

## **Recreational Games: Flag Football / Swim Fitness & Water Games / Golf / Ultimate Frisbee (#0048)**

**Description** This course offers a variety of competitive and recreational activities involving team play and lifetime activities. Students will learn skills, strategies, and rules of activities while working on interpersonal relationships in a cooperative environment. This class will also be a basic refresher course in fundamental swimming techniques and incorporate a variety of water fitness and activities. This course will also stress health related fitness components as they relate to all activity areas.

**Minutes per Week** 275 minutes per week for one semester each year for grades 10, 11, and 12

### **Textbooks/Resources**

**Required Assessments** District-wide, standards-based assessments & Fitnessgram

**Board Approved** October, 2005  
**Revised**

## **AASD Physical Education Goals for K-12 Students**

- *Become competent in many and proficient in a few forms of physical activity.*
- *Become physically fit.*
- *Participate regularly in physical activity.*
- *Learn the benefits from involvement in physical activity.*
- *Value physical activity and its contribution to a healthy lifestyle.*

## AASD Physical Education Standards for Grades 9-12 Students

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| <p>I. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p>   | <ul style="list-style-type: none"> <li>A. Demonstrates proficient skills to participate in advanced play of some activities.</li> <li>B. Demonstrates mature movement forms in a variety of activities ranging from individual to lifetime activities.</li> <li>C. Demonstrates and describes offensive, defensive and transitional skills and strategies in individual and team sports.</li> <li>D. Supports teammates by movement and spacing in invasion, net and field games.</li> <li>E. Combines and applies movement patterns simple to complex, in aquatic, rhythms/dance, and individual and dual activities.</li> <li>F. Operate a bike, kayak, or canoe safely and skillfully in a natural environment.</li> <li>G. Identifies, explains, and applies the skill related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in a variety of physical activities.</li> </ul> |
| <p>II. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> | <ul style="list-style-type: none"> <li>A. Develops an appropriate personal wellness program for lifetime fitness activity.</li> <li>B. Plan a personal conditioning program.</li> <li>C. Identifies the differences and benefits of both functional fitness training and traditional weight training.</li> <li>D. Identifies a new skill to be learned and lists a scientific principle that can be applied to improved performance.</li> <li>E. Explains appropriate tactical decisions in a competitive activity.</li> <li>F. Self assesses performance and makes appropriate corrections.</li> <li>G. Applies and evaluates biomechanical principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities.</li> </ul>  |
| <p>III. Participates regularly in physical activity.</p>  | <ul style="list-style-type: none"> <li>A. Participates willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle.</li> <li>B. Accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education on five or more days per week.</li> <li>C. Monitors physical activity through the use of available technology: pedometers, heart rate monitors, activity logs.</li> <li>D. Establishes goals by identifying strengths and weaknesses using personal fitness assessments.</li> <li>E. Compares health and fitness benefits derived from various physical activities.</li> <li>F. Describes the ways in which personal characteristics, performance styles, and activity preferences will change over the life span.</li> </ul>   |

## AASD Physical Education Standards for Grades 9-12 Students

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| IV. Achieves and maintains a health-enhancing level of physical fitness.  | A. Develops an appropriate health-related physical fitness exercise program based on fitness assessment results and classroom activities.<br>B. Identifies a variety of activities and how often they should be done to improve all health-related fitness components.<br>C. Applies the principles of exercise (FITT, overload, specificity, and progression) in implementing a personal fitness program.<br>D. Maintains appropriate levels of aerobic capacity, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life.          |
| V. Exhibits responsible personal and social behavior that respects self and others in physical activity settings. | A. Solves conflicts agreeable to both parties.<br>B. Adjusts participation level and personal behavior to make activities inclusive for everyone.<br>C. Demonstrates responsible decisions about using time, applying rules, and following through with decisions made.<br>D. Exhibits respectful and mature behavior to contribute to a positive learning environment.<br>E. Identifies positive and negative peer influences.   |
| VI. Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.         | A. Participates in activity outside of school for self-enjoyment.<br>B. Identifies reasons to participate in physical activity in the local community.<br>C. Describes the correlation that being physically active leads to a higher quality of life.<br>D. Demonstrates through verbal and non-verbal behavior, cooperation with peers of different gender, race, and ethnicity in a physical setting.<br>E. Take appropriate leadership or supportive roles in activities.<br>F. Describes the positive feelings that result from physical activity participation alone and with others. |

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p><b>1. Develop fundamental skills of football</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. demonstrates proper grip, stance, arm motion and follow-through for throwing.</li> <li>b. explains and demonstrates offensive patterns and how to lead your target.</li> <li>c. demonstrates proper hand position for catching.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklist</li> <li>• Skills test</li> <li>• Rubric</li> <li>• Written assignment</li> <li>• Test</li> <li>• Web-based assessment</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> I, II</p>		
<p><b>2. Understand rules and strategies of football</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. explains and demonstrate offensive options.</li> <li>b. explains and demonstrate defensive skills (e.g. how to use flags, break up passes, block, and stop the ball carrier).</li> <li>c. understands football terminology.</li> <li>d. understands and explains rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklist</li> <li>• Skills test</li> <li>• Rubric</li> <li>• Written assignment</li> <li>• Test</li> <li>• Web-based assessment</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> I, II</p>		
<p><b>3. Evaluate health related components of football and design a fitness plan to compensate for weaknesses</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies FITT formula.</li> <li>b. understands the guideline for physical activity.</li> <li>c. develops a personal plan for physical activity and wellness.</li> <li>d. understands the benefits of cardiovascular fitness.</li> <li>e. understands and explains body composition.</li> <li>f. identifies muscular endurance and strength.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklist</li> <li>• Skills test</li> <li>• Rubric</li> <li>• Written assignment</li> <li>• Test</li> <li>• Web-based assessment</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> III, IV, VI</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p><b>4. Understand the concept of exercising in the water</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. know the various water exercises and how they relate to the fitness components.</li> <li>b. understands hydro aerobics.</li> <li>c. demonstrates resistance training (deep, shallow).</li> <li>d. understands how to integrate a variety of workouts (e.g. running workouts: sprint &amp; distance).</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklist</li> <li>• Skills test</li> <li>• Rubric</li> <li>• Written assignment</li> <li>• Web-based assessment</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> I, II, III</p>		
<p><b>5. Understands the benefits of exercising in water</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. explains why swimming is a low impact exercise.</li> <li>b. understands the cardiovascular benefits of swimming.</li> <li>c. explains the metabolic effect of swimming.</li> <li>d. understands the health benefits of swimming.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklist</li> <li>• Skills test</li> <li>• Rubric</li> <li>• Written assignment</li> <li>• Web-based assessment</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> III, IV, VI</p>		
<p><b>6. Evaluate health related components of swim fitness and water games and design a fitness plan to compensate for weaknesses</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies FITT formula.</li> <li>b. understands the guideline for physical activity.</li> <li>c. develops a personal plan for physical activity and wellness.</li> <li>d. understands the benefits of cardiovascular fitness.</li> <li>e. understands and explains body composition.</li> <li>f. identifies muscular endurance and strength.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklist</li> <li>• Skills test</li> <li>• Rubric</li> <li>• Written assignment</li> <li>• Web-based assessment</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> IV</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p><b>7. Acquire basic skills of golf</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. demonstrates proper grip and swing techniques.</li> <li>b. demonstrates proper stance and weight transfer.</li> <li>c. demonstrates how to properly pitch, chip, putt and drive.</li> <li>d. understands golf etiquette.</li> <li>e. understands golf terminology (e.g. fore, green, fairway, lie, rough, teeing ground, and divots).</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklist</li> <li>• Skills test</li> <li>• Rubric</li> <li>• Written assignment</li> <li>• Web-based assessment</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> I, II</p>		
<p><b>8. Understand golf strategies and economics</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. learns to read a green.</li> <li>b. understands the cost of equipment and course fees.</li> <li>c. applies skills to play out of course hazards.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklist</li> <li>• Skills test</li> <li>• Rubric</li> <li>• Written assignment</li> <li>• Web-based assessment</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> I, II, VI</p>		
<p><b>9. Understand benefits of playing golf</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. understands the health benefits of playing golf.</li> <li>b. understands the social benefits of interacting with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklist</li> <li>• Skills test</li> <li>• Rubric</li> <li>• Written assignment</li> <li>• Web-based assessment</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> II, V, VI</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p><b>10. Evaluate health related components of golf and design a fitness plan to compensate for weaknesses</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies the FITT formula.</li> <li>b. understands the guideline for physical activity.</li> <li>c. develops a personal plan for physical activity and wellness.</li> <li>d. understands the benefits of cardiovascular fitness.</li> <li>e. understands and explains body composition.</li> <li>f. identifies muscular endurance and strength.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklist</li> <li>• Skills test</li> <li>• Rubric</li> <li>• Written assignment</li> <li>• Web-based assessment</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> IV</p>		
<p><b>11. Develop knowledge and skills of ultimate Frisbee</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. demonstrates the proper technique of the different types of throws.</li> <li>b. understands invasion tactics.</li> <li>c. explains rules of game.</li> <li>d. develops respect and safety for others.</li> <li>e. experiences lead up games and tournaments.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklist</li> <li>• Skills test</li> <li>• Rubric</li> <li>• Written assignment</li> <li>• Test</li> <li>• Web-based assessment</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> I, II, III</p>		

<b>Essential Learning Objectives</b>	<b>Performance Indicators</b>	<b>Classroom Assessments</b>
<p><b>12. Know and understand tactics of ultimate Frisbee</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. explains and demonstrate invasion strategies for offensive and defensive players.</li> <li>b. explains rules.</li> <li>c. understands scoring and tournament play.</li> <li>d. demonstrates sportsmanship.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklist</li> <li>• Skills test</li> <li>• Rubric</li> <li>• Written assignment</li> <li>• Test</li> <li>• Web-based assessment</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> I, II</p>		
<p><b>13. Evaluate health related components of ultimate Frisbee and design a fitness plan to compensate for weaknesses</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies the FITT formula.</li> <li>a. understands the guideline for physical activity.</li> <li>b. develops a personal plan for physical activity and wellness.</li> <li>c. understands the benefits of cardiovascular fitness.</li> <li>d. understands and explains body composition.</li> <li>e. identifies muscular endurance and strength.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklist</li> <li>• Skills test</li> <li>• Rubric</li> <li>• Written assignment</li> <li>• Test</li> <li>• Web-based assessment</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> IV</p>		