

**Physical Education**  
**(Targetball; Dodgeball variations; Jail, Medic, Chinese; Wall Ball; Kickball; Philadelphia Kickball; Relay Races)**

<p align="center"><b>Essential Understandings</b></p>	<ul style="list-style-type: none"> <li>▪ There are benefits of physical activity in competitive games that can involve small to large groups.</li> <li>▪ It is necessary to work cooperatively and productively in groups to attain a goal in both competitive and cooperative games/activities.</li> </ul>
<p align="center"><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>▪ How does one eliminate opposing teams' players?</li> <li>▪ How does one help a team be successful in attaining the goal?</li> <li>▪ How does a team score points?</li> <li>▪ How is a winner determined?</li> </ul>
<p align="center"><b>Essential Knowledge</b></p>	<ul style="list-style-type: none"> <li>▪ <b><u>Basic Rules for All Activities Above:</u></b> <ul style="list-style-type: none"> <li>○ Follow the rules of each game as described at the beginning of class.</li> <li>○ Do not throw or kick at anyone's head.</li> <li>○ When one is eliminated from the game, be honest and follow the set procedures for the game/activity of the day.</li> <li>○ Stay within the boundaries of the "game of the day."</li> <li>○ Cooperate with teammates.</li> </ul> </li> </ul>
<p align="center"><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ Competitive, strategies, head shot, boundaries, elimination, Innings, offense, defense</li> </ul> </li> </ul>
<p align="center"><b>Essential Skills</b></p>	<ul style="list-style-type: none"> <li>▪ Demonstrate basic motor skills of throwing, catching, running, dodging, kicking, skipping, jumping, sliding, and hopping.</li> <li>▪ Demonstrate the knowledge of the rules of the game.</li> <li>▪ Demonstrate team strategies.</li> </ul>
<p align="center"><b>Related Maine Learning Results</b></p>	<p><u>Health and Physical Education</u></p> <p>G. Movement/Motor Skills and Knowledge</p> <p>G1. Stability and Force</p> <p>Students change their motion and the motion of objects by applying the principles of stability and force during skill practice.</p> <ol style="list-style-type: none"> <li>a. Demonstrate the principle of opposition.</li> <li>b. Demonstrate how the point of contact changes the path of an object.</li> <li>c. Demonstrate how the point of release changes the path of an object.</li> <li>d. Demonstrate lifts and actions that decrease risk for injury.</li> </ol> <p>G2. Movement Skills</p> <p>Students demonstrate motor skills and manipulative skills during drills or modified games/physical activities.</p> <ol style="list-style-type: none"> <li>a. Demonstrate correct technique for motor skills and manipulative skills during drills or modified games/physical activities.</li> <li>b. Combine manipulative skills with motor skills during</li> </ol>

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	<p>drills or modified games/physical activities.</p> <p>G4. Skill Improvement Students explain how specific, positive, and correct feedback affect skill improvement.</p> <p>I. Personal and Social Skills and Knowledge</p> <p>11. Cooperative Skills Students demonstrate cooperative and inclusive skills while participating in physical activities.</p> <ol style="list-style-type: none"> <li>a. Work together as a team.</li> <li>b. Respond appropriately to peer pressure.</li> <li>c. Manage conflict.</li> <li>d. Engage peers respectfully in activities.</li> </ol> <p>12. Responsible Behavior Students demonstrate responsible personal behaviors while participating in physical activities.</p> <p>13. Safety Rules and Rules of Play</p> <ol style="list-style-type: none"> <li>a. Explain the purpose for modifying playing rules in specified situations.</li> <li>b. Explain the safety rules and possible risks associated</li> </ol>
<p><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Divide class, based on the activity of the day, into 2 – 6 groups.</li> <li>▪ Explain game/activity for the day and answer questions regarding the rules.</li> <li>▪ Proceed to begin game/activity stopping for clarification and/or demonstrations as needed.</li> </ul>
<p><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ During the game/activity, teacher will observe the level of motor skill performance; following of the rules; participation and effort level; and sportsmanship.</li> </ul>
<p><b>Sample Resources</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ <u>PE Games &amp; Activities Kit</u> – Ken Lumsden</li> <li>○ <u>Student-Centered Physical Education</u> – Smith/Cestaro</li> <li>○ <u>PE for Children</u> – Amelia M. Lee, Katherine T. Thomas, Jerry R. Thomas</li> </ul> </li> <li>▪ <u>Websites:</u> <ul style="list-style-type: none"> <li>○ <a href="http://www.pecentral.org">www.pecentral.org</a></li> </ul> </li> </ul>

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