

PHYSICAL EDUCATION ~ 12th Grade

Content Standard ~ 12: Physical Fitness; 13: Responsible Behavior; 14: Benefits of Physical Activity

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>12th Grade</p> <p>Aerobics</p> <p>H12.2 Use physiological data to adjust levels of exercise and nutrient intake to promote wellness.</p> <p>H13.2 Demonstrate leadership and cooperation in order to accomplish the goals of different physical activity.</p> <p>H14.2 Use physical activity as a means of creative expressions.</p> <p>H14.3 Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships</p>	<ol style="list-style-type: none"> 1. Students will be able to identify the different components of an aerobic workout <ul style="list-style-type: none"> • Warm-up – stretching and increasing heart rate • Workout – maintaining your THR (target heart rate) • Cool down – lowering heart rate, stretching 2. Students will be able to locate their heart rate. <ul style="list-style-type: none"> • Radial pulse and carotid pulse • Importance of pulse before exercise, during and after 3. Students will be able to calculate their THR zone <ul style="list-style-type: none"> • Equation • Apply to their workout • Alternate levels of intensity to make adjustments to stay within individual THR zone. 4. Students will be able to teach two eight counts to their peers to build a routine. <ul style="list-style-type: none"> • Incorporate skills learned • Work in pairs • Demonstrate 5. Students will participate in a variety of aerobic exercises. <ul style="list-style-type: none"> • TaeBo • Step Aerobics • Peer Aerobic routines 	<ul style="list-style-type: none"> • Written assessment on terminology and THR. True/false questions and fill-ins. • Rubric assessment on the routine. • Observation grade based on the student’s ability to increase or decrease level of intensity to maintain THR. 	<ul style="list-style-type: none"> • www.p.e.central.org • Healthy and Balanced Living Curriculum Framework; Comprehensive School Health Education Comprehensive Physical Education; June 7, 2006 • Zakrajsek, Dorothy; <u>Quality Lesson Plans for Secondary Education</u>; Human Kinetics • AFAA; <u>Aerobics Theory & Practice</u>; Aerobics and Fitness Association of America • Corbin, Charles B., Lindsey, Ruth; <u>Fitness for Life</u>; Human Kinetics

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Content Standard ~ 9: Motor Skill Performance; 11: Engaging in Physical Activity

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>12th Grade</p> <p>Flag Football</p> <p>H9.1 Maintain and further develop the fundamental movement skills in open environments.</p> <p>H9.2 Demonstrate competence in applying basic locomotor, nonlocomotor and manipulative skills in the execution of more complex skills.</p> <p>H9.3 Use complex movements and patterns within a variety of dynamic environments.</p> <p>H11.3 Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex game forms.</p>	<ol style="list-style-type: none"> 1. Students will be able to demonstrate understanding of rules and safety. <ul style="list-style-type: none"> • Play is dead when flag is pulled or ball carrier falls down. • No Blitz allowed • No flag guarding • Contact with other players is prohibited • Scoring rules 2. Students will demonstrate basic throwing skills. <ul style="list-style-type: none"> • Stand sideways • Finger pads on laces • Short to medium step • Arm back, follow thru, palm out a point of release • Nose of ball travels slightly up 3. Students will demonstrate basic catching and receiving skills. <ul style="list-style-type: none"> • Diamond shape with fore fingers and thumbs • Look through the diamond • Collapse fly trap and shock absorber • Do not squeeze ball too soon. 4. Students will participate in a controlled game situation. <ul style="list-style-type: none"> • Offensive and defensive strategies • Incorporate skills learned • Passing patterns 5. Students will be able to identify and explain the responsibilities of the key positions. <ul style="list-style-type: none"> • Quarterback • Running back • Receivers • Center 	<ul style="list-style-type: none"> • Skill rubric – Catching a pass • Written quiz – terminology, skills and strategies. Matching, short answers and diagram. 	<ul style="list-style-type: none"> • www.p.e.central.org • www.members.tripod.com • Fronske, Hilda; <u>Teaching Cues for Sports Skills</u>, A Viacom Company • Healthy and Balanced Living Curriculum Framework; Comprehensive School Health Education Comprehensive Physical Education; June 7, 2006

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Content Standard ~ 9: Motor Skill Performance; 14: Benefits of Physical Activity

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>12th Grade</p> <p>Lifelong Activities: Bocce Shuffleboard</p> <p>H9.5 Participate in a wide variety of activities, including dance, games, sports and lifetime physical activities.</p> <p>H14.3 Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships.</p> <p>H14.5 Persist in practicing activities to increase specific skill competence in area of interest</p>	<ol style="list-style-type: none"> 1. Students will understand the meaning of a lifelong activity. <ul style="list-style-type: none"> • Activity that they can continue to play through out their life span • A lifelong love of movement and activity that will help you maintain good health. • Limited number of participants needed for activity. 2. Students will learn the rules and participate in a game of bocce. <ul style="list-style-type: none"> • 2 bocce balls per student • 1 pallina ball per 4 students • Game played until 12 points; 1 point every time your ball lands closest to the pallina ball 3. Students will learn the rules and participate in a game of shuffleboard. <ul style="list-style-type: none"> • Object is to propel discs onto a scoring diagram • Propelling the yellow or red disc using a cue starts play. • Alternate yellow and red discs, then black until all disc have been played • Game played until 50, 75 or 100; best of 3 games 	<ul style="list-style-type: none"> • Written assessment on rules and terminology. True/false, multiple choice and fill-ins. • Observation grade based on strategies used during game play. 	<ul style="list-style-type: none"> • www.webmd.com • www.sportsknowhow.com; shuffleboard rules • Zakrajsek, Dorothy; <u>Quality Lesson Plans for Secondary Education</u>; Human Kinetics • www.p.e.central.org • Healthy and Balanced Living Curriculum Framework; Comprehensive School Health Education Comprehensive Physical Education; June 7, 2006

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>12th Grade</p> <p>Pickle Ball</p> <p>H9.4 Develop advanced skills in selected physical activities.</p> <p>H11.3 Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex game forms.</p> <p>H13.1 Apply safe practices, rules, procedures, etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same.</p>	<ol style="list-style-type: none"> 1. Students will demonstrate basic skills and techniques. <ul style="list-style-type: none"> • Forehand vs backhand strokes • The grip • Footwork 2. Students will be able to demonstrate offensive strokes. <ul style="list-style-type: none"> • The serve • Smash • Drop • Drive 3. Students will be able to demonstrate defensive strokes. <ul style="list-style-type: none"> • The clear • Returning the serve • Ready position 4. Students will have basic knowledge of pickle ball rules. <ul style="list-style-type: none"> • Underhand serve, one foot behind the line • Hit ball in air on the serve • Serve is diagonal into service box • Serve must bounce before the return • Score only when serving • Game played to 11 points, win by 2 5. Students will engage in simulated games. <ul style="list-style-type: none"> • Round robin tournament • Quickie games 	<ul style="list-style-type: none"> • Written assessment on rules, terminology and strategies – multiple choice and true/false questions. • Observation grade based on strategy implementation during game play. 	<ul style="list-style-type: none"> • Healthy and Balanced Living Curriculum Framework; Comprehensive School Health Education Comprehensive Physical Education; June 7, 2006 • www.p.e.central.org • www.pickleball.com

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>12th Grade</p> <p>Power Walking</p> <p>H12.2 Use physiological data to adjust levels of exercise and nutrient intake to promote wellness.</p> <p>H14.3 Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships</p>	<ol style="list-style-type: none"> 1. Students will be able to identify the different components of an cardiovascular workout <ul style="list-style-type: none"> • Warm-up – stretching and increasing heart rate • Workout – maintaining your THR (target heart rate) • Cool down – lowering heart rate, stretching 2. Students will be able to locate their heart rate. <ul style="list-style-type: none"> • Radial pulse and carotid pulse • Importance of pulse before exercise, during and after 3. Students will be able to calculate their THR zone <ul style="list-style-type: none"> • Equation • Apply to their workout • Alternate levels of intensity to make adjustments to stay within individual THR zone. 4. Students will record number of steps and laps finished. <ul style="list-style-type: none"> • Pedometers • Track • Heart rate monitors – some students will be able to experience using them during exercise. 	<ul style="list-style-type: none"> • Written assessment on terminology and THR. True/false questions and fill-ins. • Observation grade based on student’s ability to increase or decreases intensity level to maintain THR. 	<ul style="list-style-type: none"> • www.p.e.central.org • Healthy and Balanced Living Curriculum Framework; Comprehensive School Health Education Comprehensive Physical Education; June 7, 2006 • Corbin, Charles B., Lindsey, Ruth; <u>Fitness for Life</u>; Human Kinetics

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>12th Grade</p> <p>Table Tennis</p> <p>H9.5 Participate in a wide variety of activities, including dance, games, sports and lifetime physical activities.</p> <p>H13.3 Develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings.</p> <p>H13.4 Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same.</p> <p>H14.3 Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships.</p>	<ol style="list-style-type: none"> 1. Students will be able to demonstrate the serve. <ul style="list-style-type: none"> • Ball must bounce on server’s court first. • Service is made on a diagonal, starting on the right. • Serve must bounce before returning it. • Server loses their serve if they move the playing surface. 2. Students will understand how to keep score. <ul style="list-style-type: none"> • Game consist of 21 points, must win by 2 • Point is awarded on each serve • Player loses a point if they fail to make a good serve except in the case of a let. 3. Students will incorporate skills learned in a variety of game situations. <ul style="list-style-type: none"> • Hit and get • Terminator • Round Robin Tournament • Singles and doubles games 	<ul style="list-style-type: none"> • Written assessment on rules, terminology and strategies – true/false questions. • Rubric on effort and achievement on student expectations. 	<ul style="list-style-type: none"> • Healthy and Balanced Living Curriculum Framework; Comprehensive School Health Education Comprehensive Physical Education; June 7, 2006 • www.p.e.central.org • www.spencer.k12.ia.us/highschool • Lumsden, Ken, Jones, Sally; <u>Ready – to-Use Secondary PE Activities Program</u>; Parker publishing Company

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>12th Grade</p> <p>Tennis</p> <p>H9.5 Participate in a wide variety of activities, including dance, games, sports and lifetime physical activities.</p> <p>H10.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances.</p> <p>H11.4 Engage in a variety of appropriate physical activities with individualized goals, during and outside of school, that promotes the development and improvement of physical fitness level.</p> <p>H14.3 Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships.</p>	<ol style="list-style-type: none"> 1. Students will demonstrate the grip and proper strokes used in a rally. <ul style="list-style-type: none"> • Forehand grip and body position • Backhand grip and body position • All strokes contact with the ball should be in front of the body 2. Students will attempt to rally. <ul style="list-style-type: none"> • Toss ball to another student have them use the appropriate stroke to return the ball • Both students use proper strokes to hit ball over the net until they achieve a rally 3. Students will attempt to execute an overhand serve. <ul style="list-style-type: none"> • The toss • Contact point in front of the body • Follow thru; select an aim point • Elbow up • Turn sideways 4. Students will attempt to return the serve. <ul style="list-style-type: none"> • Ready position • Court position – stand in the back court • Make contact with ball in front of the body 5. The students will demonstrate a general knowledge of the tennis rules and basic game play. <ul style="list-style-type: none"> • Terminology – love, deuce, ad-in, ad-out • Singles vs. Doubles • Scoring – 15, 30, 40, game • Service - player serves a whole game • Play a round robin tournament with modified rules for various skill levels. 	<ul style="list-style-type: none"> • Written assessment on rules, terminology and techniques. Matching, true and false • Rubric for overhand serve 	<ul style="list-style-type: none"> • Healthy and Balanced Living Curriculum Framework; Comprehensive School Health Education Comprehensive Physical Education; June 7, 2006 • www.beaconlearningcenter.com • www.p.e.central.org • Tantalo, Victor; <u>USA Tennis Course</u>; USA Publishers

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>12th Grade</p> <p>Volleyball</p> <p>H9.1 Maintain and further develop the fundamental movement skills in open environments.</p> <p>H9.3 Use complex movements and patterns within a variety of dynamic environments.</p> <p>H9.4 Develop advanced skills in selected physical activities.</p> <p>H10.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances.</p>	<ol style="list-style-type: none"> 1. Students will be able to demonstrate an overhand serve. <ul style="list-style-type: none"> • Forward stride, knees flexed • Toss ball 3 feet above shoulder • Hand meets ball above head • Transfer weight from rear foot to front foot on contact • Follow thru – swing downward 2. Students will learn how to spike. <ul style="list-style-type: none"> • Take off of 2 feet • Strike ball with dominant hand • Contact ball on top with heel of the hand 3. Students will learn how to block the volleyball. <ul style="list-style-type: none"> • Arms up, shoulder level, palms forward • Keep eyes on the attacker • Jump immediately after the attacker jumps and raise hands above the net • Take off and land on 2 feet 4. Students will be able to state strategies to be used in a competitive volleyball game. <ul style="list-style-type: none"> • Bump, set, spike • Offensive strategy is the spike • Defensive strategy is the block • Anticipate what will happen before it happens • Try to hit around the blockers 	<ul style="list-style-type: none"> • Bump skill rubric • Written assessment on skills, rules and terminology. Fill-ins and true/false questions. • Observation of strategies incorporated during the game. 	<ul style="list-style-type: none"> • www.p.e.central.org • Healthy and Balanced Living Curriculum Framework; Comprehensive School Health Education Comprehensive Physical Education; June 7, 2006 • Gozansky, Sue, <u>Championship Volleyball Techniques and Drills</u>; Parker Publishing Company Inc.

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	<p>5. Students will be able to recite volleyball rules</p> <ul style="list-style-type: none">• Game is played to 25 points, must win by 2• Ball is allowed to hit the net and can be played off of the net• Say your teams score first• There is a point on every serve• 3 hits per team; cannot hit 2 times in a row• Team consists of 6 players – adjusted according to class size• Can't reach over the net, go under the net or touch the net.• Can't spike the serve• Rotation occurs when the ball comes back to the serving side.		