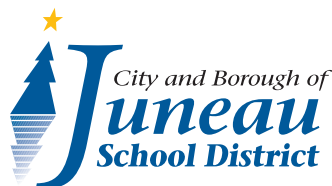




# PHYSICAL EDUCATION CURRICULUM

Adopted June 2004  
(Swimming Revision June 2011)



# Juneau School District PE Curriculum

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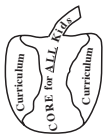
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# Physical Education Philosophy

Lifetime fitness through fun, safe physical activity is the overall goal of the physical education program with the Juneau School District. This is accomplished by teaching physical conditioning, movement skills, and a variety of lifetime sport activities.

Development of physical fitness, acquisition of skills, and positive social attitudes are the primary courses of study of the physical education curriculum. The concepts of life long movement skills and wellness are creatively provided by a certified physical educator.



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 ~ Juneau Teachers 2/98

<b>Standard 1: A physically educated student demonstrates competency in a variety of movement forms and proficiency in a few movement forms.</b>			
<b>Grades K-2 Performance Standards</b>	<b>Grades 3-5 Performance Standards</b>	<b>Grades 6-8 Performance Standards</b>	<b>Grades 9-12 Performance Standards</b>
<b>Dribble (hand):</b> Dribble a ball in self-space and general space using first two hands then dominant hand alone, then right hand and left hand alternating.	<b>Dribble (hand):</b> Dribble with dominant and non-dominant hand while moving.	Demonstrate offensive and defensive movement strategies in a modified version of a team sport.	Perform basic skills to participate in physical activity related to each course
<b>Dribble (feet):</b> Move a ball with feet. Dribble in general space using dominant foot. Dribble a ball keeping it close to the body.		Perform a variety of simple rhythmic movements.	
<b>Kick:</b> Kick a stationary object (ball) using the dominant/non-dominant foot, then kick using an approach.	<b>Kick:</b> Demonstrate a variety of moving and stationary kicks.	Display the basic skills and safety procedures to participate in activities.	
<b>Catch:</b> Bounce and catch an object, catch a tossed or bounced object without moving from self-space.	<b>Catch:</b> Demonstrate both one-handed and two-handed catches at different levels and various objects.		
<b>Volley:</b> Volley a light weight object with hands then paddle/racket.	<b>Volley:</b> Volley tossed object, with control, back and forth to a partner with hands, arms, or equipment.		
<b>Locomotor:</b> Walk, run, gallop, skip, hop, leap, jump, and side slide individually then in groups.	<b>Locomotor:</b> Using a mature motor pattern, move at different levels and directions in game situations.		
<b>Throw:</b> Throw a variety of objects with dominant arm, throw underhand and overhead, throw using opposition and with proper weight transfer.	<b>Throw:</b> Throw an object toward a target with accuracy, using a mature motor pattern (shows opposition, weight transfer, and follow through).		
<b>Rhythm:</b> Repeat a basic rhythmic pattern and follow a combination of rhythmic movements.	<b>Rhythm:</b> Turn a long rope with an even rhythm with partner. Using mature movements, move in sequenced patterns while keeping time with music		
<b>Rolling:</b> Perform a rocking motion, a log roll and egg roll going from side to side, and a forward roll.	<b>Rolling:</b> Perform forward, backward, sideways rolls.		

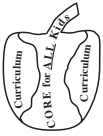


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<p><b>Weight Transfer:</b> Travel on a combination of body parts. Transfer weight to hands while hanging on apparatus or performing simple stunts. Transfer weight from feet to other body parts while traveling.</p>	<p><b>Weight Transfer:</b> Combine transfer of weight, rolling, and balance into a sequence on mats.</p>		
<p><b>Balance:</b> Balance using different combinations of body parts as support. Travel on low equipment. Perform simple balances on equipment (low). Travel on low equipment. Perform different balances on equipment.</p>	<p><b>Balance:</b> Balance with a partner. Balance on skates or beams. Balance on skis. Perform a balance sequence on a mat.</p>		
<p><b>Strike:</b> Strike an object using side body orientation. Strike, showing side orientation and proper grip, using a variety of equipment. Step toward and strike a stationary object, using a variety of equipment.</p>	<p><b>Strike:</b> Step toward and strike a moving object with or without equipment while using a mature motor pattern and proper side orientation.</p>		
<p><b>Jump:</b> Jump from two feet to two feet. Hop on dominant foot. Hop on either foot. Jump a turned rope. Jump rhythmically. Jump for height and distance. Jump a self-turned rope forward or backward.</p>	<p><b>Jump:</b> Run into, jump, and run out of turning rope. Jump using beginning and intermediate skills. Jump, landing with control. Catch while jumping.</p>		
<p><b>Leap:</b> A takeoff from one foot to land on the opposite foot.</p>			



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Grades K-2 Performance Standards	Grades 3-5 Performance Standards	Grades 6-8 Performance Standards	Grades 9-12 Performance Standards
	<p><b>Swim:</b> Students will have swimming lessons. Students will be placed in one of five defined stages. At any time a student accomplishes a stage he/she will move to the next appropriate stage.</p> <p><u>Stage I:</u></p> <ul style="list-style-type: none"> <li>• Jump in water, roll to back, call for help</li> </ul> <p><u>Stage II:</u></p> <ul style="list-style-type: none"> <li>• Tread water for 1 minute</li> <li>• Move 30 feet in water w/o touching bottom</li> </ul> <p><u>Stage III:</u></p> <ul style="list-style-type: none"> <li>• 45 feet crawl or freestyle</li> <li>• 45 feet backstroke</li> <li>• Jump in deep water, swim to side, get out</li> </ul> <p><u>Stage IV:</u></p> <ul style="list-style-type: none"> <li>• 75 feet crawl or freestyle</li> <li>• 75 feet backstroke</li> <li>• 45 feet breaststroke</li> <li>• 45 feet butterfly</li> </ul> <p><u>Stage V:</u></p> <p>Strengthen swimming skills. Learn rescue and first aid skills. Assume leadership role in teaching stages I – IV.</p>	<p><b>Swim:</b> Students will have swimming lessons. Students will be placed in one of five defined stages. At any time a student accomplishes a stage he/she will move to the next appropriate stage.</p> <p><u>Stage I:</u></p> <ul style="list-style-type: none"> <li>• Jump in water, roll to back, call for help</li> </ul> <p><u>Stage II:</u></p> <ul style="list-style-type: none"> <li>• Tread water for 1 minute</li> <li>• Move 30 feet in water w/o touching bottom</li> </ul> <p><u>Stage III:</u></p> <ul style="list-style-type: none"> <li>• 45 feet crawl or freestyle</li> <li>• 45 feet backstroke</li> <li>• Jump in deep water, swim to side, get out</li> </ul> <p><u>Stage IV:</u></p> <ul style="list-style-type: none"> <li>• 75 feet crawl or freestyle</li> <li>• 75 feet backstroke</li> <li>• 45 feet breaststroke</li> <li>• 45 feet butterfly</li> </ul> <p><u>Stage V:</u></p> <p>Strengthen swimming skills. Learn rescue and first aid skills. Assume leadership role in teaching stages I – IV.</p>	



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<b>Standard 2: A physically educated student applies movement knowledge, concepts and principles to the learning and development of motor skills.</b>			
<b>Grades K-2</b> Performance Standards	<b>Grades 3-5</b> Performance Standards	<b>Grades 6-8</b> Performance Standards	<b>Grades 9-12</b> Performance Standards
Listen and respond appropriately to feedback	Use appropriate feedback to improve individual performance.	Explain and demonstrate game strategies.	Use strategies, specialized knowledge, rules, procedures, and terminology for a physically active lifestyle.
Develop a basic movement vocabulary (space awareness, effort, relationships, locomotor, non-locomotor, and manipulative skills).	Understand and utilize movement vocabulary.	Describe characteristics of a team that make them successful.	
	Utilize strategies in games and activities.		
	<p><i><b>Swim:</b> Students will have swimming lessons. Students will be placed in one of five defined stages. At any time a student accomplishes a stage he/she will move to the next appropriate stage.</i></p> <p><u>Stage I:</u></p> <ul style="list-style-type: none"> <li>• Jump in water, roll to back, call for help</li> </ul> <p><u>Stage II:</u></p> <ul style="list-style-type: none"> <li>• Tread water for 1 minute</li> <li>• Move 30 feet in water w/o touching bottom</li> </ul> <p><u>Stage III:</u></p> <ul style="list-style-type: none"> <li>• 45 feet crawl or freestyle</li> <li>• 45 feet backstroke</li> <li>• Jump in deep water, swim to side, get out</li> </ul> <p><u>Stage IV:</u></p> <ul style="list-style-type: none"> <li>• 75 feet crawl or freestyle</li> <li>• 75 feet backstroke</li> <li>• 45 feet breaststroke</li> <li>• 45 feet butterfly</li> </ul>	<p><i><b>Swim:</b> Students will have swimming lessons. Students will be placed in one of five defined stages. At any time a student accomplishes a stage he/she will move to the next appropriate stage.</i></p> <p><u>Stage I:</u></p> <ul style="list-style-type: none"> <li>• Jump in water, roll to back, call for help</li> </ul> <p><u>Stage II:</u></p> <ul style="list-style-type: none"> <li>• Tread water for 1 minute</li> <li>• Move 30 feet in water w/o touching bottom</li> </ul> <p><u>Stage III:</u></p> <ul style="list-style-type: none"> <li>• 45 feet crawl or freestyle</li> <li>• 45 feet backstroke</li> <li>• Jump in deep water, swim to side, get out</li> </ul> <p><u>Stage IV:</u></p> <ul style="list-style-type: none"> <li>• 75 feet crawl or freestyle</li> <li>• 75 feet backstroke</li> <li>• 45 feet breaststroke</li> <li>• 45 feet butterfly</li> </ul>	



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<b>Standard 3: A physically educated student exhibits a physically active lifestyle and maintains a health-enhancing level of physical fitness.</b>			
<b>Grades K-2</b> Performance Standards	<b>Grades 3-5</b> Performance Standards	<b>Grades 6-8</b> Performance Standards	<b>Grades 9-12</b> Performance Standards
	<p><i><b>Swim:</b> Students will have swimming lessons. Students will be placed in one of five defined stages. At any time a student accomplishes a stage he/she will move to the next appropriate stage.</i></p> <p><u>Stage V:</u>  <i>Strengthen swimming skills. Learn rescue and first aid skills. Assume leadership role in teaching stages I – IV.</i></p>	<p><i><b>Swim:</b> Students will have swimming lessons. Students will be placed in one of five defined stages. At any time a student accomplishes a stage he/she will move to the next appropriate stage.</i></p> <p><u>Stage V:</u>  <i>Strengthen swimming skills. Learn rescue and first aid skills. Assume leadership role in teaching stages I – IV.</i></p>	
Identify, be aware of, and distinguish between healthy and unhealthy activities.	Identify benefits from frequent physical activities.	Participate in an individualized physical education program.	Demonstrate a willingness to participate in healthy physical activities voluntarily.
Identify and participate in healthy activities that increase the heart rate and that the child enjoys.	Monitor heart rate before, during, and after activities.	Describe long-term physiological, psychological, and social benefits that may result from regular participation in physical activity.	
	Identify activities that improve each area of fitness (cardio-respiratory endurance, muscular strength, muscle endurance, flexibility, body composition).	Participate in fitness-enhancing physical activities before and after school.	



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<b>Standard 4: A physically educated student demonstrates responsible personal and social behavior in physical activity.</b>			
<b>Grades K-2</b> Performance Standards	<b>Grades 3-5</b> Performance Standards	<b>Grades 6-8</b> Performance Standards	<b>Grades 9-12</b> Performance Standards
Respect the rights and feelings of others.	Respect the rights and feelings of others.	Identify positive and negative peer influence.  Play within the rules of a game or activity.	Demonstrate the ability to participate cooperatively and ethically in situations of winning and losing.
	Demonstrate peaceful conflict resolution.	Consider the consequences when confronted with a behavior choice.	Demonstrate the ability to communicate in a positive respectful manner.
Show self-control.	Show self-control.	Resolve interpersonal conflicts with sensitivity to rights and feelings of others.	
Participate in class activities.	Participate in class activities.	Handle conflicts that arise with others without confrontation.	
Follow safety rules and procedures.	Follow safety rules and procedures.	Make choices based on safety of self and others.	
	Participate in activities with goals for personal success.	Accept a controversial decision of an official.	
Do moderate physical activity.	Demonstrate self-directed behavior during skill practice time without external rewards.		
Identify cardio respiratory fitness.	Show concern for progress of others.		
Identify and enjoy a physical activity which increases the heart rate.	Demonstrate cooperation and teamwork.		
<i>Swim: Safety day for all students. Cover Pool rules PFD's, boat safety, cold water safety, rescue throws, etc. Safety skills in pool.</i>	<i>Swim: Conduct safety day for all students. Cover Pool rules PFD's, boat safety, cold water safety, rescue throws, etc. Teach safety skills in pool.</i>	<i>Swim: Conduct safety day for all students. Cover Pool rules, PFD's, boat safety, cold water safety, rescue throws, etc. Teach safety skills in pool.</i>	



# Juneau School District Physical Education CORE Content

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<b>Standard 5: A physically educated student demonstrates understanding and respect for differences among people in physical activity settings.</b>			
<b>Grades K-2</b> Performance Standards	<b>Grades 3-5</b> Performance Standards	<b>Grades 6-8</b> Performance Standards	<b>Grades 9-12</b> Performance Standards
Share and take turns in physical activity.	Demonstrate acceptance of the skills and abilities of others, through verbal and nonverbal behaviors, regardless of differences (culture, gender, socioeconomic, size, age, skill ability, physical or psychological conditions).	Demonstrate an understanding of the ways that sport and dance influence cultures.	Participate cooperatively with all ability levels.
Work with others regardless of differences.		Display sensitivity to the feelings of others during interpersonal interactions.	
Appreciate benefits of cooperation and sharing.		Respect the physical and performance limitations of self and others.	
		Identify positive and negative peer influence.	

<b>Standard 6: A physically educated student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.</b>			
<b>Grades K-2</b> Performance Standards	<b>Grades 3-5</b> Performance Standards	<b>Grades 6-8</b> Performance Standards	<b>Grades 9-12</b> Performance Standards
Identify feelings from physical activity.	Recognize the benefits to self and others that result from participation in different forms of physical activity.	Feel satisfaction when engaging in physical activity — FUN!	Values a variety of activities outside the course setting.
Participate in variety of activities, alone and with others.		Enjoy the aesthetic and creative aspects of performance.	Feel satisfaction when engaging in physical activity
Show a willingness to try new activities and identify enjoyable ones.		Enjoy learning new activities.	Become more skilled in a favorite activity
Accept and express feelings that result from challenges, successes, and failures.		Become more skilled (e.g. learning strategy, additional skills) in a favorite activity.	



# PHYSICAL EDUCATION CURRICULUM

Elementary School

# Elementary

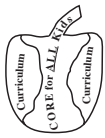
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<b>Grades K-2 Performance Standards</b>		<b>Grades 3-5 Performance Standards</b>	
	Sample Activities		Sample Activities
<b>Dribble (hand):</b> Dribble a ball in self-space and general space using first two hands then dominant hand alone, then right hand and left hand alternating.	<i>Sparks</i> - Having a Ball p. 13 <i>Dynamic PE</i> - Chap. 23 <i>On the Move</i> – pp. 123-144	<b>Dribble (hand):</b> Dribble with dominant and non-dominant hand while moving.	<i>Dynamic Physical Education</i> – Chap. 23 <i>Sparks</i> - Basketball <i>On the Move</i> – pp. 126-144 <i>Children Moving</i> – pp. 544-553
<b>Dribble (feet):</b> Move a ball with feet. Dribble in general space using dominant foot. Dribble a ball keeping it close to the body.	<i>Sparks</i> – Let’s Hit It <i>Dynamic PE</i> – p. 269, 625-626 <i>Children Moving</i> – Kicking and Punting p. 452, 469		
<b>Kick:</b> Kick a stationary object (ball) using the dominant/non-dominant foot, then kick using an approach.	<i>Sparks</i> - Let's Hit It, pp. 7-13 <i>Dynamic PE</i> - pp. 330-331 <i>On the Move</i> - Kicking and Punting p. 59-62	<b>Kick:</b> Demonstrate a variety of moving and stationary kicks.	<i>Dynamic Physical Education</i> – Chap 26, Chap 24 <i>Sparks</i> - Soccer <i>On the Move</i> – p. 59, 179 <i>Children Moving</i> – Chap. 26
<b>Catch:</b> Bounce and catch an object, catch a tossed or bounced object without moving from self-space.	<i>Sparks</i> - Having a Ball <i>Dynamic PE</i> - p. 328-329 <i>On the Move</i> - Catching p. 71-74 <i>Children Moving</i> - Throwing and Catching p. 485-499	<b>Catch:</b> Demonstrate both one-handed and two-handed catches at different levels with various objects.	<i>Dynamic Physical Education</i> – p. 646. p. 579, 601 <i>Sparks</i> – Softball, Field Games, Frisbee, Hockey, Basketball <i>On the Move</i> - pp.71-74 <i>Children Moving</i> – pp 498, 505, 509, 501
<b>Volley:</b> Volley a light weight object with hands then paddle/racket.	<i>Sparks</i> - Let's Hit It, Having a Ball <i>Dynamic PE</i> - Batting in Place pp. 350, Volleying - pp. 678-688 <i>On the Move</i> - Volleying - pp. 259-275	<b>Volley:</b> Volley tossed object, with control, back and forth to a partner with hands, arms, or equipment.	<i>Dynamic Physical Education</i> – p. 350, 677 <i>Sparks</i> – Volleyball, Field Games, Wall Ball <i>On the Move</i> – p. 75, 259 <i>Children Moving</i> – Chap 28
<b>Locomotor:</b> Walk, run, gallop, skip, hop, leap, jump, and side slide individually then in groups.	<i>Sparks</i> - Perceptual Power, Spark Starters <i>Dynamic PE</i> - Chapter 15 - Fundamental Motor Skills p. 313-320 <i>On the Move</i> - Traveling p. 43-45 <i>Children Moving</i> - p. 279-288	<b>Locomotor:</b> Using a mature motor pattern, move at different levels and directions in game situations.	<i>Dynamic Physical Education</i> <i>Sparks</i> - Everything <i>On the Move</i> <i>Children Moving</i>



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<b>Grades K-2 Performance Standards</b>		<b>Grades 3-5 Performance Standards</b>	
	Sample Activities		Sample Activities
<b>Throw:</b> Throw a variety of objects with dominant arm, throw underhand and overhead, throw using opposition and with proper weight transfer.	<i>Sparks</i> - Having a Ball <i>Dynamic PE</i> - p. 326-328 <i>On the Move</i> - Throwing and Catching p. 150-178 <i>Children Moving</i> - Throwing and Catching p. 500-516	<b>Throw:</b> Throw an object toward a target with accuracy, using a mature motor pattern (shows opposition, weight transfer, and follow through).	<i>Dynamic Physical Education</i> – Chaps 23, 24, 26, 27 <i>Sparks</i> – Softball, Field Games, Frisbee <i>On the Move</i> – p. 64, 150 <i>Children Moving</i> – Chap 27
<b>Rhythm:</b> Repeat a basic rhythmic pattern and follow a combination of rhythmic movements.	<i>Sparks</i> – Jump for Joy, Parachute Parade, Dance with Me <i>Dynamic PE</i> – Rhythmic Movement Skills p. 414-461 <i>On the Move</i> – Skills in Gymnastics p. 441-442 <i>Children Moving</i> – Chap. 20 Skill Themes in Dance p. 307-326	<b>Rhythm:</b> Turn a long rope with an even rhythm with partner. Using mature movements, move in sequenced patterns while keeping time with music	<i>Dynamic Physical Education</i> – Chap 19 <i>Sparks</i> – Dance, Jump Rope <i>Children Moving</i> – Chap. 20
<b>Rolling:</b> Perform a rocking motion, a log roll and egg roll going from side to side, and a forward roll.	<i>Sparks</i> - Super Kids’ Stunts <i>Dynamic PE</i> – Rocking and Swaying, p. 231, p. 463-467 <i>Children Moving</i> – Transferring Weight and Rolling p. 418-419	<b>Rolling:</b> Perform forward, backward, sideways rolls.	<i>Dynamic Physical Education</i> – Chap 20 <i>Sparks</i> - Gymnastics <i>On the Move</i> p. 56 <i>Children Moving</i> – Chap 24
<b>Weight Transfer:</b> Travel on a combination of body parts. Transfer weight to hands while hanging on apparatus or performing simple stunts. Transfer weight from feet to other body parts while traveling.	<i>Sparks</i> – Super Kids’ Stunts <i>Dynamic PE</i> – p. 463-520 <i>On the Move</i> – Transferring Weight p. 238-258 <i>Children Moving</i> – Chap. 24 Transferring Weight and Rolling p. 395-412	<b>Weight Transfer:</b> Combine transfer of weight, rolling, and balance into a sequence on mats.	<i>Dynamic Physical Education</i> – Chap. 20 <i>Sparks</i> - Gymnastics <i>On the Move</i> – p. 238-258 <i>Children Moving</i> – Chap. 24
<b>Balance:</b> Balance using different combinations of body parts as support. Travel on low equipment. Perform simple balances on equipment (low). Travel on low equipment. Perform different balances on equipment.	<i>Sparks</i> - Super Kids’ Stunts <i>Dynamic PE</i> - Balancing Supporting Your Body Weight p. 303-304, p. 391-398, p. 463-520 <i>On the Move</i> – Balancing p. 210-236 <i>Children Moving</i> – Chap. 23 p. 367-393	<b>Balance:</b> Balance with a partner. Balance on skates or beams. Balance on skis. Perform a balance sequence on a mat.	<i>Dynamic Physical Education</i> – Chap 20 <i>Sparks</i> - Gymnastics <i>On the Move</i> – p. 52, 210 <i>Children Moving</i> – Chap. 23
<b>Strike:</b> Strike an object using side body orientation. Strike, showing side orientation and proper grip, using a variety of equipment. Step toward and strike a stationary object, using a variety of equipment.	<i>Sparks</i> – Let’s Hit It <i>Dynamic PE</i> – p. 331 <i>On the Move</i> - Striking with a Paddle and Rackets p. 276-304 <i>Children Moving</i> - Striking p. 581-616	<b>Strike:</b> Step toward and strike a moving object with or without equipment while using a mature motor pattern and proper side orientation.	<i>Dynamic Physical Education</i> – Chas 25, 27, 29 <i>Sparks</i> – Volleyball, Softball, Hockey <i>On the Move</i> – p. 84, 276-303 <i>Children Moving</i> – Chap 28, 29, 30



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<b>Grades K-2 Performance Standards</b>		<b>Grades 3-5 Performance Standards</b>	
<b>Sample Activities</b>		<b>Sample Activities</b>	
<p><b>Jump:</b> Jump from two feet to two feet. Hop on dominant foot. Hop on either foot. Jump a turned rope. Jump rhythmically. Jump for height and distance. Jump a self-turned rope forward or backward.</p>		<p><b>Jump:</b> Run into, jump, and run out of turning rope. Jump using beginning and intermediate skills. Jump, landing with control. Catch while jumping.</p>	
<p><b>Leap:</b> A takeoff from one foot to land on the opposite foot.</p>			
<p><i>Sparks-</i> Jumping for Joy, Perceptual Power, Spark Starters <i>Dynamic PE</i> – p.317, 318, p. 365-379 <i>On the Move</i> – Jumping and Landing p. 46-51 <i>Children Moving</i> – Jumping and Landing p. 343-365</p>		<p><i>Dynamic Physical Education</i> - p. 365-379 <i>Sparks</i> – jump rope, basketball, track and field, frisbee <i>On the Move</i> – p. 46, 196 <i>Children Moving</i> – Chap. 22</p>	
<p><i>Sparks</i> – Spark Starters, Perceptual Power <i>On the Move</i> <i>Dynamic PE</i> – p. 319 <i>Children Moving</i> – p. 279, 282, 288</p>			

<b>Standard 2: A physically educated student applies movement knowledge, concepts and principles to the learning and development of motor skills.</b>			
<b>Grades K-2 Performance Standards</b>		<b>Grades 3-5 Performance Standards</b>	
<b>Sample Activities</b>		<b>Sample Activities</b>	
<p>Listen and respond appropriately to feedback</p>		<p>Use appropriate feedback to improve individual performance.</p>	
<p>Develop a basic movement vocabulary (space awareness, effort, relationships, locomotor, non-locomotor, and manipulative skills).</p>		<p>Understand and utilize movement vocabulary.</p>	
		<p>Utilize strategies in games and activities.</p>	
<p><i>Sparks</i> – Introduction, Organization and Management, Perpetual Power <i>On the Move</i> <i>Dynamic PE</i> – Instructional Process p. 37-150, Fundamental Motor Skills p. 295-383 <i>Children Moving</i></p>		<p><i>Sparks</i> – Introduction, Organization and Management <i>Dynamic P.E.</i> – Instructional Process, p. 37-150 and Fundamental Motor Skills pp. 295-383</p>	
		<p><i>Children Moving</i> – p. 8</p>	
		<p><i>Brain Gym</i></p>	



# Juneau School District Physical Education CORE Content

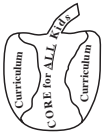
*Curriculum is what teachers teach on a daily basis. CORE is the foundation of knowledge and skills that ALL students take with them to the following grade.*  
 ~ Juneau Teachers 2/98

## Standard 3: A physically educated student exhibits a physically active lifestyle and maintains a health-enhancing level of physical fitness.

Grades K-2 Performance Standards	Sample Activities	Grades 3-5 Performance Standards	Sample Activities
Identify, be aware of, and distinguish between healthy and unhealthy activities.	PE Fitness Calendars as homework (five days a week, 30 minutes each) <i>Children Moving</i> , p. 52, Personal Safety i.e., Padding, Helmet	Identify benefits from frequent physical activities.	<i>Dynamic P.E.</i> , Chap. 12, pp. 226-233
Identify and participate in healthy activities that increase the heart rate and that the child enjoys.		Monitor heart rate before, during, and after activities.	<i>Sparks</i> – Personal Best Days and Philosophy
		Identify activities that improve each area of fitness (cardio-respiratory endurance, muscular strength, muscle endurance, flexibility, body composition).	<i>Children Moving</i> , Chap. 4

## Standard 4: A physically educated student demonstrates responsible personal and social behavior in physical activity.

Grades K-2 Performance Standards	Sample Activities	Grades 3-5 Performance Standards	Sample Activities
Respect the rights and feelings of others.	<i>Children Moving</i> – p. 53, Personal Safety and Social Responsibility, p. 135 <i>Dynamic Physical Education</i> – Chap. 5 <i>Sparks</i> – Organization and Management	Respect the rights and feelings of others.	<i>Dynamic P.E.</i> – Part II, Section 4  <i>Children Moving</i> , Chap 10.
Show self-control.		Demonstrate peaceful conflict resolution.	
Participate in class activities.		Show self-control.	
Follow safety rules and procedures.		Participate in class activities.	
		Follow safety rules and procedures.	
Do moderate physical activity.	Use of heart rate monitors.	Participate in activities with goals for personal success.	
Identify cardio respiratory fitness.		Demonstrate self-directed behavior during skill practice time without external rewards.	<i>Sparks</i> – Organization and Movement
Identify and enjoy a physical activity which increases the heart rate.	PE Fitness Calendars as homework (5 days a week, 30 minutes each) <i>Children Moving</i> , p. 52, Personal Safety i.e., Padding, Helmets	Show concern for progress of others.	
		Demonstrate cooperation and teamwork.	



# Juneau School District Physical Education CORE Content

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 ~ Juneau Teachers 2/98

## Standard 5: A physically educated student demonstrates understanding and respect for differences among people in physical activity settings.

Grades K-2 Performance Standards	Sample Activities	Grades 3-5 Performance Standards	Sample Activities
Share and take turns in physical activity.	Native games – Tlingit, Eskimo, Filipino, Russian, etc. <i>Dynamic</i> – Chap. 7 Children with Disabilities and Chap. 5	Demonstrate acceptance of the skills and abilities of others, through verbal and nonverbal behaviors, regardless of differences (culture, gender, socioeconomic, size, age, skill ability, physical or psychological conditions).	Multicultural games  <i>Sparks</i> – Dance and Rhythms  <i>Dynamic P.E.</i> – Chap 4, pp. 73-75
Work with others regardless of differences.			
Appreciate benefits of cooperation and sharing.			

## Standard 6: A physically educated student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

Grades K-2 Performance Standards	Sample Activities	Grades 3-5 Performance Standards	Sample Activities
Identify feelings from physical activity.		Recognize the benefits to self and others that result from participation in different forms of physical activity.	
Participate in variety of activities, alone and with others.			
Show a willingness to try new activities and identify enjoyable ones.			
Accept and express feelings that result from challenges, successes, and failures.			

## **Elementary Assessment**

Our goal for assessment at the elementary level is to evaluate and report student progress toward expected behavior and standard benchmarks. This will be achieved through observation and checklists using technology, software, and support.

## Resource Bibliography

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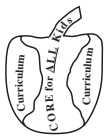


# PHYSICAL EDUCATION CURRICULUM

Middle School

# Middle School

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# Juneau School District Physical Education CORE Content

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## Standard 1: A physically educated student demonstrates competency in a variety of movement forms and proficiency in a few movement forms.

Grades 6-8 Performance Standards	Sample Activities
Demonstrate offensive and defensive movement strategies in a modified version of a team sport.	3 vs. 3 basketball, 5 vs. 5 soccer, softball, volleyball, jump rope, dance, tinikling, Tae Bo, running, strength training, ice skating, golf.
Perform a variety of simple rhythmic movements.	
Display the basic skills and safety procedures to participate in activities.	

## Standard 2: A physically educated student applies movement knowledge, concepts and principles to the learning and development of motor skills.

Grades 6-8 Performance Standards	Sample Activities
Explain and demonstrate game strategies.	Individual, dual, and team sport. Volleyball serves, batting stance and swing. Health and skill related fitness, stress management, and cooperation. List components of a workout including health and skill related fitness, assessment, and sport specific training.
Describe characteristics of a team that make them successful.	
Can analyze individual skills by observing a video of performance.	Observe videos of serves, shooting, running.

## Standard 3: A physically educated student exhibits a physically active lifestyle and maintains a health-enhancing level of physical fitness

Grades 6-8 Performance Standards	Sample Activities
Participate in an individualized physical education program.	After completing a battery of fitness tests, set personal goals in each area tested and specific strategies to achieve those goals. Strategies become the students individualized conditioning program.
Describe long-term physiological, psychological, and social benefits that may result from regular participation in physical activity.	Document participation in activity over time to see personal growth or gains. After sufficient time to improve skills, performance or fitness levels, student will identify the benefits (physiological, psychological and social). - optional
	Keep a personal log of participation in structured or non-structured programs outside of the physical education environment. - optional
Participate in fitness-enhancing physical activities before and after school.	Create a physical activity calendar for one month and encourage family members to participate. - optional
	Bonus program - personal fitness standard (i.e., mile run improved performance bonus points given).
Understand personal heart rate levels needed for improvement of cardiovascular fitness.	Use a heart rate monitor in various levels of activity.

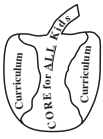


# Juneau School District Physical Education CORE Content

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<b>Standard 4: A physically educated student demonstrates responsible personal and social behavior in physical activity.</b>	
<b>Grades 6-8 Performance Standards</b>	<b>Sample Activities</b>
Identify positive and negative peer influence.	Teacher provides opportunities for students to demonstrate leadership. Sportsmanship, knowledge of and adherence to rules and safety guidelines (e.g., team captain, referee, team member). Students will identify their responsibilities in a given role and assess their performance with input from the teacher.
Play within the rules of a game or activity.	After participation in an activity, identify others who displayed good sportsmanship, leadership and conflict resolution. These observations will be shared with the class and those demonstrating these skills can receive bonus points.
Consider the consequences when confronted with a behavior choice.	Identify situations that are anger inducing and discuss personal physical and emotional responses to anger. Given a potential anger-inducing scenario, student will describe nonviolent ways to de-escalate or resolve the conflict.
Resolve interpersonal conflicts with sensitivity to rights and feelings of others.	Adapt a game (e.g. rules, equipment, vocabulary) for a group member with special needs.
Handle conflicts that arise with others without confrontation.	Establish citizenship assignments (classroom duties) to focus students on being a part of a school community and contributing to that community in a positive way. Duty assignments in class and at the end of class.
Make choices based on safety of self and others. Accept a controversial decision of an official.	

<b>Standard 5: A physically educated student demonstrates understanding and respect for differences among people in physical activity settings.</b>	
<b>Grades 6-8 Performance Standards</b>	<b>Sample Activities</b>
Demonstrate an understanding of the ways that sport and dance influence cultures.	Learn about and participate in Native Youth Olympics.
Display sensitivity to the feelings of others during interpersonal interactions.	Teacher utilizes a variety of techniques for selecting teams.
Respect the physical and performance limitations of self and others.	Modify a game to enhance the level of participation and success for all students involved. Example: 3 vs 3 basketball, all students must touch the ball before the team can take a shot.
	Analyze ways individuals affect team play by identifying participation factors such as fair play, sportsmanship, etiquette, and team play.



# Juneau School District Physical Education CORE Content

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<b>Standard 6: A physically educated student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.</b>	
<b>Grades 6-8: Performance Standards</b>	<b>Sample Activities</b>
Feel satisfaction when engaging in physical activity - FUN!	Be introduced to a variety of new games and activities (e.g. pickleball, speedball, jazz dance, or decathlon).
Enjoy the aesthetic and creative aspects of performance.	Participate in an extra-curricular activity or a sporting event before, after, or outside of school.
Enjoy learning new activities.	
Become more skilled in a favorite activity.	
Demonstrate importance of physical education and it's benefits.	Build a PE Web page.
	Video, photographic presentations

## UNIT ASSESSMENT 6-8

Students will understand the rules, components of team sports for each unit taught.

**“Fact sheets”** provided:

- Teacher prepared fact sheets will be made available to students outlining/describing the expectations for each unit taught.
- \* Samples attached.

**Assessment:** Teacher prepared written quizzes will be used to evaluate student knowledge of unit taught.

- \* Sample quizzes attached.

**Bonus points.**

Students will have an opportunity to demonstrate individual skill level for individual or team sports.

### Tennis

- Forehand: 3 points
- Backhand: 3 points
- Serve: 3 points

### Basketball

- Gross motor skills test
  - Free throw
  - Round the world shots
  - Pull-up bar toss

### Volleyball

- Bump: 3 points
- Set: 3 points
- Serve: 3 points

### Running

- Repetition
- Time improvements (bonus points)

### **Awards- National**

Students will be tested on the Presidents Physical Fitness Test: mile run, curl-ups, pull-ups, shuttle run, and sit and reach.

Qualifying awards: certificates, awards (patch), t-shirt (optional)

- \* Funds need to be available.

Students will experience participation assessment for each unit.

Example: 10 point scale for each unit taught deducted points system.

Students will be expected to be prepared for class with necessary materials (tennis shoes, shorts, t-shirts). Dress down points — deduction. (Recommended participants wear a white t-shirt.)

Optional: School P.E. clothes be individually purchased by students at start of each semester.

# Middle School Unit Skills

## Aerobic Activities:

- Box ball
- Tag
- Jumping rope
- Running/walking
- Games

## Aerobic Dance:

- Cardiorespiratory information
- Target heart rate
- Stretching
- Warm up
- Cool down
- Basic steps

## Basketball:

- Rules
- Nature and purpose
- Facilities and equipment
- Conditioning
- Shooting
  - Placement of hands on the ball
  - Mechanics of the shoot (BEEF)
    - Base
    - Elbow
    - Eye
    - Follow-through
- Pivot
- Passing
  - Bounce
  - Chest
  - Overhead
- Lay-up (right and left)
- Dribbling
- Offensive rebounding
- Defensive rebounding
- Moving with the ball
- Screening
  - Fast break
  - Set shot
  - Free throw
- Defensive stance
- Defensive movement
- Defensive on the ball
- Defensive off the ball
- Team offense

## Bowling:

- Safety and facilities
- Fundamental
  - Hand placement in the ball
  - Three or five step approach
- Scoring
  - Spare
  - Strike
- Etiquette

## Calisthenics:

- Curl-ups
- Pushups
- Jumping jacks
- Leg lifts

## Circuit Training:

- Pushups
- Bleacher steps
- Pull ups
- Curl ups
- Rope Climbing
- Ski hop
- Rope jumping
- Peg board
- Jumping jacks
- Squat thrust
- Wall sit

## Dodgeball/Five Pin

- Safety and facilities
  - Use proper dodge ball only!!!
  - Ball must be safety designed for impact!! (retail available)
- Review rules
- Throwing
- Catching
- Dodging

## Floor Hockey:

- Safety and use of equipment
- Fundamentals of the game
  - How to hold the stick
    - Dribbling, passing
    - Shooting for a goal
  - How to play goalie position

Team defense  
Pressure defense

How to score the game  
Offensive and defensive strategy

Gymnastics and Tumbling:

Safety  
Types of mechanics  
    Forward roll/oar  
    Backward roll/variation  
    Headstand  
    Handstand  
    Cartwheel  
    Round off  
    Backbend  
    Front and back handspring  
    Limbers  
Routines

Soccer:

Safety and facilities  
Conditioning  
Dribbling  
Passing  
Throw-ins  
Kick-off  
Trapping  
Heading  
Penalty kicks  
Fouls  
Goalie skills  
Team offense  
Team defense

Jump Rope:

Safety and facilities  
Proper rope length  
Basic Skills (15)  
Endurance testing (optional)  
    Speed

Stretching Activities:

Neck/head  
Arm/shoulder  
Back  
Leg  
Ankle

Kickball/Matball:

Safety and facilities  
Review rules  
Kicking technique  
Catching  
Running the bases

Tennis:

Safety and facilities  
Equipment care and use  
Parts of the racquet  
Ready position  
Hitting  
    Forehand  
    Backhand  
    Overhand  
Foot work  
Serving technique  
Score rules  
Volley (no bounce)  
Rally (bounce)  
Attack hits  
    Lob  
    Drop  
    Smash

Pickleball:

Safety and care of equipment  
Rules of the game  
Hand and eye work with paddle and ball  
Wall volley practicing  
Forehand and backhand  
Setting up equipment  
Serving  
    Rotation of player positions

Relays:

Scooter  
Running  
Skipping  
3 Legged  
Crab walk  
Others

Track and Field:

Safety and facilities  
Warm up and warm down  
Stretching  
Conditioning

Jumps

Triple jump  
Long jump  
High jump  
Straddle  
Flop  
Scissors

Hurdles

Types of individual races

Sprints  
Middle distance  
Distance

Relays and handoff methods

Shot

Discuss

Volleyball:

Safety and care of equipment  
Rules of the game  
Facilities and equipment storage  
Officiating skills

Strategy:

Offensive  
Bump  
Set  
Spike  
Defensive  
Block  
Dig

Serving underhand

Serving overhand

## Middle School Activities

<b>I. Fitness</b>		
Health and skill related fitness Stress Management	Nutrition Community involvement Components of a workout	First Aid/CPR Presidential Physical Fitness Testing
<b>II. Individual and dual sports</b>		
Archery (optional) Badminton Bowling Golf Handball	Pickleball Running <ul style="list-style-type: none"> <li>• Cross Country</li> <li>• Walk/jog/run</li> </ul> Ice Skating	Tennis Track and Field Strength Training Wrestling Gymnastics Circuit drills
<b>III. Team Activities</b>		
Basketball <ul style="list-style-type: none"> <li>• 1 vs. 1</li> <li>• 2 vs. 2</li> <li>• 3 vs. 3</li> <li>• 5 vs. 5</li> </ul> Beachball (optional) Lacrosse Flag Football	Mini team lead up games Floor hockey Soccer <ul style="list-style-type: none"> <li>• 3 vs. 3</li> <li>• 5 vs. 5</li> <li>• 11 vs. 11</li> </ul> Softball	Team Handball Volleyball <ul style="list-style-type: none"> <li>• 3 vs. 3 (modified court)</li> <li>• 6 vs. 6</li> </ul> Boomerball (optional) Various versions of tag Five Pin Dodgeball Mat Ball
<b>IV. Rhythms</b>		
Aerobic dance Creative dance Folk dance	Tinikling Line Dance Rope skipping	Social/contemporary dance Square dance Tae Bo
<b>V. Outdoor Education</b>		
Group initiative activities Orienteering	Par course	Survival skills
<b>VI. Other Activities</b>		
Hackysack Frisbee Juggling Kickball Kite flying	Native Youth Olympics New games/cooperative games Officiating - optional Relays	Speedball Ultimate (frisbee and football) 4 square Self defense

# Lifetime Fitness Through Safe, Fun Physical Activity

## The teacher shall help each student:

1. Understand the components of a healthy body.
2. Develop positive people skills (cooperation, communications, fairness, good sportsmanship, etc.).
3. Develop self-confidence and self-responsibility.
4. Develop movement skills.
5. Understand the components of various physical activities.

## Grading

Based on effort, participation, attitude, skill tests, written assignments, and written tests. All grading is on a point system. Progress reports will be made available at mid-quarter.

## Medical Problems

Students with medical problems must confer with the teacher and/or nurse about appropriate activities for the day. These may include written and/or physical activities.

## Class Rules

1. Respect staff, classmates, and yourself.
2. Follow directions the first time.
3. Be on time with necessary materials.
4. Take proper care of equipment and facilities.

## Discipline

Infractions of the rules will result in one or more of the following consequences:

Chat with the teacher, time out, detention, loss of points, call home, referral to counselor and/or assistant principal or principal.

## Dress Down

Grades 7 and 8: Plain *white* or *gray* t-shirt, athletic shorts, lace-up non-marking athletic tennis shoes. Sweats may be desirable for outdoor activities. Dress down points will be deducted for not dressing down.

## Lockers

Grades 7 and 8: Lockers are required. There is a fee of \$5.00 for lost or destroyed locks.

Optional: Misplaced locks may be reclaimed and forgotten combinations obtained by writing a one-page essay or paying \$1.00 (optional).

\_\_\_\_\_  
Student print name

\_\_\_\_\_  
Parent signature

\_\_\_\_\_  
Date

# Archery

## Fact Sheet

Archery is a very ancient sport. It was used for recreation and for bowhunting. The same is true today. Indoor and outdoor archery has grown worldwide during the past 30 years. The introduction of more modern equipment has made the sport more competitive. The compound bow when introduced some 40 years ago made holding a bow at full draw easier, because the weight was less at full draw. Today the compound bow is available at most archery retail locations and they are very efficient and accurate.

Archers today use basically three types of bows: long bows, recurve, and compound bows. During competition archers will compete in a class and division according to their sex, age, and equipment being shot. The archery classes are:

- traditional: fingers, no bowsight or release.
- barebow: fingers, no bowsight or release, also the archer can use a compound or recurve, a long stabilizer is legal.
- free tyle limited: fingers, bowsight and stabilizer is legal. The archer can use a compound or recurve.
- freestyle: mechanical release and any equipment is legal.

Professional archers seldom miss a shot under 40 yards using such high quality equipment. Equipment used by most archers include an arm guard, finger tab, glove or release aid, a quiver (place to put arrows), a bow and, of course, arrows. Arrows must match your bow and the shooter. All arrows should be the same size and weight. It is important to know your bow's shooting weight and your draw length. Arrows can be made of wood, fiberglass, aluminum or carbon. Arrow cost also varies greatly!

Do you know the ten steps in archery?

1. straddle the line
2. pick up the bow
3. nock arrow and place fingers on string
4. pre-gap sighting using tip of arrow on target
5. draw bow to full draw length
6. anchor fingers on face
7. shoot arrow and follow through
8. put down bow
9. score arrows on target
10. put arrows in quiver

Archery is a family activity! Shoot often and keep the eye!

# Archery Quiz

Name: \_\_\_\_\_ Period: \_\_\_\_ Score: \_\_\_\_

True or False:

1. \_\_\_ Archery is an indoor and outdoor sport.
2. \_\_\_ Arrows can be made of wood, aluminum, or carbon.
3. \_\_\_ An archers arrows should all be the same length and weight.
4. \_\_\_ Compound bows make pulling a bow string harder at full draw.
5. \_\_\_ Archery is an ancient sport.

**Matching:** (place the correct letter on the blank)

- |                              |                                       |
|------------------------------|---------------------------------------|
| 6. ___ arrow                 | a. feather which faces shooter        |
| 7. ___ recurve bow           | b. nock on arrow                      |
| 8. ___ index feather or vane | c. aluminum, wood, carbon             |
| 9. ___ arrow rest            | d. arrow placement on bow             |
| 10. ___ quiver               | e. bow with curved limb               |
|                              | f. arrow holder on floor, hip, or bow |
|                              | g. mechanical release                 |

**Ten steps to archery:** (Number in order 1-10.)

- \_\_\_ shoot arrow and follow through
- 1 straddle the line
- \_\_\_ anchor fingers on face
- \_\_\_ pick up bow
- 4 pre-gap sighting using tip of arrow on target
- \_\_\_ put down bow
- \_\_\_ score arrows on target
- \_\_\_ nock arrow and place fingers on string
- \_\_\_ draw bow to full draw length
- 10 put arrows in quiver

# Badminton

## Fact Sheet

Badminton is a common backyard game, which includes two or more people in the game. The game can be played by the novice to the professional. At the professional level the game can become extremely demanding. It can include 30 or more volleys before a point is scored. It is a game of strategy, speed and racquet control.

The Badminton court is divided into four zones, plus a short serve zone. I'll label them A, B, C, D and short serve zone. The short serve zone is on both sides of the net. The net is in the middle of the zone. On a typical court the game can be played as singles or doubles. The game of double begins by the person in court A serving underhand in a diagonal direction over the net to the person in zone C. The shuttlecock or "birdie" must travel over the net into zone C, without touching the net. The person in zone C must successfully hit the birdie over the net into zones A,B, or their short serve zone. The volley now begins in an effort to cause a player to make a fault. A fault is when the birdie hits the floor without a player being able to return it over the net. The birdie can only be hit once on each side of the net. Following the serve and return hit, either player on a side may hit the birdie over the net. **Note:** Before B can serve on the first round C and D must serve. After that A and B both serve followed by C and D. The game goes to 15 points and a team must win by 2 points.

There are three types of hits which are used (lob, smash and drop). The lob is used to return the birdie to the rear of the court, moving their opponent away from the net. The smash is used to increase the speed of the birdie in a direct path downward. The drop is used to just pass the birdie over the net and drop downward very close to the net. **Remember:** The server must serve from inside of their zone and it must be underhanded. The server must call the score before serving. Say your score first, "Three serving ten." The serve must be diagonal and past the short serve zone and into their opponents zone. One hit on each side of the net is allowed.

# Badminton Quiz

Name: \_\_\_\_\_ Period: \_\_\_\_ Score: \_\_\_\_

Fill in the blank:

1. \_\_\_\_ How many points must you score to win a badminton game? (Must win by two points.)
2. \_\_\_\_ What is another name for a shuttlecock.
3. Place a check by the three types of hits in badminton. (Offensive)  

____	Splash	____	Punt	____	Field goal
____	Lob	____	Smash	____	Drop
____	Face off	____	Jump Ball	____	Bump

**True or False:**

4. \_\_\_\_ You must serve underhand in badminton.
5. \_\_\_\_ When playing doubles in badminton, either player may return the birdie, except on the serve.
6. \_\_\_\_ You must serve into the “short serve zone”.
7. \_\_\_\_ You say your score first before serving.
8. \_\_\_\_ You do not need to serve diagonally in badminton.

Bonus Point: Jill was going to serve the birdie, but before she served she said the score. Jill said, “Four to three serving!”

What was Jill’s partners score? \_\_\_\_

# Basketball

## Fact Sheet

Over the years basketball in Southeast Alaska has been the sport of choice by many athletes of all ages. Most people know the names of Larry Bird or Michael Jordan, both retired NBA players.

Basketball is a game of offense and defense. Either the team is trying to score or trying to stop the other team from scoring. There are two types of defense: man to man (guard a person) or zone (guard an area).

Each team has five players on the court at one time. They have two forwards, two guards and one center player positions.

The game is divided into four periods, with each period being 6-8 minutes long. The game is started at center court with a jump ball. Teams try to gain possession of the ball and score two points. The addition of the three-point line has added to the game. When players are fouled during the game, foul shots are taken, but only after 6 team fouls have happen during each half. Sometimes bonus foul shots are given (one and one). When a player is fouled while shooting, two foul shots are awarded. Each player only gets five fouls per game.

The game has some time limits on players. Players only have five seconds to throw the ball into play from out of bounds. Players only have ten seconds to move the ball down the court and cross the center line. Offensive players can only be in the key for three seconds (area in front of the offensive basket). Players can only hold the ball for five seconds without moving toward the basket.

The most common player violations, which cause turn-overs include:

- **Traveling:** dribbling with more than one hand, carrying the ball, or moving the pivot foot before dribbling the ball.
- **Charging:** offensive player moves into the defensive player.
- **Fouling:** offensive or defensive players make contact with another player resulting in a foul and possible turn-over.
- **Tying up:** two players have control of the ball at the same time.

Basketball is a passing, catching, dribbling, and shooting game. Players need to know how to deliver chest passes, bounce passes, and overhead passes. They need to be able to shoot lay-ups, and jump shots. Of course the free throw is very important! Players that can dribble without a mistake have the advantage on the court! What university did Carlos Boozer play for? NBA team?

# Basketball Quiz

Name: \_\_\_\_\_ Period: \_\_\_\_ Score: \_\_\_\_

## Multiple Choice

1. \_\_\_ Which are types of basketball passes?
  - a. bump, spike, set
  - b. curve, fastball, slider
  - c. bounce, chest, overhead
  - d. none of the above
  
2. \_\_\_ There are two types of defense commonly played in basketball. Which one do you guard an area?
  - a. zone
  - b. man to man
  - c. both of the above
  - d. none of the above
  
3. \_\_\_ Which are player positions in basketball?
  - a. zone, man to man
  - b. defense, offense
  - c. center, guard, forward
  - d. none of the above
  - e. both b and c

## True or False:

4. \_\_\_ You should always dribble the ball with only your palms.
5. \_\_\_ A basketball game is started with a jump ball at center-court. The second half is also started with a jump ball.
6. \_\_\_ A basketball game is only three periods.
7. \_\_\_ When shooting a jump shot the ball will rotate backward.
8. \_\_\_ An offensive player can not be in the key more than three seconds without the ball.
9. \_\_\_ The shooter must be outside the three point line to be awarded three points, if the shot is made.
10. \_\_\_ A team has ten seconds to move the ball across the center line during a basketball game.

Bonus Point: John was playing basketball. He scored 15 points in the first half and 25 points in the second half. What was his average points per quarter during the basketball game.

Answer: \_\_\_\_

# Basketball Shooting Gross Motor Skills Test

Name: \_\_\_\_\_ Period: \_\_\_\_ Score: \_\_\_\_

Directions: Pick a partner. With your partner complete the following shots. Your partner must count the shots and record the results.

Put a X through the O for every shot made.

Made 

Fill in the circle for shot missed.

Missed 

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Free Throws \_\_\_\_\_ for 10 (0000000000)  
Around the World \_\_\_\_\_ for 10 (0000000000)  
Pull-up/Bar Toss \_\_\_\_\_ for 10 (0000000000)  
Total score \_\_\_\_\_ for 30

---

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Free Throws \_\_\_\_\_ for 10 (0000000000)  
Around the World \_\_\_\_\_ for 10 (0000000000)  
Pull-up/Bar Toss \_\_\_\_\_ for 10 (0000000000)  
Total score \_\_\_\_\_ for 30

Bonus Points      5-10= 1 point  
                          10-15=2 points  
                          15-20=3 points  
                          20-25=4 points  
                          25-30=5 points

# Bowling Fact Sheet

The sport of bowling is an individual or team sport. Bowling is enjoyed by people of all ages. Channel Bowl in Juneau has ten lanes available for their customers. They now have automatic scoring machines, but knowing how to score bowling is still an important skill.

The score sheet will have ten frames. If a bowler scores 12 strikes in a row they will have a perfect game of 300 points. Three strikes in a row is called a turkey!

Some important procedures are recommended in order to bowl efficiently.

1. Finger placement: The thumb and two middle fingers are placed inside the bowling ball.
2. The approach: The bowler should use the three or five step approach. A right-handed bowler should release their bowling ball with their left foot at the foul line and right leg behind their left leg. This will allow the bowler to release the ball in a low and excellent position toward the ten bowling pins.
3. The release/follow through: The arm and wrist should direct the ball toward the bowling pins. Keeping the wrist locked in place will help with ball control. Some bowlers use a wrist support for added strength.
4. Ball placement: The bowler should direct the ball to the right or left of the center pin. The strike will result if perfect placement is accomplished.
5. Scoring a strike: The strike is accomplished with one perfect throw, when all the pins are knocked down. The bowler will record ten points, plus count the total of the next two balls thrown. This score is added to the prior frame.
6. Scoring a spare: The spare is accomplished when two throws are needed to knock down all 10 pins in one frame. The bowler will record 10 points, plus the total of the next ball thrown.
7. Scoring the tenth frame: Note in the tenth frame there are three boxes provided. This will allow for the strike or spare in the tenth frame. The last box will not be used if neither a strike nor spare are accomplished.

Practice sheet: Try to complete the practice sheet provided. Remember to follow the scoring rules.

# Bowling Quiz

Name: \_\_\_\_\_ Period: \_\_\_\_ Score: \_\_\_\_

## True or False:

1. \_\_\_ A perfect score in bowling is 300 points.
2. \_\_\_ If a person had 12 strikes in a row their score would be 360 points.
3. \_\_\_ There are ten frames on a normal bowling score sheet.
4. \_\_\_ The approach or delivery are not important in bowling.
5. \_\_\_ Most bowlers place two fingers and a thumb in the bowling ball when you are going to throw the ball properly.

## Multiple Choice:

6. \_\_\_ The following rule applies to a strike in bowling:
  - a. count the frame, plus the next ball.
  - b. count the frame, plus the next frame.
  - c. count the frame, which is ten points, plus the next two balls thrown.
  - d. count the frame, plus ten points in the next frame.
7. \_\_\_ The following rule applies to a spare in bowling:
  - a. count the frame, plus the next frame.
  - b. count the frame, plus the next ball.
  - c. count the frame, which is ten points, plus the next ball which is ten points.
  - d. count the frame, plus ten points in the next frame.

# Floor Hockey

## Fact Sheet

Hockey around the world is considered one of the most action packed games around. The game is three periods in length. The game can also be played while on roller blades, roller skates, or ice skates.

In floor hockey offensive players try to put the puck into the net. The goalie, along with four other defensive players, try to not let that happen. Good offense and defense is the key!

Floor hockey requires the use of hockey sticks, goal nets, a puck and an area to play the game. Each team has five players which includes a center, right wing, left wing, defense and a goalie. Sometime two defensive players are used.

The game is started at center court with a "face off". The referee can drop the puck or the players can tap the floor and sticks three times. It is important in floor hockey to play positions and pass the puck to the open player. Forming plays is useful in moving the puck into scoring position. When a penalty takes place, sometimes a team is short a player, then a team can use a power play, because they have a player advantage. Sometimes "off side" is included in the game, which means the puck must cross the blue line before another player when trying to score. Icing is another infraction included in the game of ice hockey. Icing means the puck can't be shot to the far side of the rink, unless on a power play.

In order to keep the game of floor hockey safe, no high sticking, tripping, hooking, slashing, slap shots, or rough play is allowed.

In order to keep the goalie safe, a goal box is in place in floor hockey. Offensive and defensive players are not allowed in the box. The goalies can use their hands or the goalie stick. They can freeze the puck or hit it to the side. They should never hit it out toward an opponent.

A good floor hockey player can move the puck down the court around other players, pass, or shoot with just a little wrist action on the stick. The puck can be raised or shot along the floor for a score!!

When a player scores three goals in a game it is called a "hat trick". Remember, players must keep the hockey stick below their waist at all times. No slap shots are allowed for safety reasons. Note, too, that rotation of players allows players to play all positions (sub → goalie → defense → right wing → center → left wing, etc.).

# Floor Hockey Quiz

Name: \_\_\_\_\_ Period: \_\_\_\_ Score: \_\_\_\_

True or False:

1. \_\_\_ Floor hockey players don't have an assigned position, so they can play anywhere on the court.
2. \_\_\_ The floor hockey game is four quarters not three periods in length.
3. \_\_\_ The floor hockey positions are two forwards, two guards, and a center.
4. \_\_\_ The puck is round like a ball in official ice hockey.
5. \_\_\_ In floor hockey the goalie stick is a different shape compared to the rest of the players sticks.
6. \_\_\_ In ice hockey icing and offside are penalties.
7. \_\_\_ In floor hockey it is a penalty if a player trips, slashes, high sticks, or hooks.
8. \_\_\_ The goalie plays offense when the defensive team has the puck. The goalie protects the goal by stopping all shots on goal.

Multiple Choice:

9. \_\_\_ When a player scores three goals during a game it is called a:
  - a. penalty
  - b. hat trick
  - c. face off
  - d. turkey
10. \_\_\_ The center starts the game with a/an \_\_\_\_\_ at center court.
  - a. jump ball
  - b. icing
  - c. off side
  - d. face off

# Frisbee Quiz

Name: \_\_\_\_\_ Period: \_\_\_\_ Score: \_\_\_\_

## Multiple Choice.

1. \_\_\_ What do you do to make the frisbee spin?
  - a. Keep your wrist straight when throwing it.
  - b. Flex the wrist when throwing it.
  
2. \_\_\_ If the left side of the frisbee (right handed) is too low the frisbee will go:
  - a. To the left
  - b. To the right
  - c. Straight
  
3. \_\_\_ If the leading edge of the frisbee is too high (right handed) it will:
  - a. Climb and climb and travel a long distance.
  - b. Climb and travel a short distance, it might even come back to you.
  - c. None of the above.
  
4. \_\_\_ How many people can guard the person with the frisbee?
  - a. One
  - b. Three or more
  - c. Doesn't make a difference.
  - d. None of the above.
  
5. \_\_\_ How long can a person hold a frisbee (maximum time)?
  - a. Doesn't make a difference.
  - b. A total of ten seconds.
  - c. A count of three seconds.
  - d. None of the above.

## True and False.

6. \_\_\_ A touch down in ultimate frisbee counts one point.
7. \_\_\_ You can take more than three steps in ultimate frisbee after catching the frisbee.
8. \_\_\_ If you drop a frisbee you can pick it up and throw it.
9. \_\_\_ The frisbee is a cone shaped object.
10. \_\_\_ You may catch the frisbee with two hands in the end zone.

# Golf

## Fact Sheet

Golf is a sport which has become a recreational activity for many people. It is now a leading business in many states, especially in vacation states with a warm weather such as Hawaii, California, Florida, and Arizona.

The sport of Golf requires the use of a golf bag, which has in it woods, irons and a putter. Golf balls are designed to travel far at high speeds when hit correctly. Many people ride golf carts when playing the game, while others will pull a golf cart or carry a golf bag. Some golfers during tournament play will have someone carry their bag for them. Championship caliber golfers can make a lot of money on the tour each year. Yes, golf has become a very professional sport.

Note: The green fees on very popular golf ranges are very expensive. Many Golf courses are private and others are open to the public.

The game of golf is started by the golfer teeing up a ball on the first tee box. He should use a wood if the shot is more than 200 yards. His/her shot should land as close to the middle of the fairway as possible. A shot into the rough would make the following shot more difficult. Remember, if the ball lands out of bounds or in the water, a one stroke penalty is taken. While on the fairway the next shot should be with an iron. The golfer should pick an iron (1-9) according to the loft required for the shot. The biggest number provides the most loft. The closer to the green or pin, the higher the loft is needed. If the golf ball lands at the edge of the green, a pitching wedge is used. A sand wedge is used if a shot is taken out of a sand trap. When the golfer is on the green a putter is used to take a shot. The pin or flag is removed once all the players in the party are on the green. Remember to watch your shadow and don't let it get in the way of another golfer. Control your shadow, but that's not a problem in Juneau!

The idea in golf is to try and shoot par or better. If a golfer shoots one under par it's a birdie, two under is an eagle. A hole in one is fantastic – remember that day, because it might never happen to you again. If a golfer is having a bad day on the course, bogie, double bogie golf is played. Remember to record your score on the course score card provided to you at the club house. Say hi to the pro after spending a day on the golf course. You just walked on some of the most beautiful grass in the area. Golf often!

# LaCrosse

## Fact Sheet

The game of LaCrosse is little understood or played in many parts of the country. LaCrosse is a very physical game, which demands players be in shape, because of the running and contact. Players need to be able to run, catch and throw while carrying a LaCrosse stick.

The game is started at center court or field. Indoor LaCrosse usually involves five players. The player positions are a center, right wing, left wing, defense and goalie.

The court is divided into two parts, which includes an offensive zone and defensive zone. Before a team can move into their opponents zone, (your offensive zone-their defensive zone) the team with the ball must make three passes. Following the third pass they yell "over" and throw the ball across the center line. The offensive team can now try to shoot the ball into their opponent's net. Note that the ball must bounce into the net in order to count. The goalie must protect the net by using their hands, body, or goal stick. Only the goalie can enter the goal box.

Players may move around the court walking or running with the ball in their basket, which is at the end of the goal stick. Other players on the team try to get open for a pass. The game is tamed a little indoors. LaCrosse when played at this level does not include body contact or stick contact. Players are to play good defense by watching other players instead of making physical contact. The players with ball can only have the ball for five seconds. Quick passing is the key!!!

Players need to learn to keep the basket up while catching and throwing the ball. The ball will fall to the floor if some skill isn't included in the pass. Players must also learn to pick the ball up with the stick, while the ball is rolling on the floor or bouncing. Quick wrist and arm action makes throwing and catching the ball easier.

The game of LaCrosse is three periods as is floor hockey. I imagine if a player scores three goals in LaCrosse it can be called a "hat trick" as in hockey.

# LaCrosse Quiz

Name: \_\_\_\_\_ Period: \_\_\_\_ Score: \_\_\_\_

True or False.

1.    \_\_\_    Players score points by throwing the ball into their own goal without bouncing the ball.
2.    \_\_\_    LaCrosse stresses passing, catching skills, teamwork, and continuous play.
3.    \_\_\_    Natural boundaries (such as walls, curtains and ceiling) keep the ball in constant play while playing LaCrosse indoors.
4.    \_\_\_    A player can hold the ball for more than five seconds in indoor LaCrosse at Floyd Dryden.
5.    \_\_\_    Players should play their position on offense and stay with their opponent when playing defense in LaCrosse.
6.    \_\_\_    No stick or body contact is allowed in LaCrosse according to the rules at Floyd Dryden.
7.    \_\_\_    Players must keep both hands on their stick.
8.    \_\_\_    Four passes must be made before passing the ball over the center line, then yell loudly “over”.
9.    \_\_\_    An excellent shooting technique would involve holding the racquet basket pointed down when shooting.
10.   \_\_\_    Running with the ball in LaCrosse is allowed.

# Orienteering Quiz I

Name: \_\_\_\_\_ Period: \_\_\_\_ Score: \_\_\_\_

Task: To understand and follow several waypoints using a compass. The hiker must locate the final destination following the waypoints indicated on this paper.

Waypoints:	Degrees:	Steps:	Destination:
1. flagpole	160	71	light pole
2. light pole	209	58	monument pole
3. monument pole	320	22	light pole
4. light pole	290	43	tree
5. tree	308	77	school sign
6. school sign	269	74	garbage can
7. garbage can	10	36	court rule sign
8. court rule sign	120	73	light pole
9. light pole	3	66	fire extinguisher
10. fire extinguisher	108	153	_____

Assignment: Now that you have practiced a real orienteering hike you are now able to design your own plan for another hiker to follow. You are to include ten waypoints, list compass degrees, approximate number of steps, and destination information for the hiker. The hiker must locate your final destination using all the information you provided. Your plan must be typed or handwritten and organized for easy understanding. You will be successful if the hiker is able to arrive at your intended final destination. This assignment is graded and must be completed in the time provided by your PE teacher to get full credit. Good luck!

Yes No Did you understand the directions?

Yes No Where you able to read the compass?

Yes No Did you have fun orienteering with a compass?

Yes No Do you know anything about how a GPS works? (Global Position System)

# Orienteering

## Quiz II

Name: \_\_\_\_\_ Period: \_\_\_\_ Score: \_\_\_\_

Multiple choice.

1. Orienteering includes which of the following?
  - a. The use of juggle equipment.
  - b. The use of hot spot flashers.
  - c. The use of a compass.
  - d. The use of topographical maps and a compass.
  - e. None of the above.
  - f. Both c and d.
  
2. Orienteering involves hiking and finding directions by doing the following?
  - a. Placing the magnetic needle on the arrow of direction.
  - b. Placing the arrow of direction toward the direction you are traveling and turning the compass dial (N) North to the magnetic needle.
  - c. Placing the magnetic needle on North.
  - d. Placing the magnetic needle on South and pointing the arrow toward the object you are traveling.
  - e. None of the above.
  
3. Metal will affect the accuracy of a compass?
  - a. Yes
  - b. No
  
4. When using a compass one must understand the difference between true North and magnetic North.
  - c. Yes
  - d. No
  
5. When contour lines are close together on a topographical map that means which of the follow are true?
  - a. The hiker will experience traveling in a plateau terrain.
  - b. The hiker will be descending in difficult terrain.
  - c. The hiker will be climbing an incline which will be difficult.
  - d. None of the above.
  - e. Both b and c.

# Pickleball

## Fact Sheet

Pickleball is a game that can be played as singles or doubles. It's a game of strategy, speed, and racquet control.

The pickleball court is divided into four zones, plus a no volley zone. I'll label them A, B, C, D and no volley zone. The no volley zone is on both sides of the net. Players may not enter the no volley zone. The net is in the middle of the zone. The game of double begins by the person in court A serving the ball underhand in a diagonal direction over the net and beyond the no volley zone to the person in zone C. The whiffle ball must travel over the net and bounce into zone C, without touching the net. The person in zone C must successfully hit the ball back over the net into zones A, B, or the no volley zone, after the ball has bounced only once. The return hit must also bounce. This is called the two bounce rule. The volley or rally now begins in an effort to cause a player to make a fault. A fault is when the ball hits the floor twice without a player being able to return it over the net or if a player enters the no volley zone. The ball can only be hit once on each side of the net. Following the serve and return hit, either player on a side may hit the ball over the net. Note: Before B can serve on the first round C and D must serve. After that A and B both serve followed by C and D. The game goes to 11 points and a team must win by two points.

There are three types of hits (lob, smash and drop). The lob is used to return the ball to the rear of the court, moving their opponent away from the net. The smash is used to increase the speed of the ball in a direct path downward. The drop is used to just pass the ball over the net and drop downward very close to the net. Remember: The server must have one foot inside and one foot outside the back line. The server must call the score before serving. Say your score first such as, "Three serving ten." The serve must be diagonal and past the no volley zone and into the opponents zone. One hit on each side of the net is allowed. This game is very similar to badminton and tennis.

# Pickleball Quiz

Name: \_\_\_\_\_ Period: \_\_\_\_ Score: \_\_\_\_

Fill in the blank.

1. \_\_\_\_ During a pickleball game what is it called when the ball is hit before it bounces?
  - a. rally
  - b. volley
  - c. fault
  - d. both a and b
2. \_\_\_\_ The pickleball paddle is made of what material?
3. \_\_\_\_ What zone may a pickleball player not enter?
  - a. fault zone
  - b. double fault zone
  - c. no volley zone
  - d. none of the above
4. \_\_\_\_ What ball is used to play the game of pickleball?
  - a. paddle ball
  - b. whiffle ball
  - c. soccer ball
  - d. tennis ball
5. \_\_\_\_ How many points to win a game of pickleball? (Note: You must win by two points.)

True or False.

6. \_\_\_\_ You do not serve diagonal or cross court in the game of pickleball.
7. \_\_\_\_ Both the serve and the return hit must bounce.
8. \_\_\_\_ The ball can hit the net on the serve.
9. \_\_\_\_ Your team must be serving to get a point.
10. \_\_\_\_ Both players on a team will always serve before the other team will serve.

Bonus question: Who is the governor of Alaska? \_\_\_\_\_

# Soccer

## Fact Sheet

The game of soccer has its roots in Europe. It is as popular in Europe as football is in America. Soccer is a game of running, kicking, and goal tending. The idea is to kick the soccer ball into the other team's goal. A goal counts as one point. The team that scores the most goals during regulation time wins the game.

In Juneau, indoor soccer is very popular as is outdoor soccer. Indoor soccer is played with five players on the court. Each team has a center, right wing, left wing, defense and goalie. The goalie can only use their hands inside their goal box. Other players may not enter the goal box.

Outdoor soccer has 11 players on the field. There is also a goal box, but it's much bigger than the indoor soccer goal box. The goal net is 8ft. x 24 ft. An outdoor soccer game is two halves in length.

A common penalty in soccer is a handball. A handball is when a player has touched a ball with any part of their arm or hand. The penalty is a direct kick. Penalties can be a direct kick or an indirect kick. A direct kick is when a goal can be scored without touching another player. In an indirect kick the ball must touch another player.

The corner kick is unique to outdoor soccer. When a defensive player kicks the ball over their own end line a corner kick results. The corner kick is when the offensive team kicks the ball from the corner of the field in an effort to score a goal.

Heading the ball is done in an effort to direct the ball toward another player or the goal.

Penalties result when a player fouls another player by tripping, kicking, and/or pushing off.

When the ball is kicked out of bounds it is returned into play by throwing it inbounds. The player must keep both feet on the ground and an overhand throw is made using both hands on the ball.

To learn more about the rules of soccer I suggest you visit your local library and read about soccer. Soccer has become more popular in the United States in recent years.

# Outdoor Soccer Quiz

Name: \_\_\_\_\_ Period: \_\_\_\_ Score: \_\_\_\_

## Multiple Choice.

1. \_\_\_\_ What happens when the offensive team kicks the ball into their opponents goal net?
  - a. goal is scored
  - b. corner kick
  - c. goal kick
  - d. none of the above
  
2. \_\_\_\_ What happens when the offensive team kicks the ball over their opponents end line?
  - a. goal
  - b. corner kick
  - c. goal kick
  - d. none of the above
  
3. \_\_\_\_ How many players are there on the field for an outdoor soccer team?
  - a. five
  - b. eleven
  - c. ten
  - d. six
  
4. \_\_\_\_ What is the shape of a soccer field?
  - a. rectangle
  - b. circle
  - c. sphere
  - d. square
  
5. \_\_\_\_ What is the closest measurement of an outdoor soccer goal?
  - a. 6 in. high x 10 yds. wide
  - b. 8 ft. high x 24 ft. wide
  - c. 10 ft. high x 30 ft. wide
  - d. 5 yds. high x 15 yds. wide

## True or false.

6. \_\_\_\_ An outdoor soccer game is divided into two halves.
  
7. \_\_\_\_ A goal can be scored during play directly from a direct kick without another player touching the ball.
  
8. \_\_\_\_ Goalies can use their hands anywhere on the field.
  
9. \_\_\_\_ When a defensive player kicks the soccer ball over their end line a corner kick is awarded the offensive team.
  
10. \_\_\_\_ Off side occurs in soccer when a defensive player approaches the goal before the ball.

# Indoor Soccer Quiz

Name: \_\_\_\_\_ Period: \_\_\_\_ Score: \_\_\_\_

## Multiple Choice.

1. \_\_\_\_ How many players are there on an indoor soccer team on the court?
  - a. 11 players
  - b. 7 players
  - c. 5 players
  
2. \_\_\_\_ What is it called when the ball hits a player on the arm or hand?
  - a. foul
  - b. handball
  - c. interference
  
3. \_\_\_\_ How many points does a goal count?
  - a. two
  - b. three
  - c. one
  
4. \_\_\_\_ On what type of kick can you score directly?
  - a. direct kick
  - b. indirect kick
  - c. all of the above
  - d. none of the above
  
5. \_\_\_\_ On what type of kick must another player touch the ball before the ball can score?
  - a. direct kick
  - b. indirect kick
  - c. both a and b
  - d. none of the above

## True or False.

6. \_\_\_\_ A goalie can use their hands outside the goalie box.
7. \_\_\_\_ The player positions are forward, center, and guard in soccer.
8. \_\_\_\_ Good passing is an important aspect of the game of soccer.
9. \_\_\_\_ An indoor soccer game is three periods.
10. \_\_\_\_ Soccer players have assigned player positions on the court.

# Speedball

## Fact Sheet

The game of speedball is a combination of soccer, football, and basketball. A player can score a soccer goal for one point, a touchdown for two points, and a basket for three points. When the game is played outside on a soccer field or a football field a drop kick field goal can be used to score three points in place of shooting a basket.

When the ball goes out of bounds on an outdoor field a soccer style throw-in is used to put the ball into play. In speedball the game is started by kicking the ball as in soccer, but the ball may be kicked toward ones own goal. This is used as an offensive play.

In speedball the ball can be kicked with the "foot" and caught by another player. If the ball is caught it can be passed to another player. Running or walking with the ball is a penalty. It is called traveling. A player can pivot in order to find an open player. If a ball is fumbled "dropped" it is a handball. A direct kick puts the ball into play. A player can only hold the ball for five seconds. Players may not foul or hit the ball from other players. Good defensive play is important to avoid easy passes by the offensive team and a resulting soccer goal, touchdown or field goal.

The numbers of players on the court in speedball is the same as a soccer game, which is indoors five and outdoors eleven. The game is also the same length as soccer, indoors four quarters and outdoors two halves.

Speedball is a quick thinking game with a lot of action. It takes excellent team skill to move the ball down the field into scoring position. Remember in order to score a basket "indoors" the shooter must be outside the three second zone or key when shooting. The goalie can use their hands inside the goalie box without any penalties. A regulation soccer ball is used to play the game.

# Speedball Quiz

Name: \_\_\_\_\_ Period: \_\_\_\_ Score: \_\_\_\_

Fill in the blank.

1. \_\_\_\_ How many points does an indoor soccer goal count, while playing speedball?
2. \_\_\_\_ How many points does a touchdown count in the game of speedball?
3. \_\_\_\_ How many points does a basket or drop kick count in the game of speedball?

## Multiple Choice.

4. \_\_\_\_ What type of kick is a goal without touching another player?
  - a. direct kick
  - b. indirect kick
  - c. all of the above
  - d. none of the above
5. \_\_\_\_ What type of ball is used for indoor speedball?
  - a. football
  - b. basketball
  - c. soccer ball
  - d. all of the above
  - e. none of the above

## True or False.

6. \_\_\_\_ Running with the ball is allowed in the game of speedball.
7. \_\_\_\_ Throwing short passes is a good strategy in speedball.
8. \_\_\_\_ Speedball is a combination of soccer, football and basketball.
9. \_\_\_\_ Playing offense is important to prevent a soccer goal, touchdown, or basket by the defensive team.
10. \_\_\_\_ The game of speedball is started by an overhand serve.

# Tennis

## Fact Sheet

The sport of tennis is enjoyed worldwide. Most tennis courts are built to accommodate a game of singles or doubles. When playing doubles the outside line on the court is used instead of the inside line. The courts also have a baseline and the serving zones which are standard size.

The game of tennis is started by a player serving from behind their baseline. They must serve diagonal over the net into their opponent's serving zone. The server gets two tries to get the tennis ball into the appropriate zone. An ace is when the tennis ball is served successfully without being returned. The first miss would be called a fault and the 2nd miss would be called a double fault. If the tennis ball hits the net on the serve and goes into the correct zone it is called a "let" serve. In this case the serve is repeated. If the ball hits the top of the net and travels into the incorrect zone it is a fault.

Each player in tennis serves an entire game. The game scoring is love (0), 15, 30, 40, and 45 (game). A player tries to win the most games to win the set. The player that wins the most sets will win the match. When the score is tied at 40 all, it is called a deuce. Following a deuce the score can be add-in or add-out. If the score is add-in that means the server is ahead by one point. It means advantage the server. If the score is add-out it means advantage opponent and the opponent is ahead by one point. A tennis player must win by two points. A single game can take a long time, if both players are good, as each player tries to win by two points following a deuce. Remember before each serve the score must be stated by the server. Proper rotation by the players is also important. Players need to know where to stand during each serve. Being in the ready position will also be helpful during the game.

The equipment used to play tennis is rather simple. It takes a couple tennis balls and a tennis racquet. Tennis racquets are available in many weights and sizes. The tennis ball should not get wet and once it is used often it will lose some of its bounce. Good tennis shoes are important as is being dressed for action.

Keep in mind the game of tennis is a volley and rally game.

I suggest you check out a good tennis book or look up tennis on the internet to learn more about how the game is played and to better understand the tennis rules. On the next sunny day find an open tennis court and play a game of tennis.

# Tennis Quiz

Name: \_\_\_\_\_ Period: \_\_\_\_ Score: \_\_\_\_

## Multiple Choice.

1. \_\_\_ What is the best way to say the score 30-30?
  - a. Deuce
  - b. 30 All
  - c. Tie
  - d. None of the above
  
2. \_\_\_ What is a “zero score” in tennis called?
  - a. Love
  - b. Luv
  - c. Zero
  - d. Zip
  
3. \_\_\_ To make a right-handed backhand stroke you should turn the racquet a quarter turn in what direction?
  - a. Counter-clockwise
  - b. Clockwise
  - c. It doesn't make a difference.
  
4. \_\_\_ In tennis the match is over after the following:
  - a. A player has played a game.
  - b. A player has played a set.
  - c. A player has played a match.
  - d. A player has played games and won the most sets.
  - e. None of the above
  
5. \_\_\_ What is the score following a deuce when the serving team is ahead?
  - a. Add-out
  - b. Deuce
  - c. Game
  - d. Add-in

## True or False.

6. \_\_\_ When playing tennis you should bend your wrist when using a tennis racquet to make a forehand or backhand shot.
  
7. \_\_\_ If you make a “let” serve you must re-serve the tennis ball.
  
8. \_\_\_ The server only gets one try to get the ball over the net and it must bounce once in the proper serving zone.
  
9. \_\_\_ The same player will serve an entire set.
  
10. \_\_\_ The serve must be in a diagonal direction and the tennis ball must bounce before being played by the opponent on the diagonal side of the court.

# Tumbling Routine

## Grade 6

Name: \_\_\_\_\_ Period: \_\_\_\_ Score: \_\_\_\_

Group Members: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Group Points (1-5):

\_\_\_\_\_

Individual Tumbling:

- Forward roll
- Backward roll
- Cartwheel
- Round off
- Walk over
- Wheel barrow
- Drive roll
- Forward flip
- Hand stand
- Head stand
- Leap frog
- \_\_\_\_\_
- \_\_\_\_\_

Individual Points:

\_\_\_\_\_

# Volleyball

## Fact Sheet

The game of volleyball is very popular in Juneau. It can be played by both adults and youth of all ages. On the court are six players, which work as a team in an effort to return the ball to the other side of the net before it hits the floor. This is called a volley. Each team has up to three hits to return the ball to the other side of the net. The proper order is to receive a serve with a bump, then set followed by a spike. Remember a player can never hit the ball twice in a row.

The game is started with a serve from behind the baseline. The serve can be underhanded or overhand. The server must not cross the baseline while making contact with the ball. The volleyball may not touch the net on the serve. Points are made only by the serving team. The server continues serving as long as a point has been made. The winning point in volleyball is 15 points, but note, a team must win by two points. It's important to always roll the ball back to the server under the net. Players may not touch the net during play or cross over or under the net with any part of their body.

Most teams line up players with three in front and three in the back row. The middle player in front of the net is the setter. Proper rotation is clockwise. The next server is the player in the right front of the net.

It is very popular to play the game on sandy beaches in warm climates. Most volleyball courts are of standard size. Remember, the line is considered in play. Line judges are used in tournament play.

A common mistake in volleyball is to carry or push the ball during the set. The skill of blocking a spike by one or more players is a very effective defensive move. Such a move takes good timing and practice. Good players are always ready and moving toward the play. Volleyball is a demanding sport and requires skill in a variety of areas. Practice is important at all levels of play. Get your friends together and play a game of volleyball.

# Volleyball Quiz

Name: \_\_\_\_\_ Period: \_\_\_\_ Score: \_\_\_\_

1. \_\_\_ How many players are there on the court for each regulation volleyball team?
2. \_\_\_ How many points must you score to win a volleyball game? (Must win by two.)
3. \_\_\_ You should bump the ball to the player in the center by the net. What is the position name of that player?
4. \_\_\_ What type of hit must you use to receive a serve?
  - a. set
  - b. serve
  - c. bump
  - d. doesn't matter
  - e. a or c above
5. \_\_\_ A maximum of how many hits are allowed per team to return the volleyball over the net during regulation play?

## True or False.

6. \_\_\_ Players rotate in a clockwise direction for the serve.
7. \_\_\_ You should roll the ball back under the net to the server.
8. \_\_\_ A serve counts if it hits the net and continues over.
9. \_\_\_ Your team must be serving to score a point.
10. \_\_\_ You may serve anywhere behind the baseline, and the server can't step on or over the baseline during the serve.



# PHYSICAL EDUCATION CURRICULUM

High School

# High School

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# Grades 9-12 Benchmarks

## Knowledge-Related

Use strategies, specialized knowledge, rules, procedures, and terminology for a physically active lifestyle (Standard 2).

## **Skill-Related**

Perform basic skills to participate in physical activity related to each course (Standard 1).

Demonstrate a willingness to participate in healthy physical activities voluntarily (Standard 3).

Participate in a variety of physical activities outside of the course setting (Standard 6).

## **Social**

Demonstrate the ability to communicate in a positive and respectful manner (Standard 4).

Demonstrate the ability to participate cooperatively and ethically in situations of winning and losing (Standard 4).

Participate cooperatively with all ability levels (Standard 5).

# General Curriculum Information for Grades 9-12

## Teacher Qualifications:

Teachers will have a secondary physical education endorsement or 24 credit hours of physical education.

## Student Requirements:

1. Students are required to complete 1.5 credits of physical education.
2. Student must complete one semester of fitness concepts.
3. Student may take any course more than once.
4. Students may receive 1.0 credits through independent physical education if they are enrolled in six classes, or in one of the district's alternative programs.

Courses Offered:      Length: 1 semester                      Credits: 0.5

- |    |                                  |       |
|----|----------------------------------|-------|
| 1. | Fitness Concepts                 | p. 53 |
| 2. | Independent Physical Education   | p. 55 |
| 3. | Individual/Dual Activities       | p. 58 |
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Note:      New courses may be added by submitting a written curriculum for approval by the department and school principal.

# FITNESS CONCEPTS

## **Course Description:**

---

The purpose of this course is to promote the development and maintenance of personal fitness. Course content includes knowledge of personal fitness, fitness assessment and regular physical activity based on the value and benefits of exercise in daily living. In addition to setting and working toward personal fitness goals, students have opportunities to practice positive social skills as they gain understanding of how a healthy lifestyle affects their quality of life.

## **Course Objectives:**

---

### Knowledge-related

Students will:

- Demonstrate an understanding of the relationship of exercise and lifestyle choices to fitness status and quality of life.
- Demonstrate an understanding of the fitness components.
- Understand and correctly apply biomechanical and physiological principles of exercise and training.
- Identify the major muscle groups.
- Design a personal fitness program that meets individual needs and interests.
- Identify and apply safety principles related to physical activity.
- Demonstrate an understanding of sound nutritional practices related to physical fitness.
- Use motivational strategies for enhancing participation in physical activities.
- Demonstrate an understanding of community resources and career opportunities related to fitness.
- Demonstrate an understanding of consumer issues and choices related to fitness.
- Understand the effects of performance-enhancing drugs.

### Skill-related

Students will:

- Assess personal fitness levels.
- Improve personal fitness through participation in a variety of activities.

### Social

Students will:

- Demonstrate a positive attitude toward lifelong physical activity.
- Demonstrate an understanding of individual responsibility for a healthy lifestyle as this relates to self, community, and nation.
- Demonstrate appropriate and effective communication with others.
- Demonstrate an understanding and acceptance of diversity.

## **Course Activities** (may include but not limited to):

---

Badminton	Running
Basketball	Soccer
Bowling	Softball
Circuit Training	Skiing/Snowboarding
Dance	Speed Ball
Dodge Ball	Step Aerobics
Fitness Videos	Table Tennis
Frisbee Baseball	Tennis
Golf	Touch Football
Jump Rope Activities	Touch Rugby
Pickle Ball	Trail Running
Plyometrics	Ultimate Frisbee
Power Walking	Volleyball
Rock Climbing	Weight Training
	Yoga

## **Course Design** (topics to be covered):

---

Cardiovascular Development	Hydration
– Heart Rate Monitor	Injury Prevention
Exercise Attire	Major Muscle Groups
Exercise Fads and Myths	Nutrition
Exercise Program Design	Stretching
Fitness Assessment (first week and last week)	Training Principals
Fitness components:	– FIT
– Aerobic Fitness	– Rest Days
– Agility	Warm-up/Cool Down
– Anaerobic Fitness	Weather Conditions
– Balance	– Cold
– Body Composition (Body Fat Monitor Scale)	– Heat
– Coordination	
– Flexibility	
– Power	
– Reaction Time	
– Strength	

# Independent Physical Education

## **Course Description:**

---

The purpose of this course is to meet the physical education credit requirements of juniors or seniors who are currently enrolled in six classes, or who are enrolled in alternative programs. In addition, this course provides student with opportunities to improve physical fitness and gain an understanding of a healthy lifestyle.

## **Course Objectives:**

---

### Knowledge-related

Students will:

- Demonstrate an understanding of motor skills, exercise, fitness, and the relationship to the quality of life.
- Understand and correctly apply biomechanical and physiological principles of exercise and training.
- Identify and apply safety principles related to physical activity.

### Skill-related

Students will:

- Engage in regular physical activity.
- Improve motor skills through participation in physical activity.
- Improve personal fitness through participation in physical activity.
- 

### Social

Students will:

- Demonstrate personal and social responsibility in physical activity participation.
- Value physical activity as part of a socially healthy lifestyle.
- Demonstrate a positive attitude toward competition and respect for others in physical activity.

## **Course Activities** (may include but not limited to):

---

Activities must be approved by the Physical Education Department Head.

Alaska Native Games  
Dance  
Fitness Activities  
Individual Sports

Recreational Activities  
Team Sports  
Wilderness/Outdoor Activities

## **Course Design** (topics to be covered):

---

1. Pre-meeting with Physical Education Department Head.
  - Complete 4,050 minutes of physical activity supervised by an approved professional mentor.
  - Determine a topic for a two page paper related to physical activity.
  
2. Mid-point meeting with Physical Education Department Head.
  - Discuss paper and research information.
  - Documentation of minutes completed to midpoint.
  
3. Post meeting with Physical Education Department Head.
  - Turn in paper typed and edited (single space).
  - Turn in documentation of all minutes.
  - Course evaluation.

Course must be completed within 140 school days.

Assessment is pass/fail. A student must meet expectations (see scoring rubric) to pass.

# Independent Physical Education Contract

Student: \_\_\_\_\_

Start Date (pre-meeting): \_\_\_\_\_

Mid-point Meeting (70 days): \_\_\_\_\_

End Date (post-meeting) (140 days): \_\_\_\_\_

**PAPER: Minimum of two (2) pages, typed and edited, single-spaced, list of resources.**

Research topic:

Reflective:

**PHYSICAL ACTIVITY: Each activity/workout must be a minimum of 30 minutes.**

Activity	Mentor	Mentor Contact	Minutes Mid-point

Comments:

I am requesting .5 credit of physical education due to my participation in independent physical education. I will participate in a minimum of 4,050 minutes of physical activity. I will document the minutes and have them approved by a professional mentor. I will write a two (2) page paper following the above criteria. I will meet with the supervisor at a pre-determined mid-point and at the completion of my independent physical education (within 140 school days).

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

Copy to counselor

FOR OFFICE USE

\_\_\_\_\_  
Date completed

GRADE: P F

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Counselor Signature

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date Recorded

# Individual/Dual Activities

## **Course Description:**

---

The purpose of this course is to learn basic skills and knowledge associated with a variety of individual and dual activities. In addition this course provides students with opportunities to improve physical fitness, acquire knowledge of health related fitness concepts, practice positive personal and social skills, and gain understanding of how a wellness lifestyle affects health, fitness, and physical performance.

## **Course Objectives:**

---

### Knowledge-Related

Students will:

- Understand basic skills associated with individual/dual activities.
- Understand offensive and defensive strategies for all individual/dual sports participated in.
- Understand basic rules, terminology, and scoring procedures for all individual/dual activities participated in.
- Understand proper court etiquette and good sportsmanship.

### Skill Related:

Students will:

- Demonstrates basic skills associated with individual/dual activities.
- Participate in competitive game situations.
- Access personal fitness needs.
- Improve personal fitness through participation in individual/dual activities.

### Social:

Students will:

- Demonstrate a positive attitude toward individual/dual activities.
- Demonstrate a positive attitude toward winning and losing.
- Demonstrate appropriate and effective communication with others.

## **Course Activities** (may include but not limited to)

---

Alaska Native Games  
Badminton  
Bowling  
Circuit Training  
Cross-country Skiing  
Dance  
Football  
Frisbee Baseball  
Golf  
Gymnastics  
Pickleball

Power Walking  
Rock Climbing  
Running  
Skiing/Snowboarding  
Step Aerobics  
Table Tennis  
Tennis  
Track and Field Events  
Trail Running  
Ultimate Frisbee  
Weight Training

## **Course Design** (topics to be covered):

---

Cardiovascular Development

- Heart Rate Monitors

Competitive Games

Defenses

Drills for Skills Development

Equipment Care

Exercise Attire

Fitness Assessment (first week and last week)

Mini Games

Offenses

Officiating

Rules of Activities

Warm up/Cool Down

# Personal Conditioning/Fitness Training

## **Course Description:**

---

This course is designed for students to improve their overall fitness. Each student will create an individual plan to reach his or her fitness goals. Students will maintain a fitness journal/training log. In addition this course provides students with opportunities to practice positive personal and social skills, and gain understanding of how a wellness lifestyle affects health, fitness, and physical performance.

## **Course Objectives:**

---

### Knowledge-related

Students will:

- Create an individual fitness plan for the semester.
- Understand different training zones for improving fitness.
- Understand heart rate training zones.
- Understand goals in fitness (long term, short term).

### Skill-related

Students will:

- Assess personal fitness level.
- Improve fitness through personal goals.
- Improve strength and balance.
- Participate in activities that improve personal fitness level.

### Social

Students will:

- Demonstrate a positive attitude toward lifelong physical activities.
- Demonstrate an understanding of individual responsibility for a healthy lifestyle as this relates to self, community, and Nation.
- Demonstrate appropriate and effective communication with others.

## **Course Activities** (may include but not limited to):

---

Body Type Awareness  
Circuit Training  
Heart Rate Training  
Individual Sports  
Multi-sport Training  
Nutrition Lectures

Outdoor Activities  
Running  
Team Sports  
Weight Lifting  
Yoga

## **Course Design** (topics to be covered):

---

Cardiovascular Development

- Heart Rate Monitor

Exercise Attire

Fitness Assessment

- Body Fat Monitor Scale

Goal Oriented Progress

Strength and Balance Development

Warm-up/Cool Down

# Summer Physical Education

## **Course Description:**

---

The purpose of this course is to allow students to earn physical education credit outside of the normal school day. Students will learn basic skills and knowledge associated with outdoor activities in the Juneau area. In addition the course provides students with opportunities to acquire knowledge of health related fitness concepts, practice positive personal and social skills, and gain understanding of how a wellness lifestyle affects health, fitness, and physical performance.

## **Course Objectives:**

---

### Knowledge-related

Students will:

- Understand basic procedures and terminology associated with outdoor activities.
- Demonstrate an understanding of the importance of aerobic fitness.
- Identify and apply safety principles related to hiking as an individual and in a group.
- Identify and apply safety principles related to bike riding as an individual and in a group.

### Skill-related

Students will:

- Improve personal fitness through participation in outdoor activities.
- Demonstrate basic skills associated with hiking
- Demonstrate basic skills associated with biking

### Social

Students will:

- Demonstrate appropriate and effective communication with others.
- Demonstrate a positive attitude toward lifelong physical activity.
- Demonstrate an understanding of individual responsibility for a healthy lifestyle as this relates to self, community, and nation.

## **Course Activities** (may include but not limited to):

---

Bike Riding	Resistance Exercises
Circuit Training	Running
Hiking	Team Sports
Individual/Dual Sports	Trail Running
Jump Rope Activities	Weight Lifting
Power Walking	

## **Course Design** (topics to be covered):

---

Biking Safety	Major muscle groups
Care and Use of equipment	Nutrition and Fitness
Exercise and Myths	Outdoor Attire
Hiking Safety	Warm-up/Cool Down
Injury Prevention	

# Swimming

## **Course Description:**

---

Prerequisites: None

The purpose of this course is to learn skills and knowledge associated with swimming. This class is designed for students that have no swimming experience, as well as advanced swimmers. Conditioning, water safety, diving, and water games will also be incorporated into the class. In addition this course provides students with opportunities to improve physical fitness, acquire knowledge of health-related fitness concepts, practice positive personal and social skills, and gain understanding of how a wellness lifestyle affects health, fitness, and physical performance.

## **Course Objectives:**

---

### Knowledge Related:

Students will:

- Understand terminology and aspects of swimming as a lifetime sport.
- Demonstrate an understanding of the Public Pool Rules.
- Demonstrate an understanding of basic outdoor water safety.

### Skill Related:

Students will:

- Assess personal fitness level.
- Improve fitness through swimming.
- Improve stroke technique.
- Improve their efficiency in the water.
- Become efficient in freestyle, backstroke, butterfly and breaststroke.

### Social

Students will:

- Demonstrate a positive attitude toward lifelong physical activity.
- Demonstrate an understanding of individual responsibility for a healthy lifestyle as this relates to self, community, and nation.
- Demonstrate appropriate and effective communication with others.

## **Course Activities** (may include but not limited to):

---

### Stroke Development

- Freestyle (crawl)
- Backstroke
- Breast Stroke
- Butterfly

### Starts and Turns

### Conditioning

- Yardage Workouts
- Circuit Training
- Timed Swims

### Diving

### Water Safety

- Rescue Techniques

## **Course Design** (topics to be covered):

---

Cardiovascular Development

- Heart Rate

Competitive Swimming

Drills for Each Stroke

Rules for Competitive Swimming

Understanding Swim Workouts

Warm Up/Cool Down

# Team Activities

## **Course Description:**

---

The purpose of this course is to learn basic skills and knowledge associated with a variety of team sports. In addition, this course provides students with opportunities to improve physical fitness, acquire knowledge of health-related fitness concepts, practice positive personal and social skills, and gain understanding of how a wellness lifestyle affects health, fitness, and physical performance.

## **Course Objectives:**

---

### Knowledge-related

Students will:

- Understand basic skills associated with team activities.
- Understand offensive and defensive strategies for all team sports participated in.
- Understand basic rules, terminology, and scoring procedures for all team activities participated in.
- Understand proper court etiquette and good sportsmanship.
- Demonstrate an understanding for team play and progress of the game.

### Skill-related

Students will:

- Demonstrate basic skills associated with team activities.
- Participate in competitive game situations.
- Assess personal fitness levels.
- Improve personal fitness through participation in team activities.

### Social

Students will:

- Demonstrate a positive attitude toward team activities.
- Demonstrate a positive attitude toward winning and losing.
- Demonstrate appropriate and effective communication with others.
- Demonstrate the ability to be an effective leader or follower to accomplish group goals.

## **Course Activities** (may include but not limited to):

---

Basketball  
Dodge Ball  
Flag Football  
Frisbee Baseball  
Soccer  
Softball

Square Dancing  
Speedball  
Touch Football  
Touch Rugby  
Ultimate Frisbee  
Volleyball

## **Course Design** (topics to be covered):

---

Cardiovascular Development

- Heart Rate Monitor

Competitive Games

Defenses

Drills for Skill Development

Equipment Care

Exercise Attire

Fitness Assessment (first week and last week)

Mini-games

Offenses

Officiating

Rules of the Game

Warm up/Cool Down

# ***Weight Training and Conditioning***

## **Course Description:**

---

The purpose of this course is to learn basic skills and knowledge associated with resistance training, aerobic conditioning and anaerobic conditioning. In addition the course provides students with opportunities to acquire knowledge of health related fitness concepts, practice personal and social skills, and gain understanding of how a wellness lifestyle affects health, fitness, and physical performance.

## **Course Objectives:**

---

### Knowledge-Related

Students will:

- Understand basic procedures and terminology associated with resistance training
- Identify the major muscle groups
- Understand how to design and implement a resistance training program
- Demonstrate an understanding of the importance of aerobic fitness
- Demonstrate care and use of exercise equipment
- Identify and apply safety principals related to resistance training, anaerobic fitness and aerobic fitness.
- Understand the effects of performance-enhancing drugs

### Skill-Related:

Students will:

- Assess personal fitness level
- Improve strength through resistance training
- Improve anaerobic capacity and power through plyometrics.
- Improve aerobic capacity through endurance training

### Social:

Students will:

- Demonstrate appropriate and effective communication with others
- Demonstrate a positive attitude toward lifelong physical activity
- Demonstrate an understanding of individual responsibility for a healthy lifestyle as this relates to self, community, and nation
- Assist and cooperate with others during workout sessions

## **Course Activities (may include but not limited to):**

---

Circuit Training

Dance

Fitness Videos

Individual/Dual Sports

Jump Rope Activities

Resistance Exercise

Running

Speed Training

Stationary Cycling

Team Sports

Lectures  
Plyometrics  
Power Walking

Trail Running  
Weight Lifting

**Course Design (topics to be covered):**

---

Care and Use of Equipment  
Drug and Supplement Abuse  
Exercise Attire  
Exercise Fad and Myths  
Injury Prevention  
Lifting Techniques  
Major Muscle Groups

Nutrition and Fitness  
Personal Fitness Goal Setting  
Resistance Training Program Design  
Resistance Training Pros and Cons  
Strength Assessment  
Warm-up/Cool Down  
Weight Training Principles

# Yoga and Dance

## **Course Description:**

---

The purpose of this course is to learn skills and knowledge associated with dance and yoga. The course integrates the basic fitness skills of flexibility, strength and balance taught in yoga with the conditioning, rhythm and coordination needed for various dance disciplines. In addition, the course provides students with nutrition, social, and healthy lifestyle skills.

## **Course Objectives:**

---

### Knowledge Related:

Students will:

- Understand basic procedures and terminology associated with yoga.
- Demonstrate an understanding of safety concerns for various poses in yoga.
- Understand basic procedures and terminology associated with dances participated in.

### Skill Related:

Students will:

- Improve flexibility and ability to hold various poses correctly.
- Demonstrate new yoga poses.
- Improve balance, strength and body awareness from yoga poses.
- Demonstrate basic skills associated with dance activities
- Improve technique in a variety of dances.

### Social:

Students will:

- Have a cultural appreciation and awareness of various dances from around the world.
- Demonstrate a positive attitude toward lifelong physical activity.
- Demonstrate an understanding of individual responsibility for a healthy lifestyle as this relates to self, community and nation.
- Demonstrate appropriate and effective communication with others.
- Demonstrate the ability to work courteously in group settings for yoga and dance.

## **Course Activities:** (may include but not limited to):

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### Yoga poses

- Abdominal work
- Balance poses
- Cool down activities
- Inversion, twisting and backbend poses
- Strength and active

### Dance activities

- Aerobic
- Contra
- Country
- Drill
- Folk
- Line

- poses
- Sun salutations
- Warm up poses
- Warrior and triangle poses

- Salsa
- Waltz
- Other

**Course Design (topics to be covered):**

Exercise attire  
Injury Prevention  
Nutrition  
Stretching  
Warm up/Cool down  
Dance routine design  
Yoga safety  
Yoga progression

## Assessment in High School PE

### HIGH SCHOOL PHYSICAL EDUCATION SCORING RUBRIC Attitude Participation Effort (APE)

APE	Exceeds Expectations (A/4)	Meets Expectations (B/3)	In Progress (C/2)	Does Not Meet Expectations (D/1)	Major Difficulty (F/0)
Dressed Out	Misses no more than five.	Has one make-up.	Has two make-ups.	Has three make-ups.	Has four or more make-ups.
On Time		Ready to be physically active.		Not ready to participate.	Showing up after activity has started.
Completion/Follow Through of Activity	Does requirement at maximum effort.	Does requirement at average effort.	Does requirement at minimum effort.	Does not finish requirement but shows some effort.	No effort shown. Cheating.
Sportsmanship	Displays leadership.	Does not inhibit others from doing their best.	Making an effort/ setting goals to change negative behavior.	Has a problem getting along with others.	Always inhibiting participation by others.
Appropriate Use and Care of Equipment	Always volunteering to set up and break down equipment. Aware of safety factors.	Assists in care of equipment when told to. Follows specific instructions.		Does not follow specific instructions. Unaware of safety factors.	Uses equipment inappropriately.
Individual Physical Abilities	Consistently works to capacity.	Works hard towards physical potential.	Occasionally loses concentration and focus.	Difficulty meeting sustained effort.	No effort in class.