COURSE	PHYSICAL EDUCATION	GRADE:	GRADE 3 BENCHMARK ASSESSMENT FOR STANDARDS B-C
STATE STANDARD:	10.4.3 PHYSICAL ACTIVITY	TIME FRAME:	
STANDARD STATEMENTS:	B - KNOW THE POSITIVE AND NEGATIVE EFFECTS OF REGULAR PARTICIPATION IN MODERATE TO VIGOROUS PHYSICAL ACTIVITIES. C - KNOW AND RECOGNIZE CHANGES IN BODY RESPONSES DURING MODERATE TO VIGOROUS ACTIVITIES.		

UNIT OF INSTRUCTION: ADVENTURE ACTIVITIES

OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
STANDARD STATEMENT B **OBJECTIVE:** GENERATE THE POSITIVE AND NEGATIVE EFFECTS OF REGULAR PARTICIPATION IN BOTH MODERATE AND VIGOROUS ACTIVITIES. **OBJECTIVE:** DISTINGUISH THE DIFFERENCE BETWEEN MODERATE AND VIGOROUS ACTIVITIES. • **VIGOROUS ACTIVITY**: PHYSICAL ACTIVITIES THAT ARE INTENSE ENOUGH TO CAUSE THE HEART TO BEAT FASTER THAN NORMAL AND THAT BUILD CARDIOVASCULAR FITNESS. • **PHYSICAL ACTIVITY** • **MODERATE ACTIVITIES** • **ADVENTURE ACTIVITY** • **POSITIVE EFFECTS OF MODERATE PHYSICAL ACTIVITY** • **NEGATIVE EFFECTS OF MODERATE PHYSICAL ACTIVITY**	• *WRITTEN TEST:* STUDENTS WILL LIST POSITIVE AND NEGATIVE EFFECTS OF AN ACTIVITY. • USE PICTURES/LIST OF ACTIVITIES TO DISTINGUISH BETWEEN MODERATE AND VIGOROUS ACTIVITIES.	• TRAVERSING WALL • COOPERATIVE GAMES • ORIENTEERING • NEW GAMES • PARACHUTE
STANDARD STATEMENT C **OBJECTIVE:** IDENTIFY CHANGES IN THE BODY DURING MODERATE AND VIGOROUS ACTIVITIES. • **CHANGES IN YOUR BODY DURING ACTIVITY** • **ADVENTURE ACTIVITY** • **HEART RATE** • **BREATHING RATE** • **RESPIRATION RATE** • **PHYSICAL ACTIVITY** • **MODERATE PHYSICAL ACTIVITY**	• *WORKSHEET:* AFTER COMPARING HEART RATE AND BREATHING RATE EXAMPLES DETERMINE WHICH PERSON WAS WORKING MORE VIGOROUSLY (EXAMPLE: MARK'S HR IS 115, SAM'S HR IS 155, WHO IS WORKING MORE VIGOROUSLY?)	

	• **VIGOROUS ACTIVITY**		
ENRICHMENT:	• STUDENT WILL GIVE AN EXAMPLE AND DESCRIBE HOW REGULAR PARTICIPATION HELPED THEM IMPROVE IN A SPECIFIC ACTIVITY • STUDENT S WILL GENERATE A SEPARATE LIST OF MODERATE ACTIVITIES AND VIGOROUS ACTIVITIES. • WHAT EFFECTS OF PHYSICAL ACTIVITY (POSITIVE/NEGATIVE) ARE ASSOCIATED WITH MODERATE OR VIGOROUS ACTIVITY		
REMEDIATION:	• ONE ON ONE TIME WITH THE INSTRUCTOR • FROM A LIST, IDENTIFY POSITIVE AND NEGATIVE EFFECTS OF PHYSICAL ACTIVITY • WORK WITHIN ABILITY GROUP		
RESOURCES:	*CREATING RUBRICS FOR PHYSICAL EDUCATION,* BY JACALYN LUND, AAHPERD PUBLICATIONS (2000), OXON HILL, MD *PHYSICAL EDUCATION ASSESSMENT TOOLKIT,* BY LIZ GILES-BROWN, UNITED GRAPHICS (2006), CHAMPAIGN, IL *SPORTS AND FITNESS NUTRITION,* BY BARRY MILLER AND ROBERT WILDMAN, THOMASON AND WADSWORTH (2004) BELMONT, CA *ASSESSMENT STRATEGIES FOR ELEMENTARY PHYSICAL EDUCATION,* BY SUZANN SCHIEMER, VERSA PRESS (2000), CHAMPAIGN, IL PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION *ADVANCED CURRICULUM FOR PHYSICAL EDUCATION*, ELEMENTARY SCHOOL, BY JANE PANICUCCI (2003), PROJECT ADVENTURE, INC. QUICKSILVER, BY KARL ROHNKE AND STEVE BUTLER, PROJECT ADVENTURE, INC.		

10.4.3 – B

Adventure activities, Exploring movement concepts, Manipulatives

Name: _____

Students will list positive and negative effects of physical activity.

Positives	Negatives
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

* answers

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

10.4.3 – C

Adventure activities, Exploring movement concepts, Manipulatives

Name: _____

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

1.
Person A = Heart rate - 86 bpm

Person B = Heart rate 100 bpm

2.
Person A = Breathing rate – 8 per minute

Person B = Breathing rate – 12 per minute

3.
Person A = Heart rate – 122 bpm

Person B = Heart rate – 156 bpm

4.
Person A = Breathing rate – 15 per minute

Person B = Breathing rate – 13 per minute

5.
Person A = Heart rate – 145 bpm

Person B = Heart rate – 140 bpm

6.
Person A = Breathing rate – 17 per minute

Person B = Breathing rate – 16 per minute

Name:_____

10.4.3.C

Draw a picture of how your body felt during today's activity. Use the words and pictures next to the body to give you ideas.

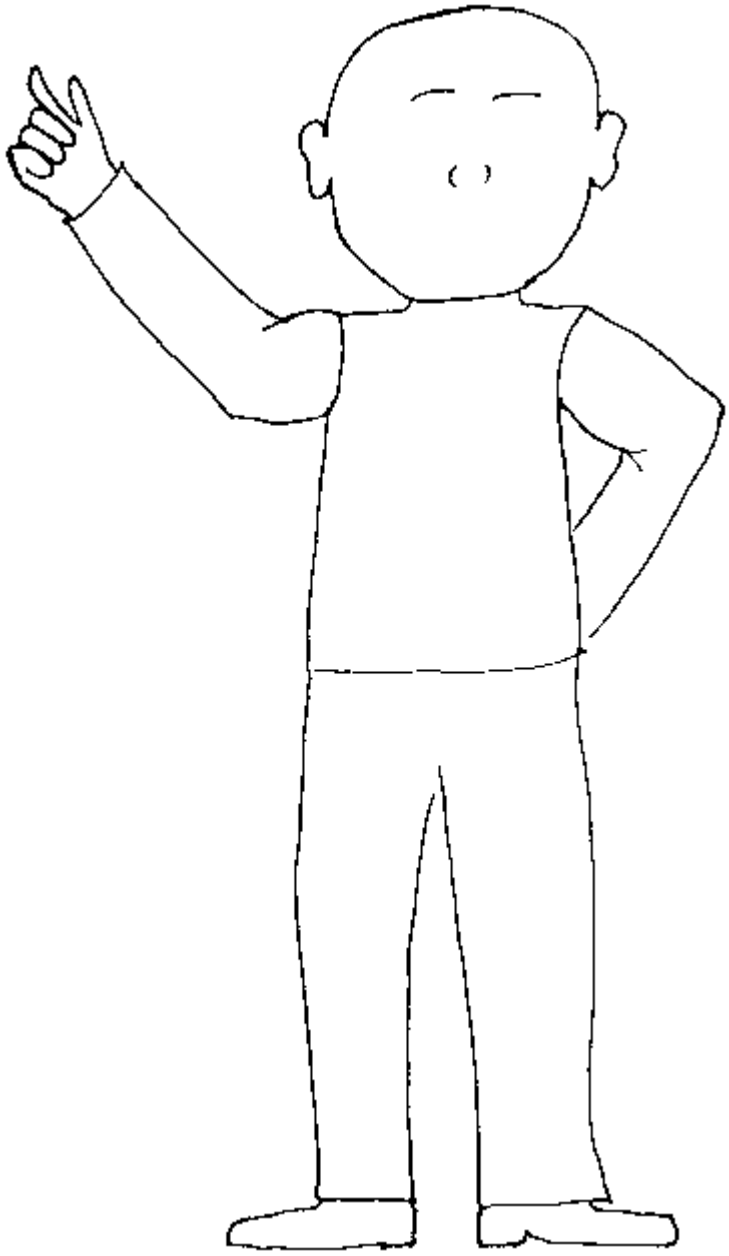
ARMS

HEART

LEGS

SWEATING

LUNGS



COURSE	PHYSICAL EDUCATION	GRADE:	GRADE 3 BENCHMARK ASSESSMENT FOR STANDARDS B-C-E
STATE STANDARD:	10.4.3 PHYSICAL ACTIVITY	TIME FRAME:	
STANDARD STATEMENTS:	B - KNOW THE POSITIVE AND NEGATIVE EFFECTS OF REGULAR PARTICIPATION IN MODERATE TO VIGOROUS PHYSICAL ACTIVITIES. C - KNOW AND RECOGNIZE CHANGES IN BODY RESPONSES DURING MODERATE TO VIGOROUS ACTIVITIES. E - IDENTIFY REASONS WHY REGULAR PARTICIPATION IN PHYSICAL ACTIVITIES IMPROVES MOTOR SKILLS.		

UNIT OF INSTRUCTION: MANIPULATIVE

OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
STANDARD STATEMENT B **OBJECTIVE:** STUDENTS WILL GENERATE THE POSITIVE AND NEGATIVE EFFECTS OF REGULAR PARTICIPATION IN BOTH MODERATE AND VIGOROUS ACTIVITIES THAT USE A MANIPULATIVE. **OBJECTIVE:** DISTINGUISH THE DIFFERENCE BETWEEN MODERATE AND VIGOROUS ACTIVITIES. • **VIGOROUS ACTIVITY**: PHYSICAL ACTIVITIES THAT ARE INTENSE ENOUGH TO CAUSE THE HEART TO BEAT FASTER THAN NORMAL AND THAT BUILD CARDIOVASCULAR FITNESS. • **PHYSICAL ACTIVITY** • **MODERATE PHYSICAL ACTIVITY** • **POSITIVES OF MODERATE PHYSICAL ACTIVITY** • **NEGATIVES OF MODERATE PHYSICAL ACTIVITY** • **MANIPULATIVE** ▪ THROW ▪ CATCH ▪ KICK ▪ DRIBBLING ▪ BALANCE ▪ STRIKE ▪ JUGGLE	• *WRITTEN TEST:* STUDENTS WILL LIST POSITIVE AND NEGATIVE EFFECTS OF AN ACTIVITY. • USE PICTURES/LIST OF ACTIVITIES TO DISTINGUISH BETWEEN MODERATE AND VIGOROUS ACTIVITIES.	• STATIONS IMPLEMENTING THE FOLLOWING MANIPULATIVE MOVEMENTS: ▪ THROWING/CATCHING ▪ STRIKING ▪ DRIBBLING ▪ STATIONS ▪ RACKET SKILLS ▪ PARACHUTE ▪ IMPLEMENT SKILLS ▪ STILTS ▪ BOUNCERS ▪ BALANCE BOARDS ▪ SCOOTERS
STANDARD STATEMENT C **OBJECTIVE**: IDENTIFY CHANGES IN THE BODY DURING MODERATE AND VIGOROUS ACTIVITIES. • **CHANGES IN YOUR BODY DURING ACTIVITY** • **ADVENTURE ACTIVITY** • **HEART RATE**	• *WORKSHEET:* AFTER COMPARING HEART RATE AND BREATHING RATE EXAMPLES DETERMINE WHICH PERSON WAS WORKING MORE VIGOROUSLY (EXAMPLE: MARK'S HR IS 115, SAM'S HR IS 155, WHO IS WORKING MORE VIGOROUSLY?)	

	• **Breathing Rate** • **Respiration Rate** • **Physical activity** • **Moderate physical activity** • **Vigorous Activity**: Physical activities that are intense enough to cause the heart to beat faster than normal and that build cardiovascular fitness **<u>STANDARD STATEMENT E</u>** **OBJECTIVE**: Recognize How Regular Practice And Participation In Physical Activities Improves Motor Skills. • **Participation** • **Regular participation** • **Practice** • **Critical Elements**: the important parts of a skill to perform it correctly.	• Students will list the benefits of regular participation. ▪ practice ▪ improved motor skills ▪ experience ▪ improvement of critical elements	

ENRICHMENT:	• Student will give an example and describe how regular participation helped them improve in a specific activity • Student s will generate a separate list of moderate activities and vigorous activities. • What effects of physical activity (positive/negative) are associated with moderate or vigorous activity.
REMEDIATION:	• One on one time with the instructor. • From a list, identify positive and negative effects of physical activity. • Work within ability group.
RESOURCES:	*Creating Rubrics for Physical Education,* by Jacalyn Lund, AAHPERD Publications (2000), Oxon Hill, MD *Physical Education Assessment Toolkit,* by Liz Giles-Brown, United Graphics (2006), Champaign, IL *Sports and Fitness Nutrition,* by Barry Miller and Robert Wildman, Thomason and Wadsworth (2004) Belmont, CA *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

10.4.3 – B

Adventure activities, Exploring movement concepts, Manipulatives

Name: _____

Students will list positive and negative effects of physical activity.

Positives	Negatives
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

* answers

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

10.4.3 – C

Adventure activities, Exploring movement concepts, Manipulatives

Name: _____

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

1.
Person A = Heart rate - 86 bpm

Person B = Heart rate 100 bpm

2.
Person A = Breathing rate – 8 per minute

Person B = Breathing rate – 12 per minute

3.
Person A = Heart rate – 122 bpm

Person B = Heart rate – 156 bpm

4.
Person A = Breathing rate – 15 per minute

Person B = Breathing rate – 13 per minute

5.
Person A = Heart rate – 145 bpm

Person B = Heart rate – 140 bpm

6.
Person A = Breathing rate – 17 per minute

Person B = Breathing rate – 16 per minute

Exploring movement concepts, Manipulatives

Name: _____

List the benefits of regular participation.

1. practice
2. improved motor skills
3. experience
4. improvement of critical elements

COURSE	PHYSICAL EDUCATION	GRADE:	GRADE 3 BENCHMARK ASSESSMENT FOR B-C-E
STATE STANDARD:	10.4.3 PHYSICAL ACTIVITY	TIME FRAME:	
STANDARD STATEMENTS:	B - KNOW THE POSITIVE AND NEGATIVE EFFECTS OF REGULAR PARTICIPATION IN MODERATE TO VIGOROUS PHYSICAL ACTIVITIES. C - KNOW AND RECOGNIZE CHANGES IN BODY RESPONSES DURING MODERATE TO VIGOROUS ACTIVITIES. E - IDENTIFY REASONS WHY REGULAR PARTICIPATION IN PHYSICAL ACTIVITIES IMPROVES MOTOR SKILLS.		

UNIT OF INSTRUCTION: MOVEMENT

OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
STANDARD STATEMENT B **OBJECTIVE:** WHILE EXPLORING MOVEMENT CONCEPTS STUDENTS WILL GENERATE THE POSITIVE AND NEGATIVE EFFECTS OF REGULAR PARTICIPATION IN BOTH MODERATE AND VIGOROUS ACTIVITIES. **OBJECTIVE:** DISTINGUISH THE DIFFERENCE BETWEEN MODERATE AND VIGOROUS ACTIVITIES. • **VIGOROUS ACTIVITY**: PHYSICAL ACTIVITIES THAT ARE INTENSE ENOUGH TO CAUSE THE HEART TO BEAT FASTER THAN NORMAL AND THAT BUILD CARDIOVASCULAR FITNESS. • **PHYSICAL ACTIVITY**: BODILY MOVEMENT THAT IS PRODUCED BY THE CONTRACTION OF SKELETAL MUSCLE AND WHICH SUBSTANTIALLY INCREASES ENERGY EXPENDITURE. • **MODERATE ACTIVITIES** • **POSITIVES OF MODERATE PHYSICAL ACTIVITY** • **NEGATIVES OF MODERATE PHYSICAL ACTIVITY** • **LOCOMOTOR SKILLS** ▪ WALK ▪ RUN ▪ JUMP ▪ HOP ▪ SKIP ▪ GALLOP ▪ SLIDE ▪ LEAP ▪ DODGE • **NON-LOCOMOTOR SKILLS** ▪ BEND ▪ STRETCH ▪ PUSH ▪ PULL ▪ SWING	• *WRITTEN TEST:* STUDENTS WILL LIST POSITIVE AND NEGATIVE EFFECTS OF MOVEMENT CONCEPTS. • USE PICTURES/LIST OF ACTIVITIES TO DISTINGUISH BETWEEN MODERATE AND VIGOROUS ACTIVITIES.	• LOCOMOTOR • NON-LOCOMOTOR • DANCE • GYMNASTICS

	▪ SWAY ▪ TWIST ▪ TURNBLE • **READY POSITION** ▪ MOVEMENT READY POSITION ▪ STATIC READY ▪ PLANTED **RELATIONSHIPS:** MOVEMENT THAT INTERACTS WITH OTHERS OR WITH AN OBJECT ▪ OVER ▪ UNDER ▪ ON ▪ OFF ▪ NEAR ▪ FAR ▪ IN FRONT ▪ BEHIND ▪ ALONG ▪ THROUGH ▪ AROUND ▪ ALONGSIDE • **SPACE AWARENESS** ▪ SELF SPACE ▪ LEVELS ▪ PATHWAYS ▪ DIRECTIONS **STANDARD STATEMENT C** **OBJECTIVE:** IDENTIFY CHANGES IN THE BODY DURING MODERATE AND VIGOROUS ACTIVITIES. **CHANGES IN YOUR BODY DURING ACTIVITY** **HEART RATE** **BREATHING RATE** **RESPIRATION RATE**	• *WORKSHEET*: AFTER COMPARING HEART RATE AND BREATHING RATE EXAMPLES DETERMINE WHICH PERSON WAS WORKING MORE VIGOROUSLY (EXAMPLE: MARK'S HR IS 115, SAM'S HR IS 155, WHO IS WORKING MORE VIGOROUSLY?)	

	STANDARD STATEMENT E **OBJECTIVE**: RECOGNIZE HOW REGULAR PRACTICE AND PARTICIPATION IN PHYSICAL ACTIVITIES IMPROVES MOTOR SKILLS. • **PARTICIPATION** • **REGULAR PARTICIPATION** • **PRACTICE** • **CRITICAL ELEMENTS**: THE IMPORTANT PARTS OF A SKILL TO PERFORM IT CORRECTLY.	• STUDENTS WILL LIST THE BENEFITS OF REGULAR PARTICIPATION. ▪ PRACTICE ▪ IMPROVED MOTOR SKILLS ▪ EXPERIENCE ▪ IMPROVEMENT OF CRITICAL ELEMENTS	

ENRICHMENT:	• STUDENT WILL GIVE AN EXAMPLE AND DESCRIBE HOW REGULAR PARTICIPATION HELPED THEM IMPROVE IN A SPECIFIC ACTIVITY • STUDENT S WILL GENERATE A SEPARATE LIST OF MODERATE ACTIVITIES AND VIGOROUS ACTIVITIES. • WHAT EFFECTS OF PHYSICAL ACTIVITY (POSITIVE/NEGATIVE) ARE ASSOCIATED WITH MODERATE OR VIGOROUS ACTIVITY
REMEDIATION:	• ONE ON ONE INSTRUCTION. • FROM A LIST, IDENTIFY POSITIVE AND NEGATIVE EFFECTS OF PHYSICAL ACTIVITY. • WORK WITHIN ABILITY GROUP.
RESOURCES:	*CREATING RUBRICS FOR PHYSICAL EDUCATION,* BY JACALYN LUND, AAHPERD PUBLICATIONS (2000), OXON HILL, MD *PHYSICAL EDUCATION ASSESSMENT TOOLKIT,* BY LIZ GILES-BROWN, UNITED GRAPHICS (2006), CHAMPAIGN, IL *SPORTS AND FITNESS NUTRITION,* BY BARRY MILLER AND ROBERT WILDMAN, THOMASON AND WADSWORTH (2004) BELMONT, CA *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

10.4.3 – B

Adventure activities, Exploring movement concepts, Manipulatives

Name: _____

Students will list positive and negative effects of physical activity.

Positives	Negatives
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

* answers

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

10.4.3 – C

Adventure activities, Exploring movement concepts, Manipulatives

Name: _____

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

1.
Person A = Heart rate - 86 bpm

Person B = Heart rate 100 bpm

2.
Person A = Breathing rate – 8 per minute

Person B = Breathing rate – 12 per minute

3.
Person A = Heart rate – 122 bpm

Person B = Heart rate – 156 bpm

4.
Person A = Breathing rate – 15 per minute

Person B = Breathing rate – 13 per minute

5.
Person A = Heart rate – 145 bpm

Person B = Heart rate – 140 bpm

6.
Person A = Breathing rate – 17 per minute

Person B = Breathing rate – 16 per minute

10.4.3 – E

Exploring movement concepts, Manipulatives

Name: _____

List the benefits of regular participation.

1. practice
2. improved motor skills
3. experience
4. improvement of critical elements

COURSE:	PHYSICAL EDUCATION	**GRADE:**	GRADE 3 BENCHMARK ASSESSMENT FOR STANDARD D
STATE STANDARD:	10.5.3 CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT	**TIME FRAME:**	
STANDARD STATEMENTS:	D - IDENTIFY AND USE PRINCIPLES OF EXERCISE TO IMPROVE MOVEMENT AND FITNESS ACTIVITIES		

UNIT OF INSTRUCTION: FITNESS

OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
STANDARD STATEMENT D **OBJECTIVE:** IDENTIFY THE **F.I.T.T.** PRINCIPLE • **F – FREQUENCY:** HOW OFTEN YOU SHOULD EXERCISE. • **I – INTERSITY**: HOW HARD YOU SHOULD EXERCISE (MODERATE TO VIGOROUS). • **T – TIME**: HOW LONG YOU SHOULD EXERCISE (30 TO 60 MINUTES). • **T – TYPE**: THE KIND OF ACTIVITY YOU ENGAGE IN (SELECT ACTIVITIES THAT RAISE YOUR HEART AND BREATHING RATE I.E. RUNNING).	• FITNESS LOG USING F.I.T.T. PRINCIPLE TO IMPROVE A STUDENT SELECTED MOVEMENT/FITNESS SKILL.	• FITNESS CIRCUITS • TAGGING GAMES • HEALTH-RELATED FITNESS TEST • DANCE • AQUATICS

ENRICHMENT:	• KEEP A LOG OF FITNESS ACTIVITY THAT IS COMPLETED AT HOME, INCORPORATING THE F.I.T.T PRINCIPLE. • PEER TUTOR
REMEDIATION:	• FLASHCARDS OF F.I.T.T. PRINCIPLE. • INDIVIDUAL INSTRUCTION WITH TEACHER. • WORK WITH PEER TUTOR ON F.I.T.T. PRINCIPLE. • IMPLEMENT A TEACHER CREATED F.I.T.T. PLAN.
RESOURCES:	*PHYSICAL EDUCATION METHODS FOR ELEMENTARY TEACHERS*, BY KATHERINE T. THOMAS, AMEILA M. LEE, JERRY R. THOMAS (2008), HUMAN KINETICS, CHAMPAIGN, IL *PHYSICAL BEST ACTIVITY GUIDE,* (2005) NASPE, HUMAN KINETICS, CHAMPAIGN, IL *PHYSICAL EDUCATION FOR LIFELONG FITNESS,* (2005) NASPE, HUMAN KINETICS, CHAMPAIGN, IL *ASSESSMENT STRATEGIES FOR ELEMENTARY PHYSICAL EDUCATION*, BY SUZANN SCHIEMER (2000) HUMAN KINETICS, CHAMPAIGN, IL *PHYSICAL EDUCATION ASSESSMENT TOOLKIT, BY* LIZ GILES-BROWN (2006) HUMAN KINETICS, CHAMPAIGN, IL *SELF-AND PEER-ASSESSMENTS FOR ELEMENTARY SCHOOL PHYSICAL EDUCATION, NANCY J. EGNER* MARKOS, (2007) NASPE PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION

Name: _____

FITNESS LOG

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

MUSCULAR STRENGTH MUSCULAR ENDURANCE FLEXIBILITY AEROBIC FITNESS

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

Activity selected: _____

	Week 1	**Week 2**	**Week 3**	**Week 4**
Frequency (HOW OFTEN) If you participated in your activity put a "yes" next to the day of the week, if not put a "no."	Mon	Mon	Mon	Mon
	Tue	Tue	Tue	Tue
	Wed	Wed	Wed	Wed
	Thurs	Thurs	Thurs	Thurs
	Fri	Fri	Fri	Fri
	Sat	Sat	Sat	Sat
	Sun	Sun	Sun	Sun
Intensity (HOW HARD) Write in "low," "moderate," or "vigorous" next to the day of the week to indicate the overall intensity of the activity.	Mon	Mon	Mon	Mon
	Tue	Tue	Tue	Tue
	Wed	Wed	Wed	Wed
	Thurs	Thurs	Thurs	Thurs
	Fri	Fri	Fri	Fri
	Sat	Sat	Sat	Sat
	Sun	Sun	Sun	Sun
Time (HOW LONG) Write the amount of minutes you participated in the activity next to the day of the week.	Mon	Mon	Mon	Mon
	Tue	Tue	Tue	Tue
	Wed	Wed	Wed	Wed
	Thurs	Thurs	Thurs	Thurs
	Fri	Fri	Fri	Fri
	Sat	Sat	Sat	Sat
	Sun	Sun	Sun	Sun

Activity 3.16 Aerobic FITT Log From *Physical Best activity guide: Elementary level,* 2nd edition, by NASPE, 2005, Champaign, IL: Human Kinetics.

COURSE	PHYSICAL EDUCATION	**GRADE:**	GRADE 3 BENCHMARK ASSESSESSMENT FOR STANDARDS B-E-F
STATE STANDARD:	10.5.3 CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT	**TIME FRAME:**	
STANDARD STATEMENTS:	B- RECOGNIZE AND DESCRIBE THE CONCEPTS OF MOTOR SKILL DEVELOPMENT USING APPROPRIATE VOCABULARY E- KNOW AND DESCRIBE SCIENTIFIC PRINCIPLES THAT AFFECT MOVEMENT AND SKILLS USING APPROPRIATE VOCABULARY F- RECOGNIZE AND DESCRIBE GAME STRATEGIES USING APPROPRIATE VOCABULARY		

UNIT OF INSTRUCTION: MANIPULATIVE

OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
STANDARD STATEMENT B **OBJECTIVE:** IDENTIFY DEVELOPMENTAL DIFFERENCES • **DEVELOPMENTAL DIFFERENCES:** LEARNERS ARE AT DIFFERENT LEVELS IN THEIR MOTOR, COGNITIVE, AND EMOTIONAL, SOCIAL, AND PHYSICAL DEVELOPMENT. THE LEARNERS' DEVELOPMENTAL STATUS WILL AFFECT THEIR ABILITY TO LEARN OR IMPROVE. • *FACTORS* ▪ GROWTH ▪ DEVELOPMENT ▪ EXPERIENCE		• STATIONS IMPLEMENTING THE FOLLOWING MANIPULATIVE MOVEMENTS: ▪ THROWING AND CATCHING ▪ KICKING ▪ DRIBBLE ▪ STRIKING ▪ VOLLEYING ▪ PUNTING • BOWLING
OBJECTIVE: EVALUATE A PARTNERS SKILL	• EVALUATE A PARTNERS SKILL ▪ DID THEY USE CORRECT FORM? ▪ GIVE ONE PIECE OF FEEDBACK. ▪ IDENTIFY ONE CRITICAL ELEMENT. ▪ IDENTIFY ONE DEVELOPMENTAL DIFFERENCE A PERSON COULD EXPERIENCE.	
STANDARD STATEMENT E **OBJECTIVE:** DEFINE ROTATION AND HOW IT EFFECTS MOVEMENT • *FORCE* • *GRAVITY* • *FORCE ABSORPTION* • *BALANCE* • *ROTATION:* FORCE THAT PRODUCES MOVEMENT THAT OCCURS AROUND AN AXIS OR CENTER POINT (I.E. SPINNING, SWINGING, CIRCLING, TURNING, ROLLING, TWISTING, OR SOMERSAULTING)	• *GUIDED DISCOVERY STATIONS WITH WORKSHEET:* STUDENTS WILL EXPERIENCE EACH OF THE SCIENTIFIC PRINCIPLES AND HOW THEY EFFECT MOVEMENT.	• STATIONS IMPLEMENTING THE FOLLOWING MANIPULATIVE MOVES: ▪ THROWING AND CATCHING ▪ KICKING ▪ DRIBBLE ▪ STRIKING ▪ VOLLEYING ▪ PUNTING • BOWLING

	OBJECTIVE: EXAMINE THE SCIENTIFIC PRINCIPLES THAT EFFECT MOVEMENT AND SKILLS. • FORCE • GRAVITY • FORCE ABSORPTION • BALANCE • ROTATION **STANDARD STATEMENT F** **OBJECTIVE:** RECOGNIZE HOW TO DEFEND SPACE • **DEFENDING SPACE**: OPPOSING TEAM ATTEMPTS TO CLOSE OR REDUCE OPEN SPACE. • **REVIEW RULES OF PLAY** • **REVIEW OPEN SPACE** • **REVIEW PASSING AND RECEIVING**	• *RECIPROCAL CHECKLIST:* OBSERVE A PARTNER EMPLOYING GAMES STRATEGIES.	• STATIONS IMPLEMENTING THE FOLLOWING MANIPULATIVE MOVEMENTS: ▪ THROWING AND CATCHING ▪ KICKING ▪ DRIBBLE ▪ STRIKING ▪ VOLLEYING ▪ PUNTING • INVASION GAMES

ENRICHMENT:	• CREATE A MANIPULATIVE STATION WHERE THERE ARE THREE DIFFERENT LEVELS OF DIFFICULTY. • ASSIST OTHER STUDENTS. • CREATE A GAME UTILIZING OPEN SPACE, DEFENDING, PASSING, AND RECEIVING AND INCORPORATES RULES OF PLAY. • GIVE FEEDBACK ABOUT CORRECT FORM TO A PEER. • STUDENT WILL BRING IN A PICTURE OF THEM PARTICIPATING IN AN ACTIVITY THAT INCORPORATES MANIPULATIVE SKILLS AND SCIENTIFIC PRINCIPLES.
REMEDIATION:	• WORK WITH STUDENT WHO HAS MASTERED THE SKILL AND RECEIVE FEEDBACK REGARDING CORRECT FORM. • INDIVIDUAL WORK WITH THE TEACHER. • EXTENDED PRACTICE TIME FOR INDIVIDUAL OR GROUP. • EVALUATE WITH A PARTNER ANOTHER STUDENT'S PERFORMANCE.
RESOURCES:	*PHYSICAL EDUCATION METHODS FOR ELEMENTARY TEACHERS*, BY KATHERINE T. THOMAS, AMEILA M. LEE, JERRY R. THOMAS (2008), HUMAN KINETICS, CHAMPAIGN, IL *PHYSICAL BEST ACTIVITY GUIDE,* (2005) NASPE, HUMAN KINETICS, CHAMPAIGN, IL *PHYSICAL EDUCATION FOR LIFELONG FITNESS,* (2005) NASPE, HUMAN KINETICS, CHAMPAIGN, IL *ASSESSMENT STRATEGIES FOR ELEMENTARY PHYSICAL EDUCATION*, BY SUZANN SCHIEMER (2000) HUMAN KINETICS, CHAMPAIGN, IL *PHYSICAL EDUCATION ASSESSMENT TOOLKIT, BY* LIZ GILES-BROWN (2006) HUMAN KINETICS, CHAMPAIGN, IL *SELF-AND PEER-ASSESSMENTS FOR ELEMENTARY SCHOOL PHYSICAL EDUCATION, NANCY J. EGNER* MARKOS, (2007) NASPE PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION

Performer _____ Peer Teacher_____

Partner Skill for Throwing

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

PARTNER SKILL (THROWING)	**YES**	**NO**
1. STEP WITH OPPOSITE FOOT		
2. SIDE TO TARGET		
3. BALL CLOSE TO EAR		
4. BODY WEIGHT SHIFTS FORWARD		
5. POINT OPPOSITE HAND OR ELBOW TOWARD TARGET		
6. FOLLOW THROUGH TOWARD TARGET		

List one piece of feedback on how your partner performed?

_____

_____

What is a developmental difference a person could experience?

_____

10.5.3 – E

Name: _____

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

Station: _____	
Force	
Gravity	
Force absorption	
Balance	
Rotation	

Station: _____	
Force	
Gravity	
Force absorption	
Balance	
Rotation	

Station: _____	
Force	
Gravity	
Force absorption	
Balance	
Rotation	

Station: _____	
Force	
Gravity	
Force absorption	
Balance	
Rotation	

Station: _____	
Force	
Gravity	
Force absorption	
Balance	
Rotation	

10.5.3 – F

Directions: Watch your partner play during a game activity and evaluate their performance using the strategies below. Put a check mark in the "yes" box if he/she performed that strategy and put a check mark in the "no" box if he/she did not.

Name: _____

Strategy	**Yes**	**No**
Give and go		
Fake		
Dodge		
One on one (offense)		
Possession		
Move to offensive open space		
Man defense		
Zone(space) defense		
Play by rules		

Evaluator's signature: _____

Name: _____

Strategy	**Yes**	**No**
Give and go		
Fake		
Dodge		
One on one (offense)		
Possession		
Move to offensive open space		
Man defense		
Zone(space) defense		
Play by rules		

Evaluator's signature: _____

COURSE	PHYSICAL EDUCATION	GRADE:	GRADE 3 BENCHMARK ASSESSMENT FOR STANDARD A(AQUATICS) BENCHMARK ASSESSMENT FOR STANDARDS B-E-F
STATE STANDARD:	10.5.3 CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT	TIME FRAME:	
STANDARD STATEMENTS:	A - RECOGNIZE AND USE BASIC MOVEMENT SKILLS AND CONCEPTS B - RECOGNIZE AND DESCRIBE THE CONCEPTS OF MOTOR SKILL DEVELOPMENT USING APPROPRIATE VOCABULARY E - KNOW AND DESCRIBE SCIENTIFIC PRINCIPLES THAT AFFECT MOVEMENT AND SKILLS USING APPROPRIATE VOCABULARY F - RECOGNIZE AND DESCRIBE GAME STRATEGIES USING APPROPRIATE VOCABULARY		

UNIT OF INSTRUCTION: MOVEMENT

OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
STANDARD STATEMENT A		• AQUATICS
STANDARD STATEMENT B		
OBJECTIVE: IDENTIFY DEVELOPMENTAL DIFFERENCES • **DEVELOPMENTAL DIFFERENCES:** LEARNERS ARE AT DIFFERENT LEVELS IN THEIR MOTOR, COGNITIVE, AND EMOTIONAL, SOCIAL, AND PHYSICAL DEVELOPMENT. THE LEARNERS' DEVELOPMENTAL STATUS WILL AFFECT THEIR ABILITY TO LEARN OR IMPROVE. ▪ *FACTORS*: o GROWTH o DEVELOPMENT o EXPERIENCE		• LOCOMOTOR STATIONS • LOCOMOTOR GAMES • GYMNASTICS • TAGGING GAMES • TRAVERSING WALL • DANCE • AQUATICS • INVASION GAMES
OBJECTIVE: EVALUATE A PARTNER'S SKILL	• EVALUATE A PARTNER'S SKILL: ▪ DID THEY USE CORRECT FORM? ▪ GIVE ONE PIECE OF FEEDBACK ▪ IDENTIFY ONE CRITICAL ELEMENT ▪ IDENTIFY ONE DEVELOMENTAL DIFFERENCE A PERSON COULD EXPERIENCE.	
STANDARD STATEMENT E		
OBJECTIVE: DEFINE ROTATION AND HOW IT EFFECTS MOVEMENT • *FORCE* • *GRAVITY* • *FORCE ABSORPTION* • *BALANCE* • *ROTATION:* FORCE THAT PRODUCES MOVEMENT THAT OCCURS AROUND AN AXIS OR CENTER POINT (I.E. SPINNING, SWINGING, CIRCLING, TURNING, ROLLING, TWISTING, OR SOMERSAULTING)		• LOCOMOTOR STATIONS • LOCOMOTOR GAMES • GYMNASTICS • TAGGING GAMES • TRAVERSING WALL • DANCE • AQUATICS • INVASION GAMES

	OBJECTIVE: EXAMINE THE SCIENTIFIC PRINCIPLES THAT EFFECT MOVEMENT AND SKILLS • FORCE • GRAVITY • FORCE ABSORPTION • BALANCE • ROTATION **<u>STANDARD STATEMENT F</u>** **OBJECTIVE:** RECOGNIZE HOW TO DEFEND SPACE • **DEFENDING SPACE**: OPPOSING TEAM ATTEMPTS TO CLOSE OR REDUCE OPEN SPACE. • **REVIEW RULES OF PLAY** • **REVIEW OPEN SPACE** • **REVIEW GAME STRATEGY** • **REVIEW FAKING AND DODGING**	• *GUIDED DISCOVERY STATIONS WITH WORKSHEET:* STUDENTS WILL EXPERIENCE EACH OF THE SCIENTIFIC PRINCIPLES AND HOW THEY EFFECT MOVEMENT. • *RECIPROCAL CHECKLIST:* OBSERVE A PARTNER EMPLOYING GAMES STRATEGIES.	• LOCOMOTOR STATIONS • GYMNASTICS • INVASION GAMES

ENRICHMENT:	• CHOOSE A MOVEMENT AND CREATE A CHECKLIST TO EVALUATE A PERSON'S SKILL. • DRAW AND LABEL AN ACTIVITY THAT DEMONSTRATES THE FIVE SCIENTIFIC PRINCIPLES. • CREATE A STATION THAT DEMONSTRATES ON OF THE SCIENTIFIC PRINCIPLES.
REMEDIATION:	• WORK WITH STUDENT WHO HAS MASTERED THE SKILL. • INDIVIDUAL WORK WITH THE TEACHER. • EXTENDED PRACTICE TIME FOR INDIVIDUAL OR GROUP. • WORK WITH A PARTNER EVALUATING ANOTHER STUDENT'S PERFORMANCE.
RESOURCES:	*PHYSICAL EDUCATION METHODS FOR ELEMENTARY TEACHERS*, BY KATHERINE T. THOMAS, AMEILA M. LEE, JERRY R. THOMAS (2008), HUMAN KINETICS, CHAMPAIGN, IL *PHYSICAL BEST ACTIVITY GUIDE,* (2005) NASPE, HUMAN KINETICS, CHAMPAIGN, IL *PHYSICAL EDUCATION FOR LIFELONG FITNESS,* (2005) NASPE, HUMAN KINETICS, CHAMPAIGN, IL *ASSESSMENT STRATEGIES FOR ELEMENTARY PHYSICAL EDUCATION*, BY SUZANN SCHIEMER (2000) HUMAN KINETICS, CHAMPAIGN, IL *PHYSICAL EDUCATION ASSESSMENT TOOLKIT, BY* LIZ GILES-BROWN (2006) HUMAN KINETICS, CHAMPAIGN, IL *SELF-AND PEER-ASSESSMENTS FOR ELEMENTARY SCHOOL PHYSICAL EDUCATION, NANCY J. EGNER* MARKOS, (2007) NASPE PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION