

	<b>CLARITY OF PURPOSE</b>	<b>ORGANIZATION</b>	<b>SUPPORT</b>	<b>THINKING</b>	<b>MECHANICS</b>
	<i>The extent to which the main idea is evident throughout the written product.</i>	<i>The extent to which the written product is appropriately structured.</i>	<i>The extent to which main ideas are explained with detailed evidence/examples</i>	<i>The extent to which the writer produces a unique, personal goal for their fitness plan.</i>	<i>The extent to which grammar, punctuation, and spelling affect understanding.</i>
<b>Exceeds Expectations = 4</b>	<i>The writer carries the main idea throughout the work and consistently gives supporting examples.</i>	<i>The writer's ideas are enhanced by the main idea, and structure is demonstrated through organized writing.</i>	<i>The writer effectively uses the five components of fitness to describe their physical strengths and challenges.</i>	<i>The writer reflects on their strengths and challenges to create a personal fitness goal that includes accomplishments, measurements, and rewards.</i>	<i>The writer mostly uses effective vocabulary and a variety of sentence structures.</i>
<b>Meets Expectations = 3</b>	<i>The writer mostly carries main idea throughout the work and somewhat gives supporting examples.</i>	<i>The writer's ideas are somewhat enhanced by the main idea; while structure is somewhat demonstrated.</i>	<i>The writer effectively uses four of the five components of fitness to describe their physical strengths and challenges.</i>	<i>The writer reflects on their strengths and challenges to create a personal fitness goal that includes two of the three requirements: accomplishments, measurements, and rewards.</i>	<i>The writer attempts to use effective vocabulary and some variety of sentence structures.</i>
<b>Approaches Expectations = 2</b>	<i>The writer attempts to carry main idea throughout the work but may be off topic.</i>	<i>The writer attempts to use transitions; with limited structure and organization.</i>	<i>The writer attempts to use the components of fitness to describe their physical strengths and challenges.</i>	<i>The writer reflects on their strengths and challenges to create a personal fitness goal that includes one of the three requirements: accomplishments, measurements, and rewards.</i>	<i>The writer's vocabulary interferes with reading/meaning.</i>
<b>Below Expectations = 1</b>	<i>The writer does not carry the main idea throughout the work or connect support with main idea.</i>	<i>The writer's ideas are unclear due to the lack of organization.</i>	<i>The writer does not use the components of fitness to describe their physical strengths and challenges.</i>	<i>The writer does not reflect on their strengths and challenges to create a personal fitness goal.</i>	<i>The writer's limited vocabulary makes reading difficult.</i>
<b>TOTAL</b>	4 3 2 1 ④ ③ ② ①	4 3 2 1 ④ ③ ② ①	4 3 2 1 ④ ③ ② ①	4 3 2 1 ④ ③ ② ①	4 3 2 1 ④ ③ ② ①



Fitness for Life Final Project Grading Rubric

50 Points possible	Time, Warm-up and Cool down	Knowledge	Presentation/Attitude	Technique /Flow of workout	Hard Copy of Workout
<b>A</b> (10 pts)	<b>Exceeds Expectations</b> Learner demonstrates the ability to blend a proper 10 minute workout, warm-up, and cool-down.	<b>Exceeds Expectations</b> Learner demonstrates and verbalizes accurate knowledge of exercises and muscles during workout.	<b>Exceeds Expectations</b> Learner demonstrates confidence, enthusiasm, and professionalism throughout workout.	<b>Exceeds Expectations</b> Learner displays mastery of his/her workout routine, demonstrates proper form, and transitions smoothly from one exercise to the next.	<b>Exceeds Expectations</b> Learner compiles a lesson plan that contains all of the following: -Breakdown of lesson minutes and activities -Muscles being used -Equipment needs -Lesson Focus
<b>B</b> (9 pts)	<b>Meets Expectations</b> Learner demonstrates the ability to blend a proper 10 minute workout and 1 of the following: -Warm-up -Cool-down	<b>Meets Expectations</b> Learner demonstrates and verbalizes accurate knowledge of exercises but inaccurate knowledge of muscles being utilized during workout.	<b>Meets Expectations</b> Learner demonstrates 2 of the following: -Confidence -Enthusiasm -Professionalism	<b>Meets Expectations</b> Learner displays mastery of his/her workout routine and 1 of the following: - Proper form -Transition smoothly from one exercise to the next.	<b>Meets Expectations</b> Learner compiles a lesson plan that contains a breakdown of lesson minutes and activities, muscles being used, and 1 of the following: -Equipment needs -Lesson Focus
<b>C</b> (7 pts)	<b>Needs Improvement</b> Learner demonstrates the ability to perform a proper 10 minute workout and none of the following: -Warm-up -Cool-down	<b>Needs Improvement</b> Learner demonstrates and verbalizes accurate knowledge of muscles but inaccurate knowledge of exercises.	<b>Needs Improvement</b> Learner demonstrates 1 of the following: -Confidence -Enthusiasm -Professionalism	<b>Needs Improvement</b> Learner displays mastery of his/her workout routine and none of the following: - Proper form -Transition smoothly from one exercise to the next.	<b>Needs Improvement</b> Learner compiles a lesson plan that contains a breakdown of lesson minutes and activities, muscles being used and none of the following: -Equipment needs -Lesson Focus
<b>D</b> (6 pts)	<b>Missing</b> Learner fails to demonstrate any of the following: -10 minute workout -Warm-up -Cool-down	<b>Missing</b> Learner does not demonstrate or verbalize knowledge of muscles and exercises being performed.	<b>Missing</b> Learner fails to demonstrate any of the following: -Confidence -Enthusiasm -Professionalism	<b>Missing</b> Learner fails to display: -Mastery of his/her workout routine -Proper form -Transition smoothly from one exercise to the next.	<b>Missing</b> Learner fails to compile a lesson plan that contains a breakdown of workout minutes and/or muscles used.
Point breakdown	(A) (B) (C) (D)	(A) (B) (C) (D)	(A) (B) (C) (D)	(A) (B) (C) (D)	(A) (B) (C) (D)

Total Points Earned \_\_\_\_/50



100000012330010000000000000080a

**Instructions:** To indicate student is exempt, mark  E. To indicate student attempted, mark all zeros.

1. **PACER TEST:** \_\_\_\_\_

E  0  1  2  3  4  5  6  7  8  9 (Exempt/Number)

0  1  2  3  4  5  6  7  8  9

2. **MILE RUN** \_\_\_\_\_

E  0  1  2  3  4  5  6  7  8  9 (Exempt/Minutes)

0  1  2  3  4  5  6  7  8  9 (Minutes)

:

0  1  2  3  4  5  6  7  8  9 (Seconds)

0  1  2  3  4  5  6  7  8  9 (Seconds)

3. **PUSH-UPS:** \_\_\_\_\_

E  0  1  2  3  4  5  6  7  8  9 (Exempt/Number)

0  1  2  3  4  5  6  7  8  9 (Number)

4. **SIT-UPS:** \_\_\_\_\_

E  0  1  2  3  4  5  6  7  8  9 (Exempt/Number)

0  1  2  3  4  5  6  7  8  9 (Number)

5. **SIT & REACH:** \_\_\_\_\_

P  M Plus (+)/Minus(-)

E  0  1  2  3  4  5  6  7  8  9 (Exempt/Inches)

0  1  2  3  4  5  6  7  8  9 (Inches)

6. **SHUTTLE RUN:** \_\_\_\_\_

E  0  1  2  3  4  5  6  7  8  9 (Exempt/Seconds)

0  1  2  3  4  5  6  7  8  9 (Seconds)

:

0  1  2  3  4  5  6  7  8  9 (Tenths of Seconds)



## Strength & Conditioning Technique Evaluation

### Fall 2013

#### Squat

##### Set Up: (6pts)

- Y  N Bar on upper half of the traps
- Y  N Hands tight to your shoulders
- Y  N Un-rack the bar, take small steps away from the rack
- Y  N Feet shoulder width apart, toes slightly pointed out
- Y  N Weight evenly distributed through out foot
- Y  N Head neutral, chest out, be tall in your upper body

##### Lift: (12pts)

- Y  N Initiate the descent by pushing the hips back
- Y  N Finish with tops of thighs parallel to floor
- Y  N Press weight up through your heels
- Y  N Exhale through the top half of your squat

##### Finish: (2pts)

- Y  N Walk the bar back into the rack using slow small steps
- Y  N Lower the weight with your legs not your back

Total: \_\_\_/20

#### Dead Lift

##### Set Up: (5pts)

- Y  N Feet shoulder width apart
- Y  N Weight evenly distributed through out the foot
- Y  N Bar touching shins
- Y  N Arms straight, outside knees, opposing hand grip
- Y  N Butt down, chest out, be tall in your upper body

##### Lift: (15pts)

- Y  N Shoulders over the bar, slowly initiate the pull with weight on the heels
- Y  N Shoulders lead the movement, hips in proper relation to shoulders
- Y  N Keep your upper body tall, no rounding of the back
- Y  N Exhale through the top half of the lift
- Y  N Lock out at both the knees and hips

Total: \_\_\_/20

Overall Score: \_\_\_/ 40

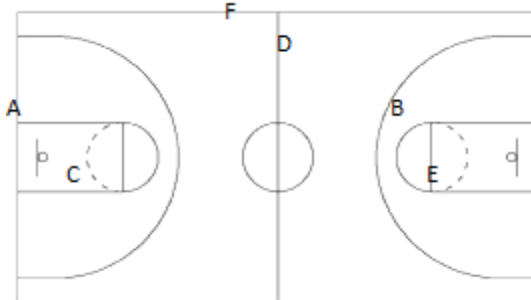




Pre/Post Basketball Quiz

**Matching:** For the following terms, write the letter on the court that corresponds to the term. The line that the letter refers to is touching the line.

- 1. Half Court Line      (A) (B) (C) (D) (E) (F)
- 2. Free Throw Line    (A) (B) (C) (D) (E) (F)
- 3. Baseline            (A) (B) (C) (D) (E) (F)
- 4. 3 Point Arc         (A) (B) (C) (D) (E) (F)
- 5. Sideline            (A) (B) (C) (D) (E) (F)
- 6. Lane                (A) (B) (C) (D) (E) (F)



- 7. Triple Threat is the position in which a player can do what three things?
  - (A) Dribble, Lay Up, Shoot
  - (B) Dribble, Pass, Shoot
  - (C) Shoot, Chest Pass, Bounce Pass
  - (D) Shoot, Lay Up, Dunk
- 8. Eyes should be looking \_\_\_\_\_ at the court to see who is open.
  - (A) Up
  - (B) Down
  - (C) At the ball
  - (D) At the rim
- 9. A shot that is aimed for the back board to rebound off the back board to fall into the hoop is called a
  - (A) Dunk
  - (B) Jump Shot
  - (C) Lay Up
  - (D) Bank Shot
- 10. The first thing that needs to happen to shoot a jump shot is what?
  - (A) Feet, shoulder, and hips need to be facing the basket.
  - (B) Jump
  - (C) Bring ball up above head to shoot.
  - (D) Follow the shot for a rebound.
- 11. Following a shot after shooting increases the opportunities to what?
  - (A) Make the basket.
  - (B) Get to the basket before the defender.
  - (C) Get a rebound on a missed basket.
  - (D) Beat offensive team mates to the basket.
- 12. A jump shot that is made behind the arc is worth how many points?
  - (A) 1
  - (B) 2
  - (C) 3
  - (D) Nothing
- 13. While playing zone defense each defender is responsible for what?
  - (A) An offensive player
  - (B) 2 offensive players
  - (C) An area on the floor
  - (D) The person who shoots the ball
- 14. To begin the game a \_\_\_\_\_ is used to put the ball in play.
  - (A) Jump Ball
  - (B) Throw In
  - (C) Free Throw
  - (D) Check
- 15. Double Dribbling is best described as
  - (A) A Violation
  - (B) The use of 2 hands to dribble, or stopping the dribble and beginning again.
  - (C) A Foul
  - (D) Both A and B



**True/False: Write T for true statements and F for false statements.**

- T  F 16. There are 5 players per team on the court at a time.
- T  F 17. Pivoting is an illegal move that a player can make when standing in place with possession of the ball.
- T  F 18. When shooting a right handed lay up, the left leg is raised while the right hand takes the ball and shoots it off of the top right corner of the back board square.
- T  F 19. Individual offense means being able to score by yourself when you are in possession of the ball.
- T  F 20. The most commonly used pass is the chest pass.

**Interest Inventory: Bubble in the following answer that corresponds with your opinion. These answers do not count on your quiz score.**

21) How did you enjoy the volleyball unit?

- A Loved It  
 B Liked It  
 C OK  
 D Not At All

22) Is volleyball a game you could see yourself playing throughout your life?

- A Yes  
 B No

23) How did you feel about the length of the volleyball unit?

- A Too Long  
 B Just Right  
 C Too Short

