

# **Physical Education Curriculum**

## **Grade 10**

*Classes rotate among the various stations available within their athletic complex. Physical Education teachers select station-appropriate activities from the many choices offered in this curriculum.*

SY 2007-08



## **Mission Statement**

*Our goal as physical educators is to create a curriculum that enables students to personally improve upon their level of muscular strength, flexibility, and cardiovascular endurance. Through completion of this curriculum, students will be able to demonstrate their competence in select motor skills, apply cognitive skills, and make healthy lifestyle decisions. All classes will be supplemented with lifetime fitness activities.*

*Students will learn appropriate social skills while participating in physical education classes. One of our main goals is to educate students in lifelong activities using proper sportsmanship skills.*

*If a student misses a class because he/she is unprepared or ill, they can attend physical education make-ups. The department offers after school make-up classes for both physical education and swimming. Students may attend 2 make-up classes per marking period.*

*During the 4 years of physical education class, our main goal is to have every student comfortable with a variety of lifetime sports and activities. Another goal is to challenge all students to grow in character, self-reliance and self-discipline. We also strive for students to improve their self-image and reach a higher level of health, vitality, and wellness.*



# **Presidential Physical Fitness Test**

## **1. Curl-ups**

Objective: To measure strength/endurance by maximum number of curl-ups performed in one minute.

### **1a. Partial Curl-ups**

Objective: To measure abdominal strength/endurance by the maximum number of curl-ups.

## **2. Shuttle Run**

Objective: To measure speed and agility.

## **3. Endurance Run/Walk**

Objective: To measure heart/lung endurance by fastest time to cover a one-mile distance.

## **4. Pull-ups**

Objective: To measure upper body strength/endurance by maximum number of pull-ups completed.

### **4a. Right Angle Push-ups**

Objective: To measure upper body strength/endurance by maximum number of push-ups completed.



<b>Name of Course:</b> <b>Physical Education</b>	<b>Course Number:</b> <b>905</b>
<b>Grade Level(s):</b> <b>10</b>	
<b>Unit:</b> <b>Aerobics</b>	
<b>Estimated Instructional Time:</b> <b>5-7 Days</b>	
<b>PA Academic Standards:</b>	
<b>10.4.12</b>	
E. Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.	
F. Assess and use strategies for enhancing adult group interaction in physical activities. *shared responsibility *open communication *goal setting	
<b>10.5.12</b>	
A. Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.	
B. Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills. *open and closed skills *short-term and long-term memory *aspects of good performance	
C. Evaluate the impact of practice strategies on skill development and improvement.	
F. Analyze the application of game strategies for different categories of physical activities. *individual *team *lifetime *outdoor	
<b>New Standards Performance Standards:</b>	
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.	
2. Demonstrates understanding of movement strategies, and tactics as they apply to the learning and performance of physical activities.	
3. Participates regularly in physical activity.	
4. Achieves and maintains a health-enhancing level of physical fitness.	
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	
<b>Unit Objectives:</b>	
The students will be able to hold the proper Yoga position for the allotted time given by the teacher.	
The students will be able to perform an entire step aerobics routine from warm-up to cool down.	
The students will be able demonstrate the proper Pilates skills during the routine.	
The students will be able to hold a rhythm during any given routine.	
The students will follow proper techniques that are demonstrated by the teacher for his/her own safety.	
<b>Text/Resource Materials:</b>	
Fitness Through Aerobics and Step Training 3 <sup>rd</sup> Edition	
Winsor Pilates Videos	
<a href="http://www.santosh.com/asanas">www.santosh.com/asanas</a>	

**Activities:**

Pilates

Stability Balls

Medicine Balls

Yoga

Balance Discs

Presidential Fitness Test

Step Aerobics

Hot Spot Activities

**Assessment:**

Teacher will observe students during the activities by providing immediate and specific feedback so students are able to correct his/her positions.

Students must be able to execute 5 Yoga positions by the end of the class. Students also need to be able to do proper transitions from one skill to another during step aerobics' routines.

**Enabling Objectives:**

Students can work on reaction drills on land to improve starts off the blocks and relay exchanges. Students can do forward rolls in the pool as well as on mats on the land.

Students will look over rescue skill worksheets so they may be more informed on when to make a rescue.

**Extensions:**

Students will be able to share his/her own positions or routines with the class.

Students may be asked to provide the music for the aerobic routines.

Students will be given time in class to create a routine that uses all three activities; Step, Yoga and Pilates.

**Remediation:**

Students may hold a Yoga position for as long as they are able to hold it, if that is shorter than deemed by the teacher.

Students may do the modified version of the Pilates skills for those that are beginners.

Students may just do the leg skills and leave his/her hands at his/her side until he/she is comfortable to add the arms into the routine.

<b>Name of Course:</b> <b>Physical Education</b>	<b>Course Number:</b> <b>905</b>
<b>Grade Level(s):</b> <b>10</b>	
<b>Unit:</b> <b>Badminton</b>	
<b>Estimated Instructional Time:</b> <b>5-7days</b>	
<b>PA Academic Standards:</b> <b>10.4.12</b> A. Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation. <b>10.4.12</b> E. Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.	
<b>New Standards Performance Standards:</b> 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. 3. Participates regularly in physical activity. 5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings	
<b>Unit Objectives:</b> Students will learn how to hit a forehand and backhand. Students will learn to use several strokes during play. Students will learn how to hit a lob. Students will learn how to serve.	
<b>Text/Resource Materials:</b> Lessons, Tournaments, and Assessments for Grades 6-12 Parker Publishing Co. Seven lifetime sports 2 <sup>nd</sup> edition by Jerry F. Clark and Fritz Huber.	
<b>Activities:</b> Footwork drills Forehand and backhand review and practice. Teacher will demonstrate, and students will practice hitting lobs Teacher will demonstrate and students will practice serving. Modified mini-games	
<b>Assessment:</b> Teacher observation Partner checklist	
<b>Enabling Objectives:</b> Students will demonstrate the ability to hit a serve, a forehand, a backhand, and a lob while playing a modified mini-game of badminton.	
<b>Extensions:</b> Teacher will demonstrate and student will practice hitting an overhead smash.	
<b>Remediation:</b> Students will practice strokes without a net. Students will practice serving without a net.	



<b>Name of Course:</b> <b>Physical Education</b>	<b>Course Number:</b> <b>905</b>
<b>Grade Level(s):</b> <b>10</b>	
<b>Unit:</b> <b>Baseball/Softball</b>	
<b>Estimated Instructional Time:</b> <b>5 - 7 days</b>	
<b>PA Academic Standards:</b> <b>10.4.12</b> E. Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities. F. Assess and use strategies for enhancing adult group interaction in physical activities. *shared responsibility *open communication *goal setting <b>10.5.12</b> A. Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation. B. Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills. *open and closed skills *short-term and long-term memory *aspects of good performance C. Evaluate the impact of practice strategies on skill development and improvement. F. Analyze the application of game strategies for different categories of physical activities. *individual *team *lifetime *outdoor	
<b>New Standards Performance Standards:</b> 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. 2. Demonstrates understanding of movement strategies, and tactics as they apply to the learning and performance of physical activities. 3. Participates regularly in physical activity. 4. Achieves and maintains a health-enhancing level of physical fitness. 5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	
<b>Unit Objectives:</b> The students will apply and use the rules, skills, and strategies of baseball by participating in modified games. The students will umpire games to demonstrate knowledge of the rules of baseball. The students will follow the rules of the games to ensure safety of all participants.	
<b>Text/Resource Materials:</b> The Baseball Coaching Bible; Jerry Kindall	
<b>Activities:</b> Fielding stations Hitting stations Rag ball Baseball/Softball game	

**Assessment:**

Teacher observation that students are performing skills correctly, using game strategies, and following all game rules during modified games.

**Enabling Objectives:**

The students will successfully hit the ball in fair territory during an at-bat.

The students will run the bases after a hit.

The students will successfully field a ground ball and throw the baseball to a base.

The students will successfully catch a fly ball and throw the baseball to a base.

The students will be able to umpire a game by calling balls and strikes or umpiring the bases.

**Extensions:**

The students will pick teams and participate in modified games.

**Remediation:**

The students can be given more than 3 strikes before they are out.

The pitcher can move closer and throw the ball underhand to increase hitting success.

Different size balls can be used to increase success.

<b>Name of Course:</b> <b>Physical Education</b>	<b>Course Number:</b> <b>905</b>
<b>Grade Level(s):</b> <b>10</b>	
<b>Unit:</b> <b>Basketball</b>	
<b>Estimated Instructional Time:</b> <b>5 - 7 days</b>	
<b>PA Academic Standards:</b> <b>10.4.12</b> E. Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities. F. Assess and use strategies for enhancing adult group interaction in physical activities. *shared responsibility *open communication *goal setting <b>10.5.12</b> A. Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation. B. Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills. *open and closed skills *short-term and long-term memory *aspects of good performance C. Evaluate the impact of practice strategies on skill development and improvement. F. Analyze the application of game strategies for different categories of physical activities. *individual *team *lifetime *outdoor	
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<b>Unit Objectives:</b> The students will demonstrate the proper form of dribbling with their dominant and non-dominant hand. The students will demonstrate the proper form of a lay-up with their dominant and non-dominant hand. The students will demonstrate the proper form of a jump shot and a set shot. The students will demonstrate the proper form of a chest pass, bounce pass, and overhead pass. The students will apply and use the rules, skills, and strategies of basketball by participating in modified games. The students will follow the rules of the games to ensure safety of all participants.	
<b>Text/Resource Materials:</b> Skills, Drills, and Strategies for Basketball; Carlie Nix	
<b>Activities:</b> Dribbling drills Lay-up drills	

Foul shot contest  
3-point contest  
3 v. 3  
1 v. 1

**Assessment:**

Teacher observation that students are performing skills correctly, using game strategies, and following all game rules during modified games.

**Enabling Objectives:**

The students will successfully make a basket by means of a lay-up, set shot, and a jump shot.  
The students will successfully complete a chest pass, bounce pass, and overhead pass to a stationary target and to a moving target.  
The students will move through space without the basketball to get open during modified games.

**Extensions:**

The students will pick teams and participate 3 v. 3 tournaments.

**Remediation:**

The students will use the proper size ball for their ability level.  
The students can stay close to the basket to allow more success while shooting.

<b>Name of Course:</b> <b>Physical Education</b>	<b>Course Number:</b> <b>905</b>
<b>Grade Level(s):</b> <b>10</b>	
<b>Unit:</b> <b>Cooperative Games</b>	
<b>Estimated Instructional Time:</b> <b>5-7 Days</b>	
<b>PA Academic Standards:</b>	
<b>10.4.12</b>	
A. Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.	
B. Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities. *social *physiological *psychological	
E. Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.	
F. Assess and use strategies for enhancing adult group interaction in physical activities. * shared responsibility *open communication *goal setting	
<b>10.5.12</b>	
A. Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.	
B. Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills. *open and closed skills *short-term and long-term memory *aspects of good performance	
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<b>New Standards Performance Standards:</b>	
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2. Demonstrates understanding of movement strategies, and tactics as they apply to the learning and performance of physical activities.	
3. Participates regularly in physical activity.	
4. Achieves and maintains a health-enhancing level of physical fitness.	
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	
<b>Unit Objectives:</b>	
The students should be able to work together to cooperatively come up with a solution to the problems given to them and work together as a group to achieve success.	
The student should be able to demonstrate knowledge of the activities by showing their leadership and decision making skills.	
The student should indicate their attitude concerning whether they are a leader, good decision maker or good teammate by answering questions at the end of class.	
The students should be on task by avoiding negative behavior, using equipment as intended and follow guideline for the unit.	

**Text/Resource Materials:**

<http://www.lessonplanspage.com/PECooperativeMiniGames58.htm>

<http://wilderdom.com/games/TeamBuildingExercisesAbout.html>

<http://wilderdom.com/games/InitiativeGames.html>

**Activities:**

Spider web	Buddy Walkers	Stepping Stones
River Walk	Various Tag Games	Ships and Sailors
Helium Sticks	Balloon Activities	Omnikin Ball Activities
Gladiator Ball	Human Knot	

**Assessment:**

Teacher observation will be used to make sure the students are doing the team building activities safely and accurately. Students must also show that they are able to perform the team building activity by cooperating with teammates and accurately completing the task.

**Enabling Objectives:**

The students will demonstrate the proper skills necessary to be used when completing the given cooperative game to be completed.

The students will illustrate his/her sportsmanship by listening to teammates when completing the activity.

The students will demonstrate proper motor skills that are necessary to aid his/her team in participating during the activity.

**Extensions:**

Students may be asked to develop a cooperative game on his/her own to share with the class.

Students may be given less equipment to complete the task to make it more challenging.

**Remediation:**

The instructor to aid the completion of the cooperative activity may give students cues.

Students may ask another group that has completed the task for support, if given permission from the instructor.

The group may be given more equipment to complete the cooperative activity.

<b>Name of Course:</b> <b>Physical Education</b>	<b>Course Number:</b> <b>905</b>
<b>Grade Level(s):</b> <b>10</b>	
<b>Unit:</b> <b>Disc Golf</b>	
<b>Estimated Instructional Time:</b> <b>5 -7 days</b>	
<b>PA Academic Standards:</b> <b>10.3.12</b> D. Evaluate the benefits, risks, and safety factors associated with self-selected life long physical activities. <b>10.4.12</b> A. Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes lifelong participation. B. Analyze the effects of regular participation in self-selected program of moderate to vigorous physical activities. i.e., social, physiological, and psychological D. Incorporate and synthesize knowledge of exercise principles, training principles, and health and skill related fitness components to create a fitness program for personal use. E. Analyze the inter-relationships among regular participation in physical activity, motor skill improvement, and the selection and engagement in lifetime physical activities.	
<b>New Standards Performance Standards:</b> 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. 2. Demonstrates understanding of movement strategies, and tactics as they apply to the learning and performance of physical activities. 3. Participates regularly in physical activity. 4. Achieves and maintains a health-enhancing level of physical fitness. 5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	
<b>Unit Objectives:</b> To provide an enjoyable format for fitness activities. To introduce students to a new lifetime family activity. Students will be able to do a backhand throw Students will be able to do a forehand throw. Students will demonstrate an understanding of disc golf terminology.	
<b>Text/Resource Materials:</b> Complete Guide To Playing Disc Golf by Scott Stokely Disc Golf All You Need T Know by Michael Steven Gregory	
<b>Activities:</b> Students will count and record how many times it takes them to get the Disc to the target. Students will practice throwing and catching the Disc. Students will do fitness exercises at each hole.	
<b>Assessment:</b> Teacher observation and feedback.	
<b>Enabling Objectives:</b> Students will understand the rules of Disk Golf and be able to play a game with <b>friends</b> .	

**Extensions:**

Add pedometers and heart rate monitors

Increase number of holes

Increase number of exercises done at each hole

**Remediation:**

Shorten hole distance

Use larger target

Substitute Disc with a ball or any other object that is easier to throw.

<b>Name of Course:</b> <b>Physical Education</b>	<b>Course Number:</b> <b>905</b>
<b>Grade Level(s):</b> <b>10</b>	
<b>Unit:</b> <b>Flag Football</b>	
<b>Estimated Instructional Time:</b> <b>5 - 7 days</b>	
<b>PA Academic Standards:</b>	
<b>10.4.12</b>	
E. Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.	
F. Assess and use strategies for enhancing adult group interaction in physical activities. *shared responsibility *open communication *goal setting	
<b>10.5.12</b>	
A. Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.	
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C. Evaluate the impact of practice strategies on skill development and improvement.	
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2. Demonstrates understanding of movement strategies, and tactics as they apply to the learning and performance of physical activities.	
3. Participates regularly in physical activity.	
4. Achieves and maintains a health-enhancing level of physical fitness.	
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	
<b>Unit Objectives:</b>	
The students will demonstrate the proper form throwing a football.	
The students will demonstrate the proper form of catching a football.	
The students will demonstrate the proper form of punting and kicking a football.	
The students will learn the positions of the players on offense and defense.	
The students will apply and use the rules, skills, and strategies of football by participating in modified games.	
The students will follow the rules of the games to ensure safety of all participants.	
<b>Text/Resource Materials:</b>	
Ready to Use Secondary PE Activities Program; Ken Lumsden, Sally Jones	
<b>Activities:</b>	
Passing Tree	
Cover the Receiver	
Flag football game	

**Assessment:**

Teacher observation that students are performing skills correctly, using game strategies, and following all game rules during modified games.

**Enabling Objectives:**

The students will successfully complete a pass to a stationary receiver and a moving receiver.

The students will successfully catch a football while running a pass pattern

The students will move through space without the football to get open during modified games.

The students will cover an opponent during modified games.

**Extensions:**

The use of smaller or larger fields can be used to increase or decrease difficulty of the game.

The students will pick teams and play a 5 v. 5 tournament.

**Remediation:**

A different type and size of football can be used that is easier for the students to throw and catch.

<b>Name of Course:</b> <b>Physical Education</b>	<b>Course Number:</b> <b>905</b>
<b>Grade Level(s):</b> <b>10</b>	
<b>Unit:</b> <b>Floor Hockey</b>	
<b>Estimated Instructional Time:</b> <b>5-7 Days</b>	
<b>PA Academic Standards:</b> <b>10.4.12</b> E. Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities. F. Assess and use strategies for enhancing adult group interaction in physical activities. *shared responsibility *open communication *goal setting <b>10.5.12</b> A. Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation. B. Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills. *open and closed skills *short-term and long-term memory *aspects of good performance C. Evaluate the impact of practice strategies on skill development and improvement. F. Analyze the application of game strategies for different categories of physical activities. *individual *team *lifetime *outdoor	
<b>New Standards Performance Standards:</b> 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. 2. Demonstrates understanding of movement strategies, and tactics as they apply to the learning and performance of physical activities. 3. Participates regularly in physical activity. 4. Achieves and maintains a health-enhancing level of physical fitness. 5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	
<b>Unit Objectives:</b> The students will be able to execute the proper floor hockey skills when instructed by the teacher. The students will be able to distinguish the different strategies between offense and defense during game play. The students will show good sportsmanship by playing by the rules and encouraging classmates during game play. The students will incorporate previous skills learned in lead up games during class time.	
<b>Text/Resource Materials:</b> <a href="http://igreen.tripod.com/gerpe/id11.html">http://igreen.tripod.com/gerpe/id11.html</a> The University of Arizona Campus Recreation Floor Hockey Rules	
<b>Activities:</b> Skill Review Offense/ Defense Strategies Goalie Hockey Three Goal Hockey Billiard Hockey Target Hockey	

**Assessment:**

Teacher will observe students during the activities by providing immediate and specific feedback so students are able to correct their mistakes.

Students must be able to execute the skills learned into game play. Students should be able to describe the difference between offensive and defensive strategies when asked by the teacher.

**Enabling Objectives:**

Students can work on improving his/her skills during lead up game activities.

Students can take notes when teacher informs classes on offense and defense strategies.

Students can take information that they have been given to come up with their own rules for game play.

**Extensions:**

Students will be given cues from the teacher on how to improve his/her hockey skills.

Students will be given time to work on what position to go where during the beginning of the game.

Students will be given a review of what is expected during lead-up games to make sure everyone understands the goal of each lead up game.

**Remediation:**

Students may be given the choice of what lead-up game to play.

Students may be given more time to develop certain skills by continuing to do drills before lead-up games.

<b>Name of Course:</b> <b>Physical Education</b>	<b>Course Number:</b> <b>905</b>
<b>Grade Level(s):</b> <b>10</b>	
<b>Unit:</b> <b>Golf</b>	
<b>Estimated Instructional Time:</b> <b>5 – 7 days</b>	
<b>PA Academic Standards:</b>	
<b>10.4.12</b>	
A. Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.	
B. Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities. *social *physiological *psychological	
E. Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.	
F. Assess and use strategies for enhancing adult group interaction in physical activities. *shared responsibility *open communication *goal setting	
<b>10.5.12</b>	
A. Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.	
B. Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills. *open and closed skills *short-term and long-term memory *aspects of good performance	
C. Evaluate the impact of practice strategies on skill development and improvement.	
E. Evaluate movement forms for appropriate application of scientific and biomechanical principles. *efficiency of movement *mechanical advantage *kinetic energy *potential energy *inertia *safety	
F. Analyze the application of game strategies for different categories of physical activities. *individual *team *lifetime *outdoor	
<b>New Standards Performance Standards:</b>	
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.	
2. Demonstrates understanding of movement strategies, and tactics as they apply to the learning and performance of physical activities.	
3. Participates regularly in physical activity.	
4. Achieves and maintains a health-enhancing level of physical fitness.	
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	
<b>Unit Objectives:</b>	
The students will identify the different types of clubs and their connection to different types of shots used during golf.	
The students will demonstrate the proper grips.	
The students will demonstrate the proper form chipping.	
The students will demonstrate the proper form of a half swing with an iron.	

The students will demonstrate the proper form of a full swing with an iron.  
The students will demonstrate the proper form of a full swing with a driver.  
The students will follow the rules of the game of golf to ensure safety of all participants.

**Text/Resource Materials:**

Quality Lesson Plans for Secondary Physical Education; Dorothy B. Zakrajsek

**Activities:**

Chip to a target  
Half swing with an iron to a target  
Full swing with an iron to a target  
Full swing with a driver down a line.  
9 hole chip and putt

**Assessment:**

Teacher observation that students are performing skills correctly, using proper form for their swing, and keeping count of the number of golf balls hit to the target.

**Enabling Objectives:**

The students will use a pitching wedge to successfully chip 10 golf balls to a target.  
The students will use an 8 iron to successfully hit 10 golf balls with a half swing iron swing to a target.  
The students will use a 6 iron to successfully hit 10 golf balls with a full iron swing to a target.  
The students will use a driver to drive a 10 golf balls down a straight line for distance.  
The students will be able to identify the common mistakes of a slice or hook in the swing.

**Extensions:**

The students will form a four-some and play a 9-hole chip and putt course keeping their score on a scorecard.

**Remediation:**

The students will use the proper size golf club and ball type for their ability level.  
Different size targets can be use to increase student success.  
The students can move closer or farther away to the targets according to their ability level.

<b>Name of Course:</b> <b>Physical Education</b>	<b>Course Number:</b> <b>905</b>
<b>Grade Level(s):</b> <b>10</b>	
<b>Unit:</b> <b>Lacrosse</b>	
<b>Estimated Instructional Time:</b> <b>5 - 7 days</b>	
<b>PA Academic Standards:</b>	
<b>10.4.12</b>	
B. Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities. *social *physiological *psychological	
E. Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.	
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1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.	
2. Demonstrates understanding of movement strategies, and tactics as they apply to the learning and performance of physical activities.	
3. Participates regularly in physical activity.	
4. Achieves and maintains a health-enhancing level of physical fitness.	
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	
<b>Unit Objectives:</b>	
The students will demonstrate the proper form of cradling the ball in the lacrosse stick with their dominant and non-dominant hand.	
The students will demonstrate the proper form of shooting the ball with the lacrosse stick with their dominant and non-dominant hand.	
The students will demonstrate the proper form of catching with a lacrosse stick.	
The students will demonstrate the proper form of passing the ball using the lacrosse stick.	
The students will demonstrate the proper form of defending an opponent during skill practice.	
The students will apply and use the rules, skills, and strategies of lacrosse by participating in modified games.	
The students will follow the rules of the games to ensure safety of all participants.	

**Text/Resource Materials:**

Lacrosse Fundamentals by Jim Hinkson

**Activities:**

Cradling drills

Shooting drills

3 v. 3

1 v. 1

**Assessment:**

Teacher observation that students are performing skills correctly, using game strategies, and following all game rules during modified games.

**Enabling Objectives:**

The students will cradle the lacrosse ball while running without the ball falling out of the head of the stick.

The students will successfully make an overhand, underhand, and sidearm pass to a partner.

The students will successfully catch a ball with their lacrosse stick.

The students will successfully score a goal during modified games.

The students will move through space without the ball to get open during modified games.

**Extensions:**

Larger or smaller goals can be used depending on a player's skill level.

The students will pick teams and play a round robin tournament.

**Remediation:**

The students will use the proper size lacrosse stick and ball type for their ability level.

Different size balls can be used for easier catching and throwing.

<b>Name of Course:</b> <b>Physical Education</b>	<b>Course Number:</b> <b>905</b>
<b>Grade Level(s):</b> <b>10</b>	
<b>Unit:</b> <b>Paddleball</b>	
<b>Estimated Instructional Time:</b> <b>5-7 days</b>	
<b>PA Academic Standards:</b> <b>10.4.12</b> A. Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation. <b>10.4.12</b> E. Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.	
<b>New Standards Performance Standards:</b> 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. 2. Demonstrates understanding of movement strategies, and tactics as they apply to the learning and performance of physical activities. 3. Participates regularly in physical activity. 4. Achieves and maintains a health-enhancing level of physical fitness. 5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings	
<b>Unit Objectives:</b> Students will be able to hit a forehand stroke. Students will be able to hit a backhand stroke. Students will be able to hit 2 different kinds of serves. Students will learn how to keep score.	
<b>Text/Resource Materials:</b> <b>Seven Lifetime Sports 2<sup>nd</sup> ed. By Jerry F. Clark and Fritz Huber</b>	
<b>Activities:</b> Teacher will talk about safety. Teacher will review the forehand and backhand, and students will practice. Teacher will demonstrate the lob serve and the V serve. Students will practice and teacher will give positive feedback. Teacher will explain how to play paddleball with 3 people. Students will play.	
<b>Assessment:</b> Teacher observation	
<b>Enabling Objectives:</b> Students will demonstrate safe play. Students will keep score and rotate properly while playing paddle tennis.	
<b>Extensions:</b> Teacher will demonstrate and student will practice a “kill shot”	

**Remediation:**

Student will continue to practice serving and hitting against the wall.

Agility drills

Hand-eye coordination drills

<b>Name of Course:</b> <b>Physical Education</b>	<b>Course Number:</b> <b>905</b>
<b>Grade Level(s):</b> <b>10</b>	
<b>Unit:</b> <b>Soccer</b>	
<b>Estimated Instructional Time:</b> <b>5-7 Days</b>	
<b>PA Academic Standards:</b> <b>10.4.12</b> E. Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities. F. Assess and use strategies for enhancing adult group interaction in physical activities. *shared responsibility *open communication *goal setting <b>10.5.12</b> A. Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation. B. Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills. *open and closed skills *short-term and long-term memory *aspects of good performance C. Evaluate the impact of practice strategies on skill development and improvement. F. Analyze the application of game strategies for different categories of physical activities. *individual *team *lifetime *outdoor	
<b>New Standards Performance Standards:</b> 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. 2. Demonstrates understanding of movement strategies, and tactics as they apply to the learning and performance of physical activities. 3. Participates regularly in physical activity. 4. Achieves and maintains a health-enhancing level of physical fitness. 5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	
<b>Unit Objectives:</b> The students will be able to execute the proper pass by using the instep. The students will be able to demonstrate the proper trapping technique by using the thigh and/or chest. The students will demonstrate shooting techniques of the volley and side-volley. The students will be able to execute dribbling the soccer ball by following proper techniques instructed by the teacher. The students will show their understanding of the defender by performing drills and game play designated by the teacher. The students will be able to demonstrate their knowledge restarts by performing a corner kick, throw-in, goal-kick, and penalty kick. The students will be able to demonstrate a jumping and diving header during game play.	
<b>Text/Resource Materials:</b> Teaching Strategies of Soccer; Michael A. Sutliff	

**Activities:**

Passing Drills

Shooting Drills

Defender Drills

Trapping Drills

Dribbling Drills

Restart drills

Team Play

**Assessment:**

Teacher will observe students during the activities by providing immediate and specific feedback so students are able to correct their mistakes.

Students must be able to execute a proper dribbling, shooting and passing skills during game play. The teacher will review with students the restart kicks and throw ins to provide immediate feedback for mistakes. The teacher will observe game play to make sure not penalties are occurring and if they do occur to observe to make sure the proper restarts are taken place.

**Enabling Objectives:**

Students can work on shooting skills at an open net.

Students can dribble back and for in front of themselves to get comfortable with ball control.

Students will practice restart throw ins and kicks for game play.

**Extensions:**

Students will be given targets to shoot at instead of a goal to work on accuracy.

Students may be given a cue by the teacher on when to defend an opponent.

The teacher will give students cues on what restarts to use during game play.

**Remediation:**

Students may trap the soccer ball before shooting instead of shooting a volley.

Students may be given a toss to head the soccer ball instead of making contact in mid air.

Students may dribble forward before dribbling laterally until they have mastered the skill.

<b>Name of Course:</b> <b>Physical Education</b>	<b>Course Number:</b> <b>905</b>
<b>Grade Level(s):</b> <b>10</b>	
<b>Unit:</b> <b>Swimming</b>	
<b>Estimated Instructional Time:</b> <b>5-7 Days</b>	
<b>PA Academic Standards:</b>	
<b>10.3.9</b>	
B. Describe and apply strategies for emergency and long-term management of injuries. <ul style="list-style-type: none"> <li>• Rescue breathing</li> <li>• Water rescue</li> <li>• Self-care</li> <li>• Sport injuries</li> </ul>	
D. Analyze the role of individual responsibility for safety during organized group activities.	
<b>10.4.9</b>	
A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.	
D. Analyze factors that affect physical activity preferences of adolescents. <ul style="list-style-type: none"> <li>• Skill competence</li> <li>• Social benefits</li> <li>• Previous experience</li> <li>• Activity confidence</li> </ul>	
F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities. <ul style="list-style-type: none"> <li>• Group dynamics</li> <li>• Social pressure</li> </ul>	
<b>10.5.9.</b>	
A. Describe and apply the components of skill-related fitness to movement performance. <ul style="list-style-type: none"> <li>• Agility</li> <li>• Balance</li> <li>• Coordination</li> <li>• Power</li> <li>• Reaction time</li> <li>• Speed</li> </ul>	
C. Identify and apply practice strategies for skill improvement.	
<b>New Standards Performance Standards:</b>	
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.	
3. Participates regularly in physical activity.	
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings	
<b>Unit Objectives:</b>	
The students will be able to swim a 100 yard IM using the strokes accordingly.	
The students will be able to do a start off of the starting blocks when instructed to go.	
The students will be able to perform an open turn or a flip turn during a 50 of each stroke.	

The students will be able to rescue a peer in the deep end using the basic rescue skills taught in the unit.

The students will be able to demonstrate relay exchanges by one person touching the wall and the other leaving the blocks at the appropriate time.

**Text/Resource Materials:**

Ready to use secondary PE activities program; Ken Lumsden, Sally Jones

Swimming Even Faster; Ernest W. Maglischo

LHU Health and Physical Education Water Games Booklet

**Activities:**

Individual Medley Drills

Start Instructions and Practice

Turn Practice (Open and Flip)

Relay Exchanges

Rescue Skills

**Assessment:**

Teacher will observe students during the activities by providing immediate and specific feedback so students are able to correct their mistakes.

Students must be able to execute a start and proper flip turns when tested by the teacher.

Students also need to be able to do proper relay exchanges during relay games. Students must be able to rescue a peer in the water when given a scenario by the teacher.

Students may be tested out of the unit curriculum by completing the swimming test given by the teacher.

**Enabling Objectives:**

Students can work on reaction drills on land to improve starts off the blocks and relay exchanges.

Students can do forward rolls in the pool as well as on mats on the land.

Students will look over rescue skill worksheets so they may be more informed on when to make a rescue.

**Extensions:**

Students will be given “fun” relays to do instead of the basic freestyle and medley relays.

Students may be told when to go for a start or a relay exchange by cues from the teacher.

Students will be given several objects to use for basic rescues than just the lifeguard tube.

**Remediation:**

Students may do a start from the side of the pool instead of the starting blocks.

Students may do a relay exchange by starting in the water, holding onto the wall instead of doing it off the blocks.

Students may do all open turns until they are able to grasp the concept of a flip turn.

<b>Name of Course:</b> <b>Physical Education</b>	<b>Course Number:</b> <b>905</b>
<b>Grade Level(s):</b> <b>10</b>	
<b>Unit:</b> <b>Tennis</b>	
<b>Estimated Instructional Time:</b> <b>5-7 days</b>	
<b>PA Academic Standards:</b> 10.4.12 A. Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation. <b>10.4.12</b> E. Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.	
<b>New Standards Performance Standards:</b> 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. 2. Demonstrates understanding of movement strategies, and tactics as they apply to the learning and performance of physical activities. 3. Participates regularly in physical activity. 4. Achieves and maintains a health-enhancing level of physical fitness. 5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	
<b>Unit Objectives:</b> Students will be able to bounce the ball upwards on the racquet 10 times without moving their feet. Students will be able to bounce the ball downward 10 times without moving their feet. Students will be able to roll the ball around the face of the racquet for 30 seconds. Students will be able to demonstrate a forehand groundstroke. Students will be able to demonstrate a backhand groundstroke. Students will be able to execute a tennis serve. Students will demonstrate an understanding of safety on the tennis courts Students will demonstrate proper tennis etiquette.	
<b>Text/Resource Materials:</b> Secondary P.E. Activities Program by Ken Lumsden and Sally Jones	
<b>Activities:</b> Review and practice forehand and backhand Students will practice proper serving technique against the fence. Students will do serving drills on the court. King of the court games. Modified games	
<b>Assessment:</b> Teacher observation and feedback during skill practice. Teacher observation of safety practices. Teacher observation of skill improvement. Student partner recording on skill testing.	

**Enabling Objectives:**

Students will understand the benefits of lifetime sports.  
Students will demonstrate skill improvement.

**Extensions:**

Students will practice net play.  
Students will play games.  
Students will play 1 set of tennis.

**Remediation:**

Student will hit the tennis ball against the wall of the court.  
Student will use a paddle or a junior racquet instead of a standard adult sized tennis racquet.  
Student will be able to hit the ball upward and downward 5 times with the sweet spot of the racquet. (while moving their feet)  
Student will work with a partner serving against the fence.  
Students will work on agility drills.

<b>Name of Course:</b> <b>Physical Education</b>	<b>Course Number:</b> <b>905</b>
<b>Grade Level(s):</b> <b>10</b>	
<b>Unit:</b> <b>Ultimate Frisbee / Speedball</b>	
<b>Estimated Instructional Time:</b> <b>5-7 Days</b>	
<b>PA Academic Standards:</b> <b>10.4.12</b> E. Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities. F. Assess and use strategies for enhancing adult group interaction in physical activities. *shared responsibility *open communication *goal setting <b>10.5.12</b> A. Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation. B. Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills. *open and closed skills *short-term and long-term memory *aspects of good performance C. Evaluate the impact of practice strategies on skill development and improvement. F. Analyze the application of game strategies for different categories of physical activities. *individual *team *lifetime *outdoor	
<b>New Standards Performance Standards:</b> 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. 2. Demonstrates understanding of movement strategies, and tactics as they apply to the learning and performance of physical activities. 3. Participates regularly in physical activity. 4. Achieves and maintains a health-enhancing level of physical fitness. 5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	
<b>Unit Objectives:</b> The students will be able to demonstrate the proper throwing skills with 90% accuracy. The students will be able to demonstrate the proper catching skills with 90% accuracy. The students will show good sportsmanship during game play by following the rules of the game and cheering on his/her teammates. The students will show good decision-making skills when throwing to teammates in a game situation.	
<b>Text/Resource Materials:</b> <a href="http://www.whatisultimate.com/">http://www.whatisultimate.com/</a>	
<b>Activities:</b> Skill Review Monkey in the Middle Game Play Keep Away Give and Go	

**Assessment:**

Teacher will observe students during the activities by providing immediate and specific feedback so students are able to correct their mistakes.

Students must be able to execute a correct pass to teammates during game play. Students must be able to demonstrate proper skills during reviews initiated by the teacher. The teacher will observe student's sportsmanship during class time by watching the fouls and reactions by the students in game play.

**Enabling Objectives:**

Students can work on increasing his/her speed and agility during skills and warm-ups to help in game play.

Students can work on throwing accuracy by aiming to targets.

Students may improve his/her catching skills by starting with two hands, then catching with the dominant hand, and then with the non-dominant hand.

**Extensions:**

Students will be given lead up games to play to work on specific skills to improve game play.

Students may be given moving targets that the teacher has designated in the gymnasium to work on throwing accuracy.

Students will work on catching skills by working with softballs, baseballs, tennis balls, and soft Frisbees.

**Remediation:**

Students may work on stationary targets for throwing accuracy.

Students may continue to work on catching a Frisbee with two hands or the student's dominant hand.

<b>Name of Course:</b> <b>Physical Education</b>	<b>Course Number:</b> <b>905</b>
<b>Grade Level(s):</b> <b>10</b>	
<b>Unit:</b> <b>Volleyball</b>	
<b>Estimated Instructional Time:</b> <b>5-7 days</b>	
<b>PA Academic Standards:</b> <b>10.4.12</b> E. Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities. F. Assess and use strategies for enhancing adult group interaction in physical activities. *shared responsibility *open communication *goal setting <b>10.5.12</b> A. Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation. B. Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills. *open and closed skills *short-term and long-term memory *aspects of good performance C. Evaluate the impact of practice strategies on skill development and improvement. F. Analyze the application of game strategies for different categories of physical activities. *individual *team *lifetime *outdoor	
<b>New Standards Performance Standards:</b> 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. 2. Demonstrates understanding of movement strategies, and tactics as they apply to the learning and performance of physical activities. 3. Participates regularly in physical activity. 4. Achieves and maintains a health-enhancing level of physical fitness. 5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	
<b>Unit Objectives:</b> The students will be able to execute the proper arm swing for a front row attack by bringing both arms up and contacting the volleyball with one hand and snapping the wrist. The students will be able to demonstrate the hitting approach by performing the correct cues for his/her dominant hitting hand. The students will show their understanding of rotation by moving clockwise when his/her side of the court receives a side-out. The students will be able to demonstrate their knowledge of rally scoring by keeping score for a match. The students will be able to demonstrate digging skills by using absorption techniques and proper collapsing techniques when the volleyball is hit hard at the student.	
<b>Text/Resource Materials:</b> <a href="http://www.pecentral.com">www.pecentral.com</a> <a href="http://www.volleyball.org">www.volleyball.org</a> An Understanding of the Fundamental Techniques of Volleyball	

**Activities:**

Hitting Skills	Pepper with a Partner (hitting)
Rotation	Digging Skills
Rally Scoring	Seven Up

**Assessment:**

Teacher will observe students during the activities by providing immediate and specific feedback so students are able to correct their mistakes.

Students must be able to execute a proper hitting approach to be able to use it during game play. The teacher will review with students the scoring sheets after game play to provide immediate feedback for mistakes. The teacher will observe rotation during team play to see if the students understand when and how to rotate during game play.

**Enabling Objectives:**

Students can work on approaches by the wall to get his/her timing correct.

Students can toss volleyballs to a partner to work on absorption and collapsible digs.

Students will look over rally scoring and rotation sheets to master the understanding.

**Extensions:**

Students will be given different hitting and digging drills to improve his/her technique instead of peppering with a partner.

Students may be given a cue by the teacher on when and were to rotate after a side out.

The teacher will give students a sign when to give a team a point during rallies scoring.

**Remediation:**

Students may use an overhand push to get the volleyball over the net instead of an overhand hit.

Students may be given spots on the court to go to for rotation positions along with cues from the teacher for when to rotate.

Students may do all absorption digs and no collapsible digs until he/she has mastered the skill.

<b>Name of Course:</b> <b>Physical Education</b>	<b>Course Number:</b> <b>905</b>
<b>Grade Level(s):</b> <b>10</b>	
<b>Unit:</b> <b>Weight Training and Cardiovascular Fitness</b>	
<b>Estimated Instructional Time:</b> <b>5 - 7 days</b>	
<b>PA Academic Standards:</b>	
<b>10.4.12</b>	
A. Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.	
B. Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities. *social *physiological *psychological	
C. Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activities. *aging *injury *disease	
D. Evaluate factors that affect physical activity and exercise preferences of adults. *personal challenge * physical benefits *finances *motivation *access to activity *self-improvement	
E. Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.	
F. Assess and use strategies for enhancing adult group interaction in physical activities. *shared responsibility *open communication *goal setting	
<b>10.5.12</b>	
A. Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation	
C. Evaluate the impact of practice strategies on skill development and improvement.	
D. Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related components to create a fitness program for personal use.	
<b>New Standards Performance Standards:</b>	
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.	
2. Demonstrates understanding of movement strategies, and tactics as they apply to the learning and performance of physical activities.	
3. Participates regularly in physical activity.	
4. Achieves and maintains a health-enhancing level of physical fitness.	
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	
<b>Unit Objectives:</b>	
The students will demonstrate knowledge of all rules and procedures of the fitness center by performing exercises properly on all machines and equipment.	
The students will use proper form when using free weights and/or the strength machines when executing strength training exercises.	
The students will use proper form when using the stability balls during core strength training.	
The students will use heart rate monitors to record exercising heart rates during the class period.	

**Text/Resource Materials:**

Essentials of Strength Training and Conditioning by Thomas R. Baechle & Roger W. Earle

**Activities:**

Muscular Strength training exercises  
Muscular Endurance training exercises  
Cardiovascular Endurance exercises  
Core (Abdominal) Strength training exercises

**Assessment:**

Teacher observation that students are performing exercises properly, following all safety procedures, and taking care of all equipment.  
The teacher will put the students through a fitness test and/or the Presidential Fitness test to record student progress.  
The teacher will use the heart rate monitors to check student heart rates.

**Enabling Objectives:**

The students will complete at least one full body circuit using the strength training machines.  
The students will complete at least a 20-minute cardiovascular endurance workout on any of the cardio machines.  
The students will complete at least three core (abdominal) strength training exercises using the stability balls.

**Extensions:**

The students at a higher fitness level can increase weight for strength training exercises.  
The students can use one of the many pre-programmed programs on the cardio machines based on their fitness level.  
The students will create a personalized workout plan based on knowledge gained during class.

**Remediation:**

The students will set the weight and resistance on all machines based on their fitness level.  
The teacher will set-up a modified program for students with disabilities or injuries.

