

MANCHESTER REGIONAL HIGH SCHOOL

PHYSICAL EDUCATION 4

**REVISED & ADOPTED
OCTOBER 2017**

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Curriculum Committee for Physical Education 4

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Manchester Regional High School

Course Description: Physical Education 4 (Grade 12)

The purpose of this course is to emphasize physical and skill development during the period of time the student spends in school.

Grade 9: Development of cardiovascular and muscular systems
Grade 10: Development of skills and basic knowledge of team and individual sports
Grade 11: Concentration on the development of team and individual activities
Grade 12: Combination of team play and carry over activities

Course Data:

Length of Course: Three Marking Periods

Credits: Three and three-quarters

Periods Per Week: Five

Classification: Required

Prerequisite: Previous level

Grading Structure:

Benchmark for master of course content is 65%; content mastery for students with IEPs may be less than the Board of Education approved minimum for regular education students.

Evaluation:

The purposes of evaluation are to provide information about student progress and to determine if students have learned the subject matter, which has been taught. Teachers in this course will evaluate student progress by using skill tests, fitness tests, student participation, and observation of knowledge on rules and regulations.

Teaching/Learning Emphasis:

Competitive Activity – 100%

MANCHESTER REGIONAL HIGH SCHOOL

Course Outline: Physical Education 3 and 4

Grades 11 and 12

Junior and senior physical education will emphasize team, individual, and lifetime (carry over) activities. They will also include the continued development of the one-mile run/walk.

1. Activities for the First and Fourth marking periods include:
 - a. 2 days per week – Run/Walk Program or Aerobic Dance/Activity
 - b. Individual and team activity – 2-4 week units, 3 days per week

2. Activities for the Second and Third marking periods include:
Individual and team activities
2-4 week units, 3 days per week
Weight training, 2 days per week

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A. Course Title: Physical Education 4

B. Course Proficiencies:

Upon completion of this course, a student will be expected to:

1. Execute football passing, kicking and catching skills in a team play situation.
2. Exhibit the ability to effectively use soccer kicking, trapping, and passing techniques during team play.
3. Apply those skills, which indicate a proficiency in the use of the forehand and backhand grips; the smash shot; the drop shot and the serve in badminton.
4. Display the ability to dig, set, serve and spike in volleyball team play.
5. Execute the skills of dribbling and shooting and the concepts of team offense and defense in basketball.
6. Throw, catch, pitches and field in a team softball situation, with proficiency.
7. Exhibit the proper forehand, backhand and serving skills in competitive Pickleball.
8. Participate in a weight training lesson rotating from station to station.
9. Participate in a cardiovascular program using a mile walk/run to develop efficiency.

C. Evaluative Activities:

1. Class participation
2. Attendance as per Board of Education policy

1 st Activity	15%
2 nd Activity	15%
Participation/Preparation	40%
Run/Walk/Weights	30%

3. Endurance Mile Walk/Run

Run	1 Mile Walk (4 laps)	Grade	Grade	Run
8 min. or less	13 min. or less	100	15.5 min. or less	75 9:15
8:15	13.5 min. or less	95	16.0 min. or less	70 9:30
8:30	14.0 min. or less	90	16.5 min. or less	65 9:45
8:45	14.5 min. or less	85	17.0 min. or less	60* 10:00
9:00	15.0 min. or less	80		

*Each additional half minute over 17 minutes lower grade 5% and each additional 15 sec. for the run.

Physical Fitness Activities (throughout year)

Standards : 2.1.12 A-1-2 B 1,3 C,3 E.1-2 2.2.12 B 1-2 C.1, 2.5.12.C.2, 2.6.12, A- 1-5

Time Frame: 1-2 times a week

A. Outcomes

The student will:

1. Demonstrate improvement in his/her physical fitness.
2. Gain familiarity with lifetime skills to improve/maintain fitness.
3. Demonstrate knowledge of safety considerations.

B. Content

1. One-mile walk/run
2. Physical Fitness Test
 - a. Shuttle run or Jump Rope
 - b. Push-ups
 - c. Sit-ups
 - d. Pull-ups/flexed arm hang
 - e. Standing broad jump or Vertical Jump

Standards : 2.1.12 A-1-2 B 1,3 C,3 E.1-2 2.2.12 B 1-2 C.1, 2.5.12.C.2, 2.6.12, A- 1-5

Time Frame: 1-2 times a week, 9-11 weeks

Walk/Run

A. Outcomes

The student will:

1. Understand the values of walking/running/aerobics as it relates to physical conditioning.
2. Understands the values of running as it relates to competitive athletics and similar activities.
3. Demonstrates an understanding of proper conditioning and safety rules as it relates to the walk/run.
4. Exhibit the knowledge for proper attire.
5. Understand the physical and psychological benefits of walking and/or running.

B. Content

1. Orientation
 - a. Rules and Regulations
 - b. Safety
 - Warm-up
 - Proper attire
 - Cool down
 - c. Values
 - Self confidence
 - Increase aerobic capacity
2. Skills
 1. Variety of Workout (examples)
 - a. Jog four laps
 - b. Run turns, walk straight-aways
 - c. Walk/Run every 30 seconds
 - d. Walk four laps
 - e. Aerobic Activities
 2. Testing
 - a. Time for walk will be a grade of 100 if the mile is completed under 13 minutes. The grade will drop 5 points every 30 seconds.
 - b. The time for the mile run will be under 8 minutes for a grade of 100 points. The grade will drop 5 points every 30 seconds after 8 minutes.

Weight training

A. Standards: 2.1.12. A.1+2, B 1+3, 2.5.12. A 1-4,B 1+3,2.6.12.A-1

Time Frame: 1-2 times a week, 9-11 weeks

B. Outcomes

The student will:

1. Understand the values of weightlifting as it relates to improved physical conditioning.
2. Understand the values of weightlifting as it relates to competitive athletics and other similar activities.
3. Demonstrate an understanding of proper safety rules and regulations as they relate to the weight room.
4. Demonstrate proper lifting techniques and spotting procedures.
5. Exhibit the knowledge for proper care of the equipment in the weight room.

C. Content

1. Orientation

- a. Rules and regulations of weight room
- b. Safety
 1. Weight room
 2. Spotting
 3. Using weights
 4. Spacing
 5. Weight selection
 6. Equipment selection
 7. Record keeping for reinforcement values
- c. Values
 1. Self-confidence
 2. Increase strength
 3. Therapy
- d. Care of equipment
 1. In use
 2. Storage
- e. Types of programs

2. Skills

- a. Lifting and spotting/Weight Machines
 1. Leg press
 2. Bench press
 3. Shoulder press
 4. Pec deck
 5. Lat machine
 6. Knee extension/flexion

- b. Lifting and spotting/Free weights
 - 1. Flat bench press
 - 2. Incline bench press
 - 3. Squat rack
 - 4. Calf raiser
 - 5. Hip thrust
 - 6. Dumbbell curls
 - 7. Preacher bench curls
 - c. Use of cardiovascular and exercise equipment
 - 1. Tread mill
 - 2. Exercise bike
 - 3. Air stepper
 - 4. Sit-up board
3. Testing
- a. Safety rules and regulations
 - b. Equipment care
 - c. Selection of equipment
 - d. Lifting techniques
 - e. Programs and their benefits

Football

Standards: 2.1.12 A-1-2, 2.5.12 A-1-4, B- 1-3, c- 1-3, 2.6.12 A- 1-3

Time Frame: 3-4 times a week, 3-4 weeks

A. Student Outcomes

The student will:

- 1. Explain the rules of football and name the positions of the players
- 2. Demonstrate proficiency in the fundamentals of football.
- 3. Perform the football drills as listed.
- 4. Demonstrate knowledge of football strategy while engaged in play.
- 5. Demonstrate knowledge of safety conditions.

B. Content

- 1. Orientation
 - a. Rules
 - b. Positions
 - c. Values
 - d. Safety considerations related to football
- 2. Fundamentals
 - a. Forward pass

- b. Lateral
- c. Kicking
 - 1. PAT/Field Goal
 - 2. Kickoff
 - 3. Punt
- d. Receiving
 - *This will include running various pass patterns
- 3. Drills
 - a. Line toss
 - b. Pass patterns
 - c. Examples: Post, Flag, Fly, Hook, Curl, Drag
- 4. Strategy
 - a. Offense
 - b. Defense
- 5. Competition
- 6. Testing
 - a. Skill
 - b. Knowledge
 - c. Officiating

Soccer

Standards: 2.1.12 A-1-2, 2.5.12 A-1-4, B- 1-3, c- 1-3, 2.6.12 A- 1-3

Time Frame: 3-4 times a week

A. Outcomes

The student will:

- 1. Explain the rules of soccer and name the positions of the players.
- 2. Explain the proper use of soccer equipment.
- 3. Demonstrate proficiency in the fundamentals of soccer.
- 4. Perform the soccer drills listed.
- 5. Demonstrate knowledge of soccer strategy while engage in play.
- 6. Demonstrate knowledge of safety considerations.

B. Content

- 1. Orientation
 - a. Rules
 - b. Positions
 - c. Equipment
 - d. Safety considerations related to soccer
- 2. Fundamentals-Ball Control
 - a. Dribble
 - Control
 - Speed

- b. Sole trap
- c. Waist trap
- d. Inside of foot trap
- e. Passing
 - heel
 - Inside/outside of foot
- f. Heading
- 3. Drills
 - a. Two circles pass drill
 - b. Offense/Defense
 - c. Relays
- 4. Position
 - a. Penalty
 - b. Goalie
 - c. Start of game
- 5. Game
 - a. Strategy
 - b. Games modified or regular

Basketball

Standards: 2.1.12 A-1-2, 2.5.12 A-1-4, B- 1-3, c- 1-3,
2.6.12 A- 1-3

Time Frame: 3-4 times a week, 3-4 weeks

A. Outcomes

The student will:

1. Explain the basic rules of basketball.
2. Exhibit a command of basketball skills as outlined.
3. Demonstrate basketball strategy while engage in team play.
4. Compete in various levels of basketball, lead up games and related drills.
5. Be able to officiate a basketball game.
6. Demonstrate knowledge of safety considerations related to basketball.

B. Content

1. Orientation
 - a. Rules
 - b. Positions
 - c. Values
 - d. Safety considerations related to basketball
2. Skills
 - a. Shooting
 1. Lay-ups (both hands)
 2. Push shot
 3. Set shot
 4. Foul shot
 5. Jump shot
 6. Hook shot
 7. Tap-ins
 - b. Passing
 1. Chest pass
 2. Overhead pass
 3. Bounce pass
 4. Dribble pass
 5. Underhand pass
 6. "Baseball pass"
 - c. Dribbling
 1. Right and left hand
 2. Alternate hands
 - d. Rebounding
 1. Offensive
 2. Defensive
 3. Positioning
 - e. Defense

1. Position
2. Zone
3. Man to man
- f. Drills
 1. One on one
 2. Two on two
 3. Full teams
 4. Shooting
 5. Rebounding
 6. Cover
3. Testing
 - a. Skills
 - b. Knowledge
 - c. Officiating

Volleyball

Standards: 2.1.12 A-1-2, 2.5.12 A-1-4, B- 1-3, c- 1-3, 2.6.12 A- 1-3

Time Frame: 3-4 times a week, 3-4 weeks

A. Outcomes

The student will:

1. Explain the rules of volleyball.
2. Explain the recreational values of volleyball.
3. Demonstrate proficiency in the volleyball skills as listed.
4. Perform the drills as listed.
5. Demonstrate knowledge of strategy while engaged in play.
6. Officiate a volleyball game.
7. Demonstrate knowledge of safety considerations related to volleyball.

B. Content

1. Orientation
 - a. Rules
 - b. Values
 - c. Safety considerations related to volleyball
2. Fundamentals
 - a. Two-hand volley
 - b. One-hand recovery
 - c. Serving
 - d. Set-ups
 - e. Spiking
 - f. Blocking
 - g. Placing the ball

3. Drills
 - a. Circle direction drill
 - b. Spike recovery drill
 - c. Serving to spots drill
 - d. Set-up and spike drill
 - e. Set-up, spike and block drill
4. Strategy
 - a. Offense
 - b. Defense
5. Competition
6. Testing
 - a. Rules test
 - b. Skills test
 - c. Officiating

Floor Hockey

Standards: 2.1.12 A-1-2, 2.5.12 A-1-4, B- 1-3, c- 1-3, 2.6.12 A- 1-3

Time Frame: 3-4 times per week

- I. Intended Use of the Course
 - A. Grade Placement – 10 to 12
 - B. Time – three 40-minute periods per week for 4 weeks
 - C. Prerequisites – None
 - D. Special Considerations – Medically excused do not participate in physical activity

II. Statement of Purpose

All students in grades 11 and 12 will involve in a co-educational elective program in physical education. The curriculum contains activities to develop cardio-respiratory endurance, flexibility, coordination and strength. The program is organized to offer team sports, individual sports and conditioning activities.

III. Statement of Expected Student Outcomes

Upon completion of this course, the student will be able to:

- A. Perform the skills of passing, shooting, stick handling and goal tending as they pertain to floor hockey.
- B. Perform the learned skills of floor hockey in planned lead up game activities. (2.2- 16, 17, 2.5- 10, 11)
- C. Demonstrate learned floor hockey skills in a game situation. (2.6- 10, 11, 12)

- D. Use these skills effectively in planned activities and in game situations.
- E. Perform the basic individual and team skills as they relate to floor hockey.
- F. Perform the specific skills involved in offensive and defensive team play as they relate to floor hockey.
- G. Increase individual and team skills in all aspects of the game of floor hockey.
- H. Perform those floor hockey skills necessary for active and positive participation during leisure hours.

IV. Course Content

A. First Week

- 1. Introduction to Floor Hockey
 - a. Develop a knowledge, understanding and appreciation of the game.
 - b. Develop ability in the skills required for participation in the game.
 - c. Promote the qualities of teamwork, sportsmanship and cooperation.
 - d. Lead up to interest and participation in the game of floor hockey.
- 2. Theory
 - a. History
 - b. Playing area
 - c. Dimensions
 - d. Positions
 - e. Strategies
 - f. Safety – stress safety at all times. Particularly high sticking and checking.
- 3. Drills and Skills
 - a. Passing
 - b. Shooting
 - 1. Slap shot
 - 2. Wrist shot
 - 3. Backhand

B. Second week

- 1. Drills and Skills continued
 - a. Stick handling
 - b. Goal tending
 - c. One on one
 - d. Three on three
 - e. Game situations

C. Third week

- 1. Participation
 - a. Practice game to correct mistakes

- b. Team play – league formation and rotating schedules.
- D. Fourth week
 - 1. Participation
 - a. Team play – league formation and rotating schedule.
 - b. Skill test
- V. Resources
 - A. Physical Education Handbook. Simon and Schuster – Massachusetts. Schmottlach and Mc Manama. 1997.
 - B. The Rule Book. St. Martin’s Press. The Diagram Group. 1983.
- VI. Instructional Strategies
 - A. Presentation of various developmental methods of teaching the game of floor hockey.
 - 1. Passing
 - 2. Shooting
 - 3. Stick handling
 - 4. Goal tending
 - B. Actual playing of the game
- VII. Methods of Evaluation
 - A. Attendance
 - B. Class participation and effort
 - C. Being prepared (dressed for physical education activities)
 - D. Teacher observation
 - E. Skill test
 - F. Cooperation

Physical Education Proficiencies

By the conclusion of the floor hockey course these skills will have been mastered:

1. Attendance is required in accordance with policies established by the Board of Education.
2. Fulfill all general school, departmental and class rules pertaining to lateness and discipline.
3. Be prepared in proper gym wear and participate at all times in all class activities and complete all class assignments satisfactorily.

4. Demonstrate and develop a knowledge, understanding and appreciation for team play, sportsmanship and recreational values.

Pickleball

Standards: 2.1.12 A-1-2, 2.5.12 A-1-4, B- 1-3, c- 1-3, 2.6.12 A- 1-3

Time Frame: 3-4 times a week, 3-4 weeks

A. Outcomes

The student will:

1. Explain the rules of pickleball.
2. Demonstrate the ability to handle pickleball equipment properly.
3. Perform the skills listed in the outline.
4. Exhibit in a game situation his/her ability to use proper strategy as outlined.
5. Compete in a game of singles and doubles in pickleball.
6. Demonstrate knowledge of safety considerations related to pickleball.

B. Content

1. Orientation
 - a. Rules and Scoring
 - b. Handling of equipment
 - c. Values
 - d. Safety considerations related to pickleball
2. Skills
 - a. Grip/forehand and backhand
 - b. Serve
 - c. Strikes
 - Forehand and backhand
 - Lob
 - Smash
3. Strategy
 - a. Placement
 - b. Tactics
 - c. Deception
 - d. Anticipation
 - e. Recovery
4. Competition
 - a. Singles
 - b. Doubles
5. Testing
 - a. Skills
 - b. Rules

Badminton

Standards: 2.1.12 A-1-2, 2.5.12 A-1-4, B- 1-3, c- 1-3, 2.6.12 A- 1-3

Time Frame: 3-4 times a week, 3-4 weeks

A. Outcomes

The student will:

1. Demonstrate the ability to handle badminton equipment properly.
2. Explain the rules of badminton.
3. Demonstrate the ability to perform the skills listed in the outline.
4. Exhibit in a game situation the ability to use proper strategy as outlined.
5. Compete in a game of singles in badminton.
6. Compete in a game of doubles in badminton.
7. Officiate a game of badminton.
8. Demonstrate knowledge of safety considerations related to badminton.

B. Content

1. Orientation
 - a. Rules
 - b. Scoring
 - c. Values
 - d. Safety considerations related to badminton
2. Skills
 - a. Grip
 - Forehand
 - Backhand
 - b. Serve
 - Singles
 - High
 - Drop
 - Doubles
 - Low
 - Drop
 - c. Strokes
 - Forehand shot
 - Backhand shot
 - Drop shot
 - Overhead clear
3. Strategy
 - a. Placement

- b. Covering
 - c. Tactics
 - d. Deception
 - e. Anticipation
 - f. Net play
 - g. Recovery
- 4. Competition
 - a. Singles
 - b. Doubles
- 5. Testing
 - a. Rules
 - b. Skills
 - c. Officiating

Team Handball

Standards: 2.1.12 A-1-2, 2.5.12 A-1-4, B- 1-3, c- 1-3, 2.6.12 A- 1-3

Time Frame: 3-4 times a week, 3-4 weeks

A. Outcomes

The student will:

1. Exhibit knowledge of the rules and regulations in the sport of team handball.
2. Demonstrate a proficiency in the skills required for participation in team handball.
3. Develop skills necessary to the playing of team handball.
4. Demonstrate knowledge of offensive and defensive theory related to team handball.
5. Put into practice all that they have learned about the sport, skills, rules, strategy and values via class competition.
6. Demonstrate oral or written knowledge of the game.
7. Actively officiate and demonstrate knowledge of the game.
8. Exhibit skills necessary to the playing of the game.
9. Demonstrate knowledge of safety considerations as they relate to team handball.

B. Content

1. Players
 - a. Six players on each side

- b. At all times, each team must have at least one man on each side of mid-court line.
2. Court
 - a. Regulation basketball court
 - b. If smaller court is used, ball can be played directly off the walls.
 - c. Crease is 13'6" in length by 12' wide.
3. Scoring
 - a. Throwing, deflecting or slapping the ball into the goal scores a goal.
 - b. No offensive person may be in the crease at any time. No one can enter the crease within 3 seconds after scoring.
4. Ball
 - a. Ball is a 9 ½" playground ball inflated to 4 pounds pressure.
 - b. Tape can be wrapped around the ball to provide a better grip.
5. Time
 - a. Playing time and penalty time can be adjusted to suit the situation.
 - b. In regular game, four 8 minute periods
 - c. Intramural – two 8 minute halves
 - d. Players cannot hold the ball longer than 3 seconds can't.
 - e. Offense has 10 seconds to bring ball over mid-court.
 - f. The goalie has 3 seconds to bring the ball out of the crease.
6. Defensive play
 - a. Defensive play is basically the same as in basketball.
 - b. At all times, the players must play the ball and not the person.
 - c. They cannot play through the ball and run into a person.
 - d. Accidental slaps on the hands or forearms are overlooked if the defensive person is making an attempt to hit the ball.
7. Violations
 - a. Almost every violation is as it is in basketball and all have the same penalty, immediate loss of the ball.
 - b. Possession is given to the other team on or near the spot of the violation.
 - c. When the ball is thrown in-bounds, it must be passed to a teammate before a shot at the goal is taken.
 - d. Violations are:
 - Back-court
 - Double dribble
 - Up and down
 - Offensive charge
 - Traveling
 - Holding ball more than 3 seconds
8. Penalties
 - a. Players sitting out game time as in hockey serve penalties.
 - b. A person who commits 4 fouls is ejected from the game.
9. Penalty shot is taken if:

- a. In a one-on-one situation against the goalie when it is almost a serve goal, a foul is deliberately committed to prevent a goal.
 - b. A goalie goes out of the area and brings the ball back into the crease with him.
 - c. Goalie receives pass from teammate while he is in crease.
10. Protective eye guards for all those who wear eye glasses.
11. Testing
- a. Skill
 - b. Knowledge
 - c. Officiating
 - d. Safety

Softball

Standards: 2.1.12 A-1-2, 2.5.12 A-1-4, B- 1-3, c- 1-3, 2.6.12 A- 1-3

Time Frame: 3-4 times a week, 3-4 weeks

A. Outcomes

The student will:

1. Explain the recreational values of softball.
2. Demonstrate the proper method to warm up prior to play.
3. Demonstrate proficiency in the skills of softball as listed.
4. Demonstrate knowledge of softball strategy while engaged in play.
5. Set up proper softball league and form teams.
6. Explain the rules of softball.
7. Be able to officiate a softball game.
8. Demonstrate knowledge of safety considerations related to softball.

B. Content

1. Orientation
 - a. Rules
 - b. Handling equipment
 - c. Values
 - d. Safety considerations
2. Skills
 - a. Throwing
 - Hand position
 - Wrist action
 - Short throw
 - Throwing for accuracy
 - Bouncing long throws
 - b. Catching
 - Hand position
 - Hand-eye coordination
 - "Giving with the ball"
 - Catching thrown balls
 - Catching batted balls
 - c. Batting
 - Hand position on bat
 - Strike zone
 - Watching the pitch
 - Meeting the ball

- Wrist snap
- Follow-through

3. Strategy
 - a. Force outs
 - b. Double plays
 - c. Infield situations
 - d. Outfield situations
 - e. Position play
4. Competition
 - a. Formation of teams
 - b. Games played
5. Testing
 - a. Skills
 - b. Knowledge
 - c. Officiating

Golf

Standards: 2.1.12 A-1-2, 2.5.12 A-1-4, B- 1-3, c- 1-3, 2.6.12 A- 1-3

Time Frame: 3-4 times a week, 3-4 weeks

A. Outcomes

The student will:

1. Demonstrate the ability to handle golf equipment properly.
2. Explain the rules of golf.
3. Demonstrate the ability to perform the skills listed in the outline.
4. Be able to name and describe clubs and other equipment used in golf.
5. Exhibit knowledge of proper etiquette in golf.

B. Content

1. Orientation
 - a. Rules and scoring
 - b. Handling of equipment
 - c. Values
 - d. Etiquette
 - e. Safety considerations related to golf
2. Skills
 - a. Grip/overlapping and interlocking
 - b. Stance/square, opened and closed
 - c. Swing
 - d. Clubs
 - Woods
 - Irons/long, medium and short
 - Putter
3. Competition
 - a. Single
 - b. Threesome
 - c. Foursome
4. Game
 - a. Strategy
 - b. Games modified or regular

PHYSICAL EDUCATION / 9-12 GRADE RUBRIC

PHYSICAL FITNESS TEST

SIT-UPS

PUSH- UPS

PULL-UPS/FLEXED ARM HANG

STANDARD BROAD JUMP/VERTICAL JUMP

300 YARD SHUTTLE RUN

PHYSICAL EDUCATION / 9-12 GRADE RUBRIC

WALK OR RUN PROGRAM / 1 MILE / 2 TIMES PER WEEK

GRADING STANDARDS

<u>WALK</u>	<u>GRADE</u>
13 MINUTES OR FASTER	100
13:01-13:30	95
13:31-14:00	90
14:01-14:30	85
14:31-15:00	80
15:01-15:30	75
15:31-16:00	70
16:01-16:30	65
16:31-17:00	60

*EACH 30 SECOND PERIOD BELOW 17 MINUTES IS 5 POINTS LESS ON THE GRADE.

<u>RUN</u>	<u>GRADE</u>
8 MINUTES OR FASTER	100
8:01-8:15	95
8:16-8:30	90
8:31-8:45	85
8:46-9:00	80
9:01-9:15	75
9:16-9:30	70
9:31-9:45	65
9:46-10:00	60

*EACH 15 SECOND PERIOD BELOW 10 MINUTES IS 5 POINTS LESS ON THE GRADE.

PHYSICAL EDUCATION – 2ND MARKING PERIOD
BASKETBALL/WEIGHTLIFTING

ESSENTIAL QUESTIONS

- WHAT SKILLS ARE NECESSARY FOR ONE GAME OF BASKETBALL?
- WHAT SKILLS ARE NECESSARY FOR PROPER FORM IN WEIGHTLIFTING?
- HOW CAN YOU COMBINE ATHLETICS AND FUN?
- WHY IS WEIGHTLIFTING BENEFICIAL TO YOU?

CONTENT AND OBJECTIVE TO ACCOMPLISH

- MUSLIM FEMALES WILL PARTNER UP WITH A GROUP OF FEMAL STUDENTS FROM THE CLASS AND WILL REVIEW ALL THE SKILLS IN A BASKETBALL LESSON. PASSING, SHOOTING, DRIBBLING, LAYUPS, AND DEFENSE.
- MUSLIM FEMALS WILL PARTNER UP WITH ANOTHER FEMALE TO PERFORM THE PROPER STRETCHES NEEDED TO BE READY FOR ACTIVITY OF THAT DAY.
- MUSLIM FEMALES WILL ENTER WEIGHT ROOM AND PAIR UP WITH ANOTHER FEMALE AND GO THROUGH A 9 CIRCUIT WEIGHT TRAINING ROUTINE OF 2 SETS OF 10 AT EACH STATION.
- EACH MUSLIM WILL BE REQUIRED TO TRAIN FOR MCFT WHICH CONSISTS OF PUSHUPS, SIT-UPS, BORAD JUMP, 300 YARD DASH, AND FLEXED ARM HANG.

PHYSICAL FITNESS SCORING CRITERIA

1. SIT UPS, 1-MINUTES HANDS ACROSS CHEST

BOYS	GIRLS
100 = 55+	47+
95 = 52-54	44-46
90 = 49-51	41-43
85 = 46-48	38-40
80 = 43-45	35-37
75 = 40-42	32-34
70 = 35-39	29-31
60 Fail = 34 & under	28 & under

2. PUSH-UPS, CONTINUE UNTIL FATIGUES, REST IN "UP" POSITION

BOYS	GIRLS
100 = 50+	27+
95 = 45-49	23-26
90 = 40-44	20-22
85 = 35-39	18-19
80 = 30-34	16-17
75 = 25-29	15
70 = 20-24	10-14
65 = 11-19	6-9
60 Fail = 10 & under	5 & under

3. VERTICAL JUMP, MEASURE DISTANCE FROM STARTING POSITION

	<u>100</u>	<u>90</u>	<u>80</u>	<u>70</u>	<u>60 FAIL</u>
BOYS (inches)	25+	24-19	18-15	14-11	<10
GIRLS (inches)	22+	21-18	17-14	13-10	<9

4. PULL-UPS/FLEXED ARM HANG, UNDER OR OVER HAND GRIP, NO SPOTTER

	BOYS	BOYS (seconds)	GIRLS (seconds)
100 =	10+	35+	22+
95 =	8-9	28-34	20-21
90 =	7	21-27	18-19
85 =	6	15-20	13-17
80 =	5	11-14	8-12
75 =	4	8-10	5-7
70 =	2-3	5-7	3-4
65 =	1	2-4	1-2
60 Fail =	FAH	0-1	0

5. SHUTTLE RUN, 2 BLOCKS OF WOOD 30 FEET AWAY,
DOWN/BACK/REPEAT

BOYS (seconds)	GIRLS (seconds)
100 = 8 & under	9.5 & under
95 = 8.5-9	9.6-10
90 = 9.1-9.5	10.1-10.5
85 = 9.6-10	10.6-11
80 = 10.1-10.5	11.1-11.5
75 = 10.6-11	11.6-12
70 = 11.1-12	12.1-12.5
65 = 12.1-12.5	12.6-13
60 Fail = 12.6 +	13.1 +

6. JUMP ROPE, 1 MINUTE

JUMPS
100 = 120 +
95 = 115-119
90 = 110-114
85 = 105-109
80 = 100-104
75 = 95-99
70 = 90-94
65 = 85-89
60 Fail = 80-84

