### STANDARD STATEMENT B

**OBJECTIVE:** Generate the positive and negative effects of regular participation in both moderate and vigorous activities.

**OBJECTIVE:** Distinguish the difference between moderate and vigorous activities.

- **Vigorous Activity:** Physical activities that are intense enough to cause the heart to beat faster than normal and that build cardiovascular fitness.

- **Physical Activity**
- **Moderate Activities**
- **Adventure Activity**
- **Positive effects of moderate physical activity**
- **Negative effects of moderate physical activity**

### STANDARD STATEMENT C

**OBJECTIVE:** Identify changes in the body during moderate and vigorous activities.

- **Changes in your body during activity**
- **Adventure Activity**
- **Heart Rate**
- **Breathing Rate**
- **Respiration Rate**
- **Physical Activity**
- **Moderate physical activity**

### ASSESSMENT

- **Written Test:** Students will list positive and negative effects of an activity.
- **Use pictures/list of activities to distinguish between moderate and vigorous activities.**

### LEARNING ACTIVITIES

- **Traversing Wall**
- **Cooperative Games**
- **Orienteering**
- **New Games**
- **Parachute**

**UNIT OF INSTRUCTION: ADVENTURE ACTIVITIES**
### VIGOROUS ACTIVITY

#### ENRICHMENT:
- Student will give an example and describe how regular participation helped them improve in a specific activity.
- Student s will generate a separate list of moderate activities and vigorous activities.
- What effects of physical activity (positive/negative) are associated with moderate or vigorous activity.

#### REMEDIATION:
- One on one time with the instructor.
- From a list, identify positive and negative effects of physical activity.
- Work within ability group.

#### RESOURCES:
- Creating Rubrics for Physical Education, by Jacalyn Lund, AAHPERD Publications (2000), Oxon Hill, MD
- Physical Education Assessment Toolkit, by Liz Giles-Brown, United Graphics (2006), Champaign, IL
- Assessment Strategies for Elementary Physical Education, by Suzann Schiemer, Versa Press (2000), Champaign, IL
- Pennsylvania Department of Education Standards Aligned Systems: Health and Physical Education
- Advanced Curriculum for Physical Education, Elementary School, by Jane Panicucci (2003), Project Adventure, Inc.
- Quicksilver, by Karl Rohnke and Steve Butler, Project Adventure, Inc.
10.4.3 – B

Adventure activities, Exploring movement concepts, Manipulatives

Name: _________________________

Students will list positive and negative effects of physical activity.

<table>
<thead>
<tr>
<th>Positives</th>
<th>Negatives</th>
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</table>

* answers

Stronger bones, muscles, joints                     Blisters
Stronger heart and lungs                           Muscle soreness
Less likely to become overweight                   Muscle or joint injury or overuse
Less likely to develop type II diabetes            Injury from unsafe practices
Improves balance and coordination                  Boredom
Sleep better                                       Stress
Helps handle stress                                Family conflicts
Helps you look better
10.4.3 – C

Adventure activities, Exploring movement concepts, Manipulatives

Name: _______________________

Directions: After comparing heart rate and breathing rate examples circle the person who was working more vigorously.

1. Person A = Heart rate - 86 bpm
   Person A = Breathing rate – 8 per minute
   Person B = Heart rate 100 bpm

2. Person A = Heart rate 100 bpm
   Person B = Breathing rate – 12 per minute

3. Person A = Heart rate – 122 bpm
   Person B = Heart rate – 156 bpm

4. Person A = Breathing rate – 15 per minute
   Person B = Breathing rate – 13 per minute

5. Person A = Heart rate – 145 bpm
   Person B = Breathing rate – 17 per minute

6. Person A = Breathing rate – 16 per minute
   Person B = Breathing rate – 16 per minute
10.4.3.C
Draw a picture of how your body felt during today’s activity. Use the words and pictures next to the body to give you ideas.

ARMS

HEART

LEGS

SWEATING

LUNGS
<table>
<thead>
<tr>
<th>COURSE</th>
<th>Physical Education</th>
<th>GRADE:</th>
<th>Grade 3 Benchmark Assessment for Standards B-C-E</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATE STANDARD:</td>
<td>10.4.3 Physical Activity</td>
<td>TIME FRAME:</td>
<td></td>
</tr>
</tbody>
</table>

**STANDARD STATEMENTS:**

- B - Know the positive and negative effects of regular participation in moderate to vigorous physical activities.
- C - Know and recognize changes in body responses during moderate to vigorous activities.
- E - Identify reasons why regular participation in physical activities improves motor skills.

<table>
<thead>
<tr>
<th>UNIT OF INSTRUCTION: MANIPULATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OBJECTIVES/ESSENTIAL CONTENT</strong></td>
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</tbody>
</table>

**STANDARD STATEMENT B**

**OBJECTIVE:** Students will generate the positive and negative effects of regular participation in both moderate and vigorous activities that use a manipulative.

**OBJECTIVE:** Distinguish the difference between moderate and vigorous activities.

- **VIGOROUS ACTIVITY:** Physical activities that are intense enough to cause the heart to beat faster than normal and that build cardiovascular fitness.

- **PHYSICAL ACTIVITY**

- **MODERATE PHYSICAL ACTIVITY**

- **POSITIVES OF MODERATE PHYSICAL ACTIVITY**

- **NEGATIVES OF MODERATE PHYSICAL ACTIVITY**

- **MANIPULATIVE**
  - Throw
  - Catch
  - Kick
  - Dribbling
  - Balance
  - Strike
  - Juggle

**STANDARD STATEMENT C**

**OBJECTIVE:** Identify changes in the body during moderate and vigorous activities.

- **CHANGES IN YOUR BODY DURING ACTIVITY**

- **ADVENTURE ACTIVITY**

- **HEART RATE**

**ASSESSMENT**

- **WRITTEN TEST:** Students will list positive and negative effects of an activity.

- **USE PICTURES/LIST OF ACTIVITIES TO DISTINGUISH BETWEEN MODERATE AND VIGOROUS ACTIVITIES.**

**LEARNING ACTIVITIES**

- **STATIONS IMPLEMENTING THE FOLLOWING MANIPULATIVE MOVEMENTS:**
  - Throwing/catching
  - Striking
  - Dribbling
  - Stations
  - Racket skills
  - Parachute
  - Implement skills
  - Stilts
  - Bouncers
  - Balance boards
  - Scooters

- **Worksheet:** After comparing heart rate and breathing rate examples determine which person was working more vigorously (Example: Mark’s HR is 115, Sam’s HR is 155, who is working more vigorously?)
- Breathing Rate
- Respiration Rate
- Physical Activity
- Moderate Physical Activity
- Vigorous Activity: Physical activities that are intense enough to cause the heart to beat faster than normal and that build cardiovascular fitness

**STANDARD STATEMENT E**

**OBJECTIVE:** Recognize how regular practice and participation in physical activities improves motor skills.

- Participation
- Regular Participation
- Practice
- Critical Elements: The important parts of a skill to perform it correctly.

- Students will list the benefits of regular participation.
  - Practice
  - Improved Motor Skills
  - Experience
  - Improvement of critical elements

**ENRICHMENT:**
- Student will give an example and describe how regular participation helped them improve in a specific activity
- Student will generate a separate list of moderate activities and vigorous activities.
- What effects of physical activity (positive/negative) are associated with moderate or vigorous activity.

**REMEDICATION:**
- One on one time with the instructor.
- From a list, identify positive and negative effects of physical activity.
- Work within ability group.

**RESOURCES:**
- Creating Rubrics for Physical Education, by Jacalyn Lund, AAHPERD Publications (2000), Oxon Hill, MD
- Physical Education Assessment Toolkit, by Liz Giles-Brown, United Graphics (2006), Champaign, IL
- Assessment Strategies for Elementary Physical Education, by Suzann Scliemer, Versa Press (2000), Champaign, IL
- Pennsylvania Department of Education Standards Aligned Systems: Health and Physical Education
10.4.3 – B

Adventure activities, Exploring movement concepts, Manipulatives

Name: _________________________

Students will list positive and negative effects of physical activity.

<table>
<thead>
<tr>
<th>Positives</th>
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<tr>
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</tr>
</tbody>
</table>

* answers
Stronger bones, muscles, joints                    Blisters
Stronger heart and lungs                           Muscle soreness
Less likely to become over weight                   Muscle or joint injury or over use
Less likely to develop type II diabetes             Injury from unsafe practices
Improves balance and coordination                   Boredom
Sleep better                                       Stress
Helps handle stress                                 Family conflicts
Helps you look better

Grade 3 - Physical Activity/Manipulatives REV 7-10-08 3
10.4.3 – C

Adventure activities, Exploring movement concepts, Manipulatives

Name: __________________

Directions: After comparing heart rate and breathing rate examples circle the person who was working more vigorously.

1. Person A = Heart rate - 86 bpm
   Person B = Heart rate 100 bpm

2. Person A = Breathing rate – 8 per minute
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6. Person A = Breathing rate – 17 per minute
   Person B = Breathing rate – 16 per minute
Exploring movement concepts, Manipulatives

Name: __________________________

List the benefits of regular participation.

1. practice
2. improved motor skills
3. experience
4. improvement of critical elements
# OBJECTIVES/ESSENTIAL CONTENT

**STANDARD STATEMENT B**

| OBJECTIVE: | While exploring movement concepts students will generate the positive and negative effects of regular participation in both moderate and vigorous activities. |
| OBJECTIVE: | Distinguish the difference between moderate and vigorous activities. |

- **VIGOROUS ACTIVITY**: Physical activities that are intense enough to cause the heart to beat faster than normal and that build cardiovascular fitness.

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

- **MODERATE ACTIVITIES**

- **POSITIVES OF MODERATE PHYSICAL ACTIVITY**

- **NEGATIVES OF MODERATE PHYSICAL ACTIVITY**

- **LOCOMOTOR SKILLS**
  - Walk
  - Run
  - Jump
  - Hop
  - Skip
  - Gallop
  - Slide
  - Leap
  - Dodge

- **NON-LOCOMOTOR SKILLS**
  - Bend
  - Stretch
  - Push
  - Pull
  - Swing

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>LEARNING ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Written Test</strong>: Students will list positive and negative effects of movement concepts.</td>
<td>• Locomotor</td>
</tr>
<tr>
<td>• <strong>Use pictures/list of activities to distinguish between moderate and vigorous activities.</strong></td>
<td>• Non-locomotor</td>
</tr>
<tr>
<td></td>
<td>• Dance</td>
</tr>
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<td></td>
<td>• Gymnastics</td>
</tr>
</tbody>
</table>
- Sway
- Twist
- Turnble

- Ready Position
  - Movement Ready Position
  - Static Ready
  - Planted

Relationships: Movement that interacts with others or with an object
  - Over
  - Under
  - On
  - Off
  - Near
  - Far
  - In Front
  - Behind
  - Along
  - Through
  - Around
  - Alongside

- Space Awareness
  - Self Space
  - Levels
  - Pathways
  - Directions

**Standard Statement C**

**Objective:** Identify changes in the body during moderate and vigorous activities.

**Changes in your body during activity**

Heart Rate

Breathing Rate

Respiration Rate

- Worksheet: After comparing heart rate and breathing rate examples determine which person was working more vigorously (example: Mark’s HR is 115, Sam’s HR is 155, who is working more vigorously?)
**STANDARD STATEMENT**

**OBJECTIVE:** Recognize how regular practice and participation in physical activities improves motor skills.

- Participation
- Regular participation
- Practice

**CRITICAL ELEMENTS:** The important parts of a skill to perform it correctly.

**STUDENTS WILL LIST THE BENEFITS OF REGULAR PARTICIPATION:**
- Practice
- Improved motor skills
- Experience
- Improvement of critical elements

---

| ENRICHMENT | · Student will give an example and describe how regular participation helped them improve in a specific activity
| · Student will generate a separate list of moderate activities and vigorous activities.
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| REMEDIATION | · One on one instruction.
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| RESOURCES | Creating Rubrics for Physical Education, by Jacalyn Lund, AAHPERD Publications (2000), Oxon Hill, MD
| Physical Education Assessment Toolkit, by Liz Giles-Brown, United Graphics (2006), Champaign, IL
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10.4.3 – B

Adventure activities, Exploring movement concepts, Manipulatives

Name: _________________________

Students will list positive and negative effects of physical activity.

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* answers

- Stronger bones, muscles, joints: Blisters
- Stronger heart and lungs: Muscle soreness
- Less likely to become overweight: Muscle or joint injury or over use
- Less likely to develop type II diabetes: Injury from unsafe practices
- Improves balance and coordination: Boredom
- Sleep better: Stress
- Helps handle stress: Family conflicts
- Helps you look better:
10.4.3 – C

Adventure activities, Exploring movement concepts, Manipulatives

Name: _______________________

Directions: After comparing heart rate and breathing rate examples circle the person who was working more vigorously.

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   Person B = Breathing rate – 16 per minute
10.4.3 – E

Exploring movement concepts, Manipulatives

Name: __________________________

List the benefits of regular participation.

1. practice
2. improved motor skills
3. experience
4. improvement of critical elements
## Grade 3 Physical Education

### Standard Statements

D - Identify and Use Principles of Exercise to Improve Movement and Fitness Activities

### Course: Physical Education

### Grade: Grade 3 Benchmark Assessment for Standard D

### Time Frame:

<table>
<thead>
<tr>
<th>Standard Statement D</th>
<th>Objectives/Essential Content</th>
<th>Assessment</th>
<th>Learning Activities</th>
</tr>
</thead>
</table>
| **Objective:** Identify the F.I.T.T. Principle | **F** – Frequency: How often you should exercise.  
**I** – Intensity: How hard you should exercise (Moderate to Vigorous).  
**T** – Time: How long you should exercise (30 to 60 minutes).  
**T** – Type: The kind of activity you engage in (Select activities that raise your heart and breathing rate I.E. Running). | **Fitness Log Using F.I.T.T. Principle to Improve a Student Selected Movement/Fitness Skill.** | **Fitness Circuits**  
**Tagging Games**  
**Health-related Fitness Test**  
**Dance**  
**Aquatics** |

### Enrichment:

- Keep a log of fitness activity that is completed at home, incorporating the F.I.T.T principle.  
- Peer Tutor

### Remediation:

- Individual instruction with Teacher.  
- Implement a Teacher Created F.I.T.T. Plan.

### Resources:

- Physical Education Methods for Elementary Teachers, by Katherine T. Thomas, Amelia M. Lee, Jerry R. Thomas (2008), Human Kinetics, Champaign, IL
- Physical Education for Lifelong Fitness, (2005) NASPE, Human Kinetics, Champaign, IL
- Pennsylvania Department of Education Standards Aligned Systems: Health and Physical Education
**FITNESS LOG**

*CIRCLE THE TYPE OF LOG THAT YOU WOULD LIKE TO WORK ON.*

**MUSCULAR STRENGTH  MUSCULAR ENDURANCE  FLEXIBILITY  AEROBIC FITNESS**

Choose an activity that matches the TYPE of log that you are working on. Track your participation in that activity for one month using the chart.

*Activity selected:*

<table>
<thead>
<tr>
<th>Frequency (HOW OFTEN)</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
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<th>Time (HOW LONG)</th>
<th>Week 1</th>
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<th>Week 3</th>
<th>Week 4</th>
</tr>
</thead>
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## Course: Physical Education

**Grade:** Grade 3

**State Standard:** 10.5.3 Concepts, Principles and Strategies of Movement

### Standard Statements:

- **B:** Recognize and describe the concepts of motor skill development using appropriate vocabulary
- **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 B

**Objective:** Identify Developmental Differences

- **Developmental Differences:** Learners are at different levels in their motor, cognitive, and emotional, social, and physical development. The learners' developmental status will affect their ability to learn or improve.

- **Factors**
  - Growth
  - Development
  - Experience

#### Objective: Evaluate A Partner's Skill

- **Assessment**
  - Evaluate a partner's skill
    - Did they use correct form?
    - Give one piece of feedback.
    - Identify one critical element.
    - Identify one developmental difference a person could experience.

#### Standard Statement E

**Objective:** Define Rotation and How It Effects Movement

- **Force**
- **Gravity**
- **Force Absorption**
- **Balance**
- **Rotation:** Force that produces movement that occurs around an axis or center point (i.e., spinning, swinging, circling, turning, rolling, twisting, or somersaulting)

- **Guided Discovery Stations With Worksheet:** Students will experience each of the scientific principles and how they affect movement.

- **Assessment**
  - Stations implementing the following manipulative moves:
    - Throwing and catching
    - Kicking
    - Dribble
    - Striking
    - Volleying
    - Punting

- **Bowling**

- **Guided Discovery Stations With Worksheet:** Students will experience each of the scientific principles and how they affect movement.
**OBJECTIVE:** Examine the scientific principles that affect movement and skills.

- Force
- Gravity
- Force absorption
- Balance
- Rotation

**STANDARD STATEMENT F**

**OBJECTIVE:** Recognize how to defend space

- Defending space: Opposing team attempts to close or reduce open space.
- Review rules of play
- Review open space
- Review passing and receiving

- Reciprocal checklist: Observe a partner employing games strategies.

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

- Invasion games

**ENRICHMENT:**

- Create a manipulative station where there are three different levels of difficulty.
- Assist other students.
- Create a game utilizing open space, defending, 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.

**REMEDICATION:**

- 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.
- Evaluate with a partner another student’s performance.

**RESOURCES:**

- Physical Education Methods for Elementary Teachers, by Katherine T. Thomas, Ameila M. Lee, Jerry R. Thomas (2008), Human Kinetics, Champaign, IL
- Physical Education for Lifelong Fitness, (2005) NASPE, Human Kinetics, Champaign, IL
- Pennsylvania Department of Education Standards Aligned Systems: Health and Physical Education
Partner Skill for Throwing

Watch your partner perform each component. Put an X in the correct box based on how your partner performs.

<table>
<thead>
<tr>
<th>PARTNER SKILL (THROWING)</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. STEP WITH OPPOSITE FOOT</td>
<td></td>
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</tr>
<tr>
<td>2. SIDE TO TARGET</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. BALL CLOSE TO EAR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. BODY WEIGHT SHIFTS FORWARD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. POINT OPPOSITE HAND OR ELBOW TOWARD TARGET</td>
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<tr>
<td>6. FOLLOW THROUGH TOWARD TARGET</td>
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List one piece of feedback on how your partner performed?

________________________________________________________________________

What is a developmental difference a person could experience?

________________________________________________________________________
Name: _____________________

Directions: At each station, determine if the activity provides a good example of the scientific principles. Mark the box of all that apply.

<table>
<thead>
<tr>
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<th>Balance</th>
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Directions: Watch your partner play during a game activity and evaluate their performance using the strategies below. Put a check mark in the “yes” box if he/she performed that strategy and put a check mark in the “no” box if he/she did not.

Name: ____________________________

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<tr>
<th>Strategy</th>
<th>Yes</th>
<th>No</th>
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<tr>
<td>Fake</td>
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<tr>
<td>Dodge</td>
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<tr>
<td>One on one (offense)</td>
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<td></td>
</tr>
<tr>
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Evaluator’s signature: ____________________________

Name: ____________________________

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# Grade 3 Benchmark Assessment for Standards B-E-F

**State Standard:** 10.5.3 Concepts, Principles and Strategies of Movement

<table>
<thead>
<tr>
<th>Standard Statements</th>
<th>Objectives/Essential Content</th>
<th>Assessment</th>
<th>Learning Activities</th>
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<tbody>
<tr>
<td><strong>Standard Statement A</strong></td>
<td><strong>Objective:</strong> Identify Developmental Differences</td>
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<tr>
<td><strong>Objective:</strong> Evaluate a Partner’s Skill</td>
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<tr>
<td><strong>Standard Statement B</strong></td>
<td><strong>Objective:</strong> Define Rotation and How it Effects Movement</td>
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### STANDARD STATEMENT A

**Objective:** Identify Developmental Differences

- **Developmental Differences:** Learners are at different levels in their motor, cognitive, and emotional, social, and physical development. The learners’ developmental status will affect their ability to learn or improve.

  - **Factors:**
    - Growth
    - Development
    - Experience

### STANDARD STATEMENT B

**Objective:** Evaluate a Partner’s Skill

- **Evaluate a Partner’s Skill:**
  - Did they use correct form?
  - Give one piece of feedback
  - Identify one critical element
  - Identify one developmental difference a person could experience.

### STANDARD STATEMENT E

**Objective:** Define Rotation and How it Effects Movement

- Force
- Gravity
- Force Absorption
- Balance
- **Rotation:** Force that produces movement that occurs around an axis or center point (i.e. spinning, swinging, circling, turning, rolling, twisting, or somersaulting)

- **Learning Activities:***
  - Aquatics
  - Locomotor Stations
  - Locomotor Games
  - Gymnastics
  - Tagging Games
  - Traversing Games
  - Dance
  - Aquatics
  - Invasion Games
**OBJECTIVE:** Examine the Scientific Principles That Effect Movement and Skills

- Force
- Gravity
- Force Absorption
- Balance
- Rotation

**STANDARD STATEMENT F**

**OBJECTIVE:** Recognize How to Defend Space

- Defending Space: Opposing team attempts to close or reduce open space.

- Review Rules of Play
- Review Open Space
- Review Game Strategy
- Review Faking and Dodging

**ENRICHMENT:**

- Choose a movement and create a checklist to evaluate a person’s skill.
- Draw and label an activity that demonstrates the five scientific principles.
- Create a station that demonstrates one of the scientific principles.

**REMEDICATION:**

- Work with student who has mastered the skill.
- Individual work with the teacher.
- Extended practice time for individual or group.
- Work with a partner evaluating another student’s performance.

**RESOURCES:**

- Physical Education Methods for Elementary Teachers, by Katherine T. Thomas, Amelia M. Lee, Jerry R. Thomas (2008), Human Kinetics, Champaign, IL
- Physical Education for Lifelong Fitness, (2005) NASPE, Human Kinetics, Champaign, IL
- Pennsylvania Department of Education Standards Aligned Systems: Health and Physical Education

**GUIDED DISCOVERY STATIONS WITH WORKSHEET:** Students will experience each of the scientific principles and how they effect movement.

**LOCOMOTOR STATIONS**
- Gymnastics

**RECIPROCAL CHECKLIST:** Observe a partner employing games strategies.

**INVASION GAMES**