

Physical Education, Grade 12

Course Outcome Summary

Hortonville Area School District

Developers
Development Date

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Competencies, Performance Standards, and Learning Objectives

1. Use appropriate terminology and skills related to active team games.

Performance Standards

Performance will be successful when:

- o learner explains basic strategies using appropriate terminology.
- o learner abides by safety guidelines when playing active team games.
- o learner demonstrates skills essential to playing the active team games.
- o learner demonstrates skills essential to playing the active team games strategically.
- o learner applies appropriate skills in a cooperative setting.
- o learner identifies the fitness components necessary for successful play in active team games.
- o learner exhibits positive citizenship during all class activities and games.

Related Learning Objectives

- a. Identify different strategies to use during team activities. (NASPE 5)
- b. Identify team activities that come from a different culture and relate those activities to the American counterpart. (NASPE 5)
- c. Identify the rules and scoring terms of different team games. (NASPE 5)
- d. Respect the rules and boundaries set by the teacher. (NASPE 5)
- e. Obey the rules of each active team sport. (NASPE 5)
- f. Use the equipment properly as instructed by the teacher. (NASPE 5)
- g. Demonstrate basic motor movements required for play of active team sports, i.e, running, jumping, dribbling, kicking, striking, passing, and ball handling in a changing game environment. (NASPE 1 & 2)
- h. Demonstrate the use of person to person and zone defenses in active team sports. (NASPE 2)
- i. Demonstrate the use of offensive plays and strategies used in active team sports. (NASPE 2)
- j. Participate in developmentally appropriate active team sports that will help improve motor movements in a changing environment and develop an understanding of offensive and defensive strategies. (NASPE 3, 4 & 7)
- k. Develop an awareness of opportunities to participate in active team sports outside of physical education class. (NASPE 3 & 7)
- l. Develop an understanding of the fitness level required to participate in a number of active team sports. (NASPE 3 & 4)
- m. Independently treat peers, teacher, and equipment respectfully at all times. (NASPE 6)
- n. participate cooperatively as a team member while playing active team sports recognizing individual similarities and differences. (NASPE 6)

2. Use appropriate terminology and skills related to angling.

Performance Standards

Performance will be successful when:

- o learner explains basic strategies using appropriate terminology.
- o learner abides by safety guidelines when angling.
- o learner demonstrates skills essential to angling.
- o learner demonstrates skills essential to angling strategically.

- o learner applies appropriate skills in a cooperative setting.
- o learner identifies the fitness components necessary for successful angling.
- o learner exhibits positive citizenship during all class activities and games.

Related Learning Objectives

- a. Select a combination rod/reel to use in casting practice and in fishing. (NASPE 5)
- b. Identify tackle used in fishing such as jigs, hooks, bobbers, lures, and sinkers. (NASPE 5)
- c. Identify types of fishing lines. (NASPE 5)
- d. Identify the different types of rods and reels. (NASPE 5)
- e. Identify fish species native to area lakes and rivers and regulations concerning each species. Students will identify where to find daily bag and size limits for the body of water fished. (NASPE 5)
- f. Identify fish anatomy: gills, fins, senses, shapes, and color. (NASPE 5)
- g. Identify good fishing etiquette including taking trash with, carrying a current license and following regulations, wearing life jackets in boats, respecting wildlife, keeping noise down, obtaining permission to fish on private property, giving others "room" on the water or shore, and maintaining motorboats so oil and gas will not drip into lakes or streams. (NASPE 5)
- h. Identify live bait including nightcrawler, grubs, leeches, minnows, and crawfish. (NASPE 5)
- i. Respect the boundaries set by the teacher. (NASPE 5)
- j. Respect the personal space of classmates. (NASPE 5)
- k. Be aware of classmates while casting practice being careful not to be too close to others. (NASPE 5)
- l. Identify tackle (hooks) as being potentially dangerous and handle carefully. (NASPE 5)
- m. Identify proper water safety techniques while fishing from a boat and off shore. (NASPE 5)
- n. Inspect the fishing line for knots and backlashes and report any problems to the instructor. (NASPE 5)
- o. Inspect the rod/reel for wear and broken parts and report any damage or broken parts to the instructor. (NASPE 5)
- p. Demonstrate a sidearm cast by holding the rod in front of the body, bringing the rod to the same side of the body holding the release button on the forward motion, then releasing the button as the rod is brought forward. (NASPE 1 & 2)
- q. Demonstrate a straight away cast by beginning with the rod in front of the body, then swinging the rod in a backward motion over head while holding the release button, followed by a forward motion and release of the button letting the line fall into the water. (NASPE 1 & 2)
- r. Demonstrate tying a Palomar knot and a trilene knot. The Palomar knot is tied by doubling about 4" of line and passing it through the eye of the hook, then tie overhand knot in the doubled line and pull the loop of line far enough to pass it over the hook, swivel or lure. Pull both tag end and standing line to tighten. Clip about 1/8" from the knot. The Trilene knot is tied by running the end of the line through the eye of the hook or lure and then doubling back through the eye a second time, then loop around the standing part of the line 5 or 6 times and thread tag end back between the eye and coils. Tighten the knot with a steady, even motion and trim the tag end of the line. (NASPE 2)
- s. Participate in developmentally appropriate activities that help develop movement competence. (NASPE 3, 4, & 7)
- t. Name and explain the five components of fitness - cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition. (NASPE 3 & 4)
- u. Develop an awareness of opportunities to participate in angling outside of physical education class. (NASPE 3 & 7)
- v. Recognize individual similarities and differences and participate cooperatively in class activities. (NASPE 6)
- w. Independently treat peers, teacher, and property respectfully at all times. (NASPE 5)

3. Use appropriate terminology and skills related to archery.

Performance Standards

Performance will be successful when:

- o learner explains basic strategies using appropriate terminology.
- o learner abides by safety guidelines when playing archery.
- o learner demonstrates skills essential to playing archery.
- o learner demonstrates skills essential to playing archery strategically.
- o learner applies appropriate skills in a cooperative setting.

- o learner identifies the fitness components necessary for successful play in archery.
- o learner exhibits positive citizenship during all class activities and games.

Related Learning Objectives

- a. Independently select and properly adjust finger protection and arm protection. (NASPE 5)
- b. Independently select a bow and string. (NASPE 5)
- c. Demonstrate knowledge of archery terminology by using terms correctly and appropriately during class. (NASPE 5)
- d. Demonstrate knowledge and use archery rules and procedures correctly in class. (NASPE 5)
- e. Follow class procedure by placing an arrow quiver on the safety line for shooting, placing the arrows in the quiver and waiting for the signal to begin knocking the arrow. (NASPE 5)
- f. Demonstrate safety procedures in retrieving arrows by waiting for the signal to get the arrows from the target and place the arrows in the quiver. (NASPE 5)
- g. Shoot the arrows from the safety line with partner standing behind the line approximately 8-10 feet. (NASPE 5)
- h. Place the bow on the ground after shooting an end (6 arrows) waiting for the signal to retrieve arrows. (NASPE 5)
- i. Inspect the bow and bowstring for damage and signs of wear and report any damage to the instructor. (NASPE 5)
- j. Inspect all other protective equipment for damage or broken parts. (NASPE 5)
- k. Demonstrate the procedure in stringing the bow by the step-through or push/pull method. (NASPE 1 & 2)
- l. Demonstrate the correct stance by placing feet straddling the shooting line. (NASPE 1 & 2)
- m. Demonstrate the commands for shooting an arrow by placing the arrow perpendicular to the bow, odd-colored feather pointed up, pulling the string with the first three fingers, anchoring the string at the chin or jaw with same elbow up, sight with correct eye, release the string by allowing it to slide off fingers, and follow through by holding the position until the arrow impacts the target. (NASPE 1 & 2)
- n. Retrieve the arrows from the target by placing the back of one hand against the target and pulling the arrow out near impact point with the opposite hand. (NASPE 1 & 2)
- o. Participate in developmentally appropriate activities that help develop movement competence. (NASPE 3, 4, & 7)
- p. Name and explain the five components of fitness - cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition. (NASPE 3 & 4)
- q. Develop an awareness of opportunities to participate in archery activities outside of physical education class. (NASPE 3)
- r. Participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. (NASPE 6)
- s. Independently treat peers, teachers, and property respectfully at all times. (NASPE 5)

4. Use appropriate terminology and skills related to backpacking/hiking/orienteering.

Performance Standards

Performance will be successful when:

- o learner explains basic strategies using appropriate terminology.
- o learner abides by safety guidelines when backpacking/hiking/orienteering.
- o learner demonstrates skills essential to backpacking/hiking/orienteering.
- o learner demonstrates skills essential to backpacking/hiking/orienteering strategically.
- o learner applies appropriate skills in a cooperative setting.
- o learner identifies the fitness components necessary for successful backpacking/hiking/orienteering.
- o learner exhibits positive citizenship during all class activities and games.

Related Learning Objectives

- a. Consult the sizing chart and correctly determine the type of backpack appropriate for torso length (the distance from the 7th vertebrae to the top of the iliac crest) and the type/duration of the trip. (NASPE 5)
- b. Independently adjust the backpack so that it fits correctly characterized by: 1) loosening all of the adjustable straps; 2) centering the hip belt over hip bones and tighten; 3) make sure curves in frame follow the profile of the back; 4) loosen fittings on shoulder strap bar, positioning the strap so the shoulder strap is even with the top of the shoulder, and tighten screws; 5) back band should be positioned so that it sits behind the shoulder blades and tighten to individual preference; 6) put the backpack on, retighten hip belt, and tighten lower shoulder strap webbing; 7)

position the sternum strap in the center of the breast bone; and 8) tighten the vector control strap to load more weight on the hips or to keep the load from swinging. (NASPE 5)

- c. Determine the needs for the trip based on the number of people in the party, the duration of the trip, and possible weather conditions. (NASPE 5)
- d. Become familiar with a variety of types of camping/hiking gear including tents, sleeping bags, cooking equipment, clothing/boots, emergency supplies, travel essentials, etc. (NASPE 5)
- e. Identify hiking/backpacking resources including state/national parks and trails, etc. (NASPE 5)
- f. Demonstrate a fundamental knowledge of what to do when encountering animals. (NASPE 5)
- g. Have a basic knowledge of pacing. (NASPE 5)
- h. Have a basic knowledge of hydration, eating correctly when out hiking, and protecting food from wildlife. (NASPE 5)
- i. Demonstrate knowledge of basic wilderness first aid. (NASPE 5)
- j. Understand the importance of: 1) carrying a map and compass on unfamiliar terrain; 2) staying on the trail; 3) knowing what to do when encountering wildlife; and 4) notifying others of trip itinerary. (NASPE 5)
- k. Inspect all backpacking/hiking/orienteering equipment and report any damage or broken parts to the instructor. (NASPE 5)
- l. Appropriately load a backpack characterized by: 1) determining needs; 2) total weight of equipment; 3) positioning equipment inside/outside the pack (sleeping bag in the bottom; heaviest items (clothing, food, cooking gear) in the main compartment; keeping the weight close to the back, nearest the center of gravity). (NASPE 1 & 2)
- m. Use the following compass skills: 1) aligning the edge of the compass with the starting and finishing point; 2) rotate the compass housing until the orienting arrow and lines point north on the map; 3) rotate the map and the compass together until the red end of the compass needle points north; and 4) follow the direction of the travel arrow on the compass, keeping the needle aligned with the orienting arrow on the housing. (NASPE 3)
- n. Develop outdoor cooking skills. (NASPE 3)
- o. Develop a weekend hiking plan. (NASPE 3)
- p. Participate in developmentally appropriate activities that help develop movement competence. (NASPE 3, 4, & 7)
- q. Explain the five components of fitness - cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition. (NASPE 3 & 4)
- r. Use a heart monitor to analyze the level of activity while backpacking. (NASPE 4 & 7)
- s. Use a pedometer to analyze the level of activity while backpacking. (NASPE 4 & 7)
- t. Use technology to analyze the contribution of backpacking to improve levels of fitness. (NASPE 3)
- u. Develop an awareness of opportunities to participate in backpacking/hiking/orienteering activities outside of physical education class. (NASPE 3)
- v. Participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. (NASPE 6)
- w. Independently treat peers, teachers, and property respectfully at all times. (NASPE 5)

5. Use appropriate terminology and skills related to badminton.

Performance Standards

Performance will be successful when:

- o learner explains basic strategies using appropriate terminology.
- o learner abides by safety guidelines when playing badminton.
- o learner demonstrates skills essential to playing the game of badminton.
- o learner demonstrates skills essential to playing the game of badminton strategically.
- o learner applies appropriate skills in a cooperative setting.
- o learner identifies the fitness components necessary for successful play in badminton.
- o learner exhibits positive citizenship during all class activities and games.

Related Learning Objectives

- a. Understand the role of the serve in the badminton game. (NASPE 5)
- b. Demonstrate knowledge of badminton terminology by using terms appropriately in class. (NASPE 5)

- c. Demonstrate a basic knowledge of rules and play procedure for singles and doubles badminton. (NASPE 5)
- d. Maintain personal space and check for others while swinging the racket. (NASPE 5)
- e. Be responsible for class safety by maintaining a safe distance from others as the racket is swung. (NASPE 5)
- f. Follow all rules established by the teacher. (NASPE 5)
- g. Visually inspect the equipment and report any potential danger to the teacher. (NASPE 5)
- h. Demonstrate a hand-shake grip characterized by: 1) grasping the racket with the dominant hand the thumb on one side of handle and fingers on the other side. (NASPE 1 & 2)
- i. Demonstrate an underhand serve characterized by: 1) grasping the feather portion of the birdie with thumb and index finger, 2) arm is fully extended with the birdie waist high in front of the racket, 3) the racket should begin down by the dominant side knee so the face is perpendicular to the knee, 4) step toward the target with non-dominant foot, 5) release the birdie as the racket is brought forward, 6) follow through the racket extended toward the target. (NASPE 1 & 2)
- j. Return a birdie served with reasonable accuracy from a partner. (NASPE 1, 2, & 3)
- k. Volley a badminton birdie with a partner for continuous play. (NASPE 1, 2, & 3)
- l. Demonstrate a clear shot characterized by: 1) dropping the racket arm down behind the shoulder, cocking the wrist, and keeping the weight over the back foot, 2) leading with the elbow on the forward motion of the racket, and shifting the weight to the forward foot, 3) contacting the shuttle slightly in front of the body with the racket face slightly open, 4) follow through forcefully up and then down. (NASPE 1, 2, & 3)
- m. Receive instruction in the smash characterized by: 1) tightening the grip and reaching high to contact the shuttle slightly in front of the forward foot, 2) shifting the weight to the back foot as the shuttle approaches and taking the racket back, letting the racket head drop behind, 3) shifting the weight forward into the stroke and whipping the racket head upward and into the descending shuttle, 4) contacting the birdie with a closed racket (the distance from the net determines the angle of the racket face), and 5) rotating the arm and wrist determines the angle of the racket face), and 5) rotating the arm and wrist fully on contact and following through with speed and power. (NASPE 1, 2, & 3)
- n. Receive instruction in the drop shot characterized by: 1) beginning the stroke with the same mechanics as the clear or smash, 2) contacting the birdie with the racket face squarely in front of the body, 3) slowing the speed of the racket considerably just prior to contact, 4) and following through slightly so the birdie just clears the net. (NASPE 1, 2, & 3)
- o. Receive instruction in the drive shot characterized by: 1) generating force by rotating the body away from the net on the backswing, shifting the weight from the rear foot to the front foot on the foreswing, fully extending the arm and uncocking the wrist at contact, 2) contacting the birdies above the shoulder height and following through parallel to the floor with the birdie path somewhat flat. (NASPE 1, 2, & 3)
- p. Participate in developmentally appropriate activities that help develop movement competence. (NASPE 3, 4, & 7)
- q. Name and explain the five components of fitness - cardiovascular endurance, muscular endurance, muscular strength, flexibility, and a body composition. (NASPE 3 & 4)
- r. Utilize a pedometer to analyze the level of activity while playing badminton. (NASPE 4 & 7)
- s. Develop an awareness of opportunities to participate in badminton outside of physical education class. (NASPE 3)
- t. Participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. (NASPE 6)
- u. Independently treat peers, teacher and property respectfully at all times. (NASPE 5)

6. Use appropriate terminology and skills related to basketball.

Performance Standards

Performance will be successful when:

- o learner explains basic strategies using appropriate terminology.
- o learner abides by safety guidelines when playing basketball.
- o learner demonstrates skills essential to playing the game of basketball.
- o learner demonstrates skills essential to playing the game of basketball strategically.
- o learner applies appropriate skills in a cooperative setting.
- o learner identifies the fitness components necessary for successful play in basketball.
- o learner exhibits positive citizenship during all class activities and games.

Related Learning Objectives

- a. Demonstrate knowledge of "right" and "left" by responding appropriately to cues from the teacher. (NASPE 5)
 - b. Demonstrate knowledge of basketball terminology by using terms correctly and appropriately during class. (NASPE 5)
 - c. Demonstrate knowledge of basketball rules and play procedure for half and full-court games. (NASPE 5)
 - d. Maintain personal space and respect that of others. (NASPE 5)
 - e. Abide by classroom rules established by the teacher. (NASPE 5)
 - f. Identify any source of potential danger and report it to the teacher. (NASPE 5)
 - g. Dribble a basketball at jogging speed maintaining control using the fingerprints of both the dominant and non-dominant hands, dribbling waist high, to the side of the body, and keeping eyes up and ahead. (NASPE 1 & 2)
 - h. Demonstrate a bounce and chest pass with reasonable accuracy characterized by: 1) starting with the ball under the chin, 2) stepping toward the target, and 3) following through with arms straight and thumbs down. (NASPE 1 & 2)
 - i. Shoot a basketball with one hand characterized by: 1) shooting arm in an "L" shape, 2) fingers by the eye and curled, and 3) following through with arm straight and hand down. (NASPE 1 & 2)
 - j. Make appropriate decisions and demonstrate dribbling, passing, and shooting combinations in a variety of situations. (NASPE 1 & 2)
 - k. Demonstrate ability to guard an offensive player as characterized by: 1) maintaining a distance of at least one arm's length from the offensive player; 2) assuming a good defensive stance - feet wider apart than the shoulders, knees bent, butt down, back vertical, head up, and arms out to the sides and active; and 3) moving by shuffling feet to maintain a position between the offensive player and the basket. (NASPE 1 & 2)
 - l. Receive instruction in and practice shooting freethrows characterized by 1) standing with both feet behind the line; 2) performing individually selected pre-shooting routine; 3) holding basketball in hands with correct shooting form as directed by the teacher; 4) releasing the ball within 5 seconds; and 5) keeping feet behind the freethrow line until the ball hits the rim. (NASPE 1 & 2)
 - m. Receive instruction in and practice shooting lay-ups from the dominant side characterized by: 1) starting behind and outside the lane lines; 2) dribbling toward the basket; 3) picking up the ball and taking 2 running steps; 4) jumping straight up off the non-dominant foot; 5) driving the dominant side knee up; and 6) shooting the basketball using the dominant side hand. (NASPE 1 & 2)
 - n. Receive instruction in and practice refereeing basketball games characterized by: 1) closely watching game play for rule violations; 2) stopping play and calling rule violations correctly; and 3) treating members of both teams fairly and respectfully. (NASPE 5)
 - o. Design and implement offensive and defensive plays in classroom games/activities. (NASPE 1, 2, & 5)
 - p. Participate in developmentally appropriate activities that help them develop movement competence. (NASPE 3, 4 & 7)
 - q. Name and describe the five components of fitness - cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition. (NASPE 3 & 4)
 - r. Utilize a heart rate monitor to analyze level of activity while participating in basketball games/activities. (NASPE 4 & 7)
 - s. Utilize a pedometer to analyze activity while participating in basketball games/activities. (NASPE 4 & 7)
 - t. Develop an awareness of opportunities to participate in basketball activities outside of physical education class. (NASPE 3)
 - u. Participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. (NASPE 6)
 - v. Independently treat peers, teachers, and property respectfully at all times. (NASPE 5)
7. **Use appropriate terminology and skills related to body conditioning.**

Performance Standards

Performance will be successful when:

- o learner explains basic strategies using appropriate terminology.
- o learner abides by safety guidelines when body conditioning.
- o learner demonstrates skills essential to body conditioning.

- o learner demonstrates skills essential to body conditioning strategically.
- o learner applies appropriate skills in a cooperative setting.
- o learner identifies the fitness components necessary for successful body conditioning.
- o learner exhibits positive citizenship during all class activities and games.

Related Learning Objectives

- a. Identify basic human anatomy. (NASPE 5)
 - b. Identify basic concepts in exercise physiology. (NASPE 5)
 - c. Identify and implement a safe and effective exercise routine for improving athletic performance. (NASPE 5)
 - d. Respect the boundaries set by the teacher. (NASPE 5)
 - e. Identify the risks in the weight room and participate appropriately to minimize these risks. (NASPE 5)
 - f. Demonstrate proper weight lifting techniques. (NASPE 1 & 2)
 - g. Demonstrate proper warm up techniques. (NASPE 1 & 2)
 - h. Demonstrate proper stretching techniques. (NASPE 1 & 2)
 - i. Demonstrate proper spotting techniques. (NASPE 1 & 2)
 - j. Demonstrate proper use of plyometrics. (NASPE 1 & 2)
 - k. Demonstrate proper use of the agility ladder. (NASPE 1 & 2)
 - l. Demonstrate proper depth jumping techniques. (NASPE 1 & 2)
 - m. Demonstrate proper use of agility, speed, and power drills. (NASPE 1 & 2)
 - n. Demonstrate proper use of breakdown, pyramid, super set, and tri set training principles. (NASPE 1 & 2)
 - o. Participate in developmentally appropriate strength training and conditioning drills to improve athletic performance. (NASPE 3, 4, & 7)
 - p. Be pre- and post-tested in the 20 year dash, 40 yard dash, 20 yard shuttle, vertical jump, mile run, height and weight. (NASPE 4)
 - q. Name the five components of fitness and describe ways of improving each component. (NASPE 3 & 4)
 - r. Identify sport specific skills needed for each sport, and describe drills or training methods that could be used to improve performance in these areas. (NASPE 3 & 4)
 - s. Develop an awareness of opportunities, and the importance of participating in an exercise program outside of physical education class to improve athletic performance. (NASPE 3 & 7)
 - t. Independently treat peers, teacher, and property respectfully at all times. (NASPE 5)
 - u. Recognize the importance of working together in the weight room, i.e., spotting and will participate cooperatively in class recognizing individual similarities and differences. (NASPE 6)
8. **Use appropriate terminology and skills related to bowling.**

Performance Standards

Performance will be successful when:

- o learner explains basic strategies using appropriate terminology.
- o learner abides by safety guidelines when bowling.
- o learner demonstrates skills essential to playing the game of bowling.
- o learner demonstrates skills essential to playing the game of bowling strategically.
- o learner applies appropriate skills in a cooperative setting.
- o learner identifies the fitness components necessary for successful play in bowling.
- o learner exhibits positive citizenship during all class activities and games.

Related Learning Objectives

- a. Independently select bowling shoes which fit. (NASPE 5)
- b. Independently select a bowling ball based on the following: weight, pitch and span. Select a ball which is heavy, but can be handled with ease so the individual does not become fatigued. Pitch is the angle at which the finger holes are drilled and span is the distance between the thumb hole and the finger holes. The holes should fit the individual so the ball does not fall from the hand on the backswing or downswing or the fingers do not become lodged in the

finger holes because the holes are too small. (NASPE 5)

- c. Demonstrate scoring a bowling game using the correct symbols for strikes, spares and splits. (NASPE 5)
- d. Leave the approach area after delivery and remain behind the scoring area until ready to bowl again. (NASPE 5)
- e. Wait to bowl the second ball of the frame until the first ball has returned, insuring the return mechanism is not damaged. (NASPE 5)
- f. Stay behind the scorer at all times, unless bowling. (NASPE 5)
- g. Check bowling shoes for debris and dryness. Wetness and foreign substances can cause a bowler's shoe to stick or slip at the foul line. (NASPE 5)
- h. Pick up the bowling ball with two hands checking to be sure hand placement is not next to another bowling ball so fingers don't get pinched. This practice will also protect wrists and back. (NASPE 5)
- i. Identify any damage, excessive wear, or potential danger to the instructor. (NASPE 5)
- j. Abide by classroom rules established by the instructor. (NASPE 5)
- k. Demonstrate basic bowling skills using the four step approach. Step one: bend forward, moving the right foot forward about 12 inches, holding the ball forward and to the right, allowing the left hand to leave the ball, keeping the right wrist firm and shoulders parallel and focusing the eyes on the target. (Arrows on the alley.) Step two: Keeping the right arm as close as possible to the body, swing the ball backwards. Step three: The ball swings in a backward motion reaching the peak of the backswing (about shoulder height) and keeping the movement smooth and deliberate. Step four: Pushing forward off the right foot, sliding on the left foot, bending the left knee and also at the waist, the bowler lets the ball swing forward under its own momentum, keeping the right wrist and arm straight and the thumb at 11:00, while releasing the ball across the foul line. The ball is released, thumb coming out of the ball first followed by the two other fingers. The left arm and right foot extend for balance. This information is for a right handed individual, instructions are reversed for a left handed bowler. (NASPE 1 & 2)
- l. Identify proper follow through by raising the right hand to shoulder level and checking position of fingers. (NASPE 1 & 2)
- m. Demonstrate a straight shot by rolling the ball down alley slightly off center hitting the head pin in the 1-3 pocket. (NASPE 1 & 2)
- n. Demonstrate a hook shot throwing the ball releasing the middle and ring fingers and using a side rotation during release. The hook ball is the result of two forces: forward roll (speed) and side rotation (lift). (NASPE 1 & 2)
- o. Demonstrate spare skills by rolling a ball to pick up either the seven pin or the 10 pin using the proper approach and rolling a straight. (NASPE 1 & 2)
- p. Participate in developmentally appropriate games/activities that help develop movement competence. (NASPE 3, 4, & 7)
- q. Name and explain the five components of fitness - cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition. (NASPE 3 & 4)
- r. Develop an awareness of opportunities to participate in bowling activities outside of physical education class. (NASPE 3)
- s. Participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. (NASPE 6)
- t. Independently treat peers, teacher, and property respectfully at all times. (NASPE 5)

9. Use appropriate terminology and skills related to cardiopulmonary resuscitation (CPR).

Performance Standards

Performance will be successful when:

- o learner explains basic strategies using appropriate terminology.
- o learner abides by safety guidelines when using cardiopulmonary resuscitation (CPR).
- o learner demonstrates skills essential to cardiopulmonary resuscitation (CPR).
- o learner demonstrates skills essential to cardiopulmonary resuscitation (CPR) strategically.
- o learner applies appropriate skills in a cooperative setting.
- o learner identifies the fitness components necessary for successful cardiopulmonary resuscitation (CPR)
- o learner exhibits positive citizenship during all class activities and games.

Related Learning Objectives

- a. Understand and accept the challenge for learning the skill of cardiopulmonary resuscitation (CPR). (NASPE 7)
 - b. Understand the ABC's of CPR; A = airway, B = breathing, and C = circulation. (NASPE 5)
 - c. Understand the importance of initiating the emergency medial system (911). (NASPE 5)
 - d. Understand that own personal safety is the first consideration. (NASPE 5)
 - e. Maintain personal space and respect the space of others. (NASPE 5)
 - f. Follow the rules established by the teacher. (NASPE 5)
 - g. Visually inspect the equipment used and report any potential dangers to the teacher. (NASPE 5)
 - h. Demonstrate the use of the barrier device used to protect themselves from disease. (NASPE 5)
 - i. Understand the use of a disinfectant wipe after each person's use of the mannequin. (NASPE 5)
 - j. demonstrate the ability to determine when to call 911. (NASPE 5)
 - k. Demonstrate the skill step procedure in administering the ABC's of CPR. (NASPE 2)
 - l. Demonstrate the ratio of chest compressions to rescue breathing in infant, child, and adult CPR. (NASPE 2)
 - m. Demonstrate appropriate hand position and apply the appropriate amount of force. (NASPE 1 & 2)
 - n. Demonstrate the proper technique in rescue breathing (tipping the chin back, pinching the nose, forming a seal around the mouth, and inflating the lungs with an appropriate amount of air). (NASPE 1 & 2)
 - o. Participate in developmentally appropriate activities that help develop skills in CPR. (NASPE 3)
 - p. Name and explain the five components of fitness - cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition. (NASPE 3 & 4)
 - q. Recognize individual similarities and differences and participate cooperatively in class activities. (NASPE 6)
 - r. Independently treat peers, teacher and property respectfully at all times. (NASPE 5)
10. **Use appropriate terminology and skills related to cross country skiing.**

Performance Standards

Performance will be successful when:

- o learner explains basic strategies using appropriate terminology.
- o learner abides by safety guidelines when cross country skiing.
- o learner demonstrates skills essential to cross country skiing.
- o learner demonstrates skills essential to cross country skiing strategically.
- o learner applies appropriate skills in a cooperative setting.
- o learner identifies the fitness components necessary for successful cross country skiing
- o learner exhibits positive citizenship during all class activities and games.

Related Learning Objectives

- a. Independently select ski boots which fit and tighten the boots. (NASPE 5)
- b. Independently select skis and poles based on individual height. (NASPE 5)
- c. Independently knowledge of cross country skiing terminology by using the terms correctly and appropriately during class. (NASPE 5)
- d. Identify the difficulty level of marked ski trails. (NASPE 5)
- e. Carry the skis and poles in an upright position to the skiing area. (NASPE 5)
- f. Attempt to keep the ski poles tips down toward the snow. (NASPE 5)
- g. Ski a safe distance from others in the class allowing space to others. (NASPE 5)
- h. Inform others when skiing independently of ski route taken. (NASPE 5)
- i. Inspect and recognize excessive wear on the skis/poles/boots. (NASPE 5)
- j. Independently lace boots and properly place boots into binding. (NASPE 1 & 2)
- k. Independently show proper technique for placing hands in poles by putting the hand into the hand loop from below the loop and grasping the pole so the loop is around the wrist. (NASPE 1 & 2)
- l. Demonstrate the stride while skiing by alternating steps, bending the knee slightly. (NASPE 1 & 2)
- m. Demonstrate the snowplowing technique to reduce speed by putting the skis in an upside down "V" position or the

- tips of the skis come together and the tails are apart. (NASPE 1 & 2)
- n. Demonstrate the half plow to the left by placing most of the body weight on the right ski and simultaneously angle the inside edge of the ski into the snow. As the turn starts the skier should slide the left ski around so it is parallel to the right ski. (Directions are in reverse for a turn to the right.) (NASPE 1 & 2)
 - o. Demonstrate a step turn by shifting the body weight to the right leg and raising the tip of the left ski a few inches above the right boot. When the tail of the left ski lightly touches the snow, reach to the side and shift weight to the left leg, then bring the right ski around the same way. (NASPE 1 & 2)
 - p. Demonstrate double pole technique by angling the poles close to the snow during the push, skis are facing direction of travel and all energy for forward movement is generated from the upper body and torso. (NASPE 1 & 2)
 - q. Demonstrate the moving step turn by stepping with the left leg and bringing the right ski around so that it is parallel to the left for a left turn. The right pole can be used to help turn to the left and sustain balance. (NASPE 1 & 2)
 - r. Identify location of pole plant as always behind the boots. (NASPE 1 & 2)
 - s. Demonstrate the side step to climb a hill by turning the right shoulder to the direction the skier wants to go and first stepping with the right then closing the space with the left. The weight is on the lower leg while the other one reaches. (NASPE 1 & 2)
 - t. Demonstrate the right kick turn by standing still and balancing, then shift weight to left leg and raise right leg to about the waist, turning the right leg to the right and putting the ski down in the opposite direction about 180 degrees. Lift the left leg and slide it across the body until parallel with the left leg. (NASPE 1 & 2)
 - u. Demonstrate the herringbone step by forming a "V" with the tails of the skis and biting the snow with the inside edges of the skis as the skier walks up the hill. The skis do not cross in the herringbone step. (NASPE 1 & 2)
 - v. Demonstrate the skating technique by pushing with both poles at the same time on every second leg push. Pushing with the poles should occur at the same moment that the ski is set. (NASPE 1 & 2)
 - w. Demonstrate the proper way to ski up small hills. (NASPE 1 & 2)
 - x. Participate in developmentally appropriate activities that help develop movement competence. (NASPE 3, 4, & 7)
 - y. Name and explain the five components of fitness - cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition. (NASPE 3 & 4)
 - z. Utilize a heart rate monitor to analyze level of activity while skiing. (NASPE 4 & 7)
 - aa. Develop an awareness of opportunities to participate in cross country skiing activities outside of physical education class. (NASPE 3)
 - bb. Participate cooperatively in physical activity with persons of diverse characteristics and backgrounds. (NASPE 6)
 - cc. Independently treat peers, teachers, and property respectfully at all times. (NASPE 5)
11. **Use appropriate terminology and skills related to curling.**

Performance Standards

Performance will be successful when:

- o learner explains basic strategies using appropriate terminology.
- o learner abides by safety guidelines when curling.
- o learner demonstrates skills essential to playing the game of curling.
- o learner demonstrates skills essential to playing the game of curling strategically.
- o learner applies appropriate skills in a cooperative setting.
- o learner identifies the fitness components necessary for successful play in curling.
- o learner exhibits positive citizenship during all class activities and games.

Related Learning Objectives

- a. Demonstrate knowledge of curling terminology by using terms correctly and appropriately during class. (NASPE 5)
- b. Demonstrate knowledge of curling rules and play procedure (offensive and defensive strategies) for games. (NASPE 5)
- c. Independently select a slider for sliding foot and a broom for sweeping. (NASPE 5)
- d. Demonstrate knowledge concerning clean footwear and the importance of clean shoes. (NASPE 5)
- e. Maintain personal space and respect that of others. (NASPE 5)
- f. Remain on the carpet until instruction is given to step onto the ice. (NASPE 5)

- g. Step onto the ice with the non-slider foot first. (NASPE 5)
- h. Travel at a controllable speed with broom; and be able to stop if need be. (NASPE 5)
- i. Keep the broom in a position close to the ice. (NASPE 5)
- j. Respect the boundaries set by the teacher, respecting other participants and the rink. (NASPE 5)
- k. Inspect the broom for loose handle and broom head. (NASPE 5)
- l. Inspect the stone and slider for any imperfections or damaged parts and report to instructor. (NASPE 5)
- m. With the appropriate equipment (slider, broom, and clean shoes), step onto the ice, gently turn the stone on its side, checking the bottom for debris. (NASPE 1 & 2)
- n. Demonstrate the proper delivery characterized by: 1) assuming the proper stance with the gripper foot firmly place in the hack, squatting with the hack foot and sliding foot pointing directly at the target. Shoulders, hips and eyes are positioned square to the target. 2) assuming the proper grip on the stone by placing the fingers firmly around the handle of the stone. The index finger is forward, close to the neck of the handle with the thumb placed on the side, 3) elevating the hips from the stance position to a semi-crouch position, 4) pulling the stone back toward the hack foot, moving the sliding foot straight back to achieve the final "start-up" position, 5) driving forward with the hack leg to begin the forward movement of the stone and body toward the target, 6) shifting body weight to the sliding foot which is placed behind the stone. The sliding foot and arm extend forward and the trailing leg extends back into the forward slide position as the deliver is completed. (NASPE 1 & 2)
- o. Demonstrate an "in-turn" which is characterized by the curler rotating the handle of the stone in a clock-side direction from the 10 o'clock to 12 o'clock position. (NASPE 1 & 2)
- p. Demonstrate an "out-turn" which is characterized by the curler rotating the stone in a counter clock-wise direction from the 2 o'clock to 12 o'clock position. (NASPE 1 & 2)
- q. Demonstrate the follow through on the releases by finishing in a handshake position with the fingers pointing to the target. (NASPE 1 & 2)
- r. Demonstrate proper stance and sweeping movement on the ice characterized by: 1) hands should be positioned comfortably on the brush handle, feet shoulder-width apart and knees slightly bent, 2) demonstrating the "push and glide" footwork movement by leading with the sliding foot and pushing with the gripper foot staying slightly in front of the stone, and 3) the sweeping motion with the brush by sweeping back and forth across the entire face of the curling stone, with constant speed and downward pressure applied to the curling brush head. (NASPE 1 & 2)
- s. Demonstrate consistent turns and release of the curling stone. (NASPE 1 & 2)
- t. Identify signal the "skip" gives for positioning of the stone. (NASPE 1 & 2)
- u. Demonstrate scoring procedures in a curling game. (NASPE 1 & 2)
- v. Participate in developmentally appropriate activities that help develop movement competence. (NASPE 3, 4, & 7)
- w. Name and explain the five components of fitness - cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition. (NASPE 3 & 4)
- x. Complete the fitness rubric for curling and physical benefits of curling. (NASPE 3 & 4)
- y. Develop an awareness of opportunities to participate in curling activities outside of physical education class. (NASPE 3)
- z. participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. (NASPE 6)
- aa. Independently treat peers, teachers, and property respectfully at all times. (NASPE 5)

12. Use appropriate terminology and skills related to floor hockey.

Performance Standards

Performance will be successful when:

- o learner explains basic strategies using appropriate terminology.
- o learner abides by safety guidelines when playing floor hockey.
- o learner demonstrates skills essential to playing the game of floor hockey.
- o learner demonstrates skills essential to playing the game of floor hockey strategically.
- o learner applies appropriate skills in a cooperative setting.
- o learner identifies the fitness components necessary for successful play in floor hockey.
- o learner exhibits positive citizenship during all class activities and games.

Related Learning Objectives

- a. Demonstrate knowledge of "right" and "left" by responding appropriate to cues from the teacher. (NASPE 5)
- b. Demonstrate knowledge of floor hockey terminology by using terms correctly and appropriately in class. (NASPE 5)
- c. Demonstrate knowledge of floor hockey rules and play procedure (offensive and defensive strategies). (NASPE 5)
- d. Maintain personal space and be aware of others while swinging the floor hockey stick. (NASPE 5)
- e. Demonstrate responsibility for own safety by being aware of others and maintaining a standing position at all times - keeping the head above waist level. (NASPE 5)
- f. Abide by classroom rules established by the teacher. (NASPE 5)
- g. Keep two hands on the stick and the blade below knee level at all times. (NASPE 5)
- h. Identify any source of potential danger and report it to the teacher. (NASPE 5)
- i. Maintain a two-handed grip on the hockey stick characterized by placing the non-dominant hand on the end and the dominant hand on the stick near the blade - hands should be at least shoulder-width apart. (NASPE 1 & 2)
- j. Dribble a hockey puck with hands wide on the stick and blade on the floor maintaining control of the puck 90% of the time. (NASPE 1 & 2)
- k. Pass a hockey puck with reasonable accuracy and receive a pass characterized by "giving" with the puck and keeping it within one foot of the blade. (NASPE 1 & 2)
- l. Successfully complete 80% of shots on the goal from 15 feet. (NASPE 1 & 2)
- m. Goal tend characterized by standing alertly in front of the goal maintaining an athletic stance with hands wide on the stick and blade on the floor. (NASPE 1 & 2)
- n. Receive instruction in and practice a face-off characterized by: 1) stand facing an opposing team member and the goal; 2) at the whistle, each player attempts to pass the puck to a team mate. (NASPE 1 & 2)
- o. Participate in developmentally appropriate games/activities that help develop movement competence. (NASPE 3, 4, & 7)
- p. Name and describe the five components of fitness - cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition. (NASPE 3 & 4)
- q. Utilize a pedometer to analyze level of activity while participating in floor hockey games/activities. (NASPE 4 & 7)
- r. Utilize a heart rate monitor to measure and analyze levels of activity while participating in floor hockey games/activities. (NASPE 4 & 7)
- s. Develop an awareness of opportunities to participate in floor hockey activities outside of physical education class. (NASPE 3)
- t. Participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. (NASPE 6)
- u. Independently treat peers, teachers, and property respectfully at all times. (NASPE 5)

13. Use appropriate terminology and skills related to football.**Performance Standards**

Performance will be successful when:

- o learner explains basic strategies using appropriate terminology.
- o learner abides by safety guidelines when playing football.
- o learner demonstrates skills essential to playing the game of football.
- o learner demonstrates skills essential to playing the game of football strategically.
- o learner applies appropriate skills in a cooperative setting.
- o learner identifies the fitness components necessary for successful play in football.
- o learner exhibits positive citizenship during all class activities and games.

Related Learning Objectives

- a. Demonstrate knowledge of "right" and "left" by responding appropriately to cues from the teacher. (NASPE 5)
- b. Demonstrate knowledge of football terminology by using terms correctly and appropriately during class. (NASPE 5)
- c. Demonstrate knowledge of football rules and play procedure (including offensive and defensive strategies). (NASPE 5)

- d. Maintain personal space and respect that of others. (NASPE 5)
- e. Abide by classroom rules established by the teacher. (NASPE 5)
- f. Identify any source of potential danger and report it to the teacher. (NASPE 5)
- g. Throw a football characterized by: 1) gripping the ball so that the thumb and index finger are on the back part and the fingers are spread out across the laces; 2) turning the body so the non-dominant side faces the target; 3) bringing the ball back just behind the head; 4) stepping forward with the non-dominant foot; and 5) following through to cause a spiral. (NASPE 1 & 2)
- h. Catch 80% of footballs thrown with reasonable accuracy characterized by: 1) positioning hands in a triangle with fingers spread and thumbs pointed toward each other; 2) tracking the ball into the hands; and 3) catching the ball in both hands out away from the body. (NASPE 1 & 2)
- i. Punt a football with reasonable accuracy characterized by: 1) holding the ball with both hands (one on the front, one on the rear) with the laces up so the nose angles away from the kicking foot; 2) employing a 2-3 step approach; and 3) contacting the ball with the shoelaces with a stiff ankle. (NASPE 1 & 2)
- j. Demonstrate a place kick characterized by: 1) setting the football in the tee so the laces face the target and the ball angles slightly backward; 2) employing a 2-3 step approach maintaining eye contact with the ball; and 3) contacting the ball below the midline so it flies through the air. (NASPE 1 & 2)
- k. Center a football with reasonable accuracy characterized by: 1) standing with legs apart - wider than the shoulders; 2) looking through legs to find target - quarterback; 3) holding ball in one hand just above the ground with same grip used in throwing; 4) snapping the wrist as the ball is released to cause a spiral; and 5) ball should be caught by the quarterback at waist height. (NASPE 1 & 2)
- l. Demonstrate defensive play characterized by: 1) maintaining a position approximately 5 yards from the offensive player being guarded; 2) watching the quarterback for clues as to where the ball will be thrown; and 3) attempting to intercept or knock down the ball if thrown to the receiver. (NASPE 1 & 2)
- m. Design and implement offensive and defensive football plays. (NASPE 1, 2, & 5)
- n. Participate in developmentally appropriate activities that help develop movement competence. (NASPE 3, 4, & 7)
- o. Name and describe the five components of fitness - cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition. (NASPE 3 & 4)
- p. Utilize a pedometer to measure and analyze the level of activity while participating in football games/activities. (NASPE 4 & 7)
- q. Utilize a heart rate monitor to measure and analyze levels of activity while participating in football games/activities. (NASPE 3)
- r. Develop an awareness of opportunities to participate in football activities outside of physical education class. (NASPE 3)
- s. Participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. (NASPE 6)
- t. Independently treat peers, teachers, and property respectfully at all times. (NASPE 5)

14. Use appropriate terminology and skills related to frisbee golf.

Performance Standards

Performance will be successful when:

- o learner explains basic strategies using appropriate terminology.
- o learner abides by safety guidelines when playing frisbee golf.
- o learner demonstrates skills essential to playing the game of frisbee golf.
- o learner demonstrates skills essential to playing the game of frisbee golf strategically.
- o learner applies appropriate skills in a cooperative setting.
- o learner identifies the fitness components necessary for successful play in frisbee golf.
- o learner exhibits positive citizenship during all class activities and games.

Related Learning Objectives

- a. Recognize and understand the differences between various frisbee golf discs. (NASPE 5)
- b. Demonstrate knowledge of frisbee golf terminology by using terms appropriately during class. (NASPE 5)
- c. Demonstrate knowledge of scoring frisbee golf including how the score is achieved and how the winner is

determined. (NASPE 5)

- d. Demonstrate appropriate frisbee golf etiquette during class characterized by standing back and to the side of the thrower, waiting until the group in front is out of the way before continuing on, keeping play moving continuously, and playing own frisbee only. (NASPE 5)
- e. Participate in frisbee golf activities respecting the personal space of others. (NASPE 5)
- f. Demonstrate responsibility for class safety by being aware of others playing and maintaining a safe distance. (NASPE 5)
- g. Abide by classroom rules established by the instructor. (NASPE 5)
- h. Identify any source of potential danger and report it to the instructor. (NASPE 5)
- i. Demonstrate a backhand throw using a frisbee characterized by: 1) dominant side toward the target; 2) dominant hand positioned on the disk with the thumb on the top, index finger along the side, and remaining fingers wrapped underneath; 3) wrap the dominant arm around the disc bringing it toward the center of the body; 4) step toward the target with the same side foot; 5) release frisbee by straightening arm, snapping the wrist, and letting the disc roll off of the index finger; 6) follow through with index finger pointed toward the target. (NASPE 1 & 2)
- j. Demonstrate the side-arm throw by forming a "V" with the index finger and middle finger on the underside of the disc, with the middle finger against the rim. The thumb rests on the top and the fourth and fifth fingers are curled out of the way. The elbow is held close to the body. Step out laterally on the right foot and snap the wrist sharply with very little arm movement. (NASPE 1 & 2)
- k. Demonstrate an over-the-head throw characterized by: 1) bring the dominant hand with the frisbee down to the middle of the back; 2) extend arm forward and over the head; 3) release the frisbee when the arm is fully extended in front of the body; 4) follow through forward and down in front of the body. (NASPE 1 & 2)
- l. Participate in developmentally appropriate activities that help develop movement competence. (NASPE 3, 4, & 7)
- m. Name and describe the five components of fitness - cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition. (NASPE 3 & 4)
- n. Utilize a pedometer to measure and analyze the level of activity while participating in frisbee golf games/activities. (NASPE 3)
- o. Develop an awareness of opportunities to participate in frisbee golf activities outside of physical education class. (NASPE 3)
- p. Participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. (NASPE 6)
- q. Independently treat peers, teachers, and property respectfully at all times. (NASPE 5)

15. Use appropriate terminology and skills related to golf.

Performance Standards

Performance will be successful when:

- o learner explains basic strategies using appropriate terminology.
- o learner abides by safety guidelines when playing golf.
- o learner demonstrates skills essential to playing the game of golf.
- o learner demonstrates skills essential to playing the game of golf strategically.
- o learner applies appropriate skills in a cooperative setting.
- o learner identifies the fitness components necessary for successful play in golf.
- o learner exhibits positive citizenship during all class activities and games.

Related Learning Objectives

- a. Appropriately identify and select the type of club necessary to accomplish the task. (NASPE 5)
- b. Demonstrate knowledge of golf terminology by using terms appropriately in class. (NASPE 5)
- c. Demonstrate appropriate golf etiquette during class characterized by standing back and to the side of the golfer, waiting until the group in front is out of the way before continuing on, keeping play moving continuously, and playing only own golf ball. (NASPE 5)
- d. Demonstrate knowledge of scoring golf including how the score is achieved and how the winner is determined. (NASPE 5)
- e. Maintain personal space and check for others while swinging club. (NASPE 5)

- f. Be responsible for own safety by maintaining a safe distance from others while swinging golf clubs. (NASPE 5)
 - g. Follow all rules established by the teacher. (NASPE 5)
 - h. Inspect the golf clubs and report damage to the teacher. (NASPE 5)
 - i. Report any potential danger with the equipment to the teacher. (NASPE 5)
 - j. Demonstrate an interlocking grip characterized by: 1) putting the non-dominant hand on the end of the club with the thumb pointed straight down the shaft; 2) place dominant hand on the club with the thumb over the non-dominant hand, 3) both thumbs should be aligned with the shaft of the club. (NASPE 1, 2, & 3)
 - k. Demonstrate an overlapping grip characterized by: 1) putting the non-dominant hand on the end of the club with the thumb pointed straight down the shaft; 2) place dominant hand on the club with the thumb over the non-dominant thumb, and the little finger of the bottom hand overlapping between the index finger and middle finger of the top hand; 3) both thumbs should be aligned with the shaft of the club. (NASPE 1, 2, & 3)
 - l. Demonstrate the proper stance characterized by: 1) placing feet shoulder-width apart, 2) flexing the knees slightly, 3) keeping eyes on the ball, and 4) placing the ball closer to the front foot than the back foot. (NASPE 1, 2, & 3)
 - m. Demonstrate the full swing: 1) move hands, arms, and shoulders in one motion for the takeaway sequence, 2) extend the target-side arm and bend the rear arm for the backswing, 3) keep the back to the target at the top of the backswing, 4) cock the wrists when hands are parallel to the ground about waist high during the backswing, 5) shift weight to rear leg as club comes back, 6) start the downswing by shifting the weight of lower legs forward, 7) roll wrists after contact with the ball, 8) finish with a high follow-through, ending the swing with the chest toward the target and remembering to keep the head still throughout the swing. (NASPE 1, 2, & 3)
 - n. Demonstrate putting characterized by: 1) using the proper stance, flexing the knees, and keeping the eyes directly over the ball, 2) playing the ball forward by aligning the ball and hole with the front foot, 3) keeping head still throughout the entire swing, 4) moving the putter back smoothly and keeping it low to the ground, 5) accelerating the putter blade through the ball making the stroke with the shoulders, not the wrists, and 6) keeping the target-side hand and wrist firm while stroking the putt. (NASPE 1, 2, & 3)
 - o. Demonstrate an approach shot characterized by: 1) using a high-lofted club with an open stance and feet close together, 2) keeping the head down, 3) flexing the knees, 4) keeping the bottom of the club on the ground, 5) swinging easy, striking the ball with a descending blow using a smooth, pendular stroke, 6) keeping the left arm as straight as possible and 7) following through after contact. (NASPE 1, 2, & 3)
 - p. Demonstrate a shot from the sand trap. (NASPE 1, 2, & 3)
 - q. Participate in developmentally appropriate activities that help develop movement competence. (NASPE 3, 4, & 7)
 - r. Name and explain the five components of fitness - cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition. (NASPE 3 & 4)
 - s. Utilize a pedometer to analyze the level of activity while playing golf. (NASPE 4 & 7)
 - t. Develop an awareness of opportunities to participate in golf outside of physical education class. (NASPE 3)
 - u. Recognize individual similarities and differences and participate cooperatively in class activities. (NASPE 6)
 - v. Independently treat peers, teacher, and property respectfully at all times. (NASPE 5)
16. **Use appropriate terminology and skills related to horizontal traversing wall.**

Performance Standards

Performance will be successful when:

- o learner explains basic strategies using appropriate terminology.
- o learner abides by safety guidelines when on the horizontal traversing wall.
- o learner demonstrates skills essential to the horizontal traversing wall.
- o learner demonstrates skills essential to the horizontal traversing wall strategically.
- o learner applies appropriate skills in a cooperative setting.
- o learner identifies the fitness components of muscular strength and muscular endurance.
- o learner exhibits positive citizenship during all class activities and games.

Related Learning Objectives

- a. Demonstrate a basic knowledge of the different types of rock holds. (NASPE 5)
- b. Demonstrate a knowledge of basic climbing patterns. (NASPE 5)
- c. Keep feet below the designated line. (NASPE 5)

- d. Climb down off the wall if unable to continue across. No jumping off. (NASPE 5)
- e. Respect others space by knowing there can be only one student on the wall per panel. (NASPE 5)
- f. Wait off the mats to begin climbing. (NASPE 5)
- g. Respect the traverse wall rules, others, and the school property as stated in the climbing guidelines. (NASPE 5)
- h. Use the specified rocks to descend from the wall. (NASPE 5)
- i. Use only the rock holds to climb on the wall. (NASPE 5)
- j. Report any loose hand holds to the instructor. (NASPE 5)
- k. Report any other potential dangers associated with the traversing wall to the instructor. (NASPE 5)
- l. Possess a minimal amount of strength to begin climbing on the wall. (NASPE 3 & 4)
- m. Demonstrate a basic knowledge of the different types of holds and respecting the choices others make in climbing choices.
- n. Demonstrate a willingness to assume some risk and put forth best effort when traversing the wall. (NASPE 7)
- o. Climb continuously one length of the traversing wall. (NASPE 1 & 2)
- p. Receive instruction in hand hold patterns and horizontally climb the wall using the patterns and obstacles on the wall. (NASPE 1 & 2)
- q. Participate in developmentally appropriate activities that help develop movement competence. (NASPE 3, 4 & 7)
- r. Name and explain the five components of fitness - cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition. (NASPE 4) Recognize individual similarities and differences and participate cooperatively in class activities. (NASPE 6)
- s. Utilize technology to analyze level of activity while traversing the wall. (NASPE 4)
- t. Participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. (NASPE 6)
- u. Independently treat peers, teacher and property respectfully at all times. (NASPE 5)

17. Use appropriate terminology and skills related to lawn games.

Performance Standards

Performance will be successful when:

- o learner explains basic strategies using appropriate terminology.
- o learner abides by safety guidelines when playing lawn games.
- o learner demonstrates skills essential to playing lawn games.
- o learner demonstrates skills essential to playing lawn games strategically.
- o learner applies appropriate skills in a cooperative setting.
- o learner identifies the fitness components for successful play in lawn games.
- o learner exhibits positive citizenship during all class activities and games.

Related Learning Objectives

- a. Demonstrate knowledge of rules by playing in a bocce/horseshoe game. (NASPE 5)
- b. Demonstrate a knowledge of correct terminology by using the terms during the game. (NASPE 5)
- c. Respect the boundaries set by the teacher. (NASPE 5)
- d. Independently play the lawn games respecting the personal space of others. (NASPE 5)
- e. Identify any source of potential danger and report it to the instructor. (NASPE 5)
- f. toss the horseshoes or bocce balls underhanded characterized by: placing the horseshoe or bocce ball in the dominant hand, stepping forward with the non-dominant foot, and tossing the horseshoe/bocce ball with an underhand throw, following through in the direction of the target. (NASPE 1 & 2)
- g. Receive instruction in offensive and defensive throws. (NASPE 1 & 2)
- h. Participate in developmentally appropriate activities that help develop movement competence. (NASPE 3, 4, & 7)
- i. Name and explain the five components of fitness - cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition. (NASPE 3 & 4)
- j. Develop an awareness of opportunities to participate in lawn games outside of physical education class. (NASPE 3)

- k. Participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. (NASPE 6)
- l. Independently treat peers, teachers, and property respectfully at all times. (NASPE 5)

18. Use appropriate terminology and skills related to mountain biking.

Performance Standards

Performance will be successful when:

- o learner explains basic strategies using appropriate terminology.
- o learner abides by safety guidelines when mountain biking.
- o learner demonstrates skills essential to mountain biking.
- o learner demonstrates skills essential to mountain biking strategically.
- o learner applies appropriate skills in a cooperative setting.
- o learner identifies the fitness components for successful mountain biking.
- o learner exhibits positive citizenship during all class activities and games.

Related Learning Objectives

- a. Independently select and adjust the bicycle helmet so that it 1) fits snugly, 2) is positioned so that the front is level with the back, and 3) both the front and rear straps need to be snug with the buckles hanging just below the ears. (NASPE 5)
- b. Determine an appropriate-sized bicycle by standing over the frame - the cross bar should be located approximately 1" below crotch. (NASPE 5)
- c. Adjust the seat to an appropriate height by sitting on the seat and extending one leg to the pedal at the lowest point - the knee of the extended leg should be slightly bent. (NASPE 5)
- d. Adjust the seat to an appropriate height by sitting on the seat and extending one leg to the pedal at the lowest point - the knee of the extended leg should be slightly bent. (NASPE 5)
- e. Identify fitness requirements for cycling. (NASPE 5)
- f. Become familiar with weight training techniques to enhance the ability to mountain bike. (NASPE 5)
- g. Wear the bicycle helmet correctly at all times. (NASPE 5)
- h. Walk the bicycle from the storage area to the biking area as directed by the teacher. (NASPE 5)
- i. Perform a pre-ride check of the bicycle including: 1) tire pressure; 2) seat lock; 3) tire locks; 4) the tightness of the handle bars; 5) brakes; and 6) brake alignment. (NASPE 5)
- j. While riding, follow all rules established by the teacher as well as traffic laws and avoid horseplay at all times. (NASPE 5)
- k. Demonstrate an ability to balance the bicycle on two wheels. (NASPE 1 & 2)
- l. Brake and shift safely and appropriately. (NASPE 1 & 2)
- m. Use a pressure gauge to check tire pressure and a tire pump as necessary. (NASPE 3)
- n. Receive instruction in washing, adjusting, lubricating, and repairing all bikes and checking for problems. (NASPE 5)
- o. Receive instruction in fixing a flat tire. (NASPE 5)
- p. Receive instruction in riding down hills and on rough surfaces - demonstrating downhill position by standing on the pedals with the feet parallel to the ground, knees and arms bent, and weight back. (NASPE 1 & 2)
- q. Receive instruction in downhill braking and stopping and turning on soft surfaces (bike over, life on outside handle, push down on the inside handle, the outside pedal should be down, weight over the outside pedal, and body out). (NASPE 1 & 2)
- r. Participate in developmentally appropriate activities that help develop movement competence. (NASPE 3, 4, & 7)
- s. Explain the five components of fitness - cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition. (NASPE 3 & 4)
- t. Use a heart rate monitor to analyze the activity level while mountain biking. (NASPE 4 & 7)
- u. Use technology to analyze the contribution of mountain biking to overall fitness. (NASPE 4 & 7)
- v. Develop an awareness of opportunities to participate in mountain biking outside of physical education class. (NASPE 3)

- w. Participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. (NASPE 6)
- x. Independently treat peers, teachers, and property respectfully at all times. (NASPE 5)

19. Use appropriate terminology and skills related to pickleball.

Performance Standards

Performance will be successful when:

- o learner explains basic strategies using appropriate terminology.
- o learner abides by safety guidelines when playing pickleball.
- o learner demonstrates skills essential to playing the game of pickleball.
- o learner demonstrates skills essential to playing the game of pickleball strategically.
- o learner applies appropriate skills in a cooperative setting.
- o learner identifies the fitness components necessary for successful play in pickleball.
- o learner exhibits positive citizenship during all class activities and games.

Related Learning Objectives

- a. Understand the role of the serve in the pickleball game. (NASPE 5)
- b. Demonstrate knowledge of pickleball terminology by using terms appropriately in class. (NASPE 5)
- c. Demonstrate a basic knowledge of rules and play procedure (strategies) for singles and doubles pickleball. (NASPE 5)
- d. Maintain personal space and check for others while swinging the racket. (NASPE 5)
- e. Be responsible for own safety by maintaining a safe distance from others when swinging racket. (NASPE 5)
- f. Follow all rules established by the teacher. (NASPE 5)
- g. Visually inspect the equipment and report any potential danger to the teacher. (NASPE 5)
- h. Demonstrate a hand-shake grip characterized by: 1) grasping the racket with the dominant hand with thumb on one side of handle and fingers on the other side. (NASPE 1 & 2)
- i. Demonstrate an underhand serve characterized by: 1) holding the ball with the non-dominant hand, 2) side to the target, 3) drop the ball to the floor in front of the racket, 4) step toward the target with the front foot and swing with a forward motion contacting the ball before the ball hits the floor and following through with the face of the racket extended to the target. (NASPE 1 & 2)
- j. Return a ball served with reasonable accuracy from a partner 80% of the time. (NASPE 1, 2, & 3)
- k. Demonstrate a volley characterized by: 1) rotating the body away from the net, 2) drawing the paddle back waist high, 3) shifting the weight forward and stepping into contact the ball, 4) contacting the ball with the flat face of the racket in front of the forward foot, 5) following through in the direction of the intended flight. (NASPE 1, 2, & 3)
- l. Demonstrate a backhand volley characterized by: 1) following the same mechanics as the forehand volley but on the non-paddle side of the body. The body rotates further back due to the paddle and arm crossing the body. (NASPE 1, 2, & 3)
- m. Receive instruction in the lob characterized by: 1) using the same mechanics as for the forehand and backhand strokes, 2) opening the paddle face on contact and following through high, 3) carrying the ball up with the paddle, 4) opening the paddle face to get height and distance, and 5) using the lob when opponents rush the net. (NASPE 1, 2, & 3)
- n. Receive instruction in top spin characterized by: 1) keeping the paddle face flat or slightly closed on contact, 2) lifting the paddle face upward and across the top of the ball on contact, 3) finishing the stroke high, in front of the body and with the paddle face closed. (NASPE 1, 2, & 3)
- o. Receive instruction in back spin characterized by: 1) opening the paddle face slightly on contact, 2) dropping the paddle face down through the ball contact causing the ball to rise slightly, losing momentum and dying or bouncing sharply upward. (NASPE 1, 2, & 3)
- p. Participate in developmentally appropriate activities that help develop movement competence. (NASPE 3, 4, & 7)
- q. Name and explain the five components of fitness - cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition. (NASPE 3 & 4)
- r. Utilize a pedometer to analyze the level of activity while playing pickleball. (NASPE 4 & 7)
- s. Develop an awareness of opportunities to participate in pickleball outside of physical education class. (NASPE 3)

- t. Recognize individual similarities and differences and participate cooperatively in class activities. (NASPE 6)
- u. Independently treat peers, teacher and property respectfully at all times. (NASPE 5)

20. Use appropriate terminology and skills related to rollerblading.

Performance Standards

Performance will be successful when:

- o learner explains basic strategies using appropriate terminology.
- o learner abides by safety guidelines when rollerblading.
- o learner demonstrates skills essential to rollerblading.
- o learner demonstrates skills essential to rollerblading strategically.
- o learner applies appropriate skills in a cooperative setting.
- o learner identifies the fitness components necessary for successful rollerblading.
- o learner exhibits positive citizenship during all rollerblading activities.

Related Learning Objectives

- a. Independently select and properly adjust helmet so that it fits snugly, is positioned so the front is level with the back, and both the front and rear straps snug with the buckles hanging just below the ears. (NASPE 5)
- b. Independently select right and left knee pads, elbow pads, and wrist guards. (NASPE 5)
- c. Put all safety equipment on correctly and position it appropriately. (NASPE 5)
- d. Select rollerblades of an appropriate size, tie tightly, and secure all fasteners. (NASPE 5)
- e. Remain seated while putting on rollerblades and protective gear and remain there until instructed to do otherwise. (NASPE 5)
- f. Students will travel in a uniform direction during whole-class activities. (NASPE 5)
- g. Travel at a controllable speed and be able to stop if needed. (NASPE 5)
- h. Respect the boundaries set by the teacher. (NASPE 5)
- i. Rollerblade independently respecting personal space and that of others. (NASPE 5)
- j. With rollerblades/safety gear on appropriately, rise to stand from a seated position characterized by: 1) rolling over onto hip and then to knees; 2) assuming a tall kneeling position; 3) bringing one knee up so wheels of the rollerblade are flat on the floor; 4) pressing down on the bent knee with both hands; and 5) rising to a standing position. (NASPE 1 & 2)
- k. Assume a standing position characterized by the heel of one rollerblade positioned at the insole of the other rollerblade, creating a "T". (NASPE 1 & 2)
- l. When falling, assume a squatting position to lessen the height of the fall. (NASPE 1 & 2)
- m. To maximize personal safety and avoid contact with other students, bring arms and legs toward the center of the body after the fall. (NASPE 1 & 2)
- n. Employ one of two techniques to stop: 1) turning one rollerblade perpendicular to the other and dragging it behind (drag stop); or 2) pressing down on the heel of the right foot engaging the brake (heel braking). (NASPE 1 & 2)
- o. Stand stationary with knees slightly bent and weight centered over the balls of both feet. (NASPE 1 & 2)
- p. Balance on either rollerblade for a minimum of 3 seconds. (NASPE 1 & 2)
- q. Rollerblade in a forward direction characterized by positioning the toes outward and gliding while alternating feet. (NASPE 1 & 2)
- r. When rounding a corner, employ one of two techniques: 1) continue gliding pattern, pushing off harder on the outside foot in order to turn inward; or 2) lifting the outside leg, crossing it over the inside leg, and stepping outward with the inside leg - continuing this pattern throughout the corner. (NASPE 1 & 2)
- s. Rollerblade in a backward direction characterized by either marching with toes pointed inward or employing a pattern of heels out/toes in, heels in/toes out. (NASPE 1 & 2)
- t. Receive instruction in and practice turning 180 degrees while traveling forward or backward. (NASPE 1 & 2)
- u. Receive instruction in and practice a backward crossover characterized by a pattern including: 1) picking up the outside leg and crossing it over in front of the inside leg; and 2) stepping laterally toward the center of the gym with the inside leg throughout the corner. (NASPE 1 & 2)
- v. Demonstrate evasive moves on the rollerblades by successfully changing direction quickly. (NASPE 1 & 2)

- w. Participate in developmentally appropriate activities that help develop movement competence. (NASPE 3, 4, & 7)
- x. Name and fundamentally describe the five components of fitness - cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition. (NASPE 3 & 4)
- y. Develop an awareness of opportunities to participate in rollerblading activities outside of physical education class. (NASPE 3)
- z. Utilize a heart rate monitor to analyze the level of activity while participating in rollerblading games/activities. (NASPE 3)
- aa. Participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. (NASPE 6)
- bb. Independently treat peers, teachers, and property respectfully at all times. (NASPE 5)

21. Use appropriate terminology and skills related to self defense.

Performance Standards

Performance will be successful when:

- o learner explains basic strategies using appropriate terminology.
- o learner abides by safety guidelines when participating in self defence.
- o learner demonstrates skills essential to participating in self defense.
- o learner demonstrates skills essential to participating in self defense strategically.
- o learner applies appropriate skills in a cooperative setting.
- o learner identifies the fitness components necessary for successful participation in self defense.
- o learner exhibits positive citizenship during all class activities and games.

Related Learning Objectives

- a. Demonstrate knowledge in recognizing potential dangers to self. (NASPE 5)
- b. Demonstrate knowledge to eliminate potential danger. (NASPE 5)
- c. Demonstrate knowledge of body targets when attacked. (NASPE 5)
- d. Demonstrate knowledge of body weapons when attacked. (NASPE 5)
- e. Demonstrate knowledge of procedures to follow when attacked or violated. (NASPE 5)
- f. Maintain personal space and check for others while practicing self defense moves. (NASPE 5)
- g. Be responsible for own safety by maintaining a safe distance from others. (NASPE 5)
- h. Follow all rules established by the teacher. (NASPE 5)
- i. Demonstrate escape from a basic wrist hold characterized by rotating the wrist outward and pulling away from the attacker. (NASPE 1 & 2)
- j. Demonstrate response to an attacker who has a weapon (knife, club, stick) characterized by interlocking thumbs and putting hands in front of face, then catching attacker's hand in your hand. As the attacker's hand is caught, the defender turns the attacker's hand/s down and pulls the attacker's arm behind attacker's back, taking the attacker to the floor with an arm twist. (NASPE 1 & 2)
- k. Demonstrate an escape from a two-handed choke characterized by bringing hands up between the attacker's hands quickly and bringing the locked together hands down on the attacker's nose. (NASPE 1 & 2)
- l. Demonstrate an escape from an attacker who has pushed the defender to the ground/floor and is sitting on defender. This escape is characterized by locking one foot around the attacker's leg then quickly rolling the attacker to that side and escaping the attacker. (NASPE 1 & 2)
- m. Demonstrate procedures an individual will follow if attacked and are on the floor/ground. This escape is characterized by keeping the attacker in sight at all times, turning on seat and keeping one foot ready to kick a side kick or kick to the knee and then get up and run. (NASPE 1 & 2)
- n. Participate in developmentally appropriate activities that help develop movement competence. (NASPE 3, 4, & 7)
- o. Name and explain the five components of fitness - cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition. (NASPE 3 & 4)
- p. Develop an awareness of opportunities to participate in self defense activities outside of physical education class. (NASPE 3)
- q. Participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion

of others. (NASPE 6)

r. Independently treat peers, teachers, and property respectfully at all times. (NASPE 5)

22. Use appropriate terminology and skills related to snowshoeing.

Performance Standards

Performance will be successful when:

- o learner explains basic strategies using appropriate terminology.
- o learner abides by safety guidelines when snowshoeing.
- o learner demonstrates skills essential to snowshoeing.
- o learner demonstrates skills essential to snowshoeing. strategically.
- o learner applies appropriate skills in a cooperative setting.
- o learner identifies the fitness components necessary for successful snowshoeing.
- o learner exhibits positive citizenship during all class activities and games.

Related Learning Objectives

- a. Independently select and adjust snowshoes appropriately. (NASPE 5)
- b. Demonstrate knowledge of snowshoeing terminology and using terms correctly during class. (NASPE 5)
- c. Dress appropriately for the outdoor weather. (NASPE 5)
- d. Maintain personal space and respect that of others. (NASPE 5)
- e. Respect the boundaries and rules set by the teacher. (NASPE 5)
- f. Inspect the snowshoes for damaged straps/bindings and cleats reporting any damaged equipment to the instructor. (NASPE 5)
- g. Demonstrate walking skills wearing snowshoes characterized by 1) lifting the toe of the shoe and stepping forward, (body weight is over the ball of the foot); 2) make sure that each new step is sufficiently above the last step so the snowshoes do not overlap. (NASPE 1 & 2)
- h. Demonstrate climbing skills characterized by: kicking the front of the snowshoe into the snow and pressing down to compact in into a step, making sure that each new step is sufficiently above the last one to avoid collapse. (NASPE 1 & 2)
- i. Demonstrate descending skills characterized by placing the body weight on the heel cleats while bending the knee slightly and leaning back. (NASPE 1 & 2)
- j. Receive instruction in edging characterized by kicking the side of the snow shoe into the hillside, engaging the cleat, then swinging the heel hard toward the uphill slope and stomping down, securing the snowshoe edge in the slope. (NASPE 1 & 2)
- k. Receive instruction in breaking trails characterized by taking even steps that are easy for everyone to follow. (NASPE 1 & 2)
- l. Participate in developmentally appropriate activities that help them develop movement competence. (NASPE 3, 4, & 7)
- m. Name and describe the five components of fitness - cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition. (NASPE 3 & 4)
- n. Utilize a hear rate monitor to measure the level of activity while participating in snow shoeing activities. (NASPE 4 & 7)
- o. Develop an awareness of opportunities to participate in snow shoeing activities outside of physical education class. (NASPE 3)
- p. Participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. (NASPE 6)
- q. Independently treat peers, teachers, and property respectfully at all times. (NASPE 5)

23. Use appropriate terminology and skills related to softball.

Performance Standards

Performance will be successful when:

- o learner explains basic strategies using appropriate terminology.
- o learner abides by safety guidelines when playing softball.

- o learner demonstrates skills essential to playing the game of softball.
- o learner demonstrates skills essential to playing the game of softball strategically.
- o learner applies appropriate skills in a cooperative setting.
- o learner identifies the fitness components necessary for successful play in softball.
- o learner exhibits positive citizenship during all class activities and games.

Related Learning Objectives

- a. Demonstrate knowledge of "right" and "left" by responding appropriately to cues from the teacher. (NASPE 5)
- b. Demonstrate knowledge of softball terminology by using terms correctly and appropriately during class. (NASPE 5)
- c. Demonstrate knowledge of softball rules and play procedure (including offensive and defensive strategies). (NASPE 5)
- d. Maintain personal space and be aware of others before swinging a bat. (NASPE 5)
- e. Demonstrate responsibility for personal safety by being aware of others swinging a bat and maintaining a safe distance from others. (NASPE 5)
- f. Abide by classroom rules established by the teacher. (NASPE 5)
- g. Identify any source of potential danger and report it to the teacher. (NASPE 5)
- h. Perform an overhand throw characterized by: 1) turning the non-dominant side toward the target bringing the ball back just behind the head; 2) leading the throw with the elbow; 3) rotating the trunk and stepping forward with the non-dominant foot; 4) releasing the ball with the snap of the wrist; and 5) following through down and across the body so the throwing hand comes in contact with the non-dominant side knee. (NASPE 1 & 2)
- i. Catch 80% of softballs thrown with reasonable accuracy characterized by: 1) positioning hands in a triangle with fingers spread and thumbs pointed toward each other; 2) tracking the ball into the hands; and 3) catching the ball in both hands out away from the body. (NASPE 1 & 2)
- j. Field a ground ball characterized by shuffling sideways to position the body behind the ball, watching the ball into the hands/glove, scooping the ball up using both hands, pulling it in to the belly button, and turning the non-dominant side to the target to finish with an overhand throw. (NASPE 1 & 2)
- k. Field a fly ball characterized by positioning the body underneath the ball, catching the ball using both hands above the forehead, and turning the non-dominant side to the target to finish with an overhand throw. (NASPE 1 & 2)
- l. Pitch a ball a minimum of 30' with reasonable accuracy characterized by an underhand toss and stepping with the non-dominant foot. (NASPE 1 & 2)
- m. Use a bat to hit a pitched ball characterized by a set (non-dominant side to pitcher, feet shoulder-width apart, hands together with dominant hand on top, bat off back shoulder), step (step toward pitcher with non-dominant foot) and swing (wrist snap) pattern. (NASPE 1 & 2)
- n. Run the bases characterized by: 1) over-running only first base; 2) not leaving the base until the ball is hit; 3) focusing on the base ahead instead of the ball; 4) advancing to the next base when appropriate. (NASPE 1 & 2)
- o. Advanced skills in softball are strategic and are included in Competency #1.
- p. Participate in developmentally appropriate activities that help develop movement competence. (NASPE 3, 4, 7)
- q. Name and describe the five components of fitness - cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition. (NASPE 3 & 4)
- r. Utilize a pedometer to measure level of activity while participating in softball games/activities. (NASPE 4 & 7)
- s. Utilize a heart rate monitor to measure and analyze level of activity while participating in softball games/activities. (NASPE 4 & 7)
- t. Develop an awareness of opportunities to participate in softball activities outside of physical education class. (NASPE 3)
- u. Participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. (NASPE 6)
- v. Independently treat peers, teachers, and property respectfully at all times. (NASPE 5)

24. Use appropriate terminology and skills related to team building.

Performance Standards

Performance will be successful when:

- o learner explains basic strategies of team building.

- o learner abides by safety guidelines when team building.
- o learner demonstrates skills essential to team building.
- o learner demonstrates skills essential to team building strategically.
- o learner applies appropriate skills in a cooperative setting.
- o learner identifies the fitness components necessary for successful team building.
- o learner exhibits positive citizenship during all class activities and games.

Related Learning Objectives

- a. Demonstrate knowledge of the steps involved in solving team challenges. (NASPE 5)
- b. Demonstrate the importance of group and individual goal setting in solving team challenges. (NASPE 5)
- c. Demonstrate knowledge of the positive risks that are needed to successfully solve the team challenges. (NASPE 5)
- d. Maintain personal space and respect that of others. (NASPE 5)
- e. Demonstrate basic trust in classmates in matters pertaining to personal safety. (NASPE 5)
- f. Abide by classroom rules established by the teacher. (NASPE 5)
- g. Identify any source of potential danger and report it to the teacher. (NASPE 5)
- h. Develop team-building skills by working with others through physical activity. (NASPE 1 & 2)
- i. Demonstrate cooperative skills during structured group physical activity. (NASPE 5)
- j. Demonstrate the ability to work cooperatively toward the attainment of group goals. (NASPE 5)
- k. Use critical thinking skills to solve more difficult team challenges. (NASPE 1 & 2)
- l. Participate in developmentally appropriate activities that help develop cooperative skills through team challenge activities. (NASPE 3, 4 & 7)
- m. Name and fundamentally describe the five components of fitness-cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition. (NASPE 3 & 4)
- n. Develop an awareness of opportunities to participate in team challenge activities outside of physical education class. (NASPE 3)
- o. Participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. (NASPE 6)
- p. Independently treat peers, teachers, and property respectfully at all times. (NASPE 5)

25. Use appropriate terminology and skills related to team handball.

Performance Standards

Performance will be successful when:

- o learner explains basic strategies of team handball.
- o learner abides by safety guidelines when playing team handball.
- o learner demonstrates skills essential to playing the game of team handball.
- o learner demonstrates skills essential to playing team handball strategically.
- o learner applies appropriate skills in a cooperative setting.
- o learner identifies the fitness components necessary for successful play in team handball.
- o learner exhibits positive citizenship during all class activities and games.

Related Learning Objectives

- a. Demonstrate knowledge of team handball terminology by using terms correctly and appropriately during class. (NASPE 5)
- b. Demonstrate knowledge of team handball rules and play procedures for full court games. (NASPE 5)
- c. Maintain personal space and respect that of others. (NASPE 5)
- d. Abide by classroom rules established by the teacher. (NASPE 5)
- e. Identify any source of potential danger and report it to the teacher. (NASPE 5)
- f. Throw a ball using the dominant hand and step with the opposite foot when throwing. (NASPE 1 & 2)
- g. Catch a ball that is thrown and then stop. Catch the ball and bring it into body. (NASPE 1 & 2)

- h. Use the following skills of goal tending: 1) if ball is rolling on the ground put the knee down on the ground to block the ball so the ball does not roll or bounce, 2) if the ball is in the air, form a "W" with the hands to catch the ball, 3) when goal tending the goalie should stand in front of the goal line. (NASPE 1 & 2)
- i. Dribble a ball 1) at jogging speed maintaining control using the fingerprints of both the dominant and non-dominant hands, 2) dribbling waist high and to the side of the body, and 3) keeping eyes up and ahead. The students are only allowed two dribbles during one possession of the ball. (NASPE 1 & 2)
- j. Shoot a ball by 1) bringing the arm back and following through toward the goal, 2) when shooting, step with the opposite foot. (NASPE 1 & 2)
- k. Receive instructions in and practice shooting the ball by using the floor to help to shoot a skip shot.
- l. Participate in developmentally appropriate activities that help develop movement competence. (NASPE 3, 4, & 7)
- m. Name and fundamentally describe the five components of fitness - cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition. (NASPE 3 & 4)
- n. Utilize a pedometer to measure level of activity while participating in team handball games/activities. (NASPE 4 & 7)
- o. Participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. (NASPE 6)
- p. Independently treat peers, teachers, and property respectfully at all times. (NASPE 5)

26. Use appropriate terminology and skills related to ultimate frisbee.

Performance Standards

Performance will be successful when:

- o learner explains basic strategies of ultimate frisbee.
- o learner abides by safety guidelines when playing ultimate frisbee.
- o learner demonstrates skills essential to playing the game of ultimate frisbee.
- o learner demonstrates skills essential to playing the game of ultimate frisbee. strategically.
- o learner applies appropriate skills in a cooperative setting.
- o learner identifies the fitness components necessary for successful play in ultimate frisbee.
- o learner exhibits positive citizenship during all class activities and games.

Related Learning Objectives

- a. Demonstrate a knowledge of the terminology used in ultimate frisbee. (NASPE 5)
- b. Demonstrate a knowledge of ultimate frisbee rules and play procedures (offensive and defensive strategies) for games. (NASPE 5)
- c. Participate in ultimate frisbee activities respecting others personal space. (NASPE 5)
- d. Communicate with others when in danger of being hit by a frisbee or another individual. (NASPE 5)
- e. Abide by classroom rules established by the instructor. (NASPE 5)
- f. Identify any source of potential danger and report it to the instructor. (NASPE 5)
- g. Demonstrate the backhand throw by 1) placing the thumb on top of the disc, index finger extended along the rim, three fingers curled against the rim underneath the disc, 2) with the left foot planted, step across the body onto the right foot, snapping the wrist sharply when releasing the disc. (NASPE 1 & 2)
- h. Demonstrate the side-arm throw by 1) forming a "V" with the index finger and middle finger on the underside of the disc, and the middle finger against the rim, 2) the thumb rests on the top and the fourth and fifth fingers are curled out of the way, 3) the elbow is held close to the body, 4) step out laterally on right foot and snap the wrist sharply with very little arm movement. (NASPE 1 & 2)
- i. Demonstrate the three basic catches: 1) trapping the disc between both hands, 2) catching the disc with fingers above the thumb when the disc is flying above catchers waist, 3) catching the disc with thumb up above the fingers when the disc is flying below the catchers waist. (NASPE 1 & 2)
- j. Demonstrate the thumb grip, overhand grip, and the hooked thumb grip. In the thumb grip, the disc comes off the thumb with a spin and all other fingers are around the rim. In the overhand grip the thumb is placed under the inside edge of the disc as in the thumb grip but the fingers are spread out, not curled. The hooked thumb grip is used mostly in backhand throws by placing thumb in a hooked position under the lip, all the way against the edge of the disc. The other four fingers are curved around the slope of the top side of the disc. (NASPE 1 & 2)

- k. Demonstrate the following games skills: pivoting, cutting, faking, marking, clearing and pulling. Each term is defined: pivoting - turning while maintaining ground contact with one foot. Cutting - sharp, quick movements in order to break free of defender. Faking - a wrist snap that simulates throwing. Marking - guarding a thrower. Clearing - throwing the disc past the defense to an open teammate. Pulling - the long throw used to put the disc in play at the beginning of a game and after each score. (NASPE 1 & 2)
- l. Participate in developmentally appropriate activities that help develop movement competence. (NASPE 3, 4, & 7)
- m. Name and explain the five components of fitness - cardiovascular endurance, muscular endurance, muscular strength, flexibility and body composition. (NASPE 43 & 4)
- n. Utilize a pedometer to measure level of activity while playing ultimate frisbee. (NASPE 4 & 7)
- o. Utilize a heart monitor to analyze level of activity while playing ultimate frisbee. (NASPE 4 & 7)
- p. Develop an awareness of opportunities to participate in ultimate frisbee outside of physical education class. (NASPE 3)
- q. Participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. (NASPE 6)
- r. Independently treat peers, teachers, and property respectfully at all times. (NASPE 5)

27. Use appropriate terminology and skills related to volleyball.

Performance Standards

Performance will be successful when:

- o learner explains basic strategies using appropriate terminology.
- o learner abides by safety guidelines when playing volleyball.
- o learner demonstrates skills essential to playing the game of volleyball.
- o learner demonstrates skills essential to playing the game of volleyball strategically.
- o learner applies appropriate skills in a cooperative setting.
- o learner identifies the fitness components necessary for successful play in volleyball.
- o learner exhibits positive citizenship during all class activities and games.

Related Learning Objectives

- a. Demonstrate knowledge of volleyball terminology by using terms correctly and appropriately during class. (NASPE 5)
- b. Maintain personal space and respect that of others. (NASPE 5)
- c. Abide by classroom rules established by the teacher. (NASPE 5)
- d. Identify any source of potential danger and report it to the teacher. (NASPE 5)
- e. Perform a forearm pass as characterized by 1) joining hands so that forearms, from elbow to the wrists, are in contact with each other, 2) both arms are at a 45 degree angle, 3) contacting the ball with the fleshy part of forearms in an underhand motion. (NASPE 1 & 2)
- f. Set a volleyball by 1) both hands are above the head, 2) fingers spread apart, 3) hands in a position like they are dumping a bucket of water over their head, 4) contacting the ball with finger pads, and not bending wrists. (NASPE 1 & 2)
- g. Underhand serve a volleyball by 1) the ball is struck with a closed fist in an "underhand pitching" motion. 2) The arm follows through to the desired target and 3) step with the opposite foot. (NASPE 1 & 2)
- h. Receive instruction and practice the overhand serve characterized by: 1) holding the ball in one hand out in front of the body waist high; 2) tossing the ball above the head; 3) striking the ball with the palm of the other hand that is open (not a fist); 4) follow through with the arm all the way down the side of the body until it is past the leg 5) step with the opposite foot.
- i. Receive instruction and practice the spike characterized by: 1) stepping with the opposite foot toward the net; 2) bringing the other foot up so it is right next to the opposite foot; 3) swinging the arms back and jumping up in the air off of both feet; 4) reaching with the hand that is going to contact the ball above the head; 5) contacting the ball with an open hand (not a fist); 6) ball is contacted with force, swinging the arm so that on the follow-through the arm swings down the side of the body past the leg.
- j. Receive instruction and practice the block characterized by: 1) a block can be performed by one or two players; 2) the player/players look across the net at the spiker to see where they think the ball is going to come (example cross court, down the line); 3) the blockers bodies are positioned with arms raised at a slight angle having both hands

together at an angle over the net; 4) a successful block will land on opponents side of the net on the floor.

- k. Participate in developmentally appropriate activities that help develop movement competence. (NASPE 3, 4 & 7)
 - l. Name and fundamentally describe the five components of fitness - cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition. (NASPE 3 & 4)
 - m. Utilize a pedometer to measure level of activity while participating in volleyball games/activities. (NASPE 4 & 7)
 - n. Develop an awareness of opportunities to participate in volleyball activities outside of physical education class. (NASPE 6)
 - o. Participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. (NASPE 6)
 - p. Independently treat peers, teachers, and property respectfully at all times. (NASPE 5)
28. **Use appropriate terminology and skills related to weight training.**

Performance Standards

Performance will be successful when:

- o learner explains basic strategies of weight training.
- o learner abides by safety guidelines when weight training.
- o learner demonstrates skills essential to weight training.
- o learner demonstrates skills essential to weight training strategically.
- o learner applies appropriate skills in a cooperative setting.
- o learner identifies the fitness components necessary for successful weight training.
- o learner exhibits positive citizenship during all class activities and games.

Related Learning Objectives

- a. Demonstrate a knowledge of muscle failure. (NASPE 5)
- b. Demonstrate a knowledge of how to increase muscle strength. (NASPE 5)
- c. Demonstrate correct techniques in spotting. (NASPE 5)
- d. Demonstrate correct techniques in safe lifting therefore maintaining good body alignment. (NASPE 5)
- e. Respect the boundaries set by the teacher and respecting other participants. (NASPE 5)
- f. Inspect the equipment used for any damaged parts and report any problems to the instructor. (NASPE 5)
- g. Demonstrate a bench press characterized by the following: overhand grip, hands at least shoulder width apart, body having four points of contact, (bench-head, shoulders, buttocks) and feet on floor, eyes below edge of shelf, signal "OK" to spotter, move bar off supports, pushing to straight elbow position over the chest, inhale, wrists straight and directly above the elbows, using a slow controlled movement the bar touches the chest near nipples, then push the bar upward, elbows extended and exhale during upward movement. (NASPE 1 & 2)
- h. Demonstrate a back squat characterized by the following: overhand grip slightly wider than shoulder width, bar positioned on shoulders a base of neck, torso-hips directly under the bar, chest out, shoulders back, head up, feet flat on the floor slightly wider than shoulder width, squat down slowly, avoiding excessive lean, continue squatting until bottoms of thighs are parallel to the floor, inhale on descent, begin movement with legs first, keeping the head up and chest out, straighten hips and knees, exhales during sticking point, finish the squat by walking forward until the bar contacts the rack, squatting down until the bar is in the rack. (NASPE 1 & 2)
- i. Participate in developmentally appropriate activities that help develop movement competence. (NASPE 3, 4, & 7)
- j. Name and explain the five components of fitness - cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition. (NASPE 3 & 4)
- k. Develop an awareness of opportunities to participate in weight training activities outside of physical education class. (NASPE 3)
- l. Participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. (NASPE 6)
- m. Independently treat peers, teachers, and property respectfully at all times. (NASPE 5)