

Apply your knowledge of health- and skill-related fitness components.

1. Choose a sport from the class list. \_\_\_\_\_
2. a. Identify the two major skill-related fitness components and be prepared to defend your choices.  
 \_\_\_\_\_  
 \_\_\_\_\_
- b. Identify one major movement of the sport.  
 \_\_\_\_\_
3. Develop a sequence that trains for the two major skill-related fitness components and the major movement of the sport that you chose from the list. List the sequence of your workout on the back of this paper. You should describe each movement if it does not have a specific name.
4. Prepare a presentation of your sport-specific training sequence.

**Assessment:**

information to self-assess your work before you hand it in.

<b>4</b>	Excellent work! You went above and beyond!	The workout includes movements that train the muscles for flexibility and endurance. It also includes movements for the two major skill-related fitness components and the major movements identified. Definite thought went into the design of the workout so that all large muscle movements are grouped to engage the cardiovascular system fully; flexibility exercises and mat exercises were strategically placed for the athlete to get the most benefits from his or her workout. Artwork, specific examples, or details that support answers are included.
<b>3</b>	Good work. Everything is here!	The workout includes movements that train the muscles for flexibility or endurance. It also includes movements for the two major skill-related fitness components and the major movement identified.
<b>2</b>	Good attempt. Just a few things are missing. Would you like to try this one again?	The workout includes movements that train the muscles for flexibility or endurance. It includes movements for one major skill-related fitness component and the major movement identified.
<b>1</b>	Let's be sure that you understand. I recommend that you try this one again. See me for more explanation.	The workout is missing movements that train the muscles for flexibility and endurance. The movements chosen do not train for the skill-related fitness components or the major movement.



FORM 6.12 **Fitness Quick Check—Training**

**Name** \_\_\_\_\_ **Date** \_\_\_\_\_

1. When talking about fitness training, specificity means \_\_\_\_\_  
\_\_\_\_\_
2. When talking about fitness training, overload means \_\_\_\_\_  
\_\_\_\_\_
3. When talking about fitness, progression means \_\_\_\_\_  
\_\_\_\_\_

**Scoring:** The number of correct answers \_\_\_\_\_ divided by the number of possible answers \_\_\_\_\_ equals the percentage of correct answers \_\_\_\_\_.

From Physical Education Assessment Toolkit by Liz Giles-Brown, 2006, Champaign, IL: Human Kinetics.

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FORM 6.12 **Fitness Quick Check—Training**

**Name** \_\_\_\_\_ **Date** \_\_\_\_\_

1. When talking about fitness training, specificity means \_\_\_\_\_  
\_\_\_\_\_
2. When talking about fitness training, overload means \_\_\_\_\_  
\_\_\_\_\_
3. When talking about fitness, progression means \_\_\_\_\_  
\_\_\_\_\_

**Scoring:** The number of correct answers \_\_\_\_\_ divided by the number of possible answers \_\_\_\_\_ equals the percentage of correct answers \_\_\_\_\_.

From Physical Education Assessment Toolkit by Liz Giles-Brown, 2006, Champaign, IL: Human Kinetics.

# Apply Your Fitness Knowledge— Help Me, I Want to Get My Body in Shape!

Name \_\_\_\_\_ Date \_\_\_\_\_

One of your closest friends has come to you complaining that he or she just doesn't feel that well when participating in physical activities. Your friend says that he or she just can't seem to keep up with everyone else. Your friend really wants to be able to participate in activities without getting tired, strengthen his or her muscles, and not feel so stiff all the time.

**Directions:** Develop a total fitness poster that will give your friend all the information that he or she needs to achieve his or her goals. Your poster needs to help your friend understand the difference between each fitness component and how to develop each one. Include illustrations to further help him or her understand the concepts.

Your friend needs to know the difference between the following parts of health-related fitness and what activities fall into each category:

- \_\_\_\_\_ Cardiorespiratory fitness
- \_\_\_\_\_ Muscular strength and endurance
- \_\_\_\_\_ Flexibility

You should also include information about the principles of training:

- \_\_\_\_\_ Frequency
- \_\_\_\_\_ Duration
- \_\_\_\_\_ Intensity

**Assessment:** Your work will be scored according to the criteria listed in the preceding checklist and the rubric below. Use the checklist and rubric to make sure that you have included all the information required on your poster.

<b>4</b>	Excellent work! You went above and beyond!	The poster contains correct, accurate information for all six items identified on the criteria list. Artwork, specific examples, or details that support answers are included.
<b>3</b>	Good work. Everything is here!	The poster contains correct, accurate information for all six items identified on the criteria list.
<b>2</b>	Good attempt. Just a few things are missing. Would you like to try this one again?	The poster contains correct, accurate information for at least four of the six items identified on the criteria list. One or two items may be inaccurate or missing.
<b>1</b>	Let's be sure that you understand. I recommend that you try this one again. See me for more explanation.	The poster contains correct, accurate information for fewer than four of the six items identified on the criteria list.

<b>COURSE:</b>	PHYSICAL EDUCATION	<b>GRADE:</b>	GRADE 7 BENCHMARK ASSESSMENT FOR STANDARD A
<b>STATE STANDARD:</b>	10.5.9 CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT	<b>TIME FRAME:</b>	
<b>STANDARD STATEMENT:</b>	A - DESCRIBE AND APPLY THE COMPONENTS OF SKILL RELATED FITNESS TO MOVEMENT PERFORMANCE. B - DESCRIBE AND APPLY CONCEPTS OF MOTOR SKILL DEVELOPMENT THAT IMPACT THE QUALITY OF INCREASINGLY COMPLEX MOVEMENT. C - IDENTIFY AND APPLY PRACTICE STRATEGIES FOR SKILL IMPROVEMENT. F - DESCRIBE AND APPLY GAME STRATEGIES TO COMPLEX GAMES AND PHYSICAL ACTIVITIES.		

	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
<b>TACTICAL GAMES</b>	<b><u>STANDARD STATEMENT A</u></b>		
	<p><b>OBJECTIVE:</b> THE STUDENT WILL DEMONSTRATE HOW SKILL RELATED FITNESS COMPONENTS ARE ESSENTIAL TO PHYSICAL ACTIVITIES.</p> <p><b>OBJECTIVE:</b> THE STUDENT WILL IDENTIFY HOW SKILL RELATED FITNESS COMPONENTS ARE ESSENTIAL TO PHYSICAL ACTIVITIES.</p> <p><b>ESSENTIAL CONTENT</b></p> <ul style="list-style-type: none"> <li>• COMPONENTS OF SKILL RELATED FITNESS <ul style="list-style-type: none"> <li>▪ AGILITY (WRESTLING AND FOOTBALL)</li> <li>▪ BALANCE (ESSENTIAL TO ALL SPORTS)</li> <li>▪ COORDINATION (TENNIS)</li> <li>▪ POWER (FOOTBALL)</li> <li>▪ REACTION TIME (SOFTBALL AND TRACK)</li> <li>▪ SPEED (BASKETBALL AND TENNIS)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>DANCE CREATION:</i> THE STUDENTS WILL CREATE AND PERFORM A DANCE THAT INCLUDES SKILL RELATED FITNESS COMPONENTS AND HOW THEY WERE USED IN THIS TYPE OF PHYSICAL ACTIVITY.</li> <li>• <i>CONCEPT MAPPING: "APPLY YOUR FITNESS KNOWLEDGE-FITNESS MAPPING" (PHYSICAL EDUCATION ASSESSMENT TOOL P. 143)</i> <ul style="list-style-type: none"> <li>▪ STUDENTS WILL IDENTIFY WHAT THE MOST IMPORTANT SKILL RELATED COMPONENTS ARE FOR THE PHYSICAL ACTIVITY THEY ARE CURRENTLY ENGAGED IN.</li> </ul> </li> <li>• <i>WORKSHEET: "SKILL RELATED FITNESS" (PHYSICAL EDUCATION ASSESSMENT TOOL P. 197)</i> <ul style="list-style-type: none"> <li>▪ STUDENTS IDENTIFY THE SKILL RELATED FITNESS COMPONENTS AND ACTIVITIES THAT REQUIRE EACH OF THESE COMPONENTS.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• INVASION GAMES <ul style="list-style-type: none"> <li>▪ BASKETBALL (R)</li> <li>▪ SOCCER (R)</li> <li>▪ FOOTBALL (R)</li> <li>▪ FLOOR HOCKEY (I)</li> <li>▪ TCHOUKBALL (I)</li> <li>▪ ULTIMATE BALL (I)</li> <li>▪ TEAM HANDBALL (I)</li> </ul> </li> <li>• NET/WALL GAMES <ul style="list-style-type: none"> <li>▪ VOLLEYBALL (R)</li> <li>▪ PICKLEBALL (I)</li> <li>▪ BADMITON (I)</li> </ul> </li> <li>• STRIKING &amp; FIELDING <ul style="list-style-type: none"> <li>▪ KICKBALL (R)</li> <li>▪ WIFFLEBALL (I)</li> </ul> </li> <li>• DANCE</li> </ul> <p>(*R - REINFORCE) (*I - INTRODUCE)</p>
<b>UNIT OF INSTRUCTION:</b>			

## **STANDARD STATEMENT B**

**OBJECTIVE:** STUDENTS WILL APPLY THE GOALS AND PRACTICE STRATEGIES TO THEIR OWN STAGES OF LEARNING IN DIFFERENT MOTOR SKILLS.

**OBJECTIVE:** STUDENT WILL REPORT THE MOVEMENT CHARACTERISTICS OF SKILL PERFORMANCE AT EACH STAGE OF LEARNING.

### **ESSENTIAL CONTENT**

- MOTOR LEARNING STAGE CHARACTERISTICS
  - COGNITIVE STAGE: PERFORMANCE IS INCONSISTENT AND ERRATIC.
  - ASSOCIATIVE STAGE: PERFORMANCE IS MORE CONSISTENT AND COORDINATED.
  - AUTOMATIC STAGE: PERFORMANCE IS AUTOMATIC (MECHANICAL) AND APPEARS EFFORTLESS.
  
- MOVEMENT GOALS AND PRACTICE STRATEGIES FOR EACH STAGE
  - COGNITIVE STAGE: GOAL IS TO DEVELOP MORE CONSISTENCY. A PRACTICE STRATEGY IS TO ENGAGE IN PHYSICAL AND MENTAL PRACTICE IN VARIANT ENVIRONMENTS.
  - ASSOCIATIVE STAGE: GOAL IS TO BECOME CONSISTENT COORDINATED. PRACTICE STRATEGY IS TO ENGAGE IN PHYSICAL AND MENTAL PRACTICE WITH APPROPRIATE VARIABLE CONDITIONS.
  - AUTOMATIC STAGE: GOAL IS TO CONSISTENTLY PERFORM IN DYNAMIC SITUATIONS. PRACTICE STRATEGY IS TO ENGAGE IN PHYSICAL AND MENTAL PRACTICE IN DYNAMIC GAME LIKE ENVIRONMENT.
  
- TYPES OF PRACTICE STRATEGIES
  - OPEN SKILLS: SKILLS THAT HAVE AN OUTSIDE VARIABLE(S) EXAMPLE: DEFENDING GOAL AGAINST OPPONENT.
  - CLOSED SKILLS: SKILLS THAT HAVE NO OUTSIDE VARIABLE(S) EXAMPLE: SHOOTING FOUL SHOT.
  - TRANSFER BETWEEN SKILLS: TEACHING SEVERAL DIFFERENT ACTIVITIES THAT TEACH THE SAME CONCEPTS.
  - KNOWLEDGE OF PERFORMANCE AND RESULTS
  - PRACTICE:
    - RANDOM PRACTICE: CHANGING THE SKILL AND THE ORDER OF THE SKILL THAT IS PRACTICED DURING PRACTICE TIME.
    - VARIABLE PRACTICE: PRACTICING THE SAME SKILL IN DIFFERENT CONDITIONS.
    - BLOCKED PRACTICE: REPETITIVE PRACTICE OF THE SAME SKILL DURING A PERIOD OF TIME.
    - MASSED PRACTICE: THE CONTINUOUS PRACTICE OF A SKILL FOR A LONG PERIOD OF TIME.
    - DISTRIBUTED PRACTICE: SPREADING PRACTICE TIME ACROSS SEVERAL SHORTER PRACTICE SESSIONS.

- PEER OBSERVATION: STUDENTS WILL OBSERVE ANOTHER STUDENT WHILE PERFORMING A SKILL AND ACCURATELY DESCRIBE CHARACTERISTICS OF THEIR STAGE OF LEARNING.
  
- OPEN-ENDED ESSAY QUESTION: STUDENTS WILL RESPOND TO A QUESTION REGARDING THEIR OWN STAGE OF LEARNING AND PRACTICE STRATEGIES THAT WOULD BEST BENEFIT HIM OR HER.

- NET/WALL GAMES
- INVASION GAMES
- STRIKING/FIELDING
- TARGET GAMES

### **STANDARD STATEMENT C**

**OBJECTIVE:** THE STUDENT WILL MODEL A PRACTICE STRATEGY USED WITHIN A SPECIFIC ACTIVITY.

**OBJECTIVE:** THE STUDENTS WILL SUMMARIZE PRACTICE STRATEGIES THAT ARE CONDUCTIVE TO SPECIFIC LEARNING ACTIVITIES.

#### **ESSENTIAL CONTENT**

- IMPROVEMENT OF SELF-PACED SKILLS
  - OCCURS WITH CONSTANT PHYSICAL PRACTICE
  - REFINE THE TIMING OF THE SKILL
  - ENHANCE THE COMPLEXITY OF THE SKILL USING CHANGES IN SPEED, HEIGHT, DIRECTION, FORCE, BODY PART, OR RELATIONSHIP TO A PARTNER OR EQUIPMENT.

### **STANDARD STATEMENT F**

**OBJECTIVE:** STUDENTS WILL DEMONSTRATE BASIC GAME STRATEGIES WHILE ENGAGED IN COMPLEX GAMES AND PHYSICAL ACTIVITIES.

#### **ESSENTIAL CONTENT**

- *COMPLEX GAMES*
  - BASIC GAME STRATEGIES REVIEWED:
    - GIVE AND GO
    - ONE ON ONE
    - PEER COMMUNICATION
  - *DEFINED:* GAMES WHEN STUDENTS ARE INVOLVED IN FULL GAME PLAY.
  - AT THIS STAGE, STUDENTS ARE SPECIALIZED IN OFFENSE AND DEFENSE GAME PLAY. PLAYERS ARE ADDED, MOST SKILLS ARE USED, AND THE CONDUCT AND ORGANIZATION OF THE GAME BECOMES MORE COMPLEX.
  - RULES FOR STARTING, PROCEDURES FOR RULE INFRACTION, SCORING, AND OUT OF BOUNDS PLAY ARE ADDED IN COMPLEX GAME PLAY.
  - *STUDENTS' BEHAVIORS THAT ARE ASSUMED:* INDIVIDUAL LEVEL OF HIGH SKILLS IS DEVELOPED, ACQUIRE BASIC GAME STRATEGIES, DEFEND AGAINST OFFENSIVE PLAYERS, AND CAN NOW PARTICIPATE IN CONTINUOUS PLAY.

- *LOG:* STUDENTS WILL KEEP A LOG THROUGHOUT THE UNIT BASED ON SKILL REFINEMENT.

- *PROJECT:* STUDENTS WILL BE GIVEN A SPECIFIC TYPE OF PRACTICE STRATEGY AND WILL USE IT TO CREATE AN ACTIVITY CONDUCTIVE TO THE STRATEGY.

- NET/WALL GAMES
- TARGET GAMES
- INVASION GAMES
- STRIKING & FIELDING

		<ul style="list-style-type: none"> <li>• <i>GPAI</i>: STUDENTS ARE ASSESSED DURING GAME PLAY FOR THEIR ABILITY TO APPLY KNOWLEDGE IN THE AREAS OF SCORING, OUT OF BOUNDS PLAYS, AND USE OF BASIC GAME STRATEGIES.</li> </ul>	<ul style="list-style-type: none"> <li>• NET/WALL GAMES</li> <li>• INVASION GAMES</li> <li>• STRIKING &amp; FIELDING</li> </ul>
<b>ENRICHMENT:</b>	<ul style="list-style-type: none"> <li>• STUDENTS WILL CHOOSE THREE OF SEVEN COMPONENTS OF SKILL RELATED FITNESS AND DESCRIBE HOW THEY CAN BE APPLIED IN MANY SPORTS (CROSS-TRAIN)</li> <li>• STUDENTS WILL IDENTIFY A SKILL PERFORMANCE THAT YOU WISH TO IMPROVE AND RECORD THE MOVEMENT CHARACTERISTICS NEEDED TO OBTAIN A GOAL.</li> <li>• STUDENTS WILL IDENTIFY AND APPLY PRACTICE STRATEGIES FOR SKILL IMPROVEMENT IN LEARNING ACTIVITIES IDENTIFIED BY THE INSTRUCTOR. THE STUDENT WILL SHARE FINDINGS WITH THE CLASS.</li> <li>• STUDENTS WILL ILLUSTRATE AND UTILIZE GAME STRATEGIES IN COMPLEX GAMES AND PHYSICAL ACTIVITIES, BY CREATING "NEW MOVEMENT/GAMES," UTILIZING LEARNING ACTIVITIES PER INSTRUCTOR'S DIRECTION.</li> <li>• STUDENTSWILL CREATE A WORKSHEET THAT USES COMPONENTS AND HOW YOU CAN APPLY THEM IN YOUR PHYSICAL EDUCATION CLASS.</li> </ul>		
<b>REMEDATION:</b>	<ul style="list-style-type: none"> <li>• STUDENTS WILL CHOOSE A CLOSED SKILL ACTIVITY (SHOOTING A FOUL SHOT) AND IDENTIFY THEIR CURRENT STAGE OF LEARNING.</li> <li>• STUDENTS WILL RECOGNIZE AND RELATE PRACTICE STRATEGIES FOR SKILL IMPROVEMENT IN A BASIC LEARNING ACTIVITY.</li> <li>• STUDENTS WILL LIST GAME STRATEGIES IN THE LEARNING ACTIVITIES.</li> </ul>		
<b>RESOURCES:</b>	<p>"CONCEPTS AND PRINCIPLES OF PHYSICAL EDUCATION", ( P. 48-49) BY BONNIE S. MOHNSEN, NASPE (2003), RESTON, VA  PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION</p>		

## Creative Dance – Criteria and Grading Sheet

Grading Criteria: Students will be graded 3 points for 10 different components.

Points will be given as follows:

**3 points:** meets expectation to the best of their ability

**2 points:** sometimes met given expectation

**1 point:** rarely or never met given expectation

**0 points:** did not attempt to meet expectation



**Creativity:** \_\_\_\_ / 3

-Ability to create a dance with a variety of steps and sequences.

-Is able to use created steps to the rhythm of the music.

**Cooperation:** \_\_\_\_ / 3

-Team worked together during the dance unit to create their own dance.

**Originality:** \_\_\_\_ / 3

-Team was able to incorporate their own step patterns within the dance and use a variety of formations to increase appeal of dance.

**Effort:** \_\_\_\_ / 3

-Actively worked together to complete the dance with the allotted time given.

**Levels:** \_\_\_\_ / 3

-Incorporated steps with different levels (ground level, standing, etc.) to add to the overall eye appeal of dance.

**Formations:** \_\_\_\_ / 3

-Used a minimum of 4 formations within the dance routine.

**Duration:** \_\_\_\_ / 3

-Dance was a minimum of 2 minutes in length.

**Costume:** \_\_\_\_ / 3

-Group used costumes that were appropriate and added to the overall presentation of the dance.

**Sequence:** \_\_\_\_ / 3

-Group used different sequences of steps throughout the length of the routine.

**Group Timing and Collaboration:** \_\_\_\_ / 3

-Group was able to dance to the rhythm of the music and dance the steps together as a group.

Total Points: \_\_\_\_\_

Overall Comments:





FORM 6.18

# Apply Your Fitness Knowledge— Fitness Mapping

Name \_\_\_\_\_ Date \_\_\_\_\_

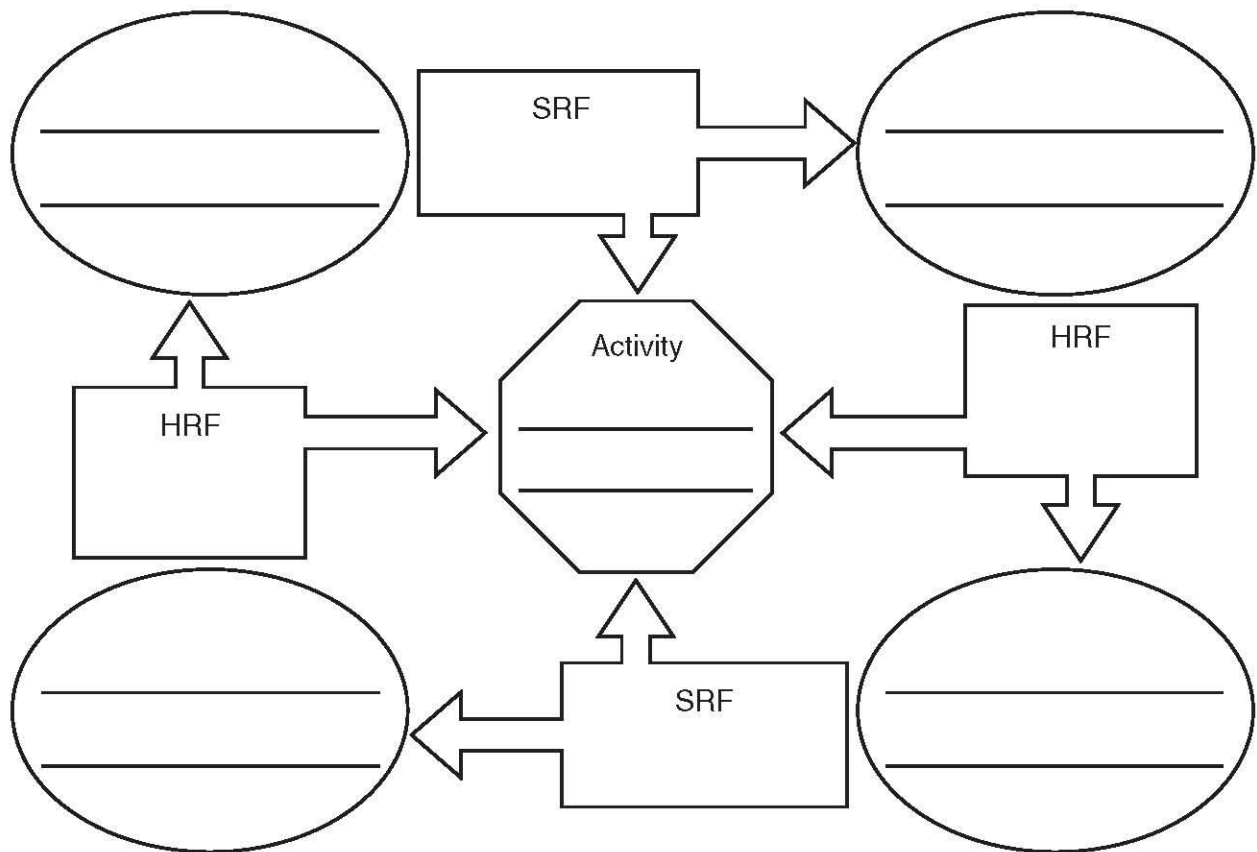
## HEALTH-RELATED FITNESS AND SKILL-RELATED FITNESS

All physical activities require certain components of health-related fitness (HRF) and skill-related fitness (SRF). Different activities require different combinations of these components. For instance, soccer requires high levels of cardiorespiratory endurance, agility, and coordination. One must be able to last for long periods without getting tired and be able to change direction quickly while moving at top speed when dribbling against defense.

**Directions:** In the arrow boxes, identify what you believe to be the most important HRF and SRF components that a person needs to possess to be successful while participating in the activity identified in the center square. In the ovals defend your choices by identifying how that component relates to the sport.

Health-related fitness components: cardiorespiratory fitness, muscular strength, muscular endurance, and flexibility

Skill-related fitness components: coordination, agility, power, speed, balance, and reaction time



(continued)

FORM 6.18 **Apply Your Fitness Knowledge—Fitness**  
**Mapping** *(continued)*

**Assessment:** Your work will be scored according to the criteria in the following rubric. Use this information to self-assess your work before you hand it in.

4	Excellent work! You went above and beyond!	Each response is complete and correct. Two health-related fitness components and two skill-related fitness components related to the activity are identified, and a brief explanation of how each relates specifically to the activity is provided. Artwork, specific examples, or details that support answers are included.
3	Good work. Everything is here!	Each response is complete and correct. Two health-related fitness components and two skill-related fitness components related to the activity are identified, and a brief explanation of how each relates specifically to the activity is provided.
2	Good attempt. Just a few things are missing. Would you like to try this one again?	At least two correct health-related or skill-related fitness components (two total) are identified, and a brief explanation of how each relates specifically to the activity is provided.
1	Let's be sure that you understand. I recommend that you try this one again. See me for more explanation.	Fewer than two correct health-related or skill-related fitness components are identified. How they relate to the activity is unclear or missing.