

Westfield Central School District



Plan and Curriculum For Physical Education

June 2015

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I. INTRODUCTION

A. Regulation

1. School District Plans – It shall be the duty of trustees and boards of education to develop and implement school district plans to provide physical education experiences for all pupils as provided in this section. Such current plans shall be kept in the school office and shall be filed with the Division of Physical Education, Fitness, Health, Nutrition and Safety Services. All school districts shall comply with the provisions of this section by August 1, 1982. However, the requirements for submission of a plan shall become effective by January 1, 1983. A school district may conduct an instructional physical education program, which differs from, but is equivalent to, the required program on instruction set forth in paragraph (2) of subdivision (c) of this section, with the approval of the Commissioner. An equivalent program may be implemented only after approval from the Division of Physical Education, Fitness, Health, Nutrition and Safety Services and shall include the:
 - a. Program goals and objectives;
 - b. Way in which students are to be scheduled and the length of time daily, weekly, monthly, or yearly;
 - c. Program activities offered at each grade level or each year of instruction;
 - d. Assessment activities for determining the students' performance towards the goals and objectives of the program;
2. Program Plans – School district plans shall include the following:
 - a. Curriculum
 - b. Required instruction
 - c. Attendance
 - d. Personnel
 - e. Facilities
 - f. Administrative procedures
 - g. Basic code of extra class athletic activities

B. Title IX Statement

Westfield Central School affirms the right for every student to participate in physical education, intramural, and interscholastic activities without regard to sex. In addition, the school district does not limit one sex in enjoyment of any right, privilege, advantage, or opportunity.

C. District Philosophy And Goals

1. District Philosophy – Physical education is an integral part of the total educational program. It is that phase of education, which provides an opportunity, through activity, for physical, mental, and social development and improvement of the individual to meet the challenge of life.

Physical education plays an important role in the development of the whole individual with an activity for every boy and girl and a program of physical fitness that will place students in the best physical condition. The program strives to develop physical activities, skills, knowledge, emotional stability, a spirit of fair play, a sense of accomplishment, and provides the experience of having competition with other classmates.

The physical education program aims for a strong, health body and mind that are coordinated to meet life's physical and mental demands.

The foundation of the physical education program is activity. Activity is given this position for the following reasons:

- a. Activity involves doing, not lengthy explanations.
- b. During activity the students can be placed in and out of almost any setting to meet desired objectives.
- c. Activity can include a repetition of skills and knowledge through competition.
- d. Activity is usually fun and reduces the inhibitions of students.

Physical education includes many activities that will enable the student to carry over into adult life interests, attitudes, and skills that will help him to enjoy fully a healthy, wholesome life and worthy use of leisure time.

2. District Goals -

- a. The student is knowledgeable enough to maintain a high state of physical fitness.

- b. The student is knowledgeable about the basic structures and functions of the human body.
- c. The student is able to exhibit skills appropriate to a wide variety of physical education activities and sports.
- d. The student values participation in sports and other activities throughout life.
- e. The student is able to apply desirable health and safety practices when participating in physical education activities and sports.
- f. The student is knowledgeable about rules and is able to apply strategies in a variety of physical education activities and sports.
- g. The student demonstrates the personal qualities of self-control, self-confidence, good sportsmanship, and respect for others that enable him/her to work and play with others for common goals.

D. Safety

Physical education instruction requires that safety practices be designed and implemented. All activities should be conducted in safe and healthful environments. Safety in physical education is more than proper matting, or equipment; it is an attitude that must be instilled into each participant.

A safe attitude leads to sound safety practices, where students and teachers work together to prevent injuries. Students are encouraged to participate safely and are rewarded for following proper safety rules and practices.

Several factors should be considered when formulating rules and guidelines concerning safety, such as:

Supervision – all aspects of the program (class instruction, intramural, extramural, interscholastic) must be carefully supervised. Mandatory supervision of locker rooms is of particular importance since accidents often occur there.

Equipment and Facilities – All equipment and facilities must be checked on a regular basis. Athletic fields, gymnasiums, weight rooms, and other indoor and outdoor activity areas must be carefully inspected by qualified personnel. Once completed, areas, apparatus, and equipment found in need of repair should be repaired before they are used by participants.

Organization – Sound organizational procedures tend to reduce injuries. Programs should be planned to provide a variety of experiences and meet the needs of each student.

Selection of Activities – Activities should be appropriate for the motivational and skill levels of students. Teaching progressions should be followed, and students should have basic competencies before they are permitted to attempt intermediate and advanced skills. The skill or activity being taught should be appropriate for each student.

The health, welfare, and safety of students should be the first consideration in planning all aspects of the physical education.

II. CURRICULUM

A. ELEMENTARY PHYSICAL EDUCATION

Program Introduction

At the Elementary (K-2) school level, we provide a comprehensive, developmentally appropriate, physical education program in order to attain such ends as academic reinforcement, social adaptation, and emotional maturity. The program is based on three educational principles concerning the development of a child: (a) motor skill development which is sequential and age related, (b) progressions of motor development which are similar for all children, and (c) rates at which children progress vary from one individual to another. Through our basic objectives we strive to allow each and every child to find individual enjoyment, fulfillment and success.

The major goal of our physical education program is to contribute to the development of the physical, mental, and social well being of the child. To meet this goal the K-2 physical education program integrates sensory/perceptual motor development, creative movement and physical fitness throughout the curriculum.

The Elementary Program (K-2) provides for the development of basic and body management skills (sensory), coordination skills (perceptual), self-expression, and verbal communication. The curriculum develops both a practical and working understanding of how the body does and can move and it develops an understanding of the relationship between parts of the body and objects. The development of positive attitudes, behaviors, values and understandings is continually emphasized as we work toward the ultimate goal of a physically educated person.

Lessons focus on three main areas: (a) stations (which are activities adapted and designed for different ages and grade levels to develop motor skills) (b) rhythmic and movement experiences and (c) aerobic activity.

The National Standards for physical education and the New York State Framework Standards are the same for all 5 physical education unit plans. These standards can be found on the next page.

The unit plans that follow represent the philosophy of the elementary physical education program.

CONTENT STANDARDS

National Standards for Physical Education

- ___ 1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
- ___ 2. Applies movement concepts and principles to the learning and development of motor skills
- ___ 3. Exhibits a physically active lifestyle
- ___ 4. Achieves and maintains a health-enhancing level of physical fitness
- ___ 5. Demonstrates responsible personal social behavior in physically active settings
- ___ 6. Demonstrates understanding and respect for differences among people in physically active settings
- ___ 7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction

New York State Framework Standards

- ___ 1. Personal Health and Fitness: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and maintain personal health
- ___ 2. A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment
- ___ 3. Resource Management: Students will understand and be able to manage their personal and community resources

B. PHYSICAL EDUCATION UNIT PLAN (K-2)

UNIT: SENSORY/ PERCEPTION DEVELOPMENT (On Going)

INSTRUCTIONAL GOALS

- K-2 Provisions for a variety of age appropriate activities that will aid in the student's sensory/perception development
- K-2 Identification of selected body parts, of skills and movement concepts
- K-2 Recognition that skill development requires practice and that there should be an awareness of the reasons for doing the activity
- K-2 Development of responsibility for sharing equipment with others
- K-2 Demonstrate appropriate use and care of equipment

UNIT OBJECTIVES

Cognitive Outcomes

Knowledge children need to understand

Through participation in this unit a student will be learning and/or reinforcing the following:

- K-2 To recognize their own sensory/perceptual abilities (body awareness, spatial orientation, fine motor, control, motor planning, bilateral integration, balance, eye/hand coordination) and the potential for improvement
- K-2 To reinforce concepts dealt with in the classroom (colors, numbers, shapes)
- K-2 To recognize certain tasks which will promote development of the areas of weakness

Psychomotor Outcomes

Skills children need to learn

Through participation in this unit a student will be learning and/or reinforcing the following:

- K-2 To stimulate areas of the body (neurons, joints, muscles, nerves) related to areas of weakness
- K-2 To stimulate individual body parts to improve body awareness
- K-2 To stimulate the awareness of space around the body to improve spatial orientation
- K-2 To stimulate the inner ear through activities that quickly change directions to improve vestibular integration
- K-2 To stimulate stationary balance through activities that change the center of gravity and have an uneven, unstable base
- K-2 To stimulate dynamic balance through activities that change the dimensions of how or what we move
- K-2 To stimulate the two sides of the brain through activities that cross the midline to improve bilateral integration
- K-2 To stimulate the ability to manipulate objects with the hands

- K-2 To stimulate the coordination of the eye with the hand working together through ball handling activities
- K-2 To stimulate the coordination of all faculties through total body movement to improve motor planning

Affective Outcomes
Attitude children need to develop

Through participation in this unit a student will be learning and/or reinforcing the following:

- K-2 To develop interpersonal skills that lead to a sharing, cooperative experience
- K-2 To show an awareness of correct patterns and movement for locomotor and manipulative skills
- K-2 To develop a willingness to work on weaknesses, recognition of individual differences and the importance of effort
- K-2 To develop a willingness to carry tasks through to completion
- K-2 To develop a willingness to become an independent worker, who is self-motivated, self-determined and self-disciplined
- K-2 To develop an appreciation of the need for encouragement, sensitivity and compassion for others
- K-2 To provide success oriented tasks so a positive feeling toward movement and sports is developed

PERFORMANCE INDICATORS

- K-2 Persevering in areas of weakness
- K-2 Recognizing tasks that will improve specific areas of weakness
- K-2 Performing activities that will promote growth in sensory/perceptual tasks

SAFETY CONSIDERATIONS

- K-2 Will avoid collisions during movement
- K-2 Will control propelled objects (throwing, kicking)
- K-2 Will use striking implements (bats) safely
- K-2 Will use appropriate padding and mats at stations
- K-2 Will perform at student's own pace
- K-2 Will understand the importance of performing the explained task

EVALUATION

- K-2 Teacher Observation
- K-2 Student Response

PHYSICAL EDUCATION UNIT PLAN K-2

UNIT: MOVEMENT EDUCATION (On Going)

INSTRUCTIONAL GOALS Movement for Environmental Control.

- K-2** Knowledge of where the body can move
- K-2** Knowledge of what the body can move
- K-2** Knowledge of how the body can move

UNIT OBJECTIVES

Cognitive Outcomes Knowledge children need to understand

Through participation in movement units a student will be learning and /or reinforcing the following:

Where the body can move: (space)

- K-2** That movement occurs in a great variety of ways using self space and general space
- K-2** That movement occurs while showing control in:
 - Directions- up and down, forward and backward, to one side and to the other side
 - Levels- high, medium, low
 - Ranges- large and small, near to and far from
- K-2** That movement creates a great variety of shapes
 - Shapes: rounded, straight and narrow, straight and wide and twisted
- K-2** That flight occurs for a brief period of time
- 1-2** That movement produces recognizable floor pathways when moving
 - Pathways-straight, curved or zigzag

What the body can move: (body awareness)

- K-2** That production of pathways can be recognized on the floor
- K-2** That two main types of pathways can be produced
 - Pathways: curved and straight
- 1-2** That zigzag pathways are straight lines that combine with sharp turns to change direction

How does the body move: (force, balance, weight transfer, time and flow)

- K-2** That the body can produce and absorb force
- K-2** That the body can move both on-balance and off balance
- 1-2** That the body can transfer weight by rocking, rolling and sliding on adjacent body parts, by stepping on nonadjacent body parts and by taking off forcefully and landing softly when flight is involved
- 2** That controlled flight (takeoff, actual flight and landing) requires more force than

- does other forms of weight transference
- 1-2 That movement is performed in time and is measured by the speed of movement, ranging from quick to slow

Psychomotor Outcomes
Skills children need to learn

Through participation in movement units a student will be learning and/or reinforcing the following:

Where the body can move: (space)

- K-2 To move in a great variety of controlled ways in self space and in general space.
- K-2 To respond to starting and stopping signals
- K-2 To listen and think while moving
- K-2 To move in a variety of controlled ways in all directions, all levels and all ranges
- K-2 To move into and hold a variety of shapes
- 1-2 To produce recognizable floor patterns
- 2 To develop controlled flight (strong takeoff, shape held in flight, light and safe landings on the feet)

What the body can move: (body awareness)

- K-2 To move specific body parts consciously and purposefully
- K-2 To consciously control the pathway of the body on the floor while moving in a wide variety of ways
- 1-2 To change direction quickly using sharp turns when moving in a zigzag pathway
- 2 To travel in a wide variety of pathways while manipulating a ball

How the body moves: (force, balance, weight transfer, time, flow)

- K-2 To land on feet, and then collapse and roll as a means of absorbing the force of landing after flight
- K-2 To gain greater muscular control of the production and absorption of force
- K-2 To achieve greater control of balanced shapes
- 1-2 To accelerate and decelerate slowly and quickly
- 2 To vary the speed of movements
- 1-2 To be consciously aware of weight transference

Affective Outcomes
Attitude children need to develop.

Through participation in these units a student will be learning and /or reinforcing the following:

- K-2 To develop a willingness to listen to problems, to think about them and to seek increasingly more skillful, thoughtful and original ways of solving them through movement.
- K-2 To develop a willingness to carry tasks through to completion.

- K-2 To develop a willingness to help and work with others
- K-2 To develop an appreciation of others like and unlike themselves
- K-2. To provide success (oriented in movement), so the student has an increasing appreciation for and enjoyment of movement

PERFORMANCE INDICATORS

Where the body can move:(space)

- 1-2 Distinguishing between straight, curved, and zigzag pathways while traveling in various ways on the floor
- K-2 Demonstrating the ability to stop and start quickly upon demand
- K-2 Traveling safely, in different ways, in a large group without bumping into others or falling down
- 2 Traveling safely with increased speed using a wide variety of ways without any collisions.
- K-2 Demonstrating that levels in space are areas of space in terms of high, medium and low in relation to the body when standing
- K-2 Understanding that levels remain constant even though the whole body may move on a single level
- K-1 Placing a variety of body parts and objects into high, medium or low levels
- K-2 Forming both large and small body shapes while remaining stationary or moving
- K-2 Forming round, narrow, wide, and twisted body shapes alone and with a partner
- K-2 Recognizing movement is attained by a change in shape
- K-2 Demonstrating range attained through the relationship of one body part to another or of body part

What the body can move: (body awareness)

- 1-2 Recognizing that a zigzag pathway is a combination of straight lines with sharp turns to change direction
- K-1 Demonstrating traveling, in forward and sideways directions, while changing direction quickly in response to a signal
- 2 Demonstrating traveling in a backward direction while changing direction quickly and safely without falling
- K-2 Understanding objects can be moved in all directions with or without having the body move in the same direction
- 2 Recognizing that shape is the position the body takes in space at any given time

How the body moves: (force, balance, weight transfer, time, flow)

- 1 Combining shapes, levels and pathways into simple sequences
- K-2 Recognizing flight occurs when the body moves unsupported in space
- 2 Understanding that flight can be using a combination of one and two foot take-off and landings
- 2 Recognizing flight is a form of locomotion involving three phases: take-off, actual flight and landing

- 2 Understanding that the moving body includes being aware of: (a) different body parts and the relationship of one body part to another, (b) the importance of a single body part in movement, (c) the position of the body and its parts in space, and (d) the relationship of the body and its parts to objects in space.
- 1-2 Understanding the body can produce varying amounts of force; using the dimensions of force range from weak to strong
 - 1-2 Understanding for efficient use of the body, one produces just enough force to do the task at hand successfully but not more force than is needed
- K-2 Understanding change in muscular tensions in the body can be felt
- 1-2 Understanding more force can be generated by strong, well exercised muscles than by weak, unused muscles
- K-2 Understanding the force created by the body's own momentum and by other moving objects can be absorbed
- 2 Understanding that gravity is the force pulling downward toward the center of the earth
- 1-2 Recognizing when a person moves in an on-balance way, the center of gravity falls inside the base of support
- 1-2 Recognizing when a person moves in an off-balance way, the center of gravity falls outside the base of support
- K-2 Understanding the larger the base of support, the more stable the body position

SAFETY CONSIDERATIONS

- K-2 Will demonstrate the importance of working for self space while remaining stationary or while moving
- K-2 Will demonstrate avoiding collisions by showing body control and by stopping immediately on signal
- 1-2 Will demonstrate knowledge of avoiding collisions as the body gets tired
- K-2 Will acknowledge individual differences while participating in vigorous physical activities

EVALUATION

- K-2 Teacher Observation
- K-2 Student Response

PHYSICAL EDUCATION UNIT PLAN K-2

UNIT: PHYSICAL FITNESS: (On Going)

INSTRUCTIONAL GOALS

- K-2** Learn the importance of sustaining a moderate physical activity
- K-2** Learn the importance of daily participation in vigorous physical activity
- K-2** Learn to recognize that physical activity is good for personal well being
- K-2** Learn to accept the feelings resulting from challenges, successes and failures in physical activity

UNIT OBJECTIVES

Cognitive Outcomes

Knowledge children need to understand

Through participation in this unit a student will be learning and /or reinforcing the following:

- K-2** Basic terminology and concepts of physical conditioning (endurance, cardiovascular, and strength)
- K-2** Awareness of particular activities that contribute to a specific concept
- K-2** An understanding of safety concerns connected with physical activity

Psychomotor Outcomes

Skills children need to learn

Through participation in this unit a student will be learning and/or reinforcing the following:

- K-2** To increase heart rate while using a variety of activities, which strengthens both the heart and lungs
- K-2** To apply rules of safe movement patterns to participation in physical activity
- K-2** To differentiate between correct and incorrect form applied to various movement skills

Affective Outcomes

Attitude children need to develop

Through participation in this lesson a student will be learning and /or reinforcing the following:

- K-2** To recognize the risk and safety factors associated with regular participation in physical activity
- K-2** To understand the need for appropriate levels of cardiovascular endurance in order to carry out life's tasks
- K-2** To recognize that successful participation in activities involves practice
- K-2** To recognize that play can contribute to feelings of joy

PERFORMANCE INDICATORS

- K-2 Keeping general space
- K-2 Locating a heart beat, recognizing a fast or a slow heart beat, realizing the cause and need for a fast or a slow heart beat
- K-2 Developing and maintaining activities to promote physical fitness

SAFETY CONSIDERATIONS

- K-2 Will avoid collisions as the body gets tired
- K-2 Will recognize the need for proper warm-up before and after physical activity
- K-2 Will acknowledge individual differences while participating in vigorous physical activities

EVALUATION

- K-2 Teacher Observation
- K-2 Student Response

PHYSICAL EDUCATION UNIT PLAN (K-2)

UNIT: RHYTHMS (On Going)

INSTRUCTIONAL GOALS

- K-2** Development of importance of rhythm as an essential element of all coordinated movement (time, space, flow, force)
- K-2** Development of basic motor and rhythmic skills developmentally appropriate for a child's growth
- K-2** Development of an understanding of movement to music (timing, coordination, execution)

UNIT OBJECTIVES

Cognitive Outcomes

Knowledge children need to understand

Through participation in this unit a student will be learning and/or reinforcing the following:

- K-2** To foster an understanding and application of the elements of movement (time, space, force, flow) through rhythmic structure
- K-2** To create rhythmic movement in sequence (patterns, speed, pulse)

Psychomotor Outcomes

Skills children need to learn

Through participation in this unit a student will be learning and/or reinforcing the following:

- K-2** To develop a flow of movement patterns (fast, slow, acceleration, deceleration)
- K-2** To perform locomotive skills rhythmically
- K-2** To develop motor abilities in a flowing, coordinated pattern

Affective Outcomes

Attitude children need to develop

Through participation in this unit a student will be learning and/or reinforcing the following:

- K-2** To promote positive social interaction that fosters cooperation
- K-2** To develop an appreciation of others differences while performing
- K-2** To promote positive self growth (creativity, self expression, fun)
- K-2** To promote the enjoyment of rhythmic activity

PERFORMANCE INDICATORS

- K-2 Performing different types of rhythmic movement patterns
- K-2 Demonstrating the elements of rhythm (time, space, force, flow) during a sequence of movements
- K-2 Demonstrating cooperation and positively interacting with peers

SAFETY CONSIDERATIONS

- K-2 Will recognize the need for respecting others personal space
- K-2 Will avoid colliding during movement through general space
- K-2 Will demonstrate use of equipment in a safe manner

EVALUATION

- K-2 Teacher Observation
- K-2 Student Response

PHYSICAL EDUCATION UNIT PLAN K-2

UNIT: KIDNASTICS

INSTRUCTIONAL GOALS

- K-2** Demonstration of large and small body shapes while stationary or moving
- K-2** Exploration of appropriate risk taking activities
- K-2** Introduction of flexibility and strength skills that are important for wellness and health
- K-2** Reinforcement of knowledge from movement unit (force, balance and weight transfer)

UNIT OBJECTIVES

Cognitive Outcomes

Knowledge children need to understand

Through participation in this unit a student will be learning and /or reinforcing the following:

- K-2** To understand that the student can travel (transfer weight) in step like ways on flattened parts other than just the feet (hands, forearms, seat, lower leg)
- K-2** To understand that movement from place to place is dependent on weight transference
- K-2** To understand that the student can transfer his body weight to other body parts
- K-2** To understand that safe rocking and rolling require a rounded surface next to the floor and that all body parts touching the floor are brought into a compact curved rounded shape
- K-2** To understand that uncontrolled movements can be hazardous to self and others
- K-2** To identify rules that are specific to kidnastics
- K-2** To understand that tight muscles, strength, and flexibility are important to kidnastics
- K-2** To understand differences and similarities in the ability of others

Psychomotor Outcomes

Skills children need to learn.

Through participation in this unit a student will be learning and/or reinforcing the following:

- K-2** To rock, roll and slide safely by controlling the transfer of body weight to parts that are next to each other
- K-2** To maintain balance while transferring weight to and from the midline of the body
- K-2** To feel the transference of weight to adjacent body parts
- K-2** To move on, over, under, around and through various kinds of equipment
- K** To develop spatial orientation of one's body
- 1-2** To maintain balances on a variety of body parts, including some inverted balances while showing increased control
- 2** To create different shapes with the body while traveling off or over apparatus(mats)
- K-2** To develop balancing, rocking, rolling, and step-like activities with emphasis on changing levels and directions
- K-2** To roll in a forward direction without hesitation

Affective Outcomes
Attitude children need to develop

Through participation in this lesson a student will be learning and /or reinforcing the following:

- K-2 To demonstrate consideration of others when participating in physical activities
- K-2 To share equipment with others
- K-2 To recognize that play and exercise can make you feel good

PERFORMANCE INDICATORS

- K-2 Performing a variety of forward and sideward rolls
- K-2 Walking on a low beam performing in different levels and directions
- K-2 Transferring weight to hands when feet are higher than the waist

SAFETY CONSIDERATIONS

- K-2 Demonstrate appropriate use and care of equipment
- K-2 Identify appropriate behaviors for participation with others
- K-2 Demonstrate work only on skills that have been introduced

EVALUATION

- K-2 Teacher Observation
- K-2 Student Response

C. DEVELOPMENTAL PHYSICAL EDUCATION PROGRAM (DPEP)

At Westfield, Occupational Therapy and Physical Therapy incorporate progressive sensory and a gross motor training program to increase an individual's physical ability to a level at or near that of their peers. There is not a separate DPEP at Westfield.

1. Specific Objectives for Program
 - a. To identify students who have motor ability less than that of their peers
 - b. To identify specific sensory/perceptual areas of weakness
 - c. To provide students with remediation in areas of weakness
 - d. To monitor students improvement and dismiss students from developmental physical education

D. PHYSICAL EDUCATION (K-2)

Exit Outcomes/Benchmarks

I. As a result of participating in our Elementary (K-2) Physical Education program it is reasonable to expect that the student will be able to:

Psychomotor

1. Travel, in different ways, in a large group without bumping into others or falling down
2. Travel safely without falling, in a forward, backward, or sideways direction, while changing directions quickly in response to a signal
3. Demonstrate skills of chasing, fleeing, and dodging to avoid or catch others
4. Travel, changing speeds and directions, in response to a variety of rhythms
5. Demonstrate clear contrasts between slow and fast speeds while traveling
6. Distinguish between straight, curved and zig-zag pathways while traveling in various ways
7. Combine various traveling patterns in time to the music
8. Make both large and small body shapes while traveling
9. Travel, demonstrating a variety of relationships with objects (e.g. over, under, behind, alongside and beneath)
10. Combine shapes, levels, and pathways into simple sequences
11. Hop, gallop, and slide using mature motor patterns
12. Jump and land using a combination of one and two foot take-offs and landings
13. Place a variety of body parts into high, middle, and low levels
14. Balance momentarily on various body parts
15. Move feet into a high level by placing the weight on the hands and landing with control
16. Walk forward, backward and sideways, on a line or beam, a distance of 5 feet, without falling
17. Roll smoothly in a forward or sideways direction without stopping or hesitating
18. Toss a ball higher than the head and catch it
19. Jump or step over a self turned rope
20. Strike a ball, in an upward motion, repeatedly with a paddle
21. Strike a ball with a bat from a tee or cone
22. Demonstrate the proper hand position for catching a high and low level thrown ball
23. Demonstrate the difference between an overhand and underhand throw
24. Continuously dribble a ball, using the hands or feet
25. Kick a stationary ball, using a smooth, continuous running approach prior to the kick
26. Create round, narrow, wide, and twisted body shapes both alone and with a partner
27. Walk and run using a smooth motor pattern
28. Have the ability to sustain moderate physical activity

Cognitive

1. State guidelines and behaviors for the safe use of equipment and apparatus
2. Demonstrate safety while participating in physical activity
3. Identify appropriate behaviors for participating with others in physical activity
4. Identify changes in the body during physical activity

Affective

1. Appreciate the benefits that accompany cooperation and sharing
2. Accept the feeling resulting from challenges, successes, and failures in physical activity
3. Be considerate of others in physical activity settings

E. INTERMEDIATE PHYSICAL EDUCATION (3-5)

Program Introduction

It is our goal at this level, to build on the fundamental movements and coordination learned at the primary level to combine skills necessary for individual success in a variety of situations including team participation. Our program introduces activities that use team concepts, skills and strategies. These are offered through traditional sports in modified games. Fundamental concepts innate to team success are accomplished with participation in small-sided games.

Our program continually strives to improve balance, bilateral integration, fitness, and eye hand coordination not only through traditional sport activities but also through individual stations. A great deal of time is spent in non-traditional activities set up in stations such as fitness circuits, etc. These stations provide maximum participation and individual instruction for continued improvement in our target areas.

Activities Offered: basketball, rhythm and dance, volleyball, softball, lacrosse, outdoor fitness trail, indoor fitness stations, track and field, team handball, scooter games, touch football, soccer, low organization mass games, cooperative games, eye-hand coordination circuits, frisbee activities, end of the year field day events.

At the third grade level all students are screened for gross motor ability. This assists us in finding areas that are in need of further development. Deficiencies are addressed through individual station activities.

All fifth grade students are assessed for physical fitness with a tool called the Fitness Gram. This tool assesses their muscular strength, endurance, and flexibility, as well as aerobic capacity, and body composition. The resulting information provides assistance in achieving a level of activity and fitness associated with excellent health, growth, and function for adolescence.

The intermediate physical education program provides a well-balanced approach to the continuation of elementary motor performance enhancement as well as the introduction of team type activities.

F. PHYSICAL EDUCATION –UNIT PLAN (3-5)

UNIT LESSON NO: (On Going)

Activity: Balance

Equipment: Any equipment pertaining to the activities we are performing

Teaching Aids: Progression signs, music, instructional video

Layout of Learning Environment: Use of indoor or outdoor physical plant as needed for the activity

National Standards for Physical Education

1. Demonstrates competency in many movement forms and proficiency in a few movement forms
2. Applies movement concepts and principles to the learning and development of motor skills
3. Exhibits a physically active lifestyle
4. Achieves and maintains a health-enhancing level of physical fitness
5. Demonstrates responsible personal social behavior in physical activity settings
6. Demonstrates understanding and respect for differences among people in physical activity settings
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction

New York State Framework Standards

1. Personal Health and Fitness-Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health
2. A Safe and Healthy Environment-Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment
3. Resource Management-Students will understand and be able to manage their personal and community resources

Key Ideas:

Types of balance are: stationary or static, balance while moving through space or dynamic, and vestibular integration

The ability to maintain equilibrium while stationary and while moving through space

Once balance is established, fine motor control will be able to develop

Cognitive Outcomes

1. The student will be able to explain how balance pertains to the activity we are participating in.
2. The student will be able to give three cues to their partner on ways to improve their activity involving balance.
3. The student will be able to explain the center of gravity.
4. The student will be able to explain a base of support .

Psychomotor Outcomes

1. The student will be able to demonstrate the body position required for a base of support or balance for any given activity.
2. The student will be able to demonstrate three forms of balance used in physical performance.
3. The student will be able to demonstrate the ability to balance when incorporating an implement for an activity.
4. The student will be able to demonstrate how a base of support can affect balance.
5. The student will be able to demonstrate how to change the center of gravity to effect balance in a given activity.
6. The student will be able to demonstrate how changes in speed and direction can affect balance for an activity.

Affective Outcomes

1. The student will be able to provide their partner with constructive assistance through out any given activity.
2. The student will be able to take turns and cooperate with others.
3. The student will be able to perform as a positive member of any dual or team activity.
4. The student will demonstrate self-control when working as an individual or as a member of a team.
5. The student will demonstrate self-accountability while working in pairs or in a team situation.
6. The student will demonstrate respect for individual differences when working in a group setting.
7. The student will demonstrate perseverance while performing a task.

Safety Considerations

1. All activities must take place within a safe distance from any wall or obstruction.
2. Large gymnastic equipment must be properly padded.
3. Students need to be spaced safely apart when using equipment.
4. All students should be going the same way when employing force with an object.
5. All students will demonstrate how to use all equipment safely.
6. Students will not touch or use equipment until instructed to do so.

PHYSICAL EDUCATION –UNIT PLAN (3-5)

UNIT LESSON NO: (On going)

Activity: Bilateral Integration. Bilateral integration is the ability of a student to coordinate body parts across the midline of the body. Contralateral is the ability to coordinate the upper and lower body parts together across the midline.

Equipment: Any equipment pertaining to the activity we are performing

Teaching Aids: Progression signs, music, instructional charts

Layout of learning environment: Use of indoor or outdoor physical plant as needed for the activity

National Standards for Physical Education

1. Demonstrates competency in many movement forms and proficiency in a few movement forms
2. Applies movement concepts and principles to the learning and development of motor skills
3. Exhibits a physically active lifestyle
4. Achieves and maintains a health-enhancing level of physical fitness
5. Demonstrates responsible personal social behavior in physical activity settings
6. Demonstrates understanding and respect for differences among people in physical activity settings
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction

New York State Framework Standards

1. Personal Health and Fitness-Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health
2. A Safe and Healthy Environment-Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment
3. Resource Management-Students will understand and be able to manage their personal and community resources

Key Ideas

1. The ability to step in reciprocal movement with throwing arm
2. The ability to identify and transfer weight when throwing an implement
3. The ability to recognize contralateral movements in addition to bilateral movements
4. The ability to coordinate hands when using an implement; an example of this would be when using a lacrosse stick to throw the ball, hands must perform tasks together on both side of the body crossing the midline

Cognitive Outcomes

1. The student will be able to identify bilateral movements when assisting their partner.
2. The student will be able to provide constructive cues to assist their partner in practicing bilateral activities.
3. The student will be able recognize unilateral movements vs. bilateral movements.
4. The student will be able to give examples of when bilateral integration would be needed when using an implement.
5. The student will be able to explain the importance of weight transference when performing a bilateral movement.
6. The student will be able to give examples of bilateral movements without equipment.

Psychomotor Outcomes

1. The student will be able to demonstrate bilateral integration when performing various locomotor movements.
2. The student will be able to demonstrate bilateral integration through manipulative skills.
3. The student will be able to demonstrate how to transfer weight when throwing an implement.
4. The student will be able to demonstrate bilateral integration when using an implement to throw or propel an object.
5. The student will be able to demonstrate a contralateral movement.

Affective Outcomes

1. The student will be able to provide their partner with constructive assistance through out any given activity.
2. The students will be able to take turns and cooperate with others.
3. The student will be able to perform as a positive member of any dual or team activity.
4. The student will be able to demonstrate self-control when working individually or as a member of a team.
5. The student will demonstrate self-accountability while working in pairs or in a team situation.
6. The student will demonstrate respect for individual differences when working in a group setting.
7. The student will demonstrate perseverance while performing a task.

Safety Considerations

1. All activities must take place a safe distance from any walls or obstructions.
2. Large gymnastic equipment must be properly padded for each class.
3. Students need to be spaced safely apart when using equipment and performing a task.
4. All students should be going the same way when employing force with an object.
5. All students will demonstrate how to use all equipment safely.
6. Activity area must be free from objects on the floor or playing surface.

PHYSICAL EDUCATION UNIT PLAN (3-5)

UNIT LESSON NO: (On Going)

Activity: Fitness

Equipment: Equipment pertaining to the activity we are performing

Teaching Aides: Music, Directional signs, Visual demonstrations, Teaching cues

Layout of Learning Environment: Indoors teaching area (small and large) as needed

National Standards For Physical Education

1. Demonstrate competency in many movement forms and proficiency in a few movement forms
2. Applies movement concepts and principles to the learning and development of a motor skill
3. Exhibits a physically active lifestyle
4. Achieves and maintains a health-enhanced level of physical fitness
5. Demonstrates responsible personal social behavior in physical activity settings
6. Demonstrates understanding and respect for differences among people in physical activity settings
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction

New York State Framework Standards

1. Personal Health and Fitness- Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and maintain personal health
2. A Safe and Healthy Environment- Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment
3. Resource Management- Students will understand and be able to manage their personal and community resources

Key Ideas

1. Target Heart rate (how to find the importance of reaching it for maximum fitness)
2. Types of muscles and location on the body
3. Use of muscle groups for a particular skill
4. Wellness model of total fitness (stress control, muscle endurance, aerobic capacity, nutrition)
5. Difference between aerobic and anaerobic activities
6. Importance of strength for particular activity
7. The fitness needed for a particular activity

Cognitive Outcomes

1. Student will be able to explain the difference between anaerobic and aerobic activities
2. Student will be able to explain the muscle groups used during a particular activity
3. Student will be able to explain the two stretches for flexibility to the muscle groups being used for a particular activity
4. Student will be able to explain the technique used to find a pulse
5. Student will be able to explain the difference between resting and active heart rate
6. Student will be able to explain pacing required for participation per activity
7. Student will be able to explain the importance of prior warm-up and cool-down when participating in an activity
8. Student will be able to explain the basic model of “good” nutrition

Psychomotor Outcomes

1. Student will be able to demonstrate how to relieve side discomfort during an activity
2. Student will be able to demonstrate the proper technique for flexibility of the muscle groups for a particular activity
3. Student will be able to demonstrate the proper technique for skills during a particular activity
4. Student will be able to demonstrate a proper warm-up and cool-down prior and at the conclusion of activity
5. Student will be able to demonstrate pacing required for various activities

Affective Outcomes

1. Student will be able to assist their peers in finding a resting or active pulse
2. Student will be able to cooperate with peers during practice of skills and/or game situation
3. Student will perform in a positive manner during all activities
4. Student will demonstrate self-control when working in a group situation.
5. Student will demonstrate respect for individual differences when working in a group
6. Student will demonstrate perseverance while performing a task

Safety Considerations

1. Unless directed by teacher, students will move in their own personnel space
2. Students will use equipment as instructed by teachers
3. Students will move in a controlled state and maintain adequate personnel space to others in class
4. Student must be instructed on the proper way to retrieve equipment when/if they loose control
5. No one should be in proximity to performers using implements where they can be injured

PHYSICAL EDUCATION UNIT PLAN (3-5)

UNIT LESSON NO: (On Going)

Activity: Eye-Hand; Eye-Foot Coordination

Equipment: Equipment pertaining to the activity we are performing

Teaching Aides: Music, Directional Signs, Visual Demonstrations, Teaching Cues

Layout of Learning Environment: Indoors teaching area (small and large) as needed

National Standards for Physical Education

1. Demonstrate competency in many movement forms and proficiency in a few movement forms
2. Applies movement concepts and principles to the learning and development of a motor skill
3. Exhibits a physically active lifestyle
4. Achieves and maintains a health-enhanced level of physical fitness
5. Demonstrates responsible personal social behavior in physical activity settings
6. Demonstrates understanding and respect for differences among people in physical activity settings
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction

New York State Framework Standards

1. Personal Health and Fitness – Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and maintain personal health
2. A Safe and Healthy Environment – Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment
3. Resource Management – Students will understand and be able to manage their personal and community resources

Cognitive Outcomes

1. Student will be able to explain the steps involved with a variety of eye-hand; eye-foot coordination activities. Specific activities will be listed in lesson plans.

Psychomotor Outcomes

1. Student will be able to demonstrate with proper technique the steps involved with the overhand and underhand throw with opposition
2. Student will be able to demonstrate the proper technique for the kick in opposition
3. Student will be able to demonstrate the proper technique for the two and/or one hand catch
4. Student will be able to demonstrate the ability to track an object to catch
5. Student will be able to demonstrate the ability to absorb and apply force to an object as needed
6. Student will be able to demonstrate how to adjust base of support as it results to direction
7. Student will be able to demonstrate how to transfer weight throwing and kicking

Affective Outcomes

1. Student will be able to cooperate with peers during practice of skills and/or a game situation
2. Student will perform in a positive manner during all activities
3. Student will demonstrate self-control when working in group situation
4. Student will be able to demonstrate respect for individual differences when working with a group
5. Student will demonstrate perseverance while performing a task

Safety Considerations

1. Unless directed by teacher, students will move in their own personal space.
2. Students will use equipment as instructed by teachers.
3. No one should be in proximity to performers using implements where they can be injured.

Key Ideas

1. The importance of the proper base of support when throwing or kicking
2. The importance of weight transfer when throwing or kicking
3. The ability to identify dominant and non-dominant hand or foot
4. The ability to perform overhand and underhand throws with opposition (Reciprocal and Bilateral Integration)
5. The ability to track objects with hands and feet (Reciprocal with Bilateral Integration)

INTERMEDIATE PHYSICAL EDUCATION UNIT PLAN

UNIT LESSON – Soccer

Equipment: soccer balls, goals, cones, poly spots, boxes, pinnies, circle markings

Teaching Aids: circuit signs, visual aids

Instructional Goals: Students will learn the fundamental skills for soccer and rules of play for small sided games.

Skills:

- fast footwork-suppleness
- movement with the ball
- dodges
- shielding
- trapping
- heading
- throw-ins
- types of passing-angles

Safety Considerations:

- face ball at all times
- tackle ball off foot only
- stay spread apart
- ball should be at feet not in hands

Psychomotor Outcomes:

The student will be able to demonstrate the correct body positioning for:

- fundamental skills of soccer
- 1 person from each team playing the ball at a time
- support position

Cognitive Outcomes:

The student will be able to:

- define or demonstrate soccer terminology
- cite rules for a soccer game
- give examples of special goalie rules
- identify mini field markings
- explain support play
- explain when to tackle

Affective Outcomes:

The student will be able to:

- manage their small sided game without disruption
- appreciate support players and their role
- work together as a team

Evaluation/Assessment:

- students will be assessed through a circuit using the 5 point rubric
- students' knowledge of the skills and when to use them will be assessed at the end of each class through question and answer
- students' ability to participate on a team fairly and responsibly will be assessed using the 5 point rubric
- students' knowledge of applying the rules will be assessed through observation and question and answer sessions at the conclusion of class

Unit Outline:

Day 1

Introduction to soccer for men and women
 Handball rules
 Fast Footwork
 Dribbling-moving the ball

Day 2

Review Dribbling
 Shielding
 Dodges

Day 3

Trapping
 Heading

Day 4

Review Trapping
 Introduction to Passing
 Shooting on Goal
 Goalie Distribution
 Throw-Ins

Day 5

Review Passing
 Box Soccer
 Rules of Play
 Area of Play for Offense and Defense

Day 6
Circuit

Day 7
Circuit

Day 8
Review Areas of Play
6 vs 6 Soccer

Soccer Rubric
Rubric used for all intermediate evaluations.

INTERMEDIATE PHYSICAL EDUCATION UNIT PLAN

UNIT LESSON – Volleyball

Equipment: beach balls, trainer volleyballs, badminton nets strung together, cones, poly spots

Instructional Goals: Students will learn fundamental volleyball skills, rules of play, rotation, communication with teammates, and how to score a 3 or 4 teammate volleyball game.

Skills:

- underhand pass
- overhand pass
- underhand serving
- back set
- blocking and basic spiking (5th graders)

Safety Considerations:

- “call” for the ball to avoid collisions
- do not go near net until instructed to do so
- be gentle with the beach balls
- play within boundaries and not off walls

Psychomotor Outcomes:

The student will demonstrate correct body position and movement for:

- underhand pass
- overhand pass
- underhand serve
- back bump
- back set
- blocking and spiking

Cognitive Outcomes:

The student will be able to:

- explain when each pass should be used in a game
- demonstrate and explain how and when to rotate
- explain double hit, carry, net violation, and line calls

Affective Outcomes:

The student will be able to:

- play fairly with teammates
- share an appreciation for the importance of passing in volleyball
- score a game without dissent

Evaluation/Assessment:

- students will be assessed when in the circuit for their body positioning and movement for passes using a 5 point rubric by observation.
- students knowledge of when to use what pass will be assessed through question and answer at the conclusion of each class
- students ability to participate on a team fairly and responsibly will be assessed using a 5 point rubric.
- students knowledge of rules will be assessed through observation and question and answer sessions at the conclusion of class

Unit Outline:Day 1

Introduce to volleyball
Passing-to help team
- underhand
- overhand
Communication

Day 2

Review Passing
Back Set
Back Bump
Net Play

Day 3

Review all Passes
Underhand Serving
Rules

Day 4

Circuit Introduction

Day 5

Circuit Continued

Day 6

Intro to Team Play
Scoring
Rotation
5th Grade Blocking and Spiking

Day 7

Game Play

Volleyball Rubric

Rubric used for all intermediate evaluations

INTERMEDIATE PHYSICAL EDUCATION UNIT PLAN

UNIT LESSON- Basketball

Equipment: Basketballs, scrimmage vests, cones, poly spots, baskets

Teaching Aids: Circuit signs, Visual aides

Instructional Goals: Students will learn the fundamental skills for basketball, basic game introduction rules as well as set up for full and half court games.

Skills:

- Strong hand dribble
- Weak hand dribble
- Dribble protection for both hands
- Set shot technique
- Jump shot technique
- Chest pass
- Bounce pass

Safety Considerations:

1. Face protection at all times
2. Fingers
3. Head during shooting near basket
4. Contact with the other students during movement on the court

Psychomotor Outcomes:

The Student will be able to demonstrate the correct body position/technique for:

1. All fundamental skills of play
2. 1 on 1 defense
3. Support defense

Cognitive Outcomes:

The Student will be able to:

1. Define and or demonstrate basketball terminology
2. Cite rules of play for basketball
3. Identify court markings
4. Explain support defense

Affective Outcomes:

The Student will be able to:

1. Manage the half court games with little teacher help
2. Teamwork on offense and defense

Evaluation/Assessment:

1. Students will be assessed through a circuit using the five-point rubric.
2. Students’ knowledge of the skills and when to use them will be assessed at each class through question and answer.
3. Students’ ability to participate on a team fairly and responsibly will be assessed using the five-point rubric.
4. Students’ knowledge of applying the rules will be assessed through observation and question and answer session at the conclusion of each class.

Unit Outline:

Day 1

Warm Up
History
Safety Statement
Ball Handling drills
Passing drills

Day 2

Ball Handling game as warm up
Review dribble and passing
Intro shooting

Day 3

Intro/Demo stations

Day 4

Continue Stations

Day 5

Intro Half court games
Play Games

Day 6

Intro full court games
Full Court games

Day 7 & 8

Half or full court games (teacher/student choice)

Evaluation/Assessment

Intermediate PE Rubric

INTERMEDIATE PHYSICAL EDUCATION UNIT PLAN

UNIT LESSON- Football

Equipment: Footballs, Scrimmage vests, Flags, Cones, Kicking tees.

Teaching aides: Circuit Signs, Visual aides

Instructional goals: Students will learn the fundamental skills for Football and the rules of play for small-sided game situations for class.

Skills:

- Over hand forward Pass
- Football catch
- Punting
- Kicking from a tee
- Shot gun center snap
- 1 on 1 Pass Defense
- Pass routes

Safety Considerations:

1. Face protection at all times
2. Fingers
3. Awareness during kicking
4. Contact with the other students during movement on field/court

Psychomotor Outcomes:

The Student will be able to demonstrate the correct body position/technique for:

1. All fundamental skills of play
2. 1 on 1 pass defense
3. Pass routes

Cognitive Outcomes:

The Student will be able to:

1. Define and or demonstrate Football terminology
2. Cite rules of play for Football
3. Identify field markings
4. Explain technique of 1 on 1 pass defense

Affective Outcomes:

The Student will be able to:

1. Manage the games with little teacher help
2. Teamwork on offense and defense

Evaluation/Assessment:

1. Students will be assessed during the unit through a circuit using the five-point rubric.
2. Students’ knowledge of the skills and when to use them will be assessed at each class through question and answer.
3. Students’ ability to participate on a team fairly and responsibly will be assessed using the five-point rubric.
4. Students’ knowledge of applying the rules will be assessed through observation and question and answer session at the conclusion of each class.

Unit Outline:

Day 1

Warm Up

History

Safety Statement

Passing/catching drills

Pass routes and shut gun center snap

Day 2

Review day 1

Punting/Kicking from a tee

Day 3

Intro/Demo stations

Day 4

Continue Stations

Day 5

Intro game set up

Play Games

Day 6

Games Continued

Day 7 & 8

Games

Evaluation/Assessment

Intermediate PE Rubric

G. PHYSICAL EDUCATION (3-5)

Exit Outcomes

1. Upon leaving the 5th grade physical education program, a student should be able to:

A. Psychomotor

1. Demonstrate the body position required for a base of balance for any given activity.
2. Demonstrate a variety of balances used for physical education performance.
3. When using an implement, the student will be able to perform balance maneuvers when the implement is incorporated.
4. For any given activity the student will be able to change the base of support to effect balance and outcome.
5. Show how changing the center of gravity will affect balance for a given activity.
6. Demonstrate how changes in speed and direction can affect balance for an activity
7. Demonstrate bilateral integration when performing a variety of locomotor movement.
8. Exhibit bilateral integration through manipulative skills with and without an implement.
9. Transfer weight when throwing an object
10. Demonstrate contra-lateral movement when need be.

B. Cognitive

1. Identify bilateral movements in others.
2. Provide constructive cues to others to assist in their practicing of bilateral activities.
3. Recognize movements that require unilateral movements vs. bilateral movements.
4. Give examples of when bilateral integration is needed with an implement.
5. Explain the importance of weight transference when performing a bilateral movement.
6. Give an example of static balance and dynamic balance.
7. Cite how balance pertains to the given activity we are in.
8. Give cues to others regarding how to improve their balance.
9. Explain center of gravity and base of support and how it effects the involved activity.

C. Affective

1. Provide constructive assistance through out activities.
2. Take turns and cooperate with partners and groups when need be.
3. Demonstrate self-control and accountability when working with others.
4. Demonstrate respect of individual differences when working with others.
5. Demonstrate perseverance when attempting to perform a task.
6. Demonstrate how to be a positive constructive member of a dual or team activity.

H. JUNIOR HIGH PHYSICAL EDUCATION (6-8)

Program Introduction

The curriculum for grades 6 – 8 is designed to expand on the skills and concepts necessary in team sports, as well as begin to introduce individual and lifetime activities. It is our intent to provide students with a wide range of opportunities that allow all to be successful in physical education regardless of athletic ability.

Traditional sports such as soccer, basketball, softball and football are vital to the development of teamwork, leadership, and appropriate social behavior. The majority of team sports are played on multiple fields and have fewer players to allow for greater player participation and activity.

Individual and lifetime sports are very popular at the junior high level. Students are able to find success in activities such as badminton, tennis, fitness walking/jogging, and dance without being dependent upon teammates. Project Adventure/Survivor is introduced for the first time in 6th grade, and it provides a team situation in which trust and cooperation are necessary for success rather than athletic ability.

Our goal is to make physical education an enjoyable, learning experience for all students. With an emphasis on sportsmanship, cooperation, and participation, students are encouraged to do their best rather than to be the best.

I. JUNIOR HIGH PHYSICAL EDUCATION UNIT PLANS (6-8)

JUNIOR HIGH PHYSICAL EDUCATION UNIT COVER SHEET

UNIT LESSON - Dance

Grade Level: 6 - 8

Equipment: Gym, music (different kinds), cd player, speakers

Teaching Aids: Visual Demonstrations

Instructional Goals: Dance is a life long activity that can be done in almost any setting. It promotes fitness, rhythm, and coordination – moving your feet to the music

Skills:

- Keeping to the count
- Using feet for different patterns (shuffle steps, grapevine, heel touches, toe touches, and turns)
- Hand motions
- Clapping

Safety Considerations:

- Body awareness

Psychomotor Outcomes:

The student will demonstrate proficiency or show improvement in:

- Executing different patterns for different dances
- Executing different hand motions for the different dances
- Executing different turns for dances

Cognitive Outcomes:

Each student will be able to:

- Demonstrate the basic skills to move ones' feet to the count of a certain beat
- Demonstrate the moving of hands and arms to the count of a certain beat
- Demonstrate the need to turn and stay with the count to different kinds of music

Affective Outcomes:

The student will develop an appreciation of:

- The importance of staying with the beat and count of the music
- The importance of learning the steps of a dance first, before doing the whole dance with the music
- The importance of being physically fit for dance
- The importance of dance being a social activity

Evaluation/Assessment

- Students will be assessed according to a 4 point rubric on participation, administered by the teacher through observation while the students are dancing
- Students will also be assessed according to a 4 point rubric on sportsmanship, administered by the teacher through observation during play
- Students will score a minimum of 2 on Hellison's Level of Personal and Social Responsibility, as determined by the teacher, through observation during play

DANCE UNIT OUTLINE

Day 1:

Introduction
Waltz and Fox Trot

Day 2:

Review Waltz and Fox Trot
Cha Cha and Jitterbug

Day 3:

Review Cha Cha and Jitterbug
Do favorites of the students

DANCE RUBRIC

4. Participates and cooperates in basic line dances using basic motor skills, including but not limited to rhythms, coordination, flexibility, and endurance; skills are effective and consistent
3. Participates and cooperates in basic line dances using basic motor skills, including but not limited to rhythms, coordination, flexibility, and endurance; skills are consistent
2. Participates and cooperates in the basic line dances; skills are inconsistent
1. Somewhat participates and cooperates in the basic line dances; skills are non-existent

JUNIOR HIGH PHYSICAL EDUCATION UNIT COVER SHEET

UNIT LESSON – Flag Football

Grade Level: 6 - 8

Equipment: Footballs, flag belts, field space (10 yards by 40 yards), cones

Teaching Aids: Visual demonstrations

Instructional Goals: Flag football is a game that is enjoyable for Jr. High students to play. It promotes fitness and working together as a team.

Skills:

- Passing
- Catching
- Defense
- Pass patterns
- Hand-offs
- Pitching
- Running
- Blocking

Safety Considerations:

- Proper warm-up
- Understanding the rule and game concept
- Being alert
- Being under control

Psychomotor Outcomes:

The student will demonstrate proficiency or show improvement in:

- Executing different running or passing plays
- Executing proper blocking techniques
- Using the proper techniques of running, passing, and catching a football

Cognitive Outcomes:

Each student will be able to:

- Demonstrate basic skills of advancing a football
- Demonstrate the necessity of calling plays
- Demonstrate the need to work together as a team
- Demonstrate an understanding of the terms and rules of the game
- Demonstrate good sportsmanship during play

Affective Outcomes:**The student will develop an appreciation of:**

- The importance of learning plays or pass routes
- The effort to work together as a team
- The importance to being physically fit to play the game
- The personal living skills of respect, leadership, and play along with the group

Evaluation/Assessment:

- Students will be assessed according to a 4 point rubric on skill, administered by the teacher through observation during drills, practice and game situations
- Students will also be assessed according to a 4 point rubric on participation, administered by the teacher through observation during play
- Students will take a written exam on rules and terminology

FLAG FOOTBALL UNIT OUTLINEDay 1:

Warm-up
Stance and start
Cadence
Snapping the ball

Day 2:

Warm-up
Review stance & start and cadence
Passing & catching
Pass patterns

Day 3:

Warm-up
Review passing
Hand-offs
Pitches
Rules of Flag Football and safety
Short game, time permitting

Day 4:

Warm-up
Review rules and safety
Select 6 to 8 teams
Play games of either 4 on 4 or 5 on 5

Day 5: (to end of unit)

Warm-up

Select 6 to 8 teams
Play games of either 4 on 4 or 5 on 5

Last Day:

Written flag football test
Game

FLAG FOOTBALL RUBRIC

4. Student can consistently and effectively demonstrate ability in 6 or 7 of the 8 fundamental skills, (passing, catching, running, blocking, hand-offs, pitching, pass patterns, and defense)
3. Student can consistently and effectively demonstrate ability in 5 of the fundamental flag football skills
2. Student can consistently and effectively demonstrate ability in 3 or 4 of the fundamental flag football skills
1. Student can consistently and effectively demonstrate ability in 2 of the fundamental flag football skills

JUNIOR HIGH PHYSICAL EDUCATION UNIT COVER SHEET

UNIT LESSON - Lacrosse

Grade Level: 6 - 8

Equipment: Lacrosse field, 2 goals, lacrosse sticks for each student, lacrosse balls

Teaching Aids: Visual Demonstrations

Instructional Goals: Lacrosse is a very good activity for cardio-vascular fitness, hand-eye coordination, and working together as a team.

Skills:

- Stick Handling a) throwing b) catching c) cradling d) scooping ground balls e) shooting
- Face-offs
- Dodges a) face b) roll

Safety Considerations:

- Proper warm-up
- Control of sticks at all times
- No stick checking
- No body checking
- No Goalie (student must make 2 completed passes before a shot can be made)

Psychomotor Outcomes:

The student will demonstrate proficiency or show improvement in:

- Executing the many different stick handling skills (throwing, catching, cradling, scooping, and shooting)
- Executing team work to advance the ball down the field to make a score

Cognitive Outcomes:

Each student will be able to:

- Describe some history of the sport
- Identify different parts of the stick
- Demonstrate terminology and rules of the game
- Demonstrate various stick handling skills
- Demonstrate face-off skills
- Demonstrate a knowledge of playing different positions on the field
- Demonstrate the need to work together as a team
- Demonstrate good sportsmanship during play

Affective Outcomes:**The student will develop an appreciation of:**

- The importance of proper stick handling skills
- The importance of working together as a team
- The importance of being in good physical condition for this game

Evaluation/Assessment:

- Students will be assessed according to a 4 point rubric on skill, administered by the teacher through observation during drills, practice and game situations
- Students will also be assessed according to a 4 point rubric on participation, administered by the teacher through observation during play
- Students will take a written exam on rules and terminology

LACROSSE UNIT OUTLINEDay 1:

History of the game
Proper use of the sticks
Warm-up
Passing and catching
Cradling
Ground balls a) to b) away

Day 2:

Remind proper use of the sticks
Warm-up
Review passing, catching, and cradling
Pass & catch while running
Ground balls running
Shooting

Day 3:

Warm-up
Review shooting
Face-offs
One on one ground balls
Dodging a) roll b)face

Day 4:

Rules of the game
Safety while playing
Warm-up
Select 2 teams
Modified game

Day 5:

Review rules and safety
Warm-up
Select 2 teams
Modified game

Day 6 to end of unit:

Warm-up
Select 2 teams
Play modified game

Last Day of unit:

Written test
Clean out lockers

LACROSSE RUBRIC

4. Demonstrate the fundamentals of catching right & left hand, cradling right & left, passing right & left hand, scooping ground balls, dodging, and shooting on goal; skills are effective and mostly consistent
3. Demonstrate all fundamentals using dominant hand in catching, cradling, passing, scooping, and shooting; skills are consistent
2. Skills are inconsistent using the dominant hand only in catching, cradling, passing, scooping, and shooting
1. Skills are non-existent in all the fundamentals of lacrosse

JUNIOR HIGH PHYSICAL EDUCATION UNIT COVER SHEET

UNIT LESSON - Project Adventure/Survivor

Grade Level: 6 - 8

Equipment: Project Adventure requires numerous, different types of equipment. There are just too many to list here. We use equipment for the 'new' games and for low-level risk activities.

Teaching Aids: Visual demonstrations

Instructional Goals: This is a P.E. activity that involves non-conventional types of warm-ups and conditioning exercising, exotic games, group cooperation, personal and group initiative problems and basic skills such as spotting and trust activities.

Skills:

- Locomotor patterns
- Manipulative skills
- Proper spotting techniques
- Cooperation
- Confidence

Safety Considerations:

- Body awareness
- Proper spotting when needed
- Proper lead-up activities
- Challenge by choice

Psychomotor Outcomes:

The student will demonstrate proficiency or show improvement in:

- Sharing ideas openly with other students, without having put-downs
- Risk taking activities with proper safety measures applied
- Working together physically to accomplish a goal

Cognitive Outcomes:

Each student will be able to:

- Demonstrate an increase of the participant's sense of personal confidence
- Demonstrate an increase of mutual support within a group
- Demonstrate an increased level of agility and physical coordination
- Demonstrate an increased joy in one's physical self and in being with others
- Demonstrate the need to take risk at times

Affective Outcomes:**The student will develop an appreciation of:**

- The importance to share ideas openly and give positive and negative feedback in a constructive, respectful manner
- The importance to be alert and aware of individual and group safety at all times
- The importance to demonstrate responsible behavior, a cooperative attitude, and mutual respect

Evaluation/Assessment:

- Students will be assessed according to a 4 point rubric on participation, administered by the teacher through observation during participation in the different activities

PROJECT ADVENTURE UNIT OUTLINEDay 1:

Introduction
Contract
Warm-up
Games
Cooperation Activity

Day 2:

Review contract (rules & safety)
Warm-up
Games

Day 3:

Review safety - spotters & fallers responsibilities
Safety rolls
Springs
Monkey-in-the-middle
Mortar & pestle

Day 4:

Safety / Challenge by choice
Review monkey-in-the-middle
Levitation
Trust falls & dives

Day 5:

Initiatives - Stations (the class will be divided into 4 groups, 2 groups on each 1/2 of the gym) performing at 3 of the 6 stations

Day 6:

Initiatives - Stations (students will switch to the other side of the gym to perform the other 3 stations)

PROJECT ADVENTURE RUBRIC

4. Student can consistently and effectively demonstrate ability in 4 or 5 of the following areas of proficiency: challenge & risk taking, communication skills, problem solving, physical & emotional safety, group skills
3. Student can consistently and effectively demonstrate ability in 3 of the above areas of proficiency
2. Student can consistently and effectively demonstrated ability in 2 of the 5 areas of proficiency
1. Student can consistently and effectively demonstrate ability in 1 of the 5 areas of proficiency

JUNIOR HIGH PHYSICAL EDUCATION UNIT COVER SHEET

UNIT LESSON – Soccer

Grade Level: 6 - 8

Equipment: Soccer balls – one for each student, cones, goals, field space

Teaching Aids: Visual demonstrations

Instructional Goals: Soccer is a great activity for cardiovascular fitness. It is also good for working together as a team. It does not require a lot of equipment.

Skills:

- Dribbling (using inside & outside of foot)
- Passing (short & long)
- Trapping (with different parts of the body)
- Throw-Ins
- Heading
- Shooting
- Goalie: catching, deflecting, kicking, and throwing

Safety Considerations:

- Wear appropriate clothing and footwear
- Proper warm-up
- No pushing
- No leg tackling
- Be alert

Psychomotor Outcomes:

The student will demonstrate proficiency or show improvement in:

- Executing proper ball handling by passing, dribbling, or shooting a soccer ball
- Executing proper goalie fundamentals

Cognitive Outcomes:

Each student will be able to:

- Describe some history of the sport
- Demonstrate different terminology of the sport
- Demonstrate different soccer skills using the feet (dribbling, passing, shooting)
- Demonstrate proper goalie skills
- Identify line of the field and rules of play
- Demonstrate the need to work together as a unit

Affective Outcomes:**The student will develop an appreciation of:**

- The importance of proper foot handling skills & ball control
- The importance of working together as a team
- The importance of being in good physical shape for this game

Evaluation/Assessment:

- Students will be assessed according to a 4 point rubric on skill, administered by the teacher through observation during play
- Students will also be assessed according to a 4 point rubric on participation through teacher observation
- Students will take a written exam on history, rules, lines of the field, and different types of kicks

SOCCER UNIT OUTLINEDay 1:

Introduction – History – Safety

Warm-up

Dribbling a) inside of foot b) outside of foot

Passing a) short b)long

Trapping

Day 2:

Warm-up

Review dribbling passing trapping

Throw-ins

Heading

Day 3:

Warm-up

Shooting

Goalie skills

Rule of the game and safety

Day 4: (to end of the unit)

Warm-up

Select 4 teams each class

Play 2 games on ½ field

Day 9:

Written soccer test
game

SOCCER RUBRIC

4. Student can consistently and effectively demonstrate ability in 6 of the 7 fundamental soccer skills, (dribbling, passing, trapping, throw-ins, heading, shooting, and goalie stops)
3. Student can consistently and effectively demonstrate ability in 5 of the fundamental soccer skills
2. Student can consistently and effectively demonstrate ability in 3 or 4 of the fundamental soccer skills
1. Student can consistently and effectively demonstrate ability in 2 of the 7 fundamental soccer skills

JUNIOR HIGH PHYSICAL EDUCATION UNIT COVER SHEET

UNIT LESSON - Team Handball

Grade Level: 6 - 8

Equipment: Gym, 2 goals, 8" rubber ball

Teaching Aids: Visual Demonstrations

Instructional Goals:

Skills:

- Dribbling
- Passing
- Shooting
- Goalie skills

Safety Considerations:

- Use 8" rubber ball
- Use of two creases for each goal (first crease is for protection of the goalie; the second crease is for shooting outside of it)
- No body contact
- Body awareness at all times

Psychomotor Outcomes:

The student will demonstrate proficiency or show improvement in:

- Executing dribbling, passing, and shooting skills
- Executing good defensive pressure to stop a shot or to gain possession of the ball
- Executing goalie skills by stopping the ball with the hands or feet

Cognitive Outcomes:

Each student will be able to:

- Demonstrate an understanding of the rules of Team Handball
- Demonstrate basic skills of advancing the ball up the court
- Demonstrate basic thinking skills to advance the ball and score
- Demonstrate basic goalie skills to stop the ball from scoring
- Demonstrate good sportsmanship during play

Affective Outcomes:

The student will develop an appreciation of:

- The importance of moving the ball quickly and pass to the open man to score
- The importance of faking or dodging to get open to score
- The importance of playing good defense to get the ball
- The importance of good goalie play to stop a score

- The importance of working together as a team

Evaluation/Assessment:

- Students will be assessed according to a 4 point rubric on participation administered by the teacher through observation during play
- Students will be assessed according to a 4 point rubric on Personal and Social Responsibility, as determined by the teacher, through observation during play

TEAM HANDBALL UNIT OUTLINE

Day 1:

- Rules
- Safety
- 2 games (4 teams)

Day 2:

- Review rules and safety
- Select 4 teams
- Play 4 games

Game 1	Red vs Green
Game 2	Blue vs White
Game 3	two teams that lost
Game 4	two teams that won

Day 3 to end of unit:

- Select 4 teams
- Play 4 games (see above)

TEAM HANDBALL RUBRIC

4. Demonstrate the fundamentals of catching right & left hand, passing right & left hand, dodging, guarding, and shooting on goal; skills are effective and mostly consistent
3. Demonstrate all fundamentals using dominant hand in catching, passing, and shooting; skills are consistent
2. Skills are inconsistent using the dominant hand only in catching, passing, and shooting
1. Skills are non-existent in all the fundamentals of Team Handball.

JUNIOR HIGH PHYSICAL EDUCATION UNIT COVER SHEET

UNIT LESSON - Ultimate Ball

Grade Level: 6 - 8

Equipment: Gym, 6" rubber ball, floor tape

Teaching Aids: Visual demonstrations

Instructional Goals: Ultimate ball is a fast paced game that is great for hand- eye coordination, team work, and cardio-vascular fitness

Skills:

- Throwing
- Catching
- Body movement
- Defense

Safety Considerations:

- Body awareness
- No physical contact

Psychomotor Outcomes:

The student will demonstrate proficiency or show improvement in:

- Executing passing and catching skills
- Executing good defensive pressure to gain the ball

Cognitive Outcomes:

Each student will be able to:

- Demonstrate an understanding of the rules of the game
- Demonstrate basic skills of advancing the ball
- Demonstrate thinking skills to gain possession of the ball
- Demonstrate defensive skills to gain possession of the ball
- Demonstrate good sportsmanship during the game

Affective Outcomes:

The student will develop an appreciation of:

- The importance of passing the ball quickly to an open man to score
- The importance of moving quickly to get open
- The importance of play good defense to gain possession of the ball
- The importance of working together as a team

Evaluation/Assessment:

- Students will also be assessed according to a 4 point rubric on participation, administered by the teacher through observation during play
- Students will be assessed according to a 4 point rubric on Personal and Social Responsibility, as determined by the teacher, through observation during play

ULTIMATE BALL UNIT OUTLINE

Day 1:

Cover the rule of the game
Cover all safety aspects of the game
Demonstrations if needed
Select 4 teams
Play 2 games

Day 2:

Review major rules
Review safety
Select 4 teams
Play 4 games: Game 1: Green vs Red
 Game 2: White vs Blue
 Game 3: 2 teams that lost
 Game 4: 2 teams that won

Day 3 to end of unit:

Select 4 teams
Play 4 games (same as above)

ULTIMATE BALL RUBRIC

5. Demonstrate the fundamentals of catching right & left hand, passing right & left hand, dodging, guarding, and shooting on goal; skills are effective and mostly consistent
4. Demonstrate all fundamentals using dominant hand in catching, passing, and shooting; skills are consistent
3. Skills are inconsistent using the dominant hand only in catching, passing, and shooting
1. Skills are non-existent in all the fundamentals of Ultimate Ball.

JUNIOR HIGH PHYSICAL EDUCATION UNIT COVER SHEET

UNIT LESSON - Basketball

Grade Level: 6 - 8

Equipment: Basketballs (1 per student), rope, cones

Teaching Aids: Signs for obstacle course, visual demonstrations

Instructional

Goals: Students will learn basic basketball skills, rules for whole court/half court games, and some strategy by position. This should enable the students to play the game competitively, improve teamwork, and to make the game more enjoyable as either a player or observer.

Skills:

- Shooting
- Passing
- Dribbling
- Rebounding
- Lay-ups
- Defensive Position
- Pivoting
- Triple Threat Position

Safety Considerations:

- Students should never use any equipment until the instructor allows it.
- Students should only be shooting and passing the ball as instructed.
- Students should always be aware of spacing on the court, and play the game with as little contact as possible.

Psychomotor Outcomes:

The student will demonstrate proficiency or show improvement in:

- The basic skills of passing, shooting, dribbling, and rebounding
- Basic defensive position in both a one on one situation and help defense
- Proper footwork when performing a lay-up
- The use of a triple threat position on all possessions

Cognitive Outcomes:

Each student will be able to:

- Demonstrate an understanding of simple basketball strategies
- Demonstrate an understanding of basketball rules

Affective Outcomes:**The student will develop an appreciation of:**

- Sportsmanship and fair play.
- Teamwork, whether in a game of 2 vs. 2 or whole court basketball

Evaluation/Assessment:

- Student's skill will be assessed using a 4-point rubric, which will be administered by the teacher while observing the student in a game situation
- Student's knowledge will be assessed with the use of a written test. An understanding of rules and strategy can also be determined by the teacher while observing the student in a game situation.
- Student's personal and social responsibility grade will be assessed using a 4-point rubric.

Unit OutlineDay 1

History of basketball
Ball handling drills
Shooting instruction – BEEF
Shooting over rope
Shooting race

Day 2

Ball handling
Dribbling instruction and drills
Red light/green light
Passing instruction and practice

Day 3

Obstacle course
Pivoting vs. defense
Triple threat position
Rebounding

Day 4

Man position defense
Balancing the floor
Positions on court
Rules

Days 5-9

Students play half court games of 3 vs. 3

Day 10

Written test

Basketball Rubric

4. Demonstrate the skills of dribbling, passing, shooting, rebounding, man defense, triple threat position, and lay-up execution. Skills are age appropriate, effective, and consistent
3. Demonstrate all skills at an age appropriate level, is consistent most of the time, but not always effective
2. Skills are inconsistent and often not effective
1. Skills are non-existent

JUNIOR HIGH PHYSICAL EDUCATION UNIT COVER SHEET

UNIT LESSON - Outdoor Fitness

Grade Level: 6th - 8th Coed classes

Equipment: ¼ mile course, cones

Teaching Aids: Stopwatches, pace charts, heart rate monitors, posters in gym, visual demonstrations

Instructional

Goals: Students will learn the benefits of cardiovascular exercise for life long health. The unit will focus on walking/jogging fundamentals, pacing, and heart rate monitoring. This unit will prepare students to safely and correctly begin a walking/jogging program on their own.

Skills:

- Walking/jogging technique
- Pacing

Safety Considerations:

- Students will stay on the course at all times.
- Students will be aware of course conditions (slippery hills, narrow gates), and walk/jog in a manner consistent with those conditions.
- Students will not push, trip, or throw objects at other students.
- Students will be aware of the teacher's whistle and will move off the course if a train goes through.

Psychomotor Outcomes:

The student will demonstrate proficiency or show improvement in:

- The ability to maintain a constant pace for the entire mile
- The length of time it takes to complete the mile

Cognitive Outcomes:

Each student will be able to:

- List safety concerns for walking/jogging
- Describe pacing and it's importance when walking/jogging
- Demonstrate an understanding of clothing needs for walking/jogging based on the weather conditions
- Explain the benefits of participating in a regular walking/jogging program

Affective Outcomes:**The student will develop an appreciation of:**

- The health benefits derived from a regular exercise program.

Evaluation/Assessment:

- Student's skill will be determined by the total number of laps completed during class time and during extra credit time after school. If student chooses to walk, consideration will also be given to the time it takes to complete the mile and the walking technique used by the student.
- Student's knowledge will be assessed with the use of a written test.
- Student's personal and social responsibility grade will be assessed using a 4-point rubric.

Unit OutlineDay 1

Unhealthy society
Benefits of walking/jogging
Safety concerns
Necessary equipment
Walking vs. jogging option
Grading system
Pace charts and watches
10th period extra credit or make-ups
Walk course and detail potential concerns

Days 2-6

Students will be outside walking or jogging the course

Day 7

Written test

JUNIOR HIGH PHYSICAL EDUCATION UNIT COVER SHEET

UNIT LESSON - Softball

Grade Level: 6 - 8

Equipment: Bats, gloves, softballs, bases

Teaching Aids: Tournament posters, game results sheets

Instructional Goals: Students will learn basic softball skills and rules of the game. This will allow the students the opportunity to play a lifetime sport both recreationally as well as competitively.

Skills:

- Throwing
- Catching
- Hitting
- Fielding
- Base Running
- Pitching

Safety Considerations:

- Students should never use any of the equipment until the instructor allows it
- Students should only use the equipment in the manner in which they were taught
- No bunting, stealing, or sliding during games
- Students should always “call the ball” on fly balls
- Catcher must always stand instead of crouching, and batting team members must stay on bleachers or behind the backstop when not hitting

Psychomotor Outcomes:

The student will demonstrate proficiency or show improvement in:

- Age appropriate skill when throwing, catching, hitting, fielding, and pitching.

Cognitive Outcomes:

Each student will be able to:

- Demonstrate an understanding of the rules of softball
- Demonstrate an understanding of when to run depending on where the ball is hit, and how many outs there are
- Demonstrate an understanding of where to throw the ball depending on the situation

Affective Outcomes:**The student will develop an appreciation of:**

- Sportsmanship and fair play
- Teamwork when playing the game
- The need for safety at all times

Evaluation/Assessment:

- Student's skill will be assessed using a 4-point rubric, which will be administered by the teacher while observing the student in a game situation.
- Student's knowledge and understanding of the rules and strategy can be determined by the teacher while observing the student in a game situation.
- Student's personal and social responsibility grade will be assessed using a 4-point rubric.

Unit OutlineDay 1

Instruction on throwing and catching
Practice throwing and catching with partner
Instruction on fielding ground balls and fly balls
Practice fielding ground balls and fly balls

Day 2

Instruction on hitting
Practice hitting in small groups

Day 3

Review and practice throwing and catching
Practice base running
Review and practice situations

Day 4

Organize teams
Go over rules
Organize batting order for each team

Days 5-8

Softball tournament

Softball Rubric

4. Demonstrate the skills of throwing, catching, hitting, fielding, and pitching; skills are age appropriate, effective, and consistent
3. Demonstrate all skills at an age appropriate level; is consistent most of the time, but not always effective
2. Skills are inconsistent and often not effective.
1. Skills are non-existent.

JUNIOR HIGH PHYSICAL EDUCATION UNIT COVER SHEET

UNIT LESSON -Volleyball

Grade Level: 6th - 8th - Coed classes

Equipment: Volleyball courts with nets (3), volleyballs (1 for every 2 students)

Teaching Aids: Posters with rules, rotation, court dimensions, and tournament information
Visual demonstrations

Instructional Goals: Students will learn basic volleyball skills, rules of the game, and how to officiate. This will allow them to play a lifelong sport competitively, as well as enhance teamwork, and make the game more enjoyable for the students.

Skills:

- Bumping
- Setting
- Serving (underhand)
- Basic Court Movement

Safety Considerations:

- Students should never use any of the equipment until the instructor allows it.
- Students should only use the equipment in the manner in which they were taught.
- Students should always “call the ball”.
- Students should be aware of court space, and not run into others.

Psychomotor Outcomes:

The student will demonstrate proficiency or show improvement in:

- Age appropriate skill when bumping, setting, and serving
- The ability to use the correct hit, depending on the situation
- Moving to cover the court

Cognitive Outcomes:

Each student will be able to:

- Demonstrate an understanding of the rules of volleyball
- Demonstrate an understanding of rotation and scoring
- Describe when to use each type of hit

Affective Outcomes:

The student will develop an appreciation of:

- Sportsmanship and fair play
- Teamwork when playing a game
- The difficult job of good officiating

Evaluation/Assessment:

- Student's skill will be assessed using a 4-point rubric, which will be administered by the teacher while observing the student in a game situation.
- Student's knowledge will be assessed with the use of a written test. An understanding of the rules and strategy can also be determined by the teacher while observing in a game situation.
- Student's personal and social responsibility grade will be assessed using a 4-point rubric.

Unit Outline (8th Grade)Day 1

History of volleyball
Instruction in bumping
Practice bumping with partner
Move to ball drill
Bump game

Day 2

Review and practice bump
Instruction in setting
Practice setting with partner
Set drill
Game with bumps and set only

Day 3

Review and practice bumps and set
Instruction in underhand serve
Practice underhand serve
Discuss rules and rotation

Days 4-9

Volleyball tournament

Day 10

Written test

Unit Outline (6th and 7th Grade)Day 1

History of volleyball
Move to ball drill
Instruction in bumping.
Practice bumping with partner
Bump game

Day 2

Review and practice bump
Move to ball drill – add bump
Bump game

Day 3

Instruction in setting
Practice setting
Setting drill
Game with sets only

Day 4

Review and practice set
Practice bumps
Bump and set game

Day 5

Instruction in serving
Practice serving
Discuss rules and rotation

Days 6-10

Volleyball tournament

Volleyball Rubric

4. Demonstrate the skills of bumping, setting, and serving; skills are age appropriate, effective, and consistent
3. Demonstrate all skills at an age appropriate level; is consistent most of the time, but not always effective
2. Skills are inconsistent and often not effective.
1. Skills are non-existent.

JUNIOR HIGH PHYSICAL EDUCATION UNIT COVER SHEET

UNIT LESSON - Badminton

Grade Level: 6 - 8

Equipment: 3 badminton nets, racquets and birdies for each student

Teaching Aids: Posters with serving rules, visual demonstrations

Instructional

Goals: Students will learn basic shot selection strategy, doubles strategy, and will understand the rules of the game. This will allow them to play the game more competitively, enhance teamwork, and make the game more enjoyable.

Skills:

- Footwork for forehand and backhand shots
- 6 Types of shots:
 - Serve
 - Clear
 - Drop Shot
 - Drive
 - Smash
 - Hairpin Net Shot

Safety Considerations:

- Students should never use any equipment until the instructor allows it.
- Students should only use equipment in the manner in which they were taught.
- Students must always be aware of court space and where they are in proximity to others when using the racquet.
- Students must always be aware of their proximity to others who have a racquet.

Psychomotor Outcomes:

The student will demonstrate proficiency or show improvement in:

- Age appropriate skill when performing the six shots taught in class
- The ability to vary their shots in a game situation
- Proper footwork when hitting forehand and backhand shots

Cognitive Outcomes:

Each student will be able to:

- Demonstrate an understanding of the basic badminton rules
- Demonstrate an understanding of how to score
- Demonstrate an understanding of service rules for doubles
- Demonstrate an understanding of when to use which type of shot

Affective Outcomes:**The student will develop an appreciation of:**

- Sportsmanship and fair play.
- Teamwork when playing doubles.

Evaluation/Assessment:

- Student's skill will be assessed using a 4-point rubric, which will be administered by the teacher while observing student in a game situation.
- Student's knowledge will be assessed with the use of a written test. An understanding of rules and strategy can also be determined by the teacher while observing the student in a game situation.
- Student's personal and social responsibility grade will be assessed using a 4-point rubric.

Unit Outline (8th Grade)Day 1

History of badminton
Equipment
Racquet safety
Instruction on serving
Practice serving
Instruction on clears
Practice clears

Day 2

Review and practice serves
Review and practice clears
Continuous hit drill

Day 3

Teach hairpin net shot, drives, smashes, and drop shots
Practice new shots.

Day 4

Review and practice all shots
Discuss doubles rules

Days 5-8

Students play doubles

Day 9

Written test

Unit Outline (6th and 7th Grade)

Day 1

History of badminton
Equipment
Racquet safety
Instruction on serving
Practice serving

Day 2

Review and practice serving
Instruction on clears
Practice clears

Day 3

Practice serving and clears
Teach drop shot

Day 4

Teach and practice hairpin net shot
Practice serves, clears, and drop shots

Day 5

Practice all shots learned with partner
Rally in groups of four

Day 6

Instruction in doubles rules
Play doubles

Days 7-9

Doubles

Badminton Rubric

4. Demonstrate the skills of hitting serves, clears, smashes, drop shots, drives, and hairpin net shots; skills are age appropriate, effective and consistent
3. Demonstrate all skills at an age appropriate level; is consistent most of the time, but not always effective
2. Skills are inconsistent and often not effective.
1. Skills are non-existent.

JUNIOR HIGH PHYSICAL EDUCATION UNIT COVER SHEET

UNIT LESSON - Lacrosse

Grade Level: 6 - 8

Equipment: Lacrosse sticks and balls (1 for each student), cones

Teaching Aids: Visual demonstration

Instructional

Goals: Students will learn basic lacrosse skills that can then be applied in a modified game. Students will also be made aware of general differences between men's and women's lacrosse.

Skills:

- Cradling
- Scooping
- Throwing
- Catching
- Spacing on the Field

Safety Considerations:

- Students should never use the equipment until the instructor allows it.
- Students should only use the equipment in the manner in which they were taught.
- No stick checking allowed under any circumstance.
- All students have a choice of using a hard lacrosse ball or a light -weight indoor ball.
- To avoid potential problems, all ground balls belong to the first player to reach it.

Psychomotor Outcomes:

The student will demonstrate proficiency or show improvement in:

- Age appropriate skill when cradling, scooping, throwing, and catching.
- Spacing on the field and moving to the open area.
- Ball control when attempting to dodge a defender.

Cognitive Outcomes:

Each student will be able to:

- Demonstrate an understanding of general differences between men's and women's lacrosse.
- Explain hand position on the stick and how changing the length of the lever will determine the distance of the throw.
- Demonstrate an understanding of the rules we will utilize in the modified games.

Affective Outcomes:

The student will develop an appreciation of:

- Sportsmanship and fair play.
- Teamwork while playing a game.
- The need for safety at all times.

- **Evaluation/Assessment:**
- Student's skill will be assessed using a 4-point rubric, which will be administered by the teacher while observing the student in a game situation.
- Student's knowledge will be assessed with the use of a written test. An understanding of the rules and strategy can also be determined by the teacher while observing the student in a game situation.
- Student's personal and social responsibility grade will be assessed using a 4-point rubric.

Unit Outline

Day 1

Identify parts of the stick
Explain differences between men's and women's lacrosse
Cradling
Scooping
Catching hand thrown ball

Day2

Warm up jog and cradle
Review catching hand thrown ball
Throw and catch with stick
Monkey in the middle

Day 3

Man defensive position
1 vs. 1
Throw and catch in place and then on the move

Day 4

Positioning on the field
3 vs. 2 games

Day 5

Rules and how to organize teams
Short game in time remaining

Day 6-8

Students will play game the entire period – give skill grade using rubric

Lacrosse Rubric

4. Demonstrate the skills of scooping, cradling, throwing, catching, and position Defense; skills are age appropriate, effective, and consistent
3. Demonstrate all skills at an age appropriate level; is consistent most of the time, but not always effective
2. Skills are inconsistent and often not effective.
1. Skills are non-existent

J. PHYSICAL EDUCATION (6-8)

Exit Outcomes

By the end of 8th grade, all students will:

- Be able to perform a variety of sport skills at an appropriate age level.
- Understand and demonstrate appropriate social behavior in both a cooperative and competitive setting.
- Be able to develop trust when working together in both small and large groups and adhere to certain safety guidelines.
- Understand basic rules, concepts and strategies necessary for success in the various sports taught in class.
- Understand that proper physical fitness is needed to successfully participate in many of the activities that we do and to realize that proper physical fitness is also necessary for a healthy life style.
- Have fun participating in the activities that we do, while also getting a healthy workout.
- Know the location of basic muscle groups, understand the importance of cardiovascular exercise, and be able to apply general biomechanical concepts.
- Be aware of a variety of athletic opportunities provided by the school district.

Westfield Academy and Central School PE Standards Review

<u>Grade Level</u>	<u>NYS Requirement</u>	<u>School</u>	
K-3	Daily PE 120 minutes per week	Elementary	1. 25 minute PE class/Fitness every day.
4-6	3 x per week 120 minutes per week	Intermediate	1. 25 minute PE class/Fitness every day.
7-12	3 x per week one semester & 2 x per week in other semester – or equivalent	Junior High	1. 38 minute PE class every other day.
		High School	1. 38 minute PE class every other day.

WESTFIELD CENTRAL SCHOOLS
PHYSICAL EDUCATION TIME REQUIREMENTS REVIEW
JUNE 2015

Elementary School – Grades K-3

1. 25 minute PE/Fitness class every day.

Intermediate School – Grade 4-6

1. 25 minute PE/Fitness class every day.

Junior High School – Grades 7-8

1. 38 minute PE class every other day. 3 x per week one semester & 2 x per week in other semester – or equivalent

Senior High School – Grades 9-12

1. 38 minute PE class every other day. 3 x per week one semester & 2 x per week in other semester – or equivalent

III. REQUIRED INSTRUCTION

A. Regulation

1. Elementary Instructional Program – Grades K-6
 - a. All pupils in grades K-3 shall participate in the physical education program on a daily basis. All pupils in grades 4-6 shall participate in the physical education program not less than 3 times each week. The minimum time devoted to such program shall be at least 120 minutes in each calendar week exclusive of any time that may be required for dressing; or
 - b. As provided in an equivalent program approved by the Commissioner of Education.
2. Secondary Instruction Program – Grades 7-12

All secondary pupils shall have the opportunity for regular physical education, but not less than three times per week in one semester and two times per week in the other semester, taught by a physical education teacher, and all such pupils shall participate in the physical education program either

- a. A minimum of three periods per calendar week during one semester of each school year and two periods during the other semester; or
- b. A comparable time each semester if the school is organized in other patterns; or
- c. For pupils in grades 10 through 12 only, a comparable time each semester in extra class programs for those pupils who have demonstrated acceptable levels of physical fitness, physical skills, and knowledge of physical education activities; or
- d. For pupils in grades 10 through 12 only, a comparable time each semester in out-of-school activities approved by the physical education staff and the school administration; or
- e. As provided in an equivalent program approved by the Commissioner of Education.

IV. ATTENDANCE

A. Regulation

1. All pupils shall attend and participate in the physical education program as approved in the school plan for physical education and as indicated by physicians' examinations and other tests approved by the Commissioner of Education. Individual medical certificates of limitations must indicate the area of the program in which the pupil may participate.
2. School district plans shall indicate through the sequential curriculum the steps to be taken to insure that each pupil meets the requirement for participation in a physical education program which complies with the provisions of this section. School districts may award local diploma credit for the required program and may also submit plans for elective units in physical education for additional credit.

B. Policies

1. Attendance

- a. All elementary and secondary students attending Westfield Schools are required to participate in physical education. Those students unable to participate in the regular program for handicapping or medical reasons may receive alternate forms of physical education.
- b. Students in grades 9-12 are given $\frac{1}{2}$ credit for each successfully completed year of physical education.
- c. High School Grading Policy

The physical education staff has the following recommendations regarding the grading policy and make-up classes for physical education.

Students will be graded in 4 categories, which will each count as 25% of the total grade:

- Attendance

- Skill Performance (knowledge and demonstration of competency in activities taught, improvement)
- Personal Relations (responsible personal and social behavior, a positive attitude, leadership)
- Participation and Effort (consistency in participation, punctual to class)

To evaluate Skill Performance and Personal Relations the following scale will be used:

1=Needs Improvement 0-64

2=Below Average 65-79

3=Average 80-89

4=Excellent 90-100

Make-up classes will be provided for students who miss classes due to:

- **Field Trips**
- **Band Lessons**
- **A routine absence from school**

Make-up classes will **not** be allowed for the following:

- Being chronically absent from class
- Cutting physical education class
- Receiving a zero for participation in a class
- Removal from class for inappropriate conduct.

Make-up's will be available to students twice per week and will be offered by the physical education staff. Make-up classes will be offered during ninth period and activities will be provided as per the instructor. The activity that will be offered will not necessarily coincide with the activity that the student is presently doing in class.

A physical education class make up form will be filled out by the student upon finishing the make-up class and must be returned to the physical education teacher whose class they missed. This must be done within one week of missing the class or the make-up class will not be valid. There will be no exceptions.

d. Junior High Grading Policy

Grades are determined by the following criteria:

- | | |
|---------------------------------------|-----|
| 1. Skill and Technique | 35% |
| Level of accomplishment | |
| Improvement | |
| 2. Personal and Social Responsibility | 50% |
| Attendance | |
| Effort | |
| Participation | |
| Preparedness | |
| Sportsmanship | |
| 3. Knowledge | 15% |
| Written tests | |

e. Intermediate Grading Policy

Grades are determined by the following criteria: effort 60%; skill 10%; concept 20%; and fitness 10%

Effort – Students must display a consistently positive attitude towards activities presented. They must adhere to safety standards and use skills to better game play as well as exhibit good sportsmanship. An important aspect of effort is being prepared to participate with appropriate clothing.

Skill – Students must exhibit basic mechanical motor movements in each activity presented (i.e. basketball – one hand set shot).

Concepts – Students will apply rules, skills, and strategies appropriate for various activities.

Fitness – Students will develop strength and endurance, which will enable them to lead a more active lifestyle.

f. Primary Grading

A developmental screening that monitors individual growth of a student's motor ability will be sent home to the student's parents. A summer letter will follow, starting activities that could be used over the summer to strengthen areas of weakness. This letter may be sent to students who fall below age level performance.

C. Physical Education Restrictions (3-12)

Westfield Central Schools
3-12 Physical Education Activities

Name	Grade	Diagnosis
<u>Team Sports</u>		<u>Physical Conditioning</u>
<u>Yes</u> <u>No</u>		<u>Yes</u> <u>No</u>
___ ___ Basketball	___	___ ___ Aerobic Activities
___ ___ Flag Football	___	___ ___ Orienteering
___ ___ Floor Hockey	___	___ ___ Exercise & Conditioning
___ ___ Lacrosse	___	___ ___ Jogging
___ ___ Soccer	___	___ ___ Weight Training
___ ___ Softball	___	___ ___ Relays
___ ___ Team Handball	___	___ ___ Power Walking
___ ___ Volleyball		
___ ___ Field Hockey		
 <u>Individual & Dual Sports</u>		<u>Recreational Games</u>
<u>Yes</u> <u>No</u>		<u>Yes</u> <u>No</u>
___ ___ Archery	___	___ ___ Frisbee
___ ___ Bocce	___	___ ___ Ball Games
___ ___ Bowling	___	___ ___ Scooter Games
___ ___ Winter Outdoor Activities	___	___ ___ Any Other Active Games
___ ___ Dance	___	___ ___ CPR
___ ___ Golf		
___ ___ Gymnastics		
___ ___ Horseshoes		
___ ___ Karate/Tae Bo		
___ ___ Paddleball		
___ ___ Table Tennis		
___ ___ Tennis		
___ ___ Track & Field		
___ ___ Wrestling		
___ ___ Project Adventure Games/Climbing/High Elements		
___ ___ Badminton		

List Other Limitations:

These limitations are to be effective from _____ to _____
Date *Date*

Date

Physician's Name

Address

D. Physical Education Restrictions (K-2)

Westfield Central Schools
Elementary Physical Education Activities

Name _____ Grade _____ Diagnosis _____

PLEASE INDICATE YES IF THE STUDENT MAY PARTICIPATE, AND NO IF THE STUDENT MAY NOT PARTICIPATE IN THE FOLLOWING ACTIVITIES:

Activity to be done:
 _____ with the class in the gym
 _____ in the corner of the gym during class time
 _____ separate Physical Education

I. Manipulative Skills:

Lying: ___ Yes ___ No

Object:	Roll	throw	catch	bounce	strike	kick
a. ball	Y N	Y N	Y N	Y N	Y N	Y N
b. hoop	Y N	Y N	Y N	Y N	Y N	Y N
c. bean bags	Y N	Y N	Y N	Y N	Y N	Y N

Sitting: ___ Yes ___ No

a. ball	Y N	Y N	Y N	Y N	Y N	Y N
b. hoop	Y N	Y N	Y N	Y N	Y N	Y N
c. bean bags	Y N	Y N	Y N	Y N	Y N	Y N

Standing: ___ Yes ___ No

a. ball	Y N	Y N	Y N	Y N	Y N	Y N
b. hoop	Y N	Y N	Y N	Y N	Y N	Y N
c. bean bags	Y N	Y N	Y N	Y N	Y N	Y N

Moving: ___ Yes ___ No

a. ball	Y N	Y N	Y N	Y N	Y N	Y N
b. hoop	Y N	Y N	Y N	Y N	Y N	Y N
c. bean bags	Y N	Y N	Y N	Y N	Y N	Y N

II. Locomotor Skills: ___ Yes ___ No Restrictions

___ Yes ___ No Walking	___ Yes ___ No Sliding
___ Yes ___ No Rolling	___ Yes ___ No Hopping
___ Yes ___ No Running	___ Yes ___ No Skipping
___ Yes ___ No Jumping	___ Yes ___ No Leaping
___ Yes ___ No Galloping	

III. Stability: ___Yes___No

	Sitting	Kneeling	Standing	Moving
Floor:				
a. Bending	Y N	Y N	Y N	Y N
b. Stretching	Y N	Y N	Y N	Y N
c. Twisting	Y N	Y N	Y N	Y N
d. Balancing	Y N	Y N	Y N	Y N
Beam:				
a. Bending	Y N	Y N	Y N	Y N
b. Stretching	Y N	Y N	Y N	Y N
c. Twisting	Y N	Y N	Y N	Y N
d. Balancing	Y N	Y N	Y N	Y N

IV. Games:

- a. ___Yes___ No Recreational Games (darts, shuffleboard, etc.)
- b. ___Yes___ No Relays
- c. ___Yes___ No Scooter Games
- d. ___Yes___ No Individual Sports
- e. ___Yes___ No Team Sports
- f. ___Yes___ No Elementary Games

V. Physical Fitness: ___Yes___No

- a. ___Yes___ No Strength
- b. ___Yes___ No Flexibility
- c. ___Yes___ No Endurance

OTHER RESTRICTIONS OR SPECIAL INSTRUCTIONS: _____

THESE RESTRICTIONS ARE TO BE EFFECTIVE FROM _____ TO _____
Date Date

Date

Physician's Signature

V. PERSONNEL

A. Regulation

1. Elementary classroom teachers may provide instruction under the direction and supervision of a certified physical education teacher.
2. When students participate in out-of-school activities as part of alternative programs, such activities may be taught by non-certified personnel provided they have appropriate experience and are so approved by the Board of Education.
3. Each school district operating a high school shall employ a Director of Physical Education who shall have certification in physical education and administrative and supervisory service. Such director shall provide leadership and supervision for the class instruction, intramural activities, and interschool athletic competition in the total physical education program. Where there are extenuating circumstances, a member of the physical education staff may be designated for such responsibilities upon approval of the Commissioner. School districts may share the services of a Director of Physical Education.

B. Staffing

1.

<u>Level</u>	<u>Number of Teachers</u>
K-6	1.5
6-12	2.0
6-12 (Health)	0.5
2. We employ non-physical education teachers and qualified members of the community as coaches.

VI. FACILITIES

A. Regulation

Trustees and Boards of Education shall provide adequate indoor and outdoor facilities for the physical education program at all grade levels. Appropriate guidelines to schools with respect to facilities will be provided by the Division of Physical Education, Fitness, Health, Nutrition, and Safety Services.

B. District Owned Facilities

1. K-12:
 - a. 1 station gymnasium
 - b. 2 auxiliary gymnasium
 - c. 1 weight room

- d. 1 football field
- e. 1 baseball diamond
- f. 1 practice field
- g. 4 tennis courts
- h. 1-400 meter track (cinder)
- i. 1 softball diamond
- j. 2 soccer fields

C. Community Facilities Used in Our Program

- 1. North Lake Soccer Fields

VII. ADMINISTRATIVE PROCEDURES

A. Regulation

- 1. School district plans for the physical education program shall include information on the following administrative procedures:
 - a. Curriculum development in relation to grade levels, as referred to in paragraph (1) of this subdivision.
 - b. Appropriate examinations and tests to be employed by school authorities in determining pupil needs and progress in physical fitness, knowledge, and skills.
 - c. Class size and grouping patterns, which are compatible with the activities being taught.
 - d. Use of non-school facilities.
 - e. Use of non-certified persons, such as student leaders, practice teachers, etc.
 - f. Use of supplementary personnel which are described in Section
 - g. Summer school physical education programs, if conducted.
 - h. Policies and procedures for the conduct of extra class programs.
- 2. Periodic reports regarding the status and progress of equivalent programs which have been approved by the Commissioner shall be filed with the Division of Physical Education and Recreation as requested.

B. Curriculum Revision

The K-12 curriculum is in the ongoing process of being revised and updated. This revision continues each year as needed.

C. Use of Student Teachers and Student Leaders/Interns

Student teachers are used periodically. Student leaders/interns may be used primarily at the junior-senior high level under the direct supervision of the teacher.

VIII. EXTRA CLASS ATHLETIC ACTIVITIES

A. Intramural Activities

The relatively brief time that students are active in a physical education class should be used for instruction. The physical education class should be considered something more than just a relief or recreation period, although these elements are present in a well-conducted class. The physical education class is the place for conscious planning and control of experiences leading to specific objectives—objectives that are carefully defined.

The intramural program represents a kind of extra class activity, actually taking place on school property, and at some time other than the instructional period in physical education. It supplements and compliments the instructional program by providing additional opportunity to develop functional skills, increase the number of mutual friendships, provide something worth while to do in leisure time, create group loyalty, and provide additional opportunity to extend the development of interests and skills initiated in the regular class period.

Generally, intramural programs at the elementary school level are limited to 5th and 6th grades. Activities may vary from year to year depending on students' interests.

1. Intermediate Intramurals

None currently offered in 2015-16

2. Junior High Intramurals

None currently offered in 2015-16

3. High School Intramurals

None currently offered in 2015-16

Governed by the rules and regulations of the New York State Public High School Athletic Association, Section 6, and the CCAA.

Appendix A

Prudential Fitness Gram

Westfield Central School

The Fitness Gram is comprised of several components: (1) aerobic capacity, (2) body composition, (3) muscular strength and endurance, and (4) flexibility. Aerobic capacity is measured by using a one-mile walk/run for time. Body composition is measured by using the computer and the student's height and weight. Muscular strength and endurance is measured by curl-ups and push-ups. Muscular flexibility is found from trunk lifts and a shoulder reach.

All students strive for the highest levels of performance for fitness. It is important for all students to have adequate levels of activity and fitness. The Fitness Gram is a tool to help students achieve a level of activity and fitness associated with excellent health, growth, and function.

K. SENIOR HIGH PHYSICAL EDUCATION PROGRAM

Program Introduction

In the Physical Education curriculum students will participate in activities that will empower them to continue regular, lifelong physical activity as a foundation for a healthy, productive life. The physical education student will leave Westfield Academy and Central School (WACS) as an individual well rounded in a variety of individual/team sports, social skills, selected areas of wellness, and lifetime fitness. Students will have the knowledge and basic skills to establish and maintain physical fitness, participate in physical activities, and maintain good personal health.

The high school curriculum builds upon the program at the junior high school with a progression of activities that are activity based, preparing students for students for lifetime wellness through physical activity. Active participation, skill and knowledge, and positive values expressed through “character education” are the foundation of the high school program. Understanding that all students will not excel in all areas of physical education, the goal of the curriculum is to assist students in:

- Developing competency/proficiency in a variety of activities.
- Understanding the benefits of regular physical exercise.
- Understanding the effects of activity on the body and risks associated with inactivity.
- Understanding the basic components of health-related fitness (cardio-respiratory, muscular strength, muscular endurance, flexibility, and body composition) and how to include them in the development of a personal fitness program.
- Demonstrating responsible social behavior while participating in physical activity or as a spectator.
- Understanding diversity in groups and how to work through differences.
- Promoting health and wellness.
- Developing a positive self-image.
- Developing sound safety habits and attitudes.
- Finding opportunities to develop leadership abilities.

Benchmarks for 9th and 10th grades:

1. Higher level skill development in, and understanding concepts of team and individual sports
2. Enjoyment of activity
3. Knowledge of anatomy and physiology. Demonstrate and assess personal fitness by performing exercises of health-related fitness
4. Values education through activity

Higher level skill development

The program continues to develop and refine appropriate skills and sport strategies through a wider exposure to team and individual sport activities. It allows students to participate in activities that provide for socialization and leadership.

Does: Demonstrate appropriate skills for participation in activities, have the opportunity to develop leadership skills that leads to socialization and assisting others

Demonstrates: Higher level strategies and sports knowledge, competency in selected activities and proficiency in many activities

Knows: Principles behind various skills techniques, how to access activities that are available

Values: Opportunities to use more complex strategies and enjoyment of activity, ways one can develop by participating in group activities

Enjoyment of Activity

The program places a value on the enjoyment of team and individual activity. Enjoyment is essential for activity to become a lifetime commitment.

Does: Actively participate and enjoy physical education classes, participates in intramural or interscholastic sport teams, joins community recreation leagues, enjoys outdoor activities such as biking, hiking, skiing, etc.

Knows: Activity is necessary to stay healthy and well

Values: Activity as a disease prevention strategy

Anatomy and Physiology

The program will give each student an understanding of anatomy and physiology as it relates to wellness. Areas that may be included:

Muscular system, skeletal system, flexibility, cardiovascular fitness, introduction to fitness equipment, weight training

Does: Understand personal fitness plans

Demonstrate proper warm-up and cool-down techniques

Demonstrate proper use of equipment and techniques on equipment

Knows: The major muscles and bones of the body

The working of muscles

The use of aerobic and anaerobic exercise for wellness

The principles of weight training

Values: The human body and how it works

A common sense approach to personal fitness

Regular exercise as a key to a healthy lifestyle

An active lifestyle as important to preventing disease later in life

Values Education Through Activity

There will be a program emphasis on values education. Team and individual activities provide the opportunity to promote the school district initiative of character education and its components.

Does: Exhibit behavior consistent with values components

Play by the rules

Takes care of equipment

Attends class regularly, on time, dressed appropriately, actively participates

Demonstrates concern for others, and awareness of safety

Benchmarks for 11th and 12th grades

In addition to the further development of the benchmarks of the 9-10 physical education program, the following benchmarks comprise the focus of the 11-12 physical education program:

1. Lifetime activities
2. Student/Adult choice
3. Knowledge of lifelong fitness components.

Lifetime Activities

The program will expose students to a wide range of activities to develop new interests.

Does: Have the opportunity to experience many activities that have the potential to become part of the student's lifestyle in later years

Demonstrates: Competency in a variety of lifetime activities and proficiency in many lifetime activities

Knows: What activities are available in the community and how to access them

Values: A variety of ways one can maintain a healthy and active lifestyle

Student Choice

The program fosters student choice and responsibility in selecting physical activity programs.

Does: Encourage students to experience new activities

Knows: The wide variety of activities that are available to achieve lifetimes wellness

Values: The variety of ways one can maintain a healthy and active lifestyle

Knowledge of Lifelong Fitness Components

Does: Understand the use of a personal fitness program to maintain good health

Knows: How to choose appropriate activities and equipment for a personal fitness program

Values: Long-term goals and principles that will promote and maintain a healthy lifestyle

Student Activities

**The Prudential Fitnessgram Testing is done at all grade levels.

11th & 12th Grades:

Badminton
Weight Training
Cardio-respiratory Fitness
Dance
Flag Football
Softball
Lifetime Games
Tennis
Team Handball
Power Walking
Soccer
Volleyball
Track and Field
Pickleball
Lacrosse

9th & 10th Grades:

Cardio-respiratory Fitness
Dance
Flag Football
Basketball
Lifetime Games
Power Walking
Volleyball
Soccer
Softball
Track and Field
Weight Training
Tennis
Team Handbal
Pickleball
Lacrosse

L. SENIOR HIGH PHYSICAL EDUCATION UNIT PLAN

UNIT LESSON - Badminton

INSTRUCTIONAL GOALS

- To gain an appreciation for badminton as a life-long experience.
- To assist students in their ability to interact socially with students of different abilities.
- To broaden the students understanding of the various strategies and skills involved in the playing of badminton.
- To gain an appreciation for the physical and mental aspects of the game of badminton.

OBJECTIVES:

1. **Cognitive** - The student will be able to:

- Explain the benefits of learning how to play badminton at a competitive level.
- Demonstrate the basic skills involved in playing the game.
- Demonstrate the basic strategies involved in being competitive while playing the game.
- Demonstrate basic positioning vital to playing both singles and doubles in badminton.
- Define and use the proper terminology associated with the game of badminton.

2. **Affective** - The student will understand:

- How to incorporate the various skills and strategy into the normal play of the game.
- The importance of being able to help and cooperate with other students both those of equal ability and those students that is physically or mentally challenged.
- The importance of being able to separate being able to work as an individual while playing singles and cooperating with a partner while playing doubles.
- The ability to work both as an individual and as a team member when involved in the game of singles or doubles.
- The life-long benefits of the game of badminton.

3. **Psychomotor** - The student will show proficiency or improvement in:

- The ability to understand that badminton can be a life-long activity.
- The ability to understand how to interact socially with other students in class.
- The execution of the various skills involved in playing the game of badminton.
- The ability to process and perform the strategies needed to play the game of badminton at a competitive level.

4. **Skills**

a) Basic

- Service
 - Drive serve
- Clears
 - Drive clears
 - Lob clears

- Smash
- Drop shot
- Hair Pins

5. Advanced

- Positioning for singles and doubles (side by side, front and back)
- Movement of the players from an offensive position
- Strategy of shot making from a defensive position.
- Scorekeeping
- Rotation for playing of doubles.

6. Safety Factors - The student will:

- Wear the proper attire needed to participate in a competitive game of badminton.
- Conduct themselves with respect for all concerned in the activity.
- Be aware of the lines and restrictions placed on them by the set up of the courts and the lines.

EVALUATION

Excellent (90-100)

- Exhibits great understanding and demonstrates an excellent work ethic while performing the skills required for participation in badminton.
- Participates eagerly in drills and tournament games.
- Remains on task.
- Is helpful to other students in class who have difficulty.
- Listens intently.
- Assumes a leadership role both for the class and his/her team.
- Exhibits advanced skill and strategic levels

Average (80-89)

- Demonstrates competency in the understanding and proper work ethic while performing the skills required for participation in badminton.
- Participates regularly in drills and tournament games
- Stays on task most of the time
- Listens with some degree of attention
- Is frequently helpful to others
- Exhibits competency on most skill and strategic levels

Below Average (65-79)

- Exhibits very little understanding and work ethic while performing the skills required for the participation in badminton
- Demonstrates difficulty in staying on task
- Participates on a very irregular basis
- Shows little concern for others in the class, and sometimes becomes a distraction
- Exhibits little competency for the skills and strategies for the game of badminton
- Does not listen attentively

Needs Improvement (0-64)

- Unwilling to participate in badminton activities
- Demonstrates no interest in the activities
- Is unwilling to work with the group during games or skills
- Is not on task with classmates
- Shows no concern for others and makes it difficult on either his/her partner or opponent

BADMINTON STUDY SHEET

1. Grips

- a) Forehand – “shake hands” with the racket, “V” of thumb and forefinger on top plate of racket. Hold racket by fingers NOT palm of hand. Forehand grip used for strokes made from overhead or on the right side of body (right handed players).
- b) Backhand – knuckle of forefinger on top plate of racket. Backhand is used for strokes made on the left side of body (right handed players).

2. Strokes

- a) Underhand Clear – (long high serve) – bird is hit to go high and to the rear of the court.
- b) Short Serve – bird is hit so it hardly clears the net. This is the basic serve used for doubles.
- c) Overhead Clear – bird raises high over the net as in the underhand clear. The arm action is like throwing a baseball.
- d) Smash – bird is hit so it travels over the net with great speed, to the floor in a downward motion; it is an overhand shot; like a spike in volleyball
- e) Overhead Drop – should look like a smash but travels easily from the racket dropping just over the net.
- f) Forehand/Backhand Drive – bird skims over top of net in a straight line. Used offensively to hit past an opponent; used defensively to return a smash. This shot is executed at chest height.
- g) Hairpin Net Shot – a return shot used to go just over the net and drop inside the service line; should follow a good drop shot.

3. Rules

- a) The game consists of 15 points (doubles and men’s singles), ladies singles to 11 points; you do NOT have to win by two points.
- b) All EVEN points are served from the RIGHT service court, and All ODD points are served from the LEFT service court. This is true for singles, doubles, or cut throat play. Only the serving team changes service courts when a point is scored, receiving team remains the same.
- c) Only the SERVING team can score points.
- d) Both the serving and receiving teams MUST be in the appropriate service areas while either serving or receiving.
- e) When serving, the shuttlecock must be struck BELOW the waist and the head of the racket

must be BELOW wrist level at all times except on the follow through.

- f) If a player serves the shuttlecock illegally, that player will lose the serve.
- g) Serving doubles – a player from one team begins the game serving from the right service court. He/she continues to serve (changing sides) until a mistake is made. When the serve is lost a player from the opposing team serves. After a mistake is made, the opposing team's partner serves. After a mistake the first server's partner serves. Example: Mary and Alice play Cindy and Diane. Service order is: Mary, Cindy, Diane, Alice
- h) If a player attempting to serve misses the bird completely, their serve may be retaken. Any number of attempts may be made as the racket does not touch the bird.
- i) After the serve, players on both sides may go anywhere on the court.
- j) The line on all shots is considered IN.
- k) If you hit your opponent with the bird, it is legal.
- l) When any unusual occurrence interferes with play, a "let" (replay) can be played. For example, a stray bird from a nearby court comes into your court.
- m) A serve hitting the top of the net and going into the correct service court is legal.
- n) A player may NOT reach over the net with his/her body, racket, or clothing.
- o) When the score is tied at "13 all", the side which reached 13 first has the option of setting or not setting the score. If they elect not to set the score, then whoever reaches 15 first, wins. If the team which reached 13 first decides to set the score, they will set the score to 5 and the side that scores 5 points first, wins. The score may be set in the same manner at "14 all" for 3 points. In ladies singles, the 11 point game may be set at "9 all" for 3 points or at "10 all" for 2 points.
- p) The bird may not be hit twice in succession.

4. Basic Positioning

- a) The best position for play is that location on the court from which you are able to reach most shots easily. You should stand equidistant from the net and back boundary line and equidistant from the sidelines.
- b) Up and Back Formation (offensive formation) – for doubles:
 - Advantage – there is always a player at the net to "put away" loose returns, keeps pressure on the opponents.
 - Disadvantage – there may be confusion as to which player is to hit the bird, especially at midcourt and along the sides.

- c) Side by Side Formation (defensive formation) – for doubles:
Advantage – each player's area to defend is well defined and there is little confusion as to which player is to cover the shots.
Disadvantage – the opposing team can play all shots to one side, tiring one player out. If one player is weaker than the other, the opponent will try to attack that player.

BADMINTON LESSON PLANS

DAY 1

- Stretch arms and shoulders before starting to play
- Students will take two laps around practice football field if the weather permits or perform jumping jacks, skip rope or some other activity to warm-up.
- In some classes equipment will need to be either set up or broken down and students will need to assist.
- Lecture about skills:
 1. Grip
 2. Serve
 - a. Drive Serve
 - b. Lob Serve
 3. Forehand
 4. Backhand
 5. Hairpin
 6. Drop Shot
- Demonstrate all the shots to the class and then let them go to the courts and practice.

DAY 2

- Make sure the student's warm-up and do either their exercises or their laps.
- Review all the skills and demonstrate them to the class again.
- Instruct the students about the boundaries and the lines involved in playing a competitive game of badminton.
- Introduce score keeping (make sure the students understand serving from the correct box).
- Have the students go to the courts and practice the required shots for the game of badminton and play a modified game keeping score.

DAY 3

- Warm-up and perform the required exercises.
- Review the strokes and the scoring procedures.
- Make sure all players are serving from the correct side of the court.
- Introduce the formations and the strategies involved in playing doubles.
- Allow students to work on the skills, rotation and also the strategies involved on playing both singles and doubles.

DAY 4

- Warm-up and perform required exercises and or laps.
- Review the strokes, strategies for singles and doubles.
- Introduce the strategy for playing cutthroat (3 players – 2 against 1) if the class has an uneven number of players.
- Talk about getting partners for the start of a doubles tournament.

DAY 5 – 10

- Warm-up as we have been doing for the last four class.
- Record partners for the doubles tournament.
- Continue with the singles tournament and bracket the doubles tournament and start as soon as possible.

BADMINTON TEST

Name _____ Period _____ Days _____

1. (T or F) When a player serves illegally, the team receiving the serve gets the serve and not the point.
2. (T or F) the shuttlecock lands on the line. This is a good shot by the serving team and he or she should get a point.
3. (T or F) A game of cutthroat would be played by three players and the server would always be playing singles against a doubles team. When he/she loses their serve the players rotate clockwise?
4. (T or F) All odd points are served from the left-hand service box.
5. (T or F) Zero is always served from the left-hand service box.
6. (T or F) it is legal to have the head of the racket above the height of the wrist when you are serving?
7. (T or F) In a game of doubles, only one of the two players are required to be in the appropriate service areas when the shuttlecock is served?
8. (T or F) As a general rule, an excellent drop shot is usually followed by a hair pin because you can not hit a clear because the net is in the way?
9. (T or F) The returnees in the game of doubles always stay on the same side of the court, to return serve (one player returns all odd points, one player returns all even points).
10. (T or F) A drop shot is hit with very little pace and falls close to the net on the opposite side of the net?
11. (T or F) A shuttlecock may be hit twice on a side?
12. (T or F) A drive is hit fast, straight, and directly over the net?
13. (T or F) A hairpin should be hit perpendicular to the floor in the back of the court?
14. (T or F) Hitting the shuttlecock over the net but into the wrong service box is a lose of serve?
15. (T or F) the term shuttlecocks and bird is interchangeable?

SENIOR HIGH PHYSICAL EDUCATION UNIT PLAN

UNIT LESSON - Track And Field

INSTRUCTIONAL GOALS

- To gain an appreciation for track and field as a wellness experience.
- To assist students in their ability to interact socially with students of different abilities.
- To broaden the students understanding of the various strategies and skills involved in the participation of track and field.
- To gain an appreciation for the physical and mental aspects of track and field

OBJECTIVES:

1. **Cognitive** - The student will be able to:

- Explain the benefits of learning and conditioning for the sport of track and field.
- Demonstrate the basic skills involved in the sport of track and field.
- Demonstrate basic skills for the basic events involved in track and field (100, 200, 400, 800, 1600, long jump, triple jump, shot putt and discus).
- Define and use the proper terminology associated with the sport of track and field.

2. **Affective** - The student will understand:

- How to incorporate the various strategies into the normal play of the sport.
- The importance of being able to help and cooperate with other students both those of equal ability and those students that is physically or mentally challenged.
- The importance of being able to separate when the time is to sprint and or pace oneself for the longer distances.
- The ability to work both as an individual when performing the field events.
- The life-long benefits of the game of track and field and the conditioning portion of the sport.

3. **Psychomotor** - The student will show proficiency or improvement in:

- The ability to understand that track and field and running can be a life-long activity.
- The ability to understand how to interact socially with other students in class.
- The execution of the various skills involved in running and participating in the sport of track and field.
- The ability to process and perform the strategies needed to participate in the events listed at as a competitive level as possible.

4. **Events**

- 100 meter dash
- 200 meter dash
- 400 meter dash
- 800 meter dash
- 1600 meter (metric mile)

- Long Jump
- Triple Jump
- Shot Putt
- Discus
- Time all running events and measure all field events

5. Safety Factors - The student will:

- Wear the proper attire needed to participate in the events to be performed that day in class.
- Conduct themselves with respect for all concerned in the activity.
- Be aware of the restrictions placed on them by the events and the track as to which lane to use or when they may or may not change lanes.

EVALUATION

Excellent (90-100)

- Exhibits great understanding and demonstrates an excellent work ethic while performing the skills required for participation in track and field.
- Participates eagerly in both running events as well as field events.
- Remains on task.
- Is helpful to other students in class who have difficulty.
- Listens intently.
- Assumes a leadership role for all events.
- Exhibits advanced skill and strategic levels.

Average (80-89)

- Demonstrates competency in the understanding and proper work ethic while performing the skills required for participation in track and field.
- Participates regularly in both running events as well as field events.
- Stays on task most of the time.
- Listens with some degree of attention.
- Is frequently helpful to others.
- Exhibits competency on most skill and strategic levels.

Below Average (65-79)

- Exhibits very little understanding and work ethic while performing the skills required for the participation in track and field.
- Demonstrates difficulty in staying on task.
- Participates on a very irregular basis.
- Shows little concern for others in the class, and sometimes becomes a distraction.
- Exhibits little competency for the skills and strategies for the running events as well as the field events.
- Does not listen attentively.

Needs Improvement (0-64)

- Unwilling to participate in track and field activities.

- Demonstrates no interest in the activities.
- Is unwilling to work with the group during running and field events.
- Is not on task with classmates.
- Shows no concern for others and makes it difficult on either his/her partner or opponent.

TRACK AND FIELD LESSON PLANS

DAY 1

- Stretch all aspects of the body before starting any activity on the track
- Students will take two laps the track to warm-up this is not a sprint it is a jog as to warm-up
- In some classes equipment will need to be either set up or broken down and students will need to assist
- Lecture about skills:
 - 100 meter dash
 - Stance for starting either out of blocks, 3-point stance or 4-point stance
 - Stay in your lane, this is a sprint not a jog
 - Run through the finish line
 - Get your time from the timer and record
 - Long Jump
 - Approach
 - Take off at the toe board
 - Landing in the pit
- Cool down
 - Walk one lap around track and into locker room

Safety:

- Talk about making sure you are properly stretched
- Talk about staying in the proper lane, and making sure the pit is cleared for jumping
- The importance of cooling down at the end of the period

DAY 2

- Make sure the student's warm-up and do both their stretches and their laps
- Review all the skills and demonstrate the long jump to the class again and introduce the triple jump to the class
- Instruct the students about the boundaries and the lines involved in running the 200 meter run (start is either 2 or 3 point stance, staying in their lanes and running the turn)
- Time and record the 200-meter dash and measure the long jump

DAY 3

- Warm-up and perform the required exercises
- Make sure all students are properly warmed up and stretched out
- Make sure all students are observing form and safety procedures

- Introduce the 400 meter run (in better races this is the last sprint), talk about when students can cut into the inner lanes, talk about pacing yourself but still trying to sprint
- Allow students to run the race in two or three groups
- Introduce the discus to the class. Talk about form, trying to throw the discus without spinning and finally the flight of the discus
- Record the 400-meter time and also the triple jump distances
- For safety purposes make sure all students are behind the screen or backstop
- Warm down by walking one lap and into the locker room

DAY 4

- Warm up and perform required exercises and or laps
- Make sure all students are warmed up and stretched properly
- Introduce the 800 meter run, this is not a sprint and needs to be a race that you pace yourself at
- Talk about getting into a good pace and rhythm and trying to maintain that pace
- Have students run in two separate groups and record times
- Use today to introduce the shot putt in the same manner as the discus. Make sure the students are putting the shot and not trying to throw it
- Make sure all students are behind the screen or backstop when anyone is working with the shot putt

DAY 5

- Warm-up as we have been doing for the last four class
- Make sure all students are properly warmed up and stretched
- Prepare to run in one group the 1600-meter run (metric mile); talk about good times, effort, and the idea performing to the best of ones capabilities
- Record times and warm down immediately by walking two laps around the track
- Use remaining time to record any missing long jump, and triple jump students who had not done so
- Walk one more lap and go to locker room

SENIOR HIGH PHYSICAL EDUCATION UNIT PLAN

UNIT LESSON - Softball

INSTRUCTIONAL GOALS

- To gain an appreciation for softball as a life-long experience
- To assist students in their ability to interact socially with students of different abilities
- To broaden the students understanding of the various strategies and skills involved in the playing of softball
- To gain an appreciation for the physical and mental aspects of the game of softball

OBJECTIVES:

1. Cognitive - The student will be able to:

- Explain the benefits of learning how to play softball at a competitive level
- Demonstrate the basic skills involved in playing the game
- Demonstrate the basic strategies involved in being competitive while playing the game
- Demonstrate basic positioning vital to playing softball
- Define and use the proper terminology associated with the game of softball

2. Affective - The student will understand:

- How to incorporate the various skills and strategy into the normal play of the game
- The importance of being able to help and cooperate with other students both those of equal ability and those students that is physically or mentally challenged
- The importance of being able to separate being able to work as an individual while playing and also be part of a team
- The life-long benefits of the game of softball

3. Psychomotor - The student will show proficiency or improvement in:

- The ability to understand that softball can be a life-long activity
- The ability to understand how to interact socially with other students in class
- The execution of the various skills involved in playing the game of softball
- The ability to process and perform the strategies needed to play the game of softball at a competitive level

4. Skills

- Basic
- Throwing
- Catching
- Hitting
- Base running
- Positioning

5. Advanced

- Positioning for all different types of plays after the ball is hit
- Movement of the players for defensive positioning
- Strategy of base running with and with out men on base
- Scorekeeping

6. Safety Factors - The student will:

- Wear the proper attire needed to participate in a competitive game of softball
- Conduct themselves with respect for all concerned in the activity
- Be aware of the lines and restrictions placed on them by the make up of the field

EVALUATION

Excellent (90-100)

- Exhibits great understanding and demonstrates an excellent work ethic while performing the skills required for participation in softball.
- Participates eagerly in drills and tournament games.
- Remains on task.
- Is helpful to other students in class who have difficulty.
- Listens intently.
- Assumes a leadership role both for the class and his/her team.
- Exhibits advanced skill and strategic levels.

Average (80-89)

- Demonstrates competency in the understanding and proper work ethic while performing the skills required for participation in softball.
- Participates regularly in drills and tournament games.
- Stays on task most of the time.
- Listens with some degree of attention.
- Is frequently helpful to others.
- Exhibits competency on most skill and strategic levels.

Below Average (65-79)

- Exhibits very little understanding and work ethic while performing the skills required for the participation in softball.
- Demonstrates difficulty in staying on task.
- Participates on a very irregular basis.
- Shows little concern for others in the class, and sometimes becomes a distraction.
- Exhibits little competency for the skills and strategies for the game of badminton.
- Does not listen attentively.

Needs Improvement (0-64)

- Unwilling to participate in softball activities.
- Demonstrates no interest in the activities.
- Is unwilling to work with the group during games or skills.
- Is not on task with classmates.
- Shows no concern for others and makes it difficult on either his/her partner or opponent.

SOFTBALL STUDY SHEET (Slow Pitch)

THE FIELD:

The playing diamond has 60 feet between the base lines. The pitching mound is 46 feet from home plate (in fast pitch the mound is 40 feet from home plate). The batter's box measures 7 feet long by 3 feet wide.

THE PLAYERS:

A slow pitch team consists of 10 players (9 for fast pitch) consisting of the pitcher, catcher, first, second and third basemen, short stop, left, center, right fielders, and the rover. The rover is a short fielder who normally stands between the infield and the outfield.

At the time of the pitch, the pitcher must be in legal pitching position, the batter must be in the batter's box, the catcher must also be in the catcher's box, and all fielders must be in fair territory.

THE GAME:

- A game consists of 7 innings.
- The winner is the team scoring the most runs.
- A run is scored each time a base runner touches first, second, third bases and home plate, before the third out of the inning (the bases must be touched in order).
- Two runners may not occupy a base at the same time.
- Base runners may not pass the runner in front them.
- Base runners must return to the base when there is a foul ball.
- There is no leading, stealing, or bunting in SLOW PITCH softball (fast pitch only)
- A foul tip is a batted ball that goes directly from the bat (not higher than the catcher's head) and is legally caught by the catcher. This is an out!
- The strike zone is that space over any part of home plate that is between the batter's highest shoulder and the knees.
- If the runner and the ball get to the base at the same time, the runner is safe.
- In slow pitch softball the pitch must have arc on it. The pitch must be at least 6 feet from the ground but not higher than 12 feet from the ground.

PITCHES:

- Underhand – used in slow pitch, arc on the ball
- Sling shot – used in fast pitch, ball is cocked behind the head
- Windmill – used in fast pitch, arm swings

THROWS:

- Overhand – for long distances
- Sidearm – shorter distances, usually used in the infield
- “Flick” – (underhand toss) used for very short distances

BASERUNNING:

- If the batter steps on home plate on the way to first base, it is an out!

- You can over run first base, do not slide.
- To take more than first base you will “bubble out” so that you can touch the inside of the bases as you round them.
- Listen to your base coaches and watch them for signals.

SOFTBALL LESSON PLANS

DAY 1

- Stretch arms and shoulders before starting to play
- Students will take two laps around practice football field if the weather permits or perform jumping jacks, skip rope or some other activity to warm-up
- In some classes equipment will need to be either set up or broken down and students will need to assist
- Lecture about skills:
 - Throwing
 - Catching
 - Hitting
 - Positioning
 - Base Running
- Safety:
 - Talk about not throwing the bat after hitting
 - Talk about a clear path to the base after a hit and the fielder staying out of the base path
 - The importance of wearing your mitt
 - Making sure you pitch from the proper distance
 - Demonstrate and practice skills, get lined up after picking teams and play an abbreviated game

DAY 2

- Make sure the student's warm-up and do either their exercises or their laps.
- Review all the skills and demonstrate them to the class again.
- Instruct the students about the boundaries and the field restrictions.
- Introduce score keeping.
- Have the students go to the fields and work on the skills that are specific to softball and start/continue the game from the previous class period.

DAY 3

- Warm-up and perform the required exercises.
- Review the skills and scoring procedures.
- Make sure all players are observing form and safety procedures.
- Introduce the formations and the strategies involved in playing the ball after a hit and the movement in the infield.
- Allow students to work on the skills, rotation and also the strategies involved on playing the game.

DAY 4

- Warm up and perform required exercises and or laps.
- Review the skills, strategies, movements involved in playing the game.
- Talk about getting players in the proper positions at the start of the play
- Have players start playing competitive games.

DAY 5-10

- Warm-up as we have been doing for the last four class.
- Start playing competitive games in a round robin style tournament.
- Make sure all safety rules are followed.

SOFTBALL QUIZ

Name _____

Period _____

Days _____

1. T or F Bunting is legal
2. T or F Ten players can play in the field legally.
3. T or F The pitch must have an arc on out.
4. T or F Base runners may steal bases.
5. T or F The base runner may overrun first base.
6. T or F If the batter steps on home plate on the way to first base, the batter is out.
7. T or F There are nine innings in a softball game.
8. T or F More than one runner may occupy a base at one time.
9. T or F If a batter swings and misses the pitch and the base runner leaves his/her base that runner is out.
10. T or F If the ball and the base runner get to the base at the same time, the base runner is out.
11. T or F Leading off the base is legal.
12. T or F The strike zone is from the batter's knees and the highest shoulder but must be over the plate.
13. T or F A flick is an underhand toss used for very short distances.
14. T or F It is legal to pass the base runner in front of you because you are a faster runner.
15. T or F If the hit ball strikes a base runner that runner is out.

SENIOR HIGH PHYSICAL EDUCATION UNIT PLAN

UNIT LESSON – Weight Training Unit

INSTRUCTIONAL GOALS:

- To gain an appreciation for weight training as a lifelong sport
- To broaden students understanding of the different equipment and locations available to them to promote and continue to perform weight training activities
- To help students gain an understanding and appreciation for the benefits of weight training in there everyday lifestyle

OBJECTIVES:

1. **Cognitive** – The student will be able to:

- Demonstrate an understanding of the terminology used in weight training
- Demonstrate the safety concerns when using weight equipment
- Demonstrate safety concerns in the weight room
- Demonstrate proper etiquette in the weight room
- Identify the primary muscle groups being used with various exercises/lifts
- Identify the primary muscle groups by use of a chart
- Demonstrate a knowledge of progressive weight changes, repetitions, and sets on the personal weight training chart
- Determine basic principles used in setting-up and maintaining a personal weight training program
- Identify various pieces of weight training equipment and the proper use of it
- Demonstrate an understanding of correct technique and form used with various pieces of equipment and other exercises in the weight room

2. **Affective** – The student will understand:

- The importance of setting personal goals and the importance of striving to reach them
- The importance of maintaining a personal chart or record keeping system to assess progress
- The need for appropriate levels of muscular strength in order to carry out daily tasks
- Personal living skills of respect for equipment and etiquette when sharing equipment
- The need for appropriate warm-up and cool down activities
- The importance of working with a partner
- How to spot a partner properly

3. **Psychomotor** – The student will show proficiency/improvement in:

- Executing various lifts/exercises using various pieces of weight training equipment
- Maintaining a personal weight training program
- Determining if the exercise is being performed safely
- Spotting a partner
- Demonstrating safety practices when using the equipment

4. Skills:

- Spotting
- Technique and proper breathing of various basic lifts/exercises
- Proper techniques used in abdominal exercises
- Development and maintenance of a personal weight training chart

5. Safety Factors – The student will:

- Wear proper clothing and footwear
- Have weight belts available to them
- Use spotters when using free weights or exercises that require a spotter
- Warm-up with stretching and a cardiovascular exercise

EVALUATION

Excellent (90-100)

- Exhibits advanced weight training skills and takes a leadership role in all of the weight training activities.
- Participates eagerly in every activity.
- Remains on task.
- Is helpful to other students in class who have difficulty.
- Listens intently.
- Assumes a leadership role both for the class and his/her team.

Average (80-89)

- Demonstrates competency in the understanding and proper work ethic while performing the skills required for participation in weight training.
- Participates regularly in weight training activities.
- Stays on task most of the time.
- Listens with some degree of attention.
- Is frequently helpful to others.
- Exhibits competency and a leadership role on some of the weight training activities.

Below Average (65-79)

- Exhibits very little understanding and work ethic while performing in weight training activities.
- Demonstrates difficulty in staying on task.
- Participates on a very irregular basis.
- Shows little concern for others in the class, and sometimes becomes a distraction.
- Exhibits little competency for weight training room rules.
- Does not listen attentively.

Needs Improvement (0-64)

- Unwilling to participate in weight training activities.
- Demonstrates no interest in the activities.
- Is unwilling to work with a partner during weight training activities.
- Is not on task with classmates.
- Shows no concern for others and makes it difficult on either his/her partner or opponent.

WEIGHT TRAINING LESSON PLANS

DAY 1: Students do not change their clothes, they report directly to the weight room. The first day is spent in the weight room.

1. The instructor will go over the study sheet emphasizing the following:
 - The things that weight training can do
 - Types of programs and ways of lifting (for strength versus toning)
 - Types of equipment and how to use it
 - How to spot
 - The importance of warming up
 - The importance of stretching

DAY 2: Students do not change their clothes, they report directly to the weight room with their study sheets (handed out on day 1) and a pencil.

On day 2 most of the period is spent explaining types of exercises and how to set up individual programs.

1. The instructor will hand every student a weight training program sheet. Students are instructed to:
 - Work with a partner
 - Always bring a pencil
 - Always bring the weight training program sheet
2. The instructor explains:
 - The weight training program sheet (sets, reps, and lbs.)
 - Abdominals are a large muscles group; work uppers, lowers, and obliques doing one large set of each until the “abs” burn and can’t do any more.
 - Need to know whether lifting for strength or toning (explain the difference in reps)
 - How to select exercises (charts, book etc.)
3. Students will be given time in this class to start putting their programs together

DAY 3: Students change clothes today and go to the weight room

- Instructor gives directions and review on how to make up programs.
- The class is broken up into two groups (A & B)
- Explanation is given on how class will run after today.
 - Begin in the gym to warm-up (stretch and cardiovascular) Students will have 4 options for warm-up activity:
 - Skip rope (small gym/hallway -100 revolutions)
 - Jumping jacks (small gym/hallway – 100)
 - Run the stairs just outside the small gym (up and down counts as 1, run 5)
 - Go to weight room with partner and go through program
 - Group A will begin with upper body exercises and abdominals; Group B will start with abdominals and lower body. Each time class meets, groups will alternate.
- Students will finish putting their programs together today so that they can begin lifting next class.

DAY 4:

- Students will begin in the gym to stretch and do a cardiovascular warm-up.
- Students will go to the weight room and begin their programs; Group A does upper body and abdominals, Group B does abdominals and lower body.
- Instructor will float around to answer questions.

DAY 5:

- Students will begin in the gym as described above.
- Students will continue their programs recording all information (even though most of the information will not change), on their weight training program sheets. Groups will alternate today; Group A does abdominals and lower body, Group B does upper body and abdominals.
- Instructor will answer questions and float around the room to assist students.

DAYS 6-7:

- Students will begin in the gym as described above
- Students will continue their programs, Groups A and B switch.

DAY 8:

- Students will begin in the gym.
- Students will go to the weight room and be seated. Instructor will hand out a sheet showing all muscle groups that students will need to know for the test. Instructor will go over each muscle group and a common exercise for each. Students are encouraged to know what muscle group they are working when doing their programs.
- Students will continue their programs, Groups A and B switch.

WEIGHT TRAINING STUDY SHEET

Benefits of Resistance Training:

- Healthier Body
- Fat Reduction
- More Shapely Body
- Stronger Muscles
- Stronger Bones
- Increased Metabolism
- Stronger/Improved Posture

3 Workouts per week, 20-30 minutes per workout will give you best results

Types of Weight Lifting Programs:

- Power - explosion and speed power lifting programs
- Strength - move heavy weights/low repetitions (80% max., 3 sets of 4-6 repetitions)
- Sport Specific - isolate certain areas for specific skills
- Shaping and Toning - total body/high repetitions (50% max., 3 sets of 10-12 repetitions), the last repetition should be pretty difficult to perform. Increase weight when you are able to do more than 10 repetitions (or 12 repetitions)
- Mass Building - varied weights and repetitions

Equipment: Advantages & Disadvantages

- Universal - need no spotter, works general muscle groups
- Nautilus - need no spotter, tries to isolate muscle groups like free weights
- Free Weights - need a spotter, isolates and develops muscles
- Hydrogen Machines - harder you push, the more resistance you meet

Terminology:

- Muscular strength - the ability of a muscle or group of muscles to exert force
- The Overload Principle - exerting a force by a muscle or muscle group against a resistance that is greater than what is normally encountered
- Isometric - involves static muscle contractions (pushing against a brick wall)
- Isotonic - involves muscle contracting through a range of motion against a constant or variable resistance (exercising with free weights, nautilus machines)
- Muscular Endurance - the ability of a muscle or a group of muscles to exert force repeatedly over a period of time. Muscular endurance and muscular strength are related; improving one usually will improve the other (strength training programs that emphasize a low resistance/high repetition approach will improve muscular endurance also).
- Basal Metabolic Rate - the energy needed by the body at complete rest
- Circuit Training - doing a series of different exercises, one right after the other, without rest in between exercises
- Hypertrophy - enlargement of the muscles
- Lifting Belt - a belt (usually leather) worn around the waist when lifting. It supports your abdominal contents and lower back and equalizes abdominal pressure
- Metabolism - the chemical process of ingesting foodstuffs and the chemical changes that result in order to utilize foods for energy and all bodily processes
- Repetition - start to finish performance of an individual exercise
- Set - a series of repetitions

- Power - the ability to exert force in a fast manner; power is a measure of work
- Strength - the ability to exert maximum force in a single repetition
- Abduction - a lateral movement away from the body (taking your leg out to the side)
- Adduction - bringing the movement back to the body (bringing your leg back in toward the body)

Major Muscle Groups:

LEGS - quads, hamstrings, gastrocnemius, abduction, adduction, gluteus maximus

ARMS - biceps, triceps, forearms

SHOULDERS - deltoids, trapezius

BACK - latissimus dorsi, trapezius

ABDOMINALS - upper, lower, obliques

CHEST - pectoralis

Stretching:

- Stretch first to prepare joints for motion, to help avoid injuries
- Stretch after weight lifting to decrease stress on muscles, to reduce soreness
- Stretch until you feel slight tension
- Hold for 10-20 seconds, relax a moment, extend stretch slight farther and hold again

How to Lift:

- Stretch first!
- Warm up to prepare joints and muscles for activity, this brings blood to the muscles (run, cycle, jump rope etc.)
- Get in proper stance - feet a little wider than shoulder width apart, keep head and neck straight while lifting
- Breathe! Inhale at the beginning of the lift, **Momentarily** hold your breath during the most difficult part of the lift, exhale as you finish the lift.

Safety:

- Have a spotter
- Use collars on free weights
- Use proper positions for exercises
- Do not jerk or twist when lifting
- Rest between sets (no more than 2 minutes)

WEIGHT TRAINING TEST

Pick the correct muscle group in the right column that is being worked by the exercise on the left

- | | |
|----------------------------|---------------------|
| 1. Leg Extensions _____ | A. Hamstrings |
| 2. Military Press _____ | B. Pectoralis |
| 3. Arm Curls _____ | C. Triceps |
| 4. Bench Press _____ | D. Gastrocnemius |
| 5. Leg Curls _____ | E. Abdominals |
| 6. Lunges _____ | F. Biceps |
| 7. Crunches _____ | G. Deltoids |
| 8. Tricep Extensions _____ | H. Latissimus Dorsi |
| 9. Toe Raises _____ | I. Quadriceps |
| 10. "Lat" Pulldown _____ | J. Trapezius |
| | K. Gluteus Maximus |

Using the list of muscles above, place the letter of the muscle next to the corresponding number on the picture below.

True and False

1. T F Basal Metabolic Rate is the energy needed by the body when it is at work.
2. T F One advantage of free weights is that a spotter is NOT needed.
3. T F If you want to weight train for strength, you should do more repetitions and use more weight.
4. T F When lifting, you should rest at least 5 minutes in between sets.
5. T F The “universal” allows many people to exercise at one time.
6. T F Muscular endurance is the ability of muscle groups to exert force repeatedly over a period of time.
7. T F Abduction is movement of a body part toward the body.
8. T F A warm-up activity such as jogging will prepare muscles for exercise by bringing blood to the muscles.
9. T F Stretching will help prepare joints for motion and help prevent injuries.
10. T F Weight lifting can reduce fat and increase metabolism.

SENIOR HIGH PHYSICAL EDUCATION UNIT PLAN

UNIT LESSON – Soccer

INSTRUCTIONAL GOALS

- To gain an appreciation for soccer as a lifelong sport.
- To help students gain an understanding of the benefits of soccer to the body physically and mentally

OBJECTIVES:

1. **Cognitive** – Student will be able to:

- Demonstrate an understanding for the correct form and technique for the skills involved in soccer.
- Demonstrate a knowledge of the basic terminology.
- Identify some of the basic penalties used in soccer.
- Demonstrate an understanding of techniques used in passing, trapping, kicking, throwing and punting a soccer ball.
- Identify very basic positioning of offense and defense.

2. **Affective** – The student will understand:

- How to set the ball in position after a penalty.
- The importance of socialization playing on a team or in partner drills.
- Strategies used in goal kicks and corner kicks.
- The importance of small team play versus larger team play.

3. **Psychomotor** – The student will show improvement/proficiency in:

- Trapping, dribbling, heading, punting, kicking a soccer ball.
- The use of proper techniques in various drills/activities.
- Aligning team players in basic but correct positions.

4. **Skills:**

- Throw-Ins Punting Kicking Trapping
- Passing Dribbling Heading Defending
-

5. **Safety Factors** – The student will:

- Be cautioned about uncontrolled (passes, rough play, flag guarding, taunting and baiting); keeping their eyes opened.
- Not be allowed to slide tackle.
- Not be permitted to wear sunglasses.
- Understand the importance of wearing the proper clothing.

EVALUATION

Excellent (90-100)

- Exhibits great understanding and demonstrates an excellent work ethic while performing the skills required for participation in soccer.
- Participates eagerly in every activity.
- Remains on task.
- Is helpful to other students in class who have difficulty.
- Listens intently.
- Assumes a leadership role both for the class and his/her team.
- Exhibits advanced soccer skills and takes a leadership role in all of the soccer activities and games.

Average (80-89)

- Demonstrates competency in the understanding and proper work ethic while performing the skills required for participation in soccer.
- Participates regularly in soccer activities.
- Stays on task most of the time.
- Listens with some degree of attention.
- Is frequently helpful to others.
- Exhibits competency and a leadership role on some of the soccer activities and games.

Below Average (65-79)

- Exhibits very little understanding and work ethic while performing in soccer activities.
- Demonstrates difficulty in staying on task.
- Participates on a very irregular basis.
- Shows little concern for others in the class, and sometimes becomes a distraction.
- Exhibits little competency for rules and team play.
- Does not listen attentively.

Needs Improvement (0-64)

- Unwilling to participate in soccer activities and games.
- Demonstrates no interest in the activities.
- Is unwilling to work with the group during activities and or game play.
- Is not on task with classmates.
- Shows no concern for others and makes it difficult on either his/her partner or opponent.

SOCCKER STUDY SHEET

The Game:

1. Kick-off
 - A kick-off is taken to start play and after each goal; also used to start the second half
 - The ball must move at least its circumference on the kick-off
 - The player taking the kick-off may not play the ball again until it is played by another player
2. Length of the game is two 40 minute halves
3. Each goal counts 1 point
4. The field is 100-120 yards long and 55-75 yard wide
5. Soccer is played by two teams of 11 players each; positions are as follows:
 - Forwards (strikers) – take shots on goals
 - Halfbacks (midfielders) – back up the forwards and may also take shots on goal; also plays defense. Halfbacks do a lot of running.
 - Sweeper – defend the goal
 - Goalie – defends the goal; is the only player who may play the ball with the hands.
6. A ball that has gone out-of-bounds
 - Over the touchline – a throw-in is awarded to the opposing team. The ball must be thrown with 2 hands and must be thrown from behind and over the head. Both feet must be on the ground until the ball is released.
 - Over the goal line by an **attacking player** – the defensive team takes a goal kick
 - Over the goal line (end line) by a **defensive player** – a corner is taken by the attacking team in the corner of the field closest to where the ball went out
7. Penalty kicks – are awarded to the offensive team when the defensive team commits a intentional foul inside the penalty area
8. Offsides – when a player is nearer the opposing goal than at least 2 defensive players

Terminology:

1. Attacking team – has possession of the ball
2. Charging – legal move that can only be employed to help gain possession of the ball when tackling; arms and hands must be kept close to the body and away from the opponent. Contact must be shoulder to shoulder.
3. Defending team – team that does not have possession of the ball
4. Dodging – maintaining possession of the ball while going around an opponent
5. Dribbling – series of short kicks with the feet in which a player moves the ball down the field
6. Marking – a defensive “guarding” a player on offense
7. Tackling – an attempt to take the ball away from another player who has possession of the ball
8. Trapping – “knocking the ball down” to bring it under your control

SOCCER TEST

MATCHING:

1. Dribble
 2. Free Kick
 3. Kick-off
 4. Tackle
 5. Trap
 6. Throw-in
 7. Dodge
 8. Goal Kick
 9. Offsides
 10. Penalty Kick
- A. Attempt to “take the ball” from another player
 - B. Technique used to restart the game after the ball has gone out-of-bounds
 - C. Given for a foul committed by the defending team in the goal area
 - D. A foul by the attackers when they are closer to the goal than at least 2 defensive players
 - E. To move the ball along the ground with a series of short taps using inside or outside of the foot
 - F. To “knock down” and bring a moving ball under control
 - G. Any kick given for a foul on the field during routine play
 - H. Taken when the ball goes out-of-bound over the goal line by an attacking player
 - I. Method used to “fake” and go around a defensive player while maintaining possession of the ball
 - J. Used to start the game and restart play after a goal

TRUE AND FALSE:

- T F 11. Halfbacks may score goals.
- T F 12. The goalkeeper may use her hands anywhere on the field.
- T F 13. Only the goalkeeper may take a goal kick.
- T F 14. On a throw-in the ball must come from behind the head with both hands on the Ball.
- T F 15. Any player may touch the ball with the hands as long as they are in the goal area.
- T F 16. A penalty kick counts as two points.
- T F 17. Each team is allowed to have 12 players on the field.
- T F 18. Chipping is a method of lofting the ball into the air with the wedge or “laces” of the foot.
- T F 19. A punt is a kick that the goalkeeper may use to play the ball when the ball is picked up with the hands.
- T F 20. A corner is awarded to the defensive team when the ball goes out-of-bounds over the goal line by the offensive team.

SENIOR HIGH PHYSICAL EDUCATION UNIT PLAN

UNIT LESSON –Basketball

INSTRUCTIONAL GOALS:

- To gain an appreciation for basketball as a lifetime activity.
- To broaden students understanding of different rules associated with the men's and the women's games.
- To help students gain an understanding of the benefits of basketball on the body physically and mentally.

OBJECTIVES:

1. **Cognitive** – the student will be able to:

- Demonstrate the safety concerns associated with the game
- Demonstrate the knowledge of the game by using the rules accordingly
- Demonstrate an understanding for the correct form and technique for the skills involved in basketball
- Demonstrate the ability to get along socially with others
- Demonstrate an understanding for the rules used in half-court games
- Differentiate between one, two and three point goals
- Demonstrate an understanding of the positioning of the players

2. **Affective** – The student will understand:

- What safety concerns is associated with the game
- The importance of getting along with other players
- The importance of using various skills to move the basketball around
- How social interaction is part of the game
- Personal living skills of respect for others, leadership, partnership and initiative
- The importance of being able to help other students both those of equal ability and also those students that are physically challenged

3. **Psychomotor** – The student will show proficiency/improvement in:

- Executing the skills that are involved in playing the game of basketball
- Safety techniques especially as related to basketball
- Demonstrate the ability or improvement in the skills and endurance required playing the game of basketball
- Show proficiency in being able to play both half-court and small team games

4. **Skills** –

- Dribbling
- Shooting
- Passing
- Defense
- Jump balls
- Pivoting

5. Safety Factors – The student will:

- Wear the proper footwear and clothing (have sneakers laced and tied)
- Be aware of where others are on the court
- Be cautious in the use of rough play
- Wear pinnies properly
- Warm-up appropriately for the activity (see lesson plans)

EVALUATION

Excellent (90-100)

- Exhibits advanced basketball skills and takes a leadership role in all of the basketball activities and games
- Participates eagerly in every activity
- Remains on task
- Is helpful to other students in class who have difficulty
- Listens intently
- Assumes a leadership role both for the class and his/her team

Average (80-89)

- Demonstrates competency in the understanding and proper work ethic while performing the skills required for participation in basketball
- Participates regularly in basketball activities
- Stays on task most of the time
- Listens with some degree of attention
- Is frequently helpful to others
- Exhibits competency and a leadership role on some of the basketball activities and games

Below Average (65-79)

- Exhibits very little understanding and work ethic while performing in basketball activities
- Demonstrates difficulty in staying on task
- Participates on a very irregular basis
- Shows little concern for others in the class, and sometimes becomes a distraction
- Exhibits little competency for rules and team play
- Does not listen attentively

Needs Improvement (0-64)

- Unwilling to participate in basketball activities and games.
- Demonstrates no interest in the activities.
- Is unwilling to work with the group during activities and or basketball games.
- Is not on task with classmates.
- Shows no concern for others and makes it difficult on either his/her partner or opponent.

BASKETBALL LESSON PLANS

DAY 1:

- Students will jog six laps around the gymnasium, jump rope or do jumping jacks
- Stretch arms, legs, and shoulders
- Teach lay-ups and passing
- Drill lay-ups and passing (chest pass and bounce pass)
- Teach man to man defense and basic rules
- Incorporate lay-ups and passing in a mini game with man to man defense

DAY 2:

- Students will jog six laps around the gymnasium, jump rope or do jumping jacks
- Stretch arms, legs, and shoulders
- Review man to man defense and basic rules
- Teach dribbling
- Incorporate dribbling into a drill
- Play league/tournament games

DAY 3:

- Students will jog six laps around the gymnasium, jump rope or do jumping jacks
- Stretch arms, legs, and shoulders
- Review dribbling and basic rules
- Build on basic rules from Day 2
- Teach shooting
- Incorporate shooting (free throws and jump shots)
- Teach zone defense
- Teach scoring and basic rules
- Play mini game

DAY 4:

- Students will jog six laps around the gymnasium, jump rope or do jumping jacks
- Stretch arms, legs, and shoulders
- Review zone defense and basic rules
- Teach the basics of pivoting
- Drill the fine art of using a pivot
- Play league/tournament games

DAY 5:

- Students will jog six laps around the gymnasium, jump rope or do jumping jacks
- Stretch arms, legs, and shoulders
- Review zone defense and pivoting
- Teach jump ball (start of game and alternate possession)
- Incorporate jump ball in game play
- Play league/tournament games

DAY 6 until end of unit:

- Students will jog six laps around the gymnasium, jump rope or do jumping jacks
- Stretch arms, legs, and shoulders
- Students will be involved with ongoing tournament play

BASKETBALL STUDY SHEET

History - Basketball is one of the few games of American origin, Dr. James Naismith in Springfield Massachusetts developed it, in 1891.

The Game - Basketball is played by two teams of 5 players. The object of the game is for each team to shoot the ball into the basket and to prevent the opponents from scoring. The ball may be thrown, batted, bounced, rolled, or dribbled in any direction.

The Players -

Forwards - Usually the tall players who are responsible to get rebounds.

Center - usually the tallest player on the team, usually takes the jump ball at the beginning of the game.

Guards - generally the best ball handlers and outside shooters.

The Court - For high school, court size is 50 feet by 84 feet. The basket is 18 inches in diameter and is 10 feet from the floor.

Starting the Game - The game begins with a jump ball in the center circle. All team members except for the jumper must be outside the circle. The ball may be tapped once, the player who taps the ball, may not play the ball again until it has been touched by another player.

Scoring - A basket counts 2 points or 3 points (the shot must be taken outside the 3-point arc on the court), all free throws are worth 1 point.

Terminology:

1. Alternating Possession - In tie ball situations, teams alternate taking the ball out-of-bounds. The team that did not get control of the jump ball at the beginning of the game will get possession of the first tie ball, and thereafter teams will alternate possession on tie balls.

2. Defense - When your team does not have the ball, you want to keep the “key” closely guarded; you should always be between the basket and the ball or person you are guarding:

a) Zone - guarding an area on the court

b) Man-to-man - picking a player on the opposing team and guarding them wherever they go

(The “key” is the rectangle shape underneath the basket that extends to the free throw line. The key is usually painted with the home team's colors. The key includes the free throw line, the 3 second mark, and the paint.)

3. Fouls - When a player breaks the rules and one or more free throws are awarded, usually some kind of body contact has been made. These fouls are charged to the individual player who after 5 fouls cannot play in the game anymore. Some fouls are:

a) Blocking - contact that slows down the progress of an opponent, getting in a player's way on purpose

b) Charging - player with the ball moving into a defensive player (offensive foul)

- c) Pushing
- d) Tripping
- e) Holding

4. Free Throw - 1 or 2 free throws are awarded to the player who was fouled. The free throw is taken at the free throw line without being guarded by the other team (1 point).

5. Out-of-bounds - A ball is taken outside the sideline when a player causes the ball to go out-of-bounds or after a violation occurs. The ball is taken outside the end line after a free throw or basket is made.

6. Rebound - Jumping to get the ball after it comes off the backboard or rim.

7. Technical Foul - A foul by a player, coach or spectator which does NOT involve any contact with another player. Unsportsmanlike conduct is one reason for technical fouls.

8. Three Second Violation - The offensive team cannot be in the “key” (of the basket they are shooting at), for more than 3 seconds at a time.

9. Tie Ball - When 2 opposing players have their hands firmly on the ball for possession of it. The ball is awarded to the team whose turn it is to have possession (see #1 alternating possession).

10. Violations - Breaking a rule when the ball is in your teams’ possession and no contact has been made with an opponent. The ball is taken out-of-bounds by the opposing team.

Violations include:

- a) Traveling
- b) Free throw violations
 - Not taking the free throw within 10 seconds
 - Stepping on the free throw line
 - The ball not hitting the rim or basket
 - Players going into the “key” before the ball touches the rim
- c) 3 seconds in the “key” (offensive team)
- d) Double dribble
- e) Holding the ball out-of-bounds for more than 5 seconds

Name _____

Physical Education

BASKETBALL TEST

True and False

- T F 1. Each team is allowed to have six players out on the floor at one time.
- T F 2. Basketball was developed in America.
- T F 3. A jump ball is taken every time a tie ball occurs.
- T F 4. When doing a lay-up, a player is allowed to take 2 steps without being called for traveling.
- T F 5. A defensive player is one whose team has the ball.
- T F 6. A technical foul for unsportsmanlike conduct may be called on the coach or a player.
- T F 7. A ball tossed up between two opponents in the circle is a jump ball.
- T F 8. A basket can be worth 2 points or 3 points (depending on where the shot was taken from).
- T F 9. Charging an opponent is a foul.
- T F 10. Dribbling a ball with two hands is illegal.
- T F 11. A tie ball occurs when two players from opposing teams place their hands firmly on the ball at the same time.
- T F 12. When taking a shot the finger tips should follow through after release of the ball.
- T F 13. A player who is in the “key” for more than 3 seconds when his/her team is in possession of the ball will be called for a violation called possession.
- T F 14. When taking a free throw, it is a violation if the shooter steps on the free throw line.
- T F 15. Pivoting is done on the ball of one foot, and can be done in any direction.

In this section, put the LETTER of the correct answer in the blank space of each sentence.

- | | |
|-------------------|---------------------------|
| a) jump shot | j) out-of-bounds |
| b) lay-up | k) rebound |
| c) pivot | l) alternating possession |
| d) chest pass | m) man-to-man |
| e) violation | n) bounce pass |
| f) free throw | o) foul |
| g) technical foul | p) traveling |
| h) zone | q) jump ball |
| i) guard | r) center |

1. _____ is used to get away from an opponent, to get in a better position for a pass, or to prevent a player from traveling.
2. _____ a shot taken by a player after that player has been fouled.
3. _____ a position that requires good ball handling and outside shooting.
4. _____ is done by approaching the basket at an angle, taking two steps, hopping off of the opposite foot and placing the ball behind the basket.
5. _____ a pass that comes from the chest, and hits the floor before being received by another player.
6. _____ a jump to get the ball after it has come off of the rim or backboard.
7. _____ is used in all situations when a tie ball occurs.
8. _____ when a player breaks the rules and the ball is given to the opposing team out-of-bounds.
9. _____ when illegal contact is made with an opposing player and a free throw is awarded.
10. _____ a type of defense in which the players guard an area of the court.

SENIOR HIGH PHYSICAL EDUCATION UNIT PLAN

UNIT LESSON - Dance

INSTRUCTIONAL GOALS:

- To gain an appreciation for various dances as life-long opportunities
- To gain an appreciation for dance as a physical and mental exercise
- To broaden students' understanding of various types of social, square and line dances
- To assist students in listening skills and retention of various steps
- To assist students in their ability to interact socially

OBJECTIVES:

1. **Cognitive** – the student will be able to:

- Explain some of the benefits of learning how to do various dances
- Demonstrate some of the basic steps used in the Cha-Cha
- Demonstrate some of the basic steps used in the Waltz
- Demonstrate some of the basic steps used in the Fox Trot
- Demonstrate some of the basic steps used in the Jitter Bug
- Demonstrate basic positions and “calls” in square dance and perform them to music
- Define terminology associated with various dance steps and “calls”

2. **Affective** – the student will understand:

- The importance of listening in order to perform steps and “calls”
- The importance of working with a partner in social dances requiring the “social dance position”
- How to incorporate dance steps and “calls” with various types of music
- The importance of working as a group in square dance
- The importance of proper etiquette while performing various dances
- How dance can be used as a social and/or individual activity
- Personal living skills that involve respect for others, leadership, partnership and initiative
- The importance of being able to help other students both those of equal ability and also those students that are physically/mentally challenged
- The life-long benefits offered with various dances

3. **Psychomotor** – The student will show proficiency/improvement in:

- The execution of dance steps in social, square and line dances
- The ability to listen and process information in order to perform dance steps and “calls” individually as well as with a partner or in a group
- Interacting socially with various students in the class
- The ability to understand how dance can provide for life-long activity

4. **Skills**

- a) basic:
 - “social dance position”

- 5 circle dance steps
- Cha-Cha steps
- Waltz steps
- Fox Trot steps
- Jitter Bug Steps

5. Safety Factors – Students will:

- Conduct themselves with diplomacy and respect for others
- Be careful not to step on feet of partners in social dance position
- Use a hand grip that allows for smooth turning of the partner
- Wear the proper foot wear be aware of the environment around them

EVALUATION:

Excellent (90-100)

- Exhibits great understanding and demonstrates an excellent work ethic while performing various dance steps and “calls”
- Listens attentively
- Participates eagerly in social dances
- Remains on task constantly
- Exhibits advanced competency in dance steps and “calls”
- Provides leadership in “set” dance
- Is helpful to other students who do not understand

Average (80-89)

- Demonstrates competency in the understanding and proper work ethic while performing various dance steps and “calls”
- Listens with some degree of attention
- Participates in social dances but with some hesitation and lack of enthusiasm
- Exhibits competency in most dance steps and dance “calls”
- Stays on task most of the time
- Is frequently helpful to others

Below Average (65-79)

- Demonstrates very little work ethic as an individual, with a partner or in a group
- Does not participate in most social dances
- Demonstrates little competency and interest in dances
- Does not listen attentively
- Demonstrates difficulty in staying on task
- Tends to lack understanding/interest in dance
- Shows little concern for others and therefore affects entire “set” during dance

Needs Improvement (0-64)

- Unwilling to participate in most social and line dances
- Demonstrates no interest in dances
- Is not on task with others in the class
- Is unwilling to work with a partner or in a group
- Shows no concern for others and therefore makes the entire “set” unable to perform square dance calls”

SENIOR HIGH PHYSICAL EDUCATION UNIT PLAN

UNIT LESSON - Gaining Opportunities At Lifetime Sports (G.O.A.L.S.)

INSTRUCTIONAL GOALS:

- To appreciate G.O.A.L.S. for its physical and mental components
- To help students understand the relationship between G.O.A.L.S. activities and their impact on calorie expenditure, fun, and good health
- To use G.O.A.L.S. activities in other disciplines such as health, science, mathematics, etc.
- To broaden students' understanding of the environment while immersed in various activities
- To vary student activities so that they can see the benefits from several G.O.A.L.S. activities
- To involve family and friends in G.O.A.L.S. activities
- To help students gain an understanding in the benefits that G.O.A.L.S. activities has to offer the cardiorespiratory system

OBJECTIVES:

1. Cognitive – The student will be able to:

- Monitor their heart rates during various activities used in this unit
- Explain some of the benefits of G.O.A.L.S. activities
- Explain the uniqueness of G.O.A.L.S. activities as a cross-training technique to achieve fitness
- Describe what aerobic exercise is
- Describe the FITT principle
- Demonstrate some stretching exercises that can be used for G.O.A.L.S. activities
- Explain the formula to compute individual Target Heart Rates
- Compute his/her own Target Heart Rate
- Explain where to take a pulse
- Explain the formula for Heart Recovery Rate
- Compute his/her own Heart Recovery Rate and explain how it indicates fitness level
- Explain and demonstrate correct walking posture
- Look for a proper cross-training shoe
- Describe the various muscles used in G.O.A.L.S. activities
- Describe several safety tips associated with G.O.A.L.S. activities
- Define terminology associated with the G.O.A.L.S. unit

2. Affective – The student will understand:

- What safety practices are associated with G.O.A.L.S. activities
- The importance of proper etiquette associated with G.O.A.L.S. activities
- How G.O.A.L.S. activities can be used as a social and/or individual activity
- Personal living skills of respect for others, leadership, partnership and initiative
- How to incorporate G.O.A.L.S. activities in students regiment
- The importance of being able to help other students both those of equal ability and also those students that are physically challenged

- The benefits offered with G.O.A.L.S. activities
- The benefits of aerobic exercise and the Target Training Zone
- The benefits of being outside

3. Psychomotor – The student will show proficiency/improvement in:

- Executing the skills that are involved in G.O.A.L.S. activities
- Safety techniques that need to be applied when doing G.O.A.L.S. activities
- Demonstrating the ability or improvement in the skills and endurance required to perform various G.O.A.L.S. activities
- G.O.A.L.S. activities executed in class

4. Skills

a) Basic:

- Stretches for warm-up and cool-down activities
- Safety precautions associated with G.O.A.L.S. activities
- Taking a pulse
- Determining Target Heart Rate
- Performance in step aerobics/Tae Bo

b) Advanced:

- Determining Heart Recovery Rate
- Teaching aerobics

5. Safety Factors – The student will:

- Wear the proper footwear and clothing
- Be aware of the environment around them.
- Be cautious when walking in unfamiliar or unrestrained areas (areas without sidewalks, without lights)
- Warm-up appropriately for the activity (see lesson plans)

EVALUATION:

Excellent (90-100)

- Stretches properly as per instructor or student leadership
- Understands and demonstrates a good work ethic while doing various G.O.A.L.S. activities, staying on task
- Demonstrates a concern for safety and proper etiquette associated with G.O.A.L.S. activities
- Demonstrates advanced competency and proper form for G.O.A.L.S. activities
- Masters formulas (Target Heart Rate & Heart Recovery Rate)
- Masters the ability to take own pulse and determine whether or not he/she is within his/her Target Heart Rate
- Masters the ability to take own pulse and determine his/her fitness level as indicated by his/her Heart Recovery Rate
- Exhibits advanced competency by completing G.O.A.L.S. activities at own pace to achieve fitness level (instead of worrying about talking to friends)

Average (80-89)

- Participates in G.O.A.L.S. activities consistently and conscientiously
- Stretches as per instructor or student leadership
- Remains on task in most of the G.O.A.L.S. activities, work ethic is not 100% but is relative to teacher instructions
- Demonstrates competency in following prescribed procedures for safety and etiquette
- Demonstrates competency in G.O.A.L.S. activities with proper form most of the time
- Attempts to compute formulas but does not fully master
- Makes an attempt to take own pulse but has some trouble determining Target Heart Rate and Heart Recovery Rate
- Demonstrates competency in G.O.A.L.S. activities but at the pace of certain friends for the purpose of socializing

Below Average (65-79)

- Does not concentrate during stretching activities ("goes through the motions")
- Demonstrates little competency, does not stay on task, G.O.A.L.S. activities are performed based on pace of friends
- Shows lack of concern regarding form, safety and etiquette related to G.O.A.L.S. activities
- Is not able to master computation of formulas (with or without help)
- Demonstrates little competency in locating pulse and is therefore unable to determine Target Heart Rate and Heart Recovery Rate

Needs Improvement (0-64)

- Unwilling to stretch as per instructor or student leadership and therefore demonstrates no competency in stretching techniques
- Demonstrates little competency in form used in G.O.A.L.S. activities; does not stay on task, walks with no regard for pace
- Performs G.O.A.L.S. activities at own pace with friends (for socialization only) Is unwilling to attempt computation of formulas (Target Heart Rate and Heart Recovery Rate)
- Makes no attempt to locate pulse

G.O.A.L.S. Unit Lesson Plans (11TH & 12TH GRADE)

DAY 1

- Teacher Note: divide class equally by alphabet
- Hand out – Lifetime Fitness folders includes:
- G.O.A.L.S. 11th & 12th grade student survivor sheet – terminology and study guide
- G.O.A.L.S. student data sheet
- Student sample stretch sheet
- Student Fitness Gram goal sheet
- Unit overview
- Definition of Physical Fitness
- Aerobic Exercise
- FITT Principle
- Resting Pulse/Target Heart Rate/Heart Recovery Rate
- Elements of Fitness
- Fitness Gram Overview
- Unit overview above as preparation for student Fitness Gram success
- Where to meet for next class

DAY 2

- Students record resting pulse
- Review elements of fitness and their definitions
- Warm-up Activity – walk and stretch
- Cooper 12 minute walk/run test (Indoor Pacer Test) (is a good measure of fitness and an excellent indicator of progress.)
- Students record exercise pulse and Recovery Heart Rate
- Fitness Gram activity – shoulder stretch
- Student/Teacher record shoulder stretch

DAY 3

- Students record resting pulse
- Warm-up Activity – walk and stretch
- Circuit Training (see attached diagram) – students record exercise pulse (circuit training in the large gym, small gym and weight room if needed)
- Fitness Gram activity – trunk lift
- Student/Teacher record trunk lift

DAY 4

- Students record resting pulse
- Discuss Recovery Heart Rate as a fitness indicator
- Discuss medical limitations such as asthma and allergies, effects of smoking and alcohol on exercise
- Teacher Note: take attendance in the large gym, then class rotates to next station
- Warm-up Activity – teacher’s choice

- Stations
 - a. Step Aerobics
 - b. Fitness Activity – curl-up’s and date of birth
 - c. Fitness Activity – push-up’s and height/weight
 - d. Student/Teacher record Fitness Gram results

DAY 5

- Teacher Note: take attendance in the large gym, then class rotates to next station
- Students record resting pulse
- Warm-up Activity – teacher’s choice
- Stations
 - a. Step Aerobics
 - b. Fitness Activity – curl-up’s and date of birth
 - c. Fitness Activity – push-up’s and height/weight
 - d. Student/Teacher record Fitness Gram results

DAY 6

- Students record resting pulse
- Discussion of the importance of hydration (“hitting the wall”, cramps, heat exhaustion)
- Warm-up Activity – teacher’s choice
- Teacher Note: take attendance in the large gym, then class rotates to next station
- Stations
 - a. Step Aerobics
 - b. Fitness Activity – curl-up’s and date of birth
 - c. Fitness Activity – push-up’s and height/weight
 - d. Student/Teacher record Fitness Gram results

DAY 7

- Students record resting pulse
- Warm-up Activity (stretching)
- Introduction to Power Walking
- Power Walk Mile/Mile Run (outside), Tae Bo (inside) – students record exercise pulse and Recovery Heart Rate

DAY 8

- Students record resting pulse
- Warm-up Activity (stretching)
- Power Walk Mile/Mile Run (outside), Tae Bo (inside) – students record exercise pulse and Recovery Heart Rate

DAY 9

- Students record resting pulse
- Warm-up Activity - Unit Test and stretch
- Fitness Gram activity -1 mile run (Indoor Pacer Test) students record exercise pulse and Recovery Heart Rate
- Student/Teacher record mile time

DAY 10

- Students record resting pulse
- Warm-up Activity – walk and stretch
- Fitness Gram/student make-up session
- Student choice – power walk and step aerobics or Tae Bo
- Student record exercise pulse and Recovery Heart Rate

G.O.A.L.S. Student Survivor Sheet Terminology and Study Guide

Definition of Physical Fitness – relates to a healthy body with good levels of cardiovascular endurance, muscular strength and flexibility. The physically fit person is able to perform daily work without undue fatigue. This person has enough ENERGY left to meet the physical needs of unexpected emergencies and to enjoy rewarding leisure activities.

AEROBIC EXERCISE:

The term “aerobic” literally means “with air”. It is exercise that causes you to breathe harder and make your heart pump faster. Aerobic exercise, done long enough and frequently enough helps the heart and the entire **circulatory system** work more efficiently. There are many kinds of aerobic exercise: bicycling, running, cross country skiing, swimming, brisk continuous walking and others. Aerobic exercise is the best way to burn fat and keep it off! There are four criteria for an exercise to be aerobic and to gain benefits from it:

1. The exercise must be done for 20 minutes or more.
2. The exercise must be done 3-4 (or more) times per week.
3. The exercise must be continuous and non-stop.
4. You must be in your target zone during the exercise.

THE FITT PRINCIPLE

To be successful in aerobic activity one should follow the **FITT PRINCIPLE**.

***F*requency** – how often a person performs the targeted health-related physical activity

***I*ntensity** – how hard a person exercises during a physical activity period

***T*ime** – the duration of physical activity

***T*ype** – specific physical activity chosen to improve a component of health-related fitness

HOW TO ACHIEVE G.O.A.L.S. ACTIVITIES FOR FITNESS

HEART RATE

Resting Pulse – your heart rate when you are at rest

Target Heart Rate (THR) – the heart rate of an individual where the intensity of the exercise is enough to benefit the person but does not exceed the safe limits of the exercise. Below 65% and above 85% has little or no fitness benefits.

1. Perform activities at your own pace according to your **Target Heart Rate (THR)**.
 - a) your THR is the pulse rate that best conditions your heart and lungs and provides fat-burning benefits for your age and current fitness level.
 - b) the ideal pace is that which you can maintain for 20-40 straight minutes without pain. At a high intensity activity your heart beats faster, typically 120-150 beats per minute. Your breathing speeds up too, but not so much that you become winded and cannot carry on a conversation
2. Find your **Target Heart Rate!** (also known as your **Target Zone**). To compute your maximum predicted heart rate use the following formula:

Target Heart Rate Formula:

- **Take 220 beats per minute and subtract your age** (for example if you are 45 years old, your predicted maximum heart rate would be 220-45 or 175 beats per minute.
- **Now multiply your maximum heart rate by 65% and then by 85%**

For example:

$$220 - 45 = 175 \text{ bpm} - \text{this is the maximum heart rate}$$

$$175 \times .65 = 114 \text{ bpm}$$

$$175 \times .85 = 149 \text{ bpm}$$

This would give the 45 year old person a THR of 114-149 beats per minute.

- **This will give you a range, which is your Target Heart Rate or Target Zone.**
 - a) using your THR ensures that you get the most out of the activity, and that you are not over or under-exerting yourself.
 - b) while performing your activity, monitor your THR – spend the first few minutes slowly building up your pace. When you have reached a brisk pace, take your **pulse** rate. If you are below your THR, speed up your pace, if you are above your THR, slow your pace down. Once you are in your target zone (THR) maintain this pace for 20 minutes or more, checking your pulse rate every five minutes or so.
 - c) take your pulse by feeling the pulse in the **radial artery** (at your wrist) or in the **carotid artery** (in your neck), with your finger tips. Time your pulse with your watch and count the number of beats for 6 seconds and multiply by 10 to figure out the number of heart beats per minute. For example: if you take your pulse and count 12 beats in 6 seconds, multiplied by 10, your heart rate would be 120 beats per minute (**bpm**).

3. Stretch before and after your activity of choice!
 - a) stretching will keep your muscles flexible and free from injury
 - b) before you begin, stretch for 5 minutes (stretch your **deltoids, quadriceps, hamstrings, gastrocnemius**)
 - c) after you finish, stretch again for 5 minutes (do the side reach, stretch your quadriceps, hamstrings and gastrocnemius)

TRAINING HEART RATE TABLE

<u>AGE</u>	<u>MHR</u>	<u>65%</u>	<u>70%</u>	<u>75%</u>	<u>80%</u>	<u>85%</u>
13	207	135	145	155	165	175
14	206	134	144	154	164	174
15	205	133	144	154	164	174
16	204	133	143	153	163	173
17	203	132	142	152	162	172
18	202	132	142	152	162	172
19	201	131	141	151	161	171
20	200	130	140	150	160	170

Recovery Rate - is your heart rate after exercise which is an indicator of your level of physical fitness. The most significant drop in heart rate occurs in the first minute after exercise. This is a very important measurement of your heart rate. You will find your heart recovery rate by the following formula:

- a) Take your pulse for 6 seconds immediately at the end of your exercise
- b) After 1 minute take your pulse again for 6 seconds
- c) Subtract the second number from the first one
- d) Divide by 10

Recovery Rate Formula (1 minute):

$$\frac{\text{Exercise pulse} - 1 \text{ minute pulse}}{10}$$

For example:

$$\frac{140 \text{ bpm (exercise pulse)} - 100 (1 \text{ minute pulse})}{10}$$

is equal to 4 which is good (see the chart below).

If you get a high number it means your heart recovers quickly; this indicates that you have a healthy heart.

Recovery Rate Scale

Less than 2	Poor
2-3	Fair
3-4	Good
4-6	Excellent
More than 6	Super

Elements of Fitness – strength, muscular endurance, cardiovascular endurance and flexibility.

Cardiovascular Endurance – is the capacity of the respiratory and circulatory systems to supply oxygen and nutrients to the muscle cells so an activity can continue for a long period of time.

Flexibility – refers to the range of motion possible in the joints which include muscles, tendons, and ligaments.

Muscular endurance – is the ability of a muscle to produce force repeatedly over a period of time. It is measured by the number of repetitions of the movement or skill.

Fitness Gram overview – is a method of assessing health-related fitness. This method of testing assists students in maintaining and improving the elements of fitness; these are: cardiovascular endurance, flexibility, muscular endurance and strength.

Health and Medical Limitations

Asthma is the most common condition causing the air passages to become restricted during physical activity or exercise. Nothing prevents the vast majority of students with mild to moderate asthma from participating in a range of physical activities with minimal difficulty providing that they take appropriate precautions before and during exercise. Students with asthma may need to spend more time warming up and need to work at more moderate levels of intensity to reduce the chances of an asthma attack.

- Encourage the use of the inhaler 5-10 minutes before exercise
- Encourage breathing through the nose during light exercise to warm and humidify the air
- Allow gradual warm-up of at least 10 minutes
- If symptoms occur, ask the student to stop exercising and encourage them to use an inhaler and to rest until recovery is complete
- Where possible advise children with severe asthma to avoid exercise during the coldest parts of the day (usually early morning and evening), and in times of high pollution
- In case of an asthma attack, send for medical help, contact the students' parents, give medicine promptly and correctly, remain calm, encourage slow breathing and ensure that the student is comfortable

Chronic **smokers** will probably damage their lungs, reducing the ability to breathe large amounts of air. With cardiovascular conditioning you improve your ability to breathe large amounts of air and also condition the muscles that you use to breathe such as the diaphragm, intercostals, and abdominals.

Drinking **alcoholic beverages** is known to raise blood pressure. If you choose to drink, experts recommend that you lower the risks associated with high blood pressure, such as heart disease and stroke, by limiting your alcohol intake. Another consequence of drinking is damage to muscle tissue.

DEHYDRATION

During physical activity or exercise, your body produces heat and raises your body temperature above that which is normal at rest (98.6 degrees). To control overheating your body sweats which evaporates on your skin to cool your body. Excessive fluid loss from the body is called dehydration, symptoms include weakness and fatigue. While thirst signals the body's need for water, this signal is slow to express the need. In other words, by the time thirst is signaled an individual is significantly dehydrated. Heat cramps are painful contractions of the muscles used during physical activity or exercise due to dehydration. It is important to continue the rehydration process after exercising. It may take up to 12 hours to achieve complete fluid replacement after strenuous exercise in the heat especially.

SENIOR HIGH PHYSICAL EDUCATION UNIT PLAN

UNIT LESSON - Helping Everyone In Lifetime Personal Fitness (H.E.L.P.)

INSTRUCTIONAL GOALS:

- To appreciate H.E.L.P. for its physical and mental components
- To help students understand the relationship between H.E.L.P. activities and their impact on calorie expenditure, fun, and good health
- To use H.E.L.P. activities in other disciplines such as health, science, mathematics, etc.
- To broaden students' understanding of the environment while immersed in various activities
- To vary student activities so that they can see the benefits from several H.E.L.P. activities
- To involve family and friends in H.E.L.P. activities
- To help students gain an understanding in the benefits that H.E.L.P. activities have to offer the cardio respiratory system

1. Cognitive – The student will be able to:

- Monitor their heart rates during various activities used in this unit
- Explain some of the benefits of H.E.L.P. activities
- Explain the uniqueness of H.E.L.P. activities as a cross-training technique to achieve fitness
- Describe what aerobic exercise is
- Describe the FITT principle
- Demonstrate some stretching exercises that can be used for H.E.L.P. activities
- Explain the formula to compute individual Target Heart Rates
- Compute his/her own Target Heart Rate
- Explain where to take a pulse
- Describe the various muscles used in H.E.L.P. activities
- Describe several safety tips associated with H.E.L.P. activities
- Define terminology associated with the H.E.L.P. unit

2. Affective – The student will understand:

- What safety practices are associated with H.E.L.P. activities
- The importance of proper etiquette associated with H.E.L.P. activities
- How H.E.L.P. activities can be used as a social and/or individual activity
- Personal living skills of respect for others, leadership, partnership and initiative
- How to incorporate H.E.L.P. activities in students regimen
- The importance of being able to help other students both those of equal ability and also those students that are physically challenged
- The benefits offered with H.E.L.P. activities
- The benefits of aerobic exercise and the Target Training Zone
the benefits of being outside

3. Psychomotor – The student will show proficiency/improvement in:

- Executing the skills that are involved in H.E.L.P. activities
- Safety techniques that need to be applied when doing H.E.L.P. activities

- Demonstrating the ability or improvement in the skills and endurance required to perform various H.E.L.P. activities
- H.E.L.P. activities executed in class

4. Skills

a) Basic:

- Stretches for warm-up and cool-down activities
- Safety precautions associated with H.E.L.P. activities
- Taking a pulse
- Determining Target Heart Rate

5. Safety Factors – the student will:

- Wear the proper footwear and clothing
- Be aware of the environment around them.
- Be cautious when performing H.E.L.P. activities in unfamiliar or unrestrained areas (areas without sidewalks, without lights)
- Warm-up appropriately for the activity (see lesson plans)

EVALUATION:

Excellent (90-100)

- Stretches properly as per instructor or student leadership
- Understands and demonstrates a good work ethic while doing various activities, staying on task
- Demonstrates a concern for safety and proper etiquette associated with H.E.L.P. activities
- Demonstrates advanced competency and proper form for H.E.L.P. activities
- Masters formulas (Target Heart Rate)
- Masters the ability to take own pulse and determine whether or not he/she is within his/her Target Heart Rate
- Exhibits advanced competency by completing H.E.L.P. activities at own pace to achieve fitness level (instead of worrying about talking to friends)

Average (80-89)

- Participates in H.E.L.P. activities consistently and conscientiously
- Stretches as per instructor or student leadership
- Remains on task in most of the H.E.L.P. activities, work ethic is not 100% but is relative to teacher instructions
- Demonstrates competency in following prescribed procedures for safety and etiquette
- Demonstrates competency in H.E.L.P. activities with proper form most of the time
- Attempts to compute formulas but does not fully master
- Makes an attempt to take own pulse but has some trouble determining Target Heart Rate
- Demonstrates competency in H.E.L.P. activities but at the pace of certain friends for the purpose of socializing

Below Average (65-79)

- does not concentrate during stretching activities ("goes through the motions")
- demonstrates little competency, does not stay on task, H.E.L.P. activities are performed based on pace of friends
- shows lack of concern regarding form, safety and etiquette related to H.E.L.P. activities
- is not able to master computation of formulas (with or without help)
- demonstrates little competency in locating pulse and is therefore unable to determine Target Heart Rate

Needs Improvement (0-64)

- Unwilling to stretch as per instructor or student leadership and therefore demonstrates no competency in stretching techniques
- Demonstrates little competency in form used in H.E.L.P. activities; does not stay on task
- Performs H.E.L.P. activities at own pace with friends (for socialization only)
- Is unwilling to attempt computation of formulas (Target Heart Rate)
- Makes no attempt to locate pulse

H.E.L.P. Unit Lesson Plans (9TH & 10TH GRADE)

“CARD DAY”

- Fill out 3 x 5 cards with the following information:
- Name, grade, class period, date of birth
- Begin to fill out Student Data Sheets

DAY 1

- Hand out H.E.L.P. Student Data Sheet/Fitness Gram Goal Sheet
- Lecture Unit overview (taken from the H.E.L.P. Student Survivor Sheet – terminology and study guide)
- Definition of Physical Fitness
- Benefits of Physical Exercise
- FITT Principle
- Explain Resting Pulse (time for 1 minute and students record on Student Data Sheet)
- Explain Target Heart Rate (show calculation of THR for various age groups)
- Elements of Fitness (Note: strength will be covering in the weight training unit)
- Fitness Gram Overview
- Unit overview above is preparation for student Fitness Gram success
- Where to meet next class

DAY 2

- Hand out H.E.L.P. Student Data Sheet/Fitness Gram Goal Sheet
- Students record resting pulse
- Introduction to Cardiovascular Endurance
- Warm-up Activity – 1 lap walk and stretch
- Cooper 12 minute walk/run test (Indoor Pacer Test) (is a good measure of fitness and an excellent indicator of progress.)
- Students record exercise pulse to be sure they worked within the Target Heart Rate

<u>Fitness Category</u>	<u>12 Minute Cooper Test Fitness Scale:</u> <u>Distance Covered</u>	<u># of Laps</u>
Very Poor	less than 1 mile	1-3
Poor	1.0 to 1.24 miles	4 to 4 ³ / ₄
Fair	1.25 to 1.49 miles	4 ³ / ₄ + to 6 ³ / ₄
Good	1.50 to 1.74 miles	6 ³ / ₄ + to 7 ³ / ₄
Excellent	1.75 miles or more	7 ³ / ₄ or more

DAY 3

- Hand out H.E.L.P. Student Data Sheet/Fitness Gram Goal Sheet
- Students record resting pulse
- Introduction to Flexibility
- Warm-up Activity – tag game (Flip the Bird Tag, Everybody It Tag)
- Fitness Gram Activities – shoulder stretch, height and weight
- Student/Teacher record shoulder stretch, height and weight
- Team activity (flag football, soccer, field hockey)

DAY 4

- Hand out H.E.L.P. Student Data Sheet/Fitness Gram Goal Sheet
- Students record resting pulse
- Review Flexibility
- Warm-up Activity – tag game (Flip the Bird Tag, Everybody It Tag)
- Fitness Gram Activities – trunk lift and date of birth
- Student/Teacher record trunk lift and date of birth
- Team activity (flag football, soccer, field hockey) or walk for fitness and record THR

DAY 5

- Hand out H.E.L.P. Student Data Sheet/Fitness Gram Goal Sheet
- Students record resting pulse
- Introduction to Muscular Endurance
- Fitness Gram activities – push-up's
- Students/Teacher record push-up's
- Warm-up activity – 1 lap walk and stretch
- Circuit training (4 stations) Each station will be timed for 45 seconds. Students will then take their THR and will have 15 seconds to jog to the next station.
- Station # 1 – Jump Rope
- Station # 2 – Skip/Walk/Jog
- Station # 3 – Jumping Jacks
- Station # 4 – Lane Slides
- Students record exercise pulse
- Team activity (flag football, soccer, field hockey)

DAY 6

- Hand out H.E.L.P. Student Data Sheet/Fitness Gram Goal Sheet
- Students record resting pulse
- Warm-up activity – Walk run ½ mile (Pacer Test if inside) students record exercise pulse
- Fitness Gram activity – Curl-ups
- Student/Teacher record curl-ups
- Team activity (flag football, soccer, field hockey)

DAY 7

- Hand out H.E.L.P. Student Data Sheet/Fitness Gram Goal Sheet
- Students record resting pulse
- Warm-up activity walk and stretch
- Fitness Gram activity – 1 Mile Run – students record exercise pulse
- Student/Teacher record 1 mile run
- Team activity (flag football, soccer, field hockey)

DAY 8

- Hand out H.E.L.P. Student Data Sheet/Fitness Gram Goal Sheet
- Students record resting pulse
- Fitness Gram/student make-up session
- Teacher’s choice of activity – students record exercise pulse
- Unit Test

DAY 9

- Hand out H.E.L.P. Student Data Sheet/Fitness Gram Goal Sheet
- Students record resting pulse
- Fitness Gram/student make-up session
- Teacher’s choice of activity – students record exercise pulse
- Unit Test

DAY 10

- Students record resting pulse
- Unit Test
- Team Activity (flag football, soccer, field hockey)

RAIN DAY

- Review purpose of taking a Target Heart Rate
- Handout H.E.L.P. Student Survivor Sheet – terminology and study guide
- Students record resting pulse
- Run/Walk students around gym or do circuit training activity
- Record Target Heart Rate
- Discuss the Importance of the Heart Muscle (use large sheet diagram and discuss heart rates of various animals) **OR**
- Show Video: “Body Systems” (from Responding to Emergencies Course) if we have access to it.

H.E.L.P. Student Survivor Sheet Terminology and Study Guide

Definition of Physical Fitness – relates to a healthy body with good levels of cardiovascular endurance, muscular strength and flexibility. The physically fit person is able to perform daily work without undue fatigue. This person has enough ENERGY left to meet the physical needs of unexpected emergencies and to enjoy rewarding leisure activities.

The BENEFITS OF PHYSICAL EXERCISE

- low impact activities put little strain on the knees and legs (walking)
- burns excess calories (aerobic conditioning)
- tones muscles
- helps to manage stress
- relieves tension
- strengthens bones to help prevent osteoporosis (thinning of the bones)
- decreases the risk of heart disease
- helps to prevent depression
- improves sleep habits
- promotes physical fitness
- enhances self esteem
- keeps the body energized
- helps posture (helps balance and coordinates major muscle groups to bring the body into proper alignment)
- provides social rewards
- promotes creative thinking

AEROBIC EXERCISE:

The term “aerobic” literally means “with air”. It is exercise that causes you to breathe harder and make your heart pump faster. Aerobic exercise, done long enough and frequently enough helps the heart and the entire **circulatory system** work more efficiently. There are many kinds of aerobic exercise: bicycling, running, cross country skiing, swimming, brisk continuous walking and others. Aerobic exercise is the best way to burn fat and keep it off! There are four criteria for an exercise to be aerobic and to gain benefits from it:

1. the exercise must be done for 20 minutes or more
2. the exercise must be done 3-4 (or more) times per week
3. the exercise must be continuous and non-stop
4. you must be in your target zone during the exercise

HOW TO ACHIEVE H.E.L.P. ACTIVITIES FOR FITNESS

THE FITT PRINCIPLE

To be successful in aerobic activity one should follow the **FITT PRINCIPLE**.

Frequency – how often a person performs the targeted health-related physical activity

Intensity – how hard a person exercises during a physical activity period

Time – the duration of physical activity

Type – specific physical activity chosen to improve a component of health-related fitness

HEART RATE

Resting Pulse – your heart rate when you are at rest

Target Heart Rate (THR) – the heart rate of an individual where the intensity of the exercise is enough to benefit the person but does not exceed the safe limits of the exercise. Below 65% and above 85% has little or no fitness benefits.

1. Perform activities at your own pace according to your **Target Heart Rate (THR)**.
 - a) your THR is the pulse rate that best conditions your heart and lungs and provides fat-burning benefits for your age and current fitness level.
 - b) the ideal pace is that which you can maintain for 20-40 straight minutes without pain. At a high intensity activity your heart beats faster, typically 120-150 beats per minute. Your breathing speeds up too, but not so much that you become winded and cannot carry on a conversation.
2. Find your **Target Heart Rate!** (also known as your **Target Zone**).
To compute your maximum predicted heart rate use the following formula:

Target Heart Rate Formula:

- **take 220 beats per minute and subtract your age** (for example if you are 45 years old, your predicted maximum heart rate would be 220-45 or 175 beats per minute.
- **Now multiply your maximum heart rate by 65% and then by 85%**

For example:

$$220 - 45 = 175 \text{ bpm} - \text{this is the maximum heart rate}$$

$$175 \times .65 = 114 \text{ bpm}$$

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This would give the 45 year old person a THR of 114-149 beats per minute.

- **This will give you a range which is your Target Heart Rate or Target Zone.**
 - a) using your THR ensures that you get the most out of the activity, and that you are not over or under-exerting yourself.
 - b) while performing your activity, monitor your THR – spend the first few minutes slowly building up your pace. When you have reached a brisk pace, take your **pulse** rate. If you are below your THR, speed up your pace, if you are above your THR, slow your pace down. Once you are in your target

zone (THR) maintain this pace for 20 minutes or more, checking your pulse rate every five minutes or so.

- c) take your pulse by feeling the pulse in the **radial artery** (at your wrist) or in the **carotid artery** (in your neck), with your finger tips. Time your pulse with your watch and count the number of beats for 6 seconds and multiply by 10 to figure out the number of heart beats per minute. For example: if you take your pulse and count 12 beats in 6 seconds, multiplied by 10, your heart rate would be 120 beats per minute (**bpm**).
- 3. Stretch before and after your activity of choice!
 - a) stretching will keep your muscles flexible and free from injury
 - b) before you begin, stretch for 5 minutes (stretch your **deltoids, quadriceps, hamstrings, gastrocnemius**)
 - c) after you finish, stretch again for 5 minutes (do the side reach, stretch your quadriceps, hamstrings and gastrocnemius)

TRAINING HEART RATE TABLE

<u>AGE</u>	<u>MHR</u>	<u>65%</u>	<u>70%</u>	<u>75%</u>	<u>80%</u>	<u>85%</u>
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Cardiovascular Endurance – is the capacity of the respiratory and circulatory systems to supply oxygen and nutrients to the muscle cells so an activity can continue for a long period of time.

Flexibility – refers to the range of motion possible in the joints which include muscles, tendons, and ligaments.

Muscular endurance – is the ability of a muscle to produce force repeatedly over a period of time. It is measured by the number of repetitions of the movement or skill.

Fitness Gram overview – is a method of assessing health-related fitness. This method of testing assists students in maintaining and improving the elements of fitness; these are: cardiovascular endurance, flexibility, muscular endurance and strength.

FITNESS GOALS CONTRACT

To improve my personal fitness level, I, with the help of my teacher, have set the following fitness goals. I will participate in the activities outlined in this plan to achieve improved physical fitness. Based on my current level of fitness, I believe that these goals are reasonable.

FITNESS GRAM COMPONENTS				
	Fall Score Date: _____	My Goal	Activities to Improve Fitness	Spring Score Date: _____
Cooper Test				
One Mile				
Pacer Test				
Curl-up				
Trunk Lift				
Push-up's				
Shoulder Stretch				

NAME: _____

TEACHER: _____

DATE: _____

SENIOR HIGH PHYSICAL EDUCATION UNIT PLAN

UNIT LESSON - Volleyball

INSTRUCTIONAL GOALS:

- To gain an appreciation for volleyball as a life-long sport
- To gain an appreciation for the game of power volleyball versus recreational volleyball
- To broaden students' understanding of volleyball as a game of activity and movement
- To vary methods of keeping score and rotational schemes so students can recognize such methods when observing higher levels of play
- To help students realize their potential for play beyond high school
- To work students from a basic level to a more advanced level of play during the unit

OBJECTIVES:

1. Cognitive – The student will be able to:

- Demonstrate the safety concerns associated with the game
- Demonstrate the knowledge of the game by using the rules accordingly
- Demonstrate an understanding for the correct form and technique for the skills involved in volleyball

2. Affective – The student will understand:

- What safety concerns are associated with the game
- The importance of using team players to play the ball on the court
- How social interaction is part of the game
- Personal living skills of respect for others, leadership, partnership and initiative

3. Psychomotor – The student will show proficiency/improvement in:

- Underhand passing skills (bumping)
- Overhand passing skills (setting)
- Spiking skills
- Basic defensive skills
- Basic offensive skills
- Serving skills
- Demonstrate the ability or improvement in the skills and endurance required to play volleyball
- The correct interpretation of the rules and calls associated with volleyball
- Serve receive positioning

4. Skills

a) Basic:

- Underhand passing (“bumping”)
- Underhand passing in a group of three
- Serving underhand
- Overhead passing (“setting”)
- Basic rotation (movement to the next position)

- Basic serve receive
- Basic rules including traditional scoring, net play, court lines, foot faults, basic violations (carrying the ball and double hits)
- b) Advanced:
 - Spiking
 - Blocking
 - Overhand serve
 - Advanced rotational schemes (“4-2”)
 - Advanced teaching of serve receive positions
 - Defensive strategies and techniques (“digging”)
 - Advanced rules including rally scoring, backrow players at the net, backrow attack, centerline violations, advanced violations (double fouls, held ball etc.)

5. Safety Factors – The student will:

- Wear the proper footwear and clothing
- Be aware of where others are around them
- Warm-up appropriately for the activity (see lesson plans)
- Be cautious of staff and students during warm-ups particularly when serving

EVALUATION:

Excellent (90-100)

- Demonstrates advanced competency in basic skills such as passing, serving (underhand and overhand), and setting
- Attempts more difficult skills and demonstrates advanced competency in spiking and blocking, offensive rotational schemes, and defensive schemes.
- Understands the importance of coverage and team play
- Demonstrates leadership and helps others on the court
- Applies the basic rules and terms as taught in class

Average (80-89)

- Demonstrates competency in most basic skills such as passing, serving (underhand and overhand), and setting.
- Attempts and demonstrates some competency in some more advanced skills such as spiking and blocking, offensive rotations and some defensive maneuvers.
- Attempts the basics of team play
- Demonstrates respect for others on the court
- Understands the basic rules and terms

Below Average (65-79)

- Demonstrates some competency in selected basic skills such as passing, serving underhand and possibly setting
- Attempts but does not master the more advanced skills such as serving overhand, spiking and blocking, offensive rotations and some defensive schemes
- Demonstrates no effort to exhibit team play
- Demonstrates little understanding of basic rules
- Is unwilling to apply team rules

Needs Improvement (0-64)

- Usually unwilling to attempt even the most basic skills
- Demonstrates little or no competency in even the most basic skills
- Does not attempt the advanced skills
- Does not interact well with teammates
- Does not understand and/or apply basic rules

VOLLEYBALL STUDY SHEET

Net Height: Measures 7 feet 4 and 1/8 inches for women and 8 feet for men

Players: There must be 6 players on the court. All players must be in their positions until the ball has been contacted on the serve. Players always rotate in a clockwise direction.

- All players must be standing in bounds at the time of the serve except for the player who is serving.
- Players may leave the court to play the ball or go to any other court position, after the serve.
- A player may not touch the net with any part of the body, hair or uniform.
- The **hand** or **foot** may completely cross the center line into the opponents court as long as this does not present a safety hazard, does not interfere with the opponent's, and is not a significant distance from the center line.

Definitions:

1. Block - when 1, 2, or 3 defenders prevent the ball from being played over the net by the offensive team.
2. Bump (forearm pass) - used to receive a serve and pass balls that come below the waist. The ball is contacted on the wrist by forming a "platform" for the ball.
3. Foot Fault - when the server steps on or over the end line before the ball has been contacted.
4. Illegal Hit - ball that comes to rest momentarily, on any part of the body.
5. Legal Hit - a ball that is comes immediately off of any part of the body.
6. Legal Serve - putting the ball in play over the net and between the antenna without stepping on the end line. The ball must be released from the hand before contact is made. The server must be facing the net and may not throw the ball rather than hitting it.
7. Match - consists of the best 2 out of 3 games, or best 3 out of 5 games.
8. Out-of-bounds - any surface or object outside the playing area. This includes: posts, officials, spectators, the wall and the antenna.
9. Overhead Pass (the set) - used to play balls that come above the waist. Contact is made with the "pads" of the fingers forming a triangle with the index fingers and thumbs. The body extends as contact is made with the ball, the fingers should follow through.
10. Point - one point is given to the team when the opposing team fails to return the ball legally.
11. Side-out - when the serve is given to the team that had been receiving. This is due to a foul or violation that was committed by the serving team.
12. Spike - when the ball is hit hard from above the level of the net. The ball is contacted with the heel of the hand followed by a wrist snap.

The Game:

1. Is played to 25 points or when a team has won by a two point advantage
2. The ball may be contacted 3 times on a side
3. A ball that hits the net can be played
4. The ball may be played as soon as any part of it crosses the top of the net.
5. A ball that hits the line is good!

6. A back row player may not spike the ball from in front of the spiking line. A back row player may spike as long as that player jumped from behind the spiking line. A back row player may not contact the ball above the level of the net in front of the spiking line.

ILLEGAL PLAYS:

1. Failure to return the ball legally into the opponents' court.
2. Catching, holding, throwing the ball.
3. Playing the ball more than 3 times on one side.
4. Double Hit - 2 contacts by one player.
5. Touching the net
6. Carry - ball coming to rest on a part of the body.
7. Stepping on or over the end line when serving.
8. One player hitting the ball twice in a row. A block does not count as the first hit.

VOLLEYBALL TEST

Use the following key for the questions below. Select the best answer to the question.

A= Legal Play B= Illegal Play C= Point

1. The ball lands on the line.
2. The ball touches the net as it is bumped into the opponents' court.
3. While bumping, the ball hits the chest and arms of the player.
4. The ball touches the net on the serve.
5. The ball hits the ceiling and goes into the opponents' court.
6. The serving team spikes the ball to the floor on the opponents' side.
7. A player serves by throwing the ball over the net.
8. A player hits the ball twice in a row.
9. A player on the serving team blocks a spike, the ball lands on the receiving teams' side of the court.
10. The ball hits the ceiling on the serve.
11. The spiker touches the net as the ball is contacted.
12. A team hits the ball 4 times before sending the ball over the net.
13. A player hits the ball with his/her head.
14. A player sets the ball over the net.
15. The ball bounces once before it is played.

Choose the correct answer for the following questions:

16. Which of the following players is allowed to "set" a volleyball?
a) any player b) only the player at the center front of the net c) only a player coming from the back row
17. Players rotate in a _____ direction. a) clockwise b) counterclockwise
18. When a team serves the ball over the net and the ball hits the floor, _____ gets the

point. a) the receiving team b) the team that served

19. _____ players per team are allowed to be on the court at one time. a) 9 b) 5 c) 11 d) 6
20. If the ball hits the ceiling (on the first or second hit), and stays on your own side of the net it is _____. a) playable b) not playable
21. Players may leave the court to play the ball any time after the serve. a) true b) false
22. A player can touch the net at any time as long as the ball stays in play. a) true b) false
23. When bumping the ball, a “platform” is made with the wrists. a) true b) false
24. Players may play the ball off of the wall. a) true b) false
25. When “setting” the ball, the pads of the fingers are used. a) true b) false
26. A team must win by 2 points. a) true b) false
27. A game is played to _____ points. a) 12 b) 21 c) 15 d) 25
28. On a spike, contact with the ball is made with the _____. a) the fingers b) heel of the hand c) wrist
29. Only the feet or hands are allowed to be on or above the center line of the court. a) true b) false
30. The receiving team hits the ball onto the floor of the serving team. What is the call? a) point b) replay c) sideout

VOLLEYBALL QUIZ

- T F 1. A ball that lands on the line is good.
- T F 2. The ball may come off of any part of the body as long as the ball is not illegally contacted.
- T F 3. The net height for men and women is 8 feet.
- T F 4. Nine players may be on a court at one time.
- T F 5. A ball that hits the net on a serve is legal.
- T F 6. When a team rotates, they do so in a counterclockwise direction.
- T F 7. A ball can be served from anywhere behind the end line.
- T F 8. Players must stay on the court at all times and may not leave the court to play the ball.
- T F 9. The ball must be held in the hand when contact is made on the serve.
- T F 10. When the serve is given to the team that was receiving, it is called a side-out.
- T F 11. Any player on the court may “set” the ball.
- T F 12. A player may hit the ball more than once in a row (not including a block).
- T F 13. Kicking the ball is legal.
- T F 14. If the ball hits the floor in the opponents court and you are on the serving team, your team gets a point.
- T F 15. At the time of the serve, all players must be inside the court except the server.
- T F 16. A bump, set, and spike must be accomplished in order to score a point.
- T F 17. A foot fault occurs when a server steps on or over the end line before the ball is contacted.
- T F 18. When bumping the ball, contact should be made by making a “platform” with the wrists.
- T F 19. In a game, a team may contact the ball as many times as necessary to return the ball over the net.

- T F 20. It is legal to receive a serve by setting the ball with the pads of the fingers.
- T F 21. The “setter” stands at the net and acts as the “quarterback” in order to set up a spiker for a kill.
- T F 22. A game must be won by 2 points.
- T F 23. A ball that hits the net may be played.
- T F 24. A ball that contacts a player on the arm and the chest is a double hit.
- T F 25. When spiking, the downward force of the ball is caused by hitting with an open hand followed by a wrist snap.

VOLLEYBALL LESSON PLANS

DAY 1:

- Students will warm-up by running for 3-4 minutes (timed by the teacher)
- Underhand passing will be reviewed (bumping)
- Students will pass with a partner
- Some rules will be explained to allow student the opportunity to begin playing games
- Wins and losses will be kept on a chart in the gym

DAY 2:

- Students will warm-up by running for 3-4 minutes and light stretching
- Students will pass with a partner
- Review rules from day 1 and add onto those already explained
- Review underhand and overhand serves
- Have students practice these serves standing behind the endlines and using both nets
- Play league games

DAY 3:

- Students will warm-up with a slow jog around the gym and stretch their arms
- Students will warm-up serving (underhand or overhand)
- Emphasis on rules will be made
- Review the positioning of serve receive
- Review the overhead pass (setting)
- Students will practice the overhead pass with a partner
- Play league games

DAY 4:

- Students will warm-up with a slow jog around the gym and stretch their arms
- Students will warm-up by passing (underhand and overhead) with a partner
- Review and addition of rules that need to be applied
- Review with students the importance of passing, and where the “target” is
- Play league games

DAY 5:

- Students will warm-up with a slow jog around the gym and stretch their arms
- Students will warm-up serving
- Review the importance of passing to the “target”
- Review the importance of using three hits – bump, set and spike
- Discuss why the responsibilities of the “setter” and the importance of getting the ball to the “setter”
- Review offensive positioning, pass receive and switching the “setter” to the “target”

DAY 6:

- Students will warm-up with a slow jog around the gym and stretch their arms
- Review the approach for a spike and proper ball position for an “outside” set
- Review what a “kill” is
- Students will develop a line on each side of each net and include one “setter”; students will attempt to spike a ball that has been tossed
- Students will try to incorporate three hits into the game
- Play league games

DAY 7:

- Students will warm-up with a slow jog around the gym and stretch their arms
- Go over defensive positioning including blocking
- Review spiking and have students practice having the “setter” set the ball to the spiker rather than toss the ball (include a block)
- Play league games

DAY 8:

- Continue the unit as the teacher see fit stressing necessary rules
- Discuss scoring options – traditional vs. point rally

SENIOR HIGH PHYSICAL EDUCATION UNIT PLAN

LESSON PLAN - Power Walking

INSTRUCTIONAL GOALS:

- To gain an appreciation for power walking as a life-long, safe and healthy exercise
- To gain an appreciation for power walking as a physical and mental exercise
- To help students understand the relationship between power walking and calorie expenditure, power walking for fun, and power walking for good health
- To use power walking in other disciplines such as health, science, mathematics, etc.
- To broaden students' understanding of the environment while power walking
- To vary student activities so that they can see the benefits from several walking programs
- To improve lifestyles by having students write their own creative program
- To involve family and friends in power walking activities
- To help students gain an understanding in the benefits that power walking has to offer the cardio-respiratory system

1. **Cognitive** – The student will be able to:

- Monitor their heart rates during various activities used in this unit
- Explain some of the benefits of power walking
- Explain the uniqueness of power walking compared to other forms of exercise
- Describe what aerobic exercise (specifically aerobic walking) is
- Name the 3 components of a sound fitness program
- Demonstrate some stretching exercises that can be used for power walking
- Explain the formula to compute individual Target Heart Rates
- Compute his/her own Target Heart Rate
- Explain where to take a pulse
- Explain the formula for Heart Recovery Rate
- Compute his/her own Heart Recovery Rate and explain how it indicates fitness level
- Explain and demonstrate correct walking posture
- Look for a proper walking shoe
- Determine walking speeds by setting up his/her own pace
- Describe the various muscles used when power walking
- Describe several safety tips associated with power walking
- Define terminology associated with the power walking unit

2. **Affective** – The student will understand:

- What safety practices are associated with walking activities
- The importance of proper walking etiquette
- The importance of using various activities associated with power walking
- How power walking can be used as a social and/or individual activity
- Personal living skills of respect for others, leadership, partnership and initiative
- How to incorporate power walking as a life-long activity

- The importance of being able to help other students both those of equal ability and also those students that are physically challenged
- The benefits offered with power walking activities
- The benefits of aerobic exercise and the Target Training Zone
- How to pace and determine walking speed
- The benefits of being outside

3. Psychomotor – The student will show proficiency/improvement in:

- Executing the skills that are involved in power walking
- Safety techniques that need to be applied when power walking
- Demonstrate the ability or improvement in the skills and endurance required to power walk as an aerobic exercise
- Show proficiency in types of walking (strolling vs. striding, pacing)
- Power walking activities executed in class

4. Skills

a) Basic:

- stretches for walking warm-up and cool-down activities
- the walking posture and stance
- safety precautions associated with power walking
- taking a pulse
- determining Target Heart Rate
- strolling

b) Advanced:

- determining Heart Recovery Rate
- striding and pacing
- walking speed activities

5. Safety Factors – The student will:

- Wear the proper footwear and clothing
- Be aware of the environment around them.
- Be cautious when walking in unfamiliar or unrestrained areas (areas without sidewalks, without lights)
- Warm-up appropriately for the activity (see lesson plans)
- Use the proper walking techniques explained in class (see lesson plans)

EVALUATION:

Excellent (90-100)

- Stretches properly as per instructor or student leadership
- Understands and demonstrates a good work ethic while doing various power walking activities, staying on task
- Demonstrates a concern for safety and proper power walking etiquette
- Demonstrates advanced competency and proper form for power walking
- Masters formulas (Target Heart Rate & Heart Recovery Rate)
- Masters the ability to take own pulse and determine whether or not he/she is within his/her Target Heart Rate
- Masters the ability to take own pulse and determine his/her fitness level as indicated by his/her Heart Recovery Rate
- Exhibits advanced competency by power walking at own pace to achieve fitness level (instead of worrying about talking to friends)

Average 80-89

- Participates in power walking activities consistently and conscientiously
- Stretches as per instructor or student leadership
- Remains on task in most of the walking activities, work ethic is not 100% but is relative to teacher instructions
- Demonstrates competency in following prescribed procedures for safety and etiquette
- Demonstrates competency in power walking with proper form most of the time
- Attempts to compute formulas but does not fully master
- Makes an attempt to take own pulse but has some trouble determining Target Heart Rate and Heart Recovery Rate
- Demonstrates competency in power walking but at the pace of certain friends for the purpose of socializing

Below Average 65-79

- Does not concentrate during stretching activities (“goes through the motions”)
- Demonstrates little competency, does not stay on task, power walking activities are performed based on pace of friends
- Shows lack of concern regarding form, safety and etiquette related to power walking
- Is not able to master computation of formulas (with or without help)
- Demonstrates little competency in locating pulse and is therefore unable to determine Target Heart Rate and Heart Recovery Rate
- Walking pace is not consistent

Needs Improvement 0-64

- Unwilling to stretch as per instructor or student leadership and therefore demonstrates no competency in stretching techniques
- Demonstrates little competency in form used in power walking; does not stay on task, walks with no regard for pace
- Walks at own pace with friends (for socialization only)

- Is unwilling to attempt computation of formulas (Target Heart Rate and Heart Recovery Rate)
- Makes no attempt to locate pulse

LESSON PLANS

Day 1: (Inside or Outside)

- Introduction to Unit (one of the healthiest, safest, lifelong exercises)
- What are the benefits of walking?
- The Unique advantages of walking are.....
- Define aerobic exercise
- Walking as an aerobic exercise
- The 3 components of a sound fitness program
- How to walk for fitness: Target Heart Rate - define
- Discuss body posture
- Discuss footwear for walking
- Activity: Walk two laps around the track (or as many as time will allow); or walk the football field and think of your posture as you walk

DAY 2 (Inside or Outside): Students need to bring pencil and paper to class.

- Teacher will review some key points from Day 1, particularly that walking is an aerobic exercise
- Teach Target Heart Rate
- Class will figure out target heart rates for various ages
- Discuss how to take a pulse (and where)
- Take own pulse for one minute and record
- Take pulse of a partner for one minute and record
- Discuss muscles worked when walking
- Teach importance of stretching
- Teach stretches and demonstrate
- Students will stretch
- Activity: Students will walk to music (tape purchased from “Walking Magazine)

DAY 3 (Outside activity, can do in light rain or modify the activity for inside):

- Review Target Heart Rate
- Class will take a look at and discuss the Training Heart Rate table
- Teacher will discuss the various aspects of walking (posture, breathing, arm swing etc.), and demonstrate
- Students will take a resting pulse (seated), review beats per minute (bpm) vs. pulse during exercise.
- Activity: Students will walk four laps around the track as fast as possible. Students will take a pulse (6 sec.) every time the teacher blows the whistle to determine whether or not they are in their target zone.
At the end of the four laps, students will take a pulse again.

- Discuss the difference between an exercise pulse and a resting pulse.

DAY 4 (Outside activity, can do in light rain also): Students should bring a pencil and paper.

- Discuss Heart Recovery Rate and figure out a few examples with class.
- Discuss the walking spectrum: from strolling to striding
- Discuss how to know how many miles per hour (mph) you are walking.
- Activity: Class will stretch
Class will walk one lap around the track for a warm-up
Time class for one minute (no talking). Students will count the number of steps they take (individually) in one minute.
Give class a brief rest and explain that there will be a second trial.
Trial two – time class again for one minute. Again each student will count the number of steps he/she takes. Students will take an average of both trails to know how many steps he/she takes in one minute. Remember the number of steps for next class, or teacher can record.

DAY 5: Students should know how many steps they walked in one minute last class.

- Hand out “Walking Speed Conversion Table” and discuss how to determine walking speed in mph.
- Review muscles worked when walking
- Discuss article: “Building Great Legs from the Ground Up”
- Activity: Class will stretch
Warm-up a lap or two
Go to the football field, do each of the following for 10-30 yards
 - a) Sideways shuffle – improves balance and coordination
stand with arms straight out to sides – do grapevine (keep hips pointing in direction your body is facing **NOT** in direction you are moving). Switch lead side every 10 yards or do in 2 parts, first time facing one way, second time facing the opposite direction.
 - b) High Knees – strengthens legs for hill and stair climbing, tightens and tones the upper thighs, works the gastrocnemius and quadriceps
Lift knees so thigh is parallel to ground, concentrate on knee lift, not forward speed. Push off with toes every time, hold arms and hands out straight (palms down) as targets. Go 30 yards and power walk back.
 - c) Drum Majors – build strength around knees, builds strength in thighs and flexibility in hamstrings; great for lower-thigh firming. Maintain upright body posture (don’t lean). Lift Right leg with knee bent and **momentarily** extend it straight out in front of you before putting foot down. Don’t swing straightened leg, just hesitate long enough to extend your leg as close to straight as possible as is comfortable before putting it down.
Variation: add a skip in between to develop a rhythm (students who are not having a problem with the initial drum major step can try this)

- d) Butt Kicks – stretches quadricep, strengthens hamstrings, shapes the back of the legs, improves thigh and hip flexibility.
Place back of your hands (palms out) on buttocks. Walk, kicking your lower legs up behind (alternately) on every step. Do not arch the back. Start slow and build up gradually over time. You should be flexible enough to have heels hit your hands.
- e) Skipping – works the gastrocnemius and quadriceps, adds spring to your step.
Concentrate on pushing off with your toes. You should feel your Calves working. Try to get your thighs parallel to the ground. Move arms in opposition to legs, keep elbows bent 90 degrees (right angles).
- f) Walk Backward – balances the strength of quadriceps and hamstrings to reduce the chance of injury.
Backward walking reverses the role of the quadriceps and hamstrings.

DAY 6:

- Warm-up with mild stretching, walk one mile going forward
- Walk backward at intervals of 110 yards using the straight ways of the track for backward walking and the curved part of the track for forward walking.
- Take a pulse, is it any different than when walking strictly forward?

DAY 7 (rainy day): today students will go to the weight room

- Warm-up with a cardiovascular activity: walk the halls, use “rubber bands”, skip rope
- There will be 2 stations:
 - 1) Weight room – 3 sets of 12
 - a) leg extensions (for quadriceps)
 - b) leg curls (for hamstrings)
 - 2) Hall exercises
 - a) step aerobics
 - b) jump rope
 - c) toe raises
 - d) squats or lunges

DAY 8 (can be inside or outside activity):

- Warm-up with mild stretching
- Activity: indoor or outdoor soccer

DAY 9: Strengthen Your Feet:

- Warm-up – walk 2 laps around track, stretch
- Walk slowly 40 yards
 - a) toes high (walk on heels) – strengthens shins and stretches gastrocnemius
 - b) heels up (walk on toes without letting your heels touch the ground) – strengthens gastrocnemius, stretches shins

- c) outer limits – walk on outside edges of your feet, concentrate on holding ankles steady. Strengthens gastrocnemius, stretches tendons on outside of ankles
- d) inner strength – walk on inside edges of feet, try to keep outside edges off ground. Strengthens shins and small ankle stabilizing lower-leg muscles

DAY 10: Straw Walk

- Warm-up one lap around track
- See activities for straw walk directions

Ideas for Homework and Extra Credit:

- Keep a notebook of all activities, logs, pulse rates etc.
- How far can you walk in one hour?
- Walk for life

SENIOR HIGH PHYSICAL EDUCATION UNIT PLAN

LESSON PLAN - Tennis

INSTRUCTIONAL GOALS:

- To gain appreciation for tennis as a lifelong, healthy activity
- To gain an understanding of rules, equipment, terminology, scoring and court etiquette.
- To gain an understanding of game strategy of singles and doubles play.
- To gain an appreciation of teamwork, cooperation and communication when playing doubles.
- To improve knowledge and skills needed to play tennis
- To gain an understanding in the benefits of tennis to the cardiovascular system and overall fitness.

OBJECTIVES:

1. **Cognitive** – The student will be able to:

- Demonstrate the safety concerns associated with the game
- Demonstrate the knowledge of the game by using the rules accordingly
- Demonstrate an understanding for the correct form and technique for the skills involved in tennis
- Demonstrate an understanding for the correct form and technique for the skills involved in tennis
- Demonstrate the ability to get along socially with others

2. **Affective** – The student will understand:

- What safety concerns are associated with the game
- The need for appropriate fitness levels for active and quality participation
- The importance of getting along with other players
- The importance of using various skills to move the ball around
- How social interaction is part of the game
- Personal living skills of respect for others, leadership, partnership and initiative
- The importance of being able to help other students, both those of equal ability and also those students that are physically challenged
- The recreational value of the game as a lifelong activity

3. **Psychomotor** – The student will show proficiency/improvement in:

- Executing the skills that are involved in playing the game of tennis
- Safety techniques especially as related to tennis
- Demonstrate the ability or improvement in the skills and endurance required to play the game of table tennis.
- Show proficiency in being able to play both singles and doubles.
- The basic strategy in both singles and doubles game situations.

4. Skills

- Overhead serve
- Forehand and backhand
- Volley
- Lob (offensive and defensive)
- Drop shot
- Overhead smash

5. Safety Factors – The student will:

- Wear the proper footwear and clothing
- Be aware of others on the court
- Be cautious in the use of the racquet
- Warm-up appropriately for the activity

EVALUATION

Excellent (90-100)

- Demonstrates advanced competency in basic skills such as ground strokes (forehand, backhand), volley (forehand, backhand), and serve
- Attempts and demonstrates advanced competency in more difficult skills such as smash, lob, and drop shot
- Demonstrates advanced competency in using strategies in game situations (singles and doubles)
- Understands the importance of team play (doubles)
- Applies knowledge of rules and terminology taught in class
- Demonstrates leadership and helps others

Average (80-90)

- Demonstrates competency in basic skills such as ground strokes, volley and serve
- Attempts and demonstrates some competency in more advanced skills such as smash, lob, and drop shot
- Attempts use of basic strategies in game situations (singles and doubles)
- Attempts basics of team play (doubles)
- Understands basic rules and terminology taught in class
- Demonstrates respect for others

Below Average (65-79)

- Demonstrates some competency in basic skills such as ground strokes, volley, and serve
- Attempts but does not demonstrate competency in more advanced skill such as smash, lob, and drop shot
- Attempts but does not demonstrate ability in team play (doubles)
- Demonstrates little understanding of basic rules and terminology
- Demonstrates little concern for others

Needs Improvement (0-64)

- Usually unwilling to attempt even the most basic skills
- Demonstrates little or no competency in basic skills
- Does not attempt basic strategies in game situations (singles and doubles)
- Does not interact well in team play (doubles)
- Does not understand and/or apply basic rules and terminology
- Demonstrates no concern for others and creates difficulty for play

TENNIS STUDY SHEET

Scoring:

Game: Love, 15, 30, 40, game. To win a game, you must be 2 points ahead of your opponent. When tied at 40-40, or **deuce**, you must win by 2 points. The next point won is called **advantage**. (Ad-in if the server wins the point, ad-out if the receiver wins the point. If the same player wins the next point, he wins the game, if the other player wins the point, the score returns to deuce.

Set: A player that wins 6 games wins the set. Again, you must win by a margin of 2 games. Therefore, the winning score in games would be 6-4, or 7-5.

Match: Women must win 2 out of 3 sets, men must win 3 out of 5 sets to win the match.

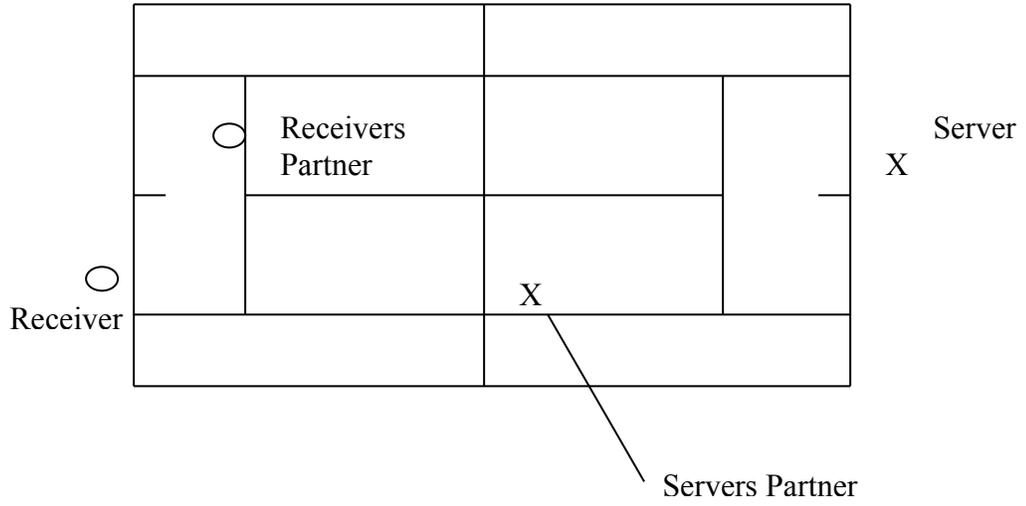
Basic Rules:

1. Service starts from the right hand side, alternating halves until the game is completed.
2. You get a point whether or not you are serving.
3. You get two chances at each serve.
4. A ball that hits the line is good!
5. You change sides of the court with your opponent after every ODD game. (1st, 3rd, 5th, etc.)
6. IN DOUBLES, All the above applies plus—The service starts from the right service court. The same person serves until the game is over, therefore, the serving team keeps changing halves, the receiving team moves up and back.

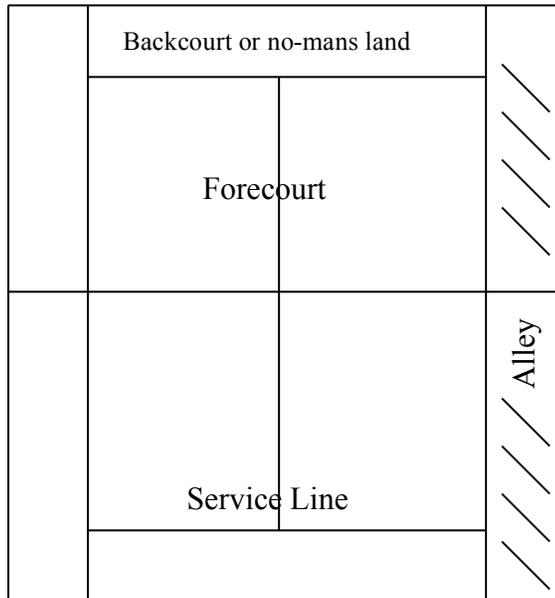
Terms:

- Ace - A serve that cannot be touched or returned by the receiver
- Fault – A served ball that does not enter the proper service court, or is incorrectly served
- Double fault – Two bad serves
- Let – A serve that touched the net and falls into the proper service court. The serve is taken again
- Volley – To make a return by hitting the ball before it has hit the ground, except for the serve
- Lob – to hit the ball high into the air, over the head of an opponent who has come to the net.
- Smash – A ball hit forward and down from the highest point possible over the head

Positioning for Doubles



Baseline



TENNIS WRITTEN EXAM

NAME _____

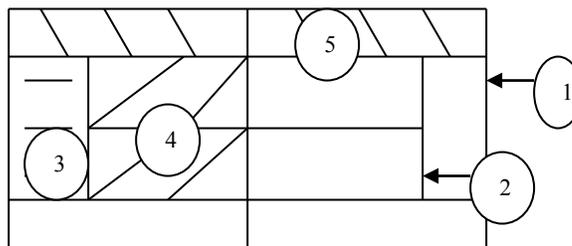
CLASS PERIOD _____

True-False

- ___ 1. In singles, the service starts from the right, alternating halves until the game is completed.
 ___ 2. In tennis, you get a point whether or not you are serving.
 ___ 3. If the ball hits a line, you replay the point.
 ___ 4. If your first service is long, the point goes to your opponent.
 ___ 5. In doubles, after the service, partners alternate hits until the point is won.

NAME THE LINE OR AREA

1. _____
2. _____
3. _____
4. _____
5. _____



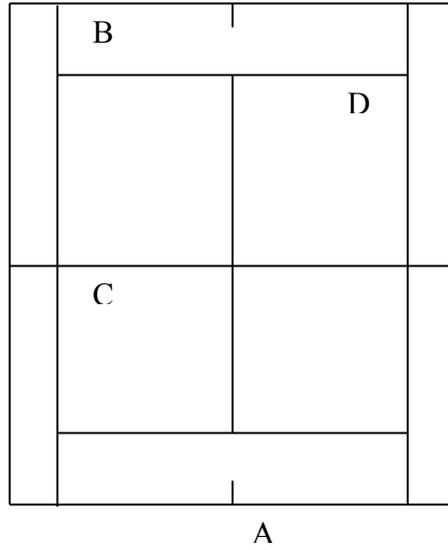
MATCHING: Place the correct letter next to the correct definition.

- | | |
|--|------------------|
| ___ A serve that cannot be touched or returned by the receiver | A - Fault |
| ___ To make a return by hitting the ball before it has hit the ground | B - Let |
| ___ A serve that touched the net and falls into the proper service court | C - Lob |
| ___ A ball hit forward and down from the highest point possible over the head | D - Deuce |
| ___ A served ball that does not enter the proper service court | E - Ace |
| ___ To hit the ball into the air, over the head of an opponent who has come to the net | F - Double Fault |
| ___ Two bad serves | G - Volley |
| ___ Score 40-40 | H - Smash |

A is serving:

1. Scores an ace
2. Double Faults
3. "B" fails to return
4. "A" wins the volley
5. "A" serves a let.
6. "A" double faults
7. "B" wins the point

What is the score? _____



Fill-In:

The best of _____ games wins the set. You must win _____ out of _____ sets for women, and _____ out of _____ sets for men to win the match.

TENNIS LESSON PLANS

DAY 1

- Students will warm-up and stretch appropriately for tennis activities.
- Introduce the correct grip for the forehand stroke.
- “Racket Sense”. Using the correct grip;
 - a. “dribble” ball with racket.
 - b. controlled dribbling of ball into air with racket (ups)
 - c. ups with alternating sides of racket
 - d. ups with a bounce between each hit
- Alley Rally game to develop racket and ball “feel”
This is played in pairs, requiring two rackets and three balls. Two balls are placed approximately four feet apart (or on the alley lines.) The object is to hit partner’s ball. Players must “bump”, “tap”, or “just touch” the ball. No spiking or hitting down on the ball.
- Introduce forehand stroke, without the racket. The racket is just an extension of your arm, therefore the proper stroke can be mimicked by just using your hand.
- Drop-hit catch practice in pairs, without racket, then with racket

DAY 2

- Continue forehand practice, dropping and hitting, against a wall if possible
- Continue forehand practice, with partner tossing balls to each other, from net to baseline
- Partners drop-hit catch from baseline to baseline
- Continuous rally from partner to partner
- Introduce backhand, using steps above as for the forehand

DAY 3

- By using various drills, have students practice forehand and backhand strokes
- Introduce and practice the serve

DAY 4-10

- Once the forehand, backhand and serve are introduced, students can be introduced to game situations
- Explain scoring and positioning for doubles
- Play games to keep student interest
- As time and skill levels allow, introduce the volley, lobs, and drop shots

SENIOR HIGH PHYSICAL EDUCATION UNIT PLAN

LESSON PLAN - Table Tennis

INSTRUCTIONAL GOALS:

- To gain appreciation of table tennis as a lifelong, healthy activity
- To gain an understanding of rules, equipment, terminology, scoring and etiquette
- To gain an understanding of game strategy of singles and doubles play
- To gain an appreciation of teamwork, cooperation and communication when playing doubles
- To improve knowledge and skills needed to play table tennis
- To gain an understanding in the benefits of table tennis to flexibility, endurance and hand-eye coordination

OBJECTIVES:

1. **Cognitive** – The student will be able to:

- Demonstrate the safety concerns associated with the game
- Demonstrate the knowledge of the game by using the rules accordingly
- Demonstrate an understanding for the correct form and technique for the skills involved in table tennis
- Demonstrate the ability to get along socially with others

2. **Affective** – The student will understand:

- What safety concerns are associated with the game
- The need for appropriate fitness levels for active and quality participation
- The importance of getting along with other players
- The importance of using various skills to move the ball around
- How social interaction is part of the game
- Personal living skills of respect for others, leadership, partnership and initiative.
- The importance of being able to help other students, both those of equal ability and also those students that are physically challenged.
- The recreational value of the game as a lifelong activity.

3. **Psychomotor** – The student will show proficiency/improvement in

- Executing the skills that are involved in playing the game of table tennis
- Safety techniques especially as related to table tennis
- Demonstrate the ability or improvement in the skills and endurance required to play the game of table tennis
- Show proficiency in being able to play both singles and doubles
- The basic strategy in both singles and doubles game situations

4. **Skills**

- Serve (drive serve, cut serve)
- Forehand and backhand

- Edge ball
- Lob
- Drop shot
- Overhead smash
- Let

5. Safety Factors –The student will:

- Wear the proper footwear and clothing
- Be aware of others on adjacent tables.
- Be cautious in the use of the paddle.
- Warm-up appropriately for the activity.

TABLE TENNIS LESSON PLANS

DAY 1:

- Students will jump rope/jumping jacks for warm-up.
- Stretching out the arms, legs and shoulders
- Discuss the forehand and backhand grips
- Teach two types of serves (drive, cut)
- Drill serving skills
- Practice rotation by walking through it
- Teach basic rules and scoring
- Review differences between singles and doubles rules
- Incorporate one of the two types of serves in the game

DAY 2:

- Jump rope/jumping jacks for warm up
- Stretch arms, legs and shoulders
- Review serves
- Teach drop shot
- Incorporate drop shot into a drill
- Build upon rules discussed in the first class
- Review the rotation of players for rotation in doubles play
- Teach scoring
- Play mini game

Day 3:

- Jump rope/jumping jacks for warm up
- Stretch arms, legs and shoulders
- Review serves, drop shots
- Review singles and doubles rules, scoring and basic rules
- Build on basic rules from days 1 & 2

- Teach lob shot
- Incorporate lob shot into a drill
- Play league/tournament games

DAY 4:

- Warm-up and stretching activities
- Teach smash
- Discuss and illustrate the effect of various spin on the ball
- Incorporate spins and smash into a drill
- Play league/tournament games

Day 5:

- Warm-up and stretching activities
- Review smash and spins
- Continue with tournament games

Day 6 until end of unit:

- Warm-up activities
- Continue with tournament games

EVALUATION

Excellent (90-100)

- Demonstrates advanced competency in basic skills such as forehand, backhand, and two types of serves.
- Attempts and demonstrates advanced competency in more difficult skills such as the smash, lob, and drop shot
- Utilizes various types of spins on the ball
- Demonstrates advanced competency in using strategies in game situations (singles and doubles)
- Understands the importance of team play. (doubles)
- Applies knowledge of rules and terminology taught in class.
- Demonstrates leadership and helps others

Average (80-89)

- Demonstrates competency in basic skills such as forehand, backhand and serve.
- Attempts and demonstrates some competency in more advanced skills such as smash, lob and drop shot.
- Attempts to utilize various spins on the ball
- Attempts use of basic strategies in game situations (singles and doubles)
- Attempts basics of team play (doubles)
- Understands basic rules and terminology taught in class
- Demonstrates respect for others.

Below Average (65-79)

- Demonstrates some competency in basic skills such as forehand backhand and serve.
- Attempts but does not demonstrate competency in more advanced skill such as smash, lob, and drop shot
- Attempts but does not demonstrate ability to use basic strategies in game situations (singles and doubles).
- Attempts but does not demonstrate ability in team play (doubles)
- Demonstrates little understanding of basic rules and terminology.
- Demonstrates little concern for others.

Needs Improvement (0-64)

- Usually unwilling to attempt even the most basic skills
- Demonstrates little or now competency in basic skills.
- Does not attempt basic strategies in game situations (singles and doubles)
- Does not interact well in team play (doubles)
- Does not understand and/or apply basic rules and terminology.
- Demonstrates not concern for others and creates difficulty for play.

TABLE TENNIS STUDY SHEET

The Game:

THE SERVE:

- A game is started with the server making 5 consecutive serves. The opponent then serves 5 consecutive serves and so on, until the game is finished.
- The serve must be made from beyond the edge of the table. No part of the player, the paddle, or the ball may cross the edge of the table as the serve is made.
- Either side may score points during any terms of service: for every fault made by a player, the opponent receives a point.
- The first team/player to reach 21 points wins the game.
- You must win by 2 points.
- When the score is tied at 20-20, the serve alternates with each point. At 20 all, the server alternates with each point. When a point is scored, service changes again, and so on until the game is won by a two point advantage.
- A “let” is allowed when a served ball hits the net and is “good” or if the ball is served before the receiver is ready. A “let” is a replay.
- Any spin of the ball must come from action of the paddle upon impact with the ball. Finger spinning and rubbing the ball against the paddle face are illegal.

RETURNING THE BALL:

- The ball must be returned after it bounces once.
- In order to be considered “good”, the return **MUST** bounce on the opponent’s side: **a ball must NOT be played before it bounces.**

IT IS A POINT IF:

- The return or serve does not bounce on the opponent’s side.
- The ball goes off the table
- A player fails to return a “good” ball
- A paddle touches the table during play
- A player plays the ball when the ball has not yet touched the table and still may be good.

SINGLES RULES:

The ball is put in play by the server releasing the ball and hitting it onto the table on his own side of the net, and on the first bounce goes over the net hitting anywhere on the opponents court. Play continues until:

- One player misplays the ball into the net
- A player misplays the ball off the table
- A player hits the ball on the second bounce
- A player hits the ball into his own court first

DOUBLES RULES: (in doubles the mid-court line, or center line, divides the table into a right and left hand court)

- The rules for singles apply with the following exceptions:
 1. On the serve, the ball must bounce from the server's right-hand court into the opponent's right-hand court. Touching the center line is considered to be "no good"
 2. After the serve has been received by the opponent in the right-hand court, the players on each team alternate shots until each rally is completed and a point is scored.
 3. Each player serves 5 points
 4. At the end of each term of service, the person who was receiving becomes the server and the partner of the previous server becomes the receiver
 5. the receivers decide who will be the first receiver and who will be the second. The server and partner of the server switch positions directly after the serve.

TERMINOLOGY:

1. Backhand - a stroke performed with the back of the hand facing the ball. The arm is brought forward from across the body.
2. Chop- under spin
3. Drop shot- Drop an easy shot barely over the net so that the ball "dies" before the opponent can play it.
4. Edge ball – a shot that barely hits the table and usually goes off at a weird angle. An edge ball is "good" if it hits on the top edge of the table.
5. Forehand – stroke made in such a manner that the palm of the hand leads in the movement.
6. Let – occurs when the ball is served, touches the net, and falls into the correct service court. This is replayed.
7. Topspin – when the ball rotates toward the opponent.
8. Volley – hitting the ball while it is in the air and before it has touched the table. This is an illegal play.

TABLE TENNIS QUIZ

- T F 1. A game consists of 15 points
- T F 2. A “let” is a serve that touches the net and falls into the proper opponents court.
- T F 3. A ball that barely hits the table and goes off at a weird angle is called an edge ball.
- T F 4. In doubles, if the ball hits the center line on a serve it is considered “no” good.
- T F 5. The serve changes sides after 5 points.
- T F 6. In doubles, the serve must be made from the right-hand court into the opponents right-hand Court.
- T F 7. The ball is put in play by the server hitting it onto the table on his side of the net first.
- T F 8. Only the serving team may score points.
- T F 9. When serving, the ball does not have to hit the server’s own side of the table before going over the net.
- T F 10. The game must be won by a 2 point advantage.
- T F 11. The ball must hit on the opponents side of the table before it can go over the net.
- T F 12. The ball must hit the table once, before it can be played on the serve.
- T F 13. On the serve in a singles game, the ball may go anywhere into the opponents court.
- T F 14. In doubles, players must decide who the first server is and who the first receiver is to establish a serving order.
- T F 15. On a serve, the ball touches the net, goes over the net but falls off the table without hitting the table, which team would get the point?
A) receiving team B) serving team

SENIOR HIGH PHYSICAL EDUCATION UNIT PLAN

UNIT LESSON - Flag Football

INSTRUCTIONAL GOALS

- To gain an appreciation for flag football as a group and social activity.
- To assist students in their ability to interact socially with students of different abilities.
- To broaden the students understanding of the various strategies, skills, and positions involved in the participation of flag football.
- To gain an appreciation for the physical, and strategic aspects of flag football.

OBJECTIVES:

1. **Cognitive** – The student will be able to:

- Demonstrate an understanding for the correct form and technique for the skills involved in flag football.
- Demonstrate knowledge of the basic terminology.
- Identify some of the basic penalties used in flag football and the differences between flag football penalties and traditional football.
- Demonstrate an understanding of techniques used in throwing, catching, kicking and punting a football.
- Identify very basic positioning of offense and defense.
- Identify some of basic pass patterns used in both traditional football and flag football.

2. **Affective** – The student will understand:

- How to run basic pass patterns using different team players.
- How to set the ball in position after a penalty.
- How to advance the ball in flag football as compared to traditional football using four downs.
- The importance of socialization when making plays.
- Strategies used in a fourth down situation to gain first down yardage.
- The importance of small team play versus larger team play.

3. **Psychomotor** – The student will show improvement/proficiency in:

- Throwing, catching, kicking, punting a football.
- The use of proper techniques in various drills/activities.
- The use of basic patterns to run plays and advance the ball.
- Aligning team players in basic but correct positions.

4. **Skills**

- | | | |
|--------------------|-----------------|----------|
| • Catching | Punting | Kicking |
| • Passing | Running/Cutting | Snapping |
| • Pulling the flag | Defending | Laterals |

5. Safety Factors – The student will:

- Wear flags properly
- Be cautioned about uncontrolled (passes, rough play, flag guarding, taunting and baiting); keeping their eyes opened
- Not be allowed to tackle
- Not be permitted to wear sunglasses
- Understand the importance of wearing the proper clothing

EVALUATION

Excellent (90-100)

- Exhibits great understanding and demonstrates an excellent work ethic while performing the skills required for participation in flag football
- Participates eagerly in drills and game play
- Remains on task
- Is helpful to other students in class who have difficulty
- Listens intently
- Assumes a leadership role both for the class and his/her team
- Exhibits advanced skill and strategic levels

Average (80-89)

- Demonstrates competency in the understanding and proper work ethic while performing the skills required for participation in flag football
- Participates regularly in drills and game play
- Stays on task most of the time
- Listens with some degree of attention
- Is frequently helpful to others
- Exhibits competency on most skill and strategic levels

Below Average (65-79)

- Exhibits very little understanding and work ethic while performing the skills required for the participation in flag football
- Demonstrates difficulty in staying on task
- Participates on a very irregular basis
- Shows little concern for others in the class, and sometimes becomes a distraction
- Exhibits little competency for the skills and strategies for the game of flag football
- Does not listen attentively.

Needs Improvement (0-64)

- Unwilling to participate in flag football activities
- Demonstrates no interest in the activities
- Is unwilling to work with the group during games or skills
- Is not on task with classmates
- Shows no concern for others and makes it difficult on either his/her partner or opponent

Flag Football Study Sheet

Flags are 12-15 inches long and 2 inches wide. Flags cannot be tied on and must be worn outside the shirt so that the entire flag is exposed.

Players on a team usually consists of 9 players but fewer players may be used.

Scoring:

Touchdown = 6 points

Safety = 2 points

Conversion Run = 1 point

Conversion Pass = 2 points

Since there are no field goals in flag football, a conversion is attempted after a touchdown. A team is given one play from a 3 yard conversion line to complete a pass in the end zone or carry the ball over the end line.

Starting the Game: a game is started with a punt or a placekick; the player who receives the ball may run, hand-off or throw a lateral pass. If the ball goes out-of-bounds the ball will be placed in the field where the ball went over the sideline.

Downed Ball: the ball is dead and the player is “downed” where the flag belt is pulled from the ball carrier or where the ball carrier loses the flag. Opposing players may only pull the flag belt off of the player who is carrying the ball.

First Down: a team has 4 downs to move the ball from the end zone to the midfield and 4 more downs to go from the midfield to the opposite end zone. If a team does not advance the ball from one end zone to the midfield or from the midfield to the opposite end zone for a touchdown, the ball goes to the opposing team at that spot.

Terminology:

1. Backs – offensive players who usually carry or pass the ball; they are stationed behind the linemen.
2. Centering – the act of putting the ball in play other than by a kick-off.
3. Fair Catch – a player may signal a “fair catch” by raising one hand over the head before the ball is caught. The player who signals the fair catch may not be tackled. The ball is put in play from the spot where the ball is caught.
4. Flag Guarding – any player using their hands, arms or clothing or who spins to prevent a player from pulling the flag belt off. This penalty results in a loss of a down.
5. Forward Pass – a pass thrown by any player from behind the line of scrimmage toward the opponent’s goal line.
6. Fumble – failure of a player to retain possession of the ball while running or while attempting to receive a kick, center, hand-off or lateral pass.
7. Hand-off – handing the ball forward behind the line of scrimmage to a backfield player; handing the ball in front of the line of scrimmage to a teammate who is either parallel to or behind the ball carrier.
8. Lateral Pass – a pass that is thrown sideways or back toward the passers own goal.

Defensive Alignment:

NG (nose guard) – guards the center on offense.

DT (defensive tackles) – guard the front line on offense, try to get to the quarterback.

DE (defensive ends) – guard the ends on offense.

LB (linebackers) – guard the runners on offense (usually the backs).

S (safety) – stays in the backfield to cover offensive players who get through the defensive tackles.

DT DE NG DE DT

LLB MLB RLB

S

Patterns:

SQUARE OUT

SQUARE IN

FLY STRAIGHT

QB

QB

QB

BUTTON HOOK

POST

QB

QB

Flag Football Quiz

- T F 1. A touchdown counts 6 points.
- T F 2. A player is “downed” where the flag belt is pulled off.
- T F 3. The quarterback stands behind the center.
- T F 4. The job of the guards and tackles is to keep defense away from the wide receivers.
- T F 5. The nose guard is the player that snaps (hikes) the ball.
- T F 6. The offensive team has 4 chances to move the ball, these are called downs.
- T F 7. The line of scrimmage is an imaginary line where the ball is put in play.
- T F 8. When throwing a football your opposite shoulder should face the direction you want the ball to go.
- T F 9. A well thrown ball should go “end over end.”
- T F 10. Wide receivers go out for the long passes.
- T F 11. When punting the ball you should kick with the “ball” of your foot.
- T F 12. A lateral pass is one that is thrown sideways or back toward the passers own goal.
- T F 13. A forward pass may be thrown from anywhere on the field.
- T F 14. A fumbled ball is given to the opposing team and a first down is awarded.
- T F 15. The ball carrier may not use his/her hands to prevent the flag belt from being pulled off.

Matching: Select the name of the pattern from the list below.

- | | | |
|-----------------|----|----|
| A. Hang Right | 1. | 2. |
| B. Post | | |
| C. Square Out | | |
| D. Go Wide | | |
| E. Fly Straight | | |
| F. Square In | | |
| G. Hang Left | QB | QB |
| H. Button Hook | | |
| I. Take a Hike | | |

3.

4.

QB

QB

5.

QB

FLAG FOOTBALL CLASS RULES

1. No blitzing
2. 5 second count before going after quarterback
3. Be honest
4. No foul language
5. Four downs to get from end zone to midfield, four more downs to get from midfield to opposite end zone
6. Everyone must be involved in the game
7. Females must be involved in at least two out of four downs in a major way (running, kicking, passing, catching the ball)
8. Flag may not be tied on and must be worn outside the t-shirt/sweatshirt
9. Go for the flags not the clothes
10. A fumbled ball is dead where it was fumbled; the same team that fumbled gets the ball but loses the down
11. Quarterback cannot run unless he/she is rushed

FLAG FOOTBALL LESSON PLANS

DAY 1:

- Students will warm up by running 2 laps around the football field.
- Stretch the arms and legs
- Passing, catching and receiving skills and drills
- Explanation of some game rules and terminology (fumbles, interception, incomplete passes and positioning, scoring)
- Mini games

DAY 2:

- Students will warm up by running 2 laps around the football field.
- Stretch the arms and legs
- Punting and kicking skills and drills
- Review rules from day 1 and add pertinent rules as game situations arise.
- League play

DAYS 3 & 4:

- Students will warm up by running 2 laps around the football field.
- Stretch the arms and legs
- Review passing and catching techniques
- Review basic pass patterns and drill using those patterns
- Reaffirm all rules and safety factors
- Continue league play

DAY 5 to end of unit:

- Students will warm up by running 2 laps around the football field.
- Stretch the arms and legs
- Warm-up tossing and catching with a partner
- Punt and kick with a partner
- Continue league play *(second to last class semi-finals of league play, last day of class “super bowl” and “toilet bowl”

SENIOR HIGH PHYSICAL EDUCATION UNIT PLAN

UNIT LESSON – Pickleball

OBJECTIVES:

1. Cognitive – the student will be able to:
 - Demonstrate the safety concerns associated with the game
 - Demonstrate the knowledge of the game by using the rules accordingly
 - Demonstrate an understanding for the correct form and technique for the skills involved in pickleball.
 - Demonstrate the ability to get along socially with others.

2. Affective – the student will understand:
 - What safety concerns are associated with the game
 - The importance of getting along with other players
 - The importance of using various skills to move the ball around
 - How social interaction is part of the game
 - Personal living skills of respect for others, leadership, partnership and initiative
 - The importance of being able to help other students, both those of equal ability and also those students that are physically challenged

3. Psychomotor – The student will show proficiency/improvement in:
 - Executing the skills that are involved in playing the game of pickleball
 - Safety techniques especially as related to pickleball
 - Demonstrate the ability or improvement in the skills and endurance required to play the game of pickleball
 - Show proficiency in being able to play both singles and doubles

4. Skills -
 - Serving (drive, lob)
 - Forehand and backhand strokes
 - Volley
 - Drop Shot
 - Overhead Smash
 - Drive

5. Safety Factors – the student will:
 - Wear the proper footwear and clothing
 - Be aware of where others are on the court
 - Be cautious in the use of the paddle
 - Warm-up appropriately for the activity (see lesson plans)

PICKLEBALL STUDY SHEET

Played similar to badminton but use a waffle ball and paddle

Serving:

Must have 1 foot behind the end line when serving

Can only score when serving

Must serve underhand and contact the ball below the waist

The server must strike the ball in the air on the serve. Bouncing the ball is not allowed

Must serve from right side of the court when score is even and from the left when the score is odd. When the serving team wins a point, players switch courts and the same player continues to serve

The ball must be served diagonally cross-court and clear the no-volley zone.

Only one serve attempt is allowed unless the ball touches the net and lands in the correct service box, it is a “let” and is served again.

Double Bounce Rule – each team must play their first shot off the bounce. The receiving team must let the serve bounce, and the serving team must let the return of the serve bounce before playing it. After the two bounces have occurred, the ball can be volleyed (hit on-the-fly), or played off of one bounce.

Receiving:

The ball must bounce once on each side, past the 7 foot zone, before it can be volleyed

If a player sees the ball is going to land in the no-volley zone, the player may move into the zone before it bounces, but must let the ball bounce once before returning it.

Faults:

Hitting the ball out of bounds

The ball not clearing the net

Stepping into the no-volley zone and volleying (on-the-fly) the ball

Volleying the ball before it has bounced once on each side of the net (on the serve)

While serving, the ball does not go over the net

When the server has a double “let”

When a player is hit by the ball it is a fault whether standing inside or outside the court boundaries

A ball going out-of-bounds must be allowed to hit out-of-bounds. It is a fault to catch the ball and claim that it was going out

Scoring:

A ball that lands on the line is considered “good”

A team can only score when serving

A player who is serving continues to do so until a fault is made by his/her team

The game goes to 11 points and must be won by 2

To volley a ball means to hit it in the air without letting it bounce first. All volleying must be done with player’s feet behind the no-volley zone. It is a fault if a player steps over the line on the volley follow through

The hand below the wrist is considered part of the paddle and shots off any part of it are legal

Doubles Play:

At the start of each new game, the first team serving is allowed one fault before giving up the ball to the opponents. After that, both members of each team will only get one chance to serve. Throughout the rest of the game, each team will serve and any fault will result in turning the ball over to the opposing team

When the receiving team wins the serve (for the first time), the player in the right hand court will always start play

Service order – a player from one team begins the game serving from the right service court. He/she continues to serve (changing sides) until a mistake is made. When the serve is lost a player from the opposing team serves. After a mistake is made the opposing teams' partner serves. After a mistake the first servers' partner serves. Example – Mary and Alice play Cindy and Diane. Service order is: Mary, Cindy, Diane, Alice

Court Positioning for Doubles:

The serving team is usually back at the base line due to the double-bounce rule

The receiving team can play one up at the edge of the 7 foot zone and one back at the base line

The serving team cannot charge the net because the opponent's return must bounce first on their side of the court

Grips:

Forehand – “shake hands” with the racket, “V” of thumb and forefinger on top plate of racket. Hold racket by fingers NOT palm of hand. Forehand grip used for strokes made from overhead or on the right side of body (right handed players).

Backhand – knuckle of forefinger on top plate of racket. Backhand is used for strokes made on the left side of body (right handed players).

Serving:

Drive Serve – the primary serve used in pickleball and is similar to a forehand stroke. Contact is made just below the waist and the server should face the sideline. The wrist forces the racket to snap through the ball

Lob Serve – used to keep the receiver at the baseline as a change of pace. The same motion is used as in a drive serve but the racket is brought through in a more underhand fashion (no wrist action) as the ball is lifted high in the air. Ideally the served ball will bounce within a foot of the baseline keeping the opponent on defense.

Shots:

Volley – involves very little movement of the racket and can be a very offensive shot when used near the no-volley line. Volleying a ball that has dipped below the net however, is a defensive shot. The best volleying position is close to the baseline. Players should use short steps to get the body into position for the volley. Care should be taken not to step into the no-volley zone with the follow through.

Drop – ball should drop just over the net and drop inside the service line

The Lob:

Offensive – used against an aggressive player who likes to rush the net. This shot should peak just above the opponent’s outstretched racket.

Defensive – used to back the opponent away from the net and to buy time when out of position. Because of the size of the court, the lob needs to be precise in order to carry high over the opponent’s racket and still remain in bounds.

Overhead Smash – is similar to the serve in tennis. The racket should be brought behind the head with the elbow pointing toward the back of the court. The smash can be hit forcefully (by snapping the wrist), but placement is more important than speed.

PICKLEBALL QUIZ

- T F 1. A Ball landing on the line is considered “good”.
- T F 2. The half (right or left) of the court that the ball is served from, is determined by whether the score is even or odd.
- T F 3. A team (player) must win by two points.
- T F 4. If the server completely misses hitting the ball, it is a fault.
- T F 5. The server must have one foot behind the base line when serving.
- T F 6. The double bounce rule means that the ball must always bounce twice before hitting it.
- T F 7. All serves must be underhand and made from below the waist.
- T F 8. Either team can score points regardless of which team is serving.
- T F 9. The lob serve is used to keep the receiver at the baseline as a change of pace.
- T F 10. If you step into the no-volley zone and hit the ball from a volley, it is a fault.
- T F 11. A smash travels over the net in a downward motion like a spike in volleyball.
- T F 12. Serving the ball over the net but not into the correct service box is a fault.
- T F 13. The hand below the wrist is considered part of the paddle and shots off of any part of it are legal.
- T F 14. When a player is hit by the ball it is legal.
- T F 15. The ball must be hit in the air when it is served.
- T F 16. A lob shot is used to keep an opponent away from the net.

- T F 17. The overhead smash is similar to a serve in tennis.
- T F 18. The drive is the primary serve used in pickleball.
- T F 19. To volley means to hit the ball in the air without allowing it to bounce.
- T F 20. A serve that hits the net but falls into the correct service court, the serve may be taken over.

PICKLEBALL LESSON PLANS

Day 1:

Students will go outside (weather permitting) and jog two laps around the football field.
Weather not permitting students will jump rope/jumping jacks in gymnasium.
Stretch arms, legs, and shoulders
Teach two types of serves (drive, lob)
Drill serving skills
Teach drive and lob shots
Drill drive and lob shots
Incorporate one of the serves and either lob shot or the drive into a drill

Day 2:

Students will go outside (weather permitting) and jog two laps around the football field.
Weather not permitting students will jump rope/jumping jacks in gymnasium.
Stretch arms, legs, and shoulders.
Review serves, drives and lob shots
Teach drop shot
Incorporate drop shot into drill
Teach where to stand on court for best strategy
Teach scoring and basic rules
Play mini game

Day 3:

Students will go outside (weather permitting) and jog two laps around the football field.
Weather not permitting students will jump rope/jumping jacks in gymnasium.
Stretch arms, legs, and shoulders.
Review serves, drives, lob and drop shots
Review singles and doubles formation, scoring and basic rules
Build on basic rules from Day 2
Teach forehand and backhand shots
Incorporate forehand and backhand shots into a drill
Play league/tournament games

Day 4:

Students will go outside (weather permitting) and jog two laps around the football field.
Weather not permitting students will jump rope/jumping jacks in gymnasium.

Stretch arms, legs, and shoulders
Review forehand and backhand shots
Teach overhead smash
Incorporate overhead smash into a drill
Play league/tournament games

Day 5:

Students will go outside (weather permitting) and jog two laps around the football field.
Weather not permitting students will jump rope/jumping jacks in gymnasium.
Stretch arms, legs, and shoulders
Review overhead smash
Stress importance of communication with partner in doubles play
Play league/tournament games

Day 6:

Students will go outside (weather permitting) and jog two laps around the football field.
Weather not permitting students will jump rope/jumping jacks in gymnasium.
Stretch arms, legs, and shoulders
Students will be involved with ongoing tournament play both in singles and doubles.

SENIOR HIGH PHYSICAL EDUCATION UNIT PLAN

UNIT LESSON – Computer Lab

NOTE: Various health, wellness and safety issues are the focus of this unit. Usually a different topic is picked every year so that students are not getting the same material year after year. Topics that are discussed include, but are not limited to: Bulimia Nervosa, Anorexia Nervosa, The Active Female Triad, Teenage Drinking, Rape and Rohypnol, etc.

INSTRUCTIONAL GOALS:

- To learn about various health and wellness issues relevant to teenagers
- To broaden the understanding of students as they use the computer lab for research
- To analyze the benefits of learning sound health, wellness, and safety practices at a young age.
- To evaluate personal health, wellness and safety and pursue them
- To set goals pertaining to health, wellness and safety and pursue them

OBJECTIVES:

1. **Cognitive** – The student will be able to:

- Use the computer lab and specific web sites to answer pertinent study questions related to the topic.
- Identify various aspects of the topic including: signs and symptoms, causes, definition of terms, statistics, prevention, and treatment
- Apply the information learned in test form or oral discussion
- Evaluate individual personal wellness related to the topic

2. **Affective** – The student will understand:

- The importance of setting personal goals and the importance of striving to reach them
- The importance of lesson information in assisting self, friends, or loved ones
- The importance of obtaining health, wellness, safety information during the high school years
- The importance of learning about personal living skills that can be practiced today and in the future to promote a health lifestyle
- How to respect the decisions made by others related to the topic discussed
- How to respect self by making wise decisions and choices

3. **Psychomotor** - The student will show proficiency in:

- Obtaining information off of the Internet that can be used to promote healthy living.
- Detailing the topic under discussion
- Determining the “pro’s” and “con’s” of decisions that will be made related to the topic of discussion
- The evaluation of personal goals and maintenance regarding the topic of discussion
- Gathering and putting together information of various health, wellness, and safety topics

4. Skills:

- Use of the computers
- Gathering information through research and video presentations
- Application of information to personal health, wellness, and safety

EVALUATION

Excellent (90-100)

- Makes use of computer lab during entire class sessions
- Completes study sheet in full
- Is attentive to discussions that follow research
- Is attentive to video presentations
- Contributes much to class discussions
- Makes the most of information available
- Is helpful to other students in class who have difficulty

Above Average (80-89)

- Makes good use of the computer lab throughout most of class
- Works on study sheet but may not complete it entirely
- Is somewhat attentive to discussions that follow research
- Is attentive to video presentations
- Contributes to some discussions following research
- Is frequently helpful to other students in class who have difficulty

Below Average (65-79)

- Exhibits little work ethic in computer lab to gather information
- Does not complete study sheet
- Is not attentive to discussions that follow research
- Is not attentive to video presentations
- Does not contribute to discussions following research unless called upon
- Does not listen intently to class discussion and/or video presentations
- Shows little concern for others in class, and sometimes becomes a distraction

Needs Improvement (0-64)

- Unwilling to make beneficial use of time in computer lab
- Does not complete study sheet
- Is absent too frequently to be involved in discussion and/or to view video presentation
- Has no interest in the topic of discussion
- Does not participate in the topic of discussion
- Is not on task with classmates
- Shows no concern for others and makes it difficult for classmates to learn

COMPUTER LAB LESSON PLANS

NOTE: Lesson plans and the study sheets will depend on the topic assigned by the instructor. The topic generally changes each year so that students are learning about something new. The instructor schedules the computer lab well in advance of the unit. This unit is taught during the winter months when space in the gymnasiums is limited.

Day 1:

- Students will meet in the small gym. This period is designated to prepare students for the upcoming unit.
- Students are divided into groups, if necessary.
- Students are told where to meet for the next several class periods (usually a computer lab).
- The instructor promotes a discussion as a preface to the topic.

Day 2 & 3:

- Students meet in the computer lab
- The monitor in the computer lab will make sure students are “logged in” with their passwords.
- The instructor gives out general directions about use of the computer lab.
- The instructor will hand out the study sheet for the topic.
- Students work individually.
- On the 3rd day, students and instructor go through the study sheet for discussion and to make sure that students have the correct answers.
- Students are told where to meet for the next several class periods (usually a classroom or the library).

Day 4 – 6:

- Students meet in a classroom or the library.
- The instructor gives a brief introduction about the video presentation.
- Students watch the video presentation
- On the 6th day, there is a class discussion to wrap up the topic

Day 7:

- Students meet in the classroom or library assigned.
- Instructor gives a written test. Usually the test is “open-book” so that students can use their study sheets.
- Students are told where to meet for the next several classes (usually the small gym)

Day 8 to end of block:

- Students meet in the small gym
- If a guest speaker is available, he/she will speak on the 8th day

Generally, the last few days of this unit are spent in the small gym doing table tennis, project adventure games, or some type of game.

SENIOR HIGH PHYSICAL EDUCATION PLAN

UNIT LESSON - PHYSICAL EXERCISE & CONDITIONING

To condition means to be engaged in regular physical activity or exercise that results in an improved state of physical fitness. Your level of conditioning can influence your overall fitness level including cardiovascular fitness and all of the components involved in maintaining personal fitness.

Aerobic and Anaerobic Exercise

Aerobic - means “with oxygen” and requires that you to work in rhythmic, continuous manner using the large muscle groups of your for several minutes at a time.

- When you work aerobically, you can supply your muscles, tissues, and organs with large amounts of blood and oxygen to meet their demands.
- Examples of aerobic activities include: biking, jogging/running, cross-country skiing, walking, hiking, swimming, dancing, skipping rope, rowing, stair climbing, in-line skating, and endurance games.

Anaerobic – means “without oxygen” and requires high levels of energy, a requirement that your body cannot meet for very long because you cannot supply enough blood and oxygen to your muscles, tissues, and organs to meet the high demand.

- Anaerobic activities are done with intensity, and last for only a few seconds or minutes.
- Anaerobic activities lead to moderate to high levels of muscular strength, muscular endurance, and flexibility.
- Examples of anaerobic activities include: running up 2 flights of stairs, sprint 40 yards, doing a fast break in basketball, swimming 100 meters as fast as you can.

Developing Cardiovascular Fitness:

- Cardiovascular fitness refers to the ability to work continuously for extended periods of time.
- Your level of cardiovascular fitness depends on the ability of your heart to pump large amounts of oxygenated blood to the muscles, tissues, and organs of the body.
- Your cardiovascular fitness is also dependent on how well your lungs function and how well your blood vessels can deliver oxygenated blood to your body.
- Your potential for cardiovascular fitness depends on your initial fitness level, genetics, trainability; the “**FITT Principle**” applied to your exercise, and your specific fitness goals.

The “FITT” Principle:

(Criteria for aerobic exercise)

Frequency – a minimum of 3 days a week is recommended. 4-6 days a week will improve your level of fitness.

Intensity – determines your aerobic intensity according to a percentage of your maximum heart rate. It is recommended that you work at 60-90% of your maximum heart rate, which is called your target zone.

- **“Talk Test”** - you are working aerobically if you are able to carry on a conversation while exercising steadily. If you are out of breath while engaged in physical activity, you are working anaerobically.

Time/Duration – your goal at the start of a personal fitness program should be to 20-30 minutes of aerobic activity. As your cardiovascular fitness level improves, increase your workout time to 40-60 minutes.

Type – the physical activity you choose to improve a component of physical fitness.

DEFINITIONS RELATED TO FITNESS

Agility – the ability to change and control the direction and position of your body while maintaining a constant, rapid motion. Examples are: soccer, football running back, tennis, basketball.

Balance – the ability to control or stabilize your equilibrium while moving or staying still. Examples are: walking, golfing, ice skating, gymnastics.

Center of Gravity – the area of your body that determines how your weight is distributed. Your center of gravity is usually near your pelvic region (hips) and should stay over the base of support, which are your feet. In many activities your center of gravity shifts. Examples are: swinging a golf club, serving a volleyball/tennis ball.

Coordination – the ability to use your eyes and ears to determine and direct the smooth movement of your body. Combining more than one set of muscle movements takes practice. Examples are: soccer, basketball, volleyball.

Exercise – physical activity that is planned, structured, repetitive, and results in the improvement or maintenance of personal fitness. Exercise can also help control normal cholesterol and triglyceride levels.

Interval Training – alternating higher-intensity physical activities or exercises with lower-intensity recovery bouts for several minutes at a time. This type of conditioning allows you to work at higher levels of intensity for longer periods of time than you could work in a continuous manner.

Physical Fitness – The physically fit person is able to perform daily work without undue fatigue. This person has enough ENERGY left to meet the physical needs of unexpected emergencies and to enjoy rewarding leisure activities.

Personal Fitness – is the result of a lifestyle that includes living an active life, maintaining good to better levels of physical fitness, consuming a healthy diet, exercising regularly (cardiovascular endurance, muscular strength and flexibility), and practicing good health behaviors throughout life.

Power – the ability to move your body parts swiftly while at the same time applying the maximum force of your muscles. Examples are: shot putting, long jumping, swimming.

Risk Factors – are variables or conditions that increase the likelihood of developing chronic diseases. You can modify or influence many risk factors; health behaviors that are established as a young person will most likely continue into adult life.

Speed – the ability to move your body or parts of your body swiftly. Specific kinds of speed are needed for different activities. Examples are: spiking in volleyball, pitching in baseball, boxing, sprinting.

RISK FACTORS FOR HEART AND ARTERY DISEASE

- Heredity (history of CVD prior to age 55 in family members)
- Gender (males at higher risk)
- Smoking
- Hypertension (high blood pressure)
- High blood cholesterol (high LDL, and/or low HDL)
- Diabetes (glucose intolerance)
- Lack of exercise
- Obesity (20% or more above appropriate weight)
- Stress

Hypo-kinetic – a person who is physically inactive, or sedentary. A person who is

hypo-kinetic throughout life has an increased risk of health problems. Research shows that adults who are sedentary die from chronic diseases at a much higher rate than more active individuals do. You can control many risk factors such as:

- Cardiovascular Disease (CVD, heart and blood vessel disease)
- Hypertension (high blood pressure)
- Osteoporosis (a condition in which the bones are porous and brittle)
- Obesity (excessive body fat, excessive weight)
- Cholesterol
- Triglyceride

FACTORS THAT INFLUENCE YOUR CARDIOVASCULAR FITNESS LEVELS

Age – as you age you lose cardiovascular fitness but if you remain active, you will lose less cardiovascular fitness. Most people can develop and maintain good cardiovascular fitness no matter what their age.

Gender – After puberty males tend to have higher levels of cardiovascular fitness than females because they usually have higher levels of hemoglobin than females do and also carry less body fat. However, some conditioned females have higher levels of cardiovascular fitness than some unconditioned or moderately conditioned males.

Genetics – can determine your initial level of cardiovascular fitness as well as your ability to improve your cardiovascular fitness.

- *Slow-twitch* muscle fibers are associated with a higher ability to do *aerobic* work and therefore can develop higher levels of cardiovascular fitness.
- *Fast-twitch* muscle fibers are better to help you perform *anaerobic* work. Young adults have an average of about 50% slow-twitch fibers and 50% fast-twitch fibers in their skeletal muscles (muscles that move joints and help support your body structure). Young adults who have very high levels of cardiovascular fitness may have 70-80% slow-twitch fibers. The ratio of fibers is determined mainly by genetics.

Body Composition – is determined by the amount of water, bone, muscle and fat in your body. The percentage of body fat that you have can influence your cardiovascular fitness level, therefore, it is important to limit the intake of fat in the diet in order to help lower our cholesterol and triglyceride levels or at least maintain acceptable levels. Generally, the higher your body fat, the worse your cardiovascular fitness will be. If you have abnormal amounts of body fat, you will not be as efficient at moving as you would be if you had normal levels of body fat. A person who carries too much fat is also at an increased risk for health problems such as hypertension, obesity, heart disease, diabetes, etc.

BODY MASS INDEX

GIRL'S

<u>Age</u>	<u>Percent Fat</u>	<u>Body Mass Index</u>
12	17 – 32%	16.9 – 24.5
13	17 – 32%	17.5 – 24.5
14	17 – 32%	17.5 – 25
15	17 – 32%	17.5 – 25
16	17 – 32%	17.5 – 25
17	17 – 32%	17.5 – 26
17+	17 – 32%	18.0 – 27.3

BODY MASS INDEX

BOY'S

<u>Age</u>	<u>Percent Fat</u>	<u>Body Mass Index</u>
12	10 – 25%	16.0 – 22
13	10 – 25%	16.6 – 23
14	10 – 25%	17.5 – 24.5
15	10 – 25%	18.1 – 25
16	10 – 25%	18.5 – 26.5
17	10 – 25%	18.8 – 27
17+	10 – 25%	19.0 – 27.8

FACTORS RELATED TO FITNESS

Warm-up – a variety of low-intensity activities that are designed to prepare your body for moderate to vigorous activities. To warm-up properly, static stretches and a cardiovascular exercise should be included. A warm-up should raise your heart rate *gradually* before physical exercise causing a slight rise in muscle temperature, enabling your muscles, bones, and nerves to work safely and more efficiently for better performance. A well-designed warm-up will help you participate in a safe, successful, and enjoyable workout.

Cool-down – should include slow and continuous movement (walking), as well as a stretching cool-down to prevent blood pooling and to minimize muscle soreness. A well designed cool-down will help you recover from physical activity or exercise safely and more effectively. It is important to lower your heart rate *gradually* following physical exercise to help prevent *blood pooling*. Blood pooling is a condition, following exercise, in which blood collects in the large veins of the legs and lower body, especially when the exercise stops abruptly or you lie down. This can cause dizziness and one to feel faint because less blood is pumped to your brain.

Static body stretches – stretches that are done slowly, smoothly, and in a sustained fashion. For most personal fitness programs, stretches should be static. It is not necessary to use quick, jerking movements.

THE HEART

- **Is a muscle about the size and shape of your fist**
- Beats at the rate of about 50-80 (72 average) bpm when your body is at *rest*.
- Pumps about 5 liters (think of five 1 liter bottles of soda) of blood per minute.
- Right side of the heart pumps blood to the lungs and the left side pumps blood to the upper and lower body.

WHAT AEROBIC ACTIVITY DOES FOR YOUR HEART

- During exercise your heart rate (pulse) increases in response to your body's need for more blood. Your working muscles, tissues, and organs need blood to supply them with oxygen and other nutrients, which is accomplished with aerobic activities and is therefore a determining factor of cardiovascular fitness.
- Stroke Volume – is the amount of blood that is pumped each time the heart beats. Since the heart is a muscle, and muscles respond to conditioning, we can make our hearts stronger by exercising them. The stronger your heart is, the more blood the heart can pump with each beat.
- Oxygen is delivered by the blood, and helps your cells produce the energy necessary for you to meet the demands of exercise.
- By engaging in regular exercise, you can condition your heart to become more efficient at rest as well as during exercise. The conditioning causes the nerves that control your heart rate to adapt to make your heart more efficient. Your heart will be able to pump with greater force during exercise and while at rest so that you can pump even more blood (oxygen) to your muscles and tissues.

Target Heart Rate – a “zone” in which you exercise aerobically, which is that “middle ground” between “slacking off” and “knocking yourself out”. You should not exercise aerobically at your Maximum Heart Rate (MHR) but at 65-85% of your MHR, which is, your target zone. Target zone is computed subtracting your age from 220 (your MHR) and then multiplying that number by 65 and then 85%.

Recovery Rate - is your heart rate after exercise which is an indicator of your level of physical fitness. The most significant drop in heart rate occurs in the first minute after exercise. This is a very

important measurement of your heart rate. You will find your heart recovery rate by the following formula:

- Take your pulse for 6 seconds immediately at the end of your exercise
- After 1 minute take your pulse again for 6 seconds
- Subtract the second number from the first one
- Divide by 10

Recovery Rate Formula (1 minute):

$$\frac{\text{Exercise pulse} - 1 \text{ minute pulse}}{10}$$

For example:

$$\frac{140 \text{ bpm (exercise pulse)} - 100 \text{ (1 minute pulse)}}{10}$$

is equal to 4 which is good (see the chart below).

If you get a high number it means your heart recovers quickly; this indicates that you have a healthy heart.

Heart Recovery Rate Scale

Less than 2	Poor
2-4	Fair
3-5	Good
4-7	Excellent
More than 6	Super

THE LUNGS

Your lungs exchange oxygen and carbon dioxide. If your lungs are healthy, you can breathe about 6 liters of air per minute at rest and up to 100 liters of air per minute during vigorous exercise.

- During physical exercise, the air passages in your lungs relax and open up so that you can move more air to meet the demands for oxygen in your muscles and tissues.
- When you move more air through your lungs, you can get more oxygen into your blood and to your body and also remove carbon dioxide from your body more effectively.
- If you are a chronic smoker, you increase the risk reducing your ability to breathe large amounts of air because you have damaged your lungs.
- After several weeks of cardiovascular conditioning, the muscles you use to breathe such as the diaphragm, intercostals, and the abdominals, do not get tired as easily as they did when you were sedentary.
- When some people are exercising they become very short of breath because they have trouble moving air through their air passages. This is because of a condition known as asthma where the air passages constrict instead of relax.

Asthma – causes the air passages in the lungs to become restricted during physical exercise. There are many things that can cause asthma attacks including food, dust, allergies, pollution and even vigorous exercise. People who have asthma can be involved in vigorous exercise but they may need additional time to warm up. They may also find it necessary to use an inhaler (prescribed by a doctor), *before* engaging in physical activity. The inhaler will help you breathe during your exercise.

THE CIRCULATORY SYSTEM

The circulatory system consists of the heart and blood vessels: arteries, capillaries, and veins.

- Arteries carry blood away from the heart and branch out to supply the muscles, tissues, and organs of the body with oxygen and other nutrients. The arteries carry blood to the capillaries, which are near the cells of the body. The small capillaries deliver oxygen and other nutrients to the individual cells in the muscles, tissues, and organs. The blood from the capillaries is collected in the veins and carried back to the heart.
- Veins have a series of one-way valves that move blood back to the heart. When the muscles in your body (especially in your legs) contract, they squeeze the veins to help blood move back to the right side of the heart. This action is called the “muscle pump” and prevents blood from pooling when activated during your cardiovascular cool-down.

THE BLOOD AND BLOOD VESSELS

The blood and blood vessels are important to your cardiovascular fitness because your blood contains substances needed for good cardiovascular health such as the substances that help keep your blood from clotting inside your blood vessels. These substances are more efficient when good levels of cardiovascular health are achieved.

- blood vessels also help you move blood around in your body during exercise. You must be able to move blood quickly from the large veins (in your stomach and legs), to the arteries that deliver blood to the muscles, tissues, and organs. This is done by increasing your heart rate, by constricting blood vessels in some areas of your body and by relaxing blood vessels in other areas of your body.

BLOOD PRESSURE

Blood Pressure is defined as the force by which blood is pushed against the walls of your arteries.

- Blood pressure consists of 2 parts and is therefore recorded as two numbers such as 120 over 80 (120/80).
- Systolic Blood Pressure – is the pressure on your arteries when your heart contracts, and is the top number.
- Diastolic Blood Pressure is the pressure on your arteries when your heart relaxes after contraction, and is the bottom number.
- Normal blood pressure should be below 140/90. People with a blood pressure above this number may have hypertension (high blood pressure), and may have to modify their diets and engage in regular physical activity/exercise.
- A person can expect to reduce his/her blood pressure by about 10 units (130/80) due to a lower resting heart rate and better nerve control of the blood vessels.

DISEASES RELATED TO THE HEART

Arteriosclerosis – is a disease process that causes substances to build up inside arteries, blocking blood flow. A person with an elevated level of cholesterol is at an increased risk for arteriosclerosis.

Cholesterol – is a fat found in the blood and is determined by the combination of fats we eat, and the fats that are produced in the body. Cholesterol is classified as “good” or “bad” cholesterol.

- **High-density lipoprotein (HDL)** – “good” cholesterol, is associated with a lowered arteriosclerosis risk.
- **Low-density lipoprotein (LDL)** – “bad” cholesterol, is associated with an increased risk of arteriosclerosis.

Hemoglobin – a compound in your blood that is rich in iron and helps carry oxygen from your lungs to your muscles, tissues, and organs. With cardiovascular conditioning, hemoglobin levels can increase resulting in more effective delivery of oxygen to your body. Your blood also carries carbon dioxide from the cells of you muscles, tissues, and organs back to the lungs so that carbon dioxide can be removed from your body.

Hypertension – is also known as *high blood pressure* and is the number one risk factor that increases the likelihood of having a stroke and also is a major risk factor in heart attacks.

Myocardial Infarction (MI) - is the medical term for a *heart attack*. A heart attack is a blockage of a vessel or vessels that feed the heart muscle. A person having a heart attack may complain of dizziness, sweating, tightness in the chest, shortness of breath and nausea. MI’s can be minor or major depending on which artery or arteries are blocked.

Stroke – occurs when there is a blockage or partial blockage of an artery supplying blood to the brain. Strokes can be minor or major depending on which are or arteries are blocked. Strokes usually damage the brain and can leave a person partially or totally paralyzed. A major stroke can result in death. A person who engages in regular cardiovascular exercise can significantly reduce their risk of a stroke.

Triglyceride – a type of blood fat that is associated with an increased risk of arteriosclerosis.

ACTIVITIES TO EVALUATE AND STRENGTHEN CARDIOVASCULAR FITNESS

- The Walk Test
- 20 Minute Walk/Run
- 1 Mile Walk/Run
- 12 Minute Walk/Run
- Starting a Walking Program (Beginner through Advanced)
- 20 Minute Walk/Jog Conditioning Program
- 30 Minute Walking Conditioning Program
- Guess-T-Mate a Mile
- The Straw Walk
- 1 Mile Run

The Walk Test

This assessment is to be walked briskly at a steady pace for 30 – 40 minutes, based on the concept that to expend the same amount of energy as you do running, you must walk for a longer period of time because the intensity of exercise is lower when walking. This can be used for students who cannot run because of injury, poor biomechanics, or because of stress on their joints. This chart is for 14 years and older.

Example: If 15-year-old Lisa completed 30 minutes of walking and covered 1.85 miles, she would be at a good level of cardiovascular fitness. A distance of 2.0 miles would put her in the better range.

Walking Time	Males (in miles) Good - Better	Females (in miles) Good - Better
30 minutes	2.0 - 2.2 or farther	1.85 - 2.0 or farther
35 minutes	2.13 - 2.25 or farther	1.95 - 2.13 or farther
40 minutes	2.23 - 2.4 or farther	2.0 - 2.23 or farther

20 Minute Walk/Run

To evaluate 20 minute walk/run cardiovascular performance, use the chart below:

Example: If 15-year-old Lisa covered 1.5 miles in the 20-minute walk/run, she would be at a good level of cardiovascular fitness. A distance of 1.8 miles would put her at a better or higher range.

	Male (distance in miles)	Female (distance in miles)
AGE	Good - Better	Good - Better
14	1.8 - 2.0	1.5 - 1.8
15	1.8 - 2.0	1.5 - 1.8
16	1.8 - 2.0	1.5 - 1.8
17	1.8 - 2.0	1.5 - 1.8
17+	1.8 - 2.0	1.5 - 1.8

1 Mile Walk/Run

To evaluate 1mile cardiovascular performance, use the chart below:

Example: If 15-year-old Lisa can walk/run 1 mile in 10 minutes and 30 seconds, she is at a good level of cardiovascular fitness. A time of 8 minutes would put her in the better or higher range.

	MALE (min:sec)	FEMALE (min:sec)
AGE	Good - Better	Good - Better
13	10:00 - 7:30	11:30 - 9:00
14	9:30 - 7:00	11:00 - 8:30
15	9:00 - 7:00	10:30 - 8:00
16	8:30 - 7:00	10:00 - 8:00
17	8:30 - 7:00	10:00 - 8:00
17+	8:30 - 7:00	10:00 - 8:00

12 Minute Walk/Run

To evaluate 12 minute walk/run cardiovascular performance, use the chart below:

Example: If 15-year-old Lisa completed the walk/run and covered 1,900 yards, she would be at a good level of cardiovascular fitness. A distance of 2,000 would put her in the better or higher range.

	Male (distance in yards)	Female (distance in yards)
AGE	Good - Better	Good - Better
13	2500 - 2650	1800 - 1900
14	2600 - 2800	1900 - 2100
15	2600 - 2800	1900 - 2100
16	2600 - 2800	1900 - 2100
17	2800 - 3000	2000 - 3000
17+	2800 - 3000	2000 - 3000

12 Minute Cooper Test Fitness Scale:

<u>Fitness Category</u>	<u>Distance Covered</u>	<u># of Laps</u>
Very Poor	less than 1 mile	1-3
Poor	1.0 to 1.24 miles	4 to 4 ³ / ₄
Fair	1.25 to 1.49 miles	4 ³ / ₄ + to 6 ³ / ₄
Good	1.50 to 1.74 miles	6 ³ / ₄ + to 7 ³ / ₄
Excellent	1.75 miles or more	7 ³ / ₄ or more

START A WALKING PROGRAM

A walking program helps condition you by gradually increasing the frequency, time, and distance you walk. When you reach week # 10, maintain that level at your Target Heart Rate (THR).

BEGINNER

This program is for people, who have never exercised, are under a doctor’s care, are overweight, smoke, or are over age 35.

Week	1	2	3	4	5	6	7	8	9	10
Minutes Walking	10	10	15	18	20	20	25	30	32	35
Walks/Week	2	3	3	3	3-4	4	4	4	4	4

Miles Start at Week 1 with approximately ½ mile and work up to approximately 2 miles by Week 10.

INTERMEDIATE

This program is for people who already exercise regularly or who can’t reach and maintain their Target Heart Rate with the Beginner’s Program.

Week	1	2	3	4	5	6	7	8	9	10
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Minutes Walking	20	22	25	30	30	35	35	40	42	45
Walks/Week	3	3	3	3	4	4	4-5	4-5	4-5	4-5

Miles Start at Week 1 with approximately 1 mile and work up to approximately 3 miles by Week 10.

ADVANCED

If you are already fit, you may not need a program to measure your progress or motivate yourself. To reach your Target Heart Rate more quickly, walk with hand weights or try walking up hills.

20 Minute Walk/Jog Conditioning Program

These standards are consistent with good to better levels of cardiovascular fitness. This walking/jogging program is designed to increase the “FITT” over time and to provide you with the choice of combining walking and jogging or doing continuous jogging. This program is designed to help you walk/jog 1.6 to 2.0 miles for boys or 1.4 to 1.8 miles for girls, in 20 minutes.

Week #1:

Day 1 2 minutes jog/walk, 1minute jog/walk, then 2/1 - 2/1

Day 2 2/1 - 2/1 - 2/1

Day 3 3/1 - 2/1 - 2/1

Week #2:

Day 1 3/1 - 3/1 - 3/1

Day 2 4/1 - 4/1 - 3/1

Day 3 6/1 - 6/1 or 10 minutes steady jog

Week #3:

Day 1 7/1 - 6/2 or 11 minutes steady jog

Day 2 8/1 - 5/1 or 11 minutes steady jog

Day 3 8/1 - 6/1 or 13 minutes steady jog

Week #4:

Day 1 9/1 - 6/1 or 13 minutes steady jog

Day 2 10/1 - 4/1 - 3/1 or 15 minutes steady jog

Day 3 10/1 - 8/1 or 16 minutes steady jog

Week #5:

Day 1 12 minutes steady jog or 20 minute evaluation (boys should try to do 2 miles, girls should try to do 1.8 miles)

Day 2 For those who complete their goals in 20 minutes on day 1, move to a maintenance program. All others should continue on the program for 2 more weeks and do:
12/1 - 7/1 or 15 minutes steady jog

Day 3 13/1 - 7/1

Week #6:

- Day 1 14/1 - 6/1 or 17 minutes steady jog
Day 2 16/1 - 4/1 or 18 minutes steady jog
Day 3 20 minute retest

30-Minute Walking Conditioning Program

This program is designed to help students walk 2.0 to 2.2 miles for boys or 1.85 to 2.0 miles for girls in 30 minutes.

Week #1:

- Day 1 3 minutes brisk walking, 1minute slow walk, then 3/1 - 3/1
Day 2 3/1 - 3/1 - 3/1
Day 3 4/1 - 3/1 - 3/1

Week #2:

- Day 1 5/1 - 5/1 - 4/1
Day 2 5/1 - 5/1 - 5/1
Day 3 9/1 - 9/1 or 15 minutes non-stop brisk walking

Week #3:

- Day 1 10/1 - 10/1 or 17 minutes non-stop brisk walking
Day 2 11/1 - 10/1 or 18 minutes non-stop brisk walking
Day 3 12/1 - 11/1 or 19 minutes non-stop brisk walking

Week #4:

- Day 1 14/1 - 9/1 or 20 minutes non-stop brisk walking
Day 2 15/1 - 10/1 or 22 minutes non-stop brisk walking
Day 3 18/1 - 9/1 or 24 minutes non-stop brisk walking

Week #5:

Day 1 20 minutes of brisk walking or 30 minutes of brisk walking (test is optional). Boys should try to go 2.0 to 2.2 miles and girls should try to go 1.85 to 2.0 miles. Those who complete the goals in 30 minutes on day 1 can move to a maintenance program. All others should continue this program for 2 more weeks.

Day 2 22/1 - 8/1 or 26 minutes non-stop brisk walking

Day 3 24/1 - 8/1 or 25 minutes non-stop brisk walking

Week #6:

Day 1 25/1 - 6/1 or 26 minutes non-stop brisk walking

Day 2 26/1 - 6/1 or 28 minutes non-stop brisk walking

Day 3 30 minute brisk walk evaluation

GUESS-T-MATE MILE

OBJECTIVE: to run, jog, or walk the mile as close to a predicted time as possible.

EQUIPMENT:

- Track
- Stopwatch (only used by the teacher)
- Recording Forms
- Pencils

HOW TO PERFORM:

1. Each student will run, jog, walk, (or use any combination of the three) for a distance of $\frac{1}{4}$ mile.
2. Each student should try to keep as even a pace as possible.
3. Upon completion of the $\frac{1}{4}$ mile, each student uses the prediction chart to determine a 1 mile time and recording it on the recording form.
4. In subsequent class, each student will run, jog, or walk a mile trying to come as close as possible to the predicted mile time.
5. The final time that is +6 over the prediction is the same as a final time that is -6 seconds under.

STUDENT TASKS:

- Set a pace for the entire distance
- Improve your time on a later run

VARIATIONS:

- Make teams and have plus or minus times
- Predict $\frac{1}{2}$ a mile
- Have students cover the mile with a partner
- Do a relay and predict the time
- Students **must** jog the curves of the track, but may choose what to do on the straights.

SAMPLE GUESS-T-MATE MILE SCORECARD

GUESS-T-MATE MILE SCORECARD

Period _____ **Date** _____

GUESS-T-MATE MILE FORMULAS

THE STRAW WALK

What is the Straw Walk?

A Straw Walk is a 15-minute fast walk. Fast means the fastest walking pace that you can hold for 15 full minutes. The Straw Walk can help you in 4 ways:

- It can indicate how fit you are
- It teaches you how to pace
- It tells you your walking speed
- It provides you with great aerobic exercise

OBJECTIVE: to collect as many “straws” in 15 minutes of fast walking. You will begin by walking $\frac{1}{4}$ mile laps at the fastest pace you can hold for 15 total minutes. The more fit you become, the more laps you will be able to walk in 15 minutes. As you complete each lap you will be handed a “straw”. The idea is to keep moving in stride (at pace) as you are handed your straw.

******NOTE:** This is a *walk* not a run! The Straw Walk is not a test; it is an exercise that will help you determine your fitness level. If you jog or run during the Straw Walk you are only cheating yourself.

TO DO WELL IN THE STRAW WALK:

- Save your breath by not talking
- Walk at your own pace (not your friend’s pace)
- Warm up and Cool down by walking slowly before and after the straw walk
- Pace yourself so you do not “burn-out”
- Swing your arms
- Walk on the inside lane
- Avoid eating a large meal right before you walk
- Avoid slowing down for your straw “hand-off”

HOW TO DO THE STRAW WALK

On signal begin walking fast. Each time you complete 1 lap make sure you receive a straw (try to keep on pace as you receive your straw). After 15 minutes a whistle will sound. *Freeze* in place and prepare to take your exercise pulse as instructed by the teacher. Record your heart rate and Straw Walk score below. As your teacher comes by, announce your score, hand over your straws, and continue your cool-down walk.

Look at the conversion chart to calculate your score. Your score is the number of laps you complete...**plus**...your position on the course at the final whistle. Add together the number of straws you collected in 15 minutes (column 1) and the fraction of the last lap that you completed on the track (column 2). The sum is your Straw Walk score (column 3), which also tells you your average walking speed (column 4) in miles per hour (mph).

Columns 5 & 6 tell you how long it would take you to walk $\frac{1}{4}$ mile and 1 mile respectively.

Example: if you finished with 4 straws, at the 6th cone on the track, your score is 4.6, which means you averaged 4.6 mph for 15 minutes of walking. Your $\frac{1}{4}$ mile time would be 3:15 minutes and your 1-mile time would be 13:02 minutes.

**Your Straw Walk Score
Card**

**Walking Heart
Rate = ____ bpm**

Straw Walk Score = $\frac{\text{____}}{\text{\#straws}} \cdot \frac{\text{____}}{\text{\%laps}}$

DETERMINING YOUR FITNESS LEVEL FROM THE STRAW WALK

Look at your score and compare it to the fitness scale chart below. Where do you stand on the fitness scale? The more fit you are, the further you will be able to walk in 15 minutes.

Low Performance Factors:

Uneven pace

- Talking while walking
- Walking with arms at your side
- Walking in hunched-over position
- Being overweight
- Watching too much TV
- Being too tense
- Poor endurance training
- Using tobacco
- Eating fatty/junk foods

High Performance Factors:

Maintain a steady pace

- Save your “wind” for breathing
- Swing your arms
- Walk tall
- Trim down
- Be more physically active
- Relax on the walk
- Practice longer walks
- Avoid tobacco
- Eating a balanced diet

FOLLOW-UP TO STRAW WALK

1. Did your straw walk score improve? _____ If you answered yes, what factor(s) do you think made the biggest difference? _____

2. What percentile rank and Straw Walk score would you like to achieve by the end of the year? My goal is to reach _____ . _____ for a Straw Walk score which would rank me at the _____ percentile level for students in America.

3. Study the high and low performance factors above. Think about your current health habits and your walking program. What specific steps will you take to achieve your new Straw Walk goal?

Step 1 _____

Step 2

Step 3 _____

Step 4 _____

Standards for the 1 Mile Run

GIRL'S

<u>AGE</u>	<u>1 Mile Time</u>
12	9:00 – 12:00
13	9:00 – 11:30
14	8:30 – 11:00
15	8:00 – 10:30
16	8:00 – 10:00
17	8:00 – 10:00
17+	8:00 – 11:00

BOY'S

<u>AGE</u>	<u>1 Mile Time</u>
12	8:00 – 10:30
13	7:30 – 10:00
14	7:00 – 9:30
15	7:00 – 9:00
16	7:00 – 8:30
17	7:00 – 8:30
17+	7:00 – 8:30

SENIOR HIGH PHYSICAL EDUCATION UNIT COVER SHEET

UNIT LESSON - Lacrosse

Equipment: Lacrosse field, 2 goals, lacrosse sticks for each student, lacrosse balls

Instructional Goals: Lacrosse is a very good activity for cardio-vascular fitness, hand-eye coordination, and working together as a team.

Skills:

- Stick Handling a) throwing b) catching c) cradling d) scooping ground balls e) shooting
- Face-offs
- Dodges a) face b) roll

Safety Considerations:

- Proper warm-up
- Control of sticks at all times
- No stick checking
- No body checking
- No Goalie (student must make 2 completed passes before a shot can be made)

Psychomotor Outcomes:

The student will demonstrate proficiency or show improvement in:

- Executing the many different stick handling skills (throwing, catching, cradling, scooping, and shooting)
- Executing team work to advance the ball down the field to make a score

Cognitive Outcomes:

Each student will be able to:

- Describe some history of the sport
- Identify different parts of the stick
- Demonstrate terminology and rules of the game
- Demonstrate various stick handling skills
- Demonstrate face-off skills
- Demonstrate a knowledge of playing different positions on the field
- Demonstrate the need to work together as a team
- Demonstrate good sportsmanship during play

Affective Outcomes:

The student will develop an appreciation of:

- The importance of proper stick handling skills
- The importance of working together as a team
- The importance of being in good physical condition for this game

Evaluation/Assessment:

- Students will be assessed according to a 4 point rubric on skill, administered by the teacher through observation during drills, practice and game situations
- Students will also be assessed according to a 4 point rubric on participation, administered by the teacher through observation during play
- Students will take a written exam on rules and terminology

LACROSSE UNIT OUTLINE

Day 1:

History of the game
Proper use of the sticks
Warm-up
Passing and catching
Cradling
Ground balls a) to b) away

Day 2:

Remind proper use of the sticks
Warm-up
Review passing, catching, and cradling
Pass & catch while running
Ground balls running
Shooting

Day 3:

Warm-up
Review shooting
Face-offs
One on one ground balls
Dodging a) roll b)face

Day 4:

Rules of the game
Safety while playing
Warm-up
Select 2 teams
Modified game

Day 5:

Review rules and safety
Warm-up
Select 2 teams
Modified game

Day 6 to end of unit:

Warm-up
Select 2 teams
Play modified game

Last Day of unit:

Written test
Clean out lockers

LACROSSE RUBRIC

4. Demonstrate the fundamentals of catching right & left hand, cradling right & left, passing right & left hand, scooping ground balls, dodging, and shooting on goal; skills are effective and mostly consistent
3. Demonstrate all fundamentals using dominant hand in catching, cradling, passing, scooping, and shooting; skills are consistent
2. Skills are inconsistent using the dominant hand only in catching, cradling, passing, scooping, and shooting
1. Skills are non-existent in all the fundamentals of lacrosse

SENIOR HIGH PHYSICAL EDUCATION UNIT COVER SHEET

UNIT LESSON - Team Handball

Equipment: Gym, 2 goals, 8" rubber ball

Instructional Goals:

Skills:

- Dribbling
- Passing
- Shooting
- Goalie skills

Safety Considerations:

- Use 8" rubber ball
- Use of two creases for each goal (first crease is for protection of the goalie; the second crease is for shooting outside of it)
- No body contact
- Body awareness at all times

Psychomotor Outcomes:

The student will demonstrate proficiency or show improvement in:

- Executing dribbling, passing, and shooting skills
- Executing good defensive pressure to stop a shot or to gain possession of the ball
- Executing goalie skills by stopping the ball with the hands or feet

Cognitive Outcomes:

Each student will be able to:

- Demonstrate an understanding of the rules of Team Handball
- Demonstrate basic skills of advancing the ball up the court
- Demonstrate basic thinking skills to advance the ball and score
- Demonstrate basic goalie skills to stop the ball from scoring
- Demonstrate good sportsmanship during play

Affective Outcomes:

The student will develop an appreciation of:

- The importance of moving the ball quickly and pass to the open man to score
- The importance of faking or dodging to get open to score
- The importance of playing good defense to get the ball
- The importance of good goalie play to stop a score
- The importance of working together as a team

Evaluation/Assessment:

- Students will be assessed according to a 4 point rubric on participation administered by the teacher through observation during play
- Students will be assessed according to a 4 point rubric on Personal and Social Responsibility, as determined by the teacher, through observation during play

TEAM HANDBALL UNIT OUTLINEDay 1:

- Rules
- Safety
- 2 games (4 teams)

Day 2:

- Review rules and safety
 - Select 4 teams
 - Play 4 games
- | | |
|--------|---------------------|
| Game 1 | Red vs Green |
| Game 2 | Blue vs White |
| Game 3 | two teams that lost |
| Game 4 | two teams that won |

Day 3 to end of unit:

- Select 4 teams
- Play 4 games (see above)

TEAM HANDBALL RUBRIC

4. Demonstrate the fundamentals of catching right & left hand, passing right & left hand, dodging, guarding, and shooting on goal; skills are effective and mostly consistent
3. Demonstrate all fundamentals using dominant hand in catching, passing, and shooting; skills are consistent
1. Skills are inconsistent using the dominant hand only in catching, passing, and shooting
1. Skills are non-existent in all the fundamentals of Team Handball.

TEACHER NOTES

What It Means To Be Physically *Educated* – A Physically Educated Person Is One Who:

- Is competent in many movement forms and proficient in a few movement forms
- Applies movement concepts and principles to understand and develop motor skills
- Leads a physically active lifestyle
- Maintains a health-enhancing level of physical fitness
- Behaves in ways that are personally and socially responsible in physical activity settings
- Understands and respects differences among people in physical activity settings
- Understands that physical activity can provide enjoyment, challenge, self-expression, and social interaction.

(Taken from Curriculum Update, Fall 1996)

Activities:

Teacher – have all students calculate BMI or arrange for BMI to be measured (use computer at Cortland High)

SENIOR HIGH PHYSICAL EDUCATION

Exit Outcomes

By the end of 12th grade all students:

- Will be physically educated and active people who are competent in a variety of activities and proficient in some activities.
- Will understand the principles of fitness, the benefits of regular physical activity and can develop and maintain a personal fitness program.
- Will demonstrate responsible social behavior, understand diversity and be able to work with differences among people.
- Will be knowledgeable in the basic rules and techniques of various team and individual sports, line and social dances, and other selected activities.
- Will understand the importance of proper warm-up and cool down activities associated with physical activities.
- Will be knowledgeable in basic principles of fitness including the FITT principle, the components of fitness and target heart rate.