

*RUSH-HENRIETTA
CENTRAL SCHOOL DISTRICT*



*HIGH SCHOOL (9-12)
PHYSICAL EDUCATION
CORE CURRICULUM*



**Commencement Level
(9-12)
PHYSICAL EDUCATION
Ninth Grade Academy
Senior High School**



Rush-Henrietta Central School District Physical Education Curriculum for Grades K-12

Concept(s)	Content	Topic	Activities	Grade Level				
		(Assessment category)		K-2	3-5	6-8	9	10-12
Basic Movement								
Standard 1	Body Awareness Body/Space Effort/Relationships	Dance and aesthetic activities	Gymnastics Dance(ethnic, square, country/line, ballroom, swing, traditional, creative)	X X	X X		X	X
Standard 1	Chasing/Fleeing/ Dodging/running	Locomotor Skills	Games	X X	X			
Standard 1	Dribbling/Kicking/ Throwing/Catching/ Volleying/Striking	Manipulative Skills	Games Object Skills (ball, racquet, etc.)	X	X	X		
Physical Fitness								
Standard 1	Cardiovascular Endurance Muscular Endurance Muscular Strength Skill Technique	Personal Performance Activities	Personal Fitness Track & Field Wrestling Resistance Training Aerobics Tae-Bo/Self Defense	X X	X X	X X X X X X	X X X X X X	X X X X X X
Standard 1	Skill technique	Flexibility	Warm-up/Stretch	X	X	X	X	X
Cooperation								
Standard 2	Teamwork	Adventure Activities (Project Adventure)	Tag Games/parachute Games of strategy Problem Solving Low/high Elements	X	X X	X X X	X X X	X X X
Standard 1	Skill Technique	Aquatics	Basic Swim, Water Safety Water Games Lifeguard Cert Scuba Synchronized Swim Water Fitness Diving				X X	X X X X X X
Standard 3	*on/off campus (accessing community resources)	Outdoor Activities	*Orienteering/Hiking *Canoeing/Kayaking/ *Sailing *Fishing *Winter Sports *Horseback Riding	X	X	X X	X X	X X X X
Sports/Athletics								
Standard 1	Skill Technique Game strategies	Net and Wall Sports	Handball Volleyball Tennis Badminton Table Tennis		X X X X	X X X X	X X X X	X X X X
Standard 1	Skill Technique Game strategies	Goal Sports	Basketball Floor Hockey Football Lacrosse Soccer Team Handball Ultimate Frisbee		X X X X X	X X X X X	X X X X X	X X X X X
Standard 1	Skill Technique Game strategies	Target Sports	Archery *Golf *Bowling Horseshoes		X X	X X	X X X	X X X
Standard 1	Skill Technique Game strategies	Striking/Fielding Sports	Softball Cricket Tetherball Mat Ball	X	X	X X	X X	X X X

Ninth Grade Academy Physical Education
*Wellness Topics

Curriculum Map

<u>Block 1: September / October</u> Swimming *12 aspects of wellness *nutrition in fitness *stress and illness	<u>Block 5: January / March</u> Volleyball Hockey XC Ski (weather permitting) *Heat stroke emergencies
Block 2: October / November Football Soccer Power walking *Time management *Study skills	Block 6: March / April Team handball Indoor games Tae-bo *Biomechanics project
Block 3: November 13 / December Indoor soccer Basketball *Self-esteem	Block 7: April / May Lacrosse Ultimate Frisbee Dance *Prevention and care of injuries
Block 4: December / January Adventure programming Swing dance Games *Diseases *Universal precautions *Choking *Responding to emergencies	Block 8: May / June Softball Outdoor games *Chemical Awareness-operation offense

Senior High School Physical Education

Curriculum Map

<u>Block 1: September / October</u> Football Hiking Soccer (Archery)	<u>Block 5: January / March</u> Hockey/Indoor Adventure Volleyball Weightroom Winter Activities
Block 2: October / November Football Hiking/Orienteering Soccer/Speedball (Archery)	Block 6: March / April Team Handball Indoor games Tae-bo Weightroom
Block 3: November / December Bowling Basketball Volleyball (Weightroom)	Block 7: April / May Fishing Softball Ultimate Frisbee Swimming-Required & Masks and Fins)
Block 4: December / January Basketball Bowling Recreation Games (Weightroom)	Block 8: May / June Softball (Lawn Games) Golf Fishing

**Senior High School Physical Education
Off-Campus Activity/Transportation Request**

<p><u>Block 1: September / October</u> Hiking: 5 Days Total (at conclusion of unit) (4 blocks per day)</p>	<p><u>Block 5: January / March</u> No Off-Campus Activity</p>
<p><u>Block 2: October / November</u> Orienteering: 5 Days Total (at conclusion of unit) (4 blocks per day)</p>	<p><u>Block 6: March / April</u> No Off-Campus Activity</p>
<p><u>Block 3: November / December</u> Bowling (see total below)</p>	<p><u>Block 7: April / May</u> Fishing (see total below)</p>
<p><u>Block 4: December / January</u> Bowling: 15 Days Total (4 blocks per day)</p>	<p><u>Block 8: May / June</u> Golf: 5 Days Total (at conclusion of unit) (4 blocks per day) Fishing: 15 Days Total (4 blocks per day)</p>

Total # of days: 45 (4 blocks each day)

Unit: Soccer/Speedball (9-12)

Overview/Rationale:

Of all the major sports, soccer is played in more countries and probably by more people than any other sport in the world. Soccer is a K-12 activity for our physical education classes. R-H High School students have an opportunity to try out for our varsity/JV teams, along with modified A (for boys and girls), as well as the Henrietta Youth Soccer program. Speedball is also introduced as a variation of soccer at the NGA, SHS, Roth and Burger.

Essential Questions:

- What community resources are available for those who wish to continue playing soccer?
- What are the differences/similarities of soccer and speedball?

Learning Standards (performance indicators):

Students will...

- Demonstrate proficiency in selected complex physical activities (games, sports, exercise) that provide conditioning in a fitness area.
- Establish and maintain a high level of skilled performance, demonstrate mastery of fundamental movement forms that can contribute to daily living tasks, and analyze skill activities.
- Make physical activity an important part of their life and recognize such consequent benefits as self-renewal, increased productivity as a worker, more energy for family activities, and reduction in health care costs.
- Use the basic principles of skill analysis to improve previously acquired skills and to continue to learn new skills and activities.
- Create a positive climate for group activities by assuming a variety of roles.
- Understand the physical, social, and emotional benefits of physical activity and can demonstrate leadership and problem solving through participation in organized games or activities.
- Recognize their role as concerned and discriminating consumers of physical activities programs and understand the importance of physical activity as a resource for everyone regardless of age or ability.

Sample Block Plan

<u>Day 1</u> Introduction Rules Skills	<u>Day 2</u> Dribbling Passing Shooting	<u>Day 3</u> Guided Practice Skill Refinement Game Strategies
<u>Day 4</u> Game Situations	<u>Day 5</u> Game Play	<u>Day 6</u> Game Play Assessment

(Sample) Assessment: Hellison, Graham rubric models (see appendix), NYS Assessment Tool.

Resources: Zakrajsek, Carnes, Pettigew (1994), *Quality Lesson Plans for Secondary Physical Education*, Human Kinetics, pp. 147-178.

Task: Play a 4 vs. 4 game on a field approximately 40 x 30 for 10 minutes. Use cones set 6 feet apart for goals. Students may choose any position except goalie, and may change positions during if you wish. Use all soccer rules except those involving the penalty box. Students will be assessed on their ability to play safely, use a variety of skills (shooting, throw-ins, dribbling, passing and controlling a received ball), offensive and defensive play.

Student name	Application of Skills	Application of Strategy	Application of Rules & Conventions	Personal/Social Responsibility	Total / Average Score
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

Application of Skills

(Note: Consistently = performs without error 75% of the time; effective = skill achieves intended purpose)
4=Student uses effective legal trapping, passing, shooting and throw-ins consistently and with few observable errors in technique.
3=Student uses effective legal trapping, passing, shooting and throw-ins in the game.
2=Student uses legal skills in the game, but skills are often ineffective and inconsistent.
1=Attempts skills, but cannot perform effectively, or uses skills inappropriately in the game.

Application of Strategy

4 = Demonstrates specialized position play (e.g., assumes roles of winger, midfield, etc.); transitions smoothly between offensive and defensive roles; plays on-on-one tactics effectively e.g., (maintaining control of the ball, passing to open teammates, using a variety of moves and cuts, etc.)
3 = Demonstrates appropriate offensive or defensive skills in relation to other players; plays assigned position but is slower to react to opponents and teammates.
2 = Demonstrates appropriate offensive and defensive skills but does not assist team with scoring or defense.
1 = Movements are inappropriate or inconsistent with basic team strategy

Application of Rules & Conventions

4 = Plays with no observable errors in scoring, etiquette, or rules interpretation; scores game correctly
3 = Applies major rules, etiquette, and conventions correctly; makes errors or omits minor rules
2 = Needs assistance applying rules or etiquette and in scoring correctly.
1 = Demonstrates a lack of understanding of correct application of rules, etiquette, or scoring; needs help to play correctly

Personal/Social Responsibility

4 = Shows leadership and resolves or prevents conflicts; plays energetically with self-control and fair play; shows respect for others' safety and positive experience
3 = Plays energetically and safely, with self-control and respect for fair play
2 = Maintains self-control; is inconsistent in effort and fair-play behavior
1 = Lacks self-control at times; needs reminders and encouragement from others to play in a safe manner.

Unit: Basketball (9-12)

Overview/Rationale:

Dr. James Naismith invented the game of basketball in 1891. The first games were played with a soccer-style ball and peach baskets. Originally, there was no limit to the number of players on a team or the number of balls used in play. It was not uncommon to have 50 players on the floor using four or five balls at a time. Today, basketball is one of America's most popular sports, a staple of physical education programs nation-wide. It is a game that requires minimum equipment and players. It is an excellent cardiovascular (endurance) activity. R-H offers Mod. B, A, JV, and Varsity basketball for boys and girls.

Essential Questions:

- How can one incorporate individual skills into a team concept?
- What opportunities exist within the community to play / observe basketball?

Learning Standards (performance indicators):

- Demonstrate proficiency in selected complex physical activities (games, sports, exercise) that provide conditioning fitness area.
- Establish and maintain a high level of skilled performance, demonstrate mastery of fundamental movement forms and skills that can contribute to daily living tasks, and analyze skill activities.
- Use the basic principles of skill analysis to improve previously acquired skills and to continue to learn new skills and activities.
- Demonstrate competence in leading and participating in group activities.
- Create a positive climate for group activities by assuming a variety of roles.
- Understand the physical, social, and emotional benefits of physical activity and can demonstrate leadership and problem solving through participation in organized games or activities.

Block Plan

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>
<u>Day 4</u>	<u>Day 5</u>	<u>Day 6</u>

(Sample) Assessment:

Hellison/Graham/Rinks rubric models, NYS Assessment tool.

Resources:

Zakrajsek, Carnes, Pettigew (1994), *Quality Lesson Plans for Secondary Physical Education*, Human Kinetics. pp. 69-92.

Task: Students play a 3 vs. 3 half court game for 10 minutes. All rules of half-court basketball will be used. The game will start and resume after each score by the non-scoring team putting the ball in play outside of the circle. Students will call their own out-of-bounds and rule violations and keep score. Teacher selects teams. Each team should have players of high, medium, and low skill. Teams should have time to practice prior to assessment.

Student name	Application of Skills	Application of Strategy	Application of Rules & Conventions	Personal/Social Responsibility	Total / Average Score
1.					
2.					
3.					
4.					
5.					
6.					

Application of Skills

(Note: Consistently = performs without error 75% of the time; Effective = skill achieves intended purpose)

4=Student uses effective passes, set, jump, and lay-up shots, foul shots, and dribbling, consistently with few observable errors in technique.

3= Student uses effective passes, set, jump, and lay-up shots, foul shots, and dribbling skills in the game.

2= Student uses skills in the game, but skills are often ineffective and inconsistent.

1=Attempts skills, but does not pass, shoot or dribble effectively; or uses skills inappropriately in the game.

Application of Strategy

4 = Demonstrates specialized position play (forward, guard, etc.); can transition between offensive and defensive roles smoothly; demonstrates effective one-on-one tactics consistently.

3 = Demonstrates appropriate offensive or defensive skills in relation to other players; moves into appropriate position but is slower and less decisive to react to opponents and teammates

2 = Needs guidance to be strategically effective on offense or defense; often out of position to be effective on offense and defense

1 = Movements are inconsistent with basic game strategy; does not assist team in scoring or defending

Application of Rules & Conventions

4=Plays with no observable errors in scoring, terminology, etiquette and rules of the game. The student announces the score correctly before restarting.

3=Applies major rules correctly, but makes minor errors in rules, scoring or terminology. The student announces the score correctly before restarting.

2=Demonstrates an understanding of the general concept of the game, but needs assistance applying rules, scoring and conventions of play.

1=Consistently demonstrates incorrect application of rules, terminology, and scoring. Relies on others to play and score correctly.

Personal/Social Responsibility & Safety

4=Demonstrates appropriate team behavior (cooperating in offensive and defensive play, making calls, and keeping score) during game. Prevents or resolves conflicts without teacher intervention; plays energetically with respect for others' safety, with self-control, and fair play.

3=Plays energetically and safely, with self-control and respect for fair play. Cooperates with team during game.

2=Maintains self-control, is inconsistent in energy and fair play behaviors.

1=Lacks self-control at times, needs reminders and encouragement from others to play in a safe and energetic manner.

Unit: Cross Country Skiing (9-12)

Overview/Rationale:

Cross-country skiing is a fun way to enjoy the great outdoors in winter. The pleasures of cross country skiing can take your mind away from the stresses associated with the every day grind. It is a total body work out that nearly uses every muscle in your body. It can be done alone or with the whole family and it will also develop your cardiovascular system as well build the mind-body relationship for a healthy life. The purpose of cross country skiing in physical education class is to get the students outside, experience a new activity, and have a fun way to exercise and get into shape.

Essential Questions:

- What type of equipment and environment is necessary to safely participate?
- What techniques are necessary?
- What community resources are available for cross-country skiing (where/equipment)?

Learning Standards (performance indicators):

- Demonstrate proficiency in selected complex physical activities (games, sports, exercise) that provide conditioning in a fitness area.
- Establish and maintain a high level of skilled performance, demonstrate mastery of fundamental movement forms that can contribute to daily living tasks, and analyze skill activities.
- Make physical activity an important part of their life and recognize such consequent benefits as self-renewal, increased productivity as a worker, more energy for family activities, and reduction in health care costs.
- Use the basic principles of skill analysis to improve previously acquired skills and to continue to learn new skills and activities.
- Know the potential safety hazards associated with a wide variety of games and activities and are able to prevent and respond to accidents.

Block Plan

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>
<u>Day 4</u>	<u>Day 5</u>	<u>Day 6</u>

(Sample) Assessment: Hellison, Graham rubric models (see appendix)

Resources: PE Central Unit Plan Sites (www.pecentral.org). Over 60 different unit plans developed by students at Central Washington University.

Overview/Rationale:

Touch (and/or flag) football involves most of the fundamentals of tackle football, such as passing, running, kicking, pass catching, and carrying the ball. It requires little equipment, and our outdoor facilities can accommodate several games at once. Here is a game that will give you fun, and at the same time contribute to your development of endurance, power, and coordination (along with skill techniques and game strategies).

Essential Questions:

- How can you develop team / situation strategies into a team concept?
- How can a player incorporate individual skills into a team concept?
- What type of fitness / muscle development is necessary to play football?

Learning Standards (performance indicators):

- Demonstrate competency in a variety of physical activities (games, sports, and exercise) that provide conditioning for each fitness area.
- Establish and maintain a high level of skilled performance, demonstrate mastery of fundamental movement forms and skills that can contribute to daily living tasks, and analyze skill activities.
- Use the basic principles of skill analysis to improve previously acquired skills and to continue to learn new skills and activities.
- Demonstrate competence in leading and participating in group activities.
- Create a positive climate for group activities by assuming a variety of roles.
- Understand the physical, social, and emotional benefits of physical activity and can demonstrate leadership and problem solving through participation in organized games or activities.

Block Plan

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>
<u>Day 4</u>	<u>Day 5</u>	<u>Day 6</u>

(Sample) Assessment:

Hellison, Graham rubric models (see appendix)

Resources:

PE Central Unit Plan Sites (www.pecentral.org)

Zakrajsek, Carnes, Pettigew (1994), *Quality Lesson Plans for Secondary Physical Education*, Human Kinetics. pp. 124-146.

Overview/Rationale:

Physical fitness is an important element in every physical education curriculum. For SHS school students, our focus is muscular strength, muscular endurance, flexibility, and cardiorespiratory endurance. Power, speed, and agility are also inherent to fitness.

Essential Questions:

- See Fitness sections throughout documents (student workbooks) designed by SHS staff , “Wellness Topics for Physical Education.”

Learning Standards (performance indicators):

- Make physical activity an important part of their life and recognize such consequent benefits as self-renewal, greater productivity as a worker, more energy for family activities, and reduction in health care costs.
- Make physical activity an important part of their life and recognize such consequent benefits as self-renewal, greater productivity as a worker, more energy for family activities, and reduction in health care costs.
- Know the components of personal wellness (nutrition and weight control), disease prevention, stress management physical fitness), establish a personal profile with fitness/wellness goals, and engage in appropriate activities to sustain their fitness.
- Follow a program that relates to wellness, including weight control and stress management.
- Identify a variety of career opportunities associated with sports and fitness and understand the qualifications, educational requirements, and job responsibilities of those careers.

Sample Mini-Block Plan

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>
1.5 Mile Run/Walk Test	Sit-up Test Push-up Test Sit and Reach Test Body Composition	Make-ups

Assessment: See Actual Test

Resources: See references after each test item.

Physical fitness is defined as *an adopting state of energy and vitality that allows a person to carry out daily tasks, take an active part in recreation and leisure pursuits, and meet unforeseen emergencies without undue fatigue.*

The following measures will be used to determine SHS students' fitness levels at this time: 1.5 mile run/walk, sit-ups, push-ups, sit and reach wall test, and body composition calculation.

1. CARDIOVASCULAR ENDURANCE is the ability of the heart and blood vessels to withstand disease, fatigue, or stress. It refers to the capacity of the respiratory and circulatory systems to supply oxygen and nutrients to the muscle cells so activity can continue for a long period of time. To measure cardiovascular endurance use the 1.5 mile run/walk test.

1.5 Mile Run/Walk Test: Select someone to be your partner. One-half of the group will take the test at one time while the other half will record the time it takes for their partner to complete the required distance. The object of the test is to run/walk the 1.5 miles as quickly as possible. Warm up before taking the test. This is a test of your maximum capacity, so do the best you can. Push yourself to cover the 6 laps of the track as fast as possible without overdoing it. Try to maintain a continuous, even pace. Run as long as you can, then walk when necessary. When you need to walk, move to the outer lanes of the track so that the runners have the right away on the inside lanes. When you have completed the six laps, your partner will record your time. You should cool down with walking and stretching.

1.5 MILE RUN/WALK TEST STANDARDS

	FEMALE	MALE
Superior	below 11:50	below 8:37
Excellent	11:50 – 12:29	8:37 – 9:40
Good	12:30 – 14:30	9:41 – 10:48
Fair	14:31 – 16:54	10:49 – 12:10
Poor	16:55 – 18:30	12:11 – 15:30
Very Poor	over 18:31	over 15:31

Reference: The Aerobics Program for Total Well-Being by Dr. Kenneth H. Cooper. Bantam Books taken from The Wellness Way of Life by Gwen Robbins, Debbie Powers, Sharon Burgess-Troxell. Wm. C. Brown Publishers. 1990. p. 46.

2. MUSCULAR FITNESS consists of both muscular strength and muscular endurance. *Muscular endurance* is the ability of the muscle to perform contractions repeatedly for extended periods of time. *Muscular strength* is the ability of a muscle or muscle group to exert force against resistance.

It refers to the maximum amount of tension the muscle or muscle groups can apply in a single effort. To measure muscular fitness use sit-ups and push-ups.

Sit-ups: Lie on your back with your knee's bent at 90 degrees, feet flat on the floor. Place your arms across your chest, hands on opposite shoulders. Slowly curl your head, shoulders, and upper back off the floor bringing your elbows to your thighs. Breathe out as you curl up and then return to starting position while breathing in. Do as many sit-ups as you can do in one minute. (One complete sit-up is counted each time you return to the starting position on the floor,) Your partner will count for you and record your score.

Push-ups: Lie face down on the floor in push-up position with hands under shoulders, fingers straight, and legs straight, parallel, and slightly apart, with toes supporting the feet. (Females may do modified push-ups with their hands and knees supporting their weight and their head in line with their spine.) Straighten your arms, keeping your back and knees straight, then lower your body until there is a 90 degree angle at the elbows, with the upper body parallel to the floor. Your partner will hold his/her hands at the

then back up. You are to do as many push-ups as you can do in one minute. (One complete push-up is counted each time you return to the starting position.) Your partner will record your score.

SIT-UP STANDARDS – FEMALE

	Grade 10	Grade 11	Grade 12
Superior	53+	53+	54+
Excellent	42 – 52	42 – 52	44 – 53
Good	33 – 41	33 – 41	34 – 43
Average	30 – 32	30 – 32	30 – 33
Fair	21 – 29	21 – 29	21 – 29
Poor	11 – 20	11 – 20	12 – 20
Very Poor	0 – 10	0 – 10	0 – 11

SIT-UP STANDARDS – MALE

	Grade 10	Grade 11	Grade 12
Superior	63+	66+	70+
Excellent	53 – 62	55 – 65	57 – 69
Good	44 – 52	46 – 54	47 – 56
Average	40 – 43	41 – 45	42 – 46
Fair	31 – 39	32 – 40	33 – 41
Poor	22 – 30	23 – 31	23 – 32
Very Poor	0 – 21	0 – 22	0 – 22

Reference: Be New York Fit. *New York State Physical Fitness Screening Test*. 1984 Revision.

PUSH-UP STANDARDS – FEMALE (modified)

Excellent	46+
Good	37 – 45
Average	27 – 36
Fair	17 – 26
Poor	0 – 17

MALES

51+
43 – 50
34 – 42
25 – 33
0 – 24

Reference: Adapted from Russell Harris; “The National Fitness Test” for living Well, Inc., The Houstonian Foundation, Houston, TX. Taken from Gwen Robbins, Debbie Powers, and Sharon Burgess-Troxell. The Wellness Way of Life. Wm. C. Brown Publishers. 1990. p. 57.

3. FLEXIBILITY is the ability to move muscles and joints through their full ranges of motion. To test flexibility use the sit and reach wall test.

Sit and Reach Wall Test: Warm up by walking and static stretching. Take off your shoes, sit facing a wall, and place your knees straight. Reach forward as far as possible to touch fingertips, knuckles, or palms to wall, and hold for 3 seconds. Your partner will record what part of your body touched the wall. Reference: Robbins, Gwen, Debbie Powers, and Sharon Burgess-Troxell. The Wellness Way of Life. Wm. C. Brown Publishers. 1990.

Excellent
Good
Average
Poor

Palms touch wall
Knuckles touch wall
Fingertips touch wall
Cannot touch wall

Reference: Robbins, Gwen, Debbie Powers, Sharon Burgess. A Wellness Way of Life. Wm. C. Brown Publishers. 1991. p. 80.

4. BODY COMPOSITION is what a body is composed of in terms of fat muscle and bone. It is the relative amounts of fat and lean body tissue. Fat is fat tissue and lean body tissue is muscle, connective tissue, bone, skin, hair, nails, etc. Calculate body composition by finding body mass index (BMI).

Calculating Your BMI:

- Multiply your weight in pounds by 705.

Your weight _____ x 705 = _____

- Divide the answer in #1 by your height in inches.

Answer from #1 _____ - _____ height in inches = _____

- Divide the answer in #2 by your height in inches again.

Answer from #2 _____ - _____ height in inches = _____

Record your answer to #3 on the page below. This is your BMI.

TEST ITEM	TEST	SCORE	SCORE INTERPRETATION
Cardiovascular Endurance	1.5 mile Run/Walk		
Strength	Sit-ups		
	Push-ups		
Flexibility	Sit and Reach		
Body Composition	BMI		

BMI STANDARDS

Excellent BMI between 19 and 24.9

Moderately overweight BMI between 25 and 29.9

Obese BMI of 30 or higher

Reference: Donohue, Dr. Paul. “Number on your scale is not the final word on your weight.” Democrat and Chronicle.

Unit: Tennis (10-12)

Overview/Rationale:

Tennis appeals to many because it can be played year round, is relatively low in cost, needs only two or four players, and is suitable for both sexes and all age groups. Another reason for its popularity is easy access to public courts. An estimated 10 to 15 million Americans of all ages play tennis regularly. At R-H, students at Roth MS and the SHS can participate in tennis during physical education (other schools within the district can play modified versions of tennis/racquet sports (indoors)).

Essential Questions:

- What are the rules of tennis?
- What individual skills are necessary to play a game of tennis?
- What community resources are available for further participation in tennis?

Learning Standards (performance indicators):

- Demonstrate competency in a variety of physical activities (games, sports, and exercise) that provide conditioning for each fitness area.
- Establish and maintain a high level of skilled performance, demonstrate mastery of fundamental movement forms and skills that can contribute to daily living tasks, and analyze skill activities.
- Use the basic principles of skill analysis to improve previously acquired skills and to continue to learn new skills and activities.
- Understand the physical, social, and emotional benefits of physical activity and can demonstrate leadership and problem solving through participation in organized games or activities.
- Recognize their role as concerned and discriminating consumers of physical activities programs and understand of physical; activity as a resource for everyone regardless of age or ability.
- Recognize the benefits of engaging in appropriate physical activities with others, including both older and you the community.
- Identify a variety of career opportunities associated with sports and fitness and understand the qualifications, educational requirements, and job responsibilities of those careers (tennis/fitness related).

Block Plan

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>
<u>Day 4</u>	<u>Day 5</u>	<u>Day 6</u>

(Sample) Assessment:

Hellison, Graham rubric models (see appendix), NYS Assessment Tool.

Resources:

PE Central Unit Plan Sites (www.pecentral.org) Over 60 different unit plans developed by students at Central Washington University.

Zakrajsek, Carnes, Pettigew (1994), *Quality Lesson Plans for Secondary Physical Education*, Human Kinetics.

Task: Students will warm-up in a cooperative rally demonstrating up to five forehands, five backhands, five volleys, five serves. Then, students play two singles games using correct rules, a variety of strokes, evidence of strategy, as well as appropriate safety and social behaviors. Person serving will call out the score before the serve.

Student Name	Application of Skills	Application of Strategy	Application of Rules & Conventions	Personal & Social Responsibility	Total Score
1.					
2.					

Application of Skills

(Note: Consistently = performs without error 75% of the time; Effective = achieves intended purpose)

4=In warm-up, student demonstrates effective forehands, backhands, volleys and serves with few observable errors in technique. In the game student uses a legal serve, forehand, backhand, and one additional skill (e.g., volley, lob, smash) effectively and consistently.

3=In warm-up demonstrates correct technique in forehand, backhand and serve. In game uses a legal serve, forehand, backhand effectively.

2=Demonstrates a legal serve, forehand and backhand effectively in warm-up. In game skills are ineffective and inconsistent.

1=Attempts warm-up skills, but cannot serve into correct service court or sustain a cooperative rally.

Application of Strategy

4=Demonstrates offensive tactics by varying placement of strokes, choosing strokes appropriately, and moving opponent. Demonstrates defensive tactics by consistently returning to home base and ready position.

3=Demonstrates varying selection and placement of strokes, and returning to home base.

2=Uses some strokes appropriately, but inconsistently and with little evidence of offensive placement or defensive positioning.

1=Focus confined to sending and receiving ball. Movements are inappropriate or inconsistent with basic strategy for tennis .

Application of Rules & Conventions

4=Plays with no observable errors in scoring, terminology, etiquette and rules of the game. The student announces the score correctly before serving.

3=Applies major rules correctly, but makes minor errors in rules, scoring or terminology. The student announces the score correctly before serving.

2=Demonstrates an understanding of the general concept of the game, but needs assistance applying rules, scoring and conventions of play.

1=Consistently demonstrates incorrect application of rules, terminology, and scoring. Relies on others to play and score correctly.

Personal & Social Responsibility

4=Demonstrates appropriate partner behavior (cooperating in rally, making line calls, and keeping score) during warm-up and game. Prevents or resolves conflicts without teacher intervention; plays energetically with respect for others' safety, with self-control, and fair play.

3=Plays energetically and safely, with self-control and respect for fair play. Cooperates with partner during warm-up.

2=Maintains self-control, is inconsistent in energy and fair play behaviors.

1=Lacks self-control at times, needs reminders and encouragement from others to play in a safe and energetic manner.

Unit: Volleyball (9-12)

Overview/Rationale:

William Morgan of Holyoke, Massachusetts invented volleyball, in 1895 as an alternative to basketball. It is a fast-paced, exciting activity that can accommodate many students. It is also a sport that requires high skill and practice. R-H offers Mod. B, JV, and Varsity Volleyball for boys and girls.

Essential Questions:

- How can you develop team strategies within the rules of the game?
- How can one incorporate individual skills into a team concept?
- What skills are necessary for the commencement level assessment?

Learning Standards (performance indicators):

- Demonstrate proficiency in selected complex physical activities (games, sports, exercise) that provide conditioning in a fitness area.
- Establish and maintain a high level of skilled performance, demonstrate mastery of fundamental movement forms and skills that can contribute to daily living tasks, and analyze skill activities.
- Use the basic principles of skill analysis to improve previously acquired skills and to continue to learn new skills and activities.
- Demonstrate competence in leading and participating in group activities.
- Create a positive climate for group activities by assuming a variety of roles.
- Understand the physical, social, and emotional benefits of physical activity and can demonstrate leadership and problem solving through participation in organized games or activities.

Block Plan

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>
<u>Day 4</u>	<u>Day 5</u>	<u>Day 6</u>

(Sample) Assessment:

Hellison, Graham rubric models (see appendix), NYS Assessment Tool.

Resources:

PE Central Unit Plan Sites (www.pecentral.org)

Zakrajsek, Carnes, Pettigew (1994), *Quality Lesson Plans for Secondary Physical Education*, Human Kinetics. pp. 233-258.

Level: **Commencement**

Date:

Task: Students play a 3 vs. 3 game on a court that is approximately half the size of a regulation court. The net is between 7.0 and 8.0 feet high. Play at least 10 minutes. Students officiate their own games and announce the score prior to each serve. The teacher selects teams. Each team should have players of high, medium, and low ability. Teams should have time to practice prior to assessment. (Alternative: Students play 4 vs. 4 on short courts).

Student name	Application of Skills	Application of Strategy	Application of Rules & Conventions	Personal/Social Responsibility	Total / Average Score
1.					
2.					
3.					
4.					
5.					
6.					

Application of Skills

(Note: Consistently = performs without error 75% of the time; Effective = achieves intended purpose)

4=Student demonstrates effective legal *overhand* serve, forearm pass, set, and spike consistently and with few observable errors in technique.

3= Student demonstrates effective legal serve, forearm pass, set and spike.

2=Demonstrates serve, forearm pass and set, but skills are ineffective and inconsistent.

1=Attempts skills, but cannot serve correctly, or use skills appropriately in a game

Application of Strategy

4 = Demonstrates specialized position play (e.g., assumes roles of attack-passer, setter, hitter, etc); can transition smoothly between offensive and defensive roles

3 = Selects appropriate offensive or defensive skills in relation to dynamics of the game; (e.g., attempts to pass and set before hitting into opponent's court, etc)

2=Uses some skills appropriately, but inconsistently and with little evidence of offensive placement or defensive positioning.

1=Focus confined to sending and receiving ball. Movements are inconsistent or inappropriate for team play in game.

Application of Rules & Conventions

4=Plays with no observable errors in scoring, terminology, etiquette and rules of the game. The student announces the score correctly before serving.

3=Applies major rules correctly, but makes minor errors in rules, scoring or terminology. The student announces the score correctly before serving.

2=Demonstrates an understanding of the general concept of the game, but needs assistance applying rules, scoring and conventions of play.

1=Consistently demonstrates incorrect application of rules, terminology, and scoring. Relies on others to play and score correctly.

Personal/Social Responsibility & Safety

4=Demonstrates appropriate team behavior (cooperating in offensive and defensive play, making line calls, and keeping score) during game. Prevents or resolves conflicts without teacher intervention; plays energetically with respect for others' safety, with self-control, and fair play.

3=Plays energetically and safely, with self-control and respect for fair play. Cooperates with team during game.

2=Maintains self-control, is inconsistent in energy and fair play behaviors.

1=Lacks self-control at times, needs reminders and encouragement from others to play in a safe and energetic manner.

Overview/Rationale:

Archery is offered at the SHS (grades 10-12), as part of the outdoor education units (hiking, fishing). Archery is a recreational sport and can accommodate many students at once (depending on the amount of equipment). Safety is an important factor in this unit.

Essential Questions:

- What type of equipment is necessary?
- What community resources are available to R-H students?
- What safety considerations are necessary for the success of this unit?

Learning Standards (performance indicators):

- Demonstrate competency in a variety of physical activities (games, sports, and exercise) that provide conditioning for each fitness area.
- Establish and maintain a high level of skilled performance, demonstrate mastery of fundamental movement forms and skills that can contribute to daily living tasks, and analyze skill activities.
- Use the basic principles of skill analysis to improve previously acquired skills and to continue to learn new skills and activities.

Sample Block Plan

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>
<u>Day 4</u>	<u>Day 5</u>	<u>Day 6</u>

(Sample) Assessment:

Hellison, Graham rubric models (see appendix), NYS Assessment Tool

Resources:

PE Central Unit Plan Sites—(two) archery unit plans (www.pecentral.org)

Task: Students will be paired with a partner. Each student will choose equipment and string bow, shoot one end of six arrows to a 48-inch standard target 20 yards away after at least three practice shots. Students will be assessed on their ability to select and prepare equipment properly, demonstrate proper grip, stance, shooting technique (nock, raise, draw, aim, and release) with correct trajectory to target. Students will keep score for their partner.

Student name	Application of Skills	Application of Strategy	Application of Rules & Conventions	Personal/Social Responsibility	Total / Average Score
1.					
2.					

Application of Skills

(Note: Consistently = performs without error 75% of the time; Effective = achieves intended purpose)

4 = Demonstrates effective technique with few if any observable errors on grip, stance and shooting technique for all six shots with a score of 23-27.

3 = Demonstrates most characteristics of correct technique for all six shots with a score of 18-22.

2 = Demonstrates some characteristics of correct technique with errors and a score of 10-17.

1 = Attempts shooting with little technique; hits target with one arrow or less.

Application of Strategy

4 = Shows appropriate selection of equipment, adjusts shots effectively based on previous results.

3 = Selects appropriate equipment, and attempts to adjust shots based on previous results.

2 = Selects appropriate equipment, and shows no evidence of making adjustments.

1 = Selects inappropriate equipment, and/or makes inappropriate adjustments.

Application of Rules & Conventions

4 = Participates with no observable errors in etiquette or rules interpretation; scores the end correctly using proper

terminology, shows no errors in equipment preparation and retrieval of arrows from ground or target.

3 = Participates with minor errors only in etiquette, rules, terminology, scoring and equipment use.

2 = Demonstrates a general understanding, but needs assistance in equipment preparation, correctly applying rules,

etiquette and conventions.

1=Consistently demonstrates incorrect application of rules, terminology, and scoring. Relies on others to participate and score correctly.

Personal/Social Responsibility & Safety

4 = Demonstrates appropriate partner behavior (assisting/supporting/scoring for); shoots energetically with self-control and fair play; shows respect for others' safety and positive experience

3 = Participates energetically and safely, with self-control and respect for fair play

2 = Maintains self-control; is inconsistent in effort and fair-play behavior

1 = Lacks self-control at times; needs reminders and encouragement from others to participate in a safe manner.

Overview/Rationale:

Mountain biking offers a good aerobic exercise that can be coupled with an appreciation of nature, camaraderie with friends and family as well as personal challenges. As for the competitive and adventurous, there are biking events and tours in addition for social opportunities within mountain biking clubs world wide that further encourage healthy activities for a lifetime.

Essential Questions:

- What type of equipment is necessary?
- What community resources are available to R-H students?
- What safety considerations are necessary for the success of this unit?

Learning Standards (performance indicators):

Students will...

- Know the potential safety hazards associated with a wide variety of games and activities and are able to prevent accidents.
- Demonstrate responsible personal and social behavior while engaged in physical activities.
- Accept physical activity as an important part of life. Self renewal, productivity as a worker, energy for family fitness, weight control, stress management, and reduction in health care costs are understood as benefits of physical activity.
- Create a positive climate for group activities by assuming a variety of roles.
- Understand the physical, social, and emotional benefits of physical activity and can demonstrate leadership and problem solving through participation in organized games or activities.
- Recognize their role as concerned and discriminating consumers of physical activities programs and understand physical activity as a resource for everyone regardless of age or ability.
- Recognize the benefits of engaging in appropriate physical activities with others, including both older and younger members of the community.
- Identify a variety of career opportunities associated with sports and fitness and understand the qualifications, educational requirements, and job responsibilities of those careers.

(Sample) Block Plan

<u>Day 1</u> Intro: Proper riding position Proper helmet fitting safety issues	<u>Day 2</u> Falling safely	<u>Day 3</u> Riding over obstacles
<u>Day 4</u> Steep descent and braking	<u>Day 5</u> Climbing and shifting	<u>Day 6</u> Off-Campus Activity

(Sample) Assessment: (see PE Central Website for unit plans)

Resources: Bicycling Magazine (subscription in PE Academic Center), PE Central Website

Unit: Hiking

Overview/Rationale:

The purpose of this unit is to introduce students to hiking in the outdoors. This unit will be five/six days long. Students will have the knowledge that is necessary to prepare and enjoy a trip into the great outdoors. Backpacking combines physical and mental skills that the students can use throughout their lifetime. Students will learn the basic necessary information about a day hike. Both on-campus and off-campus sites will be utilized.

Essential Questions:

- What type of equipment is necessary?
- What community resources are available to R-H students?
- What safety considerations are necessary for the success of this unit?

Learning Standards (performance indicators):

Students will...

- Know the potential safety hazards associated with a wide variety of games and activities and are able to respond to accidents.
- Demonstrate responsible personal and social behavior while engaged in physical activities.
- Accept physical activity as an important part of life. Self renewal, productivity as a worker, energy for activities, fitness, weight control, stress management, and reduction in health care costs are understood benefits of physical activity.
- Create a positive climate for group activities by assuming a variety of roles.
- Understand the physical, social, and emotional benefits of physical activity and can demonstrate leadership and problem solving through participation in organized games or activities.
- Recognize their role as concerned and discriminating consumers of physical activities programs and understand the importance of physical activity as a resource for everyone regardless of age or ability.
- Recognize the benefits of engaging in appropriate physical activities with others, including both older and younger members of the community.
- Identify a variety of career opportunities associated with sports and fitness and understand the qualifications, educational requirements, and job responsibilities of those careers.

Block Plan

<u>Day 1</u> Planning weather conditions	<u>Day 2</u> Packing emergency items, first aid clothing	<u>Day 3</u> Conditioning food and water foot care
<u>Day 4</u> Hiking (on campus) adjustments	<u>Day 5</u> Hiking (on campus)	<u>Day 6</u> Off-Campus Activity

(Sample) Assessment: (see pecentral website)

Resources: www.pecentral.org, backpacker magazine (available through the PE Academic Center).

Unit: Back-Packing

Overview/Rationale:

The purpose of this unit is to introduce students to backpacking in the outdoors. The students will be introduced to backpacking through various lessons on survival in the outdoors, first aid, how to pack a backpack, what to bring, what to eat and how to stay safe when traveling in the outdoors. Students will have the knowledge that is necessary to prepare and enjoy a trip into the great outdoors. Backpacking combines physical and mental skills that the students can use throughout their lifetime. The experience of backpacking will allow students to live within the limits of personal ability related to an activity and the environment.

Essential Questions:

- How do you pack a backpack (ie. distributing equipment evenly)?
- What type of food and amount is necessary for a backpacking trip?
- What appropriate clothing is necessary for backpacking?
- How do you purify water?
- What equipment is necessary for a backpacking trip?
- What conditioning activities can you do to prepare for a backpacking trip?

Learning Standards (performance indicators):

Students will...

- Know the potential safety hazards associated with a wide variety of games and activities and are able to prevent accidents.
- Demonstrate responsible personal and social behavior while engaged in physical activities.
- Accept physical activity as an important part of life. Self renewal, productivity as a worker, energy for family fitness, weight control, stress management, and reduction in health care costs are understood as benefits of physical activity.
- Create a positive climate for group activities by assuming a variety of roles.
- Understand the physical, social, and emotional benefits of physical activity and can demonstrate leadership and problem solving through participation in organized games or activities.
- Recognize their role as concerned and discriminating consumers of physical activities programs and understand physical activity as a resource for everyone regardless of age or ability.
- Recognize the benefits of engaging in appropriate physical activities with others, including both older and younger members of the community.
- Identify a variety of career opportunities associated with sports and fitness and understand the qualifications, educational requirements, and job responsibilities of those careers.

Block Plan

<u>Day 1</u> Introduction to Backpacking How to Pack a Backpack What to Wear	<u>Day 2</u> Getting in Shape for the Trail	<u>Day 3</u> Planning a Menu Basic knowledge about the Appropriate food and amount for a trip.
<u>Day 4</u> Tent Pitching	<u>Day 5</u> Building a Campfire Fire by Friction Building a safe campfire.	<u>Day 6</u> Off-Campus Activity Backpacking Trip

(Sample) Assessment: (see pe central website)

Resources: www.pecentral.org, backpacker magazine (available through the PE Academic Center).

Overview/Rationale:

The purpose of this unit is to introduce students to the sport of orienteering. The unit will integrate physical education, social studies, and math concepts. The students will be introduced to map reading and compass reading skills and learn how to apply them in practical learning activities. Orienteering is an outdoor sport in which the participants use a very detailed topographical map and a compass to find points in the landscape. It can be enjoyed as a walk in the woods or as a competitive sport. Orienteering competitions are also conducted in local parks, on city streets with bicycles and wheelchairs, and on the snow with cross-country skis. A standard orienteering course consists of a series of control sites that are marked by circles on a map and numbered in the order they are to be visited.

Essential Questions:

- What type of equipment is necessary?
- What community resources are available to R-H students?
- What safety considerations are necessary for the success of this unit?

Learning Standards (performance indicators):

Students will...

- Know the potential safety hazards associated with a wide variety of games and activities and are able to prevent accidents.
- Demonstrate responsible personal and social behavior while engaged in physical activities.
- Accept physical activity as an important part of life. Self renewal, productivity as a worker, energy for family fitness, weight control, stress management, and reduction in health care costs are understood as benefits of physical activity.
- Create a positive climate for group activities by assuming a variety of roles.
- Understand the physical, social, and emotional benefits of physical activity and can demonstrate leadership and problem solving through participation in organized games or activities.
- Recognize their role as concerned and discriminating consumers of physical activities programs and understand physical activity as a resource for everyone regardless of age or ability.
- Recognize the benefits of engaging in appropriate physical activities with others, including both older and younger members of the community.
- Identify a variety of career opportunities associated with sports and fitness and understand the qualifications, educational requirements, and job responsibilities of those careers.

(Sample) Block Plan

<u>Day 1</u> Introduction Overview and history Directions and degrees	<u>Day 2</u> Introduce maps Map scales	<u>Day 3</u> Introduce topo maps Reading contour lines
<u>Day 4</u> Parts of the compass Orienteering with the compass	<u>Day 5</u> Declination Orient a map using correct declination.	<u>Day 6</u> Off-Campus Activity

(Sample) Assessment: (see PE Central Website for unit plans)

Resources: Rochester Orienteering Club, PE Central Website