

Geneva CUSD 304
Content-Area Curriculum Frameworks
Grades 6-12
Physical Education and Health

Mission Statement	Physical Education and Health assists students of all abilities in their continued physical, social, emotional, and cognitive development. This is accomplished through a variety of activities and skills. Physical education and Health encourages self-discipline, responsibility, and positive interactions with others. As a result, we hope students will choose and enjoy a healthy lifestyle.
Course Sequence (Grades 6-12)	<p>6th Grade - Physical Education</p> <p>7th Grade – Physical Education and Project Alert</p> <p>8th Grade – Physical Education and Health</p> <p>9th Grade – Team Sports and Conditioning</p> <p>10th Grade – Personal Fitness (1 Semester) Health (1 Semester)</p> <p>11th Grade – Physical Education Electives</p> <ol style="list-style-type: none"> 1. Lifetime Fitness 2. Applied Personal Fitness 3. Junior Leaders <p>12th Grade – Physical Education Electives</p> <ol style="list-style-type: none"> 1. Lifetime Fitness 2. Applied Personal Fitness 3. Senior Leaders 4. P.E Leadership

Course Framework

Course Title: Grade Level: Quarters Prerequisite:	Lifetime Fitness Junior/Senior Level 1-2-3-4 None
Course Description	<p>Students are exposed to a variety of lifetime activities and/or sports. By the end of the course, students have the skills, knowledge, and desire necessary to initiate and maintain a physically active lifestyle that will continue into and throughout adulthood.</p> <p>The Presidential Physical Fitness Testing is administered both semesters.</p> <p>First semester units include:</p> <p>1st Quarter: archery, tennis, fitness activities 2nd Quarter: volleyball, walking, floor hockey and/or basketball, fitness activities</p> <p>Second Semester units include:</p> <p>3rd Quarter: badminton, bowling, pickleball, fitness activities 4th Quarter: golf, tennis, softball, fitness activities</p>

Unit Frameworks

Unit of Study:	Archery	
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	<p>STATE GOAL 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity</p> <p>STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.</p>	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<p>By the end of the activity the students will be able to:</p> <ul style="list-style-type: none"> ● Brace and unbrace the bow properly. ● Execute the seven steps of shooting on the instructor’s command. ● Retrieve arrows properly. ● Take out and return equipment properly. ● Follow the proper safety procedures. ● Keep score properly (using a score card). ● Identify the parts of the bow and the arrow. ● Give the point values for each color of the target. ● Identify the various pieces of archery tackle and their uses. ● Describe what occurs in each of the “Seven Steps of Shooting”. ● Identify safety rules and procedures used in class. ● List two areas in Kane County where archery is enjoyed as a recreational sport. ● Understand how bow weight (draw weight) can affect your shooting skills. 	
Assessments	Individual skill assessment, written assessment, shooting competition.	Other Evidence

Unit of Study: major topics	Tennis	
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	<p>STATE GOAL 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity</p> <p>STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.</p> <p>STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.</p>	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<p>By the end of the activity the students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate proper forehand and backhand grips. ● Understand the mechanics involved in executing the following strokes: <ul style="list-style-type: none"> 1. overhead serve 2. forehand 3. backhand 4. net volley 5. overhead 6. lob ● Identify the following shots: <ul style="list-style-type: none"> 1. overhead serve 2. forehand 3. backhand 4. net volley 5. overhead lob ● Understand basic doubles court strategies. ● Understand basic rules of the game. ● Identify and demonstrate good court etiquette. ● Demonstrate knowledge of the court markings through actual play. ● Demonstrate how to keep score properly. ● Demonstrate safely for self and others. 	
Assessments	Individual skill assessment, written assessment, game play assessment	Other Evidence

Unit of Study: major topics	Volleyball	
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	<p>STATE GOAL 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity</p> <p>STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.</p> <p>STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.</p> <p>STATE GOAL 21: Develop team-building skills by working with others through physical activity.</p>	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<p>By the end of the activity the students will be able to:</p> <ul style="list-style-type: none"> ● Put the ball into play with an underhand or overhand serve. ● Demonstrate an underhand pass (bump). ● Demonstrate an overhand pass (set). ● Understand the “bump, set, spike” strategy. ● Understand how to block a spike. ● Understand how and when to spike. ● Be able to identify court markings. ● Be able to keep score properly. ● Demonstrate safety for self and others. ● Understand how to receive a spike. ● Know and follow class safety procedures and rules. ● Understand the importance of team communication during play. ● Understand the proper rotation for a 6-person team. ● Be able to define the following terms: Illegal hit, double hit, carry, dink, dig, side out, point, foot fault, 10 foot spiking line, net foul, replay. 	
Assessments	Individual skill assessment, written assessment, assessment of daily competition	Other Evidence

Unit of Study: major topics	Badminton	
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	<p>STATE GOAL 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity</p> <p>STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.</p> <p>STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.</p>	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<p>By the end of the activity the students will be able to:</p> <ul style="list-style-type: none"> ● Execute the following strokes: <ul style="list-style-type: none"> 1. clear 2. smash 3. drop 4. hairpin ● Execute an underhand serve. ● Score properly. ● Demonstrate the proper serving rotation used for doubles. ● Demonstrate his/her knowledge of the court markings through actual play. ● Identify court markings. ● Define the various strokes and know when to use them. ● Demonstrate proper care of the equipment. ● Understand basic court strategies. ● Understand proper court etiquette. ● Understand basic rules and regulations of the game. ● Demonstrate safety for self and others. 	
Assessments	Individual skill assessment, written assessment, game competition assessment	Other Evidence

Unit of Study: major topics	Bowling	
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	<p>STATE GOAL 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity</p> <p>STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.</p>	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<p>By the end of the activity the students will be able to:</p> <ul style="list-style-type: none"> ● Select the proper ball. ● Demonstrate the proper grip. ● Demonstrate the proper stand and approach. ● Demonstrate the proper release and follow through. ● Understand how to keep score. ● Demonstrate proper conduct and etiquette at the lanes. ● Show respect for and take care of the equipment. ● Differentiate between spot and pin bowling. ● Differentiate between the following delivery styles: -straight, hook, curve and back up. ● List 3 area bowling alleys where bowling is enjoyed as a lifetime sport. ● Define the following terms: pocket, turkey, strike, strike out, pin, spare, sleeper, perfect game, open frame, frame mark, lofting, lane, gutter, channel, foul line. ● Identify common splits 	
Assessments	Individual skill assessment, written assessment, daily observation	Other Evidence

Unit of Study: major topics	Pickleball	
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	<p>STATE GOAL 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity</p> <p>STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.</p> <p>STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.</p>	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<p>By the end of the activity the students will be able to:</p> <ul style="list-style-type: none"> ● Understand the basic court strategies. ● Demonstrate proper care of the equipment. ● Understand proper rotation. ● Understand how to keep score. ● Execute the following strokes: forehand drive, backhand drive, lob, volley, and overhead drop shot. ● Identify when to use the various strokes. ● Demonstrate a proper serve. ● Identify the parts of the court and the court markings. ● Demonstrate proper court etiquette. ● Define the following terms: ace, approach shot, backcourt, cross court, fault, foot fault, ground stroke, volley, half volley, let, let serve, non-volley zone, put away. ● Know similarities and differences between pickleball and tennis. ● Know similarities and differences between pickleball and badminton. ● Demonstrate safety for self and others. 	
Assessments	Individual skill assessment, written assessment, daily competition	Other Evidence

Unit of Study: major topics	Golf	
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	<p>STATE GOAL 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity</p> <p>STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.</p>	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<p>By the end of the activity the students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate a proper grip. ● Differentiate between the overlapping, interlocking and baseball grips. ● Differentiate between the terms par, birdie, bogey, double bogey, and eagle. ● Show proper body position for addressing the ball, (grip, stance, body and position). ● Differentiate between open, closed and square stances. ● Demonstrate the golf swing (backswing, downswing, and follow through). ● Identify the parts of the golf club. ● Identify parts of a golf hole (tee area, fairway, rough, out of bounds, bunkers, hazards, sand traps, green, cup). ● Understand when to use each club based on loft and distance. ● Differentiate between a ball that has been hooked, sliced, topped, skied, pushed or pulled. ● Understand what constitutes a full set of clubs and which clubs are necessary for the beginning golfer. ● Understand proper golf etiquette on the tee, in the fairway, and on the green. ● Understand the mental concentration and emotional control that are influential. ● List 3 area golf courses where golf is enjoyed as a lifetime sport. 	
Assessments	Individual skill assessment, written assessment, shooting competition.	Other Evidence