

Physical Education Curriculum

Grades 11 and 12

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.

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.

Name of Course: Physical Education	Course Number: 906
Grade Level(s): 11-12	
Unit: Aerobics	
Estimated Instructional Time: 5-7 Days	
PA Academic Standards: 10.4.12 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 10.5.12 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	
New Standards Performance Standards: 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.	
Unit Objectives: The student will be able to execute a step aerobics routine in front of the class with a warm-up, routine, and cool down. The students will be able to perform the proper kickboxing skills during the Tae-Bo videos. The students will be able perform the correct water aerobic skills when instructed by the teacher.	
Text/Resource Materials: http://hydro-tone.com/exercises.html Fitness Through Aerobics and Step Training 3 rd Edition Tae-Bo Videos	
Activities: Step Aerobics Routine Stability Balls Medicine Balls Water Aerobics Balance Discs Tae-Bo Hot Spot Activities Presidential Fitness Test	

Assessment:

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

Students must be able to execute a safe routine for step aerobics. Students must be able to perform the appropriate skill during water aerobics. Students will also follow the lead of the teacher to eliminate injuries.

Enabling Objectives:

The student will work on flexibility by stretching and warming up on his/her own in the beginning of the class.

The student will develop a step aerobics routine by using previous skills that have been demonstrated during other classes.

Extensions:

Students may use water weights to increase the difficulty level.

Students may add steps for a harder difficulty if given permission by the teacher.

Students must be able to lead a group through a step's routine.

Students may put on arm and leg weights during Tae-Bo workouts if given permission by the teacher.

Remediation:

Students may use water weight belts to help them stay above water if needed.

Students may do a modified skill during the Tae-Bo workouts if given permission by the teacher.

Students may be allowed to limit arm movement until he/she feels comfortable enough on the steps to use arms in the routines.

Name of Course: Physical Education	Course Number: 906
Grade Level(s) 11-12	
Unit: Badminton	
Estimated Instructional Time: 5-7 days	
PA Academic Standards: 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. 10.4.12 E. Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.	
New Standards Performance Standards: 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.	
Unit Objectives: Students will be able to hit a forehand and a backhand. Students will be able to hit a lob shot. Students will be able to serve. Students will be able to play doubles. Student will know how to keep score.	
Text/Resource Materials: Ready-To-Use Secondary P.E. Activities by Ken Lumsden and Sally Jones Seven lifetime sports 2 nd edition; Jerry F. Clark, Fritz Huber Dynamic physical education for secondary school students 4 th edition; Paul W. Darst, Robert P. Pangrazi	
Activities: Stroke review and practice Footwork drills Teacher will demonstrate how to play doubles, and students will practice with teacher feedback Students will demonstrate court etiquette while playing	
Assessment: Teacher observation and feedback Partner checklist	
Enabling Objectives: Students will demonstrate a game doubles keeping score and using proper etiquette	
Extensions: Round robin tournament	

Remediation:

Skill drills without a net.

One on one instruction

Name of Course: Physical Education	Course Number: 906
Grade Level(s): 11-12	
Unit: Baseball/ Softball	
Estimated Instructional Time: 5 -7 days	
PA Academic Standards: 10.4.12 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 10.5.12 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	
New Standards Performance Standards: 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.	
Unit Objectives: The student will be able to apply and use the rules, skills, and strategies of softball by participating in game competition. The students will use proper skills while catching the ball with two hands. The students will demonstrate proper throwing mechanics when throwing the softball to a base. The students will follow the rules of the game to ensure safety.	
Text/Resource Materials: 101 Offensive Softball Drills by Sue Enquist and James A. Peterson	
Activities: Softball game Wiffleball game 1 pitch game	
Assessment: Teacher observation that students are using skills in participation, following game rules, and demonstrating proper knowledge of the rules.	

Enabling Objectives:

The students will swing the bat successfully by completing at least one at-bat and making contact with the ball in fair territory.

The students will run the bases while incorporating the rules of the game.

The students will field and throw the ball successfully by making three outs each inning.

Extensions:

Variations for the game may be played by having students run the bases backwards from 3 to 1.

Bigger bases may be used to allow more than one person on a base at a time.

Remediation:

Students may be given more than 3 strikes to ensure they are able to contact the ball.

The pitcher may move a closer distance to home to allow successful pitching and batting.

A different type of ball may be used that is easier for students to adapt to the game.

Name of Course: Physical Education	Course Number: 906
Grade Level(s): 11-12	
Unit: Basketball	
Estimated Instructional Time: 5 – 7 days	
PA Academic Standards: 10.4.12 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 10.5.12 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	
New Standards Performance Standards: 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.	
Unit Objectives: The students will demonstrate previously learned skills during warm-up activities and modified games. The students will apply and use the rules, skills, and strategies of basketball by participating in games. The students will follow the rules of the games to ensure safety of all participants.	
Text/Resource Materials: Skills, Drills, and Strategies for Basketball; Carlie Nix	
Activities: Dribbling drills Tournament play 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 tournament games.

Enabling Objectives:

The students will pick teams and participate in a 3 on 3 tournament.

Extensions:

The students can pick a team member to act as coach of their team during tournament play.
Students can act as referees for the tournament games.

Remediation:

The students will use the proper size ball for their ability level.
The teacher will supervise the picking of teams to ensure teams are equally divided.

Name of Course: Physical Education	Course Number: 906
Grade Level(s): 11-12	
Unit: Cooperative Games	
Estimated Instructional Time: 5-7 Days	
PA Academic Standards:	
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. 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	
10.5.12	
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	
F. Analyze the application of game strategies for different categories of physical activities. *individual *team *lifetime *outdoor	
New Standards Performance Standards:	
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.	
Unit Objectives:	
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.

Name of Course: Physical Education	Course Number 906
Grade Level(s): 11-12	
Unit: Disc Golf	
Estimated Instructional Time: 5-7 days	
PA Academic Standards: 10.3.12 D. Evaluate the benefits, risks, and safety factors associated with self-selected life long physical activities. 10.4.12 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 E. Analyze the inter-relationships among regular participation in physical activity, motor skill improvement, and the selection and engagement in lifetime physical activities. 10.5.12 A. Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation. 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.	
New Standards Performance Standards: 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	
Unit Objectives: 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.	
Text/Resource Materials: Complete Guide To Playing Disc Golf by Scott Stokely Disc Golf All You Need T Know by Michael Steven Gregory	
Activities: 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. Students will set up a course.	

Assessment:

Questions following the activity
Amount of time spent in target heart rate

Enabling Objectives:

Students will understand the rules of Disk Golf and be able to play a game with friends.

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

Name of Course: Physical Education	Course Number: 906
Grade Level(s): 11-12	
Unit: Flag Football	
Estimated Instructional Time: 5 - 7 days	
PA Academic Standards: 10.4.12 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 10.5.12 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	
New Standards Performance Standards: 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.	
Unit Objectives: The students will demonstrate previously learned skills during warm-up activities and modified games. The students will apply and use the rules, skills, and strategies of flag football by participating in games. The students will follow the rules of the games to ensure safety of all participants.	
Text/Resource Materials: Ready to Use Secondary PE Activities Program; Ken Lumsden, Sally Jones	
Activities: 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 tournament games.	

Enabling Objectives:

The students will pick teams and participate in a 5 on 5 tournament.

Extensions:

The students can pick a team member to act as coach of their team during tournament play.

Students can act as referees for the tournament games.

Remediation:

The students will use the proper size ball for their ability level.

The teacher will supervise the picking of teams to ensure teams are equally divided.

Name of Course: Physical Education	Course Number: 906
Grade Level(s): 11-12	
Unit: Floor Hockey	
Estimated Instructional Time: 5-7 Days	
PA Academic Standards: 10.4.12 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 10.5.12 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	
New Standards Performance Standards: 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.	
Unit Objectives: The students will be able to demonstrate all previous skills during tournament play. The students will be able to demonstrate his/her knowledge of rules and safety by officiating during tournament play. The students will be able to use cognitive thinking by creating a new floor hockey game with his/her own rules and strategies.	
Text/Resource Materials: http://igreen.tripod.com/gerpe/id11.html The University of Arizona Campus Recreation Floor Hockey Rules NIRSA Floor Hockey Rules and Official's Manual	
Activities: Officiating Tournament Play Student Floor Hockey Games	

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 proper game strategies during game play. Students must be able to perform the appropriate hockey skills during tournament play. Students will also follow game rules and demonstrate proper knowledge of the rules during tournament play. Students will demonstrate his/her knowledge of the sport by creating his/her own floor hockey game.

Enabling Objectives:

The student will work warm-up with teammates before tournament games to increase his/her accuracy during game play.

The student will dribble the puck successfully during tournament play by incorporating previous skills that have been learned.

Extensions:

Students may have a rules sheet to help them be a better official during tournament play.

Students must keep hockey stick below the waist when taking a shot at the goal.

Students may lightly tap an opponent out of their way during tournament play.

Students must score a goal outside the goalie's box.

Remediation:

Students do not have to be the goalie unless he/she feels comfortable in that position.

Students may use a ball instead of a puck for easier passing.

Students may have his/her team's goalie come onto the playing field to increase chances of making a goal.

Students may play half court games instead of long court games for those that are less experienced at tournament play.

Name of Course: Physical Education	Course Number: 906
Grade Level(s): 11-12	
Unit: Golf	
Estimated Instructional Time: 5 - 7 days	
PA Academic Standards:	
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. 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	
10.5.12	
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	
Unit Objectives:	
The students will demonstrate prior knowledge of the different types of clubs and their connection to different types of shots used during golf.	
The students will demonstrate prior knowledge of the proper grips.	
The students will demonstrate the proper form of all types of swings.	
The students will demonstrate the proper form of swing to hit a draw with a short iron and a long iron.	
The students will demonstrate the proper form of swing to hit a fade with a short iron and a long iron.	
The students will demonstrate the proper form to hit a green side bunker shot with a sand wedge.	
The students will demonstrate the proper form to hit a fairway bunker shot with a long iron.	
The students will demonstrate the proper form to hit a punch shot using a long iron.	
The students will create the layout of three holes for a chip and putt course.	
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
Design golf holes

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 draw swing to a target.
The students will use an 8 iron to successfully hit 10 golf balls with a fade swing to a target.
The students will use a sand wedge to hit 10 golf balls from a green side bunker to a target.
The students will use a long iron to hit 10 fairway bunker shots to a target.
The students will use a long iron to hit 10 punch shots to a target.
The students will be able to identify the difference between a slice and hook and a draw and fade shot.
The students will demonstrate golf course design by creating three golf holes using the grounds around the school.

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.

Name of Course: Physical Education	Course Number: 906
Grade Level(s): 11-12	
Unit: Lacrosse	
Estimated Instructional Time: 5 - 7 days	
PA Academic Standards:	
10.4.12	
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	
10.5.12	
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	
New Standards Performance Standards:	
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.	
Unit Objectives:	
The students will demonstrate previously learned skills during warm-up activities and modified games.	
The students will apply and use the rules, skills, and strategies of lacrosse by participating in 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

Tournament Play

Assessment:

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

Enabling Objectives:

The students will pick teams and participate in a 5 on 5 tournament.

Extensions:

The students can pick a team member to act as coach of their team during tournament play.
Students can act as referees for the tournament games.

Remediation:

The students will use the proper size lacrosse stick and ball for their skill level.
Larger or smaller goals can be used depending on player's skill level.
The teacher will supervise the picking of teams to ensure teams are equally divided.

Name of Course: Physical Education	Course Number: 906
Grade Level(s): 11-12	
Unit: Paddleball	
Estimated Instructional Time: 5-7 days	
PA Academic Standards: 10.4.12 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 10.5.12 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	
New Standards Performance Standards: 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.	
Unit Objectives: 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 be able to keep score.	
Text/Resource Materials: Seven Lifetime Sports 2 nd ed. By Jerry F. Clark and Fritz Huber	
Activities: 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.	

Assessment:

Teacher observation and feedback during practice drills.

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

Enabling Objectives:

Students will demonstrate safe play.

Students will keep score and rotate properly while playing paddle tennis.

Extensions:

Teacher will demonstrate and student will practice a “kill shot”

Tournament play

Remediation:

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

Agility drills

Hand-eye coordination drills

Name of Course: Physical Education	Course Number: 906
Grade Level(s): 11-12	
Unit: Soccer	
Estimated Instructional Time: 5-7 Days	
PA Academic Standards: 10.4.12 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 10.5.12 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	
New Standards Performance Standards: 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.	
Unit Objectives: The student will be able to accurately demonstrate attacking skills by performing appropriate drills given by the teacher. The students will be able to demonstrate proper defensive skills and techniques during tournament play. The students will be able to demonstrate his/her knowledge of soccer rules by decreasing the number of penalties during tournament play and by refereeing games. The students will be able to incorporate a proper front block, side block, or sliding tackle during tournament play. The students will execute the proper skills of a goalie during tournament play.	
Text/Resource Materials: Teaching Strategies of Soccer; Michael A. Sutliff	
Activities: Attacking Drills Refereeing	

Tournament Play
Defensive Drills
Tackle Drills

Assessment:

Teacher will observe students during the tournament by providing immediate and specific feedback so students are able to correct their mistakes.
Students must be able to execute all previous skills to advance the soccer ball down the field for a goal. Students will also follow game rules and demonstrate proper knowledge of the rules during tournament play. The teacher and referees will watch students for sportsmanship.

Enabling Objectives:

The student will work on passing, trapping, and dribbling skills during tournament play warm ups.
The student will play successfully during game play on the field by using earlier skill techniques.

Extensions:

Students must get the soccer ball down the field without letting the soccer ball go out of bounds. Students may use the jumping header if they have mastered the techniques of heading the soccer ball.
Students must play all positions to show knowledge of the game.

Remediation:

Students may use a smaller playing field until they are comfortable with the game and ball control.
Students may use a larger soccer ball during game play.
Students may have more than 11 players on his/her team.

Name of Course: Physical Education	Course Number: 906
Grade Level(s): 11-12	
Unit: Swimming	
Estimated Instructional Time: 5-7 days	
PA Academic Standards:	
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.	
D. Evaluate factors that affect physical activity and exercise preferences of adults.	
<ul style="list-style-type: none"> • Personal challenge • Physical benefits • Finances • Motivation • Access to activity • Self-improvement 	
F. Assess and use strategies for enhancing adult group interaction in physical activities.	
<ul style="list-style-type: none"> • Shared responsibility • Open communication • Goal setting 	
10.5.12	
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.	
<ul style="list-style-type: none"> • 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.	
<ul style="list-style-type: none"> • Individual • Team • Lifetime • Outdoor 	
New Standards Performance Standards:	
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	

Unit Objectives:

The student will be able to swim consistently for 20 minutes with open or flip turns.
The students will be able to perform a forward dive in the straight position.
The students will be able to perform a backward dive in the straight position.
The students will be able to incorporate swimming and rescue skills during water activities.

Text/Resource Materials:

Swimming Even Faster; Ernest W. Maglischo
LHU Health and Physical Education Water Games Booklet

Activities:

Super Soccer
Water Volleyball
Frisbee Dunk
Diving Drills

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 forward and backward dive when tested by the teacher.
Students must be able to perform the appropriate skill during water play. Students will also follow game rules and demonstrate proper knowledge of the rules during water play.
Students may be tested out of the unit curriculum by completing the swimming and/or diving test given by the teacher.

Enabling Objectives:

The student will work on flexibility on dry land to help with the dives.
The student will swim successfully during game play in the pool by using earlier skill techniques.

Extensions:

Students must throw the disk into the goal.
Students may do harder dives if given permission by the instructor.
Students must do a hurdle approach for each of the dives.
Students may play volleyball without inner tubes.
Students must score a goal within 6 tosses to teammates.

Remediation:

Students may do just the forward dive from the diving board.
Students may use a Gator ball instead of a Frisbee.
Students may have unlimited hits per side.
Students may take as many tosses as necessary to score a goal.

Name of Course: Physical Education	Course Number: 906
Grade Level(s): 11-12	
Unit: Tennis	
Estimated Instructional Time: 5-7 days	
PA Academic Standards: 10.4.12 A. Evaluate and engage in an individualized physical activity that supports achievement of personal fitness and activity goals and promotes life-long participation. 10.4.12 E. Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.	
New Standards Performance Standards: 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	
Unit Objectives: Students will understand the basic rules of tennis. Students will learn all the parts of a tennis racquet. Students will be able to demonstrate a forehand and backhand grip. Students will be able to play tennis doubles. Students will learn how to hit an underarm serve. Students will understand the benefits of learning a lifetime sport. Students will demonstrate proper scoring during game play. Students will be able to hit an overhand serve into the court.	
Text/Resource Materials: Secondary P.E. Activities Program by Ken Lumsden and Sally Jones	
Activities: Teacher will instruct students on safety, sportsmanship, and courtesy when on the court. Forehand and backhand drills Review serving technique Mini practice games-singles and doubles	
Assessment: Observation and feedback Written test on the rules	
Enabling Objectives: Students will demonstrate proper tennis etiquette Students will be able to keep score.	

Extensions:

Round robin tournament

Remediation:

Students will continue to practice ground strokes with teacher feedback.

Students will play using a sidearm serve.

Name of Course: Physical Education	Course Number: 906
Grade Level(s): 11-12	
Unit: Ultimate Frisbee / Speedball	
Estimated Instructional Time: 5-7 Days	
PA Academic Standards: 10.4.12 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 10.5.12 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	
New Standards Performance Standards: 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.	
Unit Objectives: The student will be able to officiate the tournament play by showing his/her knowledge of the rules of the game. The students will be able to demonstrate 95% accuracy when throwing the Frisbee/Speedball to a teammate. The students will be able to execute catching a Frisbee/Speedball with 95% accuracy during game play. The students will create his/her own game of Frisbee/Speedball by using past experience with the game.	
Text/Resource Materials: http://www.whatisultimate.com/	
Activities: Officiating Tournament Play Student Created Games	

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 an accurate throw and catch during game play to score a point for his/her team. Students must be able to create an unique Frisbee/Speedball game to teach to the class. Students must show speed and agility when running down the field to get open for a pass. Students must show sportsmanship on the field during tournament play.

Enabling Objectives:

The student will work catching and throwing skills when warming up for tournament play with his/her teammates.

The student will throw and catch successfully during game play on the field by using earlier skill techniques.

Extensions:

Students must catch the Frisbee in the end zone for a point.

Students must throw or kick the Speedball into the goal.

Students may catch and throw with the same hand if that student has mastered previous skills.

Students may not take a step once they have received the Frisbee/Speedball.

Students must score a goal within 6 tosses to teammates.

Remediation:

Students may take 3 steps in any direction after receiving the Frisbee/Speedball.

Students may take a step into the end zone for a point.

Students may be able to catch the Frisbee using one or both hands.

Students may take as many tosses to teammates as necessary to score a goal.

Name of Course: Physical Education	Course Number: 906
Grade Level(s): 11-12	
Unit: Volleyball	
Estimated Instructional Time: 5-7 Days	
PA Academic Standards:	
10.3.12	
D. Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.	
10.4.12	
D. Evaluate factors that affect physical activity and exercise preferences of adults.	
<ul style="list-style-type: none"> • Personal challenge • Physical benefits • Finances • Motivation • Access to activity • Self-improvement 	
10.4.12	
E. Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.	
10.4.12	
F. Assess and use strategies for enhancing adult group interaction in physical activities.	
<ul style="list-style-type: none"> • Shared responsibility • Open communication • Goal setting 	
10.5.12	
A. Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.	
10.5.12	
B. Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.	
<ul style="list-style-type: none"> • Open and closed skills • Short-term and long-term memory • Aspects of good performance 	
10.5.12	
C. Evaluate the impact of practice strategies on skill development and improvement.	
10.5.12	
E. Evaluate movement forms for appropriate for scientific and biomechanical principles.	
<ul style="list-style-type: none"> • Efficiency of movement • Mechanical advantage • Kinetic energy • Potential energy • Inertia • Safety 	

10.5.12

- F. Analyze the application of game strategies for different categories on physical activities.
- Individual
 - Team
 - Lifetime
 - Outdoor

New Standards Performance Standards:

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.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings

Unit Objectives:

The student will be able to accurately rotate during tournament play by receiving no cues by the teacher.

The students will be able to demonstrate a proper block by keeping his/her fingers spread apart and stopping the volleyball coming over the net.

The students will be able to demonstrate his/her knowledge of rally scoring and the rules of the game by refereeing one game during the tournament.

The students will be able to incorporate a proper forearm pass, overhand set, and hit during tournament play that ends in a point or side out for the team.

Text/Resource Materials:

www.pecentral.com

www.volleyball.org

An Understanding of the Fundamental Techniques of Volleyball

Activities:

Blocking Skills

Refereeing

Tournament Play

Pepper with a Partner

Serving Skills

Assessment:

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

Students must be able to execute all previous skills to get a point or side out for their team.

Students will also follow game rules and demonstrate proper knowledge of the rules during tournament play. The teacher and referees will watch students for sportsmanship.

Enabling Objectives:

The student will work on passing, setting, and hitting skills during warm-ups for the tournaments.

The student will play successfully during game play on the court by using earlier skill techniques.

Extensions:

Students must get the volleyball over to the other side of the net without touching the net.

Students may do overhand serves if he/she has mastered the skill.

Students must score a point within 3 passes on their side of the court.

Remediation:

Students may use a larger court area if given permission by the teacher.

Students may have unlimited hits per side.

Students may serve from a closer line overhand that is deemed by the teacher.

Name of Course: Physical Education	Course Number: 906
Grade Level(s): 11 - 12	
Unit: Weight Training and Cardiovascular Fitness	
Estimated Instructional Time: 5 - 7 days	
PA Academic Standards:	
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. 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	
10.5.12	
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.	
New Standards Performance Standards:	
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.	

Unit Objectives:

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 the 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.