

# **Pine Grove Area**

SCHOOL DISTRICT

## **Physical Education**

### **10<sup>th</sup> Grade Physical Education**

**September 18, 2008**

#### **I. PHILOSOPHY**

The Tenth Grade Physical Education course of the Pine Grove Area School District has been structured to review key components of fitness and conditioning, while focusing on mastering skills and the educational basis of games and game-like activities. The Tenth Grade Physical Education course introduces a variety of skills and activities for the optimal amount of transferability to lifetime fitness for the individual learner. The course will allow for the accommodation of many learning styles, motivational levels, and academic abilities.

## **II. CORE CONCEPTS**

1. Health/Skills Related Fitness – Introduction of the components of fitness, identifying the differences between health and skills related fitness.
2. Physical Activity – Ability to identify benefits of both health and skill related fitness through participation in fitness and sports related activities.
3. Game-Like Play – Ability to master specific rules and strategies that pertain to a variety of sports and activities.
4. Decision Making – Ability to use information gathered to make better decisions in regards to personal life long health.
5. Goal Setting – Ability to use the steps of goal setting, set personal goal in relation to individual health and fitness.

### **III. COURSE OF STUDY**

A. Course Name: Fitness and Weight Training

B. Grade Level: 10<sup>th</sup>

C. Length of Course: One Semester

1. Frequency: Daily

2. Duration: 42 Minutes

D. Academic Level: Career Technology, Post-Secondary, College Prep

E. Credits: 0.5

F. Prerequisites: successful completion of grade 9 Physical Education course

G. Course Description: This course is a continuation of the regular Physical Education Program. It has been designed to continue the core curriculum of 9<sup>th</sup> grade Physical Education in a way that facilitates mastery of skill levels and encourages life-long fitness. Students will combine knowledge, practice and physical activities to promote individual health choices and enhance areas of health and skill related fitness.

**IV. CONTENT:** 10<sup>th</sup> Grade Physical Education

**CORE CONCEPT 1:** Health/Skill Related Fitness Components

**MAJOR OBJECTIVE:** Introduction of the components of fitness, identifying the differences between health and skills related fitness

<b>CURRICULUM STANDARD:</b>			
<b>PA State Standard/Student Expectation</b>	<b>Specific Content</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<p><b>PA Standard 10.4.9. C</b></p> <p>Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> <li>• exercise (e.g., climate, altitude, location, temperature)</li> <li>• healthy fitness zone</li> <li>• individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility)</li> <li>• drug/substance use/abuse</li> </ul>	<p>Teacher will guide students to:</p> <p>Identify components of fitness affected and related to specific sports and activities</p> <p>Determine preferable activities to encourage cardiovascular fitness, muscular endurance, muscular fitness, strength and flexibility</p> <p>Compare and contrast personal healthy fitness zones with recommended fitness zones in accordance with health and skill related fitness components</p>	<p>Teacher evaluation of:</p> <p>Fitness testing</p> <p>Student worksheets</p> <p>Student tests/quizzes</p> <p>Class participation</p> <p>Student Skills Tests</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>

**CONTENT:** 10<sup>th</sup> Grade Physical Education

**CORE CONCEPT 1:** Health/Skill Related Fitness Components

**MAJOR OBJECTIVE:** Introduction of the components of fitness, identifying the differences between health and skills related fitness

**CURRICULUM STANDARD:**

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 10.5.9. A</b></p> <p>Describe and apply the components of skill-related fitness to movement performance.</p> <ul style="list-style-type: none"><li>• agility</li><li>• balance</li><li>• coordination</li><li>• power</li><li>• reaction time</li><li>• speed</li></ul>	<p>Teacher will guide students to:</p> <p>Identify and define skill related fitness components including agility, balance, coordination, power, reaction time and speed</p> <p>Understand the relationship of specific skill related fitness components and a variety of physical activities and game-like situations</p> <p>Select activities to enhance skill related fitness components in his/her own life</p>	<p>Teacher Evaluation of:</p> <p>Student worksheets</p> <p>Student tests/quizzes</p> <p>Fitness Journals</p> <p>Class Participation</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>

**CONTENT:** 10<sup>th</sup> Grade Physical Education

**CORE CONCEPT 2:** Physical Activity

**MAJOR OBJECTIVE:** Ability to identify benefits of both health and skill related fitness through participation in fitness and sports related activities

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 10.3.9.C</b></p> <p>Analyze and apply strategies to avoid or manage conflict and violence during adolescence.</p> <ul style="list-style-type: none"> <li>• effective negotiation</li> <li>• assertive behavior</li> </ul>	<p>Teacher will guide students to:</p> <p>Determine positive outlets for emotions related to sports and game-like activities</p> <p>Illustrate behaviors that demonstrate good sportsmanship through conflict resolution</p>	<p>Teacher Evaluation of:</p> <p>Class participation</p> <p>Student worksheets</p> <p>Student tests/quizzes</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>
<p><b>PA Standard 10.3.9.D</b></p> <p>Analyze the role of individual responsibility for safety during organized group activities.</p>	<p>Teacher will guide students to:</p> <p>Facilitate safe and organized games during sports and fitness related activities</p> <p>Develop personal characteristics of safe participants using the proper strategies and rules of sports and fitness related activities</p>	<p>Teacher Evaluation of:</p> <p>Class Participation</p> <p>Student worksheets</p> <p>Student tests/quizzes</p> <p>Student Skills Tests</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>

**CONTENT:** 10<sup>th</sup> Grade Physical Education

**CORE CONCEPT 2:** Physical Activity

**MAJOR OBJECTIVE:** Ability to identify benefits of both health and skill related fitness through participation in fitness and sports related activities

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 10.4.9.B</b></p> <p>Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.</p> <ul style="list-style-type: none"> <li>• stress management</li> <li>• disease prevention</li> <li>• weight management</li> </ul>	<p>Teacher will guide students to:</p> <p>Participate in a variety of physical activities to control weight management and determine life-time fitness goal outcomes</p> <p>Understand the importance of lifetime physical activity in preventing stress and disease (cardiovascular disease, cancer, diabetes, etc)</p>	<p>Teacher Evaluation of:</p> <p>Student notebook</p> <p>Student worksheets</p> <p>Student tests/quizzes</p> <p>Stress Management Prevention Journals</p> <p>BMI and Weight Management Packet</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>
<p><b>PA Standard 10.4.9.E</b></p> <p>Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.</p> <ul style="list-style-type: none"> <li>• personal choice</li> <li>• developmental differences</li> <li>• amount of physical activity</li> <li>• authentic practice</li> </ul>	<p>Teacher will guide students to:</p> <p>Compare and Contrast a variety of athletic activities and games to determine personal choice of lifetime fitness activities</p> <p>Predict personal outcomes relating to goals of specific athletic activities</p> <p>Practice necessary skill and techniques to become successful in athletics</p>	<p>Teacher Evaluation of:</p> <p>Student worksheets</p> <p>Student tests/quizzes</p> <p>Class Participation</p> <p>Lifetime Fitness Goals Assessment</p> <p>Student Skills Tests</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>

**CONTENT:** 10<sup>th</sup> Grade Physical Education

**CORE CONCEPT 2:** Physical Activity

**MAJOR OBJECTIVE:** Ability to identify benefits of both health and skill related fitness through participation in fitness and sports related activities

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 10.5.9.B</b></p> <p>Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement.</p> <ul style="list-style-type: none"><li>• response selection</li><li>• stages of learning a motor skill (i.e. verbal cognitive, motor, automatic)</li><li>• types of skill (i.e. discrete, serial, continuous)</li></ul>	<p>Teacher will guide students to:</p> <p>Become proficient in motor skills essential for fitness activities and games</p> <ul style="list-style-type: none"><li>• running</li><li>• skipping</li><li>• hopping</li><li>• galloping</li></ul> <p>Master continuous skill patterns necessary in the success of fitness activities and games</p>	<p>Teacher Evaluation of:</p> <p>Student worksheets</p> <p>Student tests/quizzes</p> <p>Student Skills Tests</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>

**CONTENT:** 10<sup>th</sup> Grade Physical Education

**CORE CONCEPT 2:** Physical Activity

**MAJOR OBJECTIVE:** Ability to identify benefits of both health and skill related fitness through participation in fitness and sports related activities

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 10.5.9.D</b></p> <p>Identify and describe the principles of training using appropriate vocabulary.</p> <ul style="list-style-type: none"><li>• specificity</li><li>• overload</li><li>• progression</li><li>• aerobic/anaerobic</li><li>• circuit/interval</li><li>• repetition/set</li></ul>	<p>Teacher will guide students to:</p> <p>Understand the definitions of specificity, overload, progression, aerobic, anaerobic, circuit, interval, repetition and set in relation to fitness activities and games as well as weight training activities</p> <p>Define important key terms when participating in sport and activity units</p> <p>Demonstrate knowledge of the theory of progression and overload when participating in the weight lifting unit</p> <p>Compare and Contrast aerobic and anaerobic exercises and the benefits of each related to individual sports</p>	<p>Teacher Evaluation of:</p> <p>Student worksheets</p> <p>Student notebook</p> <p>Student test/quizzes</p> <p>Weight Training Log</p> <p>Student Skill Assessments</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>

**CONTENT:** 10<sup>th</sup> Grade Physical Education

**CORE CONCEPT 2:** Physical Activity

**MAJOR OBJECTIVE:** Ability to identify benefits of both health and skill related fitness through participation in fitness and sports related activities

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 10.4.9.A</b></p> <p>Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.</p>	<p>Teacher will guide students to:</p> <p>Continue the natural progression of sport and fitness in accordance with the grade 9 and grade 11 Physical Education Standards</p> <p>Participate in a variety of physical activities that differentiate for individual skill levels and knowledge of the sport/game</p> <p>Create personal fitness goals aligned with individual levels of development and achievement</p>	<p>Teacher Evaluation of:</p> <p>Student worksheets</p> <p>Student tests/quizzes</p> <p>Class Participation</p> <p>Student Skills Tests</p> <p>Fitness Goals and Development Project</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>

**CONTENT:** 10<sup>th</sup> Grade Physical Education

**CORE CONCEPT 3:** Game-Like Play

**MAJOR OBJECTIVE:** Ability to master specific rules and strategies that pertain to a variety of sports and activities.

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 10.4.9.D</b></p> <p>Analyze factors that affect physical activity preferences of adolescents.</p> <ul style="list-style-type: none"> <li>• skill competence</li> <li>• social benefits</li> <li>• previous experience</li> <li>• activity confidence</li> </ul>	<p>Teacher will guide students to:</p> <p>Categorize sports and activities pertaining to likes and dislikes of the individual and the potential for lifelong fitness</p> <p>Select activities based on personal skill level (high school, college, pro basketball team groups)</p> <p>Infer positive benefits from physical activity to the confidence necessary for participation in sports and games</p>	<p>Teacher Evaluation of:</p> <p>Student worksheets</p> <p>Student tests/quizzes</p> <p>Student notebook</p> <p>Class Participation</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>
<p><b>PA Standard 10.4.9.F</b></p> <p>Analyze the effects of positive and negative interactions of adolescent group members in physical activities.</p> <ul style="list-style-type: none"> <li>• group dynamics</li> <li>• social pressure</li> </ul>	<p>Teacher will guide students to:</p> <p>Evaluate game-play to determine the negatives and positives of group dynamics as well as athletic techniques to deal with social pressures while involved in sports</p>	<p>Teacher Evaluation of:</p> <p>Class Participation</p> <p>Exit Slips</p> <p>Think-Pair-Shares</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>

**CONTENT:** Fitness and Weight Training

**CORE CONCEPT 3:** Game-Like Play

**MAJOR OBJECTIVE:** Ability to master specific rules and strategies that pertain to a variety of sports and activities.

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 10.5.9.C</b></p> <p>Identify and apply practice strategies for skill improvement.</p>	<p>Teacher will guide students to:</p> <p>Participate in an Educational Model where students act as coaches, captains, players and statisticians</p> <p>Evaluate drills that emphasize skill and technique to determine which ones improves athletic ability</p> <p>Apply beneficial skill practices to warm-ups before games and activities in order to improve overall skill levels</p>	<p>Teacher Evaluation of:</p> <p>Student worksheets</p> <p>Student tests/quizzes</p> <p>Student Skills Tests</p> <p>Class Participation</p> <p>Educational Model Projects</p> <ul style="list-style-type: none"><li>• statisticians</li><li>• captains</li><li>• coaches</li><li>• players</li></ul>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>

**CONTENT:** Fitness and Weight Training

**CORE CONCEPT 3:** Game-Like Play

**MAJOR OBJECTIVE:** Ability to master specific rules and strategies that pertain to a variety of sports and activities.

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 10.5.9.F</b></p> <p>Describe and apply game strategies to complex games and physical activities.</p> <ul style="list-style-type: none"><li>• offensive strategies</li><li>• defensive strategies</li><li>• time management</li></ul>	<p>Teacher will guide students to:</p> <p>Compare and Contrast a variety of offensive and defensive skills pertaining to different sports and activities</p> <p>Select time management strategies to improve game play and team athleticism</p> <p>Understand the importance of offensive and defensive team strategies in developing skill level and mastery of sport and fitness</p>	<p>Teacher Evaluation of:</p> <p>Student worksheets</p> <p>Student tests/quizzes</p> <p>Class Participation</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>

**CONTENT:** 10<sup>th</sup> Grade Physical Education

**CORE CONCEPT 4:** Goal Setting

**MAJOR OBJECTIVE:** Ability to use information gathered to make better decisions in regards to personal life long health.

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 10.1.9.E</b></p> <p>Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.</p>	<p>Teacher will guide students to:</p> <p>Analyze personal health criteria including genetics and activity levels to determine personal lifetime fitness goals</p> <p>Create lifetime fitness programs relating to sport and activity that will be most beneficial to the individual and their health beliefs and levels</p>	<p>Teacher Evaluation of:</p> <p>Student worksheets</p> <p>Student tests/quizzes</p> <p>Lifetime Fitness Goals Assessment</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>
<p><b>PA Standard 10.2.9.D</b></p> <p>Analyze and apply a decision-making process to adolescent health and safety issues.</p>	<p>Teacher will guide students to:</p> <p>Recognize the decision making process in relationship to sport and activity</p> <p>Apply the decision making process in a way to demonstrate good sportsmanship</p>	<p>Teacher Evaluation of:</p> <p>Student worksheets</p> <p>Student tests/quizzes</p> <p>Class Participation</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>

**CONTENT:** 10<sup>th</sup> Grade Physical Education

**CORE CONCEPT 5:** Goal Setting

**MAJOR OBJECTIVE:** Ability to use the steps of goal setting, set personal goal in relation to individual health and fitness.

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 10.1.9.C</b></p> <p>Analyze factors that impact nutritional choices of adolescents.</p> <ul style="list-style-type: none"> <li>• body image</li> <li>• advertising</li> <li>• dietary guidelines</li> <li>• eating disorders</li> <li>• peer influence</li> <li>• athletic goals</li> </ul>	<p>Teacher will guide students to:</p> <p>Rate nutritional levels in comparison to national recommendations and the food pyramid</p> <p>Understand the importance of proper nutrition in relation to a healthy lifestyle and the continuation of lifetime fitness plans</p> <p>Develop nutritional goals and fitness goals including health and skill related components</p>	<p>Teacher Evaluation of:</p> <p>Student worksheets</p> <p>Nutrition Analysis</p> <p>Nutritional Goals Activity</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>
<p><b>PA Standard 10.3.9.B</b></p> <p>Describe and apply strategies for emergency and long-term management of injuries.</p> <ul style="list-style-type: none"> <li>• rescue breathing</li> <li>• water rescue</li> <li>• self-care</li> <li>• sport injuries</li> </ul>	<p>Teacher will guide students to:</p> <p>Judge emergency situations and determine the proper safety procedures</p> <p>Demonstrate proper reaction to minor injuries that occur during the participation of sport and game-like activities</p>	<p>Teacher Evaluation of:</p> <p>Class Participation</p> <p>Teacher Observation</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>

**V. EXPECTED LEVELS OF ACHIEVEMENT**

A. Students are expected to reach the proficient level of achievement, including all of the skills noted in the specific content area of this curriculum.

B. Grading system for all physical education classes is as follows:

<b>Grading Scale</b>	
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	0% - 59%

C. Each student's grade will be determined at the conclusion of each marking. Progress notes will be issued half way through each marking period for those students performing below a 70%.