

## **Team Games: Volleyball / Team Handball / Floor Hockey / Cardio-Fitness (#0054)**

**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 their interpersonal relationships in a cooperative environment. Students will identify the health benefits of each activity and write a personal fitness plan.

**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

- |   |   |
|---|---|
| <p>I. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p>   | <p>A. Demonstrates proficient skills to participate in advanced play of some activities.<br/>         B. Demonstrates mature movement forms in a variety of activities ranging from individual to lifetime activities.<br/>         C. Demonstrates and describes offensive, defensive and transitional skills and strategies in individual and team sports.<br/>         D. Supports teammates by movement and spacing in invasion, net and field games.<br/>         E. Combines and applies movement patterns simple to complex, in aquatic, rhythms/dance, and individual and dual activities.<br/>         F. Operate a bike, kayak, or canoe safely and skillfully in a natural environment.<br/>         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> |
| <p>II. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> | <p>A. Develops an appropriate personal wellness program for lifetime fitness activity.<br/>         B. Plan a personal conditioning program.<br/>         C. Identifies the differences and benefits of both functional fitness training and traditional weight training.<br/>         D. Identifies a new skill to be learned and lists a scientific principle that can be applied to improved performance.<br/>         E. Explains appropriate tactical decisions in a competitive activity.<br/>         F. Self assesses performance and makes appropriate corrections.<br/>         G. Applies and evaluates biomechanical principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities.</p>  |
| <p>III. Participates regularly in physical activity.</p>  | <p>A. Participates willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle.<br/>         B. Accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education on five or more days per week.<br/>         C. Monitors physical activity through the use of available technology: pedometers, heart rate monitors, activity logs.<br/>         D. Establishes goals by identifying strengths and weaknesses using personal fitness assessments.<br/>         E. Compares health and fitness benefits derived from various physical activities.<br/>         F. Describes the ways in which personal characteristics, performance styles, and activity preferences will change over the life span.</p>   |

## AASD Physical Education Standards for Grades 9-12 Students

- |   |   |
|---|---|
| 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.<br>B. Identifies a variety of activities and how often they should be done to improve all health-related fitness components.<br>C. Applies the principles of exercise (FITT, overload, specificity, and progression) in implementing a personal fitness program.<br>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.<br>B. Adjusts participation level and personal behavior to make activities inclusive for everyone.<br>C. Demonstrates responsible decisions about using time, applying rules, and following through with decisions made.<br>D. Exhibits respectful and mature behavior to contribute to a positive learning environment.<br>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.<br>B. Identifies reasons to participate in physical activity in the local community.<br>C. Describes the correlation that being physically active leads to a higher quality of life.<br>D. Demonstrates through verbal and non-verbal behavior, cooperation with peers of different gender, race, and ethnicity in a physical setting.<br>E. Take appropriate leadership or supportive roles in activities.<br>F. Describes the positive feelings that result from physical activity participation alone and with others. |

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p><b>1. Develop intermediate skills of volleyball</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. demonstrates the correct form of passing and setting with accuracy to a given target.</li> <li>b. demonstrates overhand serving and serve receive accurately to a given target.</li> <li>c. demonstrates attacking skills (spiking, dinking, tipping, and roll shots).</li> <li>d. understands front row position-specific movements (transitioning, blocking, attacking, and passing).</li> <li>e. understands back row position-specific movements (defensive positioning and back row attack).</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklist</li> <li>• Skills test</li> <li>• Rubric</li> <li>• Written assignment</li> <li>• Test</li> <li>• Web-based assessment</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> I, II, III</p>		
<p><b>2. Understand volleyball tactics</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. understands strategies of different volleyball games (4 v. 4, 3 v. 3, 6 v. 6, and 2 v. 2).</li> <li>b. understands rule variances to specific game play.</li> <li>c. understands strategies to specific game play.</li> <li>d. understands offensive to defensive transition.</li> <li>e. understands scoring and officiating.</li> </ul>	<ul style="list-style-type: none"> <li>• Skills Tests</li> <li>• Written assignment</li> <li>• Observation</li> <li>• Test</li> <li>• Rubric</li> <li>• Web-based assessment</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> I, II, III</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<b>3. Evaluate health related components of volleyball and design a fitness plan to compensate for weaknesses</b>	<b>Performance will be satisfactory when the student:</b> 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"> <li>• Observation</li> <li>• Checklist</li> <li>• Skills test</li> <li>• Rubric</li> <li>• Written assignment</li> <li>• Test</li> <li>• Web-based assessment</li> </ul>
<b>Objectives are linked to the following AASD Physical Education Standards:</b> IV, VI		
<b>4. Acquire basic skills of team handball</b>	<b>Performance will be satisfactory when the student:</b> a. demonstrates piston movement. b. demonstrates passing and catching skills. c. demonstrates shooting and dribbling skills. d. understands invasion game strategies. e. understands goal tending.	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklist</li> <li>• Skills test</li> <li>• Rubric</li> <li>• Written assignment</li> <li>• Web-based assessment</li> </ul>
<b>Objectives are linked to the following AASD Physical Education Standards:</b> I, II, III		
<b>5. Understand team handball tactics</b>	<b>Performance will be satisfactory when the student:</b> a. learns individual tactics. b. understands defensive tactics. c. applies tactical drills of defending and attacking. d. applies offensive combinations. e. understands transitions and overload principles.	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklist</li> <li>• Skills test</li> <li>• Rubric</li> <li>• Written assignment</li> <li>• Web-based assessment</li> </ul>
<b>Objectives are linked to the following AASD Physical Education Standards:</b> I, II, III		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p><b>6. Evaluate health related components of team handball and design a fitness plan to compensate for weaknesses</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies the FITT formula.</li> <li>b. understands the guideline for physical activity.</li> <li>c. develops a personal plan for physical activity and wellness.</li> <li>d. understands the benefits of cardiovascular fitness.</li> <li>e. understands and explains body composition.</li> <li>f. identifies muscular endurance and strength.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklist</li> <li>• Skills test</li> <li>• Rubric</li> <li>• Written assignment</li> <li>• Web-based assessment</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> IV, VI</p>		
<p><b>7. Acquire basic skills of floor hockey</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. demonstrates proper grip.</li> <li>b. demonstrates passing techniques.</li> <li>c. explains penalties.</li> <li>d. explains positions.</li> <li>e. demonstrates goalie techniques.</li> <li>f. understands invasion game strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklist</li> <li>• Skills test</li> <li>• Rubric</li> <li>• Written assignment</li> <li>• Web-based assessment</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> I, II, III</p>		
<p><b>8. Understand floor hockey tactics</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. learns individual tactics.</li> <li>b. understands defensive tactics.</li> <li>c. applies tactical drills of defending and attacking.</li> <li>d. applies offensive combinations.</li> <li>e. understands transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklist</li> <li>• Skills test</li> <li>• Rubric</li> <li>• Written assignment</li> <li>• Web-based assessment</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> I, II, III</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p><b>9. Evaluate health related components of floor hockey and design a fitness plan to compensate for weaknesses</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies the FITT formula.</li> <li>b. understands the guideline for physical activity.</li> <li>c. develops a personal plan for physical activity and wellness.</li> <li>d. understands the benefits of cardiovascular fitness.</li> <li>e. understands and explains body composition.</li> <li>f. identifies muscular endurance and strength.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklist</li> <li>• Skills test</li> <li>• Rubric</li> <li>• Written assignment</li> <li>• Web-based assessment</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> IV, VI</p>		
<p><b>10. Apply principles of training for cardio-fitness.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. understands target heart rate.</li> <li>b. knows how to determine resting heart rate.</li> <li>c. defines target heart rate zone.</li> <li>d. understands why it is important to train in the target heart rate zone.</li> <li>e. understands the significance of recovery heart rate.</li> <li>f. understands how to determine if an activity is aerobic.</li> <li>g. applies aerobic principles to a variety of activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklist</li> <li>• Skills test</li> <li>• Rubric</li> <li>• Written assignment</li> <li>• Test</li> <li>• Web-based assessment</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> IV, VI</p>		
<p><b>11. Understand how to design a personal fitness plan that incorporates health related fitness and FITT principles</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies FITT formula.</li> <li>b. understands the guideline for physical activity.</li> <li>c. develops a personal plan for physical activity and wellness.</li> <li>d. understands the benefits of cardiovascular fitness.</li> <li>e. understands and explains body composition.</li> <li>f. identifies muscular endurance and strength.</li> <li>g. understands how good nutrition affects health.</li> </ul>	<ul style="list-style-type: none"> <li>• Heart rate monitors</li> <li>• Observation</li> <li>• Checklist</li> <li>• Skills test</li> <li>• Rubric</li> <li>• Written assignment</li> <li>• Test</li> <li>• Web-based assessment</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> II, III, IV, VI</p>		