

PHYSICAL EDUCATION III
11th Grade
April 2012

PHYSICAL EDUCATION III

I. COURSE DESCRIPTION

Physical Education III is a course that will provide information to students regarding fundamental concepts of physical fitness. Students will acquire knowledge about the value and benefits of health-related physical activity in reducing risks for various disease and physical conditions. Required components of this course are Fitness testing (3 weeks), and also includes individual and team sports aerobics, weight lifting, and lifetime/leisure sports.

II. COURSE OBJECTIVES/OUTLINE

A. Kinect

The students will be able to:

1. Increase body awareness through rhythm and movement (2.5.12.A2).
2. Improve coordination, balance, precision, timing, and concentration (2.5.12.A3, B2, B3).
3. Increase Cardiac Fitness level (2.6.12.A2, B2, C1, C2, C3, C4).
4. Feel comfortable while moving to music (2.5.12.A1, B1).
5. Increase range of motion (2.6.12.A1).
6. Use feedback from **Kinect** console to detect, analyze, and correct errors in Movement skills and patterns used in applied settings (2.5.12.A2).

B. FITNESS

The students will be able to:

1. Demonstrate the ability to assess their current fitness levels in aerobic capacity, muscular strength, muscular endurance, body composition, and flexibility (2.6.12.A1, A4, C3, C6).
2. Based on their assessment of current fitness levels be able to set appropriate individual goals for each of the five fitness components (aerobic capacity, muscular strength, muscular endurance, body composition, and flexibility) (2.6.12.B1, B2, C1, C3, C5).
3. Demonstrate the ability to design a personal fitness plan in order to reach their goals using frequency, intensity, time, and type of exercise (2.6.12.B1, B2, C1, C3, C5).
4. Evaluate the effectiveness of their own personal fitness after reassessing fitness levels at the end of the semester (2.6.12.B1, B2, C1, C3, C5).
5. Demonstrate an appropriate knowledge of level of fitness components, fitness assessment, training principles, fads vs. truths in fitness training, anatomy and physiology, exercises, and heart rate (2.6.12.A2, A4, B3, C3, C4).
6. Demonstrate proper technique when performing weight training exercises (2.5.12.A1, A2, A4).
7. Demonstrate the ability to exercise within their individual aerobic training zone (2.6.12.B1, B2, C1, C2).

C. AEROBICS

The students will be able to:

1. Apply safety rules in Aerobics (2.5.12.D1, D2).
2. Analyze and apply movement concepts, biomechanical principles, and rhythm to independently learn, assess, refine and combine movement skills used in physical activities (2.5.12.A1, A2, A3, A5).
3. Apply the principles of Physiology, Kinesiology, and Psychology to improve personal performance on physical activity (2.5.12.B1, B2, B3).
4. Discuss the physical and psychological benefits derived for health-related fitness (2.6.12.A1, A2, A3, B1, B2).
5. Design and evaluate a personal fitness plan, taking into consideration fitness, health, and nutritional status, age, interests, and abilities, and discuss how the plan may be adapted to injury, illness, or aging (2.6.12.C3, C4, C5).
6. Develop knowledge of the proper body position for performing basic movements (2.5.12.A1, B4).
7. Combine movement skills in Aerobics to participate in physical activities and lifetime pursuits leading to lifetime wellness (2.6.12.A1, A2, A3, A4, C1, C2, C3, C4, C5, C6).

D. BADMINTON

The students will be able to:

1. A knowledge of the history, rules, game procedures, and the equipment used in Badminton (2.5.12.C1, D1, D2).
2. An appreciation of Badminton as related to self-awareness, interpersonal relationships and decision making (2.5.12.C1, D2, E1).
3. Develop a knowledge of the various skills involved in Badminton (2.5.12.A1, A2, A3, A4, A5, B1, B2, B3).
4. Combine movement skills in Badminton to participate in physical activities and lifetime pursuits leading to lifetime wellness (2.6.12.A1, A2, A3, A4, C1, C2, C3, C4, C5, C6).
5. Observe physical activities in Badminton and provide feedback to participants to improve performance (2.6.12.C3).
6. Apply safety rules in Badminton (2.5.12.A1, A2, D1, D2).
7. Describe when, where, and how to use and adapt specific movement skills and concepts in Badminton (2.5.12.A2, A3, B1, B2, B3).
8. Demonstrate positive work behaviors and ethics in a sportsmanship manner while participating in Badminton (2.5.12.D1, D2).
9. Analyze and apply Badminton movement concepts and biomechanical principles to independently learn, assess, refine, and combine movement skills used in physical activities (2.5.12.A2, A3, A4, A5, B1, B2, B3).
10. Apply in Badminton the principles of physiology, kinesiology, and psychology to improve personal performance in Badminton (2.5.12.B3).
11. Discuss in Badminton the physical and psychological benefits derived from health-related fitness activities (2.6.12.A1, A2, A3, B1).

E. BASKETBALL

The students will be able to:

1. A knowledge of the history, rules, game procedures, and the equipment used in Basketball (2.5.12.B4, D1, D2).
2. The fundamental skills and techniques used in Basketball (2.5.12.A1, A2, A3, A4, A5, B1, B2, B3).
3. Develop cognitive awareness of the various movement skills in Basketball (2.5.12.B1, B2, B3).
4. Apply safety rules in Basketball (2.5.12.D1, D2).
5. Demonstrate positive work behaviors and ethics in a sportsmanship like manner in Basketball (2.5.12.D1, D2).
6. Develop skills using teamwork and cooperation in defensive and offensive strategies in Basketball (2.5.12.C1, E1).
7. Discuss the physical and psychological benefits derived from Basketball (2.6.12.A1, C1, C2, C4).

F. FOOTBALL, FLAG/TOUCH

The students will be able to:

1. To have a knowledge of the history, rules, and equipment used in Football (2.5.12.B4, D1, D2).
2. To gain an appreciation of the activity as related to self-awareness, individual and team play (2.5.12.C1).
3. To gain an appreciation of the career implications of the subject matter and its implication for leisure preferences (2.5.12.D1).
4. To develop basic movement skills needed to play in a game (2.5.12.A1, A2, A3, A4, A5, B2).
5. To understand game procedures and strategies (2.5.12.C1).
6. Apply safety rules for Touch/Flag Football (2.5.12.D1, D2).
7. Demonstrate positive work behaviors and ethics in a sportsmanship like manner (2.5.12.C1, D1, D2).

G. Tennis

The student will be able to:

1. A knowledge of the history, rules, game procedures and the equipment used in tennis (2.5.12 C1,D1,D2)
2. An appreciation of tennis as related to self-awareness, interpersonal relationships and decision making (2.6.12, D 2, E 1)
3. Develop a knowledge of the various skills involved in tennis (2.5, 1.2 A1,A2, A3, A4, A 5, B1,B2, B3)
4. Combine movement skill in tennis to participate in physical activities and lifetime pursuits leading to lifetime wellness (2.6 1.2, A1, A2, A3, A4, C1, C2, C3, C4, C5, C6)
5. Observe physical activities in tennis and provide feedback to participants to improve performance (2.6, 1.2, C3)
6. Apply safety rules in tennis (2.5, 1.2, A1, A2, D1, D2)
7. Describe when, where and how to use and adapt specific movement skills and concepts in tennis (2.5, 1.2, A2, A3, B1, B2, B3)

8. Demonstrate positive work behaviors and ethics in a sportsmanship manor while participating in tennis (2.5, 1.2, D1, D2)

H. SOCCER

The student will be able to:

1. A knowledge of the history, rules, and equipment used in Soccer (2.5.9).
2. Techniques and skills necessary for effective individual and team play (2.5.1-2.5.6, 10, 11).
3. An appreciation of Soccer as a team sport and the degree to which it is played throughout the country and the world.
4. Develop a knowledge of the various movement skills involved in Soccer (2.5.4, 6, 10, 11).
5. An appreciation of the career implications of Soccer and its implication for leisure preferences (2.5.4-2.5.6).
6. Apply safety rules of Soccer (2.5.12.D2).
7. Discuss the physical and psychological benefits derived from Soccer in preventing sports related injuries (2.6.10, 11).
8. Team skills using team work and cooperation in defense and defensive strategy and offense and offensive strategy (2.5.9).

I. SOFTBALL

The students will be able to:

1. To have a knowledge of the history, rules, and equipment used in Softball (2.5.12.B4, D2).
2. To be able to demonstrate the proper techniques and fundamental skills which are of value in the physical education class and recreational play (2.5.12.A1, A3, A4, B1, B2, B3).
3. To have an appreciation of the game for both the player and spectator, with emphasis placed upon play and sportsmanship (2.5, 1.2, D1).
4. An appreciation of the activity as related to self- awareness, interpersonal relationships, and decision making (2.5, 12.D1).
5. Team skills using team work and cooperation in defense and defensive strategy and offense and offensive strategy (2.5.12.C1).
6. Apply safety rules for Softball (2.5.1.D2).
7. Increase the level of agility and physical coordination (2.5.12.A1).
8. Increase joy in one's physical sense and in being with others (2.5.12.D1)
9. To analyze the impact of kinesthetic awareness "perfect" practice, motivation, and appropriate challenges facilitating the learning and refinement of a movement skill (2.5.12.B3).

J. TEAM HANDBALL

The students will be able to:

1. To promote fitness through an activity, endurance producing sport (2.6.12.C1).
2. To teach an active game which can be played indoors as well as outdoors.
3. To learn strategies of team play (2.5.12.C1).

4. To appreciate the activity as related to self-awareness, interpersonal relationships, and decision making.
5. A knowledge of the history, rules, game procedures, and equipment used in Team Handball (2.5.12.D1, D2).
6. The fundamental skills and techniques used in Team Handball (2.5.12.B1, B2, B3, B4).
7. Analyze situations and conditions that will impact the safety and selected appropriate skills to handle each. (2.5.12.D1).
8. Develop knowledge of the various movement skills involved in Team Handball (2.5.12.A1, A3, B1).
9. Analyze cooperative and competitive activities in Team Handball and develop strategies to improve conditions of gain advantage (2.5.12.D1).
10. Demonstrate positive work behaviors and ethics in a sportsmanship like manner (2.5.9).

K. ULTIMATE FRISBEE

The students will be able to:

1. To have a knowledge of the history, rules, and equipment used in Ultimate Frisbee (2.5.12.D1).
2. The fundamental skills and techniques of Ultimate Frisbee (2.5. 12. A1, A4, A5, B1, D1).
3. An appreciation of Ultimate Frisbee as related to self-awareness, interpersonal relationships, and decision making (2.5.12.C1, D1).
4. Develop knowledge of the various movement skills involved in Ultimate Frisbee (2.5.12.A1, A2, A3, A4, A5).
5. Demonstrate positive work behaviors and ethics in a sportsmanship like manner (2.5.12.C1, D1, D2, E1).
6. Apply safety rules for Ultimate Frisbee (2.5.12.D1, D2, 2.6.12.B1).

L. VOLLEYBALL

The students will be able to:

1. To have a knowledge of the history and rules of Volleyball (2.5.12.B4, E1).
2. To be able to describe and demonstrate the fundamental skills, techniques and strategies needed in Volleyball (2.5.12.A1, A3, A5, C1).
3. An appreciation of the game with special emphasis on team play and sportsmanship (2.5.12.C1, D1).
4. To have an appreciation of the game as related to self-awareness, interpersonal relationships and decision making (2.5.12.A2, B3, C1, 2.2 B1).
5. To appreciate the recreational and carryover values of Volleyball (2.5.12.A4, B4).
6. Develop knowledge of the various movement skills involved in Volleyball (2.5.12.A2, A3, A4, A5).
7. Develop knowledge of various concepts involved in Volleyball (2.5.12.B1, B2, B4).

M. WEIGHT TRAINING

The students will be able to:

1. Be aware of systemic and intelligent applications of modern weight training techniques (2.5.12.A1, A2).
2. Develop a base understanding of various weight training exercises (2.6.12.B1, B2).
3. Develop a base understanding of human anatomy and physiology.
4. Develop a base understanding of correct weight training exercises and the correct application of such exercises to enhance specific development of the human anatomy (2.6.12.B1, B2, C2).
5. Understand the different types of weight training regimes (2.6.12.B1, B2, C1, C2, C5).
6. Understand the correct formula to improve on a personal level using any specific weight training method (2.6.12.B1, B2, C1, C2, C5).
7. Use correct lifting techniques, body form, safety, spotting, and care of equipment to gain maximum results with maximum safety (2.1.E1, E2, 2.5.12.A1, 2.6.12.A3).
8. Develop an understanding of the skills of weight training to apply the skills as a means for attaining and maintaining physical fitness as it relates to recreational activity and competitive sports (2.5.12.A3, A4).
9. Develop an appreciation of the activity as it relates to self-awareness and decision making (2.1.A3).
10. Develop an appreciation of the activity as related to one's overall physical well-being (2.6.12.C3, C5, C6).

III. METHODS OF STUDENT EVALUATION

Students are evaluated using the following criteria:

1. Class participation 75%
2. Skills/ Written test 25%

III. INSTRUCTIONAL STRATEGIES

Various teaching methods used in these courses. Instruction will be given using handouts, participation in specific skills related to group initiatives, trust activities, and high rope course performance, swim strokes and floating techniques, modeling movement of the instructor. Group activities and cooperating learning may be used. Classroom demonstrations will be included. Board approved videos may be used

V. SCOPE AND SEQUENCE CHART

KEY I= INTRODUCED D= DEVELOPED IN DEPTH R= REINFORCED

SKILL TO BE LEARNED	11
Demonstrate correct form & control when combining & modifying movement skills in applied settings	IDR
Use feedback from internal & external sources to detect, analyze, and correct errors in movement skills and patterns used in applied settings.	IDR
Apply & analyze the use of momentum, force, and torque to enhance or change the performance of movement skills during physical activity	IDR
Transfer specialized movement skills that use similar patterns from one movement activity to another.	IDR
Design & perform smooth flowing sequences with intentional changes in direction, flow, and speed	IDR
Analyze a movement performance and discuss how each part can be made more interesting, creative, efficient, and/or effective	IDR
Predict changes in movement performance based on the application of balance, counter balance, weight transfer, and agility	IDR
Analyze the impact of kinesthetic awareness, "perfect" practice, motivation, & appropriate challenges in facilitating the learning and refinement of a movement skill	IDR
Analyze how movement activities reflect culture, era, geography, or historical context	IDR
Demonstrate & assess tactile understanding by using appropriate & effective offensive, defensive, and cooperative strategies	IDR
Analyze the role, responsibilities, & preparation of players, officials, trainers, & other participants & recommend strategies to improve their behavior	IDR
Investigate the impact of rules & regulations on the health and safety of participants	IDR
Compare, contrast, and apply sport psychology techniques to mentally prepare for physical activity	IDR
Predict the short & long-term physical, social, & emotional benefits & potential problems associated with regular physical activity	IDR
Summarize the causes, influences, and responses of body systems during exercise	IDR
Describe how preventive healthcare, physiological monitoring, hydration, a safe environment, & exercising with a partner contribute to safe fitness activities	IDR
Evaluate the role of genetics, gender, age, nutrition, activity level, & exercise type on body composition	IDR
Develop & implement a training program to maximize health benefits & prevent exercise-related injuries & illnesses	IDR
Apply training principles to establish a progression of activity that will improve each component of fitness & justify the use of each principle	IDR
Compare & contrast the use of drugs, fitness products, and fads to achieve fitness	IDR
Engage in a variety of sustained, vigorous physical activities to enhance each component of fitness	IDR
Perform at the intensity level needed to enhance cardiovascular fitness, monitor physiological responses before, during, and after exercise, & modify exercise appropriately in response	IDR
Assess personal level fitness, design a personal fitness plan considering current health & fitness status, goals & interests, skill level, accessibility & costs, & use technology to implement, monitor, & evaluate the plan	IDR
Demonstrate age & gender-specific progress towards the achievement of fitness goals for each component of health-related & skill-related fitness	IDR
Modify a fitness plan to accommodate for injury, illness, pregnancy, aging, & disability	IDR
Discuss the use of body mass index, body fat percentage, & fat deposition as measures of fitness	IDR

VII. Pacing Chart

1. Kinect.

The lessons and activities in this unit will likely take fifteen class sessions to complete.
Unit 2: Lesson 1: Introduction of Kinect equipment and games.

Lesson 1: Introduction of games and Kinect equipment.
Students will be able to increase body awareness through rhythm and movement
Feel comfortable while moving to music.
This lesson will likely require five of the fifteen class sessions for this unit.

Unit 2: Lesson 2: Develop a positive self esteem through participation in an exercise program
Increase body awareness through rhythm and movement
Improve coordination, balance, precision, timing, and concentration
Increase Cardiac Fitness level
Increase range of motion
Feel comfortable while moving to music.
This lesson will likely require five of the fifteen class sessions for this unit.

Unit 2: Lesson 3: Develop body awareness through the element of rhythm.
Increase body awareness through rhythm and movement
Improve coordination, balance, precision, timing, and concentration
Increase Cardiac Fitness level
Increase range of motion
Feel comfortable while moving to music.
Use feedback from Kinect console to detect, analyze, and correct errors in
Movement skills and patterns used in applied settings
This lesson will likely require five of the fifteen class sessions for this unit.

2. Fitness

The lessons and activities in this unit will likely take fifteen class sessions to complete.
Unit3: Lesson 1: Introduction to Fitness components.
Demonstrate the ability to assess their current fitness levels in aerobic capacity, muscular strength, muscular endurance, body composition, and flexibility.
Gain an appropriate knowledge of level of fitness components, fitness assessment, training principles, fads vs. truths in fitness training, anatomy and physiology, exercises, and heart rate.
This lesson will likely take five of the fifteen class sessions for this unit.

Unit 3: Lesson2: Demonstrate exercises to improve and maintain fitness.
Based on their assessment of current fitness levels be able to set appropriate individual goals for each of the five fitness components (aerobic capacity, muscular strength, muscular endurance, body composition, and flexibility).

Demonstrate an appropriate knowledge of level of fitness components, fitness assessment, training principles, fads vs. truths in fitness training, anatomy and physiology, exercises, and heart rate.

Demonstrate the ability to exercise within their individual aerobic training zone.

This lesson will likely take five of the fifteen class sessions for this unit.

Unit 3: Lesson 3: Develop and explain proper fitness procedures.

Demonstrate the ability to design a personal fitness plan in order to reach their goals using frequency, intensity, time, and type of exercise.

Evaluate the effectiveness of their own personal fitness after reassessing fitness levels.

Demonstrate an appropriate knowledge of level of fitness components, fitness assessment, training principles, fads vs. truths in fitness training, anatomy and physiology, exercises, and heart rate.

This lesson will likely take five of the fifteen class sessions for this unit.

3. Basketball

The lessons and activities in this unit will likely take fifteen class sessions to complete.

Unit 4: Lesson 1: Introduction of basketball and basic skills.

Develop knowledge of the history, rules, and equipment used in basketball.

Develop Techniques and skills necessary for effective individual and team play.

Develop knowledge of the various movement skills involved in basketball.

Apply safety rules of basketball.

This lesson will likely take five of the fifteen class sessions for this unit.

Unit 4: Lesson 2: Introduction of team strategies.

Team skills using team work and cooperation in defense and defensive strategy and offense and offensive strategy.

Develop techniques and skills necessary for effective individual and team play.

This lesson will likely take five of the fifteen class sessions for this unit.

Unit 4: Lesson 3: Game play and strategies.

Develop techniques and skills necessary for effective individual and team play.

Develop an appreciation of basketball as a team sport and the degree to which it is played throughout the country and the world.

Team skills using team work and cooperation in defense and defensive strategy and offense and offensive strategy.

This lesson will likely take five of the fifteen class sessions for this unit.

4. Softball

The lessons and activities in this unit will likely take fifteen class sessions to complete.

Unit 6: Lesson 1: Introduction of softball Week 1

Provide students with an introduction to the game of softball.

Develop knowledge of the history and rules of softball.

Develop, describe, and demonstrate the fundamental skills needed in softball.

Develop knowledge of various concepts involved in softball.

This lesson will likely require five of the fifteen class sessions planned for this unit.

Unit 6: Lesson 2: Introduction to team strategy and play. Week2

Develop an appreciation for the recreational and carryover values of softball.

Develop knowledge of the various movement skills involved in softball.

This lesson will likely require five of the fifteen class sessions planned for this unit.

Unit 6: Lesson 3: Game play Week 3

Develop skills and techniques necessary for game play.

Develop an appreciation of the game as related to self-awareness, interpersonal relationships, and decision making.

Develop an appreciation of the game with special emphasis on team play and sportsmanship.

This lesson will likely require five of the fifteen class sessions planned for this unit

5. Football

The lessons and activities in this unit will likely take fifteen class sessions to complete.

Unit 6: Lesson 1: Introduction of football Week 1

Provide students with an introduction to the game of football.

Develop knowledge of the history and rules of football.

Develop, describe, and demonstrate the fundamental skills needed in football.

Develop knowledge of various concepts involved in football.

This lesson will likely require five of the fifteen class sessions planned for this unit.

Unit 6: Lesson 2: Introduction to team strategy and play. Week2

Develop an appreciation for the recreational and carryover values of football.

Develop knowledge of the various movement skills involved in football.

This lesson will likely require five of the fifteen class sessions planned for this unit.

Unit 6: Lesson 3: Game play Week 3

Develop skills and techniques necessary for game play.

Develop an appreciation of the game as related to self-awareness, interpersonal relationships, and decision making.

Develop an appreciation of the game with special emphasis on team play and sportsmanship.

This lesson will likely require five of the fifteen class sessions planned for this unit

6. Badminton

The lessons and activities in this unit will likely take fifteen class sessions to complete.

Unit 7: Lesson 1: Introduction of badminton Week 1

Provide students with an introduction to the game of badminton.

Develop knowledge of the history, equipment and rules of badminton.

Develop, describe, and demonstrate the fundamental skills needed in badminton.

Develop knowledge of various concepts involved in badminton.

This lesson will likely require five of the fifteen class sessions planned for this unit.

Unit 7: Lesson 2: Introduction to individual and team strategy and play. Week2
Develop an appreciation for the recreational and carryover values of badminton.
Develop knowledge of the various movement skills involved in badminton.
This lesson will likely require five of the fifteen class sessions planned for this unit.

Unit 7: Lesson 3: Game play Week 3
Develop skills and techniques necessary for game play.
Develop an appreciation of the game as related to self-awareness, interpersonal relationships, and decision making.
Develop an appreciation of the game with special emphasis on team play and sportsmanship.
This lesson will likely require five of the fifteen class sessions planned for this unit

7. Tennis

The lessons and activities in this unit will likely take fifteen class sessions to complete.

Unit 8: Lesson 1: Introduction of tennis Week 1
Provide students with an introduction to the game of tennis.
Develop knowledge of the history, equipment and rules of tennis.
Develop, describe, and demonstrate the fundamental skills needed in tennis.
Develop knowledge of various concepts involved in tennis.
This lesson will likely require five of the fifteen class sessions planned for this unit.

Unit 8: Lesson 2: Introduction to individual and team strategy and play. Week2
Develop an appreciation for the recreational and carryover values of tennis.
Develop knowledge of the various movement skills involved in tennis.
This lesson will likely require five of the fifteen class sessions planned for this unit.

Unit 8: Lesson 3: Game play Week 3
Develop skills and techniques necessary for singles and doubles game play.
Develop an appreciation of the game as related to self-awareness, interpersonal relationships, and decision making.
Develop an appreciation of the game with special emphasis on team play and sportsmanship.
This lesson will likely require five of the fifteen class sessions planned for this unit.

8. Aerobics

The lessons and activities in this unit will likely take fifteen class sessions to complete.

Unit 9: Lesson 1: Introduction of aerobics Week 1
Provide students with an introduction to the various forms of aerobics.
Develop knowledge of the history, of Zumba, yoga , P-90X and TRX.
Develop, describe, and demonstrate the fundamental skills needed in aerobics.
Develop knowledge of various concepts involved in aerobics.
This lesson will likely require five of the fifteen class sessions planned for this unit.

Unit 9: Lesson 2: Introduction to individual and group activity. Week 2
Develop an appreciation for the recreational and carryover values of aerobics.

Develop knowledge of the various movement skills involved in aerobics.
Increase body awareness through rhythm and movement.
Improve coordination, balance, precision, timing and coordination.
This lesson will likely require five of the fifteen class sessions planned for this unit.

Unit 9: Lesson 3: Develop body awareness through the element of rhythm. Week 3
Develop skills and techniques necessary for moving to music including timing and concentration.

Develop an appreciation of aerobics as related to self-awareness, interpersonal relationships, and decision making.
Develop an appreciation of aerobics with special emphasis on coordination, balance and increased cardiac fitness level.
Develop an understanding that physical activity provides the opportunity for enjoyment, challenge, self-expression and communication.
This lesson will likely require five of the fifteen class sessions planned for this unit.

9. Team Handball

The lessons and activities in this unit will likely take fifteen class sessions to complete.

Unit 1: Lesson 1: Introduction to Team Handball Week 1

Provide students with an introduction to the game of Team Handball.
Develop a knowledge of the history, rules, game procedures, and equipment used in Team Handball.
Develop the fundamental skills and techniques used in Team Handball.
This lesson will likely require five of the fifteen class sessions planned for this unit.

Unit 1: Lesson 2: Introduction to team strategy and play. Week 2

Develop knowledge of the various movement skills involved in Team Handball.
Develop and learn strategies of team play.
Analyze situations and conditions that will impact the safety and selected appropriate skills to handle each.
To teach an active game which can be played indoors as well as outdoors.
This lesson will likely require five of the fifteen class sessions planned for this unit.

Unit 1: Lesson 3: Game play Week 3

To promote fitness through an activity, endurance producing sport.
To appreciate the activity as related to self-awareness, interpersonal relationships, and decision making.
Develop and demonstrate positive work behaviors and ethics in a sportsmanship like manner.
Analyze cooperative and competitive activities in Team Handball and develop strategies to improve conditions to gain an advantage.
This lesson will likely require five of the fifteen class sessions planned for this unit.

10. Ultimate Frisbee

The lessons and activities in this unit will likely take fifteen class sessions to complete.

Unit 2: Lesson 1: Introduction of Ultimate Frisbee Week 1

Provide students with an introduction to the game of Ultimate Frisbee.

Develop knowledge of the history, rules, and regulations of Ultimate Frisbee.

Develop the necessary skills and techniques to throw and catch a Frisbee both in a stationary position and on the move.

This lesson will likely require five of the fifteen class sessions planned for this unit.

Unit 2: Lesson 2: Introduction to team strategy and play. Week 2

Lesson two provides students with an introduction to game play through the use of varied lead up games.

Students are able to practice skills in a lead up game setting.

This lesson will likely require five of the fifteen class sessions planned for this unit.

Unit 2: Lesson 3: Game play Week 3

Develop skills and techniques necessary for game play.

Develop offensive and defensive skills.

Demonstrate positive behaviors and ethics of sportsmanship through game play.

This lesson will likely require five of the fifteen class sessions planned for this unit.

11. Volleyball

The lessons and activities in this unit will likely take fifteen class sessions to complete.

Unit 3: Lesson 1: Introduction of volleyball Week 1

Provide students with an introduction to the game of volleyball.

Develop knowledge of the history and rules of volleyball.

Develop, describe, and demonstrate the fundamental skills needed in volleyball.

Develop knowledge of various concepts involved in volleyball.

This lesson will likely require five of the fifteen class sessions planned for this unit.

Unit 3: Lesson 2: Introduction to team strategy and play. Week 2

Develop an appreciation for the recreational and carryover values of volleyball.

Develop knowledge of the various movement skills involved in volleyball.

This lesson will likely require five of the fifteen class sessions planned for this unit.

Unit 3: Lesson 3: Game play Week 3

Develop skills and techniques necessary for game play.

Develop an appreciation of the game as related to self-awareness, interpersonal relationships, and decision making.

Develop an appreciation of the game with special emphasis on team play and sportsmanship.

This lesson will likely require five of the fifteen class sessions planned for this unit.

12. Soccer

The lessons and activities in this unit will likely take fifteen class sessions to complete.

Unit 4: Lesson 1: Introduction of soccer and basic skills.

Develop knowledge of the history, rules, and equipment used in Soccer.

Develop Techniques and skills necessary for effective individual and team play.

Develop knowledge of the various movement skills involved in Soccer.

Apply safety rules of Soccer.

This lesson will likely take five of the fifteen class sessions for this unit.

Unit 4: Lesson 2: Introduction of team strategies.

Team skills using team work and cooperation in defense and defensive strategy and offense and offensive strategy.

Develop techniques and skills necessary for effective individual and team play.

This lesson will likely take five of the fifteen class sessions for this unit.

Unit 4: Lesson 3: Game play and strategies.

Develop techniques and skills necessary for effective individual and team play.

Develop an appreciation of Soccer as a team sport and the degree to which it is played throughout the country and the world.

Team skills using team work and cooperation in defense and defensive strategy and offense and offensive strategy.

This lesson will likely take five of the fifteen class sessions for this unit.

13. Weight Training

The lessons and activities in this unit will likely take fifteen class sessions to complete.

Unit 4: Lesson 1: Introduction to weight training. Week 1

Develop a base understanding of weight training exercises.

Develop a systemic and intelligent application of modern weight training techniques.

Develop a base understanding of human anatomy and physiology.

Develop a base understanding of correct weight training exercises and the correct application of such exercises to enhance specific development of the human anatomy.

Develop an understanding of the different types of weight training regimes.

This lesson will likely require five of the fifteen class sessions planned for this unit.

Unit 4: Lesson 2: Begin workout routines in group format. Week 2

Understand the correct formula to improve on a personal level using any specific weight training method.

Use correct lifting techniques, body form, safety, spotting, and care of equipment to gain maximum results with maximum safety.

This lesson will likely require five of the fifteen class sessions planned for this unit.

Unit 4: Lesson 3: Workout routines continued to increase fitness levels. Week 3

Develop an understanding of the skills of weight training to apply the skills as a means for attaining and maintaining physical fitness as it relates to recreational activity and competitive sports.

Develop an appreciation of the activity as it relates to self-awareness and decision making.

Develop an appreciation of the activity as related to one's overall physical well-being.

This lesson will likely require five of the fifteen class sessions planned for this unit.

Physical Education III

I. COURSE OVERVIEW

Physical Education III is a course that will provide information to students regarding fundamental concepts of physical fitness. Students will acquire knowledge about the value and benefits of health-related physical activity in reducing risks for various disease and physical conditions. Required components of this course are Kinect, Fitness testing, Weight Training and may include individual and team sports aerobics and lifetime/leisure sports.

II. PROFICIENCIES

Upon successful completion of the requirements for this course the students will be able to:

1. Increase range of motion
2. Use feedback from DDR console to detect, analyze, and correct errors in movement skills and patterns used in applied settings
3. Develop a program of exercise which is designed from a personal point of view for the student and is an ongoing process designed for individual improvement and maintenance of physical fitness
4. To perform and analyze various activities relating to the fitness elements
5. Analyze a movement performance and discuss how each part can be made more interesting, creative, efficient, and/or more effective
6. Apply and analyze the use of momentum, force, and torque to enhance or change the performance of movement skills during physical activity
7. Engage in a variety of sustained, vigorous physical activities to enhance each component of fitness
8. Demonstrate positive work behaviors and ethics in a sportsmanship like manner
9. Combine movement skills to participate in physical activities and lifetime pursuits
10. Observe physical activities and provide feedback to participant to improve performance
11. Discuss the physical benefits derived from fitness activities
12. Compare and contrast effective, safe, and healthy movement mechanics using current scientific information
13. To have an appreciation of the game for both the player and spectator, with emphasis placed upon team play and sportsmanship
14. An appreciation of the activity as related to self-awareness, interpersonal relationships, and decision making