

**Physical Education I & II**

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**Physical Education I**

All freshmen will be required to complete and pass their first year of PE in a pre-designed program of fitness, sports and games. The premise of this program is to expose the student to a variety of fitness activities plus team and lifetime sports. Emphasis is on fitness, skill development, strategy, teamwork and sportsmanship.

**Physical Education II**

All sophomores will be required to complete and pass one semester of PE II in a pre-designed program of fitness, sports and games. The premise of this program is to expose the student to a variety of fitness activities plus team and lifetime sports. Emphasis is on fitness, skill development, strategy, teamwork and sportsmanship. Students will be given the opportunity to gain CPR (cardiopulmonary resuscitation) certification through the American Heart Association.

**Graduation Standards**

1. Demonstrate the fundamental and specialized motor skills and apply principles of movement for improved performance.
2. Demonstrate and apply fitness concepts.
3. Demonstrate and explain responsible personal behavior and responsible social behavior and physical activity settings.

<b>Unit 1</b>	<b>American Heart Association- Adult/Child CPR</b>
Summary	Students will be able to demonstrate skills, knowledge, understanding and appropriate social behavior throughout the course.
Performance Indicators Assessed in Unit	1B. Demonstrate a variety of specialized movement skills specific to game/physical activity while participating in that game/physical activity. 3B. Demonstrate responsible and ethical personal behavior while participating in physical activities.
<b>Unit 2</b>	<b>Archery</b>
Summary	Students will be able to demonstrate skills, strategies, tactics and appropriate social behavior throughout the course.
Performance Indicators Assessed in Unit	1A. Apply the following principles of stability and force to modify their performance in games/physical activities: how to spin and rebound affect the motion of an object; how opposition, point of contact and point of release change the path of an object; how adjusting movements to accommodate external forces decrease the risk of injury. 1B. Demonstrate a variety of specialized movement skills specific to game/physical

	<p>activity while participating in that game/physical activity.</p> <p>3B. Demonstrate responsible and ethical personal behavior while participating in physical activities.</p> <p>3C. Predict how etiquette/safety rules improves games/activities, contribute to productive participation, and how environment modifications can impact safety.</p>
<b>Unit 3</b>	<b>Badminton</b>
Summary	Students will be able to demonstrate skills, strategies, tactics, team cohesion, and appropriate social behavior throughout the course.
Performance Indicators Assessed in Unit	<p>1A. Apply the following principles of stability and force to modify their performance in games/physical activities: how spin and rebound affect the motion of an object; how opposition, point of contact and point of release change the path of an object; how adjusting movements to accommodate external forces decrease the risk of injury.</p> <p>1B. Demonstrate a variety of specialized movement skills specific to game/physical activity while participating in that game/physical activity.</p> <p>3A. Demonstrate the following collaborative skills while participating in physical activities: giving and accepting constructive feedback; respectful inclusion of peers in activities.</p> <p>3B. Demonstrate responsible and ethical personal behavior while participating in physical activities.</p>
<b>Unit 4</b>	<b>Bowling</b>
Summary	Students will be able to demonstrate skills, strategies, tactics, team cohesion, and appropriate social behavior throughout the course.
Performance Indicators Assessed in Unit	<p>1A. Apply the following principles of stability and force to modify their performance in games/physical activities: how spin and rebound affect the motion of an object; how opposition, point of contact and point of release change the path of an object; how adjusting movements accommodate external forces decrease the risk of injury.</p> <p>1B. Demonstrate a variety of specialized movement skills specific to game/physical activity while participating in that game/physical activity.</p> <p>3B. Demonstrate responsible and ethical personal behavior while participating in physical activities.</p>
<b>Unit 5</b>	<b>Cross Country Skiing</b>
Summary	Students will learn a recreational/leisure activity that encourages lifelong wellness. Students will be able to select the proper equipment and learn how to maneuver with equipment.
Performance Indicators Assessed in Unit	<p>1A. Apply the following principles of stability and force to modify their performance in games/physical activities: how spin and rebound affect the motion of an object; how opposition, point of contact and point of release change the path of an object; how adjusting movements to accommodate external forces decrease the risk of injury.</p> <p>1B. Demonstrate a variety of specialized movement skills specific to game/physical activity while participating in that game/physical activity.</p> <p>2C. Select and participate in physical activities that address their personal fitness plans and apply the five health-related fitness components.</p>

<b>Unit 6</b>	<b>Fitness</b>
Summary	Students will improve levels of muscular strength, muscular endurance, flexibility and cardiovascular endurance. Students will also understand health benefits from exercise and be able to apply them to their personal lives.
Performance Indicators Assessed in Unit	2A. Participate in health-related fitness assessment to establish personal fitness goals and reassess their fitness over time. 2C. Select and participate in physical activities that address their personal fitness plans and apply the five health-related fitness components. 3A. Demonstrate the following collaborative skills while participating in physical activities: giving and accepting constructive feedback; respectful inclusion of peers in activities. 3B. Demonstrate responsible and ethical personal behavior while participating in physical activities.
<b>Unit 7</b>	<b>Floor Hockey</b>
Summary	Students will be able to demonstrate skills, strategies, tactics, team cohesion, and appropriate social behavior throughout the course.
Performance Indicators Assessed in Unit	1A. Apply the following principles of stability and force to modify their performance in games/physical activities: how spin and rebound affect the motion of an object; how opposition, point of contact and point of release change the path of an object; how adjusting movements to accommodate external forces decrease the risk of injury. 1B. Demonstrate a variety of specialized movement skills specific to game/physical activity while participating in that game/physical activity. 3B. Demonstrate responsible and ethical personal behavior while participating in physical activities.
<b>Unit 8</b>	<b>Pickleball</b>
Summary	Students will be able to demonstrate skills, strategies, tactics, team cohesion, and appropriate social behavior throughout the course.
Performance Indicators Assessed in Unit	1A. Apply the following principles of stability and force to modify their performance in games/physical activities: how spin and rebound affect the motion of an object; how opposition, point of contact and point of release change the path of an object; how adjusting movements to accommodate external forces decrease the risk of injury. 1B. Demonstrate a variety of specialized movement skills specific to game/physical activity while participating in that game/physical activity. 3A. Demonstrate the following collaborative skills while participating in physical activities: giving and accepting constructive feedback; respectful inclusion of peers in activities. 3B. Demonstrate responsible and ethical personal behavior while participating in physical activities.
<b>Unit 9</b>	<b>Recreational Activities</b>
Summary	Students will demonstrate a variety of skills associated with recreation/leisure activities and be able to demonstrate the appropriate social behavior while working

	with others. The students will work on hand-eye coordination and foot-eye coordination while learning a novelty skill.
Performance Indicators Assessed in Unit	1A. Apply the following principles of stability and force to modify their performance in games/physical activities: how spin and rebound affect the motion of an object; how opposition, point of contact and point of release change the path of an object; how adjusting movements to accommodate external forces decrease the risk of injury. 1B. Demonstrate a variety of specialized movement skills specific to game/physical activity while participating in that game/physical activity. 3B. Demonstrate responsible and ethical personal behavior while participating in physical activities.
<b>Unit 10</b>	<b>Softball</b>
Summary	Students will be able to demonstrate skills, strategies, tactics, team cohesion, and appropriate social behavior throughout the course.
Performance Indicators Assessed in Unit	1A. Apply the following principles of stability and force to modify their performance in games/physical activities: how spin and rebound affect the motion of an object; how opposition, point of contact and point of release change the path of an object; how adjusting movements to accommodate external forces decrease the risk of injury. 1B. Demonstrate a variety of specialized movement skills specific to game/physical activity while participating in that game/physical activity. 3B. Demonstrate responsible and ethical personal behavior while participating in physical activities. 3C. Predict how etiquette/safety rules improve games/activities, contribute to productive participation, and how environment modifications can impact safety.
<b>Unit 11</b>	<b>Speedball</b>
Summary	Students will be able to demonstrate skills, strategies, tactics, team cohesion, and appropriate social behavior throughout the course. Students will learn to incorporate basic skills from soccer, football and basketball into a new setting. Students will also learn new skills specific to speedball.
Performance Indicators Assessed in Unit	1A. Apply the following principles of stability and force to modify their performance in games/physical activities: how spin and rebound affect the motion of an object; how opposition, point of contact and point of release change the path of an object; how adjusting movements to accommodate external forces decrease the risk of injury. 1B. Demonstrate a variety of specialized movement skills specific to game/physical activity while participating in that game/physical activity. 3B. Demonstrate responsible and ethical personal behavior while participating in physical activities. 3C. Predict how etiquette/safety rules improve games/activities, contribute to productive participation, and how environment modifications can impact safety.
<b>Unit 12</b>	<b>Table Tennis</b>
Summary	Students will be able to demonstrate skills, strategies, tactics, team cohesion, and appropriate social behavior throughout the course.

Performance Indicators Assessed in Unit	<p>1A. Apply the following principles of stability and force to modify their performance in games/physical activities: how spin and rebound affect the motion of an object; how opposition, point of contact and point of release change the path of an object; how adjusting movements to accommodate external forces decrease the risk of injury.</p> <p>1B. Demonstrate a variety of specialized movement skills specific to game/physical activity while participating in that game/physical activity.</p> <p>3A. Demonstrate the following collaborative skills while participating in physical activities: giving and accepting constructive feedback; respectful inclusion of peers in activities.</p> <p>3B. Demonstrate responsible and ethical personal behavior while participating in physical activities.</p>
<b>Unit 13</b>	<b>Tennis</b>
Summary	Students will be able to demonstrate skills, strategies, tactics, team cohesion, and appropriate social behavior throughout the course.
Performance Indicators Assessed in Unit	<p>1A. Apply the following principles of stability and force to modify their performance in games/physical activities: how spin and rebound affect the motion of an object; how opposition, point of contact and point of release change the path of an object; how adjusting movements to accommodate external forces decrease the risk of injury.</p> <p>1B. Demonstrate a variety of specialized movements skills specific to game/physical activity while participating in that game/physical activity.</p> <p>3A. Demonstrate the following collaborative skills while participating in physical activities: giving and accepting constructive feedback; respectful inclusion of peers in activities.</p> <p>3B. Demonstrate responsible and ethical personal behavior while participating in physical activities.</p> <p>3C. Predict how etiquette/safety rules improves games/activities, contribute to productive participation, and how environment modifications can impact safety.</p>
<b>Unit 14</b>	<b>Ultimate Frisbee</b>
Summary	Students will be able to demonstrate skills, strategies, tactics, team cohesion, and appropriate social behavior throughout the course.
Performance Indicators Assessed in Unit	<p>1A. Apply the following principles of stability and force to modify their performance in games/physical activities: how spin and rebound affect the motion of an object; how opposition, point of contact and point of release change the path of an object; how adjusting movements to accommodate external forces decrease the risk of injury.</p> <p>1B. Demonstrate a variety of specialized movement skills specific to game/physical activity while participating in that game/physical activity.</p> <p>3B. Demonstrate responsible and ethical personal behavior while participating in physical activities.</p> <p>3C. Predict how etiquette/safety rules improves games/activities, contribute to productive participation, and how environment modifications can impact safety.</p>
<b>Unit 15</b>	<b>Volleyball</b>

Summary	Students will be able to demonstrate skills, strategies, tactics, team cohesion, and appropriate social behavior throughout the course.
Performance Indicators Assessed in Unit	1A. Apply the following principles of stability and force to modify their performance in games/physical activities: how spin and rebound affect the motion of an object; how opposition, point of contact and point of release change the path of an object; how adjusting movements to accommodate external forces decrease the risk of injury. 1B. Demonstrate a variety of specialized movement skills specific to game/physical activity while participating in that game/physical activity. 3B. Demonstrate responsible and ethical personal behavior while participating in physical activities. 3C. Predict how etiquette/safety rules improve games/activities, contribute to productive participation, and how environment modifications can impact safety.
<b>Unit 16</b>	<b>Walking</b>
Summary	Students will focus on exercising at an individual's target heart rate. The concentration will be on experimenting with heart rates at different exercise levels.
Performance Indicators Assessed in Unit	1C. Explain the relationship of fitness skill components to specialized movement skills. 2A. Participate in health-related fitness assessment to establish personal fitness goals and reassess their fitness over time. 3B. Demonstrate responsible and ethical personal behavior while participating in physical activities.
<b>Unit 17</b>	<b>Weight Training</b>
Summary	Students will demonstrate proper lifting technique, breathing technique, spotting technique, ability to demonstrate different lifting programs and be able to set weight training goals to improve overall muscular strength and endurance.
Performance Indicators Assessed in Unit	1C. Explain the relationship of fitness skill components to specialized movement skills. 1D. Design appropriate practice sessions, utilizing fundamental movement skills to improve performance. 2A. Participate in health-related fitness assessment to establish personal fitness goals and reassess their fitness over time. 3B. Demonstrate responsible and ethical personal behavior while participating in physical activities. 3C. Predict how etiquette/safety rules improves games/activities, contribute to productive participation, and how environment modifications can impact safety.
<b>Unit 18</b>	<b>Whiffleball</b>
Summary	Students will be able to demonstrate skills, strategies, tactics, team cohesion, and appropriate social behavior throughout the course. Students will be able to play a game of whiffleball successfully and understand both aspects of offensive and defensive skills.

Performance Indicators Assessed in Unit	<p>1A. Apply the following principles of stability and force to modify their performance in games/physical activities: how spin and rebound affect the motion of an object; how opposition, point of contact and point of release change the path of an object; how adjusting movements to accommodate external forces decrease the risk of injury.</p> <p>1B. Demonstrate a variety of specialized movement skills specific to game/physical activity while participating in that game/physical activity.</p> <p>3B. Demonstrate responsible and ethical personal behavior while participating in physical activities.</p> <p>3C. Predict how etiquette/safety rules improve games/activities, contribute to productive participation, and how environment modifications can impact safety.</p>
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### **Summative Assessments Retake**

- Students have the opportunity to retake summative assessments.
- The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is a 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

### **Grading of Formative Assessments**

- Formative assessments will count as 20% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.