

Taking

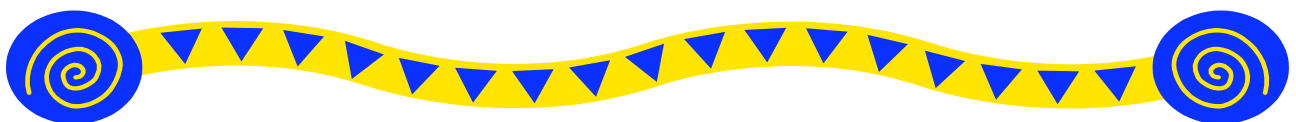
Aim

Reaching

Goals

Excelling

Together



This course was created for students who are interested in improving their level of fitness in a non-competitive environment.

<p>Name of Course: Target Course Number: 823</p>
<p>Grade Level(s): 11-12</p>
<p>Unit: Cooperative Games</p>
<p>Estimated Instructional Time: 5-7 Days</p>
<p>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</p>
<p>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.</p>
<p>Unit Objectives: The students will work together to cooperatively come up with a solution to the problems, and work together as a group to achieve success. The students will reflect on their role in the activity. (leader, decision maker, problem solver, good teammate) The students will be on task, by avoiding negative behavior, and using equipment as intended.</p>
<p>Text/Resource Materials: http://www.lessonplanspage.com/PECooperativeMiniGames58.htm http://wilderdom.com/games/TeamBuildingExercisesAbout.html http://wilderdom.com/games/InitiativeGames.html</p>

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.

Question and Answer

Teacher Observation

Enabling Objectives:

The students will demonstrate the necessary skills when participating in cooperative games.

The students will illustrate his/her sportsmanship by listening to teammates when participating in these activities.

The students will demonstrate proper motor skills to aid his/her team while participating in these activities.

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 will give cues to aid the students in the completion of the cooperative activity.

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

The group may be given more time and or equipment to complete the activity.

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.

<p>Name of Course: Target Course Number: 823</p>
<p>Grade Level(s) 11-12</p>
<p>Unit: Badminton</p>
<p>Estimated Instructional Time: 5-7 days</p>
<p>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.</p>
<p>New Standards Performance Standards:</p> <ol style="list-style-type: none"> 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. 2. Demonstrates understanding of movement 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
<p>Unit Objectives: Students will understand the basic rules of badminton. Students will be able to play badminton doubles. Students will understand the benefits of learning a lifetime sport.</p>
<p>Text/Resource Materials: Ready-To-Use Secondary P.E. Activities by Ken Lumsden and Sally Jones Seven lifetime sports 2nd edition; Jerry F. Clark, Fritz Huber Dynamic physical education for secondary school students 4th edition; Paul W. Darst, Robert P. Pangrazi</p>
<p>Activities: Stroke review and practice Footwork drills Teacher will demonstrate how to play doubles, and students will practice with teacher feedback. Students will demonstrate proper court etiquette during play.</p>
<p>Assessment: Teacher observation and feedback Partner checklist Written badminton test</p>
<p>Enabling Objectives: Students will demonstrate a game of doubles while using proper etiquette.</p>
<p>Extensions: General singles and doubles games – scoring is optional</p>
<p>Remediation: Skill drills without a net. One on one instruction</p>

<p>Name of Course: Target Course Number: 823</p>
<p>Grade Level(s): 11-12</p>
<p>Unit: Paddleball</p>
<p>Estimated Instructional Time: 5-7 days</p>
<p>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</p>
<p>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.</p>
<p>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. Students will demonstrate knowledge of the rules of Paddleball</p>
<p>Text/Resource Materials: Seven Lifetime Sports 2nd ed. By Jerry F. Clark and Fritz Huber</p>
<p>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. Teacher will give positive feedback while students practice. Teacher will explain how to play paddleball with 3 people. Students will play round-robin mini-games for fun.</p>

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 the tournament.

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 with regular scoring.

Remediation:

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

Agility drills

Hand-eye coordination drills

<p>Name of Course: Target Course Number: 823</p>
<p>Grade Level(s): 11-12</p>
<p>Unit: Tennis</p>
<p>Estimated Instructional Time: 5-7 days</p>
<p>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. E. Analyze the interrelationships 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.</p>
<p>New Standards Performance Standards:</p> <ol style="list-style-type: none"> 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
<p>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.</p>
<p>Text/Resource Materials: Secondary P.E. Activities Program by Ken Lumsden and Sally Jones</p>
<p>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 King of the Court game</p>
<p>Assessment: Observation and feedback Written test on the rules</p>
<p>Enabling Objectives: Students will demonstrate proper tennis etiquette Students will be able to keep score.</p>

Extensions:

Students will learn to play at the net.

Students will play a tennis set.

Remediation:

Students will continue to practice ground strokes with teacher feedback .

Students will play using a sidearm serve.

Students will practice strokes indoors against the gym wall.

<p>Name of Course: Target Course Number: 823</p>
<p>Grade Level(s): 11-12</p>
<p>Unit: Volleyball</p>
<p>Estimated Instructional Time: 5 Days</p>
<p>PA Academic Standards:</p> <p>10.3.12 D. Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.</p> <p>10.4.12 D. Evaluate factors that affect physical activity and exercise preferences of adults.</p> <ul style="list-style-type: none"> • Personal challenge • Physical benefits • Finances • Motivation • Access to activity • Self-improvement <p>E. Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.</p> <p>F. Assess and use strategies for enhancing adult group interaction in physical activities.</p> <ul style="list-style-type: none"> • Shared responsibility • Open communication • Goal setting <p>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.</p> <p>B. Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.</p> <ul style="list-style-type: none"> • Open and closed skills • Short-term and long-term memory • Aspects of good performance <p>C. Evaluate the impact of practice strategies on skill development and improvement.</p> <p>E. Evaluate movement forms for appropriate for scientific and biomechanical principles.</p> <ul style="list-style-type: none"> • Efficiency of movement • Mechanical advantage • Kinetic energy • Potential energy • Inertia • Safety <p>F. Analyze the application of game strategies for different categories on physical activities.</p> <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.
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 play by receiving no cues by the teacher.
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 play that ends in a point or side out for the team.

Text/Resource Materials:

www.pcentral.com

www.volleyball.org

An Understanding of the Fundamental Techniques of Volleyball

Activities:

Blocking Skills
Refereeing
Round Robin play
Pepper with a Partner
Serving Skills

Assessment:

Teacher will observe students during play 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 play.
The teacher and referees will watch students for sportsmanship.

Enabling Objectives:

The student will work on passing, setting, and hitting skills.
The student will enjoy play with or without scorekeeping.

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 underhand serve.

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.

<p>Name of Course: Target Course Number: 823</p>
<p>Grade Level(s): 11-12</p>
<p>Unit: Lifetime Sports-Disc Golf</p>
<p>Estimated Instructional Time: 5-7 days</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>Text/Resource Materials: Complete Guide To Playing Disc Golf by Scott Stokely Disc Golf All You Need T Know by Michael Steven Gregory</p>
<p>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.</p>

Assessment:

Questions following the activity
Score sheets

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.

<p>Name of Course: Target Course Number: 823</p>
<p>Grade Level(s): 11-12</p>
<p>Unit: Flexibility-Pilates</p>
<p>Estimated Instructional Time: 2 days</p>
<p>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. D. Incorporate and synthesize knowledge of exercise principles, training principles and Health and skill-related components to create a fitness program for personal use.</p>
<p>New Standards Performance Standards: 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. 2. Participates regularly in physical activity. 3. Achieves and maintains a health-enhancing level of physical fitness. 4. Exhibits responsible personal and social behavior that respects self and others in a physical activity setting.</p>
<p>Unit Objectives: To improve flexibility in all muscles and joints. To improve balance and promote body awareness. To tone and condition the body, while developing correct breathing, good posture, and mental focus. To reduce stress.</p>
<p>Text/Resource Materials: The Book of Pilates by Joyce Gavin The Complete Guide to Pilates, Yoga, Meditation and Stress Relief – Parragon Publishing The Pilates Body –by Brooke Siler</p>
<p>Activities: Learning to breath correctly Centering the body (posture check) Standing exercises Sitting Exercises Mat work Movement Flow Concentration</p>

Assessment:

Knowing how to incorporate Pilates into everyday life.
Understanding Pilates Vocabulary
Recall Pilates Exercises

Enabling Objectives:

Students will understand Pilates techniques
Students will demonstrate improvement in their core strength and flexibility.
Students will have knowledge of lifetime fitness objectives.

Extensions:

Advanced Pilates
Exercises using equipment and accessories such as balls, rings, and rollers
Wall exercises

Remediation:

Beginner level exercises
All exercises with modifications

<p>Name of Course: Target Course Number: 823</p>
<p>Grade Level(s): 11-12</p>
<p>Unit: Flexibility-Stretching</p>
<p>Estimated Instructional Time: Minimum- 10 minutes per class period</p>
<p>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. D. Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related components to create a fitness program for personal use.</p>
<p>New Standards Performance Standards: 1. Demonstrates understanding of movement strategies, and tactics as they apply to the learning and performance of physical activities. 2. Participates regularly in physical activity. 3. Achieves and maintains a health-enhancing level of physical fitness. 4. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p>
<p>Unit Objectives: 1. To optimize performance of skilled movements. 2. To promote development of body awareness. 3. To increase mental and physical relaxation. 4. To reduce risk of joint or muscle strain.</p>
<p>Text/Resource Materials: Sport Stretch - Michael J. Alter Full-Body Flexibility- Jay Blahnik</p>
<p>Activities: Static Stretching- Stretching to the farthest point and holding the stretch. Ballistic and dynamic Stretching- Bobbing, bouncing, rebounding and rhythmic movement. Passive stretching Partner stretches Active Stretching- Using ones muscles without any assistance from an external force.</p>
<p>Assessment: Pre-test and Post-test Prior to first class- Sit and reach test, shoulder flexibility test, trunk rotation test, groin flexibility test. (Top End Sports Fitness Testing)</p>

Enabling Objectives:

Full range of motion

Improved kinesthetic Awareness

Extensions:

Advanced Stretches for the elite athlete

Utilize a stretching device

Remediation:

Increase time to 20 minutes per class period to increase flexibility

<p>Name of Course: Target Course Number: 823</p>
<p>Grade Level(s): 11-12</p>
<p>Unit: Flexibility Yoga</p>
<p>Estimated Instructional Time: One to two class periods</p>
<p>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-directed 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. * 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. D. Incorporate and synthesize knowledge of exercise principles and health and skill-related components to create a fitness program for personal use.</p>
<p>New Standards Performance Standards: 1. Demonstrates understanding of movement strategies, and tactics as they apply to the learning and performance of physical activities. 2. Participates regularly in physical activity. 3. Achieves and maintains a health- enhancing level of physical fitness. 4. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p>
<p>Unit Objectives: To improve flexibility of all muscles and joints To achieve a greater level of fitness To balance emotions To improve inner calm To gain a sense of physical and mental well-being</p>
<p>Text/Resource Materials: Gentle Yoga for Healing Mind Body and Spirit by Annalisa Cunningham Complete Guide to Pilates Yoga, Meditation, Stress Relief - Parragon Publishing Yoga for Dummies- by George Feuerstein Video- Stress Relief Yoga- by Suzanne Deason A.M. Yoga- by Rodney Yee Stretch and Surrender by Annalisa Cunningham</p>
<p>Activities: Breathing Techniques Standing Postures Mat Postures Poses of Relaxation Relaxation/Visualization Scripts</p>

Assessment:

Performance checklist
Verbal checklist

Enabling Objectives:

Students will understand proper yoga forms.

Extensions:

Meditation Techniques
Balancing Postures

Remediation:

Take all postures just to completion of pose.

<p>Name of Course: Target Course Number: 823</p>
<p>Grade Level(s): 11-12</p>
<p>Unit: Flexibility-Resistance Bands</p>
<p>Estimated Instructional Time: One to two class periods</p>
<p>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 interactions 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. D. Incorporate and synthesize knowledge of exercise principles and health and skill-related components to create a fitness program for personal use.</p>
<p>New Standards Performance Standards: 1. Demonstrates understanding of movement strategies, and tactics as they apply to the learning and performance of physical activities. 2. Participates regularly in physical activity. 3. Achieves and maintains a health-enhancing level of physical fitness. 4. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p>
<p>Unit Objectives: To lengthen major muscles To improve flexibility To enhance joint mobility To improve posture To improve general fitness To increase range of motion</p>
<p>Text/Resource Materials: Dyna-Bands Exercise Bands Curriculum Guide- The National Institute for Fitness and Sport</p>
<p>Activities: Individual Activities: Rows, extensions, presses, raises, Partner Activities Creative Movement Stretches to Music Rhythmic synchronization</p>

Assessment:

Self- analysis and teacher observation will be used to make sure the students are doing the given task safely and accurately.

Enabling Objectives:

The students will demonstrate the proper skills necessary to complete a given task.

Extensions:

Use in combination for greater resistance.

Increase resistance by using a higher resistance band

Increase repetitions.

Remediation:

Use a band with less resistance.

<p>Name of Course: Target Course Number: 823</p>
<p>Grade Level(s): 11-12</p>
<p>Unit: Flexibility-Stretching</p>
<p>Estimated Instructional Time: Minimum- 10 minutes per class period</p>
<p>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. D. Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related components to create a fitness program for personal use.</p>
<p>New Standards Performance Standards: 1. Demonstrates understanding of movement strategies, and tactics as they apply to the learning and performance of physical activities. 2. Participates regularly in physical activity. 3. Achieves and maintains a health-enhancing level of physical fitness. 4. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p>
<p>Unit Objectives: 1. To optimize performance of skilled movements. 2. To promote development of body awareness. 3. To increase mental and physical relaxation. 4. To reduce risk of joint or muscle strain.</p>
<p>Text/Resource Materials: Sport Stretch by Michael J. Alter Full-Body Flexibility by Jay Blahnik</p>
<p>Activities: Static Stretching- Stretching to the farthest point and holding the stretch. Ballistic and dynamic Stretching- Bobbing, bouncing, rebounding and rhythmic movement. Passive stretching Partner stretches Active Stretching- Using ones muscles without any assistance from an external force.</p>
<p>Assessment: Pre-test and Post-test Prior to first class- Presidential Fitness Sit and reach test, shoulder flexibility test, trunk rotation test, groin flexibility test. (Top End Sports Fitness Testing)</p>

Enabling Objectives:

Full range of motion

Improved kinesthetic Awareness

Extensions:

Advanced Stretches for the elite athlete

Utilize a stretching device

Remediation:

Increase time to 20 minutes per class period to increase flexibility

Partner stretches

<p>Name of Course: Target Course Number: 823</p>
<p>Grade Level(s): 11-12</p>
<p>Unit: Cardio – Heart and Lung</p>
<p>Estimated Instructional Time: Minimum 20 Minutes per class included in the warn-up. Can be added to instruction 2 – 3 times per week or as a unit of 12 days of instruction.</p>
<p>PA Academic Standards: 10.3 Safety and Injury Prevention 12D. Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities. 10.4 Physical Activity 9A. Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals. 9B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. 9C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities. 12A. Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation. 12B. Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities. 12D. Evaluate factors that affect physical activity and exercise preferences of adults. 12E. Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities. 12F. Assess and use strategies for enhancing adult group interaction in physical activities. 10.5. Concepts, Principles and Strategies of Movement 9A. Describe and apply the components of skill-related fitness to movement performance. 9B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. 9C. Identify and apply practice strategies for skill improvement. 9D. Identify and describe the principles of training using appropriate vocabulary. 9E. Analyze and apply scientific and biomechanical principles to complex movements. 12A. Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation. 12B. Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills. 12D. Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use. 12E. Evaluate movement forms for appropriate application of scientific and biomechanical principles.</p>

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:

Cardiovascular fitness is a special form of muscular endurance. It is the efficiency of the heart, lungs, and vascular system in delivering oxygen to the working muscle tissues so that prolonged physical work can be maintained. A person's ability to deliver oxygen to the working muscles is affected by many physiological parameters, including heart rate, stroke volume, cardiac output, and maximal oxygen consumption.

Understanding the relationship between cardio respiratory endurance training and other categories of conditioning requires a review of changes that occur with increased aerobic, or anaerobic capacity. As aerobic/anaerobic capacity increases, general metabolism rises, muscle metabolism is enhanced, hemoglobin rises, buffers in the bloodstream increase, venous return is improved stroke volume is improved, and the blood bed becomes more able to adapt readily to varying demands. Each of these results of cardiovascular fitness/cardio respiratory conditioning will have a direct positive effect on muscular endurance, and an indirect effect on strength and flexibility.

To facilitate how a person does deliver oxygen to their working muscles, they need to train, or participate in activities that will build up the energy stores needed for their sport. This is referred to as metabolic training. Metabolic training is generally divided into two types: aerobic and anaerobic.

Aerobic Training: Aerobic training should be activities that are performed continuously for a minimum of 15 to 20 minutes at a level of 70% to 90% of maximal heart rate; no less than three times a week.

Anaerobic Training: Anaerobic training is shorter than aerobic training in duration (less than two minutes), in which oxygen is not a limiting factor in performance, and requires energy from anaerobic sources. These energy sources involve the utilization of phosphagen and lactic acid by the athlete's body; and enables them to perform brief, near maximal muscular activity (<2 min). Events, or activity that lasts up to 30 seconds in length, rely almost exclusively on the phosphagen system.

Text/Resource Materials:

Teen Health: <http://www.kidshealth.org/teen>

Family Education: <http://life.familyeducation.com/teen>

ToneTeen: <http://www.toneteen.com>

Teen's Health: Pilates: http://www.kidshealth.org/teen/food_fitness/exercise/pilates.html
Core/Stability

Fitness Ball Exercises: <http://www.mayoclinic.com/health/core-strength/SM00046>

Dyna Bands: <http://www.firststrength.com/article17.html>

Weight Training Help: <http://www.mayoclinic.com/health/weight-training/SM00028>

YMCA Fitness Assessment: <http://www.exrx.net/Testing/YMCATesting.html>

Activities:

Fitness Walking/Jogging with Pedometers
Yoga/Pilate's
Aerobics
Dance
Cardio equipment: Treadmill/Elliptical/Lifecycles/DDR
Aerobic/Anaerobic Circuit Training

Assessment:

Observation
Pre and Post Fitness Testing
Daily Participation
In The Target Heart Rate Zone
Pedometer recording

Enabling Objectives:

Students will understand proper training techniques.
Students will demonstrate improvements in their Aerobic, Anaerobic and cardio vascular endurance.
Students will have acknowledge of Lifetime fitness objectives.

Extensions:

Increase Distance
Increase Repetitions
Increase Resistance
Increase Intensity and Pace
Increase Time/speed of Activity

Remediation:

Decrease Distance
Decrease Repetitions
Decrease Resistance
Decrease Intensity and Pace
Decrease Time/speed of Activity

<p>Name of Course: Target Course Number: 823</p>
<p>Grade Level(s): 11-12</p>
<p>Unit: Swimming</p>
<p>Estimated Instructional Time: 5-7 days</p>
<p>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 </p>
<p>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</p>
<p>Unit Objectives: The students will be able to tread water for 5 minutes. The student will be able to swim consistently for 20 minutes. The students will be able to jump off of the diving board. The students will be able to perform a forward dive. The students will be able to incorporate swimming and rescue skills during water activities.</p>

Text/Resource Materials:

Swimming Even Faster; Ernest W. Maglisco
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:

Students will work on diving from the deck into the pool.

Students will increase their time treading water every day by 30 seconds.

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.

<p>Name of Course: Target Course Number: 823</p>
<p>Grade Level(s) 11-12</p>
<p>Unit: Muscular Strength and Endurance</p>
<p>Estimated Instructional Time: Minimum 12 Days</p>
<p>PA Academic Standards: 10.3 Safety and Injury Prevention 12D. Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.</p> <p>10.4 Physical Activity 9A. Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals. 9B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. 9C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities. 12A. Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation. 12B. Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities. 12D. Evaluate factors that affect physical activity and exercise preferences of adults. 12E. Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities. 12F. Assess and use strategies for enhancing adult group interaction in physical activities.</p> <p>10.5. Concepts, Principles and Strategies of Movement 9A. Describe and apply the components of skill-related fitness to movement performance. 9B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. 9C. Identify and apply practice strategies for skill improvement. 9D. Identify and describe the principles of training using appropriate vocabulary. 9E. Analyze and apply scientific and biomechanical principles to complex movements. 12A. Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation. 12B. Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills. 12D. Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use. 12E. Evaluate movement forms for appropriate application of scientific and biomechanical principles.</p>

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 introduce a variety of muscular strength and endurance exercises to students.

Text/Resource Materials:

Teen Health: <http://www.kidshealth.org/teen>

Family Education: <http://life.familyeducation.com/teen>

ToneTeen: <http://www.toneteen.com>

Teen's Health: Pilates: http://www.kidshealth.org/teen/food_fitness/exercise/pilates.html

Core/Stability Fitness Ball Exercises: <http://www.mayoclinic.com/health/core-strength/SM00046>

Dyna Bands: <http://www.firststrength.com/article17.html>

Weight Training Help: <http://www.mayoclinic.com/health/weight-training/SM00028>

YMCA Fitness Assessment: <http://www.exrx.net/Testing/YMCATesting.html>

Activities:

Weight Training

Circuit Training

Dyna Bands

Core/Stability Balls

Pilates

Assessment:

Observation

Pre and Post Fitness Testing

Daily Participation

Presidential Fitness Test

Enabling Objectives:

Students will understand proper training techniques.

Students will demonstrate improvements in their muscular strength and muscular endurance.

Extensions:

Increase Sets

Increase Repetitions

Increase Resistance

Increase Intensity

Increase Time of Activity

Remediation:

Decrease Sets

Decrease Repetitions

Decrease Resistance

Decrease Intensity

Decrease Time of Activity

<p>Name of Course: Target Course Number: 823</p>
<p>Grade Level(s): 11-12</p>
<p>Unit: Basic Skills</p>
<p>Estimated Instructional Time: 2 days</p>
<p>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. D. Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related components to create a fitness program for personal use.</p>
<p>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.</p>
<p>Unit Objectives: To provide the students with a confidence building skill level. To enhance interest and participation in sport activities. To provide an enjoyable format for sport activities.</p>
<p>Text/Resource Materials: Football Skills and Drills - Tom Bass http://www.qcbaseball.com/skills/pc-throwing1.aspx</p>
<p>Activities: Throwing Catching Kicking Passing Dribbling Dodging Hitting a target</p>

Assessment:

Teacher observation that students are performing skills properly.
Pre-Sport Skill Assessment

Enabling Objectives:

Students will understand proper sport techniques.
Students will demonstrate improvements in sport techniques.

Extensions

Lead-up games
Drills
Game Play

Remediation:

Decrease Distance
Decrease Repetitions

<p>Name of Course: Target Course Number: 823</p>
<p>Grade Level(s): 11-12</p>
<p>Unit: Ultimate Frisbee, Ultimate basketball and Ultimate football</p>
<p>Estimated Instructional Time: 3 days</p>
<p>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 promotes 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</p>
<p>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.</p>
<p>Unit Objectives: Students will understand the basic rules of ultimate frisbee. Ultimate basketball, and Ultimate football. Students will learn and demonstrate the ability to catch and throw a Frisbee, a basketball, and a football.</p>
<p>Text/Resource Materials: http://www.whatisultimate.com/</p>
<p>Activities: Officiating Tournament Play Student Created Games</p>
<p>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 show sportsmanship on the field during tournament play.</p>

Enabling Objectives:

The student will work catching and throwing skills when warming up for 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 will use a regulation size frisbee, football, and basketball.

Remediation:

Students must be able to play ultimate Frisbee, ultimate basketball, and ultimate football with scoring being optional.

Throwing and catching drills.

Shorten field or court

Students may use a junior size ball or a Nerf ball.

Students will be allowed to take 5 steps in any direction.

