



BASKETBALL

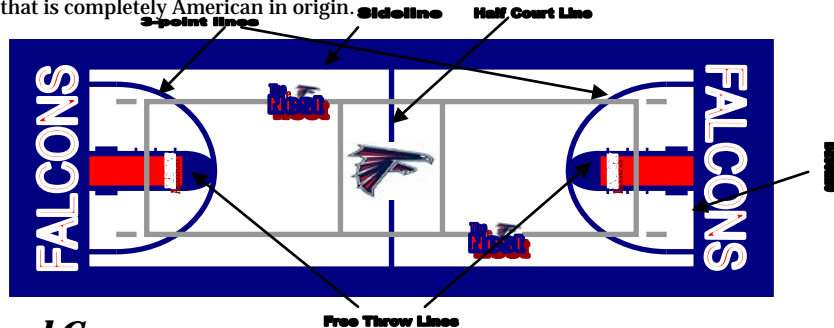


History

The game of basketball was founded in 1891 by Dr. James Naismith, a physical education teacher at Springfield College in Massachusetts. He wanted to introduce a winter sport that would appeal to his students as much as football and baseball did during their respective seasons. Dr. Naismith nailed two peach baskets to the balcony gym and the rest was history. Thirteen fundamental principles or rules were developed that are still being used in the game today.

In 1893, Senda Berenson and Clara Baer modified Dr. Naismith's game and adapted a women's version of basketball. They created a "divided court" version that required the women to play on only half the court.

Basketball is truly a world wide game. It is played by more countries than any other sport in the world. It is the only major sport that is completely American in origin.



Rules and Games

General Rules of the Game:

- ◆ In a full court game, each team has five players
- ◆ The team with the most amount of points at the end of the game wins
- ◆ The offensive team has the ball, defense defends the basket
- ◆ Game begins with a tip off
- ◆ Violations consist of: traveling (A violation where a player moves both feet after a dribble or takes more than two steps prior to shooting (walking with the ball), double dribble (A violation resulting from dribbling, stopping, then dribbling again), 3 second violation, time violation, back court violation, palming or carrying the basketball
- ◆ Fouls consist of: personal foul or technical foul
- ◆ Scoring- Baskets are equal to: 1 pt (free throw), 2 pts (inside arc), or 3pts (outside arc) based on the location on the court from where the shot was made

Half Court Basketball Games:

1. Teams will be made up of 3 or 4 players. You may play 3-3 or 4-4 depending on the number of players on the opposing team. If you have an extra player on your team, they will be a sub.
2. On teams with substitutes, players are in a number rotation and will sub out after every 2 made shots from both teams.
3. One player "makes it/takes it" at beginning of the game.
4. "Losers' Outs" after each basket (Team that does not make the last shot takes the ball out).
5. Must "clear" the top of the key after each possession change.
6. If ball goes out of bounds, it is taken out at that spot by the opposite team.
7. 2 points for each basket. If a player is fouled in the act of shooting, they will get one free throw. A made free throw is worth 1 point.
8. Games will be played to a time limit. If there is a tie at the end of the time limit, each team gets into a shooting order ("sudden death"). Each team alternates free throw shots. First person to make their shot wins the game. The first shooter is the player who made the last shot in the regulation game.



BASKETBALL



Name: _____ Per. _____

Vocabulary

- 1. Assist:** A pass to a teammate that results in a field goal.
- 2. Back court:** The half of the court that contains the opponents' basket.
- 3. Defensive team:** The team without the ball.
- 4. Double dribble:** A violation resulting from dribbling, stopping, and then dribbling again.
- 5. Free-throw:** An unguarded shot from a line 15 feet from the backboard. Worth one point.
- 6. Offensive team:** The team that has possession of the ball.
- 7. Rebound:** Recovering or grabbing a missed shot.
- 8. Zone defense:** Each defensive player is assigned a specific area to guard.

Writing Assignment

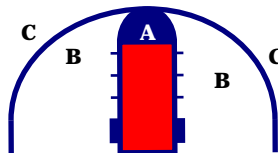
Answer the following questions in the space provided.

9. Who was the physical education teacher who founded the game of basketball in 1891? _____
10. What motivated the inventor of basketball to create this game in the first place?

11. What are the two different types of fouls?

12. List 3 possible violations: A. _____ B. _____
C. _____
13. What are the three skills that are needed to play offense in basketball?

14. What is traveling? _____
15. A full court game is played with how many players on one team? _____
16. A free throw shot is worth (A) _____ point, any basket in front of the arc is worth (B) _____ points and a basket from behind the arc is worth (C) _____ points.



17. Explain the difference between man to man and zone defense.

**Activities for Unit:**

- People Finder
- Back to Back
- Human Star
- Stretch
- Human Knots
- Hula- Hoop Race
- Twisted Sisters Disco Inferno
- * Mine Field
- * Blind Trust Walk
- * Human Train
- * Falcon's Nest
- * Human Hoops
- * Tanya Tag
- * Gilligan's Island

Partners and Small Groups

When choosing a partner or a group to work with it is important to think about a few things.

- **First** listen to the directions of the teacher. Does your partner/ group have a certain criteria that they need to meet (boy or girl, size, age, etc.).
- **Second** think about students in the class that you know you will not work well with or work responsibly with.
- **Third** choose a person or people in your group that you think you will get along with and be a productive worker with for the task assigned today.

How to Ask Someone to be Your Partner or Group Member

Remember that nobody in class wants to be left out or made to work with someone they don't care for. It is important to also work with different people throughout the school year to help you make new friends and learn about others in your class. You may learn that they are a pretty good partner to work with.

- **First** think about at least 2 people who you are going to ask
- **Second** approach them and say "Would you like to be my partner or in my group?"
- **Third** wait for their response- They may already have a group in mind or may have been selected already.
- **Forth**- If they accept your invitation, say "Thank you" and then listen to your teacher for further instruction. If they decline your invitation, say "That's ok" and quickly move onto another person and ask them.

Remember if someone asks you to be in their group, be polite and considerate. You may not know them well, but this is a great opportunity for you to get to know them.

Also **be respectful** of people that may not have been able to find a partner/group to work with. You can invite them into your group, ask them to work with you next time, or volunteer to work with them if the teacher asks. Rolling your eyes, refusing to work with others and insulting another person in class are not acceptable behavior!



Name: _____ Per. _____

People Finder Worksheet

Directions: Find someone who matches the various descriptions and have them sign their name on the line. You may use one signature only from each person.

1. Someone who speaks another language: _____
2. Someone who has been to a different state: _____
3. Someone who enjoys hiking: _____
4. Someone who loves to swim: _____
5. Someone who has more than three siblings: _____
6. Someone who enjoys listening to Rap Music: _____
7. Someone who was born in the same month as you: _____
8. Someone who was born outside of California: _____
9. Someone who doesn't like to play sports: _____
10. Someone who "surfs the web": _____
11. Someone who has been to Europe: _____
12. Someone who is new to this school: _____
13. Someone who has broken a bone: _____
14. Someone who skateboards: _____
15. Someone who has the same color eyes as you: _____
16. Someone who can play a musical instrument: _____
17. Someone who is involved with a club at school: _____
18. Someone who loves math: _____
19. Someone who loves Sushi: _____
20. Someone who saw a movie within the last 2 weeks: _____



Name _____ Per. _____

Writing Assignment

On the worksheet below, complete the following questions.

1. During this unit did you try to work with different people? Why or why not?

2. The most important thing I learned about working in a group was

3. Communication was important in this unit because

3. My favorite cooperative activity was

4. This was my favorite activity because

5. In this unit, was it difficult for you to trust your partner/team? Why or why not?

5. What skills should a good leader have?

7. List 3 activities, sports or jobs where teamwork must be used in the **real world**:

**FITNESS*****Physical Fitness*****Testing and Recording**

Each semester K. Albani physical education students will be assessed and evaluated on the California State mandated Fitnessgram Test. All students will monitor their individual progress throughout the year (Pre-Test / Post-Test). Continuous monitoring of fitness progress will be maintained through daily warm-ups and cardiovascular exercises. Keeping accurate data is the students' responsibility to ensure successful improvement.

Physical Fitness Tests

<u>Test Item</u>	<u>Health Related Fitness Components</u>
1. Mile Run	Cardio Vascular Endurance
2. Pacer	Cardio Vascular Endurance
3. Body Mass Index	Body Composition
4. Curl Up	Abdominal Strength/ Muscular Endurance
5. Trunk Extension	Flexibility
6. Push-up	Upper Body Strength/ Muscular Endurance
7. Shoulder Stretch	Flexibility



FITNESS

Calculating Your BMI

What is your BMI? BMI stands for Body Mass Index. This is a numeric value calculated through a scientific formula that estimates your body composition. Your BMI is a gross estimate of how healthy you are based on the standardized height and weight charts established by the U.S. Department of Health.

How to Calculate my BMI:

1. Take your height in inches (5'4" = 64 inches) 5x12 inches= 60+4 inches= 64 inches
2. Take your weight in lbs EX= 145 lbs
3. Then calculate using the equation below

$WT \div HT \text{ (inches)} = (X) \div HT \text{ (inches)} = (Y) \times 703 = \text{BMI}$

Example:

Step 1	Step 2	Step 3
$(WT) \div (HT) = (X)$	$(X) \div (HT) = (Y)$	$(Y) \times (703) = \text{BMI}$
$145 \div 64 \text{ in} = 2.265$	$2.265 \div 64 \text{ in} = .035$	$.035 \times 703 = 24.88\%$
X = 2.265	Y = .035	BMI = 24.88%

Plug in your information to find your BMI:

Step 1	Step 2	Step 3
$(WT) \div (HT) = (X)$	$(X) \div (HT) = (Y)$	$(Y) \times (703) = \text{BMI}$
____ \div ____ = _____	____ \div ____ = _____	____ \times ____ = _____
X = _____	Y = _____	BMI = _____%

How to read my results:

Students that are within their healthy level range of BMI are said to have a good balance of fat (Adipose tissue) with muscle and bone tissue (Lean tissue) based on their current height and weight. Students that are outside of their healthy level range are advised to work to get within their healthy range by the end of the school year.

Ways to change your BMI:

- ◆ If your percentage is above the healthy range:
 - You should participate in more cardiovascular activities. Three times a week for 30 minutes is a good starting place.
 - Try walking each day for at least 1 hour
 - Try participating in an exercise routine at least 3 times per week
 - Try eating a balanced diet of fruits, vegetables, meat, and dairy
 - Cut back on high carbohydrates, fatty foods, energy drinks and sodas
 - Drink at least 2 bottles of water a day
- ◆ If your percentage is below the healthy range:
 - Try to gain muscle by lifting weights. You should start at a weight that you can lift 3 sets of 10. The last set should be difficult but not straining for you to finish. Work your way up to 3 sets of 15 and then 3 sets of 20. Then add weight to the exercise (2-5 lbs) and start over with 3 sets of 10.
 - Try to participate in an exercise routine at least 3 times per week
 - Try eating a balanced diet of fruits, vegetables, meat, and dairy
 - Cut back on high carbohydrates, fatty foods, energy drinks and sodas
 - Drink at least 2 bottles of water a day

**FITNESS*****FitnessGram Standards for Healthy Fitness Zone***
BOYS

Age →	11	12	13	14
Test				
Mile Run	8:30-11:00	8:00-10:30	7:30-10:00	7:00-9:30
Pacer	23-53+	32-53+	41-53+	41-53+
BMI	15.8-21%	16-22%	16.6-23%	17.5-24.5%
Curl Ups	15-28	18-36	21-40	24-45
Trunk Extension	9-12	9-12	9-12	9-12
Push Ups	8-20	10-20	12-25	14-30
Shoulder Stretch	Pass if Fingers touch	Pass if Fingers touch	Pass if Fingers touch	Pass if Fingers touch

FitnessGram Standards for Healthy Fitness Zone
GIRLS

Age →	11	12	13	14
Test				
Mile Run	9:00-12:00	9:00-12:00	9:00-11:30	8:30-11:00
Pacer	15-41	15-41	23-51	23-51
BMI	16.9-24%	16.9-24.5%	17.5-24.5%	17.5-25%
Curl Ups	15-29	18-32	18-32	18-32
Trunk Extension	9-12	9-12	9-12	9-12
Push Ups	7-15	7-15	7-15	7-15
Shoulder Stretch	Pass if Fingers touch	Pass if Fingers touch	Pass if Fingers touch	Pass if Fingers touch

**FITNESS****Boy's Fitness Test Grading Scale**

Boys Curl Ups		Boys Mile Run		Boys Push Ups	
Score	Pts.	Score	Pts.	Score	Pts.
No Attempt	0	5:30 - 7:00	20	No Attempt	0
0 - 14	5	7:01 - 8:00	18	0 - 5	5
15 - 28	6	8:01 - 9:30	17	6 - 11	6
29 - 43	7	9:31 - 11:00	15	12 - 17	7
44 - 58	8	11:01 - 12:00	13	18 - 24	8
59 - 74	9	12:01 +	10-0	25 - 30	9
75 +	10			31+	10
Boys Trunk Extension		Boys Shoulder Stretch		Boys BMI	
Score	Pts.	Score	Pts.	Score	Pts.
No Attempt	0	No Attempt	0	No Attempt	No Credit
1 - 7	5	FF	5	15.1 - 23 %	Credit
8	6	FP	5		
9	7	PF	5		
10	8	PP	10		
11	9				
12 +	10				

Girl's Fitness Test Grading Scale

Girls Curl Ups		Girls Mile Run		Girls Push Ups	
Score	Pts.	Score	Pts.	Score	Pts.
No Attempt	0	5:45 - 7:30	20	No Attempt	0
0 - 14	5	7:31 - 8:30	18	0-3	5
15 - 28	6	8:31 - 10:00	17	4--6	6
29 - 43	7	10:01- 11:30	15	7--9	7
44 - 58	8	11:31 - 12:30	13	10--12	8
59 - 74	9	12:31 +	10-0	13--15	9
75 +	10			16 +	10
Girls Trunk Extension		Girls Shoulder Stretch		Girls BMI	
Score	Pts.	Score	Pts.	Score	Pts.
No Attempt	0	No Attempt	0	No Attempt	No Credit
1-7	5	FF	5	14.9 - 24.5%	Credit
8	6	FP	5		
9	7	PF	5		
10	8	PP	10		
11	9				
12 +	10				



FITNESS

Physical Fitness Pre-Tests – 1st Quarter Results and Reflection

Name: _____ Period : _____ Age: _____

<i>Test Item</i>	<i>Date</i>	<i>Goal</i>	<i>Pre-Score</i>	<i>Healthy Zone</i>	<i>Above</i> ✓	<i>Healthy</i> ✓	<i>Below</i> ✓
1. Mile Run							
2. Pacer							
3. Body Mass Index			Height: Weight: BMI:				
4. Curl Ups							
5. Trunk Extension				9-12"			
6. Push Ups							
7. Shoulder Stretch			Right: Left:	Touched fingers together			

Performance Reflection: Answers need to be written in complete sentences.

1. Which fitness test(s) did you perform the best at and why do you think you did so well?
2. Which fitness test(s) do you most need to improve on and what is your plan for improving?
3. What would help to motivate you to improve on your fitness test scores?
4. What are the **two fitness tests** that you want to improve on for next time and **write your goal for each test**.

**FITNESS****Physical Fitness Post-Tests – 4th Quarter
Results and Reflection**

Name: _____ Period : _____ Age: _____

<i>Test Item</i>	<i>Date</i>	<i>Pre-Score</i>	<i>Post-Score</i>	<i>Healthy Zone</i>	<i>Compare</i>	<i>Pre to</i>	<i>Post</i>
1. Mile Run					Improved	Same	Worse
2. Pacer					Improved	Same	Worse
3. Body Mass Index		%	Height: Weight: BMI:	%	Healthy	Not Healthy	
4. Curl Ups					Improved	Same	Worse
5. Trunk Extension				9-12"	Improved	Same	Worse
6. Push Ups					Improved	Same	Worse
7. Shoulder Stretch		R: L:	Right: Left:	Touched fingers together	Improved	Same	Worse

Performance Reflection: Answers need to be written in complete sentences.

1. Which fitness test(s) did you improve on from your pre-test?
2. Why do you think you improved on these fitness tests?
3. How many fitness tests were you at least at the healthy level in?
4. **Explain** what exercises you will do over the summer to help you maintain or improve your fitness levels?



FITNESS



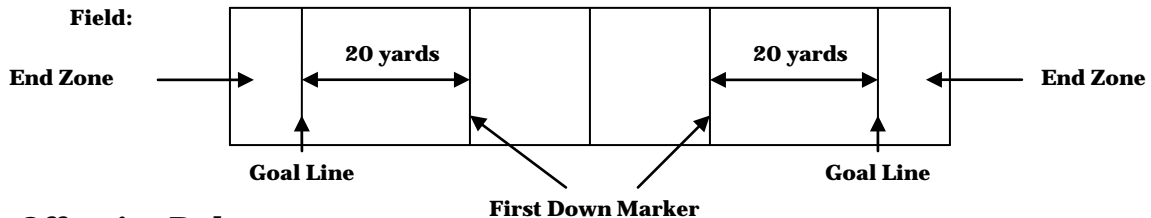
FLAG FOOTBALL



History

The origin of Flag football dates back to the early 1930's. However, present day flag football was developed on a military base in the 1940's as a recreational sport. Fort Meade Maryland is considered to be the birthplace of Flag Football.

It is believed that the U.S. military developed flag football during World War II to prevent injuries to military personnel playing football. Soon after the World War II was over, in the 1950's and 1960's, flag football leagues developed on military bases and then continued growing in the civilian world.



Offensive Rules

*****All Players must have their gym shirts tucked in!!!!*****

- The flag belt must be worn at the waist with two flags on the side and one flag in the back. The belt must be clipped in front (no tying or tucking in is allowed)
- The game starts with a kick off or a throw off to the opposing team. At the 20 yard line or 1st marker from end zone.
- The offensive team has 4 downs (attempts) to move the ball towards the end zone and reach the first down marker by running or completing passes.
- When passing the ball, the person throwing the ball must remain behind the line of scrimmage. The quarterback is also allowed a **3 sec. count** (ex- Mississippi or alligators) before they must release the ball. **NO defensive linemen** can pull the quarterback's flags prior to the **3 sec count** unless it is a quarterback sneak play.
- The ball is considered to be dead and the down finished when:
 - The defense pulls the ball carrier's flag or flag falls off
 - Incomplete pass
 - The ball carrier steps out of bounds
 - Any part of the ball carrier's body touches the ground
 - Ineligible receiver catches the ball (linemen or center)
 - Offensive team fails to reach first down marker within 4 downs.
 - If the ball is fumbled, the ball is dead at the point where the ball was lost.
- All players must be lined up on their side of the line of scrimmage prior to the ball being snapped.
- The offense can only run the ball once every 4 downs. If this rule is violated, the offense will receive a loss of down and the ball will return to the line of scrimmage prior to that play.
- The ball carrier shall not **slap, strike, or straight arm a defender. No "flag guarding"!**
- Players must change positions every few plays (teacher discretion). All players should get a chance to play all of the different positions.

Defensive Rules

- Defensive players may not **hold, push, or pull** the ball carrier when taking a flag.
- No tackling is permitted at any time.
- Linemen may block other linemen with their arms crossed over their chest. They may not **hold, push, or pull** another lineman.
- Defensive players may not block or obstruct any receiver while running their pass route (pass interference)



FLAG FOOTBALL



Offensive Positions

(QB) Quarterback is the captain on offense who throws passes to receivers, hands the ball to the running backs, or runs with the ball themselves.

(RB) Running Backs are usually versatile players who run the ball, receive passes, and block.

(WR) Receivers are usually tall, quick players who are the main targets of pass attempts.

(OL) Offensive Linemen are “ineligible receivers”. The offensive line consists of one **(C) Center** who delivers the snap to the quarterback, and two Offensive Linemen (body guards) who block and protect the quarterback on passing plays and create holes for running backs on running plays.

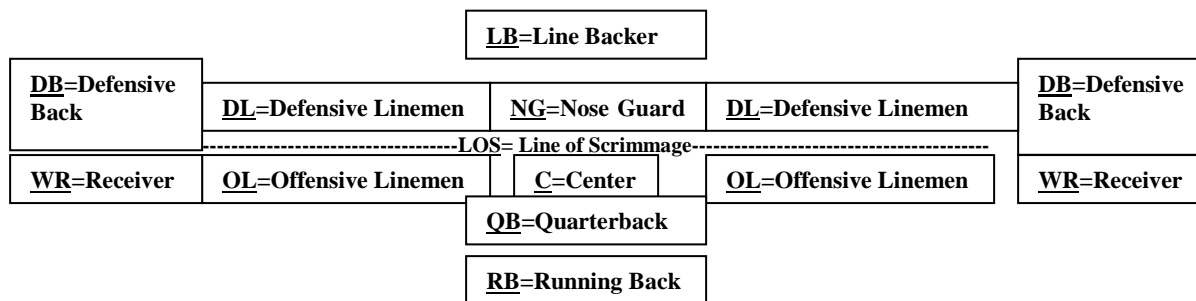
Defensive Positions

The defensive line includes the **(NG) Nose Guard**, who lines up across from the center and counts the 3 sec. pass allowance for the quarterback. The other two **(DL) Defensive Linemen** line up on either side of the nose guard. All three defensive linemen are responsible for trying to block any passes thrown by the quarterback, stop any running backs from progressing past the line of scrimmage and pulling the quarterback’s flags if it is a quarterback sneak.

(LB) Linebackers line up behind the defensive linemen. They are responsible for stopping any running backs that get past the defensive linemen or for intercepting, knocking down, or pulling the flag off a receiver of any short passing play.

(DB) Defensive Backs guard the receivers during longer passing plays and assist on long running plays. They try to intercept/knock down the ball, pull the flag off of any receiver that gets past the linebacker, or pull the flag of any running back that gets past the linebacker.

Player Positions



Lead – Up Drill

1-1-1

```

      DB
    ----- (LOS)
      QB   WR
  
```

3-3

```

  DB       NG       DB
  ----- (LOS)
  WR       QB       WR
  
```

4-4

```

      LB
      NG
  DB       C       DB
  ----- (LOS)
  WR       QB       WR
  
```

5-5

```

  DB       LB       DB
           NG DL
  ----- (LOS)
  WR       C       WR
           QB
           RB
  
```

7-7

```

  DB       LB LB       DB
           DL NG DL
  ----- (LOS)
  WR       OL C OL       WR
           QB
           RB
  
```



FLAG FOOTBALL



Name: _____ Per. _____

Vocabulary

- 1) **Defenders:** Field players who help defend the goal.
- 2) **First Down:** The first of four attempts to move the football forward towards the end zone or next first down marker.
- 3) **Line of Scrimmage:** An imaginary line that marks where the play starts after each down.
- 4) **Offensive Team:** The team that has possession of the ball.

Writing Assignment

- 5) The birthplace of flag football was at a military base called _____ and the state was _____.
- 6) Present day flag football was developed on a military base in the year _____ as a recreational sport.
- 7) The U.S. military developed flag football during War World II because they wanted to prevent _____.
- 8) What are the two ways a game can start?

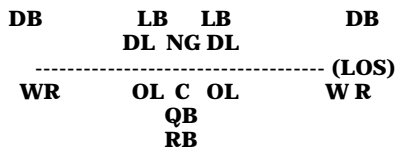
- 9) What is the line of scrimmage (LOS)? _____

- 10) Explain the difference between offense and defense.

- 11) Describe what a down is and how many attempts does the offensive team get to try and make a first down? _____
- 12) The two ways to move the ball towards the end zone are _____ and _____.
- 13) List the 3 ways that the ball is considered to be a dead ball:

10) Give the name and the responsibility for each position.

- | | |
|---------------|-------------|
| a. QB= | *LB= |
| b. RB= | *DB= |
| c. WR= | *NG= |
| d. C= | *DL= |
| e. OL= | |





FLAG FOOTBALL



Peer Assessment

Performer's Name: _____ Period _____

Skill being assessed: **Throwing** _____

Evaluator's Name: _____

Receiver's Name: _____

Passing:

- Stand perpendicular towards your target.
- Step with opposite foot of throwing hand or non-dominant hand.
- Elbow shoulder height (palm facing away from body).
- Pronate or roll the ball off finger tips as you release the ball.
- Follow through to target



Directions: Watch your partner perform 5 throws to a receiver. After each throw, place a check mark (✓) in the score column for each time they demonstrate the proper technique listed. Pay close attention to the underlined words in each of the 5 technique boxes below. After watching 5 throws, add up the total number of check marks they received and provide constructive comments about their performance.

Technique	Score	Comments
1. Thrower stands <u>perpendicular to receiver</u>		Compliments: Needs improvement:
2. <u>Elbow up</u> at shoulder height and <u>palm away</u>		
3. Step with <u>opposite foot</u> of throwing hand		
4. Palm in on release causing ball to <u>spiral off</u> fingers.		
5. Follow through – <u>ball reaches receiver</u>		

Total: _____

25

Performer's reflection:

1. Do you agree with the score you received on your evaluation of throwing? Why or Why not?
2. Did your group take this skills test seriously and try to properly fill out the paperwork and complete the task correctly? Why or Why not?



FLOOR HOCKEY

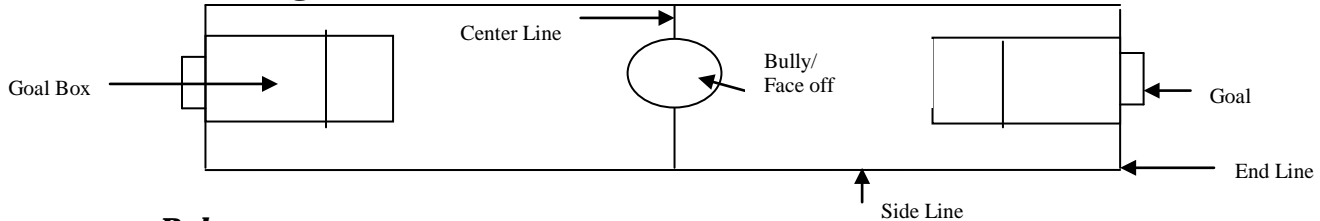


History

Many forms of Hockey have been played since the beginning of history. Records indicate that crude forms of hockey were played in Egypt 4,000 years ago and in Ethiopia around 1,000 B.C. Many other ancient cultures played games similar to field hockey.

Floor hockey was developed as an adapted form of ice hockey to play on the streets. Originally, players used modified ice hockey equipment. However, in 1963, some sporting goods stores began to sell plastic sticks and pucks, which are often used today on indoor and outdoor courts. Floor hockey rules were derived from the National Hockey League Rules.

Court Diagram



Rules

Responsibility: Each team will have 6 players → One Goalie, One Center, Two Forwards, and Two Defenders.

- **Goalie:** Defends the goal to prevent the opponents from scoring.
 - **Center:** Controls the puck and main responsibilities are to perform bully and to score.
 - **Forwards:** Main responsibility is passing and scoring.
 - **Defenders:** Defends area around the goal box, passes puck up to the center and forwards.
- The game begins with a bully (face off) at the center-line where the two centers from the opposing teams try to control possession of the puck by taping their sticks on the ground and then together 3 times. This process is repeated after each goal.
 - A goal is scored when the puck crosses the goal line and goes into the net.

Change of possession:

- **Occurs when the puck is hit out of bounds:** The team that had control of the puck before it went out of bounds loses possession. The puck should be passed back into play where it went out of bounds.
 - **Steal:** Occurs when the defender takes the puck away from the offensive player.
- The only player allowed to catch or touch the puck with their hands is the goalie. The goalie may toss, throw, or pass the puck to his or her teammates.

Exception to rule: If the puck is hit into the air, a player may knock the puck down with their hand to get it back into play.

Penalties: Floor Hockey is a **NON-CONTACT SPORT at Albani**. We do not have the proper padding or helmets to protect students from contact injuries. **Any intentional contact with the stick or body will result in your removal from the game.**

- No high sticking or slap shots are allowed at any time due to possible head injuries.
- No blocking, elbowing, rough play or out of control play.



FLOOR HOCKEY



Name: _____ Per. _____

Vocabulary

1. **Bully (face off):** Used to begin a game or resume play following scoring a point. Players alternate tapping sticks and the ground 3 times, then they hit the puck.
2. **Center:** Forward player who is positioned between the other forwards; participates in the bully.
3. **Defenders:** Field players who help defend around the goal box.
4. **Dribbling:** Lightly tapping the puck using alternative sides of the stick while controlling the puck close to the body
5. **Forward:** Scores on the team; known as strikers or wings
6. **Goalie:** The player, who stands in front of the goal to prevent the opponents from scoring, may touch the ball with his/her hands.
7. **Grip:** The way the stick is held by a player.
8. **High Sticking:** Illegal action in which stick is raised above knee level.

Writing Assignment

9) The earliest form of hockey was found in _____ around _____ years ago.

10) Why was floor hockey developed and what sport was it adapted from?

11) What happened in 1963? _____

12) The rules for floor hockey were derived from: _____

13) The _____ or _____ is used to start the game. At what other time is this action used?

14) List the playing positions

One: _____

One: _____

Two: _____

Two: _____



15) Why is floor hockey a non-contact sport?

16) What position can use their hands to catch the puck and pass it to their teammates?

17) Describe what high sticking is and why it is important not to high stick?

18) Which player is allowed in the goal box area? _____



GOLF



History

The sport of golf, as Americans know it, emerged from the country of Scotland. The term “golf” derives from older languages and dialects. In the mid-18th Century, the Honorable Company of Edinburgh Golfers in Scotland put the first known rules of golf into writing. The rules were written for the Annual Challenge for the Edinburgh Silver Club in 1744. The rules of Golf continued to be developed over time, taking a huge step forward in 1897 when the Royal & Ancient Golf Club of St. Andrews formed a Rules Committee. Since 1952, the R&A and the United States Golf Association (USGA) have met every two years to set down a uniform code of rules.

Over time, rules and golf equipment have evolved and made the game more challenging for golfers. As the game has developed, golf courses have become more complex, with some courses adding more water hazards, strategically placed bunkers, longer and thinner fairways, and rolling greens. With the growing interest of golf in America, you will find thousands of 9 or 18-hole courses across the country. A standard golf course is comprised of 18 holes consisting of the “front nine” and “back nine.”

Rules

- When driving from the tee, you must tee up behind the markers and not more than two club lengths behind the markers. Never tee up in front of the markers.
- If you swing and miss after addressing the ball, it counts as a stroke.
- If you play the wrong ball, you lose the hole in “match play” or receive a two-stroke penalty in “stroke play.”
- A ball is lost if it cannot be found within 5 minutes. Signal any players behind you to go through and continue play while you look for your ball.
- If your ball is found after you have played another, you must continue to play the second ball.
- If your ball lies up against a tree or an equally bad location, you must decide whether you can play it from there or not. If you decide it’s playable, you must play it as it lies.
- **Penalties-**
 - **Taking a drop-**If you feel you cannot play a ball from a bad location (ex-ball is touching a tree), you can “take a drop” by measuring off two-club lengths distance from the bad location and then hit (**1 penalty stroke**).
 - **Replay-** if your ball lands in a bad location and you cannot hit from this spot, you may pick up your ball and move it back to where you took the last shot and replay the shot (**1 penalty stroke**).
 - **Out of Bounds-** If your ball lands out of bounds (**ex- in a water hazard, on the pathway, off the course**) you must face the hole, stand erect, and drop the ball over your shoulder behind you (take a drop). **This is a penalty of 2 strokes to your score.**
- The number of strokes you take from the tee until you make the ball in the hole is your score for that hole.
- A standard golf course is comprised of 18 holes consisting of the “front nine” and “back nine.”
- At the end of your round, add the scores from each hole. That combined score is your score for the round.
- **KAMS Golf Guidelines:** All students will participate while demonstrating knowledge of the rules set by the United States Golf Association (USGA). Traditional golf etiquette will be expected at all times. Following these guidelines makes for a better, more pleasurable playing experience.

Etiquette

Etiquette has to do with manners. The following are examples of appropriate etiquette when playing golf.

- **Safety**
 - Don't take practice swings toward another person (rocks, sticks and grass can fly up and hit them in the eye. Besides, it's rude!)
 - Don't swing your clubs when someone is walking around -- and don't walk around when someone is swinging golf clubs.
- **Quiet**
 - Quiet is required on the golf course.
 - When group members are not golfing, keep your voice down due to other neighboring groups who are concentrating.
 - Walk, don't run. Running around is annoying and distracting.
- **Pace of Play**
 - Take only one practice swing for each shot, and then hit the ball.
 - Plan your shot before it's your turn (*don't wait until your turn to start thinking about what club you will hit, or whether to go over the water or lay up to it -- be ready in advance*).
 - As you approach the green determine in which direction the next tee is located and leave your clubs (or park your cart) on that side of the green.
 - Keep up with the group ahead of you. As they leave the green you should be ready to hit up to the green. Focus on staying a reasonable distance from the group ahead.



GOLF

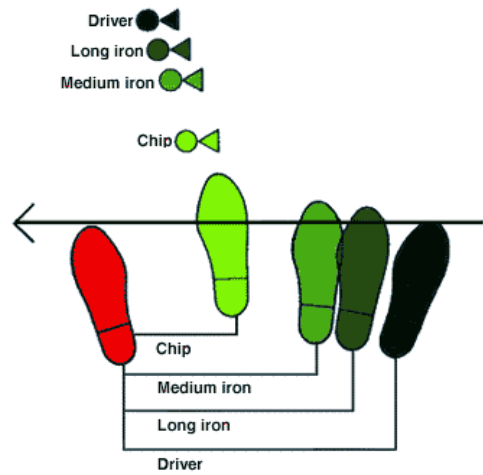


- **Hitting Into the Group Ahead of You**
 - Keep pace of play, but at the same time, be careful not to be so close that you hit your ball into that group. Hitting into a group is unsafe and considered very rude.
 - If you are tired of waiting, walk ahead to their group and ask them to speed up play, but never hit into them.
- **“Playing Through”**
 - “Playing Through” another group is one of the most difficult and contentious parts of golf. If you are going to ask another group to allow you to play through them, do so in a courteous manner and at a convenient time in the round.
- **Play “Ready” Golf**
 - Ready golf means the golfer who is ready to hit can do so even though he or she may not be farthest away from the hole (*teacher will inform you if class is playing “ready golf”*).

Stance (Addressing the Ball)

1. Feet shoulder width apart.
2. Knees and hips flexed and ready for swing.
3. Equal weight distribution. Create balance of both feet.
4. Arms hanging with the hands in front. Elbows are flexed.

* A proper stance is necessary for an accurate swing. The side drawing shows the position of the feet for right-handed golfers. To maintain balance, a golfer should use a wide stance for long-distance shots and a narrower stance for shorter shots.



Grip

For a right-handed golfer, the left hand is the top hand, and the right hand is the bottom hand. For a left-handed golfer, the right hand is the top hand, and the left hand is the bottom hand.

1. Choose a grip to use: Baseball, Interlocking, or Overlapping
2. Shake hands with the club grip.
3. Either interlock your pinky finger and index finger (interlock), have your pinky overlap your index finger (overlap), or have your index finger of your top hand touching the pinky finger of your bottom hand (baseball).
4. The thumb and forefinger should create a “V” shape (each hand should do this)
5. Hands should be comfortable when holding the club.

Grips



Interlocking



Overlapping



Baseball



GOLF



Types Of Shots

Drive- This is used to tee off or start a hole. It is a long shot in which the ball should remain in the air for a long period of time and then roll on the fairway toward the desired hole. A full swing is needed on this shot. The club should start above your head in the back swing and follow through over your shoulder.

Chip Shot- A shot played close to the green, usually a few yards from the putting surface, that results in the ball popping into the air, then hitting the ground and rolling forward. The ball usually rolls more than it is in the air. You use a short back swing to get under the ball (about waist height) and a higher follow through (waist high) to help the ball rise.

Pitch shot- This shot is meant to have a higher trajectory that results in a shot landing closer to the pin and rolling just a bit. They are usually played from farther off the green than a chip shot. You should use a swing a half swing (about waist high on the back swing to waist or shoulder height).

Putt- A putt is a shot performed on the green when you are a short distance from the hole. The ball should roll on the ground and not be in the air. You use a putter and a short smooth swing. The club usually doesn't go above the knee on the back or front swing.



GOLF



Name _____ Per. ____
Vocabulary

1. **Birdie:** One stroke under par.
2. **Bogey:** One stroke over par.
3. **Eagle:** Two strokes under par.
4. **Green:** The area at the end of a golf course fairway in which the hole is placed, having more closely mowed turf than the rest of the course.
5. **Stroke:** A scoring unit in golf counted for every swing at the ball (*EX: finished six strokes under par*).
6. **Fore:** Vocal warning used by a golfer to alert those ahead that a ball is headed in their direction.
7. **Tee-Off:** Wait until the group ahead of you is done with the hole prior to starting play at that specific hole.

Writing Assignment

Answer the following questions using complete sentences.

8. Describe any past or present experience you have had with golf, whether it has been experience playing golf or watching golf on TV or at a course.

9. Golf originated in which country? _____

10. The rules of golf were created by? _____

11. Why were rules created? _____

12. What are the names of the committees who are responsible for creating the official rules of golf in America?

13. Briefly explain golf etiquette. Must be a COMPLETE answer-reflect on examples provided:

14. List 2 ways you may receive a penalty stroke in this game.

15. List 2 safety rules of golf: _____

16. Do you think you will play golf as a sport in your life? Why or why not?



GOLF



Name _____ Per. ____

Bulls Eye Golf

Directions: The object of this game is to hit the golf ball into a target to earn points. You will hit nine golf balls. Then you will record the number of points you receive for each ball. Refer to the rubric below to see the point value of each target.

Scoring Rubric

- Hula hoops= 10 pts
- Dome Cones= 20pts
- Nets = 50 pts
- Bucket= 100 pts

<u>Ball</u>	<u>Score</u>
1	
2	
3	
4	
5	
6	
7	
8	
9	

total points= _____



GOLF



Falcon Score Sheets

Group Name: _____ **Period** _____

HOLE	1	2	3	4	5	6	7	8	9	IN	TOTAL
Par											

HOLE	10	11	12	13	14	15	16	17	18	IN	TOTAL
Par											

HOLE	1	2	3	4	5	6	7	8	9	IN	TOTAL
Par											

HOLE	10	11	12	13	14	15	16	17	18	IN	TOTAL
Par											



GOLF





GYMNASTICS



History

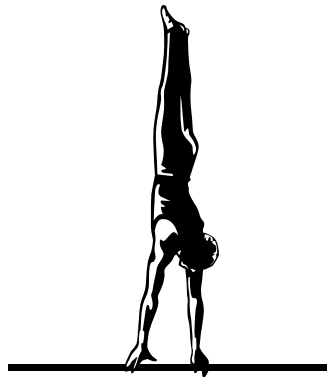
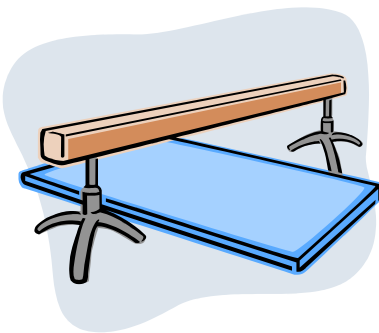
The origin of gymnastics began with the ancient Greeks. They even incorporated gymnastics skills in the first Olympics. Unfortunately, men were the only people allowed to compete in those times. The more modern version of gymnastics was brought to the United States in 1825 A.D. Gymnastics gained its current popularity in the 1970s with a young Romanian gymnast by the name of Nadia Comaneci.

Nadia shocked the world with her performance in the 1976 Olympic Games. She was the first gymnast ever to receive a perfect score of 10.00 on any event. Not only did Nadia achieve this goal, but she also received a total of six perfect 10's out of a possible eight. Nadia was only 15 years old at the time of this great accomplishment. Her success continued in the 1980 Olympics where she won two golds and a silver.

The sport of gymnastics can now be seen every four years in the Summer Olympic Games. The uniqueness of this sport is part of its intrigue. The new scoring system, which now includes the two categories of difficulty and execution, no longer includes a perfect 10. New and more dangerous skills and the different equipment make this sport fun and exciting to watch and also to participate in. The equipment used varies based on gender. The men compete on 6 events: high bar, parallel bars, floor, vault, pommel horse, and the rings. The women compete in 4 events: balance beam, floor, vault, and the uneven parallel bars.

Rules

- No shoes on mat
- No gum!!!!
- Tuck in shirt prior to practicing skills
- Tie hair back when necessary
- Only perform skills when directed to by instructor
- Use a spotter when necessary
- Take off all jewelry prior to class





GYMNASTICS



Name: _____ Per. _____

Vocabulary

1. **Balance Beam:** An apparatus used in women's gymnastics. It is 4 feet tall and 4 inches wide.
2. **Extension:** To straighten or to make something longer.
3. **Hurdle:** It is a skip type maneuver used to transfer power forward. It can be used before tumbling skills on the floor or on the approach to the spring board.
4. **Round Off:** A cartwheel landing with your feet together.
5. **Squat On:** This skill is commonly used as a beginning level vault.

Writing Assignment

6. The origin of gymnastics began with the _____
7. Which group of people were excluded from the first Olympics?

8. Gymnastics was brought to the United States in _____
9. Which young gymnast is credited with increasing the popularity of gymnastics in the 1970's?

10. Gymnasts are now judged in two categories to make up their total score. What are these categories?

11. Gymnastics can be seen in the _____ every 4 years.
12. List the 6 events that men compete on: _____, _____,
_____, _____, _____, _____
13. List the 4 events that women compete on:
_____, _____, _____, _____



GYMNASTICS



Name _____ Per _____

Cartwheel Peer Evaluation

Directions: Choose one level of cartwheel to perform. You will perform this cartwheel 3 times, while your partner evaluates you according to the rubric below. Evaluators should tally a “Yes” when the skill area is performed correctly, or “No” when the skill area is performed incorrectly according to the rubric. You may only have a maximum of 3 yes tallies per line. Your partner will then need to complete a constructive comment about your performance.

Skill: Cartwheel – Level 1 **Evaluator:** _____ **YES** **NO**

1. Stretch: arms extended above head touching ears, legs straight and together	_____	_____
2. Lunge: arms by ears, legs staggered with the front leg bent	_____	_____
3. Hands: place the same hand as front leg on the mat slightly in front of your foot; place the other hand on the mat	_____	_____
4. Feet: jump feet over the mat and land one foot at a time in a lunge position	_____	_____
5. Stretch Finish: stand up into a stretch position, arms by ears and legs together. Face the way you started!	_____	_____

Comments: _____

Skill: Cartwheel – Level 2 **Evaluator:** _____ **YES** **NO**

1. Stretch: arms extended above head touching ears, legs straight and together	_____	_____
2. Lunge: arms by ears, legs staggered with the front leg bent	_____	_____
3. Hands: place hands on floor	_____	_____
4. Legs: legs go above the hips; more of a handstand position with legs bent. Land one foot at a time in a lunge position.	_____	_____
5. Stretch Finish: stand up in stretch position, arms by ears and legs together Face the way you started!	_____	_____

Comments: _____

Skill: Cartwheel – Level 3 **Evaluator:** _____ **YES** **NO**

1. Stretch: arms extended above head touching ears, legs straight and together	_____	_____
2. Lunge: arms by ears, legs staggered with the front leg bent	_____	_____
3. Hands: hands are placed shoulder width apart on floor	_____	_____
4. Legs: legs move over head. Legs should be straight and toes pointed. Finish in a lunge.	_____	_____
5. Stretch Finish: stand up in stretch position, arms by ears and legs together. Face the way you started!!!	_____	_____

Comments: _____



GYMNASTICS



Name _____ Per _____

Vault Peer Evaluation

Directions: Choose one type of vault that you can perform safely! You will perform this vault 3 times, while your partner evaluates you according to the rubric below. Evaluators should tally a "Yes" when the skill area is performed correctly, or "No" when the skill area is incorrectly performed according to the rubric. You may only have a maximum of 3 yes tallies per line. Your partner then needs to complete a constructive comment about your performance.

Skill: <u>Stretch Jump</u>	Evaluator: _____	<u>YES</u>	<u>NO</u>
1. Lunge: Start with one foot in front of the other; arms by side		_____	_____
2. Hurdle: Jump off one foot and land on both feet at the same time on the top of the board; arms by ears.		_____	_____
3. Arms: Straight and by your ears		_____	_____
4. Legs: Straight and together in the air		_____	_____
5. Control and Finish: Student demonstrates control of body; finish by landing with feet together on mat in a stretch position		_____	_____
Comments: _____			

Skill: <u>Squat On</u>	Evaluator: _____	<u>YES</u>	<u>NO</u>
1. Lunge: Start with one foot in front of the other; arms by side		_____	_____
2. Hurdle: Jump off one foot and land on both feet at the same time on the top of the board; arms by side		_____	_____
3. Hands: Place on mat shoulder width apart before feet touch		_____	_____
4. Legs: Finish in a tuck position (knees bent and legs together); feet between hands		_____	_____
5. Control and Finish: Student demonstrates control of body; finish by standing up in a stretch position		_____	_____
Comments: _____			

Skill: <u>Dive Roll</u>	Evaluator: _____	<u>YES</u>	<u>NO</u>
1. Lunge: Start with one foot in front of the other; arms by side		_____	_____
2. Hurdle: Jump off one foot and land on both feet at the same time on the top of the board; arms by ears		_____	_____
3. Hands: Shoulder width apart; contact mat before the rest of the body		_____	_____
4. Legs: Straight and together in the air; tuck and roll after hands contact mat		_____	_____
5. Control and Finish: Student rolls smoothly; finish by standing up in a stretch position		_____	_____
Comments: _____			



LACROSSE



History

The game of Lacrosse is the oldest sport in North America, and its origin dates back to the 1400's played by the Native American Indians. The games were originally played with massive groups as much as 100 to 1000 braves on each team. The size of the field varied in distance because of the massive numbers of players.

The field size ranged from 500 yards to 1 half mile apart. On occasion the goals were several miles apart. The goals were designated by a rock or tree, and a score was recorded by hitting the designated goal. Some tribes used goal posts 6-9 feet apart and the ball had to travel between the posts to score a point. The game lasted from sun-up to sun-down and was often played over the course of 2-3 days. These games were often played originally to toughen braves for war, sometimes tribes would use the games to settle tribal disputes over territory and it was used as an alternative to war.

In the late Nineteenth century, Lacrosse was banned because of betting and violence that resulted in eroding traditional values. Perhaps one of the biggest reasons for the banning of Lacrosse was when the Choctaw Indians attached lead weights to the end of their sticks. These sticks were called skull-crackers, which resulted in the outright banning of Lacrosse.

Rules

- The object of the game is to pass the ball down the field while avoiding the defense and shoot the ball into the opponent's goal. The team scoring the most goals wins.
- The game starts with a face-off at the midfield line, much like hockey.
- At the start of the game or when face-off occurs, the players participating in face-offs are the only players allowed to touch the ball unless the ball is moved outside of midfield line or area.
- Face-offs are also used after a goal is scored or after each quarter.
- The only player allowed to touch the ball with his or hers hands is the goalie.
- Players may gain possession of the ball by dislodging the ball from an opponent's Crosse by stick checking their opponent's stick in a safe manner (i.e. controlled tapping).
- Body contact is **not permitted** in Physical Education class but it is permitted in a regulation game of lacrosse due to the use of proper padding and helmets.
- If the ball or the player who has possession of the ball steps out of bounds, the other team gains possession of the ball. This is known as a turnover.
- An attacking player may not enter the crease area around the goal but may reach in with their stick to gain possession of a loose ball.

Playing Positions

Two teams compete with 10 players on the field. Players fall into four categories:

- A Attacker:** Offensive player who possess great stick skills that allow them to shoot and fake. They use speed and agility to elude defenders.
- M Midfielder:** Always on the move, these players advance the ball up the field to the attackers or they help defend the back field. These players play both offense and defense.
- D Defensemnen:** Defenders use size, speed, strength, and skill to keep attackers from scoring. They are the last players before the goalie. These players must stay in the defensive area.
- G Goalie:** Uses lightning-fast reflexes, quick decisions, and courage to stop shots at goal. The goalie directs the defense by relaying locations of the ball and attackers. The only player allowed in the crease area.





LACROSSE



Name _____ Per. _____

Vocabulary

1. **Attacker:** The players whose responsibility is to score goals. This player generally restricts his/her play to the offensive end.
2. **Cradling:** Moving the arms and wrist to keep the ball in the pocket and for passing
3. **Crease:** The circle, with the nine-foot radius, around each goal.
4. **Outlet Pass:** The first pass from the goaltender that begins the transition from defense to offense.
5. **Scoop:** Technique of picking up the loose ground ball.
6. **Stick Checking:** Controlled tapping of the opponents stick to dislodge the ball from the offensive players.

Writing Assignment

7. The game of lacrosse can be dated back to the _____, and it was played by the _____ Indians.
8. The original game was played with as many as _____ to _____ players.
9. Native Americans originally played lacrosse to _____ and _____ and sometimes it was used as a _____.
10. In the 1900's, lacrosse was banned because of _____ and _____ which were detrimental to Native American Indian values.
11. The biggest reason for banning lacrosse occurred because the _____ Indians added lead weights to their sticks.
12. The name of the lead sticks used were called _____.
13. The three players responsible for offense are called _____, the players responsibility for the transition from defense to offense are the _____.
14. The game starts with a _____ at the _____ line.
15. The _____ is the only player allowed in the _____ area.
16. Explain why lacrosse is a non-contact sport in physical education class:



Softball



HISTORY

Softball is a variation of baseball that was originally adapted for indoor play and later taken outside to playgrounds and recreation centers. The game of softball originated in 1887 by George W. Hancock of the Farragut Boat Club in Chicago. Originally it was played using a broom as a bat and a boxing glove as a ball. As the game attracted more followers, Hancock devised a set of rules, provided a ball larger and softer than a baseball and a bat with a relatively small head. The game was known as indoor-outdoor baseball, mush ball, scrub and kitten ball until 1932, when the name softball was accepted. It's estimated that at one time there were at least 12 sets of rules. In 1933, organizations sponsoring tournaments in the U.S. met and established the Amateur Softball Associations, which standardized the rules of fast pitch softball. In the 1980's, slow pitch became the most popular variation of the sport. It was recognized as an Olympic sport in 1996.

The fundamentals of softball are the same as those of baseball. Batting and fielding is similar in both games. Softball is played on a smaller field, however, and the game is 7 innings long, instead of 9. In softball, the ball is pitched underhand, whereas in baseball the pitch is overhand or sidearm. Base stealing is permitted in both games, but in softball the runner must keep in contact with the base until the pitcher throws a pitch. The game of softball is played with 10 players.

Pitching Rules

1. The pitch must be delivered underhand.
2. The pitcher will pitch a maximum of **3** pitches to any one batter (modified rules).
3. In P.E. class, we will use a pitcher from the same team.

Batting Rules

1. The same batting order must be maintained throughout the entire game.
2. The batter has 3 pitches from which to make a hit.
3. The next batter waiting to hit is the "on deck batter"

The batter is out if:

1. He/she does not hit one of the 3 pitches
2. The batted ball hits the pitcher
3. Three strikes or swings have been called.
4. A fly ball has been caught.
5. A foul occurs on the 3rd strike or swing
6. He/she does not cross first base before the runner is tagged.

Base Running Rules

1. A batter becomes a base runner as soon as a fair ball is hit.
2. The base runner must touch each base in order.
3. The base runner may run past (overrun) 1st base only.
4. **NO LEADOFFS, SLIDING OR STEALING.**
5. After a fly ball is caught, the base runner must tag the occupied base before running to the next base (tag up)
6. A base runner cannot pass another base runner who is ahead of them.

The base runner is out if:

1. They are tagged with the ball before reaching the base.
2. The first baseman catches the ball and tags the base before the runner.
3. They are hit by a batted ball
4. The runner does not touch the base.
5. They interfere with a fielder trying to play the ball.
6. They pass a teammate while advancing around the bases.
7. The ball reaches the base before the player who is forced to run to that base (forced out).



Softball



Name _____ Per. ____

Vocabulary

- Ball:** Legally pitched ball that does not enter the strike zone. Four balls and the batter walks to first without being put out.
- Fly ball:** A batted ball that goes up in the air.
- Foul ball:** A batted ball that stops in foul territory on the infield or lands in foul territory in the outfield (beyond 1st and 3rd base). If a ball is caught on the fly in foul territory, it is an out.
- Home run:** A batter hits a ball over the outfield fence or gets a hit and runs around all of the bases before they can be tagged out.
- Strike:** Term used for a ball that is swung at and missed. A strike can also be called if the pitched ball goes through the strike zone and is caught by the catcher.
- Walk:** A batter can walk to first base if they get four balls called.

Writing Assignment

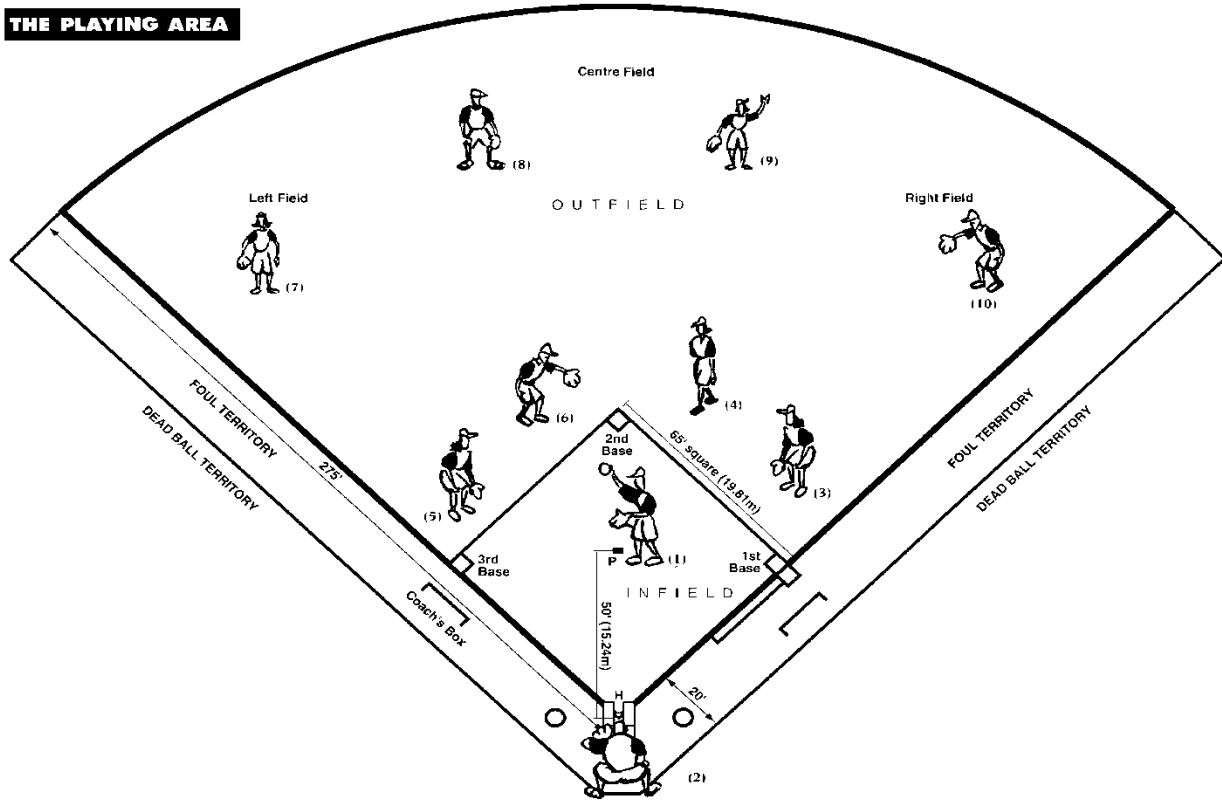
- Softball originated in _____ by _____ in Chicago.
- Originally softball was played using a _____ for a bat and a _____ for a ball.
- What are at least 2 names that were used before they adopted the name "softball" in 1932?
_____, _____
- The pitch must be delivered _____.
- Softball is played for _____ innings and baseball is played for _____.
- What are 3 ways a baserunner can be called out:
_____, _____, _____
- A batter is out if they _____, _____, or _____.
- Label a softball field with the defensive players:**
 - Pitcher
 - Catcher
 - First baseman
 - Second baseman
 - Short Stop
 - Third baseman
 - Left fielder
 - Left Center fielder
 - Right Center fielder
 - Right Center Fielder



Softball



THE PLAYING AREA



Slow pitch player numbers and positions:

<i>Number</i>	<i>Position</i>
1	Pitcher
2	Catcher
3	First baseman
4	Second baseman
5	Third baseman
6	Short stop
7	Left fielder
8	Left center fielder
9	Right center fielder
10	Right fielder



SQUARE DANCING



History

Square Dancing has been around for centuries. Its' roots are in Europe, and it came to America early in the history of the new world. France is said to be the "Mother of the modern art". Many of the square dancing terms show this French connection like do-sa-do (back to back) and allemande. As the population spread westward, so did square dancing taking different forms. Square dancing started as a series of play parties or singing games since religious restrictions of the times restricted dancing. The American contribution to the development of square dancing was the caller who was sometimes called the prompter.

Around 1970, a number of callers joined together and formed an organization called the Callerlab, a membership of callers. By 1972, many of the moves in square dancing had been put into lists called "programmes". A programme is a list of the dances to be performed at an event so that any dancer could come and know the dances prior to participating.

Dance Skills

Honor/Bow

1. Performed at end of dance
2. Turn slightly toward partner
3. Give slight bow at waist

Walk

1. Feet do not leave floor
2. Slide front part of foot lightly through each step

Circle

1. Join hands- boy's palm facing up, girl's palm facing down
2. Turn slightly to face direction of movement
3. Walk forward

Single File Promenade

1. Girls steps in front of partner to create a large circle
2. All walk in direction of call in a single file formation

Do-Sa-Do

1. Dancers face each other
2. "Box step"-Step forward with left foot (pass right shoulders), step to the side with right foot (passing back to back), step backward with left foot (passing left shoulders), close feet together and face partner

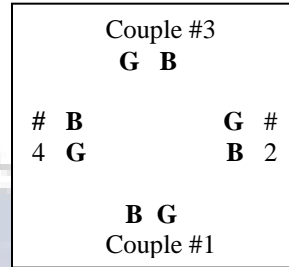
Swing

1. Boy steps forward to the right side of his partner
2. Partners interlock right elbows
3. Feet move in gliding walk in a circle until you get back home

Couple Promenade

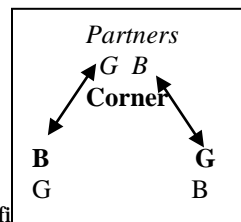
1. Man on inside, woman on his right, both facing counter clockwise direction
2. Hold hands, right to right, left to left, right hands on top

Square Your Set



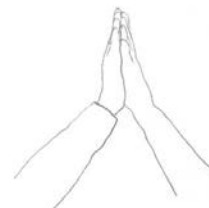
Allemande Left

1. Turn and face corner
1. Join left hands
2. Walk around each other



Right Hand Star

1. Dancers involved put right hands together, fingers pointing up, palm facing center
2. Hands held shoulder level
3. Walk forward in designated direction



STAR

Right and Left Grand

1. Face partner, shake right hands
2. Pull partner forward and then drop hands, shake left hands with new partner
3. Pull new partner forward and drop hands, shake right hands with new partner, continue 2 more times
4. Meet partner, promenade until you get back home



SQUARE DANCING



Name _____ Per. _____

Vocabulary

1. **Home Position:** Starting position at beginning of dance (Couple #1, 2, 3 or 4).
2. **Partner:** Person on gent's right, woman's left as he/she faces the center of set or circle.
3. **Set:** Formed by 4 couples facing in, with the back of each couple parallel to the walls in the gym.
4. **Square Your Set:** Return to home position, shoulder to shoulder with your partner, arms extended and hands overlapping to the corner.
5. **Corner:** The person of the opposite gender next to you that is not your partner.

Writing Assignment

6. Where did square dancing begin?

7. Who is considered the "mother of the modern art"?

8. Square dancing started as a series of play _____ or _____ games, since many _____ restricted dancing.
9. What was the American contribution to square dancing?

10. What is the name of the organization for callers and when was it created?

11. Explain what a programme is.

12. How many couples make up a square? _____
13. Which couples are the head couples? _____
14. Which couples are the side couples? _____
15. List 4 dance skills: _____, _____, _____, _____



VOLLEYBALL



History

Volleyball was invented by William J. Morgan, Physical Director of the Y.M.C.A., in Holyoke, Massachusetts in 1896. With the increased popularity of basketball, Mr. Morgan was looking for another game to compliment the skills used in basketball. He designed an activity that was derived from badminton and lawn tennis. He had the Spalding Company manufacture a special ball that is to this day the same size and weight. The first set of rules were developed and published in 1916. Volleyball gained its acceptance to the Olympic Games in 1964 at the Tokyo Olympics. The NCAA sponsored the first Men's National Collegiate Volleyball Championships in 1970 and the first Women's National Collegiate Volleyball Championships in 1981.

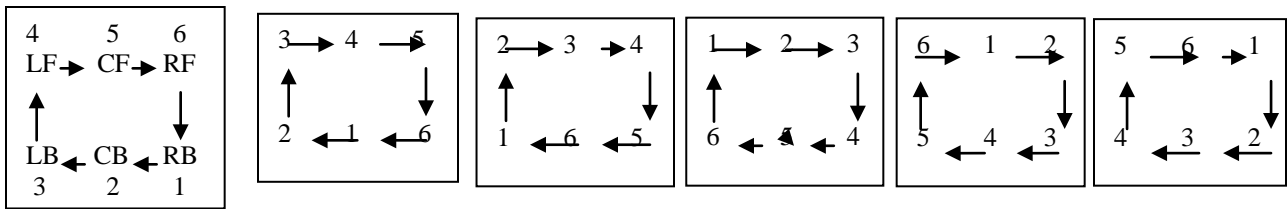
Rules

Game and Match: A game is won when a team has scored 25 points and is 2 points ahead. A match is won when one team has won 2 games out of 3. Teams change sides of the court after each game.

Point and Side-out: Points are scored by the team that wins the rally (rally scoring). A side-out occurs when a team is unable to successfully transfer the ball back over the net in 3 or less legal contacts or when a violation is committed. A side-out is when the receiving team wins the rally. The receiving team thus receives a point and then rotates positions to become the serving team.

Player Positions and Rotation (6 players/team): The 3 positions on the front row are Left Front, Center Front (setter), and Right Front. The players in the back row are Left Back, Center Back, and Right Back (Server). If there are more than 6 players on a side, players will rotate in with the change of the serve and can watch the lines and keep score. Rotation is in a clockwise direction. Subs stay in order and rotate into the Right Back position. Players rotate out of the Right Front position. You are not allowed to switch the playing order until the game is completed.

Player Rotation Process



Contacts: The team that receives the serve has 3 legal contacts to return the ball over the net. A legal contact is a bump, set, dig, or spike. The ball may never be hit with open palm(s) facing upward. The ball cannot come to a visible rest on the hands or arms either. This is a violation known as a hold or carry. The ball cannot be hit by the same player two times in a row.

Serving: The server must start behind the endline. They may only serve the ball using the underhand or overhand technique. The server may not step on or over the endline until their serve is complete (**foot fault**). A legal serve may contact the net (**let**), but it must proceed over into the opponent's side of the court. No other obstacles may be contacted during the serve (people, poles, walls, ceilings, basketball nets, etc.). No one is allowed to assist a serve to make it go over.

Lines and Obstacles: All balls that land on the line are in. If the ball hits the ceiling, net, basketball hoops, or volleyball poles before it goes over the net it is playable. **The ball cannot be played off the walls.** The ball may not hit any obstacles as it crosses over the net though, except the net itself. This would be a violation on the team that passed the ball.

Violations:

- a. A player contacting the net with his/her body.
- b. Any part of a player's body going under the net (crossing the center line) during a rally.
- c. A player hitting the ball twice in a row.
- d. A team that takes more than 3 contacts to get the ball over the net.
- e. The ball hitting an obstacle as it crosses over the net.
- f. A player using an illegal contact technique to hit the ball.
- g. A team out of rotation order.
- h. A foot fault during a serve.
- i. A player not rolling the volleyball under the net to get it to the other side.
- j. A server not calling out accurate score before serve. State your teams' score first, then the opponents.



VOLLEYBALL



Name _____ Per. ____

Vocabulary

- Foot Fault:** Server steps on or over the end line at the moment of serving the ball.
- Forearm Pass (Bump):** The technique used to pass the ball with an underhand motion of the arms. Contact is made on the forearms (above the wrists and below the elbows) near or below the players' waist.
- Net Ball:** Any ball that touches the net. On the serve, it is when the ball touches the net but does not continue into the opposite side of the court. This is an illegal serve. During play, it is when the ball hits the net. The ball can be played off the net if the team has not used their 3 hits.
- Overhead Pass (Set):** : The process of playing the ball near the net for an attack; contact of ball is with fingers just above the passer's forehead. This is usually the 2nd pass in used to set up an offensive attack (spike).
- Rotation:** Act of shifting positions in a clockwise direction when the team is awarded the serve on a side-out.

Writing Assignment

- Who invented the game of volleyball? _____
- Where was volleyball invented? _____
- Volleyball was derived from _____ and _____.
- The game of volleyball was played at the _____ Olympics in _____.
- The first men's NCAA Volleyball Championships were held in _____, and the first women's were held in _____.
- A legal serve must go _____ the net, be hit either _____ or _____, and must land in the opposite side of the court.
- A team is allowed ____ contacts of the ball before it must be passed over the net to the opposite team.
- A _____ is when the server steps on or over the endline while serving.
- The six positions in volleyball are: _____, _____, _____, _____, _____, and _____.
- Players must rotate in a _____ direction.
- A game is played to ____ points with a difference of _____. A match is won when a team wins ____ out of ____ games.
- After a side out, the opposite team receives the ball and they must _____ one position before _____ the ball.

