

***Elizabethtown Area School District***

**12<sup>th</sup> Grade Physical Education**

Course Number: 006

Length of Course: One Semester

Grade Level: 12<sup>th</sup> Grade

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: bowling, tennis, softball II, badminton II, international dance, team games, volleyball, and weight training.

Course Prerequisite: 11<sup>th</sup> 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. Tennis II	7 Lessons	Racquets, balls and courts
2. Softball	7 Lessons	Softballs, gloves, bases, bats
3. Badminton II	7 Lessons	Racquets, shuttlecocks, cones, nets, standards
4. Self Defense	7 Lessons	Pads, mats, blocking gloves
5. Dance II	7 Lessons	Radio, TV/VCR, videos, camera, CD's
6. Volleyball II	7 Lessons	Volleyballs, nets, standards

### 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 type="checkbox"/> Reports                            | <input type="checkbox"/> Research Papers                |
| <input type="checkbox"/> Projects                           | <input checked="" type="checkbox"/> Class Participation |
| <input checked="" type="checkbox"/> Portfolios              | <input checked="" type="checkbox"/> Note Taking         |
| <input checked="" 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 Assessment	Daily
4. Performance Assessment	Throughout the unit
5. Vocabulary	End of unit
6. Final Exam	Pre and Post Testing
7. Dance Reaction Paper	End of the unit

## 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 12

Name of Unit: Tennis II

Essential Question: Why is tennis a lifetime sport?

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to PA Standard
1. What are the cues of the serve? Where does the ball need to land to be a good serve? How many faults do you get while serving?	E	D, G, B	10.3.12 D 10.4.12A 10.4.12B
2. What are the cues of the forehand stroke? Why is it important to be in ready position? Why should the forehand be the most used shot in tennis?	E	D, G, B	10.3.12D 10.4.12A 10.4.12B
3. What are the cues of the backhand groundstroke? What do you have to do to protect your backhand? What are the differences between the forehand and the backhand?	E	D, G, B	10.3.12D 10.4.12A 10.4.12B
4. What are the cues of the drop shot, lob, and smash?	C	D, G, B	10.3.12D 10.4.12A 10.4.12B
5. How do you score a tennis match? Where are the court markings in tennis and what do they mean?	E	D, G, B	10.3.12D 10.4.12A 10.4.12B
6. What is the format for a round robin tournament?	I	J, M, B	10.3.12D 10.4.12A 10.4.12B
7. How do you demonstrate sportsmanship throughout a tennis match/tournament?	I	J, M, B	10.3.12D 10.4.12A 10.4.12B

Name of Course: Physical Education – Grade 12

Name of Unit: Softball

Essential Question: How can softball contribute to maintaining lifetime fitness?

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to PA Standard
1. What does a proper warm-up consist of? What are the cues for throwing and catching a softball? What are the rules for the softball unit? What are safety considerations for the game of softball?	E	B, D, G	10.3.12D 10.4.12F 10.5.12B
2. How do you execute correct fielding techniques? Why would a runner overrun first base, round the bases or tag up in softball?	E	B, E, J	10.3.12D 10.4.12F 10.5.12B
3. What are the cues of batting?	E	B, E, M	10.3.12D 10.4.12F 10.5.12B
4. What are the offensive and defensive roles of each position? What are some defensive and offensive strategies used in the game of softball?	E	B, J, H	10.3.12D 10.4.12F 10.5.12B
5. How can one demonstrate good sportsmanship before, during and after a game of softball? How can one demonstrate good decision making skills in the game of softball?	E	B, M, H	10.3.12D 10.4.12F 10.5.12B 10.4.12E

Name of Course: Physical Education – Grade 12

Name of Unit: Badminton II

Essential Question: How can badminton skills be transferred to other racquet sports?

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to PA Standard
1. How do you grip a badminton racket? What are the basic rules of badminton? What are the court markings for singles and doubles badminton? What are the standards for taking care of badminton equipment?	E	B, C, D, J, M	10.5.12A 10.5.12B 10.3.12D 10.4.12A
2. What are the various strokes used in badminton? When is the best time to use different strokes in badminton? How do you execute a serve, drop, drives, clears, smash in badminton?	E	B, C, D, J, M	10.5.12A 10.5.12B 10.3.12D 10.4.12A
3. What are different strategies for doubles play? What is the rotation for serving in doubles play? How do you score a badminton match, singles or doubles?	E	B, C, D, J, M	10.5.12A 10.5.12B 10.3.12D 10.4.12A
4. How do you facilitate a round robin tournament in badminton?	E	B, C, D, J, M	10.5.12A 10.5.12B 10.3.12D 10.4.12A
5. How is good sportsmanship demonstrated throughout a badminton unit? What are safety considerations for the badminton unit?	E	B, C, D, J, M	10.5.12A 10.5.12B 10.3.12D 10.4.12A

Name of Course: Physical Education – Grade 12

Name of Unit: Self Defense

Essential Question: How can self-defense skills increase safety and security for your personal protection?

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to PA Standard
1. What are the rules and safety considerations for the self-defense unit? What are some common dos and don'ts when performing self-defense?	E	C, D, F, J, M	10.3.12C 10.4.12F 10.5.12B
2. How do you perform basic blocks and punches?	E	C, D, F, J, M	10.3.12C 10.4.12F 10.5.12B
3. How do you perform kicks and evasive steps?	E	C, D, F, J, M	10.3.12C 10.4.12F 10.5.12B
4. What are some common loosening techniques?	E	C, D, F, J, M	10.3.12C 10.4.12F 10.5.12B
5. What are common hold releases?	E	C, D, F, J, M	10.3.12C 10.4.12F 10.5.12B
6. How do you combine loosening techniques and hold-release techniques to perform self-defense maneuvers?	E	C, D, F, J, M	10.3.12C 10.4.12F 10.5.12B
7. What are key terms used in self-defense?	E	C, D, F, J, M	10.3.12C 10.4.12F 10.5.12B

Name of Course: Physical Education – Grade 12

Name of Unit: Dance II

Essential Question: How can learning and engaging in social dances improve your social health and fitness level?

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to PA Standard
1. What are the expectations for the dance unit? How do you perform the Hora?	E	C, D, I	10.4.12A 10.4.12B 10.3.12D 10.5.12E
2. How do you perform the Virginia Reel and the Aluneloo?	E	C, D, I	10.4.12A 10.4.12B 10.3.12D 10.5.12E
3. How do you perform the Le Saluts? What are the different formations used in dance?	E	C, D, I	10.4.12A 10.4.12B 10.3.12D 10.5.12E
4. How do you perform the Tango? What is the most common dance count used in dance?	E	C, D, I	10.4.12A 10.4.12B 10.3.12D 10.5.12E
5. What is a four-wall dance? What are some common locomotor movements used in dance?	E	C, D, I	10.4.12A 10.4.12B 10.3.12D 10.5.12E
6. What are the characteristics of swing dance? How do you perform a swing dance?	E	C, D, I	10.4.12A 10.4.12B 10.3.12D 10.5.12E
7. What are some opportunities to participate in dance in the community?	I	C, D, I	10.4.12A 10.4.12B 10.3.12D

Name of Course: Physical Education – Grade 12

Name of Unit: Volleyball II

Essential Question: What are the social and physical benefits of participation in volleyball?

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to PA Standard
1. What are the basic rules and boundaries of volleyball? What are the cues of the forearm pass?	E	B, D, H, L	10.4.12A 10.4.12E 10.5.12F 10.3.12D
2. What are the cues for performing the overhead set? What is the significance of the 10 foot line? Why is the bump-set-hit strategy effective?	E	B, D, H, L	10.4.12A 10.4.12E 10.5.12F 10.3.12D
3. How do you perform an underhand and overhand serve? What is rally scoring? What is the proper way to block?	E	B, D, H, L	10.4.12A 10.4.12E 10.5.12F 10.3.12D
4. How do you line up to receive a serve? How do you rotate during a volleyball game?	E	B, D, H, L	10.4.12A 10.4.12E 10.5.12F 10.3.12D
5. What are some common fouls in the volleyball game?	E	B, D, H, L	10.4.12A 10.4.12E 10.5.12F 10.3.12D
6. Why is communication vital in the game of volleyball?	C	B, D, H, L	10.4.12A 10.4.12E 10.5.12F 10.3.12D
7. How is sportsmanship demonstrated in the game of volleyball?	C	B, D, H, L	10.4.12A 10.4.12E 10.5.12F 10.3.12D