

COURSE	PHYSICAL EDUCATION	GRADE:	GRADE 2 BENCHMARK ASSESSMENT FOR STANDARD A
STATE STANDARD:	10.4.3 PHYSICAL ACTIVITY	TIME FRAME:	
STANDARD STATEMENTS:	A - IDENTIFY AND ENGAGE IN PHYSICAL ACTIVITIES THAT PROMOTE PHYSICAL FITNESS AND HEALTH. B - KNOW THE POSITIVE AND NEGATIVE EFFECTS OF MODERATE PHYSICAL ACTIVITY. C - KNOW AND RECOGNIZE CHANGES IN BODY RESPONSES DURING MODERATE TO VIGOROUS ACTIVITIES. D - IDENTIFY LIKES AND DISLIKES RELATED TO PARTICIPATION IN PHYSICAL ACTIVITIES. F - RECOGNIZE THE POSITIVE AND NEGATIVE INTERACTIONS OF SMALL GROUP ACTIVITIES.		

	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
UNIT OF INSTRUCTION: ADVENTURE ACTIVITIES	<p><u>STANDARD STATEMENT A</u></p> <p>OBJECTIVE: RECOGNIZE AND DEMONSTRATE ADVENTURE ACTIVITIES THAT PROMOTE PHYSICAL FITNESS AND HEALTH</p> <ul style="list-style-type: none"> • PHYSICAL ACTIVITY • PHYSICAL FITNESS • HEALTH • HEALTH-RELATED FITNESS 	<ul style="list-style-type: none"> • SELECT AND MODEL ADVENTURE ACTIVITIES FROM AN INSTRUCTOR PRODUCED LIST. 	<ul style="list-style-type: none"> • TRAVERSING WALL • COOPERATIVE GAMES • ORIENTEERING • NEW GAMES • PARACHUTE
	<p><u>STANDARD STATEMENT B</u></p> <p>OBJECTIVE: LABEL THE EFFECTS OF MODERATE PHYSICAL ACTIVITY AS POSITIVE OR NEGATIVE.</p> <ul style="list-style-type: none"> • PHYSICAL ACTIVITY • MODERATE ACTIVITIES: PHYSICAL ACTIVITIES THAT ARE EQUAL IN INTENSITY TO BRISK WALKING. WHEN DONE WITH ENOUGH FREQUENCY AND INTENSITY AND FOR A LONG ENOUGH TIME, MODERATE ACTIVITY HAS MANY HEALTH BENEFITS. • POSITIVE EFFECTS OF MODERATE PHYSICAL ACTIVITY <ul style="list-style-type: none"> ▪ STRONGER BONES, MUSCLES, AND BONES ▪ STRONGER HEART AND LUNGS ▪ LESS LIKELY TO BECOME OVERWEIGHT ▪ LESS LIKELY TO DEVELOP TYPE II DIABETES ▪ IMPROVES YOUR BALANCE AND COORDINATION ▪ SLEEP BETTER ▪ HELPS YOU HANDLE STRESS ▪ HELPS YOU LOOK BETTER 	<ul style="list-style-type: none"> • <i>WRITTEN TEST:</i> MATCHING-STUDENTS USE A WORD BANK TO MATCH POSITIVE AND NEGATIVE EFFECTS OF PHYSICAL ACTIVITY. 	<ul style="list-style-type: none"> • TRAVERSING WALL • COOPERATIVE GAMES • ORIENTEERING • NEW GAMES • PARACHUTE

- **NEGATIVE EFFECTS OF MODERATE PHYSICAL ACTIVITY**

- BLISTERS
- MUSCLE SORENESS
- MUSCLE OR JOINT INJURY OR OVERUSE
- INJURY FROM UNSAFE ACTIVITIES OR LACK OF PROTECTIVE EQUIPMENT
- BOREDOM
- STRESS (DIFFERING INTERESTS WITH FAMILY)
- FAMILY CONFLICTS (MONEY, TRANSPORTATION, TIME, ETC.)

STANDARD STATEMENT C

OBJECTIVE: IDENTIFY MODERATE PHYSICAL ACTIVITIES.

- **PHYSICAL ACTIVITY**
- **CHANGES IN YOUR BODY DURING ACTIVITY**
- **ADVENTURE ACTIVITY**
- **HEART RATE**
- **BREATHING RATE**
- **RESPIRATION RATE**
- **MODERATE PHYSICAL ACTIVITY:** PHYSICAL ACTIVITIES THAT ARE EQUAL IN INTENSITY TO BRISK WALKING. WHEN DONE WITH ENOUGH FREQUENCY AND INTENSITY AND FOR A LONG ENOUGH TIME, MODERATE ACTIVITY HAS MANY HEALTH BENEFITS.

STANDARD STATEMENT: D

OBJECTIVE: APPLY YOUR LIKES AND DISLIKES TO SELECT AND ENGAGE IN PHYSICAL ACTIVITIES TO PARTICIPATE IN.

- **PHYSICAL ACTIVITY**
- **PARTICIPATION**
- **ADVENTURE ACTIVITY**
- **LIKES**
- **DISLIKES**

- **WORKSHEET:** USING A LIST OF ACTIVITIES STUDENTS WILL CIRCLE MODERATE PHYSICAL ACTIVITIES.

- **CONCEPT MAP:** IDENTIFY AN ACTIVITY THEY LIKE AND CHOOSE THE CORRECT WORDS FROM A WORD BANK TO DESCRIBE HOW THEY FEEL ABOUT THAT ACTIVITY.

- TRAVERSING WALL
- COOPERATIVE GAMES
- ORIENTEERING
- NEW GAMES
- PARACHUTE

	<p><u>STANDARD STATEMENT F</u></p> <p>OBJECTIVE: IDENTIFY THE DIFFERENT ROLES DURING A SMALL GROUP ACTIVITY.</p> <p>OBJECTIVE: IDENTIFY HOW WELL THE SMALL GROUP COOPERATED.</p> <ul style="list-style-type: none"> • PHYSICAL ACTIVITY • PARTICIPATION <ul style="list-style-type: none"> ▪ SMALL GROUPS ▪ PARTNER • POSITIVE INTERACTIONS • NEGATIVE INTERACTIONS • SOCIAL SKILLS • ON-TASK • COOPERATION: IS WHEN YOU ARE WORKING TOGETHER WITH OTHER PEOPLE FOR A COMMON GOAL. • SHARING: TO USE TOGETHER • LEADER: SOMEBODY WHO GUIDES OR DIRECTS OTHERS • FOLLOWER: A SUPPORTER OF A CAUSE OR ACTIVITY 	<ul style="list-style-type: none"> • OBSERVATIONAL CHECKLIST: STUDENTS USE A CHECKLIST TO IDENTIFY THE LEADER AT EACH STATION OR ACTIVITY. • OBSERVATIONAL CHECKLIST: STUDENTS WILL CHECK OFF WORDS ASSOCIATED WITH HOW WELL OR POOR THEIR GROUP COOPERATED. <ul style="list-style-type: none"> ▪ GOOD JOB ▪ KEEP GOING ▪ GREAT ▪ ARGUING ▪ OFF-TASK ▪ NOT COOPERATING 	<ul style="list-style-type: none"> • TRAVERSING WALL • COOPERATIVE GAMES • ORIENTEERING • NEW GAMES • PARACHUTE • TRAVERSING WALL • COOPERATIVE GAMES • ORIENTEERING • NEW GAMES • PARACHUTE
ENRICHMENT:	<ul style="list-style-type: none"> • STUDENT WILL MODEL AN ACTIVITY SELECTED BY THE INSTRUCTOR • STUDENTS COME UP WITH THEIR OWN POSITIVE/NEGATIVE EFFECTS OF PHYSICAL ACTIVITY • THINK OF OTHER ADVENTURE ACTIVITIES ON THEIR OWN • CREATE A LIST OF LEADERSHIP CHARACTERISTICS • STUDENT DEMONSTRATIONS • STUDENT SUGGESTED VARIATIONS 		
REMEDATION:	<ul style="list-style-type: none"> • ONE ON ONE TIME WITH TEACHER • STUDENT WHO HAS MASTERED SKILL WILL HELP THOSE WHO HAVE NOT • PROVIDE IMMEDIATE, SPECIFIC FEEDBACK • RE-TEACH THE ACTIVITY 		
RESOURCES:	<p><i>CREATING RUBRICS FOR PHYSICAL EDUCATION</i>, BY JACALYN LUND, AAHPERD PUBLICATIONS (2000), OXON HILL, MD</p> <p><i>PHYSICAL EDUCATION ASSESSMENT TOOLKIT</i>, BY LIZ GILES-BROWN, UNITED GRAPHICS (2006), CHAMPAIGN, IL</p> <p><i>SPORTS AND FITNESS NUTRITION</i>, BY BARRY MILLER AND ROBERT WILDMAN, THOMASON AND WADSWORTH (2004) BELMONT, CA</p> <p><i>ASSESSMENT STRATEGIES FOR ELEMENTARY PHYSICAL EDUCATION</i>, BY SUZANN SCHIEMER, VERSA PRESS (2000), CHAMPAIGN, IL</p> <p>PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION</p> <p><i>ADVANCED CURRICULUM FOR PHYSICAL EDUCATION, ELEMENTARY SCHOOL</i>, BY JANE PANICUCCI (2003), PROJECT ADVENTURE, INC.</p> <p><i>QUICKSILVER</i>, BY KARL ROHNKE AND STEVE BUTLER, PROJECT ADVENTURE, INC.</p>		

ADVENTURE ACTIVITIES, MANIPULATIVES, EXPLORING MOVEMENT CONCEPTS

Name: _____

Select one activity from the list below and perform it.

YELLOW = adventure activities

GREEN = exploring movement concepts

BLUE = manipulatives

- Traversing wall
- Dance
- Orienteering
- Soccer
- Parachute
- Locomotor
- Field hockey
- Non-locomotor
- Cooperative games
- Gymnastics
- New games
- Basketball

COURSE	PHYSICAL EDUCATION	GRADE:	GRADE 2 BENCHMARK ASSESSMENT FOR STANDARDS D-F
STATE STANDARD:	10.4.3 PHYSICAL ACTIVITY	TIME FRAME:	
STANDARD STATEMENTS:	D - IDENTIFY LIKES AND DISLIKES RELATED TO PARTICIPATION IN PHYSICAL ACTIVITIES. F - RECOGNIZE THE POSITIVE AND NEGATIVE INTERACTIONS OF SMALL GROUP ACTIVITIES.		

UNIT OF INSTRUCTION: FITNESS	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
	<p><u>STANDARD STATEMENT D</u></p> <p>OBJECTIVE: DISTINGUISH BETWEEN POSITIVE AND NEGATIVE INTERACTIONS.</p> <ul style="list-style-type: none"> • PHYSICAL ACTIVITY • PARTICIPATION • LIKES • DISLIKES • FITNESS <p><u>STANDARD STATEMENT E</u></p> <p>OBJECTIVE: IDENTIFY THE DIFFERENT ROLES DURING A SMALL GROUP ACTIVITY.</p> <p>OBJECTIVE: IDENTIFY HOW WELL THE SMALL GROUP COOPERATED.</p> <ul style="list-style-type: none"> • PHYSICAL ACTIVITY • PARTICIPATION • SMALL GROUPS • PARTNER • POSITIVE INTERACTIONS • NEGATIVE INTERACTIONS • SOCIAL SKILLS • ON-TASK • COOPERATION 	<ul style="list-style-type: none"> • <i>CONCEPT MAP:</i> IDENTIFY AN ACTIVITY THEY LIKE AND CHOOSE THE CORRECT WORDS FROM A WORD BANK TO DESCRIBE HOW THEY FEEL ABOUT THAT ACTIVITY. • <i>OBSERVATIONAL CHECKLIST:</i> STUDENTS USE A CHECKLIST TO IDENTIFY THE LEADER AT EACH STATION OR ACTIVITY. • <i>OBSERVATIONAL CHECKLIST:</i> STUDENTS WILL CHECK OFF WORDS ASSOCIATED WITH HOW WELL OR POOR THEIR GROUP COOPERATED. <ul style="list-style-type: none"> ▪ GOOD JOB ▪ KEEP GOING ▪ GREAT ▪ ARGUING ▪ OFF TASK ▪ NOT COOPERATING 	<ul style="list-style-type: none"> • JOGGING • STATIONS • STRETCHING • CALISTHENICS • JOGGING • STATIONS • STRETCHING • CALISTHENICS

	<ul style="list-style-type: none"> • SHARING • LEADER • FOLLOWER • FITNESS 	
ENRICHMENT:	<ul style="list-style-type: none"> • STUDENTS GENERATE THEIR OWN WORDS TO DESCRIBE HOW THEY FEEL ABOUT FITNESS • CREATE A LIST OF LEADERSHIP CHARACTERISTICS • STUDENT DEMONSTRATIONS • STUDENT SUGGESTED VARIATIONS 	
REMEDATION:	<ul style="list-style-type: none"> • ONE ON ONE TIME WITH THE INSTRUCTOR • WORKING WITH MORE CAPABLE PEER 	
RESOURCES:	<p>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 SCHEMER, VERSA PRESS (2000), CHAMPAIGN, IL PENNSYLVANIA DEPARTMENT OF EDUCATION ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION</p>	

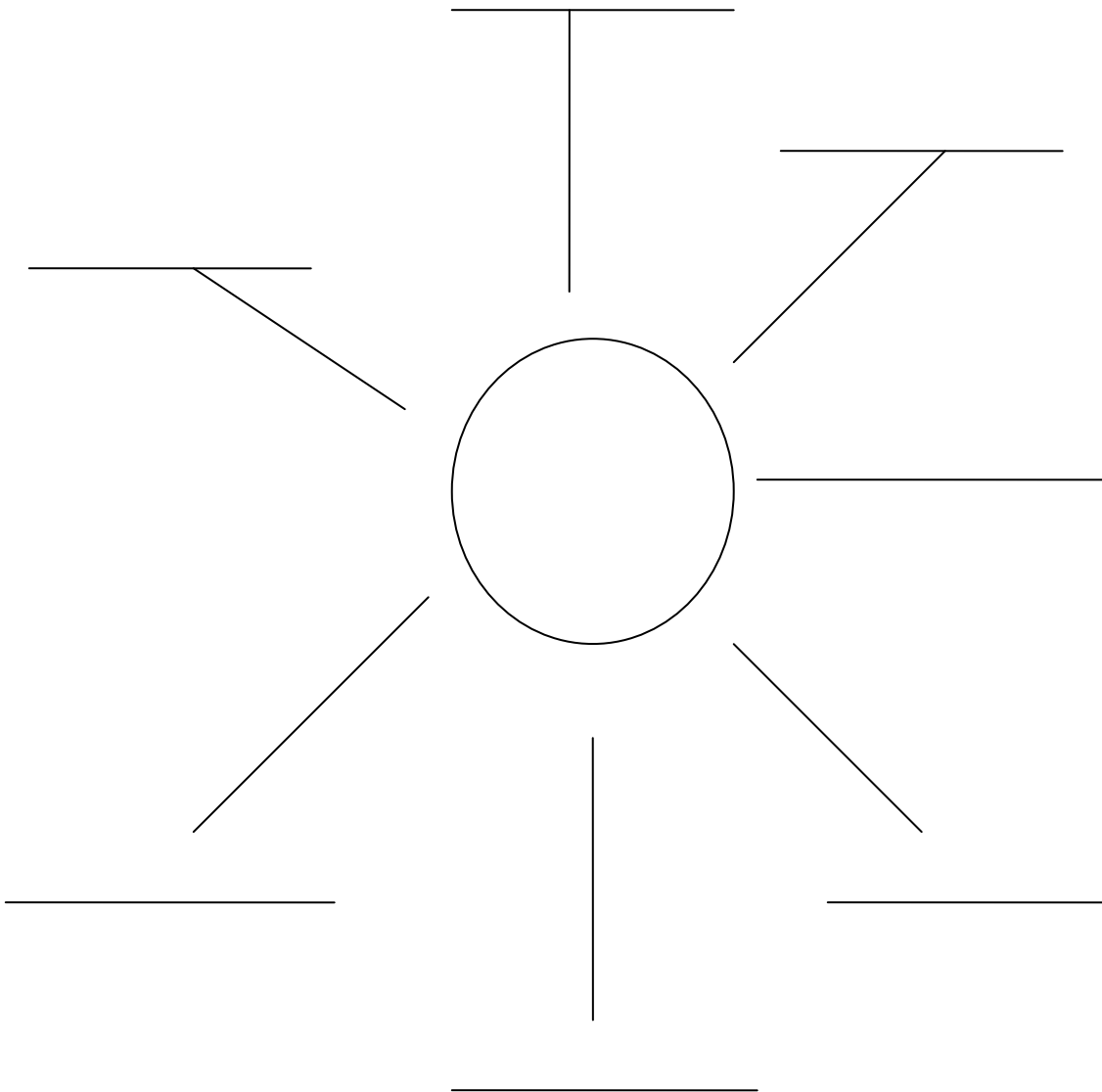
10.4.3 – D

Adventure activities, Exploring movement concepts, Fitness, Manipulatives

Name: _____

Concept map: Identify an activity you like and choose the correct words from the word bank to describe how you feel about that activity.

Fun	Happy	Boring	Entertaining	Interesting
Exciting	Dull	Unexciting	Joyful	Thrilling



10.4.3 – F

Adventure activities, Exploring movement concepts, Fitness, Manipulatives

Name: _____

Observational Checklist: students will identify the leader at each station or activity.

* Instructions: Divide students into small groups. Once in the group assign each student a number, that number will correspond to the station that they are supposed to lead the group. Tell students not to share the number they have with their group members.

Station 1
Leader: _____

Station 2
Leader: _____

Station 3
Leader: _____

Station 4
Leader: _____

Station 5
Leader: _____

Station 6
Leader: _____

Station 7
Leader: _____

Station 8
Leader: _____

COURSE:	PHYSICAL EDUCATION	GRADE:	GRADE 2 BENCHMARK ASSESSMENT FOR STANDARDS A-D-F
STATE STANDARD:	10.4.3 PHYSICAL ACTIVITY	TIME FRAME:	
STANDARD STATEMENTS:	A - IDENTIFY AND ENGAGE IN PHYSICAL ACTIVITIES THAT PROMOTE PHYSICAL FITNESS AND HEALTH. B - KNOW THE POSITIVE AND NEGATIVE EFFECTS OF MODERATE PHYSICAL ACTIVITY. C - KNOW AND RECOGNIZE CHANGES IN BODY RESPONSES DURING MODERATE TO VIGOROUS ACTIVITIES. D - IDENTIFY LIKES AND DISLIKES RELATED TO PARTICIPATION IN PHYSICAL ACTIVITIES. F - RECOGNIZE THE POSITIVE AND NEGATIVE INTERACTIONS OF SMALL GROUP ACTIVITIES.		

	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
UNIT OF INSTRUCTION: MANIPULATIVE	<p><u>STANDARD STATEMENT A</u></p> <p>OBJECTIVE: RECOGNIZE AND PRACTICE A MANIPULATIVE ACTIVITY THAT PROMOTE PHYSICAL FITNESS AND HEALTH</p> <ul style="list-style-type: none"> • PHYSICAL ACTIVITY • PHYSICAL FITNESS • MANIPULATIVE • HEALTH • HEALTH-RELATED FITNESS: COMPONENTS OF PHYSICAL FITNESS THAT HAVE A RELATIONSHIP WITH GOOD HEALTH. COMPONENTS ARE CARDIO RESPIRATORY ENDURANCE, MUSCULAR STRENGTH AND ENDURANCE, FLEXIBILITY AND BODY COMPOSITION. <ul style="list-style-type: none"> ▪ THROW ▪ CATCH ▪ KICK ▪ DRIBBLING ▪ BALANCE ▪ STRIKE ▪ JUGGLE 	<ul style="list-style-type: none"> • SELECT AND PERFORM A MANIPULATIVE ACTIVITY FROM AN INSTRUCTOR PRODUCED LIST. • SELF-MADE TEACHER CHECK LIST. 	<ul style="list-style-type: none"> • STATIONS IMPLEMENTING THE FOLLOWING MANIPULATIVE MOVEMENTS: <ul style="list-style-type: none"> ▪ THROWING/CATCHING ▪ STRIKING ▪ DRIBBLING ▪ STATIONS ▪ RACKET SKILLS ▪ PARACHUTE ▪ IMPLEMENT SKILLS ▪ STILTS ▪ BOUNCERS ▪ BALANCE BOARDS ▪ SCOOTERS

STANDARD STATEMENT B:

OBJECTIVE: STUDENTS WILL RECOGNIZE THE POSITIVE AND NEGATIVE EFFECTS OF PARTICIPATION IN MODERATE PHYSICAL ACTIVITY WHILE USING A MANIPULATIVE.

- **PHYSICAL ACTIVITY:** BODILY MOVEMENT THAT IS PRODUCED BY THE CONTRACTION OF SKELETAL MUSCLE AND WHICH SUBSTANTIALLY INCREASES ENERGY EXPENDITURE.
- **MODERATE PHYSICAL ACTIVITY:** PHYSICAL ACTIVITIES THAT ARE EQUAL IN INTENSITY TO BRISK WALKING. WHEN DONE WITH ENOUGH FREQUENCY AND INTENSITY AND FOR A LONG ENOUGH TIME, MODERATE ACTIVITY HAS MANY HEALTH BENEFITS.
- **POSITIVES OF MODERATE PHYSICAL ACTIVITY**
 - STRONGER BONES, MUSCLES, AND BONES
 - STRONGER HEART AND LUNGS
 - LESS LIKELY TO BECOME OVERWEIGHT
 - LESS LIKELY TO DEVELOP TYPE II DIABETES
 - IMPROVES YOUR BALANCE AND COORDINATION
 - SLEEP BETTER
 - HELPS YOU HANDLE STRESS
 - HELPS YOU LOOK BETTER
- **NEGATIVES OF MODERATE PHYSICAL ACTIVITY**
 - BLISTERS
 - MUSCLE SORENESS
 - MUSCLE OR JOINT INJURY OR OVERUSE
 - INJURY FROM UNSAFE ACTIVITIES OR LACK OF PROTECTIVE EQUIPMENT
 - BOREDOM
 - STRESS (DIFFERING INTERESTS WITH FAMILY)
 - FAMILY CONFLICTS (MONEY, TRANSPORTATION, TIME, ETC.)

STANDARD STATEMENT C

OBJECTIVE: IDENTIFY MODERATE PHYSICAL ACTIVITIES.

- **PHYSICAL ACTIVITY**
- **CHANGES IN YOUR BODY DURING ACTIVITY**
- **ADVENTURE ACTIVITY**
- **HEART RATE**

- GIVEN A SPECIFIC ACTIVITY STUDENTS WILL IDENTIFY (CIRCLE) POSITIVE AND NEGATIVE EFFECTS OF THE ACTIVITY.

- **WORKSHEET:** USING A LIST OF ACTIVITIES STUDENTS WILL CIRCLE MODERATE PHYSICAL ACTIVITIES.

- STATIONS IMPLEMENTING THE FOLLOWING MANIPULATIVE MOVEMENTS:
 - THROWING/CATCHING
 - STRIKING
 - DRIBBLING
 - STATIONS
 - RACKET SKILLS
 - PARACHUTE
 - IMPLEMENT SKILLS
 - STILTS
 - BOUNCERS
 - BALANCE BOARDS
 - SCOOTERS

- STATIONS IMPLEMENTING THE FOLLOWING MANIPULATIVE MOVEMENTS:
 - THROWING/CATCHING
 - STRIKING
 - DRIBBLING
 - STATIONS
 - RACKET SKILLS
 - PARACHUTE
 - IMPLEMENT SKILLS
 - STILTS
 - BOUNCERS

- **BREATHING RATE**
- **RESPIRATION RATE**
- **MODERATE PHYSICAL ACTIVITY**

STANDARD STATEMENT D

OBJECTIVE: DISTINGUISH BETWEEN ACTIVITIES YOU LIKE AND DISLIKE.

- **PHYSICAL ACTIVITY**
- **PARTICIPATION**
- **LIKES**
- **DISLIKES**

STANDARD STATEMENT E

OBJECTIVE: RECOGNIZE WHAT IT MEANS TO PARTICIPATE REGULARLY WHILE USING A MANIPULATIVE.

- **PHYSICAL ACTIVITY:** BODILY MOVEMENT THAT IS PRODUCED BY THE CONTRACTION OF SKELETAL MUSCLE AND WHICH SUBSTANTIALLY INCREASES ENERGY EXPENDITURE.
- **PARTICIPATION: TO TAKE PART IN AN EVENT OR ACTIVITY.**
- **REGULAR PARTICIPATION:** BEING PHYSICALLY ACTIVE ON MOST DAYS OF THE WEEK, PREFERABLY ALL DAYS OF THE WEEK.
- **PRACTICE:** TO DO SOMETHING REPEATEDLY IN ORDER TO IMPROVE PERFORMANCE.

STANDARD STATEMENT F

OBJECTIVE: IDENTIFY THE DIFFERENT ROLES DURING A SMALL GROUP ACTIVITY.

- **CONCEPT MAP:** IDENTIFY AN ACTIVITY THEY LIKE AND CHOOSE THE CORRECT WORDS FROM A WORD BANK TO DESCRIBE HOW THEY FEEL ABOUT THAT ACTIVITY.

- **VERBALLY RECALL HOW MANY DAYS THEY PARTICIPATED AND PRACTICED WITH A MANIPULATIVE.**

- **OBSERVATIONAL CHECKLIST:** STUDENTS USE A CHECKLIST TO IDENTIFY THE LEADER

- **BALANCE BOARDS**
- **SCOOTERS**

- **STATIONS IMPLEMENTING THE FOLLOWING MANIPULATIVE MOVEMENTS:**
 - **THROWING/CATCHING**
 - **STRIKING**
 - **DRIBBLING**
 - **STATIONS**
 - **RACKET SKILLS**
 - **PARACHUTE**
 - **IMPLEMENT SKILLS**
 - **STILTS**
 - **BOUNCERS**
 - **BALANCE BOARDS**
 - **SCOOTERS**

- **STATIONS IMPLEMENTING THE FOLLOWING MANIPULATIVE MOVEMENTS:**
 - **THROWING/CATCHING**
 - **STRIKING**
 - **DRIBBLING**
 - **STATIONS**
 - **RACKET SKILLS**
 - **PARACHUTE**
 - **IMPLEMENT SKILLS**
 - **STILTS**
 - **BOUNCERS**
 - **BALANCE BOARDS**
 - **SCOOTERS**

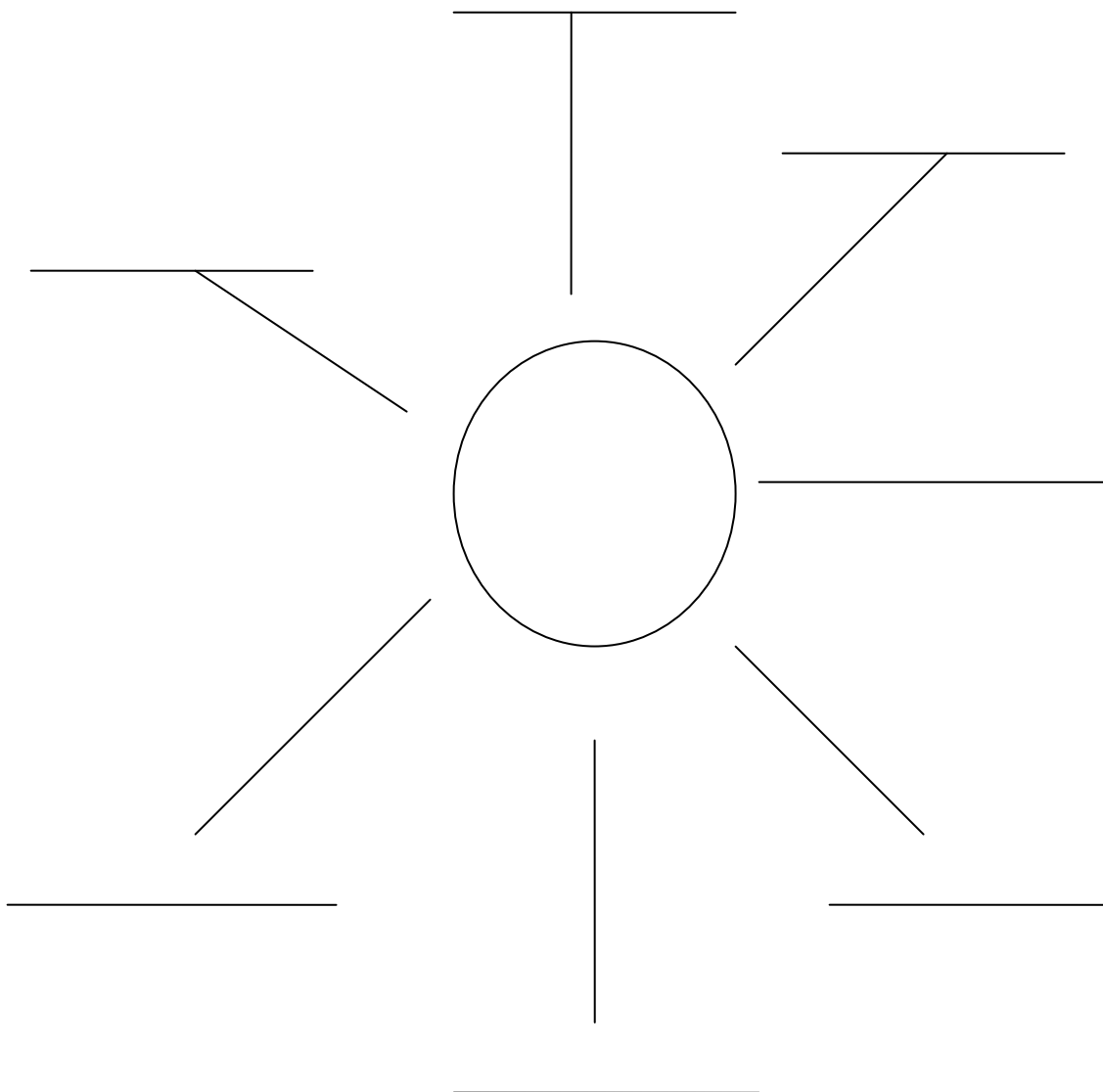
	<p>OBJECTIVE: IDENTIFY HOW WELL THE SMALL GROUP COOPERATED.</p> <ul style="list-style-type: none"> • PHYSICAL ACTIVITY • PARTICIPATION • SMALL GROUPS • PARTNER • POSITIVE INTERACTIONS • NEGATIVE INTERACTIONS • SOCIAL SKILLS • ON TASK • COOPERATION: IS WHEN YOU ARE WORKING TOGETHER WITH OTHER PEOPLE FOR A COMMON GOAL. • SHARING: TO USE TOGETHER. • LEADER: SOMEBODY WHO GUIDES OR DIRECTS OTHERS. • FOLLOWER: A SUPPORTER OF A CAUSE OR ACTIVITY. 	<p>AT EACH STATION OR ACTIVITY.</p> <ul style="list-style-type: none"> • OBSERVATIONAL CHECKLIST: STUDENTS WILL CHECK OFF WORDS ASSOCIATED WITH HOW WELL OR POOR THEIR GROUP COOPERATED. <ul style="list-style-type: none"> ▪ GOOD JOB ▪ KEEP GOING ▪ GREAT ▪ ARGUING ▪ OFF-TASK ▪ NOT COOPERATING 	<ul style="list-style-type: none"> • STATIONS IMPLEMENTING THE FOLLOWING MANIPULATIVE MOVEMENTS: <ul style="list-style-type: none"> ▪ THROWING/CATCHING ▪ STRIKING ▪ DRIBBLING ▪ STATIONS ▪ RACKET SKILLS ▪ PARACHUTE ▪ IMPLEMENT SKILLS ▪ STILTS ▪ BOUNCERS ▪ BALANCE BOARDS ▪ SCOOTERS
<p>ENRICHMENT:</p>	<ul style="list-style-type: none"> • STUDENT WILL PERFORM AN ACTIVITY SELECTED BY THE INSTRUCTOR • STUDENTS COME UP WITH THEIR OWN POSITIVE/NEGATIVE EFFECTS OF PHYSICAL ACTIVITY • THINK OF OTHER MANIPULATIVE ACTIVITIES ON THEIR OWN • CREATE A LIST OF LEADERSHIP CHARACTERISTICS • STUDENT RECORDS ACTIVITY OUTSIDE OF SCHOOL • STUDENT DEMONSTRATIONS • STUDENT SUGGESTED VARIATIONS 		
<p>REMEDATION:</p>	<ul style="list-style-type: none"> • STUDENTS WORKING WITH A STUDENT WHO HAS MASTERED THE SKILLS • ONE ON ONE TIME WITH THE INSTRUCTOR • EXTRA PRACTICE TIME 		
<p>RESOURCES:</p>	<p>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</p>		

Name: _____

ADVENTURE ACTIVITIES, EXPLORING MOVEMENT CONCEPTS, FITNESS, MANIPULATIVES

CONCEPT MAP: Identify an activity you like and choose the correct words from the word bank to describe how you feel about that activity.

Fun	Happy	Boring	Entertaining	Interesting
Exciting	Dull	Unexciting	Joyful	Thrilling



Name: _____

**ADVENTURE ACTIVITIES, EXPLORING MOVEMENT CONCEPTS, FITNESS,
MANIPULATIVES****Observational Checklist:** Students will identify the leader at each station or activity.**Instructions:** Divide students into small groups. Once in the group, assign each student a number, that number will correspond to the station that they are supposed to lead the group. Tell students not to share the number they have with their group members.**Station 1**

Leader: _____

Station 2

Leader: _____

Station 3

Leader: _____

Station 4

Leader: _____

Station 5

Leader: _____

Station 6

Leader: _____

Station 7

Leader: _____

Station 8

Leader: _____

COURSE	PHYSICAL EDUCATION	GRADE:	GRADE 2 -BENCHMARK ASSESSMENT FOR STANDARDS A-C
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 C - KNOW THE FUNCTION OF PRACTICE. E - KNOW AND DESCRIBE SCIENTIFIC PRINCIPLES THAT AFFECT MOVEMENT AND SKILLS USING APPROPRIATE VOCABULARY F - RECOGNIZE AND DESCRIBE GAME STRATEGIES USING APPROPRIATE VOCABULARY		

	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
UNIT OF INSTRUCTION: MANIPULATIVE	<p><u>STANDARD STATEMENT A</u></p> <p>OBJECTIVE: DISTINGUISH BETWEEN AND IMPLEMENT MANIPULATIVE MOVEMENTS</p> <ul style="list-style-type: none"> • MANIPULATIVE MOVEMENTS: CONTROL OF OBJECTS WITH BODY PARTS AND IMPLEMENTS. ACTION CAUSES AN OBJECT TO MOVE FROM ONE PLACE TO ANOTHER. <ul style="list-style-type: none"> ▪ THROW ▪ CATCH ▪ KICK ▪ DRIBBLE ▪ STRIKE ▪ VOLLEY ▪ PUNT <p>OBJECTIVE: DEMONSTRATE CRITICAL ELEMENTS OF A SKILL</p> <ul style="list-style-type: none"> • CRITICAL ELEMENTS: THE IMPORTANT PARTS OF A SKILL. <p>OBJECTIVE: DEMONSTRATE MOVEMENT PHASES</p> <ul style="list-style-type: none"> • MOVEMENT PHASES <ul style="list-style-type: none"> ▪ READY POSITION ▪ EXECUTION PHASE ▪ FOLLOW THROUGH 	<ul style="list-style-type: none"> • COMPETENCY CHECKLIST 	<ul style="list-style-type: none"> • STATIONS IMPLEMENTING THE FOLLOWING MANIUPULATIVE MOVEMENTS: <ul style="list-style-type: none"> ▪ THROWING AND CATCHING ▪ KICKING ▪ DRIBBLE ▪ STRIKING ▪ VOLLEYING ▪ PUNTING • BOWLING

STANDARD STATEMENT B

OBJECTIVE: IDENTIFY AND MODEL CORRECT FORM OF MOVEMENT

- **FORM:** MANNER OR STYLE OF PERFORMING A MOVEMENT ACCORDING TO RECOGNIZED STANDARDS OF TECHNIQUE.

OBJECTIVE: IDENTIFY AND MODEL CRITICAL ELEMENTS IN MOVEMENT

- **CRITICAL ELEMENTS:** THE IMPORTANT PARTS OF A SKILL.

OBJECTIVE: IDENTIFY HOW FEEDBACK IMPROVES SKILL LEVELS

- **FEEDBACK:** INFORMATION GIVEN TO THE LEARNER ABOUT HOW TO IMPROVE OR CORRECT A MOVEMENT.

STANDARD STATEMENT C

OBJECTIVE: NAME THE FUNCTION OF PRACTICE

- **PRACTICE:** A METHOD OF LEARNING BY REPETITION

- SUMMARY WORKSHEET

- COMPETENCY CHECKLIST

- STATIONS IMPLEMENTING THE FOLLOWING MANIPULATIVE MOVEMENTS:
 - THROWING AND CATCHING
 - KICKING
 - DRIBBLE
 - STRIKING
 - VOLLEYING
 - PUNTING

- BOWLING

- STATIONS IMPLEMENTING THE FOLLOWING MANIPULATIVE MOVEMENTS:
 - THROWING AND CATCHING
 - KICKING
 - DRIBBLE
 - STRIKING
 - VOLLEYING
 - PUNTING

- BOWLING

STANDARD STATEMENT E

OBJECTIVE: EXPERIENCE SCIENTIFIC PRINCIPLES

- **SCIENTIFIC PRINCIPLES:** LAWS THAT TELL YOU WHY YOU SHOULD MOVE YOUR BODY IN A CERTAIN WAY.
 - *FORCE*
 - *GRAVITY*
 - *FORCE ABSORPTION:* TAKING IN AND RECEIVING FORCE/ENERGY (I.E. CATCHING A BALL).
 - *BALANCE:* A SKILL-RELATED COMPONENT OF PHYSICAL FITNESS THAT RELATES TO THE MAINTENANCE OF EQUILIBRIUM WHILE STATIONARY OR MOVING. THIS CONCEPTS RELATES TO BASE OF SUPPORT AND CENTER OF GRAVITY. A WIDE BASE AND LOWER CENTER OF GRAVITY IS MORE STABLE.

STANDARD STATEMENT E

OBJECTIVE: KNOW HOW TO PASS AND RECEIVE

- *PASSING:* TO THROW, KICK, OR HIT A BALL OR OTHER OBJECT TO ANOTHER PLAYER DURING A GAME.
- *RECEIVING:* TO CATCH, HIT, OR KICK A BALL PLAYED BY AN OPPONENT OR TEAMMATE.

OBJECTIVE: RECOGNIZE RULES OF PLAY

- **RULES OF PLAY:** DIRECTIONS THAT TELL YOU HOW TO PLAY A GAME.
 - HOW TO PLAY SAFELY
 - HOW TO PLAY FAIRLY
 - HOW TO PLAY POLITELY

OBJECTIVE: UTILIZE OPEN SPACE IN A GAME SITUATION

- *GUIDED DISCOVERY EPISODE:* STUDENTS WILL DISCOVER THE RELATIONSHIP BETWEEN BASE OF SUPPORT AND BALANCE.

- *PARTNER CHECKLIST:* OBSERVE A PARTNER PASSING AND RECEIVING, PLAYING BY THE RULES, AND UTILIZING OPEN SPACE.

- STATIONS IMPLEMENTING THE FOLLOWING MANIPULATIVE MOVEMENTS:
 - THROWING AND CATCHING
 - KICKING
 - DRIBBLE
 - STRIKING
 - VOLLEYING
 - PUNTING

- BOWLING

- STATIONS IMPLEMENTING THE FOLLOWING MANIPULATIVE MOVEMENTS;
 - THROWING AND CATCHING
 - KICKING
 - DRIBBLE
 - STRIKING
 - VOLLEYING
 - PUNTING

- BOWLING

- INVASION GAMES

ENRICHMENT:	<ul style="list-style-type: none"> • ASSIST OTHER STUDENTS. • CREATE A GAME UTILIZING OPEN SPACE, 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:	<ul style="list-style-type: none"> • 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.
RESOURCES:	<p><i>PHYSICAL EDUCATION METHODS FOR ELEMENTARY TEACHERS</i>, BY KATHERINE T. THOMAS, AMEILA M. LEE, JERRY R. THOMAS (2008), HUMAN KINETICS, CHAMPAIGN, IL</p> <p><i>PHYSICAL BEST ACTIVITY GUIDE</i>, (2005) NASPE, HUMAN KINETICS, CHAMPAIGN, IL</p> <p><i>PHYSICAL EDUCATION FOR LIFELONG FITNESS</i>, (2005) NASPE, HUMAN KINETICS, CHAMPAIGN, IL</p> <p><i>ASSESSMENT STRATEGIES FOR ELEMENTARY PHYSICAL EDUCATION</i>, BY SUZANN SCHIEMER (2000) HUMAN KINETICS, CHAMPAIGN, IL</p> <p><i>PHYSICAL EDUCATION ASSESSMENT TOOLKIT</i>, BY LIZ GILES-BROWN (2006) HUMAN KINETICS, CHAMPAIGN, IL</p> <p><i>SELF-AND PEER-ASSESSMENTS FOR ELEMENTARY SCHOOL PHYSICAL EDUCATION</i>, NANCY J. EGNER MARKOS, (2007) NASPE</p> <p>PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS ALIGNED SYSTEMS: HEALTH AND PHYSICAL EDUCATION</p>

COURSE	PHYSICAL EDUCATION	GRADE:	GRADE 2 BENCHMARK ASSESSMENT FOR STANDARDS A-C
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 C - KNOW THE FUNCTION OF PRACTICE. E - KNOW AND DESCRIBE SCIENTIFIC PRINCIPLES THAT AFFECT MOVEMENT AND SKILLS USING APPROPRIATE VOCABULARY F - RECOGNIZE AND DESCRIBE GAME STRATEGIES USING APPROPRIATE VOCABULARY		

	OBJECTIVES/ESSENTIAL CONTENT	ASSESSMENT	LEARNING ACTIVITIES
UNIT OF INSTRUCTION: MOVEMENT	<u>STANDARD STATEMENT A</u>		
	<p>OBJECTIVE: DESCRIBE AND IMPLEMENT BASIC LOCOMOTOR MOVEMENTS</p> <ul style="list-style-type: none"> • LOCOMOTOR MOVEMENTS: MOVEMENTS PRODUCING PHYSICAL DISPLACEMENT OF THE BODY, USUALLY IDENTIFIED BY WEIGHT TRANSFERENCE VIA THE FEET. <ul style="list-style-type: none"> ▪ WALK ▪ RUN ▪ JUMP ▪ HOP ▪ LEAP ▪ GALLOP ▪ SLIDE ▪ SKIP <p>OBJECTIVE: DESCRIBE AND IMPLEMENT BASIC NON-LOCOMOTOR MOVEMENTS.</p> <ul style="list-style-type: none"> • NON-LOCOMOTOR SKILLS: MOVEMENTS THAT DO NOT PRODUCE PHYSICAL DISPLACEMENT OF THE BODY. <ul style="list-style-type: none"> ▪ BEND ▪ STRETCH ▪ SWING ▪ SWAY ▪ TWIST ▪ TURN ▪ PULL ▪ PUSH 	<ul style="list-style-type: none"> • COMPETENCY CHECKLIST 	<ul style="list-style-type: none"> • LOCOMOTOR STATIONS • LOCOMOTOR GAMES • GYMNASTICS • TAGGING GAMES • PARACHUTES • TRAVERSING WALL • COOPERATIVE GAMES • DANCE • INVASION GAMES

OBJECTIVE: DESCRIBE AND IMPLEMENT BASIC RELATIONSHIPS.

- **RELATIONSHIPS:** MOVEMENT THAT INTERACTS WITH OTHERS OR WITH AN OBJECT
 - OVER
 - UNDER
 - ON
 - OFF
 - NEAR
 - FAR
 - IN FRONT
 - BEHIND
 - ALONG
 - THROUGH
 - AROUND
 - ALONGSIDE

OBJECTIVE: DESCRIBE AND IMPLEMENT BASIC SPACE AWARENESS.

- **SPACE AWARENESS:** BEING PERCEPTIVE OF PERSONAL AND GENERAL SPACE, DIRECTIONS, PATHWAYS, LEVELS, AND PLANES.
 - SELF-SPACE
 - LEVELS
 - PATHWAYS
 - DIRECTIONS

OBJECTIVE: IDENTIFY AND PERFORM COMBINATION MOVEMENTS.

- **COMBINATION MOVEMENTS:** WHEN TWO OR MORE DIFFERENT MOVEMENT SKILLS ARE COMBINED AND PERFORMED WITH EACH OTHER.

OBJECTIVE: ASSESS THE AMOUNT OF EFFORT EXERTED.

- **EFFORT:** THE DEGREE TO WHICH SPEED, FORCE, AND FLOW ARE PRESENT IN A MOVEMENT.
 - SPEED
 - FORCE
 - FLOW

STANDARD STATEMENT B

OBJECTIVE: IDENTIFY AND MODEL CORRECT FORM IN MOVEMENT.

- **FORM:** MANNER OR STYLE OF PERFORMING A MOVEMENT ACCORDING TO RECOGNIZED STANDARDS OF TECHNIQUE.

OBJECTIVE: IDENTIFY AND MODEL CRITICAL ELEMENTS IN MOVEMENT

- **CRITICAL ELEMENTS:** THE IMPORTANT PARTS OF A SKILL.

OBJECTIVE: IDENTIFY HOW FEEDBACK IMPROVES SKILL LEVELS

- **FEEDBACK:** INFORMATION GIVEN TO THE LEARNER ABOUT HOW TO IMPROVE OR CORRECT A MOVEMENT.

STANDARD STATEMENT C

OBJECTIVE: NAME THE FUNCTION OF PRACTICE.

- **PRACTICE:** A METHOD OF LEARNING BY REPETITION

STANDARD STATEMENT E

OBJECTIVE: EXPERIENCE SCIENTIFIC PRINCIPLES

- **SCIENTIFIC PRINCIPLES:** LAWS THAT TELL YOU WHY YOU SHOULD MOVE YOUR BODY IN A CERTAIN WAY.
 - **FORCE**
 - **GRAVITY**
 - **FORCE ABSORPTION:** TAKING IN AND RECEIVING FORCE/ENERGY (I.E. CATCHING A BALL).
 - **BALANCE:** A SKILL-RELATED COMPONENT OF PHYSICAL FITNESS THAT RELATES TO THE MAINTENANCE OF EQUILIBRIUM WHILE STATIONARY OR MOVING. THIS CONCEPTS RELATES TO BASE OF SUPPORT AND CENTER OF GRAVITY. A WIDE BASE AND LOWER CENTER OF GRAVITY IS MORE STABLE.

- SUMMARY WORKSHEET

- COMPETENCY CHECKLIST

- **GUIDED DISCOVERY EPOSIDE:** STUDENTS WILL DISCOVERY THE RELATIONSHIP BETWEEN BASE OF SUPPORT AND BALANCE.

- LOCOMOTOR STATIONS
- GYMNASTICS
- TAGGING GAMES
- AQUATICS
- DANCE

- LOCOMOTOR STATIONS
- GYMNASTICS
- TAGGING GAMES
- AQUATICS
- INVASION GAMES

- LOCOMOTOR STATIONS
- GYMNASTICS
- TAGGING GAMES
- AQUATICS
- INVASION GAMES

STANDARD STATEMENT F

OBJECTIVE: RECOGNIZE RULES OF PLAY

- **RULES OF PLAY:** DIRECTIONS THAT TELL YOU HOW TO PLAY A GAME.
 - HOW TO PLAY SAFELY
 - HOW TO PLAY FAIRLY
 - HOW TO PLAY POLITELY

OBJECTIVE: UTILIZE OPEN SPACE IN A GAME SITUATION

- **REVIEW GAME STRATEGY**
- **REVIEW FAKING AND DODGING**

- **PARTNER CHECKLIST:** OBSERVE A PARTNER IMPLEMENTING GAME STRATEGIES, PLAYING BY THE RULES, AND UTILIZING OPEN SPACE.

- LOCOMOTOR STATIONS
- GYMNASTICS
- TAGGING GAMES
- INVASION GAMES

ENRICHMENT:

- ASSIST OTHER STUDENTS.
- DRAW AND LABEL AN ACTIVITY THAT DEMONSTRATES THE FOUR SCIENTIFIC PRINCIPLES.
- DRAW A PICTURE OF THREE ACTIVITIES FROM THE LEAST TO THE MOST EFFORT REQUIRED.

REMEDATION:

- WORK WITH STUDENT WHO HAS MASTERED THE SKILL.
- INDIVIDUAL WORK WITH THE TEACHER.
- EXTENDED PRACTICE TIME FOR INDIVIDUAL OR GROUP.

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