

Strategic Games: Soccer / Speedball / Disc Games / Basketball (#0055)

Description This course will emphasize the development of invasion tactics through a variety of activities. Students will learn fundamental skills, team strategies, rules of the game, refereeing, and active participation of game play. Students will also learn how activities can lead to an active healthy lifestyle by developing a personal fitness plan.

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. Understand advanced skills of invasion games.	Performance will be satisfactory when the student: a. demonstrates advanced skills of speed away and soccer. b. demonstrates consistency in putting an object into play in a variety of games. c. executes a variety of passes to a moving target while stationery or moving. d. describes rules and regulations of invasion games.	<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		
2. Apply principles of invasion games.	Performance will be satisfactory when the student: a. understands offensive and defensive strategies. b. eludes an opponent and moves to an open space using a variety of movement patterns. c. explains and demonstrates game strategies involved in invasion games. d. demonstrates good sportsmanship and proper etiquette.	<ul style="list-style-type: none"> • Quizzes and tests • Observation • Checklist • Skills test • Rubric • Written assignment • Web-based assessment
Objectives are linked to the following AASD Physical Education Standards: I, III, V		
3. Evaluate health related components of soccer-speedball 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: IV, VI		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>4. Develop intermediate skills of disc golf.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. demonstrates the proper grip. b. demonstrates the techniques of the throw. c. understands proper foot placement. d. demonstrates the back hand throw. e. demonstrates the tee off and putt. 	<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>		
<p>5. Know and understand safety and skills involved in disc golf.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. explains and demonstrates the anhyzer and hyzer angles. b. understands care and management of the outdoor facility. c. understands scoring and tournament play. d. demonstrates course management skills. 	<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, V</p>		
<p>6. Evaluate health related components of disc golf/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. 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: IV, VI</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>7. 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>		
<p>8. Apply knowledge and skills of basketball.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. demonstrates proper techniques of dribbling, shooting, passing. b. understands invasion tactics. c. explains rules and terminology of game play. d. develops respect and safety for others. 	<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, V</p>		
<p>9. Apply strategies of basketball and understand how to officiate.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. applies game strategies. b. understands strategies of 1 v 1, 2 v 2, and 3 v 3. c. learns how to officiate the game. d. develops respect and safety for others. 	<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, V</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>10. Evaluate health related components of basketball and design a personal fitness plan that addresses weakness in activity.</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"> • Heart rate monitors • Checklist • Skills test • Rubric • Written assignment • Test • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: IV, VI</p>		