

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

Estimated Time of Presentation : NA
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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 profi6(g)1010(i)6-5(D)0.d2(i)6(c)4(i)60. manturhni14(el)6(12r)7(21r)10(t od.)12()TJ -e-5(r)-2(i)-3(pt)2(i)-tyghlights10(ht)2(s10(ht)2(s10(ht)2

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 grad(1(at)2(e)10(d)10(f)-8(0l)16(ex)0

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

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.

- 3.9 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-

- 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.

INSTRUCTIONAL MATERIALS
Physical Education

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.

- 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

Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.

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 part

accept

- o stations
- o aerobics
- o dance
- o walking
- o locomotor movements

Muscular Endurance

- o resistance training
- o stations
- o soccer
- o ultimate Frisbee
- o rugby
- o tag games
- o body weight exercises

Muscular Strength

- o stations
- o weight lifting
- o body weight exercise
- o resistance bands
- o non-traditional weight lifting
- o core training

Flexibility

- o yoga
- o static stretching
- o dynamic stretching

Body composition

- o non-sedentary movements

Principles of Safety

Muscle groups

Physical Fitness Testing (Fitnessgram)

Explain the inherent risks associated with physical activity in extreme environments.

- o Teacher explains inherent risks of physical activities in some environments.
 - desert - high temperatures
 - mountains - low temperatures and high altitude (less oxygen)
 - ocean - riptides
- o Students conduct research on an extreme environment in California
- o 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

- o 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

- o 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, group-

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:

- 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.

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.

- 1.4 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

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

Leg float –

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

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

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.

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. n4T620 Tc 0 Tw 18.78 0 Pps4()es4()ed(f)12(6(-)7e16(f)-8

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

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 .1 -1.15 Td [(2o(d)10(f)-8(i)6.1()6.1(15)10(fA4(al)6(uat)6
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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.

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Self Defense
Handblows

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>