

INSTRUCTIONAL GUIDE: Advanced Individual Sports Pacing Guides

2013-2014

Subject Area: Physical Education

Course Number:

Grade Level: 9 – 12

Credit: 0.5

Category: Physical Education

Health Component Emphasized: Cardio-respiratory & Muscular Strength/Endurance

The purpose of this course is to enable students to develop an understanding of fitness concepts and design a personal fitness program while developing an individualized level of health-related activities.

This course will contain but not be limited to the following: competency in motor skills, movement patterns, and strategies needed to participate in a sport related game.

Quarter I		
<p>PERFORM <u>STANDARD</u> 4.0</p> <p>Students will understand the value of personal physical fitness and be able to assess, achieve and maintain physical fitness</p> <p>Student will understand how fitness components relate to social, emotional, and physical health.</p>	<p>OBJECTIVE/TASK</p> <p>Fitness</p> <p>A. Identify fitness components</p> <ol style="list-style-type: none"> 1. Flexibility 2. Cardio-respiratory endurance 3. Muscular Endurance 4. Strength <ul style="list-style-type: none"> • } <p>1. Body Composition</p> <ul style="list-style-type: none"> • Percent body fat (calculated from triceps and calf skinfolds) • Body mass index (calculated from height and weight) <p>2. Muscular Strength, Endurance, and Flexibility</p> <ul style="list-style-type: none"> • Abdominal strength and endurance 	<p>ASSESSMENT</p> <p>C. Self-Assessments</p> <ol style="list-style-type: none"> 3. Aerobic Capacity <ul style="list-style-type: none"> • PACER test • One-mile run/walk <p>Walk test (ages 13 or greater)</p>

<p>Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.</p> <p>Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.</p> <p>Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p> <p>Develop and demonstrate a level of fitness needed to participate in sustained individual physical activities.</p>	<p>(curl-up)</p> <ul style="list-style-type: none"> • Trunk extensor strength and endurance (trunk lift) • Upper body strength and endurance (choose from push-up, modified pull-up, and flexed arm hang) • Flexibility (choose from back-saver sit-and-reach and shoulder stretch) <p>B. Personal Fitness Plan</p> <ul style="list-style-type: none"> • Construct a fitness profile <p>Participate in individual and dual activities that improve or maintain health-related physical fitness.</p> <p>Participate in the following individual Or dual sport activities:</p> <ul style="list-style-type: none"> • Fitness, • Badminton, • Cooperative learning groups to read and analyze selective team sport <p>Combine and apply movement patterns, simple to complex, in individual and dual activities.</p>	<p>Sample Assessment Item Serving Skills Test Individual Routine Wrestling Skills Assessment (Bout)</p>
<p>COGNITIVE <u>STANDARD</u> 4.0 <u>PERFORMANCE INDICATORS</u> 4.1.4, 4.1.6, 4.2.10</p> <p>Students demonstrate knowledge of and</p>	<p>OBJECTIVE/TASK</p> <p>Identify the characteristics and critical elements of a highly skilled performance in individual and dual activities and demonstrate them.</p> <p>Recognize and evaluate the role of cooperation</p>	<p>ASSESSMENT</p> <p>Sample Assessment Item Serving Skills Test Individual Routine Wrestling Skills Assessment (Bout)</p>

<p>competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.</p> <p>Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.</p> <p>Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p>	<p>and positive interactions with others when participating in physical activity. Act independently of negative peer pressure during physical activity.</p> <p>Understand Vocabulary terminology</p> <ul style="list-style-type: none"> • Ace • Breakdown • Bridge • Let • Lob • Near Fall • Neutral Position • Pin • Poach • Racquet • Reversal • Shuttlecock • Smash • Takedown • Volley 	<p>Vocabulary Assessment</p>
<p>Affective STANDARD 1.0, 2.0, 3.0, 6.0</p> <p>Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.</p>	<p style="text-align: center;">OBJECTIVE/TASK</p> <p>Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.</p> <p>Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p>	<p style="text-align: center;">ASSESSMENT</p> <p>Sample Assessment Item Serving Skills Test Individual Routine Wrestling Skills Assessment (Bout) T</p>

<p>Connect CCSELA CCSSWRITING CCSSREADING</p>	<p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the</p> <p>Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or even</p>	

QUARTER 2		
<p>PERFORM Standard 1.0,, 2.0, 3.0, 4.0</p> <p>PERFORMANCE INDICATORS 1.2.1, 1.2.2, 1.2.3, 1.2.6, 2.2.1, 2.3.5, 2.3.8, 3.3.4, 4.1.6, 4.1.8, 6.2.1, 6.2.5, 6.3.1</p>	<p>OBJECTIVE/TASK</p> <p>A. Apply History, Rules, Etiquette</p> <ul style="list-style-type: none"> • The history of pickleball, paddleball and tennis, major events, and governance. • Rules and their interpretations: to include scoring, play, • Game situations and etiquette for players and spectators. <p>B. Fitness Activities (first 8 –12 minutes each day of class)</p> <ol style="list-style-type: none"> 1. Perform stretching/flexibility exercises (select several) 2. Perform strength exercises (select several) 3. Perform endurance exercises (select several) <p>B. Describes and demonstrates fundamental techniques</p> <ol style="list-style-type: none"> 1. Demonstrate basic grips <ol style="list-style-type: none"> a. forehand b. backhand 2. Demonstrate basic strokes <ol style="list-style-type: none"> a. volley b. lob c. smash d. drop 3. Demonstrate the proper serve Demonstrate serve <ol style="list-style-type: none"> a. long b. short 4. Execute strategies, protocols, and rules in game situations 	<p>ASSESSMENT</p> <p>Teacher observation Performance rubric and check sheet</p> <p>Students will: designs and implements a sport tournament; includes all the necessary personnel (coaches, officials, score keepers) and their responsibilities.</p>

	<ul style="list-style-type: none"> a. offense and defense b. game specific protocols c. court dimensions and boundaries d. rules for play and scoring e. penalties 	
<p>COGNITIVE</p> <p><u>PERFORMANCE INDICATORS</u></p> <p>1.2.1, 1.2.2, 1.2.3, 1.2.6, 2.2.1, 2.3.5, 2.3.8, 3.3.4, 4.1.6, 4.1.8, 6.2.1, 6.2.5, 6.3.1</p>	<p>OBJECTIVE/TASK</p> <p>Students will create a teaching video for students demonstrating the fundamental skills participate.</p> <p>Students will understand and perform skills and rules in modified games/activities with opposition.</p> <p>Students will know and perform basic skills in practice situations.</p>	<p>ASSESSMENT</p> <p>The teacher will observe correct passing techniques assess rule and penalty infractions, use of offensive and defensive strategies.</p>
<p>AFFECTIVE</p> <p><u>PERFORMANCE INDICATORS</u></p> <p>1.2.1, 1.2.2, 1.2.3, 1.2.6, 2.2.1, 2.3.5, 2.3.8, 3.3.4, 4.1.6, 4.1.8, 6.2.1, 6.2.5, 6.3.1</p>	<p>OBJECTIVE/TASK</p> <p>Respond to challenges, successes, and failures in socially acceptable ways</p> <p>Demonstrate proper warm-up and cool-down for pickleball, paddleball and tennis</p> <p>Display proper care of pickleball, paddleball and tennis</p>	<p>ASSESSMENT</p> <p>Teacher observation</p> <p>Performance check sheet</p>

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