

Ticket To Fitness

Grade Span: 3 – 4

Discipline: Physical Education

Maine Learning Results : A1,2,4 C2

Standard: A – Physical Fitness

Students will acquire the knowledge needed to be physically fit and take part in healthful physical activity on a regular basis.

Performance Indicators:

1. Identify the components of health-related fitness.
2. Demonstrate specific activities to improve each of the components of health-related fitness.
4. Participate in a physical activity for the purpose of improving health-related fitness.

Standard: C – Personal and Social Interactions

The student will demonstrate responsible and social behaviors in physical activity settings.

Performance Indicator:

2. Follow activity-specific rules, procedures and etiquette.

Assessment Summary:

Students will participate in a physical activity which can be adventure-based or circuit/station set-up. Students must follow the specific rules, procedures and proper etiquette during this activity.

Through this activity that enhances health-related fitness components, students will identify verbally to the teacher those components. Teacher will punch student's ticket when meeting the standard for those components.

Materials and Resources:

- None for students
- Ticket for teacher
- Paper punch
- Clipboard
- Project Adventure Resources –website – www.pa.org

Suggested Timeframe:

Two 40 minute class periods

Suggested Prior Instruction:

- Knowledge of health-related fitness components
- Understanding the importance of rules, safety and proper etiquette through brainstorming and discussions

Source of Original Assessment: Local Assessment Development Institute 2002

Teacher Page

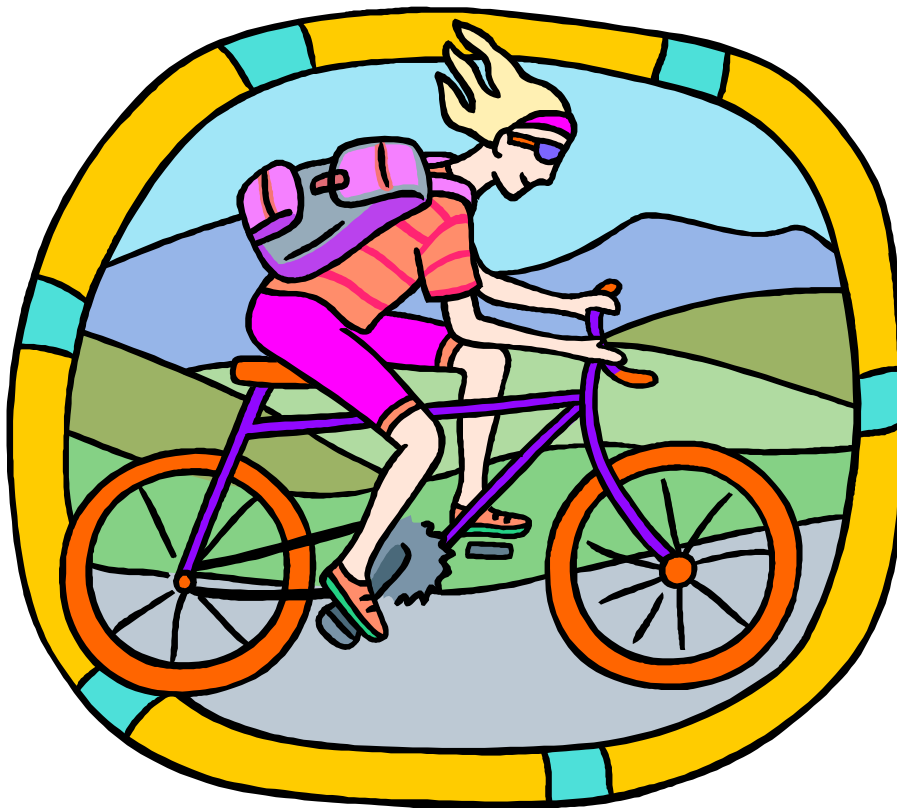
Health-related Components of Fitness

Flexibility – the ability to bend and move the body in different ways

Cardiorespiratory endurance – the ability to do activities that require oxygen for an extended period of time

Muscular Endurance – the ability to use the muscles for an extended period of time

Muscular Strength – the amount of force the muscles can exert



Tickets For Teachers

Student Name:

MUSCULAR STRENGTH	FLEXIBILITY
MUSCULAR ENDURANCE	ETIQUETTE
AEROBIC ENDURANCE	FOLLOWS PROCEDURES

Student Name:

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DRAFT SCORING	TICKET TO FITNESS				3-4 Physical Education
Scoring Criteria	1 attempted demonstration (does not meet standards)	2 partial demonstration (partially meets standards)	3 proficient demonstration (meets standards)	4 sophisticated demonstration (exceeds standards)	
<p>A.Physical Fitness</p> <p>1. Identify the components of health – related fitness</p> <p>Source of Evidence: Student ticket</p>	<p>Student identifies 1-2 health-related components of fitness.</p>	<p>Student identifies 3 health-related components of fitness.</p>	<p>Student identifies 3 health-related components of fitness.</p>	<p>Student identifies 4 health-related components of fitness with details..</p>	
<p>A.Physical Fitness</p> <p>2. Demonstrate specific activities to improve each of the components of health-related fitness.</p> <p>Source of Evidence: Teacher Observation Table</p>	<p>Student participates in an activity which will enhance 1 of the following components of health-related fitness:</p> <ul style="list-style-type: none"> - cardiorespiratory endurance - flexibility - muscular strength - muscular endurance 	<p>Student participates in an activity which will enhance 2 of the following components of health-related fitness:</p> <ul style="list-style-type: none"> - cardiorespiratory endurance - flexibility - muscular strength - muscular endurance 	<p>Student participates in an activity which will enhance 3 of the following components of health-related fitness</p> <ul style="list-style-type: none"> - cardiorespiratory endurance - flexibility - muscular strength - muscular endurance 	<p>Student participates in an activity which will enhance 4 of the following components of health-related fitness</p> <ul style="list-style-type: none"> - cardiorespiratory endurance - flexibility - muscular strength - muscular endurance <p>AND can maintain the specific activity or station without resting.</p>	

<p>A. Physical Fitness</p> <p>4. Participate in physical activity for the purpose of improving health-related fitness.</p> <p>Source of Evidence: Teacher Observation Table</p>	<p>Student attempts to participate in a physical activity/circuit training for improving health-related fitness.</p>	<p>Student participates in a physical activity/circuit training for improving health-related fitness on a limited basis.</p>	<p>Student participates in a physical activity/circuit training for improving health-related fitness.</p>	<p>Student participates in a physical activity/circuit training for improving health-related fitness at a moderate to vigorous level.</p>
<p>C. Personal and Social Interaction</p> <p>2. Follow activity-specific rules, procedures and etiquette.</p> <p>Source of Evidence: Student ticket</p>	<p>Student needs constant teacher reminders to follow rules, procedures and etiquette.</p>	<p>Student demonstrates following the rules, procedures, and etiquette for the activity most of the time.</p>	<p>Student consistently demonstrates following the rules, procedures and etiquette for the activity</p>	<p>Student consistently demonstrates following the rules, procedures and etiquette for the activity and encourages others to follow rules, procedures and appropriate etiquette.</p>