

<b>COURSE</b>	PHYSICAL EDUCATION	<b>GRADE:</b>	GRADE 12
<b>STATE STANDARD:</b>	10.4.12 PHYSICAL ACTIVITY	<b>TIME FRAME:</b>	
<b>STANDARD STATEMENT:</b>	<p>A - EVALUATE AND ENGAGE IN AN INDIVIDUALIZED PHYSICAL ACTIVITY PLAN THAT SUPPORTS ACHIEVEMENT OF PERSONAL FITNESS AND ACTIVITY GOALS AND PROMOTES LIFE-LONG PARTICIPATION.</p> <p>B - ANALYZE THE EFFECTS OF REGULAR PARTICIPATION IN A SELF-SELECTED PROGRAM OF MODERATE TO VIGOROUS PHYSICAL ACTIVITIES.</p> <p>C - EVALUATE HOW CHANGES IN ADULT HEALTH STATUS MAY AFFECT THE RESPONSES OF THE BODY SYSTEMS DURING MODERATE TO VIGOROUS PHYSICAL ACTIVITY.</p> <p>D - EVALUATE FACTORS THAT AFFECT PHYSICAL ACTIVITY AND EXERCISE PREFERENCES OF ADULTS.</p>		

		OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
<b>UNIT OF INSTRUCTION:</b>	<b>FITNESS</b>	<p><u><b>STANDARD STATEMENT A</b></u></p> <ul style="list-style-type: none"> <li>• PERSONAL FITNESS INDIVIDUALIZED PROGRAM <ul style="list-style-type: none"> <li>▪ AN INDIVIDUALIZED PROGRAM MUST BE FLEXIBLE AND IT MUST CHANGE OVER TIME, IN ORDER TO ALLOW FOR LIFE-LONG PARTICIPATION. MUST ALSO BE RELEVANT TO THE INTEREST OF THE INDIVIDUAL.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• KEEP A LONG AND EVALUATE THE IMPACT THE PLAN HAS HAD ON YOUR OWN LIFE. <ul style="list-style-type: none"> <li>▪ 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 AND EVALUATE THE IMPACT THE PLAN HAS HAD ON YOUR OWN LIFE.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• FITNESS GRAM</li> <li>• TIMED WALK/RUN</li> <li>• WEIGHT TRAINING (USE OF FREE WEIGHTS, MACHINES ETC.)</li> <li>• AEROBIC TRAINING (TREADMILL, ELLIPTICAL, STAIR MASTER ETC.)</li> <li>• WEIGHT TRAINING CIRCUIT</li> <li>• AEROBIC CIRCUIT</li> <li>• YOGA</li> <li>• BOXERCISE</li> <li>• TIMED SWIM</li> <li>• GROUP FITNESS CLASSES (VHS/DVD)</li> </ul>
		<p><u><b>STANDARD STATEMENT B</b></u></p> <ul style="list-style-type: none"> <li>• PHYSICAL ACTIVITY SELF-EFFICACY <ul style="list-style-type: none"> <li>▪ KNOWING THAT IT IS HEALTHY TO BE ACTIVE PLAYS LESS OF A POWERFUL INFLUENCE WITH CHILDREN THAN ADULTS. AS YOU GROWN, YOUR COMPETENCE IN PHYSICAL ACTIVITIES WILL IMPROVE AND YOUR CONFIDENCE IN YOUR ABILITY TO ACHIEVE SUCCESS IMPROVES. HOWEVER, AS CHILDREN GROW, THEY SEE THAT EFFORT DOES NOT ALWAYS LEAD TO SUCCESS. IN THE DEVELOPMENTAL PROCESS, THE REWARD SYSTEM CHANGES TO OUTCOMES AND ACHIEVEMENT GOALS.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• KEEP A LONG AND EVALUATE THE IMPACT THE PLAN HAS HAD ON YOUR OWN LIFE. <ul style="list-style-type: none"> <li>▪ 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 AND EVALUATE THE IMPACT THE PLAN HAS HAD ON YOUR OWN LIFE.</li> </ul> </li> </ul>	

## STANDARD STATEMENT C

**OBJECTIVE:** INTERPRET HOW CHANGES IN ADULT HEALTH STATUS MAY AFFECT THE RESPONSES OF THE BODY SYSTEMS DURING MODERATE TO VIGOROUS PHYSICAL ACTIVITY.

- REVIEW: BODY SYSTEMS, MODERATE TO VIGOROUS ACTIVITIES.
  - CHANGES IN ADULT HEALTH:
    - AGING: HOW THE BODY CHANGES OVER TIME.
    - INJURY: ANYTHING THAT LIMITS YOUR NORMAL DAILY ACTIVITY (EX: BROKEN BONE, SPRAINS, CUTS, AND BRUISES, ETC.)
    - DISEASE: CONDITIONS THAT IMPAIR VITAL FUNCTIONS (EX: DIABETES, CANCER, ALZHEIMER'S ETC.)
- INTERVIEW THREE PEOPLE FROM DIFFERENT DECADES THAT ARE OLDER THAN YOU. ASK THOSE PEOPLE THE FOLLOWING QUESTIONS:
  - WHAT IS YOUR AGE?
  - DID YOU RECENTLY INJURY YOURSELF?
  - DID IT LIMIT YOUR PHYSICAL ACTIVITY IN ANY WAY? EXPLAIN.
  - HAVE YOU EVER BEEN DIAGNOSED WITH A DISEASE?
  - DOES OR HAS IT LIMITED YOUR PHYSICAL ACTIVITY?
- BASED OFF OF THE INTERVIEWS, INTERPRET HOW THE CHANGES IN ADULT HEALTH AFFECT PHYSICAL ACTIVITY.

**OBJECTIVE:** EVALUATE HOW CHANGES IN ADULT HEALTH STATUS MAY AFFECT THE RESPONSES OF THE BODY SYSTEMS DURING MODERATE TO VIGOROUS PHYSICAL ACTIVITY.

- CLASS WILL COMPLETE THE PHYSICAL FITNESS ASSESSMENT.
- EACH STUDENT WILL REVIEW HIS/HER OWN RESULT AND COMPARE AND CONTRAST THEM TO THE INTERVIEWS THAT THEY COMPLETED.
- STUDENTS WILL EVALUATE HOW THEIR OWN PHYSICAL ACTIVITY LEVEL MAY CHANGE OVER TIME BY COMPLETING A ONE PAGE REFLECTION. WHAT CAN THEY DO TO MAINTAIN THEIR PRESENT PHYSICAL ACTIVITY LEVEL (MODERATE/VIGOROUS)?

- INTERVIEWS COMPLETED ON THREE PEOPLE OF DIFFERENT DECADES.

- ONE PAGE REFLECTION GRADED BY TEACHER MADE RUBRIC.

- FITNESS GRAM
- TIMED WALK/RUN
- WEIGHT TRAINING (USE OF FREE WEIGHTS, MACHINES ETC.)
- AEROBIC TRAINING (TREADMILL, ELLIPTICAL, STAIR MASTER ETC.)
- WEIGHT TRAINING CIRCUIT
- AEROBIC CIRCUIT
- YOGA
- BOXERCISE
- TIMED SWIM
- GROUP FITNESS CLASSES (VHS/DVD)

**STANDARD STATEMENT D**

- FINANCES
  - THE PHYSICAL ACTIVITY AND EXERCISE CHOICES ARE LIMITLESS IN ADULTHOOD.
  - THESE CHOICES WILL DEPEND UPON THE COST, LOCATION, TYPE OF FACILITY/OR AREA, TIME, INSTRUCTION AVAILABILITY, AND QUALITY OF EQUIPMENT.

- GROUP PROJECT
- INDIVIDUAL PROJECT

**ENRICHMENT:**

REFER BACK TO INTERVIEW PARTICIPANTS, HAVE THEM COMPLETE A PHYSICAL FITNESS ASSESSMENT THAT YOU HAVE DESIGNED. COMPARE AND CONTRAST THE RESULTS IN RELATION TO AGE, INJURY AND DISEASE.

**REMEDATION:**

PEER HELPER, TEACHER ASSISTANCE, ADAPTED REQUIREMENTS

**RESOURCES:**

PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION. *FITNESSGRAM/ACTIVITYGRAM TEST ADMINISTRATION MANUAL-4<sup>TH</sup> EDITION*, THE COOPER INSTITUTE (2007)

<b>COURSE</b>	PHYSICAL EDUCATION	<b>GRADE:</b>	GRADE 12 BENCHMARK
<b>STATE STANDARD:</b>	10.4.12 PHYSICAL ACTIVITY	<b>TIME FRAME:</b>	
<b>STANDARD STATEMENTS:</b>	D - EVALUATE FACTORS THAT AFFECT PHYSICAL ACTIVITY AND EXERCISE PREFERENCES OF ADULTS. F - ASSESS AND USE STRATEGIES FOR ENHANCING ADULT GROUP INTERACTION IN PHYSICAL FITNESS		

	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
<b>UNIT OF INSTRUCTION: TACTICAL GAMES</b>	<p><b><u>STANDARD STATEMENT D</u></b></p> <p><b>OBJECTIVE:</b> EVALUATE FACTORS THAT AFFECT PHYSICAL ACTIVITY AND EXERCISE PREFERENCES OF ADULTS.</p>	<ul style="list-style-type: none"> <li>PLAN OF ACTION WORKSHEET</li> </ul>	<ul style="list-style-type: none"> <li>TACTICAL UNIT               <ul style="list-style-type: none"> <li>FITNESS</li> <li>INVASION</li> <li>NET/WALL</li> <li>ADVENTURE</li> <li>TARGET</li> <li>STRIKING AND FIELDING</li> </ul> </li> </ul>
	<p><b><u>STANDARD STATEMENT F</u></b></p> <p><b>OBJECTIVE:</b> APPLY STRATEGIES FOR ENHANCING ADULT GROUP INTERACTION IN PHYSICAL ACTIVITIES.</p> <ul style="list-style-type: none"> <li>REVIEW GOAL SETTING           <ul style="list-style-type: none"> <li><i>PROCESS GOALS:</i> THE QUALITY OF PERFORMANCE IS BASED ON ASPECTS OF THE MOVEMENTS; THE QUALITY IS DETERMINED BY THE DEGREE OF AUTOMATIC (SEEMINGLY EFFORTLESS) EXECUTION OF THE MOVEMENTS.               <ul style="list-style-type: none"> <li>EXAMPLES: DIVES                   <ul style="list-style-type: none"> <li>DANCE</li> <li>SKATING ROUTINES</li> <li>GYMNASTICS</li> </ul> </li> </ul> </li> <li><i>PRODUCT GOALS:</i> THE QUALITY OF PERFORMANCE IS BASED ON THE OUTCOME OF THE MOVEMENTS. THE QUALITY IS DETERMINED BY THE DEGREE TO WHICH THE INTENDED OUTCOME WAS ACHIEVED.               <ul style="list-style-type: none"> <li>EXAMPLES:                   <ul style="list-style-type: none"> <li>BASKETS MADE</li> <li>STEALS OF THE BALL OR BASE</li> <li>SHOTS BLOCKED</li> <li>TURNOVERS</li> <li>TIMED DISTANCE RUN</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><i>JOURNAL:</i> STUDENTS WILL MAKE ENTRIES THROUGHOUT THE UNIT OF TACTICAL ACTIVITIES. THE ENTRY SHOULD ADDRESS THE ISSUE OF COOPERATION, AWARENESS OF OTHERS, TRUST AMONG GROUP MEMBERS AND DECISION MAKING STRATEGIES USED TO MAKE THE GROUP SUCCESSFUL.</li> <li>STUDENTS WILL CONSTRUCT A LIST OF FIVE GOALS (A COMBINATION OF BOTH PROCESS AND PRODUCT GOALS). THEY WILL THEN PARTICIPATE IN THE UNIT MONITORING THESE GOALS. AT THE END OF THE UNIT, STUDENT WILL THEN REFLECT BACK ON THESE GOALS. LOOKING FOR ACHIEVEMENT AND ADAPTING IF NEEDED.</li> </ul>	<ul style="list-style-type: none"> <li>COOPERATIVE GAMES           <ul style="list-style-type: none"> <li>SOME EXAMPLES ARE:               <ul style="list-style-type: none"> <li>KNOT</li> <li>STAND UP</li> <li>TRIANGLE TAG</li> <li>FRANTIC</li> <li>BLIND POLYGON</li> <li>CORNER TAG</li> <li>SAVE THE LAKE</li> <li>ISLAND</li> <li>BLIND WALK</li> </ul> </li> </ul> </li> <li>GAMES:           <ul style="list-style-type: none"> <li>SOME EXAMPLES ARE:               <ul style="list-style-type: none"> <li>CATCH DRAGONS TAIL</li> <li>ULTIMATE FRISBEE</li> <li>AEROBIC TAG</li> <li>BROOM BALL</li> <li>BRITISH BULL DOG</li> <li>WINK</li> <li>SPEED BALL</li> <li>FOUR SQUARE</li> <li>STAR WARS</li> </ul> </li> </ul> </li> <li>TRUST ACTIVITIES:</li> </ul>

- ASPECTS OF A GOOD PERFORMANCE: CONCEPTS TO IMPROVE THE QUALITY OF MOTOR SKILLS. THE CHARACTERISTICS THAT MAKE IMPLEMENTATION OF MOVEMENTS DURING A GAME, ROUTINE, DANCE ETC.
  - *EXAMPLES IN A BADMINTON UNIT:*
    - ▲ SMASH: INSERT SKILL
    - ▲ CLEAR: INSERT SKILL
    - ▲ DROP SHOT: INSERT SKILL
  
- *OPEN COMMUNICATION*
  - WORK WITH ALL MEMBERS OF A GROUP
  - LISTEN TO ALL OPINIONS
  - EXPRESS YOUR OPINION
  - TALK THROUGH DISAGREEMENTS
  - THINK BEFORE YOU ACT
  
- *SHARED RESPONSIBILITY*
  - ACCOMMODATE EACH OTHER'S LIMITATIONS
  - ACKNOWLEDGE INDIVIDUAL AND GROUP STRENGTHS
  - BECOME A GOOD LISTENER
  
- *TRUST*
  - START SMALL, TRUST BUILDS OVER TIME
  - BE A RESPONSIBLE PERSON
  - FOLLOW THROUGH ON YOUR PROMISES
  
- *DECISION MAKING*
  - STATE THE PROBLEM
  - LIST ALTERNATIVES
  - NAME THE CONSEQUENCES
  - CHOOSE AN ACTION
  - EVALUATE

- SOME EXAMPLES ARE:
  - SHERPA WALK
  - ZIPPER
  - TRUST FALL
  - TRUST DIVE
  - WALKING
  - JOGGING
  
- ORIENTEERING
- OMNIKIN BALL
- CLIMBING WALL

<b>ENRICHMENT:</b>	<ul style="list-style-type: none"> <li>• INTERVIEW A PERSON OUTSIDE OF SCHOOL AND HAVE THEM CREATE PRODUCT AND PERFORMANCE GOALS. CREATE A CHECKLIST AND RUBRIC, AND MAKE SUGGESTIONS FOR IMPROVEMENT.</li> </ul>
<b>REMEDATION:</b>	<ul style="list-style-type: none"> <li>• CREATE AN ADDITIONAL CHECKLIST AND RUBRIC.</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 12
<b>STATE STANDARD:</b>	10.5.12 CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT	<b>TIME FRAME:</b>	
<b>STANDARD STATEMENT:</b>	A - APPLY KNOWLEDGE OF MOVEMENT SKILLS, SKILL-RELATED FITNESS AND MOVEMENT CONCEPTS TO IDENTIFY AND EVALUATE PHYSICAL ACTIVITIES THAT PROMOTE PERSONAL LIFELONG PARTICIPATION. E - EVALUATE MOVEMENT FORMS FOR APPROPRIATE APPLICATION OF SCIENTIFIC AND BIOMECHANICAL PRINCIPLES. F - ANALYZE THE APPLICATION OF GAME STRATEGIES FOR DIFFERENT CATEGORIES OF PHYSICAL ACTIVITIES		

UNIT OF INSTRUCTION: ADVENTURE GAMES	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><b><u>STANDARD STATEMENT A</u></b></p> <ul style="list-style-type: none"> <li>• IDENTIFY AND EVALUATE PHYSICAL ACTIVITIES THAT PROMOTE LIFELONG LEARNING.</li> <li>• STUDENTS SELECT A PHYSICAL ACTIVITY BASED ON THEIR OWN PERSONAL INTEREST AND MOTIVATION. FACTORS THAT WILL IMPACT THIS SELECTION WILL INCLUDE: <ul style="list-style-type: none"> <li>▪ ADEQUATE FITNESS LEVEL</li> <li>▪ SKILL LEVEL</li> <li>▪ AVAILABILITY</li> <li>▪ COST</li> <li>▪ PERSONAL BENEFITS GAINED OR LOST DURING ACTIVITY</li> <li>▪ PHYSICAL BENEFITS</li> <li>▪ SOCIAL BENEFITS</li> <li>▪ FREQUENCY IN WHICH THE PERSON PARTICIPATES</li> </ul> </li> </ul> <p><b><u>STANDARD STATEMENT E</u></b></p> <ul style="list-style-type: none"> <li>• SAFETY IS THE KNOWLEDGE; ATTITUDE AND CONFIDENCE THAT A PERSON NEEDS TO PREVENT INJURY.</li> <li>• ACCORDING TO MOHNSEN (2003), THERE ARE TWO BIOMECHANICS PRINCIPLES THAT ARE IMPORTANT FOR PARTICIPATING SAFELY IN EVERYDAY ACTIVITIES: <ul style="list-style-type: none"> <li>▪ <i>LIFTING AND CARRYING:</i> AVOID BENDING AND TWISTING, KEEP TRUNK ERECT, HOLD CLOSE TO THE BODY. <ul style="list-style-type: none"> <li>○ TENSION IN THE SPINAL MUSCLES INCREASES WHEN A LOAD IS HELD IN FRONT OF THE BODY. THESE MUSCLES MUST PRODUCE ENOUGH TORQUE TO BALANCE THE TORQUE GENERATED BY THE LOAD TO PREVENT THE BODY FROM TOPPLING FORWARD. YOU WANT TO MINIMIZE THE WORK FROM THE MUSCLES BY LIFING AND CARRYING A LOAD CLOSE TO THE BODY.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• STUDENTS IDENTIFY AND RANK THREE ACTIVITIES FROM ONE TO THREE (ONE BEING THE MOST FAVORITE TO THREE BEING THE LEAST FAVORITE) AND RESEARCH EACH TO FIND OUT ANY COSTS ASSOCIATED WITH: <ul style="list-style-type: none"> <li>▪ THE ACTIVITY</li> <li>▪ SPECIFIC LOCATIONS WHERE THEY CAN PARTICIPATE</li> <li>▪ SKILL LEVEL NEEDED TO PARTICIPATE</li> <li>▪ AVAILABILITY OF THE FACILITY (IF NEEDED).</li> </ul> </li> <li>• STUDENTS WILL VIDEOTAPE THEMSELVES PERFORMING A SPORT SKILL, DANCE OR OTHER PHYSICAL ACTIVITY AND PREPARE A WRITTEN REPORT THAT INCLUDES THE FOLLOWING: <ul style="list-style-type: none"> <li>▪ ANALYSIS OF POSITIVE AND NEGATIVE PERFORMANCE ATTRIBUTES OBSERVED ON THE TAPE WITHIN THE CONTEXT OF THE IDENTIFIED SCIENTIFIC PRINCIPLE.</li> <li>▪ SUGGESTED PRACTICE PROCEDURES THAT MIGHT BE USED TO IMPROVE PERFORMANCE WITHIN THE CONTEXT OF THE IDENTIFIED SCIENTIFIC PRINCIPLE.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• ADVENTURE ACTIVITIES CAN INCLUDE: <ul style="list-style-type: none"> <li>• MOUNTAIN BIKING</li> <li>• ORIENTEERING</li> <li>• SNOW SHOEING</li> <li>• BICYCLING</li> <li>• CANOEING</li> <li>• SAILING</li> <li>• ROPE COURSE</li> <li>• CROSS COUNTRY SKIING</li> </ul> </li> </ul>

**STANDARD STATEMENT F**

**OBJECTIVE:** SUMMARIZE OUTDOOR PURSUIT PHYSICAL ACTIVITIES.

- OUTDOOR PURSUIT PHYSICAL ACTIVITIES CAN INCLUDE:
  - MOUNTAIN BIKING
  - ORIENTEERING
  - SNOW SHOEING
  - BICYCLING
  - CANOEING
  - SAILING
  - ROPE COURSE
  
- PURSUIT
  - *EXAMPLE:*
    - STUDENTS ON MOUNTAIN BIKE, CAN ANALYZE HOW TO SAFELY AND SKILLFULLY NAVIGATE THROUGH A TRAIL.

- CLASS DISCUSSION

- REFLECTION PAPER BASED OFF OF THE PRESENTATION ANALYZING THE STRATEGY COMPONENT OF THE ACTIVITY PRESENTED.
  
- A PRESENTER FROM THE COMMUNITY WILL COME INTO THE CLASS AND GIVE A PRESENTATION. THE PRESENTER WILL DISCUSS AN OUTDOOR PURSUIT ACTIVITY, STRATEGIES USED IN THE ACTIVITY AND HOW THE ACTIVITY CAN BE USED THROUGHOUT LIFETIME.

- ADVENTURE ACTIVITIES CAN INCLUDE:
  - MOUNTAIN BIKING
  - ORIENTEERING
  - SNOW SHOEING
  - BICYCLING
  - CANOEING
  - SAILING
  - ROPE COURSE
  - CROSS COUNTRY SKIING

<b>ENRICHMENT:</b>	<ul style="list-style-type: none"><li>• ANALYZE AN OUTDOOR PURSUIT GAME, NOT USED IN CLASS, BASED ON ITS STRATEGY COMPONENTS.</li><li>• RESEARCH SAFETY COMPONENTS OR GUIDELINES FOR OUTDOOR ADVENTURE ACTIVITY OF YOUR CHOICE.</li></ul>
<b>REMIEDIATION:</b>	<ul style="list-style-type: none"><li>• CHOOSE AN ADVENTURE ACTIVITY AND IDENTIFY THE PHYSICAL BENEFITS, SOCIAL BENEFITS AND SKILL LEVEL REQUIRED TO PARTICIPATE.</li></ul>
<b>RESOURCES:</b>	PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION <i>QUICKSILVER</i> , BY KARL ROHNKE (1995), PROJECT ADVENTURE, INC. <i>ADVENTURE CURRICULUM FOR PHYSICAL EDUCATION</i> , HIGH SCHOOL EDITION, BY JANE PANICUCCI (2003), PROJECT ADVENTURE, INC.

<b>COURSE</b>	PHYSICAL EDUCATION	<b>GRADE:</b>	GRADE 12
<b>STATE STANDARD:</b>	10.5.12 CONCEPTS, PRINCIPLES, AND STRATEGIES OF MOVEMENT	<b>TIME FRAME:</b>	
<b>STANDARD STATEMENT:</b>	<p>A - APPLY KNOWLEDGE OF MOVEMENT SKILLS, SKILL-RELATED FITNESS AND MOVEMENT CONCEPTS TO IDENTIFY AND EVALUATE PHYSICAL ACTIVITIES THAT PROMOTE PERSONAL PARTICIPATION.</p> <p>B - INCORPORATE AND SYNTHESIZE KNOWLEDGE OF MOTOR SKILL DEVELOPMENT CONCEPTS TO IMPROVE THE QUALITY OF MOTOR SKILLS.</p> <p>D - INCORPORATE AND SYNTHESIZE KNOWLEDGE OF EXERCISE PRINCIPLES, TRAINING PRINCIPLES AND HEALTH AND SKILL-RELATED FITNESS COMPONENTS TO CREATE A FITNESS PROGRAM FOR PERSONAL USE.</p>		

	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
<b>FITNESS</b>	<p><b><u>STANDARD STATEMENT A</u></b></p> <ul style="list-style-type: none"> <li>• IDENTIFY AND EVALUATE PHYSICAL ACTIVITIES THAT PROMOTE LIFELONG LEARNING. <ul style="list-style-type: none"> <li>▪ STUDENTS SELECT A PHYSICAL ACTIVITY BASED ON THEIR OWN PERSONAL INTEREST AND MOTIVATION. FACTORS THAT WILL IMPACT THIS SELECTION WILL INCLUDE: <ul style="list-style-type: none"> <li>○ ADEQUATE FITNESS LEVEL</li> <li>○ SKILL LEVEL</li> <li>○ AVAILABILITY</li> <li>○ COST</li> <li>○ PERSONAL BENEFITS GAINED OR LOST DURING ACTIVITY</li> <li>○ PHYSICAL BENEFITS</li> <li>○ SOCIAL BENEFITS</li> <li>○ FREQUENCY IN WHICH THE PERSON PARTICIPATES</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• STUDENTS IDENTIFY AND RANK THREE ACTIVITIES FROM ONE TO THREE (ONE BEING THE MOST FAVORITE TO THREE BEING THE LEAST FAVORITE) AND RESEARCH EACH TO FIND OUT ANY COSTS ASSOCIATED WITH THE ACTIVITY, SPECIFIC LOCATIONS WHERE THEY CAN PARTICIPATE, SKILL LEVEL NEEDED TO PARTICIPATE AND AVAILABILITY OF THE FACILITY (IF NEEDED).</li> <li>• AFTER PARTICIPATING IN THE THREE ACTIVITIES, STUDENTS WILL: <ul style="list-style-type: none"> <li>▪ EVALUATE THE ACTIVITIES ACCORDING TO FACTORS INFLUENCING THEIR PARTICIPATION IN THE ACTIVITY.</li> <li>▪ BENEFITS DERIVED FROM THE ACTIVITY.</li> <li>▪ WHAT THE LIKELY HOOD WOULD BE FOR THEM TO CONTINUE TO PARTICIPATE IN THE ACTIVITY.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• FITNESS GRAM</li> <li>• TIMED WALK/RUN</li> <li>• WEIGHT TRAINING (USE OF FREE WEIGHTS, MACHINES ETC.)</li> <li>• AEROBIC TRAINING (TREADMILL, ELLIPTICAL, STAIR MASTER ETC.)</li> <li>• WEIGHT TRAINING CIRCUIT</li> <li>• AEROBIC CIRCUIT</li> <li>• YOGA</li> <li>• BOXERCISE</li> <li>• TIMED SWIM</li> <li>• GROUP FITNESS CLASSES (VHS/DVD)</li> </ul>
<b>UNIT OF INSTRUCTION:</b>	<p><b><u>STANDARD STATEMENT B</u></b></p> <ul style="list-style-type: none"> <li>• CONCEPTS TO IMPROVE THE QUALITY OF MOTOR SKILLS. THE ASPECTS OF GOOD PERFORMANCE, THE CHARACTERISTICS THAT MAKE IMPLEMENTATION OF MOVEMENTS DURING A GAME, ROUTINE, DANCE, ETC., HIGH QUALITY, ARE DETERMINED BY THE PROCESS OF PRODUCT GOAL OF THE PERFORMANCE.</li> <li>• REVIEW GOAL SETTING <ul style="list-style-type: none"> <li>▪ <i>PROCESS GOALS:</i> THE QUALITY OF PERFORMANCE IS BASED ON ASPECTS OF THE MOVEMENTS; THE QUALITY IS DETERMINED BY THE DEGREE OF AUTOMATIC (SEEMINGLY EFFORTLESS) EXECUTION OF THE MOVEMENTS.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• INCORPORATE AND SYNTHESIZE KNOWLEDGE OF THE ASPECTS OF GOOD PERFORMANCE TO DEVELOP AND USE CRITERIA TO JUDGE THE QUALITY OF SELECTED PROCESS GOAL PERFORMANCES AND PRODUCT GOAL PERFORMANCES.</li> </ul>	

- EXAMPLES: DIVES
  - ▲ DANCE
  - ▲ SKATING ROUTINES
  - ▲ GYMNASTICS

- *PRODUCT GOALS:* THE QUALITY OF PERFORMANCE IS BASED ON THE OUTCOME OF THE MOVEMENTS. THE QUALITY IS DETERMINED BY THE DEGREE TO WHICH THE INTENDED OUTCOME WAS ACHIEVED.

- EXAMPLES:
  - ▲ BASKETS MADE
  - ▲ STEALS OF THE BALL OR BASE
  - ▲ SHOTS BLOCKED
  - ▲ TURNOVERS
  - ▲ TIMED DISTANCE RUN

### **STANDARD STATEMENT D**

- STUDENTS MUST BE ABLE TO ASSESS THEIR OWN FITNESS LEVEL ON THE BASIS OF THE RESULTS OF THE PHYSICAL FITNESS TESTING TO CREATE A FITNESS PLAN FOR PERSONAL USE AND BE ABLE TO ADJUST THEIR ACTIVITY LEVELS TO MEET PERSONAL FITNESS NEEDS.

### ● *PORTFOLIO*

- COLLECTION OF ARTIFACTS:
  - FITNESS PRE-ASSESSMENT
  - A REFLECTION EVALUATING CURRENT LEVEL OF FITNESS
  - GOALS FOR UNIT
  - A STUDENT DESIGNED WORKOUT FITNESS PLAN
  - LOGS OF WORKOUTS
  - A FITNESS POST-ASSESSMENT
  - A FINAL REFLECTION SUMMARIZING PROGRESS THROUGHOUT THE FITNESS PLAN
  - AND HOW THEY MONITORED AND ADJUSTED ACTIVITY LEVELS TO MEET PERSONAL FITNESS NEEDS.

- *JOURNAL:* STUDENTS WILL JOURNAL ALL CHANGES EXPERIENCED DURING FITNESS PLAN.

<b>ENRICHMENT:</b>	<ul style="list-style-type: none"><li>• INTERVIEW A PERSONAL TRAINER AT A CLUB OR FITNESS CENTER AS TO HOW THEY APPLY THE EXERCISE AND TRAINING PRINCIPLES IN WRITING EXERCISE PRESCRIPTIONS.</li></ul>
<b>REMEDICATION:</b>	<ul style="list-style-type: none"><li>• KEEP A JOURNAL OF PHYSICAL ACTIVITIES AND IDENTIFY EXERCISE PRINCIPLES, TRAINING PRINCIPLES AND HEALTH/SKILL RELATED COMPONENTS OF FITNESS THAT APPLY TO THE ACTIVITIES PERFORMED.</li></ul>
<b>RESOURCES:</b>	PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION.



- *CHIP*: SHORTENED STROKE TO LOFT THE BALL WHEN YOU ARE 20 YARDS OR CLOSER TO THE GREEN.
  - ◆ KNEES BENT
  - ◆ BACK STRAIGHT
  - ◆ WEIGHT ON BACK LEG
  - ◆ HEAD DOWN
- *DRIVE*: STROKE USED TO SEND THE BALL OFF THE TEE AREA DOWN THE FAIRWAY.
  - ◆ KNEES BENT
  - ◆ BACK STRAIGHT
  - ◆ FULL SWING
  - ◆ FOLLOW THROUGH
  - ◆ HEAD DOWN

**OBJECTIVE:** INCORPORATE AND SYNTHESIZE KNOWLEDGE OF MOTOR SKILL DEVELOPMENT CONCEPTS TO IMPROVE THE QUALITY OF MOTOR SKILLS.

- BASED ON THE ABOVE EXPLANATION OF PRODUCT AND PROCESS GOALS, STUDENTS WILL CREATE A CHECKLIST INCORPORATING ASPECTS/SKILLS OF AN ACTIVITY AND A RUBRIC TO SYNTHESIZE THE MOVEMENT ACTIVITY.
  - EXAMPLE GOLF UNIT
    - *SKILL*: PUTTING
    - *PROCESS GOAL*:
      - ▲ SHORT HIT ON THE GREEN TO PUT THE BALL INTO THE HOLE.
        - ◇ KNEES BENT
        - ◇ ARMS STRAIGHT
        - ◇ BACK ARCHED
        - ◇ EYES ON THE BALL
        - ◇ SWING SLOWLY
    - *PRODUCT GOAL*: STUDENT WILL MAKE 3 OUT OF 5 PUTTS FROM A 2 FOOT DISTANCE. ETC.
- *TEACHER EXPECTATION OF CHECKLIST*:
  - STUDENT WOULD INCORPORATE AND BREAKDOWN THE SKILL INTO THE ESSENTIAL PARTS. STUDENT WOULD CREATE A SET OF FIVE GOALS TO ACHIEVE DURING THE ACTIVITY.
- *TEACHER EXPECTATION OF THE RUBRIC*:
  - STUDENTS WOULD DEVELOP A RUBRIC TO GRADE THE ABOVE CHECKLIST.
    - EXAMPLE:
      - ▲ PUTTING- KNEES BENT
      - ▲ SCALE OF 1 (BAD) TO 3 (GOOD) GRADE YOUR PERFORMANCE
- AT THE END OF THE RUBRIC SYNTHESIZE THE DATA FOR ABOVE.
- WHAT SUGGESTIONS DO YOU HAVE TO IMPROVE THE SKILL?

- CHECKLIST
- SCORING RUBRIC

<b>ENRICHMENT:</b>	<ul style="list-style-type: none"><li>• INTERVIEW A PERSON OUTSIDE OF SCHOOL AND HAVE THEM CREATE PRODUCT AND PERFORMANCE GOALS. CREATE A CHECKLIST AND RUBRIC, AND MAKE SUGGESTIONS FOR IMPROVEMENT.</li></ul>
<b>REMEDICATION:</b>	<ul style="list-style-type: none"><li>• REVIEW PROCESS AND PRODUCT GOALS AND IDENTIFY SPORTS OR ACTIVITIES THAT FALL INTO EITHER CATEGORY.</li><li>• EXPLAIN WHY THE ACTIVITY IS A PROCESS GOAL OR PRODUCT GOAL.</li></ul>
<b>RESOURCES:</b>	PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION