



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1f

Meeting Date: July 16, 2015

Subject: Course of Study Approval: Physical Education

- ☐ Information Item Only
- ☒ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

Division: Academic Office/Curriculum & Instruction

Recommendation: Approve the Course of Study for Physical Education

Background/Rationale: The course description presented here communicates the essence of a high-quality high school physical education experience. The content articulates the knowledge; skills and confidence students need to maintain meaningful physical activity throughout their lifetime. The course sequence provides a blueprint for delivering the content in a manner that equips students to make a successful transition from the physical education instructional program to participation in physical activity during adulthood. The adult lifestyle demands that individuals initiate and monitor their own participation in physical activity. Family responsibilities, career demands, and individual choices influence physical activity patterns. This course was developed using the CA Physical Education Model Content standards which affirm the standing of physical education as an academic content area. The course highlights that participation in physical activity is not the same as learning the content in physical education. In this course students develop proficiency in their movement skills, expand their capabilities for independent learning, and examine practices that allow sound decision making to enhance successful participation in movement activities.

Financial Considerations: None

LCAP Goal(s): College and Career Ready Students

Documents Attached:

1. Course of Study for Physical Education

Estimated Time of Presentation: NA

Submitted by: Olivine Roberts, Chief Academic Officer, Iris Taylor,
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Instruction

Approved by: José Banda, Superintendent



COURSE OF STUDY

FOR

**Physical Education
PFF200, PFS200**

Segment	High School
Length of Course	One Year
Developed by	Physical Education Teachers
First Edition	<i>Fall, 2015</i>

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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Physical Education PFF200, PFS200

SECTION ONE — GENERAL INFORMATION

Course Description

The course description presented here communicates the essence of a high-quality high school physical education experience. The content articulates the knowledge; skills and confidence students need to maintain meaningful physical activity throughout their lifetime. The course sequence provides a blueprint for delivering the content in a manner that equips students to make a successful transition from the physical education instructional program to participation in physical activity during adulthood. The adult lifestyle demands that individuals initiate and monitor their own participation in physical activity. Family responsibilities, career demands, and individual choices influence physical activity patterns.

This course was developed using the CA Physical Education Model Content standards which affirm the standing of physical education as an academic content area. The course highlights that participation in physical activity is not the same as learning the content in physical education. In this course students develop proficiency in their movement skills, expand their capabilities for independent learning, and examine practices that allow sound decision making to enhance successful participation in movement activities. Education Code Section 33352 (b)(7) lists eight content areas required for high school physical education, which provides a wide variety of physical activities necessary to develop the skills and knowledge essential to an individual for the selection of lifetime pursuits. The eight content areas are:

- Effects of physical activity upon dynamic health
- Mechanics of Body Movement
- Aquatics
- Gymnastics and Tumbling
- Individual and Dual sports
- Rhythms and Dance
- Team Sports
- Combatives

All eight content areas should be taught and assessed for student learning. With adequate instruction and sustained effort, every student should be able to achieve the CA Physical Education Model Content Standards; however, some students with special needs may require appropriate accommodations, adaptations, or modifications to meet the standards.

California Physical Fitness testing is required for all 9th grade students

Fitnessgram is a comprehensive fitness assessment battery of health-related items that are scored using criterion-referenced standards for youth. It includes a variety of health-related physical fitness tests designed to assess cardiovascular fitness, muscle strength, muscular endurance, flexibility, and body composition. These standards are age and gender specific and are established based on how fit children need to be for good health. This assessment is a national assessment.

Fitnessgram is also a report card that summarizes the child's performance on each component of health-related fitness. Fitnessgram can be used by students in planning their personal fitness programs; teachers can use it to determine student needs and help guide students in program planning; and parents can use it to help them understand their child's needs and help the child plan a program of physical activity.

During the months of February, March, April or May, students in grades 5, 7 and 9 will undergo the physical fitness testing designated by the State Board of Education (*EC 60800; 5 CCR 1041*). A trained, credentialed physical education teacher or designee must administer the Fitnessgram test. Although it is expected that students' 3-12th grade in a physical education class will be tested for student feedback and planning according to the California Physical Education Content Standards. Students with physical disabilities and students who are unable to participate in all of the testing tasks shall participate in as much of the physical fitness testing as their physical condition will permit. Summary information will be reported annually to physical education teachers and individual student reports of fitness will be distributed to parents twice a year (Once by October 30 and the final by June 1). Results will also be included in each school's School Accountability Report Card (SARC) reporting.

Students in high school must pass at least five of the six components of the Fitnessgram in order to qualify for a two-year physical education exemption. The term "passing" refers to meeting the Healthy Fitness Zone of the six components of Fitnessgram. If a student passes at least five of six components they may choose to take their second year of physical education anytime during grades ten to twelve. All freshmen are required to take a physical education class. If a student does not pass at least five of six components they must stay in a physical education until they at least five out of six. (*EC Section 51241 [b](1)*). This requirement does not stop a student from graduating high school. Students are still required to earn 20 credits in physical education per graduation requirements.

RATIONALE

Research confirms that students perform better in school when they are emotionally and physically healthy. They miss fewer classes, are less likely to engage in risky or antisocial behavior, concentrate more and attain higher test scores. Unfortunately, too many students go to class in less-than-optimal health.

A comprehensive physical education system that will prepare every student for a lifelong commitment to physical activity, health, and well-being and supports in the following manner:

- Contributes to overall good health
- Develops fundamental and advanced motor skills
- Improves students' self-confidence
- Provides opportunities for increased levels of physical fitness that are associated with high academic achievement
- Builds independence, self-control, and resilience
- Develops positive social skills
- Facilitates setting and striving for personal achievable goals
- Builds leadership and cooperation skills
- Fosters responsibility for academic performance

To achieve the benefits of a comprehensive physical education program, all students must be given sufficient opportunities to attain the physical education learning standards at each grade and course level. California law clearly establishes the priority of physical education instruction. Education Code Section 51210 requires schools to provide a minimum of 200 minutes of physical education every 10 school days for students in grades one through six.

Education Code Section 51222 requires schools to provide a minimum of 400 minutes of physical education every 10 school days for students in grades seven through twelve. (Please see California Physical Education Framework, Chapter 1, pg. 5 & 6 as well as Appendix A for selected statutes and regulations related to physical education.)

COURSE GOALS

Upon completion of this course, students will be able to:

- Engage in systemic exercise and play activities and demonstrate increased strength, vigor, endurance, speed, balance, agility, coordination, flexibility, relaxation, and posture
- Demonstrate fundamental skills in aquatics, gymnastics, rhythmic, individual, dual, and team sports, and other activities
- Exhibit a comprehensive knowledge of rules, techniques, and strategies in all activities
- Develop interest and enjoyment in many activities which lead to constructive use of leisure time
- Demonstrate understanding of essential safety skills and the ability to handle the body skillfully in a variety of situations
- Establish good health habits, practices, attitudes
- Develop acceptable social standards, appreciations, and attitudes as a result of participation in many activities
- Develop interest and enjoyment in carryover skills and activities which can be utilized through life to continue personal, social, moral, and physical development

- Develop the ability to accept the challenge of competition with themselves as well as the competitive challenge from others

COURSE STANDARDS

HIGH SCHOOL COURSE 1

STANDARD 1

Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

- 1.1 Combine and apply movement patterns, simple to complex, in aquatic, rhythms/dance, and individual and dual activities.
- 1.2 Demonstrate proficient movement skills in aquatic, rhythms/dance, and individual and dual activities.
- 1.3 Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatic, rhythms/dance, and individual dual activities.
- 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatic and individual and dual activities.
- 1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy); apply the principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities; and evaluate the performance based on the use of the principles.
- 1.6 Examine the physical, emotional, cognitive, and scientific factors that affect performance and explain the relationship based on those factors.
- 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in aquatic, rhythms/dance, individual activities, and dual activities.
- 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.9 Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.10 Analyze situations and determine appropriate strategies for improved performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.11 Assess the effect/outcome of a particular performance strategy in aquatic, rhythms/dance, and individual and dual activities.
- 1.12 Demonstrate independent learning of movement skills.

STANDARD 2

Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

- 2.1 Participate in moderate to vigorous physical activity at least four days each week.
- 2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.
- 2.3 Meet health-related physical fitness standards established by a scientifically based health-related fitness assessment.
- 2.4 Use physical fitness test results to set and adjust goals to improve fitness.
- 2.5 Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise.
- 2.6 Identify the physical fitness requirements of an occupation.
- 2.7 Develop and implement a one-month personal physical fitness plan.
- 2.8 Analyze consumer physical fitness products and programs.
- 2.9 Explain the inherent risks associated with physical activity in extreme environments.
- 2.10 Identify and list available fitness resources in the community.
- 2.11 Explain the role of physical activity in the prevention of disease and the reduction of health care costs.

STANDARD 3

Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 3.1 Accept personal responsibility to create and maintain a physically and emotionally safe and non-threatening environment for physical activity.
- 3.2 Act independently of negative peer pressure during physical activity.
- 3.3 Identify and evaluate personal psychological responses to physical activity.
- 3.4 Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities.
- 3.5 Develop personal goals to improve one's performance in physical activities.

Social Interaction

- 3.6 Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity.
- 3.7 Analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace.
- 3.8 Recognize the value of physical activity in understanding multiculturalism.

Group Dynamics

- 3.9 Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.
- 3.10 Identify and utilize the potential strengths of each individual in physical activities.

HIGH SCHOOL COURSE 2

STANDARD 1

Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

- 1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/ tumbling, and team activities.
- 1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.
- 1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.
- 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.
- 1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/ tumbling, and team activities; and evaluate the performance based on use of the principles.
- 1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.
- 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastics/tumbling and team activities.
- 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
- 1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
- 1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.
- 1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.
- 1.12 Evaluate independent learning of movement skills.

STANDARD 2

Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

- 2.1 Participate in moderate to vigorous physical activity at least four days each week.
- 2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.

- 2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the standards established by scientifically based health-related fitness assessments.
- 2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.
- 2.5 Justify the use of particular physical activities to achieve desired fitness goals.
- 2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.
- 2.7 Develop and implement an appropriate personal physical fitness program for a family or community member.
- 2.8 Explain how to evaluate consumer physical fitness products and programs.
- 2.9 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance.
- 2.10 Evaluate the availability and quality of fitness resources in the community.
- 2.11 Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness.

STANDARD 3

Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 3.1 Participate in physical activities for personal enjoyment.
- 3.2 Examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime.
- 3.3 Evaluate the psychological benefits derived from regular participation in physical activity.
- 3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
- 3.5 Evaluate and refine personal goals to improve performance in physical activities.

Social Interaction

- 3.6 Identify the effects of individual differences, such as age, gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity.
- 3.7 Explain how to select and modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs.

Group Dynamics

- 3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.
- 3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.

INSTRUCTIONAL MATERIALS

- Physical Education Framework for California Public Schools: Kindergarten Through Grade Twelve
- (All other materials are embedded in each unit)

SUPPLEMENTARY MATERIALS:

- (All other materials are embedded in each unit)

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS

It is suggested for units three through eight to cover these units in a three to four week period. Units one and two are to be combined in other units through out the entire year.

TEACHER RESOURCES

- Physical Education Framework for California Public Schools: Kindergarten Through Grade Twelve
- EPEC - Exemplary Physical Education Curriculum
- (All other materials are embedded in each unit)

RECOMMENDED STUDENT RESOURCES

- (All other materials are embedded in each unit)

SECTION TWO — COURSE UNITS

UNIT I: EFFECTS OF PHYSICAL ACTIVITY UPON DYNAMIC HEALTH

DESCRIPTION:

Understanding the role of physical activity in the prevention of disease enables students to see the connections between current physical lifestyle habits and future health care costs. Students continue to participate in enjoyable and challenging activities at a moderate to vigorous level for a minimum of four days a week. The activities address the five components of health-related fitness. To expand on the variety of activities in which they participate, students identify available fitness resources in the community.

Throughout the year students are assessed through scientifically based health-related physical fitness assessments to determine whether they meet health-related fitness performance standards. Students set goals based on the outcome of those assessments and develop and implement monthly personal fitness plans. By the end of the course, students meet the minimum health standards on a scientifically based health-related physical fitness assessment.

Looking toward the future, students learn to transfer their knowledge of fitness to real-world situations. They identify the physical fitness requirements of future occupation choices (see appendix K). They also analyze consumer physical fitness products and programs for use in their future fitness plans. Finally, now that students are older and more mature, they learn the inherent risks associated with activities in extreme environments.

In addition this course addresses self-responsibility, social interaction, and group dynamics. In this course, students evaluate their psychological responses to physical activity. They set goals and then describe the positive feelings they experience from successful participation in physical activity. They share the responsibility for creating and maintaining a physically and emotionally safe and nonthreatening environment for all. And finally, they act independently and ignore negative peer pressure during physical activity.

By the end of this course, students discuss the changing psychological and sociological needs of a diverse society in relations to physical activity. They understand that physical activity is universal, and all cultures around the world perform physical activities. Through participation in activities from different parts of the world, students gain greater insights into the history and traditions of different cultures. Students extend this learning to social interaction and cooperation at home as well as in their future workplace.

Students learn that each group member brings different strengths and abilities and that it is important for the group to identify and utilize the strengths of each member to be

successfully in physical activities. They understand that success can be achieved only when students cooperate and interact positively with others.

STANDARDS ADDRESSED:

HIGH SCHOOL COURSE 1

STANDARD 2

Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

- 2.1 Participate in moderate to vigorous physical activity at least four days each week.
- 2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.
- 2.3 Meet health-related physical fitness standards established by a scientifically based health-related fitness assessment.
- 2.4 Use physical fitness test results to set and adjust goals to improve fitness.
- 2.5 Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise.
- 2.6 Identify the physical fitness requirements of an occupation.
- 2.7 Develop and implement a one-month personal physical fitness plan.
- 2.8 Analyze consumer physical fitness products and programs.
- 2.9 Explain the inherent risks associated with physical activity in extreme environments.
- 2.10 Identify and list available fitness resources in the community.
- 2.11 Explain the role of physical activity in the prevention of disease and the reduction of health care costs.

STANDARD 3

Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 3.1 Accept personal responsibility to create and maintain a physically and emotionally safe and non-threatening environment for physical activity.
- 3.2 Act independently of negative peer pressure during physical activity.
- 3.3 Identify and evaluate personal psychological responses to physical activity.
- 3.4 Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities.
- 3.5 Develop personal goals to improve one's performance in physical activities.

Social Interaction

- 3.6 Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity.

- 3.7 Analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace.
- 3.8 Recognize the value of physical activity in understanding multiculturalism.

Group Dynamics

- 3.9 Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.
- 3.10 Identify and utilize the potential strengths of each individual in physical activities.

HIGH SCHOOL COURSE 2

STANDARD 2

Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

- 2.1 Participate in moderate to vigorous physical activity at least four days each week.
- 2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.
- 2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the standards established by scientifically based health-related fitness assessments.
- 2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.
- 2.5 Justify the use of particular physical activities to achieve desired fitness goals.
- 2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.
- 2.7 Develop and implement an appropriate personal physical fitness program for a family or community member.
- 2.8 Explain how to evaluate consumer physical fitness products and programs.
- 2.9 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance.
- 2.10 Evaluate the availability and quality of fitness resources in the community.
- 2.11 Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness.

STANDARD 3

Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 3.1 Participate in physical activities for personal enjoyment.
- 3.2 Examine and explain the ways in which personal characteristics, performance styles, and

- preferences for activities may change over a lifetime.
- 3.3 Evaluate the psychological benefits derived from regular participation in physical activity.
 - 3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
 - 3.5 Evaluate and refine personal goals to improve performance in physical activities.

Social Interaction

- 3.6 Identify the effects of individual differences, such as age, gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity.
- 3.6 Explain how to select and modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs.

Group Dynamics

- 3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.
- 3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.

INSTRUCTIONAL OBJECTIVES:

At the end of this unit, students will be able to:

- participate in moderate to vigorous physical activity at least four days each week.
- participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness while using the principles of exercise to meet individual needs and interests.
- meet health-related physical fitness standards established by a scientifically based health-related fitness assessment.
- set and adjust fitness goals to improve or maintain healthy fitness levels based on physical fitness test results.
- improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise.
- identify the physical fitness requirements of an occupation.
- develop and implement a one-month personal physical fitness plan that enhances personal health and performance in future leisure and workplace activities.
- analyze consumer physical fitness products and programs and explain how to evaluate consumer physical fitness products and programs.
- explain the inherent risks associated with physical activity in extreme environments.
- identify, evaluate and list availability and quality of fitness resources in the community.
- explain the role of physical activity in the prevention of disease and the reduction of health care costs.

- accept personal responsibility to create and maintain a physically and emotionally safe and non-threatening environment for physical activity.
- act independently of negative peer pressure during physical activity.
- identify and evaluate personal psychological responses to physical activity.
- describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities.
- develop personal goals to improve one's performance in physical activities.
- discuss the changing psychological and sociological needs of a diverse society in relation to physical activity.
- analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace.
- recognize the value of physical activity in understanding multiculturalism.
- recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.
- identify and utilize the potential strengths of each individual in physical activities.
- justify the use of particular physical activities to achieve desired fitness goals.
- develop and implement an appropriate personal physical fitness program for a family or community member.
- identify and evaluate ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance.
- use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness.
- examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime.
- evaluate the psychological benefits derived from regular participation in physical activity.
- explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
- evaluate and refine personal goals to improve performance in physical activities.
- identify the effects of individual differences, such as age, gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity.
- explain how to select and modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs.
- identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.
- encourage others to be supportive and inclusive of individuals of all ability levels.

SUGGESTED ACTIVITIES:

- Cardiorespiratory Activities
 - interval training for running
 - tag games
 - endurance run

- stations
 - aerobics
 - dance
 - walking
 - locomotor movements
- Muscular Endurance
 - resistance training
 - stations
 - soccer
 - ultimate Frisbee
 - rugby
 - tag games
 - body weight exercises
- Muscular Strength
 - stations
 - weight lifting
 - body weight exercise
 - resistance bands
 - non-traditional weight lifting
 - core training
- Flexibility
 - yoga
 - static stretching
 - dynamic stretching
- Body composition
 - non-sedentary movements
- Principles of Safety
- Muscle groups
- Physical Fitness Testing (Fitnessgram)
- Explain the inherent risks associated with physical activity in extreme environments.
 - Teacher explains inherent risks of physical activities in some environments.
 - desert - high temperatures
 - mountains - low temperatures and high altitude (less oxygen)
 - ocean - riptides
 - Students conduct research on an extreme environment in California
 - Students create a written report based on their research on the inherent risks associated with the selected environment.
- Identify and list available fitness resources in the community
 - Teacher provides the opportunity to use the Internet for physical education instruction.
 - The web site <http://www.cdc.gov/bam> provides information on physical activities students might enjoy

- Students conduct an Internet search to find appropriate resources in their community for the physical activities that interest them. For those without Internet access, the activity can be completed using community directories.
 - Students compile a list of resources for review and feedback by the teacher
- Explain the role of physical activity in the prevention of disease and the reduction of health care costs
 - Teacher provides students with an opportunity to research a topic related to physical education.
 - The school's librarian can assist the students with finding materials in the school library/media center and on the internet.
 - Students create a written report based on their research.

SUGGESTED ASSESSMENTS:

- Describe your current physical fitness levels based on the Fitnessgram. Relate and apply how you will pursue your on-going fitness levels beyond physical education class. Use specific examples.
- Analyze movement using principles of resistance
- Create and implement individualized fitness plan applying the components of fitness (cardiorespiratory, muscle strength, muscle endurance, flexibility and body composition), the FITT principles of training (overload, progression, specificity, and regularity)
- Assess personal fitness, compare personal fitness data to health standards and set goals of maintenance and improvement
- Students conduct an Internet search to find appropriate resources in their community for the physical activities that interest them. For those without Internet access, the activity can be completed using community directories. Students compile a list of resources for review and feedback by the teacher. Analyze body types related to age, gender, groups and fitness levels.
- Select a leisure time physical activity and identify opportunities in the community to participate in this activity.
- Describe historical trends in fitness participation and activities that have had an impact on current physical education and sports.
- Fitness Technology: Heart rate monitors, pedometers, accelerometers, student made videos, computer software.
- Nutrition: Daily food log, analysis of food labels, tracking of current diet, goals and plans for improvement.
- Explain the inherent risks associated with physical activity in extreme environments.

RESOURCES:

Texts

- Physical Education Framework for California Public Schools: Kindergarten Through Grade Twelve
- EPEC, Exemplary Physical Education Curriculum
- Fitnessgram Test Manual
- Fitness for Life By Charles B. Corbin and Ruth Lindsey/Human Kinetics
- Moving for Life: The Kendall/Hunt Essentials of Physical Education - Student Text (Essentials of Physical Education Program) Hardcover– April, 1991 by Gary B. Spindt(Author), [William H. Monti](#)(Author), [Betty F. Hennessy](#)(Author)& [1 more](#)

Internet:

- App: Tabata Pro, sworkit, my fitness pal

UNIT II: MECHANICS OF BODY MOVEMENT

DESCRIPTION:

This unit is designed to assist students in evaluating body movement to improve performance in all physical education activities. Students will analyze the body mechanics related to leverage, force, inertia, rotary motion, opposition, buoyancy, speed, power, agility, coordination, reaction time, and balance.

STANDARDS ADDRESSED:

HIGH SCHOOL COURSE 1

STANDARD 1

Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

- 1.1 Combine and apply movement patterns, simple to complex, in aquatic, rhythms/dance, and individual and dual activities.
- 1.2 Demonstrate proficient movement skills in aquatic, rhythms/dance, and individual and dual activities.
- 1.3 Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatic, rhythms/dance, and individual dual activities.
- 1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy); apply the principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities; and evaluate the performance based on the use of the principles.
- 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in aquatic, rhythms/dance, individual activities, and dual activities.
- 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.9 Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.11 Assess the effect/outcome of a particular performance strategy in aquatic, rhythms/dance, and individual and dual activities.
- 1.12 Demonstrate independent learning of movement skills.

STANDARD 2

Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

- 2.5 Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise.
- 2.6 Identify the physical fitness requirements of an occupation.
- 2.8 Analyze consumer physical fitness products and programs.

STANDARD 3

Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

- 3.5 Develop personal goals to improve one's performance in physical activities.
- 3.10 Identify and utilize the potential strengths of each individual in physical activities.

INSTRUCTIONAL OBJECTIVES:

At the end of this unit, students will be able to:

- understand the training and conditioning practices needed to improve skill acquisition and performance.
- maintain equilibrium in relation to the force of gravity in a variety of activities.
- recognize their own strength's and weaknesses through feedback from proprioception, from others, and the performance of complex movement activities.
- explain the use of the principles of biomechanics and apply the principles to achieve maximum performance in combatives, gymnastics/tumbling, team activities, individual/dual activities, rhythm/dance, and aquatics.

SUGGESTED ACTIVITIES:

- Aquatics prone float: students will analyze buoyancy
- Team Sports throwing a football: students will analyze the physics of force, velocity, and parabolic arc, in order to perfect outcome
- Individual/Dual weight training: analyze movements using principles of resistance
- Rhythm/Dance skipping: demonstrate coordination while moving to a rhythmic beat
- Combatives self-defense block: analyze the principles of inertia
- Gymnastics/Tumbling handstand: analyze the ability to maintain equilibrium in relation to the force of gravity
- The teacher or students can act out a principle and the class has to figure out what biomechanics principle is being displayed.

SUGGESTED ASSESSMENT:

- Written assessment on the knowledge of the principles of biomechanics and associated terminology.

- Produce a video explaining and demonstrating the correct biomechanics techniques of an activity of their choice.
- Peer evaluation to identify biomechanics that are used in a performance
- Pick three activities and write a paragraph for each that explains how various principles of biomechanics apply within that activity.
- Students can use self-check sheets to evaluate biomechanics.

RESOURCES:

Texts

- The Biomechanics of Sports Techniques by James G. Hay
- Understanding Motor Development by David L. Gallahue and John C. Ozmun
- Physical Activity and Sport for the Secondary School Student by Neil J. Dougherty
- PE Framework from CDE

UNIT III: AQUATICS

DESCRIPTION:

This unit involves stroke instruction, cardiovascular workouts, water safety skills, team building activities, and a variety of other water games and sports.

- Elementary swimming skills (i.e. flutter kick, floating (prone and supine), bobbing, back stroke, freestyle, underwater swimming, blowing bubbles, treading water, diving, safe entry (ladder, side of pool),
- Water safety-
- Survival swimming

If a swimming pool is unavailable, students still learn water-safety skills (e.g., swim parallel to the coast when caught in a riptide) and dry-land strokes. However, dry-land instruction does not ensure that a student knows how to swim in the water.

Understanding the three areas (biomechanics, skill-related fitness, and training and conditioning), along with the role of emotions, provides learners with the comprehensive knowledge for improving performance in aquatics, rhythms/dance, and individual and dual activities.

By the end of ninth grade, students can create practice plans for improving their own performance in aquatics, rhythms/dance, and individual and dual activities. These practice plans are based on each student's strengths and weaknesses as identified through feedback from proprioception, from others, and from the performance of complex movement activities.²

STANDARDS ADDRESSED:

HIGH SCHOOL COURSE 1

STANDARD 1

Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

- 1.1 Combine and apply movement patterns, simple to complex, in aquatic, rhythms/dance, and individual and dual activities.
- 1.2 Demonstrate proficient movement skills in aquatic, rhythms/dance, and individual and dual activities.
- 1.3 Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatic, rhythms/dance, and individual dual activities.

- 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatic and individual and dual activities.
- 1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy); apply the principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities; and evaluate the performance based on the use of the principles.
- 1.6 Examine the physical, emotional, cognitive, and scientific factors that affect performance and explain the relationship based on those factors.
- 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in aquatic, rhythms/dance, individual activities, and dual activities.
- 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.9 Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.10 Analyze situations and determine appropriate strategies for improved performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.11 Assess the effect/outcome of a particular performance strategy in aquatic, rhythms/dance, and individual and dual activities.
- 1.12 Demonstrate independent learning of movement skills.

STANDARD 2

Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

- 2.1 Participate in moderate to vigorous physical activity at least four days each week.
- 2.5 Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise.
- 2.6 Identify the physical fitness requirements of an occupation.
- 2.7 Develop and implement a one-month personal physical fitness plan.
- 2.8 Analyze consumer physical fitness products and programs.
- 2.9 Explain the inherent risks associated with physical activity in extreme environments.
- 2.10 Identify and list available fitness resources in the community.

STANDARD 3

Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 3.1 Accept personal responsibility to create and maintain a physically and emotionally safe and non-threatening environment for physical activity.
- 3.2 Act independently of negative peer pressure during physical activity.
- 3.3 Identify and evaluate personal psychological responses to physical activity.
- 3.4 Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities.
- 3.5 Develop personal goals to improve one's performance in physical activities.

Social Interaction

- 3.7 Analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace.

INSTRUCTIONAL OBJECTIVES:

At the end of this unit, students will be able to:

Beginning Swimmers

- be physically and mentally adjusted to water
- know swimming rules and safety
- demonstrate floating techniques
- demonstrate basic propelling methods
- enter the water feet first
- demonstrate a basic coordinated stroke on front and back
- demonstrate basic flutter
- demonstrate basic rescue skills
- demonstrate motionless floating

Intermediate Swimmers

- enter the water head first
- demonstrate evidence of increased endurance
- have improved rhythmic breathing techniques
- have increased ability to remain afloat with a minimum of effort
- have gained increased confidence through the learning of additional swimming skills
- demonstrate freestyle and backstroke
- swim underwater
- demonstrate increased endurance using the freestyle stroke and the back stroke
- demonstrate basic leg kicks essential for good swimming
- demonstrate the side stroke
- demonstrate an open freestyle turn
- demonstrate increased ability to tread water
- demonstrate standing dive from deck with good arm and leg motion
- demonstrate proper technique of throwing the ring buoy
- retrieve an object under water

Advanced

- demonstrate increased endurance using the Freestyle, Backstroke, and Breaststroke
- demonstrate the Sidestroke and Breaststroke turns
- demonstrate increased effectiveness of Freestyle Breaststroke, and Backstroke turns
- identify adept leg kicks for lifesaving
- execute a long shallow dive from the pool deck
- execute a coordinated front dive from the diving board
- disrobe in the water and to use clothing for a flotation device
- tread water for an extended period of time

Dryland Aquatics

- explain why swimming is a lifelong activity.
- perform the front crawl, back crawl, breaststroke and sidestroke with some level of efficiency and improvement.
- demonstrate the butterfly.
- explain the connection between cardiovascular fitness and swimming through their heart rate analysis.
- identify in water games and activities.
- explain and demonstrate skills for the activity of snorkeling.
- identify and explain safety rules and accident prevention techniques.
- demonstrate a number of team building activities.
- identify and demonstrate basic water rescue skills and techniques to increase their water safety knowledge.

SUGGESTED ACTIVITIES:

Dryland Aquatics

Basic Skills

- Breath holding (Bubbles)
- Rhythmic breathing
- Prone Float
- Prone glide (streamline)
- Back float
- Back glide
- Prone glide with flutter kick (Streamline)
- Basic Rescue Skills (Side of pool reach with an object)
- Shallow water bobbing
- Kick boards
- Hold on wall flutter kick
- Basic Armstroke holding on a board
- Safe entry into pool

Intermediate

- Deep water bobbing
- Rhythmic breathing
- Survival Floating
- Treading water
- Inverted breast stroke kick
- Elementary breast stroke arms
- Coordinated elementary backstroke
- Coordinated standing front dive
- Underwater swimming

SUGGESTED ASSESSMENT:

Teacher skills assessment checklist for beginning, intermediate, and advanced levels

Level 1

Beginner

- Enter the wading (kiddie) pool, shin deep.
- Sit in the wading (kiddie) pool.
- Splash around (hands and feet) in the wading (kiddie) pool.
- Walk under the tear drop in wading (kiddie) pool when water is flowing down.
- Stand under tear drop in wading (kiddie) pool and hold breath when water is flowing down.
- Enter shallow end of pool stand in waist deep water.
- Bobbing, hold breath while submerging head under water.
- Learning about cupped hands to move water.

Beginner/Intermediate

- Float on their back and be relaxed and buoyant in the water.
- Kicking on the wall
- Holding their breath under water for up to 30 seconds.
- Learning the difference between kicking on the wall with face in the water as opposed to face out.
- Kickboards (arms extended, legs only) across the pool.
- Torpedo – Arms extended or at sides, push off wall and hold breath and kick as far as you can across the pool, no arms.
- Implement lap training, up and back only. Face in the water on the freestyle stroke.

Proficient/Intermediate

- Kicking on the wall while utilizing arm motion. (fast feet/slow arms)
- Same as above, with breathing technique. Take a breath every time Right or Left arm comes out of the water.
- Kickboard across the pool while incorporating arm freestyle strokes.
- Kickboard backwards (backstroke) legs only.

- Leg float – Hold between thighs and utilize just the arm stroke (freestyle) to cross the pool.
- Leg float – Hold between thighs and utilize just the arm stroke (backstroke) to cross the pool.
- Introduce Breast stroke.
- Frog kick – Hold onto side of pool and practice breaststroke kicking.
- Head in/Head out – Walk across pool while practicing head in/head out.
- Implement lap training Freestyle there and back multiple times.
- Implement lap training Backstroke there and back multiple times.

Advanced

- Streamline all of the above drills.
- Looking to reach for centerline on all stroking.
- Breathing in constant rhythm
- Legs flutter kick
- Add additional laps to all learned strokes.
- Kick turns
- Tread water for extended period of time.

Teacher Observation

Written assessment; water safety skills, pool rules and safety, terms and vocabulary

REFERENCES:

Internet

- [www.swimming .org](http://www.swimming.org)

UNIT IV: GYMNASTICS & TUMBLING

DESCRIPTION:

This is an introductory unit with major emphasis on the techniques, skills and terminology commonly used in gymnastics/tumbling activities. It is designed to provide each student with the experience in both performing and analyzing fundamental gymnastics and tumbling skills. The students will gain knowledge of the history of gymnastics, terminology, principles of safety, skill progressions and skill analysis. The students will be able to demonstrate movement skills in gymnastics/tumbling activities by combining basic to complex movement patterns. Students will learn and perform various gymnastics and health-related fitness activities to develop the individuals physical and gymnastics skills.

STANDARDS ADDRESSED:

HIGH SCHOOL COURSE 2

STANDARD 1

Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

- 1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/ tumbling, and team activities.
- 1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.
- 1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.
- 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.
- 1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/ tumbling, and team activities; and evaluate the performance based on use of the principles.
- 1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.
- 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastics/tumbling and team activities.
- 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
- 1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.

- 1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.
- 1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.
- 1.12 Evaluate independent learning of movement skills.

STANDARD 2

Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

- 2.2 Participate in challenging physical fitness activities using the principles of exercise to meet
- 2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.
- 2.5 Justify the use of particular physical activities to achieve desired fitness goals.
- 2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.

STANDARD 3

Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 3.1 Participate in physical activities for personal enjoyment.
- 3.2 Examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime.
- 3.3 Evaluate the psychological benefits derived from regular participation in physical activity.
- 3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
- 3.5 Evaluate and refine personal goals to improve performance in physical activities.

Social Interaction

- 3.6 Identify the effects of individual differences, such as age, gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity.

Group Dynamics

- 3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.
- 3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.

INSTRUCTIONAL OBJECTIVES:

At the end of this unit, students will be able to:

Floor Exercise

- combine and apply tumbling movement patterns, from simple to complex used in floor exercise.
- demonstrate proficient movement skills in floor exercises.
- execute basic moves showing balance, strength, agility, and flexibility
- perform short teacher made floor exercise routine
- demonstrate understanding of criteria for judging the execution of a routine and critically analyze the floor exercise performance of others
- demonstrate increased poise, balance and rhythm
- create a floor exercise routine

Tumbling

- execute beginning tumbling skills
- use proper spotting techniques
- explain the value of proper warm up prior to tumbling
- recognize and appreciate good tumbling forms
- execute a combination of tumbling skills continuously
- execute tumbling skills requiring flexibility and balance
- understand and express the value of flexibility and strength exercises in relation to the learning of tumbling skills

General Gymnastics/Tumbling Objectives

- explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in gymnastics/tumbling activities.
- analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in gymnastics/tumbling activities.
- analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in gymnastics/tumbling.
- create or modify practice/ training plans based on evaluative feedback from skill acquisition and performance in gymnastics/ tumbling activities.
- analyze situations to determine appropriate strategies to use in gymnastics/tumbling.
- analyze the effect/outcome of particular performance strategy used in gymnastics/tumbling activities.
- evaluate independent learning of movement skills.

SUGGESTED ACTIVITIES:

The following skills will be developed and can be combined in various ways:

Basic positions

- **Tuck** - the legs and hips are bent up toward the abdominal cavity (flexion of the hips and knees)
- **Straddle** - the legs are spread apart sideways (abduction of the legs) while the legs are straight
- **Pike** - the upper body is bent forward with flexion at the hips while the legs remain straight
- **Arch** - the upper and lower back are extended backward in a curve
- **Hollow** - the abdominals and upper chest are rounded forward in a curve
- **Layout** - the body is straight and completely extended during the skill
- **Stretch** - the body is straight with arms up and extended for a finishing pose
- **Splits** - the legs are stretch apart forward and backward while the legs are straight (extension of the hip for one leg, flexion of the hip for the opposite leg)
- **Bridge** - an arched position with hands and feet flat on the floor and abdomen raised

Artistic Skills

- **Jump**- moving from both feet to land on both feet
- **Leap**- moving from one foot to land on the other foot
- **Scale**- The body is supported on one leg with the other leg extended backward and chest held high. The arms may be extended in various positions.

Rolling skills

- Rock and roll (rock backwards and forwards from a sitting position without going over your head)
- Rock and roll stand up
- Forward roll (tuck, pike, straddle, long sit)
- Backward roll (tuck, pike, straddle, sitting pike)

Handstand skills - hands are flat on the floor shoulder width apart and arms are straight. An inverted handstand will work on getting the legs together and the body extended in a vertical position.

- Donkey kick
- Donkey jump - both feet land back on the floor
- Handstand

Cartwheel skills - the rhythm of the cartwheel is performed to an even count of 1,2,3,4 (hand, hand, foot, foot). The gymnast steps forward with one foot and lifts the other leg up and back while placing the hands on the mat in front of the support leg. As the body becomes inverted, the legs remain in a straddle, and the gymnast lands one foot at a time.

- pinwheel (basic version of a cartwheel) - using the rhythm and body mechanics of a cartwheel, the legs and hips will have flexion throughout the skill.
- cartwheel
- round-off - using a similar rhythm to the cartwheel, the round off is performed to an even count of 1,2,3 (hand, hand, feet). The gymnast uses the cartwheel approach until the body becomes inverted. Then, the gymnast will bring the legs together in the vertical position and land with two feet on the floor.

Bridge skills - the body will be inverted with their hands and feet on the floor with the abdomen raised.

- **Table** - hands are placed on the floor next to the hips with the feet are on the floor. The gymnast raises their abdomen up.
- **Bridge** - hands are placed by ears on the floor. The feet are on the floor as the gymnast presses their abdomen up.

Headstand skills - the body is inverted with their hands and top of their head on the floor. Feet will extend straight up in a vertical position. The head is positioned on the floor in front of the hands

- **Tri-pod** - hands and the top of the head are on the floor in a triangle position. The gymnast will put their knees on top of their elbows to balance all of their weight on their head and hands.
- **Headstand**

SUGGESTED ASSESSMENT:

- Observation of movement patterns within a physical activity
- Self Assessments
- Peer Assessments
- Learning Logs: Students can keep a log of various vocabulary words and skills.
- Projects: (i.e. students will have to create a four week training/conditioning regiment for their gymnastic routine. Students would have to explain why they chose those particular exercises for their routine, and how it could have an impact on performance.)
- Summative Assessments: (i.e. Proprioception refers to the ability to sense the position, location, orientation, and movement of one's body and its parts. The students are assigned to groups of four to work on the roundoff, a common gymnastic/tumbling skills. One person performs the roundoff, one person is the spotter, one person provides feedback, and one person is the recorder. Students rotate roles after each trial. During closure, the performers analyze the feedback they receive from proprioception and others to determine what they need to do to improve their performance.)
- Written Assessments (Unit test)
- Create a routine
- Group routine analysis and assessment

REFERENCES:

Texts

- Physical Education Framework for California Public Schools: Kindergarten Through Grade Twelve
- USA Gymnastics
- Olympic gymnastics videos

UNIT V: INDIVIDUAL AND DUAL ACTIVITIES

DESCRIPTION:

This unit articulates the knowledge, skills, and confidence students need to maintain meaningful physical activity throughout their lifetime in a variety of individual/dual activities.

STANDARDS ADDRESSED:

HIGH SCHOOL COURSE 1

STANDARD 1

Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

- 1.1 Combine and apply movement patterns, simple to complex, in aquatic, rhythms/dance, and individual and dual activities.
- 1.2 Demonstrate proficient movement skills in aquatic, rhythms/dance, and individual and dual activities.
- 1.3 Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatic, rhythms/dance, and individual dual activities.
- 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatic and individual and dual activities.
- 1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy); apply the principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities; and evaluate the performance based on the use of the principles.
- 1.6 Examine the physical, emotional, cognitive, and scientific factors that affect performance and explain the relationship based on those factors.
- 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in aquatic, rhythms/dance, individual activities, and dual activities.
- 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.9 Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.10 Analyze situations and determine appropriate strategies for improved performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.11 Assess the effect/outcome of a particular performance strategy in aquatic, rhythms/dance, and individual and dual activities.

1.12 Demonstrate independent learning of movement skills.

STANDARD 2

Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

- 2.1 Participate in moderate to vigorous physical activity at least four days each week.
- 2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.
- 2.3 Meet health-related physical fitness standards established by a scientifically based health-related fitness assessment.
- 2.4 Use physical fitness test results to set and adjust goals to improve fitness.
- 2.5 Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise.
- 2.9 Explain the inherent risks associated with physical activity in extreme environments.
- 2.10 Identify and list available fitness resources in the community.
- 2.11 Explain the role of physical activity in the prevention of disease and the reduction of health care costs.

STANDARD 3

Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 3.1 Accept personal responsibility to create and maintain a physically and emotionally safe and non-threatening environment for physical activity.
- 3.2 Act independently of negative peer pressure during physical activity.
- 3.3 Identify and evaluate personal psychological responses to physical activity.
- 3.4 Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities.
- 3.5 Develop personal goals to improve one's performance in physical activities.

Social Interaction

- 3.7 Analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace.
- 3.8 Recognize the value of physical activity in understanding multiculturalism.

Group Dynamics

- 3.9 Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.
- 3.10 Identify and utilize the potential strengths of each individual in physical activities.

INSTRUCTIONAL OBJECTIVES:

At the end of this unit, students will be able to:

- identify and explain the three areas (biomechanics, skill-related fitness, and training and conditioning), along with the role of emotions that provide learners with the comprehensive knowledge for improving performance in individual and dual activities.
- create practice plans for improving their own performance in individual and dual activities. These practice plans are based on each student's strengths and weaknesses as identified through feedback from others, and from the performance of complex movement activities.
- identify and explain the basic rules and history of each activity.
- identify and explain the basic skills involved to successfully perform the activity.
- apply the rules to a game situation.
- communicate knowledgeably about the activities.
- demonstrate the etiquette and safety of each activity.

SUGGESTED ACTIVITIES:

Individual

Aerobics
Archery
Bowling
Cycling
Golf
Gymnastics/Tumbling
Running
Skating
Weight Training
Yoga

Dual

Badminton
Handball
Ping Pong
Speedminton
Tennis

SUGGESTED ASSESSMENTS:

- Written exam to demonstrate knowledge of rules, regulations and history each activity.
- Performance testing to evaluate the mastery of skills taught for each activity.
- Teacher will observe game participation to check for understanding, knowledge, and performance in each activity.
- Students will write a self-evaluation to improve their own performance in each individual/dual activity.

REFERENCES:

Texts

- Physical Education Framework for California Public Schools: Kindergarten Through Grade Twelve
- Course of Study for Physical Education and Recreation. (1978)
- Physical Education Model Standards for California Public Schools

- Physical Activity and Sport for the Secondary School Student by Neil J. Dougherty

UNIT VI: RHYTHM & DANCE

DESCRIPTION:

This unit articulates the knowledge, skills, and confidence students need to maintain meaningful physical activity and creative expression through dance and rhythmic activities throughout their lifetime.

STANDARDS ADDRESSED:

HIGH SCHOOL COURSE 1

STANDARD 1

Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

- 1.1 Combine and apply movement patterns, simple to complex, in aquatic, rhythms/dance, and individual and dual activities.
- 1.2 Demonstrate proficient movement skills in aquatic, rhythms/dance, and individual and dual activities.
- 1.3 Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatic, rhythms/dance, and individual dual activities.
- 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatic and individual and dual activities.
- 1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy); apply the principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities; and evaluate the performance based on the use of the principles.
- 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in aquatic, rhythms/dance, individual activities, and dual activities.
- 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.9 Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.10 Analyze situations and determine appropriate strategies for improved performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.11 Assess the effect/outcome of a particular performance strategy in aquatic, rhythms/dance, and individual and dual activities.
- 1.12 Demonstrate independent learning of movement skills.

STANDARD 2

Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

- 2.1 Participate in moderate to vigorous physical activity at least four days each week.
- 2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.
- 2.3 Meet health-related physical fitness standards established by a scientifically based health-related fitness assessment.
- 2.4 Use physical fitness test results to set and adjust goals to improve fitness.
- 2.5 Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise.
- 2.9 Explain the inherent risks associated with physical activity in extreme environments.
- 2.10 Identify and list available fitness resources in the community.
- 2.11 Explain the role of physical activity in the prevention of disease and the reduction of health care costs.

STANDARD 3

Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 3.1 Accept personal responsibility to create and maintain a physically and emotionally safe and non-threatening environment for physical activity.
- 3.2 Act independently of negative peer pressure during physical activity.
- 3.3 Identify and evaluate personal psychological responses to physical activity.
- 3.4 Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities.
- 3.5 Develop personal goals to improve one's performance in physical activities.

Social Interaction

- 3.7 Analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace.
- 3.8 Recognize the value of physical activity in understanding multiculturalism.

Group Dynamics

- 3.9 Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.
- 3.10 Identify and utilize the potential strengths of each individual in physical activities.

INSTRUCTIONAL OBJECTIVES:

At the end of this unit, students will be able to:

- recognize and move to a rhythm and beat.
- execute a dance warm up that will develop flexibility, strength and endurance.
- execute basic axial movements, turns, and falls at a variety of levels.
- explain that movement can be performed in unison, opposition, and succession
- understand that creativity is limitless.
- develop and increased sense of confidence by perfecting and presenting a creative composition.
- perform various types of dances using a variety of basic steps, combinations, and patterns individually and in groups.
- demonstrate a knowledge of the names and origin of the dances learned.
- execute asymmetrical and symmetrical dance patterns on all levels.
- execute various locomotor and non-locomotor movements.
- execute different qualities of movement.
- understand and demonstrate beginning chorographic principals.
- understand and appreciate the efforts of classmates.
- understand and express simple dance terminology.
- illustrate flexibility and strength through performance.
- identify what community resources offer dance opportunities.

SUGGESTED ACTIVITIES:

- Ballet
- Ballroom
- Folk
- Hip Hop
- Jazz
- Line
- Modern
- Multi-cultural
- Social
- Square

SUGGESTED ASSESSMENTS:

- Written exam to demonstrate knowledge of history and basic terminology.
- Performance testing to evaluate the mastery of skills taught for each activity.
- Teacher will observe class participation to check for understanding, knowledge, and performance in each activity.
- Students will choreograph a performance using skills from areas of instruction throughout the course.

REFERENCES:

Texts

- Physical Education Framework for California Public Schools: Kindergarten Through Grade Twelve

UNIT VII: TEAM SPORTS

DESCRIPTION:

This course is designed to give students the opportunity to learn and develop fundamental and advanced skills and strategies of team activities, as well as fitness concepts and conditioning techniques used for achieving and maintaining optimal physical fitness. Students will benefit from comprehensive team activities and cardio respiratory activities. Students will learn basic fundamentals and advanced techniques of a team activity/activities, aerobic training, and overall fitness training and conditioning. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in team activities, and movement activity for a lifetime.

INSTRUCTIONAL OBJECTIVES:

At the end of this unit students will be able to:

- demonstrate knowledge of rules and strategies for various team sports.
- combine and apply movement patterns from simple to complex.
- demonstrate sportsmanship and team play.
- demonstrate proficient movement skills in various different team sports.
- know safety rules and care of equipment.
- identify and apply the rules to various team sports in a game situation.
- analyze and evaluate feedback from others.
- demonstrate offensive and defensive strategies in team sports.
- have increased endurance and hand eye coordination.
- explain and demonstrate the skill related components of balance, reaction time, agility, coordination, and speed that enhance performance levels in team activities and apply those components in performance
- explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in team activities.
- analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance team activities.
- demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities

SUGGESTED ACTIVITIES:

The following skills will be developed by the end of the unit:

- Passing and catching
- Shooting
- Dribbling
- Offensive and defensive strategies
- Game play strategy
- Terminology
- Rules

- Sportsmanship

Options of team sports to be taught:

- Flag Football
- Soccer
- Volleyball
- Lacrosse
- Rugby
- Softball
- Ultimate Frisbee
- Speedball
- Hockey

SUGGESTED ASSESSMENTS:

- Teacher observation of movement patterns within physical activity; Skills assessment check list. (EPEC, SPARK, PE Central <http://pecentral.org/leesonideas/pelessonplans>.)
- Students will use self-assessment checklists to evaluate their own skills.
- Students will use various partner assessments to evaluate each other's skills in team sports. (i.e. EPEC, SPARK PEcentral)
- <http://www.sparkpe.org/physical-education-resources/spark-assessment-tools/>
- Gopher: Performance-Based Assessment for Middle and High School Physical Education Book
- Skills assessment check list

REFERENCES:

Texts

- Physical Education Framework for California Public Schools: Kindergarten Through Grade Twelve

UNIT VIII: COMBATIVES

DESCRIPTION:

The major emphasis of this unit is to offer students opportunities to develop and refine the skills of self-defense, in one or more of the following areas: self-defense, martial arts, wrestling, and boxing.

STANDARDS ADDRESSED:

HIGH SCHOOL COURSE 2

STANDARD 1

Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

- 1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/ tumbling, and team activities.
- 1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.
- 1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.
- 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.
- 1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/ tumbling, and team activities; and evaluate the performance based on use of the principles.
- 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastics/tumbling and team activities.
- 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
- 1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
- 1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.
- 1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.
- 1.12 Evaluate independent learning of movement skills.

STANDARD 2

Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

- 2.1 Participate in moderate to vigorous physical activity at least four days each week.
- 2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.
- 2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the standards established by scientifically based health-related fitness assessments.
- 2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.
- 2.5 Justify the use of particular physical activities to achieve desired fitness goals.
- 2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.
- 2.10 Evaluate the availability and quality of fitness resources in the community.
- 2.11 Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness.

STANDARD 3

Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 3.1 Participate in physical activities for personal enjoyment.
- 3.2 Examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime.
- 3.3 Evaluate the psychological benefits derived from regular participation in physical activity.
- 3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
- 3.5 Evaluate and refine personal goals to improve performance in physical activities.

Social Interaction

- 3.8 Explain how to select and modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs.

Group Dynamics

- 3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.

INSTRUCTIONAL OBJECTIVES:

At the end of this unit students will be able to:

- combine and apply movement patterns, from simple to complex in combative activities.
- demonstrate proficient movement skills in combative activities.
- explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative activities and apply those components in performance.
- explain and demonstrate advanced offensive, defensive, and transition strategies and physical and mental tactics in combative activities.
- explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative activities; and evaluate the performance based on use of principles.
- evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.
- analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative activities.
- analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative team activities.
- create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative activities.
- analyze situations to determine appropriate strategies to use in combative activities.
- evaluate independent learning of movement skills.
- identify danger around them and become aware of one's capabilities.
- understand that combatives are a method of dealing with an attacker, not to perfect fighting method skills.
- demonstrate sportsmanship and fair play.
- explain the rules of combative activities (i.e. boxing, wrestling, mixed martial arts, etc).
- explain the safety rules of combative activities.
- apply principles of resistance to enhance performance of personal safety/self-defense skills
- apply fundamental skills of self-defense: jab, jab cross, round house punches, snap kicks, crescent kicks, side-kicks, back kicks
- analyze use of levers in self-defense movements
- work effectively with a partner to practice personal safety/self-defense skills

SUGGESTED ACTIVITIES:

A group of physical activities that utilize basic combatives – pulling, pushing, defenses, stands, and guards. Some examples include wrestling, fencing, boxing, kickboxing, martial arts, and self-defense.

Supplemental activities: Tae Bo, Jiu Jitsu, rope jumping i.e. single, long double dutch.

Self Defense

- Handblows
- Kicks
- Releases
- Blocks
- Falls

The following knowledge will be developed

- Learn how to avoid trouble
- Turn fear into anger
- Use the element of surprise
- Don't panic; use your head
- Mental strength is important
- How to make hands and feet weapons when necessary
- Run whenever possible, hurt your assailant when you cannot
- Understanding of the law as it pertains to self-defense

Boxing

The following skills will be developed:

- The jab
- The hook
- Combinations
- Uppercut
- Body control

The following knowledge will be developed

- Rules
- Safety rules
- Sportsmanship
- History
- Values
- Respect for the ability and inability of others

Wrestling

The following skills will be developed:

- Takedowns
- Breakdowns
- Escapes

The following knowledge will be developed

- Rules
- Sportsmanship
- History
- Safety and equipment
- Values

Martial Arts

- The students will demonstrate a knowledge of the history of martial arts, traditions, and their current role in mixed martial arts (MMA).
- Through specialized training, martial arts training (Boxing, Kickboxing, Muay Thai, Wrestling, Judo, and Brazilian Jiu Jitsu), and real life self-defense tactics, the student will develop an increase in muscular strength, muscular and cardiorespiratory endurance, balance, and flexibility.
- The goal of the class is to increase self-confidence, spacial awareness, quick response problem solving skills, and a desire to stay healthy for a lifetime.

SUGGESTED ASSESSMENT

- Observation of movement patterns within a physical activity.
- Self-assessments.
- Partner assessments.
- Skills test.
- Learning logs: students can keep a log of various vocabulary words and skills.
- Reciprocal teaching: students can work together to teach skill-related components and how they apply within a physical activities.

REFERENCES

Internet

- PDF Books at <http://arts5.net/download.php?id=1239>
- <http://usa5.org/c/combatives>