

COURSE	PHYSICAL EDUCATION	GRADE:	GRADE 8
STATE STANDARD:	10.4.9 PHYSICAL ACTIVITY	TIME FRAME:	
STANDARD STATEMENT:	F - ANALYZE THE EFFECTS OF POSITIVE AND NEGATIVE INTERACTION OF ADOLESCENT GROUP MEMBERS IN PHYSICAL ACTIVITIES.		

UNIT OF INSTRUCTION: ADVENTURE GAMES	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><u>STANDARD STATEMENT F</u></p> <p>OBJECTIVES: THE STUDENTS WILL COMPARE AND CONTRAST THE EFFECTS OF POSITIVE AND NEGATIVE SOCIAL INTERACTION DURING PHYSICAL ACTIVITIES.</p> <p>ESSENTIAL CONTENT</p> <ul style="list-style-type: none"> • GROUP DYNAMICS IS THE STUDY OF PEOPLE'S BEHAVIOR IN GROUPS, INTERDEPENDENCE, AND THE GROUP MEMBERS' AWARENESS OF IT, IS THE BASIS FOR THE GROUP. THE DIFFERENCE BETWEEN A COLLECTION OF INDIVIDUALS AND A GROUP IS THE DEGREE TO WHICH THEY ALL DEPEND ON EACH OTHER'S ACTIONS (PSYCHOLOGY FOR PHYSICAL EDUCATORS). <ul style="list-style-type: none"> ▪ THERE ARE MANY ROLES GROUP MEMBERS PLAY DURING PHYSICAL ACTIVITY. THE ROLES CAN HAVE A NEGATIVE OR POSITIVE IMPACT ON THE GROUP DYNAMICS. EXAMPLES OF ROLES RELATING TO COMPLETION OF GROUP TASKS: <ul style="list-style-type: none"> ○ INITIATOR-CONTRIBUTOR GENERATES NEW IDEAS ○ INFORMATION SEEKER ASKS INFORMATION ABOUT TASK ○ OPINION-SEEKER ASKS FOR INPUT FROM THE GROUP ABOUT ITS VALUES ○ INFORMATION-GIVER OFFERS FACTS OR GENERALIZATION TO THE GROUP ○ OPINION-GIVER STATES HIS/HER BELIEFS ABOUT A GROUP ISSUE ○ ELABORATOR EXPLAINS IDEAS WITHIN THE GROUP AND OFFERS EXAMPLES TO CLARIFY IDEAS ○ COORDINATOR SHOWS THE RELATIONSHIPS BETWEEN IDEAS ○ ORIENTEER SHIFTS THE DIRECTION OF THE GROUP'S DISCUSSION ○ RECORDER KEEPS A RECORD OF GROUP ACTIONS ▪ GROUPS ALSO HAVE MEMBERS WHO PLAY A MORE SOCIAL ROLE <ul style="list-style-type: none"> ○ ENCOURAGER PRAISE IDEAS OF OTHERS ○ HARMONIZER MEDIATES DIFFERENCES BETWEEN GROUP MEMBERS ○ COMPROMISER MOVES GROUP TO ANOTHER POSITION THAT IS FAVORED BY ALL GROUP MEMBERS. ○ FOLLOWER GOES ALONG WITH THE GROUP AND ACCEPTS THE GROUP'S IDEAS 	<ul style="list-style-type: none"> • <i>JOURNAL:</i> THE STUDENTS WILL WRITE POSITIVE AND NEGATIVE FEELINGS EXPERIENCED DURING PHYSICAL ACTIVITIES. • <i>ROLE-PLAY:</i> THE STUDENTS WILL PERFORM SEVERAL SCENARIOS TO COMPARE AND CONTRAST THE EFFECTS OF SOCIAL INTERACTION DURING PHYSICAL ACTIVITIES. • <i>PROBLEM SOLVING:</i> THE STUDENTS WILL EXPLORE HOW SELF-CENTERED ROLES CAN BE DESTRUCTIVE FOR A GROUP PARTICIPATING IN PHYSICAL ACTIVITIES. 	<ul style="list-style-type: none"> • COOPERATIVE GAMES • ORIENTEERING • OMNIKIN BALL • TAG GAMES • TEAM BUILDING ACTIVITIES

- THE SELF-CENTERED ROLES CAN BE DESTRUCTIVE FOR THE GROUP
 - AGGRESSOR ATTACKS OTHER MEMBERS OF GROUP
 - BLOCKER RESISTS MOVEMENT BY THE GROUP
 - DOMINATOR ASSERTS CONTROL OVER THE GROUP BY MANIPULATING MEMBERS

- BI-POLAR DIMENSIONS MODEL IS ANOTHER WAY OF DETERMINING GROUP DYNAMICS USING "IN-OUT" DIMENSION, "UP-DOWN" DIMENSION, "CLOSE-FAR" DIMENSION, AND "FORWARD-BACKWARD" DIMENSION.

ENRICHMENT:	<ul style="list-style-type: none"> • THE STUDENT MAY WRITE A STORY DEPICTING POSITIVE AND NEGATIVE GROUP INTERACTIONS DURING PHYSICAL ACTIVITIES.
REMEDATION:	<ul style="list-style-type: none"> • THE STUDENT WILL DETERMINE WHAT ROLE HE/SHE PLAYS IN GROUP ACTIVITIES AND IF THIS ROLE IS POSITIVE OR NEGATIVE.
RESOURCES:	PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION <i>ADVANCED CURRICULUM FOR PHYSICAL EDUCATION, MIDDLE SCHOOL, BY JANE PANICUCCI (2003), PROJECT ADVENTURE, INC.</i> <i>ADVANCED CURRICULUM FOR PHYSICAL EDUCATION, HIGH SCHOOL, BY JANE PANICUCCI (2003), PROJECT ADVENTURE, INC.</i> QUICKSILVER, BY KARL ROHNKE AND STEVE BUTLER, PROJECT ADVENTURE, INC.

COURSE	PHYSICAL EDUCATION	GRADE:	GRADE 8 BENCHMARK ASSESSMENT FOR STANDARDS B-C & D
STATE STANDARD:	10.4.9 PHYSICAL ACTIVITY	TIME FRAME:	
STANDARD STATEMENT:	A - ANALYZE AND ENGAGE IN PHYSICAL ACTIVITIES THAT ARE DEVELOPMENTALLY APPROPRIATE AND SUPPORT ACHIEVEMENT OF PERSONAL FITNESS AND ACTIVITY GOALS. B - ANALYZE THE EFFECTS OF REGULAR PARTICIPATION IN MODERATE TO VIGOROUS PHYSICAL ACTIVITIES IN RELATION TO ADOLESCENT HEALTH IMPROVEMENT C - ANALYZE FACTORS THAT AFFECT THE RESPONSE OF BODY SYSTEMS DURING MODERATE TO VIGOROUS PHYSICAL ACTIVITIES. D - ANALYZE FACTORS THAT AFFECT PHYSICAL ACTIVITY PREFERENCES OF ADOLESCENTS.		

		OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
UNIT OF INSTRUCTION:	FITNESS	<p><u>STANDARD STATEMENT A</u></p> <p>OBJECTIVE: THE STUDENT WILL CREATE FITNESS GOALS BASED ON THEIR FITNESS GRAM ASSESSMENTS.</p> <p>ESSENTIAL CONTENT</p> <ul style="list-style-type: none"> PERSONAL FITNESS GOALS ARE PERSONALLY DEVELOPED GOALS BASED ON A FORMAL CRITERIA-BASED FITNESS ASSESSMENT IN THE FOLLOWING AREAS: CARDIOVASCULAR, MUSCULAR ENDURANCE, MUSCULAR STRENGTH, FLEXIBILITY, AND BODY COMPOSITION (PHYSICAL BEST, 2006). ACTIVITY GOALS ARE PERSONALLY DEVELOPED, INDIVIDUALLY APPROPRIATE AND SELF MONITORED ACTIVITY GOALS BASED ON ASSESSMENT, INTEREST, DESIRES, AND ACCESS TO THE ACTIVITIES. 	<ul style="list-style-type: none"> GOAL SETTING WORKSHEET: (PHYSICAL EDUCATION FOR LIFELONG FITNESS, THE PHYSICAL BEST TEACHER'S GUIDE, NAPSE, 2005, PAGES 262,263) JOURNAL ENTRY: FOR REFLECTIONS OF THEIR PROGRESS TOWARD THEIR GOALS. LOG: TO KEEP RECORDS OF THEIR PROGRESS TOWARD GOAL ATTAINMENT OVER TIME. 	<ul style="list-style-type: none"> FITNESS GRAM STRENGTH TRAINING TRACK
		<p><u>STANDARD STATEMENT B</u></p> <p>OBJECTIVE: THE STUDENT WILL EXPLAIN THE BENEFITS OF PHYSICAL ACTIVITIES AND REGULAR EXERCISE.</p> <p>ESSENTIAL CONTENT</p> <ul style="list-style-type: none"> BENEFITS OF PHYSICAL ACTIVITY AND REGULAR EXERCISE <ul style="list-style-type: none"> WEIGHT MANAGEMENT STRESS MANAGEMENT STRENGTHENS THE HEART, BONES, AND MUSCLES INCREASES SELF –CONFIDENCE AND SELF-ESTEEM IMPROVES ABILITY TO LEARN INCREASES ENERGY DISEASE PREVENTION IS TAKING STEPS TO REDUCE OR STOP HEALTH PROBLEMS <ul style="list-style-type: none"> HYPOKINETIC DISEASES AND CONDITIONS ARE CAUSED BY LACK OF PHYSICAL ACTIVITY OR REGULAR EXERCISE. THESE DISEASES INCLUDE: HEART DISEASE, SOME FORMS OF CANCER, DIABETES, HIGH CHOLESTEROL LEVELS, HIGH BLOOD PRESSURE, AND OSTEOPOROSIS. 	<ul style="list-style-type: none"> WRITTEN TEST: THE STUDENTS WILL EXPLAIN THE BENEFITS OF REGULAR PHYSICAL ACTIVITIES IN AN OPEN ENDED ESSAY EXAM. JOURNAL: THE STUDENTS WILL ARTICULATE THE BENEFITS OF PHYSICAL ACTIVITIES AND REGULAR EXERCISE AS PERSONALLY EXPERIENCED THROUGH PHYSICAL EDUCATION CLASS. 	<ul style="list-style-type: none"> FITNESS GRAM STRENGTH TRAINING TRACK

- HYPERKINETIC DISEASES AND CONDITIONS ARE CAUSED BY TOO MUCH PHYSICAL ACTIVITY OR REGULAR OVER EXERCISING. THESE DISEASES INCLUDE: OVERUSE INJURIES, ACTIVITY NEUROSIS (WHEN A PERSON IS OVERLY CONCERNED ABOUT GETTING ENOUGH EXERCISE AND IS UNDULY UPSET IF THEY MISS A WORKOUT AND WILL CONTINUE ACTIVITY EVEN WHEN SICK OR INJURED.)
- BODY IMAGE DISORDERS ARE WHEN A PERSON TRIES TO ACHIEVE AN UNREALISTIC OR DISTORTED "IDEAL" BODY WEIGHT THROUGH EXCESSIVE EXERCISE.
- EATING DISORDERS (ANOREXIA, BULIMIA) RESULT FROM EXTREME DESIRE TO BE ABNORMALLY THIN. THIS IS WHEN THE PERSON HAS DANGEROUS EATING HABITS AND OFTEN RESORTS TO EXCESSIVE EXERCISE.
- CARDIOVASCULAR RISK FACTORS ARE AN ACTION OR CONDITION THAT INCREASES YOUR CHANCE OF GETTING CARDIOVASCULAR DISEASE
 - ▲ PRIMARY RISK FACTORS INCLUDE: SEDENTARY OR INACTIVE LIVING, SMOKING, HIGH BLOOD PRESSURE, HIGH FAT LEVELS IN THE BLOOD, TOO MUCH BODY FAT, DIABETES
 - ▲ SECONDARY RISK FACTORS INCLUDE: STRESSFUL LIVING AND ALCOHOL USE
- BODY COMPOSITION IS THE AMOUNT OF LEAN BODY MASS COMPARED TO THE AMOUNT OF BODY FAT

STANDARD STATEMENT C

OBJECTIVE: THE STUDENTS WILL EXPLAIN THE CHANGES IN BODY SYSTEMS DUE TO VARIOUS FACTORS.

ESSENTIAL CONTENT

- *EXERCISE*
 - PHYSICAL EXERCISE IS A BODILY ACTIVITY THAT DEVELOPS AND MAINTAINS PHYSICAL FITNESS AND OVERALL HEALTH.
 - IT IS OFTEN PRACTICED TO STRENGTHEN MUSCLES AND THE CARDIOVASCULAR SYSTEM, AND TO HONE ATHLETIC SKILLS.
 - FREQUENT AND REGULAR PHYSICAL EXERCISE BOOSTS THE IMMUNE SYSTEM, AND HELPS PREVENT DISEASES OF AFFLUENCE SUCH AS HEART DISEASE, CARDIOVASCULAR DISEASE, TYPE 2 DIABETES AND OBESITY.
 - IT ALSO IMPROVES MENTAL HEALTH AND HELPS PREVENT DEPRESSION.
- *CLIMATE*
 - CLIMATE IN A NARROW SENSE IS USUALLY DEFINED AS THE "AVERAGE WEATHER" OVER A PERIOD OF TIME RANGING FROM MONTHS TO THOUSANDS OR MILLIONS OF YEARS.

- *JOURNAL:* THE STUDENTS WILL ANALYZE THEIR PROGRESS IN A JOURNAL.

- *LOG:* THE STUDENTS WILL MAINTAIN A DAILY LOG OF PROGRESS.

- *SELF-ASSESSMENT:* THE STUDENTS WILL PERFORM SELF-ASSESSMENTS TO CHANGE OR INCREASE INTENSITY LEVELS.

- *WRITTEN TEST:* THE STUDENTS WILL ANSWER HIGHER LEVEL QUESTIONS IN AN EXAMINATION.

- FITNESS GRAM
- STRENGTH TRAINING
- TRACK
- AQUATICS

- *ALTITUDE*
 - ALTITUDE IS THE ELEVATION OF A POINT OR OBJECT FROM A KNOWN LEVEL OR DATUM (PLURAL: DATA).

- *LOCATION*
 - IN GEOGRAPHY, LOCATION IS A POSITION OR POINT IN PHYSICAL SPACE THAT SOMETHING OCCUPIES ON EARTHS' SURFACE.

- *TEMPERATURE*
 - TEMPERATURE IS A PHYSICAL PROPERTY OF A SYSTEM THAT UNDERLIES THE COMMON NOTIONS OF HOT AND COLD; SOMETHING THAT IS HOTTER GENERALLY HAS THE GREATER TEMPERATURE. SPECIFICALLY, TEMPERATURE IS A PROPERTY OF MATTER.

- *FITNESS GRAM: A SERIES OF ASSESSMENTS USED TO DETERMINE FITNESS LEVELS AMONG ADOLESCENTS.*

- *HEALTHY FITNESS ZONE*
 - THE *FITNESSGRAM* USES CRITERION-REFERENCED STANDARDS TO EVALUATE FITNESS PERFORMANCE. THE STANDARDS WERE ESTABLISHED BY THE COOPER INSTITUTE FOR AEROBICS RESEARCH TO REPRESENT A LEVEL OF FITNESS THAT OFFERS SOME DEGREE OF PROTECTION AGAINST DISEASES THAT RESULT FROM SEDENTARY LIVING. FINDINGS FROM CURRENT RESEARCH BASED ON THE UNITED STATES NATIONAL NORMS HAVE BEEN USED AS THE BASIS FOR ESTABLISHING THE *FITNESSGRAM* STANDARDS.

 - PERFORMANCE IS CLASSIFIED INTO TWO GENERAL AREAS: "IN THE HEALTHY FITNESS ZONE (HFZ)" AND "NEEDS IMPROVEMENT." FOR A LIST OF THE STANDARDS FOR THE HFZ, SEE *FITNESSGRAM STANDARDS FOR HEALTHY FITNESS ZONE*. ALL STUDENTS SHOULD STRIVE TO ACHIEVE A SCORE WITHIN THE HFZ. IT IS POSSIBLE THAT SOME STUDENTS SCORE ABOVE THE HFZ. FOR THE PURPOSE OF THIS REPORT, SCORES ARE REPORTED AS MEETING THE STANDARD (FALLING IN THE FITNESS ZONE) OR NOT MEETING THE STANDARD (FALLING LOWER THAN THE HFZ).

- *INDIVIDUAL FITNESS STATUS*
 - FITNESS
 - OBESITY
 - DIET AND WEIGHT LOSS
 - CHOLESTEROL
 - NUTRITION
 - DISEASE AND CONDITIONS
 - BODY MASS INDEX
 - AEROBIC EXERCISE

- HEART RATE
- GENERAL FITNESS TRAINING

STANDARD STATEMENT D

OBJECTIVE: THE STUDENT WILL ILLUSTRATE THEIR PERSONAL PREFERENCES OF PHYSICAL ACTIVITIES.

ESSENTIAL CONTENT:

- PREVIOUS EXPERIENCE IS A PRIOR PERSONAL LEARNING THROUGH OBSERVATION, ENCOUNTERING, DOING, AND TESTING.
 - SUCCEEDING IN FUN AND CHALLENGING PHYSICAL EXPERIENCES HELPS PEOPLE TO FEEL CAPABLE. PRACTICING AND IMPROVING PHYSICAL SKILLS HELP A PERSON DEVELOP A SENSE OF CONFIDENCE ABOUT THEIR SKILL
 - PRACTICING CORRECT SKILL AND MASTERING THE FORM ENCOURAGES THE LEARNER TO PERFORM THAT SKILL IN FUTURE PRACTICE AND GAME SITUATIONS.
 - A PERSON WHO IS SKILLED IN TENNIS IS MORE APT TO PLAY TENNIS OUTSIDE OF PHYSICAL EDUCATION CLASS. SOMEONE WHO IS NOT SKILLED IN BASKETBALL MOST LIKELY WILL NOT PLAY THE SPORT OUTSIDE OF CLASS
- ACTIVITY CONFIDENCE IS THE ABILITY OF A PERSON TO PERFORM WELL IN AN ACTIVITY.

- *JOURNAL:* THE STUDENTS WILL EXPRESS THEIR OPINION OF PHYSICAL ACTIVITY PREFERENCES.
- *THINK-PAIR-SHARE:* THE STUDENTS WILL COMMUNICATE THE FACTORS THAT AFFECT PHYSICAL ACTIVITY PREFERENCES OF TEENAGERS.
- *CHECKLIST:* THE STUDENTS WILL COMPLETE A CHECKLIST OF SUCCESSFUL CHARACTERISTICS FOR AN ACTIVITY.
- *PORTFOLIO:* THE STUDENTS WILL RETAIN A COLLECTION OF THEIR PERSONAL PREFERENCES OF PHYSICAL ACTIVITIES IN A SCRAP BOOK.

- ADVENTURE GAMES
- FITNESS
- INVASION SPORTS

ENRICHMENT:	<ul style="list-style-type: none"> • THE STUDENT WILL CREATE A LOG TO KEEP RECORD OF GOAL ATTAINMENT. THE STUDENT WILL THEN USE RECORDS TO DETERMINE HOW MUCH TIME IS NEEDED TO ATTAIN GOALS AND PREDICT WHAT FINAL ACHIEVEMENTS WILL LOOK LIKE AND HOW LONG IT WILL TAKE. • THE STUDENT WILL INTERVIEW PEERS TO DETERMINE HOW THEY FEEL PHYSICAL ACTIVITY BENEFITS HE/SHE PERSONALLY. THE STUDENT WILL WRITE AN ESSAY USING THE INFORMATION GAINED. • THE STUDENT WILL ENGAGE IN PHYSICAL ACTIVITIES IN NUMEROUS CLIMATES AND DETERMINE HOW HE/SHE FELT, OR WAS AFFECTED IN EACH. • THE STUDENT WILL USE PORTFOLIO CREATED DURING CLASS TO CREATE AN ELECTRONIC PORTFOLIO.
REMEDATION:	<ul style="list-style-type: none"> • THE STUDENT WILL RE-WRITE GOALS TO BE MORE ATTAINABLE. • THE STUDENT WILL ONLY REFLECT ON HIS/HER OWN PERSONAL BENEFITS FROM PHYSICAL ACTIVITY. • THE STUDENT WILL ONLY USE PICTURES AND SIMPLE STATEMENTS TO COMPLETE PORTFOLIO.
RESOURCES:	<p>PHYSICAL EDUCATION FOR LIFELONG FITNESS, THE PHYSICAL BEST TEACHER'S GUIDE, NASPE, (2005), PAGES 262-263 RETRIEVED: JULY 7, 2008 FROM HTTP://DATA1.CDE.CA.GOV/DATAQUEST/PHYSFITNESS/GLS_PFT_HFZ.ASP RETRIEVED: JULY 7, 2008 FROM HTTP://WWW.SCIENCEDAILY.COM/RELEASES/2007/12/071204163249.HTM PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION FITNESSGRAM/ACTIVITYGRAM TEST ADMINISTRATION MANUAL-4TH EDITION, THE COOPER INSTITUTE (2007)</p>

Benefits of Physical Activity Among Teens

Directions: Through your experiences in physical education class, you have learned how physical activity benefits teens. In an essay format (3-4 paragraphs) please describe the benefits of physical activity and apply those benefits to how they affect your life and the lives of your peers.

Advanced 9-10	Proficient 7-8	Developing 4-6	Unsatisfactory <4
Richly describes benefits of physical activity among teens and shows connections to how those benefits affect him or her self and peers.	Thorough descriptions of the benefits of physical activity among teens and uses at least three examples of how those benefits affected him or her self and peers.	Brief descriptions of at least two benefits of physical activities and how those benefits affect him or her self and peers.	Briefly describes one benefit and gives one example on how the benefit affected him or her self and peers.

Physical Education Journal

Directions: You will be required to make a daily entry in your journal after every physical education class. To score the maximum points you must answer the prompting questions listed below. You may also include additional information that you feel is important or necessary.

Prompting Questions:

1. What was the activity that you participated in today?
2. What were some of the factors that affected the way that your body worked and felt?
3. What were some considerations that needed to be taken to ensure safety while participating in this physical activity? Why is this so important regarding your body systems?
4. How would the responses of your body systems change depending on the use or abuse of substances (i.e. over the counter drugs, illegal drugs, alcohol)?
5. How do you feel your overall fitness status is? In what areas do you need improvements? How did you or are you going to make these improvements?

Advanced	Proficient	Developing	Unacceptable
The student richly answers each of the prompting questions in depth, expanding on each of the areas with personal references. There are no grammar or punctuation errors.	The student is thorough when answering each of the prompting questions and gives examples from personal experiences. A response to one of the questions is missing. There are few grammar or punctuation errors.	The student gives brief answers to the prompting questions. Very few examples from personal experiences are given. Two of the prompting questions are missing. There are four or five grammar or punctuation errors.	The students briefly answers the prompting questions but does not give any personal examples from experience. More than two of the prompting questions have not been answered. There are more than five grammar and punctuation errors.

Physical Education Portfolio

Guidelines for Activity Preference Portfolio

At the end of this unit, you must submit your Activity Preference Portfolio, which provides documents (pieces of your work) that demonstrate in authentic ways that you have achieved at an acceptable level the following unit goals. (Some suggested project ideas are provided under each unit goal; you may, of course, come up with your own ideas.

You will be able to do the following by the end of the unit (objectives):

1. Demonstrate knowledge of how skill competency affects activity choices among adolescents.
Assessment Ideas:
 - Interview peers about how his or her preference of activity is directly related to skill competency.
 - Create a check sheet relating to how students enjoy physical activity in relation to how competent he or she is in a specific skill.
 - Use personal assessments given in class.
2. Demonstrate the ability to analyze how previous experiences in physical activities affect personal preferences among adolescents.
Assessment Ideas:
 - Interview peers about previous experiences in physical activities.
 - Give classmates a survey.
 - Journal personal experiences during physical activities.
 - Use personal assessments given in class
3. Demonstrate the ability to analyze how skill confidence while engaging in physical activities affects physical activity preferences among adolescents.
Assessment Ideas:
 - Create a graphic organizer to determine how well a peer may perform in activity and relate that data to the preference for that activity.
 - Videotape critique and/or interview
 - Use personal assessments given in class

You must provide at least one artifact as evidence of achievement for each of the unit goals.

In some cases, you may need to provide more than one artifact as evidence for a particular goal. Remember, if you provide only one artifact, it must provide strong evidence for that goal.

Some of your artifacts may be actual assessments that you completed in class (given by teacher) while other evidence may be documents that you choose to complete during the entire unit.

You need to collect artifacts that are collected during most of all of your physical education classes and place these documents in your portfolio.

You may personalize your portfolio as long as it is organized with a table of contents and a tabbed section for each unit goal, which contains at least one rich artifact for each goal, the form in which you present your portfolio is up to you. Feel free to use color, computer graphics, pictures, and drawing. Submitting an electronic portfolio is also an option.

Please make sure you check rubric on following page to ensure you achieve the best grade possible. Remember, have fun!

<i>Physical Education Portfolio</i>	Advanced	Proficient	Developing	Unsatisfactory
Organization/Presentation	Neatly and effectively organized, tabbed section provided for each goal, artifacts clearly marked and placed according to the table of contents, complete title page provided, well organized table of contents, all materials neatly and creatively displayed, presentation creative and personalized.	Neatly organized, tabbed section provided for each goal, title page provided, displayed moderate creativity in presentation.	Some organizational problems, sloppy display of artifacts, table of contents did not list artifacts under each goal section, some creativity evidence, sections provided for each goal but are not tabbed.	Unorganized and messy presentation, sections not clearly divided or tabbed, no table of contents provided, lack of creativity and general effort.
Content	Provides solid evidence of achievement of unit goals clearly demonstrates student growth and improvement across the unit, represents a wide variety of authentic assessments. Provides rich explanation of reflections of why and how artifacts were included. Includes appropriate graphics, pictures, and drawing to personalize.	Demonstrates achievement of all but one of the unit goals, provides evidence of growth throughout the unit, provides a variety of assessments, provides a reflections that shows a clear connection between the artifact and the unit goals, includes graphics, pictures, and drawings.	Artifacts are not provided for two of the unit goals. Clear evidence of achievement of goals not provided for some artifacts. Weak evidence provided for growth and improvement across the unit. No variety of assessments, many are similar. Reflections are not clear or thought out. Some graphics, drawings, and pictures.	Lack of evidence for most of the unit goals. Weak evidence for most of the unit goals. Lack of variety of assessments types, most are similar, weak evidence for growth and improvement across the unit.

Lund, J.L. & Kirk, M. (2002) Performance-Based Assessment for Middle and High School Physical Education. Human Kinetics. p. 108-118.

COURSE	PHYSICAL EDUCATION	GRADE:	GRADE 8
STATE STANDARD:	10.4.9 PHYSICAL ACTIVITY	TIME FRAME:	
STANDARD STATEMENT:	E - ANALYZE FACTORS THAT IMPACT ON THE RELATIONSHIP BETWEEN REGULAR PARTICIPATION IN PHYSICAL ACTIVITY AND MOTOR SKILL IMPROVEMENT.		

UNIT OF INSTRUCTION: INVASION GAMES	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p>STANDARD STATEMENT E</p> <p>OBJECTIVES: THE STUDENTS WILL EXPLAIN THE RELATIONSHIP BETWEEN AMOUNT OF ACTIVITY AND MOTOR SKILL IMPROVEMENT.</p> <p>ESSENTIAL CONTENT</p> <ul style="list-style-type: none"> • THE AMOUNT OF PHYSICAL ACTIVITY CAN INFLUENCE SKILL IMPROVEMENT. AS YOU INCREASE ACTIVITY LEVELS, NUMBER OF ACTIVITIES, OR LENGTH OF ACTIVITY, YOU INCREASE YOUR TIME TO IMPROVE YOUR MOTOR SKILLS. • BASIC CONCEPTS FOR INVASION GAMES/LEARNING ACTIVITIES. 	<ul style="list-style-type: none"> • <i>RECIPROCAL CRITIQUE:</i> THE STUDENTS WILL EXPLORE THE FACTORS THAT INFLUENCE THE ASSOCIATION BETWEEN REGULAR PARTICIPATION IN PHYSICAL ACTIVITY AND MOTOR SKILL IMPROVEMENT. • <i>JOURNAL:</i> THE STUDENTS WILL REFLECT HOW THE AMOUNT OF PHYSICAL ACTIVITY POSITIVELY INFLUENCED THEIR SKILL IMPROVEMENT. 	<ul style="list-style-type: none"> • FOOTBALL (R/P) • SOCCER (R/P) • LACROSSE (I) • BASKETBALL (R/P) • FLOOR HOCKEY (R) • TCHOUKBALL (R) • ULTIMATE BALL (R) • TEAM HANDBALL (R) • SPEEDBALL (I) • FLICKERBALL (I) <p>(*R - REINFORCE) (*I - INTRODUCE) (*P - PROFICIENT)</p>
ENRICHMENT:	<ul style="list-style-type: none"> • THE STUDENT WILL INDEPENDENTLY CHOOSE A SKILL THAT HE/SHE HAS NEVER PERFORMED. THE STUDENT WILL REGULARLY PARTICIPATE IN THIS ACTIVITY AND LOG HOW MANY MOTOR SKILLS HAVE IMPROVED. 		
REMIEDIATION:	<ul style="list-style-type: none"> • THE STUDENT WILL LIST WAYS THAT PRACTICE HELPS WITH SKILL IMPROVEMENT. 		
RESOURCES:	STANDARDS-BASED PHYSICAL CURRICULUM DEVELOPMENT, BY JACALYN LUND, DEBORAH TANNEHILL, P. 221-239 PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION		

COURSE	PHYSICAL EDUCATION	GRADE:	GRADE 8 BENCHMARK ASSESSMENT FOR STANDARD D
STATE STANDARD:	10.4.9 PHYSICAL ACTIVITY	TIME FRAME:	
STANDARD STATEMENT:	D - ANALYZE FACTORS THAT AFFECT PHYSICAL ACTIVITY PREFERENCES OF ADOLESCENTS		

UNIT OF INSTRUCTION: TACTICAL GAMES	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><u>STANDARD STATEMENT D</u></p> <p>OBJECTIVE: THE STUDENT WILL ILLUSTRATE THEIR PERSONAL PREFERENCES OF PHYSICAL ACTIVITIES.</p> <p>ESSENTIAL CONTENT</p> <ul style="list-style-type: none"> • PREVIOUS EXPERIENCE IS A PRIOR PERSONAL LEARNING THROUGH OBSERVATION, ENCOUNTERING, DOING, AND TESTING. <ul style="list-style-type: none"> ▪ SUCCEEDING IN FUN AND CHALLENGING PHYSICAL EXPERIENCES HELPS PEOPLE TO FEEL CAPABLE. PRACTICING AND IMPROVING PHYSICAL SKILLS HELP A PERSON DEVELOP A SENSE OF CONFIDENCE ABOUT THEIR SKILL ▪ PRACTICING CORRECT SKILL AND MASTERING THE FORM ENCOURAGES THE LEARNER TO PERFORM THAT SKILL IN FUTURE PRACTICE AND GAME SITUATIONS. ▪ A PERSON WHO IS SKILLED IN TENNIS IS MORE APT TO PLAY TENNIS OUTSIDE OF PHYSICAL EDUCATION CLASS. SOMEONE WHO IS NOT SKILLED IN BASKETBALL MOST LIKELY WILL NOT PLAY THE SPORT OUTSIDE OF CLASS • ACTIVITY CONFIDENCE IS THE ABILITY OF A PERSON TO PERFORM WELL IN AN ACTIVITY. 	<ul style="list-style-type: none"> • <i>JOURNAL:</i> THE STUDENTS WILL EXPRESS THEIR OPINION OF PHYSICAL ACTIVITY PREFERENCES. • <i>THINK-PAIR-SHARE:</i> THE STUDENTS WILL COMMUNICATE THE FACTORS THAT AFFECT PHYSICAL ACTIVITY PREFERENCES OF TEENAGERS. • <i>CHECKLIST:</i> THE STUDENTS WILL COMPLETE A CHECKLIST OF SUCCESSFUL CHARACTERISTICS FOR AN ACTIVITY. • <i>PORTFOLIO:</i> THE STUDENTS WILL RETAIN A COLLECTION OF THEIR PERSONAL PREFERENCES OF PHYSICAL ACTIVITIES IN A SCRAP BOOK. 	<ul style="list-style-type: none"> • NET/WALL GAMES <ul style="list-style-type: none"> ▪ VOLLEYBALL (R) ▪ PICKLEBALL (R) ▪ BADMITON (R) ▪ TABLE TENNIS (I) • INVASION GAMES <ul style="list-style-type: none"> ▪ BASKETBALL (P) ▪ SOCCER (P) ▪ FOOTBALL (P) ▪ FLOOR HOCKEY (R) ▪ TCHOUKBALL (R) ▪ ULTIMALBALL (R) ▪ SPEEDBALL (I) ▪ LACROSSE (I) ▪ TEAM HANDBALL (R) ▪ FLICKERBALL (I) • TARGET GAMES <ul style="list-style-type: none"> ▪ GOLF (R/P) ▪ FRISBEE GOLF (R) • STRIKING & FIELDING <ul style="list-style-type: none"> ▪ WIFFLEBALL (R/P) ▪ SOFTBALL (R) <p>(*R - REINFORCE) (*I - INTRODUCE) (*P - PROFICIENT)</p>

ENRICHMENT:	<ul style="list-style-type: none">• THE STUDENT WILL USE PORTFOLIO CREATED DURING CLASS TO CREATE AN ELECTRONIC PORTFOLIO.
REMEDATION:	<ul style="list-style-type: none">• THE STUDENT WILL USE PICTURES AND SIMPLE STATEMENTS TO COMPLETE PORTFOLIO.
RESOURCES:	PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION

Physical Education Portfolio

Guidelines for Activity Preference Portfolio

At the end of this unit, you must submit your Activity Preference Portfolio, which provides documents (pieces of your work) that demonstrate in authentic ways that you have achieved at an acceptable level the following unit goals. (Some suggested project ideas are provided under each unit goal; you may, of course, come up with your own ideas.

You will be able to do the following by the end of the unit (objectives):

1. Demonstrate knowledge of how skill competency affects activity choices among adolescents.
Assessment Ideas:
 - Interview peers about how his or her preference of activity is directly related to skill competency.
 - Create a check sheet relating to how students enjoy physical activity in relation to how competent he or she is in a specific skill.
 - Use personal assessments given in class.
2. Demonstrate the ability to analyze how previous experiences in physical activities affect personal preferences among adolescents.
Assessment Ideas:
 - Interview peers about previous experiences in physical activities.
 - Give classmates a survey.
 - Journal personal experiences during physical activities.
 - Use personal assessments given in class
3. Demonstrate the ability to analyze how skill confidence while engaging in physical activities affects physical activity preferences among adolescents.
Assessment Ideas:
 - Create a graphic organizer to determine how well a peer may perform in activity and relate that data to the preference for that activity.
 - Videotape critique and/or interview
 - Use personal assessments given in class

You must provide at least one artifact as evidence of achievement for each of the unit goals.

In some cases, you may need to provide more than one artifact as evidence for a particular goal. Remember, if you provide only one artifact, it must provide strong evidence for that goal.

Some of your artifacts may be actual assessments that you completed in class (given by teacher) while other evidence may be documents that you choose to complete during the entire unit.

You need to collect artifacts that are collected during most of all of your physical education classes and place these documents in your portfolio.

You may personalize your portfolio as long as it is organized with a table of contents and a tabbed section for each unit goal, which contains at least one rich artifact for each goal, the form in which you present your portfolio is up to you. Feel free to use color, computer graphics, pictures, and drawing. Submitting an electronic portfolio is also an option.

Please make sure you check rubric on following page to ensure you achieve the best grade possible. Remember, have fun!

<i>Physical Education Portfolio</i>	Advanced	Proficient	Developing	Unsatisfactory
Organization/Presentation	Neatly and effectively organized, tabbed section provided for each goal, artifacts clearly marked and placed according to the table of contents, complete title page provided, well organized table of contents, all materials neatly and creatively displayed, presentation creative and personalized.	Neatly organized, tabbed section provided for each goal, title page provided, displayed moderate creativity in presentation.	Some organizational problems, sloppy display of artifacts, table of contents did not list artifacts under each goal section, some creativity evidence, sections provided for each goal but are not tabbed.	Unorganized and messy presentation, sections not clearly divided or tabbed, no table of contents provided, lack of creativity and general effort.
Content	Provides solid evidence of achievement of unit goals clearly demonstrates student growth and improvement across the unit, represents a wide variety of authentic assessments. Provides rich explanation of why and how artifacts were included. Includes appropriate graphics, pictures, and drawing to personalize.	Demonstrates achievement of all but one of the unit goals, provides evidence of growth throughout the unit, provides a variety of assessments, provides a reflections that shows a clear connection between the artifact and the unit goals, includes graphics, pictures, and drawings.	Artifacts are not provided for two of the unit goals. Clear evidence of achievement of goals not provided for some artifacts. Weak evidence provided for growth and improvement across the unit. No variety of assessments, many are similar. Reflections are not clear or thought out. Some graphics, drawings, and pictures.	Lack of evidence for most of the unit goals. Weak evidence for most of the unit goals. Lack of variety of assessments types, most are similar, weak evidence for growth and improvement across the unit.

Lund, J.L. & Kirk, M. (2002) Performance-Based Assessment for Middle and High School Physical Education. Human Kinetics. p. 108-118.

COURSE	PHYSICAL EDUCATION	GRADE:	GRADE 8
STATE STANDARD:	10.5.9 CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT	TIME FRAME:	
STANDARD STATEMENT:	B - DESCRIBE AND APPLY CONCEPTS OF MOTOR SKILL DEVELOPMENT THAT IMPACT THE QUALITY OF INCREASINGLY COMPLEX MOVEMENTS. C - IDENTIFY AND APPLY PRACTICE STRATEGIES FOR SKILL IMPROVEMENT. E - ANALYZE AND APPLY SCIENTIFIC AND BIOMECHANICAL PRINCIPLES TO COMPLEX MOVEMENTS.		

UNIT OF INSTRUCTION:	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	FITNESS	<p><u>STANDARD STATEMENT B</u></p> <p>OBJECTIVE: STUDENTS WILL RELATE SKILL CHARACTERISTICS TO MOTOR SKILL DEVELOPMENT AND HOW EACH IMPACTS COMPLEX MOVEMENTS.</p> <ul style="list-style-type: none"> • ESSENTIAL CONTENT: <ul style="list-style-type: none"> ▪ TYPE OF SKILL CHARACTERISTICS <ul style="list-style-type: none"> ○ <i>DISCRETE SKILLS:</i> MOVEMENTS HAVE A CLEAR BEGINNING AND END. EXAMPLE: JUMP, THROW, KICK, AND GOLF SWING. ○ <i>CONTINUOUS SKILLS:</i> MOVEMENTS ARE REPETITIVE WITH NO CLEAR BEGINNING AND ENDING POINTS. EXAMPLES: RUNNING, SPEED SKATING, AND MOUNTAIN BIKING. ○ <i>SERIAL SKILLS:</i> MOVEMENTS (DISCRETE AND/OR CONTINUOUS) ARE LINKED TOGETHER AND PERFORMED WITHIN A SEQUENCE. EXAMPLE: CATCHING AND IMMEDIATELY THROWING A BALL. <p><u>STANDARD STATEMENT C</u></p> <p>OBJECTIVE: STUDENTS WILL DEMONSTRATE VARIABLE PRACTICE STRATEGIES TO IMPROVE SKILL PERFORMANCE.</p> <ul style="list-style-type: none"> • VARIABLE PRACTICE STRATEGIES <ul style="list-style-type: none"> ▪ DEFINED: REPETITION OF SKILL USING DIFFERENT MOVEMENT CHARACTERISTICS. <ul style="list-style-type: none"> ○ RESPONSE TO CHANGING ENVIRONMENT ○ MENTAL PRACTICE OF KNOWLEDGE OF RESULT CUES. ○ <i>EXAMPLE:</i> DRIBBLE IN DIFFERENT DIRECTIONS AND SPEEDS IN RESPONSE TO SMALL SIDED GAME CONDITIONS, MENTALLY PRACTICE THE CONDITIONS THAT WILL PROMPT THE STUDENT TO DRIBBLE TO THE LEFT, RIGHT, FASTER, AND SLOWER. ○ PRACTICE STRATEGIES IMPROVE SKILL PERFORMANCE. 	<ul style="list-style-type: none"> • STUDENTS WILL EXPLAIN KNOWLEDGE OF WHAT DISCRETE, CONTINUOUS, AND SERIAL SKILLS ARE THROUGH A SONG, RAP, OR POEM. • STUDENTS WILL DESIGN AND PERFORM MOVEMENT GAMES THAT HAVE DISCRETE, CONTINUOUS, AND SERIAL SKILLS. • <i>GPAI:</i> STUDENT WILL BE ASSESSED ON USE OF VARIABLE PRACTICE STRATEGIES.

STANDARD STATEMENT E

OBJECTIVE: STUDENTS WILL DISTINGUISH BETWEEN LINEAR AND ROTARY MOTION.

OBJECTIVE: STUDENTS WILL DEMONSTRATE THE USE OF BIOMECHANICAL PRINCIPLES IN COMPLEX MOVEMENTS.

• **ESSENTIAL CONTENT:**

- *LINEAR MOTION:* MOTION OF A PERSON OR AN OBJECT THAT MOVES ON A STRAIGHT LINE. EXAMPLE: A SPRINTER ACCELERATING DOWN A TRACK.
- *ROTARY MOTION (ANGULAR MOVEMENT):* FORCE THAT PRODUCES MOVEMENT THAT OCCRS AROUND AN AXIS OR CENTER POINT.
 - EXAMPLES: PERFORMING A SOMERSAULT OFF A DIVING BOARD AND ICE SKATER SPIN.

• *ESSAY QUESTION:* STUDENTS COMPARE AND CONTRAST LINEAR AND ROTARY MOTION USED DURING PHYSICAL ACTIVITIES.

• *VIDEO CRITIQUE:* STUDENTS WILL VIEW A VIDEO OF A NEW SKILL BEING PERFORMED AND ANALYZED HOW BIOMECHANICAL PRINCIPLES ARE USED DURING THOSE COMPLEX MOVEMENTS.

- IN-LINE SKATING
- TRACK AND FIELD
- MOUNTAIN BIKING
- DANCE

ENRICHMENT:

- STUDENTS MAY CREATE A PRACTICE STRATEGY AND TEACH IT TO THE CLASS TO HELP IMPLEMENT DURING FITNESS ACTIVITIES.
- STUDENTS WILL DEMONSTRATE HOW LINEAR AND ROTARY MOTION IS USED THROUGH OBJECTS AND COMPARING THEM TO MOVEMENTS.

REMEDATION:

- STUDENTS MAY USE A CHECK SHEET TO HELP DETERMINE THE BEST PRACTICE STRATEGY TO USE.
- STUDENTS WILL LABEL EXAMPLES OF ACTIVITIES THAT USE ROTARY AND LINEAR MOTION CORRECTLY.

RESOURCES:

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

COURSE	PHYSICAL EDUCATION	GRADE:	GRADE 8 BENCHMARK ASSESSMENT FOR STANDARD C
STATE STANDARD:	10.5.9 CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT	TIME FRAME:	
STANDARD STATEMENT:	B - DESCRIBE AND APPLY CONCEPTS OF MOTOR SKILL DEVELOPMENT THAT IMPACT THE QUALITY OF INCREASINGLY COMPLEX MOVEMENTS. C - IDENTIFY AND APPLY PRACTICE STRATEGIES FOR SKILL IMPROVEMENT. F - DESCRIBE AND APPLY GAME STRATEGIES TO COMPLEX GAMES AND PHYSICAL ACTIVITIES.		

	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
UNIT OF INSTRUCTION:	<p><u>STANDARD STATEMENT B</u></p> <p>OBJECTIVE: STUDENTS WILL RELATE SKILL CHARACTERISTICS TO MOTOR SKILL DEVELOPMENT AND HOW EACH IMPACTS COMPLEX MOVEMENTS.</p> <ul style="list-style-type: none"> • ESSENTIAL CONTENT: <ul style="list-style-type: none"> ▪ TYPE OF SKILL CHARACTERISTICS <ul style="list-style-type: none"> ○ <i>DISCRETE SKILLS:</i> MOVEMENTS HAVE A CLEAR BEGINNING AND END. EXAMPLE: JUMP, THROW, KICK, AND GOLF SWING. ○ <i>CONTINUOUS SKILLS:</i> MOVEMENTS ARE REPETITIVE WITH NO CLEAR BEGINNING AND ENDING POINTS. EXAMPLES: RUNNING, SPEED SKATING, AND MOUNTAIN BIKING. ○ <i>SERIAL SKILLS:</i> MOVEMENTS (DISCRETE AND/OR CONTINUOUS) ARE LINKED TOGETHER AND PERFORMED WITHIN A SEQUENCE. EXAMPLE: CATCHING AND IMMEDIATELY THROWING A BALL. 	<ul style="list-style-type: none"> • STUDENTS WILL EXPLAIN KNOWLEDGE OF WHAT DISCRETE, CONTINUOUS, AND SERIAL SKILLS ARE THROUGH A SONG, RAP, OR POEM. • STUDENTS WILL DESIGN AND PERFORM MOVEMENT GAMES THAT HAVE DISCRETE, CONTINUOUS, AND SERIAL SKILLS. • <i>GPAI:</i> STUDENT WILL BE ASSESSED ON USE OF VARIABLE PRACTICE STRATEGIES. 	<ul style="list-style-type: none"> • NET/WALL GAMES <ul style="list-style-type: none"> ▪ VOLLEYBALL (R) ▪ PICKLEBALL (R) ▪ BADMITON (R) ▪ TABLE TENNIS (I) • INVASION GAMES <ul style="list-style-type: none"> ▪ BASKETBALL (P) ▪ SOCCER (P) ▪ FOOTBALL (P) ▪ FLOOR HOCKEY (R) ▪ TCHOUKBALL (R) ▪ ULTIMALBALL (R) ▪ SPEEDBALL (I) ▪ LACROSSE (I) ▪ TEAM HANDBALL (R) ▪ FLICKERBALL (I) • TARGET GAMES <ul style="list-style-type: none"> ▪ GOLF (R/P) ▪ FRISBEE GOLF (R) • STRIKING & FIELDING <ul style="list-style-type: none"> ▪ WIFFLEBALL (R/P) ▪ SOFTBALL (R) <p>(*R - REINFORCE) (*I - INTRODUCE) (*P - PROFICIENT)</p>
	<p><u>STANDARD STATEMENT C</u></p> <p>OBJECTIVE: STUDENTS WILL DEMONSTRATE VARIABLE PRACTICE STRATEGIES TO IMPROVE SKILL PERFORMANCE.</p> <ul style="list-style-type: none"> • VARIABLE PRACTICE STRATEGIES <ul style="list-style-type: none"> ▪ <i>DEFINED:</i> REPETITION OF SKILL USING DIFFERENT MOVEMENT CHARACTERISTICS. <ul style="list-style-type: none"> ○ RESPONSE TO CHANGING ENVIRONMENT ○ MENTAL PRACTICE OF KNOWLEDGE OF RESULT CUES. ○ EXAMPLE: DRIBBLE IN DIFFERENT DIRECTIONS AND SPEEDS IN RESPONSE TO SMALL SIDED GAME CONDITIONS, MENTALLY PRACTICE THE CONDITIONS THAT WILL PROMPT THE STUDENT TO DRIBBLE TO THE LEFT, RIGHT, FASTER, AND SLOWER. ○ PRACTICE STRATEGIES IMPROVE SKILL PERFORMANCE. 		

STANDARD STATEMENT F

OBJECTIVE: STUDENTS WILL IDENTIFY TIME USED AS A GAME STRATEGY WITHIN COMPLEX GAMES AND PHYSICAL ACTIVITIES.

• **ESSENTIAL CONTENT:**

- TIME USED AS GAME STRATEGY
 - USE OF TIME OUTS: CALLING A TIME-OUT TO FIGURE OUT HOW TO BEAT THE DEFENSE OR CALL A PLAY.
 - TAKING TIME TO GET INTO FORMATION TO WASTE TIME
 - KICKING OR THROWING BALL OUT OF BOUNDS
 - CALL A FEW PLAYS AT ONCE TO AVOID HUDDLES
 - HUSTLING TO THE FORMATION (EXAMPLE: LINE OF SCRIMMAGE)
 - STALLING WHILE GAME IS IN PLAY (USING UP ALL OR MOST OF TIME ON THE SHOT CLOCK: DRIBBLING IN PLACE OR CONTINUOUS PASSING)

- **GPAI:** STUDENTS WILL BE ASSESSED ON THEIR USE OF TIME AS A GAME STRATEGY DURING GAME PLAY.

- NET/WALL GAMES
 - VOLLEYBALL (R)
 - PICKLEBALL (R)
 - BADMITON (R)
 - TABLE TENNIS (I)
- INVASION GAMES
 - BASKETBALL (P)
 - SOCCER (P)
 - FOOTBALL (P)
 - FLOOR HOCKEY (R)
 - TCHOUKBALL (R)
 - ULTIMALBALL (R)
 - SPEEDBALL (I)
 - LACROSSE (I)
 - TEAM HANDBALL (R)
 - FLICKERBALL (I)

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

ENRICHMENT:

- THE STUDENT MAY CREATE A PRACTICE STRATEGY AND TEACH IT TO THE CLASS.
- THE STUDENT WILL CREATE AN ORIGINAL GAME STRATEGY USING TIME.

REMEDICATION:

- THE STUDENT MAY USE A CHECK SHEET TO HELP DETERMINE WHAT THE BEST PRACTICE STRATEGY WOULD BE TO USE.
- THE STUDENT WILL WATCH A GAME AND SEE HOW MUCH TIME IS SAVED OR LOSS THROUGH STRATEGY.

RESOURCES:

ESSENTIAL ULTIMATE: TEACHING, COACHING, PLAYING, BY MICHAEL BACCARINI & TIINA BOTH, HUMAN KINETICS (2008), HUMAN KINETICS, 2008. P. 121
 PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION

FORM 4.21 **Assessing Student Performance**

Date _____ **Grade** _____

Directions: List the four observational cues that you wish to observe. As a student performs, circle or cross out the number corresponding to each cue next to his or her name.

Skill _____

Observational cues 1. _____
2. _____
3. _____
4. _____

_____	1 2 3 4	_____	1 2 3 4	_____	1 2 3 4
_____	1 2 3 4	_____	1 2 3 4	_____	1 2 3 4
_____	1 2 3 4	_____	1 2 3 4	_____	1 2 3 4
_____	1 2 3 4	_____	1 2 3 4	_____	1 2 3 4
_____	1 2 3 4	_____	1 2 3 4	_____	1 2 3 4
_____	1 2 3 4	_____	1 2 3 4	_____	1 2 3 4
_____	1 2 3 4	_____	1 2 3 4	_____	1 2 3 4