

**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. ▪ Increasing the ability to combine manipulative, locomotor, and non-locomotor skills helps to develop movement sequences and patterns. ▪ Developing the ability to easily transfer movement skills from one activity to another activity enhances physical activities.
<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? ▪ How are manipulative, locomotor, and non-locomotor skills increased to develop movement sequences and patterns? ▪ How is the transfer of movement and motor skills from one sport/activity to another learned?
<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 ▪ Combination movements are required in a sports setting. ▪ Movement skills can be transferred between activities/sports.
<p>Vocabulary</p>	<ul style="list-style-type: none"> ▪ <u>Terms:</u> ▪ Point of contact ▪ Principle of opposition ▪ Point of release ▪ Force ▪ Speed

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	<ul style="list-style-type: none"> ▪ Coordination ▪ Agility ▪ Balance ▪ Power ▪ Stability ▪ Specialized motor skills ▪ Competency ▪ Transferability ▪ Manipulative skills
<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Apply, independently, locomotion skills, change of direction, levels, force, center of gravity, line of gravity and pathways in individual and team sports/activities. ▪ Use, independently, concepts in a variety of settings. ▪ Use concepts of acceleration, deceleration to decrease risk of injury. ▪ Improve use of skill-related fitness components. ▪ Combine correct techniques for motor skills and manipulative skills in drills, modified games/activities, and regulation games. ▪ Demonstrate correct techniques for motor skills and manipulative skills in games/physical activities. ▪ Demonstrate a smooth transference of skills from one activity to another.
<p>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

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	Students explain how specific, positive, and correct feedback affect skill improvement.	
Sample Lessons And Activities	<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. ▪ Participate competently in sport games. 	
Sample Classroom Assessment Methods	<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. ▪ Develop skills competency checklist to assist classmates in rating motor and manipulative skills. 	
Sample Resources	<ul style="list-style-type: none"> ▪ <u>Other Resources</u> <ul style="list-style-type: none"> ○ posters, charts ○ variety of equipment ○ pedometers ○ heart monitor ○ community resources ○ Project Adventure Curriculum Guide <u>Websites:</u> <ul style="list-style-type: none"> ○ www.pecentral.org ○ www.americanheart.org 	

approved fall 2013