

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

PHYSICAL EDUCATION

GRADES 11-12

Date of Board Approval: December 21, 2017

CARLISLE AREA SCHOOL DISTRICT

PLANNED INSTRUCTION COVER PAGE

TITLE OF COURSE:	Physical Education	SUBJECT:	Health and Physical Education	GRADE LEVEL:	11-12
COURSE LENGTH:	1 year	DURATION:	50 minutes	FREQUENCY:	2 periods per week
PREREQUISITES:	Not applicable	CREDIT:	.25	LEVEL:	Not applicable

Course Description/Objectives: The purpose of a quality physical education program is to mentor students to become physically active for a lifetime. Fitness is a core component of this curriculum and will be achieved through regular participation in strength training and aerobic conditioning. Pre- and post-assessment results will determine the extent to which students have achieved their individual fitness goals. Team and racquet sports further encourage physical movement, skill development, leadership and cooperation. Lifetime activities develop skills that can extend into adulthood. Participation in a regular physical activity promotes overall health and wellness.

Text: Not Applicable

Curriculum Writing Committee: Steve Wisner Devon Collier

COURSE TIMELINE

Unit #1: Fitness

36 days

- Pre- and post-physical fitness testing
- Goal setting
- Strength training
- Circuit training
- Flexibility
- Cardiovascular endurance
- Aerobics

Unit #2: Team Sports

18 days

- Volleyball
- Basketball
- Football
- Floor hockey
- Team handball
- Ultimate frisbee

Unit #3: Lifetime Activities

9 days

- Archery
- Golf
- Disc golf
- Softball

Unit #4: Racquet Sports

9 days

- Tennis
- Badminton

TOTAL 72 days

KNOW, UNDERSTAND, DO

COURSE:	Physical Education	TIME FRAME:	36 days
UNIT #1:	Fitness	GRADE:	11-12

STANDARDS:

PA Academic Standards for Health, Safety and Physical Education

- 10.4.12.A** • Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promote life-long participation.
- 10.4.12.B** • Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities: social, physiological, psychological.
- 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.
- 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.

Society of Health and Physical Educators (SHAPE) Grade Level Outcomes

- S3.H7.L2** • Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle.
- S3.H10.L2** • Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity.
- S3.H12.L2** • Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals.

KNOW, UNDERSTAND, DO

COURSE:	Physical Education	TIME FRAME:	36 days
UNIT #1:	Fitness	GRADE:	11-12

UNDERSTANDINGS

Consistent, long-term participation in a dynamic fitness program will improve the quality of life and reduce health risks.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Identify and define skill-related and health-related components of fitness.
- Explain safe and proper use of fitness equipment.
- Recognize how each exercise enhances a specific muscle group or groups.
- Demonstrate proper technique when using various types of fitness equipment.
- Construct and follow a fitness plan to meet their personal needs.
- Explain how maximum heart rate, target heart rate zone and resting heart rate is incorporated into a cardiovascular fitness program.
- Identify how participation in fitness type activities contributes to an ongoing healthy lifestyle.

DO

- Model proper etiquette and respect for others, while engaging in physical activity.
- Calculate maximum heart rate, target heart rate zone and resting heart rate.
- Track target heart rate during physical activity by using a heart-rate monitor.
- Utilize an individual fitness plan to meet fitness goals.
- Integrate the five health-related components of fitness: muscular endurance, flexibility, cardio-vascular endurance and body composition by participation in fitness activities.
- Integrate the five skill-related components of fitness: speed, power, agility, endurance, coordination and reaction time.
- Evaluate how overall fitness contributes to social, emotional and physical wellness.
- Participate in warm-up activities to increase flexibility and muscular strength.
- Participate in cool-down activities to lower heart rate and body temperature.
- Engage in pre- and post-physical fitness testing, which includes flexibility, endurance, agility and muscular strength.
- Apply the FITT principle when developing a personal fitness plan: Frequency, Intensity, Time and Type.

KNOW, UNDERSTAND, DO

COURSE:	Physical Education	TIME FRAME:	18 days
Unit #2	Team Sports	GRADE:	11-12

STANDARDS:

PA Academic Standards for Health, Safety and Physical Education

- 10.4.12.F**
 - Assess and use strategies for enhancing adult group interaction in physical activities.
- 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.
- 10.5.12.B**
 - Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills: open and closed skills, short-term and long-term memory, aspects of good performance.
- 10.5.12.C**
 - Evaluate the impact of practice strategies on skill development and improvement.
- 10.5.12.F**
 - Analyze the application of game strategies for different categories of physical activities.

Society of Health and Physical Educators (SHAPE) Grade Level Outcomes

- S4.H3.L2**
 - Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.

KNOW, UNDERSTAND, DO

COURSE:	Physical Education	TIME FRAME:	18 days
UNIT #2:	Team Sports	GRADE:	11-12

UNDERSTANDINGS

Participation in a team sport builds self-confidence, enhances communication skills, and develops cooperation and unity to accomplish a group goal.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Demonstrate knowledge and understanding of rules of team sports.
- Recognize alternative offensive and defensive team strategies to use in competition.
- Explain the importance of communication and sportsmanship while participating in a team sport.
- Identify the importance of following the rules to ensure the safety of self and teammates while participating in a team sport.
- Explain the importance of physical activity as it correlates to the value of a healthy lifestyle.
- Explain the importance of team sports to promote social and emotional well-being.
- Identify why participating in team sports can support future involvement in local community leagues.

DO

- Perform offensive and defensive strategies while participating in group activity.
- Apply principles of good sportsmanship while performing various activities: following rules, respect for teammates, respect for officials and proper use of equipment.
- Improve the five health-related components of fitness: muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition by participation in team sports.
- Improve the five skills related components of fitness: speed, power, agility, endurance, coordination and reaction time.
- Assume leadership roles in a physical activity setting.
- Participate in warm-up activities to increase flexibility and muscular strength.
- Participate in cool-down activities to lower heart rate and body temperature.
- Apply manipulation skills in drills, activities, and games.
- Demonstrate understanding and respect for differences among students in physical activities.

KNOW, UNDERSTAND, DO

COURSE:	Physical Education	TIME FRAME:	9 days
UNIT #3:	Lifetime Activities	GRADE:	11-12

STANDARDS:

PA Academic Standards for Health, Safety and Physical Education

- 10.4.12.E** • Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.
- 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.
- 10.5.12C** • Evaluate the impact of practice strategies on skill development and improvement.
- 10.5.12.F** • Analyze the application of game strategies for different categories of physical activities.

Society of Health and Physical Educators (SHAPE) Grade Level Outcomes

- S1.H1.L2** • Refines activity-specific movement skills in one or more lifetime activities: outdoor pursuits, individual-performance activities, aquatics, net and wall games or target games.

KNOW, UNDERSTAND, DO

COURSE:	Physical Education	TIME FRAME:	9 days
UNIT #3:	Lifetime Activities	GRADE:	11-12

UNDERSTANDINGS

Participation in lifetime activities promotes an active and healthy lifestyle.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Recall motor skills required to participate in lifetime activities.
- Describe resources required to participate in various lifetime activities.
- Identify reasonable goals or fitness outcomes derived from participation in lifetime activities.
- Identify written and unwritten rules, along with etiquette that governs the chosen activity.
- Identify how lifetime activities contribute to an active lifestyle.

DO

- Select appropriate lifelong activities based on personal choice.
- Participate in events or contests to measure proficiency in skills required of the game.
- Apply principles of good sportsmanship while performing various activities: following rules, respect for teammates, respect for officials and proper use of equipment.
- Demonstrate proper use of equipment in various activities.
- Integrate the five health-related components of fitness: muscular endurance, flexibility, cardio-vascular endurance and body composition by participation in fitness activities.
- Integrate the five skill-related components of fitness: speed, power, agility, endurance, coordination and reaction time.
- Participate in warm-up activities to increase flexibility and muscular strength.
- Participate in cool-down activities to lower heart rate and body temperature.
- Apply manipulation skills in drills, activities, and games.
- Demonstrate understanding and respect for differences among students in physical activities.

KNOW, UNDERSTAND, DO

COURSE:	Physical Education	TIME FRAME:	9 days
UNIT #4:	Racquet Sports	GRADE:	11-12

STANDARDS:

PA Academic Standards for Health, Safety and Physical Education

- 10.4.12.E** • Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.
- 10.5.12.A** • Apply knowledge of movement skills, skill-related fitness and movement concepts to improve to identify and evaluate physical activities that promote personal lifelong participation.
- 10.5.12.B** • Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.
- 10.5.12.C** • Evaluate the impact of practice strategies on skill development and improvement.
- 10.5.12.F** • Analyze the application of game strategies for different categories of physical activities.

Society of Health and Physical Educators (SHAPE) Grade Level Outcomes

- SH.H2.L2** • Describe the speed vs. accuracy trade-off in throwing and striking skills.

KNOW, UNDERSTAND, DO

COURSE:	Physical Education	TIME FRAME:	9 days
UNIT #4:	Racquet Sports	GRADE:	11-12

UNDERSTANDINGS

Racquet sports develop skills and knowledge needed to participate in health-enhancing forms of physical activity throughout life.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Recognize the strategies used in racquet sports, scoring, rules to the game, and safety procedures of the different racquet sports.
- Demonstrate the appropriate skills used in racquet sports, such as the serve, forehand stroke, backhand stroke and smash and drop shot.
- Identify how racquet sports contribute to an active lifestyle.
- Identify written and unwritten rules, along with etiquette that governs the chosen activity.
- Identify reasonable goals or fitness outcomes derived from participation in racquet sports.
- Identify strategies between singles and double play.
- Recall the history and origin of racquet sports.

DO

- Develop techniques and skills for successful participation in racquet sports.
- Compare and contrast the different strokes, such as the backhand stroke, forehand stroke and serve to be applied to the different racquet sports.
- Integrate the five health-related components of fitness: muscular endurance, flexibility, cardio-vascular endurance and body composition by participation in fitness activities.
- Integrate the five skill-related components of fitness: speed, power, agility, endurance, coordination and reaction time.
- Investigate the different strategies used in racquet sports such as shot placement and court positioning.
- Participate in warm-up activities to increase flexibility and muscular strength.
- Participate in cool-down activities to lower heart rate and body temperature.
- Increase speed and accuracy striking skills.
- Apply manipulation skills in drills, activities, and games.
- Differentiate between singles and doubles strategies.
- Develop knowledge to allow students to officiate games.
- Demonstrate understanding and respect for differences among students in physical activities.

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)