

COLUMBIA BOROUGH SCHOOL DISTRICT
10th Grade Physical Education CURRICULUM
SUBMITTED FOR BOARD APPROVAL
DATE:

As of July 1999 and thereafter, all new and/or updated curriculum guides will be written according to this revised format which conforms with Chapter 4 Regulations of the Pennsylvania State Board of Education.

Cover Sheet

A. Identification Data:

Course/Subject Title 10th Grade PE Length of Course 1 semester

Department: Health and Physical Education Hours per Week: 3.5 Grade Level: 10

Number of Credits: .5
Required or Elective? Required Final Examination Required: Yes

B. Course Description/Rationale:

This course familiarizes students with exercise principles, training principles, and how to design an individualized physical activity plan. The students will analyze the physical, psychological, and social benefits of regular participation in vigorous physical activity. In addition to their individualized fitness program, the students may choose to participate in flag football, ultimate frisbee, lacrosse, speedball, tchoukball, basketball, Tae-Bo, step-aerobics, or floor hockey.

C. Educational Goals and Relationship to Standards.

This course is designed to provide the students with the knowledge and experience of designing and implementing their own fitness plans. They will evaluate the factors that impact the selection of and engagement of lifetime physical activities. The curriculum is aligned with the Academic Standards for Health, Safety, and Physical Education adopted by the PDE as of July 18, 2002.

**COLUMBIA BOROUGH SCHOOL DISTRICT
CURRICULUM**

**Course/Subject Title: 10th Grade Physical Education
Grade Level: 10**

Content Area: Physical Education

State Standard Correlation: Physical Activity

Student Learning Objectives	Specific Content	Priority/Time	Suggested Learning Activities, Materials, and Resources	Expected Level of Achievement and Procedures for Evaluation
Evaluate and engage in an individualized physical activity plan that supports the achievement of personal fitness and activity goals and promotes life-long participation.	<p>Fitness Plan</p> <p>A. Describe what characterizes a safe and effective personal fitness plan.</p> <ul style="list-style-type: none"> • F- frequency • I -- intensity • T -- type of exercise • T -- time <p>B. Discuss the elements of fitness:</p> <ul style="list-style-type: none"> • Strength • Flexibility • Cardio-vascular endurance 	C	<p>1. Students will design and implement their own individualized physical activity plan. Included in the plan will be a fitness contract where they will identify goals and a plan for reaching their goals.</p> <p>2. Fitness Center, heart-rate monitors, equipment to participate in</p>	<p>Advanced: The students will be able to design, evaluate, assess, and regularly engage in an individualized physical activity plan that supports the achievement of their personal fitness goals.</p> <p>Proficient: The students will be able to evaluate and regularly engage in an individualized physical activity plan that supports the achievement of their personal fitness goals.</p> <p>Basic: The students will be</p>

	<ul style="list-style-type: none"> • Muscular endurance • Body composition <p>C. Review important goal setting concepts.</p> <ul style="list-style-type: none"> • Realistic • Obtainable • Long-range • Short-range <p>D. Discuss the importance of finding out beginning fitness levels to help determine goals.</p> <ul style="list-style-type: none"> • Healthy fitness zones • Fitnessgram 	C	<p>vigorous activity</p> <ol style="list-style-type: none"> 3. Fitness Contract Form 4. Training Log 5. Students will complete the fitnessgram 	<p>able to design and engage in an individualized physical activity plan that supports the achievement of their personal fitness goals.</p> <p>Training Log Rubric: Excellent – Students will complete 90% of the fitness workouts. Their program design incorporates all the elements of fitness. They demonstrate steady progress toward their fitness goals.</p> <p>Good – Students will complete at least 70% of the fitness workouts. Their program incorporates all the elements of fitness. They demonstrate some progress toward their fitness goals.</p> <p>Poor – Students will complete less than 70% of their fitness workouts. Their program does not include all of the elements of fitness. They demonstrate little or no progress toward their fitness goal.</p>
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	<ul style="list-style-type: none"> To raise the body's core temperature above its resting state. 		<p>activity plan the supports the achievement of their personal fitness goals.</p> <p>Training Log Rubric: Excellent – Students will complete 90% of the fitness workouts. Their program design incorporates all the elements of fitness. They demonstrate steady progress toward their fitness goals.</p> <p>Good – Students will complete at least 70% of the fitness workouts. Their program incorporates all the elements of fitness. They demonstrate some progress toward their fitness goals.</p> <p>Poor – Students will complete less than 70% of their fitness workouts. Their program does not include all of the elements of fitness. They demonstrate little or no progress toward their fitness goal.</p> <p>Written Test</p>
	<p>C. Explain the purposes of the cool-down.</p> <ul style="list-style-type: none"> Provides protection from injury by slowing reducing the heart rate Reduces the pooling of lactic acid Stretching during the cool-down can prevent muscle soreness 	E	
	<p>D. Describe the kinds of aerobic exercise.</p> <ul style="list-style-type: none"> Continuous for 15 to 20 minutes Interval training – slow and fast Low impact – lower heart rate, but does exercise major muscle groups 	E	
	<p>E. Discuss how to reach the appropriate training level to develop cardiorespiratory fitness.</p> <ul style="list-style-type: none"> Target heart rate 	C	

	<p>training zone -50% to 75% of maximum heart rate</p> <ul style="list-style-type: none"> • Over exercising is possible, stay in the zone! 	I		
<p>F. Describe the basic muscle and skeletal anatomy of the human body.</p> <ul style="list-style-type: none"> • Skeletal system - 206 bones • Muscular system - major muscle groups and their functions 	<p>G. Describe the types of muscular strength training.</p> <ul style="list-style-type: none"> • Basic strength • Power strength • Muscular endurance 	E		
<p>H. Discuss important training guidelines.</p> <ul style="list-style-type: none"> • Pretest of muscle strength • Repetitions and sets • Rest periods between sets • Progression 	<p>I. Describe the basic</p>	E		

	<p>principles of stretching.</p> <ul style="list-style-type: none">• Gradual – feeling of softening• Pattern is one leg then the other, one arm then the other, etc.• Perform stretching exercises at least 3 times per week, daily if possible			
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**COLUMBIA BOROUGH SCHOOL DISTRICT
CURRICULUM**

Course/Subject Title: 10th Grade Physical Education

Grade Level: 10

Content Area: Physical Education

State Standard Correlation: Concepts, Principles, and Strategies of Movement

*Inadequate equipment
in fitness centers for
whole class.
Specific sport skills
covers motor skill development
Fitness Stations*

Resistance training

Student Learning Objectives	Specific Content	Priority/Time	Suggested Learning Activities, Materials and Resources	
Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.	Fitness Plan A. Demonstrate and describe appropriate technique for weight training, flexibility, and cardiorespiratory fitness exercises. <ul style="list-style-type: none"> • Posture • Alignment • Positioning B. Discuss the importance of performing exercises using appropriate form. <ul style="list-style-type: none"> • Injury prevention • Efficiency of movement • Improves performance 	E	1. Fitness Center 2. Heart Rate Monitors 3. Fitness logs 4. Handouts that include anatomy and exercise principles information 5. Video segments demonstrating appropriate lifting techniques – NSCA 6. Peer technique	Advanced: The students will demonstrate excellent technique when performing all exercises in their fitness program. The students will evaluate their peer's technique and will assess the quality of their performances. Proficient: The students will demonstrate good technique when performing all exercises in their fitness program. The students will analyze their peer's technique and will assess the quality of their performances.

				<p>evaluation form</p>	<p>Basic: The students will demonstrate satisfactory technique when performing most of their exercises in their fitness program. The students will describe the positive and negative aspects of their peer's performances.</p>
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**COLUMBIA BOROUGH SCHOOL DISTRICT
CURRICULUM**

Course/Subject Title: 10th Grade Physical Education

Grade Level: 10

Content Area: Physical Education

State Standard Correlation: Safety and Injury Prevention

Student Learning Objectives	Specific Content	Priority/Time	Suggested Learning Activities, Materials, and Resources	Expected Level of Achievement and Procedures for Evaluation
Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.	<p>Fitness Plan</p> <p>A. Discuss injury prevention guidelines for fitness exercises.</p> <ul style="list-style-type: none"> • Care for the knees and low back especially! • Use proper stretching techniques • Strengthen abdominal muscles to prevent low back injuries • Follow the 7 don't's! <ol style="list-style-type: none"> 1. don't bounce 2. don't swing 3. don't do stretching or strengthening 	E	<ol style="list-style-type: none"> 1. Fitness Center rules and safety procedures handout and posters posted on the walls of the fitness center. 2. Fitness Center 3. "Concepts of Physical Education: What Every Student Needs to Know", Mohnsen, Editor NASPE 	<p>Advanced: Students will be able to assess and evaluate their peer's performances on fitness exercises. They will also be able to assess and correct their peer's use of unsafe techniques when performing fitness exercises.</p> <p>Proficient: Students will be able to evaluate their peer's performances on fitness exercises. They will also be able to assess the risks of using unsafe techniques.</p> <p>Basic: Students will be able to observe their peer's performances on fitness exercises and identify any</p>

	<p>B. Describe harmful exercises and why they are dangerous.</p> <ul style="list-style-type: none"> • Head circles • Waist twists • Side bends • Back bends • Prone arch or trunk lift • Fast, straight-leg sit-ups • Fast crunches • Double leg lifts • Deep knee bends and squat thrusts • Hurdler's stretch • Straight leg toe touch <p>C. Discuss proper selection of exercise clothing.</p> <ul style="list-style-type: none"> • Natural fibers – allow skin to breathe and cool down properly • Proper footwear – arch supports, 	E	<p>incorrect or unsafe techniques.</p>
<p>fast</p> <ol style="list-style-type: none"> 4. don't lock a joint 5. don't click or pop a joint 6. don't arch the lumbar or cervical spine 7. don't over bend 	I		

	<p>traction, proper size</p> <p>D. Explain the important concepts of spotting.</p> <ul style="list-style-type: none"> • Hands on • Consistently used when performing free weight equipment exercises <p>E. Review rules for fitness center and all exercise equipment.</p>	E		
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**COLUMBIA BOROUGH SCHOOL DISTRICT
CURRICULUM**

Course/Subject Title: 10th Grade Physical Education

Grade Level: 10

Content Area: Physical Education

State Standard Correlation: Physical Activity

Student Learning Objectives	Specific Content	Priority/Time	Suggested Learning Activities, Materials, and Resources	Expected Level of Achievement and Procedures for Evaluation
<p>Analyze the social effects of regular participation in a self-selected program of moderate to vigorous physical activity.</p>	<p>Fitness Plan</p> <p>A. Discuss the social benefits of participating in a regular exercise program.</p> <ul style="list-style-type: none"> • Build relationships • Motivation increases • Learning improves by watching others <p>B. Discuss how opportunities to record specific feed-back regarding their performance enables people to grow.</p> <p>C. Discuss how positive interactions with others, asking for feed-back, and formulating goals enhance</p>	<p align="center">E</p>	<p>1. Fitness Training log – students will be asked to complete a training log that will include questions about their social interactions. One important concept is that motivation for exercise increases when exercising with a partner.</p> <p>2. Fitness Center</p> <p>3. “Concepts of Physical Education: What</p>	<p>Advanced: The students will be able to design, evaluate, assess, and regularly engage in an individualized physical activity plan that supports the achievement of their personal fitness goals.</p> <p>Proficient: The students will be able to evaluate and regularly engage in an individualized physical activity plan that supports the achievement of their personal fitness goals.</p> <p>Basic: The students will be able to design and engage in an individualized physical</p>

	self-confidence and self-actualization.		Every Student Needs to Know", Mohnsen, Editor NASPE	activity plan the supports the achievement of their personal fitness goals.
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**COLUMBIA BOROUGH SCHOOL DISTRICT
CURRICULUM**

Course/Subject Title: 10th Grade Physical Education

Grade Level: 10

Content Area: Physical Education

State Standard Correlation: Physical Activity

Student Learning Objectives	Specific Content	Priority/Time	Suggested Learning Activities, Materials, and Resources	Expected Level of Achievement and Procedures for Evaluation
Evaluate factors that affect physical activity and exercise preferences in adults.	<p>Flag Football</p> <p>A. Discuss the factors that determine why people choose to participate in certain physical activities as adults.</p> <ul style="list-style-type: none"> • Personal challenge • Physical benefits • Finances • Motivation • Access to activity • Self-improvement <p>B. Evaluate the game of flag football and how it relates to the factors described above.</p>	E	<p>1. Activity Log – describe how certain activities provide different benefits. Each student must complete an activity log where they record their participation in physical activities other than their fitness program.</p> <p>2. Equipment to participate in physical fitness activities. (i.e. football, flags)</p>	<p>Advanced: The students will provide a completed activity log which includes an evaluation an appraisal of the factors that affect physical activity. The log is exceptionally well written and contains all required information.</p> <p>Proficient: The students will provide a completed activity log which includes an evaluation of the factors that affect physical activity. The log is well written and contains all of the required information.</p> <p>Basic: The students will</p>

				provide an activity log that includes a description of the physical activities they completed and most of the required information.
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**COLUMBIA BOROUGH SCHOOL DISTRICT
CURRICULUM**

Course/Subject Title: 10th Grade Physical Education

Grade Level: 10

Content Area: Physical Education

State Standard Correlation: Concepts, Principles, and Strategies of Movement

Student Learning Objectives	Specific Content	Priority/Time	Suggested Learning Activities, Materials, and Resources	Expected Level of Achievement and Procedures for Evaluation
<p>Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.</p>	<p>Flag Football</p> <p>A. Describe and demonstrate the learning cues for the skills and techniques necessary to play flag football.</p> <ul style="list-style-type: none"> • Stance • Ball carrying • Passing • Receiving • Kicking • Blocking • Tackling - (removal of the flags) • Centering <p>B. Define these terms:</p> <ul style="list-style-type: none"> • Backward pass • Balanced line 	<p align="center">E</p> <p align="center">I</p>	<ol style="list-style-type: none"> 1. Students will participate in drills and practice scrimmages to improve their flag football skills. 2. Students will analyze the game of flag football in their activity logs. 3. Handout that includes player positions, learning cues, and rules 	<p>Activity Log - see above</p> <p>Written Test on Rules, Positions, etc. and Teacher Observation:</p> <p>Advanced: The students will demonstrate, incorporate, and synthesize an in-depth understanding and an ability to perform at a high level the motor skills needed to play flag football.</p> <p>Proficient: The students will be able to incorporate and synthesize the knowledge of motor skills needed to play flag football and will demonstrate an average to above average ability when</p>

	<ul style="list-style-type: none"> • Block • Bootleg play • Brush clocking • Button hook • clipping • cut-back • end around • fair catch • flanker • forward pass • handoff • lateral pass • line of scrimmage • offside • safety • screen pass • shotgun offense • shovel pass • touchback 			<p>performing these skills. Basic: The students will be able to describe the knowledge and motor skills needed to play flag football and will demonstrate an average to low average ability when performing these skills.</p>
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**COLUMBIA BOROUGH SCHOOL DISTRICT
CURRICULUM**

**Course/Subject Title: 10th Grade Physical Education
Grade Level: 10**

Content Area: Physical Education

State Standard Correlation: Concepts, Principles and Strategies of Movement

Student Learning Objectives	Specific Content	Priority/Time	Suggested Learning Activities, Materials, and Resources	Expected Level of Achievement and Procedures for Evaluation
<p>Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.</p>	<p>Frisbee Activities A. Discuss the popularity of Frisbee activities and how it is considered a lifetime activity enjoyed by people of all ages. B. Describe and demonstrate the proper method for throwing the Frisbee.</p> <ul style="list-style-type: none"> • Stand with shoulder facing the target • Knees flexed, feet spread apart slightly • Grip edge of disc firmly • Place thumb on top 	<p style="text-align: center;">E</p>	<ol style="list-style-type: none"> 1. Activity Log 2. Frisbees, pinnies, and cones to mark the field of play 3. Practice throwing and catching with a partner 4. Peer assessment sheet 5. Participate in ultimate Frisbee games 6. "The Physical Education Teacher's Book of 	<p>Advanced: The students will provide a completed activity log which includes an evaluation and an appraisal of the factors that affect participation in physical activity. The log should be exceptionally well written and must contain all the required information.</p> <p>Proficient: The students will provide a completed activity log which includes an evaluation of the factors that affect participation in a physical activity. The log is well written and contains all of the required information.</p>

	<ul style="list-style-type: none"> • and first two or three fingers underneath and slightly behind • Forearm should be below parallel do disc is at a 45 degree angle • Snap wrist to release • Transfer body weight 	<p style="text-align: center;">E</p>	<p style="text-align: right;">Lists', Milliken, Parker Publishing Co.</p>	<p>Basic: The students will provide an activity log that includes a description of the physical activities they completed and most of the required information.</p>
<p>C. Explain the rules of ultimate frisbee</p> <ul style="list-style-type: none"> • The goal for the team is to pass the Frisbee without dropping it and catch it in the end zone. • The other team attempts to intercept it or knock it down. • The defense throws the disc to the offense to begin the game. • Players may not run with the disc. • Players have only 10 seconds to pass the disc to another player. • No physical 				

	<p>contact is permitted.</p> <p>D. Discuss the benefits of playing ultimate Frisbee.</p> <ul style="list-style-type: none">• Continuous movement promotes aerobic conditioning• Skills improve with more practice making the game more enjoyable• Game promotes sportsmanship and fair play• Encourages positive social interactions	E		
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**COLUMBIA BOROUGH SCHOOL DISTRICT
CURRICULUM**

Course/Subject Title: 10th Grade Physical Education

Grade Level: 10

Content Area: Physical Education

State Standard Correlation: Physical Activity

Student Learning Objectives	Specific Content	Priority/Time	Suggested Learning Activities, Materials, and Resources	Expected Level of Achievement and Procedures for Evaluation
<p>Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activity.</p>	<p>Lacrosse</p> <p>A. Describe the basic concepts of the game of lacrosse.</p> <ul style="list-style-type: none"> • Running, catching, throwing skills • Women's lacrosse rules vs. men's lacrosse rules • Playing field for the women vs. the playing field for the men <p>B. Discuss the physiological benefits of lacrosse.</p> <ul style="list-style-type: none"> • Builds cardiovascular endurance • Develops eye-hand coordination 	<p style="text-align: center;">E</p>	<ol style="list-style-type: none"> 1. Activity log 2. Practice with partner and in groups to develop skills 3. Equipment needed includes lacrosse sticks, goals, protective equipment 4. "The Physical Education Teacher's Book of Lists", Milliken, Parker Publishing 5. Handouts that 	<p>Advanced: The students will provide a completed activity log which includes an evaluation and an appraisal of the factors that affect participation in physical activity. The log should be exceptionally well written and must contain all the required information.</p> <p>Proficient: The students will provide a completed activity log which includes an evaluation of the factors that affect participation in a physical activity. The log is well written and contains all of the required information.</p>

	<p>C. Define these terms:</p> <ul style="list-style-type: none"> • Draw • Cradling • Checking • Foul • Attack positions • Defense positions • Interference 		<p>include the rules, field markings, and learning cues for specific lacrosse skills</p>	<p>Basic: The students will provide an activity log that includes a description of the physical activities they completed and most of the required information.</p>
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**COLUMBIA BOROUGH SCHOOL DISTRICT
CURRICULUM**

Course/Subject Title: 10th Grade Physical Education

Grade Level: 10

Content Area: Physical Education

State Standard Correlation: Physical Activity

Student Learning Objectives	Specific Content	Priority/Time	Suggested Learning Activities, Materials, and Resources	Expected Level of Achievement and Procedures for Evaluation
Evaluate factors that affect physical activity and exercise preferences in adults.	<p>Tae Bo and Step Aerobics</p> <p>A. Discuss the factors that affect adult choices for physical activity.</p> <ul style="list-style-type: none"> • Personal challenge • Physical benefits • Financial considerations • Motivation • Access to activity • Self-improvement <p>B. Describe the benefits of Tae Bo and Step Aerobic fitness activities.</p> <ul style="list-style-type: none"> • Cardio-vascular endurance • Muscular endurance • Coordination skill 	E	<ol style="list-style-type: none"> 1. Steps and step aerobic videos 2. Heart rate monitors 3. Tae Bo videos 4. Students will choose to participate in either Tae Bo or step aerobics. 5. Activity logs 	<p>Advanced: The students will provide a completed activity log which includes an evaluation and an appraisal of the factors that affect participation in physical activity. The log should be exceptionally well written and must contain all the required information.</p> <p>Proficient: The students will provide a completed activity log which includes an evaluation of the factors that affect participation in a physical activity. The log is well written and contains all of the required information.</p>

	<ul style="list-style-type: none">• development Social activities that promote positive social interactions			Basic: The students will provide an activity log that includes a description of the physical activities they completed and most of the required information.
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**COLUMBIA BOROUGH SCHOOL DISTRICT
CURRICULUM**

**Course/Subject Title: 7th Grade Physical Education
Grade Level: 7**

Content Area: Physical Education

State Standard Correlation: Physical Activity

Student Learning Objectives	Specific Content	Priority/Time	Suggested Learning Activities, Materials, and Resources	Expected Level of Achievement and Procedures for Evaluation
<p>Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.</p>	<p>Speedball</p> <p>A. Demonstrate, describe and practice the basic skills necessary to participate in speedball.</p> <ul style="list-style-type: none"> • Soccer dribbling • Basketball passing • Drop kicks • Aerial conversions <p>B. Discuss the benefits of playing speedball.</p> <ul style="list-style-type: none"> • Skill development for many different sport skills (soccer, basketball, football) • Cardio-vascular endurance • Teamwork 	<p>E</p>	<ol style="list-style-type: none"> 1. Speedball, goals, pinnies 2. Students will participate in drills to improve their speedball skills 3. Activity log 4. Students will participate in speedball games 5. "Physical Education Handbook", Prentice Hall 	<p>Advanced: The students will provide a completed activity log which includes an evaluation and an appraisal of the factors that affect participation in physical activity. The log should be exceptionally well written and must contain all the required information.</p> <p>Proficient: The students will provide a completed activity log which includes an evaluation of the factors that affect participation in a physical activity. The log is well written and contains all of the required information.</p>

	<p>C. Explain the basic rules of speedball.</p> <ul style="list-style-type: none"> • Object is to propel the ball to the opponents end of the field by kicking, throwing, catching the ball. • Defense attempts to block and/or intercept any kicks or throws by the offense. • Scoring occurs by kicking field goals or from touchdowns. • Only two steps are permitted • No more than one aerial dribble is permitted • Cannot hold the ball longer than 3 seconds • No body contact is permitted 	E		Basic: The students will provide an activity log that includes a description of the physical activities they completed and most of the required information.
	<p>D. Define these terms:</p> <ul style="list-style-type: none"> • Aerial ball • Air dribble • Drop kick • Field goal • Free kick • Ground ball 	I		

	<ul style="list-style-type: none">• One-foot lift• Punt• Roll-up• Throw-in• Touchdown• Trapping• Traveling• Two-foot lift violation			
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**COLUMBIA BOROUGH SCHOOL DISTRICT
CURRICULUM**

Course/Subject Title: 10th Grade Physical Education

Grade Level: 10

Content Area: Physical Education

State Standard Correlation: Physical Activity

Student Learning Objectives	Specific Content	Priority/Time	Suggested Learning Activities, Materials, and Resources	Expected Level of Achievement and Procedures for Evaluation
<p>Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activity.</p>	<p>Tchoukball</p> <p>A. Explain the basic concepts of the game of tchoukball.</p> <ul style="list-style-type: none"> • Builds cardio-vascular endurance • Promotes good sportsmanship • All ages, levels of ability can play together • Non-aggressive activity which promotes positive social interactions <p>B. Describe, demonstrate, and practice the skills of tchoukball.</p> <ul style="list-style-type: none"> • Passing 	<p align="center">E</p> <p align="center">I</p>	<ol style="list-style-type: none"> 1. Tchoukballs and frames 2. Pinnies, cones, and floor tape to mark the forbidden zone 3. "Tchoukball: Exercises for the Beginner", Girardin 4. The students will participate in drills to improve their throwing, catching, and shooting skills. 5. The students will 	<p>Activity Log:</p> <p>Advanced: The students will provide a completed activity log which includes an evaluation and an appraisal of the factors that affect participation in physical activity. The log should be exceptionally well written and must contain all the required information.</p> <p>Proficient: The students will provide a completed activity log which includes an evaluation of the factors that affect participation in a physical activity. The log is well written and contains all</p>

	<ul style="list-style-type: none"> • Catching • Throwing on the frame <p>C. Describe the rules of Tchoukball.</p> <ul style="list-style-type: none"> • No dribbling • No traveling • Must throw from behind the circle (the forbidden zone) • No interceptions • No blocking or interfering with other players • Scoring occurs when the ball rebounds off of the frame and lands on the field of play without being caught by the opposing team 	E	<p>6. The students will write about their feelings regarding the non-aggressive play, inclusion of all levels of ability, and the opportunity to improve individual skill level without outside interference in their activity log.</p>	<p>of the required information.</p> <p>Basic: The students will provide an activity log that includes a description of the physical activities they completed and most of the required information.</p>
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**COLUMBIA BOROUGH SCHOOL DISTRICT
CURRICULUM**

Course/Subject Title: 10th Grade Physical Education

Grade Level: 10

Content Area: Physical Education

State Standard Correlation: Concepts, Principles and Strategies of Movement

Student Learning Objectives	Specific Content	Priority/Time	Suggested Learning Activities, Materials, and Resources	Expected Level of Achievement and Procedures for Evaluation
<p>Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.</p>	<p>Tchoukball</p> <p>A. Demonstrate and describe the learning cues for the different motor skills used in the game of Tchoukball.</p> <ul style="list-style-type: none"> • Frontal javelin shot • Javelin shot from the wing • Lob shot • Fallen shot <p>B. Discuss how motor skills can be transferred from one sport to the next.</p> <ul style="list-style-type: none"> • Tchoukball throws are similar to baseball throws • Running to get in position to receive 	<p style="text-align: center;">E</p>	<ol style="list-style-type: none"> 1. Tchoukballs, frames, and floor tape 2. Teacher demonstration 3. The students will participate in many drills that encourage motor skill development in throwing, catching, receiving, and shooting the ball in the game of Tchoukball. <ul style="list-style-type: none"> • Shooting from different 	<p>Teacher Observation: Tchoukball Participation Rubric</p> <p>Advanced: The student is able to analyze game situations and anticipate the location of the ball. They can position themselves in optimum locations to receive the ball or to pass the ball to teammates in favorable positions in the game. They are able to demonstrate a superior understanding of the game and take the time to teach others.</p> <p>Proficient: The student is</p>

	<ul style="list-style-type: none"> • a pass are similar to receiving the ball in football • Passing in Tchoukball are similar to passing to a teammate in basketball 	<p>C. Define these terms:</p> <ul style="list-style-type: none"> • Forbidden zone • Faults • Javelin shot • Rebound • Frame • Wing • Interference 	<p>I</p>	<ul style="list-style-type: none"> • angles • Throwing to teammates across the front of the forbidden zone • Throwing onto and catching off of the frame using the different types of throwing styles. 	<p>able to analyze a game situation and anticipate the location of the ball. They are often able to involve others. They demonstrate an above average understanding of the game and sometimes help other students to better understand the game.</p> <p>Basic: The student is able to throw and catch the ball with some involvement of others. They demonstrate a satisfactory understanding of the game.</p>
			<ul style="list-style-type: none"> 4. "Tchoukball: Exercises for the Beginner", Girardin 5. Peer Assessment sheet 6. Handouts that include rules, learning cues for skills, and suggested strategies 		