

**Physical Education  
Unit 8: Golf**

<p><b>Essential Understandings</b></p>	<ul style="list-style-type: none"> <li>▪ There are benefits to physical activity, cooperation, and team work.</li> <li>▪ There are benefits of golf as a physical activity and lifetime recreational activity.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>▪ What is the difference between #1, #2, &amp; #3 woods?</li> <li>▪ What is the difference between #1 through #9 irons?</li> <li>▪ How does one determine which club to use?</li> <li>▪ What is an eagle?</li> <li>▪ What is a double bogey?</li> </ul>
<p><b>Essential Knowledge</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Basic Rules</b> <ul style="list-style-type: none"> <li>○ Scoring – every time you swing the club at the ball, it is a shot. The least number of shots to get the ball into the hole, the better.</li> <li>○ Wherever the ball lands, that is from where the next shot is played.</li> </ul> </li> <li>▪ <b>Game Etiquette</b> <ul style="list-style-type: none"> <li>○ The ball farthest from the hole is played first.</li> <li>○ If the ball is in the way of another’s play the spot of ones ball is marked with a coin or other marker until the other player has played through.</li> <li>○ Honesty is essential.</li> <li>○ Replace the divots.</li> <li>○ Rake the sand trap if it is played out of.</li> </ul> </li> <li>▪ <b>Safety</b> <ul style="list-style-type: none"> <li>○ Students do not swing the club until told to do so by teacher.</li> <li>○ Always look around before swinging club.</li> <li>○ Grip club properly so that it doesn’t fly out of ones hands.</li> </ul> </li> </ul>
<p><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ Eagle, double bogey, lie, rough, sand trap, water hazard</li> </ul> </li> </ul>
<p><b>Essential Skills</b></p>	<ul style="list-style-type: none"> <li>▪ Demonstrate appropriate stance.</li> <li>▪ Demonstrate good sportsmanship.</li> <li>▪ Demonstrate choosing appropriate club for different shots.</li> <li>▪ Demonstrate addressing the ball.</li> <li>▪ Demonstrate full swing (back swing, contact, and follow through).</li> <li>▪ Demonstrate putting.</li> </ul>
<p><b>Related Maine Learning Results</b></p>	<p><u>Health and Physical Education</u>  G. Movement/Motor Skills and Knowledge  G1. Stability and Force  Students change their motion and the motion of objects by applying the principles of stability and force during skill practice.  a. Demonstrate the principle of opposition.</p>

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	<ul style="list-style-type: none"> <li>b. Demonstrate how the point of contact changes the path of an object.</li> <li>c. Demonstrate how the point of release changes the path of an object.</li> <li>d. Demonstrate lifts and actions that decrease risk for injury.</li> </ul> <p>G2. Movement and Skills Students demonstrate motor skills and manipulative skills during drills or modified games/physical activities.</p> <ul style="list-style-type: none"> <li>a. Demonstrate correct technique for motor skills and manipulative skills during drills or modified games/physical activities.</li> <li>b. Combine manipulative skills with motor skills during drills or modified games/physical activities.</li> </ul> <p>G3. Skill-Related Fitness Components Students describe the following skill-related components: balance, coordination, agility, speed, and power.</p> <p>G4. Skill Improvement Students explain how specific, positive, and correct feedback affect skill improvement.</p> <p>I. Personal and Social Skills and Knowledge</p> <p>I1. Cooperative Skills Students demonstrate cooperative and inclusive skills while Participating in physical activities.</p> <ul style="list-style-type: none"> <li>a. Work together as a team.</li> <li>b. Respond appropriately to peer pressure.</li> <li>c. Manage conflict.</li> <li>d. Engage peers respectfully in activities.</li> </ul> <p>I2. Students demonstrate responsible personal behaviors while participating in physical activities.</p> <p>I3. Safety Rules and Rules of Play Students describe game/physical activity rules and safety rules and their purpose.</p> <ul style="list-style-type: none"> <li>a. Explain the purpose for modifying playing rules in specified situations.</li> <li>b. Explain the safety rules and possible risks associated with specific games/physical activities.</li> </ul>
<p><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Indoor Golf: Hitting in air to wall for level of points</li> <li>▪ Use assortment size of foam balls to increase success level.</li> <li>▪ Competition with partner; competition with classmates.</li> <li>▪ Outdoor Driving Range lesson on field.</li> <li>▪ Best Ball activity on improvised course outdoors on fields.</li> </ul>
<p><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Classroom/field observation</li> <li>▪ Skills checklist</li> </ul>

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<b>Sample Resources</b>	<ul style="list-style-type: none"><li>▪ <u>Publications:</u><ul style="list-style-type: none"><li>○ <u>Complete Physical Education Plans For Grades 7-12 – Kleinman</u></li><li>○ <u>PE Games and Activities Kit for Grades 6 – 12 - Lumsden</u></li></ul></li></ul>
	<ul style="list-style-type: none"><li>▪</li></ul>

approved fall 2013