

Net Games: Badminton / Tennis / Table Tennis / Personal Fitness (#0052)

Description This course provides an opportunity for students to develop skills and learn the rules of various net games. Students will also learn how to apply offensive and defensive strategies, playing courtesies, safety considerations, and terminology for net games. This course will contain information about what it means to be physically fit, the values of being fit, how exercise affects the heart, the various methods of achieving fitness, the relationship between diet and fitness, and exercise cautions and fallacies. Students will design their own fitness programs.

Minutes per Week 275 minutes per week for one semester for grades 10, 11, and 12.

Textbooks/Resources

Required Assessments District-wide, standards-based assessments & Fitnessgram

Board Approved October, 2005
Revised

AASD Physical Education Goals for K-12 Students

- *Become competent in many and proficient in a few forms of physical activity.*
- *Become physically fit.*
- *Participate regularly in physical activity.*
- *Learn the benefits from involvement in physical activity.*
- *Value physical activity and its contribution to a healthy lifestyle.*

AASD Physical Education Standards for Grades 9-12 Students

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| <p>I. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> | <ul style="list-style-type: none"> A. Demonstrates proficient skills to participate in advanced play of some activities. B. Demonstrates mature movement forms in a variety of activities ranging from individual to lifetime activities. C. Demonstrates and describes offensive, defensive and transitional skills and strategies in individual and team sports. D. Supports teammates by movement and spacing in invasion, net and field games. E. Combines and applies movement patterns simple to complex, in aquatic, rhythms/dance, and individual and dual activities. F. Operate a bike, kayak, or canoe safely and skillfully in a natural environment. G. Identifies, explains, and applies the skill related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in a variety of physical activities. |
| <p>II. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> | <ul style="list-style-type: none"> A. Develops an appropriate personal wellness program for lifetime fitness activity. B. Plan a personal conditioning program. C. Identifies the differences and benefits of both functional fitness training and traditional weight training. D. Identifies a new skill to be learned and lists a scientific principle that can be applied to improved performance. E. Explains appropriate tactical decisions in a competitive activity. F. Self assesses performance and makes appropriate corrections. G. Applies and evaluates biomechanical principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities. |
| <p>III. Participates regularly in physical activity.</p> | <ul style="list-style-type: none"> A. Participates willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle. B. Accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education on five or more days per week. C. Monitors physical activity through the use of available technology: pedometers, heart rate monitors, activity logs. D. Establishes goals by identifying strengths and weaknesses using personal fitness assessments. E. Compares health and fitness benefits derived from various physical activities. F. Describes the ways in which personal characteristics, performance styles, and activity preferences will change over the life span. |

AASD Physical Education Standards for Grades 9-12 Students

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| IV. Achieves and maintains a health-enhancing level of physical fitness. | A. Develops an appropriate health-related physical fitness exercise program based on fitness assessment results and classroom activities.
B. Identifies a variety of activities and how often they should be done to improve all health-related fitness components.
C. Applies the principles of exercise (FITT, overload, specificity, and progression) in implementing a personal fitness program.
D. Maintains appropriate levels of aerobic capacity, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. |
| V. Exhibits responsible personal and social behavior that respects self and others in physical activity settings. | A. Solves conflicts agreeable to both parties.
B. Adjusts participation level and personal behavior to make activities inclusive for everyone.
C. Demonstrates responsible decisions about using time, applying rules, and following through with decisions made.
D. Exhibits respectful and mature behavior to contribute to a positive learning environment.
E. Identifies positive and negative peer influences. |
| VI. Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction. | A. Participates in activity outside of school for self-enjoyment.
B. Identifies reasons to participate in physical activity in the local community.
C. Describes the correlation that being physically active leads to a higher quality of life.
D. Demonstrates through verbal and non-verbal behavior, cooperation with peers of different gender, race, and ethnicity in a physical setting.
E. Take appropriate leadership or supportive roles in activities.
F. Describes the positive feelings that result from physical activity participation alone and with others. |

Essential Learning Objectives	Performance Indicators	Classroom Assessments
1. Demonstrate basic techniques of badminton	Performance will be satisfactory when the student: a. demonstrates short and long serves. b. demonstrates correct strokes (overhead clear, underhand clear, smash, forehand and backhand drives, directing shuttlecock from left to right, and hairpin shots). c. demonstrates proper footwork. d. understands forehand drive.	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Web-based assessment
Objectives are linked to the following AASD Physical Education Standards: I.; II.		
2. Understand strategies of badminton	Performance will be satisfactory when the student: a. understands doubles strategies. b. understands laws of trajectory and angles. c. understands court strategies. d. understands laws of momentum. e. understands wrist snap. f. applies net game strategies	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Web-based assessment
Objectives are linked to the following AASD Physical Education Standards: I.; II.		
3. Evaluate health related components of badminton and design a fitness plan to compensate for weaknesses	Performance will be satisfactory when the student: a. identifies the FITT formula. b. understands the guideline for physical activity. c. develops a personal plan for physical activity and wellness. d. understands the benefits of cardiovascular fitness. e. understands and explains body composition. f. identifies muscular endurance and strength.	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Web-based assessment
Objectives are linked to the following AASD Physical Education Standards: II.; III.; IV.; V.; VI.		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>4. Acquire basic skills of tennis</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. demonstrates the proper grip for forehand and backhand swings. b. demonstrates proper footwork. c. demonstrates service toss and proper overhead service motion. 	<ul style="list-style-type: none"> • Quizzes and tests • Observation • Checklist • Skills test • Rubric • Written assignment • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: I.</p>		
<p>5. Understand tennis strategies and game play</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. understands how one scores in tennis games, sets, and matches. b. explains net play. c. explains the difference between doubles and singles play. d. applies net game strategies. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: I.; II.</p>		
<p>6. Evaluate health related components of tennis and design a fitness plan to compensate for weaknesses</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. identifies the FITT formula. b. understands the guideline for physical activity. c. develops a personal plan for physical activity and wellness. d. understands the benefits of cardiovascular fitness. e. understands and explains body composition. f. identifies muscular endurance and strength. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: II.; III.; IV.; V.; VI.</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>7. Understand techniques for playing table tennis</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. demonstrates the basic grip. b. demonstrates the techniques of the top spin, back spin, push, chop, loop, smash and block combination spins. c. understands serving techniques. d. understands the rules. e. understands net game strategies. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Test • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: I.; II.</p>		
<p>8. Understand strategies for table tennis</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. applies game strategies. b. understands the rules of table tennis. c. understands scoring and tournament play. d. demonstrates proper etiquette and sportsmanship. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Test • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: I.; II.; III.</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>9. Understand the benefits of physical activity and health to personal fitness</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. understands physical obesity and activity trends. b. understands how physical activity affects health. c. understands physical fitness. d. understands health risk factors of inactivity. e. understands the benefits of physical activity. f. explains the relationship between wellness and personal fitness. g. performs a pre-assessment of health related fitness. h. develops a personal fitness plan. i. understands goal setting techniques and develop an action plan. 	<ul style="list-style-type: none"> • Fitness test • Checklist • Rubric • Web-based assessment • Written assignments • Skills test • Heart rate monitors
<p>Objectives are linked to the following AASD Physical Education Standards: II.; III.; IV.; V.; VI.</p>		
<p>10. Understand the principles of training and exercise guidelines</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. understands proper exercise equipment. b. understands safety precautions (e.g. facilities, sports, and health risks of exercise). c. applies the FITT principles. d. analyzes effectiveness of personal fitness plan. e. understands individual differences in developing a plan. 	<ul style="list-style-type: none"> • Heart rate monitors • Fitness test • Checklist • Rubric • Web-based assessment • Written assignments • Skills test
<p>Objectives are linked to the following AASD Physical Education Standards: II.; III.; IV.; V.; VI.</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>11. Apply principals of flexibility, cardiovascular, and muscular fitness</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. understands and demonstrates proper flexibility. b. understands and demonstrates proper cardiovascular fitness. c. understands and demonstrates proper muscular fitness (e.g. endurance and strength). d. explains how proper fitness levels affect health. e. evaluates a variety of physical fitness equipment programs and approaches. 	<ul style="list-style-type: none"> • Heart rate monitors • Fitness test • Checklist • Rubric • Web-based assessment • Written assignments • Skills test
<p>Objectives are linked to the following AASD Physical Education Standards: II.; III.; IV.</p>		
<p>12. Know and understand pertinent, scientifically-based information regarding physical activity and weight control</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. understands body composition and body types. b. understands how weight affects health. c. understands and explains healthy fit zones. d. understands and explains why weight-loss diets do not work. e. understands factors that affect weight control. f. explains metabolic changes that affect weight. g. evaluates product fallacies. 	<ul style="list-style-type: none"> • Fitness test • Checklist • Rubric • Web-based assessment • Written assignments • Skills test
<p>Objectives are linked to the following AASD Physical Education Standards: II.; III.; IV.; V.; VI.</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>13. Understands how proper nutrition enhances a healthy life style</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. understands and applies the FDA food guidelines. b. understands essential nutrients and “caloric balance”. c. understands nutrient dense foods. d. uses decision making and goal setting to promote a healthy and active life. 	<ul style="list-style-type: none"> • Quizzes and tests • Fitness test • Checklist • Rubric • Web-based assessment • Written assignments • Skills test
<p>Objectives are linked to the following AASD Physical Education Standards: II.; IV.; VI.</p>		