

## MSAD #54 Curriculum

Content Area: Physical Education  
Unit: Golf

Grade: 9-Diploma  
MLR Span: 9-Diploma

MLR Content Standard:

**G. Movement/Motor Skills and Knowledge:** Students demonstrate the *fundamental and specialized movement skills* and apply *principles of movement* for improved performance.

**I. Personal and Social Skills and Knowledge:** Students demonstrate and explain responsible personal behavior and responsible social behavior in physical activity settings.

Performance Indicator:

**G1. Stability and Force**

**G2. Movement Skills**

**I1. Cooperative Skills.**

**I2. Responsible Behavior**

**I3. Safety Rules and Rules of Play**

Performance Descriptor(s)	MSAD #54 Objectives	Instructional Resources/ Activities/Assessments
<p><b>G1. Stability and Force</b></p> <p><b>Students change their motion and the motion of objects by applying the principles of stability and force to modify their performance in games/physical activities.</b></p> <p>a. Demonstrate how spin and rebound affect the motion of an object.</p> <p>b. Use the <i>principle of opposition</i>, point of contact, and point of release to change the path of an object during a game/physical activity.</p> <p>Adjust movements to accommodate external forces that decrease risk for injury.</p> <p><b>G2. Movement Skills</b></p> <p><b>Students demonstrate a variety of specialized movement skills specific to a game/physical activity while participating in a game/physical activity.</b></p> <p><b>I1. Cooperative Skills.</b></p> <p><b>Students demonstrate collaborative skills while participating in physical activities.</b></p> <p>a. Accept constructive feedback.</p> <p>b. Give constructive feedback.</p> <p>c. Include peers respectfully in activities.</p> <p><b>I2. Responsible Behavior</b></p> <p><b>Students demonstrate responsible and ethical personal behavior while participating in physical</b></p>	<p>Students will:</p> <p>1. Learn the pre-swing elements including grip, stance and progression of the swing.</p> <p>2. Learn the back swing, down swing and follow through components of the golf swing.</p> <p>3. Learn proper etiquette, including safety, for golf.</p>	<p><b>Lesson 1.</b></p> <p>Terminology &amp; Safety Procedures</p> <p>Activities: Triple Entry Journal for Terminology Grips, stance, progressions of the swing.</p> <p>Assessment: Formative</p> <p><b>Lesson 2.</b></p> <p>Activity: Establishing proper grip, stance and progression of the swing. Begin hitting golf balls with irons.</p> <p>Assessment: Formative</p> <p><b>Lesson 3.</b></p> <p>Activity: Continued practice.</p> <p>Assessment: Formative</p> <p><b>Lesson 4.</b></p> <p>Activity: Trip to the driving range allowing students to hit with irons or drivers.</p> <p>Assessment: Formative &amp; Unit Test</p> <p>Resources: Quality Lesson Plans for Secondary Physical Education. 2<sup>nd</sup> Edition. Golf for Dummies DVD</p>

**activities.**

**I3. Safety Rules and Rules of Play**

**Students predict how etiquette/rules improve games/activities.**

- a. Explain how etiquette/rules contribute to productive participation.