



Deer Valley Unified School District No. 97

PHYSICAL EDUCATION CURRICULUM ALIGNMENT TO STATE STANDARDS

HIGH SCHOOL RACQUET/INDIVIDUAL SPORTS



Deer Valley Unified School District No. 97

Physical Education Mission Statement

The Deer Valley School District makes a commitment to align with National and State Standards for Physical Education by creating curriculum and activities designed to instill within students a desire to be active for life. The focus of the Physical Education Program is to offer activities in a safe environment which meets the physical, emotional, social, intellectual, and ethical potential for all students.



Deer Valley Unified School District No. 97

PHYSICAL EDUCATION

Belief Statement

A Quality Physical Education Program:

- *is an integral part of the total educational program.*
- *meets the needs of all students.*
- *is developmentally appropriate-both in age and individually.*
- *includes movement, fitness and concepts.*
- *teaches our students the how and why of fitness.*
- *provides the skills necessary for participation in lifelong activity.*
- *believes that a qualified, certified teacher plays a vital role in the success of the physical education program.*

**Standard 1:
Students demonstrate proficiency and the achievement of higher order cognitive skills
necessary to enhance motor skills.**

**Grade:
9-12**

1PA-P1. Demonstrate competency in at least three different types of movement forms.

PO 1. Demonstrate competency (basic skills, strategies and rules) in an increasing number of more complex versions of at least three different movement forms.

1PA-P2. Use specialized knowledge to develop movement competence/proficiency.

PO 1. Demonstrate improved skills by applying the critical elements to competent performance.

1PA-P3. Identify and apply critical elements to enable the development of movement competence/proficiency.

PO 1. Identify the critical elements of a skill.

PO 2. Demonstrate and apply the biomechanical concepts and principles to the skills.

1PA-P4. Identify and apply characteristics of highly skilled performance to enable the development of movement competence/proficiency.

PO 1. Identify strengths and weaknesses of highly skilled performances.

PO 2. Identify skills needed to improve performance.

1PA-P5. Apply discipline-specific information to individual performance.

PO 1. Same as concept

Standard 1:

Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

Grade:

9th

Suggested Activities/Units

Strategies/Terminology

1. Tennis

1. Rules – apply and demonstrate the rules and game strategies
2. Scoring- love, fifteen, thirty, forty, deuce, advantage (in/out)
3. Volley- forehand and backhand
4. Overhand Serving- Grip, Stance, Footwork, Toss, Follow-thru
5. Types of shots- lob, drop, smash, cross-court, down the line

2. Badminton

2. Rules – apply and demonstrate the rules and game strategies
2. Scoring- singles, doubles
3. Volley- forehand and backhand
4. Underhand Serving- Grip, Stance, Footwork, Toss, Follow-thru
5. Types of shots- lob, drop, smash, cross-court, clear, kill, drive

3. Racquetball

1. Rules – apply and demonstrate the rules and game strategies
2. Scoring- singles, doubles, cutthroat
3. Rally- forehand and backhand
4. Underhand Serving- Grip, Stance, Footwork, Toss, Follow-thru
5. Types of serves- one wall, two wall, lob
5. Types of shots- lob, smash, kill, drive, angle, corner

Standard 1:

Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

Grade:

9th

Suggested Activities/Units

Strategies/Terminology

1. Eclipse Ball

1. Rules – apply and demonstrate the rules and game strategies
2. Passing and Receiving – Stance and Footwork
3. Scoring- play-it, side-out
4. Underhand Serving- Grip, Stance, Footwork, Toss, Follow-thru
5. Rotation

2. Pickle ball

1. Rules – apply and demonstrate the rules and game strategies
2. Scoring- singles, doubles
3. Rally- forehand and backhand
4. Underhand Serving- Grip, Stance, Footwork, Toss, Follow-thru
5. Types of shots- lob, drop, smash, cross-court, clear, kill, drive, and overhead

3. Frisbee Golf

1. Rules – apply and demonstrate the rules and game strategies
2. Golf Etiquette
3. Golf Scoring and terminology
4. Types of throws- behind the back , through the leg, forehand, backhand, skip throw, side arm
5. Grips-2 finger, 3 finger and 4 finger grip

Unit: Tennis

<p>TSW demonstrate competency In serving, hitting, and receiving.</p> <p>TSW apply and demonstrate the Rules and game strategies In tennis.</p>	<p>TSW improve on their overhand serve and forehand/backhand strokes.</p>	<p>TSW demonstrate the proper biomechanical skills of tennis, such as footwork, stance, proper serving form and skills.</p> <p>TSW identify critical elements of serving, receiving, and hitting.</p>	<p>TSW identify strengths and weaknesses of a higher level of competition.</p> <p>TSW self evaluate their serving, receiving, and hitting skills that will improve their performance.</p>	<p>TSW perform during guided practice sessions in order to improve their skills.</p>
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Unit: Badminton

<p>TSW demonstrate competency in Serving, receiving, and returning the shuttlecock.</p> <p>TSW apply and demonstrate the Rules and game strategies In badminton.</p>	<p>TSW improve on their underhand serve, receiving techniques, and strategies used in returning shots.</p>	<p>TSW demonstrate the proper biomechanical skills of badminton, such as footwork, stance, proper serving form, and skills.</p> <p>TSW identify critical elements of serving, receiving, and returning shots.</p>	<p>TSW identify the strengths and weaknesses of a higher level of competition (watch a video, evaluate a game).</p> <p>TSW self evaluate their serving and hitting skills that will improve their performance.</p>	<p>TSW perform during guided practice sessions in order to improve their skills.</p>
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Unit: Racquetball

<p>TSW demonstrate competency in Serving, receiving, and returning of the racquetball</p> <p>TSW apply and demonstrate the Rules and game strategies In racquetball.</p>	<p>TSW improve on their underhand serve, receiving techniques, and strategies used in returning shots.</p>	<p>.TSW demonstrate the proper biomechanical skills of racquetball, such as footwork, stance, proper serving form, and skills.</p> <p>TSW identify critical elements of serving, receiving, and returning shots.</p>	<p>TSW identify the strengths and weaknesses of a higher level of competition(watch a video, evaluate a game).</p> <p>TSW self evaluate their serving and hitting skills that will improve their performance.</p>	<p>TSW perform during guided practice sessions in order to improve their skills.</p>
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Unit: Eclipse Ball

<p>TSW demonstrate competency In serving and receiving the eclipse ball.</p> <p>TSW apply and demonstrate the Rules and game strategies In eclipse ball.</p>	<p>TSW improve their skills in serving and receiving.</p>	<p>TSW demonstrate the proper biomechanical skills of eclipse ball such as footwork, stance, form and skills.</p> <p>TSW identify critical elements of serving and receiving the eclipse ball.</p>	<p>TSW identify strengths and weaknesses of a higher level of competition.</p> <p>TSW self evaluate their receiving, and serving skills in order to improve their performance.</p>	<p>TSW perform during guided practice sessions in order to improve their skills.</p>
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Unit: Pickle ball

<p>. TSW demonstrate competency in Serving, receiving, and returning the ball.</p> <p>TSW apply and demonstrate the Rules and game strategies In pickle ball.</p>	<p>TSW improve on their underhand serve, receiving techniques, and strategies used in returning shots</p>	<p>TSW demonstrate the proper biomechanical skills of pickle ball, such as footwork, stance, proper serving form, and skills.</p> <p>TSW identify critical elements of serving, receiving, and returning shots.</p>	<p>TSW identify strengths and weaknesses of a higher level of competition.</p>	<p>TSW perform during guided practice sessions in order to improve their skills.</p>
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Unit: Frisbee Golf

<p>TSW demonstrate competency in the different types of throws.</p> <p>TSW apply and demonstrate the Rules and game strategies in Frisbee golf.</p>	<p>TSW improve their techniques in the different types of throws.</p>	<p>TSW demonstrate the proper biomechanical skills of Frisbee golf, such as stance, throws, and follow-through.</p>	<p>TSW identify strengths and weaknesses of a higher level of competition.</p> <p>TSW self evaluate their throwing techniques to determine which type of throw best fits their game.</p>	<p>TSW perform during guided practice sessions in order to improve their skills.</p>
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Standard 2:
Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and become self-directed lifelong learners who are informed physical activity consumers.
 (continued on next page)

Grade:
9-12

2PA-P1. Explain the difference between facts and myths (e.g., the validity of marketing claims promoting fitness products and services) related to physical activity.

PO 1. Identify various products and their marketing claims.

PO 2. Explain value of consumer items.

2PA-P2. Identify consumer issues related to selection, purchase, care and maintenance of personal fitness equipment.

PO 1. Identify personal needs

PO 2. Identify similarities and differences among products.

PO 3. Identify use

PO 4. Explain cost quality

2PA-P3. Identify appropriate individual requirements for physical activity prescription concerning the mode, intensity, duration, frequency and progression.

PO 1. Explain principles of training.

PO 2. Apply principles of training.

2PA-P4. Demonstrate ability to self-assess each area of health-related physical fitness and interpret test scores.

PO 1. Match fitness components and tests.

PO 2. Administer self-tests

PO 3. Explain results

PO 4. Prescribe needs and identify strengths.

2PA-P5. Identify different sports and activities and their contributions to specific health-related physical fitness components.

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Standard 2:
Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

Grade:
9th

Suggested Activities/Units	Strategies/Terminology
1. Tennis	<ol style="list-style-type: none"> 1. Explaining how playing tennis helps relieve stress and leads to a healthy lifestyle. 2. Informing students about successful tennis players at all levels. 3. Monitor heart rate before, during and after a tennis game. 4. Explain the importance of conditioning. 5. Video highlights of tennis matches (College, High School, Professional)
2. Badminton	<ol style="list-style-type: none"> 1. Inform students of recreational and competitive opportunities to continue playing badminton outside of school. 2. Develop drills to increase sport specific needs for badminton – quick feet, agility, and leg strength. (weight training) 3. Video highlights of badminton games. (College, High School)
3. Racquetball	<ol style="list-style-type: none"> 1. Teach proper conditioning for endurance, speed, and agility. 2. Inform students of recreational and competitive opportunities to continue playing racquetball outside of school. (gyms, clubs) 3. Video highlights of racquetball games (College, High School, Professional)

Standard 2:

Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

Grade:

9th

Suggested Activities/Units	Strategies/Terminology
1. Eclipse Ball	<ol style="list-style-type: none">1. Providing the rules of Eclipse ball in which the students can demonstrate the game using cooperative learning skills.2. Monitor heart rate before, during and after an eclipse ball game.3. Explain the importance of conditioning.
2. Pickle ball	<ol style="list-style-type: none">1. Video highlights of Pickle ball games.2. Explain the importance of conditioning.3. Inform students the relationship between pickle ball and badminton.
3. Frisbee Golf	<ol style="list-style-type: none">1. Inform students of recreational whiffle ball, 16 inch, big ball and over the line teams and tournaments.2. Video highlights of golf and compare the game of golf to Frisbee golf.3. Inform students of the different types of Frisbee golf games.

Unit: Tennis

		<p>TSW explain the components of the principles of training.</p> <p>TSW apply the principles of training during activity.</p>	<p>TSW be able to demonstrate ability to self assess each area of health related physical fitness.</p>	<p>TSW be able to identify the sport of tennis and its contribution to specific health related fitness components.</p>
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Unit: Badminton

<p>TSW be able to identify the Differences between the different types of badminton racquets.</p>	<p>TSW compare and contrast different types of shuttlecocks.</p>	<p>TSW explain the components of the principles of training.</p> <p>TSW apply the principles of training during activity.</p>	<p>TSW be able to demonstrate ability to self assess each area of health related physical fitness.</p>	<p>TSW be able to identify the sport of badminton and its contribution to specific health related fitness components.</p>
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Unit: Racquetball

<p>TSW be able to identify the different types of racquetball racquets.</p>	<p>TSW compare and contrast the different types of racquetballs.</p>	<p>TSW explain the components of the principles of training.</p> <p>TSW apply the principles of training during activity.</p>	<p>TSW be able to demonstrate ability to self assess each area of health related physical fitness.</p>	<p>TSW be able to identify the sport of racquetball and its contribution to specific health related fitness components.</p>
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Unit: Eclipse Ball

	TSW compare and contrast the difference between volleyball and an eclipse ball.	TSW explain the components of the principles of training. TSW apply the principles of training during activity.	TSW be able to demonstrate ability to self assess each area of health related physical fitness.	TSW be able to identify the game of eclipse ball and its contribution to specific health related fitness components.
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Unit: Pickle ball

TSW identify the different types of balls and their cost that can be used in the game of pickle ball.		TSW explain the components of the principles of training. TSW apply the principles of training during activity.	TSW be able to demonstrate ability to self assess each area of health related physical fitness.	TSW be able to identify the sport of pickle ball and its contribution to specific health related fitness components.
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Unit: Frisbee Golf

TSW identify the various types of Frisbees and the way that they are marketed.		TSW explain the components of the principles of training. TSW apply the principles of training during activity.	TSW be able to demonstrate ability to self assess each area of health related physical fitness.	TSW be able to identify the sport of Frisbee golf and its contribution to specific health related fitness components.
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**Standard 2:
 Students comprehend basic physical activity principles and concepts that enable them to make decisions,
 solve problems and become self-directed lifelong learners who are informed physical activity consumers.
 (continued from previous pg)**

**Grade:
 9-12**

2PA-P6. Demonstrate a knowledge of physiological changes that result from physical activity participation

PO 1. Identify positive physical changes that affect the heart, circulatory, respiratory and other systems as a result of active participation in sports

2PA-P7. Identify safety principles associated with physical fitness development

PO 1. Same as concept

2PA-P8. Design a personal fitness program that will lead to, or maintain, an acceptable level of health-related fitness and is based on an understanding of training principles, individual skill levels and availability

PO 1. Write program goals
 PO 2. Design a program

PO 3. Follow the program
 PO 4. Monitor and adjust

PO 5. Complete a program
 PO 6. Design a personal fitness program

PO 7. Participate regularly in a personal fitness program

PO 8. Complete a personal fitness program

Unit: Tennis

TSW be able to identify positive Physical changes that affect Their fitness levels from participating in tennis.	TSW be able to identify and follow safety rules during drills and games.	TSW identify their fitness goals and improve on them daily.		
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Unit: Badminton

TSW be able to identify positive Physical changes that affect Their fitness levels from participating in badminton.	TSW be able to identify and follow safety rules during drills and games	TSW identify their fitness goals and improve on them daily.		
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Unit: Racquetball

TSW be able to identify positive Physical changes that affect Their fitness levels from participating in racquetball.	TSW be able to identify and follow safety rules during drills and game.	TSW identify their fitness goals and improve on them daily.		
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Unit: Eclipse Ball

TSW be able to identify positive Physical changes that affect Their fitness levels from participating in eclipse ball.	TSW be able to identify and follow safety rules during drills and games	TSW identify their fitness goals and improve on them daily.		
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Unit: Pickle ball

TSW be able to identify positive Physical changes that affect Their fitness levels from participating in pickle ball.	TSW be able to identify and follow safety rules during drills and games	TSW identify their fitness goals and improve on them daily.		
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Unit: Frisbee Golf

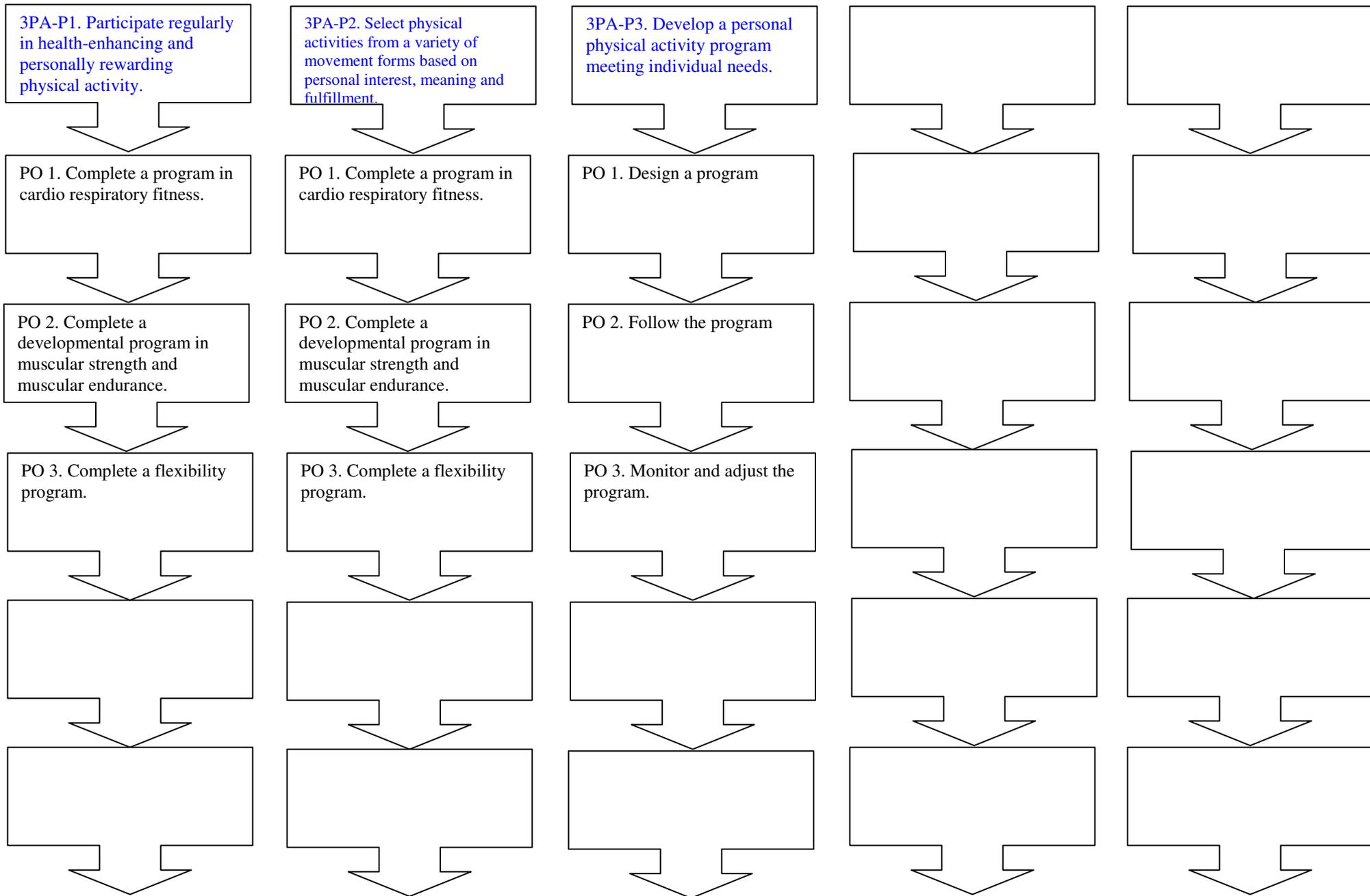
TSW be able to identify positive Physical changes that affect Their fitness levels from participating in Frisbee golf.	TSW be able to identify and follow safety rules during drills and games	TSW identify their fitness goals and improve on them daily.		
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Standard 3:

Students exhibit a physically active lifestyle.

Grade:

9-12



Standard 3:

Students exhibit a physically active lifestyle.

Grade:

9th

Suggested Activities/Units	Strategies/Terminology
1. Tennis	<ol style="list-style-type: none">1. Inform students of recreational and competitive opportunities to continue playing tennis outside of school.2. Teach proper conditioning for endurance, strength, and agility.3. Teach a variety of games for varying numbers of participants. (singles vs. doubles)
2. Badminton	<ol style="list-style-type: none">1. Inform students of recreational and competitive opportunities to continue playing badminton outside of school.2. Develop drills to increase sport specific needs for badminton – arm strength, agilities, and endurance.3. Teach a variety of games for varying numbers of participants and locations of play. (singles, doubles, outdoor badminton)
3. Racquetball	<ol style="list-style-type: none">1. Teach proper conditioning for agilities.2. Inform students of recreational and competitive opportunities to continue playing racquetball outside of school.3. Teach a variety of games for varying numbers of participants and locations of play.(singles, doubles, cutthroat, 3 wall, 4 wall)

Standard 3:

Students exhibit a physically active lifestyle.

Grade:

9th

Suggested Activities/Units

Strategies/Terminology

1. Eclipse Ball

1. Teach proper conditioning for endurance.
2. Teach a variety of games for varying numbers of participants and locations of play. (3 on 3, 4 on 4, 5 on 5, 6 on 6, King of the court).

2. Pickle ball

1. Teach a variety of games for varying numbers of participants and locations of play (singles, doubles, outdoor, indoor).
2. Teach proper agility training for pickle ball.

3. Frisbee Golf

1. Students assist setting up course for a better understanding of game set up.
2. Teach a variety of games for varying numbers of participants and locations of play.

Unit: **Tennis**

TSW participate in regular physical activity daily. TSW complete a flexibility program daily.		TSW design and lead a daily flexibility program. TSW follow a long with the daily flexibility program.		
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Unit: **Badminton**

TSW participate in regular physical activity daily. TSW complete a flexibility program daily.		TSW design and lead a daily flexibility program. TSW follow a long with the daily flexibility program.		
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Unit: **Racquetball**

TSW participate in regular physical activity daily. TSW complete a flexibility program daily.		TSW design and lead a daily flexibility program. TSW follow a long with the daily flexibility program.		
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Unit: **Eclipse Ball**

TSW participate in regular physical activity daily. TSW complete a flexibility program daily.		TSW design and lead a daily flexibility program. TSW follow a long with the daily flexibility program.		
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Unit: **Pickle ball**

TSW participate in regular physical activity daily. TSW complete a flexibility program daily.		TSW design and lead a daily flexibility program. TSW follow a long with the daily flexibility program.		
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Unit: **Frisbee Golf**

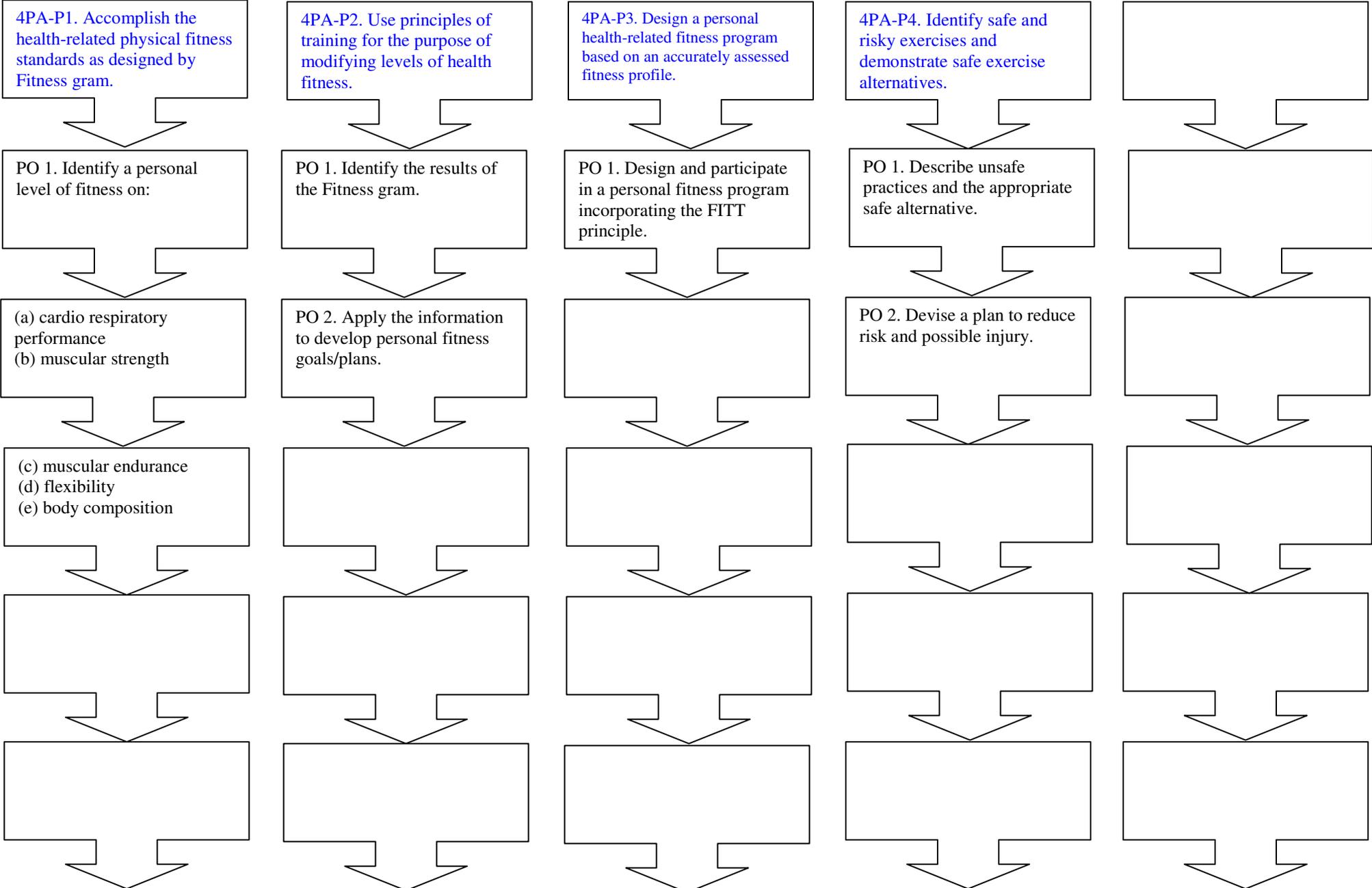
TSW participate in regular physical activity daily. TSW complete a flexibility program daily.		TSW design and lead a daily flexibility program. TSW follow a long with the daily flexibility program.		
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Standard 4:

Students achieve and maintain a health-enhancing level of physical fitness.

Grade:

9-12



Standard 4:

Students achieve and maintain a health-enhancing level of physical fitness.

Grade:

9th

Suggested Activities/Units	Strategies
1. Tennis	<ol style="list-style-type: none">1. Teach student to identify safe and risky exercises and demonstrate safe exercise alternatives through body control and movements.2. Demonstrate sport specific warm up and cool down techniques and activities.3. Use the fitness gram test information to develop personal fitness goals/plan.
2. Badminton	<ol style="list-style-type: none">1. Demonstrate sports specific warm up techniques.2. Demonstrate sports specific cool down techniques.3. Teach student to identify safe and risky exercises and demonstrate safe exercise alternatives through body control and movements.4. Use the fitness gram test information to develop personal fitness goals/plan.
3. Racquetball	<ol style="list-style-type: none">1. Demonstrate sports specific warm up techniques.2. Demonstrate sports specific cool down techniques.3. Teach student to identify safe and risky exercises and demonstrate safe exercise alternatives through body control and movements.4. Use the fitness gram test information to develop personal.

Standard 4:

Students achieve and maintain a health-enhancing level of physical fitness.

Grade:

9th

Suggested Activities/Units	Strategies
1. Eclipse Ball	<ol style="list-style-type: none">1. Teach student to identify safe and risky exercises and demonstrate safe exercise alternatives through body control and movements.2. Demonstrate sport specific warm up and cool down techniques and activities.3. Use the fitness gram test information to develop personal fitness goals/plan.
2. Pickle ball	<ol style="list-style-type: none">1. Demonstrate sports specific warm up techniques.2. Demonstrate sports specific cool down techniques.3. Teach student to identify safe and risky exercises and demonstrate safe exercise alternatives through body control and movements.4. Use the fitness gram test information to develop personal fitness goals/plan.
3. Frisbee Golf	<ol style="list-style-type: none">1. Demonstrate sports specific warm up techniques.2. Demonstrate sports specific cool down techniques.3. Teach student to identify safe and risky exercises and demonstrate safe exercise alternatives through body control and movements.4. Use the fitness gram test information to develop personal.

Unit: **Tennis**

<p>TSW demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, cardio respiratory functioning and proper body composition.</p>	<p>TSW apply the principles of training and FITT to improve and maintain physical fitness.</p> <p>TSW demonstrate proper warm-up and cool-down techniques.</p> <p>TSW engage in physical activity in their target heart rate zone and calculate their heart rate before, during and after activity.</p>			
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Unit: **Badminton**

<p>TSW demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, cardio respiratory functioning and proper body composition.</p>	<p>TSW apply the principles of training and FITT to improve and maintain physical fitness.</p> <p>TSW demonstrate proper warm-up and cool-down techniques.</p> <p>TSW engage in physical activity in their target heart rate zone and calculate their heart rate before, during and after activity.</p>			
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Unit: **Racquetball**

<p>TSW demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, cardio respiratory functioning and proper body composition.</p>	<p>TSW apply the principles of training and FITT to improve and maintain physical fitness.</p> <p>TSW demonstrate proper warm-up and cool-down techniques.</p> <p>TSW engage in physical activity in their target heart rate zone and calculate their heart rate before, during and after activity.</p>			
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Unit: Eclipse Ball

<p>TSW demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, cardio respiratory functioning and proper body composition.</p>	<p>TSW apply the principles of training and FITT to improve and maintain physical fitness.</p> <p>TSW demonstrate proper warm-up and cool-down techniques.</p> <p>TSW engage in physical activity in their target heart rate zone and calculate their heart rate before, during and after activity.</p>			
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Unit: Pickle ball

<p>TSW demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, cardio respiratory functioning and proper body composition.</p>	<p>TSW apply the principles of training and FITT to improve and maintain physical fitness.</p> <p>TSW demonstrate proper warm-up and cool-down techniques.</p> <p>TSW engage in physical activity in their target heart rate zone and calculate their heart rate before, during and after activity.</p>			
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Unit: Frisbee Golf

<p>TSW demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, cardio respiratory functioning and proper body composition.</p>	<p>TSW apply the principles of training and FITT to improve and maintain physical fitness.</p> <p>TSW demonstrate proper warm-up and cool-down techniques.</p> <p>TSW engage in physical activity in their target heart rate zone and calculate their heart rate before, during and after activity.</p>			
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Standard 5:

Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

Grade:

9-12

5PA-P1. Apply safe practices, rules, procedures and etiquette in all physical activity settings.

PO 1. Follow safety rules

PO 2. Behave appropriately

PO 3. Show respect and consideration for oneself and others.

5PA-P2. Act independently of peer pressure.

PO 1. Same as concept

5PA-P3. Resolve conflict in appropriate ways.

PO 1. Identify and discuss conflict in physical education and sports.

PO 2. Construct a conflict resolution plan.

PO 3. Demonstrate conflict resolution skills.

Standard 5:

Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

Grade:

9th

Suggested Activities/Units	Strategies/Terminology
1. Tennis	<ol style="list-style-type: none">1. Sportsmanship – accepting decisions made by judges, teachers, other students.2. Teach game rules, procedures and etiquette.3. Safety rules – using equipment properly and taking care of equipment properly.4. Students will apply safety rules to games and activities.5. Teach conflict resolution and students will use this to resolve conflicts in appropriate ways. (peer mediation)6. Students will learn to respect peers, personal space, individuality, and gender.
2. Badminton	<ol style="list-style-type: none">1. Sportsmanship – accepting decisions made by judges, teachers, other students.2. Teach game rules, procedures and etiquette.3. Safety rules – using equipment properly and taking care of equipment properly.4. Students will apply safety rules to games and activities.5. Teach conflict resolution and students will use this to resolve conflicts in appropriate ways. (peer mediation)6. Students will learn to respect peers, personal space, individuality, and gender.
3. Racquetball	<ol style="list-style-type: none">1. Sportsmanship – accepting decisions made by judges, teachers, other students.2. Teach game rules, procedures and etiquette.3. Safety rules – using equipment properly and taking care of equipment properly.4. Students will apply safety rules to games and activities.5. Teach conflict resolution and students will use this to resolve conflicts in appropriate ways. (peer mediation)6. Students will learn to respect peers, personal space, individuality, and gender.

Standard 5:

Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

Grade:

9th

Suggested Activities/Units

Strategies/Terminology

1. Eclipse Ball

1. Sportsmanship – accepting decisions made by officials, teachers, other students.
2. Teach game rules, procedures and etiquette.
3. Safety rules – using equipment properly and taking care of equipment properly.
4. Students will apply safety rules to games and activities.
5. Teach conflict resolution and students will use this to resolve conflicts in appropriate ways. (peer mediation)
6. Students will learn to respect peers, personal space, individuality, and gender.

2. Pickle ball

1. Sportsmanship – accepting decisions made by officials, teachers, other students.
2. Teach game rules, procedures and etiquette.
3. Safety rules – using equipment properly and taking care of equipment properly.
4. Students will apply safety rules to games and activities.
5. Teach conflict resolution and students will use this to resolve conflicts in appropriate ways. (peer mediation)
6. Students will learn to respect peers, personal space, individuality, and gender.

3. Frisbee Golf

1. Sportsmanship – accepting decisions made by officials, teachers, other students.
2. Teach game rules, procedures and etiquette.
3. Safety rules – using equipment properly and taking care of equipment properly.
4. Students will apply safety rules to games and activities.
5. Teach conflict resolution and students will use this to resolve conflicts in appropriate ways. (peer mediation)
6. Students will learn to respect peers, personal space, individuality, and gender.

Unit: Tennis

<p>TSW follow tennis safety rules Regarding court etiquette, and Equipment safety</p> <p>TSW demonstrate respect, Consideration, and proper behavior When playing tennis.</p>	<p>TSW act independently of peer Pressure while playing the game Of tennis.</p>	<p>TSW discuss, identify, and resolve Conflict that occurs during the tennis unit.</p>		
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Unit: Badminton

<p>TSW follow tennis Safety rules regarding court etiquette, and equipment safety.</p> <p>TSW demonstrate respect, Consideration, and proper behavior When playing basketball.</p>	<p>TSW act independently of peer Pressure while playing the game Of badminton.</p>	<p>TSW discuss, identify, and resolve Conflict that occurs during the badminton unit.</p>		
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Unit: Racquetball

<p>TSW follow racquetball safety Rules regarding court etiquette, and equipment safety.</p> <p>TSW demonstrate respect, consideration, and proper behavior when playing racquetball.</p>	<p>TSW act independently of peer pressure while playing the game of racquetball.</p>	<p>TSW discuss, identify, and resolve Conflict that occurs during the racquetball unit.</p>		
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Unit: Eclipse Ball

<p>TSW follow eclipse ball safety Rules.</p> <p>TSW demonstrate respect, Consideration, and proper behavior When playing eclipse ball.</p>	<p>TSW act independently of peer Pressure while playing the game Of eclipse ball.</p>	<p>TSW discuss, identify, and resolve Conflict that occurs during the eclipse ball unit.</p>		
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Unit: Pickle ball

<p>TSW follow pickle ball safety Rules, regarding court etiquette, and equipment safety.</p> <p>TSW demonstrate respect, Consideration, and proper behavior When playing pickle ball</p>	<p>TSW act independently of peer Pressure while playing the game Of pickle ball.</p>	<p>TSW discuss, identify, and resolve Conflict that occurs during the pickle ball unit.</p>		
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Unit: Frisbee Golf

<p>TSW follow Frisbee golf Safety rules regarding course etiquette and safety.</p> <p>TSW demonstrate respect, Consideration, and proper behavior When playing Frisbee golf.</p>	<p>TSW act independently of peer Pressure while playing a Frisbee golf match.</p>	<p>TSW discuss, identify, and resolve Conflict that occurs during the Frisbee golf unit.</p>		
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Standard 6:

Students demonstrate understanding and respect for differences among people in physical activity settings.

Grade:

9-12

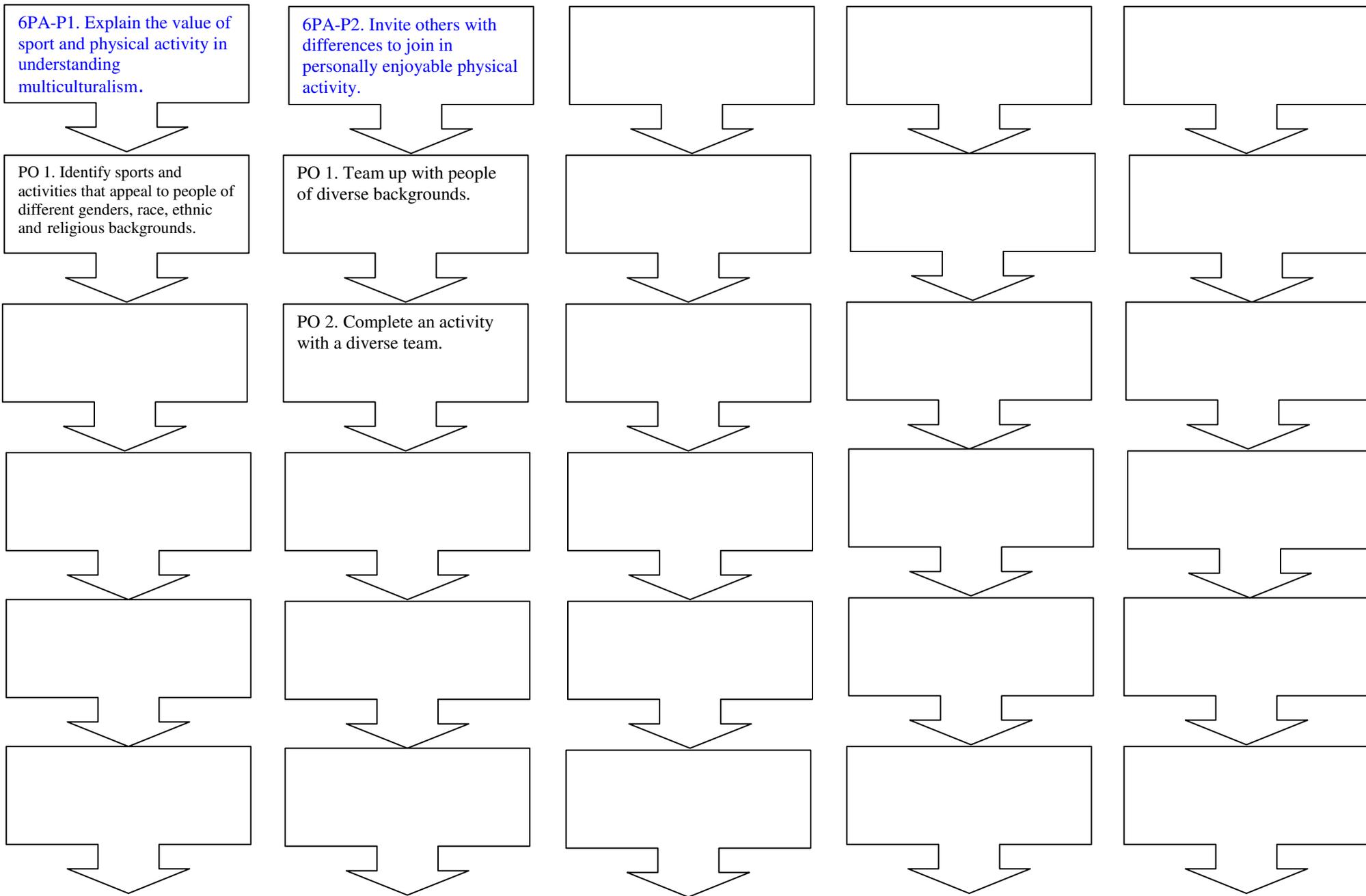
6PA-P1. Explain the value of sport and physical activity in understanding multiculturalism.

6PA-P2. Invite others with differences to join in personally enjoyable physical activity.

PO 1. Identify sports and activities that appeal to people of different genders, race, ethnic and religious backgrounds.

PO 1. Team up with people of diverse backgrounds.

PO 2. Complete an activity with a diverse team.



Standard 6:

Students demonstrate understanding and respect for differences among people in physical activity settings.

Grade:

9th

Suggested Activities/Units

Strategies/Terminology

1. Tennis

1. Developing citizenship – treating others with respect.
2. Small group activities – working together in varying groups for social interaction.
3. Knowledge of history and origin of sport.
4. Acceptance of all classmates regardless of physical ability.
5. Students whenever possible will work with special needs students in class or volunteer outside of class in Special Olympics.

2. Badminton

1. Developing citizenship – treating others with respect.
2. Small group activities – working together in varying groups for social interaction.
3. Knowledge of history and origin of sport.
4. Acceptance of all classmates regardless of physical ability.
5. Students whenever possible will work with special needs students in class or volunteer outside of class in Special Olympics.

3. Racquetball

1. Developing citizenship – treating others with respect.
2. Small group activities – working together in varying groups for social interaction.
3. Knowledge of history and origin of sport.
4. Acceptance of all classmates regardless of physical ability.
5. Students whenever possible will work with special needs students in class or volunteer outside of class in Special Olympics.

Standard 6:

Students demonstrate understanding and respect for differences among people in physical activity settings.

Grade:

9th

Suggested Activities/Units

Strategies/Terminology

1. Eclipse Ball

1. Developing citizenship – treating others with respect.
2. Small group activities – working together in varying groups for social interaction.
3. Knowledge of history and origin of sport.
4. Acceptance of all classmates regardless of physical ability.
5. Students whenever possible will work with special needs students in class or volunteer outside of class in Special Olympics.

2. Pickle ball

1. Developing citizenship – treating others with respect.
2. Small group activities – working together in varying groups for social interaction.
3. Knowledge of history and origin of sport.
4. Acceptance of all classmates regardless of physical ability.
5. Students whenever possible will work with special needs students in class or volunteer outside of class in Special Olympics.

3. Frisbee Golf

1. Developing citizenship – treating others with respect.
2. Small group activities – working together in varying groups for social interaction.
3. Knowledge of history and origin of sport.
4. Acceptance of all classmates regardless of physical ability.
5. Students whenever possible will work with special needs students in class or volunteer outside of class in Special Olympics.

Unit: Tennis

<p>TSW display positive citizenship during activity.</p> <p>TSW display a positive attitude for others of a different skill level or diverse background.</p>	<p>TSW compete in a multicultural team make up.</p>			
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Unit: Badminton

<p>TSW work in diverse teams during small group activities.</p> <p>TSW accept everyone's diversity regardless of background or ability/</p>	<p>TSW compete in a multicultural team make up.</p>			
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Unit: Racquetball

<p>TSW display positive citizenship during activity.</p> <p>TSW display a positive attitude for others of a different skill level or diverse background.</p>	<p>TSW compete in a multicultural team make up.</p>			
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Unit: Eclipse Ball

<p>TSW display positive citizenship during activity.</p> <p>TSW display a positive attitude for others of a different skill level or diverse background.</p>	<p>TSW compete in a multicultural team make up.</p>			
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Unit: Pickle ball

<p>TSW display positive citizenship during activity.</p> <p>TSW display a positive attitude for others of a different skill level or diverse background.</p>	<p>TSW compete in a multicultural team make up.</p>			
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Unit: Frisbee Golf

<p>TSW display positive citizenship during activity.</p> <p>TSW display a positive attitude for others of a different skill level or diverse background.</p>	<p>TSW compete in a multicultural team make up.</p>			
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Standard 7:
Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.

Grade:
9-12

7PA-P1. Demonstrate knowledge of goal setting and the ability to apply this knowledge to personal physical fitness and activity goals.

7PA-P2. Identify attitudes associated with regular participation in physical activity and/or fitness development activities.

7PA-P3. Organize time management skills associated with regular physical activity participation.

PO 1. List goal setting steps

PO 1. List the rewards of regular participation.

PO 1. Complete and document regular physical activity outside of class at least 3 times per week.

PO 2. Apply goal setting strategies to a personal fitness plan.

PO 2. Identify obstacles to regular participation.

PO 3. Explain the importance of motivation, prioritizing, dedication and self-discipline in fitness development.

Standard 7:

Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.

Grade:

9th

Suggested Activities/Units

Strategies/Terminology

1. Tennis

1. Set individual goals to increase and enhance student achievement. (at the beginning of the unit)
2. Re-evaluate student goal at the end of the unit.
3. Allow time for students to journal their findings and assess their results.
4. Use the fitness gram test information to develop personal fitness goals/plan.

2. Badminton

1. Set individual goals to increase and enhance student achievement. (at the beginning of the unit)
2. Re-evaluate student goal at the end of the unit.
3. Allow time for students to journal their findings and assess their results.
4. Use the fitness gram test information to develop personal fitness goals/plan.

3. Racquetball

1. Set individual goals to increase and enhance student achievement. (at the beginning of the unit)
2. Re-evaluate student goal at the end of the unit.
3. Allow time for students to journal their findings and assess their results.
4. Use the fitness gram test information to develop personal fitness goals/plan.

Unit: **Tennis**

TSW demonstrate and apply goal setting strategies while participating in volleyball drills and games.	TSW identify and demonstrate positive attitudes and good sportsmanship while participating in the volleyball unit.	TSW identify and demonstrate time management skills during volleyball drills and games.		
TSW apply goal setting strategies learn to a personal fitness plan.	TSW be able to list the rewards and identify the obstacles of regular activity.	TSW participate in regular physical activities outside of class at least 3 times a week and document that activity on a fitness sheet or log.		

Unit: **Badminton**

TSW demonstrate and apply goal setting strategies while participating in basketball drills and games.	TSW identify and demonstrate positive attitudes and good sportsmanship while participating in basketball.	TSW identify and demonstrate time management skills during basketball drills and games.		
TSW apply goal setting strategies learn to a personal fitness plan.	TSW be able to list the rewards and identify the obstacles of regular activity.	TSW participate in regular physical activities outside of class at least 3 times a week and document that activity on a fitness sheet or log.		

Unit: **Racquetball**

TSW demonstrate and apply goal setting strategies while participating in hockey drills and games.	TSW identify and demonstrate positive attitudes and good sportsmanship while participating in hockey.	TSW identify and demonstrate time management skills during hockey drills and games.		
TSW apply goal setting strategies learn to a personal fitness plan.	TSW be able to list the rewards and identify the obstacles of regular activity.	TSW participate in regular physical activities outside of class at least 3 times a week and document that activity on a fitness sheet or log.		

Unit: Eclipse Ball

<p>TSW demonstrate and apply goal setting strategies while participating in flag football drills and games.</p> <p>TSW apply goal setting strategies learn to a personal fitness plan.</p>	<p>TSW identify and demonstrate positive attitudes and good sportsmanship while participating in flag football.</p> <p>TSW be able to list the rewards and identify the obstacles of regular activity.</p>	<p>TSW identify and demonstrate time management skills during flag football drills and games.</p> <p>TSW participate in regular physical activities outside of class at least 3 times a week and document that activity on a fitness sheet or log.</p>		
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Unit: Pickle ball

<p>TSW demonstrate and apply goal setting strategies while participating in soccer drills and games.</p> <p>TSW apply goal setting strategies learn to a personal fitness plan.</p>	<p>TSW identify and demonstrate positive attitudes and good sportsmanship while participating in soccer.</p> <p>TSW be able to list the rewards and identify the obstacles of regular activity.</p>	<p>TSW identify and demonstrate time management skills during soccer drills and games.</p> <p>TSW participate in regular physical activities outside of class at least 3 times a week and document that activity on a fitness sheet or log.</p>		
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Unit: Frisbee Golf

<p>TSW demonstrate and apply goal setting strategies while participating in mush ball / whiffle ball drills and games.</p> <p>TSW apply goal setting strategies learn to a personal fitness plan.</p>	<p>TSW identify and demonstrate positive attitudes and good sportsmanship while participating in mush ball / whiffle ball.</p> <p>TSW be able to list the rewards and identify the obstacles of regular activity.</p>	<p>TSW identify and demonstrate time management skills during mush ball/ whiffle ball drills and games.</p> <p>TSW participate in regular physical activities outside of class at least 3 times a week and document that activity on a fitness sheet or log.</p>		
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Suggested Activities:
Skills/Knowledge:

- Triad Rally
- Wall Rally
- Ball Handling
- Target Serving Game
- Around the World
- Shuttle Rally
- Pickle ball
- Four Square with Rackets
- Quick Serve Tennis
- Doubles Tennis Baseball

Resources:

- PE Central
- DVNET/PE Lessons
- Pangrazi
- AAPHERD
- NASPE – National Assoc. of Sport and Physical Educ.

Unit Name or Activity
TENNIS

Learning Objectives:

TSW apply and demonstrate the rules and game strategies.
TSW demonstrate the proper biomechanical skills of tennis, such as stance, footwork, proper forehand and backhand techniques, and serving skills.
TSW identify the strengths and weaknesses of a higher level of competition (watch a video, evaluate a game).
TSW self evaluate their serving, forehand strokes, and backhand strokes that will improve their performance.
TSW be able to identify the difference between indoor/outdoor fac.
TSW demonstrate proper sportsmanship and tennis etiquette.
TSW work in diverse teams during small group activities.
TSW accept everyone’s diversity regardless of background or ability.

Arizona State Physical Activity Standards:

Standard 1 – Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.
Standard 2 – Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.
Standard 3- Students exhibit a physically active lifestyle.
Standard 4- Students achieve and maintain a health-enhancing level of physical fitness.
Standard 5 – Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.
Standard 6 – Students demonstrate understanding and respect for differences among people in physical activity settings.

Key

- Ball handling
- Forehand Stroke Form
- Serving Form
- Backhand Stroke Form
- Footwork
- Stance
- Follow through
- Rules/court diagram
- History
- Etiquette

Vocabulary:

- Fault
- Let Serve
- Deuce
- Advantage In/Out
- Alley
- Love
- Forehand and Backhand

Suggested Activities:
Skills/Knowledge:

- Triad Rally
- Singles Rally w/o net
- Ball Handling
- Target Serving Game
- Around the World
- Shuttle Rally
- Pickle ball
- Four Square with Rackets
- King of the court
- Target shot making game

Resources:

- PE Central
- DVNET/PE Lessons
- Pangrazi
- AAPHERD
- NASPE – National Assoc. of Sport and Physical Educ.

Unit Name or Activity
BADMINTON

Learning Objectives:

TSW apply and demonstrate the rules and game strategies
TSW demonstrate the proper biomechanical skills of badminton, such as stance, footwork, proper strokes, and serving skills.
TSW identify the strengths and weaknesses of a higher level of competition (watch a video, evaluate a game).
TSW self evaluate their serving and stroke performance that will improve their performance.
TSW be able to identify the difference between indoor/outdoor fac.
TSW demonstrate proper sportsmanship and badminton etiquette.
TSW work in diverse teams during small group activities.
TSW accept everyone's diversity regardless of background or ability.

Arizona State Physical Activity Standards:

- Standard 1** – Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.
- Standard 2** – Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.
- Standard 3**- Students exhibit a physically active lifestyle.
- Standard 4**- Students achieve and maintain a health-enhancing level of physical fitness.
- Standard 5** – Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.
- Standard 6** – Students demonstrate understanding and respect for differences among people in physical activity settings.

Key

- Serving types
- Shot varieties
- Underhand Serving Form
- Boundaries(singles/doubles)
- Footwork
- Stance
- Strategies
- Rules/court diagram
- History
- Etiquette

Vocabulary:

- Drop
- Smash
- Clear
- Drive
- Lob
- Shuttlecock
- Service Court

Suggested Activities:
Skills/Knowledge:

- Doubles Rally
- Singles Rally
- Ball Handling
- Target Serving Game
- Cutthroat
- Target shot making game
- Hand ball
- Wall Volley
- King of the court

Resources:

- PE Central
- DVNET/PE Lessons
- Pangrazi
- AAPHERD
- NASPE – National Assoc. of Sport and Physical Educ.

Unit Name or Activity
RACQUETBALL

Learning Objectives:

TSW apply and demonstrate the rules and game strategies.
TSW demonstrate the proper biomechanical skills of racquetball, such as stance, footwork, proper strokes, and serving skills.
TSW identify the strengths and weaknesses of a higher level of competition (watch a video, evaluate a game).
TSW self evaluate their serving and stroke performance that will improve their performance.
TSW be able to identify the difference between 3 wall and 4 wall.
TSW demonstrate proper sportsmanship and racquetball etiquette.
TSW work in diverse teams during small group activities.
TSW accept everyone's diversity regardless of background or ability.

Arizona State Physical Activity Standards:

- Standard 1** – Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.
- Standard 2** – Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.
- Standard 3**- Students exhibit a physically active lifestyle.
- Standard 4**- Students achieve and maintain a health-enhancing level of physical fitness.
- Standard 5** – Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.
- Standard 6** – Students demonstrate understanding and respect for differences among people in physical activity settings.

Key

- Serving types
- Shot varieties
- Underhand Serving Form
- Boundaries
- Footwork
- Stance
- Strategies
- Rules/court diagram
- History
- Etiquette

Vocabulary:

- Drop
- Service area
- Hindrance
- Interference
- Lob
- 2 Wall Serve
- Service Court

Suggested Activities:
Skills/Knowledge:

- Play-It Practice
- Wall Rally
- Ball Handling
- Target Serving Game
- Around the World
- King of the Court
- Pepper
- Target Passing
- File Volley
- Call the Shot

Resources:

- PE Central
- DVNET/PE Lessons
- Pangrazi
- AAPHERD
- NASPE – National Assoc. of Sport and Physical Educ.

Unit Name or Activity
ECLIPSE BALL

Learning Objectives:

TSW apply and demonstrate the rules and game strategies.
TSW demonstrate the proper biomechanical skills of eclipse ball, such as stance, footwork, proper forehand and backhand techniques, and serving skills.
TSW identify the strengths and weaknesses of a higher level of competition (watch a video, evaluate a game).
TSW self evaluate their serving, forehand strokes, and backhand strokes that will improve their performance.
TSW be able to identify the difference between badminton, tennis, volleyball, and eclipse ball.
TSW demonstrate proper sportsmanship.
TSW work in diverse teams during small group activities.
TSW accept everyone's diversity regardless of background or ability.

Arizona State Physical Activity Standards:

- Standard 1** – Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.
- Standard 2** – Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.
- Standard 3**- Students exhibit a physically active lifestyle.
- Standard 4**- Students achieve and maintain a health-enhancing level of physical fitness.
- Standard 5** – Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.
- Standard 6** – Students demonstrate understanding and respect for differences among people in physical activity settings.

Key

- Ball handling
- Forehand Stroke Form
- Serving Form
- Backhand Stroke Form
- Footwork
- Stance
- Follow through
- Rules/court diagram
- History
- Sportsmanship

Vocabulary:

- Play-It
- Net Serve
- Volley
- Dink Shot
- Spike
- Scoring
- Forehand and Backhand

Suggested Activities:
Skills/Knowledge:

- Rally Games
- Partner Toss using smash/drop
- Ball Handling
- Target Serving Game
- Around the World
- Shuttle Rally
- Figure 8 Drill(Line & cross court)
- Short Game
- King of the court
- Target shot making game

Resources:

- PE Central
- DVNET/PE Lessons
- Pickle ball for Player & Teacher
By Joyce M. Curtis
- AAPHERD
- Quality Lesson Plans for Secondary
Physical Education by
Dorothy Zakrajsek

Unit Name or Activity
PICKLEBALL

Learning Objectives:

TSW apply and demonstrate the rules and game strategies.
TSW demonstrate the proper biomechanical skills of pickle ball, such as stance, footwork, proper strokes, and serving skills.
TSW identify the strengths and weaknesses of a higher level of competition (watch a video, evaluate a game).
TSW self evaluate their serving and stroke performance that will improve their performance.
TSW be able to identify the difference between indoor/outdoor fac.
TSW demonstrate proper sportsmanship and pickle ball etiquette.
TSW work in diverse teams during small group activities.
TSW accept everyone's diversity regardless of background or ability.

Arizona State Physical Activity Standards:

- Standard 1** – Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.
- Standard 2** – Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.
- Standard 3**- Students exhibit a physically active lifestyle.
- Standard 4**- Students achieve and maintain a health-enhancing level of physical fitness.
- Standard 5** – Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.
- Standard 6** – Students demonstrate understanding and respect for differences among people in physical activity settings.

Key

- Serving types
- Shot varieties
- Underhand Serving Form
- Boundaries(singles/doubles)
- Footwork
- Stance
- Strategies
- Rules/court diagram
- History
- Etiquette

Vocabulary:

- Drop Shot, Drop Volley
- Service Court
- Drive, Smash, Lob
- Let Serve
- Match Point
- Kitchen-non volley zone
- Foot Fault

Suggested Activities:
Skills/Knowledge:

- Stroke Play
- Best Frisbee
- Distance competitions
- Target competitions
- Practice types of throws
- 9 hole Frisbee Golf Game
- Decathlon
- Frisbee Horse
-
-

Resources:

- PE Central
- DVNET/PE Lessons
- Pangrazi
- AAPHERD
- NASPE – National Assoc. of Sport and Physical Educ.

Unit Name or Activity
FRISBEE GOLF

Learning Objectives:

TSW apply and demonstrate the rules and game strategies.
TSW demonstrate the proper biomechanical skills of Frisbee golf, such as stance, footwork, and proper throws.
TSW identify the strengths and weaknesses of a higher level of competition (watch a video, evaluate a game).
TSW self evaluate their throws that will improve their performance.
TSW demonstrate proper sportsmanship and golf etiquette.
TSW work in diverse teams during small group activities.
TSW accept everyone's diversity regardless of background or ability.

Arizona State Physical Activity Standards:

Standard 1 – Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.
Standard 2 – Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.
Standard 3- Students exhibit a physically active lifestyle.
Standard 4- Students achieve and maintain a health-enhancing level of physical fitness.
Standard 5 – Students develop self-initiated behaviors that promote .effective personal and social interactions in physical activity settings.
Standard 6 – Students demonstrate understanding and respect for differences among people in physical activity settings.

Key

- Types of throws
- Shot varieties
- Etiquette
- Boundaries
- Footwork
- Stance
- Strategies
- Rules/course diagram
- History
-

Vocabulary:

- Behind the back throw
- Backhand throw
- Under the leg throw
- Forehand throw
- Distance throw
- Birdie, Eagle, Par
- Bogey, Fore

Unit/Lesson/Activity _____ Date(s) _____

Arizona State Comprehensive PE Standards

Physical Activity Standards for the Proficiency Grades 9-12.

(E.g. 1PA-E1: #=#of Standard; PA=Physical Activity; E = Essentials; # = # of substandard) (PO = Performance Objective)

STANDARD 1 - Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

1PA-P1. Demonstrate competency in at least three different types of movement forms (e.g., aquatics, team sports, individual and dual sports, outdoor pursuits, self-defense, gymnastics, dance)

- PO 1. Demonstrate competency (basic skills, strategies and rules) in an increasing number of more complex versions of at least three different movement forms
- 1PA-P2. Use specialized knowledge to develop movement competence/proficiency
- PO 1. Demonstrate improved skills by applying the critical elements to competent performance

1PA-P3. Identify and apply critical elements to enable the development of movement competence/proficiency

- PO 1. Identify the critical elements of a skill
- PO 2. Demonstrate and apply the biomechanical concepts and principles to the skills

1PA-P4. Identify and apply characteristics of highly skilled performance to enable the development of movement competence/proficiency

- PO 1. Identify strengths and weaknesses of highly skilled performances
- PO 2. Identify skills needed to improve performance

1PA-P5. Apply discipline-specific information to individual performance

- PO 1. Same as concept

STANDARD 2 - Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

2PA-P1. Explain the difference between facts and myths (e.g., the validity of marketing claims promoting fitness products and services) related to physical activity

- PO 1. Identify various products and their marketing claims
- PO 2. Explain value of consumer items

2PA-P2. Identify consumer issues related to selection, purchase, care and maintenance of personal fitness equipment

- PO 1. Identify personal needs

- PO 2. Identify similarities and differences among products
- PO 3. Identify use
- PO 4. Explain cost quality

2PA-P3. Identify appropriate individual requirements for physical activity prescription concerning the mode, intensity, duration, frequency and progression

- PO 1. Explain principles of training
- PO 2. Apply principles of training

2PA-P4. Demonstrate ability to self-assess each area of health-related physical fitness and interpret test scores

- PO 1. Match fitness components and tests
- PO 2. Administer self-tests
- PO 3. Explain results
- PO 4. Prescribe needs and identify strengths

2PA-P5. Identify different sports and activities and their contributions to specific health-related physical fitness components

- PO 1. Explain the value of various sports/activities on fitness components

2PA-P6. Demonstrate a knowledge of physiological changes that result from physical activity participation

- PO 1. Identify positive physical changes that affect the heart, circulatory, respiratory and other systems as a result of active participation in sports

2PA-P7. Identify safety principles associated with physical fitness development

- PO 1. Same as concept

2PA-P8. Design a personal fitness program that 1) will lead to, or maintain, an acceptable level of health-related fitness and 2) is based on an understanding of training principles, individual skill levels and availability of resources

- PO 1. Write program goals
- PO 2. Design a program
- PO 3. Follow the program
- PO 4. Monitor and adjust
- PO 5. Complete a program

- PO 6. Design a personal fitness program
- PO 7. Participate regularly in a personal fitness program

PO 8. Complete a personal fitness program

STANDARD 3 - Students exhibit a physically active lifestyle.

3PA-P1. Participate regularly in health-enhancing and personally rewarding physical activity

- PO 1. Complete a program in cardio-respiratory fitness
- PO 2. Complete a developmental program in muscular strength and muscular endurance
- PO 3. Complete a flexibility program

3PA-P2. Select physical activities from a variety of movement forms based on personal interest, meaning and fulfillment

- PO 1. Complete a program in cardio-respiratory fitness
- PO 2. Complete a developmental program in muscular strength and muscular endurance
- PO 3. Complete a flexibility program

3PA-P3. Develop a personal physical activity program meeting individual needs

- PO 1. Design a program
- PO 2. Follow the program
- PO 3. Monitor and adjust the program

STANDARD 4 - Students achieve and maintain a health-enhancing level of physical fitness.

4PA-P1. Accomplish the health-related physical fitness standards as designed by Fitness-gram

- PO 1. Identify a personal level of fitness on:
 - (a) cardio-respiratory performance
 - (b) muscular strength
 - (c) muscular endurance
 - (d) flexibility
 - (e) body composition

4PA-P2. Use principles of training for the purpose of modifying levels of health fitness

- PO 1. Identify the results of the Fitness-gram

- PO 2. Apply the information to develop personal fitness goals/plans

4PA-P3. Design a personal health-related fitness program based on an accurately assessed fitness profile

- PO 1. Design and participate in a personal fitness program incorporating the FITT principle

4PA-P4. Identify safe and risky exercises and demonstrate safe exercise alternatives

- PO 1. Describe unsafe practices and the appropriate safe alternative
- PO 2. Devise a plan to reduce risk and possible injury

STANDARD 5 - Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

5PA-P1. Apply safe practices, rules, procedures and etiquette in all physical activity settings

- PO 1. Follow safety rules
- PO 2. Behave appropriately
- PO 3. Show respect and consideration for oneself and others

5PA-P2. Act independently of peer pressure

- PO 1. Same as concept

5PA-P3. Resolve conflict in appropriate ways

- PO 1. Identify and discuss conflict in physical education and sports
- PO 2. Construct a conflict resolution plan
- PO 3. Demonstrate conflict resolution skills

STANDARD 6 - Students demonstrate understanding and respect for differences among people in physical activity settings.

6PA-P1. Explain the value of sport and physical activity in understanding multiculturalism

- PO 1. Identify sports and activities that appeal to people of different genders, race, ethnic and religious backgrounds

6PA-P2. Invite others with differences to join in personally enjoyable physical activity

- PO 1. Team up with people of diverse backgrounds
- PO 2. Complete an activity with a diverse team

☐ STANDARD 7 - Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.

7PA-P1. Demonstrate knowledge of goal setting and the ability to apply this knowledge to personal physical fitness and activity goals

- ☐ PO 1. List goal setting steps
- ☐ PO 2. Apply goal setting strategies to a personal fitness plan

7PA-P2. Identify attitudes associated with regular participation in physical activity and/or fitness development activities

- ☐ PO 1. List the rewards of regular participation
- ☐ PO 2. Identify obstacles to regular participation
- ☐ PO 3. Explain the importance of motivation, prioritizing, dedication and self-discipline in fitness development

7PA-P3. Organize time management skills associated with regular physical activity participation

- ☐ PO 1. Complete and document regular physical activity outside of class at least 3 times per week

Comments: _____
