<table>
<thead>
<tr>
<th>UNIT OF INSTRUCTION: ADVENTURE ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STANDARD STATEMENT A</strong></td>
</tr>
<tr>
<td><strong>OBJECTIVE:</strong> Recognize and demonstrate adventure activities that promote physical fitness and health</td>
</tr>
<tr>
<td><strong>Physical Activity</strong></td>
</tr>
<tr>
<td><strong>Physical Fitness</strong></td>
</tr>
<tr>
<td><strong>Health</strong></td>
</tr>
<tr>
<td><strong>Health-Related Fitness</strong></td>
</tr>
</tbody>
</table>

| **STANDARD STATEMENT B** |
| **OBJECTIVE:** Label the effects of moderate physical activity as positive or negative. |
| **Physical Activity** |
| **Moderate Activities:** Physical activities that are equal in intensity to brisk walking. When done with enough frequency and intensity and for a long enough time, moderate activity has many health benefits. |
| **Positive effects of moderate physical activity** |
| ▪ Stronger bones, muscles, and bones |
| ▪ Stronger heart and lungs |
| ▪ Less likely to become overweight |
| ▪ Less likely to develop type II diabetes |
| ▪ Improves your balance and coordination |
| ▪ Sleep better |
| ▪ Helps you handle stress |
| ▪ Helps you look better |

<table>
<thead>
<tr>
<th><strong>OBJECTIVES/ESSENTIAL CONTENT</strong></th>
<th><strong>ASSESSMENT</strong></th>
<th><strong>LEARNING ACTIVITIES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Select and model adventure activities from an instructor produced list. 2.</td>
<td><strong>Written Test:</strong> Matching-students use a word bank to match positive and negative effects of physical activity.</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td><strong>Cooperative Games</strong></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td><strong>Orienteering</strong></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td><strong>New Games</strong></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td><strong>Parachute</strong></td>
</tr>
</tbody>
</table>
### Negative Effects of Moderate Physical Activity

- Blisters
- Muscle soreness
- Muscle or joint injury or overuse
- Injury from unsafe activities or lack of protective equipment
- Boredom
- Stress (differing interests with family)
- Family conflicts (money, transportation, time, etc.)

### Standard Statement C

**Objective:** Identify moderate physical activities.

- Physical activity
- Changes in your body during activity
- Adventure activity
- Heart rate
- Breathing rate
- Respiration rate

**Moderate Physical Activity:** Physical activities that are equal in intensity to brisk walking. When done with enough frequency and intensity and for a long enough time, moderate activity has many health benefits.

### Standard Statement D

**Objective:** Apply your likes and dislikes to select and engage in physical activities to participate in.

- Physical activity
- Participation
- Adventure activity
- Likes
- Dislikes

**Worksheet:** Using a list of activities students will circle moderate physical activities.

- Traversing wall
- Cooperative games
- Orienteering
- New games
- Parachute

**Concept map:** Identify an activity they like and choose the correct words from a word bank to describe how they feel about that activity.
<table>
<thead>
<tr>
<th>STANDARD STATEMENT F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OBJECTIVE:</strong> Identify the different roles during a small group activity.</td>
</tr>
<tr>
<td><strong>OBJECTIVE:</strong> Identify how well the small group cooperated.</td>
</tr>
<tr>
<td><strong>PHYSICAL ACTIVITY</strong></td>
</tr>
<tr>
<td><strong>PARTICIPATION</strong></td>
</tr>
<tr>
<td>- Small Groups</td>
</tr>
<tr>
<td>- Partner</td>
</tr>
<tr>
<td><strong>POSITIVE INTERACTIONS</strong></td>
</tr>
<tr>
<td><strong>NEGATIVE INTERACTIONS</strong></td>
</tr>
<tr>
<td><strong>SOCIAL SKILLS</strong></td>
</tr>
<tr>
<td><strong>ON-TASK</strong></td>
</tr>
<tr>
<td><strong>COORDINATION:</strong> Is when you are working together with other people for a common goal.</td>
</tr>
<tr>
<td><strong>SHARING:</strong> To use together</td>
</tr>
<tr>
<td><strong>LEADER:</strong> Somebody who guides or directs others</td>
</tr>
<tr>
<td><strong>FOLLOWER:</strong> A supporter of a cause or activity</td>
</tr>
<tr>
<td><strong>OBSERVATIONAL CHECKLIST:</strong> Students use a checklist to identify the leader at each station or activity.</td>
</tr>
<tr>
<td><strong>OBSERVATIONAL CHECKLIST:</strong> Students will check off words associated with how well or poor their group cooperated.</td>
</tr>
<tr>
<td>- Good job</td>
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<tr>
<td>- Keep going</td>
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<tr>
<td>- Arguing</td>
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<tr>
<td>- Off-task</td>
</tr>
<tr>
<td>- Not cooperating</td>
</tr>
<tr>
<td><strong>TRAVERSING WALL</strong></td>
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<td><strong>COOPERATIVE GAMES</strong></td>
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<td><strong>ORIENTEERING</strong></td>
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<td><strong>PARACHUTE</strong></td>
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<tr>
<td>- Student will model an activity selected by the instructor</td>
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<tr>
<td>- Students come up with their own positive/negative effects of physical activity</td>
</tr>
<tr>
<td>- Think of other adventure activities on their own</td>
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<tr>
<td>- Create a list of leadership characteristics</td>
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<tr>
<td>- Student demonstrations</td>
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<tr>
<td>- Student suggested variations</td>
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<tr>
<th>REMEDIATION:</th>
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<tbody>
<tr>
<td>- One on one time with teacher</td>
</tr>
<tr>
<td>- Student who has mastered skill will help those who have not</td>
</tr>
<tr>
<td>- Provide immediate, specific feedback</td>
</tr>
<tr>
<td>- Re-teach the activity</td>
</tr>
</tbody>
</table>

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<tr>
<td>Advanced Curriculum for Physical Education, Elementary School, by Jane Panicucci (2003), Project Adventure, Inc.</td>
</tr>
<tr>
<td>Quicksilver, by Karl Rohnke and Steve Butler, Project Adventure, Inc.</td>
</tr>
</tbody>
</table>
ADVENTURE ACTIVITIES, MANIPULATIVES, EXPLORING MOVEMENT CONCEPTS

Name: _______________________________

Select one activity from the list below and perform it.

- YELLOW = adventure activities
- GREEN = exploring movement concepts
- BLUE = manipulatives

- Traversing wall
- Dance
- Orienteering
- Soccer
- Parachute
- Locomotor
- Field hockey
- Non-locomotor
- Cooperative games
- Gymnastics
- New games
- Basketball
## OBJECTIVES/ESSENTIAL CONTENT

**STANDARD STATEMENT D**

**OBJECTIVE:** Distinguish between positive and negative interactions.

- Physical activity
- Participation
- Likes
- Dislikes
- Fitness

**STANDARD STATEMENT F**

**OBJECTIVE:** Identify the different roles during a small group activity.

**OBJECTIVE:** Identify how well the small group cooperated.

- Physical activity
- Participation
- Small groups
- Partner
- Positive interactions
- Negative interactions
- Social skills
- On-task
- Cooperation

## ASSESSMENT

- **Concept map:** Identify an activity they like and choose the correct words from a word bank to describe how they feel about that activity.

## LEARNING ACTIVITIES

- **Jogging**
- **Stations**
- **Stretching**
- **Calisthenics**

- **Observational checklist:** Students use a checklist to identify the leader at each station or activity.

- **Observational checklist:** Students will check off words associated with how well or poor their group cooperated.
  - Good job
  - Keep going
  - Great
  - Arguing
  - Off task
  - Not cooperating

- **Jogging**
- **Stations**
- **Stretching**
- **Calisthenics**
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<tbody>
<tr>
<td>• Students generate their own words to describe how they feel about fitness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Create a list of leadership characteristics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Student demonstrations</td>
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<tr>
<td>• Student suggested variations</td>
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<tbody>
<tr>
<td>• One on one time with the instructor</td>
<td></td>
<td></td>
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<tr>
<td>• Working with more capable peer</td>
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</tr>
</tbody>
</table>
10.4.3 – D
Adventure activities, Exploring movement concepts, Fitness, Manipulatives

Name: ____________________

Concept map: Identify an activity you like and choose the correct words from the word bank to describe how you feel about that activity.

<table>
<thead>
<tr>
<th>Fun</th>
<th>Happy</th>
<th>Boring</th>
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<td>Dull</td>
<td>Unexciting</td>
<td>Joyful</td>
<td>Thrilling</td>
</tr>
</tbody>
</table>
Name: ____________________________

Observational Checklist: students will identify the leader at each station or activity.

* Instructions: Divide students into small groups. Once in the group assign each student a number, that number will correspond to the station that they are supposed to lead the group. Tell students not to share the number they have with their group members.

Station 1
Leader: _____________________

Station 2
Leader: _________________

Station 3
Leader: _________________

Station 4
Leader: _________________

Station 5
Leader: _________________

Station 6
Leader: _________________

Station 7
Leader: _________________

Station 8
Leader: _________________
**COURSE:** Physical Education  
**GRADE:** Grade 2  
**STATE STANDARD:** 10.4.3 Physical Activity  
**BENCHMARK ASSESSMENT FOR STANDARDS A-D-F**

### STANDARD STATEMENTS:

A - IDENTIFY AND ENGAGE IN PHYSICAL ACTIVITIES THAT PROMOTE PHYSICAL FITNESS AND HEALTH.  
B - KNOW THE POSITIVE AND NEGATIVE EFFECTS OF MODERATE PHYSICAL ACTIVITY.  
C - KNOW AND RECOGNIZE CHANGES IN BODY RESPONSES DURING MODERATE TO VIGOROUS ACTIVITIES.  
D - IDENTIFY LIKES AND DISLIKES RELATED TO PARTICIPATION IN PHYSICAL ACTIVITIES.  
F - RECOGNIZE THE POSITIVE AND NEGATIVE INTERACTIONS OF SMALL GROUP ACTIVITIES.

### OBJECTIVES/ESSENTIAL CONTENT

**STANDARD STATEMENT A**

**OBJECTIVE:** Recognize and Practice a Manipulative Activity That Promote Physical Fitness and Health

- Physical Activity
- Physical Fitness
- Manipulative
- Health
- Health-related fitness: Components of physical fitness that have a relationship with good health. Components are cardio respiratory endurance, muscular strength and endurance, flexibility and body composition.
  - Throw
  - Catch
  - Kick
  - Dribbling
  - Balance
  - Strike
  - Juggle

### ASSESSMENT

- Select and perform a manipulative activity from an instructor produced list.
- Self-made teacher check list.

### LEARNING ACTIVITIES

- Stations implementing the following manipulative movements:
  - Throwing/Catching
  - Striking
  - Dribbling
  - Stations
  - Racket Skills
  - Parachute
  - Implement Skills
  - Stilts
  - Bouncers
  - Balance Boards
  - Scooters
STANDARD STATEMENT B:

OBJECTIVE: Students will recognize the positive and negative effects of participation in moderate physical activity while using a manipulative.

- Physical activity: Bodily movement that is produced by the contraction of skeletal muscle and which substantially increases energy expenditure.

- Moderate physical activity: Physical activities that are equal in intensity to brisk walking. When done with enough frequency and intensity and for a long enough time, moderate activity has many health benefits.

- Positives of moderate physical activity
  - Stronger bones, muscles, and bones
  - Stronger heart and lungs
  - Less likely to become overweight
  - Less likely to develop type II diabetes
  - Improves your balance and coordination
  - Sleep better
  - Helps you handle stress
  - Helps you look better

- Negatives of moderate physical activity
  - Blisters
  - Muscle soreness
  - Muscle or joint injury or overuse
  - Injury from unsafe activities or lack of protective equipment
  - Boredom
  - Stress (differing interests with family)
  - Family conflicts (money, transportation, time, etc.)

STANDARD STATEMENT C

OBJECTIVE: Identify moderate physical activities.

- Physical activity

- Changes in your body during activity

- Adventure activity

- Heart rate

- Given a specific activity students will identify (circle) positive and negative effects of the activity.

- Stations implementing the following manipulative movements:
  - Throwing/catching
  - Striking
  - Dribbling
  - Stations
  - Racket Skills
  - Parachute
  - Implement Skills
  - Stilts
  - Bouncers
  - Balance boards
  - Scooters

- Worksheet: Using a list of activities students will circle moderate physical activities.
**STANDARD STATEMENT D**

**OBJECTIVE:** Distinguish between activities you like and dislike.

- Breathing Rate
- Respiration Rate
- Moderate Physical Activity

**STANDARD STATEMENT E**

**OBJECTIVE:** Recognize what it means to participate regularly while using a manipulative.

- Physical Activity: Bodily movement that is produced by the contraction of skeletal muscle and which substantially increases energy expenditure.
- Participation: To take part in an event or activity.
- Regular participation: Being physically active on most days of the week, preferably all days of the week.
- Practice: To do something repeatedly in order to improve performance.

**STANDARD STATEMENT F**

**Objective:** Identify the different roles during a small group activity.

- Concept map: Identify an activity they like and choose the correct words from a word bank to describe how they feel about that activity.
- Verbally recall how many days they participated and practiced with a manipulative.
- Observational checklist: Students use a checklist to identify the leader.

- Stations implementing the following manipulative movements:
  - Throwing/Catching
  - Striking
  - Dribbling
  - Stations
  - Racket skills
  - Parachute
  - Implement skills
  - Stilts
  - Bouncers
  - Balance Boards
  - Scooters
**OBJECTIVE:** Identify how well the small group cooperated.

- **Physical Activity**
- **Participation**
- **Small Groups**
- **Partner**
- **Positive Interactions**
- **Negative Interactions**
- **Social Skills**
- **On Task**

**Cooperation:** is when you are working together with other people for a common goal.

**Sharing:** to use together.

**Leader:** somebody who guides or directs others.

**Follower:** a supporter of a cause or activity.

**At each station or activity:**

- **Observational Checklist:** Students will check off words associated with how well or poor their group cooperated.
  - Good job
  - Keep going
  - Great
  - Arguing
  - Off-task
  - Not cooperating

- **Stations implementing the following manipulative movements:**
  - Throwing/Catching
  - Striking
  - Dribbling
  - Stations
  - Racket Skills
  - Parachute
  - Implement Skills
  - Stilts
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<table>
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<tbody>
<tr>
<td>● Student will perform an activity selected by the instructor</td>
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<td>● Students come up with their own positive/negative effects of physical activity</td>
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<tr>
<td>● Think of other manipulative activities on their own</td>
</tr>
<tr>
<td>● Create a list of leadership characteristics</td>
</tr>
<tr>
<td>● Student records activity outside of school</td>
</tr>
<tr>
<td>● Student demonstrations</td>
</tr>
<tr>
<td>● Student suggested variations</td>
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</table>

<table>
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<tr>
<th><strong>REMEDICATION:</strong></th>
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<tbody>
<tr>
<td>● Students working with a student who has mastered the skills</td>
</tr>
<tr>
<td>● One on one time with the instructor</td>
</tr>
<tr>
<td>● Extra practice time</td>
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ADVENTURE ACTIVITIES, EXPLORING MOVEMENT CONCEPTS, FITNESS, MANIPULATIVES

CONCEPT MAP: Identify an activity you like and choose the correct words from the word bank to describe how you feel about that activity.

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**ADVENTURE ACTIVITIES, EXPLORING MOVEMENT CONCEPTS, FITNESS, MANIPULATIVES**

**Observational Checklist:** Students will identify the leader at each station or activity.

**Instructions:** Divide students into small groups. Once in the group, assign each student a number, that number will correspond to the station that they are supposed to lead the group. Tell students not to share the number they have with their group members.

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<thead>
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<tr>
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# Grade 2 - Benchmark Assessment for Standards A-C

## Standard Statements:

- **A**: Recognize and use basic movement skills and concepts
- **B**: Recognize and describe the concepts of motor skill development using appropriate vocabulary
- **C**: Know the function of practice.
- **E**: Know and describe scientific principles that affect movement and skills using appropriate vocabulary
- **F**: Recognize and describe game strategies using appropriate vocabulary

## Unit of Instruction: Manipulative

### Standard Statement A

**Objective:** Distinguish between and implement manipulative movements

- **Manipulative Movements:** Control of objects with body parts and implements. Action causes an object to move from one place to another.
  - Throw
  - Catch
  - Kick
  - Dribble
  - Strike
  - Volley
  - Punt

**Objective:** Demonstrate critical elements of a skill

- **Critical Elements:** The important parts of a skill.

**Objective:** Demonstrate movement phases

- **Movement Phases**
  - Ready position
  - Execution phase
  - Follow through

### Assessment

- Competency Checklist

### Learning Activities

- Stations implementing the following manipulative movements:
  - Throwing and catching
  - Kicking
  - Dribbling
  - Striking
  - Volleying
  - Punting

- Bowling
STANDARD STATEMENT B

OBJECTIVE: Identify and Model Correct Form of Movement

- **FORM:** Manner or style of performing a movement according to recognized standards of technique.

OBJECTIVE: Identify and Model Critical Elements in Movement

- **Critical Elements:** The important parts of a skill.

OBJECTIVE: Identify How Feedback Improves Skill Levels

- **Feedback:** Information given to the learner about how to improve or correct a movement.

---

STANDARD STATEMENT C

OBJECTIVE: Name the Function of Practice

- **Practice:** A method of learning by repetition

---

- **Summary Worksheet**
- **Competency Checklist**
- **Stations Implementing the Following Manipulative Movements:**
  - Throwing and Catching
  - Kicking
  - Dribble
  - Striking
  - Volleying
  - Punting

- **Bowling**
### STANDARD STATEMENT E

**OBJECTIVE:** Experience Scientific Principles

- **SCIENTIFIC PRINCIPLES:** Laws that tell you why you should move your body in a certain way.
  - FORCE
  - GRAVITY
  - **FORCE ABSORPTION:** Taking in and receiving force/energy (i.e. catching a ball).
  - **BALANCE:** A skill-related component of physical fitness that relates to the maintenance of equilibrium while stationary or moving. This concept relates to base of support and center of gravity. A wide base and lower center of gravity is more stable.

### STANDARD STATEMENT F

**OBJECTIVE:** Know How to Pass and Receive

- **PASSING:** To throw, kick, or hit a ball or other object to another player during a game.
- **RECEIVING:** To catch, hit, or kick a ball played by an opponent or teammate.

**OBJECTIVE:** Recognize Rules of Play

- **RULES OF PLAY:** Directions that tell you how to play a game.
  - How to play safely
  - How to play fairly
  - How to play politely

**OBJECTIVE:** Utilize Open Space in a Game Situation

- **Guided Discovery Episode:** Students will discover the relationship between base of support and balance.

- **Partner Checklist:** Observe a partner passing and receiving, playing by the rules, and utilizing open space.

- **Stations Implementing the Following Manipulative Movements:**
  - Throwing and catching
  - Kicking
  - Dribble
  - Striking
  - Volleying
  - Punting
  - Bowling

- **Stations Implementing the Following Manipulative Movements:**
  - Throwing and catching
  - Kicking
  - Dribble
  - Striking
  - Volleying
  - Punting
  - Bowling

- **Invasion Games**
| ENRICHMENT: | • Assist other students.  
• Create a game utilizing open space, passing, and receiving and incorporates rules of play.  
• Give feedback about correct form to a peer.  
• Student will bring in a picture of them participating in an activity that incorporates manipulative skills and scientific principles. |
| REMEDIATION: | • Work with student who has mastered the skill and receive feedback regarding correct form.  
• Individual work with the teacher.  
• Extended practice time for individual or group. |
Physical Education for Lifelong Fitness, (2005) NASPE, Human Kinetics, Champaign, IL  
Pennsylvania Department of Education Standards Aligned Systems: Health and Physical Education |
COURSE: PHYSICAL EDUCATION

STATE STANDARD: 10.5.3 Concepts, Principles and Strategies of Movement

GRADE: Grade 2

TIME FRAME: Benchmark assessment for standards A-C

STANDARD STATEMENTS:

A - Recognize and use basic movement skills and concepts
B - Recognize and describe the concepts of motor skill development using appropriate vocabulary
C - Know the function of practice.
E - Know and describe scientific principles that affect movement and skills using appropriate vocabulary
F - Recognize and describe game strategies using appropriate vocabulary

UNIT OF INSTRUCTION: MOVEMENT

OBJECTIVES/ESSENTIAL CONTENT

STANDARD STATEMENT A

OBJECTIVE: Describe and implement basic locomotor movements

- **Locomotor Movements**: Movements producing physical displacement of the body, usually identified by weight transference via the feet.
  - Walk
  - Run
  - Jump
  - Hop
  - Leap
  - Gallop
  - Slide
  - Skip

OBJECTIVE: Describe and implement basic non-locomotor movements.

- **Non-locomotor Skills**: Movements that do not produce physical displacement of the body.
  - Bend
  - Stretch
  - Swing
  - Sway
  - Twist
  - Turn
  - Pull
  - Push

ASSESSMENT

- Competency Checklist

LEARNING ACTIVITIES

- Locomotor stations
- Locomotor games
- Gymnastics
- Tagging games
- Parachutes
- Traversing wall
- Cooperative games
- Dance
- Invasion games
**OBJECTIVE:** Describe and implement basic relationships.

- **RELATIONSHIPS:** Movement that interacts with others or with an object
  - OVER
  - UNDER
  - ON
  - OFF
  - NEAR
  - FAR
  - IN FRONT
  - BEHIND
  - ALONG
  - THROUGH
  - AROUND
  - ALONGSIDE

**OBJECTIVE:** Describe and implement basic space awareness.

- **SPACE AWARENESS:** Being perceptive of personal and general space, directions, pathways, levels, and planes.
  - SELF-SPACE
  - LEVELS
  - PATHWAYS
  - DIRECTIONS

**OBJECTIVE:** Identify and perform combination movements.

- **COMBINATION MOVEMENTS:** When two or more different movement skills are combined and performed with each other.

**OBJECTIVE:** Assess the amount of effort exerted.

- **EFFORT:** The degree to which speed, force, and flow are present in a movement.
  - SPEED
  - FORCE
  - FLOW
<table>
<thead>
<tr>
<th>STANDARD STATEMENT B</th>
<th></th>
<th>SUMMARY WORKSHEET</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OBJECTIVE:</strong> IDENTIFY AND MODEL CORRECT FORM IN MOVEMENT.</td>
<td></td>
<td>LOCOMOTOR STATIONS</td>
<td></td>
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<tr>
<td><strong>FORM:</strong> MANNER OR STYLE OF PERFORMING A MOVEMENT ACCORDING TO RECOGNIZED STANDARDS OF TECHNIQUE.</td>
<td></td>
<td>GYMNASICS</td>
<td></td>
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<tr>
<td><strong>OBJECTIVE:</strong> IDENTIFY AND MODEL CRITICAL ELEMENTS IN MOVEMENT</td>
<td></td>
<td>TAGGING GAMES</td>
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<tr>
<td><strong>CRITICAL ELEMENTS:</strong> THE IMPORTANT PARTS OF A SKILL.</td>
<td></td>
<td>AQUATICS</td>
<td></td>
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<tr>
<td><strong>OBJECTIVE:</strong> IDENTIFY HOW FEEDBACK IMPROVES SKILL LEVELS</td>
<td></td>
<td>DANCE</td>
<td></td>
</tr>
<tr>
<td><strong>FEEDBACK:</strong> INFORMATION GIVEN TO THE LEARNER ABOUT HOW TO IMPROVE OR CORRECT A MOVEMENT.</td>
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<tr>
<td><strong>STANDARD STATEMENT C</strong></td>
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<tr>
<td><strong>OBJECTIVE:</strong> NAME THE FUNCTION OF PRACTICE.</td>
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<tr>
<td><strong>PRACTICE:</strong> A METHOD OF LEARNING BY REPETITION</td>
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<td><strong>STANDARD STATEMENT E</strong></td>
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<tr>
<td><strong>OBJECTIVE:</strong> EXPERIENCE SCIENTIFIC PRINCIPLES</td>
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<tr>
<td><strong>SCIENTIFIC PRINCIPLES:</strong> LAWS THAT TELL YOU WHY YOU SHOULD MOVE YOUR BODY IN A CERTAIN WAY.</td>
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<tr>
<td>• FORCE</td>
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<tr>
<td>• GRAVITY</td>
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<tr>
<td>• FORCE ABSORPTION: TAKING IN AND RECEIVING FORCE/ENERGY (I.E. CATCHING A BALL).</td>
<td></td>
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<tr>
<td>• BALANCE: A SKILL-RELATED COMPONENT OF PHYSICAL FITNESS THAT RELATES TO THE MAINTENANCE OF EQUILIBRIUM WHILE STATIONARY OR MOVING. THIS CONCEPTS RELATES TO BASE OF SUPPORT AND CENTER OF GRAVITY. A WIDE BASE AND LOWER CENTER OF GRAVITY IS MORE STABLE.</td>
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- COMPETENCY CHECKLIST
- GUIDED DISCOVERY EPOSIDE: STUDENTS WILL DISCOVERY THE RELATIONSHIP BETWEEN BASE OF SUPPORT AND BALANCE.
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>OBJECTIVE:</strong> Recognize Rules of Play</td>
<td><strong>OBJECTIVE:</strong> Utilize Open Space in a Game Situation</td>
</tr>
</tbody>
</table>
| - **RULES OF PLAY:** Directions that tell you how to play a game.  
  - How to play safely  
  - How to play fairly  
  - How to play politely | - **PARTNER CHECKLIST:** Observe a partner implementing game strategies, playing by the rules, and utilizing open space.  
- **ENRICHMENT:** Assist other students.  
- **REMEDIATION:** Work with student who has mastered the skill. |
|  | - **RESOURCES:** |
Physical Education for Lifelong Fitness, (2005) NASPE, Human Kinetics, Champaign, IL  
Pennsylvania Department of Education Standards Aligned Systems: Health and Physical Education |  
- **ENRICHMENT:** Draw and label an activity that demonstrates the four scientific principles.  
- **REMEDIATION:** Individual work with the teacher.  
- **RESOURCES:** LOCOMOTOR STATIONS  
  - GYMNASTICS  
  - TAGGING GAMES  
  - INVASION GAMES  
- **ASSESSMENT STRATEGIES FOR ELEMENTARY SCHOOL PHYSICAL EDUCATION, NANCY J. EGNER MARKOS, (2007) NASPE  
  - PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION |