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A competency-based physical education curriculum for Union Springs Academy

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A COMPETENCY-BASED PHYSICAL EDUCATION
CURRICULUM FOR UNION SPRINGS ACADEMY

by

Joseph M. Hamilton

An Abstract

of a project submitted in partial fulfillment
of the requirements for the degree of
Master of Science in the School
of Health, Physical Education
and Recreation at
Ithaca College

September 1978

Project Advisor: Dr. V. Mancini

ABSTRACT

The purpose of the study was to develop a competency-based curriculum for Union Springs Academy, Union Springs, New York. The curriculum was based on the subject areas for which Union Springs Academy had facilities and was in agreement with the philosophy of the Seventh-Day Adventist Church.

The review of literature showed a variety of areas in education and physical education where competency-based programs were used effectively. Construction of the units consisted of three parts. Part one was the unit objectives; part two, the competencies; and part three, the scoresheet. Each unit also included a list of reference resources.

The areas included in the curriculum were archery, badminton, basketball, field hockey, flagball, floor hockey, golf, physical fitness, recreational activities, roller skating, soccer, softball, tennis, track and field, tumbling, and volleyball.

A COMPETENCY-BASED PHYSICAL EDUCATION
CURRICULUM FOR UNION SPRINGS ACADEMY

A Research Project Presented to the Faculty
of the School of Health, Physical
Education and Recreation
Ithaca College

In Partial Fulfillment of the
Requirements for the Degree
Master of Science

By
Joseph M. Hamilton
September 1978

Ithaca College
School of Health, Physical Education and Recreation
Ithaca, New York

CERTIFICATE OF APPROVAL

MASTER OF SCIENCE RESEARCH PROJECT

This is to certify that the Research Project of
Joseph M. Hamilton

submitted in partial fulfillment of the requirements
for the degree of Master of Science in the School of
Health, Physical Education, and Recreation at Ithaca
College has been approved.

Research Project
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Chairman, Graduate /
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Director of Graduate
Studies: -

Date:

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Chapter 1

INTRODUCTION

Accountability has become the password for education in recent years. The increase in school budgets with the corresponding revolt of taxpayers has led to a multitude of investigations in just what education is supposed to do, what it is accomplishing and how it is going about measuring the results. Taxpayers are demanding to know for what their money is going and what they, or their children, are getting for the dollar.

How does one describe accountability in education? Harrow (43:63) quoted Riles as saying that accountability is ". . . the process of setting goals, making resources available for meeting . . . those goals and conducting regular evaluation" If one accepts this definition, then one has to say that educational institutions will have to set up curriculums that establish specific goals. These goals will have to be capable of being measured and contain a description of how they are to be measured (43). These two criteria must be met; otherwise, one could not measure accountability.

Competency-based programs will fulfill this objective. To illustrate the importance of

accountability or competencies, all one has to do is look at a few facts. A report given in 1977 indicates that 29 states, which have a total of two-thirds of the children attending school, have started a process to involve some type of accountability of the educational process through a measure of competencies (53). Burns and Klingstedt (27) have estimated that all 50 states will eventually become involved in some type of minimum competency tests. New York State already has minimum competency tests for English, mathematics, science, reading, and writing. These tests must be passed before a student can graduate.

With this amount of effort being spent on becoming accountable, educators can not refuse to recognize its importance. Education is accountable for what it does and, therefore, must publicly declare what it is that education is doing and how it is measuring success.

Statement of the Problem

The purpose of this paper is to develop a competency-based curriculum for the physical education department of Union Springs Academy, Union Springs, New York.

Scope of Problem

At present Union Springs Academy has no defined curriculum in physical education. Enrollment into a physical education class is done primarily on a basis of class standing, i.e. freshman, sophomore, and so forth. Students may choose whichever class they wish to attend or may be forced into a different class because of scheduling conflicts.

It would be beneficial to the physical education program at Union Springs Academy to 1) define the different areas being taught in order to keep a record of what is taught year by year, allow for better affiliation with other academies and especially the ten grade church schools which send their students to Union Springs Academy, and reduce the amount of double or even triple exposure to the same material to students enrolled at the academy; 2) define what a student is expected to do in physical education for a grade; and 3) as a result of the above, change the grading system to a letter grade (A-F) which would allow the credit and grading system to be in compliance with other academic areas.

Delimitations

The following were delimitations of this project:

1. The project was delimited to those skill areas taught at Union Springs Academy in accordance with its philosophy and educational objectives.

2. The project was delimited to those skill areas for which Union Springs Academy has facilities, or where adequate facilities are available in the community.

3. The project was delimited by the time limitations imposed by the scheduling.

4. The project was delimited to the psychomotor and cognitive domains.

Limitations

The following were limitations of this project:

1. The project was limited in its application to Union Springs Academy.

2. The project was limited to the objectives and competencies determined by the staff of Union Springs Academy.

Chapter 2

REVIEW OF RELATED LITERATURE

The review of related literature was divided into the following areas: (1) the history of competency-based education, (2) individualized education, (3) competency-based education, (4) competency-based education in physical education, and (5) summary.

History of Competency-Based Education

The concept of competency-based education is really not new to education. The ideas and philosophy for competency-based programs was first recorded at the Jackson's Mill Conference in 1948 (39). The ideas presented at this conference contained an amazing amount of the basic elements of a competency-based educational program. Even with the philosophical background starting this early, it was not until the conference held by the American Association of Colleges for Teacher Education in 1971 that the door opened for competency-based education (56). It was at this conference that Elan's "Performance-based Teacher Education: What Is the State of Art?" was presented and started the movement in its full potential (56).

Competency-based education had its roots in

the movement towards individualization of education. Probably the first of the forerunners was programmed instruction. In this program the student was given certain material to complete. The next step was performance-based education (49). Performance-based education was basically the same as competency-based programs in that it described, through objectives, a behavior expected of the student, but differed by not including any additional criteria (25).

One of the major components of a competency-based program was found in the movement towards behavioral objectives. This form of the educational process contained the essence of defining what the student is supposed to do and under what circumstances.

When writing behavioral objectives the first task of the educator is to identify clearly what objectives he wants the students to achieve (28,35,37). The educator should remember that it is the learning of the student that matters. Just as with a coach whose accountability is with what the players do, the teacher is judged by what the students learn (32,35,36, 59). In writing behavioral objectives it should be remembered that the goal is to allow the student to know what it is that he has to do in order to get a certain grade (59,64).

Behavioral objectives have two essential parts.

The first is the observable performance. What is it that the student must do? The second part is the criteria under which the acceptable performance is given (32,54,64). The end result of behavioral objectives is to explicitly state that Johnny or Jane will do a particular activity under a specific set of criteria, such as size of target, time, number of trials, scoring, and so forth. When giving written tests, the teacher should set the guidelines and state what textbooks and reference books are to be used (60). It is conceivable that written tests include not only the rules of the game, but strategy, mechanical principles, and safety features (45).

Individualized Instruction

There is much evidence to support the concept that individualizing education shows promise of being one of the most effective methods that a teacher can employ to increase learning in the area of physical education (10,18). Although this statement does not exclude other methods, it does mean that individualized instruction is just as effective in teaching skills and perhaps more effective in teaching knowledge and attitudes than the traditional methods.

Individual instruction is a major asset to education. By this approach educators can teach more effectively (3,10,15,18). This applies not only to

the skill areas but also the cognitive and affective domains (2,15,18,49). The research represented by many educators is summed up by Burdin and Mathieson (24); they found that the recurring conclusion was education should be individualized.

The thought that has become the central theme in education is that ". . . education must be learner-and-learning centered, not teacher-and-teaching centered" (55:29). Accountability and competencies not only deal with overall plans but the individual. It is the individual needs that must be met. Those programs that allow for differences between students, that permit students to progress at their own rate, and that tend to place the responsibility for behavior on the student, will more effectively meet the student's needs than any other programs (41).

Young and Van Mondfrans (71) reported that as the involvement of a student increased within a program, such as being given choices and being able to experiment, the student took more interest in the program. Mancini (72:136) found that:

When children are given the opportunities to share with the teacher in the decision-making process . . . they clearly show increased enjoyment of the program over children who are not given decision-making opportunities.

Mancini (72) also concluded that when children were involved in the decision-making process, there was an increase in the number of student contributions,

initiations, and a more positive interaction between the students and the teachers. Martinek (73) found that student involvement in the decision-making process had a definite effect on the self-concept of the child.

Along with the added interest comes the willingness to learn what is being taught (72). The whole concept of individualized programs is ". . . to provide a maximum of positive experiences" (66:51). Once students enjoy education, one can be assured there is increased learning occurring (6,39,52).

Individualized instruction has been effectively used in education. McDonald and Nelson (8) found that the best learning situations for individuals to learn skills, knowledge, or attitudes is through those practices which have democratic procedures. Hoover (4) found that the more a teacher uses individualized methods, the more chance there is that one can effectively change attitudes. Hoover (4) also found that when students impose a task on themselves they will have more interest to complete it. This interest not only occupied the end product but also the methods used to achieve the outcome.

A study completed by Hill (3) comparing the lecture to the group discussion method confirmed that the discussion group was superior in changing not only abilities but attitudes. Hill (3) also found the discussion group superior in relations within

the structural makeup of the class.

Competency-Based Education

Competency-based education is an individual program (39). When one looks at what competency-based education is supposed to accomplish, this is an undeniable fact. Although not all competency-based programs are alike, most will include some facets of the following points. In competency-based programs it is possible that the student will choose his starting point, his methods, his rate of progress, and so forth. Competency-based programs will involve the individual in the learning process. Not all individualized programs are competency-based. Competency-based education is only a segment of the individual education movement.

As discussed earlier, education should be centered on the learner. Whatever decisions are made by a physical educator, or any educator, should be based on factual knowledge about the student. When considering the course that a student should follow, it can be assumed that the more a person knows about the student, and the more accurate the information, the greater is the possibility of helping that student with proper decisions toward his development (46).

At present, a grade of "A", "B", "C", and so forth means little in a file, but in a

competency-based program that same letter grade would provide exact information on what the student competencies were and the criteria under which the competencies were measured.

Programs which are competency-based have two basic attributes. One is that the student knows what is expected of him upon entering the class. These expectations would be listed as behavioral objectives defining the competency and the criteria for measuring the competency. The second attribute of competency-based programs is that the expectations would be made public before the student entered the class (57).

By following these two attributes, the competency-based program will insure accountability by defining the product of the program and what the student will know and will do (57). Grace (39:5) quoted Massonari as stating ". . . that 'It is the degree of specificity and explicitness . . . in competence to be demonstrated that tends to distinguish competency-based programs from the traditional'"

Competency-based education is defined as:

. . . a system which permits the student to choose a standard of intended performance established by the teacher, and work toward its successful completion by satisfying the requirements which comprise that standard (65:80).

The advantages of a competency-based curriculum are numerous. The advantage of individualization in

a competency-based program has already been discussed. Among the most important advantages are those which benefit the student.

Students should have a knowledge of what they are expected to do in a class (19,64). By allowing the student to know what is expected, one eliminates the vagueness and ambiguity of many traditional programs (39). Also eliminated in the competency-based program is the need for students to develop strategies to determine just what the teacher wants (29). Thus, in this type of program guessing is done away as are misdirected efforts and inefficient activities on the part of the student (26).

Of major importance when considering advantages of competency-based instruction is the feeling the student has of accomplishment. Once a student is aware of what is expected of him, he can then assess how to go about reaching those goals. The student has a clear picture of his role and how to relate as an individual to that role (39,49). Franks, Marollo, and Dillion (36) and Klingstedt (49) found that when students knew what tasks were ahead of them they could pursue them with better understanding and feel a greater sense of accomplishment when they achieved the criteria spelled out for a particular competency.

Burdin and Mathieson (24) found that students' attitudes and reactions were more positive in

competency-based programs than students in traditional programs. When a student completed a competency-based class in physical education, he knew he achieved a certain level of proficiency in skills and knowledge (38).

The reduction of student anxiety is another product of the competency-based program (71). In traditional systems anxiety is brought forward when everyone takes the test at the same time and there is no second chance to take the test. It is a once-given situation, ready or not. Most of the time there is no real evidence of what will be on the test. Anxiety can be caused when papers are due, when one has to perform a given activity in front of the class, and in many other similar situations. How do competency-based programs help eliminate anxiety? The student chooses when he is ready to take a test (71). In competency-based education the time varies, but the competency remains constant (39,49). Within this framework students submit papers or perform tasks and ". . . learn from their mistakes without penalty . . ." (66:51). The student is free to perform at his own rate and if necessary resubmit papers and learn what he can do to better himself before a grade is given (65).

Individual needs of the students can be met more efficiently with a performance-based program.

Freischlag (37) found that pretests could prevent a student from wasting time in class sessions by repeating performances in areas the student has already mastered. A student in a competency-based program could tell exactly in which area improvement was necessary and concentrate his efforts there.

The public and the teacher also share in the advantages of a competency-based program. The public is better informed as to what the school is trying to accomplish, and the school has a documentation of its accountability for what it is doing (26,27,35,57).

Once a competency-based curriculum has been established, a teacher will gain a specific advantage.

Well stated behavioral objectives help both the planners and students in respect to the context of level of achievement, readiness, time and resource parameter needed . . . (61:15).

With the objectives clearly stating the competency and criteria for performance of the competency, the teacher can make decisions on curriculum much easier. The teacher can easily tell what the student needs to accomplish, where the student needs correction, and then establish for that student the appropriate practice opportunities (63). The teacher can thus focus on what needs to be learned and develop a program with those objectives in mind.

There are some advantages in the competency-based program that can be said

to benefit not only the teacher, but the student and public as well. Treble (68) found that students taught by behavioral objectives achieved a significantly better rate in retention in concept development four weeks after the program. In a study by Jackson (47), it was found that those students working in pairs needed less prompting by the teacher (spending 90 per cent of their time on the task), and that those students were most likely to seek their own solution rather than going to the teacher. These findings indicate that a competency-based program would be effective in teaching a student independence, creativity, and use of the teacher as a guide rather than a purveyor of information.

No educational system is a cure-all. Competency-based education does not claim to be a complete substitute for traditional instruction (18). It would be inappropriate not to discuss the problems that educators have found in competency-based programs.

One of the chief arguments against competency-based programs lies in the area of the affective domain. Competencies in the psychomotor and cognitive domain are "easy" to develop. But, how does one measure attitudes and behavior? Can affective attributes effectively be put into behavioral objectives? Many educators say they can not (26,63).

Madaus and Airasian (53) pointed out that especially in the social and attitudinal areas, mandating certain standards could raise moral, legal, and educational principles.

Grading students in this area has always been "ticklish" despite the method or type of curriculum. Harbeck (42) suggested that a solution to this problem could be found in not writing individual objectives but rather group objectives. In this manner the teacher would test the affective domain by means of group tests, by individual checklists, or even anonymous questionnaires. The teacher could, thereby, check on overall objectives without specifying to a particular student a minimum social or attitude competency.

Some educators argue against competency-based programs on the basis that they work with only performances that can be measured and thus tend to encourage trivia, become dehumanizing, and that minimums may become the maximum (26,53,62). Burns (26) suggests that these are not really problems but a misunderstanding of what competency-based education is, what it can do, and what it can be like rather than a deficiency with the behavioral objectives themselves.

One problem that has confronted educators using competency-based programs is the initial student difficulty in adjusting. Although students felt that individual education was worthwhile, they found it

hard at the beginning and the number of incompletes and failures rose. Despite this difficulty though, it was found that competency-based education brought about more positive attitudes and reactions than traditional programs (24).

It has also been suggested that competency-based programs stifle originality. Again, Burns (26) suggests that this is true only if the behavioral objectives were not properly constructed, were too specific, or did not reflect reality. Aubertine (20) reached the conclusion that teachers would have to become familiar with a variety of teaching methods and styles in order to meet each individual student's needs. It was also mentioned that teachers would have to become more familiar with those areas from which students could get information.

Competency-Based Education in Physical Education


Competency-based programs have been used by physical educators and found to be an effective method of teaching (21,22,31,33,40,44,50,51,57,58,66). Competency-based programs offer the best of the individual programs as well as adding accountability and teacher direction.

Annarino (18), in conducting a program of individualized physical education, concluded that individualized physical education was just as

effective an approach to teaching physical education as other traditional methods. He found that individualized physical education opened up opportunities for students to display self-reliance, responsibility, and creativity. Traditional programs were generally restrictive.

Cognitive learning appears to be greater in an individualized program (2,6,23,70). Daniel and Murdock (2) found that students involved in an individual program scored higher on tests. Knapp and Leonhard (6) reached the same conclusion. They stated that when programmed instruction was used, it enabled the student to progress at his own rate and was effective in the cognitive area. Young (70) conducted a study of tennis players comparing traditional and individual methods. Those subjects in the individual program were superior on knowledge tests. Boschee (23) conducted a test comparing the command, task, and individual methods of teaching. Boschee (23) found that the individual method was superior on knowledge tests.

Perhaps the most important finding in individualizing a program is a direct reduction in the number of student disciplinary actions. Lewis (50) conducted a study of the effectiveness of a competency-based curriculum in physical education in a Florida middle school. Three male subjects were



studied to see the results on their behavior. A major finding of the study was a reduction of negative interference from the subjects' peers. The reduction of negative interference from peers was looked upon as demonstrating a strength in usage of competency-based programs.

Darst (31) conducted a study comparing the effects of traditional methods with competency-based programs on teacher and pupil behavior. Nine categories of teacher behavior and three categories of student behavior were studied. The study showed significant gains by all students in behavior patterns and in on-task behavior. The teacher categories showed significant gains in the amount of instructional feedback, the usage of pupils' first names, and the direction that the feedback took.

Boehm (22) undertook a study to compare the effects of a competency-based teaching program on junior high school students and teachers in physical education. The behavior patterns were analyzed for percentage of occurrence and for rate of occurrence. The results were almost identical to those reported by Darst (31). Boehm (22) found that competency-based teaching effectively reduced the rates of negative behavior. He also found that the teacher increased the usage of pupils' first names and that more feedback was given to the individual.

Darst (31) and Boehm (22) showed that competency-based teaching tended to individualize the program as evidenced by the increase in usage of first names. They also showed more instructional feedback being directed to individuals rather than the whole group. Darst (31), Boehm (22), and Lewis (50) showed that competency-based programs in physical education will increase the interaction between students and the teacher. The studies also showed that positive feedback occurred during competency-based instruction and that a better atmosphere for learning was created.

Locke and Lambdin (51) reported that their studies showed competency-based physical education classes allowed the teacher to individualize instruction and to better meet the individual needs of their students. This led to less boredom and an increased favorable attitude towards physical education activities (21,40,58).

Farrell (34) noted that when comparing programmed and teacher-directed instruction in tennis that both methods were equally effective overall. Analysis by skill level, however, showed that higher skilled players benefitted more from using different methods than when a teacher used just one method.

Some physical educators (21,40,58) have reported successful results in implementing individual and competency-based programs in their school districts.

Blackmarr (21) reported on a program in Irwin Elementary School in Ocilla, Georgia. The school had an enrollment of approximately 1,000 students. The program allowed students to individualize their physical education and proceed through the skills at their own pace. The object was to help the students to have positive experiences in physical education. The program has been an outstanding success. The students have become more attentive with a significant drop in discipline occurrences. There has also been an increase in the students' positive attitudes toward physical education activities.

Grandgenett (40) and Perrigo (58) reported results on the implementation of individualized programs in the Omaha school district. The program (40) in the intermediate grades was conducted by dividing skills into three levels (beginners, intermediate, and advanced) and allowing the student to choose the starting level. Students were given an orientation to each section and pictures or charts were available to explain each activity. Each student was given space and time to complete as much as possible. Efficient records enabled the students to continue from where they left off when the same skills were resumed at a later date. The results of this program were that teachers who were not physical education oriented had a clearly outlined program to

follow when the physical education teacher (who rotated among the different schools) was not at their particular school. Parents were also better informed; when students brought home the papers showing what they accomplished, it stated exactly what skill and at what level the skill was performed.

Perrigo (58) reported on the individualization of the primary grades in the Omaha schools. The program was similar to that used in the intermediate grades. In this program the students were given three options when confronted with a problem. The student could ask a friend, look at wall charts, or ask the teacher. By testing every other day, the program encouraged frequent teacher to student contacts. Parents were also utilized to help in the programs resulting in a better informed public. The results of this program were the same as for the intermediate grades. Student discipline was reduced and an increased positive attitude toward physical education activities was noted.

A related form of competencies are the activities used to develop proficiency tests. These programs outline the competencies needed by a student for a class. If the student takes a pre-test and passes the competencies, the student can get credit for the class. The women's physical education staff of Washington State University standardized and

implemented a type of this system (45). It was noted that such an approach made the teachers more aware of what classes should entail and how to go about measuring those skills included in the classes. A similar project (60) was undertaken by the physical education department at the University of Illinois. Their program was similar to the one already discussed and gave further information. In courses which terminate with a certificate (i.e. lifesaving, first aid, and so forth), only those with present certification could take the pre-tests. Both programs (44,59) have been used effectively to avoid students unnecessarily taking classes for which they already have the skills.

A number of studies (33,44,57,66) in the area of physical education deal with student-teaching programs. It has been found that competency-based teacher education is an effective method. Pease (57) concluded that competency-based teacher education at the University of North Florida was effective. The program included knowledge and application of the various skills. It insured accountability by defining the outcomes and by having the competencies subject to public review. One of the major advantages they found in competency-based teacher education was that students could be pre-assessed to determine their abilities and deficiencies and then concentrate on correcting the deficiencies.

Stringfellow (66) reported on a system used at Jackson State University for a measurement and evaluation class. He found that the competency-based approach allowed maximum flexibility in dealing with individual differences, provided more positive experiences, and allowed the students to learn without penalty from their mistakes. He concluded that the program was highly successful and allowed adequate time for developing concepts and provided for objective evaluation.

Engelage (33) and Hubbell (44) reported on programs started at their schools. Both reports concluded that of major importance were students getting into the teaching role sooner so that they could come back with questions of value. The competency-based teacher education allowed students to concentrate in different areas as necessary to provide for individual differences.

Summary

Competency-based education is an effective way of teaching physical education. It is an approach that will allow a student to ". . . progress in skills step by step thus building confidence by experiencing success . . . enhancing positive attitudes" (41:91).

Competency-based education is a way of achieving accountability in education because it defines the

product and how one arrives at that product (57). It is also accountable in that it insures that individuals have the skills necessary to function effectively (27). An individual completing a physical education program should know his competencies. Competency-based education will provide this knowledge.

Grace (39:1) has said that competency-based programs should have the following attributes:

. . . (1) sharper focus on objectives; (2) individualization of . . . learning; (3) more attention to individual differences; (4) individual assessment and feedback.

McCasky High School in Lancaster, Pennsylvania, operates a competency-based curriculum. In summing up the program the school's principal, Mr. Lohin (67:3) stated:

I think it's more meaningful for a student to leave school at a certain level and to an employer or a college and be able to say: 'Here is actually what I can do, here's evidence that I can do it,' as opposed to 'Here is my A or B and you decide what that means.'

Competency-based education has much to offer the student, the teacher, and the public. Competency-based education will insure that individuals spend their educational time developing areas that need developing, not just re-exposure to the same material. Competency-based education is a learning experience for the individual.

Chapter 3

METHODS AND PROCEDURE

The methods employed in developing a competency-based curriculum in physical education for Union Springs Academy involved: 1) reviewing literature regarding competency-based programs; 2) outlining Union Springs Academy's basic philosophy of education and physical education; 3) listing the available facilities for instruction; 4) reviewing literature on curriculum content; 5) surveying students and the "community" to determine areas of interest; 6) surveying academies to determine what they teach; 7) reviewing tests with norms in various skill areas to help establish competencies and levels; and 8) developing a curriculum based on the above material.

Philosophy of Education and Physical Education

Union Springs Academy is a co-educational boarding school, grades nine thru twelve, owned and operated under the jurisdiction of the Seventh-Day Adventist Church. The enrollment at Union Springs Academy is approximately 130 students. The educational system of the Seventh-Day Adventist Church includes first grade through graduate studies. The Seventh-Day Adventist Church operates an extensive system of

educational institutions with the primary purpose of training people for work within the church. The church is organized from the General Conference into divisions, unions, and conferences. Union Springs Academy functions within the New York Conference of Seventh-Day Adventists and is subject to all decisions made at any organizational level's board of education. Union Springs Academy is an accredited school with the State of New York Education Department and the Board of Regents of the General Conference of the Seventh-Day Adventist Church. The school follows the guidelines of the New York State Department of Education except in cases where the guidelines contradict the philosophy and purposes of the church and its educational program.

The philosophy of education encompasses all academic areas and is basically formulated from the books Education, Counsels to Parents, Teachers, and Students, Counsels on Education, and Fundamentals of Christian Education by Ellen White. Within this framework, the educational philosophy of Union Springs Academy is as follows:

Education has to do with the entire edification of the individual beginning at birth and continuing through all of life. It has as much to do with the school as it does with the home, the church, the community, or the government. It is so broad that it has to do with the individual's whole world of environment.

It encompasses both the secular and the spiritual development of the individual's character, and leads the individual into full development

spiritually, intellectually, physically and socially. It guides individuals into developing meaningful relationships with their God, country, community, family and themselves (69:4).

Union Springs Academy is based on the concept that man is a total being including not only the mental, but also the physical and spiritual. Education, in order to be complete, has to deal with all three spheres.

The basic philosophy of the physical education department of Union Springs Academy is that since man was created by God, man is obligated to take care of the physical being in the best way possible. As a result of this basic philosophy the objectives of the physical education department are as follows:

1. To develop temperate habits in all aspects of healthful living based on sound Christian philosophy.
2. To encourage a daily program of personal hygiene (69:6).

Facilities

When discussing facilities it is also important to consider scheduling and the number of teachers. Union Springs Academy employs one part time teacher in physical education. The scheduling of classes is done on a split schedule, freshman and seniors in the morning and sophomores and juniors in the afternoon. The split schedule is to allow for a work program in the opposite part of the day from classes. Evenings are involved partially with either recreational

activities or organizations and about a two hour study hall. The basic concept of Union Springs Academy does not permit students to be taken from work to participate in physical education activities, and the study hall can be excused only once a week for students maintaining their grades at the "C" level or better. It is impractical to schedule additional physical education classes in these time periods.

Union Springs Academy has a gymnasium measuring 60 feet by 110 feet and a recreational field that measures 500 feet by 500 feet. There is provision for expanding the field to include another area measuring 250 feet by 500 feet. A dirt/grass 400 meter track is also available.

These areas provide the following facilities:

1. Indoors

- a) one tennis court
- b) one basketball court
- c) two volleyball courts
- d) two shuffle board courts
- e) two table tennis tables
- f) three badminton courts

2. Outdoors

- a) one flagball field
- b) one soccer field
- c) one softball field
- d) one 400 meter track

e) one archery range

3. Community Facilities

a) swimming pool

b) nine hole golf course

Because of the scheduling restrictions, only swimming and golf can be offered as outside physical education classes. Swimming facilities are located at the YMCA in Auburn, 12 miles away. Golf facilities are located at Wells College in Aurora, 6 miles away.

Curriculum Content and Survey Results

Literature reveals a wide range of ideas as to how much of a certain activity should be included in a physical education curriculum. The review of literature showed a range from 30 per cent to 50 per cent for the amount of games that should be included, from 8 per cent to 25 per cent for gymnastics and formal activities, from 5 per cent to 10 per cent for rhythmic activities, from 15 per cent to 20 per cent for aquatics, from 10 per cent to 20 per cent in self-testing activities, and various other activities such as administration, hygienic needs, and so forth completing the rest of the percentages (1,12,16,17).

Activities that are listed in literature as being desirable for high school curriculums form a wide range of activities (1,12,16,17). All those activities for which Union Springs Academy has facilities were

listed among these activities.

Bookwalter (1) stated that high school boys should be given a wide choice of activities from which to choose and especially senior high school students should be given leisure time activities. Bookwalter (1) also suggested that for girls, activities involving grace, body mechanics, and agility should be included in the curriculum. Social activities should be encouraged and co-recreational classes conducted when strength is not part of the skill.

Union Springs Academy is located in a rural setting. Most of the students attending Union Springs Academy are also from basically rural settings although large cities such as Buffalo, Rochester, and Albany make up a fairly good portion of the student population.

The survey was limited to the seven Seventh-Day Adventist academies in the Atlantic Union (New York and the New England States) since they would most likely reflect similar climate restrictions on curriculum content. The survey was further limited to the academies which would have a similar setting and student population. This would enable the survey results to reflect as close as possible the same conditions under which Union Springs Academy operates. Four academies, including Union Springs Academy, were surveyed.

Results of the school surveys (see Appendix B) showed that those skill areas taught were mainly in

the area of team sports. Major team sports consisted of basketball, flagball (football), softball, soccer, and volleyball. The most popular individual or dual activity areas were conditioning, tumbling, and track and field. The survey showed little instruction in areas of tennis, badminton, or other individual skill areas of this nature.

The student survey (see Appendix C) consisted of those activities for which Union Springs Academy has facilities. These activities were listed on an interest scale of five, five being a strong interest and one being a strong dislike of the activity. The student interest survey (see Appendix D) showed a wide gap between student activities desired and those activities actually taught by the academies.

Tied for highest interest were softball and tennis. Only softball was taught by all the academies while tennis was taught by only one school and that class was offered only to seniors for a three week block. Third highest was volleyball which was taught by all the academies. Track and field and table tennis were tied for fourth and fifth position. Track and field was taught by two of the academies while not one taught table tennis as an instructional activity. Three activities tied for sixth thru eighth position in student interest. They were soccer, taught by all the academies but one; archery, taught by only one academy;

and rollerskating which was not taught by any of the schools. Basketball, flagball, and floorhockey came in tied for ninth thru eleventh and were taught by all the academies. Twelfth place in student interest was held by badminton which two academies taught.

"Community" interests were ascertained from a questionnaire (see Appendix E) given to laymen and clergy from the New York Conference of Seventh-Day Adventists at a meeting held at Union Springs Academy on June 28, 1977. The activities were listed on an interest scale of five, five being a strong interest and one being a strong dislike of the activity. The survey consisted of those activities for which Union Springs Academy has facilities.

The strongest interests (see Appendix F) were indicated in areas that the academies did not stress. Nine out of the top twelve interests placed in the area of individual or dual sports. The only team sports listed were volleyball, ranked number one; softball, tied for second and third; and basketball, tied for sixth and seventh. Individual sports and activities made up the rest of the list. Track and field tied for second and third; tennis was fourth; tumbling was fifth; table tennis was tied for sixth and seventh; conditioning was eighth; badminton was ninth; rollerskating was tenth; horseshoes was eleventh; and golf was twelfth.

Generally the student interests correlated with the literature on curriculum content. Several exceptions can be noticed. Gymnastics and self-testing activities were absent and are recommended by educators as holding an essential part in physical education programs (1,12,16,17). Aquatics was also absent simply on the basis that Union Springs Academy does not have its own swimming pool; and, therefore, the activity is taught to only a very limited number of students. Rhythmic exercises were also totally absent from the survey. This results from a basic philosophy of the church which prohibits the teaching of dance. Probably the closest Union Springs Academy would come to rhythmic activities is rollerskating which is done to music at certain times.

The "community" survey did not depart from the content suggested by literature except perhaps in the emphasis on social activities. It should be noted that gymnastics placed high in interest as did conditioning and track and field which could be associated with jogging. In overviewing the "community" survey it could be stated that its interest levels corresponded closely to what the literature said curriculums should contain.

The school survey showed a heavy concentration on team sports and a noticable lack of most individual and dual sports. Gymnastics and some form of

conditioning were offered by most schools.

One can see a pattern that should be corrected. The academies concentrate on team sports, while student interests split 50-50 between team and individual or dual sports, and the adult "community" wanted 75 per cent individual activity.

In making a curriculum accountable, an educator must consider the interests of the student body as well as the future needs and interests of the group. According to the surveys and literature, an academy should not concentrate heavily on either team or individual or dual sports. Within its curriculum, the academy should encourage participation in not only team sports but also individual, dual, and other activities such as gymnastics, conditioning, and so forth. The school should encourage participation in activities not only for the present but for the future interests of the student.

Development of Units

When developing each unit the following scheduling requirements were involved:

- 1) Each class period is 40 minutes long and must include time for changing clothes and other hygienic activities.

- 2) Classes meet twice a week.

- 3) Each grading period is nine weeks long.

When developing each unit, the grade requirements of the school had to be met. This involved some method of converting competencies to points resulting in letter grades for the registrar's office. Records of each student's progress would have to be kept by the physical education department.

Klingstedt (48) has suggested an outline for learning modules for competency-based education. His module has six steps, four of which are of particular value in this paper. The first step would be to include the objectives themselves. The second would be to have a pretest to determine the needs of the student. The third step would be to post test after the student has practiced or studied the particular performance desired. The final step would involve a list of resources. This list would include books, magazine articles, where to find loop films, and so forth for the particular performances.

In the actual development of each unit, it was decided to separate the competencies from the score sheet. This was done to save on the number of copies of the actual competencies that would have to be made. This would give the option of giving each student a copy to be returned or kept, or of just posting copies of the competencies at each learning area. The separation of the competencies from the score sheet would also facilitate easier filing of each student's

scoresheet in various activities.

Student Guidelines for Selecting Activities

The following guidelines were used to help assist students in the selection of their activities.

1) The student must participate in at least one activity each quarter.

2) The student can not repeat the same activity more than two times. Repeats are allowed only with the permission of the instructor and will usually be allowed only to enable a student to meet eligibility requirements into the higher level for that activity or to improve a grade of "C" or lower.

4) The student must meet the following requirements before graduation:

- a) Take four team activity classes.
- b) Take four individual or dual activity classes
- c) Take tumbling.
- d) Take physical fitness

Chapter 4

PROPOSED UNITS OF INSTRUCTION

The physical education program was organized to conform with the grading periods and scheduling of classes. Each unit was designed to last for nine weeks. Each unit of instruction met for two, 40 minute periods a week.

Most units of instruction were divided into two levels. Level one was for the beginner and level two for those who already possessed the basic skills. Entry into level two courses was determined by a student reaching all objectives for the unit one level either in classes or on a pre-test.

Each unit of instruction was divided into three parts; the objectives, the competencies, and the scoresheet. The first period of instruction would contain an orientation to the class. A list of reference material was also made available to each student.

Archery I Unit

Unit Objectives:
Psychomotor

1) The student will be proficient in shooting arrows from 10 yards as evidenced by scoring 84 points in competency one.

2) The student will be proficient in shooting arrows from 20 yards as evidenced by scoring 50 points in competency two.

3) The student will be proficient in shooting arrows from 30 yards as evidenced by scoring 30 points in competency three.

4) The student will be proficient in stringing the bow as evidenced by scoring 10 points in competency four.

Unit Objectives:
Cognitive

1) The student will acquire knowledge concerning archery as evidenced by scoring 75 points in competency five.

Competencies for Archery I

Competency One: Shooting from 10 Yards

Shoot two ends of six arrows at a standard 48 inch target. Target values are nine, seven, five, three, and one from the center out.

Competency Two: Shooting from 20 Yards

Shoot two ends of six arrows at a standard 48 inch target. Target values are nine, seven, five, three, and one from the center out.

Competency Three: Shooting from 30 Yards

Shoot three ends of six arrows at a standard 48 inch target. Target values are nine, seven, five, three, and one from the center out.

Competency Four: Stringing the Bow

Demonstrate the procedures for stringing and unstringing a bow.

Competency Five: Written Test

Take a written test covering parts of the bow (20 per cent), parts of the arrow (20 per cent), mechanics (34 per cent), general knowledge (12 per cent), and terminology (14 per cent).

Competencies one, two, and three are based on the AAHPER skill tests in archery (5).

Scoresheet for Archery I

Name _____ Final Grade _____

Competency One: Shooting from 10 Yards

Points in end one _____

Points in end two _____ Total Points _____

Competency Two: Shooting from 20 Yards

Points in end one _____

Points in end two _____ Total Points _____

Competency Three: Shooting from 30 Yards

Points in end one _____

Points in end two _____ Total Points _____

Competency Four: Stringing the Bow

Possible number of points is 10. Points _____

Competency Five: Written Test

Record the percentage grade. Points _____

Grand Total of Points _____

Grading

Grades are determined by the number of points earned in all the competencies. There is a total of 434 points possible. Grading is as follows: 300 points and above is an "A", 258 to 299 points is a "B",

216 to 257 points is a "C", and 175 to 215 points is a "D". Grade levels were determined by a combination of the policies of the school, experience in conducting classes, and norms of varying tests.

The psychomotor area is 77 per cent of the grade, and the cognitive area is 23 per cent.

References for Archery I

1. Barrett, J. Archery. 2nd ed. Pacific Palisades: Goodyear, 1973.*
2. Encyclopedias.*
3. McKinney, W. Archery. 3rd ed. Dubuque: Wm. C. Brown, 1975.*
4. Reichart, N., and G. Keasey. Archery. 3rd ed. New York: A. S. Barnes, 1961.*
5. Seaton, D., and others. Physical Education Handbook. 6th ed. Englewood Cliffs: Prentice-Hall, 1974.**
6. Stanley, D., and others. Physical Education Activities Handbook. 3rd ed. Boston: Allyn and Bacon, 1973.*

* Available in the school library.

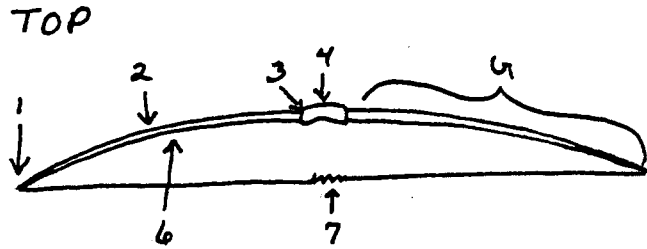
** Textbook

Written Test -- Archery I

Name _____

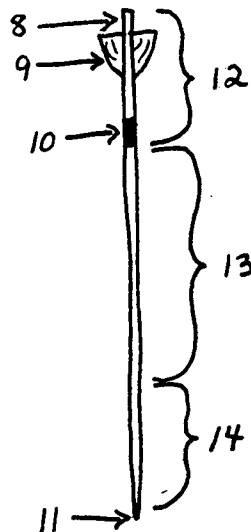
Directions: For numbers one thru seven, write the name of the bow part on the corresponding blank.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____



Directions: For numbers 8 thru 14, write the name of the arrow part on the corresponding blank.

- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____
- 13. _____
- 14. _____



Directions: For numbers 15 thru 19, describe or explain what the term means.

15. Cock Feather

16. End

17. Hen Feathers

18. Petticoat

19. Quiver

Directions: Numbers 20 thru 30 are MODIFIED true and false questions. If the answer is true, write the word true on the blank. If the answer is false, write the word or phrase that will correct the statement on the blank. Correct only those portions of the statement that are underlined.

20. _____ Beginners should use bows of the following weights: men--22 to 26, women--18 to 22.
21. _____ To determine proper arrow length a beginner should place the nock of an arrow on the center of his chest and extend his arms forward so that the point of the arrow just touches the finger tips.
22. _____ Stringing a recurve bow and a self-bow require different techniques.
23. _____ In nocking the arrow the shaft should be placed on the right side of the bow.
24. _____ The shoulder of the bow arm should be low with the point of the elbow to the rear.

25. _____ Your right eye should be open in target shooting.
26. _____ All three fingers of the drawing hand should pull with equal force and release simultaneously
27. _____ Recovering an arrow from the grass, grasp the shaft and pull straight up.
28. _____ An arrow that cuts two areas (colors) is given the higher value.
29. _____ The same type of target point of aim is used for hunting game.
30. _____ In stringing the bow, the loop is pulled up and away from the bow.

Directions: For questions 31 thru 35, indicate whether the listed shooting errors will cause the arrow to fly a) high, b) low, c) left, or d) right.

31. _____ Creeping
32. _____ Bending bow arm during release
33. _____ Arrow nocked above nocking point on the string
34. _____ Drawing to the right of center of chin
35. _____ Forefinger of drawing hand not up against chin

Some questions used in this test are taken or modified from the book Physical Education Handbook by Seaton and others (14).

Archery II Unit

Unit Objectives:

Psychomotor

1) The student will be proficient in shooting arrows from 30 yards as evidenced by scoring 75 points in competency one.

2) The student will be proficient in shooting arrows from 40 yards as evidenced by scoring 50 points in competency two.

3) The student will be proficient in shooting arrows from 50 yards as evidenced by scoring 25 points in competency three.

Unit Objectives:

Cognitive

1) The student will acquire knowledge concerning archery as evidenced by scoring 75 points in competency four.

Competencies for Archery II

Competency One: Shooting from 30 Yards

Shoot four ends of six arrows at a standard 48 inch target. Target values are nine, seven, five, three, and one from the center out.

Competency Two: Shooting from 40 Yards

Shoot four ends of six arrows at a standard 48 inch target. Target values are nine, seven, five, three, and one from the center out.

Competency Three: Shooting from 50 Yards

Shoot four ends of six arrows at a standard 48 inch target. Target values are nine, seven, five, three, and one from the center out.

Competency Four: Written Test

Take a written test covering history (nine per cent), general knowledge and rules (35 per cent), mechanics (13 per cent), and terminology (43 per cent).

Scoresheet for Archery II

Name _____ Final Grade _____

Competency One: Shooting from 30 Yards

Points in end one _____

Points in end two _____

Points in end three _____

Points in end four _____ Total Points _____

Competency Two: Shooting from 40 Yards

Points in end one _____

Points in end two _____

Points in end three _____

Points in end four _____ Total Points _____

Competency Three: Shooting from 50 Yards

Points in end one _____

Points in end two _____

Points in end three _____

Points in end four _____ Total Points _____

Competency Four: Written Test

Record the percentage grade. Points _____

Grand Total of Points _____

Grading

Grades are determined by the number of points earned in all the competencies. There is a total of 748 points possible. Grading is as follows: 335 points and above is an "A", 280 to 334 points is a "B", 220 to 279 points is a "C", and 175 to 219 points is a "D". Grade levels were determined by a combination of the policies of the school, experience in conducting classes and norms of varying tests.

The psychomotor area is 87 per cent of the grade, and the cognitive area is 13 per cent.

References for Archery II

1. Barrett, J. Archery. 2nd ed. Pacific Palisades: Goodyear, 1973.*
2. Encyclopedias.*
3. McKinney, W. Archery. 3rd ed. Dubuque: Wm. C. Brown, 1975.*
4. Reichart, N., and G. Keasey. Archery. 3rd ed. New York: A. S. Barnes, 1961.*
5. Seaton, D., and others. Physical Education Handbook. 6th ed. Englewood Cliffs: Prentice-Hall, 1974.**
6. Stanley, D., and others. Physical Education Activities Handbook. 3rd ed. Boston: Allyn and Bacon, 1973.*

* Available in the school library.

** Textbook

Written Test -- Archery II

Name _____

Directions: Numbers 1 thru 13 are MODIFIED true and false questions. If the answer is true, write the word true on the blank. If the answer is false, write the word or phrase that will correct the statement on the blank. Correct only those portions of the statement that are underlined.

1. _____ Archery was first used for hunting, and was changed into a weapon for war by the Egyptians.
2. _____ Archery was first introduced as a sport by the Americans in 1860.
3. _____ In a properly constructed bow, the upper limb should have more bend than the lower limb.
4. _____ It is impossible for the archer to make his own bow of quality.
5. _____ Seven is assigned to any arrow that passes through the target.
6. _____ An archer can not retrieve an arrow that was accidentally shot.
7. _____ When an arrow hits the wrong target, it counts as a shot.
8. _____ The archery tournament is under the direction of a field captain for women.
9. _____ An American Round consists of shooting 24 arrows from various distances.
10. _____ Hunting requires a partial draw, a hold, and deliberation.
11. _____ When using a bow sight, the center of the target is the point of aim regardless of the distance of the target.
12. _____ An archer's tackle is the carrying case for his arrows.

13. _____ Gold is the color assigned to the center of a target.

Directions: For numbers 14 thru 23, describe or explain what the term means.

14. Arrow Plate

15. Backed Bow

16. Broadhead

17. Columbia Round

18. Fistmele

19. National Round

20. Pile

21. Spine

22. Timber

23. Toxophilite

Some questions used in this test are taken or modified from the book Physical Education Handbook by Seaton and others (14).

Badminton I Unit

Unit Objectives:

Psychomotor

1) The student will be proficient in short serves as evidenced by scoring 40 points in competency one.

2) The student will be proficient in long serves as evidenced by scoring 15 points in competency two.

3) The student will be proficient in fore-hand clears as evidenced by scoring 60 points in competency three.

4) The student will be proficient in back-hand clears as evidenced by scoring 30 points in competency four.

5) The student will be proficient in game play as evidenced by scoring 36 points in competency five.

Unit Objectives:

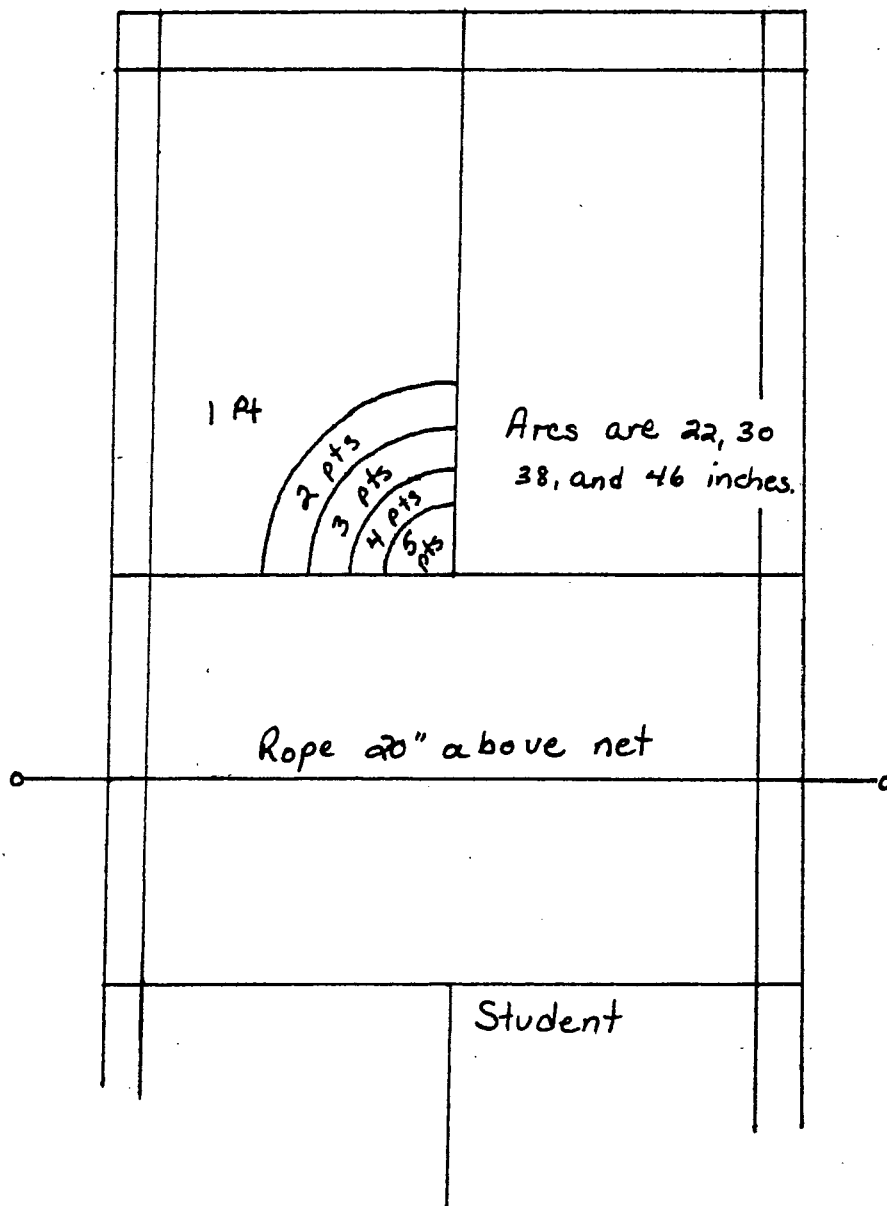
Cognitive

1) The student will acquire knowledge concerning badminton as evidenced by scoring 75 points in competency six.

Competencies for Badminton I Unit

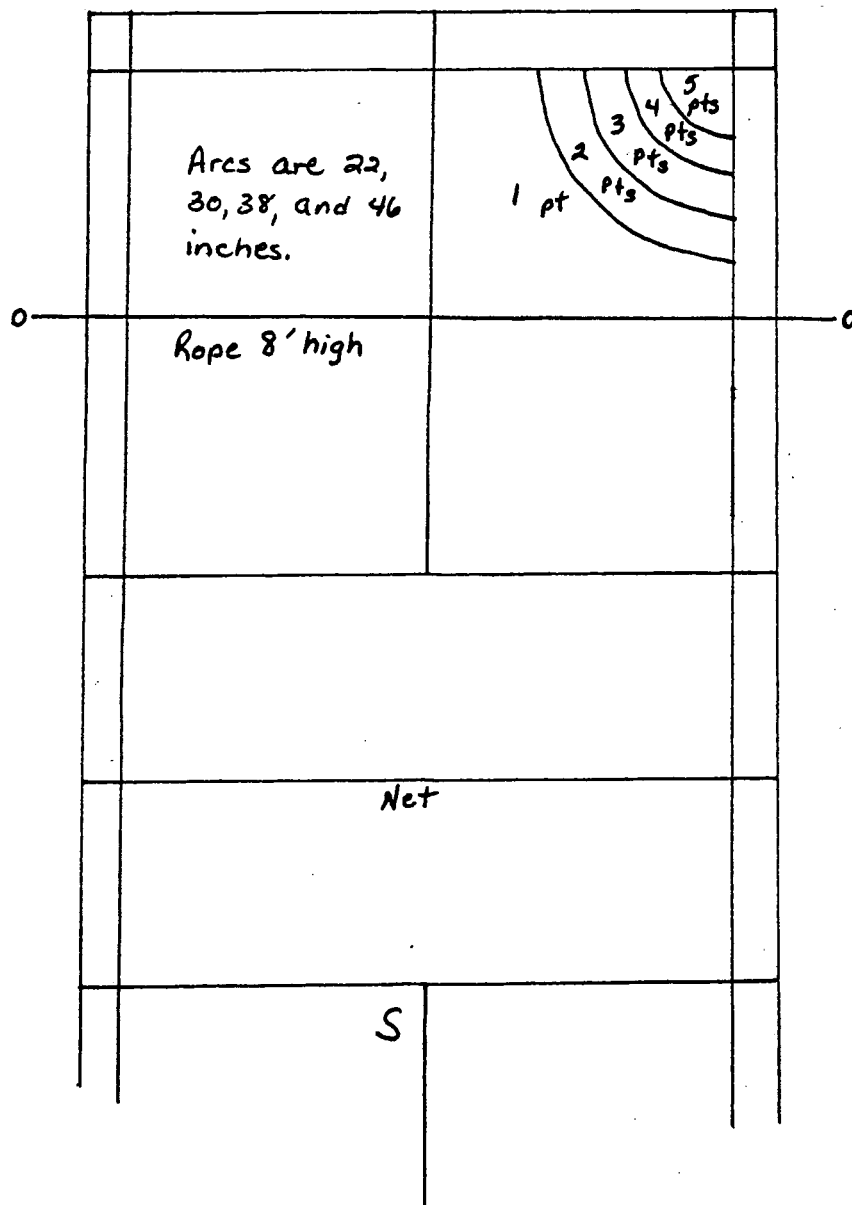
Competency One: Short Serve

Serve 10 shuttlecocks below the rope into the service area. Record the number of points. Line hits are given the higher value. Shuttlecocks going over the rope are counted as zero. Shuttlecocks hitting the rope are retaken.



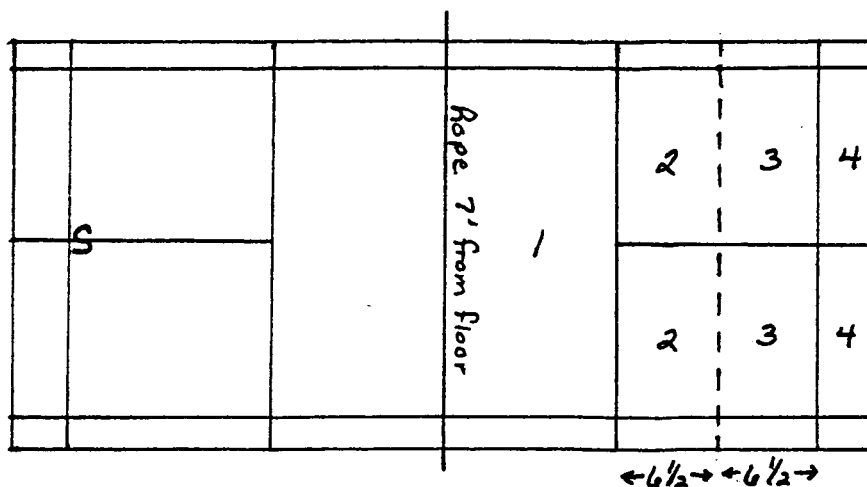
Competency Two: Long Serve

Serve 10 shuttlecocks into the service area. The shuttlecock must travel over the rope or zero points are given. Line hits are given the higher value. Shuttlecocks hitting the rope are retaken. Record the number of points.



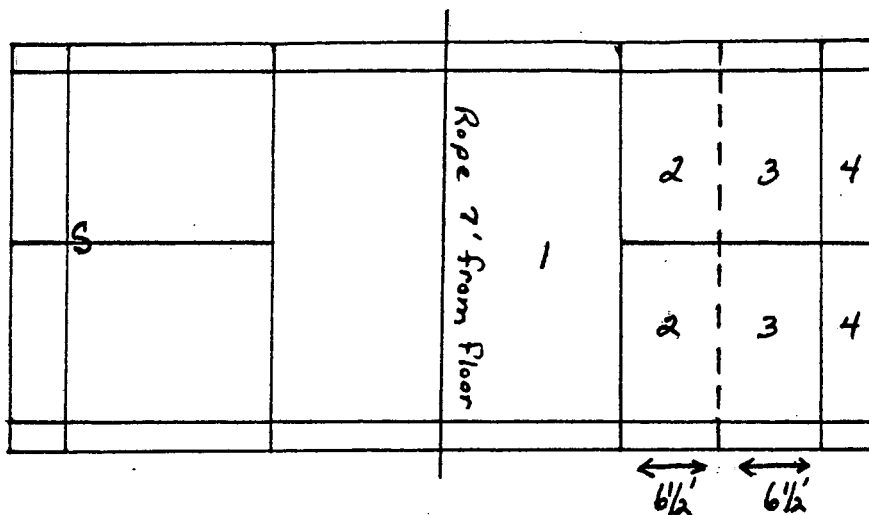
Competency Three: Fore-hand Clear

From a self toss, hit 10 underhand and 10 overhead clears. Subtract one point if the shuttlecock does not go over the rope. Record the number of points.



Competency Four: Back-hand Clear

From a self toss, hit 10 back-hand clears. Subtract one point if the shuttlecock does not go over the rope. Record the number of points.



Competency Five: Game Play

During a round robin (consisting of four players) record the number of points made. Set games for 15 points and matches are one game in duration.

Competency Six: Written Test

Take a written test covering dimensions (17 per cent), terminology (10 per cent), mechanics (three per cent), general knowledge and rules (52 per cent), and strategy (17 per cent).

Competency one is based on the French Short Serve Test (13). Competency two is based on the Scott and Fox Long Serve Test (13). Competencies three and four are based on tests by Poole (5).

Scoresheet for Badminton I

Name _____ Final Grade _____

Competency One: Short Serve

Points _____

Competency Two: Long Serve

Points _____

Competency Three: Fore-hand Clear

Score using underhand hits _____

Score using overhead hits _____

Total Points _____

Competency Four: Backhand Clear

Points _____

Competency Five: Game Play

Points in game one _____

Points in game two _____

Points in game three _____

Total Points _____

Competency Six: Written Test

Record the percentage grade. Points _____

Grand Total of Points _____

Grading

Grades are determined by the number of points earned in all the competencies. There is a total of 365 points possible. Grading is as follows: 295 points is an "A", 261 to 294 points is a "B", 214 to 260 points is a "C", and 174 to 213 points is a "D". Grade levels were determined by a combination of the policies of the school, experience in conducting classes, and norms of varying tests.

The psychomotor area is 78 per cent of the grade; and the cognitive area is 22 per cent.

References for Badminton I

1. Bloss, M., and V. Brown. Badminton. 3rd ed. Dubuque: Wm. C. Brown, 1975.*
2. Encyclopedias.*
3. Poole, J. Badminton. 2nd ed. Pacific Palisades: Goodyear, 1973.*
4. Seaton, D., and others. Physical Education Handbook. 6th ed. Englewood Cliffs: Prentice-Hall, 1974.**
5. Stanley, D., and others. Physical Education Activities Handbook. 3rd ed. Boston: Allyn and Bacon, 1973.*
6. Varner, M. Badminton. Dubuque: Wm. C. Brown, 1966.*

* Available in the school library.

** Textbook

Written Test -- Badminton I

Name _____

Directions: Numbers 1 thru 15 are MODIFIED true and false questions. If the answer is true, write the word true on the blank. If the answer is false, write the word or phrase that will correct the statement on the blank. Correct only those portions of the statement that are underlined.

1. _____ The singles service is short and wide.
2. _____ The doubles playing court is long and narrow.
3. _____ It is a fault if the server or receiver steps out of his proper court before delivery of a serve.
4. _____ Waist action is the key to all strokes in badminton.
5. _____ A smash is best used from the back court.
6. _____ The server stands in the same position for doubles and singles while serving.
7. _____ The long serve should be used in singles play at least 75 per cent of the time.
8. _____ It is illegal to take a step forward when serving.
9. _____ When receiving, one should stand close to the front line in singles play.
10. _____ A player should keep moving during play to confuse his opponent.
11. _____ A let bird is served over.
12. _____ If the shuttlecock is struck above the waist, it is an illegal serve.

13. _____ Drop shots to your opponent's forehand are usually hard for him to return.
14. _____ The value of the side-by-side system of doubles play is that it is easy to cover the front and back of one's court.
15. _____ In a 15 point game, when the score reaches 13 all, the side that reaches 13 first has the option of setting to five more points.

Directions: Numbers 16 thru 22 are multiple choice questions. On the line, write the letter of the word or phrase that best completes or answers the question.

16. _____ Which serve should be used in a doubles game the majority of the time?
- a) short
 - b) a serve to the middle line
 - c) long, high serve
 - d) a serve to the outside line
17. _____ To fake when serving the bird is a
- a) "let"
 - b) point for the other side
 - c) legal action
 - d) illegal action
18. _____ The final score of the winning person in a men's single game is
- a) 21
 - b) 15
 - c) 13
 - d) 11

19. _____ When the score of a doubles game is 14 to 14, who may set the game?
- a) the referee
 - b) the side reaching 14 last
 - c) the side reaching 14 first
 - d) the player who is serving
20. _____ When do players on the serving side change from one service court to the other?
- a) when the serving side scores a point
 - b) after each serve made by the serving side
 - c) after each serve is lost
 - d) each time the opponents change sides
21. _____ Which of the following systems of doubles play is most likely to result in confusion at the mid court line?
- a) side-by-side
 - b) in and out
 - c) diagonal
 - d) rotation
22. _____ What is the proper procedure when a bird you are playing with lands on an adjacent court while play is in progress?
- a) reach it quickly and drag it back
 - b) run on court quickly and get it
 - c) ask the players on that court to hand it to you
 - d) wait on your court until play has stopped on the other court

Directions: For numbers 23 thru 25, describe what the term means.

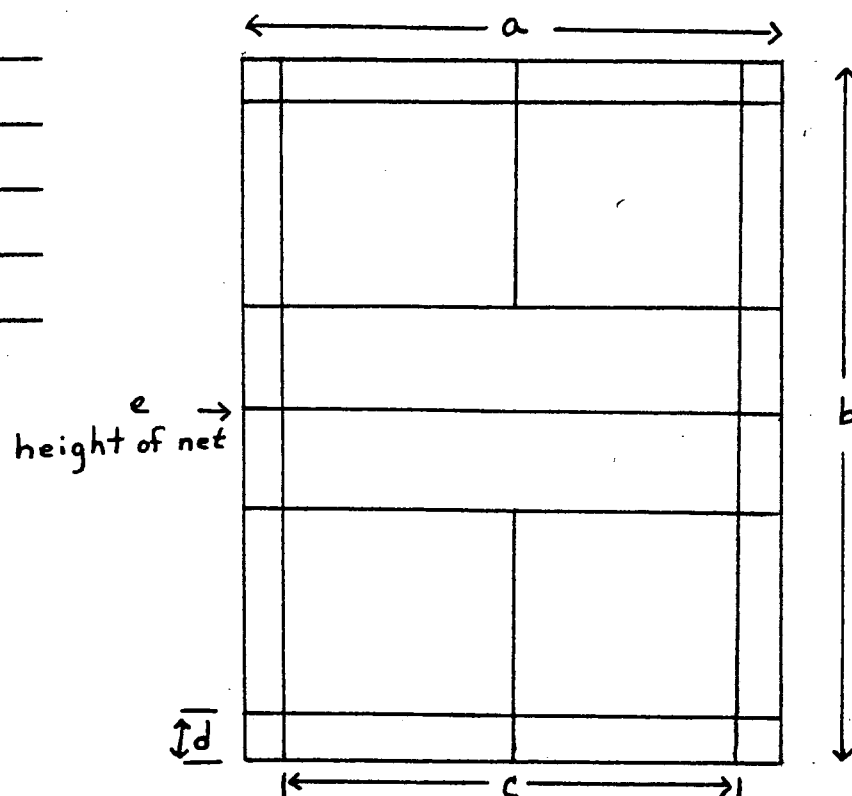
23. Let

24. Rally

25. Setting the game

Directions: For number 26, write the dimension represented by the letters on the corresponding blank.

26. a) _____
 b) _____
 c) _____
 d) _____
 e) _____



Some questions in this test are taken or modified from the book Physical Education Handbook by Seaton and others (14).

Badminton II Unit

Unit Objectives:
Psychomotor

1) The student will be proficient in the smash as evidenced by scoring 30 points in competency one.

2) The student will be proficient in the lob shot as evidenced by scoring 30 points in competency two.

3) The student will be proficient in game play as evidenced by scoring 70 points in competency three.

Unit Objectives:
Cognitive

1) The student will acquire knowledge concerning badminton as evidenced by scoring 75 points in competency four.

Competencies for Badminton II

Competency One: The Smash

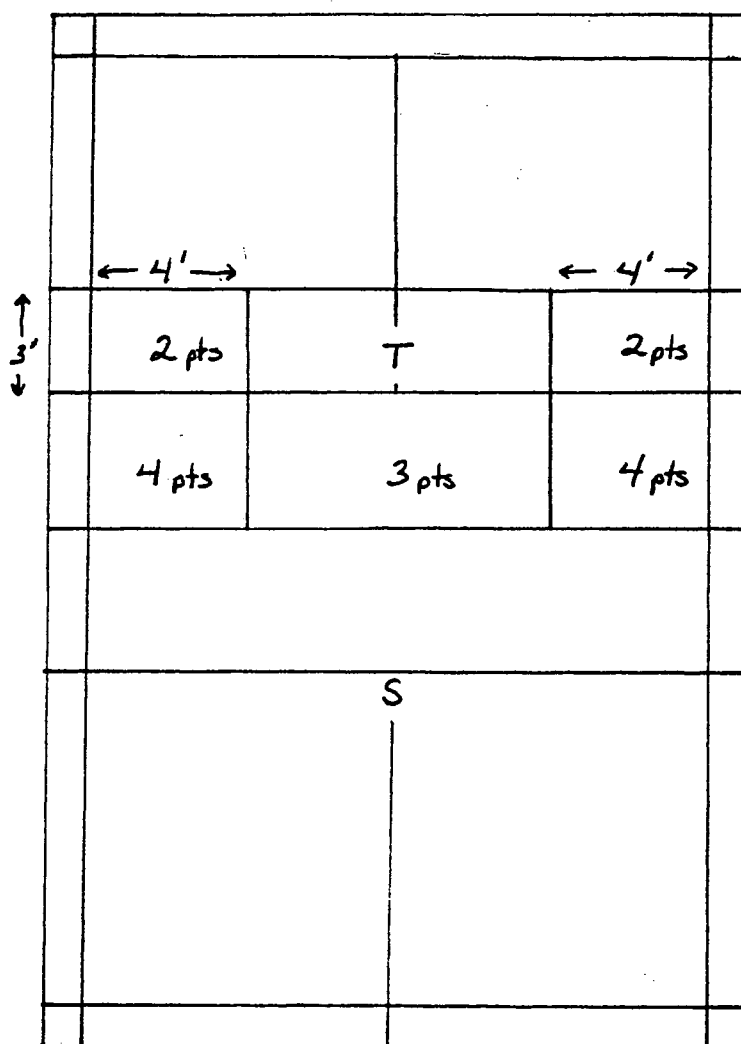
The tester will serve 10 high shuttlecocks to your fore-hand side. Execute a smash in returning the shuttlecock. Line hits are given the higher value.

Record the number of points.

	← 4' →		← 4' →	
	4 pts	3 pts	3 pts	4 pts
	Tester			
	Student			

Competency Two: The Lob Shot

The tester will serve 10 high shuttlecocks to your backhand side. Execute a lob shot when returning the shuttlecock. Line hits are given the higher value. Record the number of points.



Competency Three: Game Play

During a round robin (consisting of four players) record the number of points in your six best games. Set games for 15 points. Matches are two out of three games.

Competency Four: Written Test

Take a written test consisting of history (four per cent), mechanics and strategy (34 per cent), general knowledge and rules (26 per cent), and officiating principles (36 per cent).

<

Scoresheet for Badminton II

Name _____

Final Grade _____

Competency One: The Smash

Points _____

Competency Two: The Lob Shot

Points _____

Competency Three: Game Play

Points in game one _____

Points in game two _____

Points in game three _____

Points in game four _____

Points in game five _____

Points in game six _____

Points in game seven* _____

Points in game eight* _____

Points in game nine* _____

*games may not be necessary

Total Points _____

Competency Four: Written Test

Record the percentage grade.

Points _____

Grand Total of Points _____

Grading

Grades are determined by the number of points earned in all the competencies. There is a total of

270 points possible. Grading is as follows: 245 points and above is an "A", 225 to 244 points is a "B", 195 to 224 points is a "C", and 175 to 194 points is a "D". Grade levels were determined by a combination of the school policies and experience in conducting classes.

The psychomotor area is 63 per cent of the grade, and the cognitive area is 37 per cent.

References for Badminton II

1. Bloss, M., and V. Brown. Badminton. 3rd ed. Dubuque: Wm. C. Brown, 1975.*
2. Bunn, J. The Art of Officiating Sports. 3rd ed. Englewood Cliffs: Prentice-Hall, 1968.*
3. Encyclopedias.*
4. Poole, J. Badminton. 2nd ed. Pacific Palisades: Goodyear, 1973.*
5. Seaton, D., and others. Physical Education Handbook. 6th ed. Englewood Cliffs: Prentice-Hall, 1974.**
6. Stanley, D., and others. Physical Education Activities Handbook. 3rd ed. Boston: Allyn and Bacon, 1973.*
7. Varner, M. Badminton. Dubuque: Wm. C. Brown, 1966.*

* Available in the school library.

** Textbook

Written Test -- Badminton II

Name _____

Directions: Numbers 1 thru 12 are MODIFIED true and false questions. If the answer is true, write the word true on the blank. If the answer is false, write the word or phrase that will correct the statement on the blank. Correct only those portions of the statement that are underlined.

1. _____ Badminton derives its name from the Duke of Beaufort's palatial home in England where the game was introduced to the British in 1870.
2. _____ You should usually return a smash with a drop shot to the point on the court farthest from the point at which the smash was made.
3. _____ It is not wise to smash directly at your opponent.
4. _____ The "in and out" or revolving system is best for doubles play because it provides side-by-side position for defense and the front and back formation for attack.
5. _____ In doubles when the opponents' score is even you and your partner should be in the courts (sides) in which you started the game.
6. _____ Scoop shots are legal.
7. _____ An umpire should change the shuttlecock whenever requested by a player.
8. _____ A player who strikes a shuttle before it crosses the net loses the point.
9. _____ If a player touches the net, he loses the point automatically.
10. _____ If an official can not make a call, the opinion of the players can be accepted.

11. _____ The score should be announced at the end of each rally.
12. _____ The umpire can overrule a linesman's decision.

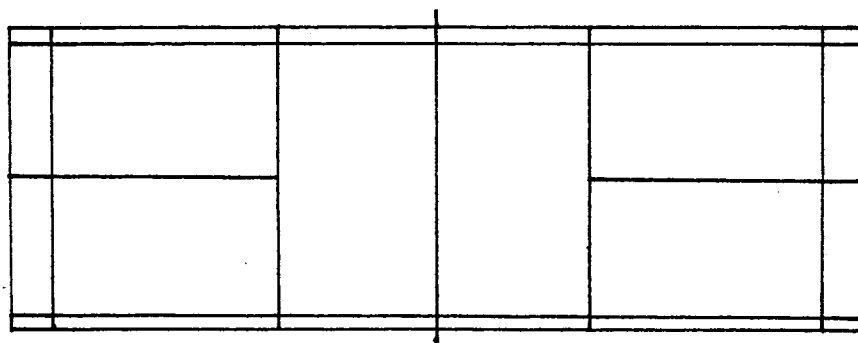
Directions: Numbers 13 thru 22 are multiple choice questions. On the line, write the letter that best answers or completes the question.

13. _____ What is the proper procedure when the bird you are playing with lands on an adjacent court while play is in progress?
- a) reach it quickly and drag it back out of the way
 - b) run on court quickly and get it
 - c) ask the players on that court to hand it to you
 - d) wait on your court until play has stopped on the other court and then get your bird
14. _____ The most convenient way to decide who serves in a badminton game is to
- a) toss a coin
 - b) choose a number between 1 and 10
 - c) spin the racket
 - d) volley for serve
15. _____ Deception in executing strokes is achieved by
- a) making the movements look like all other movements under the same circumstances
 - b) swinging the arm fast on strokes when the bird moves slow
 - c) facing one direction and hitting another
 - d) facing the net on all strokes

16. _____ How does the length of the singles service court compare with that of the doubles?
- a) longer
 - b) shorter
 - c) same
 - d) to be decided between players
17. _____ One of the best ways to play the bird in doubles, when the opponents are playing up and back is
- a) high to the center back court
 - b) drop over the middle of the net
 - c) high to the mid court
 - d) smash toward the side lines
18. _____ The most important stroke in badminton is
- a) lob
 - b) serve
 - c) drive
 - d) smash
19. _____ When the server serves a short serve in doubles, he should then play (front and back positions).
- a) back
 - b) to the left side of court
 - c) up
 - d) to the right side of court
20. _____ The shot that should be least used to return a drop is a
- a) drop
 - b) lob to back court
 - c) cross-net
 - d) lob to mid court

21. _____ When a player is in doubt as to which stroke should be used in singles play, he should return the bird with a
- drive
 - smash
 - drop
 - lob
22. _____ The proper place to stand when serving in singles is
- about 4 feet back from the service line and beside the center line
 - about 2 feet back from the service line and beside the center line
 - about 4 feet back from the service line and beside the side line
 - about 2 feet back from the service line and beside the side line

Directions: On the diagram mark a "U" for the correct position of the umpire, an "L" for the linesmen, and an "OL" for positions of optional linesmen.



Some questions used in this test are taken or modified from the book Physical Education Handbook by Seaton and others (14).

Basketball I Unit

Unit Objectives:
Psychomotor

1) The student will be proficient in shooting foul shots as evidenced by scoring 30 points in competency one.

2) The student will be proficient in shooting side shots as evidenced by scoring 24 points in competency two.

3) The student will be proficient in shooting lay-ups as evidenced by scoring 16 points in competency three.

4) The student will be proficient in throwing a chest pass as evidenced by scoring 23 points in competency four.

5) The student will be proficient in dribbling the ball as evidenced by scoring 38 points in competency five.

Unit Objectives:
Cognitive

1) The student will acquire knowledge concerning basketball as evidenced by scoring 75 points in competency six.

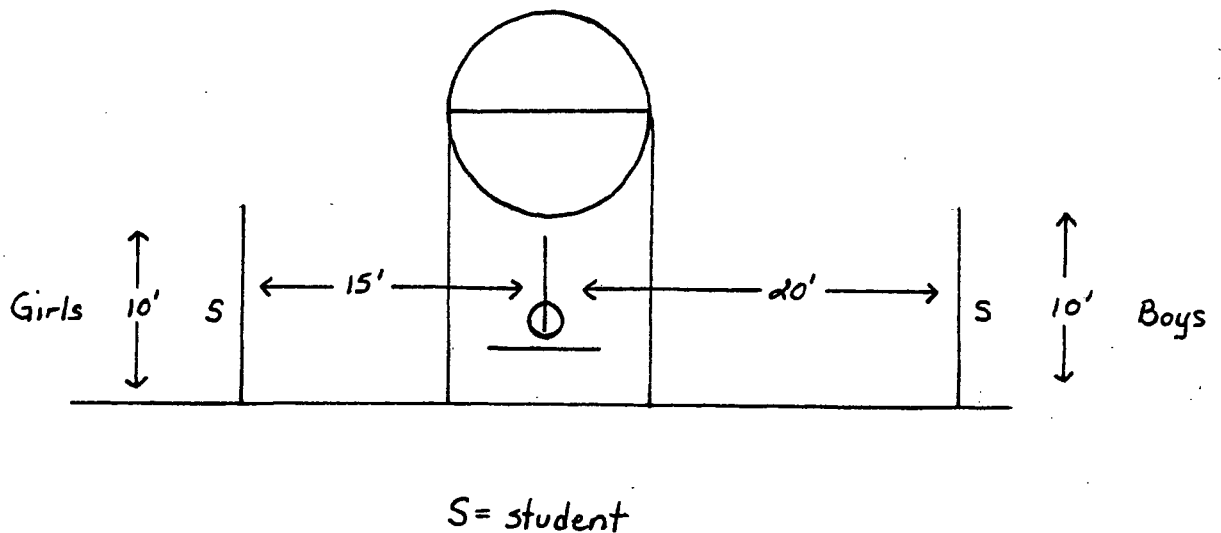
Competencies for Basketball I

Competency One: Foul Shot

Shoot four trials of five shots each. Scoring is two points for each basket and one point for hitting the rim.

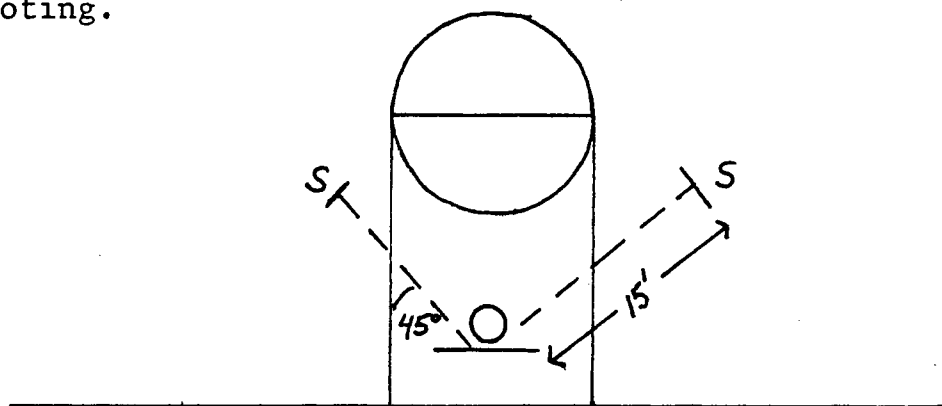
Competency Two: Side Shot

Shoot 10 shots from each side of the basket. Scoring is two points for each basket and one point for hitting the rim.



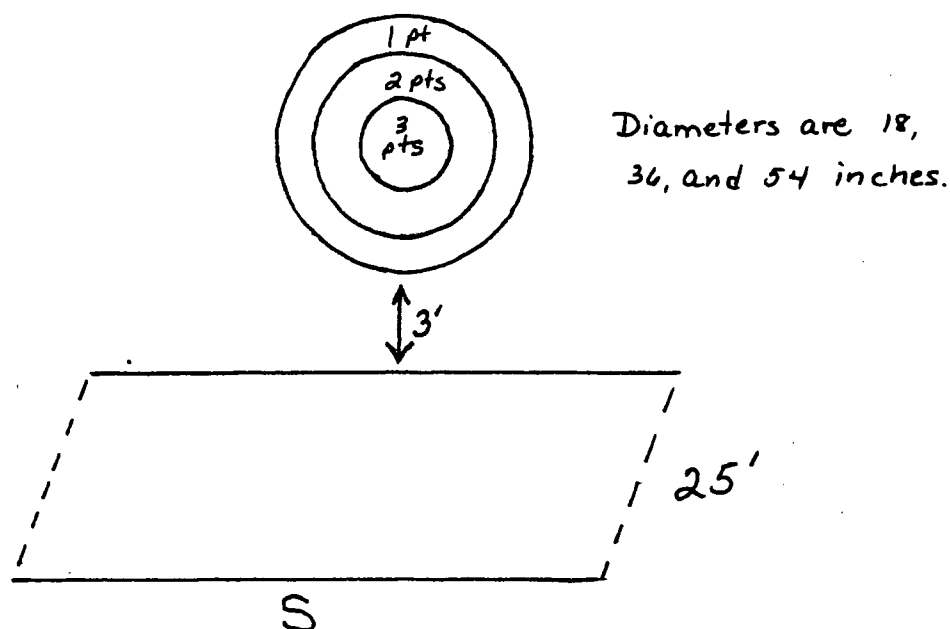
Competency Three: Lay-Ups

Shoot 10 lay-ups from the right side and 10 lay-ups from the left side. Record the number of baskets made. Students should be in motion when shooting.



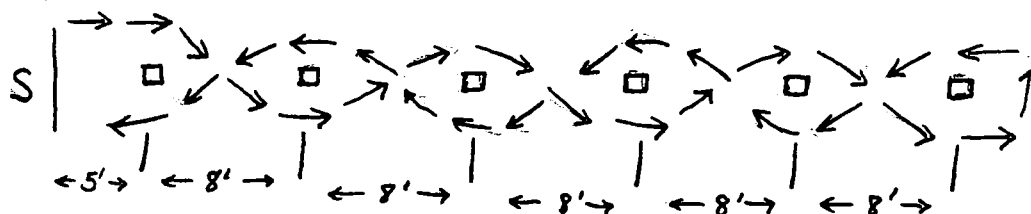
Competency Four: Chest Pass

Pass 10 balls at the target. Record the number of points. Line hits are given the higher value.



Competency Five: Dribbling

Dribble the ball around the chairs and back.
Scoring is 50 minus the time in seconds for the student to complete the circuit.



Competency Six: Written Test

Take a written test covering dimensions (25 per cent), terminology (29 per cent), mechanics (21 per cent), general rules and knowledge (14 per cent), and strategy (11 per cent).

Competencies two, four, and five are based on AAHPER skill tests in basketball (9). Competency three is based upon a basketball lay-up skill test (7).

Scoresheet for Basketball I

Name _____ Final Grade _____

Competency One: Foul Shot

Points in trial one _____

Points in trial two _____

Points in trial three _____

Points in trial four _____

Total Points _____

Competency Two: Side Shot

Points from right side _____

Points from left side _____

Total Points _____

Competency Three: Lay-Ups

Points from right side _____

Points from left side _____

Total Points _____

Competency Four: Chest Pass

Points _____

Competency Five: Dribbling

50 - _____ = _____
 (sec.) (points)

Points _____

Competency Six: Written Test

Record the percentage grade.

Points _____

Grand Total of Points _____

Grading

Grades are determined by the number of points earned in all the competencies. There is a total of 280 points possible. Grading is as follows: 236 points or above is an "A", 212 to 235 points is a "B", 180 to 211 points is a "C", and 158 to 179 points is a "D". Grade levels were determined by a combination of the policies of the school, experience conducting the classes, and norms of varying tests.

The psychomotor area is 64 per cent of the grade, and the cognitive area is 36 per cent.

References for Basketball I

1. Alheim, W. Beginning Basketball for Men. Belmont: Wadsworth, 1968.*
2. Encyclopedias.*
3. Perry, R. Men's Basketball. Pacific Palisades: Goodyear, 1969.*
4. Seaton, D., and others. Physical Education Handbook. 6th ed. Englewood Cliffs: Prentice-Hall, 1974.**
5. Stanley, D., and others. Physical Education Activities Handbook. 3rd ed. Boston: Allyn and Bacon, 1973.*
6. Stutts, A. Women's Basketball. Pacific Palisades: Goodyear, 1973.*
7. Wilkes, J. Basketball for Men. 2nd ed. Dubuque: Wm. C. Brown, 1972.*

* Available in the school library.

** Textbook

Written Test -- Basketball I

Name _____

Directions: Numbers one thru eight are MODIFIED true and false questions. If the answer is true, write the word true on the blank. If the answer is false, write the word or phrase that will correct the statement on the blank. Correct only those portions of the statement that are underlined.

1. _____ The game is played in two 20-minute halves for college and university teams.
2. _____ Boxing is an illegal backboard maneuver.
3. _____ Avoid crossing your feet when moving laterally on defense.
4. _____ When dribbling, the player should keep his eyes on the ball.
5. _____ Dribbling is the best and fastest way to bring the ball down the court.
6. _____ An important fundamental in catching the ball is to catch it with the finger tips.
7. _____ The side line is in bounds.
8. _____ The rim of the basket is ten feet from the floor.

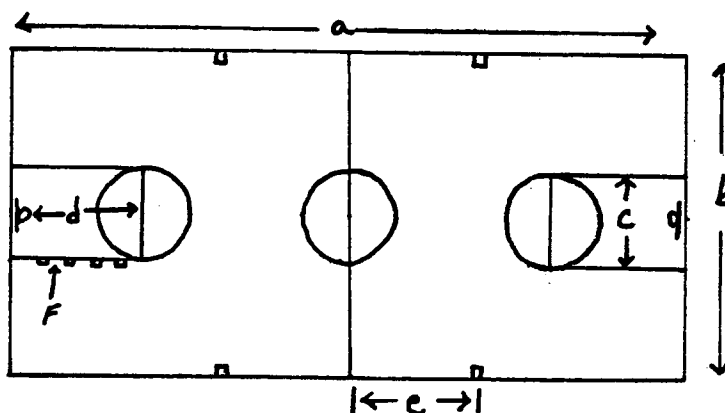
Directions: Numbers 9 thru 12 are multiple choice questions. On the line, write the letter of the word or phrase that best answers or completes the question.

9. _____ In which type of shot should a right-hand shooter have his right foot forward?
 - a) one-hand set shot
 - b) jump shot
 - c) hook
 - d) two-hand set shot

10. _____ A two-hand bounce pass should meet the receiver near his
- chest
 - head
 - waist
 - feet
11. _____ Which is the most important fundamental in dribbling?
- dribble low
 - the fingers control the ball, and the wrists supply the force
 - the ball should be pushed downward and in the desired direction
 - the body should be in a crouched position with the weight forward
12. _____ Which is not a technical foul?
- tripping
 - delay of game
 - unsportsmanlike conduct
 - illegal entry

Directions: Place the dimension represented by the letter in its corresponding blank.

13. a) _____
 b) _____
 c) _____
 d) _____
 e) _____
 f) _____



14. What are the three most common player positions called?
- a)
 - b)
 - c)
15. What is meant by a 2-1-2 defense?

Directions: Define or explain the following terms.

16. Charging
17. Free Throw
18. Held Ball
19. Pivot
20. Technical Foul

Some questions used in this test are taken or modified from the book Physical Education Handbook by Seaton and others (14).

Basketball II Unit

Unit Objectives:
Psychomotor

1) The student will be proficient in angle shots as evidenced by scoring 24 points in competency one.

2) The student will be proficient in shooting lay-ups with the non-preferred hand as evidenced by scoring 15 points in competency two.

3) The student will be proficient in shooting hook shots as evidenced by scoring seven points in competency three.

4) The student will be proficient in playing round the world as evidenced by scoring 75 points in competency four.

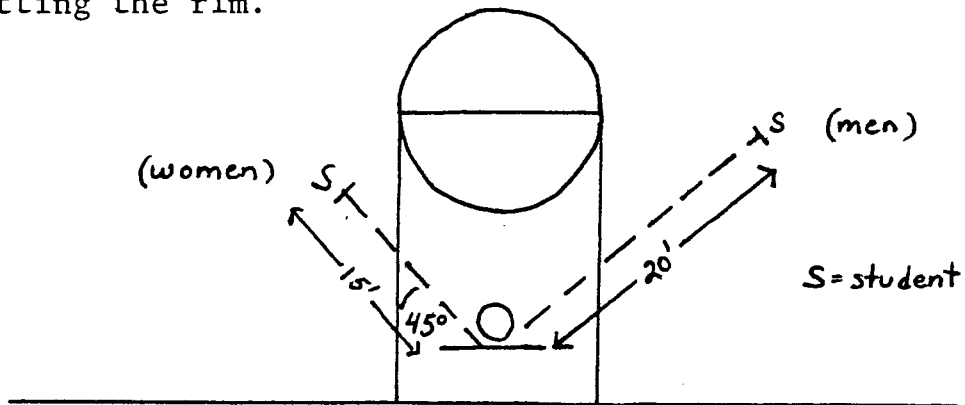
Unit Objectives:
Cognitive

1) The student will acquire knowledge concerning basketball as evidenced by scoring 75 points in competency five.

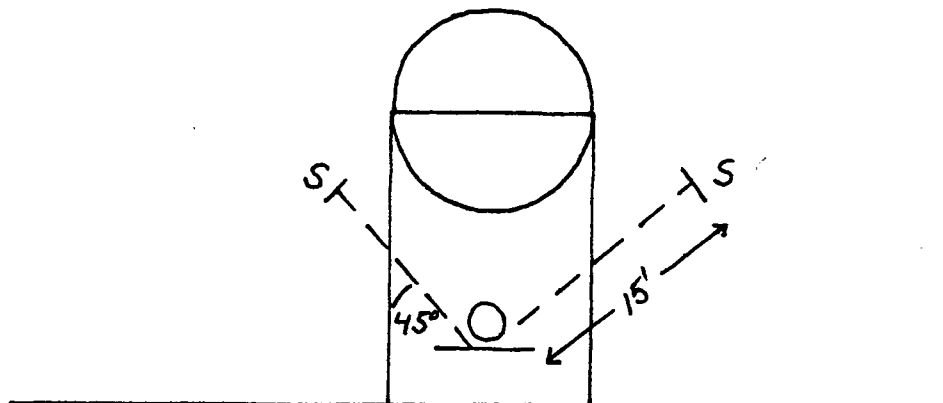
Competencies for Basketball II

Competency One: Angle Shot

Shoot 10 shots from each side of the basket.
Scoring is two points for each basket and one point for hitting the rim.

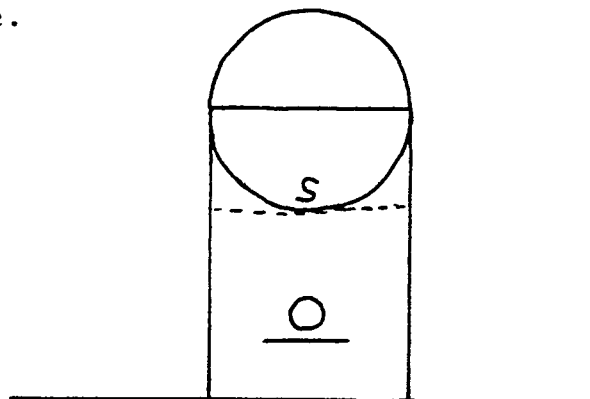
Competency Two: Non-Preferred Lay-Ups

Shoot 10 lay-ups with your non-preferred hand.
All dribbles must be taken with the non-preferred hand. Record the number of baskets made.



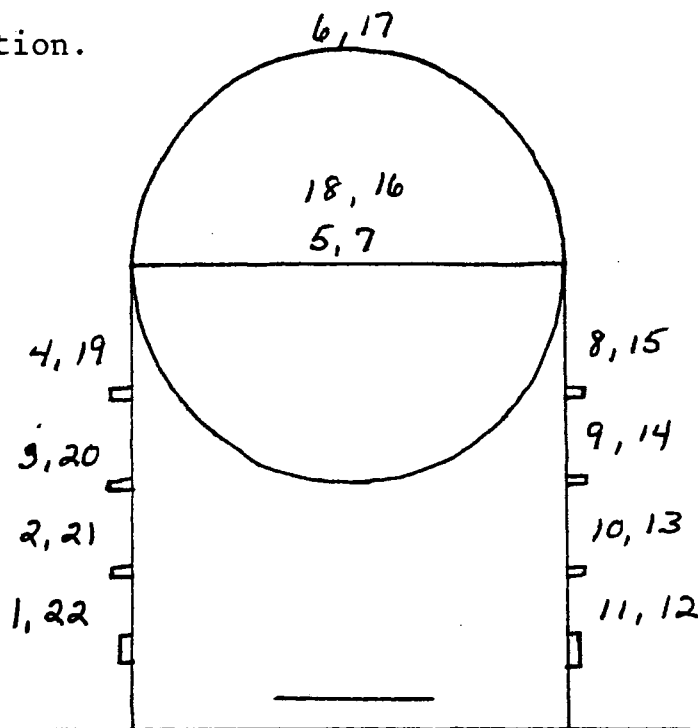
Competency Three: Hook Shot

Shoot 10 hook shots. Record the number of baskets made.



Competency Four: Round the World Play

Play a game of round the world. Subtract the number of shots needed to complete the game from 122. Do not restart if you miss two shots in a row from the same position.



Start at position one and end at position 22.

Competency Five: Written Test

Take a written test covering history (13 per cent), general knowledge and rules (25 per cent), mechanics (12 per cent), and officiating (50 per cent).

Scoresheet for Basketball II

Name _____ Final Grade _____

Competency One: Angle Shot

Points from right side _____

Points from left side _____ Total Points _____

Competency Two: Non-Preferred Lay-Up

Points _____

Competency Three: Hook Shot

Points _____

Competency Four: Round the World Play

Shots from positions 1 and 22 _____

Shots from positions 2 and 21 _____

Shots from positions 3 and 20 _____

Shots from positions 4 and 19 _____

Shots from positions 5 and 18 _____

Shots from positions 6 and 17 _____

Shots from positions 7 and 16 _____

Shots from positions 8 and 15 _____

Shots from positions 9 and 14 _____

Shots from positions 10 and 13 _____

Shots from positions 11 and 12 _____

Total shots from all positions _____

122 - $\frac{\quad}{\text{(shots)}}$ = $\frac{\quad}{\text{(points)}}$

Total Points _____

Competency Five: Written Test

Record the percentage grade. Points _____

Grand Total of Points _____

Grading

Grades are determined by the number of points earned in all the competencies. There is a total of 260 points possible. Grading is as follows: 235 points and above is an "A", 220 to 234 points is a "B", 180 to 219 points is a "C", and 155 to 179 points is a "D". Grade levels were determined by a combination of the policies of the school and experience in conducting classes.

The psychomotor area is 62 per cent of the grade, and the cognitive area is 38 per cent.

References for Basketball II

1. Alheim, W. Beginning Basketball for Men. Belmont: Wadsworth, 1968.*
2. Bunn, J. The Art of Officiating Sports. 3rd ed. Englewood Cliffs: Prentice-Hall, 1968.*
3. Encyclopedias.*
4. Perry, R. Men's Basketball. Pacific Palisades: Goodyear, 1969.*
5. Seaton, D., and others. Physical Education Handbook. 6th ed. Englewood Cliffs: Prentice-Hall, 1974.**
6. Stanley, D., and others. Physical Education Activities Handbook. 3rd ed. Boston: Allyn and Bacon, 1973.*
7. Stutts, A. Women's Basketball. Pacific Palisades: Goodyear, 1973.*
8. Wilkes, J. Basketball for Men. 2nd ed. Dubuque: Wm. C. Brown, 1972.

* Available in the school library.

** Textbook

Written Test -- Basketball II

Name _____

Directions: Numbers 1 thru 11 are MODIFIED true and false questions. If the answer is true, write the word true on the blank. If the answer is false, write the word or phrase that will correct the statement on the blank. Correct only those portions of the statement that are underlined.

1. _____ Basketball was originated by James Naismith in the year 1892.
2. _____ The first men's institution of higher learning to play basketball was Yale.
3. _____ The NCAA University division tournament is organized under six regional tournaments.
4. _____ The jump shot is credited with being the oldest method of shooting.
5. _____ A good fast break originates with good rebouncing.
6. _____ Today the rules of basketball are written by the National Basketball Committee of the United States and Canada.
7. _____ In college basketball, the 1-1 rule goes into effect after a team has been charged during the half with seven personal fouls.
8. _____ The diameter of the center jump circle is 12 feet.
9. _____ Against a tight man-for-man defense, utilize screens, quick cuts, and criss-cross breaks.
10. _____ The main objectives of pressing defenses is to harass opponents into ball handling errors.
11. _____ Officials should carry the whistle in their mouth in order to blow it quickly.

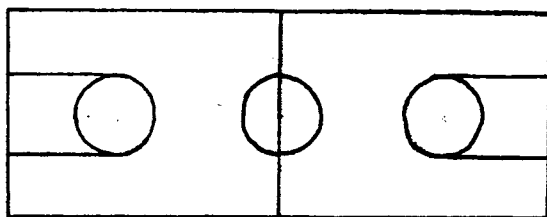
Directions: Numbers 12 thru 17 are multiple choice questions. On the line, write the letter of the word or phrase that best answers or completes the question.

12. _____ A zone press not commonly used is the
- a) 1-2-2
 - b) 1-3-1
 - c) 3-1-1
 - d) 2-1-2
13. _____ The basketball pass is most frequently used
- a) as a short pass to the pivot man
 - b) by a very tall player
 - c) as a long pass initiating a fast break
 - d) none of these
14. _____ A defensive rebounder should not
- a) position himself between the offensive rebounder and the basket
 - b) pass off immediately to avoid being tied up
 - c) get up off the floor as far as possible with both arms extended overhead
 - d) on the downward move, after getting the ball, spread the legs and hold the ball high and away from your opponents
15. _____ To break a zone defense, the offensive team should
- a) utilize dribbling and player movement
 - b) use set plays
 - c) pass to the pivot man
 - d) utilize short, quick passes

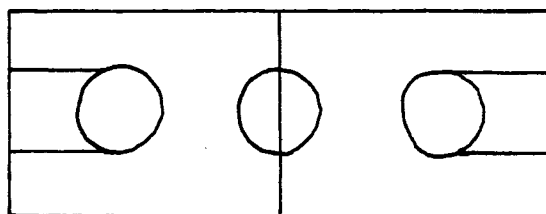
16. _____ The term "corner man" is synonymous with
- guard
 - center
 - forward
 - back court man
17. _____ The advantage of passing across the court underneath your defensive basket is
- ease in hitting the open man
 - surprising the opponents
 - rapidity in starting the fast break
 - none of the above
18. List three pregame activities of basketball officials.
19. List the names of all officials for a basketball game.

Directions: On the diagrams, place the letter "L" for the lead official and the letter "T" for the trailing official in the appropriate position.

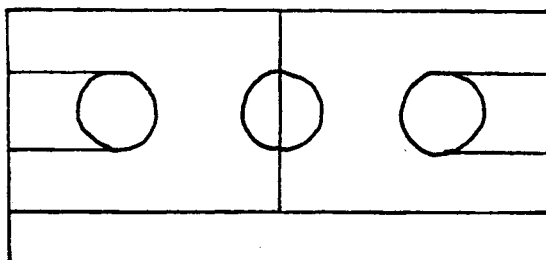
21. Center Jump



22. Jump Ball at the Foul Line



23. Position of the Officials During a Free Throw



Directions: For numbers 23 thru 27, briefly describe the hand signals used to designate the violation.

23. Stop the clock for a foul
24. Traveling
25. Player control foul
26. Stop the clock for a time out
27. Start the clock

Some questions used in this test are taken or modified from the book Physical Education Handbook by Seaton and others (14).

Field Hockey Unit

Unit Objectives:
Psychomotor

1) The student will be proficient in driving a field hockey ball as evidenced by scoring 14 points in competency one.

2) The student will be proficient in passing as evidenced by scoring 20 points in competency two.

3) The student will be proficient in flick passing as evidenced by scoring seven points in competency three.

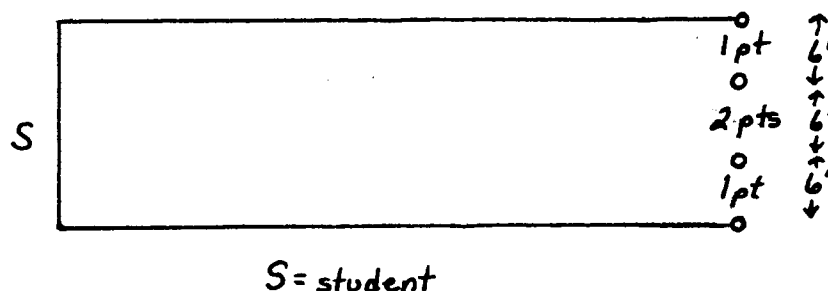
Unit Objectives:
Cognitive

1) The student will acquire knowledge concerning field hockey as evidenced by scoring 75 points in competency four.

Competencies for Field Hockey

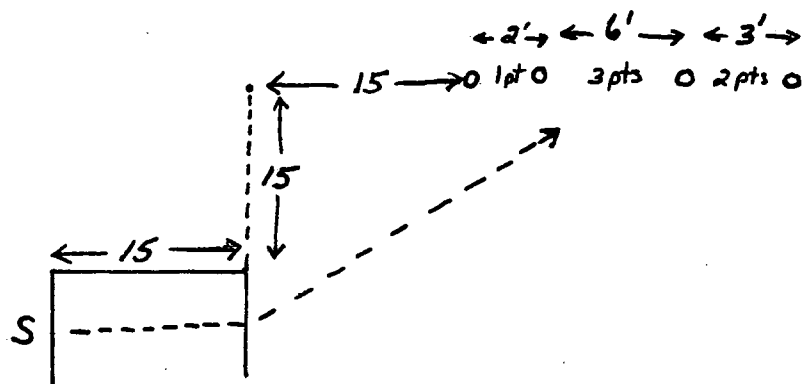
Competency One: Driving

Drive 10 balls at the target. Record the number of points. Balls hitting the pennants are given the higher value.



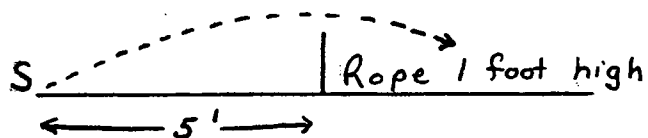
Competency Two: Passing

Pass 10 balls at the target. The student must remain in motion while passing. Balls hitting the pennants are given the higher value. Record the number of points.



Competency Three: Flick Pass

Execute 10 flick passes. One point is given for each ball going over the rope. Record the number of points.

Competency Four: Written Test

Take a written test consisting of history (four per cent), general knowledge and rules (40 per cent), player positions (20 per cent), strategy (16 per cent), and mechanics (20 per cent).

Scoresheet for Field Hockey

Name _____ Final Grade _____

Competency One: Driving

Points _____

Competency Two: Passing

Points _____

Competency Three: Flick Pass

Points _____

Competency Four: Written Test

Record the percentage grade. Points _____

Grand Total of Points _____

Grading

Grades are determined by the number of points earned in all the competencies. There is a total of 160 points possible. Grading is as follows: 144 points is an "A", 130 to 143 points is a "B", 110 to 129 points is a "C", and 100 to 109 points is a "D". Grade levels were determined by a combination of the policies of the school and experience in conducting classes.

The psychomotor area is 38 per cent of the grade, and the cognitive area is 62 per cent.

References for Field Hockey

1. Delano, A. Field Hockey. Dubuque: Wm. C. Brown, 1966.*
2. Encyclopedias.*
3. Seaton, D., and others. Physical Education Handbook. 6th ed. Englewood Cliffs: Prentice-Hall, 1974.**
4. Spencer, H. Field Hockey. Belmont: Wadsworth, 1970.*
5. Stanley, D., and others. Physical Education Activities Handbook. 3rd ed. Boston: Allyn and Bacon, 1973.*

* Available in the school library.

** Textbook

Written Test -- Field Hockey

Name _____

Directions: Numbers one thru 10 are modified true and false questions. If the answer is true, write the word true on the blank. If the answer is false, write the word or phrase that will correct the statement on the blank. Correct only those portions of the statement that are underlined.

1. _____ Each goal counts two points.
2. _____ A tall player always uses a longer stick than a shorter player.
3. _____ The proper position for receiving a ball from behind is facing the pass.
4. _____ A good defense leaves one person in a covering position.
5. _____ The principal responsibility of wing on attack is feeding and setting up shots.
6. _____ In practice, it is best to execute techniques from a stand still position.
7. _____ It is considered good technique to master the skill of hitting a moving ball.
8. _____ On all corner plays the forward must attempt to stop the ball before making a play.
9. _____ To be off-side, one must be in the opponent's half of the field.
10. _____ The whistle is blown by the officials immediately upon seeing a foul.

Directions: Numbers 11 thru 20 are multiple choice questions. On the line, write the letter of the word or phrase that best answers or completes the question.

11. _____ The number of players on a team is
a) 7 b) 10 c) 11 d) 12
12. _____ The essence of stick work is
a) agility with the stick
b) positioning the ball
c) keeping the eye on the ball
d) footwork
13. _____ It is best to pass
a) when you are tackled
b) when a teammate is free
c) when you have drawn an opponent
14. _____ Women's field hockey
a) was recently introduced in the United States
b) was introduced in the United States in the early 20th Century.
c) was created in the United States
15. _____ Proper attire for playing field hockey includes
a) spiked shoes
b) rubber cleated shoes
c) goalie pads
16. _____ In proper use of the stick
a) left-handed players use the round side
b) only the flat side is used
c) use the side of the stick on which the ball happens to be

17. _____ The position of the hands on the stick is
- a) with the right hand about four inches down on the stick when dribbling.
 - b) with the hands separated when driving.
 - c) with the arms relaxed when waiting for the ball to come your way
18. _____ The tackle
- a) is never attempted when the opponent is ahead of you
 - b) is always executed while facing the opponent
 - c) may be made in several different ways.
19. _____ A bully
- a) is used to start the game
 - b) is used to start each quarter
 - c) is used only after penalties
20. _____ Good strategy is giving each player
- a) an area to defend
 - b) a player to watch
 - c) keeping the fullbacks back to assist the goalie.

Some questions used in this test are taken or modified from the book Physical Education Handbook by Seaton and others (14).

Flagball I Unit

Unit Objectives:
Psychomotor

1) The student will be proficient in passing for distance as evidenced by scoring 12 points in competency one.

2) The student will be proficient in punting as evidenced by scoring 12 points in competency two.

3) The student will be proficient in passing for accuracy as evidenced by scoring 22 points in competency three.

4) The student will be proficient in place-kicking as evidenced by scoring 12 points in competency four.

5) The student will be proficient in catching passes as evidenced by scoring eight points in competency five.

6) The student will be proficient in hiking as evidenced by scoring 20 points in competencies six and seven combined.

Unit Objectives:
Cognitive

1) The student will acquire knowledge concerning flagball as evidenced by scoring 75 points in competency eight.

Competencies for Flagball I

Competency One: Forward Pass for Distance

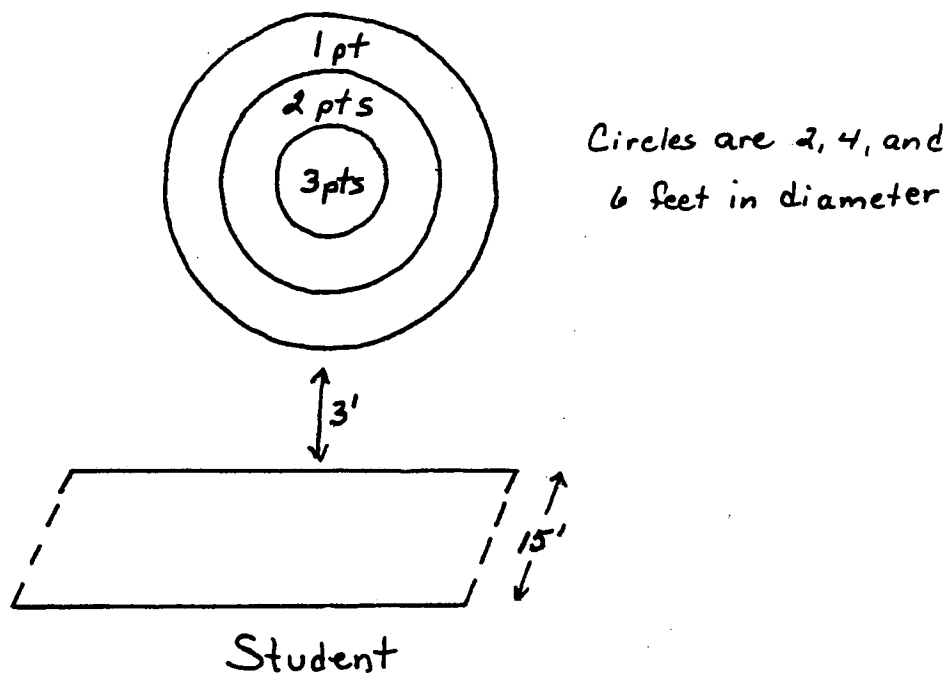
Throw three footballs as far as possible. Record the best distance of the three trials to the nearest foot.

Competency Two: Punting

Punt three footballs as far as possible. Record the best distance of the three trials to the nearest foot.

Competency Three: Forward Pass for Accuracy

Throw ten footballs at the target. Line hits are given the higher value. Record the number of points.



Competency Four: Place-Kick

From a kicking tee, kick three footballs as far as possible. Record the best distance of the three trials to the nearest foot.

Competency Five: Stationary Pass Catch

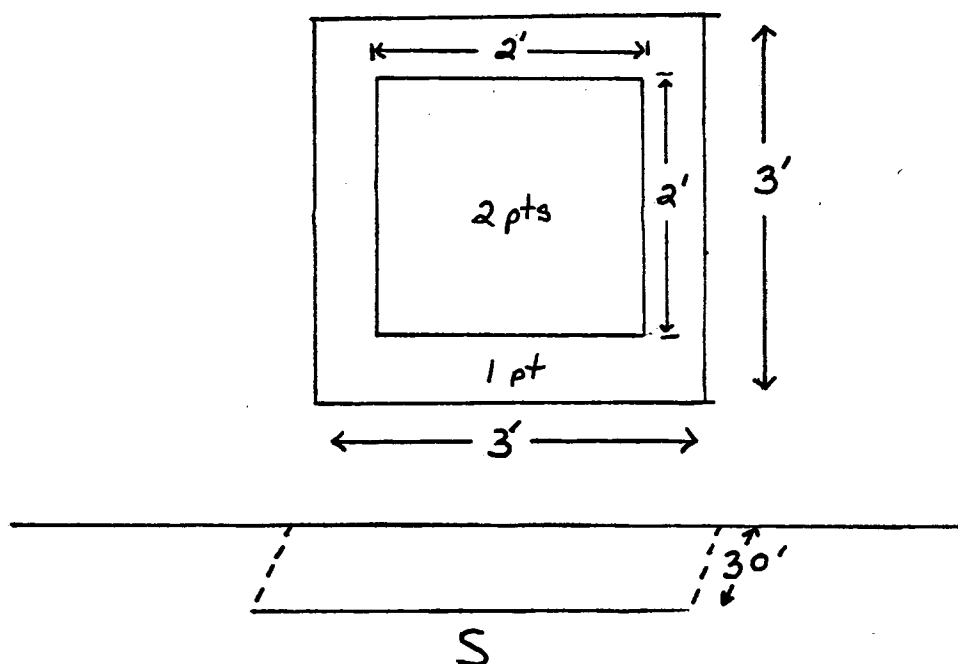
A tester will throw 10 passes from a distance of 60 feet. Record the number of catches.

Competency Six: Hiking from a Closed "T"

Execute five consecutive snaps of a football. Record one point for each correct snap.

Competency Seven: Hiking from an Open "T"

Hike 10 balls at the target. Line hits are given the higher value. Record the number of points.



Competency Eight: Written Test

Take a written test covering dimensions (15 per cent), general knowledge and rules (44 per cent), player positions (18 per cent), and terminology (23 per cent).

Competencies one, two, three, and four are based on the AAHPER skill tests in football (5).

Scoresheet for Flagball I

Name _____

Final Grade _____

Competency One: Forward Pass for Distance

Distance in trial one _____

Distance in trial two _____

Distance in trial three _____

Distance	1-100'	101-113'	114-125'	126'+
Points	4	8	12	15

Points _____

Competency Two: Punting

Distance in trial one _____

Distance in trial two _____

Distance in trial three _____

Distance	1-89'	90-99'	100-113'	114'+
Points	4	8	12	15

Points _____

Competency Three: Forward Pass for Accuracy

Points _____

Competency Four: Place Kicking

Distance in trial one _____

Distance in trial two _____

Distance in trial three _____

Distance	1-86'	87-98'	99-113'	114'+
Points	4	8	12	15

Points _____

Competency Five: Stationary Pass Catch

Catches	1-5	6-7	8	9-10
Points	4	6	8	10

Points _____

Competency Six: Hiking from a Closed "T"

Points _____

Competency Seven: Hiking from an Open "T"

Points _____

Competency Eight: Written Test

Record the percentage grade.

Points _____

Grand Total of Points _____

Grading

Grades are determined by the number of points earned in all the competencies. There is a total of 210 points possible. Grading is as follows: 185 points is an "A", 160 to 184 points is a "B", 135 to 159 points is a "C", and 110 to 134 points is a "D". Grade levels were determined by a combination of the policies of the school, experience in conducting classes, and norms of varying tests.

The psychomotor area is 52 per cent of the grade, and the cognitive area is 48 per cent.

References for Flagball I

1. Encyclopedias.*
2. Seaton, D., and others. Physical Education Handbook. 6th ed. Englewood Cliffs: Prentice-Hall, 1974.**
3. Stanley, D., and others. Physical Education Activities Handbook. 3rd ed. Boston: Allyn and Bacon, 1973.*

* Available in the school library

** Textbook

Written Test -- Flagball I

Name _____

Directions: Numbers one thru five are MODIFIED true and false questions. If the answer is true, write the word true on the blank. If the answer is false, write the word or phrase that will correct the statement on the blank. Correct only those portions of the statement that are underlined.

1. _____ Illegal blocking is a five yard penalty.
2. _____ Flagball games last for 40 minutes.
3. _____ End zones are 15 yards long.
4. _____ A defense can enter the neutral zone if the halfback moves on a punt.
5. _____ Pass interference can be called only on the defense.

Directions: Numbers 6 thru 19 are multiple choice questions. On the line, write the letter of the word or phrase that best answers or completes the question.

6. _____ In touch football, a touchdown counts
 - a) one point
 - b) three points
 - c) six points
 - d) seven points
7. _____ A field goal counts
 - a) one point
 - b) two points
 - c) three points
 - d) six points

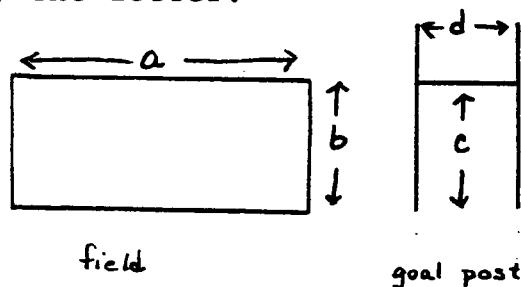
8. _____ A safety counts
- a) one point
 - b) two points
 - c) three points
 - d) six points
9. _____ When the ball is fumbled it is ruled that the
- a) ball is dead and belongs to the team that fumbled
 - b) ball belongs to the team that recovers the fumble
 - c) ball is dead and goes to the opponents
 - d) ball is put in play by a punt
10. _____ It is not true that in forward passing that
- a) the ends only are eligible to catch forward passes
 - b) all players are eligible to catch passes
 - c) passes may be thrown from any point back of the line of scrimmage
 - d) any number of passes may be thrown in a series of downs
11. _____ The penalty for roughing an opposing player is
- a) five yards
 - b) ten yards
 - c) fifteen yards
 - d) twenty yards
12. _____ The penalty for off-side is
- a) loss of down
 - b) five yards
 - c) ten yards
 - d) fifteen yards

13. _____ The penalty for defensive interference with a pass receiver is
- a) five yards
 - b) ten yards
 - c) fifteen yards
 - d) completed pass at spot of foul
14. _____ All are game officials except the
- a) referee
 - b) linesman
 - c) field judge
 - d) umpire
15. _____ If a ball is punted over an opponent's goal line it is a
- a) safety
 - b) touchback
 - c) three-point-score
 - d) touchdown
16. _____ Time-outs are taken in all the following situations except
- a) at completion of a scrimmage play
 - b) when the ball goes out of bounds
 - c) after a score is made
 - d) enforcement of a penalty
17. _____ The term that is usually not associated with flagball is
- a) wing back
 - b) bootleg play
 - c) balanced line
 - d) double steal

18. _____ An offensive maneuver in which an opposing lineman is permitted to charge across the line of scrimmage and then be blocked from the side is called
- brush blocking
 - bootleg play
 - cross-buck
 - mousetrap
19. _____ The following defensive formation is often called a diamond
- 7-1-2-1
 - 6-2-2-1
 - 7-2-2
 - 6-3-2

Directions: Letters a-d refer to dimensions. On the appropriate line, write the dimension represented by the letter.

20. aa)
 b)
 c)
 d)



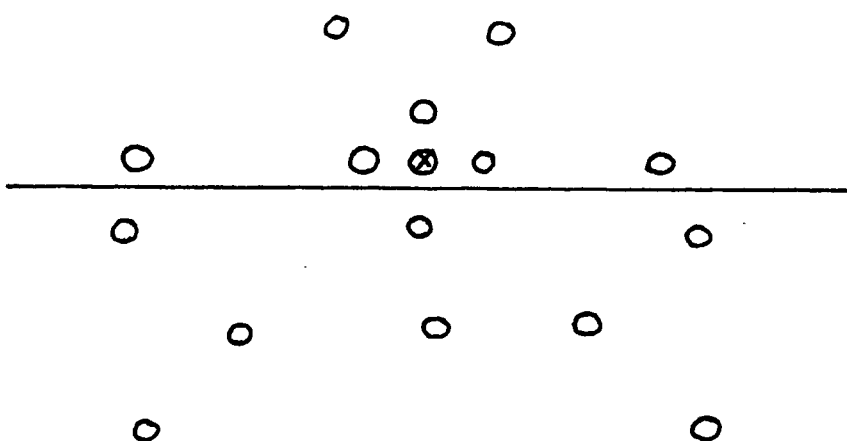
Directions: Briefly describe or define the following terms.

21. Clipping
22. Guarding the Flag
23. Line of Scrimmage
24. Off-Side

25. Touchback

Directions: On the diagram, label the player's positions for both the offense and defense.

offense



defense

Some questions used in this test are taken or modified from the book Physical Education Handbook by Seaton and others (14).

Flagball II Unit

Unit Objectives:
Psychomotor

1) The student will be proficient in kicking extra points as evidenced by scoring 12 points in competency one.

2) The student will be proficient in kicking field goals as evidenced by scoring 12 points in competency two.

3) The student will be proficient in catching passes as evidenced by scoring 12 points in competency three.

4) The student will be proficient in passing as evidenced by scoring 12 points in competency four.

Unit Objectives:
Cognitive

1) The student will acquire knowledge concerning flagball as evidenced by scoring 75 points in competency five.

Competencies for Flagball II

Competency One: Extra-Point Kick

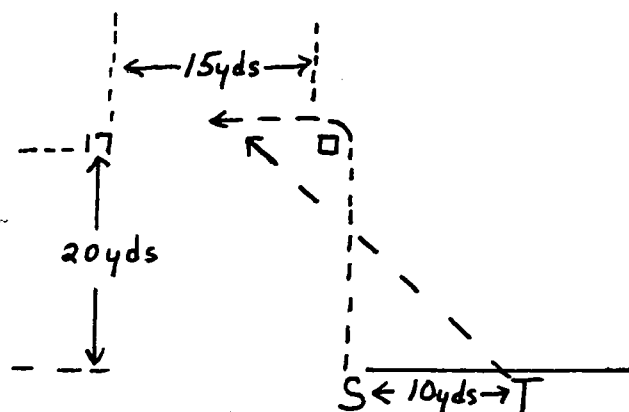
Kick 10 extra-point attempts. Record the number of extra-points made.

Competency Two: Field Goals

Kick five attempts from 30 yards, and five attempts from 40 yards. Record the number of field goals made.

Competency Three: Catching.

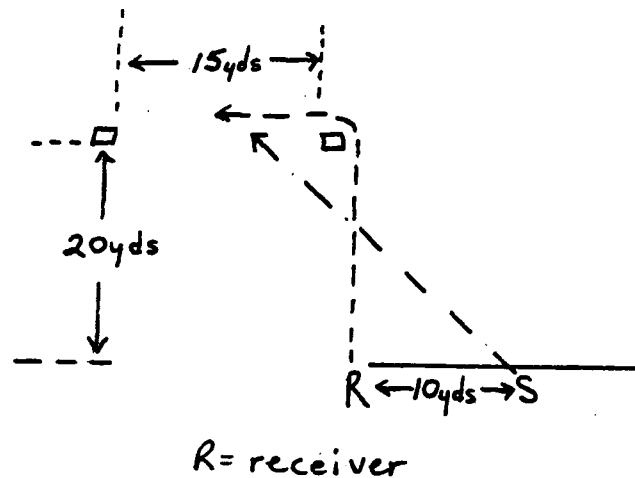
A tester will throw a ball from a square area. Record the number of catches made. Unreasonable throws may be retaken.



S = student

Competency Four: Passing

Throw 10 passes to a receiver. Record the number of times that the receiver came into contact with the pass.

Competency Five: Written Test

Take a written test consisting of general knowledge and rules (47 per cent), officiating principles (44 per cent), and pass patterns (nine per cent).

Scoresheet for Flagball II

Name _____

Final Grade _____

Competency One: Extra-Point Kick

Number Made	4-5	6-7	8	9-10
Points	4	8	12	15

Points _____

Competency Two: Field Goals

Number made from 30 yards _____

Number made from 40 yards _____

Number Made	4-5	6-7	8	9-10
Points	4	8	12	15

Points _____

Competency Three: Catching

Number Caught	4-5	6-7	8	9-10
Points	4	8	12	15

Points _____

Competency Four: Passing

Number Made	4-5	6-7	8	9-10
Points	4	8	12	15

Points _____

Competency Five: Written Test

Record the percentage grade.

Points _____

Grand Total of Points _____

Grading

Grades are determined by the number of points earned in all the competencies. There is a total of 160 points possible. Grading is as follows: 144 points and above is an "A", 132 to 143 points is a "B", 115 to 131 points is a "C", and 95 to 114 points is a "D". Grade levels were determined by a combination of the policies of the school and experience in conducting classes.

The psychomotor area is 38 per cent of the grade, and the cognitive area is 62 per cent.

References for Flagball II

1. Bunn, J. The Art of Officiating Sports. 3rd ed. Englewood Cliffs: Prentice-Hall, 1968.*
2. Encyclopedias.*
3. Flagball Rules. South Lancaster: Seventh-Day Adventist--Sports Activities Rules Committee, 1974.*
4. Mimeographed Sheets.***
5. Seaton, D., and others. Physical Education Handbook. 6th ed. Englewood Cliffs: Prentice-Hall, 1974.**
6. Stanley, D., and others. Physical Education Activities Handbook. 3rd ed. Boston: Allyn and Bacon, 1973.*

* Available in the school library.

** Textbook

*** Available from the physical education department.

Written Test -- Flagball II

Name _____

Directions: Numbers 1 thru 16 are MODIFIED true and false questions. If the answer is true, write the word true on the blank. If the answer is false, write the word or phrase that will correct the statement on the blank. Correct only those portions of the statement that are underlined.

1. _____ A fumble is loss of player possession other than by passing, kicking, or handing the ball.
2. _____ A muff is the touching of a loose ball in an unsuccessful attempt to secure possession.
3. _____ Hurdling is an attempt by a runner to jump over any player.
4. _____ Stiff-arming is a form of guarding the flag.
5. _____ The succeeding spot is where the ball was last snapped.
6. _____ The ball is spotted where the knee touches the ground.
7. _____ A team has 30 seconds in which to snap the ball.
8. _____ A defensive player must use his hands when warding off a blocker.
9. _____ A punter's foot may break the vertical plane formed by touch-off men.
10. _____ If a kicker kicks a ball at an opponent, the penalty is assessed even if the ball did not touch the opponent.
11. _____ A captain may confer with his coach before deciding on whether to accept or decline a penalty.
12. _____ A penalty can not move the ball more than half the distance to the goal line.

13. _____ When a ball is fumbled, it is marked dead at the spot where it landed.
14. _____ The offensive team may throw any number of forward passes as long as they don't go over the scrimmage line.
15. _____ A muff may be picked up and played by the offensive team.
16. _____ The kicking team may kick a place kick from behind the 30 yard line.

Directions: On the line, place the letter of the penalty that best describes the result of the infraction. Then on the same line, put the letter of the enforcement spot. Letters may be used more than once. Note that each answer will have two letters, (a-e) denoting the yardage and down, and (f-h) denoting the point of enforcement.

17. _____ tripping
18. _____ four point stance
19. _____ illegal motion
20. _____ no handoff
21. _____ illegal forward pass
22. _____ illegal blocking
23. _____ personal foul
24. _____ tackling
25. _____ offensive pass interference
26. _____ illegally handing ball forward
27. _____ defensive pass interference
28. _____ touch off violations
29. _____ defensive holding
30. _____ simulating snap action
31. _____ illegal substitution

- a) five yards and same down
- b) 15 yards and same down
- c) five yards and loss of down
- d) 15 yards and loss of down
- e) undeterminable from information given
- f) point of infraction
- g) succeeding point
- h) previous point

Directions: On the line, place the letter of the official whose duty it is to perform the indicated act.

- 32. _____ keeps track of the time
 - 33. _____ blows whistle for the kickoff to begin
 - 34. _____ checks player equipment
 - 35. _____ positions himself behind the defense
 - 36. _____ primary responsibility is watching for illegal procedure
 - 37. _____ has the responsibility of the chains and downs marker
 - 38. _____ is in charge of the overall game
 - 39. _____ watches down field play
- a) umpire
 - b) referee
 - c) linesman
 - d) field judge

Directions: In the spaces provided, describe the signals an official would use to indicate the following penalties.

40. Clipping

41. Ineligible receiver down field

42. First down

43. Illegally handling or passing the ball forward

44. Offsides

45. Illegal motion

46. Helping the runner

47. Time out

48. Illegal use of hands or arms

49. Personal foul

Directions: In the space following the situation, describe the option(s) and/or call(s) you would give or make for the following occurrences. Team A is offense. Team B is defense.

50. Team A snaps the ball before all players have been set for one second. On the play, a player on team B holds on to a receiver causing him to miss the pass.
51. Team A snaps the ball while team B is offside. During the play, a player on team B trips a member of team A.
52. Team A snaps the ball and the quarterback throws a pass to a teammate ten yards down field. A rusher from team B collided with the quarterback while attempting to block the pass.
53. Team A snaps the ball and the center does not complete a good snap causing the ball to hit the ground. The quarterback picks up the ball and throws an incomplete pass.
54. Team A snaps the ball while a teammate is offside. Team B intercepts a pass and during the runback team B commits a clipping penalty. After the whistle has been blown, the clipped player on team A pushes the player on team B to the ground.
55. Team A snaps the ball and the quarterback hands off to a halfback who falls as he approaches the goal line. His shoulders and the ball are across the line.

56. Team B intercepts a pass in the end zone and the player tries to run the ball back. Before he can get out of the end zone, his flag is pulled.

Directions: On the diagram place a "R" for the referee, a "U" for the umpire, a "L" for the linesman, and a "F" for the field judge.

57. Place the appropriate letters where each official should be during the time period just prior to the snap of the ball.

Directions: Diagram the following pass patterns. Put the corresponding letter on the pattern for identification.

- | | | |
|-----------------|----------------|-----------|
| a) Square In | 20 yards | - - - - - |
| b) Post | 16 yards | - - - - - |
| c) Fly | 14 yards | - - - - - |
| d) Corner | 12 yards | - - - - - |
| e) Button Hook | 10 yards | - - - - - |
| f) Down and out | 8 yards | - - - - - |
| | 6 yards | - - - - - |
| | 4 yards | - - - - - |
| | 2 yards | - - - - - |
| | scrimmage line | - - - - - |

Floor Hockey Unit

Unit Objectives:
Psychomotor

1) The student will be proficient in dribbling the puck as evidenced by scoring eight points in competency one.

2) The student will be proficient in passing as evidenced by scoring 21 points in competency two.

3) The student will be proficient in lifting the puck as evidenced by scoring seven points in competency three.

4) The student will be proficient in shooting as evidenced by scoring 16 points in competency four.

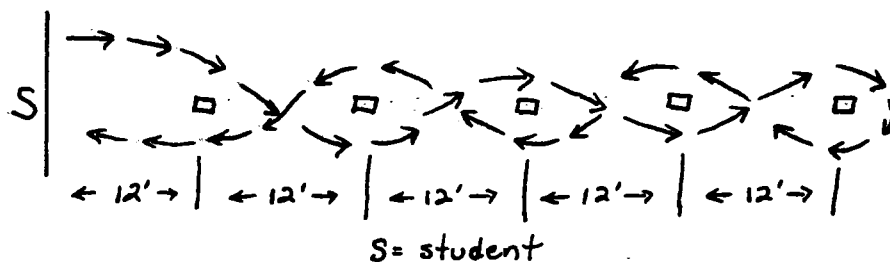
Unit Objectives:
Cognitive

1) The student will acquire knowledge concerning floor hockey as evidenced by scoring 75 points in competency five.

Competencies for Floor Hockey

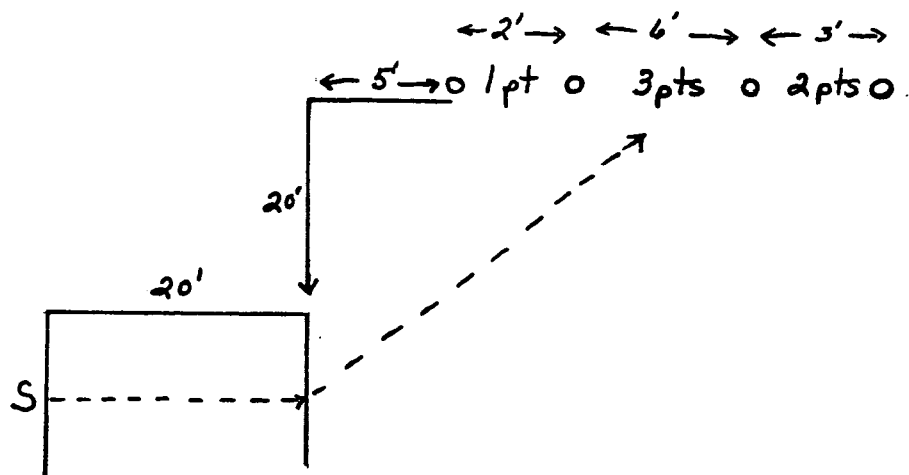
Competency One: Dribbling

Dribble the puck around the chairs and back to the starting line. Record the amount of time to the nearest second.



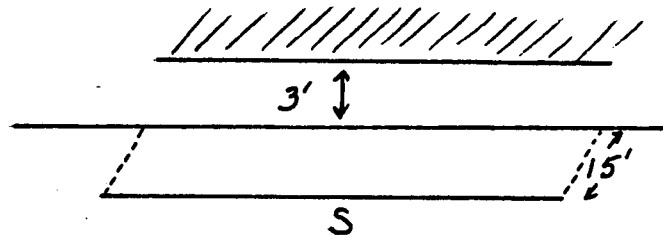
Competency Two: Passing

Pass 10 pucks at the target. The student should remain in motion during the pass. Pucks hitting the pennants are given the higher value. Record the number of points.



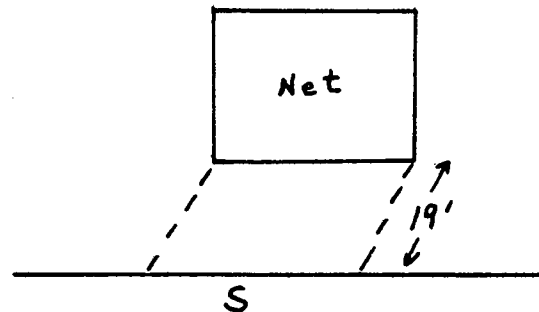
Competency Three: Lifting the Puck

Shoot 10 pucks against the wall. Record one point for each puck hitting above the three foot line.



Competency Four: Shooting

Shoot 10 pucks at the net. Score one point for each shot that goes in along the floor and two points for shots that go in while in the air.



Competency Five: Written Test

Take a written test covering general knowledge and rules (31 per cent), mechanics (13 per cent), and terminology (56 per cent).

Scoresheet for Floor Hockey

Name _____

Final Grade _____

Competency One: Dribbling

Time _____

Time	1-10	11-15	15-22	23-25
Points	15	12	8	4

Points _____

Competency Two: Passing

Points _____

Competency Three: Lifting the Puck

Points _____

Competency Four: Shooting

Points _____

Competency Five: Written Test

Record the percentage grade.

Points _____

Grand Total of Points _____

Grading

Grades are determined by the number of points earned in all the competencies. There is a total of 175 points possible. Grading is as follows: 160 points and above is an "A", 145 to 159 points is a "B", 120 to 144 points is a "C", and 100 to 119 points is a "D".

Grade levels were determined by a combination of the policies of the school and experience in conducting classes.

The psychomotor area is 43 per cent of the grade, and the cognitive area is 57 per cent.

References for Floor Hockey

1. Mimeographed sheets are available from the physical education department.

Written Test -- Floor Hockey

Name _____

Directions: Numbers one thru seven are MODIFIED true and false questions. If the answer is true, write the word true on the blank. If the answer is false, write the word or phrase that will correct the statement on the blank. Correct only those portions of the statement that are underlined.

1. _____ During face-offs, players must be on their own side.
2. _____ A game consists of three, 20 minute periods.
3. _____ Pucks may be put into the net by any action except by touching the hand of an offensive player.
4. _____ Most penalties last for three minutes.
5. _____ When a penalized player leaves the game, his team is said to be in a power play situation.
6. _____ The curvature of the stick blade should bend away from the direction you shoot.
7. _____ The stick should be held with both hands near the top for maximum leverage.

Directions: Define or explain what the following terms mean.

1. Icing
2. Off-Sides Pass
3. Highsticking
4. Tripping

5. Cross Checking

6. Boarding

7. Charging

8. Interference

9. Off-Sides

Golf I Unit

Unit Objectives:
Psychomotor

1) The student will be proficient in hitting the ball with irons as evidenced by scoring 75 points in competency one.

2) The student will be proficient in driving as evidenced by scoring 35 points in competency two.

3) The student will be proficient in pitching as evidenced by scoring 70 points in competency three.

4) The student will be proficient in putting as evidenced by scoring 15 points in competency four.

Unit Objectives:
Cognitive

1) The student will acquire knowledge concerning golf as evidenced by scoring 75 points in competency five.

Competencies for Golf I

Competency One: Irons

Hit 10 plastic golf balls with each of the following irons: nine, seven, five, and three. Record the number of points made. Line balls are given the higher value.

S = student

	0 pts	1 pt	2 pts	3 pts
S	0 pts	2 pts	3 pts	4 pts
	0 pts	1 pt	2 pts	3 pts
	30yds	20yds	20yds	20yds +

Competency Two: Driving

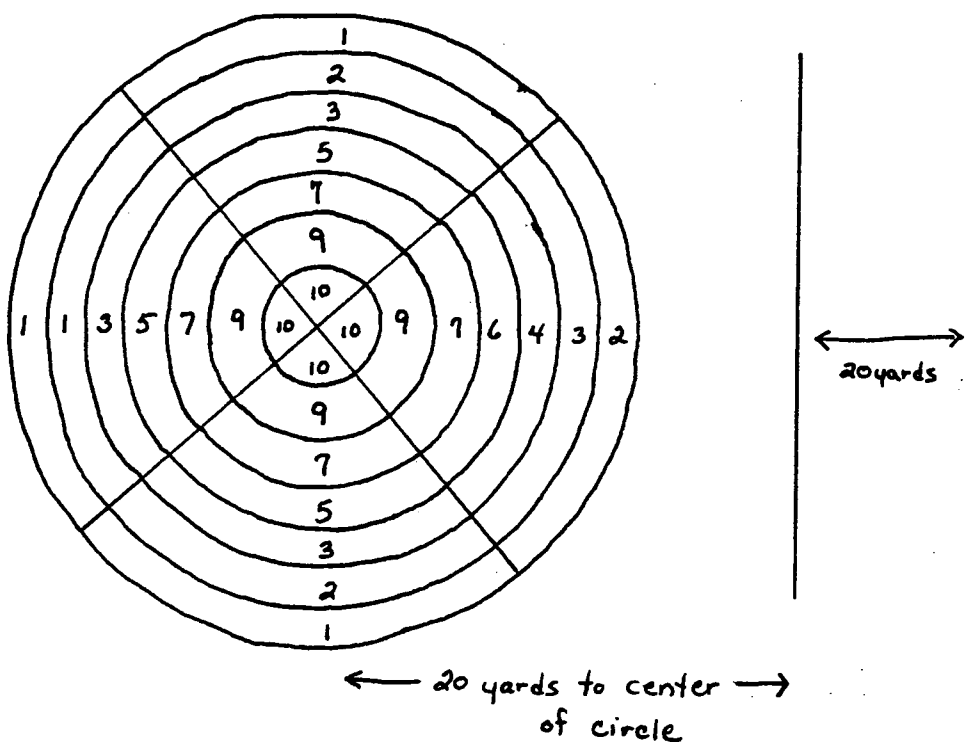
Hit 10 tee shots. Record the number of points scored. Line balls are given the higher value.

	0 pts	1 pt	2 pts	3 pts	4 pts	20 Yards
S	1 pt	2 pts	3 pts	4 pts	5 pts	40 Yards
	0 pts	1 pt	2 pts	3 pts	4 pts	20 Yards
	100 Yards	125 Yards	150 Yards	200 Yards		

Competency Three: Pitching

Using a nine iron, pitch 10 golf balls into the target area. Record the number of the area where the ball comes to rest. Line balls are given the higher value. Balls must travel over the restraining line in the air to be given any points. Record the number of points.

Numbers in the circle represent points



Diameters of the circle are
6, 16, 26, 36, 46, 56, and 66
feet from the center
to the outside.

Competency Four: Putting

On a practice green, putt five golf balls from each of the following distances: one, three, seven, and ten feet. Record the number of holes made in only one stroke.

Competency Five: Written Test

Take a written test covering parts of the clubs (27 per cent), terminology (30 per cent), etiquette (13 per cent), mechanics (20 per cent), and general knowledge and rules (ten per cent).

Competency one is based on the Plastic Ball Golf Iron Test (5). Competency two is based on the Nelson Pitching Test (11).

Scoresheet for Golf I

Name _____

Final Grade _____

Competency One: Irons

Points for nine iron _____

Points for seven iron _____

Points for five iron _____

Points for three iron _____

Total Points _____

Competency Two: Driving

Points _____

Competency Three: Pitching

Points _____

Competency Four: Putting

Points from one foot _____

Points from three feet _____

Points from seven feet _____

Points from ten feet _____

Total Points _____

Competency Five: Written Test

Record the percentage grade.

Points _____

Grand Total of Points _____

Grading

Grades are determined by the number of points earned in all the competencies. There is a total of 430 points possible. Grading is as follows: 330 points and above is an "A", 280 to 329 points is a "B", 225 to 279 points is a "C", and 165 to 224 points is a "D". Grade levels were determined by a combination of the policies of the school, experience in conducting classes, and norms of varying tests.

The psychomotor area is 70 per cent of the grade, and the cognitive area is 30 per cent.

References for Golf I

1. Bruce, B., and E. Davies. Beginning Golf. Belmont: Wadsworth, 1968.*
2. Chui, E. Golf. 2nd ed. Pacific Palisades: Goodyear, 1973.*
3. Encyclopedias.*
4. Nance, V., and E. Davis. Golf. 3rd ed. Dubuque: Wm. C. Brown, 1975.*
5. Seaton, D., and others. Physical Education Handbook. 6th ed. Englewood Cliffs: Prentice-Hall, 1974.**
6. Stanley, D., and others. Physical Education Activities Handbook. 3rd ed. Boston: Allyn and Bacon, 1973.*

* Available in the school library.

** Textbook

Written Test -- Golf I

Name _____

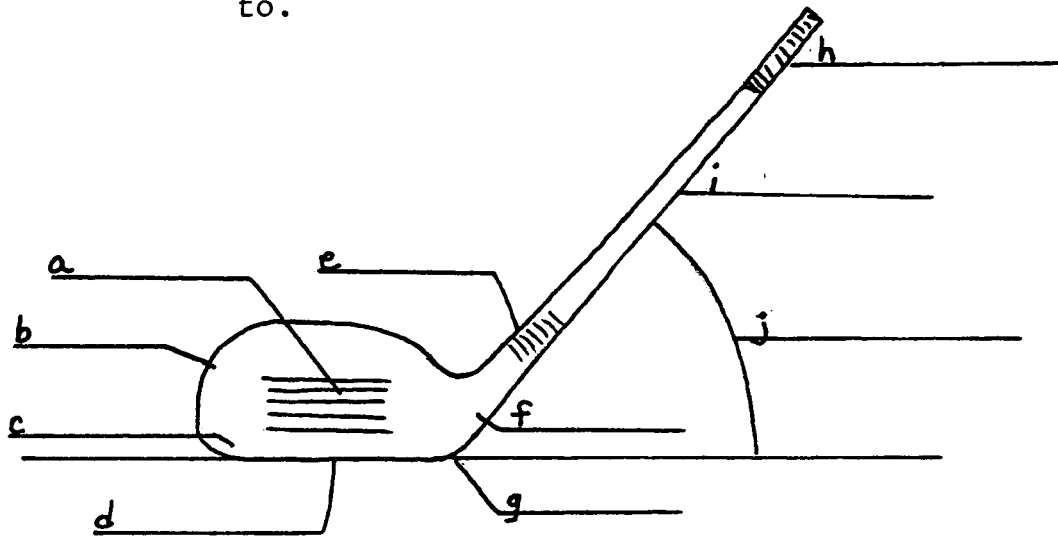
Directions: Numbers one thru ten are MODIFIED true and false questions. If the answer is true, write the word true on the blank. If the answer is false, write the word or phrase that will correct the statement on the blank. Correct only those portions of the statement that are underlined.

1. _____ Golf is one sport in which handicapping is sometimes used to equalize competition.
2. _____ In assuming the proper stance, the knees should be slightly flexed at address.
3. _____ A four wood has more loft than a three wood.
4. _____ The lower numbered irons require the ball to be played closer to the body.
5. _____ The grip for the driver should be different from that used for the nine iron.
6. _____ A player may tee his ball anywhere behind and between the tee markers.
7. _____ There is no set way of determining who is to shoot first at each hole.
8. _____ The warning call to anyone who may be in the way of an approaching ball is "Fore!"
9. _____ You may play even if the group ahead is in range, if you yell "Fore" before hitting the ball.
10. _____ You should always replace divots.

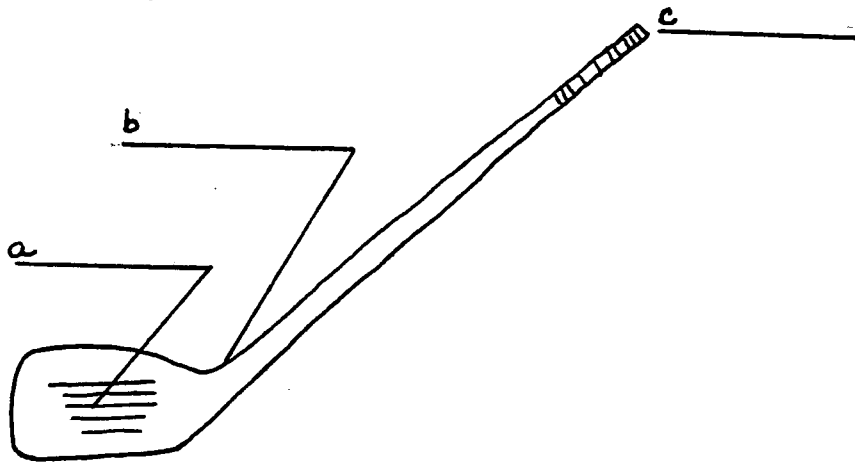
Directions: Numbers 11 thru 14 are multiple choice questions. On the line, write the letter of the word or phrase that best answers or completes the question.

11. _____ Which is not a part of an iron?
- a) sole plate
 - b) face grooving
 - c) blade
 - d) heel
 - e) toe
12. _____ The key to getting loft on the ball is to
- a) hit the ball on the up swing
 - b) hit down and through the ball
 - c) swing hard
 - d) none of these
13. _____ Which adaptation in stance is not used for a downhill shot?
- a) spread feet wider
 - b) use a longer club
 - c) play the ball back more
 - d) use a more lofted club
14. _____ Which adaptation is not used for a side hill shot where the player is standing below the ball?
- a) use a longer grip
 - b) aim at the right
 - c) open the stance
 - d) play the ball back more

Directions: On the blank, write the word that describes the part of the iron that the line is pointing to.



Directions: On the blank, write the word that describes the part of the wood that the line is pointing to.



Directions: Define or explain the following terms.

17. Birdie

18. Bogey

19. Casual water

20. Dog leg

21. Eagle

22. Mulligan

23. Slice

24. Winter rules

Some of the questions used in this test are taken or modified from the book Physical Education Handbook by Seaton and others (14).

Golf II Unit

Unit Objectives:
Psychomotor

1) The student will be proficient in playing golf as evidenced by scoring 140 points in competency one.

Unit Objectives:
Cognitive

1) The student will acquire knowledge in golf as evidenced by scoring 75 points in competency two.

Competencies for Golf II

Competency One: Game Play

Play five rounds of golf. Subtract the total for the three best games from 500.

Competency Two: Written Test

Take a written test covering history (five per cent), general knowledge and rules (66 per cent), mechanics (24 per cent), and terminology (five per cent).

Scoresheet for Golf II

Name _____ Final Grade _____

Competency One: Game Play

Points in game one _____

Points in game two _____

Points in game three _____

Points in game four _____

Points in game five _____

500 - _____ = _____ Total Points _____
 (three best) (points)

Competency Two: Written Test

Record the percentage grade. Points _____

Grand Total of Points _____

Grading

Grades are determined by the number of points earned in all the competencies. There is a total of 300 points possible. Grading is as follows: 290 points and above is an "A", 253 to 289 points is a "B", 212 to 252 points is a "C", and 175 to 211 points is a "D". Grade levels were determined by a combination of the policies of the school and experience in conducting classes.

The psychomotor area is 67 per cent of the grade, and the cognitive area is 33 per cent.

References for Golf II

1. Bruce, B., and E. Davies. Beginning Golf. Belmont: Wadsworth, 1968.*
2. Chui, E. Golf. 2nd ed. Pacific Palisades: Goodyear, 1973.*
3. Encyclopedias.*
4. Nance, V., and E. Davis. Golf. 3rd ed. Dubuque: Wm. C. Brown, 1975.*
5. Seaton, D., and others. Physical Education Handbook. 6th ed. Englewood Cliffs: Prentice-Hall, 1974.**
6. Stanley, D., and others. Physical Education Activities Handbook. 3rd ed. Boston: Allyn and Bacon, 1973.*

* Available in the library

** Textbook

Written Test -- Golf II

Name _____

Directions: Numbers one thru seven are MODIFIED true and false questions. If the answer is true, write the word true on the blank. If the answer is false, write the word or phrase that will correct the statement on the blank. Correct only those portions of the statement that are underlined.

1. _____ The first rules of golf established at the St. Andrews course in Scotland are still in effect today.
2. _____ It is advisable for the beginner to purchase the best equipment money can buy.
3. _____ A four wood has more length than a three wood.
4. _____ A player may have a maximum of 14 clubs.
5. _____ Closing the stance, closing the left hand, and placing the right hand over the shaft more are methods of correcting a hook.
6. _____ Balls with dimples are more accurate but do not go as far as smooth balls.
7. _____ The body and club action prior to the swing is termed the waggle.

Directions: Numbers 8 thru 13 are multiple choice questions. On the line, write the letter of the word or phrase that best answers or completes the question.

8. _____ For men a par six hole would be
 - a) 401-575 yards
 - b) 471 yards or more
 - c) 576 yards or over
 - d) none of these, men do not have par six holes

9. _____ Which adaptation is not used for a sand trap shot?
- a) open the club face
 - b) play the ball forward
 - c) close the stance
 - d) hit one to two inches behind the ball
10. _____ There are many styles of putting, but all successful styles usually have all but one of these characteristics in common.
- a) the putter blade is square to the hole
 - b) the stance is comfortable and assures proper balance
 - c) the head is motionless; the body rotates smoothly and precedes the arm action
 - d) the blade should remain low in the back swing and the ball should be stroked smoothly and with confidence
11. _____ All but one statement is correct for the overlapping grip
- a) the V formed by the thumb and forefinger of the left hand points over the right shoulder
 - b) the right hand grip is a finger grip, as opposed to the palm and finger grip of the left hand
 - c) the right palm faces the target
 - d) the V formed by the right thumb and forefinger should point to the left shoulder

12. _____ Identify the incorrect statement
- a) shaft flexibility determines the golfer's "feel" of the clubhead
 - b) tees can be made of wood, plastic, or metal
 - c) swing weight refers to the total weight of the club
 - d) a tightly wound ball has a high compression and rebounds farther from the clubface when hit
13. _____ Identify the incorrect statement concerning the swing
- a) the length of the backswing varies with the length of the club used
 - b) the backswing should be leisurely and not hurried
 - c) in the downswing the initial movement is with the hands
 - d) none of these
14. According to the rules, when is a ball declared lost?
15. How is honor decided?
16. When a ball is lying in casual water, what can the player do about it?
17. List four times when a player loses a stroke.

Some of the questions used in this test are taken or modified from the book Physical Education Handbook by Seaton and others (14).

Physical Fitness Unit

Unit Objectives:
Psychomotor

- 1) The student will be physically fit as evidenced by scoring 12 points in competency one.
- 2) The student will be physically fit as evidenced by scoring 12 points in competency two.
- 3) The student will be physically fit as evidenced by scoring 12 points in competency three.
- 4) The student will be physically fit as evidenced by scoring 12 points in competency four.
- 5) The student will be physically fit as evidenced by scoring 12 points in competency five.
- 6) The student will be physically fit as evidenced by scoring 12 points in competency six.
- 7) The student will be physically fit as evidenced by scoring 12 points in competency seven.
- 8) The student will be physically fit as evidenced by scoring 12 points in competency eight.
- 9) The student will be physically fit as evidenced by scoring 12 points in competency nine.

Competencies for Physical Fitness

Competency One: Sit-Ups

Execute as many situps as you can. The knees are flexed. Record the number of times that the opposite elbow touches a knee. Student must make sure the head returns to the floor and no rest is allowed.

Competency Two: Flexed Arm Hang (Women)

Execute a flexed arm hang and record the time it was held to the nearest second.

Competency Three: Chin-Ups (Men)

Execute as many chin-ups as possible. Record the number of chin-ups completed.

Competency Four: Push-Ups

Execute as many push-ups as you can. No rest is allowed. Women can use the modified push-up.

Competency Five: Bar Dip (Women)

Assume a straight arm support on the low bar. Lower yourself down until the elbows form a right angle, then straighten back up to the arm support. Repeat as often as possible without resting. Record the number completed.

Competency Six: Bar Dip (Men)

Assume a straight arm support on the even parallel bars. Lower yourself down until the elbows form a right angle, then straighten back up into the arm support. Repeat as often as possible without resting. Record the number completed.

Competency Seven: Squat Thrusts

Execute as many squat thrusts as possible. No rest is allowed. Record the number of squat thrusts completed.

Competency Eight: 600 Meter Run

Run 600 meters in as little time as possible. Record the time to the nearest second.

Competency Nine: 12 Minute Run-Walk

Record the distance covered within 12 minutes to the nearest line.

Competencies are based on either the AAHPER fitness tests or other tests reported by Johnson and Nelson (5).

Scoresheet for Physical Fitness

Name _____ Final Grade _____

Competency One: Sit-Ups

Number Completed (Men)	29-35	36-51	52-67	68+
Points	4	8	12	15
Number Completed (Women)	16-22	23-38	39-50	50+

Points _____

Competency Two: Flexed Arm Hang (Women)

Seconds	3-4	5-8	9-15	16+
Points	4	8	12	15

Points _____

Competency Three: Chin-Ups (Men)

Number Completed	4-5	7-9	10-11	12+
Points	4	8	12	15

Points _____

Competency Four: Push-Ups

Number Completed (Men)	10-16	17-30	31-40	41+
Points	4	8	12	15
Number Completed (Women)	8-14	15-25	26-32	33+

Points _____

Competency Five: Bar Dip (Women)

Number Completed	7-10	11-16	17-20	21+
Points	4	8	12	15

Points _____

Competency Six: Bar Dip (Men)

Number Completed	4-8	9-17	18-24	25+
Points	4	8	12	15

Points _____

Competency Seven: Squat Thrusts

Number Completed (Men)	26-45	46-89	90-110	111+
Points	4	8	12	15
Number Completed (Women)	10-17	18-35	36-43	44+

Points _____

Competency Eight: 600 meter run

Time in seconds (Men)	100-	101-110	111-120	121-130
Points	15	12	8	4
Time in seconds (Women)	145-	146-160	161-180	181-200

Points _____

Competency Nine: 12 Minute Run-Walk

Distance in Meters (Men)	1600-2000	2001-2400	2401-2800	2801+
Points	4	8	12	15
Distance in Meters (Women)	1500-1700	1701-2000	2001-2400	2401+

Points _____

Grand Total of Points _____

Grading

Grades are determined by the number of points earned in all the competencies. There is a total of

135 points possible. Grading is as follows: 121 points is an "A", 112 to 120 points is a "B", 97 to 111 points is a "C", and 87 to 96 points is a "D". Grade levels were determined by a combination of the policies of the school, experience in conducting classes, and norms of varying tests.

The psychomotor area is 100 per cent of the grade.

References for Physical Fitness

1. Allsen, P., J. Harrison, and B. Vance. Fitness for Life. Dubuque: Wm. C. Brown, 1978.***
2. 5BX Plan for Physical Fitness. Ottawa: Queen's Printer, 1961.***
3. Physical Fitness and Special Conditioning Program. New York: American Football Coaches Association.***
4. Ricci B. Physical and Physiological Conditioning for Men. 2nd ed. Dubuque: Wm. C. Brown, 1972.*
5. Seaton, D., and others. Physical Education Handbook. 6th ed. Englewood Cliffs: Prentice-Hall, 1974.**
6. Stanley, D., and others. Physical Education Activities Handbook. 3rd ed. Boston: Allyn and Bacon, 1973.*
7. Youth Physical Fitness. Washington: U. S. Government, 1973.***

* Available in the school library

** Textbook

*** Available from the physical education department.

Recreational Activities Unit

Unit Objectives:
Psychomotor

1) The student will be proficient in scoring with shuffleboard discs as evidenced by scoring 120 points in competency one.

2) The student will be proficient in striking shuffleboard discs as evidenced by scoring 16 points in competency two.

3) The student will be proficient in blocking shuffleboard discs as evidenced by scoring 30 points in competency three.

4) The student will be proficient in playing shuffleboard as evidenced by scoring 112 points in competency four.

5) The student will be proficient in serving table tennis balls as evidenced by scoring 16 points in competency six.

6) The student will be proficient in the fore-hand stroke in table tennis as evidenced by scoring eight points in competency seven.

7) The student will be proficient in the backhand stroke in table tennis as evidenced by scoring eight points in competency eight.

8) The student will be proficient in playing table tennis as evidenced by scoring 75 points in competency nine.

Unit Objectives:
Cognitive

1) The student will acquire knowledge concerning shuffleboard as evidenced by scoring 75 points in competency five.

2) The student will acquire knowledge concerning table tennis as evidenced by scoring 75 points in competency ten.

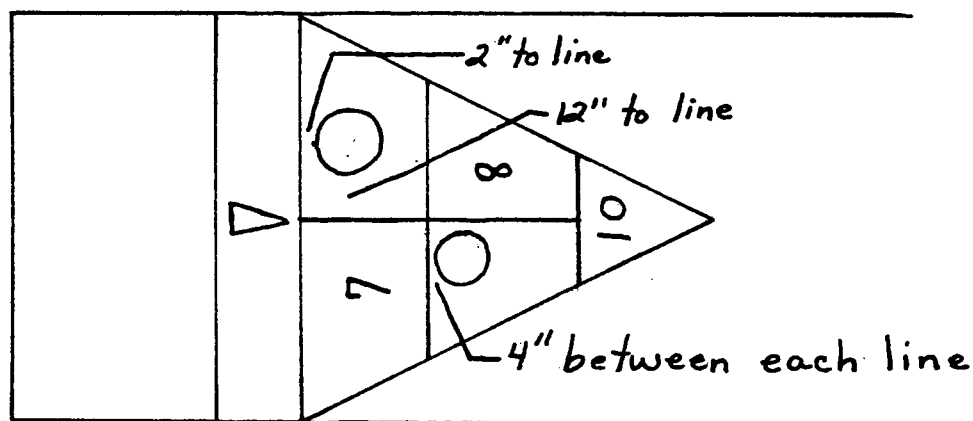
Competencies for Recreational Activities

Competency One: Scoring with Discs

Shoot two rounds of 10 discs and record the total number of points made. After each shot remove the disc used so that the scoring area is empty.

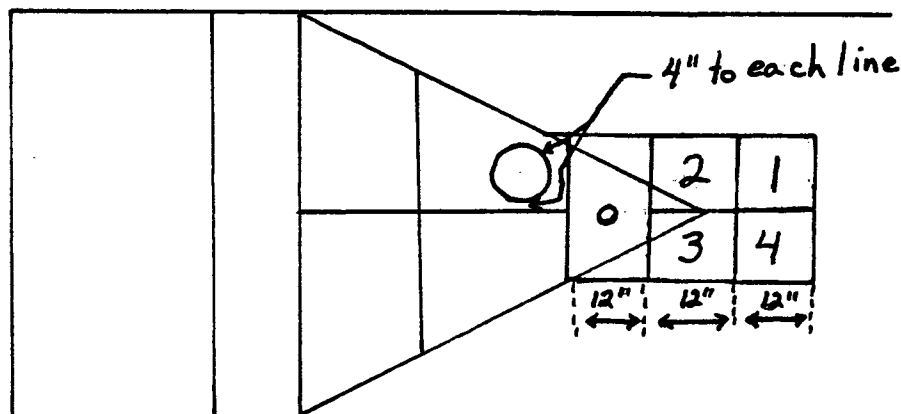
Competency Two: Striking Discs

Shoot five discs each at an "opponent's" disc placed in a seven scoring area and in an eight scoring area. Each time the disc is hit, replace it to the original spot. Always remove the disc shot to leave the scoring area clear. Record two points for each time the "opponent's" disc is removed and the disc that was shot remains in a scoring area. Record one point for hitting the "opponent's" disc out of a scoring area when the disc shot also leaves the scoring area. Zero points are recorded if the student misses the "opponent's" disc or fails to remove it from a scoring area.



Competency Three: Blocking Discs

Shoot 10 discs in an attempt to block an opponent from hitting a disc in the eight area. Remove discs after each shot to clear the scoring area. Record the number of points.



Competency Four: Game Play in Shuffleboard

During a round robin (consisting of four players), record the number of points made. Each game constitutes a match. Games are set at 50 points.

Competency Five: Written Test on Shuffleboard

Take a written test covering dimensions (five per cent), terminology (19 per cent), general knowledge and rules (52 per cent), mechanics (five per cent), and history (19 per cent).

Competency Six: Serving in Table Tennis

Serve 10 balls from the right side and 10 balls from the left side. Use serving regulations pertaining to doubles play. Record the number of serves made.

Competency Seven: Forehand Stroke in Table Tennis

The tester will serve 10 balls to the student's forehand side at a reasonable speed. Record the number of correct returns.

Competency Eight: Backhand Stroke in Table Tennis

The tester will serve 10 balls to the student's backhand side at a reasonable speed. Record the number of correct returns.

Competency Nine: Game Play in Table Tennis

During a round robin (consisting of four players) record the number of points made.

Competency Ten: Written Test in Table Tennis

Take a written test covering dimensions (eight per cent), terminology (23 per cent), general knowledge and rules (46 per cent), history (19 per cent), and mechanics (four per cent).

Scoresheet for Recreational Games

Name _____ Final Grade _____

Competency One: Scoring with Discs

Points in round one _____

Points in round two _____

Total Points _____

Competency Two: Striking Discs

Points in striking disc in the seven area _____

Points in striking disc in the eight area _____

Total Points _____

Competency Three: Blocking Discs

Points _____

Competency Four: Game Play in Shuffleboard

Points in game one _____

Points in game two _____

Points in game three _____

Total Points _____

Competency Five: Written Test in Shuffleboard

Record the percentage grade. Points _____

Competency Six: Serving in Table Tennis

Points serving from right side _____

Points serving from left side _____

Total Points _____

Competency Seven: Forehand Stroke in Table Tennis

Points _____

Competency Eight: Backhand stroke in Table Tennis

Points _____

Competency Nine: Game Play in Table Tennis

Points in game one _____

Points in game two _____

Points in game three _____

Total Points _____

Competency Ten: Written Test in Table Tennis

Record the percentage grade. Points _____

Grand Total of Points _____

Grading

Grades are determined by the number of points earned in all the competencies. There is a total of 713 points possible. Grading is as follows: 600 points and above is an "A", 540 to 599 points is a "B", 450 to 539 points is a "C", and 395 to 449 points is a "D". Grade levels were determined by a combination of the policies of the school and experience in conducting classes.

The psychomotor area is 72 per cent of the grade, and the cognitive area is 28 per cent.

References for Recreational Activities

1. Encyclopedias.*
2. Seaton, D., and others. Physical Education Handbook. 6th ed. Englewood Cliffs: Prentice-Hall, 1974.**
3. Stanley, D., and others. Physical Education Activities Handbook. 3rd ed. Boston: Allyn and Bacon, 1973.*

Written Test -- Recreational Activities

Shuffleboard

Name _____

Directions: Numbers one thru four are MODIFIED true and false questions. If the answer is true, write the word true on the blank. If the answer is false, write the word or phrase that will correct the statement on the blank. Correct only those portions of the statement that are underlined.

1. _____ The cue should be jabbed at the disc to get speed.
2. _____ Black always starts the game.
3. _____ You must shoot your discs from behind the ten-off space and on your own half of the court.
4. _____ The lead changes after each round in a singles game.

Directions: Numbers 5 thru 14 are multiple choice questions. On the line, write the letter of the word or phrase that best answers or completes the question.

5. _____ One of the following names was used to describe shuffleboard in its early history.
 - a) surfboard
 - b) slide groat
 - c) cue stick
 - d) quintain
6. _____ Shuffleboard was introduced as a recreational activity on shipboard by the
 - a) Germans
 - b) French
 - c) Spanish
 - d) British

7. _____ Early popularity of shuffleboard developed in the United States in
- a) New York
 - b) California
 - c) Florida
 - d) Michigan
8. _____ The National Shuffleboard Association was formed in
- a) 1910
 - b) 1920
 - c) 1931
 - d) 1945
9. _____ The length of a shuffleboard court is
- a) 40 feet
 - b) 52 feet
 - c) 60 feet
 - d) 75 feet
10. _____ The wood discs used in shuffleboard are
- a) oblong in shape
 - b) square
 - c) three inches thick
 - d) round and six inches in diameter
11. _____ The following is true about the game
- a) at the start of the game the owner of red discs starts first
 - b) the cue should be jabbed at disc in shooting
 - c) a disc lying on a boundary line of a scoring area is counted as in the area
 - d) in singles all shots are made from the same end of the court

12. _____ Five points shall be deducted from a player's score for all but one of the following
- a) players stepping on or over baseline in making a shot
 - b) discs not played from respective half of ten-off area
 - c) players touching live discs at any time
 - d) shooting an opponent's disc lying in ten point area
13. _____ Ten points shall be deducted from a player's score for all but one of the following
- a) players not seated when play is toward their end of the court
 - b) player making a hesitation or hook shot
 - c) player making remarks to disconcert opponent
 - d) making any remarks that may be construed as coaching a partner while making a play
14. _____ All but one of the following scoring areas are included on a shuffleboard court
- a) ten point
 - b) eight point
 - c) seven point
 - d) fifteen points

15. At what point values can games be placed?

16. What constitutes a match in shuffleboard?

Some questions used in this test are taken or modified from the book Physical Education Handbook by Seaton and others (14).

Written Test -- Recreational Activities Table Tennis

Name _____

Directions: Numbers one thru four are MODIFIED true and false questions. If the answer is true, write the word true on the blank. If the answer is false, write the word or phrase that will correct the statement on the blank. Correct only those portions of the statement that are underlined.

1. _____ Service changes every ten points.
2. _____ In doubles, players must alternate hits.
3. _____ Let balls may be reserved.
4. _____ Players should change ends when the score reaches 12 if the match consists of one game.

Directions: Numbers 5 thru 24 are multiple choice questions. On the line, write the letter of the word or phrase that best answers or completes the question.

5. _____ All of the following terms have been used to describe table tennis except
 - a) indoor tennis
 - b) gossima
 - c) ping pong
 - d) racket tennis
6. _____ The term "Table Tennis" came into general use around
 - a) 1900
 - b) 1920
 - c) 1930
 - d) 1940

7. _____ The name "Ping Pong" was patented by
- a) Parker Brothers
 - b) A. G. Spalding
 - c) Rawlings
 - d) Lowe and Campbell
8. _____ The length in feet of a regulation table tennis table is
- a) six
 - b) seven
 - c) eight
 - d) nine
9. _____ The term that is not appropriate in table tennis is
- a) sling shot
 - b) forehand
 - c) backhand
 - d) drop shot
10. _____ The width in feet of a regulation table tennis table is
- a) four
 - b) five
 - c) six
 - d) seven
11. _____ The winner of a game shall be the player who first scores
- a) 15 points
 - b) 20 points
 - c) 21 points
 - d) 25 points

12. _____ A "Let" means
- a) play the point over
 - b) point for server
 - c) point for receiver
 - d) deuce
13. _____ When the score is even at 20-all, it is called
- a) a let
 - b) a deuce
 - c) an advantage
 - d) an ace
14. _____ The following term is most appropriate
- a) ace
 - b) curl
 - c) round
 - d) inning
15. _____ The following shot is illegal
- a) drop shot
 - b) backhand
 - c) finger spin
16. _____ A player shall lose a point for
- a) slicing the ball
 - b) touching the table with the hand while the ball is in play
 - c) making a chop shot
 - d) making a push shot

17. _____ The service line is located
- a) in the middle of the table parallel to the side lines
 - b) at the end of the table
 - c) along the side line of the table
 - d) in the middle of the table parallel to the net
18. _____ A serve is illegal if the
- a) ball first hits the table in the server's court
 - b) finger spin is used
 - c) ball strikes outside boundary of court near server's end
 - d) ball strikes table on second bounce in receiver's court
19. _____ The server shall lose a point on all these conditions except when
- a) he touches the table while serving
 - b) he fails to get the served ball over the net
 - c) the served ball hits the net and drops into the receiver's court
 - d) he volleys the ball
20. _____ In table tennis the basic skill is the
- a) chop shot
 - b) push shot
 - c) forehand shot
 - d) volley

21. _____ A stroke in which the lower part of the ball is hit with a downward stroke of the paddle, imparting backspin to the ball is called
- a) finger spin
 - b) chop shot
 - c) push shot
 - d) block shot
22. _____ The next point made after a deuce score is called
- a) ace
 - b) advantage
 - c) all
 - d) deuce
23. _____ A shot played so softly that it dies before an opponent can reach it is called
- a) dead ball
 - b) block shot
 - c) topspin shot
 - d) drop shot
24. _____ A stroke in which the ball is stroked late so that it tends to spin in a direction away from the paddle is called
- a) push shot
 - b) slice
 - c) chop shot
 - d) finger spin

Directions: Define or explain the following terms.

25. Ace

26. Volley

Some of the questions used in this test are taken or modified from the book Physical Education Handbook by Seaton and others (14).

Roller Skating Unit

Unit Objectives:
Psychomotor

1) The student will be proficient repairing skates as evidenced by scoring 10 points in competency one.

2) The student will be proficient in skating clockwise as evidenced by scoring 18 points in competency two.

3) The student will be proficient in skating counterclockwise as evidenced by scoring 16 points in competency three.

4) The student will be proficient in skating backward as evidenced by scoring 16 points in competency four.

5) The student will be proficient in doubles skating as evidenced by scoring 16 points in competency five.

6) The student will be proficient in skating during the grand march as evidenced by scoring 16 points in competency six.

7) The student will be proficient in doing pirouettes as evidenced by scoring seven points in competency seven.

8) The student will be proficient in doing scale turns as evidenced by scoring seven points in competency eight.

Competencies for Roller Skating

Competency One: Repair of Skates

Disassemble a wheel assembly and reassemble it.

Competency Two: Skating Clockwise

Skate three times around the gymnasium in a clockwise direction. Use the crossover step at all corners. From 20 points, subtract one point for each fall or corner where the crossover step was not used.

Competency Three: Skating Counterclockwise

Skate three times around the gymnasium in a counterclockwise direction. Use the crossover step at all corners. From 20 points, subtract one point for each fall or corner where the crossover step was not used.

Competency Four: Skating Backwards

Skate two complete circuits around the gymnasium. From 20 points, subtract one point for each stop or fall.

Competency Five: Doubles Skating

Skate two times around the gymnasium using the crossover step and with the arms interlocked. From 20 points, subtract one point for each fall, failure to use the crossover step, or touching the other skater's skate.

Competency Six: Grand March

Participate in a grand march and demonstrate a knowledge of the mechanics and the proper timing required. From 20 points, subtract one point for each failure to perform the right move at the right time.

Competency Seven: Pirouette

Execute five pirouettes in a clockwise direction and five pirouettes in a counterclockwise direction. Record one point for each completed pirouette.

Competency Eight: Scale Turns

Execute five scale turns in a clockwise direction and five scale turns in a counterclockwise direction. Record one point for each completed scale turn.

Scoresheet for Roller Skating

Name _____ Final Grade _____

Competency One: Repair of Skates

Total of ten points possible. Points _____

Competency Two: Skating Clockwise

Points _____

Competency Three: Skating Counterclockwise

Points _____

Competency Four: Skating Backwards

Points _____

Competency Five: Doubles Skating

Points _____

Competency Six: Grand March

Points _____

Competency Seven: Pirouette

Points _____

Competency Eight: Scale Turn

Points _____

Grand Total of Points _____

Grading

Grades are determined by the number of points earned in all the competencies. There is a total of 130 points possible. Grading is as follows: 117 points and above is an "A", 108 to 116 points is a "B", 94 to 107 points is a "C", and 85 to 93 points is a "D". Grade levels were determined by a combination of the policies of the school and experience in conducting classes.

The psychomotor area is 100 per cent of the grade.

References for Roller Skating

1. Mimeographed sheets are available from the physical education department.

Soccer I Unit

Unit Objectives:
Psychomotor

1) The student will be proficient in trapping the ball as evidenced by scoring four points each in competencies one and two.

2) The student will be proficient in shooting as evidenced by scoring 21 points in competency three.

3) The student will be proficient in passing as evidenced by scoring 21 points in competency four.

4) The student will be proficient in dribbling as evidenced by scoring 98 points in competency five.

Unit Objectives:
Cognitive

1) The student will acquire knowledge concerning soccer as evidenced by scoring 75 points in competency six.

Competencies for Soccer I

Competency One: Trapping the Ball With the Foot

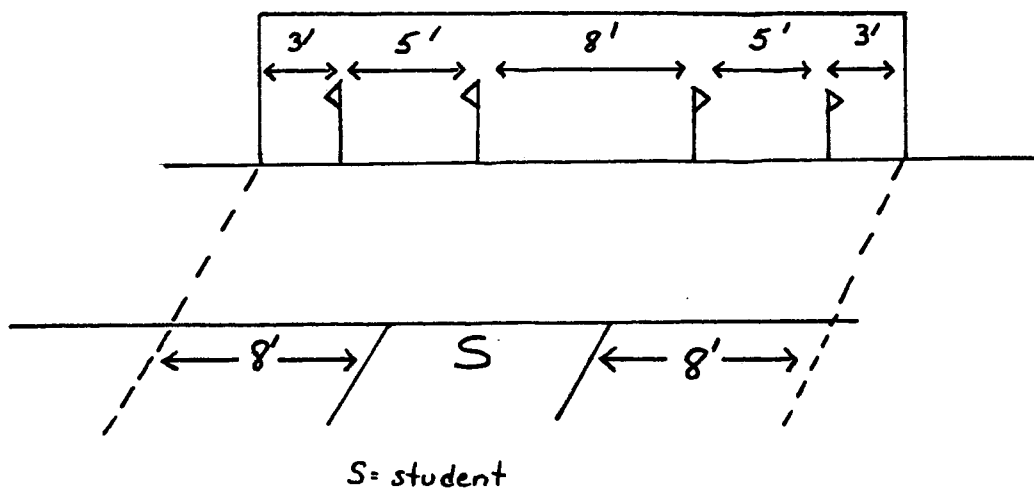
The tester will roll five balls to the student. Record the number of balls correctly trapped.

Competency Two: Trapping the Ball With the Knee

The tester will roll five balls to the student. Record the number of balls correctly trapped.

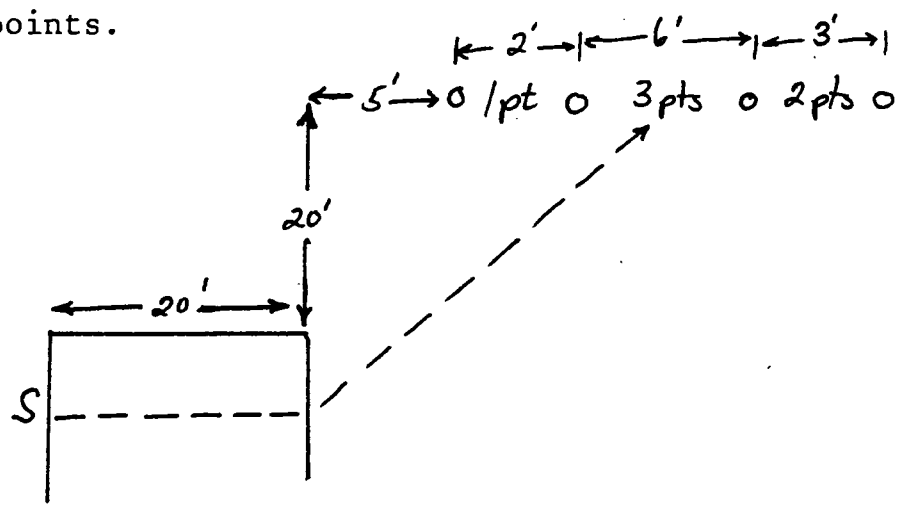
Competency Three: Shooting

Shoot 10 balls at the goal. Balls hitting pennants are given the higher value. Record the number of points made.



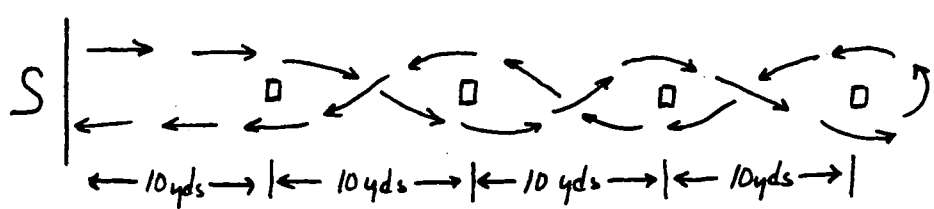
Competency Four: Passing

Pass 10 balls to the target. The student must remain in motion while passing. Balls hitting pennants are given the higher value. Record the number of points.



Competency Five: Dribbling

Dribble the ball around the objects and back across the starting line. From 150, subtract the time taken to the nearest second.



Competency Six: Written Test

Take a written test covering dimensions (15 per cent), terminology (27 per cent), player positions (18 per cent), and general knowledge and rules (40 per cent).

Scoresheet for Soccer I

Name _____ Final Grade _____

Competency One: Trapping the Ball With the Foot

Points _____

Competency Two: Trapping the Ball With the Knee

Points _____

Competency Three: Shooting

Points _____

Competency Four: Passing

Points _____

Competency Five: Dribbling

Points _____

Competency Six: Written Test

Record the percentage grade.

Points _____

Grand Total of Points _____

Grading

Grades are determined by the number of points earned in all the competencies. There is a total of 320 points possible. Grading is as follows: 290 points and above is an "A", 265 to 289 points is a "B", 230 to 264 points is a "C", and 205 to 229 points is a

"D". Grade levels were determined by a combination of the policies of the school and experience in conducting classes.

The psychomotor area is 69 per cent of the grade, and the cognitive area is 31 per cent.

References for Soccer I

1. Callaghan, J. Soccer. Pacific Palisades: Goodyear, 1969.*
2. Encyclopedias.*
3. Nelson, R. Soccer for Men. 2nd ed. Dubuque: Wm. C. Brown, 1971.*
4. Seaton, D., and others. Physical Education Handbook. 6th ed. Englewood Cliffs: Prentice-Hall, 1974.**
5. Stanley, D., and others. Physical Education Activities Handbook. 3rd ed. Boston: Allyn and Bacon, 1973.*

* Available in the school library.

** Textbook

Written Test -- Soccer I

Name _____

Directions: Numbers one thru six are MODIFIED true and false questions. If the answer is true, write the word true on the blank. If the answer is false, write the word or phrase that will correct the statement on the blank. Correct only those portions of the statement that are underlined.

1. _____ If the ball is on the line it is out of play.
2. _____ The entire ball has to cross the goal line to be a score.
3. _____ You can not be off-sides when an opponent last kicked the ball.
4. _____ A throw-in must be executed with two feet on the ground.
5. _____ A goal can not be scored on a corner kick.
6. _____ You can be off-side when on your own half of the field.

Directions: Numbers 7 thru 16 are multiple choice questions. On the line, write the letter of the word or phrase that best answers or completes the question.

7. _____ The boundary lines on a men's soccer field are called:
 - a) touchlines
 - b) side lines
 - c) boundary lines
 - d) goal lines

8. _____ A ball that goes out of bounds by crossing the touch or side line is put into play by
- a) indirect free kick
 - b) direct free kick
 - c) penalty kick
 - d) corner kick
9. _____ If a player kicks or strikes an opponent outside the penalty areas it shall be penalized by
- a) indirect free kick
 - b) direct free kick
 - c) corner kick
 - d) penalty kick
10. _____ If a player is offside the penalty is
- a) penalty kick
 - b) direct free kick
 - c) indirect free kick
 - d) corner kick
11. _____ When a player causes a ball to cross his own goal line without a score being made, the ball is put in play by
- a) corner kick
 - b) indirect free kick
 - c) direct free kick
 - d) penalty kick
12. _____ A field goal in soccer counts
- a) one point
 - b) two points
 - c) three points
 - d) four points

13. _____ Shooting is
- a) kicking the ball in from out of bounds
 - b) kicking the ball toward the goal for a goal
 - c) putting the ball in play at the start of the game
 - d) executing a place kick
14. _____ Trapping means
- a) kicking for a score
 - b) stopping a rolling ball
 - c) kicking a score
 - d) holding an opponent
15. _____ In dribbling the ball with the feet, the part of the foot that should be used most is the
- a) heel
 - b) sole
 - c) instep
 - d) toe
16. _____ Tackling in soccer is
- a) gaining possession of the ball from another player
 - b) charging an opponent
 - c) pushing an opponent
 - d) holding an opponent

Directions: Briefly define or explain the following terms.

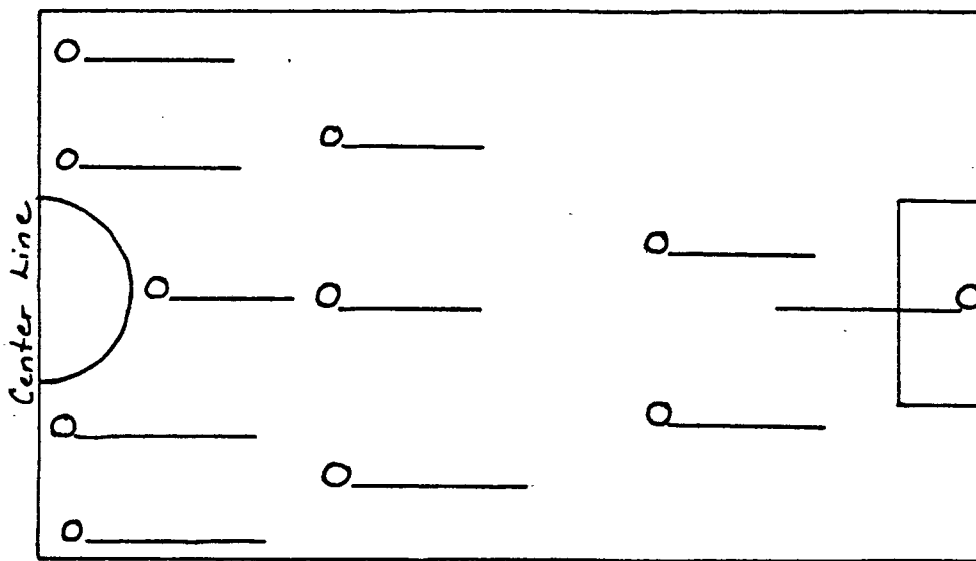
17. Direct Free Kick

18. Kick-Off

19. Personal Foul

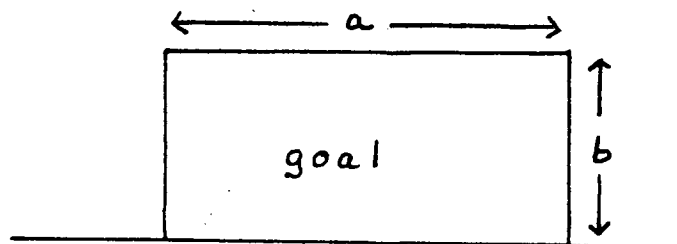
20. Touch Lines

Directions: On the diagram, fill in the names of the player positions.

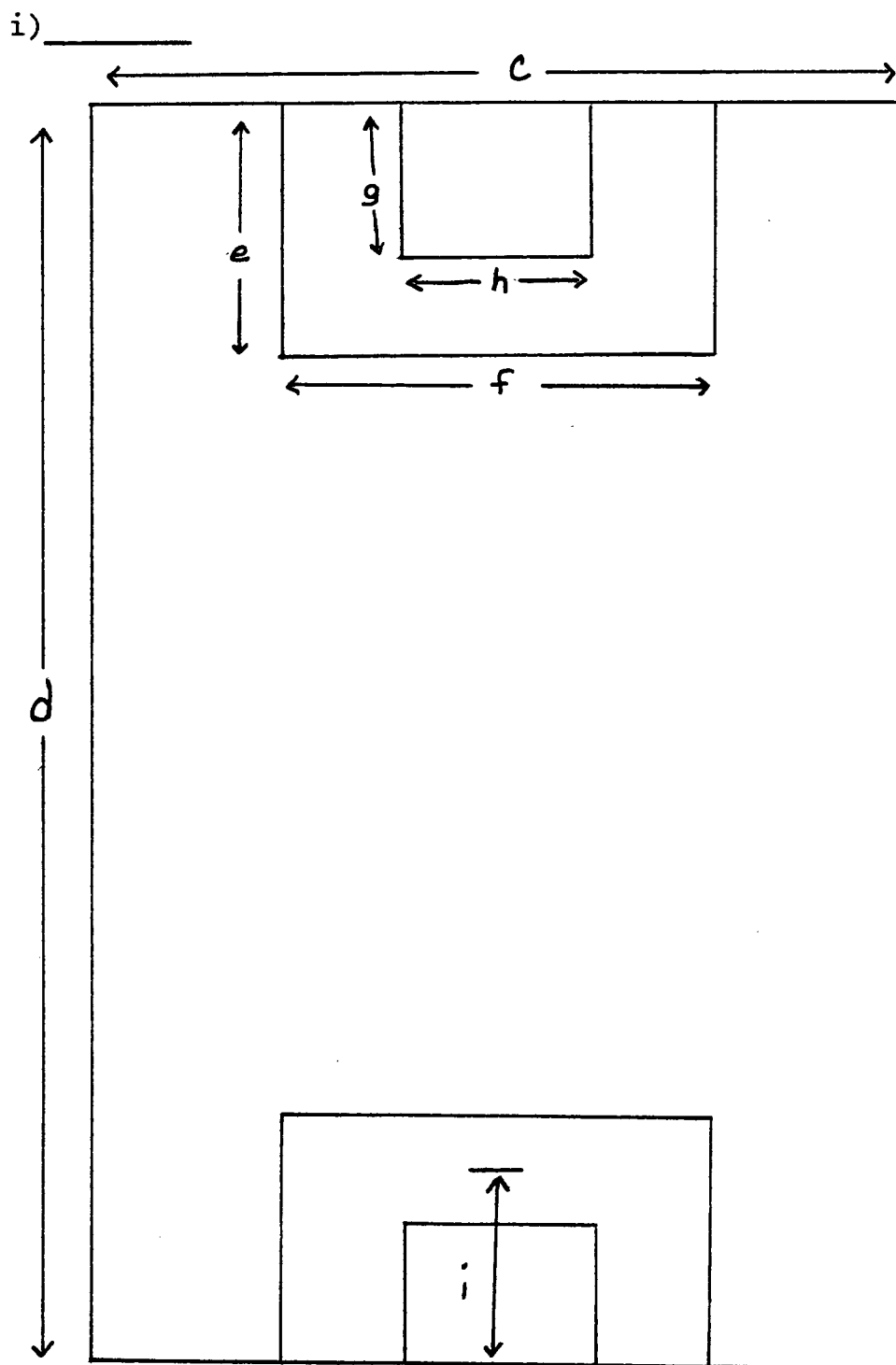


Directions: Letters a-i refer to dimensions. Put the dimension represented by the letter on the corresponding line.

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____
- g) _____
- h) _____



Rest on next page



Some of the questions used in this test are taken or modified from the book Physical Education Handbook by Seaton and others (14).

Soccer II Unit

Unit Objectives:
Psychomotor

- 1) The student will be proficient in heading the ball as evidenced by scoring eight points in competency one.
- 2) The student will be proficient in throw-ins as evidenced by scoring 12 points in competency two.
- 3) The student will be proficient in passing as evidenced by scoring 24 points in competency three.
- 4) The student will be proficient in dribbling as evidenced by scoring 12 points in competency four.

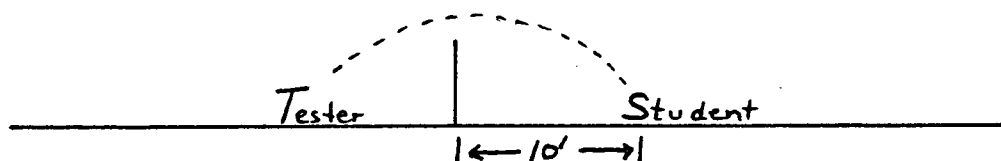
Unit Objectives:
Cognitive

- 1) The student will acquire knowledge concerning soccer as evidenced by scoring 75 points in competency five.

Competencies for Soccer II

Competency One: Heading the Ball

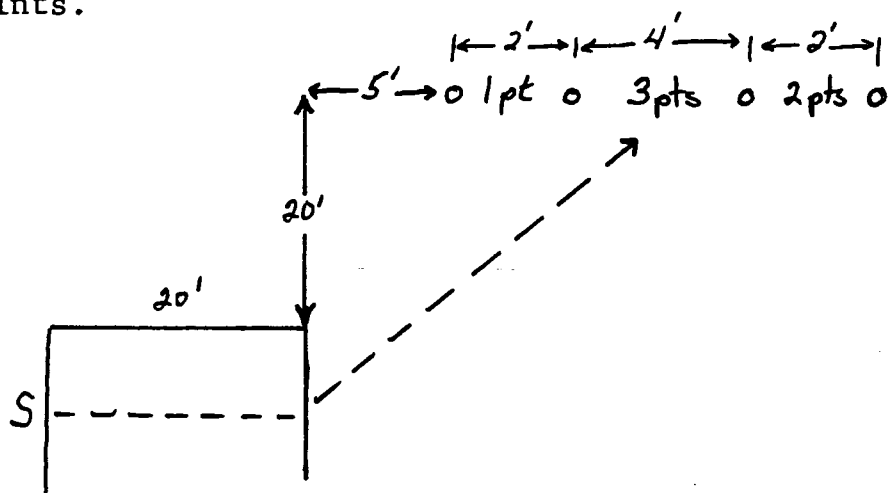
The tester will toss 10 soccer balls over an eight foot rope. Head as many as possible back over the rope. Record the number of balls returned.

Competency Two: Throw-In

Throw-in three soccer balls. Record the best distance to the nearest foot.

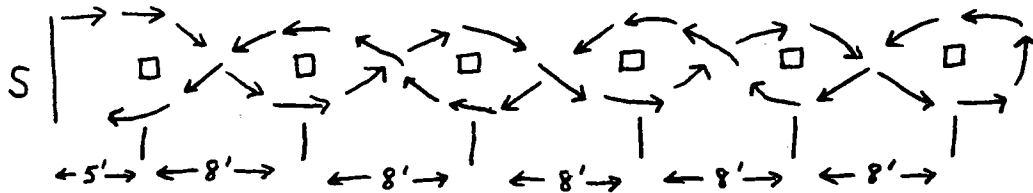
Competency Three: Passing

Pass 10 balls to the target. The student must remain in motion while passing. Balls hitting pennants are given the higher value. Record the number of points.



Competency Four: Dribbling

Dribble the ball around the objects and back across the starting line. Record the time to the nearest second.



Competency Five: Written Test

Take a written test covering history (20 per cent), general knowledge and rules (15 per cent), and officiating principles (65 per cent).

Scoresheet for Soccer II

Name _____

Final Grade _____

Competency One: Heading the Ball

Points _____

Competency Two: Throw-In

Distance in trial one _____

Distance in trial two _____

Distance in trial three _____

Distance	10-20'	21-30'	31-45'	46'+
Points	4	8	12	15

Points _____

Competency Three: Passing

Points _____

Competency Four: Dribbling

Time in Seconds	40-	41-48	49-60	61-70
Points	15	12	8	4

Points _____

Competency Five: Written Test

Record the percentage grade.

Points _____

Grand Total of Points _____

Grading

Grades are determined by the number of points earned in all the competencies. There is a total of

170 points possible. Grading is as follows: 155 points and above is an "A", 140 to 154 points is a "B", 120 to 139 points is a "C", and 110 to 119 points is a "D". Grade levels were determined by a combination of the policies of the school and experience in conducting classes.

The psychomotor area is 42 per cent of the grade, and the cognitive area is 58 per cent.

References for Soccer II

1. Bunn, J. The Art of Officiating Sports. 3rd ed. Englewood Cliffs: Prentice-Hall, 1968.*
2. Callaghan, J. Soccer. Pacific Palisades: Goodyear, 1969.*
3. Encyclopedias.*
4. Nelson, R. Soccer for Men. 2nd ed. Dubuque: Wm. C. Brown, 1971.*
5. Seaton, D., and others. Physical Education Handbook. 6th ed. Englewood Cliffs: Prentice-Hall, 1974.**
6. Stanley, D., and others. Physical Education Activities Handbook. 3rd ed. Boston: Allyn and Bacon, 1973.*

* Available in the school library.

** Textbook

Written Test -- Soccer II

Name _____

Directions: Numbers one thru seven are multiple choice questions. On the line, write the letter of the word or phrase that best answers or completes the question.

1. _____ Most people should probably list the following country as the birthplace of soccer
 - a) Germany
 - b) England
 - c) Italy
 - d) France

2. _____ The game of soccer was introduced into the United States about
 - a) 1840
 - b) 1850
 - c) 1860
 - d) 1870

- 3) _____ The college with the record for the most consecutive wins in soccer is
 - a) Harvard
 - b) Penn State
 - c) Yale
 - d) UCLA

- 4) _____ The first women's college to play soccer was
 - a) Bryn Mawr
 - b) Smith
 - c) Vassar
 - d) Barnard

5. _____ Goal keepers in women's soccer may do all of the following EXCEPT
- a) bounce the ball twice
 - b) punt the ball
 - c) drop kick the ball
 - d) pick up the ball
6. _____ Blocking involves
- a) deflecting the ball while it is in the air
 - b) stopping an opponent
 - c) stopping a goal
 - d) holding an opponent
7. _____ Which players are called the backbone of the team?
- a) goalies
 - b) wings
 - c) fullbacks
 - d) halfbacks

Directions: Briefly describe the official's sign for the following calls or infractions.

8. Goal

9. Dangerous Play

10. Handing the ball

11. Off-Sides
12. Direct Kick
13. Dead Ball
14. Corner Kick
15. Explain the difference in the postioning of the officials between FIFA rules and NCAA rules.

Some of the questions used in this test are taken or modified from the book Physical Education Handbook by Seaton and others (14).

Softball I Unit

Unit Objectives:
Psychomotor

1) The student will be proficient in throwing the softball for distance as evidenced by scoring 12 points in competency one.

2) The student will be proficient in throwing the softball for accuracy as evidenced by scoring 16 points in competency two.

3) The student will be proficient in fielding ground balls as evidenced by scoring eight points in competency three.

4) The student will be proficient in hitting as evidenced by scoring 23 points in competency four.

5) The student will be proficient in catching fly balls as evidenced by scoring eight points in competency five.

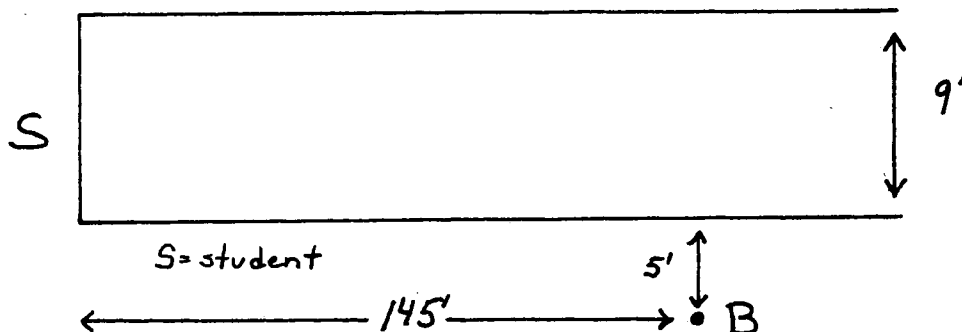
Unit Objectives:
Cognitive

1) The student will acquire knowledge concerning softball as evidenced by scoring 75 points in competency six.

Competencies for Softball I

Competency One: Softball Throw for Distance

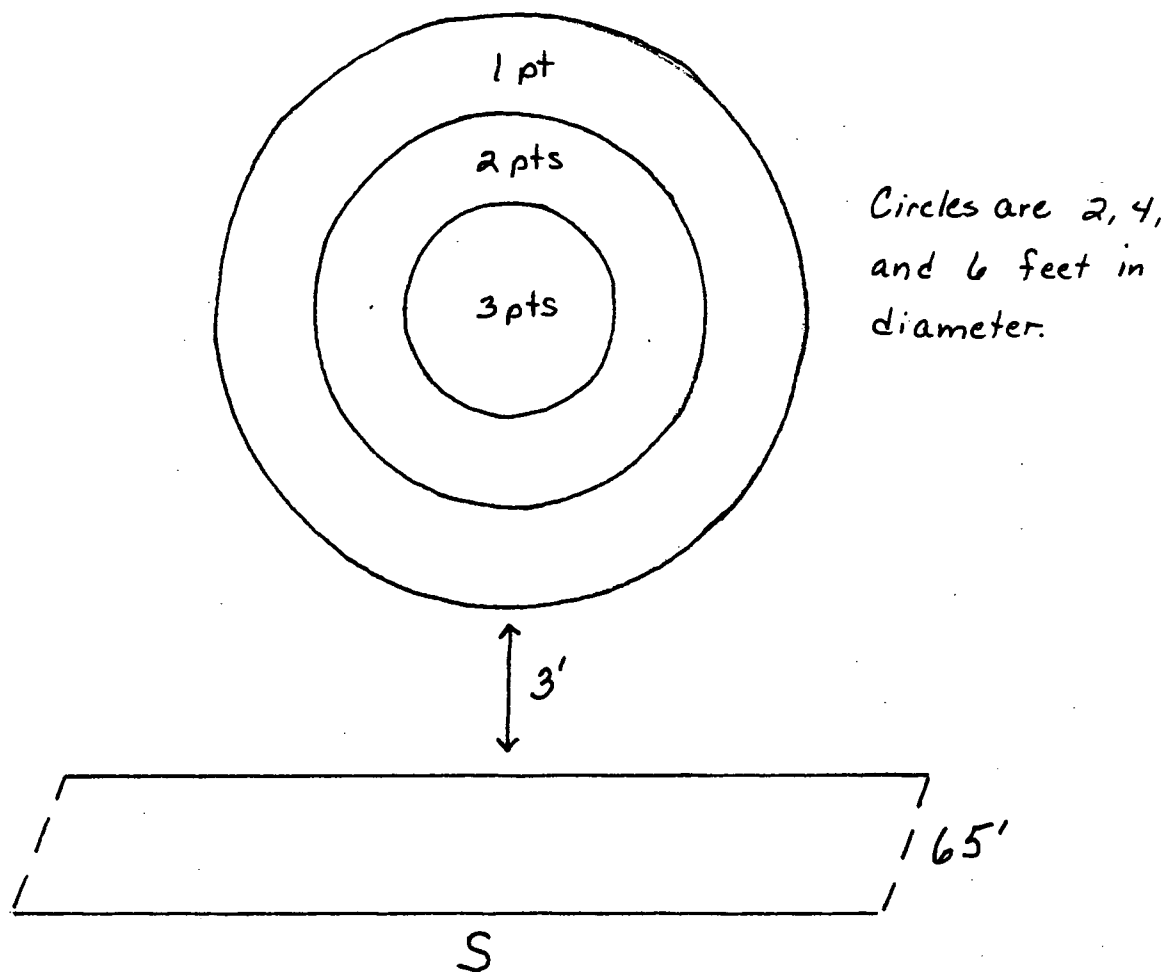
Throw three softballs as far as you can.
Record the distance, minus the distance off target,
of the best trial to the nearest foot.



Example: If the ball hits at "B", subtract distance "D" from the length of the throw. If the ball was thrown 145 feet, subtract the distance off target (five feet) and record the throw as being 140 feet.

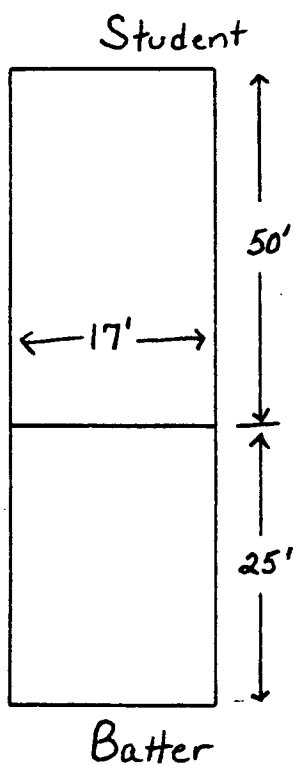
Competency Two: Softball Throw for Accuracy

Throw 10 softballs at the target. Line hits are given the higher value. Record the number of points.



Competency Three: Fielding Ground Balls

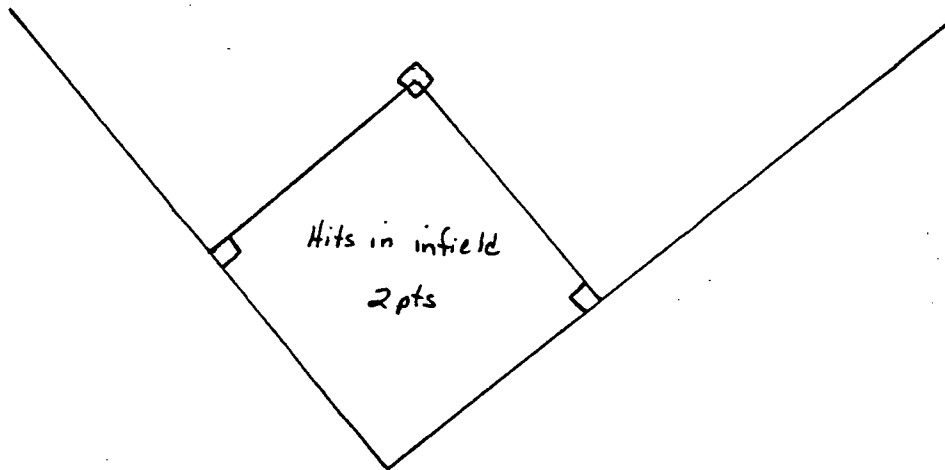
The batter will hit 10 balls. Batted balls must hit before the 25-foot restraining line to count as a trial. The student should stand behind the 50-foot line at the beginning of each trial but may go forward to field the ball. Record the number of balls fielded.



Competency Four: Hitting

The tester will pitch 10 strikes to the batter. The batter need not swing at bad pitches, but if he does, it counts as a trial. Strikes, whether swung at and missed or called by the umpire (acting as the catcher), are given zero points and count as a trial. Record the number of points.

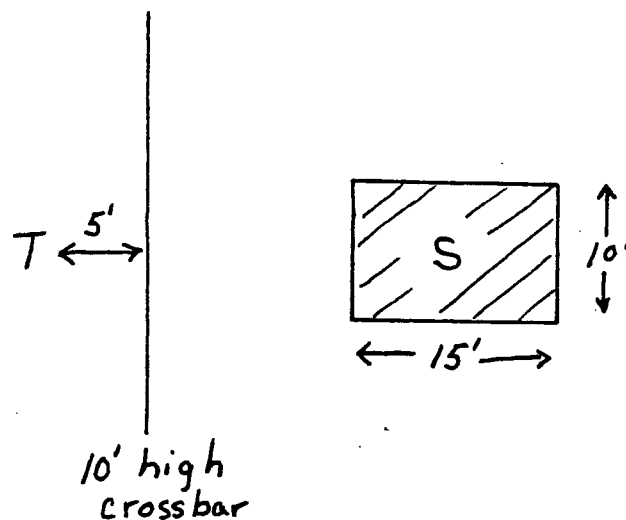
Hits in outfield — 3 pts



Any foul ball — 1 pt

Competency Five: Catching Fly Balls

The tester will throw 10 balls into the air. The student should not have to step out of the shaded area to catch the ball. Record the number of catches made.

Competency Six: Written Test

Take a written test consisting of dimensions (24 per cent), general knowledge and rules (47 per cent), mechanics (18 per cent), and terminology (11 per cent).

Competencies one, two, and three are based on the AAHPER skill tests in softball (5).

Scoresheet for Softball I

Name _____ Final Grade _____

Competency One: Softball Throw for Distance

Distance in trial one _____

Distance in trial two _____

Distance in trial three _____

Distance 150-173 174-190 191-207 208+ -

Points 4 8 12 15

Points _____

Competency Two: Softball Throw for Accuracy

Points _____

Competency Three: Fielding Ground Balls

Points _____

Competency Four: Hitting

Points _____

Competency Five: Catching Fly Balls

Points _____

Competency Six: Written Test

Record the percentage grade.

Points _____

Grand Total of Points _____

Grading

Grades are determined by the number of points earned in all the competencies. There is a total of 195 points possible. Grading is as follows: 170 points and above is an "A", 150 to 169 points is a "B", 120 to 149 points is a "C", and 105 to 119 points is a "D". Grade levels were determined by a combination of the policies of the school, experience in conducting classes, and norms of varying tests.

The psychomotor area is 49 per cent of the grade, and the cognitive area is 51 per cent.

References for Softball I

1. Encyclopedias.*
2. Gensemer, R., and M. Behlig. Beginning Softball. Belmont: Wadsworth, 1970.*
3. Kneer, M., and C. McCord. Softball. Dubuque: Wm. C. Brown, 1966.*
4. Seaton, D., and others. Physical Education Handbook. 6th ed. Englewood Cliffs: Prentice-Hall, 1974.**
5. Stanley, D., and others. Physical Education Activities Handbook. 3rd ed. Boston: Allyn and Bacon, 1973.*

* Available in the school library

** Textbook

Written Test -- Softball I

Name _____

Directions: Numbers one thru five are MODIFIED true and false questions. If the answer is true, write the word true on the blank.. If the answer is false, write the word or phrase that will correct the statement on the blank. Correct only those portions of the statement that are underlined.

1. _____ If a ball hits the line, it is a fair ball.
2. _____ A softball game lasts nine innings.
3. _____ The sacrifice fly rule applies when runners are on second and third and they advance on the play.
4. _____ The strike zone is from the knees to the shoulder.
5. _____ When the pitcher is ready to pitch, all fielders must be in fair territory.

Directions: Numbers 6 thru 13 are multiple choice questions. On the line, write the letter of the word or phrase that best answers or completes the question.

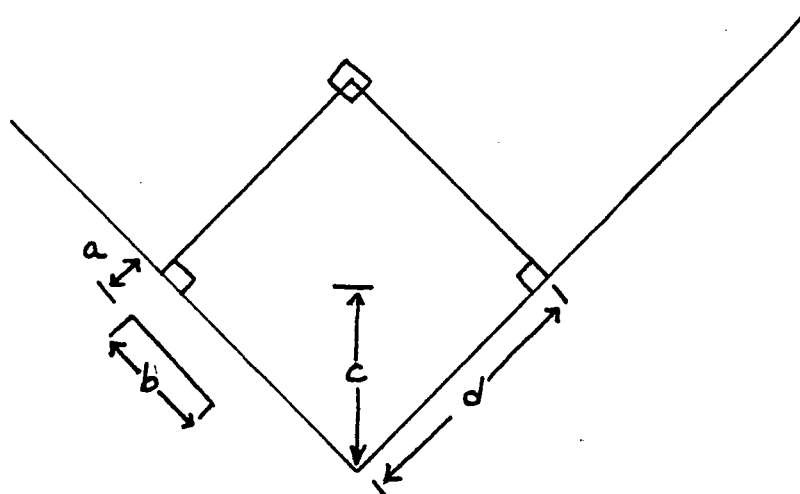
6. _____ The difference that exists between softball and baseball is the
 - a) strike zone
 - b) third strike rule
 - c) infield fly rule
 - d) foul ball rules
7. _____ The skill in softball that differs most radically from baseball is
 - a) sliding
 - b) pitching
 - c) batting

8. _____ Which of the following skills is correct?
- a) the batter should hit the ball ahead of the runner in "hit and run" situations.
 - b) If the first baseman receives a throw to his right, he should tag the base with his right foot
 - c) the pitcher places both feet on the pitcher's plate before pitching
9. _____ Which type of throw is the most important for a fielder to develop?
- a) sidearm
 - b) overhead
 - c) underhand
 - d) three-quarter overhand
10. _____ The technique that should be avoided is
- a) keeping the eye on the ball
 - b) swing at good pitches
 - c) swing hard
 - d) swing on a level plane
11. _____ The term that does not deal with softball is
- a) hook slide
 - b) portsider
 - c) delayed steal
 - d) off-sides
12. _____ Second base is referred to as the
- a) hot box
 - b) keystone sack
 - c) middle sack
 - d) pivot man

13. _____ The infield fly rule applies when
- bases are loaded with two outs
 - runner on first with one out
 - runners on first and third with no outs
 - runners on first and second with one out

Directions: Letters a-d refer to dimensions. Put the dimension represented by the letter on the corresponding line.

- _____
- _____
- _____
- _____



Some of the questions used in this test are taken or modified from the book Physical Education Handbook by Seaton and others (14).

Softball II Unit

Unit Objectives:
Psychomotor

1) The student will be proficient in throwing from the outfield as evidenced by scoring seven points in competency one.

2) The student will be proficient in making infield throws as evidenced by scoring 16 points in competency two.

3) The student will be proficient in hitting as evidenced by scoring 24 points in competency three.

4) The student will be proficient in catching fly balls as evidenced by scoring seven points in competency four.

5) The student will be proficient in working a three man hot box as evidenced by scoring ten points in competency five.

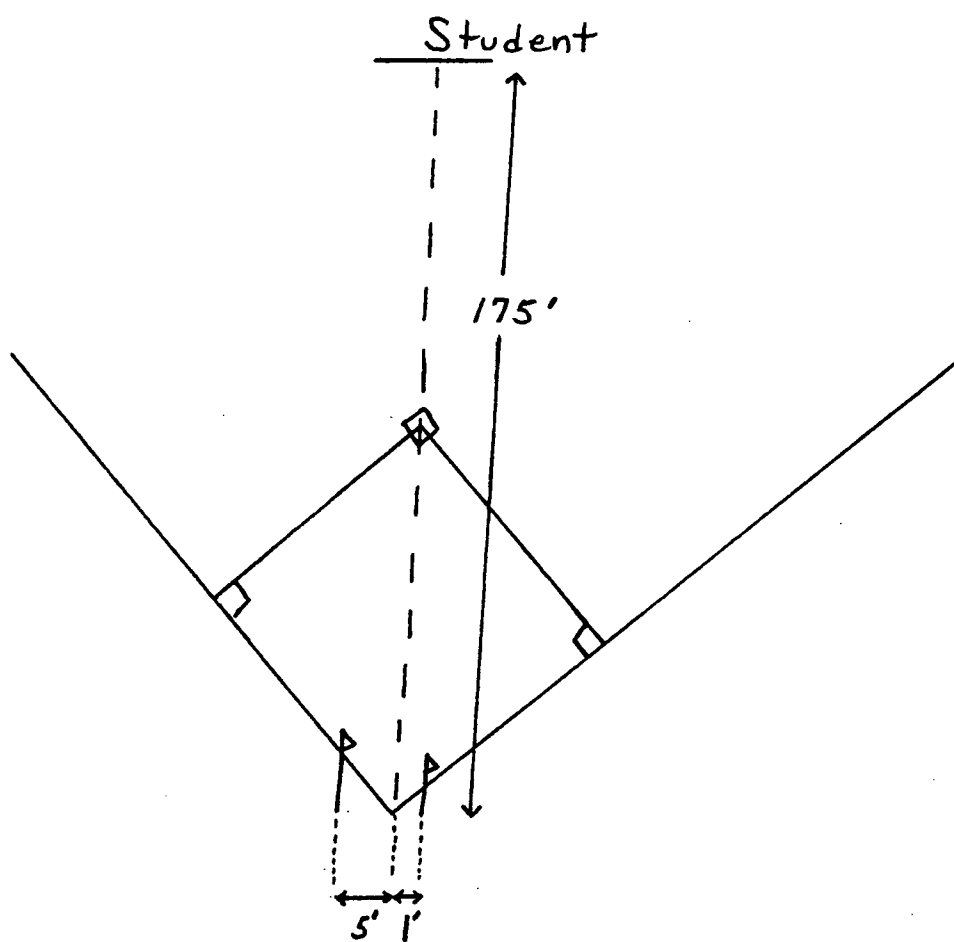
Unit Objectives:
Cognitive

1) The student will acquire knowledge concerning softball as evidenced by scoring 75 points in competency six.

Competencies for Softball II

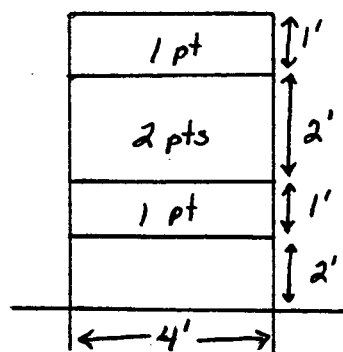
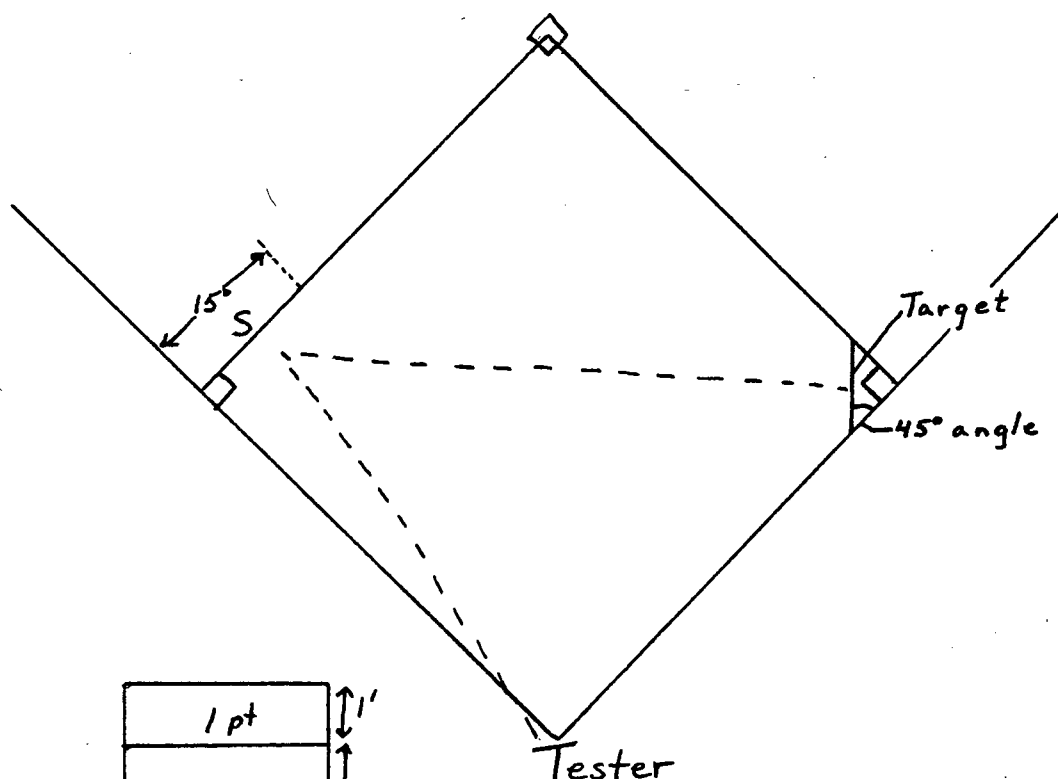
Competency One: Throw from the Outfield

Throw 10 balls from center field to home plate. Record the number of throws that go through the pennants.



Competency Two: Infield Throws

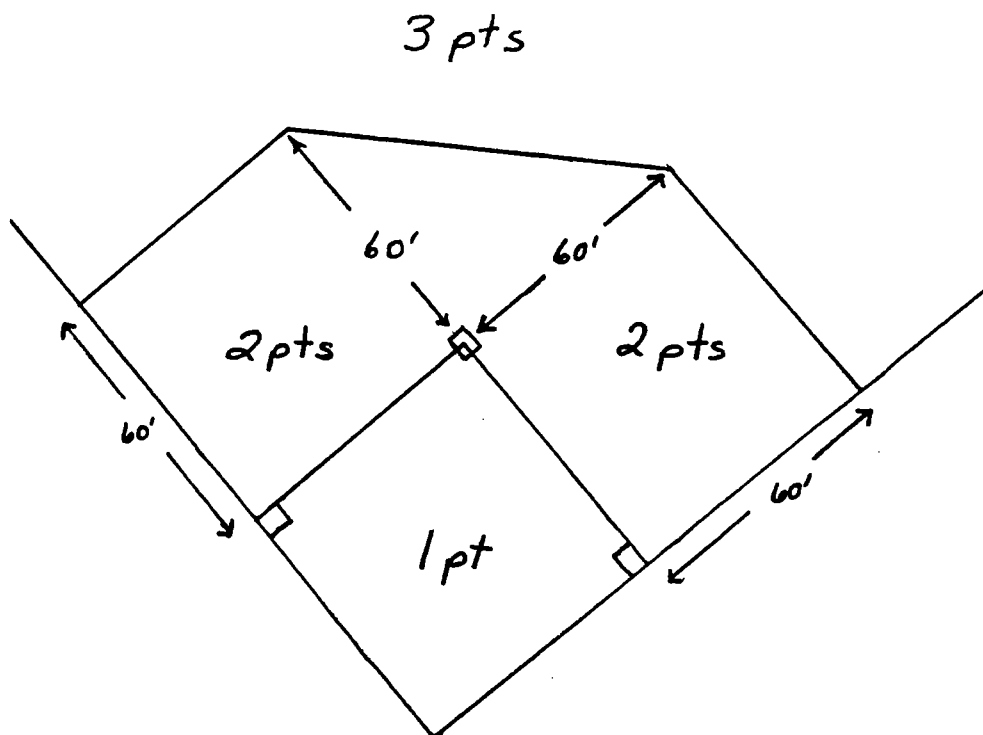
The tester will throw 10 ground balls to the student. The student should field and throw the ball in one continuous motion. The student should stay behind the base line. Record the number of points.



Target Dimensions

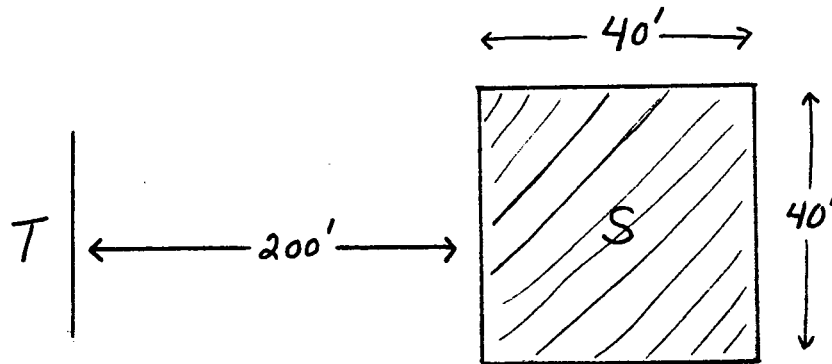
Competency Three: Hitting

The tester will pitch 10 strikes to the batter. The batter need not swing at bad pitches, but if he does, it counts as a trial. Strikes, whether swung at and missed or called by the umpire (acting as the catcher), are given zero points and count as a trial. Record the number of points.



Competency Four: Catching Fly Balls

The tester will hit 10 fly balls to the student. The student should not have to go out of the shaded area to catch the ball. Record the number of catches made.

Competency Five: Hot Box

Demonstrate the correct procedures in working a three man hot box.

Competency Six: Written Test

Take a written test covering general knowledge and rules (61 per cent), officiating principles (eight per cent), scoring techniques (15 per cent), strategy (12 per cent), and terminology (four per cent).

Scoresheet for Softball II

Name _____ Final Grade _____

Competency One: Throw from the Outfield

Points _____

Competency Two: Infield Throws

Points _____

Competency Three: Hitting

Points _____

Competency Four: Catching Fly Balls

Points _____

Competency Five: Hot Box

Ten points possible.

Points _____

Competency Six: Written Test

Record the percentage grade.

Points _____

Grand Total of Points _____

Grading

Grades are determined by the number of points earned in all the competencies. There is a total of 180 points possible. Grading is as follows: 162 points and above is an "A", 150 to 161 points is a "B",

130 to 149 points is a "C", and 115 to 129 points is a "D". Grade levels were determined by a combination of the policies of the school and experience in conducting classes.

The psychomotor area is 44 per cent of the grade, and the cognitive area is 56 per cent.

References for Softball II

1. Bunn, J. The Art of Officiating Sports. 3rd ed. Englewood Cliffs: Prentice-Hall, 1968.*
2. Encyclopedias.*
3. Gensemer, R., and M. Behlig. Beginning Softball. Belmont: Wadsworth, 1970.*
4. Kneer, M., and C. McCord. Softball. Dubuque: Wm. C. Brown, 1966.*
5. Seaton, D., and others. Physical Education Handbook. 6th ed. Englewood Cliffs: Prentice-Hall, 1974.**
6. Stanley, D., and others. Physical Education Activities Handbook. 3rd ed. Boston: Allyn and Bacon, 1973.*

* Available in the school library

** Textbook

Written Test -- Softball II

Name _____

Directions: Numbers one thru nine are multiple choice questions. On the line, write the letter of the word or phrase that best answers or completes the question.

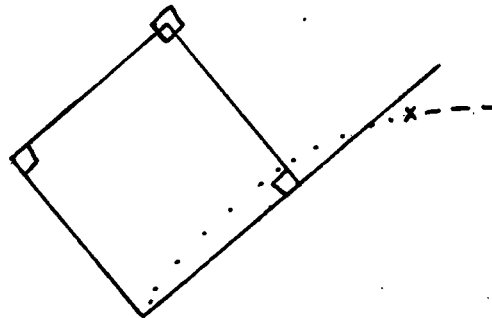
1. _____ In softball
- a) the distance between bases is 90 feet
 - b) circumference of the ball used is nine and one-fourth inches
 - c) bats are the same size as in regulation baseball
 - d) pitching distance is 46 feet
2. _____ The squeeze play would most likely be used under the following conditions
- a) the team at bat is five runs in the lead
 - b) bases are loaded with none out in the top half of the first inning
 - c) the cleanup hitter is at bat in the fifth, with the score tied and one out
 - d) the score is tied in the ninth inning, and there is one out
3. _____ A play in which a runner scored from third after the batter hits a foul fly ball to the outfield that is caught would be scored as a
- a) sacrifice fly
 - b) foul ball
 - c) fielder's choice
 - d) time at bat

4. _____ If a fielder throws a fielded ground ball to third to retire a runner instead of throwing to first, it is scored as
- a) base hit
 - b) a fielder's choice
 - c) a sacrifice hit
 - d) a batter not charged with a time at bat
5. _____ In the "hit and run" play with a runner on first, the batter should attempt to
- a) hit a fly ball
 - b) hit a ground ball ahead of the runner
 - c) swing at the ball but miss it to confuse the catcher
 - d) hit a ground ball behind the runner
6. _____ The player who is often called the "defensive center" of the infield is the
- a) pitcher
 - b) shortstop
 - c) catcher
 - d) second baseman
7. _____ The sacrifice bunt is usually executed when
- a) the team at bat is several runs behind
 - b) the team at bat is several runs in the lead
 - c) runners are on first, or first and second, and none out
 - d) the count is two strikes on the batter

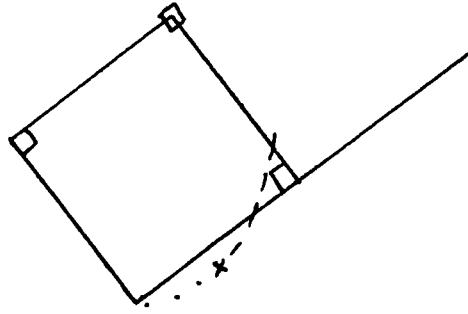
8. _____ The batting average of a player who has eight hits out of fifteen trips to the plate is
- .333
 - .433
 - .533
 - .633
9. _____ The fielding average of a player who has 15 assists, five putouts, and five errors is
- .500
 - .600
 - .800
 - .900

Directions: On each diagram "X" marks the place where the ball hit the ground. The dotted line (...) illustrates the flight of the ball, and the dashed line(---) represents the path of the ball on the ground. In the following situations, tell whether the ball is fair or foul.

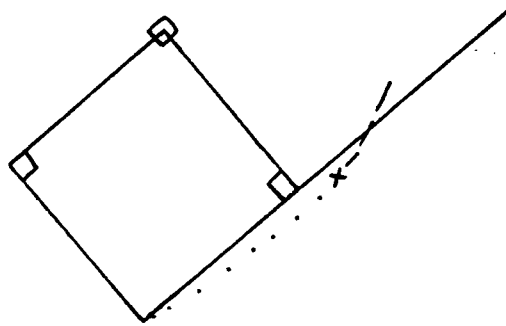
a) _____



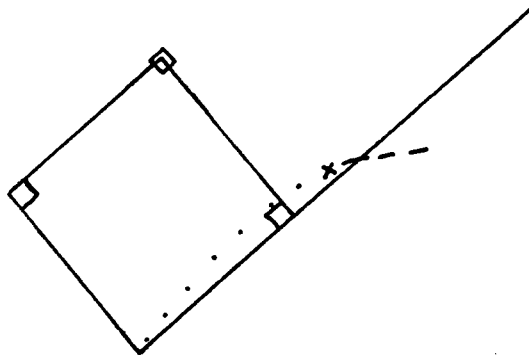
b) _____



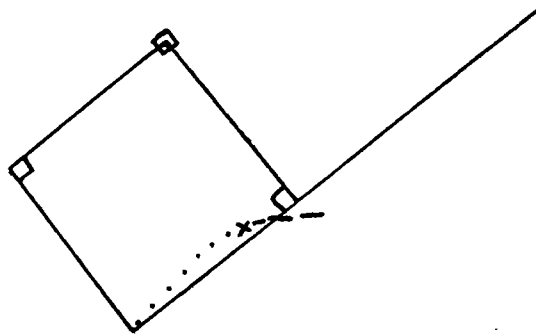
c) _____



d) _____

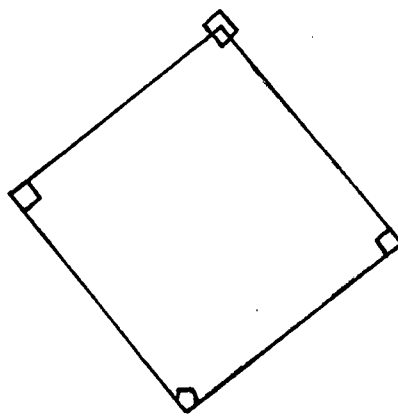


e) _____

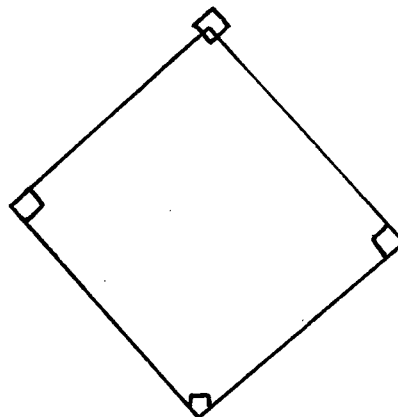


Directions: Mark "X's" on the positions of the officials in the following situations.

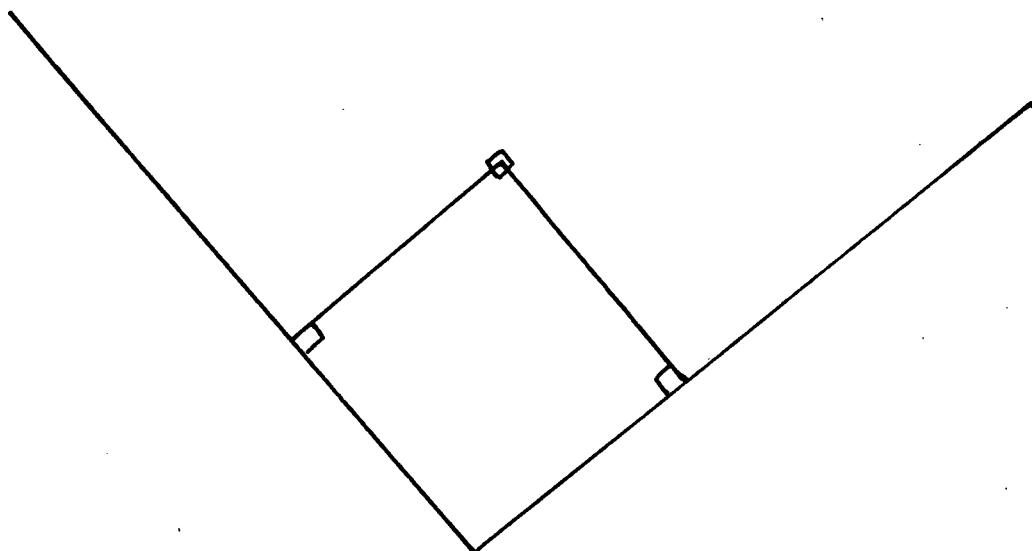
a) No runners on base



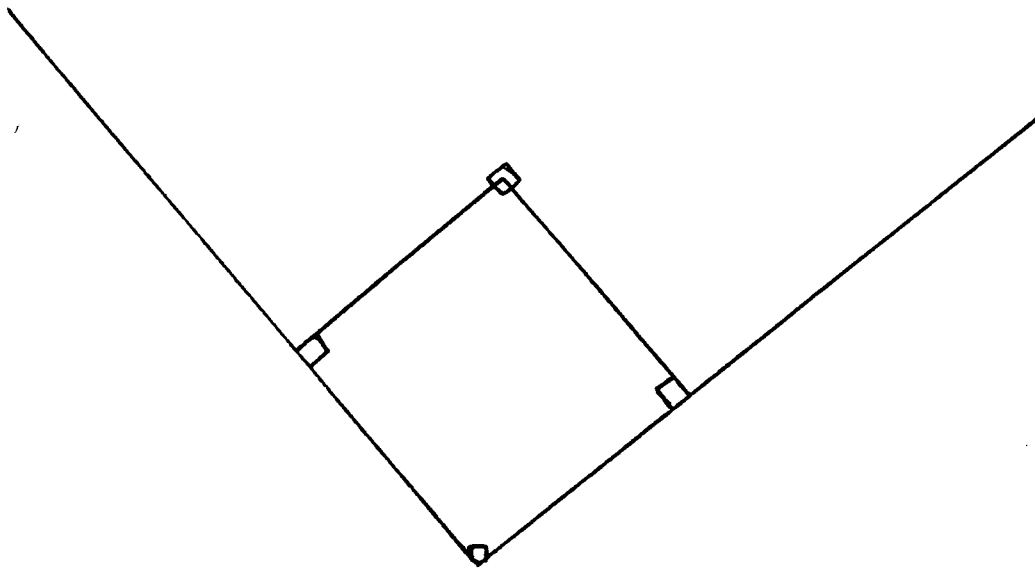
b) Runner on first



Directions: On the following diagram, show the player positions when a throw is coming from left field after a single.



Directions: On the following diagram, show player positions when a throw is coming from left field to home plate.



Some questions used in this test are taken or modified from the book Physical Education Handbook by Seaton and others (14).

Swimming Unit

Unit Objectives:
Psychomotor

1) The student will be proficient in treading water as evidenced by scoring 12 points in competency one.

2) The student will be proficient in the back float as evidenced by scoring 12 points in competency two.

3) The student will be proficient in the backstroke as evidenced by scoring 12 points in competency three.

4) The student will be proficient in swimming underwater as evidenced by scoring 12 points in competency four.

5) The student will be proficient in the sidestroke as evidenced by scoring 12 points in competency five.

6) The student will be proficient in the crawl as evidenced by scoring 12 points in competency six.

7) The student will be proficient in endurance swimming as evidenced by scoring 12 points in competency seven.

Competencies for Swimming

Competency One: Treading Water

Tread water using auxiliary arm movements for a maximum of 60 seconds.

Competency Two: Back Float

Assume a back float position and hold the position with the face above the water for a maximum of 60 seconds.

Competency Three: Backstroke

Using the backstroke, swim for a maximum of 50 yards.

Competency Four: Swimming Underwater

Swim underwater for a maximum of 50 feet.

Competency Five: Sidestroke

Using the sidestroke, swim for a maximum of 50 yards.

Competency Six: Crawl

Using the crawl, swim for a maximum of 50 yards.

Competency Seven: Endurance Swimming

Using any stroke, swim for a maximum of six minutes.

Scoresheet for Swimming

Name _____

Final Grade _____

Competency One: Treading Water

Seconds	20-29	30-39	40-49	50+
Points	4	8	12	15

Points _____

Competency Two: Back Float

Seconds	30-39	40-49	50-59	60+
Points	4	8	12	15

Points _____

Competency Three: Backstroke

Yards	20-29	30-39	40-49	50+
Points	4	8	12	15

Points _____

Competency Four: Swimming Underwater

Feet	20-29	30-39	40-49	50+
Points	4	8	12	15

Points _____

Competency Five: Sidestroke

Yards	20-29	30-39	40-49	50+
Points	4	8	12	15

Points _____

Competency Six: Crawl

Yards	20-29	30-39	40-49	50+
Points	4	8	12	15

Points _____

Competency Seven: Endurance Swimming

Minutes	3	4	5	6
Points	4	8	12	15

Points _____

Grand Total of Points _____

Grading

Grades are determined by the number of points earned in all the competencies. There is a total of 105 points possible. Grading is as follows: 94 points and above is an "A", 87 to 93 points is a "B", 75 to 86 points is a "C", and 68 to 74 points is a "D". Grade levels were determined by a combination of the policies of the school and experience in conducting classes.

The psychomotor area is 100 per cent of the grade.

References for Swimming

1. Gambril, D. Swimming. Pacific Palisades: Goodyear, 1969.*
2. MacKenzie, M., and B. Spears. Beginning Swimming. Belmont: Wadsworth, 1974.*
3. Seaton, D., and others. Physical Education Handbook. 6th ed. Englewood Cliffs: Prentice-Hall, 1974.**
4. Stanley, D., and others. Physical Education Activities Handbook. 3rd ed. Boston: Allyn and Bacon, 1973.*
5. Vickers, B. Swimming. 2nd. ed. Dubuque: Wm. C. Brown, 1971.*

* Available in the school library.

** Textbook

Tennis I Unit

Unit Objectives:
Psychomotor

1) The student will be proficient in serving as evidenced by scoring 15 points in competency one.

2) The student will be proficient in the forehand drive as evidenced by scoring eight points each in competencies two and three.

3) The student will be proficient in the backhand drive as evidenced by scoring seven points each in competencies four and five.

4) The student will be proficient in playing tennis as evidenced by scoring 70 points in competency six.

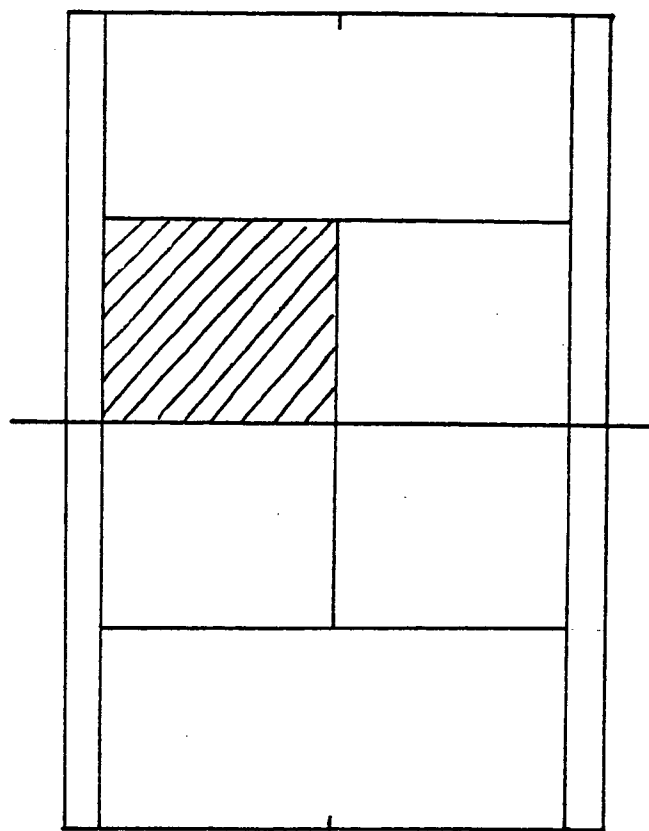
Unit Objectives:
Cognitive

1) The student will acquire knowledge concerning tennis as evidenced by scoring 75 points in competency seven.

Competencies for Tennis I

Competency One: The Serve

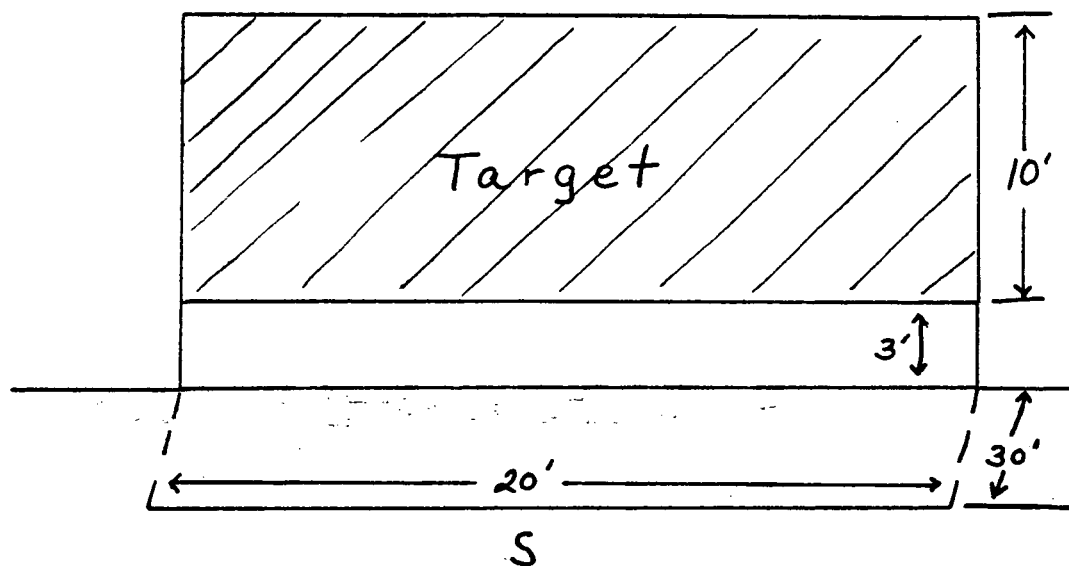
Serve 10 balls from the right side and then 10 balls from the left side. Record the number of correct serves. Let serves may be retaken.



Student

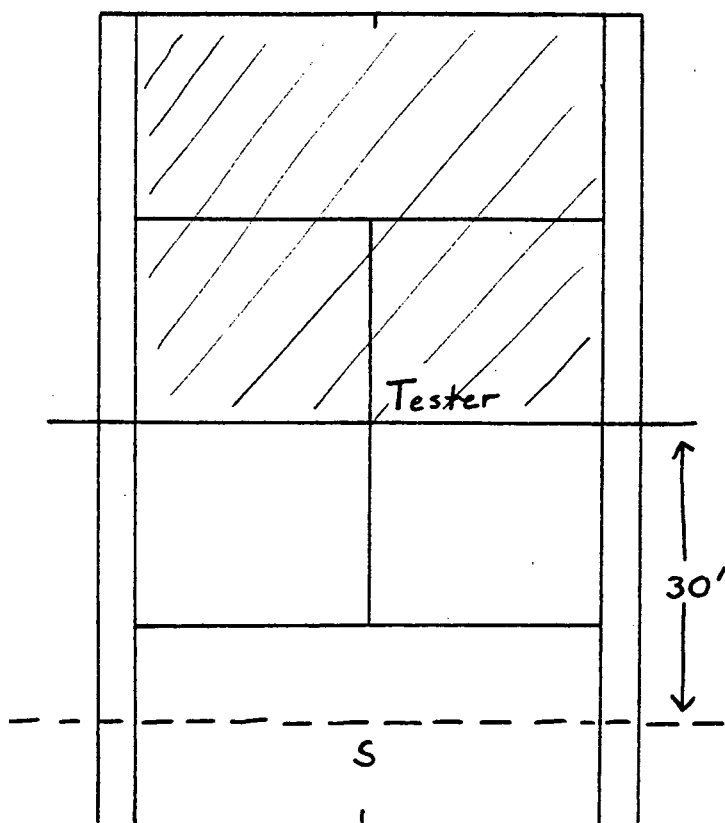
Competency Two: Forehand Drive I

From a self drop, hit 10 balls against the target on the wall. Record the number of hits within the target. Hits on the line are good.



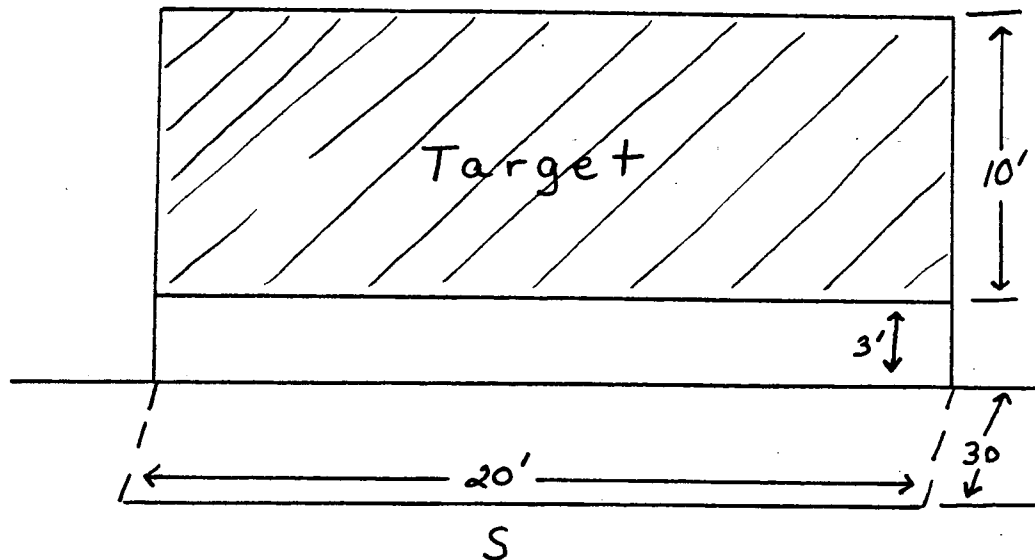
Competency Three: Forehand Drive II

The tester will toss 10 balls so that they will bounce only once and at a height about equal to the student's waist. Record the number of correct returns.



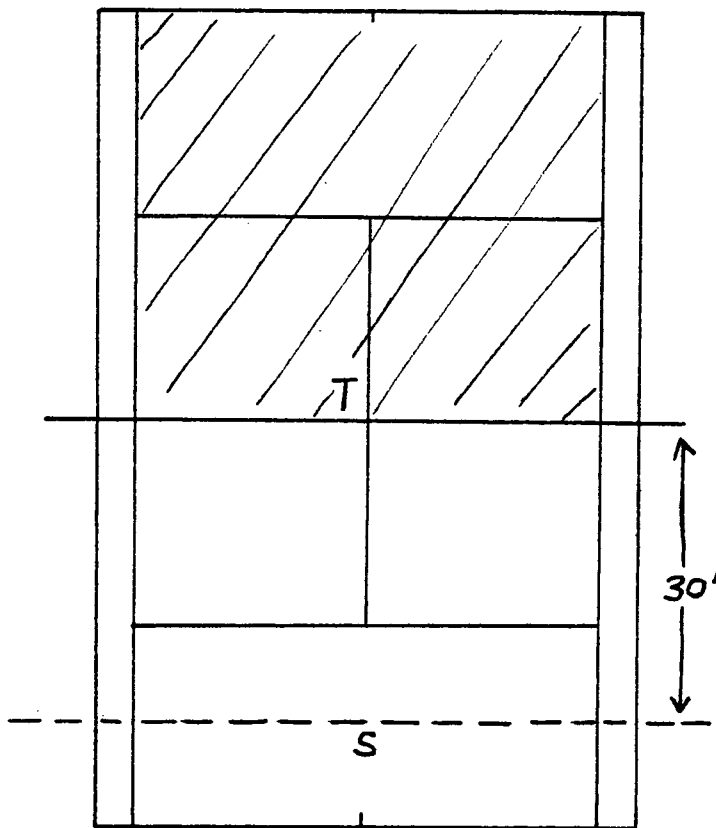
Competency Four: Backhand Drive I

From a self drop, hit 10 balls against the target on the wall. Record the number of hits within the target. Hits on the line are good.



Competency Five: Backhand Drive II

The tester will toss 10 balls so that they bounce only once and at a height about equal to the student's waist. Record the number of correct returns.



Competency Six: Game Play

During a round robin (consisting of four players) record the number of points made. Use the VASSS system (each set is 31 points) of scoring. Each match will consist of only one set.

Competency Seven: Written Test

Take a written test covering dimensions (four per cent), terminology (58 per cent), general knowledge and rules (eight per cent), scoring systems (20 per cent), mechanics and form (six per cent), and strategy (four per cent).

Scoresheet for Tennis I

Name _____

Final Grade _____

Competency One: The Serve

Points from right side _____

Points from left side _____

Total Points _____

Competency Two: Forehand Drive I

Points _____

Competency Three: Forehand Drive II

Points _____

Competency Four: Backhand Drive I

Points _____

Competency Five: Backhand Drive II

Points _____

Competency Six: Game Play

Points in game one _____

Points in game two _____

Points in game three _____

Total Points _____

Competency Seven: Written Test

Record the percentage grade. Points _____

Grand Total of Points _____

Grading

Grades are determined by the number of points earned in all the competencies. There is a total of 253 points possible. Grading is as follows: 215 points and above is a "A", 205 to 214 points is a "B", 180 to 204 points is a "C", and 170 to 179 points is a "D". Grade levels were determined by a combination of the policies of the school, experience in conducting classes, and norms of varying tests.

The psychomotor area is 60 per cent of the grade, and the cognitive area is 40 per cent.

References for Tennis I

1. Encyclopedias.*
2. Everett, P., and V. Skillman. Beginning Tennis. 2nd ed. Belmont: Wadsworth, 1968.*
3. Johnson, J., and P. Zanthos. Tennis. 2nd ed. Dubuque: Wm. C. Brown, 1972.*
4. Pelton, B. Tennis. 2nd ed. Pacific Palisades: Goodyear, 1973.*
5. Seaton, D., and others. Physical Education Handbook. 6th ed. Englewood Cliffs: Prentice-Hall, 1974.**
6. Stanley, D., and others. Physical Education Activities Handbook. 3rd ed. Boston: Allyn and Bacon, 1973.*

* Available in the school library.

** Textbook

Written Test -- Tennis I

Name _____

Directions: Numbers one thru nine are MODIFIED true and false questions. If the answer is true, write the word true on the blank. If the answer is false, write the word or phrase that will correct the statement on the blank. Correct only those portions of the statement that are underlined.

1. _____ In the VASSS system of scoring, 31 points wins a set.
2. _____ In the VASSS system of scoring, the service changes every five points.
3. _____ In the VASSS system of scoring, three of five sets wins a match.
4. _____ To start a game the server stands behind the base line and to the left of the center mark.
5. _____ Line balls are good and must be played.
6. _____ The score of the first player to win a point is always given first in a game.
7. _____ For both the forehand and backhand strokes, the body should be turned toward a sideline.
8. _____ A rally refers to a series of strokes between two players.
9. _____ At the point of impact in a forehand stroke, the elbow is straight but the wrist is relaxed and loose.

Directions: Numbers 10 thru 17 are multiple choice questions. On the line, write the letter of the word or phrase that best completes or answers the question.

10. _____ What is the purpose of the lob shot?
- a) to slow down play
 - b) to force your opponent to the net
 - c) to give your opponent time to react
 - d) to force your opponent from the net
11. _____ Where is the best place to wait for the ball during a rally in singles?
- a) backcourt
 - b) service line
 - c) court
 - d) baseline
12. _____ What is the term meaning that a ball must be replayed?
- a) let
 - b) fault
 - c) net ball
 - d) out
13. _____ What is the score when the server wins the point after deuce?
- a) game
 - b) 40-30
 - c) advantage in
 - d) advantage out
14. _____ The term "ace" means
- a) an excellent player
 - b) a serve that eludes the opponent
 - c) a strong drive that scores a point
 - d) server won the point

15. _____ Players change sides every
- a) game
 - b) set
 - c) even-numbered game
 - d) odd-numbered game
16. _____ The minimum number of points that must be played to win a game is
- a) 3
 - b) 4
 - c) 5
 - d) 6
17. _____ Which of the following best describes the body position for the forehand drive?
- a) facing the sideline
 - b) facing the net
 - c) standing at a 45 degree angle to the net
 - d) standing at a 135 degree angle to the net

Directions: Define or explain the following terms.

18. Advantage out

19. Deuce

20. Double fault

21. Match

22. Set

23. Volley

24. What are the dimensions of a singles court?

25. How much wider is a doubles court than a singles court?

Directions: For numbers 26 thru 32, write the name of the racquet part on the corresponding blank.

26. _____

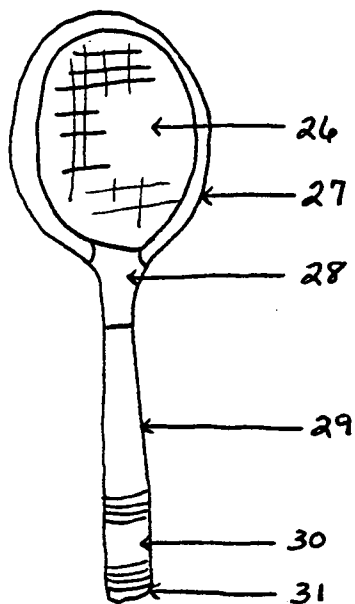
27. _____

28. _____

29. _____

30. _____

31. _____

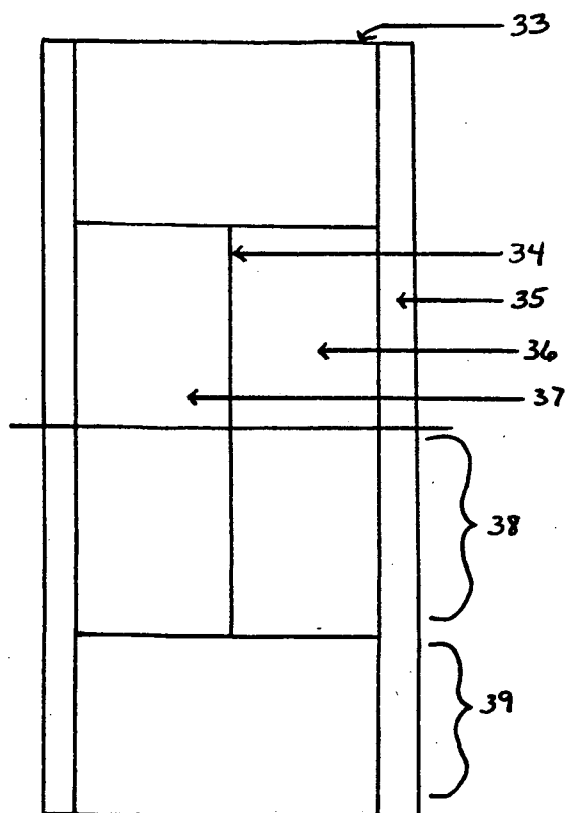


32. _____

Both numbers 26 and 27 comprise what part of the racquet?

Directions: Numbers 33 thru 39 refer to lines or areas. Write the term describing the part of the court on the corresponding blank.

33. _____
 34. _____
 35. _____
 36. _____
 37. _____
 38. _____
 39. _____



40. Describe the traditional and VASSS scoring systems.

Some questions used in this test are taken or modified from the book Physical Education Handbook by Seaton and others (14).

Tennis II Unit

Unit Objectives:
Psychomotor

1) The student will be proficient in serving as evidenced by scoring 75 points in competency one.

2) The student will be proficient in the volley shot as evidenced by scoring eight points in competency two.

3) The student will be proficient in game play as evidenced by scoring 135 points in competency three.

Unit Objectives:
Cognitive

1) The student will acquire knowledge concerning tennis as evidenced by scoring 75 points in competency four.

Competencies for Tennis II

Competency One: The Serve

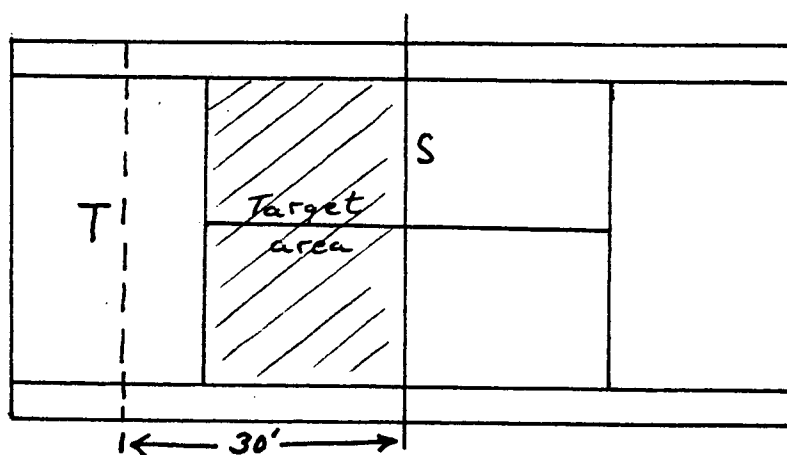
Serve 10 balls from the right side and then 10 balls from the left side. Let serves may be retaken. Record the number of points.

Student

	<div style="text-align: right; margin-right: 20px;">1pt</div> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center; padding: 5px;">2' ↓</td> <td style="text-align: center; padding: 5px;">3pts</td> <td style="text-align: center; padding: 5px;">2pts</td> </tr> <tr> <td style="text-align: center; padding: 5px;">3' ↓</td> <td style="text-align: center; padding: 5px;">4pts</td> <td style="text-align: center; padding: 5px;">3pts</td> </tr> </table> <div style="text-align: center; margin-top: 10px;"> 1 ↔ 1 ↔ 1 3' 2' </div>	2' ↓	3pts	2pts	3' ↓	4pts	3pts
2' ↓	3pts	2pts					
3' ↓	4pts	3pts					

Competency Two: Volley Shot

The tester will hit the student 10 shots. The student should return the shots into the target area. Record the number of successful returns.



T = tester

Competency Three: Game Play

During a round robin (consisting of four players) record the number of points in your six best games. Use the VASSS system (each set is 31 points) of scoring. Matches are two out of three sets.

Competency Four: Written Test

Take a written test covering general knowledge and rules (22 per cent), mechanics (17 per cent), strategy (11 per cent), and officiating principles (50 per cent).

Competency One is based on the Hewitt Service Placement Test (5).

Scoresheet for Tennis II

Name _____

Final Grade _____

Competency One: The Serve

Points from the right _____

Points from the left _____

Total Points _____

Competency Two: Volley Shot

Points _____

Competency Three: Game Play

Points in game one _____

Points in game two _____

Points in game three _____

Points in game four _____

Points in game five _____

Points in game six _____

Points in game seven* _____

Points in game eight* _____

Points in game nine* _____

*games may not be necessary

Total Points _____

Competency Four: Written Test

Record the percentage grade.

Points _____

Grand Total of Points _____

Grading

Grades are determined by the number of points earned in all the competencies. There is a total of 390 points possible. Grading is as follows: 350 points and above is an "A", 320 to 349 points is a "B", 280 to 319 points is a "C", and 235 to 279 points is a "D". Grade levels were determined by a combination of the policies of the school, experience in conducting classes, and norms of varying tests.

The psychomotor area is 74 per cent of the grade, and the cognitive area is 26 per cent.

References for Tennis II

1. Bunn, J. The Art of Officiating Sports. 3rd ed. Englewood Cliffs: Prentice-Hall, 1968.*
2. Encyclopedias.*
3. Everett, P., and V. Skillman. Beginning Tennis. 2nd ed. Belmont: Wadsworth, 1968.*
4. Johnson, J., and P. Zanthos. Tennis. 2nd ed. Dubuque: Wm. C. Brown, 1972.*
5. Pelton, B. Tennis. 2nd ed. Pacific Palisades: Goodyear, 1973.*
6. Seaton, D., and others. Physical Education Handbook. 6th ed. Englewood Cliffs: Prentice-Hall, 1974.**
7. Stanley, D., and others. Physical Education Activities Handbook. 3rd ed. Boston: Allyn and Bacon, 1973.*

* Available in the school library

** Textbook

Written Test -- Tennis II

Name _____

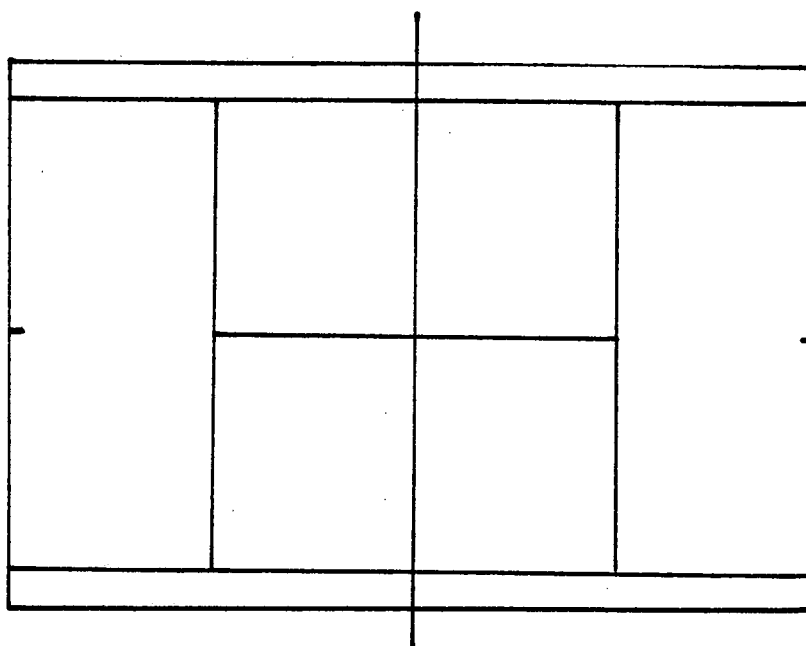
Directions: Numbers one thru eight are MODIFIED true and false questions. If the answer is true, write the word true on the blank. If the answer is false, write the word or phrase that will correct the statement on the blank. Correct only those portions of the statement that are underlined.

1. _____ You may swing your foot over the end line while serving.
2. _____ At least one foot has to remain in contact with the surface during the serve.
3. _____ Most players find the Eastern grip most comfortable, but the Western grip is used by most professionals to better play low shots.
4. _____ Gut string is more expensive than nylon string.
5. _____ The strokes for the volleys are somewhat shorter than those used in making a drive.
6. _____ The backhand grip differs from the forehand grip in that the hand is turned to the left, counter clockwise, about one-eighth to one-fourth turn.
7. _____ The grip for the serve is the same as that used for the forehand stroke.
8. _____ In doubles, partners should attempt to take up a position parallel to each other.
9. What would usually be the most advantageous stroke to use against the short lob?

10. What effect does hitting a tennis ball with back spin have on the bounce of the ball?

11. List four pregame duties of the umpire.

12. On the diagram, locate the positions of the umpire and the linesmen.



Some questions used in this test are taken or modified from the book Physical Education Handbook by Seaton and others (14).

Track and Field Unit

Unit Objectives:
Psychomotor

1) The student will be proficient in running the 50 meter dash as evidenced by scoring eight points in competency one.

2) The student will be proficient in running the 100 meter dash as evidenced by scoring eight points in competency two.

3) The student will be proficient in running the 400 meter run as evidenced by scoring eight points in competency three.

4) The student will be proficient in running the 800 meter run as evidenced by scoring 12 points in competency four.

5) The student will be proficient in running the 1600 meter run as evidenced by scoring 12 points in competency five.

6) The student will be proficient in running cross country as evidenced by scoring eight points in competency six.

7) The student will be proficient in throwing the shot put as evidenced by scoring 12 points in competency seven.

8) The student will be proficient in the standing broad jump as evidenced by scoring eight points in competency eight.

9) The student will be proficient in the running broad jump as evidenced by scoring 12 points in competency nine.

10) The student will be proficient in the high jump as evidenced by scoring eight points in competency ten.

Competencies for Track and Field

Competency One: 50 Meter Dash

Run 50 meters as fast as possible. Record the time to the nearest second.

Competency Two: 100 Meter Dash

Run 100 meters as fast as possible. Record the time to the nearest second.

Competency Three: 400 Meter Run

Run 400 meters as fast as possible. Record the time to the nearest second.

Competency Four: 800 Meter Run

Run 800 meters as fast as possible. Record the time to the nearest second.

Competency Five: 1600 Meter Run

Run 1600 meters as fast as possible. Record the time to the nearest second.

Competency Six: Cross Country

Run a five mile course as fast as possible. Record the time to the nearest minute.

Competency Seven: Shot Put

Throw the shot put as far as possible. Record the distance of three trials to the nearest inch.

Competency Eight: Standing Broad Jump

Execute three standing broad jumps. Record the distance of the best jump to the nearest inch.

Competency Nine: Running Broad Jump

Execute three running broad jumps. Record the distance of the best jump to the nearest inch.

Competency Ten: High Jump

Execute three high jumps. Record the height of the best jump to the nearest inch.

Scoresheet for Track and Field

Name _____

Final Grade _____

Competency One: 50 Meter Dash

Seconds (Women)	7.5-	7.6-8.0	8.1-8.5	8.6-8.8
Points	15	12	8	4
Seconds (Men)	6.3-	6.4-6.5	6.6-6.8	6.9-7.0

Points _____

Competency Two: 100 Meter Dash

Seconds (Women)	16.0-	16.1-16.3	16.4-16.8	16.9-17.2
Points	15	12	8	4
Seconds (Men)	14.6-	14.7-14.9	15.0-15.3	15.4-15.7

Points _____

Competency Three: 400 Meter Run

Seconds (Women)	90-	91-98	99-107	108-115
Points	15	12	8	4
Seconds (Men)	80-	81-87	88-95	96-100

Points _____

Competency Four: 800 Meter Run

Seconds (Women)	270-	271-285	286-305	306-320
Points	15	12	8	4
Seconds (Men)	240-	241-255	256-275	276-290

Points _____

Competency Five: 1600 Meter Run

Seconds (Women)	600-	601-610	611-640	641-660
Points	15	12	8	4
Seconds (Men)	480-	481-490	491-520	521-540

Points _____

Competency Six: Cross Country

Minutes (Women)	70-	71-77	78-85	86-90
Points	15	12	8	4
Minutes (Men)	60-	61-65	66-75	76-80

Points _____

Competency Seven: Shot Put

Distance (Women)	10'-10'11"	11'-14'11"	15'-18'11"	19'+
Points	4	8	12	15
Distance (Men)	20'-21'11"	22'-25'11"	26'-35'11"	36'+

Points _____

Competency Eight: Standing Broad Jump

Distance (Women)	5'-5'6"	5'7"-6'	6'1"-6'5"	6'6"+
Points	5' 4	8	12	15
Distance (Men)	5'6"-6'	6'1"-7'	7'1"-7'5"	7'6"+

Points _____

Competency Nine: Running Broad Jump

Distance (Women)	10'-11'	11'1"-13'	13'1"-14'	14'1"+
Points	4	8	12	15
Distance (Men)	11'-12'	12'1"-14'	14'1"-16'	16'1"+

Points _____

Competency Ten: High Jump

Height (Women)	3'-3'5"	3'6"-4'	4'1"-4'6"	4'7"+
Points	4	8	12	15
Height (Men)	4'-4'5"	4'6"-5'	5'1"-5'6"	5'7"+

Points _____

Grand Total of Points _____

Grading

Grades are determined by the number of points earned in all competencies. There is a total of 150 points possible. Grading is as follows: 135 points and above is an "A", 120 to 134 points is a "B", 100 to 119 points is a "C", and 90 to 99 points is a "D". Grade levels were determined by a combination of the policies of the school and experience in conducting classes.

The psychomotor area is 100 per cent of the grade.

References for Track and Field

1. Cooper, J. Beginning Track and Field. Belmont: Wadsworth, 1969.*
2. Foreman, K., and V. Husted. Track and Field. Dubuque: Wm. C. Brown, 1966.*
3. Seaton, D., and others. Physical Education Handbook. 6th ed. Englewood Cliffs: Prentice-Hall, 1974.**
4. Stanley, D., and others. Physical Education Activities Handbook. 3rd ed. Boston: Allyn and Bacon, 1973.*

* Available in the school library.

** Textbook

Tumbling Unit

Unit Objectives:
Psychomotor

1) The student will be proficient in individual tumbling as evidenced by scoring 27 points in competency one.

2) The student will be proficient in movements on the uneven bars as evidenced by scoring eight points in competency two.

3) The student will be proficient in movements on the even bars as evidenced by scoring 10 points in competency three.

4) The student will be proficient in doubles or triples tumbling as evidenced by scoring 13 points in competency four.

Competencies for Tumbling

Competency One: Individual Tumbling

Perform as many of the individual movements as possible. A list of the movements and their point values is found on the scoresheet.

Competency Two: Uneven Bars (Women)

Perform as many of the uneven bars movements as possible. A list of the movements and their point values is found on the scoresheet.

Competency Three: Even Bars (Men)

Perform as many of the even bars movements as possible. A list of the movements and their point values is found on the scoresheet.

Competency Four: Doubles and Triples Tumbling

Perform as many of the doubles and triples movements as possible. A list of the movements and their point values is found on the scoresheet.

Scoresheet for Tumbling

Name _____ Final Grade _____

Competency One: Individual Tumbling

One point each:

Forward Roll	_____	
Tripod Balance	_____	Total Points _____

Two points each:

Front Scale	_____	
Head Stand	_____	
Shoulder Roll	_____	
Tip-Up Balance	_____	
V-Sit	_____	Total Points _____

Three points each:

Back Bend	_____	
Back Roll	_____	
Cartwheel	_____	
Headspring (from rolled mat)	_____	
Round Off	_____	Total Points _____

Four points each:

Forearm Balance	_____	
Handstand	_____	
Headspring (from floor)	_____	
Handspring (from rolled mat or floor)	_____	Total Points _____

Five points each:

Back Walkover _____

Front Walkover _____

Hand Walk
(15 feet) _____

Kip-Up _____

Side Split _____

Total Points _____

Six points each:

Back Handspring _____

Front Split _____

Tinsica _____

Total Points _____

Competency Two: Uneven Bars (Women)

One point each:

Scale _____

V-Sit _____

Total Points _____

Two points each:

Dismount _____

Mount _____

Leg Push to
High Bar _____

Total Points _____

Three points each:

Hip Circle _____

Knee Circle _____

Seat Push to
High Bar _____

Total Points _____

Competency Three: Even Bars (Men)

Two points each:

Mount	_____	
Dismount	_____	Total Points _____

Three points each:

Shoulder Stand	_____	
Shoulder Roll (forward)	_____	Total Points _____

Four points each:

Shoulder Roll (backwards)	_____	Total Points _____
------------------------------	-------	--------------------

Competency Four: Doubles and Triples Tumbling

One point each:

Back Angel	_____	
Box Stand	_____	
Thigh Stand	_____	Total Points _____

Two points each:

Chest Stand	_____	
Front Angel	_____	
Hold-Out	_____	
Knee Shoulder	_____	
Two High	_____	Total Points _____

Three points each:

Flag	_____	
Foot-Shoulder Stand	_____	
Low Arm-to-Arm	_____	Total Points _____

Four points each:

High Arm-to-Arm _____

Star _____

Triple Thigh _____ Total Points _____

Grand Total of Points _____

Grading

Grades are determined by the number of points earned in all the competencies. There is a total of 151 points possible. Grading is as follows: 125 points and above is an "A", 100 to 124 points is a "B", 75 to 99 points is a "C", and 60 to 74 points is a "D". Grade levels were determined by a combination of the policies of the school and experience in conducting classes.

The psychomotor area is 100 per cent of the grade.

References for Tumbling

1. Carter, E., and F. Orlafsky. Beginning Tumbling and Floor Exercise. Belmont: Wadsworth, 1971.*
2. Frederick, A. Gymnastics for Men. Dubuque: Wm. C. Brown, 1969.*
3. _____. Gymnastics for Women. Dubuque: Wm. C. Brown, 1966.*
4. Loken, N., and R. Willoughby. Complete Book of Gymnastics. Englewood Cliffs: Prentice-Hall, 1967.*
5. Maddux, G. Men's Gymnastics. Pacific Palisades: Goodyear, 1970.*
6. Price, D., and C. Keeney. Gymnastics and Tumbling. New York: Arco, 1973.*
7. Ryser, O. Tumbling and Apparatus Stunts. Dubuque: Wm. C. Brown, 1968.*
8. Seaton, D., and others. Physical Education Handbook. 6th ed. Englewood Cliffs: Prentice-Hall, 1974.**
9. Stanley, D., and others. Physical Education Activities Handbook. 3rd ed. Boston: Allyn and Bacon, 1973.*

* Available in the school library

** Textbook

Volleyball I Unit

Unit Objectives: Psychomotor

1) The student will be proficient in serving as evidenced by scoring 30 points in competency one.

2) The student will be proficient in using the chest pass as evidenced by scoring 12 points in competency two.

3) The student will be proficient in setting-up as evidenced by scoring five points in competency three.

4) The student will be proficient in using the bump pass as evidenced by scoring seven points in competency four.

5) The student will be proficient in volleying as evidenced by scoring 30 points in competency five.

Unit Objectives: Cognitive

1) The student will acquire knowledge concerning volleyball as evidenced by scoring 75 points in competency six.

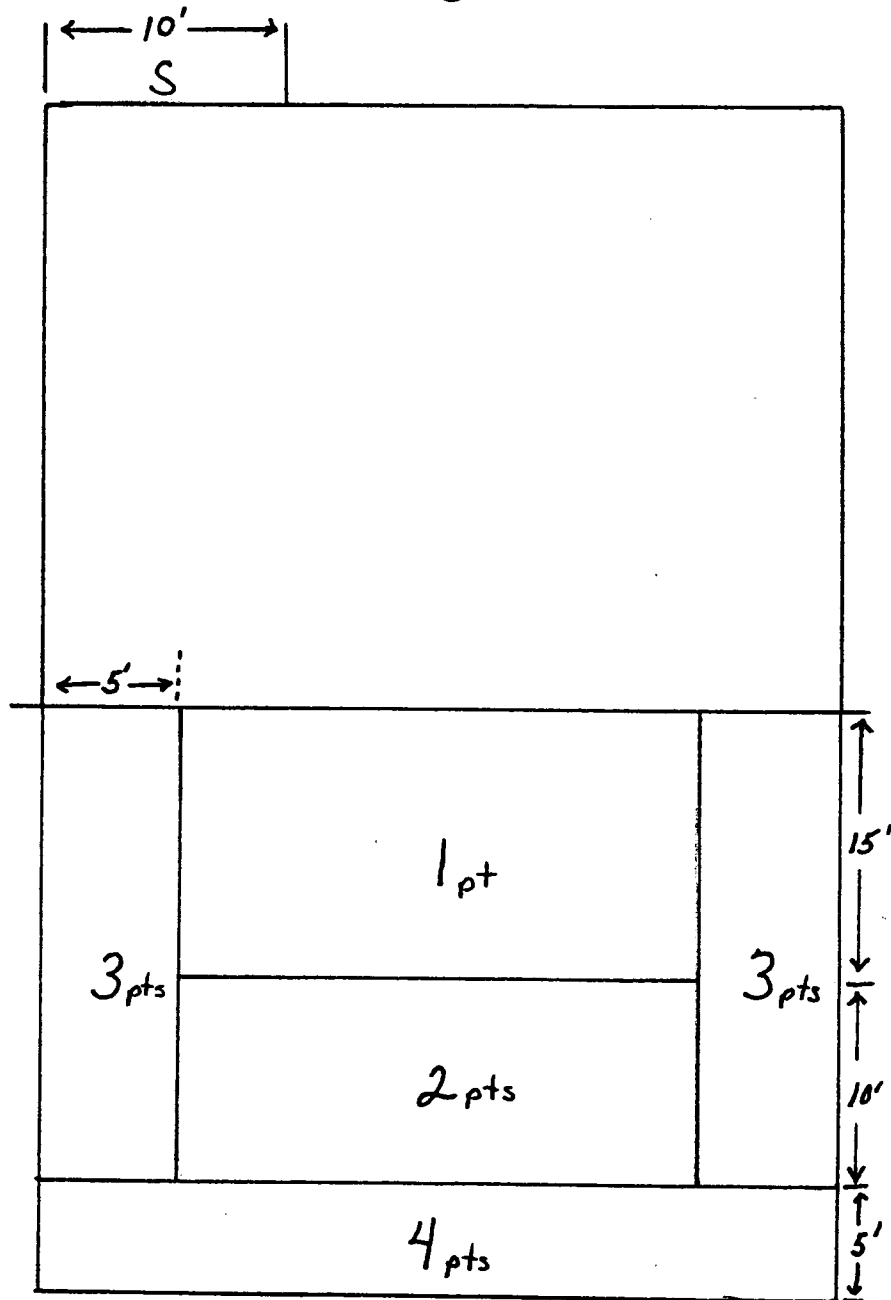
Competencies for Volley ball I

Competency One: The Underhand Serve

Serve 10 balls and record the number of points.

Line serves are given the higher value.

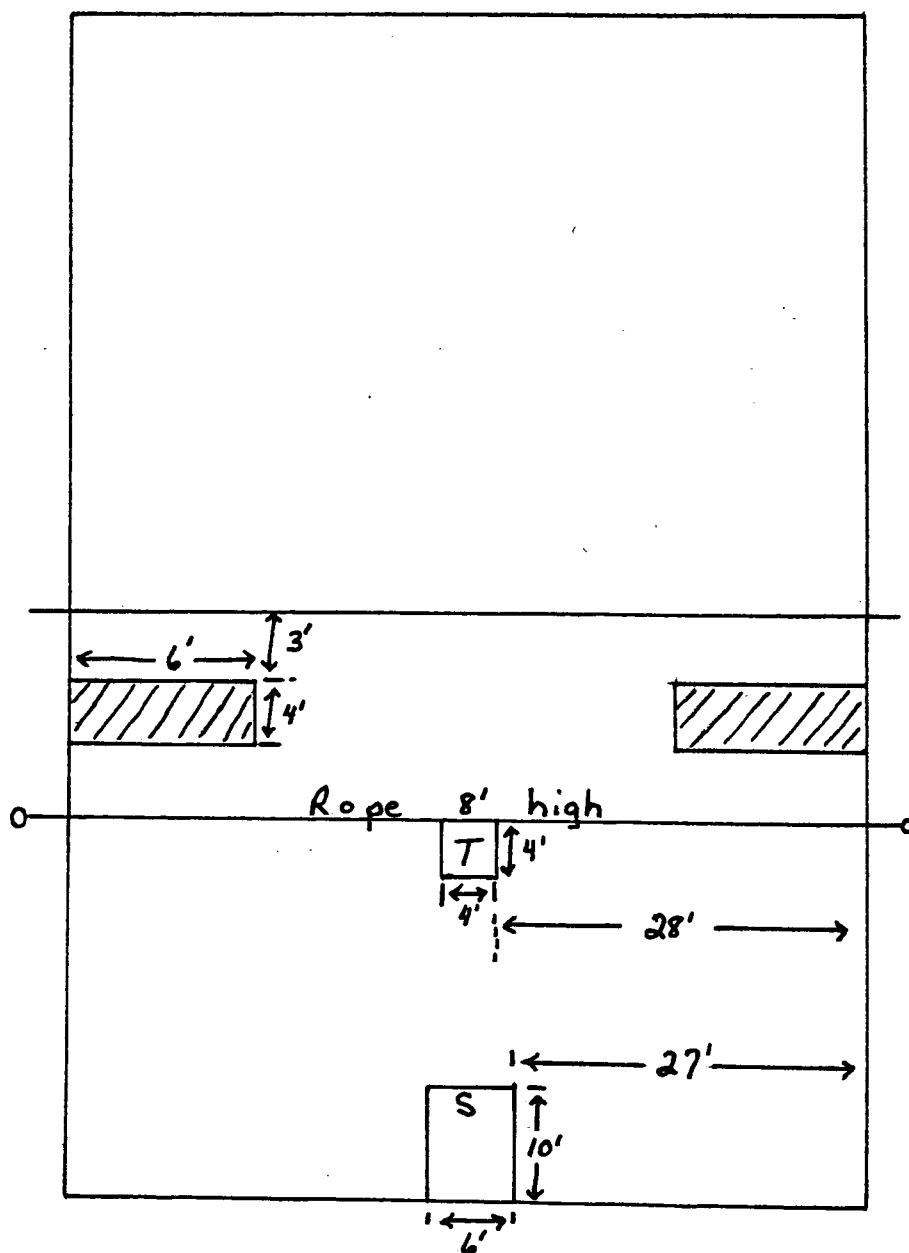
S = student



Competency Two: Chest Pass

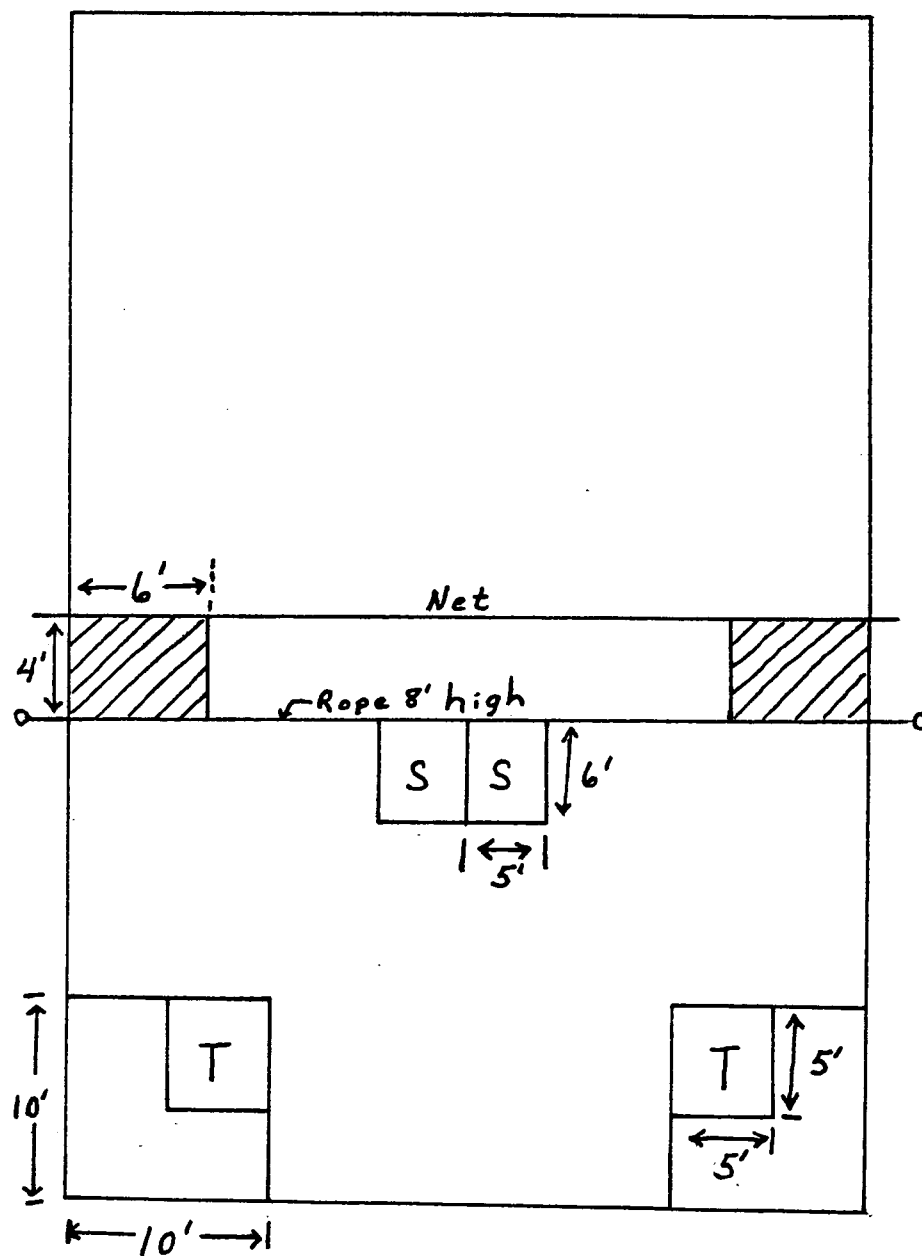
The tester tosses 20 high passes to the student. The student passes the ball over the rope and into the target area. Alternate targets left to right. Record the number of passes hitting the target.

T = tester



Competency Three: Set-Up

The tester tosses 10 high passes to the student who sets the ball over the rope into the target area. Record the number of hits on the target. Repeat on the opposite side.

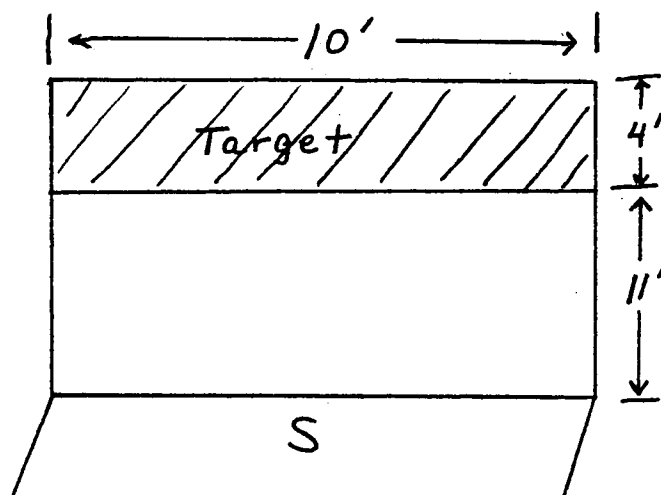


Competency Four: Bump Pass

The tester tosses 10 passes over the net. The student returns the ball over the net into the playing area. The student should stand no closer than six feet from the net. Record the number of correct returns.

Competency Five: Volleying

Volley the ball against the wall. Start the clock when the first volley hits the wall. Record the number of hits within the target during a one minute timing.

Competency Six: Written Test

Take a written test covering dimensions (16 per cent), terminology (12 per cent), general knowledge and rules (32 per cent), strategy and mechanics (28 per cent), and player positions and rotation (12 per cent).

Scoresheet for Volleyball I

Name _____ Final Grade _____

Competency One: The Underhand Serve

Points _____

Competency Two: Chest Pass

Points to left side _____

Points to right side _____

Total Points _____

Competency Three: Set-Up

Points to left side _____

Points to right side _____

Total Points _____

Competency Four: Bump Pass

Points _____

Competency Five: Volleying

Maximum of 50 points. Points _____

Competency Six: Written Test

Record the percentage grade. Points _____

Grand Total of Points _____

Grading

Grades are determined by the number of points earned in all the competencies. There is a total of

210 points possible. Grading is as follows: 180 points and above is an "A", 160 to 179 points is a "B", 135 to 159 points is a "C", and 120 to 134 points is a "D". Grade levels were determined by a combination of the policies of the school, experience in conducting classes, and the norms of varying tests.

The psychomotor area is 52 per cent of the grade, and the cognitive area is 48 per cent.

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* Available in the school library

** Textbook

Written Test -- Volleyball I

Name _____

Directions: Numbers 1 thru 16 are true and false questions. If the question is true, write the word true on the blank. If the question is false, write the word or phrase that will correct the statement on the blank. Correct only those portions of the statement that are underlined.

1. _____ Only the serving team can score points on any given play.
2. _____ A ball may be hit twice by a side, but on the third hit the ball must travel over the net.
3. _____ A game consists of 21 points.
4. _____ The overhand chest pass should be avoided because there is too much danger of committing a carry.
5. _____ The underhand, palms up pass, has been almost eliminated from the game of volleyball because of the bump pass.
6. _____ If a spiked ball hits a player twice, it is considered to have been played just once.
7. _____ A served ball hitting the net but landing in the proper court is taken over.
8. _____ Hitting the ball with the fist is the most effective way of spiking.
9. _____ A blocker can not reach over the net for any reason.
10. _____ The two most common errors for beginners are not setting the ball up and hitting the ball too low.
11. _____ Any player may legally spike the ball on any given play.

12. _____ In volleyball, a player should call his own fouls.
13. _____ Serve quickly when you are piling up points.
14. _____ A team should play to the opponent's weakness.
15. _____ Women will have difficulty using the bump pass because it requires more strength.
16. _____ A common fault in volleyball is for the front line to play too close to the net.

Directions: For numbers 17 thru 24, indicate the decision in the following situations. Do not assume any conditions other than those stated. Put the letter or letters of the correct decision on the blank.

P Point

SO Side out

L Legal or play continues

R Serve over

17. _____ On the service, the ball touches the net but lands on the boundary line of the receiving team's court.
18. _____ On the second contact by the receiving team, the ball is hit into the net so that the net touches a player on the opposing team.
19. _____ A player on the receiving team spikes the ball before it crosses the net.
20. _____ A forward on the serving team, in spiking the ball, steps on the center line. On the same play, a forward of the receiving team attempts to block the ball and crosses the center line.
21. _____ The coach of the serving team enters the playing area during a time out.

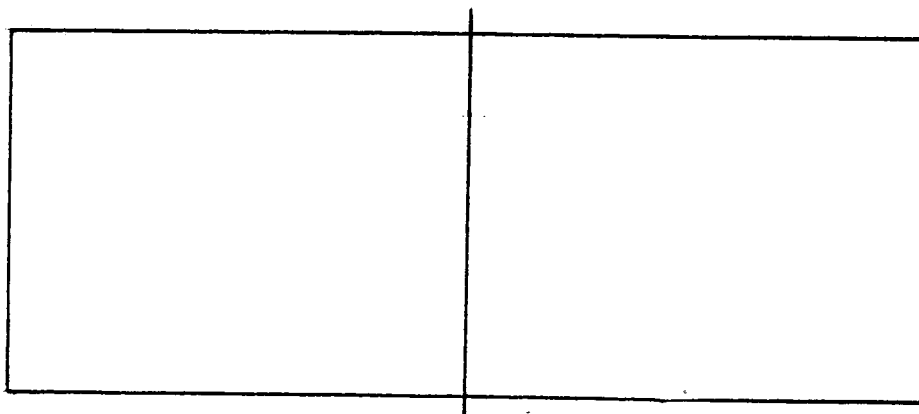
22. _____ The server tosses the ball into the air as he executes an underhand serve.
23. _____ Two opposing forwards play the ball simultaneously above the net, and the ball comes back into the receiver's court where the same forward hits the ball over the net.
24. _____ A ball returned by the receiving team crosses the net outside the marker and hits the floor inside the opponent's court.

Directions: Define or explain the following terms.

25. Add out
26. Deuce
27. Double foul

Directions: On the following diagram, indicate the following:

- a) the dimensions of the court
- b) the height of the net
- c) the distance the server has from the sideline towards the center of the court
- d) the player positions (six persons)
- e) the proper rotation sequence



Some questions used in this test are taken or modified from the book Physical Education Handbook by Seaton and others (14).

Volleyball II Unit

Unit Objectives:
Psychomotor

1) The student will be proficient in using the dig pass as evidenced by scoring seven points in competency one.

2) The student will be proficient in overhead serving as evidenced by scoring 30 points in competency two.

3) The student will be proficient in spiking as evidenced by scoring seven points in competency three.

Unit Objectives:
Cognitive

1) The student will acquire knowledge concerning volleyball as evidenced by scoring 75 points in competency four.

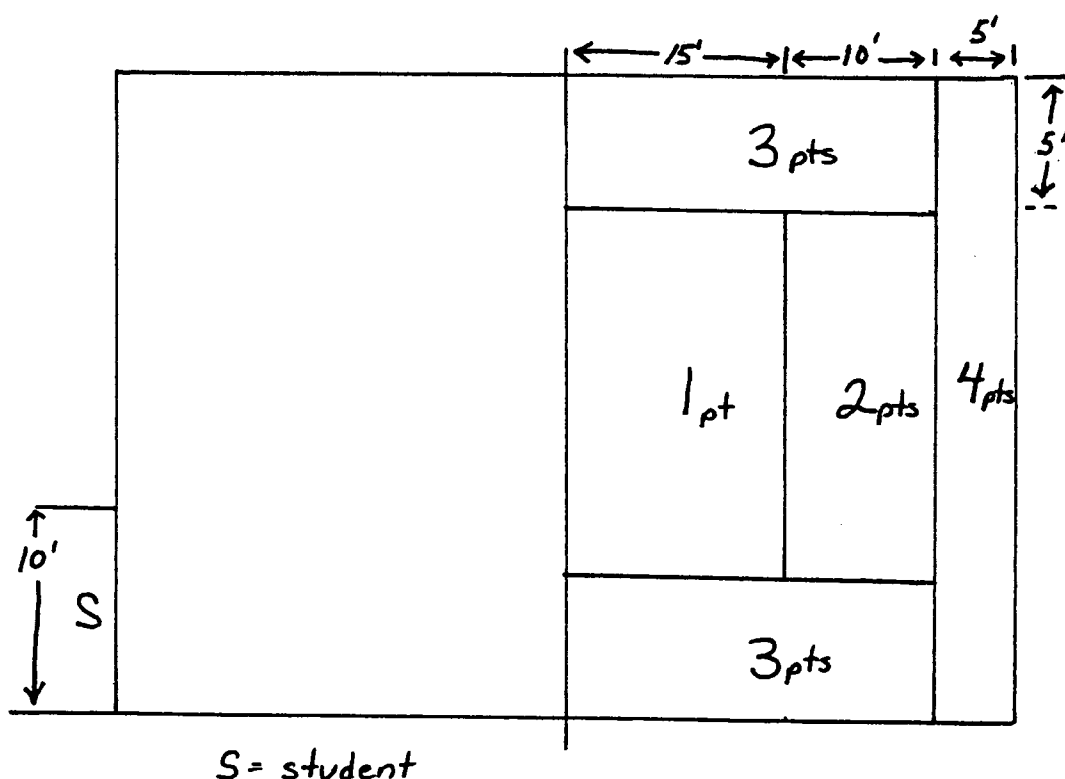
Competencies for Volleyball II

Competency One: Dig Pass.

The tester will toss 10 balls to the student's forehand side. The student should execute a dig pass and return the ball across the net into the playing area. Record the number of correct returns. The student should be at least 10 feet from the net.

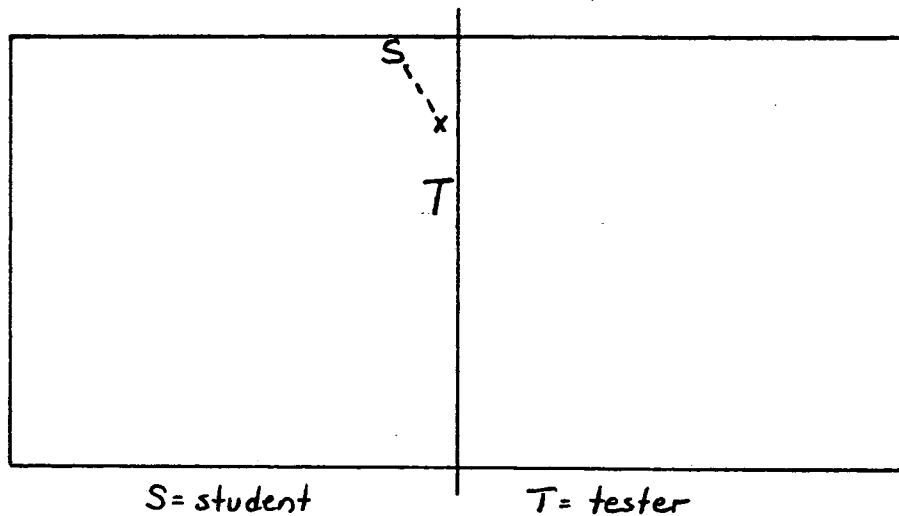
Competency Two: Overhead Serve

Serve 10 balls and record the number of points. Line serves are given the higher value.



Competency Three: Spiking

The tester tosses 10 set-ups to the student.
The student executes a spike into the playing area.
Record the number of successful spikes.

Competency Four: Written Test

Take a written test covering history (five per cent), mechanics (five per cent), general knowledge and rules (48 per cent), and officiating principles (42 per cent).

Scoresheet for Volleyball II

Name _____ Final Grade _____

Competency One: Dig Pass

Points _____

Competency Two: Overhead Serve

Points _____

Competency Three: Spiking

Points _____

Competency Four: Written Test

Record the percentage grade. Points _____

Grand Total of Points _____

Grading

Grades are determined by the number of points earned in all the competencies. There is a total of 160 points possible. Grading is as follows: 145 points and above is an "A", 130 to 144 points is a "B", 115 to 129 points is a "C", and 105 to 114 points is a "D". Grade levels were determined by a combination of the policies of the school and experience in conducting classes.

The psychomotor area is 38 per cent of the grade, and the cognitive area is 62 per cent.

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* Available in the school library.

** Textbook

Written Test -- Volleyball II

Name _____

Directions: Numbers one thru five are MODIFIED true and false questions. If the answer is true, write the word true on the blank. If the answer is false, write the word or phrase that will correct the statement on the blank. Correct only those portions of the statement that are underlined.

1. _____ Volleyball was originated in the United States by the YMCA.
2. _____ The underhand serve is best used by beginners.
3. _____ A common mistake in blocking is to jump too soon.
4. _____ All of the players may block the ball at the net.
5. _____ In tournament play, the officials should be a referee, umpire, scorer, timekeeper, and two or four linesmen.

Directions: For numbers 6 thru 12, indicate the decision in the following situations. Do not assume any condition other than those stated. Put the letter or letters of the correct decision on the blank.

p Point

SO Side out

L Legal or play continues

R Serve over

6. _____ A player on the serving team who started the game as left forward re-enters the game in center back position according to the original line-up.
7. _____ A forward on the serving team is supported by a teammate in order to keep his balance as he contacts the ball.

8. _____ As a player on the serving team attempts to contact the ball, it touches his upper arm.
9. _____ Just before the serve, the left back on the receiving team steps behind the end line to be in a better position to judge the served ball.
10. _____ Immediately following his serve, the right back steps into the court close behind the right front so that he is ready to return a possible spike.
11. _____ The server stands eight feet behind the end line as he puts the ball in play.
12. _____ The first two players in the line-up of Team A exchange positions for the start of the second game and report to the scorer and referee.

Directions: Briefly describe how the officials indicate the following situations.

13. Ball is out of bounds
14. Net violation on the team on his right
15. Stop play
16. A carry has been committed
17. Point is scored
18. Side out
19. Good sportsmanship

Some questions used in this test are taken or modified from the book Physical Education Handbook by Seaton and others (14).

Chapter 5

RECOMMENDATIONS

The following recommendations are suggested for future projects in the area of competency-based teaching:

- 1) Yearly revisions be made in the program to update material, course offerings, and grading procedures.
- 2) Further study be given to the effectiveness of the competency-based program.

APPENDICES

APPENDIX B

RESULTS OF SCHOOL SURVEY

Subject Area	Number of Academies Teaching Subject Area
Archery	One
Badminton	Two
Basketball	Four
Conditioning	Two
Field Hockey	Zero
Flagball	Four
Floor Hockey	Two
Golf	Two
Horseshoes	Zero
Rollerskating	Zero
Shuffleboard	Zero
Softball	Four
Soccer	Four
Table Tennis	Zero
Tennis	One
Track & Field	Two
Tumbling	Four
Volleyball	Four

APPENDIX C
STUDENT SURVEY

Physical Education Course Offerings

In order to help meet the needs and interests of the students of Union Springs Academy, the physical education department is conducting a survey of its course offerings and those that are being considered for inclusion in its curriculum. The activities are listed below with a rating scale of 1 to 5. Please place an "X" over the number which corresponds with your feelings toward a particular activity.

ACTIVITY	STRONG DISINTEREST	DISINTEREST	NO FEELING	INTEREST	STRONG INTEREST
Archery	1	2	3	4	5
Badminton	1	2	3	4	5
Basketball	1	2	3	4	5
Conditioning	1	2	3	4	5
Field Hockey	1	2	3	4	5
Flagball	1	2	3	4	5
Floor Hockey	1	2	3	4	5
Golf	1	2	3	4	5
Horseshoes	1	2	3	4	5
Rollerskating	1	2	3	4	5
Shuffleboard	1	2	3	4	5
Softball	1	2	3	4	5
Soccer	1	2	3	4	5
Table Tennis	1	2	3	4	5
Track & Field	1	2	3	4	5
Tumbling	1	2	3	4	5
Volleyball	1	2	3	4	5

Sex: Male _____ Female _____ Class Standing _____

Are there any other areas you would like to see included?

APPENDIX D

RESULTS OF STUDENT SURVEY

Subject Area	Average Rating	Rank
Archery	3.7	6-7-8
Badminton	3.5	12
Basketball	3.6	9-10-11
Conditioning	3.2	13-14
Field Hockey	3.1	15
Flagball	3.6	9-10-11
Floor Hockey	3.6	6-7-8
Golf	3.0	16
Horseshoes	2.9	17
Rollerskating	3.7	6-7-8
Shuffleboard	2.7	18
Softball	4.3	1-2
Soccer	3.7	6-7-8
Table Tennis	3.8	4-5
Tennis	4.3	1-2
Track & Field	3.8	4-5
Tumbling	3.2	13-14
Volleyball	3.9	3

APPENDIX E

COMMUNITY SURVEY

Physical Education Course Offerings

In order to help meet the interests of the constituency of Union Springs Academy, the physical education department is conducting a survey of its course offerings and those that are being considered for inclusion in its curriculum. The activities are listed below with a rating scale of 1 to 5. Please place an "X" over the number which corresponds with your feelings toward a particular activity.

ACTIVITY	STRONG DISINTEREST	DISINTEREST	NO FEELING	INTEREST	STRONG INTEREST
Archery	1	2	3	4	5
Badminton	1	2	3	4	5
Basketball	1	2	3	4	5
Conditioning	1	2	3	4	5
Field Hockey	1	2	3	4	5
Flagball	1	2	3	4	5
Floor Hockey	1	2	3	4	5
Golf	1	2	3	4	5
Horseshoes	1	2	3	4	5
Rollerskating	1	2	3	4	5
Shuffleboard	1	2	3	4	5
Softball	1	2	3	4	5
Soccer	1	2	3	4	5
Table Tennis	1	2	3	4	5
Tennis	1	2	3	4	5
Track & Field	1	2	3	4	5
Tumbling	1	2	3	4	5
Volleyball	1	2	3	4	5

In order to help interpret the results of this survey more effectively please circle the appropriate choices below.

Sex: Male _____ Female _____ Occupation: _____

Are there any other areas you would like to see included?

APPENDIX F

RESULTS OF COMMUNITY SURVEY

Subject Area	Average Rating	Rank
Archery	3.36	13-14
Badminton	4.15	9
Basketball	4.26	6-7
Conditioning	4.21	8
Field Hockey	2.42	18
Flagball	2.85	16
Floor Hockey	2.57	17
Golf	3.42	12
Horseshoes	3.52	11
Rollerskating	3.94	10
Shuffleboard	3.36	13-14
Softball	4.68	2-3
Soccer	3.31	15
Table Tennis	4.26	6-7
Tennis	4.42	4
Track & Field	4.68	2-3
Tumbling	4.31	5
Volleyball	4.82	1

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