

COURSE	PHYSICAL EDUCATION	GRADE:	GRADE 9 BENCHMARK ASSESSMENT FOR STANDARD F
STATE STANDARD:	10.4.9 PHYSICAL ACTIVITY	TIME FRAME:	
STANDARD STATEMENT:	F - ANALYZE AND ENGAGE IN PHYSICAL ACTIVITIES THAT ARE DEVELOPMENTALLY/INDIVIDUALLY APPROPRIATE AND SUPPORT ACHIEVEMENT OF PERSONAL FITNESS AND ACTIVITY GOALS.		

UNIT OF INSTRUCTION: ADVENTURE GAMES	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><u>STANDARD STATEMENT F</u></p> <p>OBJECTIVE: THE STUDENT WILL DISTINGUISH BOTH NEGATIVE AND POSITIVE PRESSURES THAT COMMONLY OCCUR IN ADOLESCENT GROUPS.</p> <p>ESSENTIAL CONTENT</p> <ul style="list-style-type: none"> • SOCIAL PRESSURE: <ul style="list-style-type: none"> ▪ PRESSURES THAT SURROUND OUR LIVES. <ul style="list-style-type: none"> ○ EXAMPLES: <ul style="list-style-type: none"> ▲ PEER ▲ ACADEMIC ▲ SOCIOECONOMIC ▪ THESE ARE THE AREAS MOST FAMILIAR TO ADOLESCENTS. SOCIAL PRESSURES ARE OFTEN DIFFICULT TO UNDERSTAND AND WE NEED HELP TO DEAL WITH THEM. PEER PRESSURE CAN BE POSITIVE, LIKE THE PRESSURE TO GET GOOD GRADES. TEENAGERS NEED TO ASSERT THEIR RIGHTS/BELIEFS WHEN IT COMES TO THE NEGATIVE PEER PRESSURES, SUCH AS, SMOKING. • GROUPS CAN BE EVALUATED BY THE TUCKMAN'S MODEL OF GROUP DEVELOPMEN. • THE PROGRESSION IN THIS MODEL ARE PHASES: <ul style="list-style-type: none"> ▪ <i>FORMING/STAGE 1</i> <ul style="list-style-type: none"> ○ HIGH DEPENDENCE ON LEADER FOR GUIDANCE AND DIRECTION. ○ INDIVIDUAL ROLES AND RESPONSIBILITIES ARE UNCLEAR. ○ LEADER DIRECTS. ○ NOT MUCH INPUT FROM GROUP FOR DECISIONS. ○ SOLELY DEPEND ON LEADER. ▪ <i>STORMING/STAGE 2</i> <ul style="list-style-type: none"> ○ DECISIONS DO NOT COME EASILY WITHIN GROUP. ○ POWER STRUGGLES OCCURE. ○ COMPROMISE IS NECESSARY WITHIN GROUP TO ENABLE PROGRESS. ○ LEADER COACHES. ▪ <i>NORMING/STAGE 3</i> <ul style="list-style-type: none"> ○ AGREEMENT AND CONSENSUS FORMS AMONG TEAM. ○ RESPONDS WELL TO FACILITATION BY THE LEADER. ○ ROLES AND RESPONSIBILITIES ARE CLEAR AND ACCEPTED. ○ COMMITMENT AND UNITY IS STRONG. ○ GENERAL RESPECT FOR LEADER AND THE LEADERSHIP IS SHARED AMONGST THE TEAM. 	<ul style="list-style-type: none"> • STUDENTS CREATE A LIST OF PAST SITUATIONS THAT DEALT WITH GIVING INTO PEER PRESSURE. THEN THEY WILL DESCRIBE HOW THEY WOULD DEAL WITH THE SAME SITUATION NOW. • STUDENTS WILL CREATE A MODEL OR DRAW A PICTURE REPRESENTING THEMSELVES AND THE SOCIAL PRESSURE THEY DEAL WITH ON A DAILY BASIS. • STUDENTS WILL, IN A GROUP, ROLE-PLAY DIFFERENT PEER PRESSURE SITUATIONS AND PRESENT TO THE CLASS. THEY WILL CREATE TWO SCENARIOS (ONE POSITIVE AND ONE NEGATIVE) DESCRIBING COMMON PRESSURES THAT AFFECT A TEENAGER'S DECISION. 	<ul style="list-style-type: none"> • TEAM BUILDING ACTIVITIES • COOPERATIVE GAME

	<ul style="list-style-type: none"> ○ LEADER FACILITATES AND ENABLES GROUP. ▪ <i>PERFORMING/STAGE 4</i> <ul style="list-style-type: none"> ○ TEAM IS MORE STRATEGICALLY AWARE. ○ TEAM HAS A SHARED VISION AND IS ABLE TO PERFORM WITH LITTLE OR NO INTERFERENCE OR PARTICIPATION FROM LEADER. ○ TEAM HAS A HIGH DEGREE OF AUTONOMY. ○ DISAGREEMENTS FROM TEAM ARE RESOLVED IN A POSITIVE NATURE. ○ TEAM WORKS TOWARDS THE GOAL. ○ TEAM MEMBERS LOOK AFTER EACH OTHER. ○ LEADER DELEGATES AND OVERSEES. ▪ <i>ADJOURNING/STAGE 5</i> <ul style="list-style-type: none"> ○ BREAK-UP OF GROUP. ○ TASK HAS BEEN SUCCESSFULLY COMPLETED AND HOPEFULLY EVERYONE IN GROUP FEELS GOOD ABOUT WHAT HAS BEEN ACHIEVED. 		
ENRICHMENT:			
REMEDATION:			
RESOURCES:	PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION <i>ADVANCED CURRICULUM FOR PHYSICAL EDUCATION, HIGH SCHOOL, BY JANE PANICUCCI (2003), PROJECT ADVENTURE, INC.</i> <i>QUICKSILVER, BY KARL ROHNKE AND STEVE BUTLER, PROJECT ADVENTURE, INC.</i>		

COURSE:	PHYSICAL EDUCATION	GRADE:	GRADE 9 BENCHMARK ASSESSMENT FOR STANDARD A
STATE STANDARD:	10.4.9 PHYSICAL ACTIVITY	TIME FRAME:	
STANDARD STATEMENT:	A - ANALYZE AND ENGAGE IN PHYSICAL ACTIVITIES THAT ARE DEVELOPMENTALLY/INDIVIDUALLY APPROPRIATE AND SUPPORT THE ACHIEVEMENT OF PERSONAL FITNESS AND ACTIVITY GOALS.		

UNIT OF INSTRUCTION:	FITNESS	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
		<p><u>STANDARD STATEMENT A</u></p> <p>OBJECTIVES:</p> <ul style="list-style-type: none"> • THE STUDENTS WILL EXAMINE THEIR SUCCESSFULNESS OF PERSONAL FITNESS AND ACTIVITY GOALS. • THE STUDENT WILL IMPLEMENT PERSONAL FITNESS AND ACTIVITY GOALS. <p>ESSENTIAL CONTENT</p> <ul style="list-style-type: none"> • <i>SUPPORTS ACHIEVEMENT OF PERSONAL FITNESS GOALS</i> <ul style="list-style-type: none"> ▪ PHYSICAL, COGNITIVE, EMOTIONAL, AND SOCIAL GROWTH INFLUENCE INDIVIDUAL NEEDS AS A RESULT OF THE ACHIEVEMENT OF PERSONAL FITNESS GOALS ▪ REGULAR PHYSICAL ACTIVITY RELEASES ENDORPHINS, WHICH ENABLE PEOPLE TO ENJOY AND SUSTAIN COMMITMENT TO PERSONAL FITNESS GOALS ▪ STUDENTS PARTICIPATE IN ACTIVITIES THAT ARE DESIGNED TO HELP THEM UNDERSTAND AND VALUE THE IMPORTANCE OF PERSONAL FITNESS AND THE CONTRIBUTION THEY MAKE TO MAINTAIN A HEALTHY LIFESTYLE ▪ DEVELOPING PERSONAL GOALS WILL IMPROVE FITNESS • <i>SUPPORTS ACHIEVEMENT OF ACTIVITY GOALS</i> <ul style="list-style-type: none"> ▪ PLANNING AHEAD OF TIME WHAT YOU EXPECT TO ACCOMPLISH AND HOW YOU WILL ACCOMPLISH IT. ▪ PARTICIPATING IN A VARIETY OF PHYSICAL ACTIVITY WILL DECREASE BOREDOM AND INCREASE ACHIEVEMENT OF ACTIVITY GOALS. 	<ul style="list-style-type: none"> • <i>JOURNAL:</i> STUDENTS ARE ASKED TO KEEP A JOURNAL FOR A PRESCRIBED PERIOD OF TIME SHOWING PARTICIPATION OF TIME, TYPE OF ACTIVITY SELECTED, AND RELATED FACTORS THAT IMPACT THE STUDENT'S ABILITY TO PARTICIPATE. • FORMATIVE ASSESSMENT USING THE FITNESS GRAM TESTS RESULTS TO CREATE PERSONAL FITNESS GOALS (PRE-TEST). • PORTFOLIO WILL BE USED TO SHOW PROGRESSION OF PERSONAL AND ACTIVITY GOALS OVER A PERIOD OF TIME. A CHART/GRAPH WILL BE INCLUDED IN THE PORTFOLIO TO ILLUSTRATE HOW ONE HAS INCREASED THEIR LEVEL OF FITNESS. INCLUDE THE SUMMARIZATION OF THE ATTAINMENT OF PERSONAL AND ACTIVITY GOALS. • SUMMATIVE ASSESSMENT USING THE FITNESS GRAM, TEST RESULTS (POST-TEST). • FORMATIVE ASSESSMENTS OF ACTIVITIES BEING PERFORMED (PRE-TEST). • SUMMATIVE ASSESSMENTS OF ACTIVITIES BEING PERFORMED (POST-TESTS). • <i>LOG:</i> MEASURING PROGRESSION OF ACTIVITY OVER A PERIOD OF TIME, KEEPING RECORDS OF GOAL ATTAINMENT, SETTING NEW GOALS IF NEEDED. 	<ul style="list-style-type: none"> • FITNESS GRAM • WEIGHTLIFTING • TRACK AND FIELD

ENRICHMENT:	<ul style="list-style-type: none">• THE STUDENT WILL LOG THEIR PERSONAL WORKOUT DAILY, KEEPING TRACK OF NECESSARY UPDATES THAT NEED TO BE MADE FOR THE FOLLOWING WORKOUT.
REMEDATION:	<ul style="list-style-type: none">• THE STUDENT WILL RE-EXAMINE THEIR PERSONAL FITNESS GOALS THAT NEED TO BE MET.
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>

Achievement of Fitness and Activity Goals

My personal fitness and activity goals are as follows:

- 1.
- 2.
- 3.
- 4.

Activities that may help me obtain my activity goals:

- 1.
- 2.
- 3.
- 4.
- 5.

Date	Activity	Goals Met (indicate by number above)	Notes, comments, concerns.

The following goals have been met at the end of this unit:

- 1.
- 2.
- 3.

My thoughts and feelings relating to meeting my fitness and activity goals:

FORM 6.1 **Fitness Assessment**

Name _____ Date _____

PART I

Fitness test	Fitness component	Previous fitness scores	Fitness standard	Personal goal	Current fitness scores
	Cardiorespiratory endurance				
	Abdominal strength and endurance				
	Flexibility				
	Upper-body strength and endurance				

PART II

Activities that I can do to help me meet my fitness goals

1. My cardiorespiratory fitness plan:

2. My flexibility fitness plan:

3. My upper-body muscular strength and endurance fitness plan:

4. My abdominal muscular strength and endurance fitness plan:

PART III

Looking at the results

- Congratulations! Highlight in yellow all test scores that meet the health standard. Keep up the good work.
- Circle in blue all scores that fall below the health standard. These are fitness areas that you need to work on.
- Congratulations! Place a star next to each of your scores that either met or exceeded your personal goal for that test.

(continued)

FORM 6.1 **Fitness Assessment** *(continued)*

Planning ahead for health and fitness

I am proud of myself because this year during our health-related physical fitness work I

Directions: First, circle whether you need to maintain or improve your fitness level in each area. Look closely at your scores in relationship to the standards. Based on your scores, list two things in each fitness area that you can do to maintain or improve your level of fitness.

1. Cardiorespiratory (maintain / improve)

2. Flexibility (maintain / improve)

3. Upper-body strength (maintain / improve)

4. Abdominal strength (maintain / improve)

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!	Improvement is evident in at least two of the health-related fitness components. Each response is complete and correct. Artwork, specific examples, or details that support answers are included.
3	Good work. Everything is here!	Improvement is evident in at least two of the health-related fitness components. Each response is complete and correct.
2	Good attempt. Just a few things are missing. Would you like to try this one again?	Improvement is evident in at least one of the health-related fitness components. Most responses are complete and correct. One or two items may be missing or incorrect.
1	Let's be sure you understand. I recommend that you try this one again. See me for more explanation.	Improvement is not evident in any of the health-related fitness components. Few complete or correct answers are provided.

COURSE	PHYSICAL EDUCATION	GRADE:	GRADE 9 BENCHMARK ASSESSMENT FOR STANDARD E
STATE STANDARD:	10.4.9 PHYSICAL ACTIVITY	TIME FRAME:	
STANDARD STATEMENT:	E - ANALYZE FACTORS THAT IMPACT ON THE RELATIONSHIP BETWEEN REGULAR PARTICIPATION IN PHYSICAL ACTIVITY AND MOTOR SKILL IMPROVEMENT		

	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
UNIT OF INSTRUCTION: INVASION GAMES	<p><u>STANDARD STATEMENT E</u></p> <p>OBJECTIVES: THE STUDENT WILL COMPARE AND CONTRAST FACTORS THAT IMPACT SKILL IMPROVEMENT DURING REGULAR PARTICIPATION IN PHYSICAL ACTIVITIES.</p> <p>ESSENTIAL CONTENT</p> <ul style="list-style-type: none"> • <i>PERSONAL CHOICE</i> <ul style="list-style-type: none"> ▪ HAVING A CHOICE IN YOUR ACTIVITIES IS FOUND TO BE A STRONG MOTIVATOR IN ADHERING TO REGULAR ACTIVITY. ▪ CHOOSING LIFETIME ACTIVITIES WILL HELP YOU TO BE ACTIVE NOW AND WHEN YOU BECOME AN ADULT. • <i>AUTHENTIC PRACTICE</i> <ul style="list-style-type: none"> ▪ PRACTICE IS REPEATING A SKILL OVER AND OVER. ▪ YOUR PRACTICE WILL CONNECT TO “REAL WORLD” OVER TIME • <i>BASIC CONCEPTS FOR INVASION GAMES.</i> 	<ul style="list-style-type: none"> • <i>GRAPHIC CONCEPT MAPPING:</i> THE STUDENTS WILL COMPARE AND CONTRAST THE FACTORS OF PERSONAL CHOICE AND AUTHENTIC PRACTICE AND THEIR EFFECT ON MOTOR SKILL IMPROVEMENT. • <i>JOURNAL:</i> THE STUDENTS WILL KEEP A JOURNAL FOR A PERIOD OF TIME THAT REFLECTS HOW PERSONAL CHOICE AND AUTHENTIC PRACTICE POSITIVELY INFLUENCE SKILL IMPROVEMENT • <i>ESSAY TEST:</i> THE STUDENTS WILL ANALYZE THEIR INVOLVEMENT IN PHYSICAL ACTIVITY, EXPLAINING HOW PERSONAL CHOICE AND AUTHENTIC PRACTICE AFFECTED THEIR SKILL IMPROVEMENT. 	<ul style="list-style-type: none"> • FOOTBALL (R/P) • FLOOR HOCKEY (R) • SOCCER (R/P) • TOUCHBALL (R) • ULTIMATE BALL (R) • TEAM HANDBALL (R) • SPEEDBALL (R) • LACROSSE (R) • FLICKERBALL (R) <p>(*R - REINFORCE) (*P - PROFICIENT)</p>
	ENRICHMENT:	<ul style="list-style-type: none"> • THE STUDENT WILL ANALYZE FACTORS THAT IMPACT THE RELATIONSHIP BETWEEN PARTICIPATING IN A REGULAR FITNESS ROUTINE AND IMPROVING MOTOR SKILL DEVELOPMENT. 	
REMEDICATION:	<ul style="list-style-type: none"> • THE STUDENT WILL IDENTIFY MOTOR SKILL MOVEMENTS THAT CAN BE IMPROVED BY ACTIVITIES OF THEIR PERSONAL CHOICE. 		
RESOURCES:	PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION		



Name:
Teacher:

Date:
Grade: 9th

Skill Improvement

~Short Essay Exam~

- 1. Discuss the three developmental differences among adolescents and how those differences affect skill improvement.**
- 2. What are some of the influences on developmental differences? Which of these differences are self-controlled or environmentally controlled?**
- 3. Why is regular participation in physical activity important for motor skill improvements?**
- 4. What does it mean to have personal choice of activity? Why is this concept so important when talking about motor skill improvement and enjoying life long activities?**
- 5. What is authentic practice? Give examples of how you use authentic practice to improve your skills.**



COURSE:	PHYSICAL EDUCATION	GRADE:	GRADE 9 BENCHMARK ASSESSMENT FOR STANDARDS B-E
STATE STANDARD:	10.5.9 CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT	TIME FRAME:	
STANDARD STATEMENT:	B - DESCRIBE AND APPLY CONCEPTS OF MOTOR SKILL DEVELOPMENT THAT IMPACT THE QUALITY OF INCREASINGLY COMPLEX MOVEMENTS. E - ANALYZE AND APPLY SCIENTIFIC AND BIOMECHANICAL PRINCIPLES TO COMPLEX MOVEMENTS.		

UNIT OF INSTRUCTION: FITNESS	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><u>STANDARD STATEMENT B</u></p> <p>OBJECTIVE: STUDENTS WILL PRODUCE CORRECT RESPONSE SELECTION IN DIFFERENT GAME LIKE MOVEMENT SITUATIONS.</p> <p>ESSENTIAL CONTENT</p> <ul style="list-style-type: none"> • RESPONSE SELECTION <ul style="list-style-type: none"> ▪ <i>DEFINED:</i> REQUIRES ASSESSING A MOVEMENT SITUATION AND DECIDING HOW TO RESPOND. ▪ ASSESSING MOVEMENT SITUATIONS REQUIRE: <ul style="list-style-type: none"> ○ KNOWING WHERE TO LOOK ○ KNOWING WHAT TO LOOK AT ○ SELECTING CRITICAL CUES AND IGNORING NON CRITICAL CUES ▪ CORRECTLY DECIDING HOW TO PERFORM REQUIRES: <ul style="list-style-type: none"> ○ APPROPRIATE PERIMETER JUDGMENTS <ul style="list-style-type: none"> ▲ EXAMPLES: <ul style="list-style-type: none"> ◇ DIRECTION ◇ DISTANCE ◇ HEIGHT ◇ POSITION OF OPPONENTS OR TEAMMATES. ▪ APPROPRIATE TIMING PROJECTION. <ul style="list-style-type: none"> ○ EXAMPLES: <ul style="list-style-type: none"> ▲ ARRIVAL OR OBJECT ▲ PERSON OR MUSICAL CUE ▪ NOT ATTENDING TO TASK IRRELEVANT STIMULI FROM OPPONENTS. <ul style="list-style-type: none"> ○ EXAMPLES: <ul style="list-style-type: none"> ▲ FAKES OR NOISES 	<ul style="list-style-type: none"> • <i>GPAI:</i> STUDENTS WILL BE ASSESSED ON HIS OR HER ABILITY TO RESPOND CORRECTLY DURING DIFFERENT GAME LIKE MOVEMENT SITUATIONS. • <i>CRITIQUE:</i> STUDENTS WILL USE DATA COLLECTED FROM GPAI TO CRITIQUE THEIR ABILITY TO RESPOND TO STIMULI. 	<ul style="list-style-type: none"> • DANCE • FITNESSGRAM

STATE STANDARD E

OBJECTIVE: STUDENTS WILL DIFFERENTIATE BETWEEN THE BIOMECHANICAL PRINCIPLES RELATED TO PHYSICAL ACTIVITIES.

ESSENTIAL CONTENT

- BIOMECHANICAL PRINCIPLES OF COMPLEX MOVEMENTS
 - FRICTIONAL RESISTANCE
 - DEFINED: ANY FORCE THAT ACTS IN OPPOSITION TO THE MOVEMENT OF ONE SURFACE ON ANOTHER.
 - THREE TYPES:
 - ▲ STATIC FRICTION THE EXISTS BETWEEN THE CONTACTING SURFACES OF TWO RESTING OBJECT.
 - ◇ EXAMPLE: FOOTBALL BLOCKER PUSHES A FOOTBALL SLED DURING PRACTICE.
 - ▲ SLIDING: FRICTION THAT CAUSES TO SLIDE AND RUB AGAINST ONE ANOTHER.
 - ◇ EXAMPLE: SNOW CONDITIONS AFFECTING SKIERS (SNOW SHOEING).
 - ▲ ROLLING: FRICTION CAUSED BY A ROUND OBJECT. SUCH AS BALLS AND WHEELS THAT ROLL OVER A SUPPORTING OR CONTACTING SURFACE.
 - ◇ EXAMPLE: A SOCCER BALL ROLLING OVER A WET FIELD VS. A DRY FIELD.
- EQUILIBRIUM
 - DEFINED: A STATE IN WHICH THERE IS NO CHANGE IN THE MOTION OF THE BODY OR OBJECT.
 - ▲ AN OBJECT AT REST IS IN A STATE OF STATIC EQUILIBRIUM.
 - ▲ AN OBJECT MOVING AT A CONSTANT VELOCITY IN A STRAIGHT LINE IS IN A STATE OF DYNAMIC EQUILIBRIUM.
- MOVING SEGMENTS
 - DEFINED: THE GREATER THE FORCE REQUIREMENTS OF THE MOTOR SKILL, THE LARGER THE NUMBER OF BODY SEGMENTS THAT ARE LIKELY TO BE INVOLVED.
 - ▲ INCREASING THE NUMBER OF MOVING SEGMENTS INCREASES THE AMOUNT OF BODY MASS AND FORCE PRODUCTION.
 - ▲ THE MORE SEGMENTS THAT ARE INVOLVED, THE LONGER THE POTENTIAL RADIUS OF ROTATION BETWEEN THE MAJOR JOINT CENTER OF ROTATION AND THE POINT OF FORCE APPLICATION.

- *GRAPHIC DESIGNER:* STUDENTS WILL CHART THE SIMILARITIES AND DIFFERENCES OF A VARIETY OF EXERCISE ACTIVITIES THAT USE ALL OF THE BIOMECHANICAL PRINCIPLES.
- *WRITTEN TEST:* STUDENTS WILL BE TESTED ON CONCEPTS RELATED TO BIOMECHANICAL PRINCIPLES USED IN PHYSICAL EDUCATION.

- NET/WALL GAMES
- INVASION GAMES
- TARGET GAMES
- DANCE
- WEIGHT LIFTING
- TRACK & FIELD

ENRICHMENT:	<ul style="list-style-type: none">• STUDENT WILL TAKE A BIOMECHANICAL PRINCIPAL AND VIDEOTAPE A SPORTING EVENT TO DISCUSS THE COMPLEX MOVEMENTS WITH CLASS.
REMEDICATION:	<ul style="list-style-type: none">• STUDENT WILL LIST COMMON BIOMECHANICAL PRINCIPLES USED IN SEVERAL DIFFERENT ACTIVITIES.
RESOURCES:	PENNSYLVANIA DEPARTMENT OF EDUCATION BINDER RESOURCE <i>FITNESSGRAM/ACTIVITYGRAM TEST ADMINISTRATION MANUAL-4TH EDITION, THE COOPER INSTITUTE (2007)</i>

FORM 12.1 **Planning on Fitness—Thinking About Skill-Related Fitness**

Name _____ **Date** _____

Directions: Complete the following statements about skill-related fitness by using the words provided.

1. A _____ movement is smooth and efficient with little wasted motion.
2. When someone is able to change direction quickly when moving at top speed, we say that he or she has a lot of _____.
3. Moving from one place to another in the shortest time possible requires great _____.
4. In a powerful movement, a person uses strong _____ in one explosive act.
5. _____ balance requires a person to maintain equilibrium while still.
6. Dynamic _____ involves maintaining equilibrium while moving.
7. The _____ is a movement that requires power.
8. _____ quickly, you must be agile.
9. A juggler must have high levels of _____ to keep all those balls in the air.
10. _____-related fitness components.

coordinated speed static direction agility
 force balance skill coordination standing broad jump

Scoring: _____ divided by the number of possible answers _____ equals the percentage of correct answers _____.

FORM 10.2 **Force It—Mechanics Check**

Performer's Name _____ **Assessor's Name** _____

SKILL—THROWING

Directions: Watch your classmate perform the skill and check the skill cues that you see him or her performing consistently.

- _____ 1. Always begins by standing side to the target
- _____ 2. Gets ready to throw by bringing the ball down and back in a curved pathway
- _____ 3. Steps forward with a twisting motion on the opposite foot
- _____ 4. Follows through to complete the motion

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

From Physical

FORM 10.2 **Force It—Mechanics Check**

Performer's Name _____ **Assessor's Name** _____

SKILL—THROWING

Directions: Watch your classmate perform the skill and check the skill cues that you see him or her performing consistently.

- _____ 1. Always begins by standing side to the target
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From Physical Education Assessment Toolkit by Liz Giles-Brown, 2006, Champaign, IL: Human Kinetics.

COURSE:	PHYSICAL EDUCATION	GRADE:	GRADE 9 BENCHMARK ASSESSMENT FOR STANDARDS B-E-F
STATE STANDARD:	10.5.9 CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT	TIME FRAME:	
STANDARD STATEMENT:	B - DESCRIBE AND APPLY CONCEPTS OF MOTOR SKILL DEVELOPMENT THAT IMPACT THE QUALITY OF INCREASINGLY COMPLEX MOVEMENTS. E - ANALYZE AND APPLY SCIENTIFIC AND BIOMECHANICAL PRINCIPLES TO COMPLEX MOVEMENTS. F - DESCRIBE AND APPLY GAME STRATEGIES TO COMPLEX GAMES AND PHYSICAL ACTIVITIES.		

UNIT OF INSTRUCTION: TACTICAL GAMES	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><u>STANDARD STATEMENT B</u></p> <p>OBJECTIVE: STUDENTS WILL PRODUCE CORRECT RESPONSE SELECTION IN DIFFERENT GAME LIKE MOVEMENT SITUATIONS.</p> <p>ESSENTIAL CONTENT</p> <ul style="list-style-type: none"> • RESPONSE SELECTION <ul style="list-style-type: none"> ▪ <i>DEFINED:</i> REQUIRES ASSESSING A MOVEMENT SITUATION AND DECIDING HOW TO RESPOND. ▪ ASSESSING MOVEMENT SITUATIONS REQUIRE: <ul style="list-style-type: none"> ○ KNOWING WHERE TO LOOK ○ KNOWING WHAT TO LOOK AT ○ SELECTING CRITICAL CUES AND IGNORING NON CRITICAL CUES ▪ CORRECTLY DECIDING HOW TO PERFORM REQUIRES: <ul style="list-style-type: none"> ○ APPROPRIATE PERIMETER JUDGMENTS <ul style="list-style-type: none"> ▲ EXAMPLES: <ul style="list-style-type: none"> ◇ DIRECTION ◇ DISTANCE ◇ HEIGHT ◇ POSITION OF OPPONENTS OR TEAMMATES. ▪ APPROPRIATE TIMING PROJECTION. <ul style="list-style-type: none"> ○ EXAMPLES: <ul style="list-style-type: none"> ▲ ARRIVAL OR OBJECT ▲ PERSON OR MUSICAL CUE ▪ NOT ATTENDING TO TASK IRRELEVANT STIMULI FROM OPPONENTS. <ul style="list-style-type: none"> ○ EXAMPLES: <ul style="list-style-type: none"> ▲ FAKES OR NOISES 	<ul style="list-style-type: none"> • <i>GPAI:</i> STUDENTS WILL BE ASSESSED ON THE ABILITY TO RESPOND CORRECTLY DURING DIFFERENT GAME LIKE MOVEMENT SITUATIONS. • <i>CRITIQUE:</i> STUDENTS WILL USE DATA COLLECTED FROM GPAI TO CRITIQUE THEIR ABILITY TO RESPOND TO STIMULI. 	<ul style="list-style-type: none"> • NETBALL <ul style="list-style-type: none"> ▪ VOLLEYBALL (R) ▪ PICKLEBALL (R) ▪ BADMITON (R) ▪ TABLE TENNIS (I) • INVASION <ul style="list-style-type: none"> ▪ BASKETBALL (R/P) ▪ SOCCER (R/P) ▪ FOOTBALL (R/P) ▪ FLOOR HOCKEY (R) ▪ TCHOUKBALL (R) ▪ ULTIMATEBALL (R) ▪ TEAM HANDBALL (R) ▪ SPEEDBALL (R) ▪ FLICKERBALL (R) • STRIKING AND FIELDING <ul style="list-style-type: none"> ▪ WIFFLEBALL (P) ▪ SOFTBALL (R) <p>(*R - REINFORCE) (*I - INTRODUCE) (*P - PROFICIENT)</p>

STATE STANDARD E

OBJECTIVE: STUDENTS WILL DIFFERENTIATE THE BIOMECHANICAL PRINCIPLES RELATED TO PHYSICAL ACTIVITIES.

ESSENTIAL CONTENT

- BIOMECHANICAL PRINCIPLES OF COMPLEX MOVEMENTS
 - FRICTIONAL RESISTANCE
 - DEFINED: ANY FORCE THAT ACTS IN OPPOSITION TO THE MOVEMENT OF ONE SURFACE ON ANOTHER.
 - THREE TYPES:
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 - ◇ EXAMPLE: FOOTBALL BLOCKER PUSHES A FOOTBALL SLED DURING PRACTICE.
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 - ◇ EXAMPLE: SNOW CONDITIONS AFFECTING SKIERS (SNOW SHOEING).
 - ▲ ROLLING: FRICTION CAUSED BY A ROUND OBJECT. SUCH AS BALLS AND WHEELS THAT ROLL OVER A SUPPORTING OR CONTACTING SURFACE.
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 - ▲ AN OBJECT MOVING AT A CONSTANT VELOCITY IN A STRAIGHT LINE IS IN A STATE OF DYNAMIC EQUILIBRIUM.
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 - DEFINED: THE GREATER THE FORCE REQUIREMENTS OF THE MOTOR SKILL, THE LARGER THE NUMBER OF BODY SEGMENTS THAT ARE LIKELY TO BE INVOLVED.
 - ▲ INCREASING THE NUMBER OF MOVING SEGMENTS INCREASES THE AMOUNT OF BODY MASS AND FORCE PRODUCTION.
 - ▲ THE MORE SEGMENTS THAT ARE INVOLVED, THE LONGER THE POTENTIAL RADIUS OF ROTATION BETWEEN THE MAJOR JOINT CENTER OF ROTATION AND THE POINT OF FORCE APPLICATION.

- *GRAPHIC DESIGNER:* STUDENTS WILL CHART THE COMPARISON AND DIFFERENCES OF A VARIETY OF EXERCISE ACTIVITIES THAT USE ALL OF THE BIOMECHANICAL PRINCIPLES.
- *WRITTEN TEST:* STUDENTS WILL BE TESTED ON CONCEPTS RELATED TO BIOMECHANICAL PRINCIPLES USED IN PHYSICAL EDUCATION.

- NETBALL
 - VOLLEYBALL (R)
 - PICKLEBALL (R)
 - BADMITON (R)
 - TABLE TENNIS (I)
- INVASION
 - BASKETBALL (R/P)
 - SOCCER (R/P)
 - FOOTBALL (R/P)
 - FLOOR HOCKEY (R)
 - TCHOUKBALL (R)
 - ULTIMATEBALL (R)
 - TEAM HANDBALL (R)
 - SPEEDBALL (R)
 - FLICKERBALL (R)
- STRIKING AND FIELDING
 - WIFFLEBALL (P)
 - SOFTBALL (R)
- TARGET GAMES
 - GOLF (R)
 - FRISBEE GOLF (R)

(*R - REINFORCE)
(*I - INTRODUCE)
(*P - PROFICIENT)

STANDARD STATEMENT F

OBJECTIVE: THE STUDENT WILL BE ABLE TO APPLY GAME STRATEGIES DURING PHYSICAL ACTIVITIES.

OBJECTIVE: THE STUDENT WILL OUTLINE GAME STRATEGIES USED IN COMPLEX GAMES AND PHYSICAL ACTIVITIES.

ESSENTIAL CONTENT

- OFFENSIVE STRATEGIES
 - OFFENSIVE STRATEGIES ARE TO:
 - SCORE POINTS OR MAKE GOAL
 - RETAIN POSSESSION
 - MAKE ADVANCEMENTS
 - COMMON OFFENSIVE STRATEGIES:
 - REVIEW BASICS:
 - ▲ GIVE AND GO
 - ▲ ONE ON ONE
 - ▲ PEER COMMUNICATION
 - DEVELOPING PLAYS/PASS PATTERNS
 - SPACING BETWEEN PLAYERS
 - *FAST BREAK*: STRIKING QUICKLY IN THE HOPE OF CATCHING OPPONENT FLAT FOOTED.
 - ZONE OFFENSE: STAY IN ONE AREA TO RECEIVE A BALL.
 - BASKETBALL STRATEGIES
 - *SIMPLE SCREEN*: ESTABLISH YOUR POSITION ON THE FLOOR SO THAT IT LIMITS WHERE A DEFENDER CAN MOVE, THUS MOMENTARILY FREEING A TEAMMATE.
 - *PICK AND ROLL*: SET A SCREEN FOR YOUR TEAMMATE WHO HAD THE BALL, AFTER YOUR TEAMMATE DRIVES “ROLL” OFF THE SCREEN IN THE OPPOSITE DIRECTION OF YOUR TEAMMATE.
 - *GIVE AND GO*: PASS THE BALL AND MAKE A CUT
 - *PASS AND GO BEHIND*: PASS THE BALL AND GO BEHIND THE PLAYER THAT RECEIVED THE PASS FOR A POSSIBLE HANDOFF.
 - *SCREEN AWAY (OFF BALL SCREEN)*: SET A SCREEN FOR A PLAYER WHO DOES NOT HAVE THE BALL SO THEY CAN “POP OUT” TO RECEIVE A PASS, CREATING AN OPEN SHOT.
 - *BACK DOOR CUT*: MAKE A CUT TO THE BASKET BEHIND THE DEFENSE.
 - *LOW POST*: PASS THE BALL ONTO A PLAYER IN THE LOW POST SO THEY CAN TAKE ADVANTAGE OF A MISMATCH IN SIZE OR SPEED OF THEIR DEFENDER. OFTEN AN EXTRA DEFENDER WILL, “HELPOUT” BY DOUBLE TEAMING A LOW POST PLAYER, THUS CREATING AN OPEN PERSON TO RECEIVE A PASS.

- *GPAI*: THE TEACHER WILL USE THIS GRADING TOOL TO ASSESS THE STUDENTS ON HIS OR HER ABILITY TO USE GAME STRATEGIES WHILE PLAYING COMPLEX GAMES AND PHYSICAL ACTIVITIES.
- *ESSAY QUESTIONS*: THE STUDENTS WILL ANSWER ESSAY QUESTIONS BASED ON HOW DIFFERENT GAME STRATEGIES MAY BE USED IN COMPLEX GAMES AND VARIOUS PHYSICAL ACTIVITIES AND APPLY THOSE STRATEGIES TO HOW HE OR SHE PERSONALLY USED THESE STRATEGIES DURING GAME PLAY.

- NET/WALL
- INVASION
- STRIKING/FIELDING

▪ **BADMINTON STRATEGIES**

- KEEP THE SHOTS DEEP AND WAIT FOR YOUR OPPONENT TO MAKE A MISTAKE AND GIVE YOU AN OPPORTUNITY TO SMASH
- YO-YO – ALTERNATE DROP AND CLEAR SHOTS TO FORCE YOUR OPPONENT TO MOVE AND KEEP THEM OFF BALANCE
- PLAY TO YOUR OPPONENTS WEAK SIDE (USUALLY THE BACKHAND SIDE)

▪ **FLOOR HOCKEY**

- *DUMP AND CHAS:* PUCK IS THROWN IN OPPOSITION'S ZONE AND CHASED BY ONE OR TWO OFFENSIVE PLAYERS. THIS IS AN EASY WAY TO PENETRATE THE OPPOSING TEAM'S ZONE WITHOUT LOSING CONTROL OF THE PUCK. THE KEY TO SUCCESS IS THE ABILITY OF THE CHASERS TO GET TO THE PUCK BEFORE THE DEFENSE.
- *PASS TO AN OPEN PLAYER:* OFFENSIVE TEAM ATTEMPTING TO MOVE THE PUCK OUT OF THEIR OWN ZONE MUST PASS THE PUCK TO A TEAMMATE. THE PASSER MUST PUT THE PUCK ON THE BLADE OF THE STICK OF THE RECEIVER. THE RECEIVER MUST MOVE TO AN OPEN AREA TO RECEIVE THE PASS. THE PASSER ANTICIPATES THE RECEIVER MOVING TO THE OPEN AREA.
- *CLEAR SHOTS ON GOAL:* PLAYER SHOOTING PUCK HAS NOTHING BETWEEN THEMSELVES AND THE GOALTENDER. THE SHOOTER CAN CHOOSE ANY SHOT THEY WISH IN ORDER TO SCORE A GOAL.
- *SCREEN GOALIE:* OFFENSIVE PLAYERS WILL PURPOSELY POSITION THEMSELVES IN FRONT OF THE GOALTENDER, BLOCKING THE GOALTENDERS VISION OF THE PUCK BEING SHOT BY AN OFFENSIVE TEAMMATE.
- *PENETRATE ON SIDES AND PASS TO CENTER:* PUCK IS CARRIED BY OFFENSIVE PLAYER ALONG THE SIDE INTO THE OPPOSITION'S ZONE. PUCK IS PASSED TO THE MIDDLE TO OPEN SHOOTER.

▪ **FOOTBALL**

- *RUN OR PASS:* BASED ON DOWN, DISTANCE OR THE OTHER TEAM'S EXPECTATIONS
- *FORMATIONS:* CREATE DECEPTION BY VARYING THE LOOK OF YOUR OFFENSIVE SET UPS.
- *READ AND REACT:*
 - ▲ AGAINST MAN TO MAN DEFENSE- FIND "MISMATCHES" (SLOWER PLAYERS TRYING TO COVER FASTER PLAYERS) OR RUN PATTERNS THAT "SCREEN" DEFENDERS OFF ANOTHER OFFENSIVE PLAYER.
 - ▲ AGAINST A ZONE DEFENSE- FLOOD A ZONE ATTEMPTING TO FORCE ONE DEFENDER TO COVER MORE THAN ONE RECEIVER OR CREATING AN OPEN SPACE WHEN ANOTHER DEFENDER IS FORCED TO "HELP OUT" IN THE FLOODED ZONE.

- LACROSSE
 - *SPACING*: PLAYERS SHOULD NOT “CROWD” THE BALL, SPREADING OUT WILL CREATE LANES TO DRIVE TO THE GOAL AND/OR OPEN PLAYERS TO RECEIVE PASSES
 - *CUTTING*: PLAYERS SHOULD MOVE WHEN THEY DO NOT HAVE THE BALL TO “SHAKE” THEIR DEFENDER AND PUT THEMSELVES IN A POSITION TO RECEIVE THE PASS AND SHOOT.
 - *MIRRORING*: AS ONE TEAMMATE DRIVES, ANOTHER TEAMMATE “MIRRORS” THE DRIVE BEHIND THE GOAL IN ORDER TO COLLECT A SHOT WIDE OF THE GOAL

- PICKLEBALL
 - HIT TO OPPONENTS WEAK SIDE
 - HIT LONG AND SHORT INTO OPPONENT’S COURT-MOVE PERSON UP THEN BACK.
 - HIT DIRECTLY INTO THE OPPONENTS BODY.
 - APPLY SPIN TO THE BALL.

- TEAM HANDBALL
 - *OFFENSIVE POSITIONING (4-2)*: TWO BACKCOURT
 - PLAYERS POSITION THEMSELVES ABOUT 40 FEET FROM
 - THE GOAL, WHILE THE REMAINING PLAYERS SPREAD
 - OUT AROUND THE PENALTY LINE (9 METER LINE)
 - ▲ THIS “4-2” SET ALLOWS THE OFFENSE TO SPREAD OUT THE ZONE DEFENSE.
 - ▲ THIS ALSO ALLOWS A VARIETY OF MANEUVERS (PICKS) TO CREATE SCORING OPPORTUNITIES.

- TENNIS
 - PLACE THE BALL DEEP IN COURT
 - HIT TO OPPONENTS WEAKER SIDE
 - MOVE TO NET FOLLOWING A STRONG SHOT
 - RETURN THE BALL LOW OVER THE NET

- VOLLEYBALL
 - 4-2 OFFENSE- FOUR HITTERS WITH TWO SETTERS COMING FROM THE FRONT ROW.
 - OFFENSE- EVERYBODY HITS WITH TWO SETTERS OPPOSITE EACH OTHER COMING FROM THE BACK ROW.
 - 5-1 OFFENSE- FIVE HITTERS WITH ONE FULL TIME SETTER.

- DEFENSIVE STRATEGIES

- DEFENSIVE GAME STRATEGIES ARE TO:

- TRY TO STOP OR PREVENT THE OPPOSING TEAM FROM GETTING POINTS OR GOALS.
- REGAIN POSSESSION
- PREVENT ADVANCEMENT BY OFFENSIVE PLAYERS

- IN ORDER TO REGAIN POSSESSION PLAYERS:

- STAY COMPACT TO DEFEND THEIR AREA AND SPACE
- TRY TO INTERCEPT WHEN POSSIBLE SO WE CAN REGAIN POSSESSION AND ATTACK.

- BASKETBALL (REVIEW PREVIOUSLY COVERED IN ELEMENTARY)

- ZONE
 - ▲ EACH PLAYER GUARDS AN AREA OF THE COURT
 - ▲ PLAYERS MUST REMAIN IN THEIR AREA UNTIL BALL IS SHOT OR STOLEN
- MAN TO MAN
 - ▲ EACH PLAYER GUARDS AN OPPONENT
 - ▲ PLAYERS MUST REMAIN WITH THEIR ASSIGNED OPPONENT UNTIL BALL IS SHOT OR STOLEN
- BODY POSITION
 - ▲ HEAD UP
 - ▲ ARMS UP
 - ▲ KNEES AND HIPS SLIGHTLY BENT
 - ▲ STAY BETWEEN THE BASKET AND YOUR OPPONENT

- FLOOR HOCKEY

- *MAN TO MAN*: DEFENSIVE PLAYERS MATCH UP AND DEFEND THEIR ASSIGNED PERSON.
- *ZONE*: DEFENSIVE PLAYERS DEFEND AN ASSIGNED AREA.
- *CLEAR PUCK TO SIDES*: DEFENDER GAINS CONTROL OF PUCK IN DEFENSIVE ZONE AND CLEARS THE PUCK OUT OF THE ZONE BY SHOOTING IT ALONG THE BOARDS OUT OF THE REACH OF THE OFFENSIVE TEAM.
- *TRAP*: TWO DEFENSIVE PLAYERS CONVERGE ON THE PUCK AT THE SAME TIME IN THE NEUTRAL ZONE. THIS IS USED TO DISRUPT THE OFFENSIVE TEAMS ATTACK AND GAIN CONTROL OF THE PUCK.

- FOOTBALL

- *MAN TO MAN*: RUN BACKWARDS TO KEEP A "CUSHION" AS THE RECEIVER RUNS TOWARD YOU, ALLOWING YOU SPACE TO REACT TO HIS/HER CUT.
- *ZONE*: STAY IN YOUR ZONE AND REACT TO RECEIVERS ENTERING IT.
- *FRONTS*: CREATE DECEPTION BY VARYING THE LOOK OF YOUR DEFENSIVE SET.

- LACROSSE
 - *ZONE*: DEFENDERS COVER AN ASSIGNED AREA OF THE FIELD, REACTING TO BOTH THE BALL AND TO ANY OPPONENTS IN THE ZONE.
 - *MARKING*: PLAYER POSITIONS SELF BETWEEN OPPONENT AND GOAL, MOVING IN A MANNER TO FORCE THE OPPONENT TO PASS OR DEFLECT THE OPPONENT PATH TO THE GOAL.

- TEAM HANDBALL
 - *MAN TO MAN*: EACH PLAYER COVERS A DESIGNATED PLAYER ATTEMPTING TO “BLOCK OFF” AND HINDER THEIR OFFENSIVE POSITIONING
 - *ZONE* : PLAYERS SPREAD OUT AROUND THE GOAL AREA LINE (6 METER LINE) AND EACH PLAYER COVERS A SEGMENT OF THE ARC.

- VOLLEYBALL
 - *DEFENSE BEHIND THE BLOCK*: THE BLOCKERS SHOULD BE RESPONSIBLE FOR LIMITING THE AREA OF COURT THAT THE ATTACKERS CAN HIT THE BALL, CREATING LESS COURT FOR THE DIGGERS TO BE RESPONSIBLE FOR COVERING.
 - “*SHADOW OF THE BLOCK*”: DIGGERS SHOULD NOT STAND IN AN AREA OF THE COURT THAT IS TAKEN AWAY BY THE BLOCK.
 - *AREAS TO COVER*: DIGGERS NEED TO COVER THE LINE, ANGLE, HARD ANGLE, DEEP CORNER AND TIP AREA BEHIND THE BLOCK.

ENRICHMENT:

- THE STUDENT MAY WATCH A VIDEO OF AN ATHLETIC EVENT AND CRITIQUE THE COMPLEX MOVEMENTS USED DURING THE EVENT.
- THE STUDENT WILL RESEARCH HOW THE BIOMECHANICAL PRINCIPLES AFFECT THE WAY THAT WE MOVE AND LIVE EVERY DAY.

REMEDIATION:

- THE STUDENT WILL WATCH A CLASSMATE TO DETERMINE THE MOVEMENTS THAT ARE CONSIDERED COMPLEX AND WILL IMITATE THOSE MOVEMENTS.
- THE STUDENT WILL LIST THE BIOMECHANICAL PRINCIPLES AND EXAMPLES OF WAYS THAT THEY ARE USED IN PHYSICAL ACTIVITIES.

RESOURCES:

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

FORM 4.2 **Basic Skills**

Name _____ **Date** _____

Directions: A list of basic manipulative skills follows. Next to each skill list three important things that you should focus on when working to further develop that skill. Think of what you have to remember to do to improve and gain consistency. At the end of the year your work will be assessed according to the rubric below. Use a pencil. You will have opportunities to expand on or change your answers.

What do you have to remember when you're learning to be better?

AS A DRIBBLER 1. _____
 2. _____
 3. _____

AS A CATCHER 1. _____
 2. _____
 3. _____

AS A THROWER 1. _____
 2. _____
 3. _____

AS A VOLLEYER 1. _____
 2. _____
 3. _____

AS A STRIKER 1. _____
 2. _____
 3. _____

AS A TOSSER 1. _____
 2. _____
 3. _____

Assessment:

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

4	Excellent work! You went above and beyond!	All the skill cues are correct, complete, and specific for each basic skill. Artwork, specific examples, or details that support answers are included.
3	Good work. Everything is here!	All the skill cues are correct, complete, and specific for each basic skill.
2	Good attempt. Just a few things are missing. Would you like another try?	Most of the skill cues are correct, complete, and specific for each basic skill. Two or three answers may be incorrect, not specific, or incomplete.
1	Let's be sure that you understand. I recommend that you try this one again. See me for more explanation.	Few of the skill cues are correct, complete, and specific for each basic skill.

FORM 7.14 **Offensive Planning**

Name _____ Date _____

Directions: Planning offensive strategy can give your team an advantage. Using what you know and understand about offensive strategies in _____, come to consensus on an offensive plan that you can use to gain an advantage over the opposing team. Using diagrams and symbols, write a brief description of your plan and then put your plan into action. Be sure to include what players should do to restart the plan if it does not result in a goal or score.

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!	The plan clearly shows how the offense will gain an advantage over the opposing team. It is a clear application of offensive strategy. The plan is diagrammed with symbols that make it clear what every team member is supposed to do. The description of the plan is complete, detailed, and easy to understand. In addition, directions describe what team members should do to restart the plan if it doesn't result in a goal.
3	Good work. Everything is here!	The plan clearly shows how the offense will gain an advantage over the opposing team. It is a clear application of offensive strategy. The plan is diagrammed with symbols that make it clear what every team member is supposed to do. The description of the plan is complete and easy to understand.
2	Good attempt. Just a few things are missing. Would you like to try this one again?	The plan is not completely clear in showing how the offense will gain an advantage over the opposing team. It is not a clear application of offensive strategy. The plan is missing some symbols that might make it easier to understand. The description is incomplete and is difficult to understand in places.
1	Let's be sure that you understand. I recommend that you try this one again. See me for more explanation.	The plan does not show how the offense will gain an advantage over the opposing team. It is not an application of offensive strategy. The plan is missing many symbols that would make it easier to understand. The description contains little detail and is difficult to follow.

FORM 7.15 **Defensive Planning**

Name _____ Date _____

Directions: Planning defensive strategy can give your team an advantage and quickly move you from a defensive position to an offensive position. Using what you know and understand about defensive strategies in _____, come to consensus on a defensive strategy that you can use to gain an advantage over the opposing team and quickly make the transition to offense. Using diagrams and symbols, write a brief description of your plan and be ready to put it into action.

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!	The plan clearly shows how the defense will gain an advantage over the opposing team. It is a clear application of defensive strategy. The plan is diagrammed with symbols that make it clear what every team member is supposed to do. The description of the plan is complete, detailed, and easy to understand. Additional details are included to aid understanding.
3	Good work. Everything is here!	The plan clearly shows how the defense will gain an advantage over the opposing team. It is a clear application of defensive strategy. The plan is diagrammed with symbols that make it clear what every team member is supposed to do. The description of the plan is complete and easy to understand.
2	Good attempt. Just a few things are missing. Would you like to try this one again?	The plan is not completely clear in showing how the defense will gain an advantage over the opposing team. It is not a clear application of defensive strategy. The plan is missing some symbols that might make it easier to understand. The description is incomplete and is difficult to understand in places.
1	Let's be sure that you understand. I recommend that you try this one again. See me for more explanation.	The plan does not show how the defense will gain an advantage over the opposing team. It is not an application of defensive strategy. The plan is missing many symbols that would make it easier to understand. The description contains little detail and is difficult to follow.