### Standard Statement A

**Objective:** Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.

- **Physical Activity**
  - Physical activity occurs when your muscles contract to make your body move.
  - Physical activities of moderate to vigorous intensity can help you reduce your risk of disease and maintain a healthy weight.

- **Define moderate activities:** Moderate activity is defined as activity of intensity equal to a brisk walk and can be performed for relatively long periods of time without fatigue. Moderate physical activities include but are not limited to: bowling, golfing, walking. Participate for at least 30 minutes each day. Participation in moderate activities will reduce the risk of disease. It also helps you to feel and look your best by burning calories and increasing your energy.

- **Define vigorous activities:** Vigorous activities are defined as a movement that expends more energy or is performed at a higher intensity than a brisk walk. These activities raise your heart and breathing rate. Vigorous activities include aerobics, jogging, biking. You should do these at least three days a week for at least 20 minutes. These contribute to health and fitness by lowering heart rate, blood pressure and increasing strength and endurance.

### Standard Statement D

**Objective:** Students will identify factors that affect their physical activity preferences.

- There are many things that influence why you like some activities better than others. Your personal feelings, other people, and your level of personal fitness.
  - Enjoyment
  - Personal interest
  - Social experience
  - Opportunities to learn new activities
  - Personal preference
  - Environment

### Assessment

- Match pictures of moderate and vigorous activities to the words.
- Students demonstrate moderate or vigorous activities. Students identify which activities are moderate and which are vigorous and why.
- Brainstorm list of moderate and vigorous activities. Teacher observation and log of activity.
- Concept map
- Pedometer log

### Learning Activities

- Climbing wall
- Cooperative games
- New games
- Snowshoeing
- Cross country skiing
- Mountain biking
- Rollerblading
- Hiking
- Orienteering
- **Understanding how and why your choices are influenced by your own thoughts, feelings and behaviors and how other people can influence you can be used to help you achieve a physically active lifestyle.**

**ENRICHMENT:**
- Keep a log of activities outside of school. Compare & contrast moderate vs. vigorous activities.
- Keep a journal of physical activity participation for a month. Explain activities that you enjoyed/disliked and why.

**REMEDIATION:**
- Using a list of activities- students will perform each and identify if it is moderate or vigorous.
- List reasons why you enjoy/dislike certain listed activities.

**RESOURCES:**
- *Fitness for Life: Middle School,* by Charles B. Corbin, Guy Le Masurier, Dolly D. Lambdin. Human Kinetics (2007), Champaign, IL.
- *Quicksilver,* by Karl Rohnke and Steve Butler, Project Adventure, Inc.
# Standard Statement B

- **Define Body System**: Body systems are parts of the body that work together to keep you functioning, organs, blood vessels, muscles act. You have a number of body systems.

- **Define Cardiovascular System**: This system includes the heart and blood vessels. The heart pumps the blood and the arteries and veins transport it. It includes the respiratory system. This system carries oxygen from the air to the blood stream and expels carbon dioxide from the body. The heart pumps the oxygen into the blood and collects carbon dioxide from it to be expelled through the lungs. This system is basic to life and breathing. Its automatic functions are controlled by the brain.

- **Define Respiratory System**: Moves oxygen from the outside environment into the body.
  - **Nose**: Air enters the body here.
  - **Bronchi**: Passageway that directs air into the lungs.
  - **Lungs**: Main organs of the respiratory system.

# Standard Statement C

**Objective**: The students will monitor their bodies’ response to exercise.

- There are many ways to monitor the bodies’ response to exercise. Some methods are: heart rate, breathing rate, perspiration. When you take your pulse you are monitoring your heart rate. There are many places to take your pulse, however it is recommended that children use the pulse on the thumb side of either wrist (radial pulse). When you do this during activity you are checking to see if your heart rate is in the target zone. This is used to determine if the activity is challenging enough for you. See target heart rate charts for guidelines. Children may also use heart rate monitors to monitor their pulse.

- **Assessment**: Identify the cardiovascular and respiratory systems and their functions.
  - **Identification**: Heart rate, breathing rate, perspiration.
  - **Tools**: Charts and logs.

- **Learning Activities**: Circuit training, Aerobic activities, Anaerobic activities, Yoga, Adventure activities, Tag games.

- **Observation of Students Taking Their Pulse**.

- **Log Pulse During Activities of Different Intensities**.
**ENRICHMENT:**
- Go to websites listed below for slideshows, more information and quizzes. Print out completed quizzes or write a short story about the slideshows for these systems.
- Use a heart rate monitor for a day to log and chart your heart rate during different activities throughout the day.

**REMEDIATION:**
- Review worksheet information about each system and write a paragraph summarizing the function of each.
- Work with a partner to monitor heart rate.

**RESOURCES:**

- **Fitness for Life: Middle School,** by Charles B. Corbin, Guy Le Masurier, Dolly D. Lambdin, Human Kinetics (2007), Champaign, IL.
- **Pennsylvania Department of Education Standards Aligned Systems: Health and Physical Education**
<table>
<thead>
<tr>
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<th>ASSESSMENT</th>
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<td><strong>OBJECTIVE:</strong> Define health-related fitness components.</td>
<td>• Cardio respiratory fitness: A health related component of physical fitness relating to the ability of the circulatory and respiratory systems to supply oxygen during sustained physical activity.</td>
<td>• Fitnessgram</td>
<td>• Climbing Wall</td>
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<td>• Muscular strength: A health-related component of physical fitness that relates to the ability of the muscle to exert force.</td>
<td>• Fitness poster</td>
<td>• Cooperative Games</td>
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<td>• Muscular endurance: A health-related component of physical fitness that relates to the ability of a muscle to continue to perform without fatigue.</td>
<td>• Take Home Assignment</td>
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<td>• Flexibility: Health-related component of physical fitness that relates to the range of motion available at a joint.</td>
<td>• Pg. 153 Giles Brown</td>
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<td>• Body Composition: A health-related component of physical fitness that relates to the percentage of fat tissue and lean tissue in the body.</td>
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**UNIT OF INSTRUCTION:** ADVENTURE ACTIVITIES

**ENRICHMENT:**

**REMEDATION:**

### OBJECTIVES/ESSENTIAL CONTENT

**STANDARD STATEMENT D**

**OBJECTIVE:** Define health-related fitness components.

- **Cardio Respiratory Fitness:** A health related component of physical fitness relating to the ability of the circulatory and respiratory systems to supply oxygen during sustained physical activity.

- **Muscular Strength:** A health-related component of physical fitness that relates to the ability of the muscle to exert force.

- **Muscular Endurance:** A health-related component of physical fitness that relates to the ability of a muscle to continue to perform without fatigue.

- **Flexibility:** Health-related component of physical fitness that relates to the range of motion available at a joint.

- **Body Composition:** A health-related component of physical fitness that relates to the percentage of fat tissue and lean tissue in the body.

### ASSESSMENT

- Fitnessgram
- Fitness Poster
- Take Home Assignment
- Pg. 153 Giles Brown
- Open Ended Questions
- Pg. 192-194

### LEARNING ACTIVITIES

- Circuit Training
- Aerobic Activities
- Anaerobic Activities

### RESOURCES:

Pennsylvania Department of Education Standards Aligned Systems: Health and Physical Education

### OBJECTIVES/ESSENTIAL CONTENT

#### STANDARD STATEMENT A:

**OBJECTIVE:** Identify the basic movement concepts to create movement sequences and advanced skills.

- **MOVEMENT SKILLS:** Proficiency in performing non locomotor, locomotor and manipulative movements that are the foundation for participation in physical activities.

- **MOVEMENT SEQUENCES (SERIAL SKILLS):** Two or more movement skills are combined correctly when they flow smoothly from one to another without any breaks. Smooth transitions are important for successful skill use in sports, games and dance. Examples include moving with a ball and then passing it.

  When performing movement sequences you should know how the links between movement skills and concepts should be made and then practice the movements in sequence.

  When first learning a movement sequence or advanced skill you may wish to adjust the skill to make it easier. As you become more skillful, you can gradually increase the skills and concepts necessary to achieve the complete movement sequence or advanced skill.

#### STANDARD STATEMENT B:

**OBJECTIVE:** Recognize and demonstrate the concepts of motor skill development to a variety of basic skills.

- **FEEDBACK:** Feedback provides information related to your skill performance. Using feedback can improve your practice of the skill. Feedback can be internal or external. External feedback is the information given by peers, teachers or coaches.

- **RECI PROCAL**
- **SELF CHECK**
- **TEACHER OBSERVATION**
- **T CHART**
  - **POSITIVE/NEGATIVE FEEDBACK**
  - **CUES**

#### ASSESSMENT

- **PERFORMANCE CHECKLIST**
  - PARTNER
  - SELF CHECK
- **OBSERVATION - TEACHER**

#### LEARNING ACTIVITIES

- **BASKETBALL**
- **SOCCER**
- **FOOTBALL**
- **ULTIMATE BALL**
• **RELEVANT CUES:** The cues that you must pay attention to for successful skill execution.

**STANDARD STATEMENT C**

**OBJECTIVE:** Describe how practice affects skill performance.

**Define skill development stages.**

- **Inconsistent (cognitive stage):** Performer has to think about the skill cues to develop consistency.

- **Consistent (associative stage):** Performers have coordinated skill performance. Performers become automatic by engaging in physical and mental practice under variable conditions. (speed, direction, distance, force)

- **Automatic (automatic stage):** Performers can perform skills without having to think about cues. Movements appear effortless.

**Relate learning of a skill to practice:** Record-keeping to document changes from inconsistent to automatic performance.

**STANDARD STATEMENT E**

**OBJECTIVE:** Recognize and practice scientific principles that affect basic movement and skills using appropriate vocabulary.

- **Static and dynamic balance:** Static balance: Having no motion; bodies at rest or in equilibrium. Dynamic balance: Requires movement.

- **Flight:** Flight is when objects or person is projected in the air. Trajectory depends on their velocity (speed, direction), height and angle of release. (Think of a baseball player pitching a ball)

**Teacher Observation**

**Demonstration**

**Compare and contrast static and dynamic balance.**

**Give examples when flight is used in activities.**

**Open ended questions (Pg. 198-203)**
**STANDARD STATEMENT F**

**OBJECTIVE:** Recognize and practice game strategies to basic games and physical activities.

- **One on One:** One on one is a game strategy when one person defends another person. One on one is a defensive for guarding an opponent.

- **Give and Go:** The give-and-go, often called pass-and-cut, is a basic offensive play in which a player simply passes (gives) to a teammate and cuts (goes) to the basket/goal, attempting to break free of his defender and expecting a return pass from their teammate.

- **Peer Communication:** The ability to communicate verbally/nonverbally with your teammates.

**BASIC CONCEPTS FOR INVASION GAMES:**

- **Offense:** The team possessing a ball or object that is attempting to score.
- **Defense:** The team stopping its opponent from moving the ball into their territory minimizing scoring attempts.
- **Scoring:** Move ball/object into the other teams territory. Shoot in goal/basket or cross a line.

**ENRICHMENT:**

- The students will create a journal or log of activities outside of school that are locomotor, non locomotor, and manipulative.
- The students will watch a college or professional sporting event and list the movement skills that were demonstrated.
- Assist students having difficulty with skills/concepts.

**REMEDICATION:**

- Task cards showing movement sequences
- Teacher working with the student individually
- Peer coaching

**RESOURCES:**

- Creating Rubrics for Physical Education, by Jacalyn Lund, AAHPERD Publications (2000), Oxon Hill, MD
- Physical Best Activity Guide, by NASPE, Human Kinetics (2005), Champaign, IL
- 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

**TEACHER OBSERVATION**

- Recipricol checklist
- Demonstration of one on one in three different activities.
# THE "GIVE" AND "GO" PASS

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</table>
## STANDARD STATEMENT A

**OBJECTIVE:** Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.

- **RECOGNIZE MOVEMENT SKILLS:** Proficiency in performing non locomotor, locomotor and manipulative movements that are the foundation for participation in physical activities.

- **DEFINE AND DEMONSTRATE MOVEMENT SEQUENCES (SERIAL SKILLS):** Two or more movement skills are combined correctly when they flow smoothly from one to another without any breaks. Smooth transitions are important for successful skill use in sports, games and dance. Examples include: fielding a ball and throwing it, dribbling a ball and shooting it & performing a gymnastic routine.

When performing movement sequences you should know how the links between movement skills and concepts should be made and then practice the movements in sequence.

When first learning a movement sequence or advanced skill you may wish to adjust the skill to make it easier. As you become more skillful, you can gradually increase the skills and concepts necessary to achieve the complete movement sequence or advanced skill.

## STANDARD STATEMENT B:

**OBJECTIVE:** Identify and apply the concepts of motor skill development to a variety of basic skills.

- **DEFINE FEEDBACK:** Feedback provides information related to your skill performance. Using feedback can improve your practice of the skill. Feedback can be internal or external. External feedback is the information given by peers, teachers or coaches.

- **RECI PROCAL**
- **SELF CHECK**
- **TEACHER OBSERVATION**
- **T CHART**
  - **POSITIVE/NEGATIVE FEEDBACK**
  - **CUES**
- **Define and recognize selecting relevant cues:** The cues that you must pay attention to for successful skill execution.

**STANDARD STATEMENT C**

**OBJECTIVE:** Describe the relationship between practice and skill development.

- Define skill development stages:
  - *Inconsistent (cognitive stage):*
    - Performer has to think about the skill cues to develop consistency.
  - *Consistent (associative stage):*
    - Performers have coordinated skill performance.
    - Performers become automatic by engaging in physical and mental practice under variable conditions. (speed, direction, distance, force)
  - *Automatic (automatic stage):*
    - Performers can perform skills without having to think about cues. Movements appear effortless.

- Relate learning of a skill to practice:
  - Record-keeping to document changes from inconsistent to automatic performance.

**STANDARD STATEMENT E**

**OBJECTIVE:** Identify and use scientific principles that affect basic movement and skills using appropriate vocabulary.

- Define static and dynamic balance:
  - *Static balance:* Having no motion; bodies at rest or in equilibrium
  - *Dynamic balance:* Requires movement

- Define flight: Flight is when objects or person is projected in the air. Trajectory depends on their velocity (speed, direction), height and angle of release. (think of a baseball player pitching a ball or someone throwing a javelin)

- Identify performers at each stage.
- Describe transitions to each stage.
- Teacher observation
- Reciprocal observation
- Goal setting for improvement/reflection.
- Stages of skill development worksheet (pg.82 Giles-Brown)

- Demonstration
- Compare and contrast static and dynamic balance.

- Give examples when flight is used in activities.
| **ENRICHMENT:** | • The students will watch a gymnastic routine from a video and list the movement skills that were sequenced together. |
| **REMEDICATION:** | |
| **RESOURCES:** | Pennsylvania Department of Education Standards Aligned Systems: Health and Physical Education |
## Standard Statement:

A - Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.  
B - Identify and apply the concepts of motor skill development to a variety of basic skills.  
C - Describe the relationship between practice and skill development.  
E - Identify and use scientific principles that affect basic movement and skills using appropriate vocabulary.  
F - Identify and apply game strategies to basic games and physical activities.

### Unit of Instruction: Net/Wall Games

#### Objectives/Essential Content

**Objective A:** Identify the basic movement concepts to create movement sequences and advanced skills.

- **Movement Skills:** Proficiency in performing non locomotor, locomotor and manipulative movements that are the foundation for participation in physical activities.

- **Movement Sequences (Serial Skills):** Two or more movement skills are combined correctly when they flow smoothly from one to another without any breaks. Smooth transitions are important for successful skill use in sports, games and dance. Examples: approach and release of the bowling ball.

  When performing movement sequences you should know how the links between movement skills and concepts should be made and then practice the movements in sequence.

  When first learning a movement sequence or advanced skill you may wish to adjust the skill to make it easier. As you become more skillful, you can gradually increase the skills and concepts necessary to achieve the complete movement sequence or advanced skill.

**Standard Statement B:**

**Objective:** Recognize and demonstrate the concepts of motor skill development to a variety of basic skills.

- **Feedback:** Feedback provides information related to your skill performance. Using feedback can improve your practice of the skill. Feedback can be internal or external. External feedback is the information given by peers, teachers or coaches.

#### Assessment

- Performance Checklist
  - Partner
  - Self Check

- Observation: Teacher

#### Learning Activities

- Volleyball
- Net/Wall Stations

---

Grade 4 - Concepts, Principles and Strategies of Movement/Net-Wall Games REV 7-10-08 1
• **RELEVANT CUES:** The cues that you must pay attention to for successful skill execution.

**STANDARD STATEMENT C**

**OBJECTIVE:** Describe how practice affects skill performance.

• **Define skill development stages.**
  - **Inconsistent (cognitive stage):** Performer has to think about the skill cues to develop consistency.
  - **Consistent (associative stage):** Performers have coordinated skill performance. Performers become automatic by engaging in physical and mental practice under variable conditions. (Speed, direction, distance, force)
  - **Automatic (automatic stage):** Performers can perform skills without having to think about cues. Movements appear effortless.

• **Relate learning of a skill to practice:** Record-keeping to document changes from inconsistent to automatic performance.

**STANDARD STATEMENT E**

**OBJECTIVE:** Recognize and practice scientific principles that affect basic movement and skills using appropriate vocabulary.

• **Static and dynamic balance:** Static balance: Having no motion; bodies at rest or in equilibrium. Dynamic balance: Requires movement.

• **Flight:** Flight is when objects or person is projected in the air. Trajectory depends on their velocity (speed, direction), height and angle of release. (Think of volleyball going over the net)

• **Stages of skill development worksheet (pg. 82 Giles-Brown)**
  • Identify performers at each stage.
  • Describe transitions to each stage.
  • Teacher observation
  • Reciprocal observation
  • Goal setting for improvement/reflection

• **Teacher observation**

• **Demonstration**

• **Compare and contrast static and dynamic balance.**

• **Open ended questions (Pg. 198-203)**
### STANDARD STATEMENT F

**OBJECTIVE:** Recognize and practice Game Strategies To Basic Games And Physical Activities.

- **Peer Communication:** The ability to communicate verbally/nonverbally with your teammates.

**Basic Concepts for Target Games:**

- **Scoring:** Teams/individuals score by hitting ball/object into court space with accuracy and/or power so that opponents and the opponent can not return it within the guidelines of the game.
- **Offense:** Attempting to score
- **Defense:** To prevent the offense from scoring

### ENRICHMENT:

- The students will create a journal or log of activities outside of school that are locomotor, non locomotor, and manipulative.
- The students will watch a college or professional sporting event and list the movement skills that were demonstrated.
- Assist students having difficulty with skills/concepts

### REMEDATION:

- Task cards showing movement sequences
- Teacher working with the student individually
- Peer coaching

### RESOURCES:

- Creating Rubrics for Physical Education, by Jacalyn Lund, AAHPERD Publications (2000), Oxon Hill, MD
- Physical Best Activity Guide, by NASPE, Human Kinetics (2005), Champaign, IL
- 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
FORM 4.17  Skill Stages

Name ___________________________ Date ___________

Directions: Read the following stages that a person goes through when learning a skill. Then circle the stage that you feel that you fall in for each skill listed.

Learning stage—I am new to the skill, and my performance is inconsistent. I have to pay close attention to skill cues and think about what I am doing.

Practicing stage—I have mastered the basic mechanics of the skill. I have improved my coordination, control, and consistency.

Automatic stage—My movements have become more automatic and I can use them successfully in a variety of activities. Now I can concentrate on strategy and what is going on around me because I don’t have to think about the steps involved in performing the skill.

________________________________________________________________________
-learning stage   practicing stage   automatic stage

________________________________________________________________________
-learning stage   practicing stage   automatic stage

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-learning stage   practicing stage   automatic stage

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-learning stage   practicing stage   automatic stage

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-learning stage   practicing stage   automatic stage

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-learning stage   practicing stage   automatic stage

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-learning stage   practicing stage   automatic stage

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-learning stage   practicing stage   automatic stage

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-learning stage   practicing stage   automatic stage

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-learning stage   practicing stage   automatic stage


10.5.6 C
## Course: Physical Education

### Standard: Grade 4 Concepts, Principles and Strategies of Movement

#### Time Frame: Grade 4 Benchmark Assessment for Standard C

### Standard Statement:

A - Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.

B - Identify and apply the concepts of motor skill development to a variety of basic skills.

C - Describe the relationship between practice and skill development.

E - Identify and use scientific principles that affect basic movement and skills using appropriate vocabulary.

F - Identify and apply game strategies to basic games and physical activities.

### Objectives/Essential Content

#### Objective A:

**Identify the Basic Movement Concepts To Create Movement Sequences And Advanced Skills.**

- **Movement Skills:** Proficiency in performing non locomotor, locomotor and manipulative movements that are the foundation for participation in physical activities.

- **Movement Sequences (Serial Skills):** Two or more movement skills are combined correctly when they flow smoothly from one to another without any breaks. Smooth transitions are important for successful skill use in sports, games and dance. Examples fielding and throwing or hitting and running.

When performing movement sequences you should know how the links between movement skills and concepts should be made and then practice the movements in sequence.

When first learning a movement sequence or advanced skill you may wish to adjust the skill to make it easier. As you become more skillful, you can gradually increase the skills and concepts necessary to achieve the complete movement sequence or advanced skill.

#### Objective B:

**Recognize And Demonstrate The Concepts Of Motor Skill Development To A Variety Of Basic Skills.**

- **Feedback:** Feedback provides information related to your skill performance. Using feedback can improve your practice of the skill. Feedback can be internal or external. External feedback is the information given by peers, teachers or coaches.

### Assessment

- Performance Checklist
  - Partner
  - Self Check

- Observation - Teacher

### Learning Activities

- Kickball
- Tee-ball
- Tether Ball
- Striking/Fielding Stations
RELEVANT CUES: The cues that you must pay attention to for successful skill execution.

STANDARD STATEMENT C

OBJECTIVE: Describe how practice affects skill performance.

• Define skill development stages.
  ▪ Inconsistent (Cognitive stage): Performer has to think about the skill cues to develop consistency.
  ▪ Consistent (Associative stage): Performers have coordinated skill performance. Performers become automatic by engaging in physical and mental practice under variable conditions. (Speed, direction, distance, force)
  ▪ Automatic (Automatic stage): Performers can perform skills without having to think about cues. Movements appear effortless.

• Relate learning of a skill to practice: Record-keeping to document changes from inconsistent to automatic performance.

STANDARD STATEMENT E

OBJECTIVE: Recognize and practice scientific principles that affect basic movement and skills using appropriate vocabulary.

• Static and dynamic balance: Static balance: Having no motion; bodies at rest or in equilibrium. Dynamic balance: requires movement.

• Stages of skill development worksheet (pg. 82 Giles-Brown)
• Identify performers at each stage.
• Describe transitions to each stage.
• Teacher observation
• Reciprocal observation
• Goal setting for improvement/reflection
• Teacher observation
• Demonstration
• Compare and contrast static and dynamic balance.
• Open ended questions (Pg. 198-203)
### STANDARD STATEMENT F

**OBJECTIVE:** Recognize and practice game strategies to basic games and physical activities.

- **Peer Communication:** The ability to communicate verbally/nonverbally with your teammates.

**Basic Concepts for Striking/Fielding Games:**

- **Offense:** Players offensive team strike the ball with accuracy and/or power that eludes the fielders and gives time for the runners to move between two or more points.

- **Defense:** Members of the fielding team position themselves in a way that they are able to gather the ball and throw it to a base before the runner gets there.

**Enrichment:**

- The students will create a journal or log of activities outside of school that are locomotor, non locomotor, and manipulative.
- The students will watch a college or professional sporting event and list the movement skills that were demonstrated.
- Assist students having difficulty with skills/concepts

**Remediation:**

- Task cards showing movement sequences
- Teacher working with the student individually
- Peer coaching

**Resources:**

- Creating Rubrics for Physical Education, by Jacalyn Lund, AAHPERD Publications (2000), Oxon Hill, MD
- Physical Best Activity Guide, by NASPE, Human Kinetics (2005), Champaign, IL
- 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
Skill Stages

Directions: Read the following stages that a person goes through when learning a skill. Then circle the stage that you feel that you fall in for each skill listed.

Learning stage—I am new to the skill, and my performance is inconsistent. I have to pay close attention to skill cues and think about what I am doing.

Practicing stage—I have mastered the basic mechanics of the skill. I have improved my coordination, control, and consistency.

Automatic stage—My movements have become more automatic and I can use them successfully in a variety of activities. Now I can concentrate on strategy and what is going on around me because I don’t have to think about the steps involved in performing the skill.

_________________________ learning stage   practicing stage   automatic stage
_________________________ learning stage   practicing stage   automatic stage
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From Physical Education Assessment Toolkit by Liz Giles-Brown, 2006, Champaign, IL: Human Kinetic

105.60- C
<table>
<thead>
<tr>
<th>UNIT OF INSTRUCTION:</th>
<th>TARGET GAMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>STANDARD STATEMENT A:</td>
<td>OBJECTIVES/ESSENTIAL CONTENT</td>
</tr>
<tr>
<td>OBJECTIVE:</td>
<td>IDENTIFY THE BASIC MOVEMENT CONCEPTS TO CREATE MOVEMENT SEQUENCES AND ADVANCED SKILLS.</td>
</tr>
<tr>
<td>MOVEMENT SKILLS:</td>
<td>PROFICIENCY IN PERFORMING NON LOCOMOTOR, LOCOMOTOR AND MANIPULATIVE MOVEMENTS THAT ARE THE FOUNDATION FOR PARTICIPATION IN PHYSICAL ACTIVITIES.</td>
</tr>
<tr>
<td>MOVEMENT SEQUENCES (SERIAL SKILLS):</td>
<td>TWO OR MORE MOVEMENT SKILLS ARE COMBINED CORRECTLY WHEN THEY FLOW SMOOTHLY FROM ONE TO ANOTHER WITHOUT ANY BREAKS. SMOOTH TRANSITIONS ARE IMPORTANT FOR SUCCESSFUL SKILL USE IN SPORTS, GAMES AND DANCE. EXAMPLES APPROACH AND RELEASE OF THE BOWLING BALL</td>
</tr>
<tr>
<td>WHEN PERFORMING MOVEMENT SEQUENCES YOU SHOULD KNOW HOW THE LINKS BETWEEN MOVEMENT SKILLS AND CONCEPTS SHOULD BE MADE AND THEN PRACTICE THE MOVEMENTS IN SEQUENCE.</td>
<td></td>
</tr>
<tr>
<td>WHEN FIRST LEARNING A MOVEMENT SEQUENCE OR ADVANCED SKILL YOU MAY WISH TO ADJUST THE SKILL TO MAKE IT EASIER. AS YOU BECOME MORE SKILLFUL, YOU CAN GRADUALLY INCREASE THE SKILLS AND CONCEPTS NECESSARY TO ACHIEVE THE COMPLETE MOVEMENT SEQUENCE OR ADVANCED SKILL.</td>
<td></td>
</tr>
<tr>
<td>STANDARD STATEMENT B:</td>
<td>OBJECTIVE:</td>
</tr>
<tr>
<td>FEEDBACK:</td>
<td>FEEDBACK PROVIDES INFORMATION RELATED TO YOUR SKILL PERFORMANCE. USING FEEDBACK CAN IMPROVE YOUR PRACTICE OF THE SKILL. FEEDBACK CAN BE INTERNAL OR EXTERNAL. EXTERNAL FEEDBACK IS THE INFORMATION GIVEN BY PEERS, TEACHERS OR COACHES.</td>
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<td>PARTNER</td>
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<td>SELF CHECK</td>
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<tr>
<td>OBSERVATION: TEACHER</td>
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</tr>
<tr>
<td>ASSESSMENT:</td>
<td>• BOWLING</td>
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<tr>
<td>• TARGET STATIONS</td>
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<td>LEARNING ACTIVITIES:</td>
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<td>• T CHART</td>
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<td>• POSITIVE/NEGATIVE FEEDBACK</td>
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<tr>
<td>• CUES</td>
<td></td>
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</tbody>
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### STANDARD STATEMENT C

**OBJECTIVE:** Describe how practice affects skill performance.

- **Define skill development stages.**
  - **Inconsistent (cognitive stage):** Performer has to think about the skill cues to develop consistency.
  - **Consistent (associative stage):** Performers have coordinated skill performance. Performers become automatic by engaging in physical and mental practice under variable conditions. (speed, direction, distance, force)
  - **Automatic (automatic stage):** Performers can perform skills without having to think about cues. Movements appear effortless.

- **Relate learning of a skill to practice:** Record-keeping to document changes from inconsistent to automatic performance.

### STANDARD STATEMENT E

**OBJECTIVE:** Recognize and practice scientific principles that affect basic movement and skills using appropriate vocabulary.

- **Static and dynamic balance:**
  - **Static balance:** Having no motion; bodies at rest or in equilibrium.
  - **Dynamic balance:** Requires movement.

- **Stages of skill development worksheet (pg. 82 Giles-Brown)**
- **Identify performers at each stage.**
- **Describe transitions to each stage.**
- **Teacher observation**
- **Reciprocal observation**
- **Goal setting for improvement/reflection**
- **Teacher observation**
- **Demonstration**
- **Compare and contrast static and dynamic balance.**
- **Open ended questions (Pg. 198-203)**
**STANDARD STATEMENT F**

**OBJECTIVE:** Recognize and practice game strategies to basic games and physical activities.

- **Peer Communication:** The ability to communicate verbally/nonverbally with your teammates.

**BASIC CONCEPTS FOR TARGET GAMES:**

- **Scoring:** Reaching a target with a ball/object either by throwing or striking, some target games are unopposed (IE: golf, bowling, bocce ball, lawn bowling, and croquet)

**ENRICHMENT:**

- The students will create a journal or log of activities outside of school that are locomotor, non locomotor, and manipulative.
- The students will watch a college or professional sporting event and list the movement skills that were demonstrated.
- Assist students having difficulty with skills/concepts

**REMEDIATION:**

- Task cards showing movement sequences
- Teacher working with the student individually
- Peer coaching

**RESOURCES:**

- *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*
FORM 4.17  Skill Stages

Name ____________________________ Date ____________

Directions: Read the following stages that a person goes through when learning a skill. Then circle the stage that you feel that you fall in for each skill listed.

Learning stage—I am new to the skill, and my performance is inconsistent. I have to pay close attention to skill cues and think about what I am doing.

Practicing stage—I have mastered the basic mechanics of the skill. I have improved my coordination, control, and consistency.

Automatic stage—My movements have become more automatic and I can use them successfully in a variety of activities. Now I can concentrate on strategy and what is going on around me because I don’t have to think about the steps involved in performing the skill.

________________________________ learning stage    practicing stage    automatic stage
________________________________ learning stage    practicing stage    automatic stage
________________________________ learning stage    practicing stage    automatic stage
________________________________ learning stage    practicing stage    automatic stage
________________________________ learning stage    practicing stage    automatic stage
________________________________ learning stage    practicing stage    automatic stage
________________________________ learning stage    practicing stage    automatic stage
________________________________ learning stage    practicing stage    automatic stage
________________________________ learning stage    practicing stage    automatic stage
________________________________ learning stage    practicing stage    automatic stage


10.5.6-C
<table>
<thead>
<tr>
<th>COURSE</th>
<th>Physical Education</th>
<th>GRADE</th>
<th>GRADE 4 BENCHMARK ASSESSMENT FOR STANDARD A &amp; D</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATE STANDARD:</td>
<td>10.4.6 Physical Activity</td>
<td>TIME FRAME:</td>
<td></td>
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**STANDARD STATEMENT:**

A - IDENTIFY AND ENGAGE IN MODERATE TO VIGOROUS PHYSICAL ACTIVITIES THAT CONTRIBUTE TO PHYSICAL FITNESS AND HEALTH.

D - DESCRIBE FACTORS THAT AFFECT CHILDHOOD PHYSICAL ACTIVITY PREFERENCES.

E - IDENTIFY FACTORS THAT HAVE AN IMPACT ON THE RELATIONSHIP BETWEEN REGULAR PARTICIPATION IN PHYSICAL ACTIVITY AND THE DEGREE OF MOTOR SKILL IMPROVEMENT.

F - IDENTIFY AND DESCRIBE POSITIVE AND NEGATIVE INTERACTIONS OF GROUP MEMBERS IN PHYSICAL ACTIVITIES.

### OBJECTIVES/ESSENTIAL CONTENT

**OBJECTIVE:** IDENTIFY AND ENGAGE IN MODERATE TO VIGOROUS PHYSICAL ACTIVITIES THAT CONTRIBUTE TO PHYSICAL FITNESS AND HEALTH.

- **Physical Activity**
  - Physical activity occurs when your muscles contract to make your body move.
  - Physical activities of moderate to vigorous intensity can help you reduce your risk of disease and maintain a healthy weight.

- **Define Moderate Activities:** Moderate activity is defined as activity of intensity equal to a brisk walk and can be performed for relatively long periods of time without fatigue. Moderate physical activities include but are not limited to: bowling, golfing, walking. Participate for at least 30 minutes each day. Participation in moderate activities will reduce the risk of disease. It also helps you to feel and look your best by burning calories and increasing your energy.

- **Define Vigorous Activities:** Vigorous activities are defined as a movement that expends more energy or is performed at a higher intensity than a brisk walk. These activities raise your heart and breathing rate. Vigorous activities include aerobics, jogging, biking. You should do these at least three days a week for at least 20 minutes. These contribute to health and fitness by lowering heart rate, blood pressure and increasing strength and endurance.

**STANDARD STATEMENT D**

**OBJECTIVE:** STUDENTS WILL IDENTIFY FACTORS THAT AFFECT THEIR PHYSICAL ACTIVITY PREFERENCES.

- There are many things that influence why you like some activities better than others. Your personal feelings, other people, and your level of personal fitness.

- **Brainstorming a list of factors that can cause you to like or dislike certain activities.**

- **List three activities that you like and dislike and state why.**

### ASSESSMENT

- Match pictures of moderate and vigorous activities to the words.

- Student demonstration for partner or class of moderate and vigorous activities and tell why.

- Brainstorm list of moderate and vigorous activities. Teacher observation and log of activity.

### LEARNING ACTIVITIES

- Basketball
- Soccer
- Football
- Modified Games
- Lead Up Games
- Small Sided Games
ENJOYMENT
PERSONAL INTEREST
SOCIAL EXPERIENCE
OPPORTUNITIES TO LEARN NEW ACTIVITIES
PERSONAL PREFERENCE
ENVIRONMENT

STANDARD STATEMENT E

OBJECTIVE: STUDENTS WILL IDENTIFY THINGS THEY CAN DO TO IMPROVE THEIR SKILLS.

- PRACTICE AND EXPERIENCE CAN HELP YOU IMPROVE YOUR MOTOR SKILLS. BOTH PRACTICE AND SKILL CAN BE GAINED BY REGULAR PARTICIPATION IN A VARIETY OF PHYSICAL ACTIVITIES. USUALLY YOU WILL SEE AN INCREASE IN MOTOR SKILL IMPROVEMENT WITH THE MORE PRACTICE AND EXPERIENCE OPPORTUNITIES PROVIDED THROUGH REGULAR PARTICIPATION.

STANDARD STATEMENT F

OBJECTIVE: IDENTIFY AND DESCRIBE NEGATIVE AND POSITIVE INTERACTIONS OF GROUP MEMBERS IN PHYSICAL ACTIVITIES.

- THE SKILLS TO BE A SUCCESSFUL GROUP MEMBER:
  - DISPLAY POSITIVE AS OPPOSED TO NEGATIVE SKILLS.
  - LEADERSHIP: TAKING THE LEAD IN ORGANIZING AND RUNNING YOUR GROUP. DOING WITHOUT BEING BOSSY OR MEAN.
  - FOLLOWING: TAKE AND FOLLOW DIRECTIONS TO PARTICIPATE AND BE A HAPPY AND COOPERATIVE MEMBER.
  - TEAMWORK: WORKING TOGETHER FOR THE GOOD OF THE GROUP.
  - ETIQUETTE: USING GOOD MANNERS AND FOLLOWING THE RULES AND CUSTOMS OF THE ACTIVITY.
  - ADHERENCE TO THE RULES: FOLLOWING THE GUIDELINES OF THE ACTIVITY YOU ARE PARTICIPATING IN.

- EXAMPLES OF SOCIAL SKILLS THAT LEAD TO POSITIVE INTERACTIONS INCLUDE:
  - COOPERATION COLLABORATION
  - CONFLICT RESOLUTION
  - FAIRNESS
  - WORKING HARD
  - SETTING GOALS
  - AWARENESS OF THE NEEDS OF OTHERS

- ESSAY ABOUT THE IMPACT OF PHYSICAL ACTIVITY PREFERENCES.

- LOG PRACTICE TIME AND SKILL IMPROVEMENT.

- TEACHER OBSERVATION

- STUDENTS CHART POSITIVE AND NEGATIVE INTERACTIONS DURING PLAY.

- BRAINSTORM A CHART
Examples of negative interactions would include:
- Winning at all cost
- Intimidation of others
- Bullying
- Aggression

| ENRICHMENT: | Keep a log of activities outside of school; compare and contrast moderate vs. vigorous activities
| REMEDIATION: | Using a list of activities, students will perform each and identify if it is moderate or vigorous.
| | Pennsylvania Department of Education Standards Aligned Systems: Health and Physical Education |
Standard 10.4.6.A - Cognitive assessment (4th)
Directions: Name or draw four examples of moderate and vigorous physical activities in the space provided.
Name: _________________________________________ Date: __________________

Standard 10.4.6.A – Psychomotor assessment (4th)

<table>
<thead>
<tr>
<th>Moderate activities</th>
<th>Pedometer log of steps taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity One:</td>
<td></td>
</tr>
<tr>
<td>Activity Two:</td>
<td></td>
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<tr>
<td>Activity Three:</td>
<td></td>
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<tr>
<td>Activity Four:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vigorous activities</th>
<th>Pedometer log of steps taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity One:</td>
<td></td>
</tr>
<tr>
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<tr>
<td>Activity Three:</td>
<td></td>
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<tr>
<td>Activity Four:</td>
<td></td>
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</tbody>
</table>
### Activity Preference Essay

<table>
<thead>
<tr>
<th>Advanced (4)</th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Unsatisfactory (1)</th>
</tr>
</thead>
</table>
| Students will compare and contrast four physical activities. They will discuss their preferences towards activity based on the following:  
- enjoyment  
- personal interest  
- social experience  
oppotunities to learn new activities  
-parental preference  
-environment | Students will compare and contrast three physical activities. They will discuss their preferences towards activity based on the following:  
- enjoyment  
- personal interest  
- social experience  
oppotunities to learn new activities  
-parental preference  
-environment | Students will compare and contrast two physical activities. They will discuss their preferences towards activity based on the following:  
- enjoyment  
- personal interest  
- social experience  
oppotunities to learn new activities  
-parental preference  
-environment | Students will compare and contrast one physical activity. They will discuss their preferences towards activity based on the following:  
- enjoyment  
- personal interest  
- social experience  
oppotunities to learn new activities  
-parental preference  
-environment |
<table>
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<tr>
<th>OBJECTIVES/ESSENTIAL CONTENT</th>
<th>ASSESSMENT</th>
<th>LEARNING ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STANDARD STATEMENT A</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OBJECTIVE:</strong> Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.</td>
<td>Match pictures of moderate and vigorous activities to the words.</td>
<td>Volleyball, modified games, lead up games, stations/circuits</td>
</tr>
<tr>
<td><strong>PHYSICAL ACTIVITY</strong></td>
<td>Student demonstration for partner or class of moderate and vigorous activities and tell why.</td>
<td></td>
</tr>
<tr>
<td>➢ Physical activity occurs when your muscles contract to make your body move.</td>
<td>Brainstorm list of moderate and vigorous activities. Teacher observation and log of activity.</td>
<td></td>
</tr>
<tr>
<td>➢ Physical activities of moderate to vigorous intensity can help you reduce your risk of disease and maintain a healthy weight.</td>
<td>Concept Map</td>
<td></td>
</tr>
<tr>
<td>➢ Define moderate activities: Moderate activity is defined as activity of intensity equal to a brisk walk and can be performed for relatively long periods of time without fatigue. Moderate physical activities include but are not limited to: bowling, golfing, walking. Participate for at least 30 minutes each day. Participation in moderate activities will reduce the risk of disease. It also helps you to feel and look your best by burning calories and increasing your energy.</td>
<td>Pedometer log</td>
<td></td>
</tr>
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<td>➢ Define vigorous activities: Vigorous activities are defined as a movement that expends more energy or is performed at a higher intensity than a brisk walk. These activities raise your heart and breathing rate. Vigorous activities include aerobics, jogging, biking. You should do these at least three days a week for at least 20 minutes. These contribute to health and fitness by lowering heart rate, blood pressure and increasing strength and endurance.</td>
<td></td>
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</tbody>
</table>

| **STANDARD STATEMENT D**    |            |                     |
| **OBJECTIVE:** Students will identify factors that affect their physical activity preferences. | Brainstorming a list of factors that can cause you to like or dislike certain activities. |                     |
| ➢ There are many things that influence why you like some activities better than others. Your personal feelings, other people, and your level of personal fitness. | List three activities that you like and dislike and state why. |                     |
- Enjoyment
- Personal interest
- Social experience
- Opportunities to learn new activities
- Personal preference
- Environment

**STANDARD STATEMENT E**

**OBJECTIVE:** Students will identify things they can do to improve their skills.

- Practice and experience can help you improve your motor skills. Both practice and skill can be gained by regular participation in a variety of physical activities. Usually you will see an increase in motor skill improvement with the more practice and experience opportunities provided through regular participation.

**STANDARD STATEMENT F**

**OBJECTIVE:** Identify and describe negative and positive interactions of group members in physical activities.

- The skills to be a successful group member:
  - Display positive as opposed to negative skills.
  - **Leadership:** Taking the lead in organizing and running your group. Doing without being bossy or mean.
  - **Following:** Take and follow directions to participate and be a happy and cooperative member.
  - **Teamwork:** Working together for the good of the group.
  - **Etiquette:** Using good manners and following the rules and customs of the activity.
  - **Adherence to the rules:** Following the guidelines of the activity you are participating in.

- Examples of social skills that lead to positive interactions include:
  - Cooperation collaboration
  - Conflict resolution
  - Fairness
  - Working hard
  - Setting goals
  - Awareness of the needs of others

- Essay about the impact of physical activity preferences.

- Log practice time and skill improvement.

- Teacher observation

- Students chart positive and negative interactions during play.

- Brainstorm a chart
**Examples of negative interactions would include:**

- Winning at all cost
- Intimidation of others
- Bullying
- Aggression

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<tbody>
<tr>
<td><strong>Keep a log of activities outside of school; compare and contrast moderate vs. vigorous activities</strong></td>
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<td><strong>Keep a journal of physical activity participation for a month; explain activities that you enjoyed/disliked and why.</strong></td>
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<td><strong>Create a poster about a before or after school program practice time and improvement.</strong></td>
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<td><strong>Create a business group using the qualities that are important for a positive team.</strong></td>
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</tbody>
</table>

<table>
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<tr>
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<tbody>
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<td><strong>Using a list of activities, students will perform each and identify if it is moderate or vigorous.</strong></td>
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<td><strong>List reasons why you enjoy/dislike certain listed activities.</strong></td>
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<td><strong>Student participation in extra practice time for skill development.</strong></td>
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<tr>
<td><strong>Student observation of team building activity and positive group interactions.</strong></td>
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### OBJECTIVE:

**Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.**

- **Physical Activity**
  - Physical activity occurs when your muscles contract to make your body move.
  - Physical activities of moderate to vigorous intensity can help you reduce your risk of disease and maintain a healthy weight.

- **Define Moderate Activities:** Moderate activity is defined as activity of intensity equal to a brisk walk and can be performed for relatively long periods of time without fatigue. Moderate physical activities include but are not limited to: bowling, golfing, walking. Participate for at least 30 minutes each day. Participation in moderate activities will reduce the risk of disease. It also helps you to feel and look your best by burning calories and increasing your energy.

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### STANDARD STATEMENT D

**Objective:** Students will identify and describe factors that affect their physical activity preferences.

- There are many things that influence why you like some activities better than others. Your personal feelings, other people, and your level of personal fitness.

### ASSESSMENT

- Match pictures of moderate and vigorous activities to the words.
- Student demonstration for partner or class of moderate and vigorous activities and tell why.
- Brainstorm list of moderate and vigorous activities. Teacher observation and log of activity.
- Concept Map
- Pedometer Log

### LEARNING ACTIVITIES

- Kickball
- Teeball
- Tetherball
- Lead Up Games
- Modified Games
ENJOYMENT
PERSONAL INTEREST
SOCIAL EXPERIENCE
OPPORTUNITIES TO LEARN NEW ACTIVITIES
PERSONAL PREFERENCE
ENVIRONMENT

STANDARD STATEMENT F

OBJECTIVE: STUDENTS WILL DEFINE THINGS THEY CAN DO TO IMPROVE THEIR SKILLS.

- Practice and experience can help you improve your motor skills. Both practice and skill can be gained by regular participation in a variety of physical activities. Usually you will see an increase in motor skill improvement with the more practice and experience opportunities provided through regular participation.

STANDARD STATEMENT F

OBJECTIVE: STATE NEGATIVE AND POSITIVE INTERACTIONS OF GROUP MEMBERS IN PHYSICAL ACTIVITIES.

- The skills to be a successful group member:
  - Display positive as opposed to negative skills.
  - Leadership: taking the lead in organizing and running your group. Doing without being bossy or mean.
  - Following: take and follow directions to participate and be a happy and cooperative member.
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  - Etiquette: using good manners and following the rules and customs of the activity.
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  - Fairness
  - Working hard
  - Setting goals
  - Awareness of the needs of others

- Essay about the impact of physical activity preferences.
- Log practice time and skill improvement.
- Teacher observation
- Students chart positive and negative interactions during play.
- Brainstorm a chart
- **Examples of negative interactions would include:**
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  - Intimidation of others
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<tr>
<td><strong>Define moderate activities:</strong> Moderate activity is defined as activity of intensity equal to a brisk walk and can be performed for relatively long periods of time without fatigue. Moderate physical activities include but are not limited to: bowling, golfing, walking. Participate for at least 30 minutes each day. Participation in moderate activities will reduce the risk of disease. It also helps you to feel and look your best by burning calories and increasing your energy.</td>
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<tr>
<td><strong>Define vigorous activities:</strong> Vigorous activities are defined as a movement that expends more energy or is performed at a higher intensity than a brisk walk. These activities raise your heart and breathing rate. Vigorous activities include aerobics, jogging, biking. You should do these at least three days a week for at least 20 minutes. These contribute to health and fitness by lowering heart rate, blood pressure and increasing strength and endurance.</td>
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<tr>
<td><strong>STANDARD STATEMENT D</strong></td>
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<tr>
<td><strong>OBJECTIVE:</strong> Students will identify and describe factors that affect their physical activity preferences.</td>
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<tr>
<td>▪ There are many things that influence why you like some activities better than others. Your personal feelings, other people, and your level of personal fitness.</td>
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- Enjoyment
- Personal interest
- Social experience
- Opportunities to learn new activities
- Personal preference
- Environment

**STANDARD STATEMENT E**

**OBJECTIVE:** Students will define things they can do to improve their skills.

- Practice and experience can help you improve your motor skills. Both practice and skill can be gained by regular participation in a variety of physical activities. Usually you will see an increase in motor skill improvement with the more practice and experience opportunities provided through regular participation.

**STANDARD STATEMENT F**

**OBJECTIVE:** State negative and positive interactions of group members in physical activities.

- The skills to be a successful group member:
  - Display positive as opposed to negative skills.
  - Leadership: Taking the lead in organizing and running your group, doing without being bossy or mean.
  - Following: Take and follow directions to participate and be a happy and cooperative member.
  - Teamwork: Working together for the good of the group.
  - Etiquette: Using good manners and following the rules and customs of the activity.
  - Adherence to the rules: Following the guidelines of the activity you are participating in.

- Examples of social skills that lead to positive interactions include:
  - Cooperation collaboration
  - Conflict resolution
  - Fairness
  - Working hard
  - Setting goals
  - Awareness of the needs of others

- Essay about the impact of physical activity preferences.

- Log practice time and skill improvement.

- Teacher observation

- Students chart positive and negative interactions during play.

- Brainstorm a chart
- **Examples of negative interactions would include:**
  - Winning at all cost
  - Intimidation of others
  - Bullying
  - Aggression

**Enrichment:**
- Keep a log of activities outside of school; compare and contrast moderate vs. vigorous activities
- Keep a journal of physical activity participation for a month; explain activities that you enjoyed/disliked and why.
- Create a poster about a before or after school program practice time and improvement.
- Create a business group using the qualities that are important for a positive team.

**Remediation:**
- Using a list of activities, students will perform each and identify if it is moderate or vigorous.
- List reasons why you enjoy/dislike certain listed activities.
- Student participation in extra practice time for skill development.
- Student observation of team building activity and positive group interactions.

**Resources:**
- *Fitness for Life: Middle School*, by Charles B. Corbin, Guy Le Masurier, Dolly D. Lambdin, Human Kinetics (2007), Champaign, IL.
- Pennsylvania Department of Education Standards Aligned Systems: Health and Physical Education