

**Physical Education
Unit 10: Movement**

<p>Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Developing competency in motor skills enhances the ability to participate in physical activities and establishes a foundation for life long wellness. ▪ Increasing competency in advanced specialized motor skills allows an individual to compete at higher sport levels thereby enhancing lifelong participation.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ How are combination skills applied using various strategies? ▪ How are these strategies applied in small groups? ▪ How are fundamental components recognized and strategies used in simple games and activities? ▪ How is competency increased in advanced specialized motor skills? ▪ How are cooperative and competitive strategies developed in higher-level games/sports?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ By applying the principles of stability and force during skill practice, motion and the motion of objects can be changed. ▪ Motor skills and manipulative skills need to be demonstrated during drills or modified games/physical activities. ▪ Skill-related fitness components include balance, coordination, agility, speed, and power. ▪ Specific, positive, and correct feedback effect skill improvement. ▪ Critical elements of more advanced movement skills need to be understood. ▪ More advanced motor and manipulative skills in games/activities/sports situations are required as competency increases.. ▪ Improved understanding why practice is important to skill improvement
<p>Vocabulary</p>	<ul style="list-style-type: none"> ▪ <u>Terms:</u> ▪ Point of contact ▪ Principle of opposition ▪ Point of release ▪ Force ▪ Speed ▪ Coordination ▪ Agility ▪ Balance ▪ Power ▪ Stability ▪ Specialized motor skills ▪ Competency
<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ To apply locomotion skills, change of direction, levels, force, center of gravity, line of gravity and pathways in individual and team sports/activities. ▪ To use concepts in a variety of settings.

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	<ul style="list-style-type: none"> ▪ To use acceleration, deceleration to decrease risk of injury. ▪ To use skill related fitness components with increased competency. ▪ To combine correct techniques for motor skills and manipulative skills in drills, modified games/activities, and regulation games. 	
<p align="center">Related Maine Learning Results</p>	<p><u>Health and Physical Education</u> G. Movement/Motor Skills and Knowledge</p> <ol style="list-style-type: none"> 1. Stability and Force Students change their motion and the motion of objects by applying the principles of stability and force during skill practice. <ol style="list-style-type: none"> a. Demonstrate the principle of opposition. b. Demonstrate how the point of contact changes the path of an object c. Demonstrate how the point of release changes the path of an object d. Demonstrate lifts and actions that decrease risk for injury. 2. Movement Skills Students demonstrate motor skills and manipulative skills during drills or modified games/physical activities. <ol style="list-style-type: none"> a. Demonstrate correct technique for motor skills and manipulative skills during drills or modified games/physical activities. b. Combine manipulative skills with motor skills during drills or modified games/physical activities. 3. Skill-Related Fitness Components Students describe the following skill-related fitness components: balance, coordination, agility, speed, and power. 4. Skill Improvement Students explain how specific, positive, and correct feedback affect skill improvement. 	
<p align="center">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Lead-up racquet game skills such as tennis and pickleball ▪ Individual sports skills: golf, ultimate Frisbee, track and field components ▪ Team activities/sports skills ▪ Individual fitness work-outs ▪ Participate competently in modified sports. 	
<p align="center">Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Teacher Observation ▪ Self-Evaluation ▪ Checklist ▪ Peer Observation; pairs or small groups ▪ Develop SMART goal in individual fitness work-out program based on area of motor skills needing improvement. 	
<p align="center">Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Other Resources</u> <ul style="list-style-type: none"> ○ posters, charts ○ variety of equipment 	

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	<ul style="list-style-type: none">○ pedometers○ heart monitor○ community resources○ Project Adventure Curriculum Guide▪ <u>Websites:</u><ul style="list-style-type: none">○ www.pecentral.org○ www.americanheart.org
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