

The mission of Hermon High School is to prepare students for personal success in college, career, and community.

Physical Education I & II

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Physical Education I

½ year, ½ credit

All freshmen will be required to complete and pass their first year of PE in a pre-designed program of fitness, sports and games. The premise of this program is to expose the student to a variety of fitness activities plus team and lifetime sports. Emphasis is on fitness, skill development, strategy, teamwork and sportsmanship.

Physical Education II

½ year, ½ credit

All sophomores will be required to complete and pass one semester of PE II in a pre-designed program of fitness, sports and games. The premise of this program is to expose the student to a variety of fitness activities plus team and lifetime sports. Emphasis is on fitness, skill development, strategy, teamwork and sportsmanship.

Graduation Standards:

- Clear and Effective Communicator
PE Students use appropriate communication skills and strategies when working with others in a variety of physical activity settings.
- Self-Directed and Lifelong Learner
PE Students practice and apply goal setting skills as they relate to enhancing physical activity and fitness.
- Creative and Practical Problem Solver
PE Students practice and apply critical thinking skills to skill improvement and game strategies.
- Respectful and Involved Citizen
PE Students cooperate and collaborate with others during physical education classes through active, safe and respectful communication and participation.
- Integrative and Informed Thinker
PE Students use information from a variety of sources to modify and improve skills and movement/game strategies.

Standard PE 1 - Motor Skills and Movement Patterns

Standard PE 2 - Concepts and Strategies

Standard PE 3 – Fitness Education

Standard PE 4 - Responsible Personal and Social Behavior

Standard PE 5 - Recognition of the Value of Physical Activity

**** Units are represented below. Not all units will be taught each quarter and are alphabetical***

Unit 1		Aerobic Walking		
Summary		Students will focus on exercising at an individual's target heart rate. The concentration will be on experimenting with heart rates at different exercise levels.		
Performance Indicators Assessed in Unit		<ul style="list-style-type: none"> • 1.3 Lifetime Activities Demonstrates competency and/or refines activity-specific movement skills in a variety of lifetime activities. • 3.1.9-Db - Engages in cardiorespiratory activities. • 5.2 Challenge Chooses an appropriate level of challenge to experience success in a physical activity. 		
Understandings:		Students will know...		Students will be able to...
<ul style="list-style-type: none"> • The ability to improve resting heart rate. • Target heart rate and how to regulate exercise according to heart rate. • How to assess breathing and level of fitness to set goals for improvement. • How to establish and maintain a healthy lifestyle. 		<ul style="list-style-type: none"> • Safety procedures and rules • Proper social skills • How to take pulse (radial, carotid) • Resting heart rate (RHR) • Target heart rate (THR) • Maximum heart rate (MHR) • Proper stretching • Proper warm-up • Proper cool down • Variety of exercises • Proper clothing • Health benefits • How to set a walking pace • Correct posture • Correct walking technique • Ways to boost your heart rate 		<ul style="list-style-type: none"> • Demonstrate proper safety and maintain control of the body. • Demonstrate appropriate social skills within a fitness setting. • Understand the benefits of exercise. • Demonstrate stretches that target main muscle groups. • Demonstrate an understanding of various exercise programs. • Demonstrate how to take an accurate pulse. • Understand how to use an individual target heart rate to monitor an appropriate workout. • Understand correct posture and walking technique.
Unit 2		Archery		
Summary		Students will be able to demonstrate skills, strategies, tactics and appropriate social behavior throughout the course.		
Performance Indicators Assessed in Unit		<ul style="list-style-type: none"> • 1.2 Game and Sport Skills Applies basic and/or advanced skills to participate proficiently in at least three individual, dual, or team games, sports or physical activities. • 2.1 Movement Concepts Applies complex movement concepts to refine learned skills and acquire new, advanced skills. • 4.3 Rules, Etiquette, and Safety Uses safe practices when engaging in physical education activities. 		
Understandings:		Students will know...		Students will be able to...

<ul style="list-style-type: none"> • The skills, techniques and self-assessment tools to be successful at archery. • Responsible social behavior and interactions during class. • Safety around/with equipment during class. • Commands given and the task associated with each command. 	<ul style="list-style-type: none"> • Safety procedures • Rules/commands • Proper social skills • Proper equipment selection • How to brace/un-brace a bow • How to select proper arrows • Parts of a bow • Parts of an arrow • Shooting sequence (stance, grip,nock, aim, draw, anchor, release, afterhold) • Scoring • Proper arrow removal 	<ul style="list-style-type: none"> • Demonstrate how to brace/un-brace a bow using the step-through method. • Demonstrate how to select the proper arrows. • Follow the commands given by the instructor and with each command be able to demonstrate the task associated with the command. • Demonstrate how to properly remove arrows from the target. • Demonstrate knowledge of point values and be able to assess their score. • Demonstrate how to use all parts of their tackle with the proper technique.
Unit 3	Badminton	
Summary	Students will be able to demonstrate skills, strategies, tactics, team cohesion, and appropriate social behavior throughout the course.	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> • 2.1 Movement Concepts Applies complex movement concepts to refine learned skills and acquire new, advanced skills. • 4.1 Personal Responsibility Demonstrates personal responsibility in all physical education activities. • 4.2 Cooperative Skills 4.2.9-Da - Apply appropriate communication and cooperative skills including problem solving and resolving conflict in a variety of physical activities and team or group situations. 	
Understandings:	Students will know...	Students will be able to...
<ul style="list-style-type: none"> • The ability to perform a variety of shots used in a game of badminton. • The defensive and offensive strategies used in badminton. • How the activity of badminton can aid in physical fitness. 	<ul style="list-style-type: none"> • Safety procedures • Proper social skills • Serves (low, high, drive) • Forehand • Backhand • Drop • Clear • Smash • Drive shot • Back to back alignment • Side to side alignment • Offensive and defensive strategies • Doubles play • Singles play • Rules & regulations 	<ul style="list-style-type: none"> • Demonstrate safety and respect of equipment at all times. • Demonstrate how to perform different shots with the proper technique. • Demonstrate how to serve correctly and consistently. • Demonstrate how to use offensive and defensive strategies. • Demonstrate knowledge of rules and scoring.

Unit 4		Bowling	
Summary		Students will be able to demonstrate skills, strategies, tactics, team cohesion, and appropriate social behavior throughout the course.	
Performance Indicators Assessed in Unit		<ul style="list-style-type: none">● 1.2 Game and Sport Skills Applies basic and/or advanced skills to participate proficiently in at least three individual, dual, or team games, sports or physical activities.● 1.3 Lifetime Activities Demonstrates competency and/or refines activity-specific movement skills in a variety of lifetime activities.● 2.1 Movement Concepts Applies complex movement concepts to refine learned skills and acquire new, advanced skills.● 4.2 Cooperative Skills 4.2.9-Da - Apply appropriate communication and cooperative skills including problem solving and resolving conflict in a variety of physical activities and team or group situations.	
Understandings:		Students will know...	Students will be able to...
<ul style="list-style-type: none">● Responsible social interactions during class with both peers and instructor.● Provide positive feedback and encouragement to peers throughout the unit.● Safety around/with equipment and body movements while performing skills.● The skills and strategies needed to know how to bowl with the proper technique.		<ul style="list-style-type: none">● Safety procedures● Proper social skills● Rules● Proper grip● Proper stance● 1 step approach● 2 step approach● 3 step approach● 4 step approach● Proper release● Scoring● History● Strategies/tactics● Terminology	<ul style="list-style-type: none">● Demonstrate how to correctly choose the right size of a bowling ball and be able to use the correct grip.● Demonstrate the proper stance and approach to the bowling lane. (1-2-3-4 step)● Demonstrate how to release the bowling ball with the correct technique and understand the effect of spin on the ball.● Explain the rules and scoring procedure of bowling.● Understand terminology associated with bowling.● Use strategies/tactics to score in bowling.● Explain history of bowling.
Unit 5		Cross Country Skiing	
Summary		Students will learn a recreational/leisure activity that encourages lifelong wellness. Students will be able to select the proper equipment and learn how to maneuver with equipment.	
Performance Indicators Assessed in Unit		<ul style="list-style-type: none">● 1.2 Game and Sport Skills Applies basic and/or advanced skills to participate proficiently in at least three individual, dual, or team games, sports or physical activities.● 1.3 Lifetime Activities Demonstrates competency and/or refines activity-specific movement skills in a variety of lifetime activities.● 2.1 Movement Concepts Applies complex movement concepts to refine learned skills and acquire new, advanced skills.	

Understandings:		Students will know...	Students will be able to...
<ul style="list-style-type: none"> The ability to select the proper equipment (skis, poles, boots, clothing) to ensure safety and success during the activity. Responsible social interactions during class and to provide feedback and encouragement to others. How to maneuver with equipment and to use proper techniques to be able to cross country ski on different terrain. 		<ul style="list-style-type: none"> Safety procedures Proper social skills How to select proper equipment (boots, skis, poles, clothing) How to fall and get up correctly Skiing on the flat Diagonal stride Single poling Double poling and kick Stationary turns (paddle, kick) Moving uphill (side step, herringbone, diagonal stride) Moving downhill Moving turns (step, snow plow) 	<ul style="list-style-type: none"> Demonstrate how to select proper equipment to use during cross country skiing. Select appropriate clothing depending on the outside weather conditions. Explain and demonstrate how to fall and get up with the correct technique. Maintain balance and stability while moving. Understand how to use poles with the correct technique for balance and power. Snowplow, step turn and move downhill with the correct technique. Use both the paddle and kick turns effectively. To climb hills using the side step, herringbone and poling.
Unit 6	Disc Golf		
Summary	This curriculum teaches the basics of disc golf, focuses on repetition and positive reinforcement, and concludes with an activity that everyone can enjoy playing actual disc golf holes.		
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> 1.2 Game and Sport Skills - Applies basic and/or advanced skills to participate proficiently in at least three individual, dual, or team games, sports or physical activities. 1.3 Lifetime Activities Demonstrates competency and/or refines activity-specific movement skills in a variety of lifetime activities. 4.2 Cooperative Skills - 4.2.9-Da - Apply appropriate communication and cooperative skills including problem solving and resolving conflict in a variety of physical activities and team or group situations. 5.4 Social Interaction - Identifies opportunities for social interaction in a self-selected physical activity. 		
Understandings:		Students will know...	Students will be able to...
<ul style="list-style-type: none"> The skills, strategies and tactics needed to know how to play Disc Golf successfully. Responsible social interactions during class and to provide feedback 		<ul style="list-style-type: none"> Safety procedures Proper social skills Throwing (grip, backhand, sidearm) Regulations and rules of the game 	<ul style="list-style-type: none"> Demonstrate the variety of Disc golf throws. Demonstrate the concept of using tactics and strategy to score. Explain the rules and regulations of ultimate

<ul style="list-style-type: none"> and encouragement to others. Safety around/with equipment and body movement while performing skills. 		<ul style="list-style-type: none"> Understand the roles/responsibilities of each player. Explain the history of Disc Golf.
Unit 7	Fitness	
Summary	Students will improve levels of muscular strength, muscular endurance, flexibility and cardiovascular endurance. Students will also understand health benefits from exercise and be able to apply them to their personal lives.	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> 1.3 Lifetime Activities Demonstrates competency and/or refines activity-specific movement skills in a variety of lifetime activities. 3.1 Health-Related Fitness and Exercise. 3.1.9-Da - Executes with proper form and technique a wide variety of exercises in each of the health-related fitness components addressing all major muscle groups. 3.1 Health-Related Fitness and Exercise. 3.1.9-Db - Engages in cardiorespiratory activities. 3.2 Skill-Related Fitness and Training Participates and examines exercise programs that train each of the skill-related fitness components 3.3 Training Principles for Fitness and Sport Applies training principles to health-related fitness exercise plans or a sport skill or sport fitness improvement plan. 3.5 Fitness, Sport, and Technology Investigates and uses available technology tools, applications, and connections on social media as tools for supporting a healthy, active lifestyle and/or to self-monitor exercise and/or physical activity. 	
Understandings:	Students will know...	Students will be able to...
<ul style="list-style-type: none"> The ability to improve muscular strength/endurance, flexibility and cardiovascular while in Phys. Ed. How to assess breathing and level of fitness to set goals for improvement. How to establish and maintain a healthy lifestyle. 	<ul style="list-style-type: none"> Safety procedures and rules Proper social skills Benefits of exercise Importance of stretching Proper stretching Health benefits A variety of fitness exercises 	<ul style="list-style-type: none"> Demonstrate proper safety and maintain control of the body. Demonstrate appropriate social skills within a fitness setting. Understand the benefits of exercise. Demonstrate stretches that target each main muscle groups. Demonstrate an understanding of various exercise programs.
Unit 8	Floor Hockey	
Summary	Students will be able to demonstrate skills, strategies, tactics, team cohesion, and appropriate social behavior throughout the course.	
Performance	<ul style="list-style-type: none"> 2.1 Movement Concepts Applies complex movement concepts to refine learned 	

Indicators Assessed in Unit	skills and acquire new, advanced skills. • 4.3 Rules, Etiquette, and Safety Uses safe practices when engaging in physical education activities.		
Understandings:		Students will know...	Students will be able to...
<ul style="list-style-type: none"> The skills, strategies and tactics needed to play floor hockey successfully. Responsible social interactions during class and to provide feedback and encouragement to others. Safety around/with equipment and body movements while performing skills. 		<ul style="list-style-type: none"> Safety procedures Proper social skills Stick grip Stick handling Passing Dribbling Shooting (snap, wrist) Goaltending Player positioning Offensive strategies Defensive strategies Rules & regulations 	<ul style="list-style-type: none"> Demonstrate proper safety while playing floor hockey. Demonstrate floor hockey skills with correct techniques. Understand the concept of using strategies to do well as a team. Understand the roles/responsibilities of each player on the floor and the area of their position. Explain the history of floor hockey. Explain the rules and regulations of floor hockey.
Unit 9	Pickleball		
Summary	Students will be able to demonstrate skills, strategies, tactics, team cohesion, and appropriate social behavior throughout the course.		
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> 1.2 Game and Sport Skills Applies basic and/or advanced skills to participate proficiently in at least three individual, dual, or team games, sports or physical activities. 2.1 Movement Concepts Applies complex movement concepts to refine learned skills and acquire new, advanced skills. 5.3 Self-expression and Enjoyment Participates in a self-selected physical activity for self-expression and enjoyment. 		
Understandings:		Students will know...	Students will be able to...
<ul style="list-style-type: none"> The skills, strategies and tactics needed to know to play pickleball successfully. Responsible social interactions during class and to provide feedback and encouragement to others. Safety around/with equipment and body movements while performing skills. 		<ul style="list-style-type: none"> Safety procedures Proper social skills Lob serve Drive serve Forehand stroke Backhand stroke Lob shot Volley Ball spin Doubles play Singles play Playing strategies Rules and regulations 	<ul style="list-style-type: none"> Demonstrate proper social skills and safety procedures. Demonstrate how to lob serve. Demonstrate how to drive serve. Demonstrate how to strike the pickleball with the forehand stroke. Demonstrate how to strike the pickleball with the backhand stroke. Demonstrate the lob shot and when to use it. Demonstrate how to play doubles and keep score.

	<ul style="list-style-type: none"> • Scoring 	<ul style="list-style-type: none"> • Demonstrate how to play singles and keep score. • Demonstrate strategies to use and when to use certain shots. • Understand rules and regulations of play. • Demonstrate how to keep an accurate score during game play.
Unit 10	Recreational Activities	
Summary	Students will demonstrate a variety of skills associated with recreation/leisure activities and be able to demonstrate the appropriate social behavior while working with others. The students will work on hand-eye coordination and foot-eye coordination while learning a novelty skill.	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> • 1.2 Game and Sport Skills Applies basic and/or advanced skills to participate proficiently in at least three individual, dual, or team games, sports or physical activities. • 1.3 Lifetime Activities Demonstrates competency and/or refines activity-specific movement skills in a variety of lifetime activities. • 2.1 Movement Concepts Applies complex movement concepts to refine learned skills and acquire new, advanced skills. 	
Understandings:	Students will know...	Students will be able to...
<ul style="list-style-type: none"> • The ability to manipulate different objects with a structured pattern of movement. • How to self-assess and improve hand-eye/foot-eye coordination by demonstrating juggling/hacky sack skills. • The benefits of recreational/leisure activities. • Properly demonstrate how to toss, count points and play ladder ball. • Properly play and score horseshoes. • Be able to play table tennis. • Be able to play and score Saucer Slam. 	<ul style="list-style-type: none"> • Safety procedures • Proper social skills • Basic lift, release and catch • One-scarf lift, release and catch • Two-scarf lift, release and catch • Three-scarf lift and one release • Three-scarf lift and two releases • Three-scarf lift and three releases • Three scarf lift, three releases and three catches • Same pattern as above for bean bags, balls, rings and clubs • Front, Back, Side, Knee, Toe kick in hacky sack • Rules and etiquette of ladder ball • Scoring of ladder ball 	<ul style="list-style-type: none"> • Demonstrate safety and respect of equipment at all times. • Demonstrate how to perform juggling using the step-by-step progression and pattern with the variety of the juggling equipment. • Demonstrate how to pass a hacky sack using the proper foot techniques. • Demonstrate how to work in open space while concentrating on their individual skill level. • Demonstrate how to play ladder ball with the proper technique and sequence. • Demonstrate how to play horseshoes with the proper technique and scoring procedures. • Demonstrate how to play table tennis with the proper technique. • Demonstrate ability to follow directions of paper plane making.

	<ul style="list-style-type: none"> • Technique of tossing horseshoes • Scoring of horseshoes • Rules and etiquette of horseshoes • Basic skills of table tennis (push shot, serve) • Scoring of KanJam • Rules and etiquette of KanJam 	<ul style="list-style-type: none"> • Demonstrate how to play and keep score of Saucer Slam.
Unit 11	Speedball	
Summary	Students will be able to demonstrate skills, strategies, tactics, team cohesion, and appropriate social behavior throughout the course. Students will learn to incorporate basic skills from soccer, football and basketball into a new setting. Students will also learn new skills specific to speedball.	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> • 1.2 Game and Sport Skills Applies basic and/or advanced skills to participate proficiently in at least three individual, dual, or team games, sports or physical activities. • 2.1 Movement Concepts Applies complex movement concepts to refine learned skills and acquire new, advanced skills. • 4.3 Rules, Etiquette, and Safety Uses safe practices when engaging in physical education activities. 	
Understandings:	Students will know...	Students will be able to...
<ul style="list-style-type: none"> • The skills, strategies and tactics needed to know how to play speedball successfully. • Responsible social interactions during class. • Provide positive feedback and encouragement to others. • Safety around/with equipment and body movements while performing skills. 	<ul style="list-style-type: none"> • Safety procedures • Proper social skills • Passing • Catching • Foot dribbling • Kicking skills • Converting ground balls to aerial balls • Overhead dribbling • Kick-ups • Trapping • Guarding • Goaltending • Positions • Offensive strategies • Defensive strategies • Rules • Regulations 	<ul style="list-style-type: none"> • Demonstrate how to pass with feet and hands to another teammate. • Demonstrate how to dribble with feet and hands to advance field position. • Demonstrate how to perform kick-ups and when they would be used. • Demonstrate offensive and defensive strategies. • Explain the rules and regulations of speedball. • Explain the scoring procedures of speedball. • Understand the concept of using strategies to do well as a team. • Understand the roles/responsibilities of each player on the field. • Explain the history of speedball.

Unit 12		Table Tennis		
Summary		Students will be able to demonstrate skills, strategies, tactics, team cohesion, and appropriate social behavior throughout the course.		
Performance Indicators Assessed in Unit		<ul style="list-style-type: none"> ● 1.2 Game and Sport Skills Applies basic and/or advanced skills to participate proficiently in at least three individual, dual, or team games, sports or physical activities. ● 1.3 Lifetime Activities Demonstrates competency and/or refines activity-specific movement skills in a variety of lifetime activities. ● 2.1 Movement Concepts Applies complex movement concepts to refine learned skills and acquire new, advanced skills. ● 4.3 Rules, Etiquette, and Safety Uses safe practices when engaging in physical education activities. 		
Understandings:		Students will know...		Students will be able to...
<ul style="list-style-type: none"> ● The skills, strategies and tactics needed to know to play table tennis successfully. ● Responsible social interactions during class and to provide feedback and encouragement to others. ● Safety around/with equipment and body movements while performing skills. 		<ul style="list-style-type: none"> ● Safety procedures ● Proper social skills ● Service ● Grip ● Basic push shot (backhand) ● Forehand stroke ● Smash shot ● Drop shot ● Singles/doubles rules 		<ul style="list-style-type: none"> ● Demonstrate how to rally using the push shot. ● Demonstrate how to use a basic serve. ● Demonstrate how to properly hold the paddle. ● Demonstrate basic skills (smash, drop) used in table tennis. ● Explain the rules and be able to keep the correct score.
Unit 13		Tennis		
Summary		Students will be able to demonstrate skills, strategies, tactics, team cohesion, and appropriate social behavior throughout the course.		
Performance Indicators Assessed in Unit		<ul style="list-style-type: none"> ● 1.2 Game and Sport Skills Applies basic and/or advanced skills to participate proficiently in at least three individual, dual, or team games, sports or physical activities. ● 1.3 Lifetime Activities Demonstrates competency and/or refines activity-specific movement skills in a variety of lifetime activities. ● 2.1 Movement Concepts Applies complex movement concepts to refine learned skills and acquire new, advanced skills. ● 4.3 Rules, Etiquette, and Safety Uses safe practices when engaging in physical education activities. 		
Understandings:		Students will know...		Students will be able to...
<ul style="list-style-type: none"> ● The skills, strategies and tactics needed to know 		<ul style="list-style-type: none"> ● Safety procedures ● Proper social skills ● Grip 		<ul style="list-style-type: none"> ● Demonstrate how to use the forehand, backhand, lob, drop,

<p>how to play tennis successfully.</p> <ul style="list-style-type: none"> • Responsible social interactions during class and to provide feedback and encouragement to others. • Safety around/with equipment and body movements while performing skills. 	<ul style="list-style-type: none"> • Footwork/athletic stance • Forehand • Backhand • Lob • Drop • Smash • Service/underhand or overhand • Singles play • Doubles play • Rules • Scoring • Positions • History • Sets/ match play 	<p>smash and service skills during a tennis match.</p> <ul style="list-style-type: none"> • Explain the rules of tennis and understand the violations of the game. • Understand the strategies used to do well in singles and doubles play. • Understand the roles/responsibilities of each player on the court and the area of their position. • Demonstrate to keep score by stating the score before each serve.
Unit 14	Ultimate Frisbee	
Summary	Students will be able to demonstrate skills, strategies, tactics, team cohesion, and appropriate social behavior throughout the course.	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> • 1.2 Game and Sport Skills Applies basic and/or advanced skills to participate proficiently in at least three individual, dual, or team games, sports or physical activities. • 2.1 Movement Concepts Applies complex movement concepts to refine learned skills and acquire new, advanced skills. • 5.3 Self-expression and Enjoyment Participates in a self-selected physical activity for self-expression and enjoyment. 	
Understandings:	Students will know...	Students will be able to...
<ul style="list-style-type: none"> • The skills, strategies and tactics needed to know how to play ultimate Frisbee successfully. • Responsible social interactions during class and to provide feedback and encouragement to others. • Safety around/with equipment and body movement while performing skills. 	<ul style="list-style-type: none"> • Safety procedures • Proper social skills • Throwing (grip, backhand, sidearm) • Catching (two-handed, one-handed) • Guarding • Pivoting • Intercepting • Officiating • Regulations and rules of the game 	<ul style="list-style-type: none"> • Demonstrate how to throw and catch during an ultimate Frisbee game. • Demonstrate the concept of using tactics and strategy to score against the opposing team. • Explain the rules and regulations of ultimate • Explain the violations of ultimate. • Understand the roles/responsibilities of each player on the field. • Explain the history of ultimate Frisbee.
Unit 15	Volleyball	
Summary	Students will be able to demonstrate skills, strategies, tactics, team cohesion, and appropriate social behavior throughout the course.	

Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> ● 1.2 Game and Sport Skills Applies basic and/or advanced skills to participate proficiently in at least three individual, dual, or team games, sports or physical activities. ● 2.1 Movement Concepts Applies complex movement concepts to refine learned skills and acquire new, advanced skills. ● 5.4 Social Interaction Identifies opportunities for social interaction in a self-selected physical activity. 		
Understandings:		Students will know...	Students will be able to...
<ul style="list-style-type: none"> ● The skills, strategies and tactics needed to know to play volleyball successfully. ● Responsible social interactions during class and to provide feedback and encouragement to others. ● Safety around/with equipment and body movements while performing skills. 		<ul style="list-style-type: none"> ● Safety procedures ● Proper social skills ● Underhand serve ● Overhand serve ● Forearm pass (bump) ● Two hand over the head pass (set) ● Spike ● Dig ● Dink/tip ● Block ● Offensive strategies ● Defensive strategies ● Positions ● Rotation ● Game rules, regulations and scoring ● History 	<ul style="list-style-type: none"> ● Demonstrate how to use the forearm pass, set, serve, block, spike and tip/dink skills during a volleyball game. ● Explain the rules of volleyball and understand why something may be a violation. ● Understand the concept of using strategies to do well as a team. ● Understand the roles/responsibilities of each player on the court and the area of their position. ● Demonstrate the ability of keeping score by stating the score before they may serve the ball. ● Explain the history of volleyball. ● Explain the rules and regulations of volleyball.
Unit 16	Weight Room Orientation		
Summary	Students will demonstrate proper safety, lifting techniques, selection of weight, and spotting form. Students will be able to understand the differences of resistance and free weight machines.		
Performance Indicators	<ul style="list-style-type: none"> ● 3.2 Skill-Related Fitness and Training Participates and examines exercise programs that train each of the skill-related fitness components. ● 3.4 Health-related and/or sport training fitness plan Creates, implements, monitors (log), reassess, and revises a personal health-related and/or sport fitness plan for home, community, and school. ● 5.2 Challenge Chooses an appropriate level of challenge to experience success in a physical activity. ● 5.4 Social Interaction Identifies opportunities for social interaction in a self-selected physical activity. 		
Understandings:		Students will know...	Students will be able to...
<ul style="list-style-type: none"> ● Safety around/with equipment. 		<ul style="list-style-type: none"> ● Safety policies and procedures ● Proper lifting techniques 	<ul style="list-style-type: none"> ● Demonstrate the proper lifting techniques with each piece of strength training equipment.

<ul style="list-style-type: none">• Safely maintain body movements while performing lifts.	<ul style="list-style-type: none">• Proper breathing pattern• Proper spotter position• Proper use of cardiovascular equipment• Positive attitude toward instructor and peers	<ul style="list-style-type: none">• Demonstrate all safety regulations for all weight room equipment.• Demonstrate correct breathing pattern while lifting.• Demonstrate the correct spotting technique for free weight machines.
Unit 17	Weight Training	
Summary	Students will demonstrate proper lifting technique, breathing technique, spotting technique, ability to demonstrate different lifting programs and be able to set weight training goals to improve overall muscular strength and endurance.	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none">• 3.2 Skill-Related Fitness and Training Participates and examines exercise programs that train each of the skill-related fitness components.• 3.4 Health-related and/or sport training fitness plan Creates, implements, monitors (log), reassess, and revises a personal health-related and/or sport fitness plan for home, community, and school.• 5.2 Challenge Chooses an appropriate level of challenge to experience success in a physical activity.• 5.4 Social Interaction Identifies opportunities for social interaction in a self-selected physical activity.	
Understandings:	Students will know...	Students will be able to...
<ul style="list-style-type: none">• Safety around/with equipment and body movements while performing skills.• Responsible social interactions during class and to provide feedback and encouragement to others.• The skills and techniques needed to be able to weight train effectively and correctly.	<ul style="list-style-type: none">• Safety procedures• Proper social skills• Breathing technique• Endurance program• Strength program• Power program• Training stations• Muscles used at training stations• Proper training techniques• Proper stretching• Benefits of stretching• Benefits of lifting	<ul style="list-style-type: none">• Demonstrate how to maintain safety while working in the weight room.• Demonstrate the ability to lift weights with the correct technique.• Demonstrate the breathing pattern and be able to use it on a consistent basis.• Demonstrate understanding of different programs and the variables that make them unique.• Demonstrate a variety of stretches that are beneficial to major muscle groups.• Explain the history of weight training.
Unit 18	Whiffleball	
Summary	Students will be able to demonstrate skills, strategies, tactics, team cohesion, and appropriate social behavior throughout the course. Students will be able to play a game of whiffleball successfully and understand both aspects of offensive and defensive skills.	

Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> ● 2.1 Movement Concepts Applies complex movement concepts to refine learned skills and acquire new, advanced skills. ● 4.1 Personal Responsibility Demonstrates personal responsibility in all physical education activities. ● 4.2 Cooperative Skills 4.2.9-Da - Apply appropriate communication and cooperative skills including problem solving and resolving conflict in a variety of physical activities and team or group situations. 	
Understandings:	Students will know...	Students will be able to...
<ul style="list-style-type: none"> ● The skills, strategies and tactics needed to know how to play whiffleball successfully. ● Responsible social interactions during class with both peers and instructor. ● Provide positive feedback and encouragement to peers throughout the unit. ● Safety around/with equipment and body movements while performing skills. 	<ul style="list-style-type: none"> ● Safety procedures ● Proper social skills ● Overhand throwing ● Catching ● Fielding (grounders, fly balls) ● Batting stance and swing ● Base running ● Rules and regulations ● Positions ● Roles and responsibilities of players at different positions ● Double play ● Scoring 	<ul style="list-style-type: none"> ● Demonstrate how to throw, catch, hit, field, run the bases and score during a whiffleball game. ● Explain the rules and regulations of whiffleball. ● Understand the concept of using strategies to do well as a team. ● Demonstrate ability of defensive and offensive strategies. ● Explain the history of whiffleball. ● Explain the rules and regulations of whiffleball.
<p align="center"><u>Summative Assessments/Retake</u></p> <ul style="list-style-type: none"> ● Summative assessments will count as 70% of the grade. ● Students have the opportunity to retake summative assessments. ● The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student. ● The highest score a student can receive on a retake or late assessment is a 75. ● The score achieved on a retake will replace the current score (even if the score is lower). ● If a student is making up a test from an absence, that assessment will be graded up to 100. 		
<p align="center"><u>Make-up Work</u></p> <p>Upon their return to school from an absence, it is the student's responsibility to secure make-up work from their teacher. The due date of the missed work will be one additional class period for each day of absence from that class or at the discretion of the teacher.</p>		
<p align="center"><u>Grading of Formative Assessments</u></p> <ul style="list-style-type: none"> ● Formative assessments will count as 30% of the grade. ● Formative assessments may be scored on either a 0-100 scale or a 0-4 scale. ● The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67. ● The method of scoring of formative assessments will be determined by assignment. 		

Finals / Midterms

An end of course Final Exam will be conducted, making up 10% of the students overall grade.