

Recreational Games: Flag Football / Swim Fitness & Water Games / Golf / Ultimate Frisbee (#0048)

Description This course offers a variety of competitive and recreational activities involving team play and lifetime activities. Students will learn skills, strategies, and rules of activities while working on interpersonal relationships in a cooperative environment. This class will also be a basic refresher course in fundamental swimming techniques and incorporate a variety of water fitness and activities. This course will also stress health related fitness components as they relate to all activity areas.

Minutes per Week 275 minutes per week for one semester each year 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
<p>1. Develop fundamental skills of football</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. demonstrates proper grip, stance, arm motion and follow-through for throwing. b. explains and demonstrates offensive patterns and how to lead your target. c. demonstrates proper hand position for catching. 	<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>2. Understand rules and strategies of football</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. explains and demonstrate offensive options. b. explains and demonstrate defensive skills (e.g. how to use flags, break up passes, block, and stop the ball carrier). c. understands football terminology. d. understands and explains rules. 	<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>3. Evaluate health related components of football 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 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 • Test • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: III, IV, VI</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
4. Understand the concept of exercising in the water	Performance will be satisfactory when the student: a. know the various water exercises and how they relate to the fitness components. b. understands hydro aerobics. c. demonstrates resistance training (deep, shallow). d. understands how to integrate a variety of workouts (e.g. running workouts: sprint & distance).	<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, III		
5. Understands the benefits of exercising in water	Performance will be satisfactory when the student: a. explains why swimming is a low impact exercise. b. understands the cardiovascular benefits of swimming. c. explains the metabolic effect of swimming. d. understands the health benefits of swimming.	<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: III, IV, VI		
6. Evaluate health related components of swim fitness and water games and design a fitness plan to compensate for weaknesses	Performance will be satisfactory when the student: a. identifies 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: IV		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>7. Acquire basic skills of golf</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. demonstrates proper grip and swing techniques. b. demonstrates proper stance and weight transfer. c. demonstrates how to properly pitch, chip, putt and drive. d. understands golf etiquette. e. understands golf terminology (e.g. fore, green, fairway, lie, rough, teeing ground, and divots). 	<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>8. Understand golf strategies and economics</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. learns to read a green. b. understands the cost of equipment and course fees. c. applies skills to play out of course hazards. 	<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, VI</p>		
<p>9. Understand benefits of playing golf</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. understands the health benefits of playing golf. b. understands the social benefits of interacting with others. 	<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, V, VI</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>10. Evaluate health related components of golf 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: IV</p>		
<p>11. Develop knowledge and skills of ultimate Frisbee</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. demonstrates the proper technique of the different types of throws. b. understands invasion tactics. c. explains rules of game. d. develops respect and safety for others. e. experiences lead up games and tournaments. 	<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>12. Know and understand tactics of ultimate Frisbee</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. explains and demonstrate invasion strategies for offensive and defensive players. b. explains rules. c. understands scoring and tournament play. d. demonstrates 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</p>		
<p>13. Evaluate health related components of ultimate Frisbee 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. a. understands the guideline for physical activity. b. develops a personal plan for physical activity and wellness. c. understands the benefits of cardiovascular fitness. d. understands and explains body composition. e. identifies muscular endurance and strength. 	<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: IV</p>		