

SHELBY COUNTY SCHOOLS LIFETIME WELLNESS 2015-2016

# LIFETIME WELLNESS

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2015-2016

Grades 9-12





In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

**By 2025,**

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP) and the SCS Curriculum Maps for Arts Education.

Designed with the teacher in mind, the Health, Physical Education and Lifetime Wellness (HPELW) curriculum maps focus on teaching and learning in the domains of Perform, Create, Respond, and Connect. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS HPELW Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS HPELW Education curriculum maps are designed to create physically literate students by engaging them both individually and collaboratively in creative practices of applying, creating, communicating, collaborating and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: present, create, respond, and connect.

### **How to Use the HPELW Education Curriculum Maps**

The SCS HPELW Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all HPELW disciplines, this is generally reflected in the following quarterly framework:

Course description- This reflects the primary goals of the students to master basic skills and concepts that build upon previous knowledge which occurs as a result of physical activity.

State Standards: Students will be introduced to the following areas : movement, movement concepts, physical activity, fitness and personal/social responsibilities.

Essential Learnings: This section focuses on student outcomes and expectations

Effective Components of HPELW: This section provides State and Local laws,

Assessments: The educator will provide students with content, skill topics, SPIs and suggested timelines, with the appropriate assessment strategy; pre and post skill assessment, teacher observation, product and performance, self analysis, oral and or cognitive quizzes, fitness gram, pacer, student-lead peer modeling, peer observation and portfolio student growth measures.

Physical Education Vocabulary Terms: Educators are provided grade appropriate and content specific terminology used within a HPELW classroom

Essential Guiding Questions: Generally phrased similar to “I Can” statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.

Tennessee-Shelby County Content Standards per grade band.

HPELW Quarterly Pacing Guides: SPIs, suggested timelines content skill, topic and task.

Sample Games and Activities with Literacy connections

Resources And Interdisciplinary Connections- In this column, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Comprehensive Literacy Improvement Plan (CLIP) and HPELW activities are designed to strengthen authentic development of communication, listening, research, collaboration and content reading literacy in HPELW in supporting the District’ goals for improving student literacy.

Throughout this curriculum map, you will see high-quality activities, strategies and resources to support in ensure that students are able to reach the demands of the standards in the classroom. In addition to the resources embedded in the map, there are some high-leverage (technology, online)resources available for teacher use.

# National Standards for K-12 Physical Education

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a ***physically literate individual\****:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

**Standard 1.** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2.** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

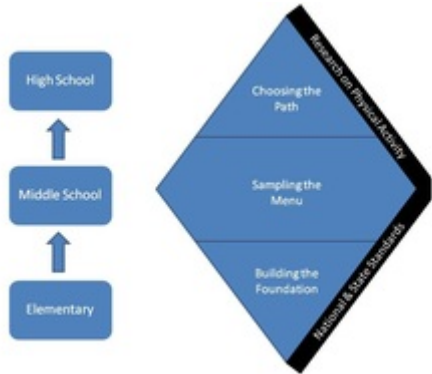
**Standard 3.** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4.** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5.** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

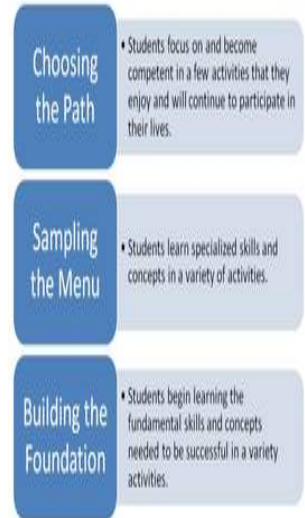
\* Adapted from NASPE. (2004). *Moving into the future: National standards for physical education* (2nd ed.). Reston, VA: Author, and Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2012). Physical literacy for physical educators. *Physical Education and Health Journal*, 75 (3), 27 - 30.

# Diamond Conceptual Framework: A K-12 Road Map for Physical Education



The diamond shape helps illustrate the progression of skills and concepts taught in physical education, which are guided by national and state standards and research on physical activity and physical education.

Students should first learn the fundamental skills needed to be successful in physical activities, just as they would need to learn to read before tackling Mark Twain. Next they should experience a variety of activities with the goal of finding a few they enjoy. We wouldn't want them to go through life thinking the only way to stay healthy and fit is by running, playing basketball, and/or lifting weights. Lastly, we want them to become proficient in a few chosen activities with the hope that they will continue to participate in them throughout their lives.



### Course Description

1. The purpose of this course is to enable students to develop an understanding of fitness concepts and design a personal fitness program while developing an individualized level of health-related activities.
2. This course will contain but not be limited to the following: safety practices, physiology of the cardiovascular system, anatomy of the muscles, concepts and principles of health-related fitness, family life education, nutrition, safety, tobacco alcohol and drugs and correct techniques of executing exercises
3. It will also cover **various types of exercise and fitness equipment, fitness** assessments, personal and group fitness exercises/activities, nutrition, consumer issues, benefits of participation, design and implementation of a personal fitness program.

### TN State Standards

1. Movement
2. Movement Concepts and Principles
3. Physical Activity
4. Fitness
5. Personal and Social Responsibility

### Understandings

The students will understand that by learning and participating in lifetime and individual activities, they are building a basis to maintain a happy and healthy lifestyle in the future. The students will understand that they will be able to stay active in other ways than team sports

### Effective Components of Fitness and conditioning:

- Students will improve their Cardiovascular Endurance, Muscular Strength, Muscular Endurance and Flexibility/Mobility.
- Demonstrate the ability to apply advanced motor skills and movement patterns relative to advanced eye-hand/foot coordination and high levels of strategy.
- Demonstrate proficient movement patterns in a variety of physical activities (e.g., aquatics, dance and rhythms, individual and team sports, fitness activities) strategies in a variety of physical activities.
- Analyze biomechanical principles while performing physical activities.
- Participates in aerobic exercise at a medium effort, continuously for an extended period of time.
- Demonstrates a proficient level of cardiovascular fitness and identifies proper lifting and stretching techniques.
- Demonstrates a variety of stretching exercises, specific to the physical activity.
- Demonstrates proper lifting techniques of weights to increase muscular strength and muscular endurance.

### Assessments

#### Pre and Post Skill Assessments

Rubrics

Teacher Observation

Product/Performances

Self-Analysis

Fitness-Gram Testing

Student-led Peer

Modeling

Portfolios

Oral and/or Cognitive Quizzes

PACER

Conferencing

Peer Observation

## Shelby County Schools TN State Content Standards for Lifetime Wellness

### **Standard: 1 Movement**

**Motor Skill and Movement Patterns: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

**Demonstrate competency in basic and advanced skills and tactics in at least one activity from each of three of the following categories: as, dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, and team sports**

#### **Essential Learning**

Student will meet this standard by demonstrating an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities to enhance Cardiovascular endurance, Muscular strength, Muscular endurance and Flexibility

**1.3.1 demonstrate the ability to apply advanced motor skills and movement patterns relative to advanced eye-hand/foot coordination and high levels of strategy**

**1.3.2 demonstrate proficient movement patterns in a variety of physical activities (e.g., aquatics, dance and rhythms, individual, dual, and team sports, **fitness activities**)**

**1.3.4 analyze biomechanical principles while performing physical activities.**

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### **Standard 2 :**

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

#### **Essential Learnings**

Apply concepts and principles of human movement to the development of motor skills and the learning of new skills.

#### **2.5**

**All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle**

#### **2.6 Fitness:**

**All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle**

### **Standard 3: Physical Activity**

#### **Essential Learning**

3.3.1 monitor physical activity through the use of a pedometer, heart rate monitor, and/or physical activity log or other appropriate technology

3.3.2 accumulate on most days a recommended number of minutes of moderate to vigorous physical activity outside of physical education class

3.3.3 understand the ways in which personal characteristics, personal lifestyles, and activity preferences will change over a lifespan

3.3.4 analyze the benefits of regular participation in

**Standard 5.0 – Personal and Social Responsibility**

A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings.

The student will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

**Essential Learning**

- respond to challenges, successes and failures in socially appropriate ways as a player or spectator
- apply etiquette and encourage others to exhibit etiquette in all physical activity settings
- provide support and encouragement for classmates
- identify the social and emotional benefits of participating in physical education (e.g., stress relief, friends, relaxation)
- implement strategies for inclusion of others into physical activities
- understand and demonstrate the importance of team work, sportsmanship and fair play
- exhibit appropriate cooperative learning techniques in small, medium and large group settings (e.g., serving as a leader, serving as a follower, supporting one another)
- participate in physical activity that fosters an appreciation of cultural, ethnic, gender and physical diversity
- explore new activities that meet individual fitness needs
- create self-rewards for achieving personal fitness/physical activity goals
- integrate physical activity meaningfully into daily life
- differentiate intrinsic and extrinsic reasons for participating in physical activity
- evaluate how physical activity serves as a vehicle to provide opportunities for self-expression and personal growth

**Standard 4.0 – Fitness**

A physically educated person achieves and maintains a health-enhancing level of physical fitness.

**Essential Learnings:**

- increased heart rate
- recognize the physiological indicators that accompany moderate to vigorous physical activity
- identify the components of health-related physical fitness
- identify at least one activity associated with each component of health related physical activity



<p><b>1<sup>st</sup> Nine Weeks</b></p> <p><b>Fitness and Conditioning Core Standard</b></p> <p><b>Health Related Fitness and Conditioning</b> The student will recognize and establish behavioral factors leading to the development of total fitness.</p> <p>Students are required to participate in the following activities</p> <p><b>Pre-Fitness Testing</b> Compare fitness score.</p> <p>Set fitness goals for improvement</p> <p><b>Post Fitness Testing</b> Students will develop an individualized Fitness Plan using above information as a guideline (required)</p> <p>Students will describe trends in fitness (required) Log fitness activities outside of school (required)</p> <p><b>Essential learnings</b></p>	<p style="text-align: center;"><b>Performance Indicator</b></p> <p>Students will log fitness activities outside of school</p> <p>Students will be able to identify and define concepts of physical fitness.</p> <p>Students will be able to assess individual health related components of fitness by evaluating flexibility, cardiovascular endurance, muscular strength, muscular endurance and body composition. Students will be able to set goals and design a personal fitness plan.</p> <p>Students will be able to select cardiovascular endurance activities and practice skills needed for successful participation in lifetime sports.</p> <p>Students will participate in plyometric, agility and rhythmic activities (dance and step aerobics etc.). Students will participate in both aerobic and anaerobic activities. Students will apply proper safety practices as related to activity.</p> <p>Students will be able to distinguish between fact and fallacies to fitness products, services and marketing,</p> <p>Students will practice relaxation techniques.</p> <p><b>Use activities listed below to help students improve or maintain HFZ standards throughout the school year</b></p> <ul style="list-style-type: none"> <li>• Circuit Training,</li> <li>• Aerobics,</li> <li>• Cardio-kick boxing,</li> <li>• Yoga,</li> <li>• Weight Training,</li> <li>• Dynabands,</li> <li>• Jump Rope,</li> <li>• Fitness Stations,</li> <li>• Walking/Jogging, Cross Training,</li> <li>• Obstacle courses,</li> <li>• Cycling,</li> <li>• In-line skating,</li> <li>• Physical Best Activities,</li> <li>• Fitness Lab</li> </ul>
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<p><b>Individual and Dual Sports</b> <b>Core Standard</b></p> <p>The student will exhibit a level of competency, advancing to a level of proficiency, in a specific individual or dual sport</p> <p>Participate in individual and dual sports to include but not limited to bowling, badminton, golf, pickleball, table tennis, shuffle board, skating (In-line, roller) and track and field.</p> <p>Apply movement concepts and principles to the learning and development of sport skills</p> <p>Execute strategies, protocols and rules in game situations</p> <p>Apply safety rules.</p> <p>Exhibit positive personal and social skills needed to work with others and independently.</p> <p>Discuss how participating in individual and dual sports can be enjoyable, self challenging and contribute lifestyle</p> <p>Develop the ability to participate confidently in individual and dual sports.</p>	<p><b>Performance Indicator</b></p> <p>Demonstrate basic motor skills</p> <p>Acknowledge good play from an opponent during competition</p> <p>Select and participate in a sport that provides enjoyment and challenge.</p> <p>List risks and safety factors.</p> <p>Examine success and performance limitations of self and others.</p> <p>.</p>
<p><b>Team Sports</b></p> <p>The student will exhibit competency in advancing to proficiency in a team sport.</p> <p>Students will participate in team activities to include but not limited to baseball, basketball, softball, soccer and volleyball.</p> <p>Students will describe principles of training and</p>	<p><b>Performance Indicator</b></p> <p>Use skills consistently and in the appropriate settings.</p> <p>Reinforce team sports as lifetime activities.</p> <p>Apply safety practices.</p> <p>Improve cardio respiratory efficiency and neuromuscular control.</p> <p><b><i>Students will participate in the following skills and strategies:</i></b></p>

<p>conditioning appropriate to team sports</p> <p>Connect the importance of skill development to successful game play.</p> <p>Demonstrate knowledge of rules and strategies. Develop an appreciation for teamwork and fair play.</p> <p>Apply safety rules.</p> <p>Exhibit positive personal and social skills needed to work with others and independently.</p> <p>Discuss how participating in individual and dual sports can be enjoyable, self challenging and contribute lifestyle</p> <p>Develop the ability to participate confidently in individual and dual sports.</p>	<ul style="list-style-type: none"> <li>• Demonstrate the correct technique for a team sport movement pattern</li> <li>• Show progress in a drill that requires a combination of movement skills</li> <li>• Demonstrate knowledge of rules, strategies &amp; safety procedures</li> <li>• Creates a team game with offensive and defensive strategies</li> <li>• Develop a practice plan for improving a skill</li> <li>• Show evidence of skill transfer</li> <li>• Log movement activities played outside of school</li> <li>• Analyze body types/compare efficiency at different skills</li> <li>• Analyze movement performance using principles of resistance</li> <li>• Demonstrate conflict resolution skills</li> <li>• Demonstrate positive interaction during cooperative games</li> </ul>
<p><b>2<sup>nd</sup> Nine Weeks</b></p>	
<p><b>Rhythmic Activities</b></p> <p><b>Core Standard</b> The students will exhibit a level of competency by performing various rhythmic activities</p> <p>The student will perform numerous rhythmic activities to include but not limited to line dance, ethnic dance and creative dance.</p> <p>The student will recognize how elements of movement (space, time, force, relationship) and creativity apply to rhythmic movement.</p> <p>Students will consider the importance of the cultural background to various dances. Students will display appropriate etiquette toward others when performing rhythmic activities.</p>	<p><b>Performance Indicator</b> <b>Students will:</b></p> <p>Perform simple movement patterns to the beat.</p> <p>Successfully demonstrate even and uneven locomotor movements.</p> <p>Demonstrate the ability to keep time to the beat.</p> <p>Follow word cues (step, turn, close, etc.) Demonstrate basic dance steps.</p> <p>Transfer steps learned from one dance to another Create a dance using simple steps.</p>
	<p><b>Performance Indicator</b></p>

## Educational Gymnastics

### Core Standard.

The student will practice body control through various educational gymnastic activities appropriate to the individual confidence level in a non-competitive setting.

Students will perform individual skills to include but not limited to balance, transferring of weight and jumping and landing.

Students will consistently practice responsible safety behavior.

Students will participate in activities that develop arm strength, abdominal strength and flexibility

Students will become familiar with group routines.

### Essential Learnings

Emphasize safety concepts while participating.

Perform basic body movements that require muscle control to include rolls, balance and landing skills and combining skills that are continuous.

Practice activities that emphasize arm strength, abdominal strength and flexibility.

Relate responsible safety behavior.

Refine and perform a minimum of five individual skills

Refine and perform a predetermined sequential gymnastics routine to his skill level.

## Basic Human Needs, Good Mental Health

### Core Standard

Students will demonstrate the ability to use mental health and emotional health knowledge, skills and strategies to enhance one's self-concept and one's relationship with others.

Recognize and apply effective communication skills

Apply the decision making process to personal issues and problems.

Demonstrate, evaluate and analyze strategies to manage stress.

Recognize and respond to potential destructive behaviors

### Essential Learnings

#### I. MENTAL HEALTH

##### A. Basic Human Needs

1. Hierarchy of needs
2. Relationship between human needs and individual behaviors

##### B. Good Mental Health

1. Characteristics
2. Impact of emotional needs on mental health
3. Emotions

### Performance Indicator

Explain Maslow's hierarchy of needs.

Define characteristics of good mental health

Identify strategies to relieve stress.

Demonstrate conflict resolution skills

Discuss the effects violence has on mental health.

Identify the symptoms of depression and warning signs of suicide

<ul style="list-style-type: none"> <li>4. Factors that shape personality</li> <li>5. Self-concept and self-esteem</li> <li>6. Sexuality</li> <li>C. Stress             <ul style="list-style-type: none"> <li>1. Common stressors and their impact</li> <li>2. Stress response and physiological changes</li> <li>3. Stress management coping techniques</li> </ul> </li> <li>D. Conflict Resolution             <ul style="list-style-type: none"> <li>1. Appropriate coping and resistance skills</li> <li>2. Socially acceptable ways of resolving Conflict</li> </ul> </li> <li>E. Violence             <ul style="list-style-type: none"> <li>1. Causes</li> <li>2. Forms</li> <li>3. Effects</li> </ul> </li> <li>F. Depression, Suicide, and Grief             <ul style="list-style-type: none"> <li>1. Signs, symptoms, and treatment for depression</li> <li>2. Signs of a potential suicide</li> <li>3. Stages and sequence of the grief process</li> </ul> </li> </ul>	
<p><b>Unit</b>  <b>Alcohol, Tobacco and Other Drugs</b></p> <p><b>Core Standard</b>          Students will demonstrate the ability to use drug knowledge, decision-making skills, health enhancing strategies, non-use and abuse of medications, alcohol, tobacco and other drugs.</p> <p>Students will identify factors that influence the use of tobacco, alcohol and other drugs.</p> <p>Investigate effects of prescription and OTC drugs and resulting consequences.</p> <p>Identify and examine physical, psychological, social and legal consequence of the use of tobacco, alcohol and other drugs.</p> <p>Access information and services for of addictive behaviors.</p> <p style="text-align: center;"><b>Essential Learning</b></p> <p><b>SUBSTANCE USE &amp; ABUSE</b></p> <ul style="list-style-type: none"> <li>A. Harmful Effects of Drugs             <ul style="list-style-type: none"> <li>1. Over-the-counter vs. prescription drugs</li> </ul> </li> </ul>	<p><b>Students will:</b>          Analyze the intended impact of advertising on the sale and purchase of tobacco and other drugs          Demonstrate strategies for refusing tobacco, alcohol and other drugs.</p> <p>Analyze genetics as a predisposing risk factor of alcohol, tobacco and other drug use.</p> <p>Analyze physical effects of combining OTC medicines with alcohol and other drugs.</p> <p>Create a lifelong plan for appropriate use of prescription and OTC medication.</p> <p>Define the stages of alcoholism.</p> <p>Identify dangers of secondhand smoke</p> <p>Discuss pressure tactics use in advertising to entice drug use.</p> <p>Explain co-dependency and enabling behaviors.</p>

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| <ol style="list-style-type: none"><li>2. Categories of drugs and examples</li><li>3. Drug use &amp; drug abuse</li><li>4. Consequences</li><li>5. Drug combination</li><li>6. Effects of alcohol on fetus</li><li>7. Effects on job and sports performance</li><li>8. Harmful effects of tobacco products</li><li>9. Passive smoking</li><li>10. Effects of drug use on crime, disease, pregnancy, and personal relationships</li><li>11. Behavior changes</li><li>12. Stages of alcoholism and its effects</li><li>13. Body functions</li><li>14. Short and long term physical effects</li><li>15. Reasons for smoking and/or drinking</li><li>16. Legal issues</li><li>17. Blood alcohol level</li><li>18. Drug testing</li></ol> <p>B. Pressures to Use Drugs</p> <ol style="list-style-type: none"><li>1. Advertising</li><li>2. Refusal skills</li><li>3. Commitment to a drug free lifestyle</li></ol> <p>C. Resources</p> <ol style="list-style-type: none"><li>1. Co-dependency and enabling behaviors</li><li>2. Programs</li></ol> |  |
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**Third Nine Weeks**

**Personal and Consumer Health**

**Core Standard**

Students will demonstrate the ability to use knowledge, skills and strategies to develop sound personal and consumer health practices involving the use of health care products, services and community resources.

The student will demonstrate the ability to identify and practice health enhancing behaviors and reduce health-risks to live safer, healthier lives.

The student will describe and analyze risk factors and behaviors that contribute to the development of illness

**Essential Learnings**

**DISEASE PREVENTION & CONTROL**

**A. Infectious Diseases**

1. Common infectious diseases
2. Environmental lifestyle factors
3. Pathogens and their affects
4. Seeking medical care
5. Community agencies

**B. Lifestyle Diseases**

1. Common lifestyle diseases
2. Heredity, environmental, and lifestyle factors
3. Risk factors and warning signs
4. Prevention, causes, warning signs, and treatment
5. Modifying risk factors

**Performance Indicator**

**The student will:**

Evaluate how factors such as culture, media and peers influence health information, perceptions, behaviors and product and service selection.

Demonstrate the ability to assess school and community health services for self and others.

Analyze situations requiring professional health services.

Evaluate the impact of technology, research and medical advances on personal, family and community health.

Identify the role played by each of the following in causing illness.

1. Family history
2. Lifestyle choices
3. Environment
4. Genetics

Analyze influences that affect the cause of illness

Determine a plan of action to reduce health risks and/or improve personal health.

1. Regular medical check-up (dental)
2. Immunizations and screening (vision and hearing)
3. Diet and weight management
4. Exercise and rest
5. Environmental exposure (loud music)

**Family Life and Human Sexuality**

**Core Standard**

Students will demonstrate the ability to use human development knowledge, social skills and health enhancing strategies to promote positive relationships and healthy growth and development throughout the life cycle.

Students will explain the process of human reproduction (fetal and maternal).

**Performance Indicator**

- Describe fertilization, fetal development and the birth process.
- Identify the most prevalent congenital and hereditary conditions that effect the fetus.
- Investigate factors that may contribute to a healthy relationship.
- Examine potential causes of relationship

Distinguish between healthy and unhealthy relationships  
Analyze factors that influence an individual's decisions concerning sexual behavior.

Demonstrate capacity for setting sexual limits (abstinence)

### Essential Learnings

#### SEXUALITY & FAMILY LIFE

##### A. Healthy and Responsible Relationship

1. Students will apply strategies to select peers to be friends or potential romantic partners and ways to build relationships
2. Students will describe ways to communicate caring love and respect in a variety of relationships

##### B. Relationships and Responsibility

1. Students will describe ways to develop true intimacy without having sexual intercourse.
2. Explore how stereotypes and peer Influence can impact sexual decision making.
3. Describe different ways of communicating caring, love, and respect without sexual intercourse.
4. Clarify the benefits of abstaining from sex or ceasing sex if sexually active
5. Students will analyze influences that encourage or discourage risky behaviors
  - Positive and negative peer pressures and manipulation
  - Effects of television, movies, and the media
  - Social, emotional, intellectual, and economic aspects of dating
  - Abstinence as a positive choice for Adolescents

##### C. Building Healthy Relationships

1. Describe ways to develop healthy relationships with friends and family members and healthy dating relationships.
2. Talk with parents and/or other trusted adults about relationships and sexual issues.
3. Describe the contributions healthy relationships make to the quality of life
4. Compare and contrast different ways of communicating caring and love in different relationships

##### D. The Many Facets of Intimacy

1. Discuss why teens sometimes confuse love, sex and intimacy

failures

- Explore the effects of personal and family stress on relationships.
- Investigate factors that contribute to sexual identity.
- Examine how culture, value systems and the family influence attitudes toward sexual behavior.
- Analyze risks and consequences of sexual activity.
- Analyze how perceptions of the risk and consequences of sexual activity impact decisions.
- Explain how laws relate to relationships and sexual behavior.
- Examine resources to maintain or promote reproductive health.
- Demonstrate how to use decision-making steps for setting sexual limits.
- Explain influences on sexual limit.
- Demonstrate advocacy for respecting sexual limits.
- Demonstrate ways to communicate about sexual behavior and abstinence
- Demonstrate refusal strategies for sexual pressures
- Advocate abstinence from sexual intercourse as the most effective and healthy means for preventing pregnancy and sexually transmitted infections.
- Describe different ways of communicating caring, love and respect without sexual intercourse
- Explain the influence of gender differences on sexuality.
- Explore ho a healthy responsible relationship as a couple means avoiding possible physical, emotional, economic and legal consequences of sex, including pregnancy, HIV and other STIs.
- Identify abstinence from sexual activity as the healthiest choice.
- Students will discuss how to support those who make good decisions about implementing



<p>2. Discuss characteristics of intimate relationships, both friendships and romantic relationships</p> <p>3. Identify honesty and safety as key ingredients in a healthy relationship</p> <p>4. Analyze the impact of sexual intercourse on building intimacy in relationships and the benefits from abstaining from sex.</p> <p>5. Describe ways to develop intimacy in four domains</p> <p>6. Identify and select things to do to build true intimacy without having sexual intercourse</p> <p>E. Let’s Hear The Facts about sexually transmitted infections, including HIV and AIDS.</p> <p>1. Students will list the most prevalent sexually transmitted infections</p> <p>2. Students will summarize the symptoms, modes of transmission, consequences and how to prevent transmission of six sexually transmitted infections: HVI, Chlamydia, gonorrhea, genital warts, herpes, and syphilis.</p> <p>3. Students will identify sexually transmitted infections as a possibility of sex that can be prevented by abstinence.</p> <p>F. The Stakes Are High</p> <p>1. Students will recognize teen vulnerability to HIV infection</p> <p>2. Students will analyze the physical, social and emotional impact of having a sexually transmitted infection.</p> <p>3. Students will analyze sexual behaviors to determine risk of transmitting HIV and other sexually transmitted infections</p> <p>G. Know the Risks</p> <p>1. Categorize the different behaviors according to level of risk for transmission of HIV and other STIs</p> <p>2. Establish personal limits for personal behavior</p> <p>H. Sexual Harassment, Promiscuity, and Date Rape</p> <p>1. Refusal skills – verbal and non-verbal tactics</p> <p>I. Reproductive Systems / Human Reproduction</p> <p>1. Stages of sexual maturation</p> <p>2. Male reproductive system</p>	<p>sexual limitations.</p> <ul style="list-style-type: none"> <li>• Discuss the difference between infatuation and love.</li> <li>• Discuss the difference between sexual activity and sexual intercourse.</li> <li>• Discuss how sex and love is different.</li> <li>• Demonstrate appropriate refusal skills.</li> <li>• Define and describe intimacy using the phrase “<b>in to me see</b>”</li> <li>• Discuss the type of intimacy that are in positive friendships.</li> <li>• Form triads and individually analyze key characteristics of intimacy in close friendships and romantic relationships.</li> <li>• Compare ideas in triads</li> <li>• Students will identify that humans can develop intimacy in four domains:             <ol style="list-style-type: none"> <li>1. Cognitive-intellectual,</li> <li>2. experimental;</li> <li>3. emotional;</li> <li>4. physical</li> </ol> </li> <li>• Describe the rate of AID, HIV and STIs among teens</li> <li>• Discuss how to gather information from reputable sources</li> <li>• Describe the continuum of Risk and the separate category for no risk behaviors</li> <li>• Discuss factors affecting today’s families.</li> <li>• Identify the structures of the reproductive system.</li> <li>• Identify disorders of the reproductive systems.</li> <li>• Demonstrate appropriate refusal skills.</li> <li>• Discuss factors affecting today’s families</li> <li>• Identify the structures of the reproductive system.</li> <li>• Identify disorders of the reproductive systems.</li> <li>• Describe the stages of fetal development.</li> <li>• Discuss consequences of teen pregnancy.</li> </ul> <p><b>Performance Indicator</b></p> <ul style="list-style-type: none"> <li>• Discuss characteristics of good parenting.</li> </ul>
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<p>3. Female reproductive system          4. Process of fertilization          5. Embryo vs. fetus          6. Stages of fetal development          7. Heredity          8. Genetics          9. Hormones</p> <p>J. Factors contributing to a successful marriage</p> <p>1. Marriage trends</p> <p>K. Teenage Pregnancy</p> <p>1. Teen pregnancy statistics          2. Consequences</p> <p>L. Abstinence</p> <p>1. Contraceptives</p> <p>M. Parenting</p> <p>1. Lifelong responsibilities and requirements          2. Stages of child development          3. Trends in parenting</p> <p>N. HIV and Other Sexually Transmitted Infections</p> <p>1. Pathogens          2. Lifestyle factors          3. Effects of HIV on immune system          4. T-cells, B-cells, and antibodies          5. Transmission, prevention, warning signs, and treatment          6. Healthy behaviors          7. HPV and cervical cancers          8. Preventing the spread of HPV          9. HIV infection vs. AIDS          10. Community agencies</p>	<ul style="list-style-type: none"> <li>• Describe the effect HIV infection has upon the immune system.</li> <li>• Recognize the warning signs, prevention, and treatment for various STIs.</li> <li>• Differentiate between HIV infection and AIDS</li> </ul>
<p><b>Safety</b></p> <p><b>Core Standard</b></p> <p>Students will demonstrate the ability to apply prevention and intervention knowledge, skills and processes to promote safe living in the home, school and community.</p> <p>Assess and respond appropriately to harassment and</p>	<p><b>Performance Indicator</b></p> <p>Distinguish between appropriate and inappropriate verbal and non-verbal interactions.</p> <p>Describe ways to combat harassment.</p> <ol style="list-style-type: none"> <li>1. Bullying</li> <li>2. Sexual Harassment</li> </ol>

<p>other violent behaviors.</p> <p>Assess and respond approximately to sexual aggression</p> <p>Recognize contributes to harassment, intimidating behaviors and violence.</p> <p>Demonstrate the ability to respond appropriately to emergency <b>CPR/Choking</b></p>	<p>Examine appropriate behavior to resist and prevent gang activity and violence.</p> <p>Describe sexual aggression</p> <p>Demonstrate ways to prevent sexual aggression</p> <p>Identify resources for victims of sexual aggression.</p> <p>Describe examples of harassment and intimidating behaviors in the media.</p> <p>Analyze the impact of media influences on harassing and intimidating behaviors.</p> <p>Give examples of the inappropriate use of technology s it relates to harassment and intimidating behaviors.</p> <ol style="list-style-type: none"> <li>1. Internet</li> <li>2. Email</li> <li>3. Websites</li> <li>4. Instant Messaging</li> <li>5. Telephone/Cell phone</li> </ol> <p>Examine the influence of peer groups as they relate to harassment and intimidating behaviors.</p> <p>The learner will be able to demonstrate appropriate responses for choking and use of CPR, situations or health conditions that can cause cardiopulmonary arrest.cy and non-emergency situations.</p>
<p><b>Fourth Nine-Weeks</b></p> <p><b>Nutrition</b></p> <p><b>Core Standard</b></p> <p>Students will demonstrate the ability to use nutrition knowledge, skills and strategies to promote a healthy lifestyle.</p> <p>Students will demonstrate an understanding of body image, how it is developed and how it is influenced.</p> <p>Identify and analyze the benefits of maintaining a healthy weight.</p>	<p><b>Performance Indicator</b></p> <p>Implement strategies to counteract negative influences on body image.</p> <p>Describe a variety of eating disorders and the relationship between eating and the body.</p> <p>Analyze the impact of the media on body image.</p> <p>Define and discuss what constitutes personal eating and activity behaviors.</p> <p>Describe how body image influences impact food choice.</p>

Analyze influences on eating and activity behaviors.

Analyze eating and activity behaviors that need improvement.

### Essential Learnings

#### **NUTRITION**

- A. Nutrients
  - 1. Categories and functions
  - 2. Food sources
  - 3. Dietary guidelines
- B. Personal Nutritional and Energy Needs
  - 1. Healthy vs. unhealthy foods
  - 2. Personal food and energy needs
  - 3. Fast foods and snacks
  - 4. Food labels
  - 5. Personal food analysis
  - 6. Meal planning
  - 7. Diet and diseases
  - 8. Saturated fats and cholesterol
  - 9. Eating habits and total health
- C. Eating Disorders
  - 1. Effects
  - 2. Psychological connection
  - 3. Advertising
- D. Healthy vs. "Fad" Diets
  - 1. Problems
  - 2. Reasons for avoiding
  - 3. Comparison
- E. Food Safety
  - 1. Storage, cooking, and sanitation techniques
  - 2. Personal food handling

#### **Concepts of Physical Fitness**

- 1. Health-related vs. skill-related
- 2. Health-related components
- 3. Skill-related components
- 4. Benefits
- 5. Comparison of physically fit to sedentary
- 6. Health problems
- 7. Fitness products, services, and marketing
- 8. Resources and facilities
- 9. Effects of steroids and performance

Determine strategies to maximize positive influences and minimizes?

negative influences.

Identify areas of personal eating behaviors that need improvement.

#### **Performance Indicator**

Assess personal fitness and identify areas of personal physical activity behaviors that need improvement.

Determine a plan of actions to address areas targeted for improvement.

Identify health-related and skill-related components of physical fitness.

<p>enhancing drugs</p> <p>B. Exercise</p> <ol style="list-style-type: none"> <li>1. Isometric, isotonic, and isokinetic</li> <li>2. Aerobic and anaerobic</li> <li>3. Low, moderate, and high impact Exercises</li> </ol> <p>C. Principles of Fitness</p> <ol style="list-style-type: none"> <li>1. Importance of proper warm-up and cool- down</li> <li>2. F.I.T.T. principle</li> <li>3. Resting, target, and maximum heart rate</li> <li>4. Basic exercise principles</li> </ol> <p>E. Self-Assessment of Fitness</p> <ol style="list-style-type: none"> <li>1. Cardiorespiratory endurance</li> <li>2. Arm and shoulder strength</li> <li>3. Abdominal strength</li> <li>4. Flexibility</li> <li>5. Body Mass</li> </ol> <p>F. Personal Fitness Plan</p> <ol style="list-style-type: none"> <li>1. Development and implementation of plan</li> <li>2. Stretching/flexibility</li> <li>3. Strength</li> <li>4. Cardiorespiratory endurance</li> <li>5. Participation</li> <li>6. Improvement</li> </ol> <p>G. Safety Practices</p> <ol style="list-style-type: none"> <li>1. Demonstration of proper warm-up and cool-down procedures</li> <li>2. Proper equipment, attire, etc.</li> <li>3. Common injuries</li> <li>4. Securing medical assistance</li> </ol>	<p>Differentiate between isometric, isotonic, and isokinetic exercises.</p> <p>Apply proper warm-up and cool-down procedures associated with exercise.</p> <p>Discuss common injuries associated with exercise.</p> <p>Use self-assessment to chart beginning fitness level.</p> <p>Design and implement a personal fitness plan</p> <p>Implement personal physical fitness plan.</p> <p>Explain the impact of steroids and other performance enhancing drugs on health and wellness.</p> <p>Chart daily physical activity plan to determine improvement in fitness.</p>
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## Essential Questions

- How can students demonstrate basic motor skills?
- Why is it important for students to have knowledge of rules and regulations in selected sports?
- Why is it important to adapt and modify motor movements to a specific sport skill?
- How can you best evaluate one's skill level and set realistic goals for improvement?
- Why is it important for students to know the historical development of specific sports?
- How can students demonstrate basic manipulative skills such as throwing?
- What are appropriate ways to acknowledge good play from an opponent during competition?
- How can one apply rules and procedures that are designed for safe play?
- Why is it important to practice dance etiquette?
- How does dance represent different cultures?
- How can dance be integrated into other subjects?
- In what ways can interpersonal communications affect personal relationships?
- Why is self respect important?
- Which types of health concerns may require collaborative decision-making skills?
- What should you do when you recognize a classmate or friend exhibiting destructive behavior?
- What are some warning signs of depression?
- What are some ways that the media target groups for specific drug-related outcomes?
- Why are OTC medications just as dangerous as prescription drug use?
- What are some positive ways to manage stressful situations?
- What are over-the-counter drugs?
- How does genetics play a part in drug use?
- What is the impact of the media on harassment and intimidating behaviors?
- Why does bullying have more than just a physical effect on the victim?

- How can a person prevent sexual aggression?
- What impact does technology have on intimidation and harassment?
- W How can you reduce health risks so that you can live a safer, healthier life?
- How can you assess school and community health services?
- What is the impact of technology on personal, family and community health?
- What role does family history and life choices play on the development of illness?
- What are some potential causes of failed relationships?
- How do one's personal beliefs reflect their body image?
- What are the benefits of maintaining an ideal weight?
- What is meant by the saying, "You are what you eat?"
- What are ways to decrease the consumptions of large food portions
- How do culture and value systems affect relationships?
- How do laws affect sexual relationships?
- How would you define sexual limits?
- Why is abstinence the safest type of practice for preventing sexually transmitted infections?
- What are the steps in the fetal development process?
- What are some common congenital and hereditary conditions that affect the fetus?
- What are the legal consequences of underage alcohol and tobacco use

## Essential Learnings

- Participate in agility and rhythmic activities (dance and step aerobics etc.).
- Students will participate in both aerobic and anaerobic activities.
- Students will apply proper safety practices as related to activity.
- Formulate an effective plan for lifelong health
- Students will be able to distinguish between fact and fallacies to fitness products, services and marketing,
- Students will practice relaxation techniques.
- Identify situations that are perceived as personal stressors.
- Formulate positive ways to manage stressful situations.
- Explore conflict resolution strategies that promote and sustain interpersonal relationships.
- Identify and recognize warning signs of depressions
- Recognize and explain warning signs of suicide.
- Apply strategies and skills to intervene when signs of depression occur.
- Demonstrate ability to access information and services to help prevent suicide.
- Demonstrate and analyze skills for communicating effectively with family, peers and others.
- Utilize strategies to overcome barriers when communicating information, ideas, emotions and opinions about health issues.
- Analyze how interpersonal communication affects relationships
- Demonstrate ways to communicate care, consideration and respect for self and others in making positive health choices.
- Demonstrate the ability to utilize strategies when making decisions related to health needs and risks of young adults.
- Analyze health concerns that require collaborative decision-making.
- Describe the impact of peer pressure on the attitude and behaviors of youth in regard to the use of tobacco, alcohol and other drugs.
- Compare use, misuse and abuse of prescription and OTC medications.
- Describe how citizens can influence those in positions who determine rules, policies and laws concerning the use of tobacco, alcohol and other drugs.



- Students will participate identify the legal issues and discuss the consequences of underage alcohol and tobacco use and possession.
- Research resources to be used when a friend or family member has a drug problem./
- Examine media messages and campaigns for alcohol and other drugs and discuss the targeted audience and outcomes.
- Apply strategies and skills needed to intervene with dependent and addictive behaviors.
- Demonstrate ways to minimize the impact of tobacco use by others.
- Forecast the physical consequences of short and long-term alcohol, tobacco and other drug use.
- Advocate healthy

## Lifetime Wellness Pacing Guide

1 <sup>st</sup> Nine Weeks	<ul style="list-style-type: none"><li>• Fitness and Conditioning</li><li>• Individual and Dual Sports</li><li>• Team Sports</li></ul>
2 <sup>nd</sup> Nine Weeks	<ul style="list-style-type: none"><li>• Rhythms</li><li>• Educational Gymnastics</li><li>• Substance Abuse Mental Health</li><li>• Mental Health</li><li>• Michigan Model Family Life</li></ul>
3 <sup>rd</sup> Nine Weeks	<ul style="list-style-type: none"><li>• Michigan Model Family Life</li><li>• Personal and Consumer Health</li></ul>
4 <sup>th</sup> Nine Weeks	<ul style="list-style-type: none"><li>• Physical Fitness</li><li>• Nutrition</li><li>• Safety</li></ul>

**Literacy Component: 1<sup>st</sup> Nine Weeks**

1 <sup>st</sup> Nine Weeks	<ul style="list-style-type: none"> <li>• Fitness and Conditioning</li> <li>• Individual and Dual Sports</li> <li>• Team Sports</li> </ul>
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**Fitness Quotes Exercise Quotes:**

Quotes can be used for Board work, Do Now, Ticket Out of the Door, Debates, Agree or Disagree

<http://www.stresslesscountry.com/fitness-quotes/>

Quotes About Dance (431 quotes)

<http://www.goodreads.com/quotes/tag/dance>

Suggested use: journal written, comparison- contrast, and interpretation, figurative language, diction and syntax, delivering an oral interpretation of literary work

**Poem:**

Personal Training by RosieRosie

<http://allpoetry.com/poem/10984927-Personal-Training-by-RosieRosie>

Poem: Pursuit of Running by Hegemony

<http://allpoetry.com/poem/11989816-Pursuit-of-Running-by-Hegemony>

It was time to run. By Jb123

<http://allpoetry.com/poem/10290521-It-was-time-to-run.-by-Jb123>

People Like Me by Eevie

<http://allpeotry.com/poem/8823421-People-Like-Me-by-Eevie>

#GymLife by Cynthia-Lyn

<http://allpeotry.com/poem/11763189--GymLife-by-Cynthia-Lyn>

exercising the healthy way to work by

LindaMaceMichalik

<http://allpeotry.com/poem/9717491-exercising-the-healthy-way-to-work-by-LindaMaceMichalik>

Slacker's Guide To Fitness by Midnight Blue

<http://allpeotry.com/poem/8947791-slackers-Guide-to-Fitness-by-Midnight-Blue>

All Long as Summer by Cappuchino

<http://allpeotry.com/poem/7219715-As-Long-as>

Summer-by-Cappuchino Best Dance Poems

<http://www.poetrysoup.com/poems/best/dance>

Excerpts are related to physical fitness and can be used to enhance literacy, research report, Summarize.

**Excerpts:**

Human Kinetics: Strength and conditioning coach—helping others to improve their fitness

<http://www.humankinetics.com/excerpts/strength-and-conditioning-coach>

Exercise: When to check with your doctor first – Mayo Clinic

<http://www.mayoclinic.org/healthy-lifestyle/fitness/in-depth/exercise/art-20047414>

Physical Activity Recommended Exercise Methods-Physical

Activity Health Information

<http://www.nytimes.com/health/guides/specialtopic/physical-activity/recommended-exercise-methods.html>

Tips can be used for debates, journaling, and ticket out of the door activities

**Fitness:Tips:**

Fitness:Tips for staying motivated:

<http://www.mayoclinic.org/healthy-lifestyle/fitness/in-depth/fitness/art-20047624>

Fitness program: t steps to get started

<http://www.mayoclinic.org/healthy-lifestyle/fitness/in-depth/fitness/art-20048269?pg=1>

**Journaling:**

Students should keep a journal in class to write on given topics as well as chosen issues and thoughts.

Suggested use: building vocabulary, various writing assignments, comprehension of text, analyzing

**Articles**

Why Is Physical Education a Stress Reliever for Students in High School?

<http://classroom.synonym.com/physical-education-stress-reliever-students-high-school-1803.html>

The Positive Effects of Gym in High School

<http://classroom.synonym.com/positive-effects-gym-high-school-1420.html>

How Do Sports Affect High School Athletes in a Positive Way?

<http://classroom.synonym.com/cp./sports-affect-high-school-athletes-positive-way-4973.html>

Why Is Physical Education a Stress Reliever for Students in High School?

<http://classroom.synonym.com/physical-education-stress-reliever-students-high-school-1803.html>

How Physical Fitness May Promote School Success

[http://well.blogs.nytimes.com/2013/09/18/how-physical-fitness-may-promote-school-success/?\\_r=0](http://well.blogs.nytimes.com/2013/09/18/how-physical-fitness-may-promote-school-success/?_r=0)

Dancing Makes You Smarter

<http://socialdance.stanford.edu/syllabi/smarter.htm>

Why Is Dancing So Good for Your Brain

<https://www.psychologytoday.com/blog/the-athletes-way/201310/why-is-dancing-so-good-your-brain>

Gymnastic training improves bone health in girls, study finds

<http://www.sciencedaily.com/release/2010/05/100505091634.htm>

Gymnastics Lands Thousands Of Girls and Boys in Emergency Room

<http://www.sciencedaily.com/releases/2008/04/080404114431.htm>

A History of Gymnastics: From Ancient Greece to Modern Times

<http://www.scholastic.com/teachers/article/history-gynastic-ancient-greece-modern-times>

Research Articles could be used to determine central idea, cause and effect, make predictions etc.

**Research Articles:**

Articles on Physical Education, Physical Activity, & Academic Achievement

<http://www.supportrealteachers.org/articles-on-physical-education-physical-activity-academic-achievement.html>

Active Living Research: Using Evidence to Prevent Childhood

Obesity and Create Active Communities

<http://activelivingresearch.org/active-living-research-creating-and-using-evidence-support-childhood-obesity-prevention>

Top 10 Reasons for Quality Physical Education

<http://home.comcast.net/~physedteacher/QualityPE/Top10ReasQualPE.pdf>

Educational Leadership: The Whole Child: Healthy and Ready to Learn

<http://www.ascd.org/publications/educational-leadership/sept05/vol63/num01/Healthy-and-Ready-to-Learn.aspx>

Educational Leadership: Why We Should Not Cut P.E.

<http://www.cahperd.org/cms-assets/documents/ToolKit/Resources/5347957381.whyweshouldnotcutpe.pdf>

Education and Health 31:

The Health Benefits of Creative Dance: improving children's physical and psychological wellbeing

<http://sheu.org.uk/x/eh252eq.pdf>

**Literacy Component: 2<sup>nd</sup> Nine Weeks**

2 <sup>nd</sup> Nine Weeks	<ul style="list-style-type: none"> <li>• Rhythms</li> <li>• Educational Gymnastics</li> <li>• Substance Abuse Mental Health</li> <li>• Mental Health</li> <li>• Michigan Model Family Life</li> </ul>
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**Quotes:**

Quotes About Violence (738 quotes)

<http://www.goodreads.com/quotes/tag/violence>

Violence Quotes

<http://www.brainyquote.com/quotes/keywords/violence.html>

Grief Quotes

<http://www.brainyquote.com/quotes/keywords/grief.html>

A Grief Observed Quotes by C.S. Lewis

<http://www.goodreads.com/work/quotes/894384-a-grief-observed>

**Cartoons:**

Maslow's Hierarchy of Needs Cartoons and Comics

[https://www.cartoonstock.com/directory/m/maslow\\_s\\_hierarchy\\_of\\_needs.asp](https://www.cartoonstock.com/directory/m/maslow_s_hierarchy_of_needs.asp)

**Poems:**

Self Esteem Poems

<http://www.more-selfesteem.com/poems.htm>

Confidence Poems

<http://www.life-with-confidence.com/confidence-poem.html>

Stress Poems

<http://homepages.iug.co.nz/~skort/page19worrypoems.htm>

Five Poems to Help During the Grieving Process

<http://charactercounts.org/pdf/msjstuff/msj-grieving-poems-pdf>

Depression and Suicide Poems (1-43)

<http://www.netpoets.com/poems/depress/>

Depression and Suicide Poems continued 100 poems

<http://www.netpoets.com/poems/depress/>

**Articles:**

The Five Steps to Conflict Resolution

<http://www.amanet.org/training/articles/The-Five-Steps-to-Conflict-Resolution.aspx>

The Domestic Violence Assessment Center: Reducing the Impact of Domestic Violence in Shelby County

<http://www.urbanchildinstitute.org/articles/updates/the-domestic-violence-assessment-cent...>

Effects of Drugs of Abuse on the Brain

<http://teens.drugabuse.gov/educators/nida-teaching-guides/mind-over-matter/guide/effects-drugs-abuse-brain>

Real Stages of Grief Moving from Kubler-Ross to Sidney Zisook

<https://www.psychologytoday.com/blog/notes-self/201210/real-stages-grief>

10 Signs Your Teenager Is Depressed/ World of Psychology

<http://psychcentral.com/blog/arhives/2012/07/21/a-few-signs-your-teenager-may-be-depressed>

Teen depression Symptoms – Mayo Clinic

<http://www.mayoclinic.org/diseases-conditions/teen-depression/symptoms/con-200...>

Regular exercise can keep lifestyle diseases away

<http://www.khaleejtimes.com/kt-article-display-1.asp?xfile=data/lifestyle/2015/April/lifest...>

Depression (major depressive disorder)

<http://www.mayoclinic.org/diseases-conditions/depression/basics/symptoms/con-20032977>

Depression Health Center

<http://www.webmd.com/depression/guide/depression-symptoms-and-types>

ACHA Guidelines

Drug Education and Testing of Student Athletes

[http://www.acha.org/publications/docs/Drug\\_Education\\_and\\_Testing\\_of\\_Student\\_Athletes\\_Feb2009.pdf](http://www.acha.org/publications/docs/Drug_Education_and_Testing_of_Student_Athletes_Feb2009.pdf)

Teens Health for Nemours

<http://kidshealth.org>

Many Teens Drinking Taking Drugs During School: Survey-US News

<http://health.usnews.com/health-news/news/articles/2012/08/22/many-teens-drinking-taking-drugs-during-school-survey>

### Excerpts:

EXCERPTS FROM THE BOOK “PEACE, CONFLICT AND VIOLENCE: PEACE PSYCHOLOGY FOR THE 21<sup>ST</sup> CENTURY” <http://health.usnews.com/health-news/news/articles/2012/08/22/many-teens-drinking-taking-drugs-during-school-survey>

<http://www.peace.ca/peacepsychologyexcerpts.htm>

Excerpts from Domestic Violence: A National Curriculum for Child Protective Services

[http://endabuse.org/programs/display.php3?DocID=85\(1 of 5\)](http://endabuse.org/programs/display.php3?DocID=85(1 of 5))

Excerpt from The Grief Recovery Handbook

<http://whalefoundation.org/resources/confidential-metal-health/grief-and-grief-recover/e...>

### Stress Test:

How stressed are you?

[http://www.lessons4living.com/stress\\_test.htm](http://www.lessons4living.com/stress_test.htm)

STRESS MANAGEMENT SOCIETY: Taking Companies & Individuals from distress to de-stress

<http://www.stress.org.uk/stresstest.aspx>

## Literacy Component: 3<sup>rd</sup> Nine Weeks

3 <sup>rd</sup> Nine Weeks	<ul style="list-style-type: none"> <li>• Michigan Model Family Life</li> <li>• Personal and Consumer Health</li> </ul>
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**Michigan Model Family Life:** refer to Michigan Model

### Articles:

Committee for Children-Fostering the safety and well-being of children through social-e...

<http://www.cfchildren.org/bullying-prevention/related-articles>

Preventing Bulling with Emotional Intelligence-Education Week

[http://www.edweek.org/ew/articles/2014/02/19/21brackett\\_ep.h33.html](http://www.edweek.org/ew/articles/2014/02/19/21brackett_ep.h33.html)

Digizen

<http://old.digizen.org/cyberbullying/overview/how.aspx>

22 Good Heimlich Maneuver Statistic/HRF

<http://healthresearchfunding.org/22-good-heimlich-maneuver-statistics/>

Heimlich maneuver's creator fights Red Cross

<http://www.usatoday.com/story/news/nation/2013/01/21/heimlich-red-cross-fight/1566492/>

How CPR Can Save a Life

[http://well.blogs.nytimes.com/2013/12/23/taking-life-into-your-own-hands/?\\_r=0](http://well.blogs.nytimes.com/2013/12/23/taking-life-into-your-own-hands/?_r=0)

### **Research Articles:**

Evidence on the effectiveness of Abstinence Education: An Update

<https://www.google.com/search?q=graphs+that+show+diseases&safe=strict&hl=en&gbv=2&prmd=ivns&ei=9ycxVeXXE4bgsAT51YDICg&start=40&sa=N>

BULLY PREVENTION IN POSITIVE BEHAVIOR SUPPORT

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2791686/>

### **Quotes:**

Prevention Quotes (27 quotes)

[http://todayinpsi.com/QuotationsCategories/P\\_Cat/Prevention-Quotations.htm/](http://todayinpsi.com/QuotationsCategories/P_Cat/Prevention-Quotations.htm/)

### **Poem:**

C.P.R. Poem by Is It Poetry- Poem Hunter

<http://www.poemhunter.com/poem/c-p-t/>

Self-Inquiry: Pursuing Relationship

[http://www.healthy.net/Health/Articles/Pursuing\\_Relationships/1026](http://www.healthy.net/Health/Articles/Pursuing_Relationships/1026)

Kids Helpline-Respectful Relationships

<http://www.kidshelp.com.au/grownups/news-research/hot-topics/respectful-relationships-php>

Excerpts From Supreme Court Ruling on Sexual Harassment in Workplace

<http://www.nytimes.com/1993/11/10/US/excerpts-from-supreme-court-ruling-on-sexual-harassment-in-workplace.html>

Excerpts from Book of Discipline and Book of Resolutions

[http://s8.amazonaws.com/Website\\_Properties/news-media/documents/umsexual-ethics-definitions.pdf](http://s8.amazonaws.com/Website_Properties/news-media/documents/umsexual-ethics-definitions.pdf)

### **Lesson**

Lesson 1: Understanding Healthy Relationships

[http://www.edu.gov.mb.ca/k12/cur/physhlth/frame\\_found\\_gr12/rm/module\\_e\\_lesson\\_1.pdf](http://www.edu.gov.mb.ca/k12/cur/physhlth/frame_found_gr12/rm/module_e_lesson_1.pdf)

G.R.E.A.T. Program-Gang Resistance Education And Training

<https://great-online.org/>

VPI Violence Prevention Institute

<http://www.violencepreventioninstitute.com/youngpeople.html>

### **Articles:**

Talking With Teenagers About Respecting Their Bodies

<https://www.google.com/search?q=healthy+articles+taking+care+of+your+body&safe=strict&hl=en&gbv=2&prmd=ivns&prmd=ivns&ei=OBswVbaiFcTdsASjk4DQCA&start=20&sa=N>

11 Facts About Teen Dating Violence

<https://www.dosomething.org/facts/11-facts-about-teen-dating-violence>

Processed Food Consumption Leading to Lifestyle Diseases in Kids: Here's What to Do

<http://food.ndtv.com/health/process-food-consumption-leading-to-lifestyle-disease-in-k...>

Lifestyle disease': you caused it, you can cure it, you don't have to die

<http://ww.biznews.com/health/2015/01/19/lifestyle-disease-caused-can-cure-dont-die/>

The Examiner Washington

Top infectious disease official criticizes

World Health Organization

<http://www.washingtonexaminer.com/top-infectious-disease-official-criticizes-world-health-organization/article/2561674>

Infectious diseases experts release new guidance to avoid infections during hospital visits

<http://www.news-medical.net/news/20150413/Infectious-diseases-experts-release-new-guidance-to-avoid-infections-during-hospital-visits>

Spread of Infectious Diseases Could be Linked to Changing Climate

<http://www.biosciencetechnology.com/print/articles/2015/03/spread-infectious-diseases-co...>

AUTHORITYNUTRITION

11 Graph That Show Everything That is Wrong

<http://authoritynutrition.com/11-graphs-that-show-is-wrong-with-modern-diet/>

12 Graphs That Show How People Get Fat

<http://www.fitlista.com/12-graphs-show-people-get-fat/>

### Research Articles:

Division of Infectious Diseases

<http://www.cumc.columbia.edu/dept/id/research.html>

Clinical and Research Training in Infectious Diseases

<http://www.mskcc.org/education/fellowship/clinical-and-research-infectious-diseases>

### Literacy Component: 4<sup>th</sup> Nine Weeks

4 <sup>th</sup> Nine Weeks	<ul style="list-style-type: none"> <li>• Physical Fitness</li> <li>• Nutrition</li> <li>• Safety</li> </ul>
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### Quotes:

Quotes About Eating Disorders (140)

<http://www.goodreads.com/quotes/tag/eating-disorders>

### Poems:

Anorexic poems-Hello Poetry

<http://hellopoetry.com/words/35435/anorexic/poems/>

Bulimia poems-Hello Poetry

<http://hellopoetry.com/words/187557/bulimia/poems/>

The Health-Food Diner-Poem by Maya Angelou

[https://www.pbrc.edu/training-and-education/pdf/pns/PNS\\_Fad\\_Diets.pdf](https://www.pbrc.edu/training-and-education/pdf/pns/PNS_Fad_Diets.pdf)

Coli Victim Sends Poem to Mrs. Obama

<http://www.foodsafetynews.com/2009/11/e-coli-victim-sends-poem-to-mrs-obama/>

### Articles:

Healthy Eating: Easy Tips for Planning a Healthy Diet and Sticking to it

<http://www.helpguide.org/articles/healthy-eating/healthy-eating.htm>

Healthy Tips for Healthy Living

[http://www.medicinenet.com/healthy\\_living/article.htm](http://www.medicinenet.com/healthy_living/article.htm)

The American Heart Association's Diet and Lifestyle Recommendations

[http://www.heart.org/HEARTORG/GettingHealthy/NutritionCenter/HealthyEating/The-American-Heart-Associations-Diet-and-Lifestyle-Recommendations\\_UCM\\_305855\\_Article.jsp](http://www.heart.org/HEARTORG/GettingHealthy/NutritionCenter/HealthyEating/The-American-Heart-Associations-Diet-and-Lifestyle-Recommendations_UCM_305855_Article.jsp)



Promoting a Healthy Lifestyle with Diet and Nutrition to Prevent Cancer

[http://my.clevelandclinic.org/health/diseases\\_conditions/hic\\_Cancer\\_Overview/hic\\_Promoting\\_a\\_Healthy\\_Lifestyle\\_with\\_Diet\\_and\\_Nutrition\\_to\\_Prevent\\_Cancer](http://my.clevelandclinic.org/health/diseases_conditions/hic_Cancer_Overview/hic_Promoting_a_Healthy_Lifestyle_with_Diet_and_Nutrition_to_Prevent_Cancer)

The media's dangerous influence on body image

<https://student.societyforscience.org/article/media%E2%80%99s-dangerous-influence-body-image>

Teen Physical Activity and Screen Time Influenced by Friends

<http://www.cfah.org/hbns/2012/teen-physical-activity-and-screen-time-influenced-by-friends>

Health and Academics

[http://www.cdc.gov/HealthyYouth/health\\_andacademics](http://www.cdc.gov/HealthyYouth/health_andacademics)

The Facts on Fad Diets – Diet and Nutrition Center – Everyday Health

<http://www.everydayhealth.com/diet-nutrition/the-facts-on-fad-diets.aspx>

Fad Diets Defined

[https://www.pbrc.edu/training-and-education/pdf/pns/PNS\\_Fad\\_Diets.pdf](https://www.pbrc.edu/training-and-education/pdf/pns/PNS_Fad_Diets.pdf)

Food Safety

<http://articles.latimes.com/keyword/food-safety>

Food Safety

[http://kidshealth.org/teen/food\\_fitness/nutrition/food\\_safety.html](http://kidshealth.org/teen/food_fitness/nutrition/food_safety.html)

Food Safety Advice

<http://www.choosemyplate.gov/healthy-eating-tips/food-safety-advice.html>

Microwave Ovens and Food Safety

[http://www.fsis.usda.gov/shared/PDF/Microwave\\_Ovens\\_and\\_Food\\_Safety.pdf](http://www.fsis.usda.gov/shared/PDF/Microwave_Ovens_and_Food_Safety.pdf)

U.S. Meat Export Federation

<http://www.usmef.org/export-resources/food-safety/>

#### **Research Articles:**

Eating Disorder Research News—ScienceDaily

[http://www.sciencedaily.com/news/health\\_medicine/eating\\_disorders/](http://www.sciencedaily.com/news/health_medicine/eating_disorders/)

The Truth Behind Fad Diets

<http://www.psychologytoday.com/blog/food-funkie/201307/the-truth-behind-fad-diets>

#### **Additional Resource:**

Prevention/HHS.gov

<http://www.hhs.gov/safety/>

Charts, Tables & Graphs

30 Skill-Building Reproducible Pages That Prepare Kids for Standardized Tests by Michael Priestley

<https://msdiazclass.wikispaces.com/file/view/Charts+Tables+Graphs.pdf>

Wellness Worksheets Twelfth Edition

Paul M. Insel and Walton T. Roth

<http://www.integration.samhsa.gov/health-wellness/wellness-strategies/wellness.pdf>

Health and Medical Cartoons

<http://www.glasbergen.com/diet-health-fitness-medical/>

Cartoons for Health

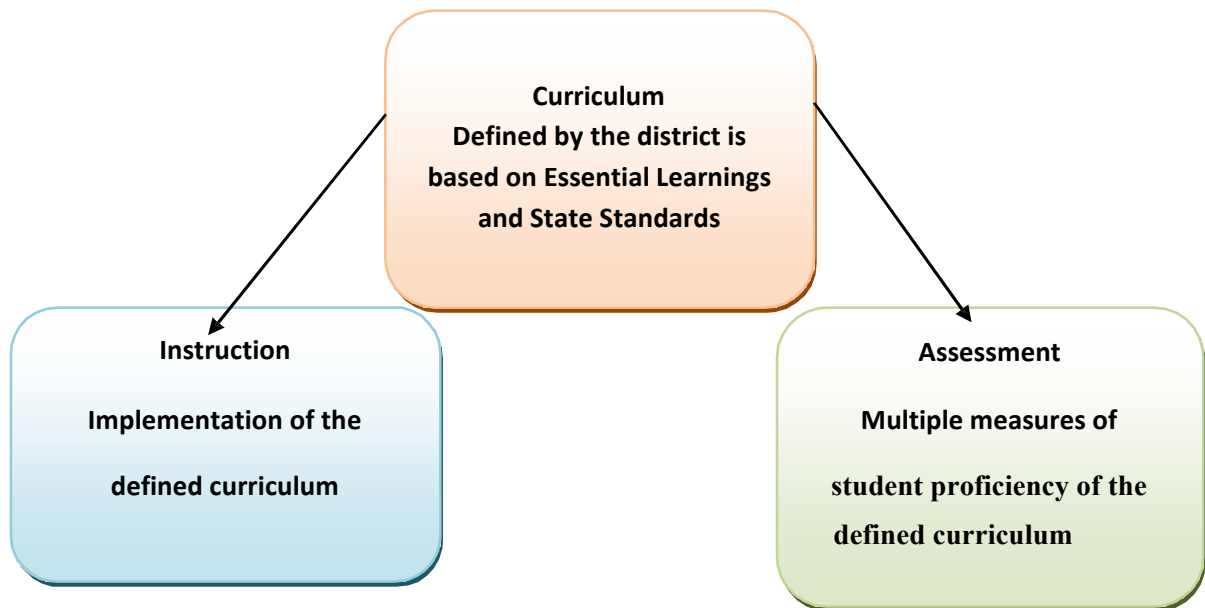
[https://www.google.com/search?hl=en&q=cartoons+for+health&gbv=2&sa=X&oi=image\\_result\\_group&ei=fT9BVb7tBsOegwT3q4HwAg&ved=0CBkQsAQ&tbm=isch](https://www.google.com/search?hl=en&q=cartoons+for+health&gbv=2&sa=X&oi=image_result_group&ei=fT9BVb7tBsOegwT3q4HwAg&ved=0CBkQsAQ&tbm=isch)

Doctor Cartoons

<http://www.rd.com/jokes/cartoons/medical-care/#>

Physical Education is a CURRICULUM that helps to create and support physical activity.

A **Quality** physical education program leads to a lifetime of physical activity



**Physical Education** is collaboration between aligned **Instruction, Curriculum** and **Assessment**.

Physical inactivity is part of the problem of overweight youth.

Physical activity is part of the solution.

Physical education is a critical component to increasing physical activity.

**School physical education programs are the one place where:**

- All children can participate in regular physical activity.
- All children can become physically educated for a lifetime of physical activity.

## **Core Essentials**

The Lifetime Wellness Curriculum general capabilities are identified wherever they are developed or applied in content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning.

### **Literacy**

The Lifetime Wellness Curriculum assists in the development of literacy by introducing specific terminology used in health and physical activity contexts. Students understand the language used to describe health status, products, information and services. They also develop skills that empower them to be critical consumers able to access, interpret, analyze, challenge and evaluate the ever-expanding and changing knowledge base and influences in the fields of health and physical education. In physical activity settings, as performers and spectators, students develop an understanding of the language of movement and movement sciences. This is essential in analyzing their own and others' movement performances.

Students also learn to comprehend and compose texts related to Health and Physical Education. This includes learning to communicate effectively for a variety of purposes to different audiences, express their own ideas and opinions, evaluate the viewpoints of others and express their emotions appropriately in a range of social and physical activity contexts.

### **Numeracy**

The Lifetime Wellness Curriculum provides students with opportunities to recognize the mathematics that exists in Health and Physical Education learning experiences. As they engage with Lifetime Wellness, students see the importance of numeracy, select relevant numeracy knowledge and skills, and apply these skills in a range of contexts. Students use calculation, estimation and measurement to collect and make sense of information related to, for example, nutrition, and fitness navigation in the outdoors or various skill performances. They use spatial reasoning in movement activities and in developing concepts and strategies for individual and team sports or recreational pursuits. Students interpret and analyze health and physical activity information using statistical reasoning, identifying patterns and relationships in data to consider trends, draw conclusions, make predictions and inform health behavior and practices.

### **Information and communication technology capability**

The Lifetime Wellness Curriculum enhances IT learning by helping students to effectively and safely access online health and physical activity information and services to manage their own health and wellbeing. Students further develop their understanding of the role IT plays in the lives and relationships of children and young people. They explore the nature of IT and the implications for establishing and managing relationships in the twenty-first century. Students develop an understanding of ethical online behavior, including protocols and practices for using IT for respectful communication. Students use IT as key tools for communicating, collaborating, creating content, seeking help, accessing information and analyzing performance in the Health and Physical Education field.

They use a range of IT to analyze measure and enhance movement performances and to access and critically evaluate health information, products and services. They also use IT to develop personalized plans for nutrition and physical activity participation.

The Lifetime Wellness Curriculum develops students' ability to think logically, critically and creatively in response to a range of Health and Physical Education issues, ideas and challenges. Students learn how to critically evaluate evidence related to the learning area and the broad range of associated media messages to creatively generate and explore original alternatives and possibilities. In Health and Physical Education, students' critical and creative thinking skills are developed through learning experiences that encourage them to pose questions and seek solutions to health issues by designing appropriate strategies to promote and advocate personal, social and community health and wellbeing. Students also use critical thinking to challenge societal factors that negatively influence their own and others' health and wellbeing.

The Lifetime Wellness Curriculum also provides learning opportunities that support dance making, games creation and technique refinement. Students develop understanding of the processes associated with creating movement and reflect on their body's responses and their feelings about these movement experiences.

### **Personal and social capability**

The Lifetime Wellness Curriculum is a key contributor to the development of personal and social capability for all students. Working collaboratively with others in movement- and non-movement-based activities develops students' personal and social skills as well as an appreciation of their own strengths and abilities and those of their peers. They develop a range of interpersonal skills such as communication, negotiation, teamwork and leadership, and an appreciation of diverse perspectives.

The curriculum provides opportunities for students to explore their own identities and develop an understanding of factors that influence and shape who they are. They learn how to recognize, understand, validate and respond appropriately to their own emotions, strengths and values.

They develop the knowledge, understanding and skills to set and monitor personal and academic goals, effectively manage their time, and prioritize tasks and responsibilities in order to balance their school, home, work and social commitments.

### **Ethical understanding**

The Lifetime Wellness Curriculum focuses on the importance of treating others with integrity, fairness and compassion, and valuing and respecting diversity and equality for all.

Students examine ethical principles and codes of practice appropriate to different contexts, such as at school, at home, in the community, in relationships, on the sporting field, in the natural environment and when using digital technologies such as social media. As students explore concepts and consequences of fair play, equitable participation, empathy and respect in relationships, they develop skills to make ethical decisions and understand the consequences of their actions. They also develop the capacity to apply these skills in everyday situations and movement-based contexts.

### **Intercultural understanding**

The Lifetime Wellness Curriculum provides opportunities for students to recognize and respect different ways of thinking about personal, family and social health issues. They also learn about different individual, group and intergroup participation in physical activity and health practices. Students learn to appreciate that differences in beliefs and perspectives may affect how some people make food and health choices, or how they are able to participate in physical activities.

Students recognize occasions when tensions between individuals and groups are based on cultural differences, and learn to act in ways that maintain individual and group integrity and that respect the rights of all. They examine stereotypical representations of various social and cultural groups in relation to community health issues and concepts of participation, success and failure in physical activity. In doing so, students gain an understanding of how culture shapes personal and social perspectives and interactions. They also gain an understanding of what is valued in terms of health and physical activity within their families, social groups and institutions, and within other cultures in the broader community.

### Academic Key Family Life Terms

1. abstinence	33. Kaposi sarcoma
2. acquired	34. Latent
3. acute	35. Lesion/Chancre
4. AIDS	36. Sexually transmitted infection
5. antibiotic	37. Specificity
6. antibodies	38. Susceptibility
7. antigens	39. Symptomatic HIV infection
8. antiretroviral	40. Syphilis
9. anus	41. Transmission
10. Asymptomatic Infection	42. Trichomoniasis
11. Bacteria	43. Urethritis
12. Bacterial vaginosis	44. Vaccine
13. Blood Donor	45. Vagina
14. Body Fluids	46. Vaginitis
15. Carrier	47. Venereal Warts
16. Casual Contact	48. Viral Load
17. Cervix	49. Virulent
18. Genitals or Genitalia	50. Virus

19. Hemophiliac	51. Western blot test
20. Herpes Simplex Virus	52. Window period
21. HIV	53. Genitourinary
22. HIV infection	54. Healthy Living
23. Human Papillomavirus	55. Yeast infection
24. IDU	
25. Immune System	
26. Immunity	
27. Incubation	
28. Indirect transmission	
29. Infection	
30. Infertility	
31. Inoculation	
32. Intravenous	



## Sample CLIP Activities

<p><b>Pickleball</b></p> <p>Students will be able to list and explain 5 rules and skills needed in order to participate in the game of pickleball.</p>	<p style="text-align: center;">Writing Prompt</p> <p>In a multi-paragraph paper, summarize _____ (author's full name) main ideas _____ in _____ (title of text). Describe the key evidence (or details) the author uses to inform his/her readers. Explain the author's purpose for writing the text and identify the intended audience.</p>
<p style="text-align: center;">I Know/You Know</p> <p>The "I Know/You Know" activity is a low risk, highly structured "Pair-Share" strategy that can be used to engage students' prior knowledge, or it can be used to review course concepts at the beginning of a class or before an exam. This interactive strategy takes only five minutes. Students learn and have fun at the same time. To make this more competitive, change the name to "30 Sec. Expert." When you make it about expertise, students want to know more than their partner.</p>	<p style="text-align: center;">Scan for Unfamiliar Words</p> <p>Scan for Unfamiliar Words allows students to personalize their vocabulary development. During their first read, students scan a section of text for unknown words and record them in their notes or in their Scan for Unfamiliar Words table. Once the words are recorded, they identify synonyms and examples for each work, creating their own personal glossary.</p>
<p style="text-align: center;"><b>Puberty and Alcohol</b></p> <p>Students will look at evidence that drinking during puberty increases the chances of drinking later in life</p>	<p style="text-align: center;">Writing Prompt</p> <p>Findings indicate that individuals who have their first drink during puberty have higher levels of subsequent drinking than individuals with a post-pubertal drinking onset.</p> <p>In a multi-paragraph paper, summarize _____ (author's full name) main ideas _____ in _____ (title of text). Describe the key evidence (or details) the author uses to inform his/her readers. Explain the author's purpose for writing the text and identify the intended audience.</p>
<p style="text-align: center;">Understanding Vocabulary in Context</p> <p>When readers come across a word they do not know in a text, they use ideas in the sentence (or context clues) to help them make a smart guess about the meaning of the word. Examining the context clues in a sentence or paragraph can help readers understand unfamiliar words.</p>	<p style="text-align: center;">One Minute Speech</p> <p>The One Minute Persuasive Speech is a great way to practice public speaking in a short amount of time. The goal of this work is to deliver a speech that is focused, well supported, and written for a specific audience.</p>



	<p>This speaking activity can be done in any class on virtually any topic. The writing of the speech may take 30 minutes or more depending on the topic, grade level, and/or experience. Once the speech is written, it should be delivered in a minute or less.</p>
<p><b>How Exercise Could Lead to a Better Brain</b></p> <p>Students will use comprehension and analytical reading skills while reading a newspaper article in order to increase understanding and retention of essential content knowledge.</p>	<p style="text-align: center;"><b>Writing Prompt</b></p> <p>Scientist has made some bold discoveries about the impact that exercise has on the brain and learning, and you want to let others know about it!</p> <p>After reading and viewing a variety of sources, you will create a storyboard for a 2 minute public service announcement to people your age in which you examine the effects of exercise on the brain and the nervous system. You must include accurate and relevant information from at least 3 credible sources. Close your storyboard with a call to action.</p>
<p style="text-align: center;"><b>Cause and Effect Organizer</b></p> <p>Graphic organizers are a proven skill that supports various learning styles. Charts, tables, maps, and webs activate our students' minds as they visually represent course content. Graphic organizers help learners conceptualize new information while providing opportunities for evaluation and application of core concepts.</p> <p>Use a graphic organizer to keep track of cause and affect relationships in a text.</p>	<p style="text-align: center;"><b>Expanding Summary</b></p> <p>This summary activity challenges students to summarize a text four times. Each time they summarize, they are asked to add information and details. This is a great activity to teach students how to elaborate and provide supporting details in their summaries.</p> <p>*Directly quote or paraphrase ideas from the text.</p>

**CLIP Strategies Continued: Teaching Students to Analyze Text-Dependent Prompts****Step 1: Check In and Review**

Student Presentation: Analyzing Text-Dependent Prompts

Check In: Discuss the following questions and record your answers in your notes.

1. New to the Skill
  - a. What do you know about this skill?
  - b. Predict how you might use the skill?
2. Where have you used it before?
3. Experience with the Skill
  - a. What are the steps to this skill?
  - b. Why is this strategy useful?
  - c. How does it help you?
  - d. How do you use this strategy in other classes?

**What Teachers Do**

- a. Asks a few questions to assess what students know about the skill.
- b. Teaching Tips
  - Questions can be answered individually or in pairs/small groups.
  - Have students use the skill with little to no guidance in order to assess what they know.
  - Have students explain each step either verbally or in writing.

**Step 2: Instructions**

Student Presentation

1. Analyzing Text-Dependent Prompts  
Instructions
  - Circle verbs and underline what you are asked to do.
  - Number the verbs in a logical order.
  - Draw a box around the intended audience and identify sources.
  - Create a Reading & Writing Plan and fill it in with details and evidence from a source(s).
2. Student Activity
  - Practice skills in all subjects
  - Analyzing Questions
  - Analyzing Practice

What Teachers Do

Go over the instructions and explain the activity.

- Teaching Tips
- Consider modeling how to complete the activity/steps before students do it on their own.
- Consider having students complete the activity/steps in pairs or small groups.
- Consider printing or projecting the Guide to review with students.
- Consider using a timer to pace each activity/step

**Step 3: Set Expectations and Explain Grading Criteria**

Student Presentation:

Analyzing Text-Dependent Prompts

1. Expectations

- Identify and mark all aspects of the prompt.
- Identify the intended audience and source(s).
- Create and eventually fill in the Reading & Writing Plan.

2. Have students place their work under a document camera and talk about how they marked their prompts.

3. Collect student work and use the rubric to assess how the students are applying the strategy.

4. Walk around the room and assess what students are doing. This informal assessment takes only a few minutes but can give the teacher valuable information.

5. Call on students to share some of their work with the whole class. Encourage students to stand as they share their ideas.

What Teachers Do

State the expectation for task completion and review how students will be assessed.

Teaching Tips

- Consider printing or projecting the rubric and go over grading criteria with students.
- Model expectations so that all students are clear on what is expected of them.
- Consider having students demonstrate the expectations for their classmates.

**Step 4: Model**

Student Presentation

Analyzing Text-Dependent Prompts

What Teachers Do

- Use pre-assessments from Step 1 to drive what is modeled and supported.
- Modeling should meet students where they are in the learning process.
- Consider asking students to model this work for their classmates.

**Step 5: Students reflect on their learning**

Student Presentation

Analyzing Text-Dependent Prompts

Reflection

- What did we do today (or the past few days)?
- What was the purpose of this lesson?
- How did this skill (or lesson) help you meet the learning objectives?
- How did today's learning build on what you already know and are able to do?
- How will this lesson help you in the future?

**What Teachers Do**

Close the lesson by debriefing. Give students time to think about and process their learning.

Teaching Tips

- Select one or two questions from the menu and have your students discuss the questions in groups of two to four.
- Have students write their reflection on a lined piece of paper or in a journal.
- Ask students to chart their progress, assess growth, and set new goals for the next lesson.
- Strategically select scaffolding techniques to maximize growth.
- Rehearse skills as often as possible to ensure students move toward mastery.

## H.O.T. Templates

### Analysis

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. How does _____ work?</li> <li>2. Sort these _____ .</li> <li>3. Use the table to determine _____ .</li> <li>4. Use the graph to determine _____ .</li> <li>5. Graph _____ .</li> <li>6. What caused _____ ?</li> <li>7. What is another possible cause of _____ ?</li> <li>8. Outline the _____ .</li> <li>9. Based on the written description, draw a diagram.</li> <li>10. Draw your own map of _____ without tracing or copying.</li> <li>11. Use the map to determine _____ .</li> <li>12. In what sequence did _____ happen?</li> <li>13. Break _____ down into its component parts.</li> <li>14. Give an example of _____ .</li> <li>15. What literary form is being used?</li> <li>16. What technique is being used?</li> <li>17. What information is needed?</li> <li>18. Is the information relevant?</li> <li>19. Into what groups can you organize these?</li> <li>20. Draw a picture that illustrates what's described in the story _____ .</li> <li>21. What does _____ symbolize?</li> <li>22. Find examples of [a literary device] in your readings.</li> </ol> | <ol style="list-style-type: none"> <li>23. Analyze the _____ in _____ .</li> <li>24. Classify these _____ according to _____ .</li> <li>25. Separate the _____ from the _____ .</li> <li>26. Translate _____ .</li> <li>27. Analyze how _____ .</li> <li>28. Explain how _____ works.</li> <li>29. What was the author's point of view?</li> <li>30. How did the author convey _____ ?</li> <li>31. What words does the author use to paint an image of _____ in your mind?</li> <li>32. How were _____ used to _____ ?</li> <li>33. What kind of a _____ is this?</li> <li>34. Which one doesn't belong in this group?</li> <li>35. What is the function of _____ ?</li> <li>36. What is the purpose of _____ ?</li> <li>37. What is the relationship between _____ and _____ ?</li> <li>38. What is the pattern?</li> <li>39. Use manipulatives to illustrate a concept.</li> <li>40. Build a model of _____ .</li> <li>41. Measure _____ .</li> </ol> |
|--|--|

<del>How</del> Shelby County Schools _____ ? 2. How are _____ and _____ different? 3. Compare the _____ before and after _____. 4. Compare the character _____ at the beginning of the story and at the end.	Lifetime Writing _____ and _____ 6. Compare _____ with _____. 7. On what dimensions might you compare _____ and _____? 8. Which one is the biggest/oldest/tallest?
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**Comparison**

**Inference**

1. Hypothesize what will happen if _____. 2. Predict what will happen if _____. 3. Apply the rule to _____. 4. Solve the problem _____. 5. Predict how the story _____ will end. 6. What is the main idea of the story _____? 7. What is the overall theme of _____? 8. What is the moral of the story? 9. Develop of plan to _____. 10. Propose and describe an invention that fills some need.	11. Write a research paper on _____. 12. Based on your readings, what can you conclude about _____? 13. What was the author's point of view? 14. Solve a logic puzzle. 15. What if _____? 16. What rule applies here? 17. What generalization can you make from this information? 18. Create a _____. 19. Design a _____. 20. Propose a solution to the problem of _____
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## Level 2 Questions: Multiple Choice

1. All of the following are risk factors that could lead to cardio-respiratory illness or disease except:
  - A. Inactivity
  - B. Obesity
  - C. Stress
  - D. Gender
  - E. All of these are risk factors
  
2. Which of the following is a benefit of cardio-respiratory fitness?
  - A. Improved appearance
  - B. Good PE grades
  - C. More boy/girl- friends
  - D. More parties
  
3. A short term goal is...
  - A. Specific for a short time
  - B. General for a short time
  - C. Specific for a long time
  - D. General for a long time
  
4. A long term goal is...
  - A. Specific for a short time
  - B. General for a short time
  - C. Specific for a long time
  - D. General for a long time
  
5. All of the following are goal setting steps except:
  - A. Desire
  - B. Set realistic goals
  - C. Make a plan of action
  - D. All of these are steps
  
6. Which is not a characteristic of muscular strength?
  - A. 60-90 % of max
  - B. 1-3 sets
  - C. 5-8 reps
  - D. 3-5 sets
  
7. Which is not a characteristic of muscular endurance?
  - A. 30-50 % of max
  - B. 1-3 sets
  - C. 12-20 reps
  - D. 3-5 sets
  
8. F.I.T.T. stands for frequency, intensity, time and \_\_\_\_\_ :
  - A. Typo
  - B. Type
  - C. Turkey

9. Frequency is \_\_\_\_\_ to exercise:

- A. How hard
- B. How long
- C. How often
- D. What kind

10. Intensity is \_\_\_\_\_ to exercise:

- A. how hard
- B. how long
- C. how often
- D. what kind

11. Time is \_\_\_\_\_ to exercise:

- A. How hard
- B. How long
- C. How often
- D. What kind

12. Progression is...

- A. Increasing workload gradually
- B. Increasing workload quickly
- C. Not increasing workload
- D. Decreasing workload

13. Isometric exercise is ...

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

14. Leg Press exercises your:

- A. Quadriceps
- B. Gastrocnemius
- C. Tibialis Anterior
- D. Triceps

15. Changing calorie consumption will either \_\_\_\_\_ or \_\_\_\_\_ body weight.

- A. Increase/Decrease
- B. Nothing
- C. Gain/Lose
- D. A and C

16. BMR stand for...

- A. Best Man Remembers
- B. Basal Metabolic Rerun
- C. Basal Metabolic Rate
- D. Basal Mutant Rat

17. It is recommended that you gain or lose \_\_\_\_ pound per week.

- A. 1
- B. 2
- C. 3



E. A and B

18. To lose one pound of body weight you must reduce your calorie intake by \_\_\_\_\_ calories.

- A. 1,500
- B. 2,000
- C. 3,500
- D. 3,000

19. Which of the following factors affect metabolism?

- A. Heredity
- B. Age
- C. Maturity
- D. All of the above

20. How many calories does 1 gram of fat have?

- A. 4
- B. 9
- C. 1
- D. 100

21. How many calories does one gram of carbohydrates have?

- A. 4
- B. 9
- C. 1
- D. 100

22. How many calories does one gram of protein have?

- A. 4
- B. 9
- C. 1
- D. 100

23. Percent Daily Values are based on a \_\_\_\_\_ calorie diet:

- A. 1,000
- B. 1,500
- C. 2,000
- D. 2,500

24. Which of the following is not a benefit of cardio-respiratory fitness?

- A. Improved body image
- B. More enjoyment in life
- C. Decreased energy level
- D. Improved Muscular endurance

25. A benefit is something that:

- A. Suggests improvement
- B. Suggests something negative
- C. Is the only reason to do something
- D. None of the above

26. If you can bench 100lbs, and you want to increase muscular endurance what weight should you be lifting for your sets?

- A. 60-90 lbs

- C. 30-50 lbs
- D. 40-70 lbs

27. If you can bench 100 lbs, and you want to increase muscular strength, what weight should you be lifting for your sets?

- A. 60-90 lbs
- B. 50-80 lbs
- C. 30-50 lbs
- D. 40-70 lbs

28. Bench Press is which type of exercise?

- A. Isometric
- B. Isotonic
- C. Isokinetic
- D. Isolation

29. If I bench press 150lbs max. a realistic goal for one month would be to increase my max to \_\_\_\_\_.

- A. 135
- B. 155
- C. 175
- D. 195

30. If the cereal you are eating has 2g fat, 24g carbohydrates and 1g protein, how many calories come from carbohydrate?

- A. 66 calories
- B. 96 calories
- C. 106 calories
- D. 116 calories

31. If you want to lose one pound in a week, how many calories per day should you reduce?

- A. 3500
- B. 500
- C. 2500
- D. 100

**True/False**

32. Goal setting is not important for cardio-respiratory fitness.

- A. True
- B. False

33. Your bicep is in your arm.

- A. True
- B. False

34. Your quadriceps is in your leg.

- A. True
- B. False

35. What you eat can determine how much weight you gain or lose.

- A. True
- B. False

36. To lose 5 pounds of body weight you must reduce your daily caloric intake by 3,000 calories. Shelby County Schools Lifetime Wellness 2015-2016

- A. True
- B. False

37. As you get older your metabolism speeds up.

- A. True
- B. False

38. Females tend to have a slower metabolism than males.

- A. True
- B. False

39. You should eat 6-9 servings of grain a day.

- A. True
- B. False

40. You should eat 4-5 servings of meat a day.

- A. True
- B. False

41. You should eat 3-5 servings of vegetables a day.

- A. True
- B. False

#### Multiple Choice

42. Why can't joint movement be changed?

- A. Bone Structure
- B. Head size
- C. Ligament structure
- D. Flexibility

43. Which of the following is not important about flexibility:

- A. It increases injuries
- B. It prevents post exercise pain
- C. It reduces low back pain
- D. It helps relieve emotional tension

44. Which of the following is not a type of stretching?

- A. Static
- B. Dynamic
- C. Ballistic
- D. Long

45. Using a partner to help you stretch is:

- A. A great idea
- B. Safe and fun
- C. Not good for you
- D. Causes you to get into fights

46. Which of the following is not a real type of stretch?

- A. Hamstring stretch
- B. Neck stretch
- C. Groin Stretch
- D. Three Prong Support Side stretch

47. Which of the following is a harmful stretch?

- A. Hurdle stretch
- B. Plow stretch
- C. Head Circles
- D. Deep Knee Bends
- E. All of those stretches are dumb and you should never do them.

48. What is an exercise fallacy?

- A. A false belief about exercise
- B. A false idea about exercise
- C. A true belief about exercise
- D. A true idea about exercise

49. Which of the following does not influence your buying decisions?

- A. Influence of peers
- B. Influence of habit
- C. Influence of parents
- D. Influence of advertising

50. Advertisers target:

- A. Only rich people
- B. A certain market
- C. Teenagers
- D. Parents

51. How do you combat false advertising?

- A. Not watch TV
- B. Hit it in the head
- C. Protest
- D. With Knowledge

52. Which of the following is not an exercise myth or fallacy?

- A. You should never drink water while exercising
- B. You should use salt tablets to prevent fatigue
- C. Sweating gets you in shape
- D. You should take a cold shower after a hot one to close your pores

53. When your body is stressed it goes into “\_\_\_\_\_” mode

- A. Frick and Frack
- B. Fight or Flight
- C. Stress
- D. None of the above

### **True/False**

54. It is possible to spot reduce:

- A. True
- B. False

55. Diuretics are a great quick way to lose weight:

- A. True
- B. False

56. Advertisers always tell the truth:

- A. True
- B. False

57. Positive stress is called eustress:

- A. True
- B. False

58. Adrenaline is the chemical in your body that gives you added energy:

- A. True
- B. False

68. Physiological is the biological or physical response to stress

- A. True
- B. False

59. Psychological is the Mental or emotional reaction to stress

- A. True
- B. False

60. Coping techniques teach you ways to run from your stress

- A. True
- B. False

61. Managing time is a way to relieve stress

- A. True
- B. False

**Level 3 Questions: Fill in the blank.**

62. \_\_\_\_\_ is when the body is stressed and adapts.

63. \_\_\_\_\_ is doing specific exercises for specific muscles.

64. \_\_\_\_\_ is increasing your workload gradually.

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

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

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

68. Bicep Curls exercise your: \_\_\_\_\_

69. The bench press exercises your: \_\_\_\_\_

70. Leg Press exercises your: \_\_\_\_\_

71. A \_\_\_\_\_ is one complete movement of an exercise.

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

73. \_\_\_\_\_ is the heaviness of the weight.

**Level 4 Questions-complete the following tasks.**

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

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

## ***Fitness Testing***

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

Fitness Tests Include:

- Pacer (15/20/30/40/50/60/70/80)
- Mile Run
- Mile Walk
- Body Composition (skin fold measurements)
- BMI
- Curl ups
- Trunk Lift
- Push- ups
- Modified Pull Ups
- Pull- ups
- Flexed Arm Hang
- Back-saver sit-n-reach
- Shoulder Stretch
- Height
- Weight

### 9 – 12 Fitness Testing Rubric

#### ***Fitness Test-Females***

	<b>4 Advanced</b>	<b>3 Proficient</b>	<b>2 Basic</b>	<b>1 Below Basic</b>	<b>0 Failing</b>
<b>Pacer-20m</b>	Ran more than 59 pacers	Ran between 41 and 59 pacers	Ran between 21 and 40 pacers	Ran between 11 and 20 pacers	Ran 10 pacers or less

Shelby County Schools	Lifetime Wellness	2015-2016
<b>Curl Ups</b> - arms crossed - elbows to thighs - timed 1 minute	Performs between 55 and 70 curl ups	Performs between 20 and 35 curl ups
<b>Push ups</b>	Performs between 25 and 30 push ups	Performs between 10 and 14 push ups
<b>Sit and reach</b>	Stretches 11 to 12 on each leg	Stretches 7 to 8 on each leg
<b>Mile Run</b>	Runs between 7:31 - 9:00	Runs between 12:01 - 14:00

### *Fitness Test-Males*

<b>Pacer-20m</b>	Ran more than 74 pacers	Ran between 60 and 74 pacers	Ran between 40 and 59 pacers	Ran between 20 and 39 pacers	Ran 19 pacers or less
<b>Curl Ups</b> - arms crossed - elbows to thighs - timed 1 minute	Performs more than 75 curl ups	Performs between 60 and 75 curl ups	Performs between 40 and 59 curl ups	Performs between 25 and 39 curl ups	Performs less than 24 curl ups
<b>Push ups</b>	Performs more than 40 push ups	Performs between 30 and 40 push ups	Performs between 20 and 29 push ups	Performs between 10 and 19 push ups	Performs less than 10 push ups
<b>Sit and Reach</b>	Stretches 12 on <b>BOTH</b> leg	Stretches 11 to 12 on each leg	Stretches 9 to 10 on each leg	Stretches 7 to 8 on each leg	Stretches less than 7 on each leg
<b>Mile Run</b>	Runs under 6:30	Runs between 6:30 - 8:00	Runs between 8:01 - 10:30	Runs between 10:31 - 12:00	Runs above 12:00

eam Sports Guides

## **Basketball Study Guide**

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

Points are scored by throwing (shooting) the ball through the basket above; the team with more points at the end of the game wins. The ball can be advanced on the court by bouncing it (*dribbling*) or passing it between



teammates. ~~Sheldis~~ ~~Disruptive~~ ~~Physical~~ ~~contact~~ (*foul*) is ~~unfettered~~ ~~and~~ ~~there~~ ~~are~~ ~~restrictions~~ ~~on~~ ~~the~~ ~~ball~~ ~~can~~ ~~be~~ ~~handled~~ (*violations*).

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

### **Playing regulations**

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

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

### **Violations**

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

### **Positions and structures**

Basketball positions in the offensive zone

- Although the rules do not specify any positions whatsoever, they have evolved as part of basketball. During the first five decades of basketball's evolution, one guard, two forwards, and two centers or two guards, two forwards, and one center were used. Since the 1980s, more specific positions have evolved, namely:
- point guard: usually the fastest player on the team, organizes the team's offense by controlling the ball and making sure that it gets to the right player at the right time
- shooting guard: creates a high volume of shots on offense; guards the opponent's best perimeter player on defense
- small forward: often primarily responsible for scoring points via cuts to the basket and dribble
- penetration: on defense seeks rebounds and steals, but sometimes plays more actively

- power forward: plays offensively often with his back to the basket; on defense, plays under the basket (in a zone defense) or against the opposing power forward (in man-to-man defense)
- center: uses size to score (on offense), to protect the basket closely (on defense), or to rebound.

There are two main defensive strategies: *zone defense* and *man-to-man defense*. Zone defense involves players in defensive positions guarding whichever opponent is in their zone. In man-to-man defense, each defensive player guards a specific opponent and tries to prevent him from taking action.

## Basketball – Standard 1 Checklist Assessments (Sample)

### Skill 1: Dribbling

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

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

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

### Skill 2: Passing/Catching

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

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

\_\_\_\_\_ **Level 4:** Student is able to throw basic passes using proper footwork and follow through. Passes are thrown with more velocity on target and catchable.

Student is able to use these skills successfully in the appropriate game situation.

### Skill 3: Shooting/Lay-up



Team Sports Rubric (Basketball)	4 - Advanced	3 – Proficient	2- Basic	1-Below Basic	0 – Failing
<b>Court/Field Positioning</b>	<ul style="list-style-type: none"> <li>*Remains in critical portions of the court at all times</li> <li>*Recognizes when offensive and defensive positions should be assumed at all times</li> <li>*Attempts to move opponents from good court positioning at all times</li> </ul>	<ul style="list-style-type: none"> <li>*Remains in critical portions of the court at all times</li> <li>*Recognizes when offensive and defensive positions should be assumed at all times</li> <li>*Attempts to move opponents from good court positioning at all times</li> </ul>	<ul style="list-style-type: none"> <li>*Remains in critical portions of the court most of the time</li> <li>*Recognizes when offensive and defensive positions should be assumed most of the time</li> <li>*Attempts to move opponents from good court positioning most of the time</li> </ul>	<ul style="list-style-type: none"> <li>*Does not remain in critical portions of the court</li> <li>*Does not recognize when offensive and defensive positions should be assumed</li> <li>*Does not attempt to move opponents from good court positioning</li> </ul>	<ul style="list-style-type: none"> <li>* There is no evidence or demonstration of student learning.</li> </ul>
<b>Court/Field Movement</b>	<ul style="list-style-type: none"> <li>*Quickly moves into different positions all the time</li> <li>*Following a court/field event, quickly moves back to a neutral position all the time</li> <li>*Begins to anticipate opponents all the time</li> </ul>	<ul style="list-style-type: none"> <li>*Quickly moves into different positions all the time</li> <li>*Following a court/field event, quickly moves back to a neutral position all the time</li> <li>*Begins to anticipate opponents all the time</li> </ul>	<ul style="list-style-type: none"> <li>*Quickly moves into different positions most of the time</li> <li>*Following a court/field event, quickly moves back to a neutral position most of the time</li> <li>*Begins to anticipate opponents most of the time</li> </ul>	<ul style="list-style-type: none"> <li>*Does not move quickly into different positions</li> <li>*Does not quickly moves back to a neutral position after a court/field event</li> <li>*Does not anticipate opponents</li> </ul>	<ul style="list-style-type: none"> <li>* There is no evidence or demonstration of student learning</li> </ul>
<b>Strategy</b>	<ul style="list-style-type: none"> <li>*Recognizes strengths and weaknesses of opponents and attempts to exploit them all of the time</li> <li>*Applies front to back and side to side strategy when appropriate</li> <li>*Uses a variety of shots all the time</li> </ul>	<ul style="list-style-type: none"> <li>*Recognizes strengths and weaknesses of opponents and attempts to exploit them all of the time</li> <li>*Applies front to back and side to side strategy when appropriate</li> <li>*Uses a variety of shots all the time</li> </ul>	<ul style="list-style-type: none"> <li>*Quickly moves into different positions most of the time</li> <li>*Following a court/field event, quickly moves back to a neutral position most of the time</li> <li>*Begins to anticipate opponents most of the time</li> </ul>	<ul style="list-style-type: none"> <li>*Does not recognize strengths and weaknesses of opponents and attempts to exploit them</li> <li>*Does not apply front to back and side to side strategy when appropriate</li> <li>*Does not use a variety of shots</li> </ul>	<ul style="list-style-type: none"> <li>* There is no evidence or demonstration of student learning</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>*Can dribble with right and left hand all the time</li> <li>*Can properly perform lay ups from the right and left side</li> <li>*Properly passes and catches in all situations</li> </ul>	<ul style="list-style-type: none"> <li>*Can dribble with right and left hand all the time</li> <li>*Can properly perform lay ups from the right and left side</li> <li>*Properly passes and catches in all situations</li> </ul>	<ul style="list-style-type: none"> <li>*Occasionally dribbles with the right and left hand</li> <li>*Sometimes performs lay ups properly from the right and left side</li> <li>*Sometimes chooses the catch and pass in certain situations</li> </ul>	<ul style="list-style-type: none"> <li>*Does not dribble with the right or left hand</li> <li>*Does not know how to perform a right or left handed lay up</li> <li>*Can not catch or pass in situations</li> </ul>	<ul style="list-style-type: none"> <li>* There is no evidence or demonstration of student learning</li> </ul>
<b>Rules Application</b>	<ul style="list-style-type: none"> <li>*Applies rules appropriately in a game setting</li> </ul>	<ul style="list-style-type: none"> <li>*Applies rules appropriately in a game setting</li> </ul>	<ul style="list-style-type: none"> <li>*Sometimes applies rules appropriately in a game setting</li> </ul>	<ul style="list-style-type: none"> <li>*Rarely applies rules appropriately in a game setting</li> </ul>	<ul style="list-style-type: none"> <li>* There is no evidence or demonstration of student learning</li> </ul>

## BASKETBALL PEER/PARTNER ASSESSMENT

Partner #1 \_\_\_\_\_

Partner #2 \_\_\_\_\_

Class Period \_\_\_\_\_

Date \_\_\_\_\_

Take turns evaluating each other's proper technique for the following skills.

After each shot, pass or dribble partner makes a check mark by each category done correctly. If your partner does not demonstrate a step do **not** put a check mark in that category. Communicate with your partner by telling him/her what you are looking for during each shot. Notice: you are not being evaluated on making a basket.

### Partners

#### #1 #2 SET SHOT

- |                            |  |
|----------------------------|--|
| 1 <sup>st</sup> shot _____ | Holds ball with shooting hand behind and under the ball. |
| 2 <sup>nd</sup> shot _____ | Bends knees when preparing to shoot.                     |
| 3 <sup>rd</sup> shot _____ | Straighten legs and arms when shooting the ball.         |
| 4 <sup>th</sup> shot _____ | Follow through with shooting hand. (goose neck)          |

#### LAY UP SHOT

- |                            |   |
|----------------------------|---|
| 1 <sup>st</sup> shot _____ | <b>RIGHT SIDE</b> – Step right, left, hop |
| 2 <sup>nd</sup> shot _____ | Right knee up                             |
| 3 <sup>rd</sup> shot _____ | <b>LEFT SIDE</b> – Step left, right, hop  |
| 4 <sup>th</sup> shot _____ | Left knee up                              |

#### CHEST PASS (to wall)

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

#### BOUNCE PASS (to wall)

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

#### DRIBBLING (around cones)

- |                       |                           |
|-----------------------|---------------------------|
| 1 <sup>st</sup> _____ | Keeps head up             |
| 2 <sup>nd</sup> _____ | Dribbles with finger pads |
| 3 <sup>rd</sup> _____ | Dribbles below waist      |

Name:

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

True/ False

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

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

13. is called by the referee if while dribbling you drop the ball, stop and pick up it up begin dribbling again.
- a. traveling
  - b. double dribbling
  - c. free throw
  - d. a & b e. all of the above
14. How long may a player of the offensive team stand in the free throw lane?
- a. indefinitely
  - b. 5 seconds
  - c. 3 seconds
  - d. 10 seconds
15. The penalty for two players on opposite teams holding the ball at the same time is
- a. a free throw for the first player that got the ball
  - b. a jump ball for the two players involved in the tie ball
  - c. the ball is taken
  - d. all of the above

16. After 5 team fouls, the penalty for unnecessary roughness or over guarding is
- a. ball taken out of bounds at the sidelines by the team that was fouled

- c. free throw for the team that was the victim of a foul
- d. all of the above

17. Which of the following is the easiest to intercept/

- a. long pass
- b. low bounce
- c. dribble
- d. any of the above

18. How long may a player in bounds hold the ball when not being closely guarded?

- a. 3 seconds
- b. 5 seconds
- c. indefinitely
- d. 10 seconds

19. Which of the following is illegal?

- a. striking the ball with fists
- b. holding the ball for six seconds when closely guarded
- c. using both hands on the first dribble
- d. all of the above

20. How long may a player stand in the free throw lane if her team does not have possession of the ball?

- a. 3 seconds
- b. 5 seconds
- c. 10 seconds
- d. indefinitely

Short Answer (Level 3)

21. Describe how to improve dribbling skills.

22. Identify a situation where “Back Court” would be called.

23. What is the relationship between offense and defense?

Essay: (Level 4)

24. Justify the saying “Defense wins championships.”

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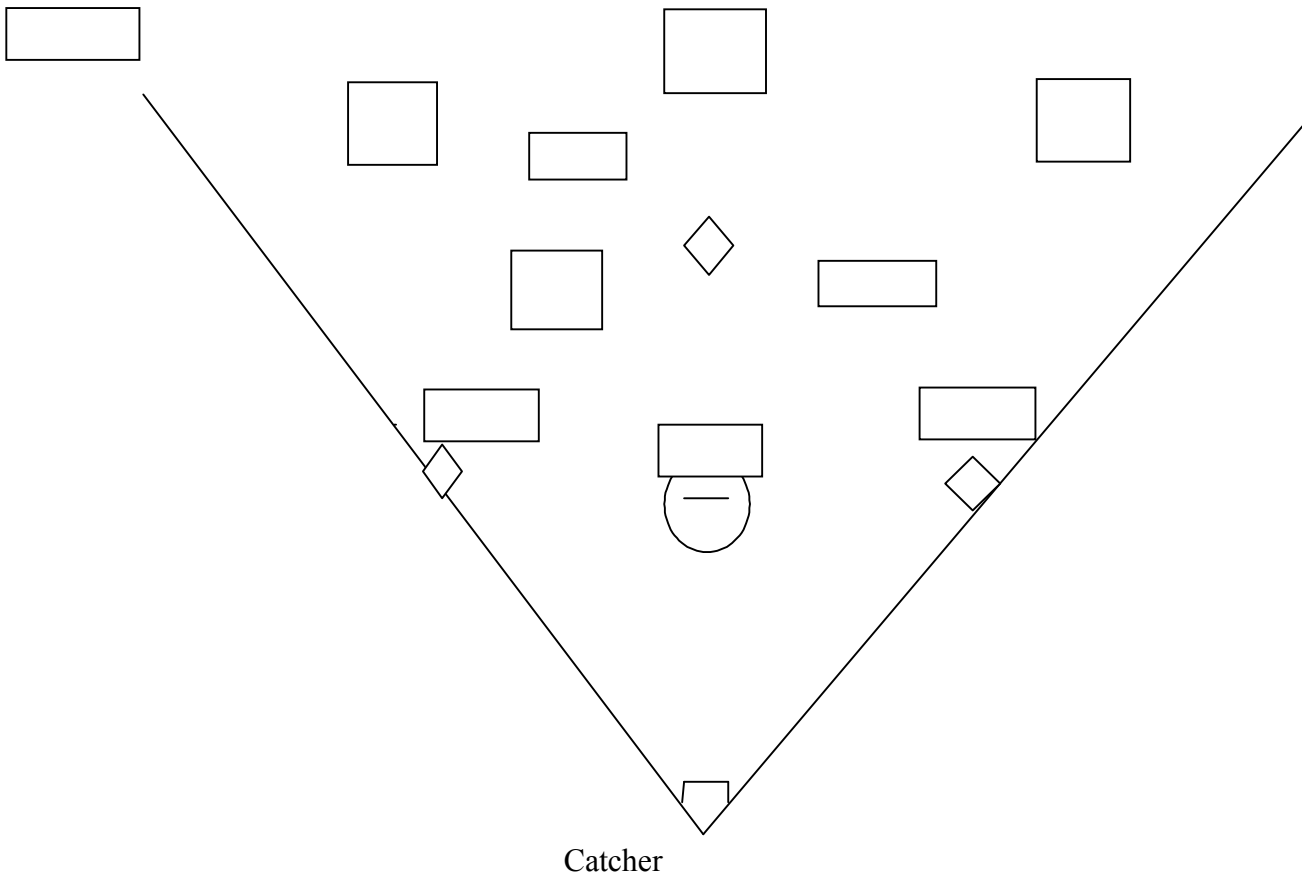
# Diamond Games Softball & Baseball

## Sample Baseball/Softball Study Sheet

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

Baseball/Softball Field Position Diagram:

- Left Field
- Rover
- Center Field
- Right Field
- Short Stop
- 2<sup>nd</sup> Base
- 3<sup>rd</sup> Base
- Pitcher
- 1<sup>st</sup> Base





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

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

**Foul balls:** Counts as strikes on the 1<sup>st</sup> and 2<sup>nd</sup> strike.

**Over throws:** At 1<sup>st</sup> or 3<sup>rd</sup> base the runner may advance to the next base without being put out.

**Interference:** When playing the infield a fielder cannot stand in the baseline in the way of a base runner unless he/she has the call or is fielding a batted ball. If he/she does so the runner is awarded the next base, likewise a baser runner cannot interfere with a fielder trying to make a play and if he/she does they are out.

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

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

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

**Error:** A mistake made in fielding the ball.

**Inning:** When both teams have been up to bat. A softball game consists of 7 innings.

<b>Diamond Games Rubric</b>	<b>4-Advanced</b>	<b>3-Proficient</b>	<b>2- Basic</b>	<b>1-Below Basic</b>	<b>0 - Failing</b>
<b>Court/Field Positioning</b>	<ul style="list-style-type: none"> <li>*Remains in critical portions of the court at all times</li> <li>*Recognizes when offensive and defensive positions should be assumed at all times</li> <li>*Attempts to move opponents from good court positioning at all times</li> </ul>	<ul style="list-style-type: none"> <li>*Remains in critical portions of the court most of the time</li> <li>*Recognizes when offensive and defensive positions should be assumed most of the time</li> <li>*Attempts to move opponents from good court positioning most</li> </ul>	<ul style="list-style-type: none"> <li>*Remains in critical portions of the court sometimes</li> <li>*Recognizes when offensive and defensive positions should be assumed sometimes</li> <li>*Attempts to move opponents from good court positioning</li> </ul>	<ul style="list-style-type: none"> <li>*Does not remain in critical portions of the court</li> <li>*Does not recognize when offensive and defensive positions should be assumed</li> <li>*Does not attempt to move opponents from good court positioning</li> </ul>	<ul style="list-style-type: none"> <li>* There is no evidence or demonstration of student learning.</li> </ul>
<b>Court/Field Movement</b>	<ul style="list-style-type: none"> <li>*Quickly moves into different positions all the time</li> <li>*Following a court/field event, quickly moves back to a neutral position all the time</li> <li>*Begins to anticipate opponents all the time</li> </ul>	<ul style="list-style-type: none"> <li>*Quickly moves into different positions most of the time</li> <li>*Following a court/field event, quickly moves back to a neutral position most of the time</li> <li>*Begins to anticipate opponents most of the time</li> </ul>	<ul style="list-style-type: none"> <li>*Quickly moves into different positions sometimes</li> <li>*Following a court/field event, quickly moves back to a neutral position sometimes</li> <li>*Begins to anticipate opponents sometimes</li> </ul>	<ul style="list-style-type: none"> <li>*Does not move quickly into different positions</li> <li>*Does not quickly moves back to a neutral position after a court/field event</li> <li>*Does not anticipate opponents</li> </ul>	<ul style="list-style-type: none"> <li>* There is no evidence or demonstration of student learning.</li> </ul>
<b>Strategy</b>	<ul style="list-style-type: none"> <li>*Recognizes strengths and weaknesses of opponents and attempts to exploit them all of the time</li> <li>*Applies front to back and side to side strategy when appropriate</li> <li>*Uses a variety of shots all the time</li> </ul>	<ul style="list-style-type: none"> <li>*Recognizes strengths and weaknesses of opponents and attempts to exploit them most of the time</li> <li>*Rarely applies front to back and side to side strategy when appropriate</li> <li>*Uses a variety of shots most of the time</li> </ul>	<ul style="list-style-type: none"> <li>*Recognizes strengths and weaknesses of opponents and attempts to exploit them sometimes</li> <li>*Sometimes applies front to back and side to side strategy when appropriate</li> <li>*Uses a variety of shots sometimes</li> </ul>	<ul style="list-style-type: none"> <li>*Does not recognize strengths and weaknesses of opponents and does not attempt to exploit them</li> <li>*Does not apply front to back and side to side strategy when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>* There is no evidence or demonstration of student learning.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>*Always strikes the object properly</li> <li>*Always throws properly to a target</li> </ul>	<ul style="list-style-type: none"> <li>*Strikes the object properly most of the time</li> <li>*Throws properly to a target most of the time</li> </ul>	<ul style="list-style-type: none"> <li>*Sometimes strikes the object properly</li> <li>*Sometimes throws properly to a target</li> </ul>	<ul style="list-style-type: none"> <li>*Never strikes the object properly</li> <li>*Never throws properly to a target</li> </ul>	<ul style="list-style-type: none"> <li>* There is no evidence or demonstration of student learning.</li> </ul>
<b>Rules Application</b>	<ul style="list-style-type: none"> <li>*Applies rules appropriately in a game setting</li> </ul>	<ul style="list-style-type: none"> <li>*Sometimes applies rules appropriately in a game setting</li> </ul>	<ul style="list-style-type: none"> <li>*Rarely applies rules appropriately in a game setting</li> </ul>	<ul style="list-style-type: none"> <li>*Never applies rules appropriately in a game setting</li> </ul>	<ul style="list-style-type: none"> <li>* There is no evidence or demonstration of student learning.</li> </ul>

**Sample Softball Quiz**

Name: \_\_\_\_\_

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

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

Multiple Choice: Circle the best answer. Level 3

7. How many infielders are there on a softball team?  
a. 4      b. 5      c. 6      d. 7
8. A ball that rolls out-of bounds before it gets to 1<sup>st</sup> base and is not touched by a fielder is:  
a. Fair    b. Foul    c. Out    d. Re-hit
9. A ball that rolls out-of bounds after it has rolled over 3<sup>rd</sup> base is:  
a. Fair      b. Foul    c. Out    d. Throw-In
10. The player who plays midway between 2<sup>nd</sup> and 3<sup>rd</sup> base is the:  
a. Second-baseman    b. Third- baseman      c. Left-fielder    d. Short -stop
11. A batter who tries to avoid a pitched ball and is hit:  
a. out            b. awarded 1<sup>st</sup> base    c. still up to bat      d. called for a ball
12. When both teams have been up to bat once it is the:  
a. end of the first inning    b. end of the game    c. first out    d. first match
13. The strike zone for slow pitch is:  
a. from the top of the knees to the armpits and over home plate  
b. from waist to shoulders and over home plate  
c. over home plate with an arc on the ball  
d. both A and C
14. The strike zone for fast pitch is:  
a. from the top of the knees to the armpits and over home plate  
b. from waist to shoulders and over home plate  
c. over home plate with an arc on the ball  
d. both A and C

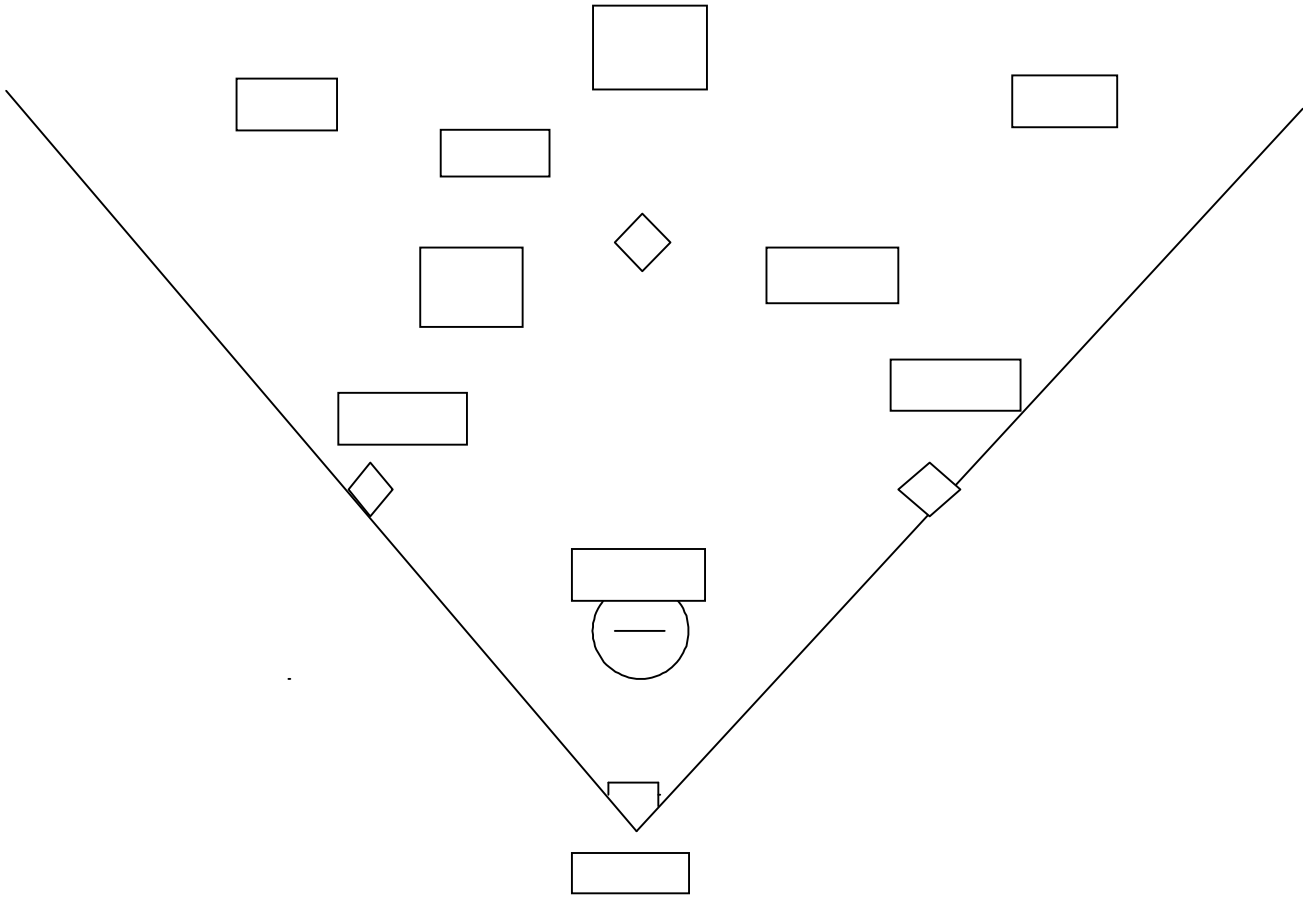
15. A mistake by an outfielder is called:  
a. mistake    b. error
16. On a force play you can tag:  
a. the player    b. the base    c. either A or B    d. none of these
17. On a caught fly ball, a base runner must:  
a. run to the next base  
b. return to base, tag up, and then may try to go to the next base  
c. stay on present base-cannot advance
18. In Softball, if there is a 10<sup>th</sup> player, he/she is the:  
a. short left fielder    b. short center fielder    c. short right fielder    d. rover
19. When there is an overthrow at 1<sup>st</sup> base, you may advance without being put out:  
a. bases    b. 1 base    c. no bases    d. 3 bases
20. One runner is on 2<sup>nd</sup>, none at 1<sup>st</sup> base, the batter hits the ball and runs to 1<sup>st</sup>.  
To put the base runner out from second out, you must:  
a. tag the runner    b. tag the base    c. either A or B    d. none of these
24. The Memphis semi-professional baseball team is called the:  
a. Cardinals    b. Red Birds    c. Royals    d. packers

Level 4 Questions: Fill in the blanks

25. \_\_\_\_\_ is position 5 on the field.
26. \_\_\_\_\_ The fourth batter is named the \_\_\_\_\_ hitter.
27. \_\_\_\_\_ is when the runner on third attempts to steal home as the batter attempts to bunt the ball.
28. When the ball crossed the plate between the batter's knees and arm pits, his area is called the \_\_\_\_\_.

**Level 4 Questions Continued...**

29. Label the positions on the field diagram below:



**VOLLEYBALL**

<b>Volleyball Rubric</b>	<b>4-Advanced</b>	<b>3-Proficient</b>	<b>2-Basic</b>	<b>1-Below Basic</b>	<b>0-Failing</b>
<b>Court/Field Positioning</b>	<ul style="list-style-type: none"> <li>*Remains in critical portions of the court at all times</li> <li>*Recognizes when offensive and defensive positions should be assumed at all times</li> <li>*Attempts to move opponents from good</li> </ul>	<ul style="list-style-type: none"> <li>*Remains in critical portions of the court most of the time</li> <li>*Recognizes when offensive and defensive positions should be assumed most of the time</li> <li>*Attempts to move opponents from good court positioning</li> </ul>	<ul style="list-style-type: none"> <li>*Rarely remains in critical portions of the court</li> <li>*Rarely recognizes when offensive and defensive positions should be assumed</li> <li>*Rarely attempts to move opponents from</li> </ul>	<ul style="list-style-type: none"> <li>*Does not remain in critical portions of the court</li> <li>*Does not recognize when offensive and defensive positions should be assumed</li> <li>*Does not attempt to move opponents from good court positioning</li> </ul>	<ul style="list-style-type: none"> <li>* There is no evidence or demonstration of student learning</li> </ul>
<b>Court/Field Movement</b>	<ul style="list-style-type: none"> <li>*Quickly moves into different positions all the time</li> <li>*Following a court/field event, quickly moves back to a neutral position all the time</li> <li>*Begins to anticipate opponents all the time</li> </ul>	<ul style="list-style-type: none"> <li>*Quickly moves into different positions most of the time</li> <li>*Following a court/field event, quickly moves back to a neutral position most of the time</li> <li>*Begins to anticipate opponents most of the time</li> </ul>	<ul style="list-style-type: none"> <li>*Rarely moves quickly into different positions</li> <li>*Rarely moves quickly back to a neutral position after a court/field event</li> <li>*Rarely anticipates opponents</li> </ul>	<ul style="list-style-type: none"> <li>*Does not move quickly into different positions</li> <li>*Does not quickly moves back to a neutral position after a court/field event</li> <li>*Does not anticipate opponents</li> </ul>	<ul style="list-style-type: none"> <li>* There is no evidence or demonstration of student learning</li> </ul>
<b>Strategy</b>	<ul style="list-style-type: none"> <li>*Recognizes strengths and weaknesses of opponents and attempts to exploit them all of the time</li> <li>*Applies front to back and side to side strategy when appropriate</li> <li>*Uses a variety of shots all the time</li> </ul>	<ul style="list-style-type: none"> <li>*Recognizes strengths and weaknesses of opponents and attempts to exploit them most of the time</li> <li>*Rarely applies front to back and side to side strategy when appropriate</li> <li>*Uses a variety of shots most of the time</li> </ul>	<ul style="list-style-type: none"> <li>*Rarely recognizes strengths and weaknesses of opponents and attempts to exploit them</li> <li>*Rarely applies front to back and side to side strategy when appropriate</li> <li>*Rarely uses a variety of shots</li> </ul>	<ul style="list-style-type: none"> <li>*Does not recognize strengths and weaknesses of opponents and attempts to exploit them</li> <li>*Does not apply front to back and side to side strategy when appropriate</li> <li>*Does not use a variety of shots</li> </ul>	<ul style="list-style-type: none"> <li>* There is no evidence or demonstration of student learning</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>*Performs the forearm pass correctly and consistently</li> <li>*Performs the overhead set correctly and consistently</li> <li>*Performs the overhand serve correctly and consistently</li> </ul>	<ul style="list-style-type: none"> <li>*Occasionally performs the forearm pass correctly</li> <li>*Occasionally performs the overhead set correctly</li> <li>*Occasionally performs the overhand serve correctly</li> </ul>	<ul style="list-style-type: none"> <li>*Rarely performs the forearm pass</li> <li>*Rarely performs the overhead set</li> <li>*Rarely performs the overhand serve</li> </ul>	<ul style="list-style-type: none"> <li>*Cannot perform the forearm pass</li> <li>*Cannot perform the overhead set</li> <li>*Cannot perform the overhand serve</li> </ul>	<ul style="list-style-type: none"> <li>* There is no evidence or demonstration of student learning</li> </ul>
<b>Rules Application</b>	<ul style="list-style-type: none"> <li>*Applies rules appropriately in a game setting</li> </ul>	<ul style="list-style-type: none"> <li>*Sometimes applies rules appropriately in a game setting</li> </ul>	<ul style="list-style-type: none"> <li>*Rarely applies rules appropriately in a game setting</li> </ul>	<ul style="list-style-type: none"> <li>*Rarely applies rules appropriately in a game setting</li> </ul>	<ul style="list-style-type: none"> <li>* There is no evidence or demonstration of student learning</li> </ul>

## Volleyball – Standard 1 Checklist Assessments (Sample)

### Skill 1: Serving (overhand)

- \_\_\_\_\_ **Level 2:** Student uses proper technique (toss, arm swing, and follow through). Majority of serves go over the net and land inbounds. Student lacks directional control and velocity on serve.
- \_\_\_\_\_ **Level 3:** Student uses proper technique (toss, arm swing, and follow through). Majority of serves go over the net and land inbounds. Student demonstrates moderate directional control and can increase the velocity on the serve.
- \_\_\_\_\_ **Level 4:** Student uses proper technique (toss, arm swing, and follow through). Majority of serves go over the net and land inbounds. Student demonstrates consistent directional control and has ability to change up velocity on the serve.

### Skill 2: Passing

- \_\_\_\_\_ **Level 2:** Student uses proper technique (interlocked hands, straight arms, knees bent). Student is able to make contact with the ball and get it into the air on a consistent basis.
- \_\_\_\_\_ **Level 3:** Student uses proper technique (interlocked hands, straight arms, knees bent). Student makes contact with the ball, demonstrating moderate directional control, with adequate trajectory for setting the next hit.
- \_\_\_\_\_ **Level 4:** Student uses proper technique (interlocked hands, straight arms, knees bent). Student makes contact with the ball demonstrating excellent directional control with high trajectory for setting the next hit.

### Skill 3: Overhead Pass (Set)

- \_\_\_\_\_ **Level 2:** Student uses proper technique (hands above head, finger tips). Student passes ball into the air but lacks directional control and consistent trajectory for quality kill attempts.
- \_\_\_\_\_ **Level 3:** Student uses proper technique (hands above head, finger tips). Student passes ball into the air and demonstrates moderate directional control and with improved trajectory for quality kill attempts.
- \_\_\_\_\_ **Level 4:** Student uses proper technique (hands above head, finger tips). Student passes ball into the air and demonstrates superior directional control and trajectory for quality kill attempts.

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

**Multiple Choice: Circle the best answer.**

1. The main difference in execution between the floater and the topspin serve is
  - a. how you stand in relation to the net in the ready position
  - b. where you contact the ball and how you follow through
  - c. in how you swing your hitting arm
  - d. how high you release the ball on the toss
  
2. The reason for a player being unsuccessful in serving accurately with an overhand is
  - a. no weight shift
  - b. poor ball toss
  - c. no backswing
  - d. no arm extension
  - e. all of the above
  
3. An on-hand spike is
  - a. always performed by the right forward
  - b. hit on the opposite side of your body as the approaching set
  - c. hit without an approach
  - d. hit on the same side of your body as the approaching net
  
4. Once the serve is passed to the setter, the setter should make every effort to the ball using
  - a. an overhand pass
  - b. an underhand pass
  - c. a block
  - d. a spike



5. A ball hit by your opponent and hits the floor without anyone hitting it is called a  
a. a kill      b. a perfect serve      c. an ace      d. a spike
6. A ball not spiked by your opponent but returned to you high and easy is called  
a. block      b. a free ball      c. a cake      d. a base defense
7. When your opponent plays the ball and you are waiting to see what they will do, you should be in  
a. serve reception formation      b. free ball formation  
c. base defensive formation      d. block + 2-1-3 defensive formation
8. When spiking a ball, the ball is contacted with:  
a. the heel of an open hand      b. the fingertips  
c. the side of a closed fist      d. the front of a closed fist
9. The most accurate method of playing the ball is:  
a. the block      b. the overhead pass      c. the spike      d. the forearm pass
10. The reason the floater server moves during flight is because  
a. the ball has no spin on it      b. the ball has topspin on it  
c. the ball has backspin      d. the ball is hit with a closed fist
11. When performing a forearm pass, the arms generally  
a. swing upward with force      b. make contact at shoulder level  
c. remain almost stationary      d. follow through above the shoulders
12. The term used describe one team's losing the serve is  
a. hand out      b. side out      c. point      d. rotation
13. When the right back has called for the ball, indicating to his/her teammates that he/she will receive the serve, all of his teammates should  
a. open up to the right back      b. run toward the right back to help out  
c. get ready for the 2-1-3 formation      d. call the lines for him/ her
14. The serve is approaching the left back of the receiving team. The person who has the prime responsibility of calling the ball out over the end line is the (see diagram)  
a. LF      b. LB      c. RB      d. CB
15. The following are all in defensive plays, expect for  
a. a spike      b. a block      c. a dig      d. a save
16. All of the following terms are associated with the spike, except  
a. off-hand      b. cushioning      c. off-speed      d. step-close take off

17. The primary responsibility of the center back in the 2-1-3 defensive alignment is

- a. to pick up all dinks that come over the block      d. not to play the ball, if at all possible

18. The purpose of the heel plant in the spike is to

- a. avoid too much force on the toes      b. change forward momentum  
c. prevent wear and tear on the soles of your sneakers      d. help you get greater arm swing

Sample Badminton Study Guide

**Court Terms**

- Back court- The back half of the court behind the service line

- ~~Shelby County Schools~~ Boundaries of the court. Lifetime Wellness 2015-2016
- Forecourt- The area of the court near the net and in front of the service line.
- Service court- The area into which the serve must be delivered. Its boundaries are the short service line in front; the baseline is in the back, the middle dividing line and sidelines.
- Short service line- The line 6-1/2' from the net dividing the fore and back courts.

General Terms

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

General Rules

- The first serve shall be from the right side of the court. If the server scores, the next serve is from the left side of the court, and you keep alternating as long as you keep serving.
- The serve must be underhand and must go into the diagonal court, or in other words, go across court.
- The serve must go past the short service line to be good.
- If a player misses the birdie when serving, you may re-serve it.
- A player may not reach over the net to hit the birdie; neither may a player touch the net with their racket or their body.
- Only one hit on a side is allowed to return the birdie.
- A team can score only when serving.
- A game is 15 points and you must win by 2 points.
- If the birdie lands on the line, it is considered in bounds.

BADMINTON

adminton ubric	4: Advanced	3: Proficient	2: Basic	1: Below Basic	0: Failing
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<b>court/Field positioning</b>	Shelby County School *Remains in critical portions of the court at all times *Recognizes when offensive and defensive positions should be assumed at all times *Attempts to move opponents from good court positioning at all	*Remains in critical portions of the court most of the time *Recognizes when offensive and defensive positions should be assumed most of the time *Attempts to move opponents from good court positioning most of the time	LifeTime Wellness *Remains in critical portions of the court some of the time *Recognizes when offensive and defensive positions should be assumed some of the time *Attempts to move opponents from good court positioning some of the time	*Does not remain in critical portions of the court *Does not recognize when offensive and defensive positions should be assumed *Does not attempt to move opponents from good court	* 2015-2016 evidence or demonstration of student learning
<b>court/Field movement</b>	*Quickly moves into different positions all the time *Following a court/field event, quickly moves back to a neutral position all the time *Begins to anticipate opponents all	*Quickly moves into different positions most of the time *Following a court/field event, quickly moves back to a neutral position most of the time *Begins to anticipate opponents most of the time	*Quickly moves into different positions some of the time *Following a court/field event, quickly moves back to a neutral position some of the time *Begins to anticipate opponents some of the time	*Does not move quickly into different positions *Does not quickly moves back to a neutral position after a court/field event *Does not anticipate	* There is no evidence or demonstration of student learning
<b>strategy</b>	*Recognizes strengths and weaknesses of opponents and attempts to exploit them all of the time *Applies front to back and side to side strategy when appropriate *Uses a variety of shots all the time	*Recognizes strengths and weaknesses of opponents and attempts to exploit them most of the time *Rarely applies front to back and side to side strategy when appropriate *Uses a variety of	*Recognizes strengths and weaknesses of opponents and attempts to exploit them some of the time *Sometimes applies front to back and side to side strategy when appropriate *Uses a variety of	*Does not recognize strengths and weaknesses of opponents and does not attempt to exploit them *Does not apply front to back and side to side strategy when appropriate *Does not use a variety of shots	* There is no evidence or demonstration of student learning
<b>kills</b>	*Always serves underhand *Always controls their racket *Always demonstrates a variety of shots	*Sometimes serves underhand *Sometimes controls their racket *Sometimes demonstrates a variety of shots	*Rarely serves underhand *Rarely controls their racket *Rarely demonstrates a variety of shots	*Never serves underhand *Never controls their racket *Never demonstrates a variety of shots	* There is no evidence or demonstration of student learning

**Badminton Quiz**

Name: \_\_\_\_\_

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

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

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

1. If the serving side touches the net during play it is
  - a. a point for the server
  - b. side out
  - c. a let
  - d. played over
2. In general, when playing a backhand stroke, the best position is to have the
  - a. left side toward the net
  - b. right side toward the net
  - c. body face the net
  - d. none of the above
3. In doubles, the most effective defensive formation is the
  - a. up-and-back position
  - b. rotation
  - c. combination
  - d. side-by-side
4. In doubles, the basic serve is
  - a. high clear
  - b. smash
  - c. drive
  - d. low and short
5. The around-the-head stroke is used as a
  - a. substitute for all backhand strokes
  - b. drop shots
  - c. in a place of a high backhand stroke
  - d. a recovery stroke
6. If the shuttlecock flight is high and it falls sharply near the baseline it is a
  - a. high clear
  - b. smash
  - c. drop
  - d. drive
7. In doubles, the combination formation should be changed from an up-and-back to a side-by-side formation if the shuttlecock is returned by
  - a. clear
  - b. smash
  - c. drop
  - d. drive
8. The best stroke for returning a shuttlecock, if you are in doubt, during singles play is:
  - a. drive
  - b. drop
  - c. lob
  - d. smash

9. In doubles, when the serving team is playing in the up-and-back formation, the short serve is returned
- a. with a drive cross the court
  - b. down with a boundary line
  - c. clear to the backhand corner of the court
  - d. with a drop to the server's backhand
10. If the receiver steps out of his receiving court after the shuttle is served and before it crosses the net, it is
- a. a point for the server
  - b. a let
  - c. a side out
  - d. served over

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

Column A.

Column B

- |                      |  |
|----------------------|--|
| _____ 21. Smash      | a. Upward and back to the baseline                               |
| _____ 22. Hairpin    | b. Flat flight and near the top of the net                       |
| _____ 23. Drop Shot  | c. Straight up and straight down over the net                    |
| _____ 24. High clear | d. Falls close to the net between the net and short service line |
| _____ 25. Drive      | e. Sharply downward  |