COURSE	PHYSICAL EDUCATION	GRADE:	GRADE 5
STATE STANDARD:	10.4.6 PHYSICAL ACTIVITY	TIME FRAME:	
STANDARD STATEMENT:	B - EXPLAIN THE EFFECTS OF REGULAR PARTICIPATION IN MODERATE TO VIGOROUS PHYSICAL ACTIVITIES ON THE BODY SYSTEMS C - IDENTIFY AND APPLY WAYS TO MONITOR THE BODY'S RESPONSE TO MODERATE AND VIGOROUS PHYSICAL ACTIVITY.		

UNIT OF INSTRUCTION: FITNESS

OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
STANDARD STATEMENT B **OBJECTIVE:** IDENTIFY AND GIVE THE BASIC FUNCTION OF THE FOLLOWING SYSTEMS. • **CARDIOVASCULAR**: THIS SYSTEM INCLUDES THE HEART AND BLOOD VESSELS. THE HEART PUMPS THE BLOOD AND THE ARTERIES AND VEINS TRANSPORT IT. IT ALSO 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. • **RESPIRATORY SYSTEM**: THIS SYSTEM MOVES OXYGEN FROM THE OUTSIDE ENVIRONMENT INTO THE BODY AND THAN REMOVES CARBON DIOXIDE. IT INCLUDES THE NOSE, TRACHEA, LUNGS, AND BRONCHI. WHEN YOU BREATHE IN AIR ENTERS YOUR NOSE/MOUTH AND GOES INTO THE TRACHEA. THE TRACHEA BRANCHES INTO TWO BRONCHIAL TUBES WHICH GO TO THE LUNGS. THE PRIMARY BRONCHI BRANCHES OFF INTO SMALLER TUBES WHICH END IN THE ALVEOLI (AIR SACS). OXYGEN FOLLOWS THIS PATH AND ENTERS THE BLOOD STREAM. AT THE SAME CARBON DIOXIDE PASSES INTO THE LUNGS AND IS EXHALED. • **MUSCULAR SYSTEM**: THIS SYSTEM IS MADE UP OF TISSUES (MUSCLES) THAT WORK WITH THE SKELETAL SYSTEM TO CONTROL MOVEMENT OF THE BODY. MUSCLES ARE EITHER VOLUNTARY- MEANING YOU DECIDE TO MOVE THEM, OR INVOLUNTARY WHICH MOVE AUTOMATICALLY. THERE ARE THREE TYPES OF MUSCLES, THE SKELETAL, SMOOTH AND CARDIAC. THE SKELETAL MUSCLES MOVE THE BOY AND ARE VOLUNTARY. THE SMOOTH MUSCLES ARE INVOLUNTARY AND ARE LOCATED INSIDE ORGANS. THE CARDIAC MUSCLES ARE FOUND ONLY IN THE HEART AND ARE INVOLUNTARY. • **SKELETAL SYSTEM**: MADE UP OF BONES LIGAMENTS AND TENDONS. IT SHAPES THE BODY AND PROTECTS ORGANS. THIS SYSTEM WORKS WITH THE MUSCULAR SYSTEM TO MOVE THE BODY. • **ENDOCRINE**: THIS SYSTEM CONSISTS OF GLANDS AND HORMONES. GLANDS INCLUDE THE PITUITARY, THYROID, AND RELEASE HORMONES DIRECTLY INTO THE BLOODSTREAM. HORMONES ARE CHEMICALS THAT CONTROL BODY FUNCTIONS SUCH AS METABOLISM, GROWTH AND DEVELOPMENT.	• MATCHING SHEET TO MATCH THE SYSTEM TO THE FUNCTION. • TAKE A PHYSICAL ACTIVITY AND TELL HOW IT AFFECTS THE VARIOUS SYSTEMS OF THE BODY.	• CIRCUIT TRAINING • AEROBIC ACTIVITIES • ANAEROBIC ACTIVITIES • ADVENTURE ACTIVITIES • TAG GAMES • YOGA • HIKING • CLIMBING WALL

STANDARD STATEMENT C

OBJECTIVE: THE STUDENTS WILL MONITOR THEIR BODY'S RESPONSE TO PHYSICAL ACTIVITY.

- **HEART RATE MONITOR:** SENSES ELECTRICAL SIGNALS FROM YOUR HEART AND CALCULATES YOUR HEART RATE. THIS CAN BE DONE USING HANDHELD MONITORS OR MONITORS WORN ON THE BODY.

TARGET HEART RATE FOR CHILDREN UNDER 12	
RESTING HEART RATE	*TARGET HEART RATE*
60 OR LESS	130-179
61-65	132-180
66-70	134-180
71-75	136-181
76-80	139-182
81-85	142-183
86T	145-183

- **TYPES OF ACTIVITY AND TYPICAL HEART RATES**
  - LIGHT ACTIVITY (PLAYING AT THE COMPUTER OR PLAYING AN INSTRUMENT) HEART RATE AROUND 120
  - MODERATE(BRISK WALK OR YARD WORK) 120-140
  - VIGOROUS (JOG OR AEROBIC DANCE) 140-180
  - ANAEROBIC (SPRINTING OR SWIMMING FAST, LIFTING WEIGHTS) 180 OR ABOVE.

REGULAR PARTICIPATION IN MODERATE TO VIGOROUS ACTIVITY CAN LOWER YOUR RESTING HEART RATE.

- **BLOOD PRESSURE**: THIS IS THE PRESSURE OF BLOOD AGAINST THE ARTERIAL WALLS. TWO NUMBERS ARE RECORDED WHEN YOU TAKE YOUR BLOOD PRESSURE. THE FIRST NUMBER IS SYSTOLIC. THIS IS PEAK PRESSURE WHEN THE VENTRICLES CONTRACT. THE SECOND NUMBER IS DIASTOLIC. THIS IS THE PRESSURE WHEN THE HEART IS RELAXED. BLOOD PRESSURE GIVES YOU AN INDICATION OF HOW YOUR CIRCULATORY SYSTEM IS WORKING.

REGULAR PARTICIPATION IN MODERATE TO VIGOROUS ACTIVITY CAN LOWER YOUR BLOOD PRESSURE.

- MONITORING AND RECORDING HEART RATE AND BLOOD PRESSURE.
- FITNESSGRAM
- PERFORMANCE CHECKLIST
- FITNESS QUICK CHECK WORKSHEET
- HEART RATE LOG

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. • Go to nurse or Doctor's office and have blood pressure checked.
REMEDIATION:	• Review worksheet information about each system and write a paragraph summarizing the function of each. • Work with a partner to find heart rate using monitors.
RESOURCES:	*Fitness For Life: Middle School, by* Charles Corbin, Guy Le Masurier, Dolly Lambdin (2007), Human Kinetics, Champaign, IL. *Physical Education Assessment Toolkit,* by Elizabeth Giles-Brown (2006), Human Kinetics, Champaign, IL. *Dr. Saul's Biology in Motion (2005), Cardiovascular System,* Retrieved 6-25-08: http://www.biologyinmotion.com/cardio/index.html *Information please (2008)Your body systems,* Retrieved 6/25/2008: http://www.factmonster.com/ipka/A0774536.html *Intellimed International Corporation (2008) Cardiovascular System*, Retrieved 6/25/2008: http://www.innerbody.com/image/cardov/html Pennsylvania Department of Education Standards Aligned Systems: Health and Physical Education *Fitnessgram/Activitygram Test Administration Manual-4th Edition,* The cooper Institute (2007)

COURSE	PHYSICAL EDUCATION	GRADE:	GRADE 5
STATE STANDARD:	10.4.6 PHYSICAL ACTIVITY	TIME FRAME:	
STANDARD STATEMENTS:	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.		

UNIT OF INSTRUCTION: INVASION GAMES

OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
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. ▪ *TIME ON-TASK:* REFLECTS THE AMOUNT OF TIME YOU ARE ACTIVELY PARTICIPATING APPROPRIATELY IN AN ACTIVITY. GOOD TEACHERS AND COACHES MINIMIZE TIME WASTED BY HAVING AN ORGANIZED CLASS/PRACTICE. ▪ *SUCCESS ORIENTED ACTIVITIES:* THE MORE SKILL SUCCESS YOU EXPERIENCE THE MORE LIKELY YOU ARE TO LEARN THE SKILL. SUCCESS CAN MOTIVATE AN INDIVIDUAL TO PRACTICE. ▪ *VARIETY OF ACTIVITIES:* HELPS YOU IMPROVE MOTOR SKILLS THROUGH PRACTICE AND EXPERIENCE. ▪ *SCHOOL AND COMMUNITY RESOURCES:* BOTH SCHOOLS AND COMMUNITIES MAY PROVIDE INSTRUCTIONAL PROGRAMS THAT CAN HELP YOU LEARN ABOUT VARIOUS PHYSICAL ACTIVITIES. ▪ EXAMPLES OF SCHOOL RESOURCES INCLUDE: o BEFORE AND AFTER SCHOOL CLUBS o RECESS o VARSITY SPORTS o COURTS o FIELDS o POOLS ▪ EXAMPLES OF COMMUNITY RESOURCES: o COURTS o FIELDS o POOLS o SKATE PARKS	• LOG PRACTICE TIME AND SKILL IMPROVEMENT • QUIZ	• BASKETBALL • SOCCER • FOOTBALL

	○ NATURE TRAILS ○ FITNESS TRAILS ○ YMCA ○ FITNESS GYMS		
	STANDARD STATEMENT F **OBJECTIVE:** IDENTIFY AND DESCRIBE NEGATIVE AND POSITIVE INTERACTIONS OF GROUP MEMBERS IN PHYSICAL ACTIVITIES. • SKILLS TO BE A SUCCESSFUL GROUP MEMBER: ▪ DISPLAY POSITIVE AS OPPOSED TO NEGATIVE SKILLS IN THE FOLLOWING AREAS. ○ *LEADERSHIP:* TAKING THE LEAD IN ORGANIZING AND RUNNING YOUR GROUP. DOING WITHOUT BEING BOSSY OR MEAN. ○ *FOLLOWING:* ABLE TO 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 • EXAMPLES OF NEGATIVE INTERACTIONS WOULD INCLUDE: ▪ WINNING AT ALL COST ▪ INTIMIDATION OF OTHERS ▪ BULLYING ▪ AGGRESSION	• TEACHER OBSERVATION • STUDENTS CHART POSITIVE AND NEGATIVE INTERACTIONS DURING PLAY. • BRAINSTORM A T CHART • OPEN ENDED QUESTIONS	

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 CORBIN, GUY LE MASURIER, DOLLY LAMBDIN (2007), HUMAN KINETICS, CHAMPAIGN, IL. *PHYSICAL EDUCATION FOR LIFELONG FITNESS:* THE PHYSICAL BEST TEACHER'S GUIDE, (2005), NASPE, HUMAN KINETICS, CHAMPAIGN, IL. *PHYSICAL EDUCATION ASSESSMENT TOOLKIT,* BY ELIZABETH GILES-BROWN (2006), HUMAN KINETICS, CHAMPAIGN, IL. PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION

COURSE	PHYSICAL EDUCATION	GRADE:	GRADE 5 - BENCHMARK ASSESSMENT FOR STANDARD C
STATE STANDARD:	10.4.6 PHYSICAL ACTIVITY	TIME FRAME:	
STANDARD STATEMENTS:	B - EXPLAIN THE EFFECTS OF REGULAR PARTICIPATION IN MODERATE TO VIGOROUS PHYSICAL ACTIVITIES ON THE BODY SYSTEMS. C - IDENTIFY AND APPLY WAYS TO MONITOR THE BODIES RESPONSE TO MODERATE AND VIGOROUS PHYSICAL ACTIVITY.		

UNIT OF INSTRUCTION: NET/WALL GAMES

OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
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. ▪ *TIME ON-TASK:* REFLECTS THE AMOUNT OF TIME YOU ARE ACTIVELY PARTICIPATING APPROPRIATELY IN AN ACTIVITY. GOOD TEACHERS AND COACHES MINIMIZE TIME WASTED BY HAVING AN ORGANIZED CLASS/PRACTICE. ▪ *SUCCESS ORIENTED ACTIVITIES:* THE MORE SKILL SUCCESS YOU EXPERIENCE THE MORE LIKELY YOU ARE TO LEARN THE SKILL. SUCCESS CAN MOTIVATE AN INDIVIDUAL TO PRACTICE. ▪ *VARIETY OF ACTIVITIES:* HELPS YOU IMPROVE MOTOR SKILLS THROUGH PRACTICE AND EXPERIENCE. ▪ *SCHOOL AND COMMUNITY RESOURCES:* BOTH SCHOOLS AND COMMUNITIES MAY PROVIDE INSTRUCTIONAL PROGRAMS THAT CAN HELP YOU LEARN ABOUT VARIOUS PHYSICAL ACTIVITIES. ▪ EXAMPLES OF SCHOOL RESOURCES INCLUDE: o BEFORE AND AFTER SCHOOL CLUBS o RECESS o VARSITY SPORTS o COURTS o FIELDS o POOLS ▪ EXAMPLES OF COMMUNITY RESOURCES: o COURTS o FIELDS o POOLS o SKATE PARKS o NATURE TRAILS	• LOG PRACTICE TIME AND SKILL IMPROVEMENT • QUIZ	• VOLLEYBALL • STATIONS

	○ FITNESS TRAILS ○ YMCA ○ FITNESS GYMS **STANDARD STATEMENT F** **OBJECTIVE:** IDENTIFY AND DESCRIBE NEGATIVE AND POSITIVE INTERACTIONS OF GROUP MEMBERS IN PHYSICAL ACTIVITIES. • SKILLS TO BE A SUCCESSFUL GROUP MEMBER: ▪ DISPLAY POSITIVE AS OPPOSED TO NEGATIVE SKILLS IN THE FOLLOWING AREAS. ○ *LEADERSHIP:* TAKING THE LEAD IN ORGANIZING AND RUNNING YOUR GROUP. DOING WITHOUT BEING BOSSY OR MEAN. ○ *FOLLOWING:* ABLE TO 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 • EXAMPLES OF NEGATIVE INTERACTIONS WOULD INCLUDE: ▪ WINNING AT ALL COST ▪ INTIMIDATION OF OTHERS ▪ BULLYING ▪ AGGRESSION	• TEACHER OBSERVATION • STUDENTS CHART POSITIVE AND NEGATIVE INTERACTIONS DURING PLAY. • BRAINSTORM A T CHART • OPEN ENDED QUESTIONS	

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 CORBIN, GUY LE MASURIER, DOLLY LAMBDIN (2007), HUMAN KINETICS, CHAMPAIGN, IL. *PHYSICAL EDUCATION FOR LIFELONG FITNESS:* THE PHYSICAL BEST TEACHER'S GUIDE, (2005), NASPE, HUMAN KINETICS, CHAMPAIGN, IL. *PHYSICAL EDUCATION ASSESSMENT TOOLKIT,* BY ELIZABETH GILES-BROWN (2006), HUMAN KINETICS, CHAMPAIGN, IL. PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION

Name:_____ Date:_____
Standard 10.4.6.C

Heart Rate Log

Activity One	6 second heart rate	Heart rate monitor

Activity Two	6 second heart rate	Heart rate monitor

Activity Three	6 second heart rate	Heart rate monitor

Activity Four	6 second heart rate	Heart rate monitor

FORM 6.6 **Fitness Quick Check—Heart Rate**

Name _____ **Date** _____

Person A—This person leads a sedentary lifestyle. He or she is inactive, does not participate in any exercise activities, and makes unhealthful food choices.

Person B—This person is active, chooses to eat a healthful, balanced diet, and participates in regular cardiovascular physical fitness activities.

Persons A and B are about the same age, height, and weight.

1. Who is more likely to have a lower resting heart rate? _____
2. Explain your answer to the previous question. _____

_____

_____

_____

Scoring: The number of correct answers _____ divided by the number of possible answers _____ equals the percentage of correct answers _____.

FORM 6.6 **Fitness Quick Check—Heart Rate**

Name _____ **Date** _____

Person A—This person leads a sedentary lifestyle. He or she is inactive, does not participate in any exercise activities, and makes unhealthful food choices.

Person B—This person is active, chooses to eat a healthful, balanced diet, and participates in regular cardiovascular physical fitness activities.

Persons A and B are about the same age, height, and weight.

1. Who is more likely to have a lower resting heart rate? _____
2. Explain your answer to the previous question. _____

_____

_____

_____

Scoring: The number of correct answers _____ divided by the number of possible answers _____ equals the percentage of correct answers _____.

From Physical Education Assessment Toolkit by Liz Giles-Brown, 2006, Champaign, IL: Human Kinetics.

COURSE	PHYSICAL EDUCATION	GRADE:	GRADE 5 BENCHMARK ASSESSMENT FOR STANDARD E & F
STATE STANDARD:	10.4.6 PHYSICAL ACTIVITY	TIME FRAME:	
STANDARD STATEMENTS:	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.		

UNIT OF INSTRUCTION: STRIKING/FIELDING

OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
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. ▪ *TIME ON-TASK:* REFLECTS THE AMOUNT OF TIME YOU ARE ACTIVELY PARTICIPATING APPROPRIATELY IN AN ACTIVITY. GOOD TEACHERS AND COACHES MINIMIZE TIME WASTED BY HAVING AN ORGANIZED CLASS/PRACTICE. ▪ *SUCCESS ORIENTED ACTIVITIES:* THE MORE SKILL SUCCESS YOU EXPERIENCE THE MORE LIKELY YOU ARE TO LEARN THE SKILL. SUCCESS CAN MOTIVATE AN INDIVIDUAL TO PRACTICE. ▪ *VARIETY OF ACTIVITIES:* HELPS YOU IMPROVE MOTOR SKILLS THROUGH PRACTICE AND EXPERIENCE. ▪ *SCHOOL AND COMMUNITY RESOURCES:* BOTH SCHOOLS AND COMMUNITIES MAY PROVIDE INSTRUCTIONAL PROGRAMS THAT CAN HELP YOU LEARN ABOUT VARIOUS PHYSICAL ACTIVITIES. ▪ EXAMPLES OF SCHOOL RESOURCES INCLUDE: o BEFORE AND AFTER SCHOOL CLUBS o RECESS o VARSITY SPORTS o COURTS o FIELDS o POOLS ▪ EXAMPLES OF COMMUNITY RESOURCES: o COURTS o FIELDS o POOLS o SKATE PARKS	• LOG PRACTICE TIME AND SKILL IMPROVEMENT • QUIZ	• KICKBALL • TEE BALL • TETHERBALL • LEAD UP GAMES • MODIFIED GAMES

	○ NATURE TRAILS ○ FITNESS TRAILS ○ YMCA ○ FITNESS GYMS		
	STANDARD STATEMENT F **OBJECTIVE:** IDENTIFY AND DESCRIBE NEGATIVE AND POSITIVE INTERACTIONS OF GROUP MEMBERS IN PHYSICAL ACTIVITIES. • SKILLS TO BE A SUCCESSFUL GROUP MEMBER: ▪ DISPLAY POSITIVE AS OPPOSED TO NEGATIVE SKILLS IN THE FOLLOWING AREAS. ○ *LEADERSHIP:* TAKING THE LEAD IN ORGANIZING AND RUNNING YOUR GROUP. DOING WITHOUT BEING BOSSY OR MEAN. ○ *FOLLOWING:* ABLE TO 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 • EXAMPLES OF NEGATIVE INTERACTIONS WOULD INCLUDE: ▪ WINNING AT ALL COST ▪ INTIMIDATION OF OTHERS ▪ BULLYING ▪ AGGRESSION	• TEACHER OBSERVATION • STUDENTS CHART POSITIVE AND NEGATIVE INTERACTIONS DURING PLAY. • BRAINSTORM A T CHART • OPEN ENDED QUESTIONS	

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 CORBIN, GUY LE MASURIER, DOLLY LAMBDIN (2007), HUMAN KINETICS, CHAMPAIGN, IL. *PHYSICAL EDUCATION FOR LIFELONG FITNESS:* THE PHYSICAL BEST TEACHER'S GUIDE, (2005), NASPE, HUMAN KINETICS, CHAMPAIGN, IL. *PHYSICAL EDUCATION ASSESSMENT TOOLKIT,* BY ELIZABETH GILES-BROWN (2006), HUMAN KINETICS, CHAMPAIGN, IL. PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION

Name: _____ Date:_____
Standard 10.4.6.E

Motor Skill Improvement Quiz

Circle True or False:

1. More practice time will increase skill level. True False

2. An organized P.E. class will offer more practice time. True False

Multiple Choice:

1. A variety of activities will _____ skill level.
   a. Decrease
   b. Harm
   c. Improve

2. _____ oriented activities will improve skill level.
   a. Goal
   b. Success
   c. Danger

Matching:

1. ___ YMCA
2. ___ Nature trails
3. ___ Intramural
4. ___ Skate park
5. ___ Recess
6. ___ Varsity sports

A. School Resource

B. Community Resource

Name:_____ Date:_____
Standard 10.4.6.F

Group Interactions

Directions: Choose and complete four of the following open ended questions.

1. Rules are important because……

2. We can resolve conflicts respectfully by…..

3. I can show respect for individual differences by…..

4. The qualities of a leader are…..

5. The qualities of a follower are…..

Advanced (4)	Proficient (3)	Developing (2)	Unsatisfactory (1)
Completed four questions, providing at least three examples for each using complete sentences.	Completed four questions, providing two examples for each using complete sentences.	Completed four questions, providing one examples for each using complete sentences.	Completed less than four questions without providing examples

Adapted from *Physical Education Assessment Toolkit* by Liz Giles-Brown, 2006, Champaign, IL: Human Kinetics.

COURSE	PHYSICAL EDUCATION	GRADE:	GRADE 5
STATE STANDARD:	10.4.6 PHYSICAL ACTIVITY	TIME FRAME:	
STANDARD STATEMENTS:	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.		

UNIT OF INSTRUCTION: TARGET GAMES

OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
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. ▪ *TIME ON-TASK:* REFLECTS THE AMOUNT OF TIME YOU ARE ACTIVELY PARTICIPATING APPROPRIATELY IN AN ACTIVITY. GOOD TEACHERS AND COACHES MINIMIZE TIME WASTED BY HAVING AN ORGANIZED CLASS/PRACTICE. ▪ *SUCCESS ORIENTED ACTIVITIES:* THE MORE SKILL SUCCESS YOU EXPERIENCE THE MORE LIKELY YOU ARE TO LEARN THE SKILL. SUCCESS CAN MOTIVATE AN INDIVIDUAL TO PRACTICE. ▪ *VARIETY OF ACTIVITIES:* HELPS YOU IMPROVE MOTOR SKILLS THROUGH PRACTICE AND EXPERIENCE. ▪ *SCHOOL AND COMMUNITY RESOURCES:* BOTH SCHOOLS AND COMMUNITIES MAY PROVIDE INSTRUCTIONAL PROGRAMS THAT CAN HELP YOU LEARN ABOUT VARIOUS PHYSICAL ACTIVITIES. ▪ EXAMPLES OF SCHOOL RESOURCES INCLUDE: o BEFORE AND AFTER SCHOOL CLUBS o RECESS o VARSITY SPORTS o COURTS o FIELDS o POOLS ▪ EXAMPLES OF COMMUNITY RESOURCES: o COURTS o FIELDS o POOLS o SKATE PARKS	• LOG PRACTICE TIME AND SKILL IMPROVEMENT • QUIZ	• BOWLING • TARGET STATIONS

- NATURE TRAILS
- FITNESS TRAILS
- YMCA
- FITNESS GYMS

STANDARD STATEMENT F

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

- SKILLS TO BE A SUCCESSFUL GROUP MEMBER:
  - DISPLAY POSITIVE AS OPPOSED TO NEGATIVE SKILLS IN THE FOLLOWING AREAS.
    - *LEADERSHIP:* TAKING THE LEAD IN ORGANIZING AND RUNNING YOUR GROUP. DOING WITHOUT BEING BOSSY OR MEAN.
    - *FOLLOWING:* ABLE TO 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

- EXAMPLES OF NEGATIVE INTERACTIONS WOULD INCLUDE:
  - WINNING AT ALL COST
  - INTIMIDATION OF OTHERS
  - BULLYING
  - AGGRESSION

- TEACHER OBSERVATION
- STUDENTS CHART POSITIVE AND NEGATIVE INTERACTIONS DURING PLAY.
- BRAINSTORM A T CHART
- OPEN ENDED QUESTIONS

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 CORBIN, GUY LE MASURIER, DOLLY LAMBDIN (2007), HUMAN KINETICS, CHAMPAIGN, IL. *PHYSICAL EDUCATION FOR LIFELONG FITNESS:* THE PHYSICAL BEST TEACHER'S GUIDE, (2005), NASPE, HUMAN KINETICS, CHAMPAIGN, IL. *PHYSICAL EDUCATION ASSESSMENT TOOLKIT,* BY ELIZABETH GILES-BROWN (2006), HUMAN KINETICS, CHAMPAIGN, IL. PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION

COURSE	PHYSICAL EDUCATION	GRADE:	GRADE 5
STATE STANDARD:	10.5.6 CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT	TIME FRAME:	
STANDARD STATEMENT:	D - DESCRIBE AND APPLY THE PRINCIPLES OF EXERCISE TO THE COMPONENTS OF HEALTH-RELATED AND SKILL-RELATED FITNESS.		

UNIT OF INSTRUCTION: ADVENTURE ACTIVITIES

OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
STANDARD STATEMENT D **OBJECTIVE:** DESCRIBE AND APPLY THE PRINCIPLES OF EXERCISE TO THE COMPONENTS OF HEALTH-RELATED AND SKILL-RELATED FITNESS. • **DEFINE SKILL-RELATED FITNESS COMPONENTS:** ▪ *AGILITY:* A COMPONENT OF PHYSICAL FITNESS THAT RELATES TO THE ABILITY TO RAPIDLY CHANGE THE POSITION OF THE ENTIRE BODY IN SPACE WITH SPEED AND ACCURACY. ▪ *BALANCE:* A SKILL-RELATED COMPONENT OF PHYSICAL FITNESS THAT RELATES TO THE MAINTENANCE OF EQUILIBRIUM WHILE STATIONARY OR MOVING ▪ *COORDINATION:* A SKILL-RELATED COMPONENT OF PHYSICAL FITNESS THAT RELATES TO THE ABILITY TO USE THE SENSES TOGETHER WITH BODY PARTS IN PERFORMING MOTOR TASKS SMOOTHLY AND ACCURATELY. ▪ *POWER:* SKILL-RELATED COMPONENT OF PHYSICAL FITNESS THAT RELATES TO THE RATE AT WHICH ONE CAN PERFORM WORK ▪ *REACTION TIME:* A SKILL-RELATED COMPONENT OF PHYSICAL FITNESS THAT RELATES TO THE TIME ELAPSED BETWEEN STIMULATION AND THE BEGINNING OF THE RESPONSE TO IT. ▪ *SPEED:* SKILL-RELATED COMPONENT OF PHYSICAL FITNESS THAT RELATES TO THE ABILITY TO PERFORM A MOVEMENT OR COVER A DISTANCE IN A SHORT PERIOD OF TIME.	• STUDENTS TAKE A PHYSICAL ACTIVITY OF THEIR CHOICE. THEY MUST USE EXAMPLES FROM THAT ACTIVITY TO DEMONSTRATE THE 6 SKILL-RELATED FITNESS COMPONENTS. • RECIPROCAL • OPEN ENDED QUESTIONS (PG. 197)	• CLIMBING WALL • COOPERATIVE GAMES

ENRICHMENT:	
REMEDIATION:	
RESOURCES:	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.

COURSE	PHYSICAL EDUCATION	**GRADE:**	GRADE 5
STATE STANDARD:	10.5.6 CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT	**TIME FRAME:**	
STANDARD STATEMENT:	D - DESCRIBE AND APPLY THE PRINCIPLES OF EXERCISE TO THE COMPONENTS OF HEALTH-RELATED AND SKILL-RELATED FITNESS.		

UNIT OF INSTRUCTION: FITNESS

OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
STANDARD STATEMENT D **OBJECTIVE:** DESCRIBE AND APPLY THE PRINCIPLES OF EXERCISE TO THE COMPONENTS OF HEALTH-RELATED AND SKILL-RELATED FITNESS. **DEFINE SKILL-RELATED FITNESS COMPONENTS:** ▪ *AGILITY:* A COMPONENT OF PHYSICAL FITNESS THAT RELATES TO THE ABILITY TO RAPIDLY CHANGE THE POSITION OF THE ENTIRE BODY IN SPACE WITH SPEED AND ACCURACY. ▪ *BALANCE:* A SKILL-RELATED COMPONENT OF PHYSICAL FITNESS THAT RELATES TO THE MAINTENANCE OF EQUILIBRIUM WHILE STATIONARY OR MOVING. ▪ *COORDINATION:* A SKILL-RELATED COMPONENT OF PHYSICAL FITNESS THAT RELATES TO THE ABILITY TO USE THE SENSES TOGETHER WITH BODY PARTS IN PERFORMING MOTOR TASKS SMOOTHLY AND ACCURATELY. ▪ POWER: SKILL-RELATED COMPONENT OF PHYSICAL FITNESS THAT RELATES TO THE RATE AT WHICH ONE CAN PERFORM WORK. ▪ *REACTION TIME:* A SKILL-RELATED COMPONENT OF PHYSICAL FITNESS THAT RELATES TO THE TIME ELAPSED BETWEEN STIMULATION AND THE BEGINNING OF THE RESPONSE TO IT. ▪ *SPEED:* SKILL-RELATED COMPONENT OF PHYSICAL FITNESS THAT RELATES TO THE ABILITY TO PERFORM A MOVEMENT OR COVER A DISTANCE IN A SHORT PERIOD OF TIME.	• STUDENTS TAKE A PHYSICAL ACTIVITY OF THEIR CHOICE. THEY MUST USE EXAMPLES FROM THAT ACTIVITY TO DEMONSTRATE THE 6 SKILL-RELATED FITNESS COMPONENTS. • RECIPROCAL • OPEN ENDED QUESTIONS (PG. 197)	• CIRCUIT TRAINING • AEROBIC ACTIVITIES • ANAEROBIC ACTIVITIES

ENRICHMENT:	
REMEDIATION:	
RESOURCES:	PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION

COURSE	PHYSICAL EDUCATION	**GRADE:**	GRADE 5 BENCHMARK ASSESSMENT FOR STANDARD A-B
STATE STANDARD:	10.5.6 CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT	**TIME FRAME:**	
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. 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: INVASION GAMES

OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
STATE STANDARD A: **OBJECTIVE:** EXPLAIN AND EMPLOY THE BASIC MOVEMENT CONCEPTS TO CREATE MOVEMENT SEQUENCES AND ADVANCED SKILLS. • **MOVEMENT SKILLS:** REINFORCE • **MOVEMENT SEQUENCES (SERIAL SKILLS):** REINFORCE	• TEST • PERFORMANCE CHECKLIST • OBSERVATION ▪ DEMONSTRATE USE OF MOVEMENT SEQUENCES IN THREE DIFFERENT SITUATIONS.	• BASKETBALL • SOCCER • FOOTBALL • ULTIMATE BALL
STATE STANDARD B **OBJECTIVE:** IDENTIFY AND APPLY THE CONCEPTS OF MOTOR SKILL DEVELOPMENT TO A VARIETY OF BASIC SKILLS. • **RELEVANT CUES:** REINFORCE • **FEEDBACK:** REINFORCE • **MOVEMENT EFFICIENCY:** KNOWLEDGE OF YOUR BODY AND HOW TO BEST MOVE IN ANY GIVEN SITUATION. • **PRODUCT (OUTCOME/RESULT).** ▪ KNOWLEDGE OF PERFORMANCE PROVIDES INFORMATION RELATED TO THE PROCESS CHARACTERISTICS OF THE MOVEMENT. ▪ KNOWLEDGE OF RESULTS PROVIDES INFORMATION RELATED TO THE OUTCOME OF THE PERFORMANCE. THIS LOOKS AT THE ASPECTS OF ACCURACY, DISTANCE, SPEED, TIME, HEIGHT AND WEIGHT OF THE SKILL PERFORMED. • **TRANSFER BETWEEN SKILLS:** WHEN EXPERIENCES FROM A PREVIOUS SKILL HELP YOU LEARN A NEW SKILL IT IS CALLED POSITIVE TRANSFER. THE MORE SIMILARITIES IN BETWEEN THE PARTS OF TWO SKILLS, THE GREATER AMOUNT OF POSITIVE TRANSFER.	• MATCHING QUIZ ▪ *EXAMPLE:* AS A FOOTBALL QUARTERBACK, WHAT MOVEMENT SEQUENCE WOULD YOU USE?	

	STATE STANDARD E **OBJECTIVE:** REVIEW, RECOGNIZE AND PRACTICE SCIENTIFIC PRINCIPLES THAT AFFECT BASIC MOVEMENT AND SKILLS USING APPROPRIATE VOCABULARY. • **STATIC AND DYNAMIC BALANCE:** REINFORCE • **FLIGHT:** REINFORCE • **NEWTON'S LAWS OF MOTION:** ▪ *LAW OF INERTIA:* AN OBJECT IN MOTION CONTINUES IN MOTION AND AN OBJECT AT REST REMAINS AT REST UNLESS ACTED UPON BY A FORCE. ▪ *LAW OF ACCELERATION:* ACCELERATION OF AN OBJECT DEPENDS ON TWO THINGS: THE MASS OF AN OBJECT AND THE AMOUNT OF FORCE APPLIED. ○ *MORE FORCE:* GREATER ACCELERATION ○ *MORE MASS:* LESS ACCELERATION WITH EQUAL FORCE ➢ *MASS:* AMOUNT OF MATTER OR SUBSTANCE AN OBJECT IS MADE OF. ➢ *ACCELERATION:* ANY CHANGE IN MOTION OF AN OBJECT (SPEED OR DIRECTION) ▪ *LAW OF ACTION/REACTION:* FOR EVERY ACTION, THERE IS AN EQUAL AND OPPOSITE REACTION. • **APPLICATION OF FORCE:** THE AMOUNT OF ENERGY EXPENDED IN A MOVEMENT. DIRECTLY RELATED TO MASS. **STATE STANDARD F** **OBJECTIVE:** ANALYZE AND IMPLEMENT GAME STRATEGIES TO BASIC GAMES AND PHYSICAL ACTIVITIES. • **ONE ON ONE:** REINFORCE • **GIVE AND GO:** REINFORCE • **PEER COMMUNICATION:** REINFORCE **BASIC CONCEPTS FOR INVASION GAMES:** REINFORCE	• WRITTEN TEST • RECIPROCAL • SELF -HECK • *TEACHER OBSERVATION:* DEMONSTRATE BASIC SKILLS IN AT LEAST THREE DIFFERENT SITUATIONS/ACTIVITIES. • PROJECT IDENTIFYING SCIENTIFIC PRINCIPLES TO ACTIVITY OF CHOICE. • TEACHER OBSERVATION • DEMONSTRATION OF NEWTONS' LAWS OF MOTION. • PAGE 237 • OPEN ENDED QUESTIONS (PG. 198 – 203) • DEMONSTRATION OF GIVE AND GO IN THREE DIFFERENT ACTIVITIES.	

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 PROFESSSIONAL SPORTING EVENT AND LIST THE MOVEMENT SKILLS THAT WERE DEMONSTRATED. • ASSIST STUDENTS HAVNIG DIFFICULTUY 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 *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

FORM 5.10 **Mirrors**

Name _____

Many concepts can be applied to movement to make it more creative, interesting, challenging, and efficient. In some competitive situations, understanding and applying movement concepts can give you a competitive edge. By completing this assessment you will be able to demonstrate your understanding of mirroring movements while practicing the following skills or movements:

_____.

Directions: Design a movement sequence that meets the criteria for movements or skills, concepts, and transitions in the following rubric. By using the rubric as you work you can be sure that your sequence will meet or exceed the standard.

Score	Movements or skills	Concept	Transitions
4 Excellent work! You went above and beyond!	All movements or skills identified in the instructions are included in the sequence.	The sequence includes at least six different mirroring movements, and the movers are synchronized throughout the entire sequence.	Transitions between movements in the sequence are smooth. One movement flows without hesitation into another.
3 Good work. Everything is here!	Most of the movements or skills identified in the instructions are included in the sequence.	The sequence includes at least four or five different mirroring movements, and the movers are synchronized for most of the sequence.	Most transitions between movements are smooth, although slight hesitations occur at times.
2 Good attempt. Just a few things are missing. Would you like another try?	Some of the movements or skills identified in the instructions are included in the sequence.	The sequence includes two or three mirroring movements. The movers have difficulty keeping their movements synchronized.	Some transitions between movements are smooth. Noticeable hesitations interrupt the flow.
1 Let's be sure that you understand. I recommend that you try this one again. See me for more explanation.	Few of the movements or skills identified in the instructions are included in the sequence.	The sequence includes one mirroring movement. Little or no synchronization of movements occurs.	Few transitions between movements are smooth. Many hesitations interrupt the flow.

From Physical Education Assessment Toolkit by Liz Giles-Brown, 2006, Champaign, IL: Human Kinetics

FORM 4.1 **Skill Cues**

Name _____ **Date** _____

Directions: List three important skill cues for _____

_____

1. _____

2. _____

3. _____

Assessment:
information to self-assess your work before you hand it in.

4	Excellent work! You went above and beyond!	Three correct, complete, specific skill cues are provided. Artwork, specific examples, or details that support answers are included.
3	Good work. Everything is here!	Three correct, complete, specific skill cues are provided.
2	Good attempt. Just a few things are missing. Would you like to give it another try?	At least two of the skill cues provided are correct, complete, and specific.
1	Let's be sure that you understand. I recommend that you try this one again. See me for more explanation.	Fewer than two of the skill cues provided are complete, correct, and specific.

From Physical Education Assessment Toolkit by Liz Giles-Brown, 2006, Champaign, IL: Human Kinetics.

COURSE:	PHYSICAL EDUCATION	**GRADE:**	GRADE 5 BENCHMARK ASSESSMENT FOR STANDARD A
STATE STANDARD:	10.5.6 CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT	**TIME FRAME:**	
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. E - IDENTIFY AND USE SCIENTIFIC PRINCIPLES THAT AFFECT MOVEMENT AND SKILLS USING APPROPRIATE VOCABULARY.		

UNIT OF INSTRUCTION: MOVEMENT

OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES

STANDARD STATEMENT A:
 	
OBJECTIVE: EXPLAIN AND APPLY THE BASIC MOVEMENT SKILLS AND CONCEPTS TO CREATE AND PERFORM MOVEMENT SEQUENCES AND ADVANCED SKILLS.
 	
• **DEFINE MOVEMENT SKILLS:** PROFICIENCY IN PERFORMING NON LOCOMOTOR, LOCOMOTOR AND MANIPULATIVE MOVEMENTS THAT ARE THE FOUNDATION FOR PARTICIPATION IN PHYSICAL ACTIVITIES.
 	
• **DEFINE 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.
	• TEST
	• PERFORMANCE CHECKLIST
	• OBSERVATION
	  ▪ DEMONSTRATE USE OF MOVEMENT SEQUENCES IN THREE DIFFERENT SITUATIONS.
	• MATCHING QUIZ
	  ▪ *EXAMPLE:* AS A FOOTBALL QUARTERBACK, WHAT MOVEMENT SEQUENCE WOULD YOU USE?
		• DANCE
		• GYMNASTICS
		• TRACK & FIELD

STANDARD STATEMENT B: **OBJECTIVE:** IDENTIFY AND APPLY THE CONCEPTS OF MOTOR SKILL DEVELOPMENT TO A VARIETY OF BASIC SKILLS. • **REVIEW SELECTING RELEVANT CUES:** THE CUES THAT YOU MUST PAY ATTENTION TO FOR SUCCESSFUL SKILL EXECUTION. • **REVIEW 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.	• WRITTEN TEST • RECIPROCAL • SELF-CHECK • TEACHER OBSERVATION ▪ DEMONSTRATE BASIC SKILLS IN AT LEAST THREE DIFFERENT SITUATIONS/ACTIVITIES.	▪ DANCE ▪ GYMNASTICS ▪ TRACK & FIELD

	• **Define movement efficiency:** Knowledge of your body and how to best move in any given situation. • **Define Product (outcome/result):** ▪ Knowledge of performance provides information related to the process characteristics of the movement. ▪ Knowledge of results provides information related to the outcome of the performance. This looks at the aspects of accuracy, distance, speed, time, height and weight of the skill performed. • **Define transfer between skills:** When experiences from a previous skill help you learn a new skill it is called positive transfer. The more similarities in between the parts of two skills, the greater amount of positive transfer. **<u>STANDARD STATEMENT E</u>** **OBJECTIVE:** Identify And Use Scientific Principles That Affect Movement And Skills Using Appropriate Vocabulary. • **Define Newton's Laws of motion:** ▪ *Law of Inertia:* An object in motion continues in motion and an object at rest remains at rest unless acted upon by a force. ▪ *Law of Acceleration:* Acceleration of an object depends on two things: the mass of an object and the amount of force applied. ○ More force – greater acceleration ○ More mass – less acceleration with equal force ➢ *Mass:* amount of matter or substance an object is made of. ➢ *Acceleration:* any change in motion of an object (speed or direction). ▪ *Law of Action/Reaction:* For every action, there is an equal and opposite reaction. • **Define Application of force:** The amount of energy expended in a movement. Directly related to mass	• Project identifying scientific principles to activity of choice. • Teacher observation • Demonstration of Newton's laws of motion. • Pg. 237	• Dance • Gymnastics • Track & Field • Aquatics

ENRICHMENT:	
REMEDIATION:	
RESOURCES:	PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION

5th GRADE MOVEMENT ASSESSMENT 10.5.6-A

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

Place the corresponding letter for the dance with the appropriate description. Answers may be used more than once. Each question may have more than one correct response.

A. Hand Jive B. Electric Slide C. Macarena D. Cotton Eye Joe E. Alley Cat

1.	Includes hand movements:	
2.	Done in a line formation:	
3.	Increase in speed:	
4.	Stationary dance:	
5.	Change in direction:	
6.	American dance:	
7.	Hispanic dance:	
8.	Your favorite dance:	
9.	Movements are mostly done in sets of **two:**	
10.	Movements are done mostly in sets of **four:**	

DY/bal

COURSE	PHYSICAL EDUCATION	GRADE:	GRADE 5 BENCHMARK ASSESSMENT FOR STANDARDS A-B
STATE STANDARD:	10.5.6 CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT	TIME FRAME:	
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. 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	ASSESSMENT	LEARNING ACTIVITIES
STATE STANDARD A: **OBJECTIVE:** EXPLAIN AND EMPLOY THE BASIC MOVEMENT CONCEPTS TO CREATE MOVEMENT SEQUENCES AND ADVANCED SKILLS. • **MOVEMENT SKILLS:** REINFORCE • **MOVEMENT SEQUENCES (SERIAL SKILLS):** REINFORCE	• TEST • PERFORMANCE CHECKLIST • OBSERVATION ▪ DEMONSTRATE USE OF MOVEMENT SEQUENCES IN THREE DIFFERENT SITUATIONS.	• VOLLEYBALL • NET/WALL STATIONS
STATE STANDARD B **OBJECTIVE:** IDENTIFY AND APPLY THE CONCEPTS OF MOTOR SKILL DEVELOPMENT TO A VARIETY OF BASIC SKILLS. • **RELEVANT CUES:** REINFORCE • **FEEDBACK:** REINFORCE • **MOVEMENT EFFICIENCY:** KNOWLEDGE OF YOUR BODY AND HOW TO BEST MOVE IN ANY GIVEN SITUATION. • **PRODUCT (OUTCOME/RESULT).** ▪ KNOWLEDGE OF PERFORMANCE PROVIDES INFORMATION RELATED TO THE PROCESS CHARACTERISTICS OF THE MOVEMENT. ▪ KNOWLEDGE OF RESULTS PROVIDES INFORMATION RELATED TO THE OUTCOME OF THE PERFORMANCE. THIS LOOKS AT THE ASPECTS OF ACCURACY, DISTANCE, SPEED, TIME, HEIGHT AND WEIGHT OF THE SKILL PERFORMED. • **TRANSFER BETWEEN SKILLS:** WHEN EXPERIENCES FROM A PREVIOUS SKILL HELP YOU LEARN A NEW SKILL IT IS CALLED POSITIVE TRANSFER. THE MORE SIMILARITIES IN BETWEEN THE PARTS OF TWO SKILLS, THE GREATER AMOUNT OF POSITIVE TRANSFER.	• MATCHING QUIZ ▪ *EXAMPLE:* AS A FOOTBALL QUARTERBACK, WHAT MOVEMENT SEQUENCE WOULD YOU USE?	

	STATE STANDARD E **OBJECTIVE:** REVIEW, RECOGNIZE AND PRACTICE SCIENTIFIC PRINCIPLES THAT AFFECT BASIC MOVEMENT AND SKILLS USING APPROPRIATE VOCABULARY. • **STATIC AND DYNAMIC BALANCE:** REINFORCE • **FLIGHT:** REINFORCE • **NEWTON'S LAWS OF MOTION:** ▪ *LAW OF INERTIA:* AN OBJECT IN MOTION CONTINUES IN MOTION AND AN OBJECT AT REST REMAINS AT REST UNLESS ACTED UPON BY A FORCE. ▪ *LAW OF ACCELERATION:* ACCELERATION OF AN OBJECT DEPENDS ON TWO THINGS: THE MASS OF AN OBJECT AND THE AMOUNT OF FORCE APPLIED. ○ *MORE FORCE:* GREATER ACCELERATION ○ *MORE MASS:* LESS ACCELERATION WITH EQUAL FORCE ➢ *MASS:* AMOUNT OF MATTER OR SUBSTANCE AN OBJECT IS MADE OF. ➢ *ACCELERATION:* ANY CHANGE IN MOTION OF AN OBJECT (SPEED OR DIRECTION) ▪ *LAW OF ACTION/REACTION:* FOR EVERY ACTION, THERE IS AN EQUAL AND OPPOSITE REACTION. • **APPLICATION OF FORCE:** THE AMOUNT OF ENERGY EXPENDED IN A MOVEMENT. DIRECTLY RELATED TO MASS. **STATE STANDARD F** **OBJECTIVE:** ANALYZE AND IMPLEMENT GAME STRATEGIES TO BASIC GAMES AND PHYSICAL ACTIVITIES. • **ONE ON ONE:** REINFORCE • **GIVE AND GO:** REINFORCE • **PEER COMMUNICATION:** REINFORCE **BASIC CONCEPTS FOR NET/WALL GAMES:** REINFORCE	• WRITTEN TEST • RECIPROCAL • SELF-CHECK • *TEACHER OBSERVATION:* DEMONSTRATE BASIC SKILLS IN AT LEAST THREE DIFFERENT SITUATIONS/ACTIVITIES. • PROJECT IDENTIFYING SCIENTIFIC PRINCIPLES TO ACTIVITY OF CHOICE. • TEACHER OBSERVATION • DEMONSTRATION OF NEWTONS' LAWS OF MOTION. • PAGE 237 • OPEN ENDED QUESTIONS (PG. 198 – 203) • DEMONSTRATION OF GIVE AND GO IN THREE DIFFERENT ACTIVITIES.	

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 PROFESSSIONAL SPORTING EVENT AND LIST THE MOVEMENT SKILLS THAT WERE DEMONSTRATED. • ASSIST STUDENTS HAVNIG DIFFICULTUY 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 *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

COURSE	PHYSICAL EDUCATION	GRADE:	GRADE 5 BENCHMARK ASSESSMENT FOR STANDARDS A-B
STATE STANDARD:	10.5.6 CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT	TIME FRAME:	
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. 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: STRIKING/FIELDING GAMES

OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
STATE STANDARD A: **OBJECTIVE:** EXPLAIN AND EMPLOY THE BASIC MOVEMENT CONCEPTS TO CREATE MOVEMENT SEQUENCES AND ADVANCED SKILLS. • **MOVEMENT SKILLS:** REINFORCE • **MOVEMENT SEQUENCES (SERIAL SKILLS):** REINFORCE	• TEST • PERFORMANCE CHECKLIST • OBSERVATION ▪ DEMONSTRATE USE OF MOVEMENT SEQUENCES IN THREE DIFFERENT SITUATIONS.	• KICKBALL • TEE-BALL • TETHER BALL • STRIKING/FIELDING STATIONS
STATE STANDARD B **OBJECTIVE:** IDENTIFY AND APPLY THE CONCEPTS OF MOTOR SKILL DEVELOPMENT TO A VARIETY OF BASIC SKILLS. • **RELEVANT CUES:** REINFORCE • **FEEDBACK:** REINFORCE • **MOVEMENT EFFICIENCY:** KNOWLEDGE OF YOUR BODY AND HOW TO BEST MOVE IN ANY GIVEN SITUATION. • **PRODUCT (OUTCOME/RESULT).** ▪ KNOWLEDGE OF PERFORMANCE PROVIDES INFORMATION RELATED TO THE PROCESS CHARACTERISTICS OF THE MOVEMENT. ▪ KNOWLEDGE OF RESULTS PROVIDES INFORMATION RELATED TO THE OUTCOME OF THE PERFORMANCE. THIS LOOKS AT THE ASPECTS OF ACCURACY, DISTANCE, SPEED, TIME, HEIGHT AND WEIGHT OF THE SKILL PERFORMED. • **TRANSFER BETWEEN SKILLS:** WHEN EXPERIENCES FROM A PREVIOUS SKILL HELP YOU LEARN A NEW SKILL IT IS CALLED POSITIVE TRANSFER. THE MORE SIMILARITIES IN BETWEEN THE PARTS OF TWO SKILLS, THE GREATER AMOUNT OF POSITIVE TRANSFER.	• MATCHING QUIZ ▪ *EXAMPLE:* AS A FIELDER, WHAT MOVEMENT SEQUENCE WOULD YOU USE? • WRITTEN TEST • RECIPROCAL • SELF CHECK • *TEACHER OBSERVATION:* DEMONSTRATE BASIC SKILLS IN AT LEAST THREE DIFFERENT SITUATIONS/ACTIVITIES.	

	STATE STANDARD E **OBJECTIVE:** REVIEW, RECOGNIZE AND PRACTICE SCIENTIFIC PRINCIPLES THAT AFFECT BASIC MOVEMENT AND SKILLS USING APPROPRIATE VOCABULARY. • **STATIC AND DYNAMIC BALANCE:** REINFORCE • **NEWTON'S LAWS OF MOTION:** ▪ *LAW OF INERTIA:* AN OBJECT IN MOTION CONTINUES IN MOTION AND AN OBJECT AT REST REMAINS AT REST UNLESS ACTED UPON BY A FORCE. ▪ *LAW OF ACCELERATION:* ACCELERATION OF AN OBJECT DEPENDS ON TWO THINGS: THE MASS OF AN OBJECT AND THE AMOUNT OF FORCE APPLIED. ○ MORE FORCE : GREATER ACCELERATION ○ MORE MASS: LESS ACCELERATION WITH EQUAL FORCE ➢ *MASS:* AMOUNT OF MATTER OR SUBSTANCE AN OBJECT IS MADE OF. ➢ *ACCELERATION:* ANY CHANGE IN MOTION OF AN OBJECT (SPEED OR DIRECTION) ▪ *LAW OF ACTION/REACTION:* FOR EVERY ACTION, THERE IS AN EQUAL AND OPPOSITE REACTION. • **APPLICATION OF FORCE:** THE AMOUNT OF ENERGY EXPENDED IN A MOVEMENT. DIRECTLY RELATED TO MASS. **STATE STANDARD F** **OBJECTIVE:** ANALYZE AND IMPLEMENT GAME STRATEGIES TO BASIC GAMES AND PHYSICAL ACTIVITIES. • **PEER COMMUNICATION:** REINFORCE **BASIC CONCEPTS FOR STRIKING/FIELDING GAMES:** REINFORCE	• PROJECT IDENTIFYING SCIENTIFIC PRINCIPLES TO ACTIVITY OF CHOICE. • TEACHER OBSERVATION • DEMONSTRATION OF NEWTONS' LAWS OF MOTION. • PAGE 237 • OPEN ENDED QUESTIONS (PG. 198 – 203)	

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 PROFESSSIONAL SPORTING EVENT AND LIST THE MOVEMENT SKILLS THAT WERE DEMONSTRATED. • ASSIST STUDENTS HAVNIG DIFFICULTUY 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 *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

FORM 5.10 **Mirrors**

Name _____

Many concepts can be applied to movement to make it more creative, interesting, challenging, and efficient. In some competitive situations, understanding and applying movement concepts can give you a competitive edge. By completing this assessment you will be able to demonstrate your understanding of mirroring movements while practicing the following skills or movements:

_____.

Directions: Design a movement sequence that meets the criteria for movements or skills, concepts, and transitions in the following rubric. By using the rubric as you work you can be sure that your sequence will meet or exceed the standard.

Score	Movements or skills	Concept	Transitions
4 Excellent work! You went above and beyond!	All movements or skills identified in the instructions are included in the sequence.	The sequence includes at least six different mirroring movements, and the movers are synchronized throughout the entire sequence.	Transitions between movements in the sequence are smooth. One movement flows without hesitation into another.
3 Good work. Everything is here!	Most of the movements or skills identified in the instructions are included in the sequence.	The sequence includes at least four or five different mirroring movements, and the movers are synchronized for most of the sequence.	Most transitions between movements are smooth, although slight hesitations occur at times.
2 Good attempt. Just a few things are missing. Would you like another try?	Some of the movements or skills identified in the instructions are included in the sequence.	The sequence includes two or three mirroring movements. The movers have difficulty keeping their movements synchronized.	Some transitions between movements are smooth. Noticeable hesitations interrupt the flow.
1 Let's be sure that you understand. I recommend that you try this one again. See me for more explanation.	Few of the movements or skills identified in the instructions are included in the sequence.	The sequence includes one mirroring movement. Little or no synchronization of movements occurs.	Few transitions between movements are smooth. Many hesitations interrupt the flow.

From Physical Education Assessment Toolkit by Liz Giles-Brown, 2006, Champaign, IL: Human Kinetics.

FORM 4.1 **Skill Cues**

Name _____ **Date** _____

Directions: List three important skill cues for _____

_____

1. _____

2. _____

3. _____

Assessment:
information to self-assess your work before you hand it in.

4	Excellent work! You went above and beyond!	Three correct, complete, specific skill cues are provided. Artwork, specific examples, or details that support answers are included.
3	Good work. Everything is here!	Three correct, complete, specific skill cues are provided.
2	Good attempt. Just a few things are missing. Would you like to give it another try?	At least two of the skill cues provided are correct, complete, and specific.
1	Let's be sure that you understand. I recommend that you try this one again. See me for more explanation.	Fewer than two of the skill cues provided are complete, correct, and specific.

From Physical Education Assessment Toolkit by Liz Giles-Brown, 2006, Champaign, IL: Human Kinetics.

COURSE	PHYSICAL EDUCATION	GRADE:	GRADE 5
STATE STANDARD:	10.5.6 CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT	TIME FRAME:	
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. 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: TACTICAL GAMES

OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
STATE STANDARD A: **OBJECTIVE:** EXPLAIN AND APPLY THE BASIC MOVEMENT SKILLS AND CONCEPTS TO CREATE AND PERFORM MOVEMENT SEQUENCES AND ADVANCED SKILLS. • **DEFINE MOVEMENT SKILLS:** PROFICIENCY IN PERFORMING NON LOCOMOTOR, LOCOMOTOR AND MANIPULATIVE MOVEMENTS THAT ARE THE FOUNDATION FOR PARTICIPATION IN PHYSICAL ACTIVITIES. • **DEFINE 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.	• TEST • PERFORMANCE CHECKLIST • OBSERVATION ▪ DEMONSTRATE USE OF MOVEMENT SEQUENCES IN THREE DIFFERENT SITUATIONS. • MATCHING QUIZ ▪ *EXAMPLE:* AS A FOOTBALL QUARTERBACK, WHAT MOVEMENT SEQUENCE WOULD YOU USE?	• STRIKING/FIELDING • INVASION • NET/WALL • TARGET
STATE STANDARD B **OBJECTIVE:** IDENTIFY AND APPLY THE CONCEPTS OF MOTOR SKILL DEVELOPMENT TO A VARIETY OF BASIC SKILLS. • **REVIEW SELECTING RELEVANT CUES:** THE CUES THAT YOU MUST PAY ATTENTION TO FOR SUCCESSFUL SKILL EXECUTION. • **REVIEW 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.	• WRITTEN TEST • RECIPROCAL • SELF CHECK • *TEACHER OBSERVATION:* DEMONSTRATE BASIC SKILLS IN AT LEAST THREE DIFFERENT SITUATIONS/ACTIVITIES.	

	• **DEFINE MOVEMENT EFFICIENCY:** KNOWLEDGE OF YOUR BODY AND HOW TO BEST MOVE IN ANY GIVEN SITUATION.
	
	• **DEFINE PRODUCT (OUTCOME/RESULT).**
	  ▪ KNOWLEDGE OF PERFORMANCE PROVIDES INFORMATION RELATED TO THE PROCESS CHARACTERISTICS OF THE MOVEMENT.
	  ▪ KNOWLEDGE OF RESULTS PROVIDES INFORMATION RELATED TO THE OUTCOME OF THE PERFORMANCE. THIS LOOKS AT THE ASPECTS OF ACCURACY, DISTANCE, SPEED, TIME, HEIGHT AND WEIGHT OF THE SKILL PERFORMED.
	
	• **DEFINE TRANSFER BETWEEN SKILLS:** WHEN EXPERIENCES FROM A PREVIOUS SKILL HELP YOU LEARN A NEW SKILL IT IS CALLED POSITIVE TRANSFER. THE MORE SIMILARITIES IN BETWEEN THE PARTS OF TWO SKILLS, THE GREATER AMOUNT OF POSITIVE TRANSFER.
	
	<u>STATE STANDARD E</u>
	
	OBJECTIVE: IDENTIFY AND USE SCIENTIFIC PRINCIPLES THAT AFFECT BASIC MOVEMENT AND SKILLS USING APPROPRIATE VOCABULARY.
	
	• **DEFINE NEWTON'S LAWS OF MOTION:**
	
	  ▪ *LAW OF INERTIA:* AN OBJECT IN MOTION CONTINUES IN MOTION AND AN OBJECT AT REST REMAINS AT REST UNLESS ACTED UPON BY A FORCE.
	
	  ▪ *LAW OF ACCELERATION:* ACCELERATION OF AN OBJECT DEPENDS ON TWO THINGS: THE MASS OF AN OBJECT AND THE AMOUNT OF FORCE APPLIED.
	  ○ MORE FORCE – GREATER ACCELERATION
	  ○ MORE MASS – LESS ACCELERATION WITH EQUAL FORCE
	  ⮚ *MASS:* AMOUNT OF MATTER OR SUBSTANCE AN OBJECT IS MADE OF.
	  ⮚ *ACCELERATION:* ANY CHANGE IN MOTION OF AN OBJECT (SPEED OR DIRECTION)
	
	  ▪ *LAW OF ACTION/REACTION:* FOR EVERY ACTION, THERE IS AN EQUAL AND OPPOSITE REACTION.
	
	• **DEFINE APPLICATION OF FORCE:** THE AMOUNT OF ENERGY EXPENDED IN A MOVEMENT. DIRECTLY RELATED TO MASS.
		• PROJECT IDENTIFYING SCIENTIFIC PRINCIPLES TO ACTIVITY OF CHOICE.
		• TEACHER OBSERVATION
		• DEMONSTRATION OF NEWTONS' LAWS OF MOTION.
		• PAGE 237
			• STRIKING/FIELDING
			• INVASION
			• NET/WALL
			• TARGET

	STATE STANDARD F **OBJECTIVE:** IDENTIFY AND APPLY GAME STRATEGIES TO BASIC GAMES AND PHYSICAL ACTIVITIES. • **DEFINE 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. • **DEFINE PEER COMMUNICATION:** THE ABILITY TO COMMUNICATE VERBALLY/NONVERBALLY WITH YOUR TEAMMATES.	• OPEN ENDED QUESTIONS (PG. 198 – 203) • DEMONSTRATION OF GIVE AND GO IN THREE DIFFERENT ACTIVITIES.	• INVASION GAMES

ENRICHMENT:	
REMEDIATION:	
RESOURCES:	PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION

COURSE	PHYSICAL EDUCATION	GRADE:	GRADE 5 BENCHMARK ASSESSMENT FOR STANDARDS A-B
STATE STANDARD:	10.5.6 CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT	TIME FRAME:	
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. 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: TARGET GAMES

OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
STATE STANDARD A: **OBJECTIVE:** EXPLAIN AND EMPLOY THE BASIC MOVEMENT CONCEPTS TO CREATE MOVEMENT SEQUENCES AND ADVANCED SKILLS. • **MOVEMENT SKILLS:** REINFORCE • **MOVEMENT SEQUENCES (SERIAL SKILLS):** REINFORCE	• TEST • PERFORMANCE CHECKLIST • OBSERVATION ▪ DEMONSTRATE USE OF MOVEMENT SEQUENCES IN THREE DIFFERENT SITUATIONS.	• BOWLING • TARGET STATIONS
STATE STANDARD B **OBJECTIVE:** IDENTIFY AND APPLY THE CONCEPTS OF MOTOR SKILL DEVELOPMENT TO A VARIETY OF BASIC SKILLS. • **RELEVANT CUES:** REINFORCE • **FEEDBACK:** REINFORCE • **MOVEMENT EFFICIENCY:** KNOWLEDGE OF YOUR BODY AND HOW TO BEST MOVE IN ANY GIVEN SITUATION. • **PRODUCT (OUTCOME/RESULT).** ▪ KNOWLEDGE OF PERFORMANCE PROVIDES INFORMATION RELATED TO THE PROCESS CHARACTERISTICS OF THE MOVEMENT. ▪ KNOWLEDGE OF RESULTS PROVIDES INFORMATION RELATED TO THE OUTCOME OF THE PERFORMANCE. THIS LOOKS AT THE ASPECTS OF ACCURACY, DISTANCE, SPEED, TIME, HEIGHT AND WEIGHT OF THE SKILL PERFORMED. • **TRANSFER BETWEEN SKILLS:** WHEN EXPERIENCES FROM A PREVIOUS SKILL HELP YOU LEARN A NEW SKILL IT IS CALLED POSITIVE TRANSFER. THE MORE SIMILARITIES IN BETWEEN THE PARTS OF TWO SKILLS, THE GREATER AMOUNT OF POSITIVE TRANSFER.	• MATCHING QUIZ ▪ *EXAMPLE:* AS A BOWLER, WHAT MOVEMENT SEQUENCE WOULD YOU USE? • WRITTEN TEST • RECIPROCAL • SELF CHECK • *TEACHER OBSERVATION:* DEMONSTRATE BASIC SKILLS IN AT LEAST THREE DIFFERENT SITUATIONS/ACTIVITIES.	

	STATE STANDARD E **OBJECTIVE:** REVIEW, RECOGNIZE AND PRACTICE SCIENTIFIC PRINCIPLES THAT AFFECT BASIC MOVEMENT AND SKILLS USING APPROPRIATE VOCABULARY. • **STATIC AND DYNAMIC BALANCE:** REINFORCE • **NEWTON'S LAWS OF MOTION:** ▪ *LAW OF INERTIA:* AN OBJECT IN MOTION CONTINUES IN MOTION AND AN OBJECT AT REST REMAINS AT REST UNLESS ACTED UPON BY A FORCE. ▪ *LAW OF ACCELERATION:* ACCELERATION OF AN OBJECT DEPENDS ON TWO THINGS: THE MASS OF AN OBJECT AND THE AMOUNT OF FORCE APPLIED. ○ *MORE FORCE:* GREATER ACCELERATION ○ *MORE MASS:* LESS ACCELERATION WITH EQUAL FORCE ➢ *MASS:* AMOUNT OF MATTER OR SUBSTANCE AN OBJECT IS MADE OF. ➢ *ACCELERATION:* ANY CHANGE IN MOTION OF AN OBJECT (SPEED OR DIRECTION) ▪ *LAW OF ACTION/REACTION:* FOR EVERY ACTION, THERE IS AN EQUAL AND OPPOSITE REACTION. • **APPLICATION OF FORCE:** THE AMOUNT OF ENERGY EXPENDED IN A MOVEMENT. DIRECTLY RELATED TO MASS. **STATE STANDARD F** **OBJECTIVE:** ANALYZE AND IMPLEMENT GAME STRATEGIES TO BASIC GAMES AND PHYSICAL ACTIVITIES. • **PEER COMMUNICATION:** REINFORCE **BASIC CONCEPTS FOR TARGET GAMES:** REINFORCE	• PROJECT IDENTIFYING SCIENTIFIC PRINCIPLES TO ACTIVITY OF CHOICE. • TEACHER OBSERVATION • DEMONSTRATION OF NEWTONS' LAWS OF MOTION. • PAGE 237 • OPEN ENDED QUESTIONS (PG. 198 – 203)	

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 PROFESSSIONAL SPORTING EVENT AND LIST THE MOVEMENT SKILLS THAT WERE DEMONSTRATED. • ASSIST STUDENTS HAVNIG DIFFICULTUY 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 *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

FORM 5.10 **Mirrors**

Name _____

Many concepts can be applied to movement to make it more creative, interesting, challenging, and efficient. In some competitive situations, understanding and applying movement concepts can give you a competitive edge. By completing this assessment you will be able to demonstrate your understanding of mirroring movements while practicing the following skills or movements:

_____.

Directions: Design a movement sequence that meets the criteria for movements or skills, concepts, and transitions in the following rubric. By using the rubric as you work you can be sure that your sequence will meet or exceed the standard.

Score	Movements or skills	Concept	Transitions
4 Excellent work! You went above and beyond!	All movements or skills identified in the instructions are included in the sequence.	The sequence includes at least six different mirroring movements, and the movers are synchronized throughout the entire sequence.	Transitions between movements in the sequence are smooth. One movement flows without hesitation into another.
3 Good work. Everything is here!	Most of the movements or skills identified in the instructions are included in the sequence.	The sequence includes at least four or five different mirroring movements, and the movers are synchronized for most of the sequence.	Most transitions between movements are smooth, although slight hesitations occur at times.
2 Good attempt. Just a few things are missing. Would you like another try?	Some of the movements or skills identified in the instructions are included in the sequence.	The sequence includes two or three mirroring movements. The movers have difficulty keeping their movements synchronized.	Some transitions between movements are smooth. Noticeable hesitations interrupt the flow.
1 Let's be sure that you understand. I recommend that you try this one again. See me for more explanation.	Few of the movements or skills identified in the instructions are included in the sequence.	The sequence includes one mirroring movement. Little or no synchronization of movements occurs.	Few transitions between movements are smooth. Many hesitations interrupt the flow.

From Physical Education Assessment Toolkit by Liz Giles-Brown, 2006, Champaign, IL: Human Kinetics.

FORM 4.1 **Skill Cues**

Name _____ **Date** _____

Directions: List three important skill cues for _____

_____

1. _____

2. _____

3. _____

Assessment:
information to self-assess your work before you hand it in.

4	Excellent work! You went above and beyond!	Three correct, complete, specific skill cues are provided. Artwork, specific examples, or details that support answers are included.
3	Good work. Everything is here!	Three correct, complete, specific skill cues are provided.
2	Good attempt. Just a few things are missing. Would you like to give it another try?	At least two of the skill cues provided are correct, complete, and specific.
1	Let's be sure that you understand. I recommend that you try this one again. See me for more explanation.	Fewer than two of the skill cues provided are complete, correct, and specific.

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