High School Physical Education Curriculum Guide
Acknowledgements

The following have contributed to the successful completion of the Omaha Public Schools High School Physical Education Guide:

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Table of Contents:

Philosophy, Vision, Mission and Purpose Statement ................................................................. 4

Physical Education Standards .......................................................................................................... 5-10

Establishing an Effective Classroom ............................................................................................ 11-14

Wellness Themes ........................................................................................................................... 15-27

Fitness Testing ............................................................................................................................... 28-31

High School Courses Offered and Course Descriptions ............................................................ 32-34

Course Outcomes for Content Standards ..................................................................................... 35-38

Scope and Sequence for Classes and Activities ........................................................................... 39-43

Unit Components ......................................................................................................................... 44-45

Assessment Tools ......................................................................................................................... 46-53

Potential Units of Study ............................................................................................................... 54-58

Team Sports Materials ............................................................................................................... 59-121

Lifetime Sports Materials .......................................................................................................... 122-174

Aquatics Materials ...................................................................................................................... 175-189

Aerobics Materials ...................................................................................................................... 190-209

Weight Training Materials ......................................................................................................... 210-219

General PE Materials ............................................................................................................... 220-225

Fit Club Materials ....................................................................................................................... 226-228

People of Reference .................................................................................................................... 229

Website Resources ...................................................................................................................... 230

Book Resources .......................................................................................................................... 231
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 Statement…

Inspire every student to maintain a healthy lifestyle.

Our Mission Statement…

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 High School Physical Education Purpose…

To introduce our students to a variety of wellness related activities so that they have the ability to develop a physically active lifestyle for a lifetime.
Physical Education Content Standards

*Taken from National Association for Sport and Physical Education. (2004). Moving into the Future: National Standards for Physical Education (2nd ed.). Reston, VA: Author

Definition:

Content standards specify “what students should know and be able to do”. They include the knowledge and skills—the ways of thinking, communicating, reasoning, and investigating, and the most important enduring ideas, concepts, issues, dilemmas, and information that characterize each discipline. In effect, they involve the knowledge and skills essential to a discipline that students are expected to learn

Content Standard 01:
Demonstrates a variety of physical skills through movement activities.

The intent of this standard is development of the movement/physical skills needed to enjoy participation in physical activities. Mastering movement fundamentals establishes a foundation to facilitate continued motor skill acquisition and gives students the capacity for successful and advanced levels of performance to further the likelihood of participation on a daily basis. In the primary years, students develop maturity and versatility in the use of fundamental skills (e.g., running, skipping, throwing, striking) that are further refined, combined and varied during the middle school years. These motor patterns, now having evolved into specialized skills (e.g., a specific dance step, chest pass, catching with a glove) are used in increasingly more complex movement environments (e.g., more players or participants, rules and strategies) through the middle school years. On the basis of interest and ability, high school students select a few activities for regular participation within which more advanced skills are mastered. In preparation for adulthood, students acquire the basic skills to participate in a wide variety of leisure and work-related physical activities.
Content Standard 02: Applies movement concepts and principles to develop physical skills.

The intent of this standard is to facilitate the ability of the learner to use cognitive information to understand and enhance motor skill acquisition and performance. This includes the application of concepts from disciplines such as motor learning and development, sport psychology and sociology, and biomechanics and exercise physiology. For example, concepts like increasing force production through the summation of forces, the effects of anxiety on performance, and the principle of specificity of training. Knowledge of these concepts and practices and applying them enhances the likelihood of independent learning and therefore more regular and effective participation in physical activity. In the lower elementary grades, emphasis is placed on establishing a movement vocabulary and initial application of introductory concepts (e.g., application of force). Through the upper elementary and middle school years, an emphasis is placed on applying and generalizing these concepts to real-life physical activity situations (e.g., managing stress, effect of growth spurt on movement performance). In high school, emphasis is placed on students independently and routinely using a wide variety of increasingly complex concepts (e.g., performance trends associated with learning new motor skills). By graduation, the student develops a sufficient knowledge and ability to independently use their knowledge to acquire new skills while continuing to refine existing ones.
Content Standard 03:
Participates regularly in and understands the benefits of a physically active lifestyle.

The intent of this standard is for students to establish patterns of regular participation in meaningful physical activity. This standard connects what is done in the physical education class with the lives of students outside of the classroom. While participation within the physical education class is important, what the student does outside the physical education class is critical to developing an active, healthy lifestyle that could help prevent a variety of health problems among future generations of adults. Students make use of the skills and knowledge learned in physical education class as they engage in regular physical activity outside of the physical education class. Understanding develops from an initial awareness of cause and effect relationships between activity and its immediate and identifiable effects on the body to an increased understanding of the role of physical activity on the physical and psychological health of the body, social opportunities and relationships, and quality of life. Students are more likely to participate if they have had opportunities to develop interests that are personally meaningful to them. Young children learn to enjoy physical activity, yet also learn that a certain level of personal commitment and work is required to reap the benefits from their participation. They partake in developmentally appropriate activities that help them develop movement competence and should be encouraged to participate in moderate to vigorous physical activity and unstructured play. As students get older the structure of activity tends to increase and the opportunities for participation in different types of activity increase outside of the physical education class. Attainment of this standard encourages participation commensurate with contemporary recommendations regarding the type of activity as well as the frequency, duration, and intensity of participation believed to promote a healthy lifestyle.
**Content Standard 04:**
Assess and adjusts goals to achieve and maintain a health-enhancing level of physical fitness.

The intent of this standard is for students to have both the ability and willingness to accept responsibility for personal fitness leading to an active, health lifestyle. Students develop higher levels of basic fitness and physical competence as needed for many work situations and active leisure participation. Health-related fitness components include cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition. Expectations for students’ fitness levels are established on a personal basis, taking into account variation in entry levels, rather than setting a single standard for all children at a given grade level or comparing one student to another. Students progress in their ability to participate in moderate to vigorous physical activities that address each component of health-related fitness. Moreover, students become more skilled in their ability to plan, perform, and monitor physical activities appropriate for developing physical fitness. For elementary children, the emphasis is on an awareness of fitness components and having fun while participating in health-enhancing activities that promote physical fitness. Middle school students gradually acquire a greater understanding of the fitness components, how each is developed and maintained, and the importance of each in overall fitness. Secondary students are able to design and develop an appropriate personal fitness program that enables them to achieve desired levels of fitness.
Content Standard 05: Demonstrates responsible personal and social behavior during physical activities.

The intent of this standard is achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior in sport, and positive social interaction. Key to this standard is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, race, and socio-economic status. Achievement of this standard in the lower elementary grades begins with recognition of classroom rules and procedures and a focus on safety. In the upper elementary levels, children learn to work independently, with a partner, and in small groups. Throughout elementary school students begin to recognize individual similarities and differences and participate cooperatively in physical activity. In the middle school, adolescents identify the purposes for rules and procedures and become involved in decision-making processes to establish the rules and procedures to guide specific activity situations. They participate cooperatively in physical activity with persons of diverse characteristics and backgrounds. High school students initiate responsible behavior, function independently and responsibly, and positively influence the behavior of others in physical activity settings. They are expected to be able to participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others.
**Content Standard 06:**
Demonstrates understanding and respect for differences among people in physical activities.

The intent of this standard is to develop an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity provides opportunities for self-expression and social interaction and can be enjoyable, challenging, and fun. These benefits develop self-confidence and promote positive self-image, thereby enticing people to continue participation in activity throughout the lifespan. Elementary children derive pleasure from movement sensations and experience challenge and joy as they sense a growing competence in movement ability. At the middle school level, participation in physical activity provides important opportunities for challenge, social interaction, and group membership, as well as opportunities for continued personal growth in physical skills and their applied settings. Participation at the high school level continues to provide enjoyment and challenge as well as opportunities for self-expression and social interaction. As a result of these intrinsic benefits of participation, students will begin to actively pursue lifelong physical activities that meet their own needs.
Establishing an Effective Classroom
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
   * High School 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
   *Proper equipment usage

3. Medical:
   *Location of AED
   *Location of nurse’s office
   *Building procedures for doctor and parent excuse notes
   *Location of First Aid kits
   *CPR certification
   *Asthma plan and other medical concerns (see nurse)

Effective Learning Environment:

1. Introductory Activity:
   *Daily Objectives
   *Warm up (Please 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

2. Pedometers

3. Heart Rate Monitors

4. Fitnessgram/Activitygram

5. Sound Systems

6. Audio/Video Equipment
Ideas for Effective Instruction: (pgs. 338 - 347) (Fitnessgram, pgs. 25-56)

1. Equipment
2. Rules
3. Parent Information

Assessments: (Fitnessgram pgs. 59-68)

1. Fitness/Exercise Rubrics
2. Content Standard Proficiency Scales
3. Standard One Skill Checklists/Rubrics
4. Fitnessgram (pgs. 59-68)
Wellness Themes
Wellness Themes

**Cardio-Respiratory** (Fitness for Life ch. 7)

Covered August and September (traditional schedule)

Risk factors, benefits and consequences, goal setting, cholesterol, LDL, HDL, blood pressure, target HR, resting HR, recovery HR, anaerobic, aerobic, FITT.

**Upper and Lower Body Strength and Endurance** (Fitness for Life ch 12)

Covered in October (traditional schedule)

Specificity, overload, isometric, isotonic, isokinetic, progression, eccentric, concentric, FITT, set, rep, endurance, strength, overload, specificity, resistance, plyometrics, periodization, interval training, goal setting…

**Nutrition** (Fitness for Life ch 14)

Covered in November (traditional schedule)

Carbohydrate loading, metabolism, calories, goal setting, labels, fluids, nutrients, saturated fat, unsaturated fat, trans fat, sugars, calories, vitamins, minerals…

**Body Image** (Fitness for Life ch 13)

Covered in December and January (traditional schedule)

Lifestyle, body comp, eating disorders, weight maintenance, goal setting, heredity, skinfold, moderation, BMR, RMR, calorie, FITT, BMI, energy expenditure…

**Flexibility** (Fitness for Life ch. 10)

Covered in February (traditional schedule)

Methods, progression, specificity, joint flexion and extension, static, dynamic, goal setting, ROM, injury prevention, FITT, ballistic, joint laxity, overload, PNF, hyper-mobility, arthritis, shin splints…
**Consumer Issues and Exercise Myths** (Fitness for Life ch 15)

Covered in March (traditional schedule)

Consumerism, muscular bulk vs. definition, spot reducing, fad diets, quackery, supplements, figure wrapping, health clubs, evaluation of resources, dietician, nutritionist…

Fitness for Life ch 12: steroids, creatine, ephedra

**Stress Management** (Fitness for Life ch 17)

Covered in April and May (traditional schedule)

Stress, general adaptation syndrome, eustress, distress, stressors (physical, emotional, social), managing stress, stress signals…
Sample Wellness Theme
Exam
Physical Education Wellness Theme Test

Answer all questions! Good luck!

Level 2 Questions:

1. All of the following are risk factors that could lead to cardio-respiratory illness or disease except:
   A. Inactivity
   B. Obesity
   C. Stress
   D. Gender
   E. All of these are risk factors

2. Which of the following is a benefit of cardio-respiratory fitness?
   A. Improved appearance
   B. Good PE grades
   C. More boy/girl- friends
   D. More parties

3. A short term goal is...
   A. Specific for a short time
   B. General for a short time
   C. Specific for a long time
   D. General for a long time

4. A long term goal is...
   A. Specific for a short time
   B. General for a short time
   C. Specific for a long time
   D. General for a long time

5. All of the following are goal setting steps except:
   A. Desire
   B. Set realistic goals
   C. Make a plan of action
   D. All of these are steps

6. Which is not a characteristic of muscular strength?
   A. 60-90 % of max
   B. 1-3 sets
   C. 5-8 reps
   D. 3-5 sets

7. Which is not a characteristic of muscular endurance?
   A. 30-50 % of max
   B. 1-3 sets
   C. 12-20 reps
   D. 3-5 sets
8. F.I.T.T. stands for frequency, intensity, time and _________:
   A. Typo
   B. Type
   C. Turkey
   D. Taco

9. Frequency is ____________ to exercise:
   A. How hard
   B. How long
   C. How often
   D. What kind

10. Intensity is ____________ to exercise:
    A. how hard
    B. how long
    C. how often
    D. what kind

11. Time is _______________ to exercise:
    A. How hard
    B. How long
    C. How often
    D. What kind

12. Progression is...
    A. Increasing workload gradually
    B. Increasing workload quickly
    C. Not increasing workload
    D. Decreasing workload

13. Isometric exercise is ...
    A. Apply force without moving
    B. Contract muscles but do not move
    C. Apply force onto self
    D. All of the above

14. Leg Press exercises your:
    A. Quadriceps
    B. Gastrocnemius
    C. Tibialis Anterior
    D. Triceps
15. Changing calorie consumption will either _________ or _________ body weight.
   A. Increase/Decrease
   B. Nothing
   C. Gain/Lose
   D. A and C

16. BMR stand for...
   A. Best Man Remembers
   B. Basal Metabolic Rerun
   C. Basal Metabolic Rate
   D. Basal Mutant Rat

17. It is recommended that you gain or lose _____ pound per week.
   A. 1
   B. 2
   C. 3
   D. 4
   E. A and B

18. To lose one pound of body weight you must reduce your calorie intake by__________ calories.
   A. 1,500
   B. 2,000
   C. 3,500
   D. 3,000

19. Which of the following factors affect metabolism?
   A. Heredity
   B. Age
   C. Maturity
   D. All of the above

20. How many calories does 1 gram of fat have?
   A. 4
   B. 9
   C. 1
   D. 100

21. How many calories does one gram of carbohydrates have?
   A. 4
   B. 9
   C. 1
   D. 100

22. How many calories does one gram of protein have?
   A. 4
   B. 9
   C. 1
   D. 100
23. Percent Daily Values are based on a ________ calorie diet:
   A. 1,000
   B. 1,500
   C. 2,000
   D. 2,500

24. Which of the following is not a benefit of cardio-respiratory fitness?
   A. Improved body image
   B. More enjoyment in life
   C. Decreased energy level
   D. Improved Muscular endurance

25. A benefit is something that:
   A. Suggests improvement
   B. Suggests something negative
   C. Is the only reason to do something
   D. None of the above

26. If you can bench 100lbs, and you want to increase muscular endurance what weight should you be lifting for your sets?
   A. 60-90 lbs
   B. 50-80 lbs
   C. 30-50 lbs
   D. 40-70 lbs

27. If you can bench 100 lbs, and you want to increase muscular strength, what weight should you be lifting for your sets?
   A. 60-90 lbs
   B. 50-80 lbs
   C. 30-50 lbs
   D. 40-70 lbs

28. Bench Press is which type of exercise?
   A. Isometric
   B. Isotonic
   C. Isokinetic
   D. Isolation

29. If I bench press 150lbs max. a realistic goal for one month would be to increase my max to __________. 
   A. 135
   B. 155
   C. 175
   D. 195
30. If the cereal you are eating has 2g fat, 24g carbohydrates and 1g protein, how many calories come from carbohydrate?
   A. 66 calories
   B. 96 calories
   C. 106 calories
   D. 116 calories

31. If you want to lose one pound in a week, how many calories per day should you reduce?
   A. 3500
   B. 500
   C. 2500
   D. Who cares

32. Goal setting is not important for cardio-respiratory fitness.
   A. True
   B. False

33. Your bicep is in your arm.
   A. True
   B. False

34. Your quadriceps is in your leg.
   A. True
   B. False

35. What you eat can determine how much weight you gain or lose.
   A. True
   B. False

36. To lose one pound of body weight you must reduce your caloric intake by 3,000 calories.
   A. True
   B. False

37. As you get older your metabolism speeds up.
   A. True
   B. False

38. Females tend to have a slower metabolism than males.
   A. True
   B. False

39. You should eat 6-9 servings of grain a day.
   A. True
   B. False

40. You should eat 4-5 servings of meat a day.
   A. True
   B. False
41. You should eat 3-5 servings of vegetables a day.
   A. True
   B. False

42. Why can’t joint movement be changed?
   A. Bone Structure
   B. Head size
   C. Ligament structure
   D. Flexibility

43. Which of the following is not important about flexibility:
   A. It increases injuries
   B. It prevents post exercise pain
   C. It reduces low back pain
   D. It helps relieve emotional tension

44. Which of the following is not a type of stretching?
   A. Static
   B. Dynamic
   C. Ballistic
   D. Long

45. Using a partner to help you stretch is:
   A. A great idea
   B. Safe and fun
   C. Not good for you
   D. Causes you to get into fights

46. Which of the following is not a real type of stretch?
   A. Hamstring stretch
   B. Neck stretch
   C. Groin Stretch
   D. Three Prong Support Side stretch
   E. All of the above are types of stretches

47. Which of the following is a harmful stretch?
   A. Hurdle stretch
   B. Plow stretch
   C. Head Circles
   D. Deep Knee Bends
   E. All of those stretches are dumb and you should never do them.

48. What is an exercise fallacy?
   A. A false belief about exercise
   B. A false idea about exercise
   C. A true belief about exercise
   D. A true idea about exercise
49. Which of the following does not influence your buying decisions?
   A. Influence of peers
   B. Influence of habit
   C. Influence of parents
   D. Influence of advertising

50. Advertisers target:
   A. Dogs
   B. Cats
   C. Teenagers
   D. Parents

51. How do you combat false advertising?
   A. Not watch TV
   B. Hit it in the head
   C. Protest
   D. With Knowledge

52. Which of the following is not an exercise myth or fallacy?
   A. You should never drink water while exercising
   B. You should use salt tablets to prevent fatigue
   C. Sweating gets you in shape
   D. You should take a cold shower after a hot one to close your pores

53. When your body is stressed it goes into “_____________” mode
   A. Frick and Frack
   B. Fight or Flight
   C. Right or Wrong
   D. None of the above

54. It is possible to spot reduce:
   A. True
   B. False

55. Diuretics are a great quick way to lose weight:
   A. True
   B. False

56. Advertisers always tell the truth:
   A. True
   B. False

57. Positive stress is called eustress:
   A. True
   B. False
58. Adrenaline is the chemical in your body that gives you added energy:
   A. True
   B. False

68. Physiological is the biological or physical response to stress
   A. True
   B. False

59. Psychological is the Mental or emotional reaction to stress
   A. True
   B. False

60. Coping techniques teach you ways to run from your stress
   A. True
   B. False

61. Managing time is a way to relieve stress
   A. True
   B. False

Level 3 Questions:
62. ___________ is when the body is stressed and adapts.

63. ___________ is doing specific exercises for specific muscles.

64. ___________ is increasing your workload gradually.

65. ___________ is exercise when the muscle contracts but does not move.

66. ___________ exercise is when the muscle contracts and results in movement.

67. ___________ exercise is when the muscles contract and move through a range of motion.

68. Bicep Curls exercise your: _________________

69. The bench press exercises your: _________________

70. Leg Press exercises your: _________________

71. A ___________ is one complete movement of an exercise.

72. _________________ is the ability of muscles to exert a force one time.

73. _________________ is the heaviness of the weight.
Level 4 Questions

74. Name 3 exercise myths and explain why they are considered myths.

75. Develop a 7 day workout plan using the F.I.T.T. principle.
Fitness Testing
Fitness Testing:

*Fitness Testing is mandated to be administered twice a year in a pre-test and post-test format.*

**Fitness Tests Include:**

- Pacer (15/20 Meter) (pgs 28 & 29)
- Mile Run (pgs 32 & 33)
- Mile Walk (pgs 33 & 34)
- Body Composition (skin fold measurements) (pgs 36-38)
- BMI (pg 38)
- Curl ups (pgs 42-45)
- Trunk Lift (pgs 45-47)
- Push ups (pgs 47-49)
- Modified Pull Ups (pgs 49 & 50)
- Pull ups (pgs 50-52)
- Flexed Arm Hang (pgs 52 & 53)
- Back-saver sit-n-reach (pgs 53-55)
- Shoulder Stretch (pgs 55 & 56)
- Height
- Weight
## 9 - 12 Fitness Testing Rubric

### Fitness Test-Females

<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><strong>Pacer-20m</strong></td>
<td>Ran more than 59 pacers</td>
<td>Ran between 41 and 59 pacers</td>
<td>Ran between 21 and 40 pacers</td>
<td>Ran between 11 and 20 pacers</td>
<td>Ran 10 pacers or less</td>
</tr>
<tr>
<td><strong>Curl Ups</strong></td>
<td>Performs more than 70 curl ups</td>
<td>Performs between 55 and 70 curl ups</td>
<td>Performs between 36 and 54 curl ups</td>
<td>Performs between 20 and 35 curl ups</td>
<td>Performs less than 20 curl ups</td>
</tr>
<tr>
<td><strong>Push ups</strong></td>
<td>Performs more than 30 push ups</td>
<td>Performs between 25 and 30 push ups</td>
<td>Performs between 15 and 24 push ups</td>
<td>Performs between 10 and 14 push ups</td>
<td>Performs less than 10 push ups</td>
</tr>
<tr>
<td><strong>Sit and reach</strong></td>
<td>Stretches 12 on BOTH legs</td>
<td>Stretches 11 to 12 on each leg</td>
<td>Stretches 9 to 10 on each leg</td>
<td>Stretches 7 to 8 on each leg</td>
<td>Stretches less than 7 on each leg</td>
</tr>
<tr>
<td><strong>Mile Run</strong></td>
<td>Runs under 7:30 minutes</td>
<td>Runs between 7:31 - 9:00</td>
<td>Runs between 9:01 - 12:00</td>
<td>Runs between 12:01 - 14:00</td>
<td>Over 14:01 minutes</td>
</tr>
</tbody>
</table>

### Fitness Test-Males

<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><strong>Pacer-20m</strong></td>
<td>Ran more than 74 pacers</td>
<td>Ran between 60 and 74 pacers</td>
<td>Ran between 40 and 59 pacers</td>
<td>Ran between 20 and 39 pacers</td>
<td>Ran 19 pacers or less</td>
</tr>
<tr>
<td><strong>Curl Ups</strong></td>
<td>Performs more than 75 curl ups</td>
<td>Performs between 60 and 75 curl ups</td>
<td>Performs between 40 and 59 curl ups</td>
<td>Performs between 25 and 39 curl ups</td>
<td>Performs less than 24 curl ups</td>
</tr>
<tr>
<td><strong>Push ups</strong></td>
<td>Performs more than 40 push ups</td>
<td>Performs between 30 and 40 push ups</td>
<td>Performs between 20 and 29 push ups</td>
<td>Performs between 10 and 19 push ups</td>
<td>Performs less than 10 push ups</td>
</tr>
<tr>
<td><strong>Sit and Reach</strong></td>
<td>Stretches 12 on BOTH leg</td>
<td>Stretches 11 to 12 on each leg</td>
<td>Stretches 9 to 10 on each leg</td>
<td>Stretches 7 to 8 on each leg</td>
<td>Stretches less than 7 on each leg</td>
</tr>
<tr>
<td><strong>Mile Run</strong></td>
<td>Runs under 6:30</td>
<td>Runs between 6:30 - 8:00</td>
<td>Runs between 8:01 - 10:30</td>
<td>Runs between 10:31 - 12:00</td>
<td>Runs above 12:00</td>
</tr>
</tbody>
</table>
HIGH SCHOOL PHYSICAL EDUCATION

FITNESS RUBRIC - FULL BODY, 90 DEGREE PUSH-UPS

LEVEL 4 - Advanced
Student holds body perfectly straight and off the floor from head to heels. Hands are at shoulder width. Elbows bend a perfect 90 degrees and returns to full extension. Entire body moves up and down together. All repetitions are consistent.

LEVEL 3 - Proficient
Student shows all elements listed for level 4 but does not execute each repetition consistently.

LEVEL 2 - Basic
Student executes repetitions but lacks consistency and/or does not use proper technique on each repetition. At least one or two elements of the level 4 push-up technique is missing.

LEVEL 1 - Below Basic
Student attempts repetitions but not using proper technique. Two or three elements of level 4 technique are missing.

LEVEL 0 - Failing
Student attempts and fails or does not attempt to demonstrate any of the proper elements of a full body push-up.

FITNESS RUBRIC - LUNGES

LEVEL 4 - Advanced
Student is balanced. Hands in proper position. Feet pointed forward. Front knee bends 90 degrees. Hip and body drop perpendicular to the floor. Back knee drops to 1-3 inches off the floor.

LEVEL 3 - Proficient
Student shows all elements listed for level 4 but does not execute each repetition consistently.

LEVEL 2 - Basic
Student executes repetitions but lacks consistency and/or does not use proper technique on each repetition. At least one or two elements of the level 4 lunge technique is missing.

LEVEL 1 - Below Basic
Student attempts repetitions but does not use proper technique. Three elements of level 4 technique are missing.

LEVEL 0 - Failing
Student attempts and fails or does not attempt to demonstrate any of the proper elements of a lunge.

FITNESS RUBRIC - FOREARM PLANKS

LEVEL 4 - Advanced
Student holds body perfectly straight and off the floor from head to heels. Forearms are flat on the floor with elbows bent at 90 degrees. Student holds position perfectly for the designated time.

LEVEL 3 - Proficient
Student shows all elements listed for level 4 but does not execute perfectly. There may be a minor flaw in technique or student doesn't quite hold technique for the entire designated time.

LEVEL 2 - Basic
Student executes exercise but lacks consistency and/or does not maintain proper technique for entire time. At least one element of the level 4 plank technique is missing.

LEVEL 1 - Below Basic
Student attempts exercise but does not use proper technique. Two elements of level 4 technique are missing.

LEVEL 0 - Failing
Student attempts and fails or does not attempt to demonstrate any of the proper elements of a forearm plank.
High School Course Offerings and Course Descriptions
High School Course Offerings and Course Descriptions

General Physical Education

*This course is for true freshmen only and is the only physical education option available for freshmen. Students will learn various fundamentals and rules of a variety of lifestyle sports, team sports, weight training and aerobic activities. Aquatics will be offered where available. District mandated fitness gram will be administered in pre- and post-test form.

Team Sports

*This course is offered to 10-12th grade students. Students will learn a variety of rules, skills, fundamentals and strategies in multiple team activities. Safety and sportsmanship will be emphasized. Activities include but are not limited to: basketball, volleyball, flag football, soccer, diamond games and other team sports. District mandated fitnessgram will be administered in pre- and post-test form.

Fit Club

*This course is offered to 10-12th grade students with a teacher recommendation. Students will learn about health and nutrition. Knowledge of lifetime wellness and fitness will be covered and emphasized. Activities include but are not limited to: walking, toning, fitness technology and orienteering. District mandated fitnessgram will be administered in pre- and post-test form.

Aquatics

*This course is offered to 10-12th grade students who have satisfied their PE requirements for graduation. The students will receive instruction in American Red Cross Aquatics. This course will provide lifeguard candidates and lifeguards with the skills and knowledge needed to prevent and respond to aquatic emergencies. Students will learn CPR and First Aid. District mandated fitness gram will be administered in pre- and post-test form.

Weight Training and Conditioning

*This course is offered to 10-12th grade students. Beginning and advanced will be offered to students. This course is designed for students to learn proper lifting techniques, spotting methods, weight room safety and workout routines. Activities will include, but are not limited to, a multitude of lifts utilizing free weights and machine weights, as well as an emphasis on conditioning and fitness. District mandated fitness gram will be administered in pre and post-test form.
**Lifetime Sports**

*This course is offered to 10-12th grade students. Students will learn a variety of rules, skills, fundamentals and strategies in a variety of individual and dual sport activities. Safety and sportsmanship will be emphasized. Activities include, but are not limited to: badminton, pickleball, tennis, bowling, archery, table tennis and other individual and dual sports. District mandated fitnessgram will be administered in pre- and post-test form.*

**Aerobics/Dance**

*This course is offered to 10-12th grade students. Students will learn a variety of cardiovascular fitness activities. Emphasis will be placed on wellness of the student. Activities include but are not limited to: step, kickboxing, pilates, yoga, toning, circuit training and other continuous activities. Water aerobics will be offered where available. District mandated fitnessgram will be administered in pre- and post-test form.*

**Adaptive Physical Education**

*This course is offered to special education students. A variety of skills, rules, fundamentals and strategies will be taught for a variety of individual and team sport activities. Safety and sportsmanship will be emphasized. Activities include, but are not limited to: basketball, soccer, volleyball, badminton, bowling and other individual, dual and team activities. District mandated fitnessgram will be administered in pre- and post-test form.*

**Athletic Training Education**

*This course is offered to 10-12 graders. A variety of skills, rules, fundamentals and strategies will be taught for a variety of athletic training needs. Safety and sportsmanship will be emphasized. Activities include, but are not limited to: evaluating, taping, nutrition and rehabilitation. District mandated fitnessgram will be administered in pre- and post-test form.*

**PE Mentors**

* This course is designated for exceptional learners to participate in physical education with ACP students. P.E. Mentors will be responsible for assisting ACP students with their objectives individually and as a group. This course is designed for all students to improve cardiovascular fitness, muscular strength, muscular endurance, flexibility, and body composition. Emphasis is placed on sportsmanship and developing motor skills needed for independent living for the ACP population. Student enrollment will be limited to 11th and 12th graders and will need both course instructor and administrator approval.*
Course Outcomes
Based on Content Standards
Course Outcomes based on Content Standards
***By the end of 12th Grade the students should be able to:

**General Physical Education**

01 Demonstrates a variety of skills and techniques.
02 Demonstrates complex movement concepts and principles to refine skills and apply them to learning new skills.
03 Demonstrates the ability to monitor and adjust activity to meet personal physical activity needs.
04 Assesses and maintains appropriate levels of physical fitness in terms of cardiovascular endurance, muscular strength and endurance, flexibility and body composition necessary for a healthy and productive life.
05 Shows leadership by diffusing conflict during competition.
06 Identifies reasons to participate in physical activity (e.g. health, enjoyment, challenge, self-expression, and social interaction).

**Team Sports**

01 Demonstrates the transition from offense to defense and applies proper techniques of skills.
02 Explains appropriate tactical decisions in a variety of games.
03 Demonstrates the use of appropriate strategies for effecting behavior change regarding physical activity among adults.
04 Assesses and maintains appropriate levels of physical fitness in terms of: cardiovascular endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life.
05 Chooses to participate in an activity because of personal enjoyment rather than only when friends are participating.
06 Enjoys working with others in a sport activity to achieve a common goal.
**Fit Club**

01 Demonstrates a variety of proper stretching techniques.
02 Develops realistic short and long term personal fitness goals.
03 Monitors physical activity through the use of a pedometer, heart rate monitor and/or physical activity log.
04 Assesses and maintains appropriate levels of physical fitness in terms of: cardiovascular endurance, muscular strength and endurance, flexibility and body composition necessary for a healthy and productive life.
05 Make enlightened personal choices for engaging in physical activity over the life span, recognizing the influence of age, disability, gender, race, ethnicity, socioeconomic status and culture.
06 Identifies reasons to participate in physical activity (e.g. health, enjoyment, challenge, self-expression, and social interaction).

**Aquatics**

01 Demonstrates the ability to perform proper stroke techniques.
02 Identifies biomechanical principles related to propelling one-self through the water using a variety of strokes.
03 Accumulates a specific number of laps during a class period to meet personal goals.
04 Assesses and maintains appropriate levels of physical fitness in terms of: cardiovascular endurance, muscular strength and endurance, flexibility and body composition necessary for a healthy and productive life.
05 Recognizes water safety and etiquette when in or around the pool.
06 Identifies reasons to participate in physical activity (e.g. health, enjoyment, challenge, self-expression, and social interaction).

**Weight Training and Conditioning**

01 Demonstrates the ability to safely spot, lift correctly and use a variety of training methods.
02 Develops an appropriate conditioning program.
03 Demonstrates effective time management skills that allow opportunities for physical activity to be created or found during a busy day.
04 Assesses and maintains appropriate levels of physical fitness in terms of: cardiovascular endurance, muscular strength and endurance, flexibility and body composition necessary for a healthy and productive life.
05 Recognizes and applies proper safety in the weight room.
06 Identifies reasons to participate in physical activity (e.g. health, enjoyment, challenge, self-expression, and social interaction).
**Lifetime Sports**

01 Demonstrates the transition from offense to defense and applies proper techniques of skills.
02 Explains appropriate tactical decisions in a variety of games.
03 Demonstrates the use of appropriate strategies for effecting behavior change regarding physical activity among adults.
05 Assesses and maintains appropriate levels of physical fitness in terms of: cardiovascular endurance, muscular strength and endurance, flexibility and body composition necessary for a healthy and productive life.
06 Chooses to participate in an activity because of personal enjoyment rather than only when friends are participating.
07 Identifies reasons to participate in physical activity (e.g. health, enjoyment, challenge, self-expression, and social interaction).

**Aerobics/Dance**

01 Demonstrates the ability to identify rhythms and understands current fundamental techniques.
02 Plans a personal summer conditioning program.
03 Monitors physical activity through the use of a pedometer, heart rate monitor and/or physical activity log to evaluate personal fitness levels and set goals.
04 Assesses and maintains appropriate levels of physical fitness in terms of: cardiovascular endurance, muscular strength and endurance, flexibility and body composition necessary for a healthy and productive life.
05 Participates successfully in a cooperative learning group with a wide range of diverse members.
06 Identifies reasons to participate in physical activity (e.g. health, enjoyment, challenge, self-expression, and social interaction).

**PE MENTORS**

**NEED OUTCOMES**
Scope and Sequence for Class Activities
Scope and Sequence

BY THE END OF 12TH GRADE THE STUDENT WILL BE ABLE TO:

Aerobics
1. Evaluate personal fitness levels and set goals.
2. Understand importance of aerobic activity in everyday life.

Archery
1. Demonstrates the appropriate technique; stringing and unstringing the bow, address the target, hocking the arrow, drawing the bowstring, aim, and releasing the arrow.
2. Written test; rules, scoring, etiquette, terms, origin, development, safety

Aquatics
1. Demonstrates the ability to; float, glide, different strokes (freestyle, butterfly, breast, backstroke, sidestroke), dolphin kick, diving, flutter kick, whip kick
2. ARC Levels 1-6, CPR/First Aid/AED
3. Water games
4. Written test; origin, safety, terms, etiquette, strategy

Badminton
1. Demonstrates the appropriate techniques; serve, shots (drop, high clear, lob, drive), swings (underhand, overhand, side arm).
2. Game play
3. Written test; equipment, rules, history, strategy, etiquette, terms, safety

Basketball
1. Rules and regulations
2. Passing; chest, bounce, overhead
3. Dribbling; left, right, alternate, behind back, between legs
4. Shooting; lay up, set shot, free throws, jump shot, hook shot, BEEF
5. Game Play; offensive and defensive strategies
6. Written test; objectives, positions, skills, rules, history, development, safety

Bowling
1. Approach; 3 step, 4 step, 5 step
2. Release; straight ball or hook ball
3. Written test; equipment, etiquette, clothing, pin and spot bowling, rules, scoring, identify areas, safety
Dance
1. Origin
2. Current fundamental techniques; folk dance, traditional
3. Identify rhythms
4. Written test; history, notation, rhythms, qualities, elements, composition, choreography
5. Improvisation
6. Choreography
7. Dance Presentation
8. Country Line Dances

Deck Tennis
1. Equipment; ring, net
2. Serves and throws; underhand, inside out
3. Game play and strategy
4. Written test; origin, rules, skills, terms, scoring, strategies, safety

Field Hockey/Floor Hockey
1. Offensive, defensive strategy
2. Equipment and safety
3. Demonstrate appropriate technique; dribble, drive, shoot, goalie play
4. Game play
5. Written test; history, rules, regulations, terms, positions, strategy, safety

Frisbee/Frisbee Golf
1. Toss and types of toss
2. Rules and Regulations
3. Catch
4. Target Strategy
5. Individual Play
6. Written test; rules, terms, scoring, etiquette, origin, safety

Golf
1. Grip; overlap, interlock
2. Putting; grip and stance
3. Stance, address the ball, swing
4. Equipment
5. Etiquette and safety
6. Written test; equipment, origin, regulations, scoring, strategies, terms, safety
Handball/Team Handball
1. Demonstrate the ability to serve
2. Ability to return the serve
3. Game play
4. Etiquette
5. Written test; origin, equipment, rules, skills, strategy terms, safety

Jumping Rope
1. Individual
2. Long Rope
3. Double Dutch
4. Tricks
5. Written test; equipment, origin, safety, skills, strategy

Lacrosse
1. Demonstrate the ability to cradle, catch, pass, shoot
2. Game play; offensive and defensive
3. Written test; origin, rules, terms, strategy, equipment, safety

Paddleball
1. Demonstrate appropriate techniques; forehand and backhand stroke, serve to appropriate area, and lob.
2. Written test; origin, rules, regulation, strategy, scoring, safety, terms

Physical Fitness
1. Demonstrates proper techniques of toning
2. Resistive exercises
3. Proper techniques of stretching and flexibility
4. Fitness components; cardiovascular endurance, muscular strength and muscular endurance, flexibility, body compositions, FITT
5. Written test; knowledge, basic safety principles of physical fitness

Shuffleboard
1. Terms; stick, slide handling, scoring, disc
2. Written test; origin, rules, scoring, strategy, terms, safety

Soccer
1. Demonstrate the ability to; dribble, pass, one foot, knee trap, goal kick, shot, heading, lift to self, lift to teammate, roll to self, pass to teammate, juggling
2. Game play and strategy
3. Written test; origin, rules, scoring, etiquette, positions, terms, skills, safety
Softball/Diamond Games
1. Demonstrates the ability to; throw, catch, hit, field, bunt, pitch, and run bases.
2. Game play and strategy
3. Written test; origin, rules, strategy, equipment, safety, skills.

Table Tennis/Ping Pong
1. Demonstrate the ability to; serve, return, forehand, and backhand.
2. Game play and strategy
3. Singles and doubles play
4. Written test; origin, etiquette, equipment, regulations, strategy, skills, scoring, safety

Tennis/Pickleball
1. Demonstrates the ability to; forehand, backhand, serve, return, volley, lob, and overhead smash.
2. Game play and strategy.
3. Singles, doubles, and court management.
4. Written test; origin, equipment, rules, regulations, strategy, terms, etiquette, safety

Touch/Flag Football
1. Demonstrates the ability to; spiral pass, catch, throw, receive the ball from snap, handing off, follow blockers, change of direction while running, kicking, punting, center the ball, pass patterns,
2. Game play and strategy
3. Written test; origin, rules, terms, strategy, regulations, etiquette, equipment, safety

Track and Field
1. Demonstrates the ability to; run, jump, sprint, distance, hurdle, throw, relays, hand offs, starting blocks
2. Written test; origin, skills, strategy, terms, regulations, rules, safety

Volleyball
1. Demonstrate the ability to; serve, set, pass, spike, block, rally
2. Game play and strategy
3. Written test; origin, positions, rotating, rally scoring, equipment, rules, regulations, terms, safety

Weight Training and Conditioning
1. Demonstrates the ability to; do a multitude of lifts, upper and lower body, Olympic lifts, free weights, machines, core lifts, auxiliary lifts, spotting, correct form, use a variety of programs
2. Written test; origin, equipment, rules, regulations, etiquette, technique, anatomy, nutrition, safety
Unit Components
Unit Components

- All units should include the following components:

1. Unit Description
2. Unit Outcomes
3. Standards
4. Sequence of skills
5. Ideas for effective instruction
6. Lead-up/modified games and/or activities
7. Terminology
8. Performance Objectives
9. Assessment
   a. Rubrics
   b. Anecdotal Checklist
   c. Self-Evaluation
   d. Written Test
10. Safety rules for specific units of instruction should be discussed at the onset of each unit. Rules should be posted and brought to the attention of students regularly. Posters and bulletin boards can promote safety in an enjoyable and stimulating manner.
Assessment Tools
Assessment Tools

Rubric

Definition: Scoring tool that lists the criteria for a student task.

Implementation: Choose a task and assign achievement levels.

Example:

<table>
<thead>
<tr>
<th>Advanced</th>
<th>Proficient</th>
<th>Basic</th>
<th>Below Basic</th>
<th>Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>F</td>
</tr>
</tbody>
</table>

Anecdotal Checklist

Definition: A checklist is a casual observation of student tasks.

Implementation: Choose tasks and determine if complete or incomplete.

Written Test

Definition: Is a series of questions that test students’ knowledge of a unit.

Implementation: Distribute written exam, pencil and scantron sheets (answer sheet) at the conclusion of a unit.

Review Sheets: Study tool for students to prepare for written exam. Provide information from unit that will potentially appear on the written exam.
## 9-12 Physical Education Proficiency Scale

<table>
<thead>
<tr>
<th>Learning Goal: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</th>
<th>In addition to the Proficient (3.0) performance, makes <strong>in-depth</strong> inferences and extended applications of what was learned, including connections to other experiences.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced</strong>&lt;br&gt;Score 4.0</td>
<td>Student can perform the basic skills and most of the more advanced skills without assistance in a game or competitive setting.</td>
</tr>
<tr>
<td><strong>Proficient +</strong>&lt;br&gt;Score 3.5</td>
<td>In addition to the complex ideas and processes (Proficient 3.0) performance, <strong>partial success</strong> at in-depth inferences and extended applications of what was learned, including connections to other experiences.</td>
</tr>
<tr>
<td><strong>Proficient</strong>&lt;br&gt;Score 3.0</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>
</tr>
<tr>
<td><strong>Basic +</strong>&lt;br&gt;Score 2.5</td>
<td>No major errors or omissions regarding any of the information and/or simpler details and processes (Basic, 2.0) and <strong>partial</strong> knowledge of the more complex ideas and processes (Proficient 3.0).</td>
</tr>
<tr>
<td><strong>Basic</strong>&lt;br&gt;Score 2.0</td>
<td>Student can perform some of the basic skills without assistance in isolation or in a practice setting.</td>
</tr>
<tr>
<td><strong>Below Basic</strong>&lt;br&gt;Score 1.0</td>
<td>A <strong>partial</strong> 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><strong>Failing</strong>&lt;br&gt;Score 0</td>
<td>No evidence or <strong>insufficient</strong> evidence of student learning.</td>
</tr>
</tbody>
</table>
# 9-12 Physical Education Proficiency Scale

**Learning Goal:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

<table>
<thead>
<tr>
<th>Score 4.0</th>
<th>In addition to the Proficient (3.0) performance, makes <strong>in-depth</strong> inferences and extended applications of what was learned, including connections to other experiences.</th>
<th>Student has thorough understanding of basic concepts, vocabulary and strategies, and can apply them in game or competitive situations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient + Score 3.5</td>
<td>In addition to the complex ideas and processes (Proficient 3.0) performance, <strong>partial success</strong> at in-depth inferences and extended applications of what was learned, including connections to other experiences.</td>
<td>Student has good 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>
</tr>
<tr>
<td>Proficient Score 3.0</td>
<td><strong>No major</strong> errors or omissions regarding any of the information and simple (Basic, 2.0) or complex processes (Proficient, 3.0) that was explicitly taught.</td>
<td><strong>Student has a minimal understanding of basic concepts, vocabulary and strategies but has difficulty applying them in practice situations.</strong></td>
</tr>
<tr>
<td>Basic + Score 2.5</td>
<td><strong>No major</strong> errors or omissions regarding any of the information and/or simpler details and processes (Basic, 2.0) and <strong>partial knowledge</strong> of the more complex ideas and processes (Proficient 3.0).</td>
<td><strong>Student has minimal understanding of basic concepts, vocabulary and strategies but has difficulty applying them in practice situations.</strong></td>
</tr>
<tr>
<td>Basic Score 2.0</td>
<td><strong>No major</strong> errors or omissions regarding the simpler details and processes (Basic, 2.0), but <strong>major</strong> errors or omissions regarding the more complex ideas and processes (Proficient, 3.0).</td>
<td><strong>Student has minimal understanding of basic concepts, vocabulary and strategies but has difficulty applying them in practice situations.</strong></td>
</tr>
<tr>
<td>Below Basic Score 1.0</td>
<td>A <strong>partial understanding</strong> of some of the simpler details and processes (Basic 2.0), but <strong>major</strong> errors or omissions regarding the more complex ideas and processes (3.0).</td>
<td><strong>Student has minimal understanding of basic concepts, vocabulary and strategies but has difficulty applying them in practice situations.</strong></td>
</tr>
<tr>
<td>Failing Score 0</td>
<td>No evidence or <strong>insufficient</strong> evidence of student learning.</td>
<td><strong>Student has minimal understanding of basic concepts, vocabulary and strategies but has difficulty applying them in practice situations.</strong></td>
</tr>
</tbody>
</table>
# 9-12 Physical Education Proficiency Scale

<table>
<thead>
<tr>
<th>Learning Goal: Participates regularly in physical activity.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced Score 4.0</strong></td>
</tr>
<tr>
<td><strong>Proficient Score 3.0</strong></td>
</tr>
<tr>
<td><strong>Basic Score 2.0</strong></td>
</tr>
<tr>
<td><strong>Below Basic Score 1.0</strong></td>
</tr>
<tr>
<td><strong>Failing Score 0</strong></td>
</tr>
</tbody>
</table>
## 9-12 Physical Education Proficiency Scale

<table>
<thead>
<tr>
<th>Learning Goal: Achieves and maintains a health enhancing level of physical fitness.</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Score 4.0</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>
<td>Student can create a plan to maintain or improve their current level of fitness and demonstrate successful implementation of the plan.</td>
</tr>
<tr>
<td>Proficient Score 3.0</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>
<td>Student can create a plan to either maintain or improve their current level of fitness.</td>
</tr>
<tr>
<td>Basic Score 2.0</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>
<td>Student can maintain fitness level using current methods, but cannot create and implement a plan.</td>
</tr>
<tr>
<td>Below Basic Score 1.0</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>
<td></td>
</tr>
<tr>
<td>Failing Score 0</td>
<td>No evidence or insufficient evidence of student learning.</td>
<td></td>
</tr>
</tbody>
</table>
# 9-12 Physical Education Proficiency Scale

<table>
<thead>
<tr>
<th>Standards</th>
<th>Standard Requirements</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>Standard 1</td>
<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 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 from someone else.</td>
<td>Attempted and failed</td>
</tr>
<tr>
<td>Standard 2</td>
<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 good 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 from someone else.</td>
<td>Attempted and failed</td>
</tr>
<tr>
<td>Standard 3</td>
<td>Participates regularly in physical activity</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 most but not all activities.</td>
<td>Student participates in all activities but only makes effort to improve in some but not all activities.</td>
<td>Minimal achievement with assistance from someone else.</td>
<td>Attempted and failed</td>
</tr>
<tr>
<td>Standard 4</td>
<td>Achieves and maintains a health enhancing level of physical fitness</td>
<td>Student can create a plan to maintain or improve their current level of fitness and demonstrate successful implementation of the plan.</td>
<td>Student can create a plan to either maintain or improve their current level of fitness.</td>
<td>Student can maintain fitness level using current methods, but cannot create and implement a plan.</td>
<td>Minimal achievement with assistance from someone else.</td>
<td>Attempted and failed</td>
</tr>
</tbody>
</table>
OMAHA PUBLIC SCHOOLS  
PHYSICAL EDUCATION DEPARTMENT  

SIX DAY NO DRESS GUIDELINES

<table>
<thead>
<tr>
<th>OCCURRENCE</th>
<th>CONSEQUENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Verbal reminder of guidelines. Teacher will discuss possible solutions with the student. Student will not receive credit for the day.</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Teacher makes parent contact. Recommended that student be assigned detention time. Student will not receive credit for the day.</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Teacher makes parent contact. Recommended that student be assigned detention time. Student will not receive credit for the day.</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Teacher makes parent contact. Student may be referred to their administrator. Student will not receive credit for the day.</td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Student will receive a referral to their administrator. Student will not receive credit for the day.</td>
</tr>
<tr>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Referral to administration. Possible removal from class due to lack of participation, cooperation, and failing status.</td>
</tr>
</tbody>
</table>

**Students will have two days to serve detentions.**  
*(If not served, teacher will write a referral to student’s administrator).*

I have read and I agree to abide by the above expectations.

Student’s Name (printed): __________________________________________  Class period: ______

PE Teacher: _______________________________________________________

Student signature: __________________________________ Date: ______________

Parent/Guardian Signature: __________________________________ Date: ______________

Best time to contact you? _______________________________________

E-mail address: _________________________________________________

Home Phone #: ___________________ Work Phone #: ___________________

Other Phone #: __________________________
Potential Units of Study
Potential Units of Study in Courses Offered

***Each unit is referenced to websites as a resource for games and activities. Not all units include websites, a reference page is included in this guide.

**General Physical Education**

- Weight Training
- Team Sports
- Lifetime Sports
- Aerobics
- Aquatics

**Team Sports**

- Basketball
  - vyi.org/bballdrills.htm
- Diamond Games (mat ball, softball/baseball, kickball, 6 base)
  - softball.mb.ca
- Football/Touch/Flag football
  - goflagfootball.com
- Floor Hockey/Field Hockey
  - usfieldhockey.com
- Lacrosse
  - lacrosse.org
- Net Games (volleyball, cage ball)
  - avca.org
- Soccer
  - ussoccer.org
- Team Handball
  - usateamhandball.org
- Ultimate Games (Frisbee, football, etc…)
  - discgolf.com

**Fit Club** (teacher recommendation needed)

- Dance Dance Revolution
- Goal Setting
- Health
- Low impact aerobics
  - teachfitness.com
- Nutrition
- Orienteering
  - online-orienteering.net
Pedometers
   steptracker.com
Personal Training
   exrx.net
Walking
   walk4life.com
Wii Fit
Wii Sports

Aquatics

   Beginning Swimming
   Intermediate Swimming
   Water Games
   CPR/First Aid/AED

Weight Training and Conditioning

   Agility
   BFS
   Circuit
   Cones
   Core Work
   Design your own
   Endurance
   Free Weights
   Jump Ropes
   Ladders
   Lower Body Specific Lifts
   Medicine Balls
   Plyometrics
   Power (Olympic lifts)
   Resistance bands
   Lifting with Stability Balls
   Strength
   Toning
   Upper Body Specific Lifts
Lifetime Sports

Archery
archery.org
Badminton
usabadminton.org
Bocce Ball
bocce.com
Bowling
bowlingindex.com
Cardio/Bikes
Darts
mostdartgames.com
Deck Tennis
mastersgames.com
Frisbee golf
pdga.com
Golf
teachkidsgolf.com
Handball
usateamhandball.org
Horseshoes
horseshoepitching.com
Juggling
juggling.org
Jump Roping
Orienteering
orieenteering.org
Pickleball
usapa.org
Racquetball
usra.org
Shuffle Board
shuffleboardfederation.com
Stacking
www.speedstacks.com
Table Tennis
usatt.org
Tennis
ustennis.com
Track and Field
usatf.com
Aerobics/Dance

Body Sculpting
Cardio/endurance
Circuit Training-Boot Camp
Core Work
Hand Weights
Jump Roping
Kickboxing
Low Impact
Medicine Balls
Pilates
Recreational Dances
-square, country swing and western, folk and round, waltz, foxtrot, swing, salsa, merange, line, tango, rumba, samba, cha-cha, bossa nova
  folkdancing.org
  sapphireswan.com
  dancetv.com
  dosado.com
Resistance Bands
Stability Balls
Step
Tae Bo
Yoga
Team Sports Materials
**Team Sports Course Description**

*This course is offered to 10-12th grade students. Students will learn a variety of rules, skills, fundamentals and strategies in multiple team activities. Safety and sportsmanship will be emphasized. Activities include but are not limited to: basketball, volleyball, flag football, soccer, diamond games and other team sports. District mandated fitnessgram will be administered in pre- and post- test form.*

**Team Sports Unit Outcomes**

01 Demonstrates the transition from offense to defense and applies proper techniques of skills
02 Explains appropriate tactical decisions in a variety of games
03 Demonstrates the use of appropriate strategies for effecting behavior change regarding physical activity among adults.
04 Assesses and maintains appropriate levels of physical fitness in terms of: cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition necessary for a healthy and productive life.
05 Chooses to participate in an activity because of personal enjoyment rather than only when friends are participating.
06 Enjoys working with others in a sport activity to achieve a common goal.

**Scope and Sequence of Team Sports Activities**

**Basketball**
1. Rules and regulations
2. Passing; chest, bounce, overhead
3. Dribbling; left, right, alternate, behind back, between legs
4. Shooting; lay up, set shot, free throws, jump shot, hook shot, BEEF
5. Game Play; offensive and defensive strategies
6. Written test; objectives, positions, skills, rules, history, development, safety

**Field Hockey/Floor Hockey**
1. Offensive, defensive strategy
2. Equipment and safety
3. Demonstrate appropriate technique; dribble, drive, shoot, goalie play
4. Game play
5. Written test; history, rules, regulations, terms, positions, strategy, safety

**Handball/Team Handball**
1. Demonstrate the ability to serve
2. Ability to return the serve
3. Game play
4. Etiquette
5. Written test; origin, equipment, rules, skills, strategy terms, safety
Lacrosse

1. Demonstrate the ability to cradle, catch, pass, shoot
2. Game play; offensive and defensive
3. Written test; origin, rules, terms, strategy, equipment, safety

Soccer

1. Demonstrate the ability to; dribble, pass, one foot, knee trap, goal kick, shot, heading, lift to self, lift to teammate, roll to self, pass to teammate, and juggling.
2. Game play and strategy
3. Written test; origin, rules, scoring, etiquette, positions, terms, skills, safety

Softball/Diamond Games

1. Demonstrates the ability to; throw, catch, hit, field, bunt, pitch, run bases
2. Game play and strategy
3. Written test; origin, rules, strategy, equipment, safety, skills.

Touch/Flag Football

1. Demonstrates the ability to; spiral pass, catch, throw, receive the ball from snap, handing off, follow blockers, change of direction while running, kicking, punting, center the ball, and run pass patterns.
2. Game play and strategy
3. Written test; origin, rules, terms, strategy, regulations, etiquette, equipment, safety.

Volleyball

1. Demonstrate the ability to; serve, set, pass, spike, block, rally
2. Game play and strategy
3. Written test; origin, positions, rotating, rally scoring, equipment, rules, terms, safety
Potential Units of Study for Team Sports

Basketball
vyi.org/balldrills.htm

Diamond Games (mat ball, softball/baseball, kickball, 6 base)
softball.mb.ca

Football/Touch/Flag football
goflagfootball.com

Floor Hockey/Field Hockey
usfieldhockey.com

Lacrosse
lacrosse.org

Net Games (volleyball, cage ball)
avca.org

Soccer
ussoccer.org

Team Handball
usateamhandball.org

Ultimate Games (Frisbee, football, etc…)
discgolf.com
## Team Sports - Proficiency Scale

<table>
<thead>
<tr>
<th>Standards</th>
<th>Standard Requirements</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Basic</th>
<th>Below Basic</th>
<th>Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1</td>
<td>Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</td>
<td>Student can perform the required skills and the advanced skills without assistance in a game or competitive setting.</td>
<td>Student can perform the required skills and some advanced skills without assistance in isolation or in a practice setting.</td>
<td>Student can perform basic skills without assistance in isolation or in a practice setting.</td>
<td>Minimal achievement with assistance from someone else.</td>
<td>Attempted and failed.</td>
</tr>
<tr>
<td>Standard 2</td>
<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 concepts, vocabulary and strategies, and can apply them in game or competitive situations.</td>
<td>Student has understanding of concepts and vocabulary 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 and vocabulary but has difficulty applying them in practice situations.</td>
<td>Minimal achievement with assistance from someone else.</td>
<td>Attempted and failed.</td>
</tr>
<tr>
<td>Standard 3</td>
<td>Participates regularly in physical activity.</td>
<td>Student is prepared and participates in all activities and makes an effort to improve their skills and abilities. Student also helps others improve their skill or ability.</td>
<td>Student is prepared and participates in all activities and makes an effort to improve their skills and abilities.</td>
<td>Student participates in all activities, but makes minimal effort to improve.</td>
<td>Minimal achievement with assistance from someone else.</td>
<td>Attempted and failed.</td>
</tr>
<tr>
<td>Standard 4</td>
<td>Achieves and maintains a health enhancing level of physical fitness.</td>
<td>Student demonstrates an understanding of healthy living concepts. Student creates a fitness plan which significantly improves their level of fitness.</td>
<td>Student understands healthy living concepts. Student can create a plan to maintain their current level of fitness.</td>
<td>Student has a basic understanding of healthy living concepts. Student struggles to maintain current fitness levels.</td>
<td>Minimal achievement with assistance from someone else.</td>
<td>Attempted and failed.</td>
</tr>
</tbody>
</table>
Basketball
Basketball Study Guide

**Basketball** is a team sport in which two teams of five active players each try to score points against one another by placing a ball through a 10 feet (3.048 m) high hoop (the **goal**) under organized rules. Basketball is one of the most popular and widely viewed sports in the world.

Points are scored by throwing (shooting) the ball through the basket above; the team with more points at the end of the game wins. The ball can be advanced on the court by bouncing it (**dribbling**) or passing it between teammates. Disruptive physical contact (**foul**) is not permitted and there are restrictions on how the ball can be handled (**violations**).

While competitive basketball is primarily an indoor sport, played on a basketball court, less regulated variations have become exceedingly popular as an outdoor sport among both inner city and rural groups.

**Playing regulations**

Games are played in four quarters of 10 (international) or 12 minutes (NBA). College games use two 20-minute halves while most high school games use eight minute quarters. Fifteen minutes are allowed for a half-time break, and two minutes are allowed at the other breaks. Overtime periods are five minutes long. Teams exchange baskets for the second half. The time allowed is actual playing time; the clock is stopped while the play is not active. Therefore, games generally take much longer to complete than the allotted game time, typically about two hours.

Five players from each team (out of a twelve player roster) may be on the court at one time. Substitutions are unlimited but can only be done when play is stopped. Teams also have a coach, who oversees the development and strategies of the team, and other team personnel such as assistant coaches, managers, statisticians, doctors and trainers.

**Violations**

The ball must stay within the court; the last team to touch the ball before it travels out of bounds forfeits possession. The ball is out of bounds if touches or crosses over a boundary line, or touches a player who is out of bounds. The ball-handler may not move both feet without dribbling, known as traveling, nor may he dribble with both hands or catch the ball in between dribbles, a violation called double dribbling. A player's hand cannot be under the ball while dribbling; doing so is known as carrying the ball. A team, once having established ball control in the front half of the court, may not return the ball to the backcourt. The ball may not be kicked nor struck with the fist. A violation of these rules results in loss of possession, or, if committed by the defense, a reset of the shot clock. There are limits imposed on the time taken before progressing the ball past halfway (8 seconds in international and NBA; 10 seconds in NCAA and high school), before attempting a shot (24 seconds in the NBA, 30 seconds in NCAA women's and Canadian Interuniversity Sport play for both sexes, and 35 seconds in NCAA men's play), holding the ball while closely guarded (5 seconds), and remaining in the restricted area (the lane, or "key") (3 seconds). These rules are designed to promote more offense.
Positions and structures

Although the rules do not specify any positions whatsoever, they have evolved as part of basketball. During the first five decades of basketball's evolution, one guard, two forwards, and two centers or two guards, two forwards, and one center were used. Since the 1980s, more specific positions have evolved, namely:

1. point guard: usually the fastest player on the team, organizes the team's offense by controlling the ball and making sure that it gets to the right player at the right time
2. shooting guard: creates a high volume of shots on offense; guards the opponent's best perimeter player on defense
3. small forward: often primarily responsible for scoring points via cuts to the basket and dribble penetration; on defense seeks rebounds and steals, but sometimes plays more actively
4. power forward: plays offensively often with his back to the basket; on defense, plays under the basket (in a zone defense) or against the opposing power forward (in man-to-man defense)
5. center: uses size to score (on offense), to protect the basket closely (on defense), or to rebound.

There are two main defensive strategies: zone defense and man-to-man defense. Zone defense involves players in defensive positions guarding whichever opponent is in their zone. In man-to-man defense, each defensive player guards a specific opponent and tries to prevent him from taking action.
Basketball – Standard 1 Checklist Assessments (Sample)

Skill 1: Dribbling

_____ Level 2: Student can dribble with dominant hand while moving with eyes up and using good technique, but has trouble dribbling with opposite hand.

_____ Level 3: Student can dribble with both dominant and opposite hands while moving with eyes up. Student can dribble moving at a faster pace and can change hands on the move.

_____ Level 4: Student can perform advanced dribbling skills (between legs, behind the back, reverse pivot) and can protect the ball from a defender while playing in game situations.

Skill 2: Passing/Catching

_____ Level 2: Student is able to throw basic passes (chest, bounce, and overhead) to a partner who catches the ball with both hands.

_____ Level 3: Student is able to throw basic passes using proper footwork and follow through. Passes are thrown with more velocity on target and catchable.

_____ Level 4: Student is able to throw basic passes using proper footwork and follow through. Passes are thrown with more velocity on target and catchable. Student is able to use these skills successfully in the appropriate game situation.

Skill 3: Shooting/Lay-up

_____ Level 2: Student uses correct footwork, hand position, follow through, and makes < 5 shots out of 10.

_____ Level 3: Student uses correct footwork, hand position, follow through, and makes 5 to 6 shots out of 10.

_____ Level 4: Student uses correct footwork, hand position, follow through, and makes 7 < shots out of 10.
<table>
<thead>
<tr>
<th>Team Sports Rubric (Basketball)</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>Court/Field Positioning</td>
<td>*Remains in critical portions of the court at all times *Recognizes when offensive and defensive positions should be assumed at all times *Attempts to move opponents from good court positioning at all times</td>
<td>*Remains in critical portions of the court at all times *Recognizes when offensive and defensive positions should be assumed at all times *Attempts to move opponents from good court positioning at all times</td>
<td>*Remains in critical portions of the court most of the time *Recognizes when offensive and defensive positions should be assumed most of the time *Attempts to move opponents from good court positioning most of the time</td>
<td>*Does not remain in critical portions of the court *Does not recognize when offensive and defensive positions should be assumed *Does not attempt to move opponents from good court positioning</td>
<td>* There is no evidence or demonstration of student learning.</td>
</tr>
<tr>
<td>Court/Field Movement</td>
<td>*Quickly moves into different positions all the time *Following a court/field event, quickly moves back to a neutral position all the time *Begins to anticipate opponents all the time</td>
<td>*Quickly moves into different positions all the time *Following a court/field event, quickly moves back to a neutral position all the time *Begins to anticipate opponents all the time</td>
<td>*Quickly moves into different positions most of the time *Following a court/field event, quickly moves back to a neutral position most of the time *Begins to anticipate opponents most of the time</td>
<td>*Does not move quickly into different positions *Does not quickly moves back to a neutral position after a court/field event *Does not anticipate opponents</td>
<td>* There is no evidence or demonstration of student learning</td>
</tr>
<tr>
<td>Strategy</td>
<td>*Recognizes strengths and weaknesses of opponents and attempts to exploit them all of the time *Applies front to back and side to side strategy when appropriate *Uses a variety of shots all the time</td>
<td>*Recognizes strengths and weaknesses of opponents and attempts to exploit them all of the time *Applies front to back and side to side strategy when appropriate *Uses a variety of shots all the time</td>
<td>*Quickly moves into different positions most of the time *Following a court/field event, quickly moves back to a neutral position most of the time *Begins to anticipate opponents most of the time</td>
<td>*Does not recognize strengths and weaknesses of opponents and attempts to exploit them *Does not apply front to back and side to side strategy when appropriate *Does not use a variety of shots</td>
<td>* There is no evidence or demonstration of student learning</td>
</tr>
<tr>
<td>Skills</td>
<td>*Can dribble with right and left hand all the time *Can properly perform lay ups from the right and left side *Properly passes and catches in all situations</td>
<td>*Can dribble with right and left hand all the time *Can properly perform lay ups from the right and left side *Properly passes and catches in all situations</td>
<td>*Occasionally dribbles with the right and left hand *Sometimes performs lay ups properly from the right and left side *Sometimes chooses the catch and pass in certain situations</td>
<td>*Does not dribble with the right or left hand *Does not know how to perform a right or left handed lay up *Can not catch or pass in situations</td>
<td>* There is no evidence or demonstration of student learning</td>
</tr>
<tr>
<td>Rules Application</td>
<td>*Applies rules appropriately in a game setting</td>
<td>*Applies rules appropriately in a game setting</td>
<td>*Sometimes applies rules appropriately in a game setting</td>
<td>*Rarely applies rules appropriately in a game setting</td>
<td>* There is no evidence or demonstration of student learning</td>
</tr>
</tbody>
</table>
BASKETBALL PEER/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

<table>
<thead>
<tr>
<th></th>
<th>#1</th>
<th>#2</th>
<th>SET SHOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>shot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>st</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>rd</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>th</td>
<td></td>
<td></td>
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<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>st</td>
<td></td>
<td>Holds ball with shooting hand behind and under the ball.</td>
</tr>
<tr>
<td>2</td>
<td>nd</td>
<td></td>
<td>Bends knees when preparing to shoot.</td>
</tr>
<tr>
<td>3</td>
<td>rd</td>
<td></td>
<td>Straighten legs and arms when shooting the ball.</td>
</tr>
<tr>
<td>4</td>
<td>th</td>
<td></td>
<td>Follow through with shooting hand. (goose neck)</td>
</tr>
</tbody>
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<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>st</td>
<td></td>
<td>RIGHT SIDE – Step right, left, hop</td>
</tr>
<tr>
<td>2</td>
<td>nd</td>
<td></td>
<td>Right knee up</td>
</tr>
<tr>
<td>3</td>
<td>rd</td>
<td></td>
<td>LEFT SIDE – Step left, right, hop</td>
</tr>
<tr>
<td>4</td>
<td>th</td>
<td></td>
<td>Left knee up</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>st</td>
<td></td>
<td>Fingers spread on both sides of ball.</td>
</tr>
<tr>
<td>2</td>
<td>nd</td>
<td></td>
<td>Step forward with one foot.</td>
</tr>
<tr>
<td>3</td>
<td>rd</td>
<td></td>
<td>Elbows out, and push (snap) ball forward.</td>
</tr>
<tr>
<td>4</td>
<td>th</td>
<td></td>
<td>After release, back of hands face each other.</td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
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<td>1</td>
<td>st</td>
<td></td>
<td>Fingers spread on both sides of ball.</td>
</tr>
<tr>
<td>2</td>
<td>nd</td>
<td></td>
<td>Step forward with one foot.</td>
</tr>
<tr>
<td>3</td>
<td>rd</td>
<td></td>
<td>Elbows out, push ball out and down (snap) more than half way to target.</td>
</tr>
<tr>
<td>4</td>
<td>th</td>
<td></td>
<td>After release, back of hands face each other.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Dribbling (around cones)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>st</td>
<td></td>
<td>Keeps head up</td>
</tr>
<tr>
<td>2</td>
<td>nd</td>
<td></td>
<td>Dribbles with finger pads</td>
</tr>
<tr>
<td>3</td>
<td>rd</td>
<td></td>
<td>Dribbles below waist</td>
</tr>
</tbody>
</table>
Basketball Quiz

Name:____________________

Directions: Fill in the letter matching the most appropriate. True = A; False = B (Level 2)

True/False

1. ____There are 7 players plus substitutes on an official basketball team.
2. ____A field goal is worth 2 points.
3. ____A free throw is worth 2 points.
4. ____After making a field goal, the team that made goal takes the ball out at the end line.
5. ____Blocking is stopping the progress of a person with or without the ball.
6. ____Faking or feinting is a defensive technique.
7. ____A bounce pass is rarely effective near the goal.
8. ____A player should use the dribble to cover the ground.
9. ____Man to man defense means that the guards move with the ball.
10. ____It is legal to hand the ball to another player.
11. ____On a jump ball, a player may not tap the ball until it reaches “its” highest point.
12. ____A jump ball is taken in the center-restraining circle only at the beginning of each quarter.

Multiple Choice: Circle the best answer. (Level 2)

13. __________ is called by the referee if while dribbling you drop the ball, stop and pick it up, and then begin dribbling again.
   a. traveling  b. double dribbling  c. free throw  d. a & b  e. all of the above

14. How long may a player of the offensive team stand in the free throw lane?
   a. indefinitely  b. 5 seconds  c. 3 seconds  d. 10 seconds

15. The penalty for two players on opposite teams holding the ball at the same time is
   a. a free throw for the first player that got the ball
   b. a jump ball for the two players involved in the tie ball
   c. the ball is taken
   d. all of the above

16. After 5 team fouls, the penalty for unnecessary roughness or over guarding is
   a. ball taken out of bounds at the sidelines by the team that was fouled
   b. free throw for the team making the foul
   c. free throw for the team that was the victim of a foul
   d. all of the above

17. Which of the following is the easiest to intercept?
   a. long pass  b. low bounce  c. dribble  d. any of the above

18. How long may a player in bounds hold the ball when not being closely guarded?
   a. 3 seconds  b. 5 seconds  c. indefinitely  d. 10 seconds
19. Which of the following is illegal?
   a. striking the ball with fists
   b. holding the ball for six seconds when closely guarded
   c. using both hands on the first dribble
   d. all of the above

20. How long may a player stand in the free throw lane if her team does not have possession of the ball?
   a. 3 seconds
   b. 5 seconds
   c. 10 seconds
   d. indefinitely

Short Answer: (Level 3)
21. Develop a drill to improve dribbling.

22. Identify a situation where over and back would be called.

23. What is the relationship between offense and defense?

Essay: (Level 4)
24. Justify the saying “Defense wins championships.”
Diamond Games
Sample Baseball/Softball Study Sheet

Team: A team consists of 9 or 10 players. There are 6 infield players and 3/4 outfield players. The 4th outfielder is called the rover.

Baseball/Softball Field Position Diagram:

Strike Zone: In slow pitch the strike zone is when the ball in an arc passes over home place. In fast pitch the strike zone is when the ball passes over home plate and is between the top of the batters knees and his/her armpits.

Fair/ foul: A ball that lands inside the baseline and then rolls out without being touched or going past 1st or 3rd base and then rolls out is still a fair ball.

Foul balls: Counts as strikes on the 1st and 2nd strike.

Over throws: At 1st or 3rd base the runner may advance to the next base without being put out.
Interference: When playing the infield a fielder cannot stand in the baseline in the way of a base runner unless he/she has the call or is fielding a batted ball. If he/she does so the runner is awarded the next base, likewise a baser runner cannot interfere with a fielder trying to make a play and if he/she does they are out.

Batter is out: If he/she has 3 strikes, hits a fly ball that is caught including a foul ball, hits a foul tip that goes higher than the batters head and is caught, or when he/she steps on home plate while batting or attempting to run to first base.

Batter walks to 1st base: When umpire calls 4 balls or when hit by a pitched ball he/she tries to avoid it.

Base runner is out: When touched with the ball off base (called tagging the player). When the runner must run to the next vase and the ball reaches the base before he/she does (called a force out). If he/she leaves his/her base before the ball leaves the pitchers hand. When the base runner is hit with a batted ball while off base and the ball has not been touched by a fielder. If the runner leaves base before a fly ball is caught he/she must return to his/her base and tag and is touched with the ball while off base.

Error: A mistake made in fielding the ball.

Inning: When both teams have been up to bat. A softball game consists of 7 innings.
<table>
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<th>Diamond Games Rubric</th>
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Sample Softball Quiz

Name:_____________________

True/ False (A= True, B= False) Level 3

1. A base runner may have both feet off the base before the ball is pitched.  
2. A batter is allowed only 2 fouls before being called out.  
3. A player may over-run 3rd base without being put out.  
4. Interference is called on an infielder standing on the baseline and is not playing the ball and gets in the way of the base runner.  
5. A regulation team consists of 9 or 10 players.  
6. A foul ball always counts as a strike.  
7. Right handed batters should step on home plate before running to 1st base.  
8. If you are running the base and are hit by a batted ball that has not been touched by a fielder you are out.  
9. When running to 3rd base and the ball is overthrown, you may advance to home without being put out.  
10. A call of 4 balls results in the batter walking to first base.  

Multiple Choice: Circle the best answer. Level 3

11. How many infielders are there on a softball team?  
   a. 4  b. 5  c. 6  d. 7
12. A ball that rolls out-of-bounds before it gets to 1st base and is not touched by a fielder is:  
   a. Fair  b. Foul
13. A ball that rolls out-of-bounds after it has rolled over 3rd base is:  
   a. Fair  b. Foul
14. The player who plays midway between 2nd and 3rd base is the:  
   a. second baseman  b. third baseman  c. left fielder  d. short stop
15. A batter who tries to avoid a pitched ball and hit is:  
   a. out  b. awarded 1st base  c. still up to bat  d. called for a ball
16. When both teams have each been up once it is the:  
   a. end of the first inning  b. end of the game
17. The strike zone for slow pitch is:  
   a. from the top of the knees to the armpits and over home plate  
   b. from waist to shoulders and over home plate  
   c. over home plate with an arc on the ball  
   d. both A and C
18. The strike zone for fast pitch is:  
   a. from the top of the knees to the armpits and over home plate  
   b. from waist to shoulders and over home plate  
   c. over home plate with an arc on the ball  
   d. both A and C
19. A mistake by an outfielder is called:
   a. mistake     b. error

20. On a force play you can tag:
   a. the player  b. the base  c. either A or B  d. none of these

21. On a caught fly ball, a base runner must:
   a. run to the next base
   b. return to base, tag up, and then may try to go to the next base
   c. stay on present base—cannot advance

22. If there is a 10th player, he/she is the:
   a. short left fielder  b. short center fielder  c. short right fielder  d. rover

23. When there is an overthrow at 1st base, you may advance without being put out:
   a. bases  b. 1 base  c. no bases  d. 3 bases

24. One runner is on 2nd, none at 1st base, batter hits the ball and runs to 1st to put the base runner
    from second out, you must:
   a. tag the runner  b. tag the base  c. either A or B  d. none of these

24. The Omaha professional baseball team is called the:
   a. cornhuskers  b. golden spikes  c. royals  d. packers

Level 4 Questions:

25. ________________ is position 5 on the field.

26. The fourth batter is named the ________________ hitter.

27. ________________ is when the runner on third attempts to steal home as the batter attempts to bunt.

28. When the ball crossed the plate between the batter’s knees and arm pits, his area is called the ________________.
29. Label the positions on the field diagram below:
Floor Hockey
Floor Hockey Study Guide (sample)

Playing Area

The playing area has a center line, usually the mid court line of the basketball court. Center circle is the mid court jump circle. Play always starts in this circle and resumes from this point after goals, roughing fouls or misconduct fouls with the offended team given possession. The goal box is a restraining line marked with tape in front of the goal.

The Team

Each team consists of six players. One goalie who may use his/her hands, stick or feet to stop the puck. One center who is the only player allowed moving full court and who leads offensive play and is often referred to as the rover. Two defensive players who cannot go past the center line into the offensive area and whose responsibility it is to keep the puck out their defensive half of the court. Two forwards who work with the center on offensive play and who cannot go past the center line into their defensive area.

The Game

A coin flip determines which team gets the puck first. Play cannot start until a whistle is blown or the ref says “play”. Penalty for starting before whistle is loss of possession.

Center must start play from the center circle with a pass. There is no scoring from the center circle unless first touched by another offensive or defensive player. If play is started with a shot on the goal, the puck is returned to center circle with other team gaining possession. All players must be outside the restraining circle with defensive players in an upright position.

There are no time outs. If the puck becomes unplayable, the ref will designate the closest team player to put it in play or declare a face off. If playing two games in one gym, the team that hits the puck out of bounds will give it to other team.

The Play

When any player accumulates five fouls for roughing or misconduct, he/she is out for the duration of the game.

Free substitution is allowed. A player entering the game as a substitute should use the stick of the player being replaced. Changed of goalies can only take place when the clock is stopped.

Change of position between guards and forwards can only take place when the puck is dead and the clock is stopped.

Scoring

A goal is scored anytime the puck touches or crosses the goal line or is above the goal line. Under no circumstances will a goal be counted on a foul with offensive players in the crease (goalies box). Goal will not count when puck hits off the front frame of the goal and ricochets out. The team behind gets the puck after a score unless the score is tied then alternate possession.
Goal Keeping

The goalie may use either hands or stick to clear puck away from the goal. It is a foul for the goalie to throw the puck. The goalie has three seconds to play the puck once he/she has gained control or possession. When the goalie has been pulled in the last minute of play to add offensive strength, any defensive player may cover the goalie box otherwise only the goalie can be in the goalies box.

Penalty: Loss of Possession. Start play at the center circle.

Fouls

Roughing Fouls
Slashing-When an opponent is hit with the stick and in the judgment of the referee, the player is not trying to play the puck.
Contact with an opposing player with the stick above the shoulder.
Contact with the goalie while in the goalie box.
Pushing.
Unnecessary blocking with the body.
Tripping or hooking with the stick.
Penalty: Penalty shot

Bench Penalty
Unsportsmanlike like conduct
Excessive Delay
Penalty: Penalty Shot

Misconduct Penalty
Anytime play is deliberately stopped by holding or placing foot on puck.
Players may not deliberately leave feet to block puck (slide).
Guards or forwards across the center line.
Anytime players are in the goalie box (crease).
Hitting the puck with your hand is allowed as long as you play it immediately.
Penalty: Loss of Possession

Techniques of Play

Keep hands separated to 8 to 12 inches apart. Right handed players should have the right hand lower.
Shots may be scored forehand or backhand.
Emphasize control and direction of puck, not distance or speed.
Stick must be carried low at all times in readiness to intercept shots of opponents, to past to teammates, ect..
Get in close, control the puck with the stick blade; pass to a teammate if they are in a better position to score.
Keep your eye on the puck. Follow it. Stay as close as possible.
Follow all shots-Rebound shots are important.
Wrist action is most important. A flicking motion is best for speed and accuracy.
Hands, wrist, and forearm action control the stick most effectively.
Hockey Rink Diagram

- OFFENSIVE ZONE
- NEUTRAL ZONE
- DEFENSIVE ZONE

- Goal Line
- Blue Line
- Red Line
- Center F-O Circle
- Center F-O Mark
- F-O Circle
- F-O Mark
- Crease
- Goal

Dimensions:
- 200 ft
- 85 ft
## Floor Hockey Rubric

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| **Skills**                       | *Always holds and swings stick appropriately*  
*Always keeps eye on puck*  
*Always receives and passes puck correctly*  
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Floor Hockey Quiz

Name __________________________

True/False (A=True, B=False) Level 2

1. A goal is scored anytime the puck crosses the goal line.
2. The team behind gets the puck after score.
3. A goal will count if there has been a foul by the offense.
4. The goalie is not allowed to use his/her hands to stop the puck.
5. The goalie may catch the puck and throw it to his/her teammates.
6. The goalie can leave the goalie box.
7. Slashing is called when an opponent is hit with the stick and was not playing the puck.
8. A penalty shot is awarded for high sticking (contact above the shoulders).
9. Anytime play is deliberately stopped by holding or placing a foot on the puck, the referee calls a face off.
10. Touching the puck with your hand is allowed as long as you play it immediately.
11. When playing you should keep your hands on the stick.
12. You should emphasize control and direction of the puck, not distance.
13. Wrist action is most important, a flicking motion is best for speed and accuracy.
14. If the puck bounces off the top of the goal it counts.
15. The center is allowed to move the full length of the court.

Multiple Choice: Circle the correct answer. Level 2

16. Floor hockey is usually played on a
   a. volleyball court  c. soccer field
   b. basketball court  d. tennis court

17. Play is started from:
   a. the center circle  c. goalies box
   b. free throw line  d. coaches box

18. Each team consist of :
   a. 8 players  c. 5 players
   b. 11 players  d. 6 players

19. Each team has:
   a. A goalie, 3 forwards, 3 guards
   b. 2 offensive players, 2 defensive players, 1 goalie, 1 rover
   c. 4 forwards and 4 guards
   d. 3 centers, 3 forwards, and a goalie

20. The “center” is often called the:
   a. Rover  c. weakest player
   b. goalie tender  d. guard

21. The only player to move past the center line and play the full court is called:
   a. Center  c. forward
   b. Guard  d. goalie
22. The center must start play with:
   a. Pass  
   b. free shot
   c. throw  
   d. bully

23. If the puck becomes unplayable the referee calls for a:
   a. Pass  
   b. face off
   c. throw  
   d. bully

24. A player is ejected after committing:
   a. 3 fouls  
   b. 4 fouls
   c. 5 fouls  
   d. a player cannot be ejected

25. What determines who gets the puck to start the game?
   a. coin toss  
   b. home team gets to
   c. visiting team gets to  
   d. the team behind

**LEVEL 3:**

**LEVEL 4:**
Flag Football

Flag Football Study Guide
Flag football is a version of American football that is popular worldwide. The basic rules of the game are similar to those of the mainstream game (often called "tackle football" for contrast), but instead of tackling players to the ground, the defensive team must remove a flag or flag belt from the ball carrier ("deflagging") to end a down. In most organized play, players wear a belt.

In Non-Contact flag football, there is no blocking, usually no linemen, and if there are linemen they cannot use their hands to block an opponent. You cannot get in the way of a runner; you can only attempt to grab the flag without impeding the path of the runner. Offensive players are not allowed to hand block defensive players to prevent them from grabbing the flag.

Flag football games involve:

- Two teams of usually between 11 and 18 players; some variations that have fewer players (five or more per team) are also popular
- a clearly defined area in which to play the game;
- scoring goals and/or points, by moving the ball to an opposing team's end of the field and either into a goal area, or over a line;
- goals and/or points resulting from players putting the ball between two goalposts
- the goal and/or line being defended by the opposing team;
- players being required to move the ball—depending on the code—by kicking, carrying and/or hand passing the ball; and
- players using only their body to move the ball.

The Field

The football field is 120 yards long including the end zones. 100 yards of field and 10 yards for each end zone.

Scoring

A touchdown counts for 6 points and a field goal counts as 3 points. A touchdown is scored when a receiver or running back crosses into the end zone. A field goal is scored by kicking the ball through the uprights above the end zone.

General Rules

The players may not wear their shirts over their flags. Blocking in the back is also known as clipping. The quarterback may not pass the ball from in front of the line of scrimmage. Defense cannot hold runners. The runner may spin to avoid being stopped, and they may also use their arm to keep the defense away from their flag. The offense has 4 chances to get a first down. If the ball is fumbled the other team may recover it. If flags are not available, the teacher may request that two hand touch is played.

Football – Standard 1 Checklist Assessments (Sample)
**Skill 1: Throwing (stationary target)**

_____ Level 2: Student uses proper grip, arm angle, and follow through. Ball is released with a spiral and hits a stationary target at 15 yd, < 5 times out of 10 attempts.

_____ Level 3: Student uses proper grip, arm angle, and follow through. Ball is released with a spiral and hits a stationary target, at 15 yd, 5 or 6 times out of 10 attempts.

_____ Level 4: Student uses proper grip, arm angle, and follow through. Ball is released with a spiral and hits a stationary target, at 15 yd, 7 < times out of 10 attempts.

**Skill 2: Throwing (moving target)**

_____ Level 2: Student uses proper grip, arm angle, and follow through. Ball is released with a spiral and hits a moving target at 15 yd, < 5 times out of 10 attempts.

_____ Level 3: Student uses proper grip, arm angle, and follow through. Ball is released with a spiral and hits a moving target at 15 yd, 5 or 6 times out of 10 attempts.

_____ Level 4: Student uses proper grip, arm angle, and follow through. Ball is released with a spiral and hits a moving target at 15 yd, 7 < times out of 10 attempts.

**Skill 3: Catching**

_____ Level 2: Student has hands ready to catch. Student uses hands and chest to catch the ball. Student is mostly successful in a stationary position but has minimal success catching on the move. Shows difficulty judging a ball that is not thrown directly to them.

_____ Level 3: Student has hands ready to catch. Student uses mostly hands but still uses their chest to catch the ball. Student is successful in a stationary position and has moderate success catching on the move. Demonstrates ability to judge and go catch a ball that is not thrown directly to them.

_____ Level 4: Student has hands ready to catch. Student uses only hands to catch the ball. Student excels in a stationary position and catching on the move. Demonstrates high level of ability to judge and go catch a ball that is not thrown directly to them and shows ability to jump and catch when needed.

**FLAG FOOTBALL**

88
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</tr>
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<td><strong>Skills</strong></td>
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<td>*Can throw the football to a target most of the time</td>
<td>*Can throw the football to a target sometimes</td>
<td>*Never throws the football to a target</td>
<td>*There is no evidence or demonstration of student learning.</td>
</tr>
<tr>
<td></td>
<td>*Catchesthe thrown ball every time</td>
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Name:_________________________
Sample Flag Football Quiz

Multiple choice: Circle the best answer.

1. The flag football field (not including the end zone) is:
   a. 50 yds   B. 100 ft   c. 160 ft   d. 100 yds

2. The end zone is:
   a. 30 yds   b. 20 yds   c. 160 ft   d. 10 yds

3. A touchdown counts:
   a. 3 points   b. 7 points   c. 6 points   d. 2 points

4. A field goal counts:
   a. 2 points   b. 3 points   c. 6 points   d. 7 points

5. Blocking a player from behind is called:
   a. clipping   b. holding   c. illegal procedure   d. offside

6. a. offensive   b. defensive   c. referee   d. linebacker
     players cannot use their hands to block.

7. All passes must be thrown from:
   a. the end zone   b. the defensive side of the line
      c. behind the line of scrimmage   d. the end of the run

8. a. 1   b. 2   c. 3   d. 4
     _______out of four passes completed across the line of scrimmage is a first down.

9. Players may not wear their shirts over their flags. Ruling:
   a. ejected from game   b. player tucks in shirt
      c. 15 yd penalty   d. 5 yd penalty

10. A runner cannot:
     a. spin   b. jump into the air
        c. run across the line of scrimmage   d. pass the ball backwards

11. Clipping is a:
     a. 15 yd penalty from the end of the run   b. 5 yd penalty from the spot of foul
        c. 15 yd penalty from the spot of the foul   d. 5 yd penalty from the end of run.

12. The defense cannot:
     a. hold the runner   b. touch the runner
        c. touch his flags   d. spin in attempting to grab his flag

True/False (Mark A=True, B=False)
13. The teacher may request a one hand touch anywhere instead of flag pulling.
14. It is a first down for pass interference by the defense.
15. Off sides or crossing the scrimmage line before the ball is snapped is a 5 yard penalty.
16. Unnecessary roughness could be any one of the follow illegal acts: pushing, tripping, and hitting.
17. The runner can spin while running.
18. The runner may use a stiff arm or guard his flag to avoid having his flag pulled.
19. All players offensive or defensive are eligible to catch a pass.
20. A rush is allowed during a fourth down point.
21. If a runner fumbles the ball to the ground, the other team may recover it.
22. The captain of each team has his/her option of accepting a penalty or the result of the play.
23. If the penalty is stepped off it is also the loss or down.
24. If the penalty is declined they get the down over.

Play Situations

25. A runner crosses the goal line and then spikes the football. What is the ruling?

   A. Penalty-5 yards is accessed to the pass after touch down.
   B. No touchdown- 15 yard penalty.
   C. Touchdown counts-runner has to run a lap.
   D. Touchdown counts-15 yard penalty accessed on the following kick off.

LEVEL 3:

LEVEL 4:
**Brief History**

With history that spans centuries, lacrosse is the oldest sport in North America. Rooted in Native American religion, lacrosse was often played to resolve conflicts, heal the sick, and develop strong, virile men. To Native Americans, lacrosse is still referred to as “The Creator’s Game.”

Ironically, lacrosse also served as a preparation for war. Legend tells of as many as 1,000 players per side, from the same or different tribes, who took turns engaging in violent contests. Contestants played on a field from 1 to 15 mile in length, and games sometimes lasted for days. Some tribes used a single pole, tree or rock for a goal, while other tribes had two goalposts through which the ball had to pass. Balls were made out of wood, deerskin, baked clay or stone.

The evolution of the Native American game into modern lacrosse began in 1636 when Jean de Brebeuf, a Jesuit missionary, documented a Huron contest in what is now southeast Ontario, Canada. At that time, some type of lacrosse was played by at least 48 Native American tribes scattered throughout what is now southern Canada and all parts of the United States. French pioneers began playing the game vividly in the 1800s. Canadian dentist W. George Beers standardized the game in 1867 with the adoption of set field dimensions, limits to the number players per team and other basic rules.

**Lacrosse Positions**

**Attack**

The attack man’s responsibility is to score goals. The attack man generally restricts his play to the offensive end of the field. A good attack man demonstrates excellent stick work with both hands and has quick feet to maneuver around the goal. Each team should have three attack men on the field during play.

**Midfield**

The midfielder’s responsibility is to cover the entire field, playing both offense and defense. The midfielder is a key to the transition game, and is often called upon to clear the ball from defense to offense. A good midfielder demonstrates good stick work including throwing, catching, and scooping. Speed and stamina are essential. Each team should have three midfielders on the field.

**Defense**

The defender’s responsibility is to defend the goal. The defenseman generally restricts his play to the defensive end of the field. A good defenseman should be able to react quickly in game situations. Agility and aggressiveness are unnecessary, but great stick work is not essential to be effective. Each team should have three defense men on the field.

**Goal**

The goalie’s responsibility is to protect the goal and stop the opposing team from scoring. A good goalie also leads the defense by reading the situation and directing the defensemen to react. A good goalie should have excellent hand/eye coordination and a strong voice. Quickness, agility, confidence and the ability to concentrate are also essential. Each team has one goalie in the goal during play.

**Lacrosse Equipment**
The Crosse:

The crosse (lacrosse stick) is made of wood, laminated wood or synthetic material, shaped net at the end. The crosse must be an overall length of 40-42 inches for attack men and midfielders, or 52-72 inches for defensemen. The head of the crosse must be 6.5-10 inches wide, except a goalie's crosse which may be 10-12 inches wide. The pocket of a crosse shall be deemed illegal if the top of lacrosse ball, when placed in the head of the crosse, is below the bottom edge of the side wall.

The ball:

The ball must be made of solid rubber and can be white, yellow, or orange.

Lacrosse Rules

Lacrosse is a contact game played by 10 players: a goalie, three defensemen, three midfielders, and three attack men. The object of the game is to shoot the ball into the opponent’s goal. The team scoring the most wins.

Each team must keep at least four players, including the goalie, in its defensive half of the field and three in its offensive half. Three players (midfielders) may roam the field.

The players take their positions on the field: four in the defensive clearing area, one at the center, two in the wing areas and three in their attack goal area.

Lacrosse begins with a face-off. The ball is place between the sticks of two squatting players at the center of the field. The official blows the whistle to begin play. Each face-off player tries to control the ball. The players in the wing areas can run after the ball when the whistle sounds. The other players must wait until one player has gained possession of the ball, or the ball has crossed a goal area line, before they can release.

Center face-offs are also used at the start of each quarter and after a goal is scored. Field players must use their cresses to pass, catch and run with the ball. Only the goalkeeper may touch the ball with his hands. A player may gain possession of the ball dislodging it from an opponent’s crosse with a stick check. A stick check is the controlled poking and slapping of the stick and gloved hands of the player in possession of the ball.

If the ball or a player in possession of the ball goes out of bounds, the other team is awarded possession. If the ball goes out of bounds after an unsuccessful shot, the player nearest to the ball when and where it goes out of bounds is awarded possession.

An attacking player cannot enter the crease around the goal, but may reach in with his stick to scoop a loose ball. A referee, umpire and field judge supervise field play. A chief bench official, time keepers and scorers assist.
<table>
<thead>
<tr>
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<td><em>Always catches in the basket of the stick</em></td>
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**Lacrosse Quiz (Sample)**

1. On a free position players may run, pass or shoot.
a. True
b. False

2. Goalkeepers may use any body part to keep the ball out of the goal.
   a. True
   b. False

3. The 8 meter arc is where all draws and face offs are held.
   a. True
   b. False

4. Women lacrosse defensive players use the same type of stick as the other
   players on the field.
   a. True
   b. False

5. In men's lacrosse, you may kick the ball and cover it with your stick.
   a. True
   b. False

6. The lacrosse ball is made of solid rubber.
   a. True
   b. False

7. In a woman's lacrosse game when a foul occurs, the player who is fouled is allowed a free shot at the
   goal.
   a. True
   b. False

8. A defensive player may reach into the crease with his stick to scoop a loose ball.
   a. True
   b. False

9. All players may touch the ball with their hands.
   a. True
   b. False

10. A goal counts even if an attacking player is inside the goal crease.
    a. True
    b. False

11. When the whistle blows to indicate a penalty all players must remain still in women's lacrosse.
    a. True
    b. False

12. 10 to 20 goals may be scored in a typical lacrosse game.
    a. True
    b. False

13. In men's lacrosse, each team must keep at least 4 players in its defending half of the field.
    a. True
Level 3:

14. Your little brother or sister wants you to teach them to play lacrosse. List 3 cues to teach them the following skills: cradle, scoop, throw and catch.

Level 4:
Soccer Study Guide/Vocabulary

Vocabulary:
DIRECT FREE KICK: a free kick from which a goal may be scored against an opponent without a second player touching the ball

GOALKEEPER: the only designated player of each team who may handle the ball within his/her own penalty area

INDIRECT FREE KICK: a free kick from which a goal may not be scored unless the ball is played or touched by another player of either team

PENALTY KICK: awarded when a foul, which ordinarily results in a direct free kick, occurs within the offending team’s penalty area

TOUCH LINE: another name for the sidelines

GOAL LINE: another name for the end line

CORNER KICK: awarded to the attacking team when the entire ball passes over the goal line excluding the area between the goal posts having last been touched by the defending team

GOAL KICK: awarded to the defending team when the entire ball crosses the goal line, excluding the area between the posts, having last been touched by the attacking team

THROW IN: awarded to a team when the opposing team last touches the ball before the entire ball passes beyond the touch line either on the ground or in the air.

OFF SIDES: a player is off sides when they are on their opponents ½ of the field, nearer to their opponent’s goal than the ball & closer to the goal than 2 defensive players & the ball is played to them. All the above must be satisfied for the call to be made

Playing the Game

The length of a varsity game shall be two 40 minute halves

The game shall be played with 2 teams, each consisting of not more than 11 players, one of which shall be the goalkeeper

Substitutions are unlimited and shall occur:
  a. between periods
  b. on a goal kick
  c. when a goal is scored
  d. when a player is cautioned
  e. when a player is disqualified
f. when an injured player is attended to on the field

A kickoff shall initiate play at the start of each period and after goals. The ball shall be kicked when it is still and placed in the center of the field. The ball shall not be considered in play until it moves forward one rotation. After the kickoff any player except the one who kicked off may play the ball. The kicker may not play the ball until another player on either team has played it.

The ball is out of play when it has completely crossed a goal line or touch line whether on the ground or in the air

A goal is one point

A goal is scored when the entire ball passes legally beyond the goal line between the goal posts and under the crossbar. A goal may be scored directly from:
1. direct free kick
2. penalty kick
3. corner kick
4. drop ball
5. goalkeeper’s throw, punt or drop kick

A goal may not be scored during play directly from a kickoff, indirect free kick, goal kick, throw-in, or a free kick into a team’s own goal.

Goalkeepers are allowed 6 seconds once they gain control of the ball in their hands, to disperse the ball. They may only use their hands inside the penalty area.

Direct free kicks are awarded with fouls resulting in contact are committed. Examples would include: tripping, hand balls, holding, pushing, or charging

Indirect free kicks are awarded for non contact fouls or violations. Examples would be: obstruction, dangerous play with out contact, too many steps by the goalkeeper, off sides

All direct and indirect kicks with the exception of penalty kicks and kickoffs, are taken from the spot of the foul or infraction. Any player of the offended team may take the kick. Opposing players must be at least 10 yards from the ball until it is kicked unless they are standing on their own goal line between the goal posts. If the free kick is awarded to the defending team in their own penalty area, the opposing players must be outside the penalty area in addition to being 10 yards from the ball and must remain there until the ball clears the penalty area.
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| **Strategy** | *Recognizes strengths and weaknesses of opponents and attempts to exploit them all of the time*  
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*Does not apply front to back and side to side strategy when appropriate*  
*Does not use a variety of shots* | *There is no evidence or demonstration of student learning* |
| **Skills** | *Can dribble with both the right and left foot*  
*Can shoot with the right and left foot*  
*Can trap and pass consistently* | *Can dribble with both the right and left foot most of the time*  
*Can shoot with the right and left foot most of the time*  
*Can trap and pass most of the time* | *Can dribble with both the right and left foot sometimes*  
*Can shoot with the right and left foot sometimes*  
*Can trap and pass consistently sometimes* | *Can dribble with both the right and left foot rarely*  
*Can shoot with the right and left foot rarely*  
*Can trap and pass consistently rarely* | *There is no evidence or demonstration of student learning* |
| **Rules Application** | *Applies rules appropriately in a game setting* | *Applies rules appropriately in a game setting most of the time* | *Rarely applies rules appropriately in a game setting* | *Never applies rules appropriately in a game setting* | *There is no evidence or demonstration of student learning* |

**Sample Soccer Quiz**

1. If you were to play soccer, what position would you want to play and why?
2. The soccer field dimensions are _______ to _______ yards wide  
by _______ to _______ yards long.

101
3. What other part(s) of the body can be used to stop the soccer ball besides the foot.
   a. Head
   b. Hand
   c. Chest
   d. Knee
   e. All except B

4. Basic skills used in soccer are:
   a. kicking
   b. dribbling
   c. trapping
   d. all of the above

5. Number of points scored for a goal in soccer.
   a. 1
   b. 3
   c. 5
   d. 6

6. What are soccer shoes commonly called?
   a. pumps
   b. sticks
   c. cleats
   d. clogs

7. In indoor soccer there are no goalies.
   a. True
   b. False
8. What is considered the player's most important piece of equipment?

9. In soccer the side boundaries are called sidelines.
   a. True
   b. False

10. Which of the following is NOT considered standard soccer equipment?
    a. shinguards
    b. helmet
    c. shorts
    d. cleats

11. Which of the following is NOT permitted on the soccer field?
    a. shin-guards
    b. earrings
    c. shorts
    d. cleats

12. The 3-4-3 formation for a soccer team is:
    a. 4 forwards, 3 midfielders, 3 defenders
    b. 3 defenders, 4 midfielders, 3 forwards
    c. 4 defenders, 3 forwards, 3 midfielders

13. What are three physical benefits of playing soccer?

14. What occurs to start a soccer game? ____________________________

15. The longest line on the soccer field is the side line.
   a. True
   b. False

16. What is used to mark the corner of a regulation Soccer field?
17. List all player positions on a soccer team.

18. What are the two most common colors found on a soccer ball?
   a. green & white
   b. blue & white
   c. black & white
   d. orange & white

19. What is it called when you move the ball from one teammate to the other on the soccer field? ______________________

20. With what part of the foot are you supposed to kick the soccer ball?
   a. Sole/Bottom of foot
   b. Heel
   c. Toe
   d. Shoelaces/Top of foot

21. What player is allowed to pick up the ball while it is on the soccer field?
   a. Sweeper
   b. Left Forward
   c. Goal Keeper
   d. Right Full Back

Soccer Field Diagram
Team Handball

(Sample) TEAM HANDBALL STUDY GUIDE

I. Origin
   A. Originated in Europe in 1920.
   B. Became an Olympic sport in men’s events in the 1972 Munich Games.
C. Included as women’s event in the 1976 Montreal Games.
D. Fast paced game played by all ages, indoors and outdoors.
E. Combines the elements of soccer, basketball, hockey, and water polo.

II. Playing Area

A. 20 meters x 40 meters.
B. 6 meter line – goalkeeper area (3 point circle). Neither attacking nor defending players are allowed in the goal area. If your follow through takes you into the goal area, you must exit immediately and not make contact with the goalie.
C. 7 meter line – penalty shot – one on one with goalie. One foot must be in contact with the floor.
D. 9 meter line – free throw line, used to put the ball back in to play after a minor foul.
E. 4 meter line – goalie cannot go passed this point.
F. Centerline – attacking team starts the game here and restarts play after each goal.

III. Fundamental Skills - Passing and catching are the most important components of ball control.

A. Passing
   a. Jump pass – in the air over the defense. One hand only.
   b. Overhand pass – spread fingers across the ball and grip with fingertips. Similar to a baseball throw from the outfield.
   c. Wrist pass – hold ball with 2 hands, allows quick passes without moving the torso. Step laterally, flip wrist. Push the ball with the thumb. Hold ball on top.

B. Catching – two hands for ball control, above and below the waist.

C. Offensive success revolves around a team’s ability to move the move the ball quickly and accurately from player to player.

D. Keep the ball moving.

E. Play the ball, not the opponent.

IV. Rules

A. Players – 7 players per team, 6 court players and 1 goalie
B. Passive Play – It is illegal to keep the ball in a team’s possession without making an attempt to attack and try to score.
C. Throw off – game begins with a throw off. Each team begins the game in its own half of the court.
D. Scoring a goal – occurs when the entire ball crosses the goal line, inside the goal.
E. Playing the Ball – A player is allowed to:
   a. run with the ball 3 steps. Violation for more than 3 steps is a free throw.
   b. hold the ball for less than 3 seconds. Violation for more than 3 seconds is a free throw.
c. unlimited dribble with 3 steps allowed before and after dribbling. No double dribbling.

F. A player is NOT allowed to:
   a. endanger an opponent with the ball
   b. pull, hit, or punch the ball out of the hands of an opponent.
   c. contact the ball below the knee.
   d. dive on the floor for a rolling or stationary ball.

TEAM HANDBALL - RUBRIC

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108
### Court/Field Positioning
- Remains in critical portions of the court at all times
- Recognizes when offensive and defensive positions should be assumed at all times
- Attempts to move opponents from good court positioning at all times
- **Remains in critical portions of the court most of the time**
- **Recognizes when offensive and defensive positions should be assumed most of the time**
- **Attempts to move opponents from good court positioning most of the time**
- **Does not remain in critical portions of the court**
- **Does not recognize when offensive and defensive positions should be assumed**
- **Does not attempt to move opponents from good court positioning**
- **There is no evidence or demonstration of student learning**

### Court/Field Movement
- Quickly moves into different positions all the time
- Following a court/field event, quickly moves back to a neutral position all the time
- Begins to anticipate opponents all the time
- **Quickly moves into different positions most of the time**
- **Following a court/field event, quickly moves back to a neutral position most of the time**
- **Begins to anticipate opponents most of the time**
- **Does not move quickly into different positions**
- **Does not quickly moves back to a neutral position after a court/field event**
- **Does not anticipate opponents**
- **There is no evidence or demonstration of student learning**

### Strategy
- Recognizes strengths and weaknesses of opponents and attempts to exploit them all of the time
- Applies front to back and side to side strategy when appropriate
- Uses a variety of shots all the time
- **Recognizes strengths and weaknesses of opponents and attempts to exploit them most of the time**
- **Rarely applies front to back and side to side strategy when appropriate**
- **Uses a variety of shots most of the time**
- **Does not recognize strengths and weaknesses of opponents and does not attempt to exploit them**
- **Does not apply front to back and side to side strategy when appropriate**
- **Does not use a variety of shots**
- **There is no evidence or demonstration of student learning**

### Skills
- Always holds ball correctly
- Always throws ball to target
- Always catches the ball properly
- **Holds ball correctly most of the time**
- **Seldom throws ball to target**
- **Sometimes catches the ball properly**
- **Never holds ball correctly**
- **Never throws ball to target**
- **Never catches the ball properly**
- **There is no evidence or demonstration of student learning**

### Rules Application
- Applies rules appropriately in a game setting
- **Applies rules appropriately in a game setting most of the time**
- **Rarely applies rules appropriately in a game setting**
- **Never applies rules appropriately in a game setting**
- **There is no evidence or demonstration of student learning**

---

**Name:**

**Sample Team Handball Quiz**

**True/False (A=True, B=False)**
1. The game is started with a jump ball.
2. You may dribble the ball 3 times and then take 3 steps before passing the ball.
3. You have unlimited time to pass the ball.
4. All passes must be chest passes.
5. To score, the ball must be thrown two-handed.
6. The scoring team receives the ball after scoring.
7. A goal counts as one point.
8. A shot may rebound off the floor and into the goal for a score.
9. Team handball is not an Olympic sport.
10. A free throw is taken when a player is tripped.
11. A penalty throw is taken when there is unsportsmanlike conduct.
12. A defensive player may go into the goal area to help the goalie.
13. A team consists of 7 players which includes the goalie.
14. During a penalty throw only the goalie may stop the ball.
15. Team handball is a combination of soccer, basketball, and hockey components.
16. All players must be at least 2 meters away from the passer during a free throw.

Give the correct call. Write the letter of the correct call in the blank.
A=Penalty Throw   B=Throw in   C=Penalty Box   D= No Call continue play

17. Repeated unsportsmanlike fouls by the same player.
18. Defensive player (not the goalie) goes into the goal area.
19. Offensive player lands in the goal area after throwing the ball for a score.
20. Kicking the ball.
21. Pushing an opposing player from behind.
22. Taking more than 3 steps at a time with the ball.
23. Double dribble.
24. A player takes 2 seconds to throw the ball.
25. A defensive player steals the ball without making contact with the opposing player.
Volleyball
- Rally scoring
- Games go to 25
- Win by 2

**ILLEGAL HITS**
- CARRY- Momentarily holding the ball
- LIFT- contacting the ball with an open palm faces an upward direction below the waist
- BLOCKING OR SPIKING SERVES
- DOUBLE HIT- contacting the ball twice by the same person

**RULES**
- Any ball that lands on the line is good
- Only 3 hits are allowed on a side
- The ball may not be played off the curtain or wall
- If the ball hits an obstruction it is only playable when it comes back down on the side it originated from (as long as it is not the third hit)
- Service must be from behind the service line. Stepping on or over the service line while contacting the ball on a serve is a fault (or foot fault)
- If the ball hits the net and goes over on the service, it is a live ball.
- A regulation volleyball game has 6 people per side of the net.

**KEY TERMS**
- Bump, set, spike—three hit progression
- Lift, shift, punch (hit)—three key points of an overhand serve

**CLASSROOM RULES**
- Do not spike a serve
- If it hits the ceiling on your side, play it, the other side, it is out.
- Roll the ball under the net
- Rotate into the serving position
- Do not kick the Volleyball

**HISTORY OF VOLLEYBALL**
- **In 1995, the sport of Volleyball was 100 years old!**
  - The sport originated in the United States, and is now just achieving the type of popularity in the U.S. that it has received on a global basis, where it ranks behind only soccer among participation sports.
  - Today there are more than 46 million Americans who play volleyball. There are 800 million players worldwide who play Volleyball at least once a week.
- **In 1895, William G. Morgan, an instructor at the Young Men's Christian Association (YMCA) in Holyoke, Mass., decided to blend elements of basketball, baseball, tennis, and handball to create a game for his classes of businessmen which would demand less physical
contact than basketball. He created the game of Volleyball (at that time called mintonette). Morgan borrowed the net from tennis, and raised it 6 feet 6 inches above the floor, just above the average man's head.

- During a demonstration game, someone remarked to Morgan that the players seemed to be volleying the ball back and forth over the net, and perhaps "volleyball" would be a more descriptive name for the sport.

**VOCABULARY**

- **Ace** - a serve that results directly in a point, usually when the ball hits the floor untouched on the receiving teams side of the court
- **Assist** - passing or setting the ball to a teammate who attacks the ball for a kill
- **Back row** - the three players who court position is near the baseline
- **Block** - a defensive play by one or more of the front row players meant to intercept a spiked ball
- **Bump** - descriptive term for a forearm pass
- **Carry** - momentarily holding the ball
- **Dig** - passing a spiked or rapidly hit ball
- **Double hit** - contacting the ball twice by the same person, illegal
- **Foul** - a violation of the rules
- **Front row** - three players whose court position is near the net
- **Lift** - contacting the ball with an open palm; faces in an upward position
- **Pass** - receiving a serve or the first contact of the ball with the intent to control the ball to another player
- **Rally scoring** - scoring method where points can be won by the serving or receiving team
- **Set** - the tactical skill in which a ball is directed to a point where a player can spike it into the opponent's court. Proper form would require the elbows to be away from the body, not tucked in tight.
- **Side out** - when the receiving wins the rally, they gain the right to serve
- **Spike** - a ball contacted with force by a player on the offensive team who intends to terminate the ball on the opponent's floor or off the opponent's blocker

**VOLLEYBALL**

113
## Volleyball Rubric

<table>
<thead>
<tr>
<th>Skill</th>
<th>4-Advanced</th>
<th>3-Proficient</th>
<th>2-Basic</th>
<th>1-Below Basic</th>
<th>0-Failing</th>
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<tbody>
<tr>
<td><strong>Court/Field Positioning</strong></td>
<td><em>Remains in critical portions of the court at all times</em>&lt;br&gt;<em>Recognizes when offensive and defensive positions should be assumed at all times</em>&lt;br&gt;<em>Attempts to move opponents from good court positioning at all times</em></td>
<td><em>Remains in critical portions of the court most of the time</em>&lt;br&gt;<em>Recognizes when offensive and defensive positions should be assumed most of the time</em>&lt;br&gt;<em>Attempts to move opponents from good court positioning most of the time</em></td>
<td><em>Rarely remains in critical portions of the court</em>&lt;br&gt;<em>Rarely recognizes when offensive and defensive positions should be assumed</em>&lt;br&gt;<em>Rarely attempts to move opponents from good court positioning</em></td>
<td><em>Does not remain in critical portions of the court</em>&lt;br&gt;<em>Does not recognize when offensive and defensive positions should be assumed</em>&lt;br&gt;<em>Does not attempt to move opponents from good court positioning</em></td>
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<td><em>Rarely moves quickly into different positions</em>&lt;br&gt;<em>Rarely moves quickly back to a neutral position after a court/field event</em>&lt;br&gt;<em>Rarely anticipates opponents</em></td>
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<td><strong>Skills</strong></td>
<td><em>Performs the forearm pass correctly and consistently</em>&lt;br&gt;<em>Performs the overhead set correctly and consistently</em>&lt;br&gt;<em>Performs the overhand serve correctly and consistently</em></td>
<td><em>Occasionally performs the forearm pass correctly</em>&lt;br&gt;<em>Occasionally performs the overhead set correctly</em>&lt;br&gt;<em>Occasionally performs the overhand serve correctly</em></td>
<td><em>Rarely performs the forearm pass</em>&lt;br&gt;<em>Rarely performs the overhead set</em>&lt;br&gt;<em>Rarely performs the overhand serve</em></td>
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### Volleyball – Standard 1 Checklist Assessments (Sample)

**Skill 1: Serving (overhand)**
Level 2: Student uses proper technique (toss, arm swing, and follow through). Majority of serves go over the net and land inbounds. Student lacks directional control and velocity on serve.

Level 3: Student uses proper technique (toss, arm swing, and follow through). Majority of serves go over the net and land inbounds. Student demonstrates moderate directional control and can increase the velocity on the serve.

Level 4: Student uses proper technique (toss, arm swing, and follow through). Majority of serves go over the net and land inbounds. Student demonstrates consistent directional control and has ability to change up velocity on the serve.

Skill 2: Passing

Level 2: Student uses proper technique (interlocked hands, straight arms, knees bent). Student is able to make contact with the ball and get it into the air on a consistent basis.

Level 3: Student uses proper technique (interlocked hands, straight arms, knees bent). Student makes contact with the ball, demonstrating moderate directional control, with adequate trajectory for setting the next hit.

Level 4: Student uses proper technique (interlocked hands, straight arms, knees bent). Student makes contact with the ball demonstrating excellent directional control with high trajectory for setting the next hit.

Skill 3: Overhead Pass (Set)

Level 2: Student uses proper technique (hands above head, finger tips). Student passes ball into the air but lacks directional control and consistent trajectory for quality kill attempts.

Level 3: Student uses proper technique (hands above head, finger tips). Student passes ball into the air and demonstrates moderate directional control and with improved trajectory for quality kill attempts.

Level 4: Student uses proper technique (hands above head, finger tips). Student passes ball into the air and demonstrates superior directional control and trajectory for quality kill attempts.

Sample Volleyball Quiz

Name: __________________________
1. defense system  a. 4-2
2. save  b. the setter is on the side opposite the hitter’s hitting hand
3. offensive system  c. offensive drop shot
d. left front position
4. “roof”
e. 2-1-3
5. off-hand spike  
6. kill  
f. blockers have their hands over the net
g. one-arm desperation play to save a hard driven ball
7. dink  
h. the setter is on the hitter’s strong-arm side
8. strong side right hander  
i. no spin
9. strong side left hander  
j. a spiked ball that isn’t returned
10. topspin  
k. ball will float
11. W-formation  
l. puts topspin on the ball
12. back set  
m. ball will drop
13. bump  
n. right front position
14. off-speed hit  
o. transfers forward momentum into upward momentum
15. free ball  
p. setter sets the ball over a head to the player
16. opening up  
q. an easy return from the opponent
17. side out  
r. a serve that is not returned
18. crosscourt  
s. serve reception
19. double hit  
t. turning to face the player who is playing the ball
20. floater  
u. a spike directed diagonally to the longest part of the court
21. wrist snap  
w. hand position of the blocker closet to sideline
22. heel plant  
x. a player plays the ball twice in succession
23. open hand  
y. a spike that is hit after the speed of the striking arm greatly repeated
24. ace  
25. turn outside hand in  

Multiple Choice; Circle the best answer.

26. The main difference in execution between the floater and the topspin serve is  
   a. how you stand in relation to the net in the ready position
   b. where you contact the ball and how you follow through
   c. in how you swing your hitting arm
   d. how high you release the ball on the toss

27. The reason for a player being unsuccessful in serving accurately with an overhand is  
   a. no weight shift   b. poor ball toss   c. no backswing   d. no arm extension   e. all of the above

28. An on-hand spike is  
   a. always performed by the right forward
   b. hit on the opposite side of your body as the approaching set
   c. hit without an approach
   d. hit on the same side of your body as the approaching net

29. Once the serve is passed to the setter, the setter should make every effort to the ball using  
   a. an overhand pass   b. an underhand pass   c. a block   d. a spike

30. A ball that is served to the opponent and hits the court in bounds without anyone hitting it is called  
   a. a kill   b. a perfect serve   c. an ace   d. a spike
31. A ball not spiked by your opponent but returned to you high and easy is called
   a. a block    b. a free ball    c. a cake    d. a base defense

32. When your opponent plays the ball and you are waiting to see what they will do, you should be in
   a. serve reception formation    b. free ball formation
   c. base defensive formation    d. block + 2-1-3 defensive formation

33. When spiking a ball, the ball is contacted with
   a. the heel of an open hand    b. the fingertips
   c. the side of a closed fist    d. the front of a closed fist

34. The most accurate method of playing the ball is
   a. the block    b. the overhead pass    c. the spike    d. the forearm pass

35. The reason the floater server moves during flight is because
   a. the ball has no spin on it    b. the ball has topspin on it
   c. the ball has backspin    d. the ball is hit with a closed fist

36. When performing a forearm pass, the arms generally
   a. swing upward with force    b. make contact at shoulder level
   c. remain almost stationary    d. follow through above the shoulders

37. The term used describe one team’s losing the serve is
   a. hand out    b. side out    c. point    d. rotation

38. When the right back has called for the ball, indicating to his/her teammates that he/she will receive the
   serve, all of his teammates should
   a. open up to the right back    b. run toward the right back to help out
   c. get ready for the 2-1-3 formation    d. call the lines for him/her

39. The serve is approaching the left back of the receiving team. The person who has the prime
   responsibility of calling the ball out over the end line is the (see diagram)
   a. LF    b. LB    c. RB    d. CB

40. The following are all in defensive plays, expect for
   a. a spike    b. a block    c. a dig    d. a save

41. All of the following terms are associated with the spike, except
   a. off-hand    b. cushioning    c. off-speed    d. step-close take off

42. The primary responsibility of the center back in the 2-1-3 defensive alignment is
   a. to dig the spike    b. to block the spike
   c. to pick up all dinks that come over the block    d. not to play the ball, if at all possible

43. The purpose of the heel plant in the spike is to
   a. avoid too much force on the toes    b. change forward momentum
   c. prevent wear and tear on the soles of your sneakers    d. help you get greater arm swing
Broad Team Sports Quiz

Sample Team Sports Quiz
Name__________________

This test contains several questions from activities that we have participated in during the past semester. Each question is worth 4 points. Read each question completely before answering.

1. THE PACER TEST MEASURES THE FITNESS LEVEL OF:
   a. muscular strength  b. flexibility  c. coordination  d. heart, lungs, muscles.

2. THE ONE-MINUTE SIT-UP TEST MEASURES STRENGTH IN THE:
   a. legs  b. back  c. neck and shoulders  d. abdominal area

3. THE PUSH-UP TEST MEASURES STRENGTH AND ENDURANCE IN THE:
   a. legs  b. abdominal area  c. upper body  d. lower body

4. THE SIT AND REACH TEST MEASURES FLEXIBILITY IN WHAT AREA:
   a. neck and shoulders  b. upper back  c. hamstring muscles and lower back  d. hands and wrists

5. THE WALL - SIT TEST MEASURES STRENGTH IN THE:
   a. upper back  b. shoulders and neck  c. arms and chest  d. legs, hips, and knees

6. In the game of ULTIMATE FRISBEE a goal is scored when an offensive player has both feet in the end zone (behind basketball line) after receiving a pass from a teammate.
   a. T  b. F

7. In the game of ULTIMATE FRISBEE the defensive team gains possession whenever the offensive team’s pass is incomplete, intercepted, knocked down, or goes out of bounds.
   a. T  b. F

8. In the game of FLOOR HOCKEY the goalie may use either hands or stick to clear puck away from the goal.
   a. T  b. F

9. In the game of FLOOR HOCKEY it is considered a foul when you contact an opposing player with the stick above the shoulder.
   a. T  b. F

10. MAT BALL is a great game that will help increase your ________________.
    a. muscular endurance  b. abdominal strength  c. cardiovascular endurance  d. emotional strength
11. In the game of MAT BALL runners must tag up when fly balls are caught?
   a. T  b. F

12. In the game of BASKETBALL there are how many players on the court at the same time, per team?
   a. 3  b. 5  c. 7  d. 10

13. In BASKETBALL, a field goal is worth how many points?
   a. 1  b. 2  c. 3  d. both b & c

14. In BADMINTON, the server must always serve cross-court?
   a. T  b. F

15. In BADMINTON, the serve is always an underhand serve?
   a. T  b. F

16. In VOLLEYBALL balls landing on the sideline are considered out-of-bounds?
   a. T  b. F

17. In VOLLEYBALL the server is the player in the __________ position on the court?
   a. left back  b. right back  c. center  d. middle front

18. In SOCCER you cannot score a goal directly from a kick off.
   a. T  b. F

19. In SOCCER a goal is scored when ______.
   a. the ball hits the goalie  b. the ball goes over the end line  c. the whole ball crosses the goal line between the two goals posts and underneath the cross bar.
   d. none of the above

20. In FLAG FOOTBALL the only legal way to stop the play of the offensive player with the ball is to:
   a. get in the way  c. remove the offensive players flag
   b. tackle the offensive player  d. de-pants the offensive player

21. In FLAG FOOTBALL an interception is when an:
a. offensive player catches the ball  
b. the quarterback runs with the ball  
c. a defensive player intercepts the ball in the air  
d. the ball bounces off the ground  

22. In the game of SIX BASE how many players are allowed on a base at a time?  
   a. 6  
   b. as many as you want  
   c. 3  
   d. 1  

23. In the game of SIX BASE bases are placed in what pattern?  
   a. X X X  
   b. X X  
   c. X  
   d. XXXXXX  

24. For the following question please select the answer that is not required to earn daily grade points for physical education.  
   a. dress daily  
   b. be on time  
   c. participate daily  
   d. sitting or standing against the wall  

25. To successfully complete physical education requirements students must pass how many semesters of physical education?  
   a. 1  
   b. 2  
   c. 4  
   d. P.E. is not required for graduation
Lifetime Sports Course Description

*This course is offered to 10-12\textsuperscript{th} grade students. Students will learn a variety of rules, skills, fundamentals and strategies in a variety of
individual and dual sport activities. Safety and sportsmanship will be emphasized. Activities include, but are not limited to: badminton, pickle ball, tennis, bowling, archery, table tennis and other individual and dual sports. District mandated fitnessgram will be administered in pre- and post- test form.

**Lifetime Sports Course Outcomes**

01 Demonstrates the transition from offense to defense and applies proper techniques of skills
02 Explains appropriate tactical decisions in a variety of games.
03 Demonstrates the use of appropriate strategies for effecting behavior change regarding physical activity among adults.
04 Assesses and maintains appropriate levels of physical fitness in terms of: cardioresearchy endurance, muscular strength and endurance, flexibility and body composition necessary for a healthy and productive life.
05 Chooses to participate in an activity because of personal enjoyment rather than only when friends are participating.
06 Identifies reasons to participate in physical activity (e.g. health, enjoyment, challenge, self-expression, and social interaction).

**Lifetime Sports Scope and Sequence**

**Archery**

1. Demonstrates the appropriate technique; stringing and unstringing the bow, address the target, hocking the arrow, drawing the bowstring, aim, and releasing the arrow.
2. Written test; rules, scoring, etiquette, terms, origin, development, safety

**Badminton**

1. Demonstrates the appropriate techniques; serve, shots (drop, high clear, lob, drive), swings (underhand, overhand, side arm).
2. Game play.
3. Written test; equipment, rules, history, strategy, etiquette, terms, safety.

**Bowling**

1. Approach; 3 step, 4 step, 5 step
2. Release; straight ball or hook ball
3. Written test; equipment, etiquette, clothing, pin and spot bowling, rules, scoring, identify areas, safety

**Deck Tennis**

1. Equipment; ring, net
2. Serves and throws; underhand, inside out
3. Game play and strategy
4. Written test; origin, rules, skills, terms, scoring, strategies, safety

**Frisbee/Frisbee Golf**

1. Toss and types of toss
2. Rules and Regulations
3. Catch
4. Target Strategy
5. Individual Play
6. Written test; rules, terms, scoring, etiquette, origin, safety

**Golf**

1. Grip; overlap, interlock
2. Putting; grip and stance
3. Stance, address the ball, swing
4. Equipment
5. Etiquette and safety
6. Written test; equipment, origin, regulations, scoring, strategies, terms, safety

**Paddleball**

1. Demonstrate techniques; forehand and backhand stroke, serve to appropriate area, and lob
2. Written test; origin, equipment, rules, regulation, strategy, scoring, safety, terms
Shuffleboard

1. Terms; stick, slide handling, scoring, disc
2. Written test; origin, rules, scoring, strategy, terms, safety

Table Tennis/Ping Pong

1. Demonstrate the ability to; serve, return, forehand, backhand
2. Game play and strategy
3. Singles and doubles play
4. Written test; origin, etiquette, equipment, regulations, strategy, skills, scoring, safety

Tennis/Pickleball

1. Demonstrates the ability to; forehand, backhand, serve, return, volley, lob, overhead
2. Game play and strategy
3. Singles and doubles, court management
4. Written test; origin, court, rules, regulations, strategy, terms, etiquette, safety

Track and Field

1. Demonstrates the ability to; run, jump, sprint, distance, hurdle, throw, relays, hand offs, starting blocks
2. Written test; origin, skills, strategy, terms, regulations, rules, safety

Lifetime Sports Potential Units of Study

Archery
archery.org
Badminton
usabadminton.org
Bocce Ball
   bocce.com
Bowling
   bowlingindex.com
Cardio/Bikes

Darts
   mostdartgames.com
Deck Tennis
   mastersgames.com
Frisbee golf
   pdga.com
Golf
   teachkidsgolf.com
Handball
   usateamhandball.org
Horseshoes
   horseshoepitching.com
Juggling
   juggling.org
Jump Roping
Orienteering
   orienteering.org
Pickleball
   usapa.org
Racquetball
  usra.org
Shuffle Board
   shuffleboardfederation.com
Table Tennis
   usatt.org
Tennis
   uestennis.com
Track and Field
   usatf.com

**Lifetime Sports – Proficiency Scale**

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126
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Student can...</th>
<th>Student can...</th>
<th>Student can...</th>
<th>Minimal achievement with assistance from someone else.</th>
<th>Attempted and failed.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1</strong></td>
<td>Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</td>
<td>perform the required skills and the advanced skills without assistance in a game or competitive setting.</td>
<td>perform the required skills and some advanced skills without assistance in isolation or in a practice setting.</td>
<td>perform basic skills without assistance in isolation or in a practice setting.</td>
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<tr>
<td><strong>Standard 2</strong></td>
<td>Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</td>
<td>has thorough understanding of concepts, vocabulary and strategies, and can apply them in game or competitive situations.</td>
<td>has understanding of concepts and vocabulary and can apply them in practice situations but has difficulty applying them in game or competitive situations.</td>
<td>has a minimal understanding of basic concepts and vocabulary but has difficulty applying them in practice situations.</td>
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</tr>
<tr>
<td><strong>Standard 3</strong></td>
<td>Participates regularly in physical activity.</td>
<td>is prepared and participates in all activities and makes an effort to improve their skills and abilities. Student also helps others improve their skill or ability.</td>
<td>is prepared and participates in all activities and makes an effort to improve their skills and abilities.</td>
<td>is prepared in all activities, but makes minimal effort to improve.</td>
<td></td>
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</tr>
<tr>
<td><strong>Standard 4</strong></td>
<td>Achieves and maintains a health enhancing level of physical fitness.</td>
<td>demonstrates an understanding of healthy living concepts. Student creates a fitness plan which significantly improves their level of fitness.</td>
<td>understands healthy living concepts. Student can create a plan to maintain their current level of fitness.</td>
<td>has a basic understanding of healthy living concepts. Student struggles to maintain current fitness levels.</td>
<td></td>
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</tr>
</tbody>
</table>
Archery

Sample Archery Study Guide

Archery Range Rules
1. Know and obey all range commands.
2. Keep your arrows in your quiver until you are told to shoot.
3. Only use the arrows the instructor gave you, and remember what they look like.
4. Always keep your arrows pointed down or towards the target. Shoot only at your target.
5. If you dropped an arrow, leave it on the ground until you are told to get your arrows.
6. Always walk at the archery range.

Archery Range Whistle Commands

Two Blasts- “Archers to the shooting line.”
One Blast- “Begin shooting.”
Three Blasts- “Walk forward and get your arrows.”
Four or more blasts (Series of blasts)- “Stop Shooting” Immediately, ‘let’ down your arrow, put the arrow back in the quiver, place bow back on rack and return behind the waiting line.

Archery Range Procedures

1. Stand behind the waiting line until you hear 2 whistles or “Archers to the shooting line.” Pickup your bow and straddle the shooting line.
2. Keep your arrows in your quiver until you hear 1 whistle or “Began shooting”.
3. After you have shot all your arrows, stay standing where you are and wait.
4. After everyone is done shooting the instructor will blow the whistle 3 times. “Walk forward to get your arrows stopping at the target line”.

Pulling your arrows out

1. One archer at a time walks up to the target. Stand to the side of the target and make sure that no is standing behind you arrows.
2. Pull your arrows straight out one at a time and put them in your quiver.
3. After you have walked your arrows back to the quiver return to the waiting line.

9 Steps of shooting

1. Stance- place one foot one each side of the shooting line with feet shoulder width apart.
2. Nock- place the arrow on the arrow rest, snapping it on the string below the nock locator.
3. Set- set your bow hand on the grip using only the web and the meaty part of your thumb. Set the first groove of your first 3 fingers around the bowstring creating a hook.
4. Pre-draw- Raise your bow arm towards the target.
5. Draw- draw the string back until your elbow is directly behind the arrow.
6. Anchor- draw the string to the front of your chin or corner of your smile and hold it there.
7. Aim- focus your eyes and concentration on the center of the target
8. Release- release all the tension in your fingers while counting extending bow arm and focusing on target.
9. Follow-through- drawing hand continues back beside neck with fingers relaxed, ending up near shoulder. Continue focusing on the target. Maintain follow-through until the arrow hits the target.

Archery Terms

Aim: Any method used to point the arrow in the direction you want it to go.
Anchor: Consistent placement of the drawing hand to a position on the face, mouth or jaw.

Arrow Rest: The horizontal projection on the bow upon which the arrow lies.

Bow: A device made of a piece of flexible material with a string connecting the two ends, used to propel an arrow.

Draw: To pull the bow string back. Also the distance the bow string is pulled back.

End: A set number of arrows that are shot before going to the target to score and retrieve them, 5 arrows.

Fletching: Also known as the feathers that are attached to the arrow shaft.

Follow Through: Maintaining the motion of the upper body muscles after releasing the string.

Let Down: Returning from full draw to undrawn position with control and not releasing string.

Nock: To place the arrow on the string. Also the attachment to the rear end of an arrow, which is placed on the bow string and holds the arrow on the string.

Nock Locator: The white device that indicates where the arrow is to be placed on the string.

Quiver: The stand on the shooting line that holds the arrows.

Scoring:

Yellow=3 points Red=2 points Blue=1 point Missed=0 points

*An arrow which hits on the line between two colors is scored as the higher of the two.
<table>
<thead>
<tr>
<th>Safety Curtain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Line</td>
</tr>
<tr>
<td>Shooting Line</td>
</tr>
<tr>
<td>Waiting Line</td>
</tr>
<tr>
<td>Archery Rubric</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>Line Positioning</td>
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<tr>
<td>Shooter Movement</td>
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<tr>
<td>Strategy</td>
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<td>Skills</td>
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<tr>
<td>Rules Application</td>
</tr>
</tbody>
</table>
Archery Test

True/False (T=True and F=False)

1. An end in archery consists of shooting six arrows in a row.
2. When shooting your toes should be pointing forward toward the target.
3. The quiver is the device, which holds the arrows when one is shooting.
4. You may use your bow to retrieve an arrow to shoot over if it is within reaching distance.
5. The follow through is where you hold the release position until the arrow lands.
6. Arrows should be nocked only at the shooting line and always pointed away from the targets.
7. One archer at a time walks up to the target to pull out their arrows.
8. When you hear four or more whistle blasts in a row you should finish shooting your arrow then return behind the waiting line.
9. Dry firing a bow is when you make sure it is set at the correct weight for you.
10. The odd colored fletching should always be pointing away from the bow.
11. An arrow that hits on the line between colors is scored as the lower of the two.
12. After 3 whistle blasts you can run to the target line.

Multiple Choice (choose the best answer)

13. In scoring, how many points do you receive for hitting a bull’s eye?
   a. 3  c. 5
   b. 1  d. 4

14. In scoring, how many points do you receive for hitting the black area?
   a. 3  c. 5
   b. 1  d. 2

15. In scoring, how many points do you receive for missing the target?
   a. 0  c. 5
   b. 1  d. 2

16. In scoring, how many points do you receive for missing the target?
   a. 0  c. 5
   b. 1  d. 2

17. To pull the bow string back is known as:
   a. Anchor  c. end
   b. Draw     d. nock

18. The device that indicates where the arrow is to be place on the string is?
   a. End c. Fletching
   b. Nock d. Nock locator

19. The feathers on the arrow that help stabilize the flight of the arrow is called?
   a. End c. Nock
   b. Fletching d. Nock locator
20. How many blasts should you hear before archers walk to the shooting line?  
   a. 2 blasts  
   b. 1 blast  
   c. 3 blast  
   d. 4 blast  

21. How many blasts should you hear before you began shooting?  
   a. 2 blasts  
   b. 1 blast  
   c. 3 blasts  
   d. 4 blasts  

22. How many blasts should you hear before you walk forward to the target line?  
   a. 2 blasts  
   b. 1 blast  
   c. 3 blasts  
   d. 4 blasts  

23. How many blasts should you hear when you stop shooting immediately?  
   a. 2 blasts  
   b. 1 blast  
   c. 3 blasts  
   d. 4 blasts  

24. Which step of shooting, do you raise your bow arm towards the target?  
   a. Set  
   b. pre-draw  
   c. draw  
   d. anchor  

25. Which step of shooting, do you draw the string to the corner of your smile?  
   a. Set  
   b. pre-draw  
   c. draw  
   d. anchor
Badminton
Sample Badminton Study Guide

Court Terms

1. Back court- The back half of the court behind the service line.
2. Baseline- The end boundaries of the court.
3. Forecourt- The area of the court near the net and in front of the service line.
4. Service court- The area into which the serve must be delivered. Its boundaries are the short service line in front; the baseline is in the back, the middle dividing line and sidelines.
5. Short service line- The line 6-1/2’ from the net dividing the fore and back courts.

General Terms

1. Shuttlecock (Birdie) – The thing you hit with the racket.
2. Racket- The thing you use to hit the birdie. It has a face-the stringed end that you strike the birdie with, a neck-shaft, and a grip.
3. Serve- The start of each point. There are rules governing the serve, which we will discuss.
5. Rally- An exchange of strokes back and forth between the players.
6. Smash- A kill shot, used to score a point. It is accomplished by a hard overhead strike.

General Rules

1. The first serve shall be from the right side of the court. If the server scores, the next serve is from the left side of the court, and you keep alternating as long as you keep serving.
2. The serve must be underhand and must go into the diagonal court, or in other words, go across court.
3. The serve must go past the short service line to be good.
4. If a player misses the birdie when serving, you may re-serve it.
5. A player may not reach over the net to hit the birdie; neither may a player touch the net with their racket or their body.
6. Only one hit on a side is allowed to return the birdie.
7. A team can score only when serving.
8. A game is 15 points and you must win by 2 points.
9. If the birdie lands on the line, it is considered in bounds.
<table>
<thead>
<tr>
<th>Badminton Rubric</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>Court/Field Positioning</td>
<td>*Remains in critical portions of the court at all times *Remains in critical portions of the court most of the time *Remains in critical portions of the court some of the time</td>
<td>*Remains in critical portions of the court most of the time *Remains in critical portions of the court some of the time</td>
<td>*Remains in critical portions of the court most of the time *Remains in critical portions of the court some of the time</td>
<td>*Does not remain in critical portions of the court *Does not remain in critical portions of the court some of the time</td>
<td>* There is no evidence or demonstration of student learning</td>
</tr>
<tr>
<td>Court/Field Movement</td>
<td>*Quickly moves into different positions all the time *Quickly moves into different positions most of the time *Quickly moves into different positions some of the time</td>
<td>*Quickly moves into different positions most of the time *Quickly moves into different positions some of the time *Quickly moves into different positions some of the time</td>
<td>*Quickly moves into different positions most of the time *Quickly moves into different positions some of the time *Quickly moves into different positions some of the time</td>
<td>*Does not move quickly into different positions *Does not move quickly into different positions *Does not move quickly into different positions</td>
<td>* There is no evidence or demonstration of student learning</td>
</tr>
<tr>
<td>Strategy</td>
<td>*Recognizes strengths and weaknesses of opponents and attempts to exploit them all of the time *Recognizes strengths and weaknesses of opponents and attempts to exploit them most of the time *Recognizes strengths and weaknesses of opponents and attempts to exploit them some of the time</td>
<td>*Recognizes strengths and weaknesses of opponents and attempts to exploit them most of the time *Recognizes strengths and weaknesses of opponents and attempts to exploit them some of the time</td>
<td>*Recognizes strengths and weaknesses of opponents and attempts to exploit them most of the time *Recognizes strengths and weaknesses of opponents and attempts to exploit them some of the time</td>
<td>*Does not recognize strengths and weaknesses of opponents and does not attempt to exploit them *Does not recognize strengths and weaknesses of opponents and does not attempt to exploit them</td>
<td>* There is no evidence or demonstration of student learning</td>
</tr>
<tr>
<td>Skills</td>
<td>*Always serves underhand *Always controls their racket *Always demonstrates a variety of shots</td>
<td>*Sometimes serves underhand *Sometimes serves underhand *Sometimes serves underhand</td>
<td>*Rarely serves underhand *Rarely serves underhand *Rarely serves underhand</td>
<td>*Never serves underhand *Never serves underhand *Never serves underhand</td>
<td>* There is no evidence or demonstration of student learning</td>
</tr>
</tbody>
</table>
Badminton Quiz

Name: ____________________________

Part I. True/False. If the statement is true mark it with +. If it is false mark it with a 0.

1. A women’s singles game consists of 11 points. A doubles game is 15 points.
2. After the serve is made, either side can score a point.
3. The backhand grip is different from the forehand grip.
4. The server serves 5 times and alternating courts for each serve.
5. In men’s singles, if the score is 14 all, it may be set at 3 points.
6. In doubles, after the serve is returned, the partner can cross the mid-court line.
7. In doubles play, the up and back formation is weak in covering side line shots.
8. In singles, the server will serve from the right-hand court when his score is an odd number.
9. In singles play, the long service line is not used.
10. If the shuttlecock is struck above the waist on the serve, it is a fault.

Part II. Best Answer. Select the best answer for the statement.

11. If the serving side touches the net during play it is
   a. a point for the server         c. a let
   b. side out                      d. played over

12. In general, when playing a backhand stroke, the best position is to have the
   a. left side toward the net      c. body face the net
   b. right side toward the net     d. none of the above

13. In doubles, the most effective defensive formation is the
   a. up-and-back position          c. combination
   b. rotation                     d. side-by-side

14. In doubles, the basic serve is
   a. high clear                    c. drive
   b. smash                         d. low and short

15. The around-the-head stroke is used as a
   a. substitute for all backhand strokes  c. in a place of a high backhand stroke
   b. drop shots                     d. a recovery stroke

16. If the shuttlecock flight is high and it falls sharply near the baseline it is a
   a. high clear                    c. drop
   b. smash                         d. drive

17. In doubles, the combination formation should be changed from an up-and-back to a side-by-side
    formation if the shuttlecock is returned by
   a. clear                         c. drop
   b. smash                         d. drive

18. The best stroke for returning a shuttlecock, if you are in doubt, during singles play is:
   a. drive                         c. lob
   b. drop                          d. smash
19. In doubles, when the serving team is playing in the up-and-back formation, the short serve is returned
   a. with a drive cross the court  c. clear to the backhand corner of the court
   b. down with a boundary line  d. with a drop to the server’s backhand

20. If the receiver steps out of his receiving court after the shuttle is served and before it crosses the net, it is
   a. a point for the server  c. a side out
   b. a let  d. served over

**Part III. Matching.** Match the statements in Column B to the terms in Column A.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Smash</td>
<td>a. Upward and back to the baseline</td>
</tr>
<tr>
<td>22. Hairpin</td>
<td>b. Flat flight and near the top of the net</td>
</tr>
<tr>
<td>23. Drop Shot</td>
<td>c. Straight up and straight down over the net</td>
</tr>
<tr>
<td>24. High clear</td>
<td>d. Falls close to the net between the net and short service line</td>
</tr>
<tr>
<td>25. Drive</td>
<td>e. Sharply downward</td>
</tr>
</tbody>
</table>
Bowling
Sample BOWLING STUDY GUIDE

GENERAL RULES:

- A line or game is composed of 10 frames.
- A player is entitled to two balls per frame unless a strike is rolled.
- In the 10th frame a strike or spare earn the bowler a third ball.
- If a foul is committed, the pins are reset and 0 points are recorded for the ball.
- A ball is dead when:
  1. One or more pins are missing from the set up
  2. Any interference occurs before the ball reaches the pins
  3. In team play, if a bowler rolls out of turn or in the wrong lane
- If a dead ball is declared, the bowler must re-roll the ball in question
- The following situations may occur where the ball rolled and pins cleared do not count:
  1. A ball rebounds from the rear cushion of the pit area
  2. A ball leaves the alley and returns to knock down pins (out of the gutter)
  3. A foul is committed
- Bowling may be played on an individual or team basis. A match consists of three games. In competition, the winner is decided by:
  1. Winning 2 out of 3 games
  2. Having the highest total of 3 games added together

BASIC SAFETY & ETIQUETTE:

- Bowling rules of conduct on and off the lanes are based mostly on common courtesy.
- Do not take an excessive amount of time before each ball delivery.
- The bowler on your right has the right of way. If he/she has taken a stance in the approach area, wait until the delivery is complete before you begin yours.
- As soon as you have completed your delivery and follow through, move away from the foul line and wait behind the approach for your ball to return. This courtesy allows the next bowler the make their approach without being distracted.
- When a person is bowling with a particular ball, even if it is a house ball (owned by the bowling alley), it is their property at the time. Do not use it without their consent.
- Keep food and drink out of the playing area.
- Use regulation-bowling shoes.
- Refrain from talking to a bowler once they have assumed their stance.
- Return any ball used to the racks before leaving.
- Know how to and share the responsibility of scoring.
- Throwing the ball as hard as you are able will NOT cause more pins to drop.

STRATEGY:

- Choose the heaviest ball that can be controlled as this will give better pin action.
- Establish a consistent starting position by taking four and one half steps back from the foul line.
- For a right handed bowler the 1-3 pocket is best to roll a Strike (1-2 pocket for a left hander).
- Spot bowling (using the arrows or some other mark on the lane) is the recommended aiming method.
  - Aiming at the pins is not recommended.
  - Adjust your starting position based on the results of the previous throws.
- Use a four step approach (right, left, right, left for a right handed bowler).
  - Push the ball forward on the first step
Let the ball swing down and back on the 2nd and 3rd steps
- Right leg crosses behind on the 4th step
- For beginners a **straight ball release** is best as it is easiest to control.
  - Rotate the hand to a natural handshake position.
  - Release ball out in front of the body (not dropped beside leg).
  - Follow through straight up on the release.
- Use a **cross-alley** technique for picking up spares.
- **Consistency** is the key to good bowling.

**VOCABULARY:**

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approach</td>
<td>the area before the foul line with sets of dots to guide starting position</td>
</tr>
<tr>
<td>Arrows</td>
<td>targets on the lane that help the player align a starting position w/ the pins</td>
</tr>
<tr>
<td>Anchorman</td>
<td>the last player in a team line-up usually maintaining the highest average</td>
</tr>
<tr>
<td>Creeper</td>
<td>an excessively slow rolling bowling ball</td>
</tr>
<tr>
<td>Crossover</td>
<td>throwing the ball past the pocket to the other side of the head pin</td>
</tr>
<tr>
<td>Double</td>
<td>two strikes in a row</td>
</tr>
<tr>
<td>Field goal</td>
<td>rolling a ball between a split without hitting either one</td>
</tr>
<tr>
<td>Foul</td>
<td>touching or going beyond the foul line when delivering the ball. This is indicated on the score sheet with a ‘f’. The score for the ball rolled is 0 regardless of what was knocked over.</td>
</tr>
<tr>
<td>Frame</td>
<td>1/10 of a game. Each square on a score sheet indicates one frame.</td>
</tr>
<tr>
<td>Gutter ball</td>
<td>a delivered ball that rolls off the lane into the gutter.</td>
</tr>
<tr>
<td>Handicap</td>
<td>a means a placing bowlers and teams with varying degrees of skill on as equitable a basis as possible for competition against each other.</td>
</tr>
<tr>
<td>Head pin</td>
<td>the number one pin</td>
</tr>
<tr>
<td>Hook</td>
<td>a ball that breaks sharply toward the pocket</td>
</tr>
<tr>
<td>Lane</td>
<td>the area between the foul line and the head pin</td>
</tr>
<tr>
<td>Lead-off</td>
<td>first person in a team line-up</td>
</tr>
<tr>
<td>Maples</td>
<td>bowling pins</td>
</tr>
<tr>
<td>Mark</td>
<td>a strike or spare</td>
</tr>
<tr>
<td>Nose hit</td>
<td>the ball hits fully on the head pin</td>
</tr>
<tr>
<td>Open</td>
<td>a frame in which the player fails to strike or spare</td>
</tr>
<tr>
<td>Perfect game</td>
<td>all strikes, equaling a score of 300</td>
</tr>
<tr>
<td>Pin deck</td>
<td>the area where the pins were placed</td>
</tr>
<tr>
<td>Pit</td>
<td>end of the lane where the deck drops off and the pins fall after being knocked down</td>
</tr>
<tr>
<td>Pocket</td>
<td>the area between the 1-2 pins for a left-hander; the 1-3 pins for a right-hander</td>
</tr>
<tr>
<td>Scratch</td>
<td>a player’s actual score without a handicap added</td>
</tr>
<tr>
<td>Set-up</td>
<td>when all 10 pins are set up in a triangular formation</td>
</tr>
</tbody>
</table>
Sleeper: a pin hidden behind another pin; also called a railroad
Spare: knocking down all 10 pins using both deliveries (rolls) allowed in a frame
Split: the head pin and center pins are knocked down
Strike: all pins down on the first ball
Tap: a pin left standing on an apparent solid hit
Turkey: three strikes in a row

**SCORING:**
The score in bowling consists of the cumulative (on going) record of pins knocked down in each of the 10 frames. It is a means of comparing the performance of the bowlers within a possible perfect total score of 300. Each game (or line) consists of 10 frames with a maximum of two balls rolled for each frame except in the 10th frame. In the 10th frame a third ball can be rolled if a strike or spare is earned.

- If a **strike** is rolled it will score 10 points for that frame PLUS the adding of the next two balls thrown.
- If a **spare** is made it will score ten points for that frame plus the adding of the next (one) ball rolled.
- If a strike or spare is not made, it is an open frame. The total number of pins the two balls rolled in that frame are totaled and added to the previous frame.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
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</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td>7</td>
<td>2</td>
<td>3</td>
<td>/</td>
<td>9</td>
<td>/</td>
<td>8</td>
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<td>30</td>
<td>57</td>
<td>76</td>
<td>85</td>
<td>104</td>
<td>122</td>
<td>131</td>
<td>151</td>
<td>169</td>
<td>189</td>
</tr>
<tr>
<td>10+20</td>
<td>30+27</td>
<td>57+19</td>
<td>76+9</td>
<td>85+19</td>
<td>104+18</td>
<td>122+9</td>
<td>131+20</td>
<td>151+18</td>
<td>169+20</td>
</tr>
</tbody>
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# BOWLING RUBRIC

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<th>Bowling Rubric</th>
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<td><strong>Alley Positioning</strong></td>
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<td><em>Always uses the correct approach</em> &lt;br&gt;<em>Always holds the ball correctly</em> &lt;br&gt;<em>Always follows through</em></td>
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Bowling Quiz

Name:_____________________

Write an A in the blank for true and B for false.
1. G = Gutter
2. F = Foul
3. - = Strike
4. / = Spare
5. X = You’re the Winner
6. A open frame is when neither a strike nor a spare is rolled.
7. When four strikes are rolled in consecutive it is called a turkey.
8. The highest score possible 200.
9. There are ten frames in a line of bowling.
10. Mathematically you would score a strike as 10 points plus the next two bowling balls thrown.
11. Mathematically you would score a spare as 10 points plus the next one bowling ball thrown.
12. When two bowlers are prepared to throw at the same time the bowler to the right should have the opportunity to throw first.
13. The foul line can be ignored during tournament play.
14. The #1 pin is the lead pin.
15. When bowling always use your partners’ bowling ball so he/she can never find it.

16. In frame one a strike was thrown.
17. In frame 5 a strike was thrown and the total score up through that frame is correct.
18. The score in frame 2 is correct.
19. The score in frame 7 is correct.
20. The score in frame 3 is correct.
21. The score in frame 6 is correct.
22. The score in frame 8 is correct.
23. The score in frame 1 is correct.
24. Frame 7 was a spare.
25. The score in frame 10 is correct.
Deck Tennis
*The game of Deck Tennis originated on the decks of cruise ships

*A volleyball net/court is used for the game of deck tennis

*The original ring was made of a water hose that had been taped together to form the circular shape

*Scoring is similar to that of volleyball--rally scoring

*The server must use an underhand throw from behind the baseline to start the game. The serve must be thrown in an arc motion

*Lines are considered “in”

*Players must throw the ring underhand or Frisbee style--inside out

*Players have 1 second to throw the ring after it is caught

*Players must throw the ring with the same hand they catch it

*Players may not catch the ring against their body

*If one player attempts to catch the ring, but misses, another teammate may catch and throw it.

*The ring may touch the net during play (after the serve)

*The ring must be thrown over the net not dropped over

*The ring may not be caught with the forearm and then removed to throw

*Players should throw the ring to open space if possible

*Teams can consist of as many or as few players as the class and space dictates

*The “point game” is a variation of the traditional deck tennis game where multiple deck tennis rings are used. If the ring lands on the floor of their side they receive a point. The team with the least points wins the game.

*The game of “elimination” is another variation of the traditional deck tennis game. During play if a player doesn’t catch the ring or errors when catching or throwing they are eliminated.
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| **Court/Field Positioning** | *Remains in critical portions of the court at all times*  
*Recognizes when offensive and defensive positions should be assumed at all times*  
*Attempts to move opponents from good court positioning at all times* | *Remains in critical portions of the court most of the time*  
*Recognizes when offensive and defensive positions should be assumed most of the time*  
*Attempts to move opponents from good court positioning most of the time* | *Sometimes remains in critical portions of the court*  
*Sometimes does not recognize when offensive and defensive positions should be assumed*  
*Sometimes attempts to move opponents from good court positioning* | *Does not remain in critical portions of the court*  
*Does not recognize when offensive and defensive positions should be assumed*  
*Does not attempt to move opponents from good court positioning* | *There is no evidence or demonstration of student learning* |
| **Court/Field Movement** | *Quickly moves into different positions all the time*  
*Following a court/field event, quickly moves back to a neutral position all the time*  
*Begins to anticipate opponents all the time* | *Quickly moves into different positions most of the time*  
*Following a court/field event, quickly moves back to a neutral position most of the time*  
*Begins to anticipate opponents most of the time* | *Sometimes moves quickly into different positions*  
*Sometimes moves quickly back to a neutral position after a court/field event*  
*Sometimes anticipates opponents* | *Does not move quickly into different positions*  
*Does not move quickly back to a neutral position after a court/field event*  
*Does not anticipate opponents* | *There is no evidence or demonstration of student learning* |
| **Strategy** | *Recognizes strengths and weaknesses of opponents and attempts to exploit them all of the time*  
*Applies front to back and side to side strategy when appropriate*  
*Uses a variety of shots all the time* | *Recognizes strengths and weaknesses of opponents and attempts to exploit them most of the time*  
*Rarely applies front to back and side to side strategy when appropriate*  
*Uses a variety of shots most of the time* | *Sometimes recognizes strengths and weaknesses of opponents and does not attempt to exploit them*  
*Sometimes applies front to back and side to side strategy when appropriate*  
*Sometimes uses a variety of shots* | *Does not recognize strengths and weaknesses of opponents and does not attempt to exploit them*  
*Does not apply front to back and side to side strategy when appropriate*  
*Does not use a variety of shots* | *There is no evidence or demonstration of student learning* |
| **Skills** | *Always serves underhand*  
*Always catches and throws appropriately* | *Serves underhand most of the time*  
*Catches and throws appropriately most of the time* | *Sometimes serves underhand*  
*Sometimes catches and throws appropriately* | *Does not serve underhand*  
*Does not catch and throw appropriately* | *There is no evidence or demonstration of student learning* |
| **Rules Application** | *Applies rules appropriately in a game setting* | *Sometimes applies rules appropriately in a game setting* | *Sometimes applies rules appropriately in a game setting* | *Does not apply rules appropriately in a game setting* | *There is no evidence or demonstration of student learning* |
DECK TENNIS QUIZ

Name________________________________________

TRUE (T) OR FALSE (F)

1.____ WHEN PLAYING “ELIMINATION” USUALLY THE WORST PLAYER IS ELIMINATED LAST.
2.____ DECK TENNIS IS PLAYED TO 21 POINTS
3.____ LINES ARE CONSIDERED OUT
4.____ THE RING CAN TOUCH THE NET DURING PLAY AFTER THE SERVE
5.____ THE NET MUST BE AT LEAST 3 FEET HIGH
6.____ DECK TENNIS ORIGINATED ON THE DECKS OF SWIMMING POOLS
7.____ ONLY ONE FOOT MUST BE BEHIND THE BACKLINE WHEN SERVING
8.____ THE RING MUST BE SERVED WITH AN ARC AT LEAST 20 FEET HIGH
9.____ A PLAYER HAS 10 SECONDS TO CATCH AND THROW THE RING
10.____ THE DECK TENNIS RING WAS ORIGINALLY AN AIR HOSE
11.____ IF THE RING LANDS ON PART OF THE BACKLINE OR SIDELINE IT IS CONSIDERED IN
12.____ A DECK TENNIS RING CAN BE PURCHASED AT WALGREENS
13.____ THE RING CAN BE CAUGHT BY 2 PLAYERS AT THE SAME TIME

USE ONE OF THE FOLLOWING LETTERS TO ANSWER QUESTIONS 14-20:

A. side-out   B. point   C. re-serve   D. re-serve, no point   E. play continues

15.____ PLAYERS ON BOTH TEAMS HAVE A DISAGREEMENT THAT THEY CAN NOT SEEM TO SOLVE. WHAT’S THE CALL?
16.____ THE RECEIVING TEAM CATCHES THE RING AGAINST THEIR BODY AND THEN THROWS IT OVER THE NET. WHAT’S THE CALL?
17.____ THE SERVER STEPS ON THE BACKLINE WHEN SERVING. WHAT’S THE CALL?
18.____ TWO MEMBERS OF THE SERVING TEAM CATCH THE RING AT THE SAME TIME AND THEN THROW IT IMMEDIATELY OVER THE NET. WHAT’S THE CALL?
19.____ A MEMBER OF THE RECEIVING TEAM CATCHES THE RING NEAR THE NET AND THEN DROPS IT OVER THE NET. WHAT’S THE CALL?
20.____ THE RECEIVING TEAM RETURNS THE RING AFTER THE SERVE. A PERSON ON THE SERVING TEAM THROWS IT OVER THE NET USING AN OVERHAND THROW. WHAT’S THE CALL?
Frisbee Golf
Sample Frisbee Golf Study Guide/Vocabulary

History

Frisbee Golf is a new sport that was first played in the state of California in the late 1960’s. The game is called disc (disk) golf because the name Frisbee is a trademarked name and cannot be used. The Professional Disk Golf Association (PDGA) was formed in 1976. The purpose of the PDGA was to promote the sport, govern rules, and sanction competitive events. The sport of disc golf is unique because it can be played by people of all ages and is not limited to just the young.

It is also a relatively inexpensive game to play. Many courses are free to play and a beginner only needs a disc to play. There are three different classifications for discs—driver, mid-range driver and putter. Only one disc is needed to play disc golf. However, many beginners start with two discs- a driver and a putt/approach. More experienced players are likely to carry six or more discs in their bag to use on any given course.

Rules of Play

Object—To have fun and play the course from beginning to end in the fewest throws possible.

Tee Off—Tee shots (drives) must be released from within the designated tee area

Lie-- The spot where the disc comes to rest.

Throwing order—The player with the lowest score on the previously played hole tees off first at the next hole and then the second lowest, third lowest, etc. After the tee shot, the player whose disc is farthest from the hole shoots next. To be safe and courteous, all players should remain behind the player about to shoot.

Fairway throws—Must be made from where the disc lands (lie). A run-up and follow through is permitted.

Putt--- A player may not step past the lie when making a throw.

Completion of a hole—The hole is completed when the disc is in the basket or supported by the chains

Courtesy—Do not throw until the players and all other students are out of range. Do not attempt to distract players.

Keeping score—Players count the number of throws used to get the disc into the basket and record the number of throws on the score card by their name. Once a player has played all 12 holes, he/she should total the scores for each hole together to come up with their score on the course.

Hole Marker—Located at each hole to provide information about the hole. The marker tells you the hole number, par for the hole and tee distance(s). If there are two distances listed on the marker, there are two tee areas at the hole. Normally, the long tee is the men’s tee area and the shorter tee is the women’s tee area.

Captains Choice—Team play as opposed to individual play with traditional golf. In a captain’s choice formatted game of disc golf, each player tees off on each hole. The best of the tee shots is selected and all players play their second shots from that spot. The better of the second shots is determined, and then all play their third shots from that spot, and so on until the disc is in the disc catcher. Players should be designated Player A, Player B, and Player C, and so on depending on the total number of players in a group. Players should then play the each shot in the order A thru D until the hole is completed.

Vocabulary-
Par—the average number of throws for an experienced player to complete a hole. The standard score for a hole.

Birdie—one stroke under par

Eagle—two strokes under par

Bogey- one stroke over par

Double bogey—two strokes over par

Drive—a long distance shot towards the hole

Putt/Approach—short distance shot toward the hole

Lie—the spot where the disc lands and the next shot is taken
## FRISBEE GOLF - RUBRIC

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<td><em>Always remains in critical positions of the course</em>&lt;br&gt;<em>Always recognizes when offensive and defensive positions should be assumed</em>&lt;br&gt;<em>Always practices course etiquette</em></td>
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<td><em>Always moves quickly between shots</em>&lt;br&gt;<em>Always is aware of other players positions on the course</em>&lt;br&gt;<em>Always is aware of where the Frisbee lands</em>&lt;br&gt;<em>Always keeps course in same condition or better than when they came</em></td>
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Frisbee Golf Quiz

Name: _______________________

True/False: Fill in a “+” if the answer is true and “-“if the answer is false.

____ 1. A Frisbee is said to have “hooked” when it curves of to the right.
____ 2. The throwing hand should be pointing to the target at the end of the follow through.
____ 3. After the drive, the person whose Frisbee is farther from the hole should play first.
____ 4. One should not play an approach shot to the green until the players ahead have left.
____ 5. When even a player hits a ball he feels may hit or com close to another player he should yell “fore”.

Multiple Choice: Circle the best answer.

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

2. In order to best sight the line of a putt. How should a player stand?
   a. With eyes to the right of the Frisbee
   b. Eyes directly over the Frisbee
   c. With eyes to the left of the Frisbee

3. What is the last stoke necessary to reach the green called?
   a. Approach shot
   b. The drive
   c. The putt
   d. The bomb

4. Which is common to all stances?
   a. Weight on toes
   b. Weight back toward heels
   c. Weight on whole foot
   d. No weight on feet

5. What term refers to the position of the Frisbee on the ground?
   a. Flat
   b. Lie
   c. Set
   d. Bummer
Golf
Sample Golf Study Guide

TERMINOLOGY:

- Ace - a hole in one.
- Address - the position taken by the player when setting up to play a stroke.
- Albatross - three strokes under par on a hole.
- Alignment - position of the body in relation to the target.
- Approach shot - a shot played to the green.
- Apron - grass area, immediately surrounding green.
- Arc - the swing of the clubhead.
- Away - player farthest from the hole.
- Backspin - reverse spin which causes the ball to stop quickly when it lands.
- Backswing - movement of the club away from the ball to the top of the swing.
- Birdie - one stroke below par for a hole.
- Bogey - one stroke over par on a hole.
- Break - the amount a ball will deviate from a straight line on the putting green.
- Bunker - depression in the ground, usually filled with sand.
- Buzzard - two strokes over par.
- Caddie - someone who carries a player's clubs and gives playing advice.
- Chip shot - short, low running shot played from off the green.
- Clubhead - part of the club that strikes the ball.
- Cup - hole in putting green.
- Divot - piece of turf taken out of the ground when striking the ball.
- Dogleg - a fairway that runs straight and then bends to the left or the right.
- Down - a term meaning a player is behind in a match.
- Double bogey - two strokes over par.
- Double eagle - three strokes under par.
- Downswing - movement of the club from the top of the backswing to the ball.
- Drive - a shot hit from the tee, usually on a par four or five.
- Driver - number one wood; the club with the least loft, hits the ball the furthest.
- Eagle - two strokes below par on a hole.
- Even - all even or equal in a match.
- Fairway - the mown area of the course between the tee and the green.
- Flag - marks spot on green where cup is located.
- Follow-through - the final part of the swing which occurs after impact.
- Fore - a warning shouted to players ahead to warn them of an approaching ball.
- Four - maximum number of players allowed to play golf in one group.
- Green - the putting surface or the closely mown area around the hole.
- Grip - the position of the hands on the club. Also known as the handle of the club.
- Handicap - the number of strokes a player receives to bring their score down to par.
- Hazard - any bunker or water hazard.
- Hole - a 4 1/4 inch diameter hole cut in the putting surfaces.
- Honor - the privilege of hitting first off the tee.
- Hook - shot that bends from right to left.
- Interlocking - hooking the index and little finger together on the club.
- Iron - metal-headed club.
- 9 Iron - iron used to hit the ball high and short.
- 3 Iron - iron used to hit the ball longer but is not very accurate.
- Lie - the manner in which the ball is lying on the grass.
- Line - the preferred direction of the shot.
• Links - a seaside course.
• Major - a term applied to the four biggest championships in gold: the Masters, the British Open, the United States Open and the United States Professional Golfers' Association Championship.
• Out of bounds - stroke penalty and replay from same spot.
• Overlapping - grip where the little finger lays over the index finger.
• Par - the normal amount of strokes required for a good golfer to play a hole.
  o Par is generally set according to length in yards. A par three is never longer than 250; par four is for holes between 251 - 475; and par five is for 476 yards or longer.
  o Par is determined by adding a 2 putt to the number of hits it takes to reach the green.
• Pin - another name for flagstick.
• Pitch - short, high shot to the green.
• Punch - shot which flies low to the ground.
• Putt - shot played with a putter on the green.
• Putter - a straight-faced club used on the green.
• Rough - long grass.
• Run - the distance the ball travels along the ground.
• Sand wedge - heavy, soled club used to play out of bunkers.
• Scratch - term given to someone with a handicap of zero.
• Short game - those shots played around the green.
• Slice - shot which bends drastically from left to right.
• Sole - bottom of club.
• Stance - the placing of the feet when addressing the ball.
• Stymie - ball lying directly in line of putt of another.
• Swing - the entire action taken when hitting the ball.
• Tee - peg used to raise the ball above the surface of the teeing ground.
• Teeing ground - the area from which the first shot is played on a hole.
• Top shot - shot which catches only the top half of the ball.
• Trap - another expression given to a bunker.
• Up - being ahead in a match.
• Waggle - movement of the clubhead prior to the swing.
• Wedge - lofted club designed for pitch shots.
• Winter rules - the privilege of improving the lie of the ball on the fairway.
• Wood - woodenheaded clubs; hits ball longest distance.
• Yips - a nervous condition of twitching in the hands and wrists. It plagues golfers particularly on putting greens.
• Ball hit in water - stroke penalty, play from 2 club lengths where the ball went in.

**BASIC RULES:**

- **No Penalty: Free Drop**

  Shots coming to rest in the conditions listed here are beyond your control and therefore do not result in penalties. If you find yourself in these situations you may a) hit the ball as it lies or b) seek relief, which is a free drop.

  1. ground under repair
  2. staked trees or shrubs
  3. sprinkler head used for course watering
  4. casual water from rain or sprinklers
  5. holes made by burrowing animals
• **One Stroke Penalty**
  1. lost ball - one that cannot be found within 5 minutes. "Drop" another ball the point from which your original ball was hit, or return to the tee if originally hit from the teeing areas.
  2. out-of-bounds ball - one that has gone beyond the white stakes placed on the perimeter of the golf course. Go back to the spot from which the ball was hit and drop it, or re-tee.
  3. direct water hazard - water that runs across the fairway (yellow stakes mark).
  4. lateral water hazard - water that runs parallel to the fairway. (red stakes mark).
  5. unplayable lie - any shot you consider unplayable.
  6. accidental moving of ball - occurs when a ball moves from its original position because a player accidentally touches it.
  7. Whiffing - happens when you attempt to hit the ball, but no contact is made.

• **Two Stroke Penalty**
  1. Grounding the club in a hazard.
  2. Hitting the wrong ball.
  3. Hitting a ball or flag on the green.
  4. Requesting Assistance. (what club to use, etc.)

• **Disqualification**
  1. Hitting the wrong ball and not correcting the error prior to the next teeing off.
  2. Making an error in scoring, assigning a lower score than you earned to any hole.

**BASIC ETIQUETTE:**
(Unwritten courtesy rules of the game)

• Play honestly. (You are your own official.)
• Tee off on time
• The first player to tee off on a hole is the player with the least strokes on the previous hole
• Order of Play on Fairway
  1. golfer farthest away from hole hits first
  2. all others stay behind hitter
  3. everyone walks on toward own ball
• Order of Play on Green
  1. all on green first
  2. longest putt
• Tend the flag as a courtesy to group (ask first)
• Never step in line of partner’s putt or allow shadow to cross path of putt.
• Play without delay
• Allow a faster group to play through
• Before putting place your clubs on the side of the green closest to the next tee box to facilitate faster play and allow the group behind you to take their approach shots sooner
• Record your scores on next tee
• Yell "fore!" if your ball may be dangerous to others
• Replace all divots and lift ball marks on the greens
• Rake all bunkers / sand traps
• All golfers should be quiet while a player is hitting
• Do not take golf carts or bag of clubs on the greens
• Many golf courses have a maximum 10 hit rule per hole (after 10 hits the ball is picked up and carried to the green where the golfer may practice putt but the score for the hole will be 10)
• Many golf courses require appropriate clothing.
## Golf Rubric

<table>
<thead>
<tr>
<th>Golf Rubric</th>
<th>4: Advanced</th>
<th>3: Proficient</th>
<th>2: Basic</th>
<th>1: Below Basic</th>
<th>0: Failing</th>
</tr>
</thead>
</table>
| **Range/Course Positioning** | *Always remains in critical positions of the range/course*  
*Always recognizes when offensive and defensive positions should be assumed*  
*Always practices course etiquette* | *Sometimes remains in critical positions of the range/course*  
*Sometimes recognizes when offensive and defensive positions should be assumed*  
*Sometimes practices course etiquette* | *Rarely remains in critical positions of the range/course*  
*Rarely recognizes when offensive and defensive positions should be assumed*  
*Rarely practices course etiquette* | *Never remains in critical positions of the range/course*  
*Never recognizes when offensive and defensive positions should be assumed*  
*Never practices course etiquette* | *There is no evidence or demonstration of student learning* |
| **Range/Course Movement** | *Always moves quickly between shots*  
*Always is aware of other players positions on the range/course*  
*Always is aware of where the ball lands*  
*Always keeps range/course in same condition or better than when they came* | *Sometimes moves quickly between shots*  
*Sometimes is aware of other players positions on the range/course*  
*Sometimes is aware of where the ball lands*  
*Sometimes keeps range/course in same condition or better than when they came* | *Rarely moves quickly between shots*  
*Rarely is aware of other players positions on the range/course*  
*Rarely is aware of where the rarely lands*  
*Rarely keeps range/course in same condition or better than when they came* | *Never moves quickly between shots*  
*Never is aware of other players positions on the range/course*  
*Never is aware of where the rarely lands*  
*Never keeps range/course in same condition or better than when they came* | *There is no evidence or demonstration of student learning* |
| **Strategy** | *Always recognizes strengths and weaknesses and attempts to exploit them*  
*Always uses a variety of shots*  
*Always is aware of opponents score*  
*Always attempts to make shots closer to target than opponents* | *Sometimes recognizes strengths and weaknesses and attempts to exploit them*  
*Sometimes uses a variety of shots*  
*Sometimes is aware of opponents score*  
*Sometimes attempts to make shots closer to target than opponents* | *Rarely recognizes strengths and weaknesses and attempts to exploit them*  
*Rarely uses a variety of shots*  
*Rarely is aware of opponents score*  
*Rarely attempts to make shots closer to target than opponents* | *Never recognizes strengths and weaknesses and attempts to exploit them*  
*Never uses a variety of shots*  
*Never is aware of opponents score*  
*Never attempts to make shots closer to target than opponents* | *There is no evidence or demonstration of student learning* |
| **Skills** | *Always grips the club appropriately*  
*Always uses the correct stance*  
*Always completes the swing* | *Sometimes grips the club appropriately*  
*Sometimes uses the correct stance*  
*Sometimes completes the swing* | *Rarely grips the club appropriately*  
*Rarely uses the correct stance*  
*Rarely completes the swing* | *Never grips the club appropriately*  
*Never uses the correct stance*  
*Never completes the swing* | *There is no evidence or demonstration of student learning* |
| **Rules Application** | *Applies rules appropriately in a game setting* | *Sometimes applies rules appropriately in a game setting* | *Rarely applies rules appropriately in a game setting* | *Never applies rules appropriately in a game setting* | *There is no evidence or demonstration of student learning* |
**Golf -- Standard 1 Checklist Assessments**

**Skill 1: Putting**

_____ **Level 2**: Proper grip, stance, and stroke. Makes < 6 of ten 6 ft. putt attempts.

_____ **Level 3**: Proper grip, stance, and stroke. Makes 6 or 7 of ten 6 ft. putt attempts.

_____ **Level 4**: Proper grip, stance, and stroke. Makes 8 - 10 of ten 6 ft. putt attempts.

**Skill 2: Full Golf Swing (Woods or Irons)**

_____ **Level 2**: Baseball, interlock, or overlap grip. Backswing and follow through lack sufficient balance and weight shift. Contact with golf ball is inconsistent with no directional control.

_____ **Level 3**: Interlock or overlap grip. Better balance and weight shift on backswing and follow through. Consistent contact with golf ball with moderate directional control.

_____ **Level 4**: Interlock or overlap grip. Excellent balance and rhythm on backswing and follow through. Contact is made with golf ball on every attempt with a high level of directional control.

**Skill 3: Pitch/Chip Shot**

_____ **Level 2**: Proper grip, stance, and shortened swing. Shot attempt lands within 6 ft. of target < 6 out of ten shots taken.

_____ **Level 3**: Proper grip, stance, and shortened swing. Shot attempt lands within 6 ft. of target 6-7 out of ten shots taken.

_____ **Level 4**: Proper grip, stance, and shortened swing. Shot attempt lands within 6 ft. of target 8-10 out of ten shots taken.
Golf Quiz

Name: __________________________

True/False Section. Mark a + if the statement is true and a – if the statement is false.

1. A ball is said to be “hooked” when it curves off to the right.
2. The body should be facing the target at the end of the follow through.
3. If a divot is taken, the player should not take time to replace it.

Multiple Choice: Place the corresponding letter of the best answer.

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

5. In order to best sight the line of a putt, how should the player stand?
   a. With eyes to the right of the ball
   b. With eyes directly over the ball
   c. With eyes to the left of the ball

6. What is the last stroke necessary to reach the green called?
   a. Approach Shot
   b. The drive
   c. The putt

7. What determines the amount of height a club gives to a ball?
   a. length of a club
   b. slant of the club head
   c. weight of the head

8. In the grip, the little finger of the right hand overlaps or interlocks with what other finger?
   a. the forefinger of the left hand
   b. the middle finger of the left hand
   c. the little finger of the left hand

9. The part of the swing that allows the golfer to assume a comfortable position in relation to the ball is:
   a. the follow through
   b. the down swing
   c. the address

10. What do you call out loudly if there is any chance that your ball may hit someone?
    a. fore
    b. look-out
    c. heads up
True/False: Read each question carefully and circle the correct answer.

11. T  F The part of the club between the grip and the head is known as the shaft.
12. T  F The club head should rest on the ground sole of the club finger rather than the heel.
13. T  F Golf clubs, classified as wood and irons, vary primarily in loft angle and shaft length.
14. T  F As loft increases, shaft length decreases.
15. T  F In regulation play, the golfer is allowed to carry 14 clubs: #2 through #9 irons; 1, 2, 3, and 4 woods, a putter, and a wedge.
16. T  F A pitching and sand wedge is used primarily to hit out of a sand trap.
17. T  F All golf holes are the same length, but bunkers, sand traps, etc. are used to create variety.
18. T  F After the drive, the person whose ball is farthest from hole should play the first.
19. T  F One should not play an approach shot to the green until the player ahead have left it.
20. T  F A ball that falls off the tee may not be re-teed without a penalty stroke.
21. T  F Whenever a player hits a ball that feels may hit or come close to another golfer; he should yell “Fore!”
22. T  F At the beginning of the swing, the club should be drawn back slowly rather than rapidly.
23. T  F Rhythm in the golf swing is more important than speed.
24. T  F The stance has much to do with the direction the ball takes when hit.
25. T  F The center of your waist should be facing the target at the end of the follow through.
26. T  F A ball is said to have “hooked” when it curves to the right.

Multiple Choice. Circle the best answer.

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

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

29. What is the standard of scoring excellence based on the length of a hole and allowing two putts on the putting green called?
   a. Birdie
   b. Bogey
   c. Par

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

31. 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 golf course
32. What term refers to the position of the ball on the ground.
   a. Flat
   b. Lie
   c. Set

33. 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

34. 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

35. What will lifting one’s head on a swing cause?
   a. Topping ball
   b. Lifting ball
   c. Hooking ball
   d. Slicing ball

36. Which is common to all stances?
   a. Weight on toes
   b. Weight back toward the heels
   c. Weight on whole foot
   d. 

37. In the interlocking or overlapping grip, the little finger of the right hand interlocks with which finger?
   a. Index of forefinger of the left hand
   b. Middle or left
   c. Little finger of left
Table Tennis
TABLE TENNIS STUDY GUIDE

- Information obtained from the USA Table Tennis.

BASIC RULES:

- The "toss" for a serve must be:
  1. Resting freely on an open flat palm
  2. Lifted a minimum of 16cm (6 inches) above the palm
  3. Struck behind the end line
  4. Hit above the table surface
  5. Tossed without spin
  6. Struck (If the ball is totally missed the opponents receive the point.)

- After being struck a served ball must first hit the server's side of the table and then the opponent's side of the table.

- A "let" is called and a reserve given if:
  1. a served ball touches the net when all other requirements of a good serve are met
  2. play is interrupted within a point
  3. the receiving team was not ready for the serve and does not attempt to return it
  4. the score is called incorrectly
  5. the legality of the toss for serve is questionable

- There is no limit to the number of let serves a server may serve.

- For singles play a serve may be from any place behind the end line to anywhere on the receivers side of the table.

- A player serves 2 points after which their opponent serves 2 points, alternating thereafter.

- A team scoring "11 points" first provided there is a 2-point lead wins the game.

- If the score is tied at "10" each server only serves 1 point before alternating.

- A ball that passes over or around the net assembly is considered legal.

- A ball must hit the top of the table surface to be legal (sides are illegal).

- During play the ball may touch the net and play continues, except on the serve.

- Striking the ball with the racket hand is legal provided the contact is below the wrist.

- A point is scored:
  1. On each serve unless the rally is a "let"
  2. If the opponent fails to make a good serve
  3. If the opponent fails to make a good return
  4. If the opponent strikes the ball twice successively
  5. If the opponent moves the playing surface
  6. If the opponent volleys the ball while it is still above the playing surface
  7. If the opponent touches the net assembly
  8. If the opponents free hand touches the playing surface
  9. If a doubles opponent strikes the ball out of sequence

- Decided by lot, a player chooses one of the following with their opponent choosing from the remainder:
  1. Serving
  2. Receiving
  3. End (side of the table)

- A match consists of the best of any odd number of games with players changing ends after each game.

- When it is discovered that a player has served out of turn the correct server is restored and all points scored up to that point are counted.
DOUBLES PLAY:

- Partner must serve from the right side crosscourt. Each serve must be diagonal from the right side of the table to the opponent's right side.
- Partners must alternate shots.
- Order of service: In doubles the previous receiver shall become the server and the partner of the previous server shall become the receiver.
- Playing Tips:
  1. Recommended footwork is for players to take their shot and then move backward & slightly off to the side.
  2. Try to catch opponents out of position.

EQUIPMENT:

- Table: Rectangular (2.74m long X 1.525m wide and 76cm above floor)
- Net (15.25cm high)
- Ball (40 mm in diameter and weighing 2.7 gm)
- Racket
  1. Any shape, size, or weight with a rigid blade
  2. Blade must be 85% wood
  3. Blade must be covered with ordinary pimple rubber either in or outward
  4. Sandpaper rackets may be used in recreational play but are illegal in official competition.
<table>
<thead>
<tr>
<th>Table Tennis Rubric</th>
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<th>3: Proficient</th>
<th>2: Basic</th>
<th>1: Below Basic</th>
<th>0: Failing</th>
</tr>
</thead>
</table>
| **Table Positioning** | *Always remains in critical position when receiving serve*  
*Always remains in critical position when serving*  
*Always attempts to move opponents from base position* | *Sometimes remains in critical position when receiving serve*  
*Sometimes remains in critical position when serving*  
*Sometimes attempts to move opponents from base position* | *Rarely remains in critical position when receiving serve*  
*Rarely remains in critical position when serving*  
*Rarely attempts to move opponents from base position* | *Never remains in critical position when receiving serve*  
*Never remains in critical position when serving*  
*Never attempts to move opponents from base position* | *There is no evidence or demonstration of student learning* |
| **Table Movement** | *Always moves quickly into different positions*  
*Always moves quickly back to base*  
*Always attempts to anticipate opponents movements* | *Sometimes moves quickly into different positions*  
*Sometimes moves quickly back to base*  
*Sometimes attempts to anticipate opponents movements* | *Rarely moves quickly into different positions*  
*Rarely moves quickly back to base*  
*Rarely attempts to anticipate opponents movements* | *Never moves quickly into different positions*  
*Never moves quickly back to base*  
*Never attempts to anticipate opponents movements* | *There is no evidence or demonstration of student learning* |
| **Strategy** | *Always recognizes strengths and weaknesses of opponents and attempts to exploit them*  
*Always applies side to side and short to deep shots when appropriate*  
*Always uses a variety of shots* | *Sometimes recognizes strengths and weaknesses of opponents and attempts to exploit them*  
*Sometimes applies side to side and short to deep shots when appropriate*  
*Sometimes uses a variety of shots* | *Rarely recognizes strengths and weaknesses of opponents and attempts to exploit them*  
*Rarely applies side to side and short to deep shots when appropriate*  
*Rarely uses a variety of shots* | *Never recognizes strengths and weaknesses of opponents and attempts to exploit them*  
*Never applies side to side and short to deep shots when appropriate*  
*Never uses a variety of shots* | *There is no evidence or demonstration of student learning* |
| **Skills** | *Always serves correctly*  
*Always holds paddle properly*  
*Always uses hand eye coordination* | *Sometimes serves correctly*  
*Sometimes holds paddle properly*  
*Sometimes uses hand eye coordination* | *Rarely serves correctly*  
*Rarely holds paddle properly*  
*Rarely uses hand eye coordination* | *Never serves correctly*  
*Never holds paddle properly*  
*Never uses hand eye coordination* | *There is no evidence or demonstration of student learning* |
| **Rules Application** | *Always applies rules appropriately in a game setting* | *Sometimes applies rules appropriately in a game setting* | *Rarely applies rules appropriately in a game setting* | *Never applies rules appropriately in a game setting* | *There is no evidence or demonstration of student learning* |
Table Tennis – Standard 1 Checklist Assessments (Sample)

Skill 1: Serve

**Level 2:** Ball lands over the net on the table. Student uses only a forehand or backhand technique and the serve lacks velocity. Minimal to no spin is used.

**Level 3:** Ball lands over the net on the table. Student uses both forehand and backhand serve technique and can apply some spin. Demonstrates ability to hit serves with more velocity.

**Level 4:** Ball lands over the net on the table. Student uses both forehand and backhand serve technique and can strategically use top spin or back spin on the serve. Demonstrates ability to hit serves with high velocity with a strategic use of off-speed serves.

Skill 2: Forehand

**Level 2:** Ball lands over the net on the table. Student uses proper forehand grip when hitting the ball but the shot lacks velocity. Minimal to no spin is used.

**Level 3:** Ball lands over the net on the table. Student uses proper forehand grip when hitting the ball and can apply some spin. Demonstrates ability to hit shot with more velocity.

**Level 4:** Ball lands over the net on the table. Student uses proper forehand grip when hitting the ball and can strategically use top spin or back spin. Demonstrates ability to hit shots with high velocity with a strategic use of off-speed shots.

Skill 3: Backhand

**Level 2:** Ball lands over the net on the table. Student uses proper backhand grip when hitting the ball but the shot lacks velocity. Minimal to no spin is used.

**Level 3:** Ball lands over the net on the table. Student uses proper backhand grip when hitting the ball and can apply some spin. Demonstrates ability to hit shot with more velocity.

**Level 4:** Ball lands over the net on the table. Student uses proper backhand grip when hitting the ball and can strategically use top spin or back spin. Demonstrates ability to hit shots with high velocity with a strategic use of off-speed shots.
Sample Table Tennis Quiz

Name: ________________________________

1. Select the correct order of techniques for a table tennis serve in a doubles match.
   a. Toss the ball 10 inches in the air; bounce the ball on the table, hit on the opponent’s side of the table.
   b. Using the palm of the hand toss the ball up 6 inches; hit the ball on the way down. Player must be the
      net on the diagonal to the opponent’s side of the table.
   c. Using the forefinger and the thumb toss the ball in the air, hit the ball on the way down, standing behind
      the end of the table, the ball must bounce once on the server’s side and go over the net on the diagonal
      of the opponent’s side.

Choose from the following words to answer questions 2 & 3.
   a. A net ball   b. Two
   c. The first fault    d. A good serve

2. If the serve strikes the top of the net and still goes in. This called ____________.
3. If the serve goes into the net and comes back over the server’s side of the table. This is called ________
   ____________.

4. How many times does a player serve before the other player gets a turn to serve?
   a. One   b. Two
   c. Four    d. Five

5. The server must toss the ball
   a. At least 4 inches in the air   b. At least 5 inches in the air
   c. 6 inches in the air           d. 10 inches in the air

6. A game is played to how many points?
   a. 21   b. 15
   c. 11    d. 13

7. If a game is tied 20-20, by how many points do you need to win?
   a. One point   b. Two points
   c. Three points  d. Five

8. Table tennis is a high paying professional sport in some countries. True/ False

9. It is legal to volley in Table Tennis? True/ False

10. If the ball hits the edge of the table is it considered good?
    a. yes   b. no
    c. sometimes    d. never
Tennis
TENNIS STUDY GUIDE/VOCABULARY

SERVE:

The serve starts from the right side and alternates to the left side on each point. The serve travels diagonally across the net into the receiver's serving box. You have two attempts on each point to make a legal serve.

FAULTS:

The server may not touch the baseline until after contacting the ball, if this does not occur, a foot fault is called. In attempting to hit the ball, if the server misses completely a fault is called. If the ball does not land in the correct box, a fault is called.

LET:

If a serve touches the net when going over into the receivers court, but still lands successfully in the correct box, a Let is called. This means the serve did not count for or against the server, and the serve is repeated as if it never occurred. If a let occurred on the first serve, the server will have two serves remaining. If the let occurred on the second service, the server would only have one left.

SERVER WINS A POINT:

1. If the ball is served legally into the correct service box and the receiver fails to return the serve.
2. If the ball is not returned legally into the server's court during rally.
3. If the ball touches the receiver or anything the receiver is wearing before it has hit the ground (even if you are outside the court boundaries).
4. Note: There is only one server per game, the partner in doubles would not serve until the third game, the opponents do not serve until the second game.

RECEIVER WINS A POINT:

1. If the server serves two consecutive faults.
2. If the server fails to return the ball legally hit into the receiver's court during rally.
3. If the ball touches the receiver or anything the receiver is wearing before it has hit the ground (even if you are outside the court boundaries).

DO'S:

1. Hit the tennis ball before it bounces twice – otherwise it is a point for the other player.
2. Keep your racket on your side of the net. If you reach over the net, your opponent wins the point.
3. Do not touch the net during play.
4. Play a ball that lands on a line. It is considered a good hit.
5. Play a ball that hits the net on a rally (not a serve). It is the luck of the fall and you must play the ball.

6. You must let the serve bounce in the serving box before you return it. Volleys are not allowed on a serve.

7. Change sides of the court with the opponents after odd games.

**SCORING:**

When the games starts, the score would be love-love (or zero-zero) If a server wins four services points in a row, he/she would win the game. The scoring would be as follows 15-love, 30-love, 40-love, and game. Both players have the opportunity to win a point on every serve. It is not correct to think only the server wins points. The server's score is always announced first. If in the game both players have won three service points, the score would be 40-40. This has a special term called "DEUCE". This is considered a tie. You must win the game by a two point difference. The next point won after deuce is called an ADVANTAGE. If the player with the advantage wins the next point, that player wins the game. If the player with the advantage loses the next point, you are again tied and back at a deuce score. This continues until someone has won two points in a row. You may also hear the terms **AD-IN** or **AD-OUT**. This also refers to the advantage. AD-IN is the advantage to the server, AD-OUT is the advantage to the receiver.

**SET:** A regulation set in when a player wins 6 games and has a margin of two game over the opponent. We do not play regulation sets in class.

**ACE:** A serve which is so good, the receiver can not get their racket on the ball. Point awarded.

**ALLEY:** The area between the singles and doubles sideline. The serving box is not part of the alley.

**CANADIAN DOUBLES:** When three people play a game. The single person covers only the width of the singles court but hit into the width of the doubles court. The doubles team must cover the width of their court but only hit into the width of a singles court.

**FAULT:** A general term used when a hit does not land into the correct area. It is most often used when referring to a serve which goes into the net or does not land in the correct service box.

**FOOT FAULT:** Stepping on the baseline before contact with ball on serve.

**LET:** A serve with hits the top of the net but falls into the correct serving court.

**Volley:** Contacting the tennis ball before it bounces. Legal during rally, not legal when returning the service.
# TENNIS – RUBRIC

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<tbody>
<tr>
<td><strong>Court Positioning</strong></td>
<td>*Always remains in critical positions of the court&lt;br&gt;*Always recognizes when offensive and defensive positions should be assumed&lt;br&gt;*Always attempts to move opponents from good court positioning</td>
<td>*Sometimes remains in critical positions of the court&lt;br&gt;*Sometimes recognizes when offensive and defensive positions should be assumed&lt;br&gt;*Sometimes attempts to move opponents from good court positioning</td>
<td>*Rarely remains in critical positions of the court&lt;br&gt;*Rarely recognizes when offensive and defensive positions should be assumed&lt;br&gt;*Rarely attempts to move opponents from good court positioning</td>
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<tr>
<td><strong>Court Movement</strong></td>
<td>*Always moves quickly into different positions&lt;br&gt;*Always moves quickly back to a neutral position&lt;br&gt;*Always anticipates opponents moves</td>
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<td><strong>Strategy</strong></td>
<td>*Always recognizes strengths and weaknesses of opponents and attempts to exploit them&lt;br&gt;*Always applies front to back and side to side strategy when appropriate&lt;br&gt;*Always uses a variety of shots</td>
<td>*Sometimes recognizes strengths and weaknesses of opponents and attempts to exploit them most of the time&lt;br&gt;*Sometimes applies front to back and side to side strategy when appropriate&lt;br&gt;*Sometimes uses a variety of shots</td>
<td>*Rarely recognizes strengths and weaknesses of opponents and attempts to exploit them most of the time&lt;br&gt;*Rarely applies front to back and side to side strategy when appropriate&lt;br&gt;*Rarely uses a variety of shots</td>
<td>*Never recognizes strengths and weaknesses of opponents and attempts to exploit them&lt;br&gt;*Never applies front to back and side to side strategy when appropriate&lt;br&gt;*Never uses a variety of shots</td>
<td>There is no evidence of demonstration of student learning</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td>*Always grips racket appropriately&lt;br&gt;*Always properly rotates body and extends racket&lt;br&gt;*Always serves appropriately&lt;br&gt;*Always follows through with racket</td>
<td>*Sometimes grips racket appropriately&lt;br&gt;*Sometimes properly rotates body and extends racket&lt;br&gt;*Sometimes serves appropriately&lt;br&gt;*Sometimes follows through with racket</td>
<td>*Rarely grips racket appropriately&lt;br&gt;*Rarely properly rotates body and extends racket&lt;br&gt;*Rarely serves appropriately&lt;br&gt;*Rarely follows through with racket</td>
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<td><strong>Rules Application</strong></td>
<td>*Applies rules appropriately in a game setting&lt;br&gt;*Sometimes applies rules appropriately in a game setting</td>
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Sample Tennis Quiz

Name:______________________

True/False: Please mark a true state with a “+” and if the statement is false mark it with an “O.”

1. Is it legal to step on the base line while serving? 

2. If you leave the ground while serving, it is illegal.

3. The serving grip is pure eastern grip.

4. The slide service is less accurate than the flat serve.

5. The ball should be contacted by the racquet on “its” downward flight.

6. In preparing to serve, stand with your right side toward the net.

Multiple Choice: Please circle and write the correct letter on the line.

1. In the set position the feet are:
   a. together, weight is even
   b. comfortable apart, weight is on balls of feet
   c. apart, weight is even

2. In the grip, the racquet is:
   a. perpendicular to ground, palm of hand down
   b. parallel to ground, racquet face standing on edge
   c. parallel, racquet face at a slant

3. Most of the time your knees should be:
   a. stiff, and bend when ball reaches the racquet
   b. bent and flexible
   c. any way that is comfortable

4. The tennis swing should be:
   a. in definite steps
   b. smooth, slow and continuous motion
   c. hurried swing not to loose

5. In the serve the set position is:
   a. facing net, feet together, weight is on both feet
   b. side toward net, feet shoulder width apart, weight on back foot
   c. body and racquet in a comfortable position

Fill in the blank:

1. In the back swing shift your weight to be (right/left)____________foot.

2. In the forward swing the racquet should be at the (highest/slowest)________point.

3. For a slice serve, the ball is on the (right/left)____________side.

4. While serving on the right side of the court, the ball should land in the opponent’s (right/left)____________court.

5. In the follow through, the racquet ________________.
Tennis SBG - Sample Test

Name:________________________

True/False: Level 3
_____1. It is legal to step on the base line while serving.
_____2. If you leave the ground while serving, it is illegal.
_____3. The serving grip is pure eastern grip.
_____4. The slide service is less accurate than the flat serve.
_____5. The ball should be contacted by the racquet on “its” downward flight.
_____6. In preparing to serve, stand with your dominant side toward the net.

Multiple Choice: Level 3
_____7. In the set position the feet are:
   a. together, weight is even
   b. comfortable apart, weight is on balls of feet
   c. apart, weight is even

_____8. In the grip, the racquet is:
   a. perpendicular to ground, palm of hand down
   b. parallel to ground, racquet face standing on edge
   c. parallel, racquet face at a slant

_____9. Most of the time your knees should be:
   a. stiff, and bend when ball reaches the racquet
   b. bent and flexible
   c. any way that is comfortable

_____10. The tennis swing should be:
   a. in definite steps
   b. smooth, slow and continuous motion
   c. hurried swing not to loose

_____11. In the serve the set position is:
   a. facing net, feet together, weight is on both feet
   b. side toward net, feet shoulder width apart, weight on back foot
   c. body and racquet in a comfortable position

Fill in the blank: Level 4

12. In the back swing shift your weight to your ___________ foot.
13. In the forward swing the racquet should be at the ___________ point.
14. For a slice serve, the ball is on the ___________ side.
15. While serving on the right side of the court, the ball should land in the opponent’s ___________ court.
16. In the follow through, the racquet ____________________.

Level 5:

17. How would you improve your backhand?
Aquatics
Materials
**Aquatics Course Description**

*This course is offered to 10-12th grade students who have satisfied their PE requirements for graduation. The students will receive instruction in American Red Cross Aquatics. This course will provide lifeguard candidates and lifeguards with the skills and knowledge needed to prevent and respond to aquatic emergencies. Students will learn CPR and First Aid. District mandated fitnessgram will be administered in pre- and post- test form.*

**Aquatics Course Outcomes**

01 Demonstrates the ability to perform proper stroke techniques.
02 Identifies biomechanical principles related to propelling one-self through the water using a variety of strokes.
03 Accumulates a specific number of laps during a class period to meet personal goals.
04 Assesses and maintains appropriate levels of physical fitness in terms of: cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition necessary for a healthy and productive life.
05 Recognizes water safety and etiquette when in or around the pool.
06 Identifies reasons to participate in physical activity (e.g. health, enjoyment, challenge, self-expression, and social interaction).

**Aquatics Scope and Sequence**

1. Demonstrates the ability to; float, glide, different strokes (freestyle, butterfly, breast, backstroke, sidestroke), dolphin kick, diving, flutter kick, whip kick
2. ARC Levels 1-6, CPR/First Aid/AED
3. Water games
4. Written test; origin, safety, vocabulary, etiquette, strategy

**Aquatics Potential Units of Study**

Beginning Swimming
Intermediate Swimming
Water Games
CPR/First Aid/AED
### Aquatics – Proficiency Scale

<table>
<thead>
<tr>
<th>Standards Requirements</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>Standard 1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</td>
<td>Student can perform the required strokes and the advanced strokes using proper technique without assistance in a group setting.</td>
<td>Student can perform the required strokes and some advanced strokes without assistance in isolation or in a group setting.</td>
<td>Student can perform basic strokes without assistance in isolation or in a group setting.</td>
<td>Minimal achievement with assistance from someone else.</td>
<td>Attempted and failed.</td>
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<tr>
<td>Standard 2 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 concepts, vocabulary and techniques, and can apply them in a group setting.</td>
<td>Student has understanding of concepts, vocabulary and techniques and can apply them in practice situations but has difficulty applying them in a group setting</td>
<td>Student has a minimal understanding of basic concepts, vocabulary and techniques but has difficulty applying them in practice situations.</td>
<td>Minimal achievement with assistance from someone else.</td>
<td>Attempted and failed.</td>
</tr>
<tr>
<td>Standard 3 Participates regularly in physical activity.</td>
<td>Student is prepared and participates in all activities and makes an effort to improve their skills and abilities. Student also helps others improve their skill or ability.</td>
<td>Student is prepared and participates in all activities and makes an effort to improve their skills and abilities.</td>
<td>Student participates in all activities, but makes minimal effort to improve.</td>
<td>Minimal achievement with assistance from someone else.</td>
<td>Attempted and failed.</td>
</tr>
<tr>
<td>Standard 4 Achieves and maintains a health enhancing level of physical fitness.</td>
<td>Student demonstrates an understanding of healthy living concepts. Student creates a fitness plan which significantly improves their level of fitness.</td>
<td>Student understands healthy living concepts. Student can create a plan to maintain their current level of fitness.</td>
<td>Student has a basic understanding of healthy living concepts. Student struggles to maintain current fitness levels.</td>
<td>Minimal achievement with assistance from someone else.</td>
<td>Attempted and failed.</td>
</tr>
</tbody>
</table>
Advanced Swim: Pre-Course Skills

1. 100 yards of front crawl using rhythmic breathing and a stabilizing propellant kick.

2. 100 yards of breaststroke using a pull, breathe, kick and glide sequence.

3. 100 yards of either the front crawl or breast stroke.

4. Starting the in the water, swim 20 yards using the front crawl or breaststroke, surface dive 7-10 feet, retrieve a 10 pound object, return to the surface, swim 20 yards back to the starting point with the object and exit the water without using a ladder or steps within one minute and 40 seconds.

5. Treading water – legs only for two minutes.

Aquatics

Exit Skills Assessment:

Level 1 – Introduction to Water Skills
1. Enter unassisted, move 5 yards, bob 5 times to chin level and safely exit the water.
2. Float on front with support for 3 seconds, roll to back and float on back with support for 3 seconds.

Level 2 – Fundamental Aquatic Skills
1. Step from side into chest-deep water, move into a front float for 5 seconds, roll over to a back float, return to standing position, then move back to back float for 5 seconds and return to a standing position.
2. Push off and swim using a combination of arm and leg actions for 15 feet on the front; push off and swim using a combination of arm and leg actions for 15 feet on the back.

Level 3 – Stroke Development
1. Jump into chest-deep water from the side, swim front crawl for 15 yards with face in the water and rhythmic breathing pattern, maintain position by treading or floating for 30 seconds and swim back crawl 15 yards.

Level 4 – Stroke Improvement
1. Perform a feet-first entry into chest-deep water, swim front crawl for 25 yards, maintain position on back 1 minute in deep water and swim elementary backstroke for 15 yards.
2. Swim breaststroke for 15 yards, tread water for 1 minute and swim back crawl for 25 yards.

Level 5 – Stroke Refinement
1. Perform a shallow dive into deep water, swim front crawl for 50 yards, maintain position on back for 2 minutes in deep water and swim elementary back stroke for 25 yards.
2. Swim breaststroke for 25 yards, tread water for 2 minutes and swim back crawl for 50 yards.

Level 6 – Lifeguard Readiness, Personal Water Safety, Fundamentals of Diving
1. Swim 500 yards continuously using the strokes in the following order: front crawl-100 yards, back crawl-100 yards, breaststroke-50 yards, elementary backstroke-50 yards, sidestroke-50 yards, butterfly-50 yards, and choice of stroke-100 yards.
2. Swim 20 yards using front crawl or breaststroke to a depth of 7-10 feet, retrieve a 10 pound object, return to the surface and swim 20 yards on back or side to the starting point with the object.
3. Jump into deep water, perform a survival float for 5 minutes, roll onto back and perform a back float for 5 minutes.
4. Perform a feet-first surface dive, retrieve an object from the bottom of the pool at a minimum depth of 7 feet, return to surface and return to starting point.
5. Perform a front approach and hurdle with a feet-first entry from a 1-meter springboard.
6. Perform a front approach and hurdle with a head-first entry from a 1-meter springboard.
Standard 1: Skills Checklist Assessment:  

**Beginning Swim**

**Front Crawl:**

**Arm Stroke:**

- **Level 2:** Hand enters water in front of shoulder. Elbow enters water last. Arm extends fully. Hand sweeps downward and outward to just outside the shoulder.
- **Level 3:** Elbow bends up to 90 degrees. Hand does not cross midline of body. Arm extends fully, until thumb brushes thigh.
- **Level 4:** Elbow is lifted high out of water. Hand exists water little finger first. Hand leads elbow after passing shoulder.

**Kick:**

- **Level 2:** Ankles are loose and relaxed.
- **Level 3:** Knee flexes during downbeat. Motion begins at hip and continues through entire leg.
- **Level 4:** Foot snaps downward. Leg straightens toward surface during recovery.

**Breathing and timing:**

- **Level 2:** Head turns to side as arm starts pull.
- **Level 3:** Face turns to side and slightly back. Swimmer inhales as recovery starts.
- **Level 4:** Face returns to original position before hand enters water.

**Back Crawl:**

**Arm Stroke:**

- **Level 2:** Hand enters water outside the shoulder, little finger first. Body rolls toward entry arm.
- **Level 3:** Hand sweeps outward and downward while the elbow bends. Elbow bends up to 90 degrees at midpoint as forearm passes chest. Hand sweeps downward and toward feet.
- **Level 4:** Arm lifts from water, shoulder first, palm inward. Arm remains straight but relaxed. Hand rotates so that little finger enters water first.

**Kick:**

- **Level 2:** Ankles are held loose and floppy.
- **Level 3:** Knee flexes on upward kick. Foot whips upward until leg is straight and toes reach surface.
- **Level 4:** Leg straightens on downward kick.

**Breathing and timing:**

- **Level 2:** Arms move in opposition.
- **Level 3:** Head is held back, ears are submerged. Body roll is important.
- **Level 4:** Swimmer uses rhythmic breathing pattern.

**Breaststroke:**

**Arm Stroke:**

- **Level 2:** Hands angle downward and palms turn outward. Palms press directly out until elbows are wider than shoulders.
- **Level 3:** Elbows bend. Hands sweep downward and outward. Hands sweep inward, upward, and back toward feet.
- **Level 4:** Hands finish below chin, palms facing each other and almost touching. Arms extend forward to glide position.

**Kick:**

- **Level 2:** Hips and knees bend. Heels lift up toward buttocks. Feet and ankles are positioned outside knees. Ankles flex and rotate outward.
- **Level 3:** Feet press around, outward, and backward. Feet and legs move in continuous motion.
- **Level 4:** Kick ends when feet and ankles touch and legs are straight.

**Breathing and Timing:**

- **Level 2:** Swimmer takes a breath. Legs begin recovery.
- **Level 3:** Face returns to water. Arms recover. Kick begins.
- **Level 4:** Arms reach full extension. Kick ends. Swimmer glides briefly and begins next stroke.
**Elementary Backstroke:**

**Arm Stroke:**
- Level 3: Fingers point outward. Palms face back toward feet. Arms extend outward.
- Level 4: Palms sweep toward feet. Arms remain straight or slightly bent.

**Kick:**
- Level 2: Swimmer recovers legs by bending and separating knees. Heels move downward, under and outside knees. Knees are spread slightly wider than hips. Back, hips, and thighs are nearly in line.
- Level 3: Knees rotate inward. Ankle flex and feet rotate outward.
- Level 4: Feet press backward in a rounded motion until they touch. Speed of kick increases through entire motion.

**Breathing and Timing:**
- Level 3: Arms and Legs begin power phase. Arms and legs finish together. Swimmer exhales.
- Level 4: Body is streamlined for glide.

**Sidestroke:**

**Arm Stroke:**
- Level 2: Body is streamlined in glide position. Palm is down and angled slightly outward. Elbow bends. Hands sweep downward and back toward feet. Hand almost reaches upper chest.
- Level 4: Hand sweeps downward and backward to body. Hand continues sweeping motion to reach glide position.

**Kick:**
- Level 2: Hips and knees flex to begin recovery. Heels draw toward buttocks. Top ankle flexes. Top leg begins extension.
- Level 3: Bottom foot points. Top leg completes extension. Thigh of bottom leg extends slightly to rear of trunk.
- Level 4: Top leg presses backward. Bottom leg extends. Legs straighten to glide position.

**Breathing and timing:**
- Level 2: Leading arm sweeps. Trailing arm recovers. Legs recover.
- Level 4: Arms extend to glide position. Legs extend to glide position. Body is streamlined for glide. Swimmer uses rhythmic breathing pattern.

**Butterfly:**

**Arm Stroke:**
- Level 3: Elbows bend to a maximum of 90 degrees. Elbows remain higher than hands. Hands sweep close together, under shoulders. Arms swing wide. Arms are straight or slightly bent. Arms recover just above surface of water. Hands press backward toward feet.

**Kick:**
- Level 2: Kick begins at hips. Legs extend quickly.
- Level 3: Knees bend on downbeat. Knees straighten on upbeat.
- Level 4: Ankles and feet remain relaxed throughout kick.
Breathing and timing:
- **Level 3**: Hands accelerate into recovery. Head lifts for breath as hands press toward hips. Swimmer completes breath as arms begin recovery.
- **Level 4**: Chin is thrust forward, not upward. Swimmer breathes as soon as the face clears the water. Head lowers as soon as breath is completed. Arms continue recovery. Hands enter water to begin next stroke.

Diving: Progression and Positions:

Kneeling:
- **Level 2**: Diver kneels on one knee. Toes grip pool edge. Arms extend over head.
- **Level 3 & 4**: Diver leans forward and pushes with legs. Body straightens and legs extend for entry.

Compact:
- **Level 2**: Diver starts in kneeling position. Diver lifts knee off deck. Arms extend above head.
- **Level 3 & 4**: Diver leans forward and pushes off toward water. Legs come together for entry.

Stride:
- **Level 2**: Diver stands with one leg forward, one leg back. Toes of the forward foot grip pool edge. Arms extend above head.
- **Level 3**: Diver bends at waist toward water. Diver lifts back leg, leans forward and pushes off toward water.
- **Level 4**: Legs are together and straight for entry.

Standing:
- **Level 2**: Diver stands with feet shoulder-width apart. Toes of both feet grip edge of pool. Arms extend above head and knees bend.
- **Level 3**: Diver bends at waist toward water. Diver pushes off deck.
- **Level 4**: Diver lifts hips. Legs extend in line with torso and straighten for entry.

Turns:

Flip:
- **Level 2**: Trailing arm stops one stroke from wall. Leading arm completes last stroke. Both hands stop at thighs. Hands sweep toward head. Swimmer does dolphin kick to begin flip. Head drives downward to complete flip. Body tucks.
- **Level 3**: Feet are placed parallel on wall. Toes point up or slightly to side. Swimmer pushes off in face-up or side-lying position. Swimmer extends to streamlined position.
- **Level 4**: Swimmer rotates onto stomach. Swimmer surfaces and resumes stroke.

Backstroke:
- **Level 2**: Swimmer looks toward pulling arm one stroke from wall. Swimmer rotates onto stomach. Trailing arm recovers across body.
- **Level 3**: Both hands stop at thighs. Head drives downward to begin flip. Hands sweep toward head. Body tucks. Swimmer completes flip.
- **Level 4**: Feet are parallel on wall, toes point upward. Swimmer pushes off in face-up position. Body extends to streamlined position. Swimmer glides briefly and resumes stroke.

Breaststroke:
- **Level 2**: Body is in fully extended glide position. Both hands touch wall. Hips and legs tuck. Head moves away from wall. Elbow bends. Arm moves backward as close as possible to body. Other arm moves over the head as close to head as possible. Feet are positioned on wall. Body submerges fully.
- **Level 3**: Arms extend. Swimmer pushes off in side-lying position. Swimmer glides in streamlined position. Swimmer takes complete breaststroke pull to thighs.
- **Level 4**: Swimmer glides briefly. Swimmer completes one breaststroke kick. Hands recover close to body. Swimmer surfaces and resumes stroke.
Butterfly:
Level 2: Body is in fully extended glide position. Both hands touch was Hips and legs tuck. Head moves away from wall. Elbow bends.
Level 3: Arm moves backward as close as possible to body. Other arm moves over the head as close to head as possible. Feet are positioned on wall. Body submerges fully.

Advanced Swim:
Entries:
Slide-In – Sit down on the edge of the pool deck, facing the water. Place the rescue tube on the surface of the pool deck or in the water. Gently slide into the water. Retrieve the rescue tube. Place the rescue tube across the chest with the tube under the armpits and begin your approach.
Stride Jump – Squeeze the rescue tube high against your chest with the tube under your armpits. Hold the excess line to keep it from getting caught in the lifeguard chair or other equipment when you jump into the water. Leap into the water with one leg forward and the other leg back. Lean slightly forward, with your chest ahead of your hips, and focus on the victim as you enter the water. Squeeze or scissor your legs together for upward thrust. Focus on the victim and begin your approach.
Compact Jump – Squeeze the rescue tube high against your chest with the tube under your armpits. Hold the excess line to keep it from getting caught in the lifeguard chair or other equipment when you jump into the water. Jump out and away from the lifeguard chair or pool deck. Bend your knees and keep your feet together and flat to absorb the shock if you hit the bottom. Do not point your toes or keep your legs straight or stiff. Let the buoyancy of the rescue tube bring you back to the surface. Focus on the victim when you surface, and begin your approach.

Rescue Approaches: Front Crawl or Breaststroke
Enter the water appropriately. Keep the rescue tube under the armpits or torso. Swim toward the victim with your head up. Slow down as you get closer to the victim.

Simple Assist:
Keeping the rescue tube between you and the victim, reach across the tube and grasp the victim at the armpit to help the victim maintain his or her balance. If the victim is underwater, grab the victim under the armpits with both hands and help him or her stand up.

Extension Assist from the Deck:
Remove the shoulder strap. Hold the shoulder strap in one hand, and extend the rescue tube to the distressed swimmer with the other hand. Keep your body weight on the back foot and crouch to avoid being pulled into the water. Tell the victim to grab the rescue tube. Slowly pull the victim to safety.

Reaching Assist with Equipment:
Brace yourself on the pool deck. Extend a reaching pole or shepherd’s crook to the victim. When the victim grabs the pole or the crook, slowly and carefully pull the victim to safety. Keep your body low and lean back to avoid being pulled into the water.

Throwing Assist:
Hold the coil of line in the open palm of your non-throwing hand and grasp the side of the ring buoy with the throwing hand. Step on the non-throwing end of the line with your foot. Hold the buoy vertically, step back with the leg on your throwing side, swing the buoy backwards and then forward for an underhand toss. Aim your throw so that the buoy lands just beyond the victim with the line lying on the victim’s shoulder. Tell the victim to grab the ring buoy. If there is a crosswind or current, throw upwind or up current of the victim. After the victim has a firm grasp, on the buoy or line, drop the remaining coil, if any, and pull the victim to safety. Keep your body low and lean back to avoid being pulled into the water. Reassure the victim. Slowly pull the victim to safety by reaching out with one hand and grasping the line with your thumb inward. Pull the line in to your side with that hand while reaching out with the other. Continue pulling until the victim is at the side of the pool or is able to stand in shallow water.
Swimming Extension Rescue:
Approach the victim from the front. Extend the end of the rescue tube to the distressed swimmer. Tell the victim to hold the rescue tube and kick if he or she can. Tow the victim to safety. Be sure to maintain visual contact. Reassure the victim.

Active Drowning Victim Rear Rescue:
Approach the victim from behind. Reach under the victim’s armpits and grasp the shoulders firmly. Squeeze the rescue tube between your chest and the victim’s back. Keep your head to one side to avoid being hit by the victim’s head. Lean back and pull the victim onto the rescue tube. Use the rescue tube to support the victim with his or her mouth out of the water. Reassure the victim. Tow the victim to safety.

Passive Drowning Victim Rear Rescue:
Approach the victim from behind. Reach under the victim’s armpits and grasp the shoulders firmly. Squeeze the rescue tube between your chest and the victim’s head. Keep your head to one side to avoid being hit by the victim’s head. Roll the victim over by dipping your shoulder and rolling onto your back so that the victim is face-up on top of the rescue tube. Tow the victim to safety.

Two-Person Removal from the Water Using a Backboard:
The primary rescuer brings the victim to the side of the pool and turns him or her to face the deck. A second rescuer brings a backboard with the head immobilizer and the straps removed, if possible. The second rescuer on deck crosses his or her hands to grab the victim’s opposite wrists and pulls the victim up slightly to keep the head above the water and away from the pool edge. Support the victim’s head so that it does not fall forward. The primary rescuer climbs out of the water, removes the rescue tube and gets the backboard. The primary rescuer guides the backboard, foot-end first, straight down into the water next to the victim. The second rescuer then turns the victim onto the backboard. Each rescuer then quickly grasps one of the victim’s wrists and one of the handholds of the backboard. When the primary rescuer gives the signal, both rescuers pull the backboard and victim onto the deck, resting the underside of the board against the edge of the pool. Step backward and then lower the backboard onto the deck. Provide immediate care based on the victim’s condition.

Passive Submerged Victim- Shallow Water:
Approach by swimming or quickly walking to a point near the victim’s side. Let go of the rescue tube but keep the strap around the shoulder. Facing in the same direction as the victim, submerge and reach down to grab the victim under the armpits. Pick the victim up, pulling the victim toward you to a face-up position at the surface. Grab the rescue tube and position it under the victim’s shoulders. Move the victim’s arm that is closest to you down to the side of the victim. Reach your right arm over the victim’s right shoulder and grasp the rescue tube or reach with your left arm over the victim’s left shoulder and grasp the rescue tube. Move the victim quickly to safety.

Multiple-Victim Rescue:
Approach the victim from behind. Reach under the victim’s armpits and grasp his or her shoulders. Squeeze the rescue tube between your chest and the victim’s back. Keep your head to one side of the victim’s head. Use the rescue tube to support both victims with their mouth out of the water. Reassure the victims. Support either victims until other lifeguards arrive or the victims calm down enough to help move to safety.

Feet-First Surface Dive:
From a treading water position, let go of your rescue tube but keep the strap around your shoulders. In a vertical position, simultaneously press down with your hands and kick strongly to raise your body out of the water. Take a breath with your arms at your sides and let your body sink underwater. Keep your legs straight and together with your toes pointed. As your downward momentum slows, turn your palms outward and sweep your hands and arms upward and overhead. Repeat these arm movements until your deep enough to reach the victim.

Submerged Victim-Deep Water:
Swim to a point near a victim. Do a feet-first surface dive, and position yourself behind the victim. Reach one arm under the victim’s arm and across the victim’s chest. Hold firmly onto the victim’s opposite side. When you have the victim, reach up above your shoulder with your free hand and grasp the towline. Pull it down and hold it in the same hand that is holding the victim. Keep pulling the towline in this way until you reach the surface. As you surface, grasp and position the rescue tube so that it is squeezed between your chest and the victim’s back. Reach your free arm over the tube and under the victim’s armpit. Firmly grasp his or her shoulder. Move your
other arm from across the victim’s chest, and firmly grasp his or her shoulder. Hold the victim in a face-up position on the rescue tube. Quickly move the victim to safety.

**Front Head-Hold Escape:**
As soon as you’re grabbed, take a quick breath, tuck your chin down, turn your head to either side, raise your shoulders and submerge with the victim. Once underwater, grasp the victim’s elbows or the undersides of the victim’s arms just above the elbows. Forcefully push up and away. Keep your chin tucked, your arms fully extended and your shoulders raised until you are free. Quickly swim underwater out of the victim’s reach. Surface and reposition your rescue tube, and try the rescue again.

**Rear Head-Hold Escape:**
If the victim grabs you from behind, take a quick breath, tuck your chin down, turn your head to either side, raise your shoulders and submerge with the victim. Once underwater, grasp the victim’s elbows or the undersides of the victim’s arms just above the elbows. Forcefully push up and away while twisting your head and shoulders. Keep your chin tucked, your arms fully extended and your shoulders raised until you are free. Quickly swim underwater out of the victim’s reach. Surface and reposition your rescue tube, and try the rescue again.

**Manual In-Line Stabilization for a Head, Neck or Back Injury on Land:**
Minimize movement of the head, neck and back by placing your hands on both sides of the victim’s head. Have the victim remain in the position in which he or she was found until EMS personnel arrive and take over. Monitor the victim-watch for changes in the consciousness and breathing.

**Using a Backboard for a Standing Victim on Land:**
Rescuer 1 approaches the victim from the front and performs in-line stabilization of the victim’s head and neck by placing one hand on each side of the head. Rescuer 2 retrieves a backboard and places it against the victim’s back, being careful not to disturb Rescuer 1’s in-line stabilization of the victim’s head. Rescuer 3 assists Rescuer 2 in positioning the backboard so that the board is centered behind the victim. While Rescuer 3 holds the backboard, Rescuer 2 secures the victim to the backboard by placing and securing a: strap high across the victim’s chest and under the victim’s armpits. This helps prevent the victim from sliding on the backboard when it is lowered, strap across the victim’s hips with the victim’s arms and hands secured, and strap across the victim’s thighs. Rescuer 2 rechecks straps to be sure that they are secure. Rescuer 2 then secures the victim’s head to the backboard using a head immobilizer and strap across the victim’s forehead. Rescuer 2 and Rescuer 3 place their inside hands underneath the victim’s armpit, in between the victim’s arm and torso, and grasp the backboard. These rescuers should grasp a handhold that is at the victim’s armpit level or higher. When the victim is secured to the back board, Rescuer 1 moves to the back of the board and grasps the top of the backboard. Rescuer 1 then gives the signal to the other two rescuers to begin lowering the victim to the ground. While lowering the victim to the ground, Rescuer 2 and Rescuer 3 should walk forward and bend at the knees to avoid back injury.

**Head Splint Technique on a Face-Up Victim in Shallow Water at or Near the Surface:**
Approach the victim’s head from behind, or stand behind the victim’s head. Lower your body so that the water level is at your neck. Grasp the victim’s arms midway between the shoulder and elbow with your thumbs to the inside of each of the victim’s arms. Grasp the victim’s right arm with your right hand and the victim’s left arm with your left hand. Gently move the victim’s arms up alongside the head and reposition yourself to the victim’s side as you trap the victim’s head with his or her arms. Slowly and carefully squeeze the victim’s arms against his or her head to help hold the head in line with the body. Do not move the victim any more than necessary. Position the victim’s head close to the crook of your arm, with the head in line with the body. Hold the victim in this position until help arrives. Check for consciousness and signs of life. If there are no signs of life, immediately remove the victim from the water.

**Head Splint Technique on a Face-Down Victim in Shallow Water at or Near the Surface:**
Approach the victim from the side. Grasp the victim’s arms midway between the shoulder and elbow. Grasp the victim’s right arm with your right hand and the victim’s left arm with your left hand. Gently move the victim’s arms up alongside the head. Squeeze the victim’s arms against his or her head to help hold the head in line with the body. Glide the victim slowly forward. Lower yourself to shoulder depth before gliding the victim forward. Continue moving slowly and turn the victim toward you until he or she is face-up. To do this, push the victim’s arm that is closer to you under the water while pulling the victim’s other arm across the surface toward you.
Position the victim’s head close to the crook of your arm, with the head in line with the body. Hold the victim in this position until help arrives. Check for consciousness and signs of life. If there are no signs of life, immediately remove the victim from the water.

**Head and Chin Support for a Face-Up Victim in Shallow Water or Near the Surface:**
Approach the victim from the side. With your body at about shoulder depth in the water, place one forearm along the length of the victim’s breastbone and the other forearm along the victim’s spine. Use your hands to gently hold the victim’s head and neck in line with the body. Place one hand on the victim’s lower jaw and the other hand on the back of the lower head. Be careful not to place pressure or touch the front and back of the neck. Squeeze your forearms together, clamping the victim’s chest and back. Continue to support the victim’s head and neck. Hold the victim face-up in the water until help arrives. Check for consciousness and signs of life. If there are no signs of life, immediately remove the victim from the water.

**Head and Chin Support for a Face-Down Victim in Shallow Water at or Near the Surface:**
Approach the victim from the side. With your body at about shoulder depth in the water, place one forearm along the length of the victim’s breastbone and the other forearm along the victim’s spine. Use your hands to gently hold the victim’s head and neck in line with the body. Place one hand on the victim’s lower jaw and the other hand on the back of the lower head. Be careful not to place pressure or touch the front and back of the neck. Squeeze your forearms together, clamping the victim’s chest and back. Continue to support the victim’s head and neck. Turn the victim face-up. Using the head and chin support to stabilize the spine, slowly move the victim forward to help lift the victim’s legs. Turn the victim toward you as you submerge. Roll under the victim while turning the victim over. Avoid twisting the victim’s body. The victim is face-up when you surface on the other side. Hold the victim face-up in the water until help arrives. Check for consciousness and signs of life. If there are no signs of life, immediately remove the victim from the water.

**Head Splint Technique on a Face-Up Victim in Deep Water at or Near the Surface:**
Approach the victim’s head from behind using a rescue tube for support. Grasp the victim’s arms midway between the shoulder and elbow with your thumbs to the inside of each of the victim’s arms. Grasp the victim’s right arm with your right hand and the victim’s left arm with your left hand. Gently move the victim’s arms up alongside the head and reposition yourself to the victim’s side as you trap the head with his or her arms. Slowly and carefully squeeze the victim’s arms against his or head to help hold the head in line with the body. Do not move the victim any more than necessary. Position the victim’s head close to the crook of your arm, with the head in line with the body. Hold the victim in this position until help arrives. Move the victim to shallow water if possible. Check for consciousness and signs of life. If there are no signs of life, immediately remove the victim from the water.

**Head Splint Technique on a Face-Down Victim in Deep Water at or Near the Surface:**
Approach the victim from the side using a rescue tube for support. Grasp the victim’s arms midway between the shoulder and elbow. Grasp the victim’s right arm with your right hand and the victim’s left arm with your left hand. Gently move the victim’s arms up alongside the head. Squeeze the victim’s arms against his or her head to help hold the head in line with the body. Glide the victim slowly forward. Continue moving slowly and turn the victim until he or she is face-up. To do this, push the victim’s arm that is closest to you under the water while pulling the victim’s other arm across the surface toward you. Position the victim’s head close to the crook of your arm, with the head in line with the body. Hold the victim in this position until help arrives. Move the victim to shallow water if possible. Check for consciousness and signs of life. If there are no signs of life, immediately remove the victim from the water.

**Head and Chin Support on a Face-Up Victim in Deep Water:**
Approach the victim from the side. While using the rescue tube to support you above water, place one forearm along the length of the victim’s breastbone and the other forearm along the victim’s spine. Use your hands to gently hold the victim’s head and neck in line with the body. Place one hand on the victim’s lower jaw and the other hand on the back of the lower head. Be careful not to place pressure or touch the front and back of the neck. Squeeze your forearms together, clamping the victim’s chest and back. Continue to support the victim’s head and neck. Hold the victim face-up in the water until help arrives. Move the victim to shallow water if possible. Check for consciousness and signs of life. If there are no signs of life, immediately remove the victim from the water.
In-Line Stabilization Techniques for a Submerged Victim Face-Up, Face-Down or on one Side in Deep Water:

Swim to a point near the victim. Do a feet-first surface dive and position yourself behind the victim. Use either the head splint technique or a head and chin support to provide in-line stabilization. Move the victim up and forward at an angle to the water’s surface. IF the victim is face-down, turn the victim face-up as you move to the surface. Roll under the victim while turning the victim over in the water. Avoid twisting the victim’s body. The victim should be face-up when surfacing. To provide support above water, a second lifeguard readjusts the rescue tube by placing it under the first lifeguard’s armpits. The second lifeguard submerges on end of the rescue tube under the first lifeguard’s armpits and positions it, without hitting the victim, so that it is under both armpits. Hold the victim face-up in the water until help arrives. Move the victim to shallow water if possible. Check for consciousness and signs of life. If there are no signs of life, immediately remove the victim from the water.

Using a Backboard in Shallow Water:

Rescuer 1 continues to provide manual in-line stabilization until another rescuer(s) arrive(s). Rescuer 2 enters the water, submerges the backboard and positions it under the victim so that it extends slightly beyond the victim’s head. While Rescuer 2 raises the backboard into place, depending on the manual in-line stabilization technique used, both rescuers should follow the steps below.

- **Head Splint:** Rescuer 1 moves the elbow that is under the victim toward the top of the backboard while continuing to apply pressure on both arms. Rescuer 2 uses that head and chin support to stabilize the victim (one hand and arm on the chin and chest, the other hand and arm under the backboard). Once the backboard is in place, Rescuer 1 lowers the victim’s arms, moves to the victim’s head and places the rescue tube under the head of the backboard. Rescuer 1 supports the backboard with his or her forearms. Lastly, Rescuer 1 stabilizes the victim’s head by placing his or her hands along each side of the victim’s head.

- **Head and Chin Support:** Rescuer 1 carefully removes his or her arm from beneath the victim. Rescuer 1 then keeps the hand on the chin and arm on the chest and places the other hand and arm under the backboard. Once the backboard is in place, Rescuer 2 moves to the victim’s head and places a rescue tube under the head of the backboard. Rescuer 2 stabilizes the victim’s head by placing his or her hands along each side of the victim’s head.

The rescuer who is not positioned at the victim’s head secures the victim on the backboard. Secure the victim with a minimum of 3 straps: across the victim’s chest, hips and thighs. Secure the straps in the following order: Strap high across the chest and under the victim’s armpits, strap across the hips with the victim’s arms and hands secured, strap across the thighs, and recheck straps to be sure that they are secure. After all the straps have been checked and properly secured, the rescuer secures the victim’s head to the backboard using a hand immobilizer and a strap across the victim’s forehead. If not done so already, the rescuers bring the victim to the side of the pool: position the backboard with head end by the side of the pool and the foot end straight out into the pool. With one rescuer at each side, lift the head of the backboard slightly and place it on the edge of the gutter or the edge of the pool deck, if possible. One rescuer gets out of the pool while the other rescuer maintains control of the backboard. Once rescuer gets out of the pool the other rescuer maintains control of the backboard. Once out of the pool, the rescuer on deck grasps the head of the backboard while the other rescuer gets out of the pool. Together, the rescuers stand and step backward, pulling the backboard and sliding it up over the edge of the deck and out of and away from the water. If additional lifeguards are available to assist, they can help guide and remove the backboard and victim onto the deck.

Using a Backboard in Deep Water:

Rescuer 1 minimizes movement of the victim’s head, neck and back by using either the head splint technique or the head and chin support for a face-up victim. IF the victim is submerged, Rescuer 1 leaves the rescue tube on the surface and does a feet-first surface dive to the victim. He or she brings the victim to the surface using the head splint technique or the head and chin support. Rescuer 2 retrieves Rescuer 1’s rescue tube and inserts it under the Rescuer 1’s armpits. To place and secure the victim on a backboard, Rescuer 1 moves the victim to the side of the pool or, if possible, toward the corner of the pool. Rescuer 2 places a rescue tube under the victim’s knees to raise the legs. Rescuer 2 then places the backboard under the victim while Rescuer 1 continues to maintain in-line stabilization.
• **Head Splint:** As the backboard is raised into place, Rescuer 1 moves the elbow that is under the victim toward the top of the backboard while continuing to apply pressure on both arms. Rescuer 2 uses the head and chin support to stabilize the victim (one hand and arm on the chin and chest, the other hand and arm under the backboard). Once the backboard is in place, Rescuer 1 removes the rescue tube under the victim’s knees by sliding the rescue tube towards him or herself. Rescuer 1 then lowers the victim’s arms, moves to the victim’s head and places a rescue tube under the head of the backboard. Rescuer 1 supports the backboard with his or her forearms. Rescuer 1 then stabilizes the victim’s head by placing his or her hands along each side of the victim’s head.

• **Head and Chin Support:** As the backboard is raised into place, Rescuer 1 carefully removes his or her arm from beneath the victim. Rescuer 1 then keeps the hand on the chin and the arm on the chest and places the other hand and arm under the backboard. Once the backboard is in place, Rescuer 2 removes the rescue tube under the victim’s knees by sliding the rescue tube towards him or herself. Rescuer 2 then moves to the victim’s head and places a rescue tube under the head of the backboard. Rescuer 2 supports the backboard with his or her forearms and stabilizes the victim’s head by placing his or her hands along each side of the victim’s head.

The rescuer who is not positioned at the victim’s head secures the victim head secures the victim on the backboard by placing straps at least across the victim’s chest, hips, and thighs. After all straps have been checked and properly secured, the rescuer secures the victim’s head to the backboard, using a head immobilizer and a strap across the victim’s forehead. With one rescuer at each side of the victim, the rescuers position the backboard with the head end by the side of the pool and the foot end straight out into the pool. Use on or two rescue tubes if needed to support the foot end of the backboard. With one rescuer at each side, lift the head of the backboard slightly and place it on the edge of the gutter or the edge of the pool deck, if possible. One rescuer gets out of the pool while the other rescuer maintains control of the backboard. Once out of the pool, the rescuer maintains control of the backboard. Once out of the pool, the rescuer on deck then grasps the head of the backboard while the other rescuer gets out of the pool. Together the rescuers stand and step backward pulling the backboard and sliding it up over the edge of the deck and out of and away from the water. Use proper lifting techniques to prevent injury. If additional lifeguards are available to assist, they can help guide and remove the backboard and victim onto the deck.
Sample Aquatics Quiz

Name: __________________________   Block: _____________  Date: ___________

True or False:

_____ 1. Aquatic activities are the leading form of recreation in the United States.

_____ 2. Proper progressions should be utilized in teaching the forward dive from the pool. The safe depth recommended for such activity is 5 feet.

_____ 3. Water exercise is one of the nation’s fastest growing fitness activities.

_____ 4. Safety considerations for water exercise include scheduled lifeguard, pool safety line, trained instructor and participant fitness evaluations.

_____ 5. Even in the best managed pool facilities accidents may be unavoidable.

_____ 6. All participants should be taught the correct way of entering and exiting the pool.

_____ 7. The breaststroke, back crawl, and sidestroke all have a glide portion separating arm and leg movements.

_____ 8. Breathing on the front crawl is accomplished by lifting the chin out of the water and looking forward.

_____ 9. The sidestroke is the stroke of choice used in lifeguard rescues.

_____10. The back crawl stroke is far more difficult to perform than the front crawl stroke.

Multiple Choice: Choose the best answer.

_____ 11. Aquatic activities may be helpful to those who are normally physically challenged on land due to:
   a. increased buoyancy
   b. therapeutic affects of water
   c. improve cardiorespiratory fitness levels
   d. all of the above

_____ 12. Generally it takes a person _____ of time to drown.
   a. 30 minutes
   b. 5-10 minutes
   c. 15-20 minutes
   d. 20-60 seconds
13. Which is the proper sequence of instruction for the beginning swimmer?
   a. bob, float, glide, kick, stroke
   b. float, bob, glide, kick, stroke
   c. float, bob, kick, glide, stroke
   d. kick, bob, float, glide, stroke

14. The fastest swimming stroke is
   a. sidestroke
   b. breaststroke
   c. front crawl
   d. butterfly

15. The _________ has an underwater recovery with both arms.
   a. front crawl
   b. breaststroke
   c. back crawl
   d. butterfly

Level 4 Short answer:

16. Identify the different parts of a breaststroke.

17. List the key points of the front crawl stroke.

**Essay:** Choose one and write about it.

1. Select one of the major competitive strokes and explain the arm movement, the kick, and the coordination of the arm and leg movements and the breathing pattern.

2. Suggest an appropriate learning progression for beginners.
Aerobics
Materials
**Aerobics/Dance Course Description**

*This course is offered to 10-12th grade students. Students will learn a variety of cardiovascular fitness activities. Emphasis will be placed on wellness of the student. Activities include but are not limited to: step, kickboxing, pilates, yoga, toning, circuit training and other continuous activities. Water aerobics will be offered where available. District mandated fitnessgram will be administered in pre- and post- test form.*

**Aerobics/Dance Course Outcomes**

01 Demonstrates the ability to identify rhythms and understands current fundamental techniques.

02 Plans a personal summer conditioning program.

03 Monitors physical activity through the use of a pedometer, heart rate monitor and/or physical activity log to evaluate personal fitness levels and set goals.

04 Assesses and maintains appropriate levels of physical fitness in terms of: cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition necessary for a healthy and productive life.

05 Participates successfully in a cooperative learning group with a wide range of diverse members.

06 Identifies reasons to participate in physical activity (e.g. health, enjoyment, challenge, self-expression, and social interaction).
# High School Aerobics – Proficiency Scale

<table>
<thead>
<tr>
<th>Standards</th>
<th>Standard Requirements</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1</strong></td>
<td>Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</td>
<td>Advanced</td>
<td>Proficient</td>
<td>Basic</td>
<td>Below Basic</td>
<td>Failing</td>
</tr>
<tr>
<td></td>
<td>Student can perform the required skills and the advanced skills without assistance in isolation or in a group setting.</td>
<td>Student can perform the required skills and some advanced skills without assistance in isolation or in a group setting.</td>
<td>Student can perform basic skills without assistance in isolation or in a group setting.</td>
<td>Minimal achievement with assistance from someone else.</td>
<td>Attempted and failed.</td>
<td></td>
</tr>
<tr>
<td><strong>Standard 2</strong></td>
<td>Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Student has thorough understanding of concepts and vocabulary and can apply them during a physical fitness activity.</td>
<td>Student has understanding of concepts and vocabulary and can apply them during physical fitness activities.</td>
<td>Student has a minimal understanding of basic concepts and vocabulary but has difficulty applying them during physical fitness activities.</td>
<td>Minimal achievement with assistance from someone else.</td>
<td>Attempted and failed.</td>
<td></td>
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<tr>
<td><strong>Standard 3</strong></td>
<td>Participates regularly in physical activity.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Student is prepared and participates in all activities and makes an effort to improve their skills and abilities. Student also helps others improve their skill or ability.</td>
<td>Student is prepared and participates in all activities and makes an effort to improve their skills and abilities.</td>
<td>Student participates in all activities, but makes minimal effort to improve.</td>
<td>Minimal achievement with assistance from someone else.</td>
<td>Attempted and failed.</td>
<td></td>
</tr>
<tr>
<td><strong>Standard 4</strong></td>
<td>Achieves and maintains a health enhancing level of physical fitness.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student demonstrates an understanding of healthy living concepts. Student creates a fitness plan which significantly improves their level of fitness.</td>
<td>Student understands healthy living concepts. Student can create a plan to maintain their current level of fitness.</td>
<td>Student has a basic understanding of healthy living concepts. Student struggles to maintain current fitness levels.</td>
<td>Minimal achievement with assistance from someone else.</td>
<td>Attempted and failed.</td>
<td></td>
</tr>
</tbody>
</table>
Step Aerobics

**Level 2:** Basic, Corner to Corner, Tap up, V step, I step, L step, Over the top, Repeater, and Straddle.

Tap Up – is simply a basic, but instead of stepping all the way up on the bench, just tap your foot on it. This move is done in 4 counts.
1. Step up on the bench with the lead foot.
2. Step up and tap the bench with your other foot.
3. Step back down with your other foot.
4. Step down with your lead foot.

Over the Top – starts next to the bench, facing sideways. This move brings you over the “short end” of the bench. This move is done in 4 counts.
1. Step sideways up onto the bench with the lead foot.
2. Step up so both feet are on the bench.
3. Step off the other side of the bench with the lead foot.
4. Step down so both feet are on the floor.

Straddle – starts next to the bench, facing sideways. This move is done in 8 counts.
1. Step up to the center of the bench with the lead foot.
2. Bring the other foot up so both are on top of the bench.
3. Step down and back on the other side of the bench with the lead foot.
4. Bring the other foot down on the opposite side of the bench.
5. Step up on the bench again with the lead foot.
6. Bring the other foot up on the bench again.
7. Step back and down with the lead foot.
8. Bring the other foot down next to the lead foot.

**Level 3:** Around the World, Turnstep, Flamingo, Helicopter, Z-step, Revolving Door.

Around the World – starts next to the bench, facing sideways. This move is a combination of two turnsteps, and two over the tops. This move is done in 16 counts.

(Turnstep #1)
1. Step up on bench with the lead foot.
2. Bring other foot on bench as you turn.
3. Step off with the same foot.
4. Bring the lead foot down next to the other.

(Over the top #1)
1. Step sideways up onto the bench with the lead foot.
2. Step up so both feet are on the bench.
3. Step off the other side of the bench with the lead foot.
4. Step down so both feet are on the floor.

(Turnstep #2)
1. Step up on bench with the lead foot.
2. Bring other foot on bench as you turn.
3. Step off with the same foot.
4. Bring the lead foot down next to the other.

(Over the top #2)
1. Step sideways up onto the bench with the lead foot.
2. Step up so both feet are on the bench.
3. Step off the other side of the bench with the lead foot.
4. Step down so both feet are on the floor.

Turnstep – starts next to the bench, facing sideways. This move is done in 4 counts:
1. Step up on the bench with the lead foot.
2. Bring other foot on bench as you turn.
3. Step off with the lead foot.
4. Bring the other foot down next to the lead foot.

Flamingo – is a knee up, straddle down, up and off the same side that you started on. This move is done in 8 counts.
1. Step up on the bench with the lead foot.
2. Raise the other knee up.
3. Bring the other knee back down.
4. Step down on the other side of the bench with your other foot. You are now straddling the bench.
5. Step up on the bench with your lead foot.
6. Step up on the bench with your other foot. Both feet are now on top of the bench.
7. Step back down with your other foot on the same side as before.
8. Bring the other foot down next to the lead foot. You are in the same place as when you started the move.

Helicopter – is basically two hop turns that take you over the bench and back, turning in a complete circle as you go.
1. Step up on the bench with your lead foot and immediately begin to turn as you lift your knee.
2. Spin on your lead foot, as your other knee raises over the bench.
3. Step down on the far side with your other foot.
4. Step down on the far side with your lead foot.
(Note: Counts 5-8 are the same as 1-4 but on the other side)
5. Step up on the bench with your lead foot.
6. Spin on your lead foot, as your other knee raises over the bench.
7. Step down with your other foot.
8. Step down with your lead foot.

Level 4: Putting together combinations on their own with smooth transitions.

Assessment as needed through observation.

**Kickboxing**

**Level 2:**

Boxer’s stance
1. Feet shoulder width apart(12 o’clock)
2. One foot is turned to an outward angle no greater than 90 degrees(3 or 9 o’clock)
3. The foot that remains in the forward facing position determines the lead leg.
4. Weight evenly distributed on both feet emphasis forward on balls of the feet.
5. Arms close to the sides and slightly infront of the body. Elbows pointing down with forearms almost parallel to each other and hands facing each other at chin level.
6. Making a fist by placing with thumb on the outside knuckles on the index and middle fingers. Keep knuckles in line with the bones of the forearm.
Jab
1. Begin in boxer stance
2. Extend the lead arm forward in a straight line at shoulder level.
3. Keep elbow close to body snapping forward at the elbow without locking the joint.
4. Rotate the fist forward.
5. To deliver an effective punch, shift the lead leg forward as the jab is thrown.
6. Reverse motion to return to the boxer stance

Cross
1. Begin in boxer stance
2. Pivot rear foot as the rear shoulder and hip rotate forward
3. Keep elbow close to the body
4. Shift the weight forward and extend the rear arm forward in a straight line at shoulder level
5. Snap forward at the elbow without locking the joint
6. Rotate the fist inward
7. Reverse motion to return to the boxer stance

Hook
1. Begin in boxer stance
2. Keep elbows close to the body
3. Lift lead elbow up and out to the side with the upper arm parallel to the floor
4. Fist may face in toward the body or down toward the floor
5. Maintain the bent arm moving the arm horizontally across the face while pivoting on the lead foot.
6. Shift body weight forward as the rear shoulder and hip rotate to the opposite side.
7. Reverse motion to return to the boxer stance

Uppercut
1. Begin in boxer stance
2. Keep elbows close to the body
3. Slightly bend the knee of the lead leg
4. Pivot on the ball of the lead foot while straightening the leg
   Pushing the hips forward and shifting weight to the opposite foot
5. Lower the lead fist to waist level and rotate upward ending by the forehead
6. Maintain a bent arm position as the lead arm travels close to the body
7. Return to the boxer stance after the uppercut is thrown

Front kick
1. Begin in boxer stance
2. Fist up by chin, elbows in
3. Shift the weight to the rear foot
4. Raise the lead knee forward and up
5. Extend the lead leg forward from the knee one-half to two-thirds of its reach
6. Recoil the kick
7. Return to the boxer stance
Side kick
1. Begin in boxer stance
2. Fist up by chin, elbows in
3. Slightly turn the lead shoulder and chest to the opposite side
4. Shift the body weight to the opposite leg
5. Chamber the lead knee across the body and extend with a firm, solid leg.
6. Strike from the heel with the toes curled and pointed in the opposite direction.
7. Recoil the knee across the body
8. Return the foot to the boxer stance

**Level 3:**
Flutter or speed jabs
1. Begin in boxer stance
2. Fists up by chin, elbows in
3. Extend the lead arm forward in a straight line at shoulder level.
4. Keep elbow close to body snapping forward at the elbow without locking the joint.
5. Rotate the fist forward.
6. To deliver an effective punch, shift the lead leg forward as the jab is thrown.
7. Reverse motion to return to the boxer stance
8. Switch to other arm and repeat steps 3-7
9. Move from right to left arm continuously at a fast pace

Roundhouse
1. Begin in boxer stance
2. Fists up by chin, elbows in
3. Pivot rear foot as far backward as possible while raising the lead knee
4. Keep the lead foot near the hip
5. Quickly snap the foot forward then retract to boxer stance

**Level 4:** Putting together combinations on their own with smooth transitions.
Assessment as needed through observation

Dance/Hi Low
**Level 2:**
Grapevine
1. Step to the side with the lead foot.
2. Bring the other foot slightly behind and past the lead foot.
3. Step to the side with the lead foot.
4. Bring the other foot next to the lead foot.

Step touch
1. Step to the side with the lead foot (right)
2. Bring other foot next to the lead foot and tap (left)
3. Step to the side with (left)
4. Bring other foot next to the lead foot and tap (right)
5. Repeat move

Box step
1. Step forward gracefully with your left foot.
2. Quickly step forward and to the right with your right foot. The motion should look like an upside-down letter L.
3. Shift your weight to your right foot. Keep your left foot stationary.
4. Slide your left foot quickly over to your right and stand with your feet together.
5. Step slowly back with your right foot.
6. Quickly step back and to the left with your left foot, this time tracing a backward L. Shift your weight to your left foot.
7. Quickly slide your right foot toward your left and bring your feet together.
8. Repeat.

**Level 3:**
Mambo cha-cha-cha
1. Step forward slightly with your lead foot as you shift your weight forward.
2. Shift your weight backwards onto your other foot. Use your hips.
3. Start the cha-cha-cha portion down with your lead foot, and then very quickly… and step back onto your other foot. This is done on the half count between three and four, known as the “and” count.
4. Step back on your lead foot to end the cha-cha-cha

Step ball change
1. Place your lead foot about 6 inches in front of your other foot.
2. Take a step with your other foot.
3. Take a step with your lead foot.
4. Take a small step with your other foot (keep this in mind: front back front. Step back with your lead foot, then once again step forward with your other foot. Make sure you are standing straight up.

Charleston
1. Step forward with the lead foot.
2. Step forward with the other foot. You can raise your knee, kick, or just tap.
3. Step back with the other foot.
4. Step backwards and lunge back with the lead foot.

Pony
1. Jump to the right, landing on your right foot with your left foot suspended above the floor, next to your right ankle.
2. Put your left foot down on the toes only. Lift your right foot off the floor to ankle height.
3. Step back down with your right foot and again lift your left foot to ankle height above the floor.
4. Jump to your left and put your left foot down while bringing your right foot above the ground to ankle height.
5. Put your right foot down on the toes only, lifting your left foot until it is ankle height above the foot.
6. Step back down with your left foot and again lift your right to ankle height above the floor.
7. Move your arms up when you are “ponying” right, and down when “ponying” left.

**Level 4:** Putting together combinations on their own with smooth transitions.
Assessment as needed through observation.
Pilates

Level 2:

The hundred-
1. Lie on back with knees bent with feet flat on mat, knees float up when belly is able to support them
2. Lift head, looking toward thighs, inhale
3. Exhale as you round forward from the upper abdominals
4. Shoulders stay heavy; reach from posterior shoulder to fingers
5. Pump arms 6-8 inches as if to fan a fire
6. Continuous inhale, 2, 3, 4, 5, followed by continuous exhale, 2, 3, 4, 5.
7. Work up to 10 sets

Single leg stretch-
1. Left hip and knee flexed
2. Right hand on left knee, left hand to left ankle or shin
3. Right leg begins by reaching to the ceiling or if abdominals are stable, the right leg can begin in a position closer to the floor
4. Inhale as right hip and knee flex and left leg straightens; left hand goes to right knee, right hand to right shin
5. Exhale as legs trade positions (right leg long, left leg flexed)
6. Repeat through 5-10 breath cycles

The Roll-up-
1. Lie on back, knees bent, feet on the floor or legs out long
2. Raise arms to ceiling, shoulders stay heavy
3. Left head, look between arms
4. Inhale, then exhale as you curl upper abdominals, peeling spine off floor to round forward
5. Long inhale there, following by exhale as belly reaches back and spine rolls back down to the mat bone by bone

The Saw
1. Sit tall, legs shoulder width apart, heels pressing gently into floor to keep front of thighs quiet
2. Shoulders over hips
3. Crown of head reaches to ceiling
4. Inhale, rotating spine to the left. Bottom stays anchored
5. Exhale as belly scoops to reach right pinky finger to left pinky toe, left arm reaching back in opposition
6. Inhale, growing tall, keeping the inhale as you rotate to the right
7. Exhale, keeping bottom anchored to floor, reaching left pinky finger to right pinky toe, right arm back in opposition, palm up

Level 3:

The Scissors
1. Lie on back
2. Legs in open scissors position (right leg closer to head and left down towards floor)
3. Inhale as right thigh pulses toward chest while left leg reaches away in opposition for two counts, bottom stays heavy
4. Exhale as legs switch positions for two counts

**The Rolling Like a Ball**

1. Sitting down, knees bent, feet hovering above the floor, inner thighs engaged
2. Belly scooped
3. Shoulders down, hands behind thighs
4. Neck gently flexed with eyes looking at thighs
5. Inhale; exhale to scoop belly deeper, lifting feet 1 inch off floor
6. Balance to provide deeper abdominal activation
7. Press thighs into hands to activate back of thighs
8. Maintain this thigh-push and head position as you inhale rolling back and exhale rolling up

**The Corkscrew**

1. Lie on back
2. Legs up toward ceiling
3. Trace a circle on the ceiling keeping your inner thighs together
4. Inhale as both legs circle counterclockwise
5. Exhale as legs pass halfway point on their way back to the starting position
6. Inhale, reverse leg circle, Exhale as legs pass halfway point on the return to the starting position

**Level 4:** Putting together combinations on their own with smooth transitions.
Assessment as needed through observation

**Core training**

**Stability balls**

**Level 2:**

**Pushups**

1. Lie prone on ball and roll out with ball by thighs, knees, or ankles
2. Place your hands flat on the floor
3. Lower upper body towards the floor in a pushup position
4. Return to starting position

**Crunches**

1. Lie on ball with ball placed at the lower portion of your back
2. Feet flat on the floor
3. Curl up into a crunch position and return

**Ball squats**

1. Place the exercise ball against a stable wall and stand with your back against it.
2. Ball should be at the lower back height
3. Feet shoulder width apart
4. Back straight
5. Squat down rolling the ball down the wall to move into squat position.
6. Knees should be 90 degrees, glutes roll under ball slightly
7. Make sure knees stay in line with toes, not in front
8. Roll ball back up as you return to starting position

**Swimming**

1. Lie prone on ball, legs straight.
2. Extend one arm-palm facing down-overhead, keeping your neck long.
3. Switch arms, extend through fingers keeping your shoulders down the whole time.
**Level 3:**

**Side Bend with Straight Leg Lift**
1. Begin on 2 knees, hug ball into one hip moving your ribcage over the ball.
2. Lean sideways over the ball with your hands behind your head.
3. Straighten leg away from the ball and lift up to hip height.
4. Lower leg back to floor.

**Pelvic Lifts**
1. Lie on your back on the floor.
2. Place feet on the ball with knees bent.
3. Lift hips off of the ground using hamstrings and butt.
4. Lower hips to the ground.

**Supine Alternate Straight Leg Lifts**
1. Lie on your back on the floor.
2. Place feet on the ball and lift hips until your weight on your shoulder blades.
3. Raise one leg until it comes to a right angle with your hips.
4. Lower leg back to the ball and switch legs.
5. To simplify keep both knees bent

**Inner Thigh Twists**
1. Lie on your back on the floor.
2. Place ball in between feet.
3. Using inner thighs begin twisting legs back and forth.
4. Slowly repeat gradually twisting deeper each time.

**Level 4:**

**Pike push-up**
1. Begin with the ball under your belly and hands on the floor in a push-up position
2. Walk your hands forward so the ball begins to roll toward your feet
3. Toward the end of the walking, begin to contract your abdominals and flex at your hips.
4. You will look like an inverted L. Holding this position begin movement
5. Flex at the elbows to slowly lower yourself to the point where your head is almost touching the floor
6. Press yourself back up to the starting position and repeat

**Prone Twist**
1. Begin with the ball under your abdomen and hands on the floor in a push-up position
2. Walk your hands forward so the ball begins to roll toward your feet
3. Widen your feet over the ball, and squeeze
4. Shoulders and core must be firing before you initiate movement
5. Laterally roll the ball to one side by rotating your hips
6. Hold end range for a second, then return and rotate to the opposite side.

**Push-up position Hip Opener**
1. Place both hands on top of the stability ball
2. Feet on the floor in a push-up position
3. Keep abdominals engaged and your low back is flat
4. While holding the push-up position flex your right hip forward until you reach a 90 degree angle of flexion at the hip and knee
5. Adduct your knee across your body
6. Return to the starting position with the hip flexed, and repeat
Medicine balls

**Level 2:**

Chest Pass
1. Stand with feet shoulders width apart, knees slightly bent
2. Place medicine ball between the palms of your hand up by chest
3. Extend your arms out releasing the ball at chest level towards wall or partner
4. Receive the pass with a strong core and legs, catching the ball

Overhead Pass
1. Stand with feet shoulders width apart, knees slightly bent
2. Place medicine ball between your hands above your head
3. Bend forearms back behind head and extend above head and release ball towards wall or partner.
4. Receive the pass with a strong core and legs, catching the ball

V-sit and rotate
1. Sit on floor leaning back one-third of the way into a sit-up.
2. Feet remain on the floor with knees bent
3. Hold medicine ball out in front of your body
4. Rotate to the left and touch the ball to the floor.
5. Return ball to the middle
6. Rotate ball to the left touching the ball to the floor
7. Return ball to the middle

**Level 3:**

Lateral squat with ball push
1. Stand with feet at shoulder width.
2. Hold medicine ball with two hands in front of the body.
3. Step out to the left and lower into a lateral squat position, shifting body weight over the left leg.
4. As you lower the left leg, push the medicine ball out away from your chest until arms are fully extended.
5. Hold this position for two seconds
6. Push off the left leg to move back into neutral stance and pull the ball back in toward your chest.
7. Repeat to the right

Overhead bounce to floor
1. Stand with your feet shoulder width apart, raise the ball overhead
2. Set your core and prepare to drive the ball downward
3. As you drive the ball down you want to hit a midpoint on the floor between your feet
4. The ball will bounce up so you can catch it and take your hands up above your head again.

One handed pushup on ball
1. Place medicine ball on the floor below your right shoulder
2. Get into prone position with right hand on the ball and left hand on the floor
3. Feet extended out into a push-up position
4. Set abdominals to maintain a strong trunk
5. Flex the elbows and lower under control moving the chest toward the floor
6. Hold for 2 seconds and extend the arms to push the body back up in a push-up position
7. Repeat on the left side

**Level 4**

**Medicine ball pushups**
1. Place a medicine ball in front of you
2. Get into prone position with the hands on the ball in a push-up position
3. Set abdominals to maintain a strong trunk
4. Hands are at 3 o’clock and 9 o’clock on the ball
5. Flex the elbows and lower under control moving the chest toward the top of the ball
6. Hold and balance before extending the arms to push the body back up in a push-up position

**V-sit Medicine Ball Transfer**
1. Lie on your back with arms fully extended over your head holding a medicine ball
2. Begin by engaging your core and flexing at the waist. Your legs and arms will rise at the same time
3. Flex forward until you can transfer the medicine ball from your hands to your feet
4. Once you transferred the ball to your feet, lower back to the starting position and repeat

**Sample Presentation Grading**

- **Standard 1 (Skills) __ /5**
  Rhythm, Individual movement technique, Proper movement progression, Accurate counts, Smooth transitions, and Creativity)
- **Standard 2 (Concepts) __ /5**
  (Concepts, Terminology, Written description of presentation, Proper muscle identification)
- **Standard 3 (Participation) __ /5**
  Overall performance, attendance, Voice level, and Partner contribution)
- **Standard 5 (Behavior) __ /5**
  (Demeanor, Self Control, Enthusiasm)

**Core training**

1. Stability balls
   1. basic crunch
   2. push-ups
   3. jack knife
2. Medicine balls
   1. partner toss (chest pass, overhead pass, side rotation pass, running toss)
   2. squats
   3. lunges
   4. push-ups
   5. crunches
3. Resistance bands * see body sculpting for exercises
4. Abdominal activities
   1. Basic crunches
   2. Oblique crunches
   3. Reverse crunches
   4. Double crunches
   5. Plank
   6. Side plank

4. Pilates (see designated pilates section)

5. Balance trainers (Bosu Balls)
   1. Balance standing
   2. Balance standing on one foot
   3. Squat one foot on, one foot off
   4. Squat both feet on
   5. Lunges, lead foot on trainer
   6. Crunches
   7. Push-ups
   8. Super-man
Sample Aerobics – SBG Cognitive Assessment

Directions: Multiple Choice. Choose the best answer to the following questions. (Level 3)

1. Your target heart rate zone is between _______% and _______% of your maximum heart rate.
   a. 40 & 60                c. 60 & 80
   b. 80 & 100               d. 70 & 90

2. _______ _______ developed aerobic dance in 1969.
   a. Jackie Moran           c. Jackie Sorenson
   b. Jamie Samson           d. Julie Stipler

3. Sprinting is an example of _______ exercise.
   a. Anaerobic               c. Aerobic
   b. both Anaerobic and Aerobic d. none of the above

4. Volleyball is an example of _______ exercise.
   a. Anaerobic               c. Aerobic
   b. both anaerobic and aerobic d. none of the above

5. Jogging is an example of _______ exercise.
   a. Anaerobic               c. Aerobic
   b. flexibility             d. all of the above

6. RHR stands for what?
   a. Regular health run      c. right heart rate
   b. resting heart rate      d. none of the above

7. Aerobic exercise should be done ___ to ___ times a week.
   a. 2 to 3                 c. 0 to 3
   b. 3 to 5                 d. 1 to 2

8. To calculate my Maximum Heart Rate, I must take 220
   a. minus my age            c. plus my age
   b. minus my weight         d. minus my height

9. To take your pulse, you must count the number of beats you feel for _____ seconds then add a zero to the number.
   a. 10                      c. 5
   b. 6                       d. 60

10. THR stands for what?
    a. Target Heart Rate       c. Timed Health Run
    b. Timed Heart Rate        d. Target Health Rate
11. Today Aerobic dance can be done at
   a. the gym       c. at home
   b. in school     d. all of the above

12. Aerobics done where at least one foot is on the floor at all times is called
   a. bench step aerobics   c. water aerobics
   b. low impact aerobics   d. cycling

13. Aerobics done with a bench step in the routine is called
   a. bench step aerobics   c. water aerobics
   b. low impact aerobics   d. cycling

14. Ideally you want to take your resting heart rate
   a. before working out   c. in bed in the morning
   b. before you eat       d. after resting for 5 minutes

True or False (Level 3) Write the word

15. Aerobic exercise is performed at an intensity so great that the body’s
demand for oxygen exceeds its ability to supply it.

16. Your heart will get stronger and work more efficiently if you do some type of
   cardiovascular activity on a regular basis.

17. Cardiovascular activities can cause undue stress on a person.

18. Toning and Pilates done in aerobics will help a person develop their core
   muscles.

19. A person is sore after working out due to the amount of lactic acid built up in
   the muscles.

20. Ideally a person wants to take their resting heart rate after working out for 30
    minutes.

21. Active recovery is when you move at a slow rate after working out to help
    your heart rate return to normal and remove lactic acid in your muscles.

22. A person only needs to work out one day a week to become physically fit.

23. Sprinting, weight lifting, and slow walking are an example of anaerobic
    exercise.

24. Static stretching could cause damage to muscles and tendons when used after
    a warm-up.

25. Your Target Heart Rate Zone is where a person’s heart rate should be during a
    workout to receive full benefit from the activity.
Fill in questions 26-35 (Level 3)

26. _______________ is the substance that causes muscle fatigue and soreness.
27. _______________ is bouncing movements that can cause damage to the muscles and tendons.
28. _______________ is when you move at a slower rate after a vigorous exercise.
29. _______________ exercise is exercise that does not require oxygen.
30. _______________ is the number of times your heart should beat in one minute to achieve aerobic benefits.
31. _______________ is aerobics done when at least half of your body is submerged under water.
32. _______________ stretching is when a muscle is stretched slowly and held for 10-30 seconds.
33. _______________ exercise that requires oxygen.
34. _______________ is aerobics that is done continuously at a variety of speeds and tensions.
35. _______________ is the number of times your heart beats while at rest.

Essay (Level 4) Explain your answers in detail.

36. What 3 alternative exercises would you recommend to someone who wants to improve their cardiovascular endurance but cannot run due to poor knees?

37. How would you explain why your heart beats faster when you exercise?
Sample Aerobics Quiz

Name_________________ Date__________

True/False: (1 point Level 3)
1. To avoid participants becoming chilled, aerobic dance facilities should be kept at temperatures about 70 degrees Fahrenheit.

2. Aerobic dance activities should be performed at an intensity of 60% to 75% of one’s heart rate reserve.

3. In a typical aerobic dance routine strength exercises are done prior to the main aerobic activity.

4. High impact aerobics are less effective than high impact aerobics for already well conditioned individuals.

5. Low impact aerobics are less effective than high impact aerobics for already conditioned individuals.

6. Directional, numerical, rhythmical and footwork are all forms of cuing.

7. Warm-up and cool-down should be done to music having between 130-144 beats per minute.

8. Instructors should rarely use music with more than 160 beats per minute.

9. Teachers in the public schools generally are exempt from having to obtain copyright permission to use music for aerobic dance classes due to the “fair use” doctrine.

10. Keeping the arms at or above shoulder level for extended periods of time can help reduce blood pressure.

Multiple Choice: (1 point Level 2)

1. Which of the following is an aerobic activity?
   a. weight training
   b. basketball
   c. swimming
   d. water

2. To attain maximum benefits from exercise, it is essential that a regular progressive program be planned to meet the specific needs of__________.
   a. the class
   b. the team
   c. the age group
   d. the individual

3. Mode refers to ____________.
   a. method of determining the heart rate
   b. duration of activity
   c. intensity
   d. type of activity
4. The key to determining intensity in most aerobic conditioning programs is the ____________.
   a. heart rate
   b. time to exhaustion
   c. cardiac output
   d. aerobic power

5. A pulse count of 21 was obtained in a 10-second period. The heart rate is ________.
   a. 66
   b. 106
   c. 126
   d. 42

6. The most difficult factor to determine in aerobic exercise program is probably.
   a. mode
   b. frequency
   c. duration
   d. intensity

7. The ability of the body to utilize adequate oxygen over extended periods of aerobic work is termed.
   a. muscular endurance
   b. cardiovascular endurance
   c. skeletal endurance
   d. aeration

8. What should students know about frequency of exercise to improve fitness?
   a. exercise at least 3 times a week
   b. exercise at least 5 times a week
   c. exercise at least 10 minutes daily
   d. exercise vigorously

9. Which of the following target zones expressed as a percentage of maximum heart rate would be appropriate for a moderately active beginner?
   a. 70-85%
   b. 50-75%
   c. 85-95%
   d. 60-70%

10. Gradually increasing the intensity, frequency or duration of activity as the student or individual becomes fitter is an example of
   a. physical fitness
   b. compensation
   c. regression
   d. progression

Short Answer: (5 points, Level 3)

1. What are the five components of an aerobic dance class and approximately how long should each one last?
Sample Aerobics Quiz (2)

True/False – Please write the word true or false on your paper. (Level 2)

1. Aerobic activity is a vigorous exercise that is used to produce a training effect on the body.
2. Cool down is a period after strenuous exercise in which the body activity is gradually lessened through slow movements and/stretching bringing the heart rate down.
3. Tae-bo is a low impact, light movement activity that does not require much movement.
4. Performing a skill correctly for a fewer amount of reps is better than performing a skill many times incorrectly.
5. When doing any type of physical activity a person should jump right into movement without a proper warm-up and stretch.
6. According to the National Cancer Institute, antioxidants contained in Vitamins C and E, also found in products like Green Tea, can actually help protect cells and fight to prevent cancer.
7. Consuming Gatorade as a substitute for pop/soda in the lives of inactive youth is actually a healthy choice.
8. As long as the media says that something is healthy and good for you, it automatically means it is.
9. Jumping on the diet band wagon and trying the new fad will work for everyone, as long as they follow the diet exactly and do not change anything about the rest of their habits.
10. Red Bull contains a very high amount of caffeine and can be compared to twice the amount in 12-ounce can of Pepsi.

Multiple Choice – Please write the letter of the corresponding answer on your paper. (Level 2)

11. What are two benefits of stretching?
   a. increase injury and prevent flexibility
   b. increase flexibility and prevent injury
   c. increase strength and decrease flexibility
   d. increase injury and increase strength

12. Your core consists of muscles in your________.
   a. hamstring and quad
   b. bicep and tricep
   c. abdomen and lower back
   d. gluteus maximus and calve

13. We should exercise as least_______.
   a. 5 minutes a day
   b. 2 times a week
   c. 1 hour a day
   d. 30 minutes a day

14. Exercise should stop when you_______.
   a. graduate high school
   b. turn 30
   c. stop living
   d. retire

15. Finding the right exercise program will benefit you because___________________.
   a. you will live a healthy lifestyle
   b. then you won’t have to exercise again
   c. you will immediately have the body you desire
   d. you can eat whatever you want, whenever you want
Weight Training

Materials
Weight Training and Conditioning Course Description

*This course is offered to 10-12th grade students. Beginning and advanced will be offered to students. This course is designed for students to learn proper lifting techniques, spotting methods, weight room safety and workout routines. Activities will include, but are not limited to, a multitude of lifts utilizing free weights and machine weights. As well as, an emphasis on conditioning and fitness. District mandated fitnessgram will be administered in pre- and post- test form.

Weight Training and Conditioning Course Outcomes

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Demonstrates the ability to safely spot, lift correctly and use a variety of training methods.</td>
</tr>
<tr>
<td>02</td>
<td>Develops an appropriate conditioning program.</td>
</tr>
<tr>
<td>03</td>
<td>Demonstrates effective time management skills that allow opportunities for physical activity to be created or found during a busy day.</td>
</tr>
<tr>
<td>04</td>
<td>Assesses and maintains appropriate levels of physical fitness in terms of: cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition necessary for a healthy and productive life.</td>
</tr>
<tr>
<td>05</td>
<td>Recognizes and applies proper safety in the weight room.</td>
</tr>
<tr>
<td>06</td>
<td>Identifies reasons to participate in physical activity (e.g. health, enjoyment, challenge, self-expression, and social interaction).</td>
</tr>
</tbody>
</table>

Weight Training and Conditioning Potential Units of Study

- Agility
- BFS
- Circuit
- Cones
- Core Work
- Design your own
- Endurance
- Free Weights
- Jump Ropes
- Ladders
- Lower Body Specific Lifts
- Medicine Balls
- Plyometrics
- Power (Olympic lifts)
- Resistance bands
- Lifting with Stability Balls
- Strength
- Toning
- Upper Body Specific Lifts
# High School Weight Training – Proficiency Scale

<table>
<thead>
<tr>
<th>Standards</th>
<th>Requirements</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>Standard 1</strong></td>
<td>Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</td>
<td>Student can perform all lifts with proper technique without prompting. Student has proper spotting technique and ensures the lifter's safety.</td>
<td>Student can perform lifts with proper technique and minimal prompting. Spotting is good, keeping lifter safety a priority.</td>
<td>Student performs lifts but needs prompting on technique. Spotting is good with lifter safety a priority.</td>
<td>Student has poor technique and student needs prompting. Lifter safety is of little concern.</td>
<td>Attempted and failed.</td>
</tr>
<tr>
<td><strong>Standard 2</strong></td>
<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 concepts for a variety of training methods and vocabulary that apply to improving strength and fitness.</td>
<td>Student has some understanding of concepts and vocabulary. Student has difficulty applying them to a variety of training methods.</td>
<td>Student has minimal understanding of concepts or vocabulary. Student understands the need for a variety of training methods but does not apply them to their routine.</td>
<td>Student has minimal understanding of concepts and vocabulary. Student does not value a variety of training methods.</td>
<td>Attempted and failed.</td>
</tr>
<tr>
<td><strong>Standard 3</strong></td>
<td>Participates regularly in physical activity.</td>
<td>Student is prepared and participates in all activities and makes an effort to improve their skills and abilities. Student also helps others improve their skill or ability.</td>
<td>Student is prepared and participates in all activities and makes an effort to improve their skills and abilities.</td>
<td>Student participates in all activities, but makes minimal effort to improve.</td>
<td>Minimal achievement with assistance from someone else.</td>
<td>Attempted and failed.</td>
</tr>
<tr>
<td><strong>Standard 4</strong></td>
<td>Achieves and maintains a health enhancing level of physical fitness.</td>
<td>Student demonstrates an understanding of healthy living concepts. Student creates a fitness plan which significantly improves their level of fitness.</td>
<td>Student understands healthy living concepts. Student can create a plan to maintain their current level of fitness.</td>
<td>Student has a basic understanding of healthy living concepts. Student struggles to maintain current fitness levels.</td>
<td>Minimal achievement with assistance from someone else.</td>
<td>Attempted and failed.</td>
</tr>
</tbody>
</table>
Weight Training Standard 1- Technique Checklist

**Squat/Box Squat**

- Feet Position (Toes slightly pointed outwards, just outside the armpits)
- Eyes looking up, Chest out
- Depth (Crease of hip is even with knee)
- Feet Position (Toes slightly pointed outwards, just outside the armpits)
- Eyes looking up, Chest out
- Depth (Crease of hip is even with knee)
- Push off flat foot
- Back spotter is present and assisting lifter when needed

**Bench/Incline**

- Feet flat on floor throughout entire lift
- Even firm grip on bar
- Head, shoulders, and hips flat on bench
- Full range of motion (bar touches chest, elbows lock out)
- Breathing (Inhale on the way down, Exhale on the way up)
- Spotter is present and assisting lifter when needed

**Deadlift**

- Feet position (sumo – wide, toes slightly outward / regular – toes straight, feet under armpits)
- Eyes looking up, chest out
- Even alternating grip on bar
- Hips under upper body
- Push off of flat foot
- Spotter present and assisting lifter when needed
**Hang Clean**

___ Feet position (toes straight, feet under armpits)
___ Triple joint flexion / extension (ankle, knee, hip)
___ Bar gets chest high
___ Front squat to catch bar
___ Elbows under bar when standing up
___ Spotter present and assisting lifter when needed

**Leg Extension**

___ Sit upright on seat with legs hanging over the end at a right angle
___ Place top of foot under padded rollers
___ Support upper body by gripping side handles
___ Full range of motion (Extend leg straight, Flex leg back to right angle)

**Lunge**

___ Start with feet parallel
___ Take a large step forward
___ Back knee touches floor in a 90 degrees angle
___ Push back with the leg stepped forward with
___ Alternating legs
___ Back straight

**Biceps Curl**

___ Underhand grip at shoulder width
___ Back and legs straight
___ Elbows and upper arms in contact with sides
___ Full range of motion (start with arms fully extended, flex arms curling the bar toward upper chest)
**Triceps Extension**

- Face machine, stand with back straight, and feet shoulder width apart
- Narrow overhand grip on the bar (approx. 6 inches)
- Pull bar to chest until the elbows point straight down
- Keep upper arms and elbows tight to torso
- Press bar down until arms are fully extended
- Control bar slowly back to starting position

**Up Right Row**

- Narrow overhand grip (approx. 6 inches)
- Stand with back straight and feet shoulder width apart
- Pull bar to chin
- Keep bar close to body
- Control bar slowly back to starting position

**Low Row**

- Feet on foot pads, extending legs completely and avoid “locking” the knees
- Straight grip on the bar
- Back straight and not moving
- Pull bar to chest
- Control bar slowly back to starting position
Weight Training Final Exam – SBG Sample

Name ____________________________________
Period ___________

**Multiple Choice (Level 2)**

1. When your workout consists of sets of 1, 2, 3, 4, 5, 4, 3, 2, 1 it is called? ___________
   a. Isometric
   b. Endurance Training
   c. Pyramid
   d. Burnouts

2. The reason for executing the Hang Clean is? ___________
   a. Triple Joint Extension
   b. Triple Joint Flexion
   c. Triple Jump
   d. Coach says so

3. Muscles grow during the ____________ period.
   a. Workout
   b. Refueling
   c. Recovery
   d. Water

4. __________ is the primary nutrient for muscle growth.
   a. Carbohydrates
   b. Fats
   c. Water
   d. Protein

5. The two muscle movements are flexion and _________________.
   a. rotation
   b. extension
   c. fusion
   d. contusion

6. What is it when you put four 5 pound plates on each side of the bar and you do five reps then take a plate off, do five reps then take one off, etc. it is called? ______
   a. Strength Training
   b. Isotonic
   c. Pyramid
   d. Burnouts

7. ______ is an example of a quality protein.
   a. Bread
   b. Snickers Bar
   c. Corn
   d. Eggs

**Vocabulary Matching (2)**

8. Repetition _____   A. To zero in on a specific muscle
9 . Set _____     B. a clamp that secures the weight on the bar
10. Full Range of Motion____  C. The heaviest weight a lifter can lift on a lift
11. Clamps _____ D. The assistants who stand by to help the lifter in the event of an unsuccessful attempt
12. Core Exercises _____  E. Several repetitions performed one after another with no break between them
13. Isolate _____ F. Help given by a spotter to unrack the bar
14. Lift-off _____  G. The act of lifting and lowering a weight once in a controlled manner
15. Max _____  H. Exercises that work the main muscle groups and serve as a base for all strength –
            training programs
16. Spotters _____  I. The greatest range of movement a muscle or body part can achieve

Write the primary muscle worked for each exercise (Level3)

17. Skull Crusher _________________________
18. Bench Press ___________________________
19. Curls _________________________________
20. Leg Curls ______________________________
21. Dips _________________________________
22. Leg Press ______________________________
23. Straight Leg Dead Lift __________________
24. Calf Raises ____________________________

Short Answer (3)

25. Describe the execution of the squat? Include all key points associated to this lift.

26. _______________ ______________ causes soreness in the muscles after a workout.

Essay (Level 4)

27. Develop a five day workout routine you would use at your local gym.
Sample Weight Training Quiz

Name___________________________

1. What does F.I.T.T. stand for? (10pts)
   - F-
   - I-
   - T-
   - T-

2. Label each of the following with a F, I, Time, or Type. (2pts each)
   - _____ Running a longer distance
   - _____ Increasing the number of repetitions
   - _____ Participate in kick-boxing
   - _____ Stretching more often
   - _____ Bench press instead of doing push ups

3. Match the type of exercise with the definition. (3pts each)
   - _____ Isometric A. Apply force on yourself
   - _____ Isotonic B. Hold for a set amount of time
   - _____ Isokinetic C. Use a machine or free weights

4. Define muscular endurance and fill in the blanks. (20pts)
   Muscular endurance is ____________________________________________
   _____ to _____ % of maximum
   _____ to _____ repetitions per set
   _____ to _____ sets
5. Define muscular strength and fill in the blanks. (20 pts)

Muscular strength is _________________________________

_____ to _____ % of maximum

_____ to _____ repetitions per set

_____ to _____ sets

6. Define specificity. (6pts)

7. Match the exercise to the muscle being used. (10 pts)

_____ Biceps A. Lat Pull Downs

_____ Triceps B. Bench Press

_____ Pectoralis Major C. Bicep Curls

_____ Latissimus Dorsi D. Shoulder Press

_____ Deltoid E. Tricep Extension

8. Define Progression. (5pts)

9. Create and example for applying progression to your own work out. Be sure to have a goal, use a time span of at least 4 weeks, re-establish goals, etc… (10 pts)
General PE Materials
General Physical Education Course Description

*This course is for true freshmen only and is the only physical education option available for freshmen. Students will learn various fundamentals and rules of a variety of lifestyle sports, team sports, weight training and aerobic activities. Aquatics will be offered where available. District mandated fitness-gram will be administered in pre- and post- test form.

General Physical Education Course Outcomes

01 Demonstrates a variety of skills and techniques.
02 Demonstrates complex movement concepts and principles to refine skills and apply them to learning new skills.
03 Demonstrates the ability to monitor and adjust activity to meet personal physical activity needs.
04 Assesses and maintains appropriate levels of physical fitness in terms of: cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition necessary for a healthy and productive life.
05 Shows leadership by diffusing conflict during competition.
06 Identifies reasons to participate in physical activity (e.g. health, enjoyment, challenge, self-expression, and social interaction).

General Physical Education Potential Units of Study

Weight Training
Team Sports
Lifetime Sports
Aerobics
Aquatics
## General Physical Education- Proficiency Rubric

<table>
<thead>
<tr>
<th>Standards Requirements</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>Standard 1 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 from someone else</td>
<td>Attempted and failed</td>
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<td>Standard 2 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>
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<td>Standard 3 Participates regularly in physical activity</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>
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<tr>
<td>Standard 4 Achieves and maintains a health enhancing level of physical fitness</td>
<td>Student can create a plan to maintain or improve their current level of fitness and demonstrate successful implementation of the plan.</td>
<td>Student can create a plan to either maintain or improve their current level of fitness.</td>
<td>Student can maintain fitness level using current methods, but cannot create and implement a plan.</td>
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Sample Physical Education Quiz

Each question is worth 5 pts.
Circle the correct answer or answer question in complete sentence.

1. OFF – SIDE is a term used in which of the following sports?
   A. Tennis    B. Basketball   C. Soccer   D. None of the above.

2. A HEADER is a shot which may occur in:
   A. Floor hockey    B. Basketball  C. Flag football  D. Soccer

3. On what part of the body should the volleyball make contact in the forearm pass?
   A. Wrist   B. knuckles of the thumbs  C. inside surface of forearm  D. the fist.

4. How many hits does a team get to return the volleyball over the net?
   A. 1   B. 2   C. 3   D. 5

5. A team in volleyball must win by how many points?
   A. 4    B. 2    C. 3    D. 1

6. In Soccer the only person allowed to use their hands to stop a goal shot is?
   A. Quarterback    B. Post    C. Anchor    D. Goalie

7. Ability to last through an activity:
   A. Strength    B. Flexibility    C. Tone    D. Endurance

8. Ability to bend easily:
   A. Strength    B. Flexibility    C. Tone    C. Endurance
9. Rate you want during aerobic activity:
   A. Resting Heart Rate   B. Target Heart Rate   C. Maximum Heart Rate   D. Recovery Heart Rate.

10. Aerobics help to firm and tone muscles.   A. True   B. False

11. Aerobics helps to make for a more efficient cardiovascular system.   A. True   B. False

12. For the lifters safety what two things should always be used?
   A. Clamps and spotters   B. weight belt and chalk   C. gloves and clamps   D. none of the above.

13. Is the box squat considered a CORE or AUXILARY lift?
   A. CORE   B. AUXILARY

14. You must touch the bar down to your chest every repetition of the bench press.
   A. True   B. False

15. Which of the following lifts have we not done?
   A. towel bench   B. squat   C. incline press   D. dead lift

16. Explain the difference between sets and reps. After you explain please show an example.

17. The playing surface in a bowling alley is called the:
   A. Wood   B. Alley   C. Lane   D. Gutter

18. Another name for gutters is:
   A. Holes   B. Channels   C. Catchers   D. Tracks
19. When scoring a spare you are allowed to add:

A. just the pins knocked down  B. pins down plus the next two balls.
C. pins down plus the next ball.  D. none of the above

20. When scoring a strike you are allowed to add:

A. just the pins knocked down  B. pins down plus the next two balls
C. pins down plus the next ball  D. none of the above
Fit Club
Materials
**Fit Club Course Description**

*This course is offered to 10-12th grade students with a teacher recommendation. Students will learn about health and nutrition. Knowledge of lifetime wellness and fitness will be covered and emphasized. Activities include but are not limited to: walking, toning, fitness technology and orienteering. District mandated fitness gram will be administered in pre- and post-test form.*

**Fit Club Course Outcomes**

01 Demonstrates a variety of proper stretching techniques  
02 Develops realistic short and long term personal fitness goals  
03 Monitors physical activity through the use of a pedometer, heart rate monitor and/or physical activity log.  
04 Assesses and maintains appropriate levels of physical fitness in terms of: cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition necessary for a healthy and productive life.  
05 Make enlightened personal choices for engaging in physical activity over the life span, recognizing the influence of age, disability, gender, race, ethnicity, socioeconomic status and culture.  
06 Identifies reasons to participate in physical activity (e.g. health, enjoyment, challenge, self-expression, and social interaction).

**Fit Club Scope and Sequence**

**Physical Fitness**

1. Demonstrates proper techniques of toning  
2. Resistive exercises  
3. Proper techniques of stretching and flexibility  
4. Fitness components; cardiovascular endurance, muscular strength and muscular endurance, flexibility, body compositions, FITT  
5. Written test; knowledge, basic safety principles of physical fitness

**Fit Club Potential Units of Study**

<table>
<thead>
<tr>
<th>Dance Dance Revolution</th>
<th>Pedometers</th>
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<tr>
<td>Goal Setting</td>
<td>Personal Training</td>
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<td>Health</td>
<td>Walking</td>
</tr>
<tr>
<td>Low impact aerobics</td>
<td>Wii Fit</td>
</tr>
<tr>
<td>Nutrition</td>
<td>Wii Sports</td>
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<td>Orienteering</td>
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### High School Fit Club – Proficiency Scale

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People of Reference and Contact Information

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Bob Danenhauer           office phone:  557-2448

High School Curriculum Committee Members (August 2012):

Dennis Baker (Central)
Mary Buresh (Bryan)
Lisa Studer (Central)
Chad Townsend (Central)
Website Resources

prevention.com
FitWatch.com
personalhealthzone.com
ShapeupAmerica.com
pecentral.com
fitpro.com
toneteen.com
stretch.com
ivillage.com
turnstep.com
abc-of-yoga.com
doyoga.com
exrx.net
fitnessforlife.org
humankinetics.com
fitnessgram.net
pe4life.org
mypyramid.gov
acsm.org
americanonthemove.org
masterteacher.com
walk4life.com
sparqtraining.com
steptracker.com
uen.org
crossfit.com
crossfitomaha.com
Book Resources


Corbin, Charles B., Lindsey, Ruth (2007). *Fitness for Life (5th ed.)*


Darst, Paul W., Pangrazi, Robert P. *Dynamic Physical Education For Secondary Students (5th ed.)*

