Middle Level Physical Education Curriculum Guide

Omaha Public Schools Physical Education Web Site
http://www.ops.org/district/CENTRALOFFICES/CurriculumInstruction andAssessment/PhysicalEducation/MiddleSchoolPhysicalEducation/tab id/1004/Default.aspx
Our Philosophy...

It is the goal of the Omaha Public Schools physical education program to provide students with developmentally appropriate learning opportunities with meaningful content and instruction. All students will develop health-related fitness, physical competence, cognitive understanding, and positive attitudes about physical activity that promotes a healthy and physically active lifestyle.

Our Vision...

Inspire every student to maintain a healthy lifestyle.

Our Mission...

Physical Education instructors believe that physical education is essential to the education of the whole child. The physical education program provides opportunities for students to attain the skills, knowledge and attitudes essential for a healthy lifestyle.

Our Middle School Purpose...

Incorporate learned skills and knowledge acquired into game situations and activities.

Physical Education Best Practices...

Fitness activities should be used to help students understand how to lead healthy lifestyles. Fitness activities should not be used as a punishment when a child misbehaves. (ie: running laps, push-ups, etc.)

Students should participate in their regularly scheduled physical education classes; it is an important part of educating the whole child.

Students should be involved in activities to keep them constantly moving.

Rules and equipment should be modified to match the different abilities of the students.

Activities and games should emphasize participation and cooperation instead of winning and losing.

Physical education classes should be planned with organized activities promoting the social, emotional and cognitive development of students. “Free Play” should not take the place of organized physical education.

Adapted from cwu.edu
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Omaha Public Schools Physical Education Standards

**Standard 1: Skills**
The learner demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Standard 2: Concepts**
The learner demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Standard 3: Participation**
The learner participates regularly in physical activity following classroom expectations.

**Standard 4: Fitness Assessments**
The learner achieves and maintains a health enhancing level of physical fitness.
Assessments

Practice

Practice assignments are brief. They are done to learn a new skill or to gain initial content knowledge, (e.g., student responses on white boards, a valid sampling of math problems, keyboarding exercises, diagramming sentences, checking and recording resting heart rate). Practice assignments are not generally graded for accuracy (descriptive feedback will be provided in class) and are not a part of the grade. Practice work is at the student’s instructional level.

Formative Assessments

Formative assessments/assignments are done for learning. They are minor assignments, (e.g., a three paragraph essay, written responses to guiding questions over an assigned reading, completion of a comparison contrast matrix). Formative assignments are graded for accuracy and descriptive feedback is provided. Formative work is at the student’s instructional level.

Summative Assessments

Summative assessments/assignments are major end of learning unit tests or projects, (e.g., a research paper, an oral report with a power point, science fair project). Summative assignments are graded for accuracy. Summative assignments assess the student’s progress on grade level standards.

Some coursework may be expected to be completed during class time or outside of school.

Assessment Explanations

Proficiency Scale

Definition: is a scoring tool that lists the criteria for student task.
Implementation: Choose a task and assign achievement levels.

Self Assessment

Definition: is a student’s assessment of their own achievement.
Implementation: Supply each student with a copy of a task list to on which to record their score.

Written Test

Definition: is a series of questions that test students’ knowledge of a unit.
Implementation: Administer written exam at the conclusion of a unit.

Review Sheet
# Physical Education Proficiency Scale

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Skills</th>
<th>4 Advanced</th>
<th>3 Proficient</th>
<th>2 Basic</th>
<th>1 Below Basic</th>
<th>0 Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</td>
<td>Student can perform the basic skills and most of the more advanced skills without assistance in a game or competitive setting.</td>
<td>Student can perform the basic skills and some of the more advanced skills without assistance in isolation or in a practice setting.</td>
<td>Student can perform some of the basic skills without assistance in isolation or in a practice setting.</td>
<td>Minimal achievement with assistance</td>
<td>Did not Attempt</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 2</th>
<th>Knowledge</th>
<th>4 Advanced</th>
<th>3 Proficient</th>
<th>2 Basic</th>
<th>1 Below Basic</th>
<th>0 Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</td>
<td>Student has thorough understanding of basic concepts, vocabulary and strategies, and can apply them in game or competitive situations</td>
<td>Student has minimal understanding of basic concepts, vocabulary and strategies and can apply them in practice situations but has difficulty applying them in game or competitive situations</td>
<td>Student has a minimal understanding of basic concepts, vocabulary and strategies but has difficulty applying them in practice situations</td>
<td>Minimal achievement with assistance</td>
<td>Did not Attempt</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 3</th>
<th>Participation</th>
<th>4 Advanced</th>
<th>3 Proficient</th>
<th>2 Basic</th>
<th>1 Below Basic</th>
<th>0 Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participates regularly in physical activity following classroom expectations</td>
<td>Student participates in all activities and makes an effort to improve their skills and abilities in all activities. Student also helps others improve their skill or ability.</td>
<td>Student participates in all activities and makes an effort to improve their skills and abilities in all activities</td>
<td>Student participates in some activities and/or demonstrates little effort to improve activities.</td>
<td>Minimal achievement with assistance</td>
<td>Did not Attempt</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 4</th>
<th>Physical Fitness</th>
<th>4 Advanced</th>
<th>3 Proficient</th>
<th>2 Basic</th>
<th>1 Below Basic</th>
<th>0 Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieves and maintains a health enhancing level of physical fitness</td>
<td>Refer to Fitness Test Rubric for requirements for Standard 4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Goal: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Advanced**  
**Score 4.0**  
In addition to the Proficient (3.0) performance, makes **in-depth** inferences and extended applications of what was learned, including connections to other experiences.  
Student can perform the basic skills and most of the more advanced skills without assistance in a game or competitive setting. |
| **Proficient**  
**Score 3.5**  
In addition to the complex ideas and processes (Proficient 3.0) performance, **partial success** at in-depth inferences and extended applications of what was learned, including connections to other experiences. |
| **Proficient**  
**Score 3.0**  
No major errors or omissions regarding any of the information and simple (Basic, 2.0) or complex processes (Proficient, 3.0) that was explicitly taught.  
Student can perform the basic skills and some of the more advanced skills without assistance in isolation or in a practice setting. |
| **Basic +**  
**Score 2.5**  
No major errors or omissions regarding any of the information and/or simpler details and processes (Basic, 2.0) and **partial** knowledge of the more complex ideas and processes (Proficient 3.0).  
Student can perform some of the basic skills without assistance in isolation or in a practice setting. |
| **Basic**  
**Score 2.0**  
No major errors or omissions regarding the simpler details and processes (Basic, 2.0), but **major** errors or omissions regarding the more complex ideas and processes (Proficient, 3.0). |
| **Below Basic**  
**Score 1.0**  
A **partial** understanding of some of the simpler details and processes (Basic 2.0), but **major** errors or omissions regarding the more complex ideas and processes (3.0). |
| **Failing**  
**Score 0**  
No evidence or **insufficient** evidence of student learning. |

**Proficiency Scale – Standard 1**
## Proficiency Scale – Standard 2

<table>
<thead>
<tr>
<th>Learning Goal:</th>
<th>Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced</strong></td>
<td><strong>Score 4.0</strong></td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td><strong>Score 3.0</strong></td>
</tr>
<tr>
<td><strong>Basic</strong></td>
<td><strong>Score 2.0</strong></td>
</tr>
<tr>
<td><strong>Below Basic</strong></td>
<td><strong>Score 1.0</strong></td>
</tr>
<tr>
<td><strong>Failing</strong></td>
<td><strong>Score 0</strong></td>
</tr>
</tbody>
</table>

- **Advanced Score 4.0**: Student has thorough understanding of basic concepts, vocabulary and strategies, and can apply them in game or competitive situations.
- **Proficient Score 3.0**: Student has minimal understanding of basic concepts, vocabulary and strategies and can apply them in practice situations but has difficulty applying them in game or competitive situations.
- **Basic Score 2.0**: Student has a minimal understanding of basic concepts, vocabulary and strategies but has difficulty applying them in practice situations.
- **Below Basic Score 1.0**: A partial understanding of some of the simpler details and processes (Basic 2.0), but major errors or omissions regarding the more complex ideas and processes (3.0).
- **Failing Score 0**: No evidence or insufficient evidence of student learning.
## Proficiency Scale – Standard 3

<table>
<thead>
<tr>
<th>Learning Goal:</th>
<th>Participates regularly in physical activity following classroom expectations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>In addition to the Proficient (3.0) performance, makes in-depth inferences and extended applications of what was learned, including connections to other experiences. Student participates in all activities and makes an effort to improve their skills and abilities in all activities. Student also helps others improve their skill or ability.</td>
</tr>
<tr>
<td>Score 4.0</td>
<td></td>
</tr>
<tr>
<td>Proficient</td>
<td>In addition to the complex ideas and processes (Proficient 3.0) performance, partial success at in-depth inferences and extended applications of what was learned, including connections to other experiences. Student participates in all activities and makes an effort to improve their skills and abilities in all activities</td>
</tr>
<tr>
<td>Score 3.5</td>
<td></td>
</tr>
<tr>
<td>Proficient</td>
<td>No major errors or omissions regarding any of the information and simple (Basic, 2.0) or complex processes (Proficient, 3.0) that was explicitly taught.</td>
</tr>
<tr>
<td>Score 3.0</td>
<td></td>
</tr>
<tr>
<td>Basic</td>
<td>No major errors or omissions regarding any of the information and/or simpler details and processes (Basic, 2.0) and partial knowledge of the more complex ideas and processes (Proficient 3.0). Student participates in all activities but only makes effort to improve in some but not all activities.</td>
</tr>
<tr>
<td>Basic + Score 2.5</td>
<td></td>
</tr>
<tr>
<td>Basic</td>
<td>No major errors or omissions regarding the simpler details and processes (Basic, 2.0), but major errors or omissions regarding the more complex ideas and processes (Proficient, 3.0).</td>
</tr>
<tr>
<td>Basic Score 2.0</td>
<td></td>
</tr>
<tr>
<td>Below Basic</td>
<td>A partial understanding of some of the simpler details and processes (Basic 2.0), but major errors or omissions regarding the more complex ideas and processes (3.0).</td>
</tr>
<tr>
<td>Below Basic Score 1.0</td>
<td></td>
</tr>
<tr>
<td>Failing</td>
<td>No evidence or insufficient evidence of student learning.</td>
</tr>
<tr>
<td>Score 1.0</td>
<td></td>
</tr>
<tr>
<td>Failing</td>
<td></td>
</tr>
<tr>
<td>Score 0</td>
<td></td>
</tr>
<tr>
<td>Learning Goal: Achieves and maintains a health enhancing level of physical fitness.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>Advanced Score 4.0</strong></td>
<td>In addition to the Proficient (3.0) performance, makes in-depth inferences and extended applications of what was learned, including connections to other experiences.</td>
</tr>
<tr>
<td><strong>Proficient ± Score 3.5</strong></td>
<td>In addition to the complex ideas and processes (Proficient 3.0) performance, partial success at in-depth inferences and extended applications of what was learned, including connections to other experiences.</td>
</tr>
<tr>
<td><strong>Proficient Score 3.0</strong></td>
<td>No major errors or omissions regarding any of the information and simple (Basic, 2.0) or complex processes (Proficient, 3.0) that was explicitly taught.</td>
</tr>
<tr>
<td><strong>Basic + Score 2.5</strong></td>
<td>No major errors or omissions regarding any of the information and/or simpler details and processes (Basic, 2.0) and partial knowledge of the more complex ideas and processes (Proficient 3.0).</td>
</tr>
<tr>
<td><strong>Basic Score 2.0</strong></td>
<td>No major errors or omissions regarding the simpler details and processes (Basic, 2.0), but major errors or omissions regarding the more complex ideas and processes (Proficient, 3.0).</td>
</tr>
<tr>
<td><strong>Below Basic Score 1.0</strong></td>
<td>No evidence or insufficient evidence of student learning.</td>
</tr>
<tr>
<td><strong>Failing Score 0</strong></td>
<td>No evidence or insufficient evidence of student learning.</td>
</tr>
</tbody>
</table>
Middle School Physical Education Syllabus
Fitness Activities
“Inspire every student to maintain a healthy lifestyle”

Instructor(s):  
Contact Times:  
E-mail:  
Contact Information/Phone number:

Course Description:
These courses are designed to help the student understand and apply the concepts and skills of fitness activities while understanding the importance of conditioning and exercise. These courses will concentrate on improving the strength, endurance and knowledge of fitness concepts. This will be accomplished through instruction of the skills and concepts of fitness. The OPS Physical Education Content Standards encompassed in these courses will be #1, #2, #3, and #4.

Instructional Philosophy:
(insert your own here)

Content Standards:
Standard 1 – Demonstrates competency in motor skills and movement patterns needed to perform physical activities  
Standard 2 – Demonstrates understanding of movement concepts, principles, strategies and tactics, as they apply to the learning of physical activities  
Standard 3 – Participates in regular physical activity  
Standard 4 – Achieves and maintains a health enhancing level of physical fitness

Units of Study:
(Insert team sports here)

Integrated Reading and Writing Experiences:
(insert your own here)

Material to Be Covered:
(insert your own here)

Major Coursework (Evidence of Learning):  
Deliberate Practice (Daily participation/homework):  
(insert your own here)  
(insert your own here)

Texts to be used/Resource materials:
Class Rules and Policies:
(insert your own here)  
(insert your own here)

Planned Assessments
• Unit Tests  
• Quarter Tests  
• Skills assessments  
• Fitness Testing  

Standards Based Grading Scale
Advanced = 3.01 – 4.00  
Proficient = 2.01 – 3.00  
Basic = 1.01 - 2.00  
Below Basic = 0 - 1.00
TEAM SPORTS
Team Sports Course Outline  
Omaha Public Schools  
Middle School  

Course Description  
These courses are designed to help the student understand and apply the concepts and skills of a specific team sport while understanding the importance of sportsmanship and teamwork. These courses will concentrate on the skills, rules and strategies of the sport. The OPS Physical Education Content Standards encompassed in these courses will be #1, #2, #3 and #4.

Objectives  

<table>
<thead>
<tr>
<th>Standard 1 – Skills</th>
<th>Skills specific and essential to each sport will be described and practiced through a variety of drills. Skills will also be included into games.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 2 – Concepts</td>
<td>Rules and strategies of each sport will be discussed. Written tests and worksheets may be included. Rules and strategies will be incorporated into games played in class.</td>
</tr>
<tr>
<td>Standard 3 – Participation</td>
<td>Practicing the skills and participation in the games is required to improve skills and enhance the experience of the sport.</td>
</tr>
</tbody>
</table>

General Rules and Expectations  
Be Respectful, Responsible and Safe  
- Appropriate clothing is necessary for every class.  
- Respect and involvement of all participants are required.  
- Following the rules of the sport is essential.

Grading System  

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Student can perform the basic skills, understand game rules and strategies and include teammates in a game situation while helping them to improve their abilities.</td>
</tr>
<tr>
<td>3</td>
<td>Student can perform most of the basic skills, understand game rules and strategies and makes an effort includes all teammates in a game situation.</td>
</tr>
<tr>
<td>2</td>
<td>Student can perform some of the basic skills, understand game rules and strategies and occasionally include all teammates in a game situation.</td>
</tr>
<tr>
<td>1</td>
<td>Minimal achievement with assistance.</td>
</tr>
<tr>
<td>0</td>
<td>Attempted and failed or did not attempt.</td>
</tr>
<tr>
<td>Grade: 5-8</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>Subject: PE</td>
<td></td>
</tr>
<tr>
<td>Unit: Middle School Physical Education</td>
<td></td>
</tr>
<tr>
<td>Lens: Team Sports</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rules/Safety</strong></td>
<td></td>
</tr>
<tr>
<td>1. Object manipulation and spatial awareness are critical factors of safety</td>
<td>1. Explain how your environment affects physical activity in a group setting?</td>
</tr>
<tr>
<td>2. Rules define the boundary of the selected cooperative activity/game and contribute to the enjoyment and participation of the activity/game</td>
<td>2. What are the many environmental factors that can make activity safe or unsafe?</td>
</tr>
<tr>
<td>3. Sportsmanship deters conflict and enhances enjoyment of the selected cooperative activity/game</td>
<td>3. Why are rules/boundaries important?</td>
</tr>
<tr>
<td>4. How can appropriate or poor sportsmanship effect personal motivation?</td>
<td>5. How does sportsmanship carry over into everyday life?</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td></td>
</tr>
<tr>
<td>1. Body and spatial awareness enhance dynamic movement</td>
<td>3. Why is body and spatial awareness important in group activities?</td>
</tr>
<tr>
<td>2. Activity specific body movements and/or object manipulation enhance level of performance</td>
<td>4. How is performance influenced by correct technique?</td>
</tr>
<tr>
<td>5. What methods can be used to assess skills to ensure proper technique?</td>
<td></td>
</tr>
</tbody>
</table>
## Grade: 5-8  
Subject: PE  
Unit: Middle School Physical Education  
Lens: Team Sports

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategies</strong></td>
<td></td>
</tr>
<tr>
<td>1. Individual decision-making based on rules, and tactics heightens success and appreciation for the activity/game</td>
<td></td>
</tr>
<tr>
<td>2. Individuals are responsible for understanding and demonstrating their role within the group</td>
<td></td>
</tr>
<tr>
<td>3. How do rules and strategies for each specific activity increase student success and appreciation for the game/activity?</td>
<td></td>
</tr>
<tr>
<td>4. How do student choices contribute to or inhibit group success?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Healthy Lifestyles</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Individuals are responsible for active participation</td>
</tr>
<tr>
<td>2. Positive choices contribute to a healthy lifestyle</td>
</tr>
<tr>
<td>3. Social responsibility includes respecting self, others, equipment and facility</td>
</tr>
<tr>
<td>4. What does active participation look like?</td>
</tr>
<tr>
<td>5. How will choices pertaining to physical activity affect you later in life?</td>
</tr>
<tr>
<td>6. Why is social responsibility important in physical activity?</td>
</tr>
<tr>
<td>7. What are some elements of social responsibility?</td>
</tr>
</tbody>
</table>
### Grade: 5-8  
**Subject: PE**  
**Unit: Middle School Physical Education**  
**Lens: Team Sports**

**AC = Assessment Code:**
- Q – Quizzes
- P – Prompts
- O – Observations
- WS – Work Samples
- D – Dialogues
- SA – Student Self-Assessment
- CS - Critical Content and Skills
- T – Tests

<table>
<thead>
<tr>
<th>Students will Know...</th>
<th>AC</th>
<th>Students will be able to do...</th>
<th>AC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rules for the selected game/activity</td>
<td>9. Participate in game/activity by adhering to the rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Safety concerns associated with each game/activity</td>
<td>10. Demonstrate an appreciation for the safety concerns associated with each game/activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. How sportsmanship impacts flow and enjoyment of the activity/game</td>
<td>11. Demonstrate good sportsmanship while participating in the cooperative activity/game</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Proper technique for selected game/activity</td>
<td>12. Resolve conflict peacefully through appropriate channels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Proper warm-up and cool-down methods</td>
<td>13. Demonstrate skills within the context of selected activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The strategies associated with the selected activity/game</td>
<td>14. Demonstrate ability to use strategies/tactics associated with the selected cooperative activity/game</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Cooperatively working with others will lead to a positive outcome</td>
<td>15. Demonstrate ability to work cooperatively with others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The importance of continued participation in activities and its effect on their health and fitness level</td>
<td>16. Actively participate in selected cooperative activities/games</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Basketball

Unit Description: Basketball instruction should focus on developing skills and competence so students leave school with the ability to participate in recreational games later in life.

Skills:
- Passing
- Chest pass
- Bounce pass
- Flip pass
- Two-handed overhead pass
- Catching
- Dribbling
- Shooting
- Lay-up shots
- One-hand push shot
- Jump shot

Terminology:
- Passing
- Shooting
- Dribbling
- Foul
- Guarding
- Offense
- Defense
- Three point line
- Free throw line
- Traveling
- Carrying
- End line
- Jump ball
- Pivoting
- Rebounding

Assessment:
- Proficiency Scale
- Leveled Questions
- Additional Assessments
# Basketball Proficiency Scale

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 Advanced</th>
<th>3 Proficient</th>
<th>2 Basic</th>
<th>1 Below Basic</th>
<th>0 Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defensive Stance</td>
<td>Appropriate technique used to complete a defensive stance. Footwork and mechanics were perfect.</td>
<td>Appropriate technique was used to complete the defensive stance. Footwork and mechanics where very strong.</td>
<td>Appropriate technique was not used. Stance was weak but some what efficient.</td>
<td>Appropriate technique was not used. Stance was weak and not efficient.</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>Defensive Slide</td>
<td>Appropriate technique used to complete a defensive slide. Footwork, speed, and mechanics were perfect.</td>
<td>Appropriate technique was used to complete the defensive slide. Footwork, speed, and mechanics where very strong.</td>
<td>Appropriate technique was not used. Slide was weak but some what efficient.</td>
<td>Appropriate technique was not used. Slide was weak and not efficient.</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>Bounce Pass</td>
<td>Appropriate technique used to complete a bounce pass. Mechanics were perfect.</td>
<td>Appropriate technique was used to complete a bounce pass. Mechanics where very strong.</td>
<td>Appropriate technique was not used. Bounce pass was weak but some what efficient.</td>
<td>Appropriate technique was not used. Bounce pass was weak and not efficient.</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>Chest Pass</td>
<td>Appropriate technique used to complete a chest pass. Mechanics were perfect.</td>
<td>Appropriate technique was used to complete a chest pass. Mechanics where very strong.</td>
<td>Appropriate technique was not used. Chest pass was weak but some what efficient.</td>
<td>Appropriate technique was not used. Chest pass was weak and not efficient.</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>2 Hand Over the Head Pass</td>
<td>Appropriate technique used to complete a 2 hand over the head pass. Mechanics were perfect.</td>
<td>Appropriate technique was used to complete a 2 hand over the head pass. Mechanics where very strong.</td>
<td>Appropriate technique was not used. 2 hand over the head pass was weak but some what efficient.</td>
<td>Appropriate technique was not used. 2 hand over the head pass was weak and not efficient.</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>Dribbling</td>
<td>Appropriate technique used to dribble. Mechanics were perfect.</td>
<td>Appropriate technique was used to dribble. Mechanics were very strong.</td>
<td>Appropriate technique was not used. Dribbling was weak but some what efficient.</td>
<td>Appropriate technique was not used. Dribbling was weak and not efficient.</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>Lay-ups</td>
<td>Student dribbles ball with control towards basket, keeps head &amp; eyes forward, plants correct foot when approaching basket, elevates correctly and shoots ball while aiming for middle of backboard. He/She does this all the time.</td>
<td>Student dribbles ball with control towards basket, keeps head &amp; eyes forward, plants correct foot when approaching basket, elevates correctly and shoots ball while aiming for middle of backboard. He/She does this all the time.</td>
<td>Student dribbles ball with control towards basket, keeps head &amp; eyes forward, plants correct foot when approaching basket, elevates correctly and shoots ball while aiming for middle of backboard. He/She does this some the time.</td>
<td>Student dribbles ball with control towards basket, keeps head &amp; eyes forward, plants correct foot when approaching basket, elevates correctly and shoots ball while aiming for middle of backboard. He/she does not follow through with proper techniques.</td>
<td>Did not attempt</td>
</tr>
</tbody>
</table>
OPTIONAL ASSESSMENTS

PARTNER ASSESSMENT

Partner #1__________________________________________

Partner #2 ____________________________________________________________________.

Take turns evaluating each other’s proper technique for the following skills.

After each shot, pass or dribble partner makes a check mark by each category done correctly. If your partner does not demonstrate a step do not put a check mark in that category. Communicate with your partner by telling him/her what you are looking for during each shot. Notice: you are not being evaluated on making a basket.

Partners
#1   #2                        SET SHOT

1st shot ___    ___     Holds ball with shooting hand behind and under the ball.

2nd shot ___    ___    Bends knees when preparing to shoot.

3rd shot ___    ___    Straighten legs and arms when shooting the ball.

4th shot ___     ___   Follow through with shooting hand. (goose neck)

LAY UP SHOT

1st shot ___    ___   RIGHT SIDE – Step right, left, hop

2nd shot ___    ___   Right knee up

3rd shot ___    ___   LEFT SIDE – Step left, right, hop

4th shot ___   ___   Left knee up

CHEST PASS (to wall)

1st ___       ___   Fingers spread on both sides of ball.

2nd ___ ___   Step forward with one foot.

3rd ___ ___   Elbows out, and push (snap) ball forward.
4th ___ ___  After release, back of hands face each other.

**BOUNCE PASS (to wall)**
1st ___ ___  Fingers spread on both sides of ball.
2nd ___ ___  Step forward with one foot.
3rd ___ ___  Elbows out, push ball out and down (snap) more than half way to target.
4th ___ ___  After release, back of hands face each other.

**Dribbling (around cones)**
1st ___ ___  Keeps head up
2nd ___ ___  Dribbles with finger pads
3rd ___ ___  Dribbles below waist

**Basketball Lay Up Assessment**
Observe the person performing each task. Each person gets five chances to perform each task. Rate them as follows:
5 = Performs the task **EXCELLENT** and **ALL** of the time
4 = Performs the task **GOOD** and **MOST** of the time
3 = Performs the task **AVERAGE** and **SOME** of the time
2 = Performs the task **BELOW AVERAGE** and **NOT** all of the time
1 = **NEEDS MORE PRACTICE** in completing the task

**(1) RIGHT-HANDED LAY-UP**
The shooter dribbles with their head up______________
Approaches the basket from the right side______________
Weight is on their left foot______________
Basketball is released from the right hand______________
The shooter uses the backboard______________
The shooter makes a basket______________

**(2) LEFT-HANDED LAY-UP**
The shooter dribbles with their head up______________
Approaches the basket from the left side______________
Weight is on their right foot______________
Basketball is released from the left hand______________
The shooter uses the backboard______________
The shooter makes a basket______________

**BONUS: Just answer YES or NO**
Can the shooter make a foul shot? __________
Can the shooter make 5 foul shots in a row? __________
Can the shooter make a foul shot BACKWARDS? __________

Level Questions

Level 2

1. Which is a skill used in basketball?
   a) dribbling       b) Passing       c) shooting   d) guarding   e) a, b, c and d are correct
2. Offense is the team with the ball trying to score.
   a) true       b) False
3. Which is NOT a pass used in basketball?
   a) chest       b) Bounce       c) Spiral       d) overhead
4. Which is NOT a shot used in basketball?
   a) lay up       b) Set          c) Jump        d) double
5. You are allowed to take two steps without dribbling the ball when you do a lay up.
   a) true       b) False
6. When you dribble, you should always look at the ball so you know where it is.
   a) true       b) False
7. Walking with the ball and not dribbling is called
   a) double dribble  b) Traveling  c) fouling  d) stalling  e) running
8. What is it called when you trip, push or hit a player from the other team?
   a) double dribble  b) Traveling  c) fouling  d) stalling  e) running
9. What is it called when you dribble, stop, then dribble again?
   a) double dribble  b) Traveling  c) fouling  d) stalling  e) running
10. How do you start a basketball game?
    a) sideline       b) face off  c) jump ball  d) kick off  e) extra point
11. How many players are on one team on the floor?
    a) 1           b) 2           c) 3           d) 4           e) 5
12. How many points is a regular basket worth?
    a) 1           b) 2           c) 3           d) 4           e) 5
13. How many points is one free throw worth?
    a) 1           b) 2           c) 3           d) 4           e) 5
14. How many points is a basket made from 19 feet 9 inches away from the basket?
    a) 1           b) 2           c) 3           d) 4           e) 5
15. How many personal fouls take a player out of a game in middle school or high school?
    a) 1           b) 2           c) 3           d) 4           e) 5
16. The basket is 10 feet 2 inches from the floor.
    a) true       b) False
17. The three point line is 19 feet 6 inches from the basket.
    a) true       b) False
18. When one player guards another player all of the time, it is called:
    a) double coverage  b) zone defense  c) man to man defense  d) combo
19. When one player guards an area of the court all of the time, it is called:
    a) double coverage  b) zone defense  c) man to man defense  d) combo
20. How many points have you scored if you make a 3 point basket, a lay up and a free throw?
    a) 5           b) 6           c) 7           d) 8           e) 9
Level 3

1. How would you get unmotivated students to take part in a game of basketball?
2. Draw and identify the basketball court/field parts.
3. List 5 major rules in basketball that play a major part in the success of the game.
4. Make a distinction between offense and defense and explain the objective of each.
5. Define sportsmanship and how it applies to basketball.
6. Compare and contrast gamesmanship and sportsmanship. How are they the same and how are they different.

Level 4

1. Create a new basketball drill/game utilizing the skills and rules learned in class. Explain how this would make the players in the game better.
2. Design and draw a new shoe for basketball.
3. How would you adapt a game of basketball for a group of students at least 5 years younger than you?
4. In what ways would you improve the motivation of the inactive students for the game of basketball?
5. Design an intervention that will help athletes excel in basketball.
6. Imagine yourself in a wheelchair and describe the adaptations needed to succeed in wheelchair basketball?
7. Imagine you are 10 feet tall, how would you adapt the sport of basketball to accommodate that person?
Flag Football

Unit Description: Flag and touch football are variations of the game of football, modified so the game can be played without the padding and equipment necessary for tackle football.

Skills:
- Passing
- Lateral pass
- Catching
- Carrying the ball
- Centering
- Stance
- Blocking
- Hand-off
- Punting

Terminology:
- Touchdown
- Fumble
- Turnover
- Off-sides
- Interception
- Goal line
- Side line
- Field goal
- PAT
- Snap
- Punt
- Kick off
- Complete pass
- Incomplete pass
- Offense
- Defense

Assessment:
- Proficiency Scale
- Leveled Questions
- Additional Assessments
# Flag Football Proficiency Scale

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th><strong>4</strong> Advanced</th>
<th><strong>3</strong> Proficient</th>
<th><strong>2</strong> Basic</th>
<th><strong>1</strong> Below Basic</th>
<th><strong>0</strong> Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>PASSING</td>
<td>Pass the ball within reach of a receiver 10 yards down 5 out of 5 times</td>
<td>Pass the ball within reach of a receiver 10 yards down 4 out of 5 times</td>
<td>Pass the ball within reach of a receiver 10 yards down 3 out of 5 times</td>
<td>Pass the ball within reach of a receiver 10 yards down 2 out of 5 times</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>RECEIVING</td>
<td>Catch 5 out of 5 passes thrown from 10 yards away with in 10 ft of any direction</td>
<td>Catch 4 out of 5 passes thrown from 10 yards away with in 10 ft of any direction</td>
<td>Catch 3 out of 5 passes thrown from 10 yards away with in 10 ft of any direction</td>
<td>Catch 2 out of 5 passes thrown from 10 yards away with in 10 ft of any direction</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>PUNTING</td>
<td>Punt the ball at least 12 ft. high at a distance of 15 yards 5 out of 5 times</td>
<td>Punt the ball at least 12 ft. high at a distance of 15 yards 4 out of 5 times</td>
<td>Punt the ball at least 12 ft. high at a distance of 15 yards 3 out of 5 times</td>
<td>Punt the ball at least 12 ft. high at a distance of 15 yards 2 out of 5 times</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>HAND OFF AND RUN 10 YARDS</td>
<td>Student will receive a handoff and run 50 yards in 8 seconds</td>
<td>Student will receive a handoff and run 50 yards in 9 seconds</td>
<td>Student will receive a handoff and run 50 yards in 10 seconds</td>
<td>Student will receive a handoff and run 50 yards in 11 seconds</td>
<td>Did not attempt</td>
</tr>
</tbody>
</table>
OPTIONAL ASSESSMENTS

Self Assessment Student Form
Football skills practice - passing

Name________________                       Date________________________

______________ hands in correct position (laces)
______________ Elbow out, point opposite
______________ shoulder at target
______________ Proper release point
______________ Follow through
______________ opposite foot forward
______________ Weight transfer forward and step
______________ taken with front foot in direction
______________ of receiver
______________ Three step drop
______________ Five step drop
______________ Shotgun snap receive
______________ taking turns
______________ receiving guided practice appropriately
______________ offering positive encouragement
______________ engaged with partner
______________ tossing ball to target area
______________ chasing the ball together
Level Questions

Level 2

1. Which is a skill used in flag football?
   a) throwing  b) catching  c) running  d) pulling flags  e) a, b, c and d are correct
2. How many downs does a team get to make it to the middle line of the field?
   a) 1  b) 2  c) 3  d) 4  e) 5
3. If a team makes it to the middle line, how many more downs do they get?
   a) 1  b) 2  c) 3  d) 4  e) 5
4. How many points for a touchdown?
   a) 4  b) 6  c) 7  d) 8  e) 14
5. How many points is the P.A.T. worth?
   a) 2  b) 3  c) 4  d) 5  e) 6
6. A safety is scored when a team has the ball behind its opponents end zone.
   a) true  b) false
7. How many points for a safety?
   a) 1  b) 2  c) 3  d) 4  e) 6
8. What is offense?
   a) team with the ball  b) team without the ball
9. What is defense?
   a) team with the ball  b) team without the ball
10. How many seconds must the defense wait before rushing forward?
    a) 2  b) 3  c) 4  d) 5  e) 6
11. Where is the line of scrimmage?
    a) sideline  b) middle of the field  c) end zone  d) 50 yard line  e) where the ball is hiked
12. Off sides is when ONLY the defense crosses the line of scrimmage before the ball is hiked.
    a) true  b) false
13. What can the quarterback do with the ball?
    a) run, pass, handoff  b) run, pass, hike  c) pass, throw, hike
14. Name the position who hikes the ball to the quarterback.
    a) hiker  b) center  c) fullback  d) halfback  e) quarterback
15. When you throw a ball with your right hand, you step forward with your right foot.
    a) true  b) false
16. What is the part of the football called where you put your fingers for a grip?
    a) strings  b) laces  c) threads  d) grip  e) binding
17. A properly thrown ball is called a
    a) jet  b) arrow  c) spiral  d) diagonal  e) rocket
18. A football should be caught with one hand only.
    a) true  b) false
19. All fumbles are a dead ball.
    a) true  b) false
20. To begin the game, one team throws the ball to the other team from
    middle  side
    a) goal line  b) line  c) line  d) end zone  e) 10 steps from the goal line
Level 3

7. Compare and contrast 2 team sports. How are they the same and how are they different?
8. How would you get unmotivated students to take part in Flag Football/Ultimate Football?
10. List 5 major rules in Flag Football/Ultimate Football that play a major part in the success of the game.
11. Make a distinction between offense and defense and explain the objective of each.
12. Define sportsmanship and how it applies to Flag Football/Ultimate Football.
13. Compare and contrast gamesmanship and sportsmanship. How are they the same and how are they different for Flag Football/Ultimate Football.

Level 4

8. Create a new drill/game for Flag Football/Ultimate Football utilizing the skills and rules learned in class. Explain how this would make the players in the game better.
10. How would you adapt a game of Flag Football/Ultimate Football for a group of students at least 5 years younger than you?
11. In what ways would you improve the motivation of the inactive students in a game of Flag Football/Ultimate Football?
12. How can you apply the concepts used in Team Sports outside of PE class? Explain.
13. Design an intervention that will help athletes excel in Flag Football/Ultimate Football.
14. Imagine yourself in a wheelchair and describe the adaptations needed to succeed in Flag Football/Ultimate Football.
15. Imagine you are 10 feet tall, how would you adapt Flag Football/Ultimate Football to accommodate that person?
Floor Hockey

Unit Description: A team consists of eleven players; two rotation groups of five and a goalie that plays the entire game. Floor Hockey is played on a gymnasium floor. Floor Hockey is similar to ice hockey in that the object of the game is to get the puck in the opposite team’s goal. A felt puck is substituted for the hard rubber puck and players use round sticks instead of hockey sticks.

Skills:
- Gripping
- Dribbling
- Passing and Shooting
- Goalkeeping
- Face-off

Terminology:
- High Sticking
- Blade
- Shaft
- Handle
- Hat Trick
- Crease (goal box)
- Center Line
- Slap Shot
- Passing
- Goal
- Follow through
- Penalty Box
- Fouls
- Checking
- Offense
- Defense

Assessment:
- Proficiency Scale
- Level Questions
- Additional Assessments
# Floor Hockey

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 Advanced</th>
<th>3 Proficient</th>
<th>2 Basic</th>
<th>1 Below Basic</th>
<th>0 Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ball/Puck handling</td>
<td>Student expertly keeps control of the ball while dribbling around pylons and continues to move quickly.</td>
<td>Student keeps control of the ball while dribbling around pylons and continues to move at a moderate pace.</td>
<td>Student keeps control of the ball most of the time while dribbling around pylons and moves in a controlled deliberate way.</td>
<td>Student keeps control of the ball some of the time while dribbling around pylons and moves in a controlled deliberate way.</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>Passing</td>
<td>Student consistently cushions the ball when receiving a pass and efficiently passes to a partner.</td>
<td>Student cushions the ball when receiving a pass and passes to a partner.</td>
<td>Student sometimes cushions the ball when receiving a pass and passes to a partner.</td>
<td>Student is learning to cushion the ball when receiving a pass and passes to a partner.</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>Shooting at a target</td>
<td>Student shoots at a target with consistency and excellent accuracy.</td>
<td>Student shoots at a target with some consistency and good accuracy.</td>
<td>Student shoots at a target with growing accuracy.</td>
<td>Student is learning to shoot at a target with limited skills.</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>Participation</td>
<td>Student consistently vigorously participates in all activities demonstrating excellent cardiovascular fitness.</td>
<td>Student usually participates in all activities demonstrating cardiovascular fitness.</td>
<td>Student usually participates in most activities demonstrating some cardiovascular fitness.</td>
<td>Student participates with encouragement in most activities demonstrating growing cardiovascular fitness.</td>
<td>Did not attempt</td>
</tr>
</tbody>
</table>
OPTIONAL ASSESSMENTS

Student Name:  
Grade:  

Hockey Dribbling Assessment Sheet

Hockey Dribbling: Do this on your own.

Practice dribbling the ball (whiffle, tennis, foam, yarn, etc.) by moving throughout general space. When you hear the stop signal, stop; mark down on the sheet how well you did with the cues listed below.

When dribbling today: | Always | Sometimes | Never  
---|---|---|---  
I used small taps to keep the ball close | |  |  
I used both sides of the stick | |  |  
I bent my knees | |  |  
I looked for open spaces | |  |  

Hockey Dribbling: Do this with your partner.

With your partner play hockey follow the leader by moving throughout general space. When you hear the stop signal, switch leader and follower. When you hear the second whistle mark down on the sheet how well you both did based on the cues listed below.

When dribbling today: | Always | Sometimes | Never  
---|---|---|---  
I used small taps to keep the ball close | |  |  
I used both sides of the stick | |  |  
I bent my knees | |  |  
I looked for open spaces | |  |  
I was a good follower and leader | |  |  

Student Name:  
Grade:  

Hockey Push Pass Assessment Sheet  

Hockey Push Pass  

Doer:  
Standing about 5 giant steps away practice 5 hockey push-passes through the cones. Your partner will check your performance using this sheet. Switch roles after you complete 5 attempts.  

Recorder:  
Put a mark in the box to share with your partner how he/she performed the push pass movement. While they are practicing please give your partner helpful tips and encouragement. You can use the cues below to help.  

<table>
<thead>
<tr>
<th>When working on the Push-pass today</th>
<th>Name</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>OK</td>
<td>Needs work</td>
</tr>
<tr>
<td>I stood with my side to the target</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I made contact with the ball at the &quot;equator&quot;.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I bent my knees a little</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I worked on my follow-through</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The stick did not go above my knee on the back swing or on the follow through.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the ball pass through?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Level 2

1. During the game, each team can “field”:
   a. 4 players on the floor plus a goalie
   b. 5 players on the floor plus a goalie
   c. 5 players on the floor
   d. 4 players on the floor

2. A face off occurs
   a. At the start of the game
   b. After each goal
   c. When the puck is out of play, thrown or caught by any player other than the goalie
   d. All of the above

3. T F The puck may be stopped by hand, but not held.

4. T F The puck can be advanced on the floor with a foot.

5. T F The puck can be thrown by hand into the net for a score.

6. T F The puck may be kicked into the net for a score.

7. T F If the puck is kicked and deflected off a defensive player into the net, then it is scored as a point.

8. T F If the goalie falls onto a puck and is unable to release it, a face-off is called at the front on the goal.

Fouls:

9. Anytime a stick is raised above the waist it is a foul. This foul is called
   a. Slashing
   b. Interference and/or charging
   c. Cross checking
   d. High sticking

10. Intentionally or unintentionally hitting with a stick is a foul called
    a. Slashing
    b. Interference and/or charging
    c. Cross checking
    d. High sticking

11. Anytime an opposing player pushes or holds a player out of position, this foul is called
    a. Slashing
    b. Interference and/or charging
    c. Cross checking
    d. High sticking

12. Use of the stick to push an opponent out of the way is a foul called
    a. Slashing
    b. Interference and/or charging
    c. Cross checking
    d. High sticking
Level 3

1. Compare and contrast 2 team sports. How are they the same and how are they different?
2. How would you get unmotivated students to take part in Floor Hockey/ Scooter Hockey?
3. Draw and identify the court/field parts for Floor Hockey/ Scooter Hockey.
4. List 5 major rules in Floor Hockey/ Scooter Hockey that play a major part in the success of the game.
5. Make a distinction between offense and defense and explain the objective of each.
6. Define sportsmanship and how it applies to Floor Hockey/ Scooter Hockey.
7. Compare and contrast gamesmanship and sportsmanship. How are they the same and how are they different for Floor Hockey/ Scooter Hockey.

Level 4

1. Create a new drill/game for Floor Hockey/ Scooter Hockey utilizing the skills and rules learned in class. Explain how this would make the players in the game better.
2. Design and draw a new shoe for Floor Hockey/ Scooter Hockey.
3. How would you adapt a game of Floor Hockey/ Scooter Hockey for a group of students at least 5 years younger than you?
4. In what ways would you improve the motivation of the inactive students in a game of Floor Hockey/ Scooter Hockey?
5. How can you apply the concepts used in Floor Hockey/ Scooter Hockey outside of PE class? Explain.
6. Design an intervention that will help athletes excel in Floor Hockey/ Scooter Hockey.
7. Imagine yourself in a wheelchair and describe the adaptations needed to succeed in Floor Hockey/ Scooter Hockey.
8. Imagine you are 10 feet tall, how would you adapt Floor Hockey/ Scooter Hockey to accommodate that person?
Lacrosse

Unit Description: It is a wide-open game that offers aerobic activity for players. The game can be easily modified to suit all skill and age levels.

Skills:
- Gripping the stick
- Throwing
- Catching
- Scooping
- Dodging
- Goal tending

Terminology:
- Handle/Shaft
- Neck/throat
- Pocket
- Scooping
- Catching
- Throwing
- Goaltending
- Face off
- Crease

Assessment:
- Proficiency Scale
- Level Questions
- Additional Assessments
### Basic Lacrosse Skills

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 Advanced</th>
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<th>2 Basic</th>
<th>1 Below Basic</th>
<th>0 Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cradling while standing</td>
<td>Cradling with non-dominant hand. Switching hands without dropping ball. Cradling closer to body and side of head.</td>
<td>Cradling range will become more varied. Cradling high and low. Starting to switch hands. Practicing cradling with non-dominant hand.</td>
<td>Shorter cradle on one side of body. Ball will drop out of stick less frequently.</td>
<td>Cradling with only dominant hand. Full cradle across body.</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>Groundball pick ups</td>
<td>Picking the ball 8/10 times with out flicking, catching ground, or losing running speed.</td>
<td>Picking up the ball 5/10 times with out flicking ball up into the air. Picking the ball up while running.</td>
<td>Angle stick so the ground doesn't catch the head of the stick. Pick up ball 5/10 times with out catching the ground.</td>
<td>Plant dominant foot next to ball. Non-dominant foot should be one foot behind ball. Stick should be at angle while shoveling ball into the net.</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>Catching passes</td>
<td>Catching 10/10 passes on the run with both hands.</td>
<td>Catching 5/10 passes on the run. Work on catching with non-dominant hand on the run.</td>
<td>Catching 5/15 passes while overly giving with the stick. Practicing catching while running.</td>
<td>Holding the stick in the correct position. Having the head of the stick high in the air. Giving with the stick when balls are passed.</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>Shooting</td>
<td>Varying shots from high lows and bounce with both hands. Twist wrist while shooting for top spin.</td>
<td>Non-dominant shots on the run. Add goalie and light defense. Shot accuracy and speed.</td>
<td>Hard bounce shot and hard high shot. Work on accuracy. 8/10 shots will hit goal on the run. Add goalie</td>
<td>Hard passing into the net 10 yards away from goal. Getting the ball into the goal 5/10 times.</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Student often scores and touches the ball and is a big part of the game. Understands the rules and tactics of the game.</td>
<td>Student takes an active part in attempting to score or pass to other teammates.</td>
<td>Student remains on defense and stands most of the time. Student attempts to be focused on the game.</td>
<td>Student is not part of the game. Student is not focused with eyes on the ball and is not assisting their team.</td>
<td>Did not attempt</td>
</tr>
</tbody>
</table>
Optional Assessments

Name:  
Grade:  
Date:  

LaCrosse Assessment Sheet

1. Give 2 skill cues for holding a LaCrosse stick properly.

2. Give 2 skill cues for properly throwing using a LaCrosse stick.


5. How do you feel about your ability to throw and catch using a La Crosse stick? (Mark the appropriate face)

<table>
<thead>
<tr>
<th>Great! I got it!</th>
<th>Getting there! Need more practice however!</th>
<th>Need a lot more practice!</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Smiley Face]</td>
<td>![Neutral Face]</td>
<td>![Sad Face]</td>
</tr>
</tbody>
</table>
Level Questions

Level 2

1. A shot or deflected shot remains a shot until:
   a. the ball comes to rest on the field of play
   b. or a player gains possession of the ball
   c. or the ball goes out-of-bounds
   d. or a player deliberately causes the ball to go out-of-bounds.
   e. all of the above

2. When running with the ball, your basket should be
   a. Facing forward with your basket down
   b. Facing backward with your bucket down
   c. Facing backward with your basket up
   d. Facing forward with your basket up

3. When running, you should carry your stick with
   a. One hand
   b. Two hands

4. When passing the ball, you should keep the basket at _______ height.
   a. Waist
   b. Knee
   c. Shoulder
   d. Anywhere

5. The term for picking up the ball with the basket is
   a. Scoop
   b. Flip
   c. Check
   d. Waddle

6. Playing time consists of two _____ - _________ halves

7. If the ball goes out of bounds, who gets the ball?
   a. The team that touched it last
   b. The team that didn't touch it last
   c. They flip a coin
   d. There is a face off

True or False

8. You should be able to scoop the ball while running

9. Teamwork is an important aspect of being successful during play.

10. The person carrying the ball has unlimited steps.
Level 3

1. Compare and contrast 2 team sports. How are they the same and how are they different?
2. How would you get unmotivated students to take part in Lacrosse?
3. Draw and identify the court/field parts for Lacrosse.
4. List 5 major rules in Lacrosse that play a major part in the success of the game.
5. Make a distinction between offense and defense and explain the objective of each.
6. Define sportsmanship and how it applies to Lacrosse.
7. Compare and contrast gamesmanship and sportsmanship. How are they the same and how are they different for Lacrosse.

Level 4

1. Create a new drill/game for Lacrosse utilizing the skills and rules learned in class. Explain how this would make the players in the game better.
2. Design and draw a new shoe for Lacrosse.
3. How would you adapt a game of Lacrosse for a group of students at least 5 years younger than you?
4. In what ways would you improve the motivation of the inactive students in a game of Lacrosse?
5. How can you apply the concepts used in Lacrosse outside of PE class? Explain.
6. Design an intervention that will help athletes excel in Lacrosse.
7. Imagine yourself in a wheelchair and describe the adaptations needed to succeed in Lacrosse.
8. Imagine you are 10 feet tall, how would you adapt Lacrosse to accommodate that person?
Soccer

Unit Description: The object of the game is to move the ball down the field by foot, body, or head contact to score goals and to prevent the opposing team from scoring. Soccer demands teamwork and the coordination of individual skills into group goals. Position play becomes important as students become more skilled. It is an excellent game for cardiovascular development because it demands a great deal of running and body control.

Skills:
- Dribbling
- Kicking
- Trapping
- Heading
- Tackling
- Goalkeeping

Terminology:
- Dribbling
- Trapping
- Tackling
- Heading
- Penalty kick
- Goal kick
- End line
- Side line
- Throw-in
- In step
- Passing
- Centering
- Kick off

Assessment:
- Proficiency Scale
- Level Questions
- Additional Assessments
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 Advanced</th>
<th>3 Proficient</th>
<th>2 Basic</th>
<th>1 Below Basic</th>
<th>0 Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>shooting foot</td>
<td>Student's shooting foot is extended at the ankle and contact is made with shoelaces.</td>
<td>Student's shooting foot is partially extended at the ankle and contact is made with shoelaces.</td>
<td>Student's shooting foot is extended at the ankle but contact is not made with shoelaces.</td>
<td>Student's shooting foot is not extended at the ankle and contact is made with the toe.</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>non shooting foot</td>
<td>Student's planting foot is parallel to the ball.</td>
<td>Student's planting foot is almost parallel to the ball.</td>
<td>Student's planting foot is semi parallel to the ball.</td>
<td>Student's planting foot is not parallel to the ball.</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>shooting knee position and head position</td>
<td>Student keeps the shooting knee over the ball and the head down.</td>
<td>Student keeps the shooting knee over the ball and head up.</td>
<td>Student does not keep the shooting knee over the ball but keeps head down.</td>
<td>Student does not keep the shooting knee over the ball or the head down.</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>follow through</td>
<td>Student follows through and kicks with the laces keeping the ball low.</td>
<td>Student does not follow through but kicks with laces and keeps the ball low.</td>
<td>Student does not follow through but kicks with laces but and does not keep it low.</td>
<td>Student does not follow through and doesn’t kick with the laces or keep the ball low.</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>making the shot</td>
<td>Makes 8 out of 10 shots four with each foot.</td>
<td>Makes 6 out of 10 shots with 3 from each foot.</td>
<td>Makes 4 out of 10 shots with two from each foot.</td>
<td>Makes 2 out of 10 shots with one from each foot.</td>
<td>Did not attempt</td>
</tr>
</tbody>
</table>
Optional Assessment

Check the boxes that are observed:

_____________ Non kicking foot pointed at target and even with ball
_____________ Knees slightly bent weight over the ball
_____________ Contact with inside of kicking foot
_____________ Swing leg back and follow through
_____________ Eyes on the ball
_____________ Taking turns
_____________ Receiving guided practice appropriately
_____________ Offering positive encouragement
_____________ Engaged with partner
_____________ Kicking ball to target area
_____________ Chasing the ball together
Level Questions
Level 2

Soccer Test

1. How many players are on the field for one team?
   a) 9    b) 10    c) 11    d) 14    e) 15

2. Which is NOT a position on a soccer team?
   a) forward    b) halfback    c) fullback    d) outfield    e) goalie

3. Which position plays up front and does most of the scoring?
   a) forward    b) halfback    c) fullback    d) outfield    e) goalie

4. Which position plays midfield and helps with scoring and defense?
   a) forward    b) halfback    c) fullback    d) outfield    e) goalie

5. Which position plays near the goal and helps the goalie defend the goal?
   a) forward    b) halfback    c) fullback    d) outfield    e) goalie

6. Which position can use their hands to stop the ball?
   a) forward    b) halfback    c) fullback    d) outfield    e) goalie

7. When the ball goes out of bounds over the sideline, it results in a
   a) free kick    b) corner kick    c) penalty kick    d) throw in    e) goal kick

8. When the offense kicks the ball out of bounds over the end line, it results in a
   a) free kick    b) corner kick    c) penalty kick    d) throw in    e) goal kick

9. When the defense kicks the ball out of bounds over the end line, it results in a
   a) free kick    b) corner kick    c) penalty kick    d) throw in    e) goal kick

10. When the offense kicks a ball and the goalie picks it up, it results in a
    a) free kick    b) corner kick    c) penalty kick    d) throw in    e) goal kick

11. When a player (not the goalie) touches the ball with their hands (not in the penalty area) it results in a
    a) free kick    b) corner kick    c) penalty kick    d) throw in    e) goal kick

12. When a player commits a penalty in the penalty area, it results in a
    a) free kick    b) corner kick    c) penalty kick    d) throw in    e) goal kick

13. How many points is a goal worth?
    a) 1    b) 2    c) 3    d) 4    e) 5

14. A soccer game begins with a
    a) goal kick    b) jump ball    c) kick off    d) tip off    e) face off

15. A throw in must be with two (2) hands over the head.
    a) true    b) False

16. A throw in must be with two (2) feet on the ground.
    a) true    b) False

17. A corner kick is taken from midfield.
    a) true    b) False

18. After each goal scored, the game is restarted with a goal kick.
    a) true    b) False

19. A kick off cannot be kicked backward.
    a) true    b) False

20. The player who kicks off cannot touch the ball again until it has been touched by another player.
    a) true    b) False
Level 3

1. Compare and contrast 2 team sports. How are they the same and how are they different?
2. How would you get unmotivated students to take part in Soccer?
3. Draw and identify the court/field parts for Soccer.
4. List 5 major rules in Soccer that play a major part in the success of the game.
5. Make a distinction between offense and defense and explain the objective of each.
6. Define sportsmanship and how it applies to Soccer.
7. Compare and contrast gamesmanship and sportsmanship. How are they the same and how are they different for Soccer.

Level 4

1. Create a new drill/game for Soccer utilizing the skills and rules learned in class. Explain how this would make the players in the game better.
2. Design and draw a new shoe for Soccer.
3. How would you adapt a game of Soccer for a group of students at least 5 years younger than you?
4. In what ways would you improve the motivation of the inactive students in a game of Soccer?
5. How can you apply the concepts used in Soccer outside of PE class? Explain.
6. Design an intervention that will help athletes excel in Soccer.
7. Imagine yourself in a wheelchair and describe the adaptations needed to succeed in Soccer.
8. Imagine you are 10 feet tall, how would you adapt Soccer to accommodate that person.
Softball/Baseball

Unit Description: The object of these games are to score runs by advancing players around the bases while using kicking or striking, throwing and catching skills. The defensive object is to prevent scoring by using fielding, throwing and catching skills.

Skills:
- Catching
- Throwing
- Pitching
- Fielding position
- Batting
- Base running

Terminology:
- Force out
- Tag out
- Base line
- Outfield
- Infield
- Pickle
- Home run
- Double play
- Tag up
- Fly ball
- Ground ball
- Foul ball
- Strike/ball

Assessment:
- Proficiency Scale
- Level Questions
- Additional Assessments
## Ball Skills and Movement

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 Advanced</th>
<th>3 Proficient</th>
<th>2 Basic</th>
<th>1 Below Basic</th>
<th>0 Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forwards and backwards movement</td>
<td>Is able to move effectively in both forwards and backwards movements</td>
<td>Can regularly move in forwards movement but has some difficulty with backwards movements</td>
<td>Is unable to move effectively in forwards or backwards movements</td>
<td>Is unable to move effectively in forwards and backwards movements</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>Passing Accurately</td>
<td>Is able to throw a ball or object to a partner or at a target effectively</td>
<td>Is able to throw a ball or object to a partner or at a target effectively more than 50% of the time</td>
<td>Is able to throw a ball</td>
<td>Is unable to throw a ball or object to a partner or at a target</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>Catching</td>
<td>Is able to catch a ball or object effectively</td>
<td>Is able to catch a ball or object effectively more than 50% of the time</td>
<td>Is able to catch a ball or object</td>
<td>Is unable to catch a ball or object effectively</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>Following instructions</td>
<td>Completes tasks accurately by listening to and following instructions</td>
<td>Completes tasks accurately by listening to and following instructions more than 50% of the time</td>
<td>Listens to and follow instructions with multiple redirection</td>
<td>Fails to listen to and follow instructions</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Works co-operatively with others towards a common goal and shows good sportsmanship</td>
<td>Works co-operatively with others towards a common goal and shows good sportsmanship more than 50% of the time</td>
<td>Fails to work co-operatively towards a common goal or shows bad sportsmanship</td>
<td>Fails to work co-operatively towards a common goal and shows bad sportsmanship</td>
<td>Did not attempt</td>
</tr>
</tbody>
</table>
Optional Assessment

Softball Throwing/Catching Assessment Sheet

**Directions:** In a group of three check your partners off indicating YES or NO as partner performs the skill.

<table>
<thead>
<tr>
<th>Throwing the Softball:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Weight on back foot at beginning of throw?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Elbow at 90 degrees, elbow abducted from trunk, as arm circumducts in shoulder joint?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Weight shifts to front foot as ball is released?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Follow through is observed?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Catching the Softball:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Feet shoulder width apart?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Glove in appropriate catching technique (webbing up for thrown balls above midrift) (webbing down for thrown balls below midrift)?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Glove hand gives as ball enters into the glove.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Dominant hand follows ball into glove to ensure catch?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fielding Ground Balls:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ready position: There is both a bend at the knees and the waist?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Person moves body in front of the moving ball?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Ball scooped correctly and brought to the body as person is ready itself for proper throw?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
Level Questions

Level 2

1. How many outs does one team get in one inning?
   a) 1   b) 2   c) 3   d) 4   e) 5
2. How many strikes does a batter get before they are out?
   a) 1   b) 2   c) 3   d) 4   e) 5
3. How many balls does a batter get before they get a walk?
   a) 1   b) 2   c) 3   d) 4   e) 5
4. In the gym, when a batter kicks a ball all the way to the back wall without it being touched, it is called a:
   a) foul   b) out   c) tip   d) home run   e) strike
5. If a batter has 2 strikes and the next kick is a foul ball, the batter:
   a) kicks again   b) is safe   c) must run   d) home run   e) is out
6. Tips and fouls do not count as strikes.
   a) TRUE   b) FALSE
7. You are not forced to run to the next base if a base runner is forced to your base
   a) TRUE   b) FALSE
8. If a runner is not forced to run to the next base, they must be tagged out.
   a) TRUE   b) FALSE
9. On a force out, the fielder must tag the throw the
   a) runner   b) ball   c) is out   d) touch base   e) slide
10. After a fly ball is caught a runner can
    a) tag & run   b) not tag   c) stay on   d) is out   e) go back
11. If a base runner runs before a fly ball is caught they do not have to go back
    a) TRUE   b) FALSE
12. If you are outfield playing a base you should:
    a) stand on it   b) sit on it   c) pick it up   d) 1 foot on it   e) 5 sit ups
13. Balls that are kicked off the side walls or ceiling and are caught:
    a) are outs   b) are no good   c) are foul   d) homerun   e) nice kick
14. A base runner can not run out of the baseline
    a) TRUE   b) FALSE
15. Any base runner may be tagged out at any time if they are off the base
    a) TRUE   b) FALSE

Revision - April 2017
Level 3

1. Compare and contrast 2 team sports. How are they the same and how are they different?
2. How would you get unmotivated students to take part in Softball/ Baseball?
3. Draw and identify the court/field parts for Softball/ Baseball.
4. List 5 major rules in Softball/ Baseball that play a major part in the success of the game.
5. Make a distinction between offense and defense and explain the objective of each.
6. Define sportsmanship and how it applies to Softball/ Baseball.
7. Compare and contrast gamesmanship and sportsmanship. How are they the same and how are they different for Softball/ Baseball.

Level 4

1. Create a new drill/game for Softball/ Baseball utilizing the skills and rules learned in class. Explain how this would make the players in the game better.
2. Design and draw a new shoe for Softball/ Baseball.
3. How would you adapt a game of Softball/ Baseball for a group of students at least 5 years younger than you?
4. In what ways would you improve the motivation of the inactive students in a game of Softball/ Baseball?
5. How can you apply the concepts used in Softball/ Baseball outside of PE class? Explain.
6. Design an intervention that will help athletes excel in Softball/ Baseball.
7. Imagine yourself in a wheelchair and describe the adaptations needed to succeed in Softball/ Baseball.
8. Imagine you are 10 feet tall, how would you adapt Softball/ Baseball to accommodate that person?
Team Handball

Unit Description: Team handball is an exciting and challenging game that combines skills from basketball, soccer, water polo and hockey. It involves running, dribbling jumping, passing, catching, throwing and goaltending. The object of the game is to move a small soccer ball down the field by passing and dribbling and then to throw the ball into a goal area that is 3 meters wide and 2 meters high. The play is fast and is a good cardiovascular activity.

Skills
- Passing
- Dribbling
- Goal shooting
- Goal tending
- Defensive strategy
- Offensive strategy

Terminology:
- Shovel pass
- Jump shot
- Dribbling
- Jump pass
- Dive shot
- Penalty shot
- Lob shot

Assessment:
- Proficiency Scale
- Level Questions
- Additional Assessments
## Team Handball

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 Advanced</th>
<th>3 Proficient</th>
<th>2 Basic</th>
<th>1 Below Basic</th>
<th>0 Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The learner will pass with in team 10 times without dropping the ball</strong></td>
<td>Team tosses and catches ball 10 times without dropping.</td>
<td>Team tosses and catches ball 7 times without dropping.</td>
<td>Team tosses and catches ball 5 times without dropping.</td>
<td>Team tosses and catches ball 3 times without dropping.</td>
<td>Did not attempt</td>
</tr>
<tr>
<td><strong>The learner will reflect behaviors and class rules at the end of class.</strong></td>
<td>Students demonstrate all class rules: always listen, always stay on task, always help classmates, always be a good sport.</td>
<td>Students demonstrate 3 class rules.</td>
<td>Students demonstrate 2 class rules.</td>
<td>Students demonstrate 1 class rule</td>
<td>Did not attempt</td>
</tr>
</tbody>
</table>
OPTIONAL ASSESSMENTS

Team Handball
Name________________                 Date____________________

______  demonstrated good sportsmanship all of the time
______  demonstrated a jump shot correctly
______  jumped from one foot
______  released ball at top of jump
______  followed through toward goal
______  eyes on target
______  hustles during transitions
______  keeps spacing from teammates
______  uses appropriate passes
______  includes every player on team
______  communicates appropriately with team
______  receiving guided practice appropriately
______  offering positive encouragement
Level Questions

Level 2

1. The maximum number of steps a player is allowed to run with the ball without dribbling is
   A. 3
   B. 1
   C. Unlimited
   D. 2

2. A goal is worth ? points
   A. 6
   B. 2
   C. 1
   D. 3

3. If the defensive player goes into the arc, a ? occurs
   A. corner throw
   B. throw off
   C. penalty throw
   D. free throw

4. The maximum number of seconds a player may hold the ball is
   A. 3
   B. 10
   C. unlimited
   D. 1

5. A goal counts
   A. if the goalie is the last player to touch it
   B. if the throw is released from behind the circle
   C. the person is airborne inside the circle
   D. all of the above

6. If the player shoots on goal and misses, the ball is put back in play with a
   A. free throw
   B. corner throw
   C. throw on
   D. throw off

8. The game begins with a ________.
   A. pull
   B. throw in
   C. throw on
   D. free throw

9. If you knock the ball away from another player while it is in their hand, a ? occurs.
   A. throw on
   B. penalty throw
   C. corner throw
   D. free throw

10. The type of defense played is
    A. guard the open person  C. zone
    B. positioning strategy  D. man to man
**Level 3**

1. Compare and contrast 2 team sports. How are they the same and how are they different?
2. How would you get unmotivated students to take part in Team Handball?
3. Draw and identify the court/field parts for Team Handball.
4. List 5 major rules in Team Handball that play a major part in the success of the game.
5. Make a distinction between offense and defense and explain the objective of each.
6. Define sportsmanship and how it applies to Team Handball.
7. Compare and contrast gamesmanship and sportsmanship. How are they the same and how are they different for Team Handball.

**Level 4**

1. Create a new drill/game for Team Handball utilizing the skills and rules learned in class. Explain how this would make the players in the game better.
2. Design and draw a new shoe for Team Handball.
3. How would you adapt a game of Team Handball for a group of students at least 5 years younger than you?
4. In what ways would you improve the motivation of the inactive students in a game of Team Handball?
5. How can you apply the concepts used in Team Handball outside of PE class? Explain.
6. Design an intervention that will help athletes excel in Team Handball.
7. Imagine yourself in a wheelchair and describe the adaptations needed to succeed in Team Handball.
8. Imagine you are 10 feet tall, how would you adapt Team Handball to accommodate that person?
Track and Field

Unit Description: The object of track and field is to learn both running and field events, possibly for competition.

Skills:
- Running
- Jumping
- Vaulting
- Throwing

Terminology:
- Hurdles
- Shot Put
- High Jump
- Discus
- Baton
- Lane
- Exchange Zone
- Long Jump
- Triple Jump
- Pole Vault
- Relays
- Sprints
- Distance
- Commands
- Starting Block
- False Start
- Stagger Start

Assessment:
- Proficiency Scale
- Level Questions
- Additional Assessments
## Track and Field

<table>
<thead>
<tr>
<th>Categories</th>
<th>4 Advanced</th>
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<th>2 Basic</th>
<th>1 Below Basic</th>
<th>0 Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates proper skill technique in the sprints</td>
<td>Always performs the technique properly and with excellent form</td>
<td>Performs the proper technique most the time, could use some improvement</td>
<td>Is able to somewhat perform the proper technique</td>
<td>Appropriate technique was not used without instructor assistance.</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>Demonstrates proper skill technique in long distance running</td>
<td>Always performs the technique properly and with excellent form</td>
<td>Performs the proper technique most the time, could use some improvement</td>
<td>Is able to somewhat perform the proper technique</td>
<td>Appropriate technique was not used without instructor assistance.</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>Demonstrates proper skill technique in the hurdles</td>
<td>Always performs the technique properly and with excellent form</td>
<td>Performs the proper technique most the time, could use some improvement</td>
<td>Is able to somewhat perform the proper technique</td>
<td>Appropriate technique was not used without instructor assistance.</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>Demonstrates proper skill technique in the long jump</td>
<td>Always performs the technique properly and with excellent form</td>
<td>Performs the proper technique most the time, could use some improvement</td>
<td>Is able to somewhat perform the proper technique</td>
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<td>Did not attempt</td>
</tr>
<tr>
<td>Demonstrates proper skill technique in the shot put</td>
<td>Always performs the technique properly and with excellent form</td>
<td>Performs the proper technique most the time, could use some improvement</td>
<td>Is able to somewhat perform the proper technique</td>
<td>Appropriate technique was not used without instructor assistance.</td>
<td>Did not attempt</td>
</tr>
</tbody>
</table>
Optional Assessment

Track and Field Self Assessment

Long Jump (1 point each check)
- Demonstrates how to mark off length needed for approach.
- Successful jump without scratch.
- Demonstrates hang technique or hitch kick technique.
- Forces arms and feet forward before landing.

Triple Jump (1 point each check)
- Demonstrates how to mark off length needed for approach.
- Successful jump without scratch.
- Hop, skip, and jump uses correct footing: R, R, L or L, L, R.
- Demonstrates hang technique with feet back and arms back.
- Forces arms and feet forward before landing.

Sprint Start (1 point each check)
- Front leg 90 degrees, back leg 120 degrees.
- Shoulders above or slightly in front of hands.
- Tail bone slightly higher than shoulders.
- Explodes out of blocks, not up.

Discus (1 point each check)
- Grip: Fingers curl around disc at distal joint.
- One full turn with a quick left right pivot to the power position (For RH thrower).
- Body uncoils from power position starting from ground up. Arm and hand are last to release.
- Disc is released out of the front of hand.
- Disc travels with little wobble.

Javelin (1 point each check)
- Grip: Javelin held with acceptable grip (index finger along shaft, fork grip behind braids, or index and thumb behind braids).
- Side step: body turns and javelin is drawn back on approach.
- Crossover: hop off left leg and plan right then left into power position.
- Javelin lands tip first.

Shot put (1 point each check)
- Grip: Shot sits on bridge of hand with thumb for support.
- Start position: Shot wrests under jaw on collar bone by neck. Elbow up and parallel to ground.
- Glide starts by driving opposite leg toward front of circle.
- Hip turns and opens quickly in center of ring.
- Left arm drives into body while right arm pushes the shot into the legal throw area.
- Switches legs on follow through and stays in ring.
Level Questions

Level 2

1. What are the most important techniques for effective running?
   a. Speed     b. long strides     c. Arm control     d. A & B     e. B & C

2. Where is the shot-put placed before the throw?
   a. In the hand, at the neck
   b. under the arm
   c. at waist level
   d. anywhere will work

3. When handing off a baton in a relay race, the runner is responsible for telling the receiver to begin running and place their hand out for receipt of the baton.
   TRUE    FALSE

4. In the Running Long Jump, the jump is measured:
   a. From their hands when landing hands are put down behind the feet.
   b. When the runner lands and puts hands down in front of their feet it is still measured from the hands
   c. From wherever the runner requests

5. It is important to have a count of a rhythm and take off the correct foot when hurdling.
   TRUE    FALSE

6. How many people participate in the 400-meter relay?
   a. 2     b. 3     c. 4     d. 5

7. In a track meet, how many chances does one have in Shot Put?
   a. 1     b. 2     c. 3

8. Name the types of jumps/landings you learned in class for High Jump.

9. In a track meet, how many chances does one have in Discus?
   a. 1     b. 2     c. 3

10. Describe the long distance evens you learned about in class.
Level 3

2. How does participation in Track and Field impact a person’s life?
3. Which do you think is better for students, Individual or Team sports? Why?
4. Define sportsmanship and explain how it applies to Track and Field.
5. Based on what you know, how would you explain Track and Field and the benefits, to a group of people from another planet?

Level 4

1. Design an off-season workout for a Track and Field athlete.
2. Imagine yourself in a wheelchair and describe the adaptations needed to succeed in Track and Field.
3. Invent a piece of equipment that would improve Track and Field.
Volleyball

Unit Description: Volleyball is a lifetime fitness activity. The object of the game is to keep the ball in play using 3 or less contacts on each side.

Skills:
- Serving
- Passing
- Setting
- Spiking/attacking
- Blocking

Terminology:
- Underhand Serve
- Overhand Serve
- Forearm pass
- Overhead pass/Set
- Spike/attack
- Block
- Attack line
- Serving line

Assessment:
- Proficiency Scale
- Level Questions
- Additional Assessments
## Volleyball Serve

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 Advanced</th>
<th>3 Proficient</th>
<th>2 Basic</th>
<th>1 Below Basic</th>
<th>0 Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starting Stance</td>
<td>Ball is held in one hand with other hand in fist under ball. Feet are parallel with the net and knees are slightly bent and eyes on the opponents side of the court.</td>
<td>Ball is held with one hand with other hand in fist under ball. Feet are parallel with the net.</td>
<td>Ball is held with one hand and other hand is not in a fist under the ball. Feet are not parallel with the net.</td>
<td>Ball is not in the correct hand and feet not parallel with net. Eyes are not on the opponent’s court.</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>Arm Motion</td>
<td>Ball is held in one hand and the other hand starts in a fist under the ball and arm moves as far back as comfortable and follows through forward making contact with the ball and continuing forward as far as comfortable.</td>
<td>Ball is held in one hand and the other hand starts in fist under the ball. Arm moves back NOT as far as comfortable OR follow through are NOT as far as comfortable.</td>
<td>Ball is held in one hand and the other hand starts in a fist under the ball. Arm moves back NOT far as comfortable AND follow through is NOT as far as comfortable.</td>
<td>Ball is held in one hand and the other hand starts under the ball. Arm moves back and then forward and does not make contact with the ball.</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>Steps</td>
<td>Feet start together and as the right arm moves back in the swing the left leg moves forward. When the arm moves forward to make contact with the ball the right leg moves forward. The left leg comes forward to meet the right, parallel with the net.</td>
<td>Timing with steps is off with the movement of the arms.</td>
<td>Timing with steps is off with the movement of the arms.</td>
<td>No steps are taken</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>Contact and Flight</td>
<td>Make a solid contact. Ball travels over the net only a few feet above the net and land in bounds.</td>
<td>Make contact with the ball. Ball travels over the net more than a few feet above the net and land in bounds.</td>
<td>Make contact with the ball. Ball travels more than a few feet above the net and lands outside the bounds or hits the net.</td>
<td>Does not make contact.</td>
<td>Did not attempt</td>
</tr>
</tbody>
</table>
Optional Assessment

Self Assessment Student Form
Volleyball skills practice – passing

Name________________ Date_____________________________

________________ hands in correct position
________________ elbows locked
________________ thumbs together
________________ thumbs pointed toward floor
________________ arms at a 45° angle from body
________________ bent forward at the waist
________________ right foot forward
________________ weight on balls of feet
________________ feet shoulder width apart
________________ knees bent
________________ eyes on the ball all the way to your arm
________________ shifting weight from back leg to front leg at contact
________________ ball contacting forearm
________________ taking turns
________________ receiving guided practice appropriately
________________ offering positive encouragement
________________ engaged with partner
________________ tossing ball to target area
________________ chasing the ball together
Level Questions

Level 2

1. Which is not a skill used in volleyball?
   a) forearm pass  
   b) Set  
   c) serve  
   d) smash  
   e) spike

2. How many volleyball players are on the court on one team?
   a) 4  
   b) 5  
   c) 6  
   d) 7  
   e) 8

3. How many points to win a game?
   a) 5  
   b) 10  
   c) 15  
   d) 20  
   e) 25

4. How many point must a team win by?
   a) 1  
   b) 2  
   c) 3  
   d) 4  
   e) 5

5. How many hits may one team have to return the ball?
   a) 1  
   b) 2  
   c) 3  
   d) 4  
   e) 5

6. Side out means:
   a) out of bounds  
   b) point  
   c) foot fault  
   d) loss of serve  
   e) re-serve

7. The best skill to receive the serve is:
   a) forearm pass  
   b) Set  
   c) serve  
   d) spike  
   e) block

8. The skill in which you use your fingertips is:
   a) forearm pass  
   b) Set  
   c) serve  
   d) spike  
   e) block

9. The skill in which your hands must be connected:
   a) forearm pass  
   b) Set  
   c) serve  
   d) spike  
   e) block

10. The skill in which form a window with your fingers:
    a) forearm pass  
    b) Set  
    c) serve  
    d) spike  
    e) block

11. You may do this skill either overhand or underhand.
    a) forearm pass  
    b) Set  
    c) serve  
    d) spike  
    e) block

12. What term is used when the serve hits the net and goes over?
    a) let  
    b) sideout  
    c) foul  
    d) ace

13. How do you rotate to serve?
    a) counterclockwise  
    b) forward  
    c) backward  
    d) left  
    e) clockwise

14. A team can only score if they serve.
    a) true  
    b) False

15. A server may step on the line, but not over it.
    a) true  
    b) False

16. A net serve is a replay.
    a) true  
    b) False

17. Boundary lines are in.
    a) true  
    b) False

18. If you serve with the right hand, you step forward with the right foot.
    a) true  
    b) False

19. Team switch sides after each game.
    a) true  
    b) False

20. The ball may touch the net during play if it’s not the serve.
    a) true  
    b) False
Level 3

1. How would you get unmotivated students to take part in a game of volleyball?
2. Draw and identify the volleyball court/field parts.
3. List 5 major rules in volleyball that play a major part in the success of the game.
4. Make a distinction between offense and defense and explain the objective of each.
5. Define sportsmanship and how it applies to volleyball.
6. Compare and contrast gamesmanship and sportsmanship. How are they the same and how are they different.

Level 4

1. Create a new volleyball drill/game utilizing the skills and rules learned in class. Explain how this would make the players in the game better.
2. Design and draw a new shoe for volleyball.
3. How would you adapt a game of volleyball for a group of students at least 5 years younger than you?
4. In what ways would you improve the motivation of the inactive students for the game of volleyball?
5. Design an intervention that will help athletes excel in volleyball.
6. Imagine yourself in a wheelchair and describe the adaptations needed to succeed in sit volleyball.
7. Imagine you are 10 feet tall, how would you adapt the sport of volleyball to accommodate that person?
Cricket

Integration

Although the invention of cricket has been lost over time, historians believe that it was probably invented by children during the Saxon and Norman times in south-east England. It is believed that children play this game in England for centuries before adults began to organize teams during the 17th century. Many historians believe the name cricket derived from the old English word *cricc* or *cryce* which means a crutch or staff. During the 18th century, the game of cricket became the national sport of England. As the British Empire spread across the globe, the game of cricket was introduced to India, South America, Australia, and other countries. In the United States, cricket was played up until the Civil War when baseball began to become more popular. It is recorded that George Washington played a game of cricket. Today, cricket is one of the most popular sports around the world.

The British Empire

Skills, knowledge and understanding

Batting
- Approach: grip; taking guard; stance; the back lift.
- The forward and backstrokes: in defense – use of feet; in attack – the drives; leg glance.
- Strokes played with horizontal bat: hitting a full pitch to leg; the pull; the hook; the sweep; the cut.
- Running between the wickets; calling and backing up.

Bowling
- The basic action: grip; run-up; delivery stride; release; follow through.
- Length and direction.
- Swing: out swing (grip, rotation at shoulders, use of out swing); in swing (grip, bowling action, use of in swing).
- Cutters: off-cutter (grip, action, when to use); leg-cutter (grip, action, when to use).
- Medium and fast pace bowling: run-up; action; grip; variation of pace.
- Spin: grip; action; when to use spin, googly, top spin, off spin, leg spin.

Fielding
- Concentration: backing up; getting behind ball; meeting the ball.
- Stopping and returning: barrier position.
- Throwing: long, high, flat, hard – at the wicket.
- Chasing and returning: over short distance; over long distance.
Omaha Public Schools  Middle School Physical Education

- Catching: away from wicket; close to wicket.
- Positions: away from wicket; close to wicket; specialist positions.
- Wicket keeping: stumping; run outs; receiving the ball from bowling/fielding; catching; use of pads. Application of advanced skills in a structured situation (such as nets) providing the basis for the assessment of the individual student
- Shot restriction.

Tactics
- Field placing for attacking and defensive fields.
- Bowling changes.

**Vocabulary**

**Block**: A defensive shot

**Bowler**: The player on the fielding side who bowls to the batsman.

**Bowling**: The act of delivering the cricket ball to the batsman.

**Cricket ball**: A hard, solid ball of cork, wound string and polished leather, with a wide raised equatorial seam.

**Fielder**: A player on the fielding side who is neither the bowler nor the wicket-keeper, in particular one who has just fielded the ball.

**Glove**: Part of a batsman's kit worn to protect the hands from accidental injury.

**Innings**: One player's or one team's turn to bat (or bowl). Unlike in baseball, and perhaps somewhat confusingly, in cricket the term "innings" is both singular and plural.

**Outfield**: The part of the field lying outside the 30 yard (27 m) circle measured from the centre of the pitch or, less formally, the part of the pitch furthest from the wickets.

**Pitch**: To bounce the ball before reaching the batsman after delivery.

**Single**: A run scored by the batsmen physically running once only between the wickets.

**Shot**: The act of the batsman hitting the ball with his bat.
Stump: One of the three vertical posts making up the wicket. ("off stump", "middle stump" and "leg stump")

Umpire: Enforcers of the rules of play.

Wicket: A set of stumps and bails.

Wicket-keeper: The player on the fielding side who stands immediately behind the batting end wicket.

**Students will be required to:**

1. Catch a high ball. The caching skill is not part of the timed test.
2. Pick up the ball off the cone and bowl for line and length. The test time starts at the beginning of the run up
3. Run and pick up a ball off a second cone and throw over arm to the keeper on the full
4. Field a rolling ball cleanly and underarm throw the ball at a wicket, hitting the wicket on the full or after one bounce
5. Drive a ball off the front foot through a target area
6. Complete two runs, exchanging the bat in your hands, to keep sight of the ball
7. Task to be completed in the quickest possible time
<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Batting</strong></td>
<td>Consistently</td>
<td>Usually</td>
<td>Sometimes</td>
<td>Rarely</td>
</tr>
<tr>
<td></td>
<td>&quot;Strikes a moving ball&quot;</td>
<td>&quot;Strikes a moving ball&quot;</td>
<td>&quot;Strikes a moving ball&quot;</td>
<td>&quot;Strikes a moving ball&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;Uses opposition and weight transfer&quot;</td>
<td>&quot;Uses opposition and weight transfer&quot;</td>
<td>&quot;Uses opposition and weight transfer&quot;</td>
<td>&quot;Uses opposition and weight transfer&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;Hits balls towards open space&quot;</td>
<td>&quot;Hits balls towards open space&quot;</td>
<td>&quot;Hits balls towards open space&quot;</td>
<td>&quot;Hits balls towards open space&quot;</td>
</tr>
<tr>
<td><strong>Bowling and Fielding</strong></td>
<td>Consistently</td>
<td>Usually</td>
<td>Sometimes</td>
<td>Rarely</td>
</tr>
<tr>
<td></td>
<td>&quot;Controlled overhand bowl&quot;</td>
<td>&quot;Controlled overhand bowl&quot;</td>
<td>&quot;Controlled overhand bowl&quot;</td>
<td>&quot;Controlled overhand bowl&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;A bowled ball bounces towards the wicket&quot;</td>
<td>&quot;A bowled ball bounces towards the wicket&quot;</td>
<td>&quot;A bowled ball bounces towards the wicket&quot;</td>
<td>&quot;A bowled ball bounces towards the wicket&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;Catch hit balls&quot;</td>
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<td>&quot;Catch hit balls&quot;</td>
</tr>
<tr>
<td><strong>Personal/Social Responsibility</strong></td>
<td>Consistently</td>
<td>Usually</td>
<td>Sometimes</td>
<td>Rarely</td>
</tr>
<tr>
<td></td>
<td>&quot;Works cooperatively with others in small groups&quot;</td>
<td>&quot;Works cooperatively with others in small groups&quot;</td>
<td>&quot;Works cooperatively with others in small groups&quot;</td>
<td>&quot;Works cooperatively with others in small groups&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;Respects umpires decisions&quot;</td>
<td>&quot;Respects umpires decisions&quot;</td>
<td>&quot;Respects umpires decisions&quot;</td>
<td>&quot;Respects umpires decisions&quot;</td>
</tr>
</tbody>
</table>
LIFETIME SPORTS
Individual Sports Course Outline
Omaha Public Schools
Middle School

Course Description

These courses are designed to help the student understand and apply the concepts and skills of a specific individual sport while understanding the importance of sportsmanship and self motivation. These courses will concentrate on the skills, rules and strategies of the sport. The OPS Physical Education Content Standards encompassed in these courses will be #1, #2, and #3.

Objectives

<table>
<thead>
<tr>
<th>Standard 1 – Skills</th>
<th>Skills specific and essential to each sport will be described and practiced through a variety of drills. Skills will also be included into games.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 2 – Concepts</td>
<td>Rules and strategies of each sport will be discussed. Written tests and worksheets may be included. Rules and strategies will be incorporated into games played in class.</td>
</tr>
<tr>
<td>Standard 3 – Participation</td>
<td>Practicing the skills and participation in the games is required to improve skills and enhance the experience of the sport.</td>
</tr>
</tbody>
</table>

General Rules and Expectations

Be Respectful, Responsible and Safe

- Appropriate clothing is necessary for every class.
- Respect for your opponent and involvement in the game is required.
- Following the rules of the sport is essential.

Grading System

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Student can perform the basic skills, understand game rules and strategies and encourage an opponent after a good play while helping them to improve their abilities when needed.</td>
</tr>
<tr>
<td>3</td>
<td>Student can perform most of the basic skills, understand game rules and strategies and makes an effort to encourage an opponent after a good play in a game situation.</td>
</tr>
<tr>
<td>2</td>
<td>Student can perform some of the basic skills, understand game rules and strategies and occasionally encourage an opponent after a good play in a game situation.</td>
</tr>
<tr>
<td>1</td>
<td>Minimal achievement with assistance.</td>
</tr>
<tr>
<td>0</td>
<td>Attempted and failed or did not attempt</td>
</tr>
</tbody>
</table>
Aquatics

Unit Description: Aquatics instruction will focus on developing skills ranging from drown proofing and survival to stroke instruction and competitive skills.

Aquatics: (American Red Cross)

Sequence of Skills:  
- Floating  
- Gliding  
- Rhythmic Breathing  
- Kicking  
- Underwater Swim  
- Front Crawl  
- Back Crawl  
- Elementary Back Stroke  
- Breaststroke  
- Diving  
- Side Stroke  
- Surface Dives  
- Butterfly  
- Turns  
- Water Safety

Terminology:  
- Floating  
- Gliding  
- Rhythmic breathing  
- Front/Back Crawl  
- Elementary Back Stroke  
- Butterfly  
- Breaststroke  
- Side Stroke  
- Surface Dive

Assessment:  
- Proficiency Scale  
- Level Questions  
- Additional Assessments

Safety Tips:  
1.) Enter the water feet first to determine the depth and terrain. NEVER enter water head first until depth has been determined.  
2.) Horseplay is not allowed. Dunking, playing chicken or pushing others into the water from the deck is unsafe. SAFETY FIRST!!  
3.) Prior to swimming in deeper water, confirm your swimming ability/strength is adequate to ensure your ability to reach the deck, edge or land.  
4.) Do not swim with open wounds, when feeling ill or alone. Always swim in pairs or groups.
### Basic Swimming Skills

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 Advanced</th>
<th>3 Proficient</th>
<th>2 Below Basic</th>
<th>1 Failing</th>
<th>0 Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entering Pool Safely</strong></td>
<td>Student enters pool by ladder or slides in and stays by the wall (ledge)</td>
<td>Student enters pool by ladder or slides in and wanders slightly from edge.</td>
<td>Student enters pool, not using the ladder and/or not sliding in and staying near ledge.</td>
<td>Student does not enter pool.</td>
<td>Did not attempt</td>
</tr>
<tr>
<td><strong>Front Float</strong></td>
<td>Student maintains front float position. Arms out in T form. Legs not moving. Body only moves to take a breath. Head in or out of water.</td>
<td>Student maintains front float position by keeping arms sometimes in T form. Legs not moving/slightly moving. Body moves slightly when not taking a breath.</td>
<td>During front float, arms are not in T form. Legs moving/kicking. Body is not still in water.</td>
<td>Student does not enter pool.</td>
<td>Did not attempt</td>
</tr>
<tr>
<td><strong>Back Float</strong></td>
<td>Student maintains back float position. Arms are out to side. Legs are still. Body is not moving.</td>
<td>Student maintains back float position, but arms are slightly moving. Legs are slightly moving.</td>
<td>Student is moving arms and legs.</td>
<td>Student does not enter pool.</td>
<td>Did not attempt</td>
</tr>
<tr>
<td><strong>Alternating Arm Action</strong></td>
<td>Elbows bend when pulling back. Arms alternate. Smooth enter of hand and arms with elbow up in air.</td>
<td>Elbows occasionally bend when pulling back. Arms occasionally alternate. Occasionally, hands enter smoothly, while elbows are occasionally bent.</td>
<td>Elbows are not bent when pulling back. Hands are not entering smoothly. Arms do not alternate.</td>
<td>Student does not enter pool.</td>
<td>Did not attempt</td>
</tr>
</tbody>
</table>
Optional Assessment

Self Assessment Student Form
Swimming
Name________________                 Date__________________________

___________ Observed safety in pool area
___________ walked on the deck
___________ jumped in feet first in shallow water
___________ kept hand to self while waiting for diving board
___________ swam in depth of water I was comfortable with
___________ used only one bounce on the diving board

___________ chin up and eyes back
___________ ears in the water
___________ arms and legs extended
___________ chest and stomach up

Comments:
Level Questions

Level 2

1. What is the order in which the Individual Medley is usually carried out?
   - Backstroke, Breaststroke, Freestyle, Butterfly
   - Butterfly, Backstroke, Breaststroke, Freestyle
   - Breaststroke, Freestyle, Butterfly, Backstroke
   - Freestyle, Backstroke, Butterfly, Breaststroke

2. For which swimming stroke is diving not recommended to start a race?
   - Breaststroke
   - Butterfly
   - Freestyle
   - Backstroke

3. What is the name of the piece of equipment often used to assist in training when swimming arms only?
   - Kickboard
   - Arm Bands
   - Goggles
   - Pull Buoy

4. Which events combine with swimming to form a triathlon?
   - Running and Cycling
   - Long Jump and Pole Vault
   - Rowing and Running
   - Cycling and Rifle Shooting

5. Many children learning to swim do so with foam discs on their arms. What are these otherwise known as?
   - Biscuits
   - Cookies
   - Cakes
   - Crackers
6. Is swimming recognized as an event in the Winter Olympic Games?
   - Yes
   - No

7. Which strokes require a "two-hand-touch" in competitive swimming?
   - Front crawl and Backstroke
   - Breaststroke and Butterfly
   - Breaststroke and Freestyle
   - Butterfly and Backstroke

8. Which of these is a simple swimming stroke, often the first taught to young children?
   - Cat Paddle
   - Monkey Paddle
   - Rabbit Paddle
   - Dog Paddle

9. Which of these strokes is not a lifesaving stroke?
   - Lifesaving Breaststroke
   - Extended Arm Tow
   - Sculling
   - Vice Grip and Trawl

10. In which year did swimming in the Olympics first happen in a pool rather than in open water?
    - 1908
    - 1900
    - 1924
    - 1912
Archery

Unit Description: Archery instruction will focus on developing correct shooting technique to be used as a lifetime sport or competition and safety of the sport.

Skills:
- Bracing the bow
- Establishing a Stance
- Knocking the arrow
- Extending and Draw
- Anchoring and Holding
- Aiming
- Releasing and experiencing after-hold
- Retrieving

Terminology:
- Bow
- Arrow
- Fletching
- Handle
- Arrow Plate Rest
- Target
- Serving
- Arrow Shaft
- Nock
- Point
- Stance
- Arm Guard
- Addressing
- Set Hook

Assessment:
- Proficiency Scale
- Level Questions
- Additional Assessments
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 Advanced</th>
<th>3 Proficient</th>
<th>2 Basic</th>
<th>1 Below Basic</th>
<th>0 Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stance</td>
<td>90 degrees from target either right or left. Feet shoulders width apart. Weight evenly distributed on each foot.</td>
<td>90 degrees from target either right or left. Weight evenly distributed.</td>
<td>90 degrees from target either right or left.</td>
<td>Incorrect Stance</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>Holding the bow</td>
<td>Grips the bow with thumb inside. There is a one-finger space from the top of the handle. The flat part of the handle is facing up. Elbow is locked straight out.</td>
<td>Grips the bow with thumb inside. There is a one-finger space from the top of the handle. The flat part of the handle is facing up.</td>
<td>There is a one-finger space from the top of the handle. The flat part of the handle is facing up.</td>
<td>Holds bow incorrectly</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>Nock the arrow</td>
<td>Holding the bow on its side with your palm facing down. The arrow sets ON the sideways bow. The odd colored vane is facing up. The arrow is knocked beneath the bead.</td>
<td>The arrow sets ON the sideways bow. The odd colored vane is facing up. The arrow is knocked beneath the bead.</td>
<td>The odd colored vane is facing up or in. The arrow is knocked beneath the bead.</td>
<td>Incorrect color facing up</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>Draw the arrow</td>
<td>Three fingers are used to draw: index, middle, and ring finger. The arrow is placed between the index and middle finger. The elbow of the bow arm is locked out. The firing elbow is held up at ear level behind the head. Fingers are drawn to cheek. Inside eye is closed.</td>
<td>Three fingers are used to draw: index, middle, and ring finger. The arrow is placed between the index and middle finger. The elbow of the bow arm is locked out. The firing elbow is held up at ear level behind the head. Fingers are drawn to cheek. Inside eye is closed.</td>
<td>The arrow is placed between the index and middle finger. The elbow of the bow arm is locked out. The firing elbow is held up at ear level behind the head.</td>
<td>Doesn’t draw far enough or too far. The finger comes in contact with the nock.</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>Release the arrow</td>
<td>All drawing fingers snap open. Releasing hand is pulled back and down (follow through). Elbow of the bow arm remains locked out.</td>
<td>All drawing fingers snap open. Elbow of the bow arm remains locked out.</td>
<td>All drawing fingers snap open.</td>
<td>Fingers are released incorrectly.</td>
<td>Did not attempt</td>
</tr>
</tbody>
</table>
Optional Assessment

Self Assessment Student Form
Archery
Name________________
Date____________________

waited for teacher
command to nock arrow

held bow with one hand
while knocking arrow

point arrow toward ground or
target in ready position

shoulders/feet in
correct position

held breath
while aiming

kept elbow high
while aiming

released string by
straightening fingers

follow through by holding bow in
front in aiming position

Comments
Level Questions

Level 2

1. The name of the two (2) feathers that are the same color.
   a) hen  b) index  c) hook  d) nock  e) shaft
2. The name of your fingers on the tabs.
   a) hen  b) index  c) hook  d) nock  e) shaft
3. The name of the one (1) different colored feather.
   a) hen  b) index  c) hook  d) nock  e) shaft
4. The only part of the arrow you should touch.
   a) hen  b) index  c) hook  d) nock  e) shaft
5. The part of the arrow that attaches to the bow string.
   a) hen  b) index  c) hook  d) nock  e) shaft
6. When you address the target, you face the target.
   a) TRUE  b) FALSE
7. When you set the hook, you use two (2) fingers.
   a) TRUE  b) FALSE
8. When you nock the arrow, your bow should be pointed down.
   a) TRUE  b) FALSE
9. How many points is a bulls' eye worth?
   a) 6  b) 7  c) 8  d) 9  e) 10
10. How many points is the white outer edge of the target worth?
    a) 0  b) 1  c) 2  d) 3  e) 4
11. Which is not a step in shooting?
    a) draw  b) anchor  c) swing  d) aim  e) fire
12. This protects your arm from the string.
    a) finger tabs  b) arm guard  c) serving  d) handle  e) point
13. This protects your fingers from the string.
    a) finger tabs  b) arm guard  c) serving  d) handle  e) point
14. The part of the bow you hold in your hand.
    a) finger tabs  b) arm guard  c) serving  d) handle  e) point
15. The part of the bow string that is thicker.
    a) finger tabs  b) arm guard  c) serving  d) handle  e) point
Level 3

2. How does participation in archery impact a person’s life?
3. Which do you think is better for students, Individual or Team sports? Why?
4. Define sportsmanship and explain how it applies to archery.
5. Based on what you know, how would you explain archery and the benefits, to a group of people from another planet?

Level 4

1. How would you adapt archery into a team sport? List 5 adaptations and 5 new rules necessary to make this change.
2. Design an off-season workout for an archery athlete.
3. Imagine yourself in a wheelchair and describe the adaptations needed to succeed in archery.
4. Invent a piece of equipment that would improve archery.
**Striking Unit**

**Unit Description:** Striking instruction should focus on developing skills and competence so students leave school with ability to participate in recreational games later in life.

**Badminton & Table Tennis**

**Skills**
- Grips
- Serves
- Forehand shots
- Backhand shots
- Underhand shots
- Doubles Strategy

**Terminology:**
- Shuttlecock (birdie)
- Racquet
- Serve
- Backhand
- Forehand
- Drop shot
- Smash
- Overhead clear
- Drive

**Assessment:**
- Proficiency Scale
- Level Questions
- Additional Assessments
## Badminton

<table>
<thead>
<tr>
<th>CATEGORY</th>
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<th>2 Basic</th>
<th>1 Below Basic</th>
<th>0 Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving</td>
<td>Able to serve to all four corners on the opposing side of the court using both the forehand and backhand serve</td>
<td>Able to serve to most corners using either the forehand or backhand serve</td>
<td>Unable to serve consistently but shows effort</td>
<td>Unable to serve consistently and shows little effort</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>Backhand</td>
<td>Able to backhand to all four corners on the opposing side of the court</td>
<td>Able to backhand to most corners of the opposing side of the court</td>
<td>Unable to backhand consistently but shows effort</td>
<td>Unable to backhand consistently and shows little effort</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>Drop</td>
<td>Able to perform a drop shot to the opposing side from any position on the court</td>
<td>Able to perform a drop shot to the opposing side from some positions on the court</td>
<td>Inconsistent but shows effort</td>
<td>Unable to perform a drop shot and shows little effort</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>Clear</td>
<td>Able to perform a clear shot to the opposing side from any position on the court</td>
<td>Able to perform a clear shot to the opposing side from some positions on the court</td>
<td>Inconsistent but shows effort</td>
<td>Unable to perform a clear shot and shows little effort</td>
<td>Did not attempt</td>
</tr>
</tbody>
</table>
Optional Assessment

Names_________________________________________________Period_________

Badminton-Peer Assessment

Observe your partner performing the following shots a minimum of 5 times EACH SHOT and then Circle YES, NO or SOMETIMES.

(1) Forehand Clear Shot:
Ready position with feet and shoulders parallel to the net: YES NO SOMETIMES
Holding the racket slightly to the backside: YES NO SOMETIMES
Knees bent: YES NO SOMETIMES
Contacting the birdie as high as possible in front of the body: YES NO SOMETIMES
Racket face tilted upward: YES NO SOMETIMES
Does the birdie clear the opponent’s racket: YES NO SOMETIMES
Does the birdie land close to the back line: YES NO SOMETIMES

(2) Forehand Drop Shot:
Racket face is flat: YES NO SOMETIMES
Racket face is pointing ahead or slightly downward: YES NO SOMETIMES
The birdie is gently guided over the net: YES NO SOMETIMES
Follow through: YES NO SOMETIMES
The birdie drops over the net: YES NO SOMETIMES
The birdie lands in the front of opponent’s court: YES NO SOMETIMES

(3) Forehand Smash Shot:
The birdie is contacted in front of the body: YES NO SOMETIMES
Wrist and forearm rotate quickly: YES NO SOMETIMES
Racket is facing downward: YES NO SOMETIMES
Shot is attempted at the front of the court: YES NO SOMETIMES

(4) Backhand Clear Shot:
The birdie is hit hard and upward: YES NO SOMETIMES
The birdie is hit as high as possible: YES NO SOMETIMES
The birdie is hit over the net: YES NO SOMETIMES
Contact is made in front of the body: YES NO SOMETIMES
Racket face is flat to the target: YES NO SOMETIMES

(5) Backhand Drop Shot:
The racket is flat: YES NO SOMETIMES
The racket is pointed ahead: YES NO SOMETIMES
The racket is pointed slightly downward: YES NO SOMETIMES
The birdie lands close to the net: YES NO SOMETIMES
Level Questions

Level 2

Badminton

1. A badminton game is played to how many points?
   a) 10   b) 12   c) 15   d) 20   e) 21

2. The player on the left side serves first.
   a) true   b) false

3. When a team serves first, only one player gets to serve.
   a) true   b) false

4. A badminton serve must be
   a) overhand   b) overhead   c) sidearm   d) underhand   e) horizontal

5. Net serves are no good.
   a) true   b) false

6. Teammates switch places only if they score a point.
   a) true   b) false

7. Boundary lines are out of bounds.
   a) true   b) false

8. How many hits per side does a team get to return the birdie?
   a) 5   b) 4   c) 3   d) 2   e) 1

9. In badminton you must serve to score.
   a) true   b) false

10. How many serves does a player get?
    a) 1   b) 2   c) 4   d) 5   e) as many points as they can score.
Table Tennis

11 A ping pong game is played to how many points?
   a) 10          b) 12          c) 15          d) 20          e) 21

12 How many serves does each player get?
   a) 1          b) 2          c) 3          d) 4          e) 5

13 A "let" means
   a) out        b) point      c) Tie        d) net serve  e) wrong side

14 You can score in ping pong even if your team didn't serve.
   a) true       b) false

15 In ping pong, the ball may be hit in the air and not bounce.
   a) true       b) false

16 How many times can you have a "let" serve?
   a) 0          b) 1          c) 2          d) 3          e) 4

17 You can not serve your own game point.
   a) true       b) false

18 You should stand close to the ping pong table so you can move to the ball better.
   a) true       b) false

19 A serve must be
   a) overhand    b) overhead   c) side arm   d) horizontal  e) diagonal

   In ping pong, you must win by how many points?
   a) 1          b) 2          c) 3          d) 4          e) 5
Bowling

Unit Description: Bowling is a lifetime sport that incorporates rolling a ball down an alley with the object of knocking over 10 pins positioned at the far end of the alley.

Skills
- Picking up the ball
- Gripping the ball
- Developing a stance
- Aiming
- Approaching and making the delivery

Terminology:
- Strike
- Split
- Spare
- Turkey
- Foul line
- Gutter ball
- Head pin

Assessment:
- Proficiency Scale
- Level Questions
- Additional Assessments
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</thead>
<tbody>
<tr>
<td>Release/Approach</td>
<td>Student consistently releases ball in a smooth manner and releases ball with opposite foot forward</td>
<td>Student releases the ball in a smooth manner sometimes but releases the ball with the opposite foot when releasing the ball</td>
<td>Student lofts the ball all the time and does not use opposite foot to release the ball</td>
<td>Did not attempt</td>
<td></td>
</tr>
<tr>
<td>Types of Releases</td>
<td>Student has tried all three releases and has chosen the one that best fits them</td>
<td>Student has tried only two of the releases but has chosen the best out of the two</td>
<td>Student keeps switching release types.</td>
<td>Student has not tried at least two releases and just sticks with the first release.</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>Etiquette</td>
<td>Student uses proper etiquette all the time by respecting the priority of the bowler to their left or right. They are also ready to bowl when it is their turn</td>
<td>Student shows proper etiquette most of the time, but needs to be reminded when it’s their turn to bowl.</td>
<td>Student has been reminded about using proper etiquette, and has been reminded more than 3 times when it is their turn to bowl</td>
<td>Student showed lack of etiquette and is never ready to bowl when it is their turn.</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>Strike Pockets</td>
<td>Student has successfully hit the 1-3 or the 1-2 pocket at least 6 times</td>
<td>Student has successfully hit the 1-3 or 1-2 pocket at least 3 times</td>
<td>Student has hit the 1-3 or 1-2 pocket only once</td>
<td>Student never hit the strike pockets</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>Spares</td>
<td>Student was able to bowl a spare when needed most of the time</td>
<td>Student was able to bowl a spare some of the time</td>
<td>Student need help to adjust their technique to better hit a strike</td>
<td>Student was not able to get a spare due to lack of technique or adjustment</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>Strikes</td>
<td>Student was able to get at least 5 strikes</td>
<td>Student was able to get at least 3 strikes</td>
<td>Student was able to hit at least one strike</td>
<td>Student never hit a strike</td>
<td>Did not attempt</td>
</tr>
</tbody>
</table>
Optional Assessment

Bowling
Self Assessment Student Form

Name________________                 Date____________________

__________ demonstrated appropriate 3 or 4-step approach
__________ shoulders level and relaxed
__________ first step with swing arm foot
__________ eyes on target
__________ used both hands to support the bowling ball
__________ follow through toward target

__________ demonstrated appropriate sportsmanship and etiquette
__________ utilized proper courtesy and behavior
__________ used proper terminology
__________ demonstrated proper scoring

Comments:
Omaha Public Schools                             Middle School Physical Education

Level Questions

Level 2

1. What is the "Hi-Low-Jack"?
   A. When one piece of wood balances on top of another
   B. When only the 1, 7, and 10 pins are standing
   C. When only the 4 and 6 pins are standing
   D. What you use to change a tire

2. Who was the inventor of Bowlin
   A. Dan Murphy
   B. Justin White
   C. Jack Monsey
   D. Archie Walsh

3. In bowling, a strike is recorded when you:
   A. Get all of the pins down on three balls
   B. Get all of the pins down on one ball
   C. Get all of the pins down on two balls
   D. Throw the ball over the plate above the hitter's knees, but below the letters

4. What is a sleeper?
   A. A boring match
   B. A pin hiding behind another
   C. A pin lying on the deck
   D. A tough shot

5. If a right-handed bowler rolls a ball that breaks from right to left, it is called:
   A. a slider
   B. a spinner
   C. a hook
   D. a fade

6. What is the lightest legal weight for a bowling ball?
   A. 2 pounds
   B. 2 pounds, 4 ounces
   C. 2 pounds, 7 ounces
   D. no limit

7. When a bowler is able to convert a split, it is called:
   A. a slide shot
   B. a knock shot
   C. a cut shot
   D. a dribbler

8. If you were to leave the 4-5-7 and 8 pins, it would be called:
   A. a half-Worcester
   B. a tail
   C. a double pinochle
   D. a diamond
Level 3

1. Compare and Contrast bowling as a Team Sport versus an Individual Sport.
2. How does participation in bowling impact a person’s life?
3. Which do you think is better for students, Individual or Team sports? Why?
4. Define sportsmanship and explain how it applies to bowling.
5. Based on what you know, how would you explain bowling and the rules, to a group of people from another planet?

Level 4

1. How would you adapt bowling into a team sport? List 5 adaptations and 5 new rules necessary to make this change.
2. Design an off-season workout for a bowling athlete.
3. Imagine yourself in a wheelchair and describe the adaptations needed to succeed in bowling.

Invent a piece of equipment that would improve bowling.
Frisbee

Unit Description: It is an exciting lifetime physical activity that can offer success and challenge at all ability levels. It can be almost anywhere. Frisbee provides excellent skills practice throwing, catching and eye-hand coordination, as well as offering many interesting individual challenges and team activities.

Skills:
- Throws
- Catches

Terminology:
- Underhand
- Backhand
- Sidearm
- Overhand
- Sandwich
- C-catch
- Skip throw
- Tipping

Assessment:
- Proficiency Scale
- Level Questions
- Additional Assessments
## Basic Backhand Frisbee Throw

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<thead>
<tr>
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<th>0 Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hand &amp; Wrist</strong></td>
<td>Student always grips the edge of the disc firmly with thumb on top and first two or three fingers underneath and snaps the wrist forward when releasing the disc.</td>
<td>Student usually grips the edge of the disc firmly with thumb on top and first two or three fingers underneath and snaps the wrist forward when releasing the disc.</td>
<td>Student sometimes grips the edge of the disc firmly with thumb on top and first two or three fingers underneath and snaps the wrist forward when releasing the disc.</td>
<td>Student rarely grips the edge of the disc firmly with thumb on top and first two or three fingers underneath and snaps the wrist forward when releasing the disc.</td>
<td>Did not attempt</td>
</tr>
<tr>
<td><strong>Arm</strong></td>
<td>Student always brings arm backwards so that the disc is next to the rear leg at about a 45 degree angle, then brings arm forward smoothly with consistent force and follows through on the throw.</td>
<td>Student usually brings arm backwards so that the disc is next to the rear leg at about a 45 degree angle, then brings arm forward smoothly with consistent force and follows through on the throw.</td>
<td>Student sometimes brings arm backwards so that the disc is next to the rear leg at about a 45 degree angle, then brings arm forward smoothly with consistent force and follows through on the throw.</td>
<td>Student rarely brings arm backwards so that the disc is next to the rear leg at about a 45 degree angle, then brings arm forward smoothly with consistent force and follows through on the throw.</td>
<td>Did not attempt</td>
</tr>
<tr>
<td><strong>Shoulder</strong></td>
<td>Student always stands with throwing shoulder towards target.</td>
<td>Student usually stands with throwing shoulder towards target.</td>
<td>Student sometimes stands with throwing shoulder towards target.</td>
<td>Student rarely stands with throwing shoulder towards target.</td>
<td>Did not attempt</td>
</tr>
<tr>
<td><strong>Lower Body</strong></td>
<td>Student always stands with feet about hip width apart, knees slightly flexed, shifts weight from back foot to front foot when throwing, and steps into the throw.</td>
<td>Student usually stands with feet about hip width apart, knees slightly flexed, shifts weight from back foot to front foot when throwing, and steps into the throw.</td>
<td>Student sometimes stands with feet about hip width apart, knees slightly flexed, shifts weight from back foot to front foot when throwing, and steps into the throw.</td>
<td>Student rarely stands with feet about hip width apart, knees slightly flexed, shifts weight from back foot to front foot when throwing, and steps into the throw.</td>
<td>Did not attempt</td>
</tr>
</tbody>
</table>
Optional Assessment

Self Assessment Student Form
Frisbee

Name________________                 Date________________________

__________ demonstrated proper grip of the Frisbee
__________ thumb on top of Frisbee
__________ forefinger around side of Frisbee
__________ fingers on bottom of Frisbee
__________ wrist is flexed prior to initiate throw
__________ follow through is toward target
__________ stepping with foot on throwing hand side

__________ receives feedback appropriately
__________ participates in activity to best of ability
__________ offers encouragement to others

Comments:
Level Questions

Level 2

Ultimate Frisbee Assessment

1. What is a “pull”?

2. If a team gains possession in the end zone which it is defending following a turnover, the player taking possession must make a decision to either:
   a. Put the disc into play at the spot of the disc
   b. Carry it directly to the closest point on the goal line and put it into play at that spot
   c. Both A & B
   d. None of the above

3. T  F  A goal is scored when a player catches any legal pass just outside the end zone and walk it into the end zone.

4. T  F  An incomplete, intercepted, or knocked down pass, or a pass in which the disc becomes out-of-bounds, results in a change of possession.

5. The following actions result in a change of team possession and stoppage of play
   a. The disc is handed from player to player
   b. A player run or walks with the disc
   c. The thrower catches a thrown disc.
   d. A player’s movement is intentionally assisted by a teammate in catching or blocking a pass.
   e. All of the above

6. T  F  A player may not run or walk with the disc.

7. T  F  A player is allowed no steps when in possession of the disc.

8. T  F  A player may pivot with the disc in hand

9. T  F  A player must remain at least an arms length away from the player in possession of the disc.

10. T  F  A defender may touch the disc while it is in the possession of an offensive player.

11. T  F  When the disc is in the air a defender can play the disc not the opponent.
Golf

Unit Description: Gold instruction will focus on developing correct stroke technique to be used as a life time sport or competition.

Skills:
Grip
Stance
Alignment
Half Swing
Three-Quarter Swing
Full Swing
Woods
Putting
Chip, Pitch and Bunker Shots

Terminology:
Swing
Club
Grip
Putting
Chipping
Birdie
Eagle
Bogey
Green
Drive
Slice
Lie
Par
Trap
Fairway
“Fore”
Tee
Rough
Caddie
Irons
Woods
Putters
Wedges
Toe
Face
Heel
Stoke
Hole
Ace
Pin/Flag

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<tbody>
<tr>
<td>Stance</td>
<td>Legs about shoulder width apart, knees slightly bent, with good forward lean.</td>
<td>Legs bent slightly, body forward</td>
<td>Upper body a little forward, legs still straight</td>
<td>Standing straight up</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>Grip</td>
<td>Using interlock grip with dominant hands thumb and pointer making a v straight to the shoulder.</td>
<td>Firm hold, using interlock grip, thumb and pointer finger not making v's to the shoulders.</td>
<td>Firm hold but using the baseball grip.</td>
<td>Barely hanging on to the club.</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>Take away</td>
<td>Smooth take away, club stops parallel, and club face is perpendicular to the ground at first stage.</td>
<td>Smooth take away, club stops parallel, club face not perpendicular to the ground.</td>
<td>Smooth take away, club not parallel to the ground at first stage.</td>
<td>Jerky take away, club doesn't stop at parallel to the ground.</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>Backswing</td>
<td>Front arm is straight; rear elbow oriented near hip, upper body rotates with the swing making shoulders vertical.</td>
<td>Front arm is straight, rear elbow oriented near hip, no body turn.</td>
<td>Front arm is straight, rear elbow away from hip, no body turn.</td>
<td>Front arm bends, rear elbow away from hip, no body turn</td>
<td>Did not attempt</td>
</tr>
<tr>
<td>Fore swing</td>
<td>Head is down; downswing is smooth with front arm straight, rear elbow at hip, and hips turning to the front.</td>
<td>Downswing is smooth with front arm still straight, rear elbow at hip.</td>
<td>Downswing is smooth with front arm still straight, but rear elbow is not near hip.</td>
<td>Downswing is jerky and out of control.</td>
<td>Did not attempt</td>
</tr>
</tbody>
</table>
## Optional Assessment

Please check Yes or No on the line provided.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Specific Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Grip</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. The palm of right hand facing target.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. The back of the left hand faces the target with the left thumb on top of the club.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Stance</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Feet on both ends of 12” strip set parallel to target line.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Knees are bent.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Eyes on ball.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Ball Position</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Ball slightly in front of left foot.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Stroke</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Keep head still and your eyes directly over the ball.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Swing arms in a pendulum action from your shoulders around the pivot of your immobile head.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Point both elbows outward slightly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Club should end facing in the direction you are hitting the ball.</td>
</tr>
</tbody>
</table>
Level Questions

Level 2

1. What term is used to refer to the first shot on each hold?
   a. The drive
   b. the pitch and run
   c. the approach

2. What Is the last stroke necessary to reach the green called?
   a. The putt
   b. the approach shot
   c. the fairway shot

3. What is the standard of scoring excellence based on the length of a hole and allowing two
   puts on the putting green called?
   a. Birdie
   b. bogey
   c. par

4. What is the mowed grassy area between the tee and putting green called?
   a. The fairway
   b. the rough
   c. the green

5. The term “foursome” refers to:
   a. The number of strokes taken on the fairway
   b. Four players playing together
   c. The only number of players allowed to play together on a gold course

6. What term refers to the position of the ball on the ground?
   a. Flat
   b. lie
   c. set

7. What is the starting place for a hole or the peg on which the ball is placed for driving?
   a. Tee
   b. marker
   c. pin

8. In finishing the swing, where should the weight be?
   a. On the right foot
   b. On the heels
   c. On the left foot
   d. On the toes

9. Which is common to all stances?
   a. Weight on toes
   b. weight back toward heels
   c. weight on whole foot

10. In the interlocking or overlapping grip, the little finger of the right hand interlocks or
    overlaps with which finger?
    a. Index or forefinger of the left hand
    b. Middle of left
    c. Little finger of left
Omaha Public Schools

Middle School Physical Education

Level 3

2. How does participation in Golf impact a person’s life?
3. Which do you think is better for students, Individual or Team sports? Why?
4. Define sportsmanship and explain how it applies to Golf.
5. Based on what you know, how would you explain Golf and the benefits, to a group of people from another planet?

Level 4

1. How would you make Golf into a team sport? List 5 adaptations and 5 new rules necessary to make this change.
2. Design an off-season workout for a Golf athlete.
3. Imagine yourself in a wheelchair and describe the adaptations needed to succeed in Golf.

Invent a piece of equipment that would improve Golf.
PHYSICAL FITNESS
Fitness Course Outline
Omaha Public Schools
Middle School

Course Description

These courses are designed to help the student understand and apply the concepts and skills of fitness activities while understanding the importance of conditioning and exercise. These courses will concentrate on improving the strength, endurance and knowledge of fitness concepts. This will be accomplished through instruction of the skills and concepts of fitness. The OPS Physical Education Content Standards encompassed in these courses will be #1, #2, #3, #4 and #5.

Objectives

<table>
<thead>
<tr>
<th>Standard 1 – Skills</th>
<th>Skills specific and essential to each activity will be described and practiced through a variety of drills and repetition.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 2 – Concepts</td>
<td>Correct form and concepts of each fitness activity will be discussed. Included may be worksheets and written tests.</td>
</tr>
<tr>
<td>Standard 3 – Participation</td>
<td>Practicing the skills and participation in the activities is required to improve skills and enhance the overall fitness of the student.</td>
</tr>
<tr>
<td>Standard 4 – Fitness Testing</td>
<td>Fitness testing according to OPS standards will include the mile run, Pacer, curl-ups, push-ups and flexibility.</td>
</tr>
</tbody>
</table>

General Rules and Expectations
Be Respectful, Responsible and Safe

- Appropriate clothing is necessary for every class.
- Respect for equipment and fellow classmates is required.
- Following the rules of the activity is essential.

Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Student can perform the basic skills, understand importance of fitness and makes an effort to improve their personal fitness while encouraging others to improve their fitness level.</td>
</tr>
<tr>
<td>3</td>
<td>Student can perform most of the basic skills, understand the importance of fitness and makes an effort to improve their personal fitness.</td>
</tr>
<tr>
<td>2</td>
<td>Student can perform some of the basic skills and occasionally makes an effort to improve their personal fitness.</td>
</tr>
<tr>
<td>1</td>
<td>Minimal achievement with assistance.</td>
</tr>
<tr>
<td>0</td>
<td>Attempted and failed or did not attempt.</td>
</tr>
</tbody>
</table>
Physical Fitness

Unit Description: Physical fitness instruction should focus on giving students the opportunity to experience and select fitness routines that are useful and motivating to them personally as a positive contribution to total wellness.

Health-Related Fitness Components:
Cardiovascular Fitness
Body Composition
Flexibility
Muscular Strength
Muscular Endurance

Skill-Related Fitness Components:
Agility
Balance
Coordination
Power
Reaction Time
Speed

Terminology:
Cardiovascular Fitness
Body Composition
Flexibility
Muscular Strength and Endurance
Agility
Balance
Coordination
Power
Speed
Mile
Pacer
Curl up
Push up
Pull Ups
Flexibility
Trunk Lift
Shoulder Flexibility
Flexed Arm Hang

Assessment:
Proficiency Scale
Level Questions
Additional Assessments
Fitness Tests:

*The Fitness Tests are a District-Wide Mandated Test administered twice a year in a pre-test and post-test format.*

**Required Fitness Tests:**
- ✓ Pacer (15/20 Meter)
- ✓ Mile Run
- ✓ Curl ups
- ✓ Push ups

**Optional Fitness Tests:**
- ✓ Mile Walk
- ✓ Body Composition (skin fold measurements)
- ✓ BMI
- ✓ Trunk Lift
- ✓ Modified Pull Ups
- ✓ Pull ups
- ✓ Flexed Arm Hang
- ✓ Back-saver sit-n-reach
- ✓ Shoulder Stretch
- ✓ Height
- ✓ Weight
# Fitness Test Proficiency Scale

## Grades 5 & 6

<table>
<thead>
<tr>
<th></th>
<th>Pacer</th>
<th>Curl-Ups</th>
<th>Push-ups</th>
<th>Mile</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Boys &amp; Girls</td>
<td>Boys</td>
</tr>
<tr>
<td>4</td>
<td>55+</td>
<td>45+</td>
<td>55+</td>
<td>28+</td>
</tr>
<tr>
<td>3.5</td>
<td>50-54</td>
<td>40-44</td>
<td>50-54</td>
<td>24-27</td>
</tr>
<tr>
<td>3</td>
<td>45-49</td>
<td>35-39</td>
<td>42-49</td>
<td>19-23</td>
</tr>
<tr>
<td>2.5</td>
<td>40-44</td>
<td>30-34</td>
<td>35-41</td>
<td>15-18</td>
</tr>
<tr>
<td>2</td>
<td>30-39</td>
<td>20-29</td>
<td>28-34</td>
<td>11-14</td>
</tr>
<tr>
<td>1.5</td>
<td>20-29</td>
<td>10-19</td>
<td>21-27</td>
<td>7-10</td>
</tr>
<tr>
<td>1</td>
<td>≤19</td>
<td>≤9</td>
<td>≤20</td>
<td>≤6</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Fitness Test Proficiency Scale

**Grades 7 & 8**

<table>
<thead>
<tr>
<th></th>
<th>Pacer</th>
<th>Curl-Ups</th>
<th>Push-ups</th>
<th>Mile</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Boys &amp; Girls</td>
<td>Boys</td>
</tr>
<tr>
<td>4</td>
<td>65 +</td>
<td>55 +</td>
<td>60 +</td>
<td>30 +</td>
</tr>
<tr>
<td>3.5</td>
<td>60-64</td>
<td>50-54</td>
<td>55-59</td>
<td>26-29</td>
</tr>
<tr>
<td>3</td>
<td>55-59</td>
<td>45-49</td>
<td>47-54</td>
<td>21-25</td>
</tr>
<tr>
<td>2.5</td>
<td>50-54</td>
<td>40-44</td>
<td>40-46</td>
<td>17-20</td>
</tr>
<tr>
<td>1.5</td>
<td>30-39</td>
<td>20-29</td>
<td>26-32</td>
<td>9-12</td>
</tr>
<tr>
<td>1</td>
<td>≤ 29</td>
<td>≤19</td>
<td>≤25</td>
<td>≤8</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Optional Assessment

Physical Fitness
Self Assessment Student Form

Name________________                 Date____________________

__________ controls breathing during aerobic activity
__________ uses proper running technique
__________ elbows at 90 degree angle
__________ lands on balls of feet
__________ swings arms from hip to nose
__________ reaches forward with knees
__________ pushes off ball of foot driving forward

__________ receives feedback appropriately
__________ participates in activity to best of ability
__________ offers encouragement to others

Comments:
Strength Training

Unit Description: The students must understand the definitions of strength, endurance, flexibility, warm-up, proper form, cool down, sets, repetitions, frequency, rest intervals, and various types of lists for specific muscle groups.

Skills:
- Spotting
- Breathing
- Grips
- Body position
- Upper body lifts
- Lower body lifts
- Dead lift

Terminology:
- Spotting
- Circuit training
- Resistance
- Negative/positive
- Breathing
- Dumb bells
- Bar bells
- Collars
- Bench
- Repetitions
- Sets

Assessment:
- Proficiency Scale
- Level Questions
- Additional Assessments
## Weight Machines

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 Advanced</th>
<th>3 Proficient</th>
<th>2 Basic</th>
<th>1 Below Basic</th>
<th>0 Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leg Press Machine</strong></td>
<td>Student identifies the machine, muscles, knees above toes and legs not fully extended.</td>
<td>Student identifies the machine and muscles, but makes 1 mistake on the use of the equipment.</td>
<td>Student has trouble identifying the machine and the muscle. Student makes 2 or more mistakes on the use of the equipment.</td>
<td>Student is unable to identify the machine, muscles, or the proper techniques of using the machine.</td>
<td>Attempted and failed or did not attempt.</td>
</tr>
<tr>
<td><strong>Flat Bench Press Machine</strong></td>
<td>Student identifies the machine, muscles, shoulder position and arm position.</td>
<td>Student identifies the machine and muscles, but makes 1 mistake on the use of the equipment.</td>
<td>Student has trouble identifying the machine and the muscle. Student makes 2 or more mistakes on the use of the equipment.</td>
<td>Student is unable to identify either the machine, muscle or the proper techniques of using the machine.</td>
<td>Attempted and failed or did not attempt.</td>
</tr>
<tr>
<td><strong>Shoulder Press Machine</strong></td>
<td>Student identifies the machine, muscles, height of handles, seat and not locking elbows.</td>
<td>Student identifies the machine and muscles, but makes 1 mistake on the use of the equipment.</td>
<td>Student has trouble identifying the machine and the muscles. Student makes 2 or 3 mistakes on the use of the equipment.</td>
<td>Student is unable to identify the machine, muscles, or the proper techniques of using the machine.</td>
<td>Attempted and failed or did not attempt.</td>
</tr>
<tr>
<td><strong>High Pulley Machine</strong></td>
<td>Student identifies the machine, muscles, placement of pad and how low to pull the handle bar.</td>
<td>Student identifies the machine and muscles, but makes 1 mistake on the use of the equipment.</td>
<td>Student has trouble identifying the machine and the muscles. Student makes 2 or 3 mistakes on the use of the equipment.</td>
<td>Student is unable to identify the machine, muscles, or the proper techniques of using the machine.</td>
<td>Attempted and failed or did not attempt.</td>
</tr>
</tbody>
</table>
Optional Assessment

Strength Training Student Exam

Self Assessment Student Form

Strength Training – Bicep Curl

Name__________________________ Date__________________________

_____ selected a weight that is appropriate
_____ lifted the barbell from the floor using an underhand grip
_____ kept head in vertical position throughout lift
_____ kept back and legs straight at all times
_____ kept the upper arms perpendicular to the floor throughout the lift
_____ kept the elbows and upper arms in contact with sides
_____ Inhaled
_____ flexed the arms fully, curling the bar to a position at the upper chest
_____ exhaled
_____ slowly lowered weight to starting position

Comments:
Level Questions

Level 2

1. You've been doing dumbbell curls for about 3 months. Three times a week you do 12 reps using 25 pound weights. At the beginning you were struggling with the last couple of reps, but now you're so bored with it, that you find yourself cleaning the house at the same time. It's time to
   a. increase the amount of reps.
   b. increase the weight.
   c. stop exercising! Apparently, you have reached the peak of your fitness level.
   d. increase the amount of times a week that you do dumbbell curls.

2. One pound of muscle burns ___ calories of fat a day, whereas, one pound of fat burns ___ calories a day.
   a. 2/50
   b. 100/90
   c. 50/2
   d. 75/100

3. Anaerobic means "without oxygen". Which of the following exercises is an example of an anaerobic activity?
   a. sprinting
   b. holding your breath underwater
   c. walking
   d. cycling

4. After committing to exercise for an entire year, you have reduced both your weight and your fat percentage. There are many positive effects of this accomplishment. Which of the following is not affected by your reduction of weight and fat?
   a. The rate and amount of fat metabolized.
   b. Your upper body and abdominal visceral fat.
   c. Your total daily energy expenditure.
   d. Your blood sugar count.

5. When I do sit-ups, I am working towards reducing fat...
   a. only in my abdominal area.
   b. only in my "love handles".
   c. in all parts of my body.
   d. Doing sit-ups does not reduce fat.

6. The more I sweat...
   a. the more fat I lose.
   b. the more weight I lose, that is, until I drink again.
   c. the more humid it is.
   d. the unhealthier I am.
7. Aerobic exercise is beneficial to the quality of my skin because
   a. It improves the nutrition of skin cells and increases the blood capillary density in the skin.
   b. the process of sweating cleans out my pores by removing waste products.
   c. it strengthens my muscles, therefore giving my skin a "tighter" and more serious look.
   d. it is not beneficial to the quality of my skin.

8. When designing your exercise program, there are four basic types of exercise that you can do. Which of the following is NOT one of these basic types?
   a. muscular endurance
   b. coordination
   c. flexibility
   d. strength

9. I have decided to increase my level of cardio respiratory endurance. The exercise I chose is:
   a. pushups
   b. rope-jumping
   c. dumbbell curls
   d. singing lessons, which train me to intake oxygen in huge amounts.

10. Strengthening my abdominal muscles is one of the best ways to
    a. lose fat in my abdominal region.
    b. attract men/women.
    c. ensure better breathing.
    d. protect against back pain.

11. Which of the following is NOT a good reason to stretch before exercising?
    a. Stretching increases your general coordination.
    b. Stretching relaxes your body.
    c. Stretching encourages upper-diaphragm breathing.
    d. Stretching warms your muscles.

12. When you are pursuing strength training, you
    a. work the muscles against progressive resistance or overload.
    b. continually move the muscles for long periods of time.
    c. are increasing the range of motion in the joints.
    d. need to increase your consumption of dark chocolate.

13. When exercising, I _______ when my muscles contract and I _______ when they lengthen.
    a. inhale/exhale
    b. hold my breath/exhale
    c. inhale/hold my breath
    d. exhale/inhale
14. When exercising, the tearing of microscopic muscle fibers is thought to cause sprains.
   a. DOMS (Delayed Onset Muscle Soreness).
   b. increased height. This was a common occurrence in medieval times when the body rack was used as a torture device.
   c. the beginnings of a torn ligament.

15. When you exercise, the water that you lose through sweating comes from
   a. recycled urine.
   b. blood plasma.
   c. extra water contained in the lower layers of cells.
   d. cerebra-spinal fluid.

16. Exercise reduces the risk of endometrial cancer and breast cancer by
   a. reducing body fat. Body fat produces estrogen, which aids in the growth of some female cancers.
   b. releasing the substance Beta-Carotene, which is known to have positive effects in reducing these two types of cancers.
   c. releasing beta-endorphin and thereby strengthening the immune system.
   d. it does not reduce the risk of these two types of cancer (although it does have beneficial effects on other types of cancer).

17. When you're sweating, ___________ goes down, and __________ goes up.
   a. weight/the muscle mass of the exercised region
   b. water volume/adrenaline
   c. your concentration/your susceptibility to injury
   d. blood volume/the concentration of salts in your blood

18. The area in which you store your fat is probably as important as the amount that you store. People who store fat around their bellybutton area are at greater risk for certain diseases than people who store fat below the waistline. Which diseases are the bellybutton stores more susceptible to?
   a. coronary heart disease and diabetes
   b. breast cancer and prostate cancer
   c. osteoporosis and diabetes
   d. breast cancer and osteoporosis

19. What is an aerobic threshold?
   a. The point at which energy production switches from being aerobic to anaerobic.
   b. When your aerobics' teacher gets a bit too chirpy and suddenly you find yourself wishing you'd taken up meditation instead.
   c. When your adrenaline kicks in and your energy seems to suddenly increase.
   d. When your muscles begin to get sore
Level 2

1. The principal of ____________ states that you must exercise a particular component of fitness in order to improve in a particular component.

2. A program consisting of low repetitions and high weight will help to improve muscular __________ and size.
   a. Flexibility  b. Endurance  c. Strength  d. Coordination

3. The ____________ principal states that a person must work at a level above that normally encountered in everyday activities in order to improve a component of physical fitness.
   a. Overload  b. Sequencing  c. Overtime  d. Strength

4. The time between your last set and the start of a new exercise should be no less than three minutes and no more than __________ minutes.
   a. ten  b. five  c. three and one-half  d. seven

5. The __________ muscle is located at the back of the upper arm.

Fill in the blank

6. You should rest one to ____________ minutes between sets.

7. You should inhaled during the last _______ of the negative phase of the lift

8. In applying the principle of progression, you should perform an exercise with proper form until muscular __________ or until unable to maintain correct form.

9. A program consisting of high repetitions and low weight till help to improve muscular ______________ and ______________.

10. A ______________ should always be worn when performing shoulder press.

11. A proper warm up can help reduce the chance of _________________.

12. You should slightly ______________ the weight used when you can perform one additional repetition above the desired amount while maintaining proper form.

13. A ____________ consists of a group of repetitions.

14. The ______________ muscle group is located on the back of the upper leg.

15. Consistent participation in a good weight-training program may help you to ______________ your body fat.
Level 2

1. The principal of ______ states that you must exercise a particular component of fitness in order to improve in a particular component.
   a. Progression
   b. Order
   c. Overload
   d. Specificity
2. A program consisting of low repetitions and high weight will help to improve muscular ______ and size.
   a. Flexibility
   b. Endurance
   c. Strength
   d. Coordination
3. The ______ principal states that a person must work at a level above that normally encountered in everyday activities in order to improve a component of physical fitness.
   a. Overload
   b. Sequencing
   c. Overtime
   d. Strength
4. The time between your last set and the start of a new exercise should be no less than three minutes and no more than ______ minutes.
   a. ten
   b. five
   c. three and one-half
   d. seven
5. The ______ muscle is located at the back of the upper arm.
   a. Triceps
   b. Back arms
   c. Biceps
   d. Quadriceps
6. You should rest one to _______ minutes between sets.
7. You should inhale during the last ______ of the negative phase of the lift.
8. In applying the principle of progression, you should perform an exercise with proper form until muscular _______ or until unable to maintain correct form.
9. A program consisting of high repetitions and low weight will help to improve muscular _______ and ________.
10. A ___________ should always be worn when performing shoulder press.
11. A proper warm up can help reduce the chance of ________________.
12. You should slightly ______ the weight used when you can perform one additional repetition above the desired amount while maintaining proper form.
13. A ___________ consists of a group of repetitions.
14. The _______ muscle group is located on the back of the upper leg.
15. Consistent participation in a good weight-training program may help you to ______________ your body fat.
WELLNESS UNITS
Wellness Course Outline
Omaha Public Schools
Middle School

Course Description

These courses are designed to help the student understand and apply the concepts and skills of a specific Wellness Activities. The OPS Physical Education Content Standards encompassed in these courses will be #1, #2, #3 and #5.

Objectives

<table>
<thead>
<tr>
<th>Standard 1 – Skills</th>
<th>Skills specific and essential to each activity will be described and practiced through a variety of drills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 2 – Concepts</td>
<td>Rules each activity will be discussed. Written tests and worksheets may be included.</td>
</tr>
<tr>
<td>Standard 3 – Participation</td>
<td>Practicing the skills and participation in the activity is required to improve skills and enhance the knowledge of the activity.</td>
</tr>
</tbody>
</table>

General Rules and Expectations

Be Respectful, Responsible and Safe

- Appropriate clothing is necessary for every class.
- Respect and involvement of all participants are required.
- Following the rules of the sport is essential.
### Grading System

<table>
<thead>
<tr>
<th></th>
<th>4 Advanced</th>
<th>3 Proficient</th>
<th>2 Basic</th>
<th>1 Below Basic</th>
<th>0 Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Student can perform the basic skills, understand game rules and strategies and include teammates in a game situation while helping them to improve their abilities.</td>
<td>Student can perform most of the basic skills, understand game rules and strategies and makes an effort includes all teammates in a game situation.</td>
<td>Student can perform some of the basic skills, understand game rules and strategies and occasionally include all teammates in a game situation.</td>
<td>Minimal achievement with assistance.</td>
<td>Attempted and failed or did not attempt.</td>
</tr>
</tbody>
</table>
Cardiopulmonary Resuscitation (CPR) Training - 8th Grade

Unit Description:

- Students will receive instruction in cardiopulmonary resuscitation and awareness in the use of an automated external defibrillator (AED). Training in cardiopulmonary resuscitation (CPR) shall include psychomotor skill practice and follow the most current national guidelines for CPR. This is a hands-only CPR training program designed to prepare students to provide CPR in a safe, timely, and effective manner.
- Scientific research shows that most people do not perform the basics of CPR successfully. This program is structured to give students the basics of providing effective CPR and how to use an automated AED. This is a video-based program that includes practice sessions.

Unit Outcomes:

- **Cognitive Objectives for CPR**
  1. Tell how to give CPR to an adult/child and infant
  2. List the signs of choking
  3. Tell how to help a choking victim
  4. Tell how to phone your emergency response number (911)
  5. Tell how to answer a dispatcher’s questions

- **Psychomotor Objectives for CPR**
  1. Give CPR to an adult, child, and infant
  2. Show how to help a choking victim

- **Cognitive Objectives for First Aid**
  1. List the steps for medical emergencies including breathing problems, seizures, and shock.
  2. List the first aid steps for injury emergencies, including bleeding you can see, mouth and tooth injuries, bleeding you can’t see, head injuries, broken bones, sprains, bruises, burns, electrocutions, and poisoning emergencies.
  3. List the first aid steps for environmental emergencies, including bites, stings, and poisoning emergencies.
## CPR

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 Advanced</th>
<th>3 Proficient</th>
<th>2 Basic</th>
<th>1 Below Basic</th>
<th>0 Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responding to an</strong></td>
<td>Correctly identifies and performs the Check, Call Care sequence independently and without any cues</td>
<td>Correctly identifies and performs the Check, Call, Care sequence independently with 1-2 cues</td>
<td>Correctly identifies and performs the Check, Call, Care sequence with 3-4 cues</td>
<td>Identifies and correctly performs two (2) steps of the procedure</td>
<td>Attempted and failed or did not attempt.</td>
</tr>
<tr>
<td><strong>Emergency</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conscious Choking</strong></td>
<td>Demonstrates proper hand placement, proper technique and proper stance independently and without any cues</td>
<td>Demonstrates proper hand placement, proper technique, proper stance independently with 1-2 cues</td>
<td>Demonstrates proper hand placement, proper technique, proper stance with additional demonstration and/or 3-4 cues</td>
<td>Able to identify the steps in the procedure but requires hands-on help to correctly perform the procedure</td>
<td>Attempted and failed or did not attempt.</td>
</tr>
<tr>
<td><strong>Unconscious Victim</strong></td>
<td>Demonstrates tap and shout, look listen and feel, opening the airway and checking for signs of circulation independently and without cues</td>
<td>Demonstrates tap and shout, look listen and feel, opening the airway and checking for signs of circulation independently and with 1-2 cues</td>
<td>Demonstrates tap and shout, look listen and feel, opening the airway and checking for signs of circulation with additional demonstration and/or 1-2 cues</td>
<td>Able to identify the steps in the procedure</td>
<td>Attempted and failed or did not attempt.</td>
</tr>
<tr>
<td><strong>Rescue Breathing</strong></td>
<td>Demonstrates correct technique in delivering rescue breaths in the correct sequence and with correct intervals independently and without cues</td>
<td>Demonstrates correct technique in delivering rescue breaths in correct sequence and with correct intervals independently and with 1-2 cues</td>
<td>Demonstrates correct technique in delivering rescue breaths in correct sequence and with correct intervals with additional demonstration and/or 3-4 cues</td>
<td>Able to identify the steps in the procedure but requires hands-on help to correctly perform the procedure</td>
<td>Attempted and failed or did not attempt.</td>
</tr>
<tr>
<td><strong>CPR</strong></td>
<td>Demonstrates correct technique in assessing for and delivering chest compressions and rescue breathing together in the correct sequence and with correct intervals independently and without cues</td>
<td>Demonstrates correct technique in assessing for and delivering CPR in the correct sequence and with correct intervals independently and with 1-2 cues</td>
<td>Demonstrates correct technique in assessing for and delivering CPR in the correct sequence and with correct intervals with additional demonstration and/or 1-2 cues</td>
<td>Able to identify the steps in the procedure but requires hands-on help to correctly perform the procedure</td>
<td>Attempted and failed or did not attempt.</td>
</tr>
<tr>
<td><strong>AED</strong></td>
<td>Demonstrates understanding of correct usage of AED, proper electrode placement and follows AED directions independently and without cues</td>
<td>Demonstrates understanding of correct usage of AED, proper electrode placement and follows AED directions independently with 1-2 cues</td>
<td>Demonstrates understanding of correct usage of AED, proper electrode placement and follows AED directions with additional demonstration and/or 3-4 cues</td>
<td>Able to identify the steps in the procedure but requires hands-on help to correctly perform the procedure</td>
<td>Attempted and failed or did not attempt.</td>
</tr>
<tr>
<td><strong>Unconscious Choking</strong></td>
<td>Correctly identifies that airway is blocked when air does not go in, correctly administers chest compressions, checks mouth for foreign object in correct sequence, independently and without cues</td>
<td>Correctly identifies that airway is blocked when air does not go in, correctly administers chest compressions, checks mouth for foreign object in correct sequence, independently and with 1-2 cues</td>
<td>Correctly identifies that airway is blocked when air does not go in, correctly administers chest compressions, checks mouth for foreign object in correct sequence, with additional demonstration and/or 3-4 cues</td>
<td>Able to identify the steps in the procedure but requires hands-on help to correctly perform the procedure</td>
<td>Attempted and failed or did not attempt.</td>
</tr>
</tbody>
</table>
Optional Assessment

CPR Self-Checklist

Name________________________________________

_______ Hand Position
_______ Center of chest
_______ Heel of hand
_______ Arms straight
_______ 1 1/2 - 2 inches deep

_______ Hand on forehead
_______ Fingers on chin
_______ Nose pinched
_______ Head tilted correctly
_______ Mouth sealed
_______ Chest rise
CPR Test

1. Why is it important for you to know how to perform CPR?
   a. You may need to use CPR skills on a family member or a friend
   b. Most cardiac arrests happen at home with family members away from a hospital
   c. Studies show that effective CPR right away improves survival from cardiac arrest
   d. All of the above
   e. Both B and C

2. When you give chest compressions, you should go at the rate of
   a. 50 per minute
   b. 100 per minute
   c. 60 per minute
   d. 75 per minute

3. When performing compressions or chest pushes, you need to remember to
   a. Let the chest return to its normal position
   b. Remove your hands each time and reposition them
   c. Keep the chest pushed in part way

4. Which are signs that a victim has a severely blocked airway?
   a. Cannot breathe
   b. Has a cough that is very quiet or has no sound
   c. Cannot talk or make a sound
   d. Has a high-pitched, noisy breathing
   e. Has bluish lips or skin
   f. All of the above

5. The first four steps of all emergency situations are
   a. Look, listen and feel for breathing, be sure the scene is safe, check the victim, call for help
   b. Be sure the scene is safe, yell for help, give 2 breaths, put the victim on his back
   c. Yell for help, put the victim on his back, be sure the scene is safe, give 2 breaths
   d. Make sure the scene is safe, put the victim on his back, kneel at the victim’s side, tap and shout for responsiveness.

6. The ratio for chest pushed (compressions) to breaths is
   a. 15 pushes to 1 breath
   b. 50 pushes to 5 breaths
   c. 10 pushes to 2 breaths
   d. 30 pushes to 2 breaths

7. If a child is choking you should
   a. Hit them on the back
   b. Give them abdominal thrusts
   c. Do nothing
   d. Give them chest compressions from behind them
8. When you are checking to see if the victim is breathing, you
   a. Look to see if the chest rises
   b. Listen for breaths.
   c. Feel for breaths on your cheek.
   d. All of the above

9. If you are alone when a child needs CPR, when do you call for help?
   a. After you have done 5 sets of 30 chest pushes and 2 breaths
   b. Before you approach the victim
   c. After you have determined the victim to be unresponsive
   d. After 100 chest pushes and 5 breaths

10. When tilting the head to open the airway, you should
    a. Turn the head to the side
    b. Lift the neck and push the forehead
    c. Push on the forehead and lift the chin
    d. Pull the jaw up

11. The chest should be compressed how far when performing chest pushes of CPR?
    a. ¼ to 1/5 of the chest depth
    b. ½ to ¾ of the chest depth
    c. 1/3 to ½ of the chest depth
    d. ¼ to ½ of the chest depth

12. Chest pushes always take place on this part of the chest
    a. At the top by the neck
    b. At the bottom by the stomach
    c. In the middle at the nipple line

13. Giving breaths to an infant are different from a child or adult because
    a. You give smaller breaths
    b. You cover their nose an mouth with your mouth
    c. You are not watching for chest rise
    d. Both A and B

14. If a person is very pregnant or very large and is choking, you should
    a. Hit them on the back
    b. Give them abdominal thrusts
    c. Do nothing
    d. Give them chest compressions from behind them

15. If an infant is choking, you should hold the infant facedown on your forearm, supporting
    their head, then
    a. Give 5 chest thrusts and 2 breaths
    b. Give 5 back slaps with the heel of your hand
    c. Sweep the mouth with your finger
    d. Give 2 breaths and 5 chest thrusts
16. When an infant has an obstructed airway (is choking) you stop back slaps and chest thrusts when
   a. The object comes out
   b. The infant begins to breathe, cough, or cry
   c. The infant stops responding
   d. All of the above

17. If an infant stops responding while giving chest thrusts and back slaps, you should
   a. Stop what you are doing and run to a phone
   b. Place the infant on a firm, flat surface and begin CPR
   c. Continue chest thrusts and back slaps
   d. None of the above

18. What can an AED (Automated External Defibrillator) do?
   a. Recognize some heart problems that require a shock
   b. Tell the rescuer when a shock is needed
   c. Give a shock if needed
   d. All of the above
   e. Both A and C

19. One of the most important parts of CPR is pushing on the chest. When you push on the chest,
   a. You give them air to breathe
   b. You pump blood to the brain
   c. You pump blood to the heart
   d. Both A and B
   e. Both B and C

20. These things are important to remember when doing infant CPR.
   a. Push hard and push fast
   b. Push at a rate of 100 times per minute
   c. After each push release pressure on the chest to let it come back to its normal position
   d. Both B and C
   e. All of the above
LITERACY STRATEGIES

(To be added later)
Establishing an Effective Classroom
(Text: Management and Discipline pgs. 147-173)

Best Practices
1. Dress:
   * Acceptable shirts, shorts, shoes
   * Amount of time allowed at beginning and end of class
   * Loaner policies
2. Attendance:
   * Squads to expedite organization
   * Grade books and Infinite Campus
   * Tardy policy
3. Locks and Lockers:
   * Padlocks: Organization of combinations, locker assignments and check in/out procedures
   * Built-in locks (yearly combination change)
   * Number of students per locker
4. Showers:
   * Individual best practice
   * Towels provided
   * Required for swim
5. Lesson Plan Development:
   * Content Standards
   * EXCELS
   * Multicultural/Non sexist
   * Marzano
   * Middle Strategic plan
   * Lesson Title
   * Materials
   * Anticipatory Set
   * Objectives
   * Procedures of Instruction
   * Summary
Rules and Procedures:
1. Emergency: (Please post in ALL areas)
   * Fire, Disaster, Lockdown, Evacuation
   * Exit routes
2. Safety:  
   * Indoor facility conditions  
   * Outdoor facility conditions  
   * Locker room etiquette  
   * Hallway transitioning
3. Medical:
   * Location of AED
   * Location of nurse’s office
   * Building procedures for doctor and parent excuse notes
   * Location of First Aid kits
   * CPR certified
   * Asthma plan and other medical concerns (see nurse)

Effective Learning Environment:
1. Introductory Activity:  
   * Daily Objectives
   * Warm up (refer to Chapter 14 in text and lesson plan manual)
2. Fitness and Skill Development:  
   * Percent of class time for each
3. Lesson Focus and Game/Activity:  
   * Percent of class time used

Technology:
1. Gaming Systems:  
   * Nintendo Wii
   * PS2 Dance Dance Revolution
   * Video Stationary Bikes
2. Pedometers
3. Heart Rate Monitors
4. Fitnessgram/Activitygram
5. Sound Systems
6. Audio/Video Equipment
Resources

I. Resources
   A. Textbooks
      1. Dynamic Physical Education for Secondary School Students
      3. American Red Cross Aquatics
      4. PE 4 Me
      5. American Heart Association (CPR)
      6. Moving into the Future National Standards for Physical Education
      7. Physical Education Activity Handbook
      8. Fitness for Life
      10. Blue Zones
      11. Teaching Physical Education
      12. Rubrics- www.rubistar.com
   B. Teacher Administration Center (TAC)
      1. Media Technology Center 557-2500
      2. Research Office
      3. ANGEL – Online resource tool
      4. Risk Management

II. People of Importance:
   A. Physical Education and Athletics Administrators
      1. Bob Danenhauer 557-2448
      2. Peg Naylon 557-2449
      3. Genine Hanna (secretary) 557-2407