

Elizabethtown Area School District

10th Grade Physical Education

Course Number: 003

Length of Course: 45 class periods

Grade Level: 10

Total Clock Hours: 60

Length of Period: 80 minutes

Date Written: June 2007

Periods per Week/Cycle: 2-3

Written By: Secondary H/PE Dept.

Credits (if app): .5

Weighting: 1.0

Course Description:

This course is designed to develop and enhance a student's lifelong appreciation of physical activity. It addresses all of the components of physical fitness, which include cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition. These components will be utilized while participating in, but not limited to, the following activities: softball, advanced fitness, volleyball, pickle-ball, team games, adventure-based activities, and weight training.

Prerequisite: 9th Grade Physical Education

I. Overall Course/Grade Level Standards

Students will KNOW and be able TO DO the following as a result of taking this course.

- A) Analyze the effects of physical activity on the body.
- B) Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness.
- C) Develop and use strategies for enhancing group interaction.
- D) Demonstrate practice strategies that impact skill development and improvement.
- E) Apply sport and game strategies to games and physical activities.
- F) Practice the role of individual responsibility for safe practices and injury prevention in the home, school and community.
- G) Illustrate and apply practice strategies for skill improvement.
- H) Describe an individualized physical activity plan that supports personal fitness and life-long participation.
- I) Explain how one's health status is affected by regular participation in moderate to vigorous physical activity.
- J) Describe and display basic strategies used in various individual and group activities.
- K) Recall knowledge of exercise and training principles, and health-related fitness components.
- L) Memorize and apply strategies to avoid or manage conflict and violence during physical activity.
- M) Recall the role of individual and partner responsibilities for safe practices and injury prevention in the home, school, and community.

II. Content

Major Areas of Study

List all units of study below:

Unit	Estimated Time	Materials
1. Softball	7 lessons	Softball field, bases, bats, softballs, gloves, helmets
2. Fitness II	7 lessons	Heart rate monitors, hand held weights, medicine balls, fitness videos, track facility, handouts
3. Volleyball	7 lessons	Volleyballs, nets, standards, score keeper
4. Pickleball	7 lessons	Pickleballs, paddles, nets, standards, cones
5. Team Games	7 lessons	Game related equipments, nets, gymnasium
6. Adventure II	7 lessons	Mats, bleachers, compass, handouts, maps
7. Fitness Testing	7 lessons	Sit and reach box, tanita scale, mats, stopwatch, cones

III. Course Assessments

Check types of assessments to be used in the teaching of the course and provide examples of each type.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Objective Tests/Quizzes | <input checked="" type="checkbox"/> Response Journals |
| <input checked="" type="checkbox"/> Constructed Responses | <input checked="" type="checkbox"/> Logs |
| <input checked="" type="checkbox"/> Essays | <input type="checkbox"/> Computer Simulations |
| <input checked="" type="checkbox"/> Reports | <input type="checkbox"/> Research Papers |
| <input type="checkbox"/> Projects | <input checked="" type="checkbox"/> Class Participation |
| <input checked="" type="checkbox"/> Portfolios | <input type="checkbox"/> Note Taking |
| <input type="checkbox"/> Presentations | <input type="checkbox"/> Daily Assignments |
| <input checked="" type="checkbox"/> Performance Tasks | <input checked="" type="checkbox"/> Writing Samples |

Provide copies of common assessments that will be utilized for all students taking this course. Overall course/grade level standards will be measured by a common course assessment. Unit objectives will be measured on an ongoing basis as needed by the classroom teacher to assess learning and plan for instruction. List common assessments below and recommend date/time frame for administration (at least quarterly).

Name of Common Assessment	When given?
1. Fitness Testing	First and last lesson
2. Unit Exams	Unit Conclusion
3. Participation	Daily
4. Vocabulary	End of unit
5. Heart Rate Assessment	During fitness II unit
6. Orienteering Assignment	During adventure II unit
7. Goal Sheet	Beginning of the year

IV. Expected levels of achievement

Current grading scale

92-100 = A
83-91 = B
74-82 = C
65-73 = D
0-64 = F

PA Proficiency Levels
Advanced Proficient
Basic Below Basic

The following scoring documents have been developed for this course:

Name of Course: Physical Education – Grade 10

Name of Unit: Softball

Essential Question: How can learning the skills necessary to play softball benefit your health in the future?

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to PA Standard
1. Throwing & Catching What are the cues for proper throwing technique? What are the cues for proper catching technique?	E	G, J	10.4.12 F 10.5.12 C
2. Grounding & Fielding What are the cues for fielding a ground ball? What are the cues for fielding a fly ball?	E	G, J	10.4.12 F 10.5.12 C
3. Hitting What are the skills needed to successfully make contact with the softball? What are the cues to determine placement of the ball into the outfield?	E	G, J	10.4.12 F 10.5.12 C
4. Rules and Positions What are the positions on the softball field? What are the rules of the game?	E	D, E, J	10.4.12 F 10.5.12 F
5. Intro to Game Play What are some strategies that are used in the game of softball? How do you decide where the play is?	I	C, D, E, J, F	10.4.12 F 10.5.12 F
6. Enhancing Game Play How can I enhance my game strategy?	I	C, D, E, J, F	10.4.12 F 10.5.12 F
7. Mastering Game Play How can I master game play? What are all of the essential skills necessary to play softball?	E	C, D, E, J, F	10.4.12 F 10.5.12 F

Name of Course: Physical Education – Grade 10

Name of Unit: Fitness II

Essential Question: How can learning different types of fitness training be beneficial to your health?

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to PA Standard
1. Strength Training What are the benefits of strength training? What is the proper body position for lifting free weights? How do you accomplish toning and strength?	E	A, B, F, H, K	10.4.9 A 10.5.9 D
2. Circuit Training What is circuit training? What are the benefits of circuit training? How long should you perform each station in order to gain these benefits?	E	A, B, F, H, K	10.4.9 A 10.5.9 D
3. Endurance Training What is endurance training? What are the benefits of endurance training?	E	A, B, F, H, K	10.4.9 A 10.5.9 D
4. Interval Training What is interval training? What are the benefits of interval training?	E	A, B, F, H, K	10.4.9 A 10.5.9 D
5. Heart Rate Training Why is it important to track your heart rate? What do we mean by in the zone?	E	A, B, F, H, K	10.4.9 A 10.5.9 D
6. Alternative Training What are some alternative methods of training? How do alternative methods use anaerobic and aerobic of activity?	E	A, B, F, H, K	10.4.9 A 10.5.9 D
7. Flexibility Training How do pilates and yoga improve flexibility? What other health benefits do pilates and yoga offer?	E	A, B, F, H, K	10.4.9 A 10.5.9 D

Name of Course: Physical Education – Grade 10

Name of Unit: Volleyball

Essential Question: How will the knowledge of volleyball and the skills that are used help you with your overall fitness?

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to PA Standard
1. Bumping What are the cues for forearm passing? When do you use the forearm pass in a game situation?	E	C, D, G	10.5.12 A 10.5.12 C
2. Setting & Serving What are the cues for a set pass? When do you use setting in a game situation? What are the cues for serving the volleyball?	E	C, D, G	10.5.12 A 10.5.12 C
3. Blocking & Spiking What are the cues for a spike? What are the cues for a block? When do I spike or block in a game situation?	E	C, D, G	10.5.12 A 10.5.12 C
4. Intro to Game Play What is the proper team formation during the game of volleyball? How do you score the game of volleyball? What are the rules for a game of volleyball?	I	C, E, G, J	10.5.12 F
5. Enhancing Game Play What strategies can I use to enhance game play?	I	C, E, G, J	10.5.12 F
6. Mastering Game Play What strategies can I use to master game play?	I	C, E, G, J	10.5.12 F
7. Regulation Game Play What strategies can I use to master game play? What information did I learn over the course of the volleyball unit?	E	C, E, G, J	10.5.12 F

Name of Course: Physical Education – Grade 10

Name of Unit: Pickleball

Essential Question: How can learning the skills necessary to play the game of pickleball help you enhance your communication and social skills necessary to lead a successful life?

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to PA Standard
1. Forehand/Backhand What are the cues for the forehand stroke? What are the cues for the backhand stroke? How do you grip the pickleball racket?	E	C, D, G	10.5.12 A 10.5.12 C
2. Serving What are the cues for serving in pickleball? What are other hitting skills used in a rally?	E	C, D, G	10.5.12 A 10.5.12 C
3. Lob & Smash What are the cues for performing a lob? What are the cues for performing a smash?	E	C, D, G	10.5.12 B 10.5.12 C
4. Introduction to Game Play What are the rules for game play?	I	C, E, G, J	10.5.12 F
5. Enhancing Game Play What strategies can I use to enhance game play?	I	C, E, G, J	10.5.12 F
6. Mastering Game Play What strategies can I use to master game play?	I	C, E, G, J	10.5.12 F
7. Tournament/Assessment What strategies can I use to master game play? What information did I learn over the course of the pickleball unit?	E	C, E, G, J	10.5.12 F

Name of Course: Physical Education – Grade 10

Name of Unit: Team Games

Essential Question: How can I use a variety of team games to enhance my physical and social health today and in the future?

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to PA Standard
1. Mat Ball What are the rules of mat ball? What other sports are similar to mat ball? Can I get a cardiovascular workout from this game?	E	C, E, D, G	10.4.12 F 10.5.12 F
2. Team Handball How can a team move the ball down a field quickly and efficiently? How can you communicate with your teammates? How should you use man-to-man defense?	E	C, E, D, G	10.4.12 F 10.5.12 F
3. Floor Hockey What are the rules of floor hockey? Can I get a cardiovascular workout from this game?	E	C, E, D, G	10.4.12 F 10.5.12 F
4. Broom Ball What are the rules for game play? How is this game similar to Floor Hockey?	I	C, E, D, G	10.4.12 F 10.5.12.F
5. Basketball What is the most effective way to move the ball down the court? What are your team's offensive and defensive strategies?	I	C, E, D, G	10.4.12 F 10.5.12 F
6. Ultimate Frisbee What are the rules for game play? Is this game anaerobic or aerobic?	I	C, E, D, G	10.4.12 F 10.5.12 F
7. Indoor Soccer Are the rules different than the regular game of soccer? Can you get a cardiovascular workout from this game?	E	C, E, D, G	10.4.12 F 10.5.12 F

Name of Course: Physical Education – Grade 10

Name of Unit: Adventure-Based Activity II

Essential Question: How can cooperating with your classmates to overcome physical tasks improve your social health and help you successfully conquer life’s challenges?

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to PA Standard
1. Adventure Intro & Trust Falls What is it like to feel uncertain if you can trust someone? How do you feel about trusting your classmates? How does an activity that builds trust strengthen a group?	E	C, F, L, M	10.4.12 D 10.4.12 F
2. Continued Trust Falls What is the proper catching position for this activity? Why is it important that everyone fulfills their responsibility during this activity?	I	C, F, L, M	10.4.12 D 10.4.12 F
3. Intro to Orienteering “What is the purpose of a compass?” “What is pacing?”	E	C, J, L	10.4.12 D 10.4.12 F
4. Indoor Courses What two arrows should line up on the compass? Which direction should you walk when you find the correct bearing? How should you count the paces?	E	C, J, L	10.4.12 D 10.4.12 F
5. Self-made Courses How do you create a course? What must you consider when creating a map?	E	C, J, L	10.4.12 D 10.4.12 F
6. Outdoor Course What skills are required to complete a full orienteering event? What fitness components were used during the event?	I	C, J, L	10.4.12 D 10.4.12 F
7. Unit Assessment What are the physical, mental, and social benefits of the sport of orienteering? Would this sport be accessible for most adults to participate in for a fitness activity? Explain.	E	C, J, L	10.4.12 D 10.4.12 F