



Physical Education Grades 11-12

Unit #1

Course/Subject: Physical Education	Grade: 11-12	Aquatics	Suggested Timeline: 8 Class Periods
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Grade Level Summary	The focus is to promote fitness, along with developing skills that will provide the opportunity for students to participate in a variety of activities in their adult life. Students will be introduced to activities in strength training and cardiovascular conditioning, aquatics, and individual fitness challenges.	
Grade Level Units	Unit 1: Aquatics Unit 2: Archery Unit 3: Class Challenges Unit 4: Fitness Testing Unit 5: Golf	Unit 6: Initiatives Unit 7: Men's and Women's Fitness Unit 8: Small Group Games Unit 9: Square Dancing Unit 10: Volleyball

Unit Title	Aquatics 11-12
Unit Summary	Aquatic exercise is low impact activity appropriate for all age levels and health conditions. Swimming affords the swimmer a natural type of resistance, where the exercise is achieved while struggling through the water rather than against it, dissimilar to land workouts where the resistance comes from pushing and pulling weights against gravity. Benefits of swimming include increased muscular strength and cardiovascular endurance, safe exercise for people with joint ailments, improved flexibility, stress relief, and burning calories. Students will receive advanced training in design and implementation of aquatic exercise, as well as participation in group aquatic fitness and water surface activities.

Unit Essential Questions: <ol style="list-style-type: none"> How are basic water rescue measures an asset to the layperson? What are some benefits, risks, and safety factors associated with aquatic exercise? Why is aquatic exercise an important part of a person's fitness plan? 	Key Understandings: <ol style="list-style-type: none"> Basic rescue measures can be extremely important to the layperson because a professional rescuer may not be immediately available in all water emergencies. Knowing how and when to provide basic care until professional help arrives can positively influence the victim's chances of survival. Benefits include low impact cardiovascular and muscular strength exercises, stress relief, and improved flexibility. Risks include overexertion, muscular soreness, and drowning. Safety factors include swimming with partners, water quality, personal physical condition. Aquatic exercise is a healthy option for physical activity for anyone. Whether it is a primary source of exercise for reasons like physical limitations or personal interest, or a
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	break from other forms of dry land exercise like running or weight training, aquatic exercise, in one form or another, is a physical activity that is adaptable and useful.
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Focus Standards Addressed in the Unit:	
10.4.12 - A	Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.

Important Standards Addressed in the Unit:	
10.3.12 - B	Analyze and apply strategies for the management of injuries. • CPR • advanced first aid
10.3.12 - D	Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.

Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> Someone who does not like swimming now will not like swimming later in life and therefore does not need to know how to exercise in the water. I do not want to be responsible to save anyone life in the event of a water emergency. Access to a pool is unavailable presently means there will not be access in the future. 	<ol style="list-style-type: none"> Interest levels in activities often change throughout life. Future factors like relationships, occupation, and residence could all contribute to change in a person's interests. Learning basic water rescue measure do not place responsibility on a layperson for life-saving care. These concepts and practices are taught to empower the layperson to be an intermediary for a victim, possibly a loved one, until a professional's arrival, if the opportunity arises. Many times opportunities change. Change of location, where a person moves to a place where aquatic access is available, and changes from environmental development, where homes and businesses move into rural areas, are possible for many people in this area.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will review safe stroke technique. Students will learn the importance of aquatic safety procedures. Students will learn differences between team activities on land and in the water. Students will learn how to identify a drowning victim. Students will learn how to develop and implement aquatic exercise for personal use. 	<ul style="list-style-type: none"> The students will perform interval training exercises using various strokes like Front Crawl, Breaststroke, and Backstroke. The students will participate in Water Polo and learn rules and strategies for success. Students will demonstrate basic rescues using a rescue tube. Students will develop and implement an aquatic workout plan. 	<ul style="list-style-type: none"> Students will need to communicate and collaborate during group activities to be successful. Students will experience appropriate aquatic exercise to illustrate future possibilities for activity. Students will be exposed to basic water rescue that may pique interest in lifeguarding as an employment opportunity.

Academic Vocabulary:

<ul style="list-style-type: none">• Aquatic Exercise• Passive Drowning Victim• Backstroke• Interval Training• Rhythmic Breathing• Emergency Action Plan	<ul style="list-style-type: none">• Heart Rate• Submerged Victim• Front Crawl• Circle Swimming• Target Heart Rate• Primary Rescuer	<ul style="list-style-type: none">• Active Drowning Victim• Breaststroke• Rescue Tube• Synchronized Swimming• Cardiovascular Endurance• Kickboard
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Assessments:

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- Visual Assessment; Aquatic Exercise Plan
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Differentiation:

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- Students with fear of deep water swim in shallow water or near a sidewall at all times. Students with injury or physical ailment sometimes use jogging belts, kickboards, or only specific stroke techniques. Students with poor physical conditioning may take longer breaks during interval training.
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Interdisciplinary Connections:

- Due to the physical nature of the aquatics unit, teaching principles like buoyancy connect this unit strongly with Physics education.
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Additional Resources:

- P.E. Policies and Procedures; Student Handbook; American Red Cross Training Manual
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Physical Education Grades 11-12

Unit #2

Course/Subject
Physical Education

Grade:
11

Archery

Suggested Timeline
8 class periods

Grade Level Summary	The focus is to promote fitness, along with developing skills that will provide the opportunity for students to participate in a variety of activities in their adult life. Students will be introduced to activities in strength training and cardiovascular conditioning, aquatics, and individual fitness challenges.	
Grade Level Units	Unit 1: Aquatics Unit 2: Archery Unit 3: Class Challenges Unit 4: Fitness Testing Unit 5: Golf	Unit 6: Initiatives Unit 7: Men's and Women's Fitness Unit 8: Small Group Games Unit 9: Square Dancing Unit 10: Volleyball

Unit Title	Archery
Unit Summary	Archery is an activity that is highly popular in our area. Whether it is for hunting or for sport, archery offers the participant the chance for individual success and it can be accommodating to any skill or ability level. Lessons will focus on safety; introductory use of a recurve bow; shooting distance of approximately 15 yards; and scoring challenges for those who are interested.

Unit Essential Questions:

1. How do I successfully perform archery skills to safely and responsibly participate?
2. How does participation in archery enhance my physical, emotional and social well-being?
3. What is authentic practice? How could authentic practice help your skill improvement?

Key Understandings:

1. Archery is a great activity that engages ALL students, regardless of gender or physical ability.
2. I must pass the indoor safety course prior to earning the privilege to shoot outdoors.
3. I will listen to all safety components and stay behind the shooting alley at all times.
4. I will use the proper techniques and critical cues, as learned in the indoor safety course.

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
10.3 9 D	Analyze the role of individual responsibility for safety during physical activity.

10.4 12 E	Analyze the factors that impact on the relationship between regular participation in physical activity and motor skill improvement.
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Important Standards Addressed in the Unit:

10.5 12 E	Evaluate movement forms for appropriate application of scientific and biomechanical principles.
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Misconceptions:	Proper Conceptions:
1. You need formidable upper body strength in order to shoot archery.	1. There are bows with light enough draw weight, that even a beginner will be able to find success.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> The student will understand and follow the safety procedures necessary in the archery unit. The student will test the bows for proper draw strength and measure the arrows that best suit their arm length. The student will learn to use and care for the bows, the arrows, and the targets. The student will calculate the point total for arrows that penetrate the target. The student will shoot and retrieve arrows on the teachers' command; the student will only aim and shot at the archery target. Authentic practice will hold the student's interest, therefore allowing them more proper repetitions which can/will ultimately improve their skills. 	<ul style="list-style-type: none"> The student will observe and adhere to safety practices at all times during all classes. The student will be able to properly string and unstring the bow to ensure proper use. The student will be able to perform the proper stance, nock, draw, freeze and aim, release and follow through. The student will aim and shoot at a free standing foam target 48" wide from a distance of about 15 yards. The student will experiment with eye dominance versus hand dominance and determine if closing one eye is beneficial. The student will be able to hit the target with relative consistency by the end of the unit. The student will experience authentic practice by repeating the safety and technique steps of archery each day in class. 	<ul style="list-style-type: none"> Social component: the nature of the unit allows for small group and partner interaction. The novice student will succeed or improve by the repetitive nature of the activity. The experienced student will find success in being able to help the beginner student. Being a fine skill, a small adjustment in archery technique is usually all that is necessary to make a correction. Most, if not all, students can find success in archery.

Academic Vocabulary:

<ul style="list-style-type: none"> Shooting alley Stance Nock Draw Freeze and Aim 	<ul style="list-style-type: none"> Release Follow Through Retrieve Arrow rest Fletching 	<ul style="list-style-type: none"> Cock feather Arrow length Safety Trainer Dry Fire Recurve bow
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Assessments:

- Student self-check; Reciprocal check; Teacher check; Peer observation
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Differentiation:

- Students can use a lighter weight bow, if needed. Teacher assistance can also be offered to assist the student draw and release, when necessary.
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Interdisciplinary Connections:

- When investigating aim, the classes of Physics and STEM are often mentioned and referenced. Sciences also get discussed when we differentiate between accuracy and precision.
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Additional Resources:

- P. E. Policies and Procedures; Student Handbook; NASP (National Archery in Schools Program); Quality Lesson Plans for Secondary Education (Zakrajsek, Carnes, Pettigrew, 2nd ed.)
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Physical Education Grades 11-12

Unit #3

Course/Subject: Physical Education	Grade: 9-12	Class Challenges	Suggested Timeline: 3 Class Periods
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Grade Level Summary	The focus is to promote fitness, along with developing skills that will provide the opportunity for students to participate in a variety of activities in their adult life. Students will be introduced to activities in strength training and cardiovascular conditioning, aquatics, and individual fitness challenges.	
Grade Level Units	Unit 1: Aquatics Unit 2: Archery Unit 3: Class Challenges Unit 4: Fitness Testing Unit 5: Golf	Unit 6: Initiatives Unit 7: Men's and Women's Fitness Unit 8: Small Group Games Unit 9: Square Dancing Unit 10: Volleyball

Unit Title	Class Challenges 11-12
Unit Summary	Class Challenges is an end of the year unit focused on collaborative group activity. Though the cultural tide of personal fitness seems valuable, not everyone succeeds in individualized activity. Therefore, participating in group activities encourages peer to peer interaction, problem solving, and movement.

Unit Essential Questions: 1. Why is open communication an important aspect of group activity?	Key Understandings: 1. It is important for people who are working together towards a common goal to communicate to be successful. Without communication, a group can lose direction and fail unnecessarily.
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Focus Standards Addressed in the Unit:	
10.4.12 - F	Assess and use strategies for enhancing adult group interaction in physical activities. <ul style="list-style-type: none"> • Shared Responsibility • Open Communication

Important Standards Addressed in the Unit:	
10.3.12 - D	Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.

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Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> 1. Group games are not for everyone. 2. There are no opportunities outside of high school to participate in these activities. 	<ol style="list-style-type: none"> 1. Some people do tend to excel at group games because of their physical abilities, but there are aspects to each group game we play that everyone can take part in. 2. Intramural leagues in college are full of group games like kickball, wiffleball, and nitroball. Outside of college, groups like Harrisburg Young Professionals organizes leagues to play these games.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • The students will learn how to participate in group games with their peers. • The students will learn offensive and defensive strategies to help with the games. • The students will learn how teamwork helps a group succeed. 	<ul style="list-style-type: none"> • Students will learn the rules to games like kickball, wiffleball, nitroball, and hand-bat ball. • Students will develop hand-eye coordination through batting and striking with an implement. • Students will learn how to place kicks and direct swings to move runners around bases. 	<ul style="list-style-type: none"> • Students will find out what parts of the games they are good at and which parts they need to develop • Students will experience communication amongst a group.

Academic Vocabulary:		
<ul style="list-style-type: none"> • Communication • Sacrifice Fly • Tagging Up 	<ul style="list-style-type: none"> • Batting Order • Strike Out • Double Play 	<ul style="list-style-type: none"> • Run Batted In (RBI) • Force Out • Offensive Attack

Assessments:
<ul style="list-style-type: none"> • Teacher Evaluation; Visual Check

Differentiation:
<ul style="list-style-type: none"> • Due to the large amount of moving during the class challenges unit, students with injuries may need alternative assignments for class participation.

Interdisciplinary Connections:
<ul style="list-style-type: none"> • There are no interdisciplinary connections in class challenges.

Additional Resources:

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- P.E. Policies and Procedures; Student Handbook; “Quality Lesson Plans for Secondary Physical Education” by Zakriajsek, Carnes, Pettigrew
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Physical Education Grades 11-12

Unit #4

Course/Subject:

Physical Education

Grade:

9-12

Fitness Testing
Suggested Timeline:

Approximately 10 classes

Grade Level Summary

The focus is to promote fitness, along with developing skills that will provide the opportunity for students to participate in a variety of activities in their adult life. Students will be introduced to activities in strength training and cardiovascular conditioning, aquatics, and individual fitness challenges.

Grade Level Units

Unit 1: Aquatics
Unit 2: Archery
Unit 3: Class Challenges
Unit 4: Fitness Testing
Unit 5: Golf

Unit 6: Initiatives
Unit 7: Men's and Women's Fitness
Unit 8: Small Group Games
Unit 9: Square Dancing
Unit 10: Volleyball

Unit Title

Fitness Testing

Unit Summary

The student will participate in a variety of activities/movements that will prepare them for the upcoming fitness testing in order for the student to achieve their personal fitness goals. The student will work at their current fitness level and make progress daily in the areas of; walking/jogging/running and cardiovascular endurance, core strength, upper body strength, flexibility and stress relief.

Unit Essential Questions:

1. Why do physical activities support achievement of activity goals?

Key Understandings:

1. Planning and preparing ahead of time what you expect to accomplish and how you will accomplish it will affect your results.

Focus Standards Addressed in the Unit:
Standard Number
Standard Description

10.4 9 B

Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.

Important Standards Addressed in the Unit:

10.4 9 A

Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.

10.4 12 A	Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.
10.5 12 D	Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.

Misconceptions:	Proper Conceptions:
1. If my results are inside the healthy zone, that means I am healthy.	1. Health is an all-encompassing term. You can have scores that fall in a healthy zone and not be healthy; just like you can have scores outside of a healthy zone and actually be healthy. Having ‘good health’ means a multitude of things; nutrition, sleep, exercise, healthy habits/avoiding unhealthy habits, and even extends into behaviors.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> The student will identify and verbally describe the fitness component being taught/practiced. The student will look to improve upon his or her former scores, as seen on their individual fitness card. 	<ul style="list-style-type: none"> The student will complete the required components of health-related physical fitness assessments. The student will demonstrate the correct technique and procedures for each fitness component. The student will self-evaluate on their score; what the score means in relation to their personal health; what they can do to improve their score (plan). 	<ul style="list-style-type: none"> The student will record strengths and areas needing improvement. The student will also establish and complete a goal addressing each area needing improvement. The student will target a goal on an area they wish to improve, and make a measurable plan to help them achieve that goal.

Academic Vocabulary:		
<ul style="list-style-type: none"> Fit Fitness Risky behaviors 	<ul style="list-style-type: none"> Target Heart Rate Range Cardiovascular Endurance Plateau 	<ul style="list-style-type: none"> Muscular Strength Muscular Endurance Flexibility

Assessments:
<ul style="list-style-type: none"> Self Check; Individual comparison to their previous scores (fitness cards); Teacher Observation

Differentiation:
<ul style="list-style-type: none"> Students are challenging themselves and they are their only limitations.

Interdisciplinary Connections:

- Movement and exercise allows for a more stimulated and awake student. This alertness can help the student in their academic classes throughout the day. Exercise is ‘miracle grow for the brain’.

Additional Resources:

- Fitness Cards (showing their pervious scores); PACER recording sheets; Flexibility measurements

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Physical Education Grades 11-12

Unit #5

Course/Subject: Physical Education	Grade: 12	Golf	Suggested Timeline: 8 Class Periods
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Grade Level Summary	The focus is to promote fitness, along with developing skills that will provide the opportunity for students to participate in a variety of activities in their adult life. Students will be introduced to activities in strength training and cardiovascular conditioning, aquatics, and individual fitness challenges.	
Grade Level Units	Unit 1: Aquatics Unit 2: Archery Unit 3: Class Challenges Unit 4: Fitness Testing Unit 5: Golf	Unit 6: Initiatives Unit 7: Men's and Women's Fitness Unit 8: Small Group Games Unit 9: Square Dancing Unit 10: Volleyball

Unit Title	Golf
Unit Summary	Golf is a lifelong physical activity that is popular domestically and internationally. As a lifelong physical activity, golf can be enjoyed at a variety of levels of intensity, ranging from learning proper swing techniques, to competitive league play. Golf often requires more time and financial flexibility to play regularly than other physical activities, but those obstacles can be overcome through proactive planning and resourcefulness. Understanding the various swings, gear, and obstacles in golf is essential for learning to play golf in the most fundamental sense, and will provide students with a conceptual understanding to springboard learning in future experiences with the game.

Unit Essential Questions: <ol style="list-style-type: none"> 1. What are the benefits of golf as a lifelong physical activity? 2. How can regular practice improve a golfer's swing over time? 3. What aspects of the full swing change in the approach shot in golf? 4. What are key aspects of the proper putting form? 	Key Understandings: <ol style="list-style-type: none"> 1. Golf is a lifelong physical activity that has physical, social and emotional benefits. 2. Accuracy, which is improved over time through practice, is significantly more important to a golfer than how hard he can hit the ball. 3. The goal of golf is complete the course in as few strokes as possible. 4. Learning what club to use in different situations can decrease a golfer's score. 5. The most important aspects of all golf swings are keeping your eye on the ball, maintaining balance, and tempo.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
10.3.12 - D	Evaluate the benefits, risks, and safety factors associated with self-selected life-long physical activities.
10.4.12 - A	Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.

Important Standards Addressed in the Unit:	
10.4.12 - E	Analyze the interrelationship between among regular participation in physical activity, motor skill improvement, and the selection and engagement in lifetime physical activities.
10.5.12 - B	Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills. -Aspects of good performance

Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> 1. Golf is an activity for old rich people. 2. Swinging hard at the ball is the best approach. 3. The most crucial swing is the drive off of the tee. 	<ol style="list-style-type: none"> 1. Golf and it's variations are played by people of all ages and socioeconomic status'. 2. The best swing is often tempered and controlled to keep the ball in a desirable spot on the fairway. 3. Approach shots and putting are the most important skills as they require the most accuracy.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • The students will demonstrate the safety procedures for participating in the indoor golf range. • The students will learn proper technique for various types of swings. • The students will learn golf etiquette, scoring, theory and equipment. 	<ul style="list-style-type: none"> • The students will use a proper grip (Neutral, Overlapping, Pro) on the club when swinging at golf balls. • The students will practice the full swing, approach shot, and putting. • The students will use irons, wedges, and putters to practice their technique. • The students will be able to navigate the areas of a hole on a golf course. • The students will participate in a 9-hole golf course simulation in the auxiliary gym. 	<ul style="list-style-type: none"> • Students will communicate throughout the unit, evaluating the swing's of their peers. • Students will learn how creativity is necessary in golf, since all golfers experience challenges on the course. • Novice golfers will learn basic skills as a starting point to develop more advanced skill in golf.

Academic Vocabulary:		
<ul style="list-style-type: none"> • Address the ball • Birdie 	<ul style="list-style-type: none"> • Approach shot • Bogey 	<ul style="list-style-type: none"> • Away • Divot

<ul style="list-style-type: none"> • Fairway • Hook • Slice • Full Swing • Iron • Driver • Balance • Accuracy 	<ul style="list-style-type: none"> • Green • Par • Lie • Fore • Wedge • Rotation • Velocity 	<ul style="list-style-type: none"> • Hazard • Honor • Rough • Hole • Putter • Power • Force
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Assessments:

- Full Swing Peer Evaluation; Teacher Swing Evaluation; Unit Quiz
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Differentiation:

- Student can choose smaller or larger clubs based on their body type. Students with physical challenges are taught swing adjustments to suit their needs. Mat locations can be changed based on swing preference.
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Interdisciplinary Connections:

- Physics is referenced when the students are learning the various types of swings.
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Additional Resources:

- P.E. Policies and Procedures; Student Handbook; “Coaching Golf Successfully” by Bill Madona
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Physical Education Grades 11-12

Unit #6

Course/Subject:

Physical Education

Grade:

11-12

Initiatives
Suggested Timeline:

4 class periods

Grade Level Summary

The focus is to promote fitness, along with developing skills that will provide the opportunity for students to participate in a variety of activities in their adult life. Students will be introduced to activities in strength training and cardiovascular conditioning, aquatics, and individual fitness challenges.

Grade Level Units

Unit 1: Aquatics
Unit 2: Archery
Unit 3: Class Challenges
Unit 4: Fitness Testing
Unit 5: Golf

Unit 6: Initiatives
Unit 7: Men's and Women's Fitness
Unit 8: Small Group Games
Unit 9: Square Dancing
Unit 10: Volleyball

Unit Title

Initiative Challenges/Problem Solving

Unit Summary

The student will cooperate with others in competitive and noncompetitive physical activities to achieve common goals.

Unit Essential Questions:

- Does physical education lend itself to developing cooperative learning?

Key Understandings:

- Though physical education is primarily concerned with physical fitness and skills, its focus is expanding to include activities that promote social, psychological, and personal development.

Focus Standards Addressed in the Unit:
Standard Number
Standard Description
10.4 9 F

Analyze the effects of positive and negative interactions of adolescent group members in physical activities.
+ Group Dynamics
+ Social Pressure

Important Standards Addressed in the Unit:
10.4 12 F

Assess and use strategies for enhancing adult group interaction in physical activities.
+ Shared Responsibility

	+ Open Communication + Goal Setting
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Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> 1. I will do better when I know the members of my group. 2. No one will listen to what I have to say. 	<ol style="list-style-type: none"> 1. It is often rewarding to work with people that you may not know well, and to learn different ideas from them. 2. In the Initiatives Unit, special attention is placed on the belief that all voices should be heard, and all ideas are welcome.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Goal setting and shared responsibility. • Understanding the process of working cooperatively rather than competitively. • Teaching teamwork values does not have to come solely through sport. 	<ul style="list-style-type: none"> • The student will willingly participate with partners and individuals in groups. They will initiate, stay on, and complete tasks. • All students participating will be a contributing, enthusiastic and positive part of a team working together toward achieving goals. 	<p>The student will acknowledge and support performance abilities and limitations of self and others.</p> <p>Team members need to listen to others, praise them for their ideas, and encourage them in their efforts. These are skills that can be learned and practiced at any age.</p>

Academic Vocabulary:		
<ul style="list-style-type: none"> • Goal Setting • Listening • Praising • Encouraging 	<ul style="list-style-type: none"> • Communication • Decision making • Conflict Resolution • Risk taking 	<ul style="list-style-type: none"> • Cooperation • Affirmation

Assessments:
<ul style="list-style-type: none"> • Student response Q and A; Teacher Observation • Guided Discovery • Self Reflection

Differentiation:
<ul style="list-style-type: none"> • This unit will get the student out of their comfort zone and out of the norm for PE. This unit is designed to be a low and safe alternative to a ropes and challenge course. It is challenge by choice, with the hopes that all students feel safe enough to join in.

Interdisciplinary Connections:

- One of the challenges requires math correlation, while another challenge could be helped by knowing some principles of physics.

Additional Resources:

- Silver Bullets (Rhanke)
- Great Games for Young People (Gustafson, Wolfe, and King)
- Team Building through Physical Challenges (Glover and Midura)

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Physical Education Grades 11-12

Unit #7

Course/Subject:
Physical Education

Grade:
11-12

Women's Fitness

Suggested Timeline:
8 class periods

Grade Level Summary	The focus is to promote fitness, along with developing skills that will provide the opportunity for students to participate in a variety of activities in their adult life. Students will be introduced to activities in strength training and cardiovascular conditioning, aquatics, and individual fitness challenges.	
Grade Level Units	Unit 1: Aquatics Unit 2: Archery Unit 3: Class Challenges Unit 4: Fitness Testing Unit 5: Golf	Unit 6: Initiatives Unit 7: Men's and Women's Fitness Unit 8: Small Group Games Unit 9: Square Dancing Unit 10: Volleyball

Unit Title	Women's Fitness
Unit Summary	Fitness is an important element in every person's life. This unit narrows the focus to fitness and wellness specific to a women's physical, mental and emotional well-being. The most significant fitness focuses will be muscular strength, muscular endurance, flexibility, and cardio respiratory endurance. Additional focus will be placed on nutrition, stress relief, and exposure to the current trends in fitness and health, as it pertains to women.

Unit Essential Questions:

1. What are the factors that contribute to a person choosing to be 'healthy' or 'fit'?
2. Where and how do I begin to make changes in my life?

Key Understandings:

1. To be healthy or fit is a lifestyle and it is in a constant state flux. Making healthy choices on a daily basis can put you on the path to living a healthy life.
2. Exercise and nutrition are the two main factors to health and fitness. But mental and emotional factors also play an important role.

Focus Standards Addressed in the Unit:

Standard Number	Standard Description
10.4 12 B	Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.

Important Standards Addressed in the Unit:**10.5 12 D**

Incorporate and Synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.

Misconceptions:

1. I have to have a membership at a gym or health club in order to be able to exercise and be healthy.

Proper Conceptions:

1. There are unlimited opportunities for health and fitness with little to no cost involved. All that is needed is some knowledge and motivation.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Physical fitness comprises various components, all of which must be addressed to promote total fitness. You can't talk fitness, without adding nutrition. They must go hand in hand. To prevent injuries, beginners must train gradually in building the various fitness components. Stress relief will be practiced daily. This is an essential tool all people should have. A closer look will be taken at the current trends in fitness. As of writing this, that would include; yoga, Pilates, boot camp, resistance using body weight and nutrition plans as they relate to a balance of carbohydrates, proteins, fruits, vegetables and fats. 	<ul style="list-style-type: none"> The student will overload the muscles to build muscular strength and endurance. The student will reach a target heart rate of 70% to 85% of the maximum heart rate. Recovery from vigorous exercise should be evident within 5 minutes. A sign of recovery is a heart rate below 120 beats per minute and a respiration rate of 12 to 16 breaths per minute. The student will maintain good or improve flexibility through muscle stretching that increases the range of motion. The student will experience cross training to increase muscular strength, muscular endurance, flexibility, and cardio respiratory endurance more evenly. The student will examine their individual need for stress relief, and experiment with exercises to release negative stress. 	<ul style="list-style-type: none"> Students will be instructed in several social skills for how to motivate each other. They will be encouraged to give positive feedback. Because achieving fitness objectives is an individual goal, creating an atmosphere that instills confidence will enhance individual performance. Secondary school students need the opportunity to experience and select fitness routines that are useful and motivating to them personally. Physical fitness activities should be offered as a positive contribution to total wellness. The tools learned in PE will hopefully help students make the transition into community based physical activity programs.

Academic Vocabulary:

<ul style="list-style-type: none"> Health Wellness Fit Fitness Cardiovascular endurance Cardiovascular strength Muscular endurance 	<ul style="list-style-type: none"> Muscular strength Training heart rate Calories Protein Carbohydrates Fiber Fats 	<ul style="list-style-type: none"> Agility Flexibility Resting Heart rate Recovery Intervals Tabard
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Assessments:

- Pre and Post tests; Self check; Partner check; Teacher check
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Differentiation:

- Potential modifications for students with lower levels of fitness include reducing repetitions, slowing down the pace/intensity, or shortening the exercise duration.
 - All exercises can be modified, and the student should not feel an “I can’t do it” attitude. There is always a modification or a substitution that can be made.
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Interdisciplinary Connections:

- Being healthy, feeling strong and having the ability to concentrate, having the confidence to take chances, these are just a few of the benefits of being in touch with one’s own health. A physically healthy student has a strong chance to succeed in the school day.
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Additional Resources:

- Quality Lesson Plans for Secondary Physical Education (Zakrajsek, Carnes, Pettigrew, 2nd. Ed.)
 - Physical Education for Lifelong Fitness, NASPE, 2005
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Physical Education Grades 11-12

Unit #7

Course/Subject: Physical Education	Grade: 11-12	Men's Fitness	Suggested Timeline: 8 Class Periods
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Grade Level Summary	The focus is to promote fitness, along with developing skills that will provide the opportunity for students to participate in a variety of activities in their adult life. Students will be introduced to activities in strength training and cardiovascular conditioning, aquatics, and individual fitness challenges.	
Grade Level Units	Unit 1: Aquatics Unit 2: Archery Unit 3: Class Challenges Unit 4: Fitness Testing Unit 5: Golf	Unit 6: Initiatives Unit 7: Men's and Women's Fitness Unit 8: Small Group Games Unit 9: Square Dancing Unit 10: Volleyball

Unit Title	Men's Fitness 11-12
Unit Summary	Weight training is a form of physical activity where an individual replicates movements of the body with weighted resistance in an organized process for the purpose of improving cardiovascular endurance, increasing muscular strength, decreasing body weight, and/or shaping musculature. Weight training is a highly adaptable activity with rising popularity, as individual fitness methods become the cultural preference. Students will learn advanced concepts in setting fitness goals and program planning, as well as skeletal muscle physiology, nutritional supplementation and nutrient composition. This unit emphasises guided independent study for physical activity beyond secondary education.

Unit Essential Questions: <ol style="list-style-type: none"> 1. What are the benefits and risks associated with using nutritional supplements to achieve fitness goals? 2. What is the importance of a setting fitness goals and objectives? 3. Why are non-caloric nutrients important for the human body? 4. Why might physical activity look different for someone in the future compared to what they're experiencing now in high school? 	Key Understandings: <ol style="list-style-type: none"> 1. Supplements are used to help people receive the correct amount of nutrients the body needs. Supplements can help people meet fitness goals. Risks involved include poorly made products, adverse reactions to a product, and inadequate amounts. Supplements are never to treat, diagnose, prevent or cure diseases. 2. Fitness goals and objectives are important because they give purpose to physical activity. Fitness goals are generally set for a future end result, whereas objectives are short-term steps for the process of overall achievement.
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	<p>3. Nutrients that do not provide the body with calories are vitamins, minerals, and water. These nutrients are important for body processes like fighting illness, creating red blood cells, feeling energized, and muscle repair. Consuming adequate vitamins, minerals and water is necessary for a healthy body.</p> <p>4. Predicting future interests and goals is very difficult because life changes very much after high school. Financial constraints and lack of resources can limit a person's ability to utilize weight training for physical activity. Families can grow and require more attention, leaving less time for physical activity.</p>
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Focus Standards Addressed in the Unit:	
10.2.12 - D	Examine and apply a decision-making process to the development of short and long-term health goals.
10.5.12 - D	Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.

Important Standards Addressed in the Unit:	
10.1.12 - B.	Evaluate factors that impact the body systems and apply protective/preventive strategies. <ul style="list-style-type: none"> • Nutrition
10.2.12 - A	Evaluate health care products and services that impact adult health practices.
10.4.12 - A	Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.

Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> 1. Since a student is a current athlete, they can train the same way in the future. 2. Setting goals and objectives is unnecessary. 3. Nutritional supplements sold in stores or online are always safe. 4. Paying attention to caloric intake isn't important when someone lives a highly active lifestyle. 	<ol style="list-style-type: none"> 1. It is possible that some aspects of training from high school will remain the same. However, interests, time, finances, injuries, and illness can all factor into changes to future exercise that a person may not have proper training for. 2. Goals and objectives give purpose to exercise. Having objective to achieve greatly impacts whether or not a person continues to exercise or not. 3. The FDA does not regulate nutritional supplements. Therefore, unless complaints are filed, these supplements go largely unchecked for quality assurance. 4. Nutrient and energy needs change in the body. Activity levels fluctuate, as does a person's metabolism, therefore, practicing healthy eating habits is an important part of life.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
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<ul style="list-style-type: none"> • The students will learn the importance of setting goals and objectives for physical fitness. • The students will learn about how physical activity and their diet affects their body systems. • The students will learn how to manage exercise and time constraints. 	<ul style="list-style-type: none"> • The students will develop goals and objectives for the future. • The students will learn about how the six major nutrients (Carbohydrates, Fat, Protein, Minerals, Vitamins, & Water) affect the body. • The students will develop and engage in fitness programs for personal use. 	<ul style="list-style-type: none"> • Students can collaborate and experience how training with a partner can encourage continued physical activity. • Students will think critically about the future and how they will need to account for changes in their fitness regimen.
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Academic Vocabulary:

<ul style="list-style-type: none"> • Goals • Objectives • Goal Setting Process • Skeletal Muscle • Muscle Fiber Bundles • Fitness Program 	<ul style="list-style-type: none"> • Myofibril • Sarcomere • Myosin • Actin • Contraction • Set 	<ul style="list-style-type: none"> • Supplements • Banned Substance • Caloric Value • Whole Foods • Water-Soluble • Repetition
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Assessments:

- Fitness Program; Unit Assessment; Visual Check
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Differentiation:

- Students with little training with weights can receive prescribed daily exercise and assistance in program planning. Adaptations to equipment can be made due to injury or illness.
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Interdisciplinary Connections:

- There are brief discussions about nutrition and body systems, connecting physical education to health and biology.
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Additional Resources:

- P.E. Policies and Procedures; Student Handbook; “Strength Training Anatomy” 2nd Ed., Frederic Delavier.
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Physical Education Grades 11-12

Unit #8

Course/Subject:
Physical Education

Grade:
11-12

Small Group Games

Suggested Timeline:
6 classes

Grade Level Summary

The focus is to promote fitness, along with developing skills that will provide the opportunity for students to participate in a variety of activities in their adult life. Students will be introduced to activities in strength training and cardiovascular conditioning, aquatics, and individual fitness challenges.

Grade Level Units

Unit 1: Aquatics
Unit 2: Archery
Unit 3: Class Challenges
Unit 4: Fitness Testing
Unit 5: Golf

Unit 6: Initiatives
Unit 7: Men's and Women's Fitness
Unit 8: Small Group Games
Unit 9: Square Dancing
Unit 10: Volleyball

Unit Title

Small Group Games

Unit Summary

The student will apply rules, etiquette and strategies important for participating safely in physical activities. Participating regularly in a variety of enjoyable physical activities can develop a sense of accomplishment, as well as build positive feelings amongst the participants. The students will work together to improve their individual skills, in the hopes of finding success as a cohesive unit. The secondary benefits of Ultimate Frisbee, Team Handball and Speedball are increasing heart rate to improve cardiovascular endurance and recovery time, as well as improvements in agility, and eye hand coordination.

At the Junior and Senior level, the expectation is that the student will experiment with offensive and defensive game strategies, expanding upon the basic rules of the game that were learned in grades nine and ten.

Unit Essential Questions:

1. What are the basic rules of the game that I need to know in order to safely participate?
2. What is reaction time?
3. What is offense?
4. What is defense?

Key Understandings:

1. The student will describe and apply offensive and defensive strategies to complex games.
2. The student will describe and apply the component(s) of skill-related fitness to movement performance.
3. The student will observe the rules of the games at all times.

Focus Standards Addressed in the Unit:

Standard Number

Standard Description

10.5 12 A	Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.
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Important Standards Addressed in the Unit:

10.3 9 D	Analyze the role of individual responsibility for safety during physical activity.
10.4 9 D	Analyze factors that affect physical activity preference of adolescents. + Skill Competence +Social Benefits + Previous experience +Activity Confidence
10.5 9 F	Describe and apply game strategies to complex games and physical activities. + Offensive Strategies + Defensive Strategies +time Management
10.5 12 B	Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.

Misconceptions:	Proper Conceptions:
1. I need to be fast or agile to play in fast-paced games.	1. Although speed and agility help, student's can apply strategies and concepts to their benefit to succeed in a game situation.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> The student will apply critical cues, procedures and concepts specific to skills within activities. The student will be able to work with their team to complete passes by throwing and/or kicking. The student will refine their accuracy by repeated practice throwing and /or kicking to an intended target. The student will experiment with strategies to maximize offensive and defensive game play. The student will understand the rules of each game and their unique scoring; Ultimate Frisbee is catching the Frisbee with two feet in the end zone gets your team one point; Speedball is 3 points for kicking a goal or 1 point for a touchdown catch; in Handball you get one point for throwing the ball in the goal. 	<ul style="list-style-type: none"> The student will participate regularly in a variety of enjoyable physical activities and monitor their individual progress in that activity. The primary goal of this unit is to get students moving and increase their heart rate. The secondary goal of this unit is for the student to develop the team concept; working together in a small group to accomplish a task. Throwing and catching are practiced daily. Running; cutting; stopping are practiced daily. Sportsmanship is required daily. All games are no contact activities. Self awareness and control is practiced and required to the best of the student's ability. 	<ul style="list-style-type: none"> The student will analyze how social skills help partners or groups complete a task, build positive feelings in the participants and increase the likelihood of success. The small group games will use the same teams, so that cohesiveness can be achieved. The students will work on physical skills, in addition to working with and encouraging others to achieve their best.

Academic Vocabulary:

<ul style="list-style-type: none">● Reaction Time● Agility● Pick up● Restricted area● Air dribble	<ul style="list-style-type: none">● Offensive Strategies● Defensive Strategies● Dribble● Kick off● Touchdown	<ul style="list-style-type: none">● Skill Related Fitness; agility; speed; endurance● Turnover● Time management
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Assessments:

- NHS Policies and Procedures
 - Self Check
 - Partner Check
 - Teacher Check
-

Differentiation:

- After Participating in the activities, student will evaluate the activities according to factors influencing their participation in the activity, benefits derived from the activity and what the likelihood would be for them to continue to participate in the activity.
-

Interdisciplinary Connections:

- The student will research the activities and find any cost associated with the activity, specific locations where they can participate, skill level needed to participate, and availability of the facility (if needed).
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Additional Resources:

- NHS Physical Education Policies and Procedures
 - Crisis Response Handbook/School Flipchart
 - Concepts and Principles of Physical Education, NASPE, 2003, Zakrajsek, Carnes, and Pettigrew, 2nd Ed.
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Physical Education Grades 11-12

Unit #9

Course/Subject:
Physical Education

Grade:
11-12

Square Dancing

Suggested Timeline:
6 class periods

Grade Level Summary

The focus is to promote fitness, along with developing skills that will provide the opportunity for students to participate in a variety of activities in their adult life. Students will be introduced to activities in strength training and cardiovascular conditioning, aquatics, and individual fitness challenges.

Grade Level Units

Unit 1: Aquatics
Unit 2: Archery
Unit 3: Class Challenges
Unit 4: Fitness Testing
Unit 5: Golf

Unit 6: Initiatives
Unit 7: Men's and Women's Fitness
Unit 8: Small Group Games
Unit 9: Square Dancing
Unit 10: Volleyball

Unit Title

Square Dancing

Unit Summary

Square Dancing is one of the few units in PE where the student truly needs to listen, and immediately respond. There is no prerequisite required. The student can be successful in square dancing if they are able to listen and distinguish their left from their right. Square dancing requires cooperation in pairs, as well as larger groups.

Unit Essential Questions:

1. What do I need to know to be able to square dance?
2. How does participation in square dancing enhance my physical, emotional and social well-being?

Key Understandings:

1. Listening is the single most important part of square dancing.
2. In order to succeed, I have to be able to work with a partner, as well as other people, to accomplish a sequence of calls.

Focus Standards Addressed in the Unit:

Standard Number

Standard Description

10.5 12 C

Evaluate the impact of practice strategies on skill development and improvement.

Important Standards Addressed in the Unit:

10.4 12 B

Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.

Misconceptions:	Proper Conceptions:
1. I am not going to be able to square dance, because I am not good at dancing and activities requiring rhythm.	1. If you can listen, and you know your left from your right, you will be successful in the square dancing unit.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Square Dancing is the only unit in PE where you have to listen and immediately respond. It is different from learned and applied skills in other sports and activities. The student needs to be able to listen, and distinguish their left from their right. The student will learn basic movements as a foundation from which to build upon. The student will dance in different formations; circles, squares and lines. Cooperation and kindness is essential; the student will hold hands with a partner and work kindly to accomplish the movements as a partnership and/or a group. 	<ul style="list-style-type: none"> The student will participate in the movement progression; listening to the call then immediately implementing and executing the move. The student needs to listen. They will be taught and able to follow the sequence of movements. The student will start in a large circle formation, and gradually work their way into squares of eight people. The students will be able to identify and execute 20 square dance movements, and do so in the sequence called. 	<ul style="list-style-type: none"> With the calling being done by the teacher, this allows for the class to move at a pace they can handle. The teacher can move slow, stop, and review whenever necessary. This practice ensures that all students know the movement before they move on to the next step in the progression. <p>The repetition and practice will allow even the novice square dancer to feel confident in their ability to the movements quickly and react to the call at a swift pace with precision.</p>

Academic Vocabulary:

<ul style="list-style-type: none"> Do Sa Do Allemande Left Right and Left Grand Two Ladies Chain Square Partner Corner 	<ul style="list-style-type: none"> Four ladies Grand Chain Right and Left Through Lead to the right and circle four Lead Gent break and make a line Star Promenade Star Through Split the ring and separate 	<ul style="list-style-type: none"> Bend the Line Pass Thru Grand Square Do Paso Swing Courtesy turn
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Assessments:

<ul style="list-style-type: none"> Repetition/Command style practice; Guided Discovery; Teacher-led calls; Pre-recorded calls; Dance Review; Video

Differentiation:

- When teaching square dancing, the teacher is able to move at the pace of the class and go as fast or slow as necessary. This is a unit where there can be success for all.
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Interdisciplinary Connections:

- This unit has close ties to the Music department and classes.
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Additional Resources:

- Dan Prosser, Professional Square Dance Caller
 - CD's and music
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Physical Education Grades 11-12

Unit #10

Course/Subject:
Physical Education

Grade:
11-12

Volleyball

Suggested Timeline:
8 classes

Grade Level Summary

The focus is to promote fitness, along with developing skills that will provide the opportunity for students to participate in a variety of activities in their adult life. Students will be introduced to activities in strength training and cardiovascular conditioning, aquatics, and individual fitness challenges.

Grade Level Units

Unit 1: Aquatics
Unit 2: Archery
Unit 3: Class Challenges
Unit 4: Fitness Testing
Unit 5: Golf

Unit 6: Initiatives
Unit 7: Men's and Women's Fitness
Unit 8: Small Group Games
Unit 9: Square Dancing
Unit 10: Volleyball

Unit Title

Volleyball 11-12

Unit Summary

This unit is based on the assumption the students have had experiences with prerequisite skills in volleyball during the lower grades. Time will spent reviewing those previously learned skills, such as the forearm pass, serving structure, and rotation on the court. Advanced skills will be introduced, such as the overhead set, strategies in offense as well as defense, and possible introduction to the block, spike, and libero position.

Unit Essential Questions:

1. What must I do in order to get height on the set pass?
2. What are some of the elements of good offensive strategy?

Key Understandings:

1. To get height, you must tilt the head back, flex the knees and elbows before hitting, hit in an upward and forward direction, and extend the body upward on contact.
2. Good offensive strategy requires sending the ball to the other team's weak or vacant areas, using the spike frequently, and setting up the ball to middle front players.

Focus Standards Addressed in the Unit:

Standard Number

Standard Description

10.5 9 B

Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement.

Important Standards Addressed in the Unit:

10.5 12 F	Analyze the application of game strategies for different categories of physical activities. + individual + team + lifetime + outdoor
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Misconceptions:

1. If I couldn't execute a forearm pass properly in ninth and tenth grade volleyball, I am going to struggle in grade eleven and twelve.

Proper Conceptions:

1. The more practice and 'hits' you get on the ball, you will start to see control in your passing. Practice does not make perfect, but it does make progress.
-

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none">• The set pass is used to position the ball for another player to spike.• The spike is a forceful downward motion using the heel of the hand and a wrist snap.• The block is a defensive technique used to make the ball rebound over the net or to deflect the ball to a teammate. The block is usually used as a defensive technique against the spike.• The students will try to develop offensive and defensive strategies.	<ul style="list-style-type: none">• To execute a set, the student will be able to: use a forward-backward stride with bent knees, flex the knees and elbows prior to the hit, tilt the head back, form a window with the hands above the face, and watch the ball closely, hit the ball with fingertips in an upward and forward direction, extend the body upward on contact, follow through in the direction of the intended flight.• To execute a block, the student will be able to: stand close to the net, jump up to meet the ball as the spiker jumps, keep the fingers tense and straight as they contact the ball, thrust the arms forward and upward, do not swing ht arms forward as the body lands, as a net foul could occur.• The student will practice progressing from the forearm pass, to the set, to the spike for an effective offensive pattern.	<ul style="list-style-type: none">• Social skills are necessary in playing the game of volleyball. Some rules of etiquette that will be observed are; the server will announce the score before each serve, players will roll the ball under the net when it is returned to a server or a different court, student will play a ball only when it is near them so as to allow other teammates a fair chance to be a part of the game.• The student will select appropriate strategies based on participation as an individual, with a partner, or as a member of a team.• The student will apply correct response selection in different game-like situations.

Academic Vocabulary:

<ul style="list-style-type: none">• Anticipating• Ready position	<ul style="list-style-type: none">• Spatial Awareness	<ul style="list-style-type: none">• Forearm pass• Setting (Overhead pass)
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Assessments:

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- Teacher question and answer; Teacher observation; Student check; Partner check; Critical Cues Postings
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Differentiation:

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- Adaptations that can be made; lower the net, shorten the service distance, toss the ball over the net underhand for a serve, use an oversized or lighter ball, allowing more than one hit per person, more hits per side, one or two bounces per side, and several attempts at serving.
 - Students that struggle in a game situation can work on individual skills until they are ready to join a game situation.
-

Interdisciplinary Connections:

- Students experiment with hitting the ball and trajectories. How do I need to hit it in order to place it on the opponent's court in an opponent space?
 - Students can call the score in a foreign language.
-

Additional Resources:

- Forearm Pass Critical Cues; Setting Critical Cues
 - Quality Lesson Plans for Secondary Physical Education (Zakrajsek, Carnes, Pettigrew, 2nd. Ed.)
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