



HIGH SCHOOL COURSE OUTLINE

Department	Physical Education	Course Title		Advanced Kinesiology/Physical Education, Personal Fitness Emphasis		Course Code			3712
Grade Level	10	Short Title		Adv. KPE, PFE		Grad Requirement			Yes
Course Length	2 semesters	Credits per Semester	5	Approved for Honors	No	Required	Yes	Elective	No
CTE Industry Sector				CTE Pathway					
Prerequisites	None								
Co-requisites	None								
Articulated with LBCC		No		Articulated with CSULB			No		
Meets UC "a-g" Requirement		No		Meets NCAA Requirement			No		

COURSE DESCRIPTION

This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Kinesiology and Physical Education program aligned with the California Model Content Standards for Physical Education. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on students developing a personalized fitness program for a healthy life-style. Units of instruction include: Introduction to kinesiology and physical education with personal fitness emphasis, personal fitness concepts and techniques, cardiorespiratory endurance training, nutrition, team activities, combatives, tumbling/gymnastics, and aquatics.

COURSE PURPOSE: GOALS

Content:

- Students will understand how movement and motor skills should be performed based on biomechanics principles
- Students will understand how to improve their movement and motor skills.
- Students will understand developmentally appropriate movement and motor skills.
- Students will understand the benefits of regular physical activity.
- Students will understand how to create a personal fitness plan.

Skills:

- Students will develop competency in movement and motor skills.
- Students will develop competency in combining movement and motor skills.
- Students will understand game tactics and demonstrate their use in game settings.
- Students will demonstrate appropriate social skills in a physical activity setting.
- Students will demonstrate appropriate skills in personal responsibility in a physical activity setting.
- Students will develop a healthy level of flexibility, muscular strength and endurance, body composition, and cardiorespiratory endurance.

Literacy:

- Students will communicate knowledge of health related physical fitness concepts and movement skills to a variety of audiences through suitable media utilizing research, writing and oral presentation methods

Applications:

- Students will participate regularly in physical activity.
- Students will apply the skills and knowledge learned in physical education to prepare for a lifetime of physical activity, health, and well-being.

COURSE PURPOSE: EXPECTED OUTCOMES

Students are expected to perform at a proficient level on a variety of tasks and assessments addressing both the content and skill standards for 10th Grade Physical Education. Levels of proficiency are defined near the end of this course outline under Performance Standards.

Physical Education Standards:

Physical Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, adopted by the California State Board of Education in 2006.

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

Students will:

- 1.1 Combine, and apply movement patterns to progress from simple to complex in combatives, gymnastics/tumbling, and team activities.
- 1.2 Demonstrate proficient movement skills in:
combatives gymnastics/tumbling team activities
- 1.3 Explain and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combatives, gymnastics/tumbling, and team activities.
- 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combatives, gymnastics/tumbling, and team activities.
- 1.5 Explain, apply, and evaluate the use of the biomechanical principles of leverage, force, inertia, rotary motion, and opposition to achieve advanced performance in combatives, gymnastics/tumbling, and team activities.
- 1.6 Evaluate the interrelationships among physical, emotional, and cognitive factors affecting individual and team performance.
- 1.7 Analyze and evaluate information received from self, others, and the performance, of complex motor (movement) activities that leads to improved performance in combatives, 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 combatives, gymnastics/tumbling, and team activities.
- 1.9 Create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance in combatives, gymnastics/tumbling, and team activities.
- 1.10 Analyze specific situations to determine appropriate strategies in combatives, gymnastics/tumbling, and team activities.
- 1.11 Assess the effect/outcome of a specific performance strategy in combatives, gymnastics/tumbling, and team activities.
- 1.12 Evaluate independent learning of movement skills.

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

Students will

- 2.1 Participate in moderate to vigorous physical activity at least 4 days each week.
- 2.2 Participate in challenging physical fitness activities that meet individual needs and interests using the principles of exercise.
- 2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the health-related standards as established in the State-mandated fitness tests.
- 2.4 Assess physical fitness levels and adjust physical activity to accommodate for changes in age, growth, and development.
- 2.5 Justify the use of specific 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 and/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, and physical fitness and performance.
- 2.10 Evaluate the availability and quality of community fitness resources.
- 2.11 Use and analyze scientifically based data and protocols to self assess the five components of health-related fitness

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

Students will

- 3.1 Participate in physical activities for personal enjoyment.
- 3.2 Examine and explain the ways in which personal characteristics, performance styles, and activity preferences 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.
- 3.6 Identify the effects of age, gender, ethnicity, socioeconomic status, and culture on physical activity preferences and participation.
- 3.7 Explain how to select and modify physical activities to allow for participation by children, elderly, and those with special needs.
- 3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.
- 3.9 Encourage others to be supportive and inclusive of all ability levels.

COURSE PURPOSE: EXPECTED INTEGRATED OUTCOMES

Students are also expected to proficiently apply common skills that are relevant across curriculum areas and career pathways. The following are those skills most applicable to this course.

CTE Foundation Standards:

from the California Career Technical Education Model Curriculum Standards, adopted by the California State Board of Education in May, 2005.

Foundation Standard 2: Communications

Reading 2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

Written and Oral English Language Conventions 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

Foundation Standard 3: Career Planning and Management

Career Planning and Management 3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.

Foundation Standard 4: Technology

Technology 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products and services.

Foundation Standard 5: Problem Solving and Critical Thinking

Problem Solving and Critical Thinking 5.3 Use critical thinking skills to make informed decisions and solve problems.

Foundation Standard 7: Responsibility and Flexibility

Responsibility and Flexibility 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

Foundation Standard 9: Leadership and Teamwork

Leadership and Teamwork 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.

Leadership and Teamwork 9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

OUTLINE OF CONTENT AND SUGGESTED TIME ALLOTMENT:

<p>Introduction to Advanced Kinesiology and Physical Education with Personal Fitness Emphasis; Social Skills for Physical Activity</p>		<p>Introduction 1- 2 weeks and ongoing throughout the school year</p>	
<p>Sample Essential Question(s):</p> <p>What are social skills? What is personal responsibility? Why are social skills and personal responsibility important in physical activities? How do positive social skills and personal responsibility apply in physical activities?</p>			
<p>Content Standards</p> <p>3.2 Examine and explain the ways in which personal characteristics, performance styles, and activity preferences may change over a lifetime.</p> <p>3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.</p> <p>3.6 Identify the effects of age, gender, ethnicity, socioeconomic status, and culture on physical activity preferences and participation.</p> <p>3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.</p> <p>3.9 Encourage others to be supportive and inclusive of all ability levels.</p> <p>CTE Standards</p> <p>5.3 Use critical thinking skills to make informed decisions and solve problems.</p> <p>7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles</p> <p>9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.</p> <p>9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.</p>		<p>Performance Standard Measures <i>(Reflects rigor and integration of CTE Foundation Standards and may vary by SLC)</i></p>	<p>Instructional Support</p> <p>Classroom Rules and Procedures Locks and Locker Room Procedure Dressing Policy</p>
<p><u>Students Know (content)</u></p> <p>3.9 Define and identify Hellison’s Levels of Personal and Social Responsibility: (4=Caring; 3= Self-responsibility; 2 = Involvement; 1 = Self-control; 0 = Irresponsibility)</p>	<p><u>Students are Able to Do (skill)</u></p> <p>3.8 Demonstrate conflict resolution skills during physical activities</p> <p>3.8 Demonstrate social skills of:</p> <ul style="list-style-type: none"> • Encouragement • Active listening • Courtesy 	<p><u>Students Demonstrate Knowledge and Skill</u></p> <p>Key Assignments/ Assessments</p> <p>Quiz on Hellison’s Levels of Personal and Social Responsibility</p>	<p>Supplemental Materials Correlation:</p> <p>Posters of Hellison’s Levels of Personal and Social Responsibility – available from Health and PE Office, 2010-11</p> <p>Books: <u>Adventure Curriculum for Physical</u></p>

	<p>3.9 Demonstrate participation in:</p> <ul style="list-style-type: none"> • Cooperative activities • Ice breakers • Tag games • Trust activities • Problem solving initiatives 	<p>Rubric rating of students' demonstration of social skills during activities, based on Hellison's Levels 0-4.</p> <p>Suggested Assignments</p> <p>Name-learning activities/games</p> <p>Group Juggling</p> <p>Knots (Circle and Wall)</p> <p>Circle the Hoop</p>	<p><u>Education for High School</u> by Jane Panucci, Project Adventure, Inc. (Each department received this book from the Health/P.E. Office in 2003)</p> <p><u>Teaching Responsibility Through Physical Activity</u> by Don Hellison, Ph.D./ Human Kinetics, 1995 (Each department received this book from the Health/P.E. Office in 2001.)</p> <p><u>Quicksilver</u> by Karl Rohnke and Steve Butler/ Kendall/Hunt Publishing Company, Iowa 1995 (Each department received this book from the Health/P.E. Office in 2001.)</p> <p><u>GamesSkills</u> by Stephanie Hanrahan/Teresa Carlson/Human Kinetics, 2000, District Professional Library Code: 796.07 HAN</p> <p><u>Assessing Student Responsibility and Teamwork</u> by NASPE, AAHPERD, 2000, District Professional Library Code: 613.7</p> <p>Video: <u>Silver Bullets</u> District Professional Video Library at OMS: VC 6986</p> <p>Key Vocabulary See Glossary of PE Framework for California Public Schools, pages 312-323 for definitions</p> <p>Biomechanics Body management Fundamental movement skills Group dynamics Health Individual or dual activity Kinesiology Large muscle groups Locomotor movements Manipulative movements Movement concepts Movement patterns Physical activity Physical fitness</p>
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<p>FITNESS OVERVIEW Review of Content – Five Fitness Components Pre-Assessment of Fitness Knowledge Physical Fitness Pre-test</p>	<p>Introduction Weeks 1 - 4 of School Year: 4 WEEKS</p> <p>Fitness is Ongoing Throughout the Year - See Weekly Pacing for Each Fitness Area in Units That Follow</p>
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Sample Essential Question(s):

- **What is fitness?**
- **What does it mean to be fit?**
- **How can one assess one’s health-related fitness?**
- **What components of fitness do the Fitnessgram assessments measure and why are those components important to one’s health?**
- **What does the Healthy Fitness Zone mean?**
- **What is the Healthy Fitness Zone for each component of fitness?**
- **Why is goal setting important to improve one’s fitness?**

Content Standards	Performance Standard Measures	Instructional Support
<p>2.1 Participate in moderate to vigorous physical activity at least 4 days each week.</p> <p>2.2 Participate in challenging physical fitness activities that meet individual needs and interests using the principles of exercise.</p> <p>2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the health-related standards as established in the State-mandated fitness tests.</p> <p>2.4 Assess physical fitness levels and adjust physical activity to accommodate for changes in age, growth, and development.</p> <p>2.11 Use and analyze scientifically based data and protocols to self assess the five components of health-related fitness</p> <p>3.1 Participate in physical activities for personal enjoyment.</p> <p>3.3 Evaluate the psychological benefits derived from regular participation in physical activity.</p> <p>3.5 Evaluate and refine personal goals to improve performance in physical activities</p> <p>CTE Problem Solving and Critical Thinking</p> <p>5.3 Use critical thinking skills to make informed decisions and solve problems.</p> <p>CTE Health and Safety</p> <p>6.1 Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers’ and employees’ responsibilities.</p>	<p>Performance Standard Measures <i>(Reflects rigor and integration of CTE Foundation Standards and may vary by SLC)</i></p> <p><u>Students Demonstrate Knowledge and Skill</u></p> <p>Key Assignments/ Assessments</p> <p>Assessments</p> <p><i>Physical Fitness Pre-Test: Test, record score, compare to HFZ, and set goal for each test on “Fitness Record Sheet and Fitness Assessment Log” (in Appendix)</i></p> <p><i>Five for Life Advanced Manual</i></p> <p>1.30-33 Five for Life Assessment</p> <p>1.44-48 Training Principles Assessment</p> <p>Suggested Assignments/ Activities</p> <p><i>Five for Life Advanced</i></p>	<p>Supplemental Materials Correlation:</p> <p><u>Fitnessgram Test Administration Manual 4th Edition</u>– at schools</p> <p><u>Physical Education Framework for California Public Schools, 2009</u> at school sites California Department of Education’s <u>California Physical Fitness Test Overview Packet:</u> http://www.cde.ca.gov/ta/tg/pf/documents/pftoverview0910.pdf</p> <p>Videos and directions for each test at: http://www.pft-info.org/home1.aspx</p> <p>Handouts <i>Five for Life Advanced Manual</i> 1.4-5 Five for Life Introduction 1.36-37 Training Principles</p> <p>Key Vocabulary See Glossary of Physical</p>

		<i>Manual</i>	Education Framework for California Public Schools, page 312-323
<u>Students Know (content)</u>	<u>Students are Able to Do (skill)</u>		
<p>Understand the components of total health fitness and the relationship between physical activity and lifelong wellness.</p> <p>Students expand on their previously designed activity and fitness plan based on their individual needs.</p> <p>Describe current trends in fitness participation and activities.</p>	<p>Assess personal fitness, compare personal fitness scores data to health standards and set goals of maintenance and improvement</p> <p>Apply principles of resistance training</p> <p>Apply physiological principles involved in human movement</p> <p>Analyze body types and within between age, gender groups, and fitness levels</p> <p>Select a leisure time physical activity and identify opportunities in the community to participate in this activity.</p> <p>Advanced techniques of resistance training</p>	<p>1.13-1.16 Advanced Muscular Strength and Muscular Endurance Activity</p> <p>1.41-43 Muscular Strength and Muscular Endurance Recording Activity</p> <p>1.39-1.40 Cardiorespiratory Endurance Recording Chart</p> <p>Fitness Activities: (circuits, stations, fitness lab, weight room, aerobics, steps, runs, cardio equipment)</p> <p>Fitness Technology: (heart rate monitors, heart rate wands, pedometers, skin calipers, computer software)</p> <p>Introduce and/or review safety techniques (including modifications for health conditions, i.e. asthma, obesity), breathing techniques, proper movement forms, i.e. correct stride, arm movements, body alignment: proper warm-up, cool down and stretching</p> <p>Explain and demonstrate competency in monitoring heart rates during activity</p> <p>Assess fitness and set goals to maintain and improve fitness levels</p>	<p>Aerobic activity</p> <p>Anaerobic</p> <p>Basic resistance principles</p> <p>Biomechanics</p> <p>Body composition</p> <p>Components of physical fitness</p> <p>Cool down exercises</p> <p>Core muscles</p> <p>Dehydration</p> <p>Ergogenic aids</p> <p>Flexibility</p> <p>F.I.T.T. principles/concepts</p> <p>Frequency</p> <p>Health-related physical</p> <p>Healthy fitness zone</p> <p>Healthy target heart rate zone</p> <p>Hyper-extension</p> <p>Hyper-flexion</p> <p>Individuality</p> <p>Intensity</p> <p>Large muscle groups</p> <p>Mode/type</p> <p>Moderate physical</p> <p>Muscle endurance</p> <p>Muscle strength</p> <p>Overload</p> <p>Perceived exertion index</p> <p>Physical fitness</p> <p>Plyometric exercise</p> <p>Principles of training/principles of exercise</p> <p>Progression</p> <p>Recovery rates</p> <p>Regularity</p> <p>Resistance principle</p> <p>Specificity.</p> <p>Time</p> <p>Type</p> <p>Vigorous physical activity</p> <p>Warm-up exercises</p> <p>Weight-bearing activities</p>

	Participate in a variety of cardiorespiratory activities including power walking, pacer test, interval training, incline running, distance running, aerobics, rope jumping, spin bikes, indoor rowing, and cardio circuits.	
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FITNESS Introduction to Fitness Content – Five Components of Health Related Fitness	4 Weeks Weeks 1-4 of School
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<p>Sample Essential Question(s):</p> <ul style="list-style-type: none"> • What are the five components of fitness? • What is their relationship to overall health? • Why is being fit in all five components necessary to live a healthy and productive life?
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Content Standards		Performance Standard Measures <i>(Reflects rigor and integration of CTE Foundation Standards and may vary by SLC)</i>	Instructional Support Supplemental Materials Correlation:
<p><u>Students Know (content)</u></p> <p>2.2 Define and identify the Five Components of Fitness</p> <p>2.5 Principles of Exercise</p>	<p><u>Students are Able to Do (skill)</u></p> <p>2.2 Participate in enjoyable and challenging physical activities</p> <p>2.2 Develop and maintain physical fitness</p> <p>2.5 Adjust physical activity levels to meet the principles of exercise</p>	<p><u>Students Demonstrate Knowledge and Skill</u> <u>Key Assignments/ Assessments</u> <i>Intermediate Five for Life Manual</i></p> <p>1.35 – 1.36 Five Components of Fitness</p> <p>1.37 – 1.38 Five Components Key</p> <p>Suggested Assignments <i>Intermediate Five for Life Manual</i></p> <p>1.8 Heart Health 4/5 Minute Walk Run</p> <p>1.9 - 1.11 Cardiorespiratory Graphing Activity</p>	<p><i>Intermediate Five for Life Manual</i></p> <p>Hand-outs: 1.4-1.6 Five for Life Student Introduction</p> <p>1.21 Teacher/Student Led All-Star Static Stretches</p> <p>1.22-23 All-Star Dynamic Stretches</p> <p><i>Advanced Five for Life Manual</i></p> <p>Hand-out: 1.36-1.37 Training Principles Student Introduction</p>
			<p>Key Vocabulary See Page 1.6 of</p>

	1.14 - 1.15 Muscular Strength and Muscular Endurance Tag 1.16 – 1.17 Muscle Check-Up 1.20 Flexibility Activity 1.27 Body Composition Explanation 1.28 1.29 Energy In/Energy Out 1.30 Muscle Snatchers 1.33 – 1.34 Five for Life Circuit	Intermediate Five for Life Manual for Definitions Body Composition Cardiorespiratory Endurance Flexibility Muscular Endurance Muscular Strength Static Stretches Dynamic Stretches Resistance Training

FITNESS Cardiorespiratory and FITT Training Principles	4 Weeks Weeks 5 - 8 of School
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Sample Essential Question(s): <ul style="list-style-type: none"> • What is Cardiorespiratory Endurance? • What is the FITT Principle? • How do they work together? • What is Rate of Perceived Exertion (RPE)? • How does the RPE relate to activity intensity levels?

Content Standards	Performance Standard Measures	Instructional Support
2.1 Participate in moderate to vigorous physical activity at least 4 days each week. 2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness. 2.5 Improve and maintain physical fitness by adjusting physical activity levels to meet the principles of exercise.	<p><i>(Reflects rigor and integration of CTE Foundation Standards and may vary by SLC)</i></p> <p><u>Students Demonstrate Knowledge and Skill</u></p> <p>Key Assignments/ Assessments</p> <p><i>Five for Life Advanced Manual</i></p> <p>Week 1: 3.7 – 3.9 Advanced Cardiorespiratory Relay and Reflective Questions 3.10 Aerobic vs. Anaerobic</p> <p>Week 2 and 3: 4.84 Starting with Heart Rate Monitor 4.85 – 86 Age-Adjusted Maximum and Training Heart Rate Formulas (Only Int.) Intermediate 1.51 Cardio Endurance Activity FITT Plan</p> <p>Advanced: 4.90 Heart Health Training Log</p> <p>Week 4:</p>	<p>Supplemental Materials Correlation:</p> <p><i>Intermediate Five for Life Manual</i></p> <p>RPE Posters at sites: Intensity Levels 1-5 (with faces and fingers)</p> <p>Hand-outs: <i>Five for Life Advanced Manual</i></p> <p>Week 1 3.4 -3.5 Cardiorespiratory System for Life 3.6 – Cardiorespiratory Vocabulary</p> <p>Week 2 4.82 - 83 Heart Health Pyramid</p> <p>Week 4 4.98 – 4.100 Steps for Life (for Teacher Information)</p>

<p><u>Students Know (content)</u></p> <p>2.1 Define and identify moderate to vigorous physical activity (MVPA)</p> <p>2.2 Define and identify activities that develop and maintain the five components of physical fitness</p> <p>2.2 Define and identify cardiorespiratory endurance</p> <p>2.5 Define and identify the training principles of Frequency, Intensity, Time, Type for cardiorespiratory endurance</p>	<p><u>Students are Able to Do (skill)</u></p> <p>2.1 Participate in MVPA at least 4 days each week</p> <p>2.2 Participate in enjoyable and challenging physical activities</p> <p>2.5 Participate in cardiorespiratory fitness activities applying the FITT principles</p>	<p>4.101 – 102 Walking Tag 4.103 – 105 Five for Life Pace Guide Challenge 4.109 – 4.111 Steps for Life Log and Graphing Activity</p> <p>Suggested Assessments</p> <p><i>Five for Life Advanced Manual</i></p> <p>3.11-3.12 Student Assessment Cardiorespiratory System for Life</p> <p>Week 2 and 3 4.92-4.93 Student Assessment of Heart Health Pyramid 4.112 Steps for Life Student Assessment</p>	<p>Key Vocabulary See Page 1.44 of the Intermediate Five for Life Manual for Definitions</p> <p>Cardiorespiratory Endurance FITT Principle Frequency Intensity Maximum Heart Rate Time Type</p>
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<p>FITNESS Muscular Strength, Muscular Endurance and FITT Principle Skeletal and Muscular Systems</p>		<p>6 Weeks Weeks 9-14 of School</p>
<p>Sample Essential Question(s):</p> <ul style="list-style-type: none"> • What is Muscular Strength? • What is Muscular Endurance? • How do my muscles work? • How can I get stronger? • What is the FITT Principle? • How is the FITT Principle applied to Muscular Strength? • How is the FITT Principle applied to Muscular Endurance? • What are the major bones of the body? • Why do I need my bones? • How can I keep my bones healthy and strong? • What are the major muscles of the body? 		
<p>Content Standards</p> <p>2.1 Participate in moderate to vigorous physical activity at least 4 days each week.</p> <p>2.2 Participate in enjoyable and challenging physical activities that develop and</p>	<p>Performance Standard Measures <i>(Reflects rigor and integration of CTE Foundation Standards and may vary by SLC)</i></p> <p><u>Students Demonstrate</u></p>	<p>Instructional Support</p> <p>Supplemental Materials Correlation: Handouts</p>

<p>maintain the five components of physical fitness.</p> <p>2.5 Improve and maintain physical fitness by adjusting physical activity levels to meet the principles of exercise.</p> <p style="text-align: center;"><u>Students Know (content)</u></p> <p>2.1 Define and identify moderate to vigorous physical activity (MVPA)</p> <p>2.2 Define and identify activities that develop and maintain the five components of physical fitness</p> <p>2.2 Define and identify muscular strength and muscular endurance</p> <p>2.5 Define and identify the training principles of Frequency, Intensity, Time, Type for muscular strength and for muscular endurance</p> <p>2.5 Define and identify major muscle groups</p> <p>2.5 Define and identify major bones</p> <p style="text-align: center;"><u>Students are Able to Do (skill)</u></p> <p>2.1 Participate in MVPA at least 4 days each week</p> <p>2.2 Participate in enjoyable and challenging physical activities</p> <p>2.5 Participate in muscular strength and muscular endurance fitness activities applying the FITT principles</p>	<p style="text-align: center;"><u>Knowledge and Skill</u></p> <p style="text-align: center;">Key Assignments/ Assessments</p> <p><i>Five for Life Advanced Manual</i></p> <p>3.37-3.38 Student Assessment of Bones and Muscles</p> <p style="text-align: center;">Suggested Assignments</p> <p><i>Five for Life Intermediate Manual</i></p> <p>1.61 – 1.63 FITT Principle M.S. and M.E. (Review)</p> <p>1.64 – 1.65 Curl-up Check (also can do Push-up Check)</p> <p>3.10 – 3.11 Bone Circuit</p> <p>3.14 – 3.16 Excavation Relay</p> <p>3.31 – 3.34 Muscle Circuit</p> <p>3.37- 3.39 Score 4 for Life</p> <p><i>Five for Life Advanced Manual</i></p> <p>3.29-3.34 Bone Muscle Joint I.D. Circuit</p> <p>3.35- 3.36 RICE Relay</p> <p>4.5 – 4.6 Functional Training Miming and Describing</p> <p>4.12 – 4.14 Pillar of Human Movement Circuit</p>	<p><i>Five for Life Advanced Manual</i></p> <p>3.18 – 3.20 Bones and Muscles for Life</p> <p>3.21 – 3.24 Bones and Muscles of the Body Information</p> <p>3.25 – 3.28 Bones and Muscle I.D. Chart</p> <p>4.3 – 4.4 Functional Training</p> <p style="text-align: center;">Key Vocabulary</p> <p><u>Muscles Vocabulary:</u></p> <p>See page 3.29 of <i>Intermediate Five for Life</i> for definitions</p> <p>Abdominals Biceps Deltoids Gastrocnemius Gluteals Hamstrongs Latissimus Dorsi Muscles Pectorals Quadriceps Trapezius Triceps</p> <p><u>Bones Vocabulary</u></p> <p>See page 3.7 <i>Intermediate Five For Life Manual</i> for definitions:</p> <p>Clavicle Cranium Extension Femur Fibula Flexion Humerus Joints Osteoporosis Patella Pelvis Radius Ribs Scapula Sternum Tibia Ulna Vertebrae</p>
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Goal Setting for Life	2 Weeks Weeks 15-16 of School
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Sample Essential Question(s):

What are goals?
Why is goal setting important?

Content Standards	Performance Standard Measures	Instructional Support		
<p>2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.</p> <p>2.5 Justify the use of particular physical activities to achieve desired fitness goals.</p> <p>2.11 Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness.</p> <table border="0"> <tr> <td data-bbox="100 924 406 1430"> <p><u>Students Know (content)</u></p> <p>Healthy Fitness Zones for age and gender.</p> <p>Scientific protocol to assess oneself on the five components of fitness.</p> </td> <td data-bbox="406 924 743 1430"> <p><u>Students are Able to Do (skill)</u></p> <p>Participate in MVPA at least 4 days each week</p> <p>Participate in enjoyable and challenging physical activities</p> <p>Participate in flexibility activities applying the FITT principles</p> </td> </tr> </table>	<p><u>Students Know (content)</u></p> <p>Healthy Fitness Zones for age and gender.</p> <p>Scientific protocol to assess oneself on the five components of fitness.</p>	<p><u>Students are Able to Do (skill)</u></p> <p>Participate in MVPA at least 4 days each week</p> <p>Participate in enjoyable and challenging physical activities</p> <p>Participate in flexibility activities applying the FITT principles</p>	<p><i>(Reflects rigor and integration of CTE Foundation Standards and may vary by SLC)</i></p> <p><u>Students Demonstrate Knowledge and Skill</u></p> <p>Key Assignments/ Assessments</p> <p><i>Five for Life Advanced Manual</i></p> <p>4.155 Five for Life Health Performance and Appearance S.M.A.R.T. Goals</p> <p>4.156-4.160 Five for Life Advanced FITT Fitness Plan</p>	<p>Supplemental Materials Correlation:</p> <p>Handouts</p> <p><i>Five for Life Advanced Manual</i></p> <p>4.149- 50 Goal Setting for Life Student Introduction</p> <p>4.151 The Five for Life Program S.M.A.R.T. Goal Setting Strategy</p> <p>Assessment/Reflection</p> <p>4.161 Goal Setting For Life Reflection Sheet</p>
<p><u>Students Know (content)</u></p> <p>Healthy Fitness Zones for age and gender.</p> <p>Scientific protocol to assess oneself on the five components of fitness.</p>	<p><u>Students are Able to Do (skill)</u></p> <p>Participate in MVPA at least 4 days each week</p> <p>Participate in enjoyable and challenging physical activities</p> <p>Participate in flexibility activities applying the FITT principles</p>			

Review/Finals	2 Weeks Weeks 17-18 of School
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Content Standards	Performance Standard Measures	Instructional Support
<p>Review of content standards covered first semester.</p> <p>3.5 Evaluate and refine personal goals to improve performance in physical activities</p>	<p><i>(Reflects rigor and integration of CTE Foundation Standards and may vary by SLC)</i></p> <p><u>Students Demonstrate Knowledge and Skill</u></p>	<p>Supplemental Materials Correlation:</p> <p>Handouts</p> <p>Review of previous hand-</p>

	<p>Key Assignments/ Assessments</p> <p>Assessments Review content covered first semester. Test on content from assessments from first semester.</p>	<p>outs on topics covered first semester</p>
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<p>FITNESS Body Composition and Nutrition</p>	<p>4 Weeks Weeks 19-22 of School</p>
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<p>Sample Essential Question(s):</p> <ul style="list-style-type: none"> • What is body composition? • Is fat good for you? • How do cardiorespiratory endurance and muscular strength affect body composition? • How does body composition relate to health, performance, and appearance? • How does one apply the FITT Principle for muscular strength and cardiorespiratory endurance in their activity to maintain or improve body composition? • What does diet really mean? • How can I tell what nutrients are in the food I eat? • How does eating the correct daily amounts of foods affect my long-term health?

<p>Content Standards</p>	<p>Performance Standard Measures <i>(Reflects rigor and integration of CTE Foundation Standards and may vary by SLC)</i></p>	<p>Instructional Support</p>				
<p>2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.</p> <p>2.11 Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"> <p><u>Students Know (content)</u></p> </td> <td style="width: 50%; text-align: center;"> <p><u>Students are Able to Do (skill)</u></p> </td> </tr> <tr> <td style="vertical-align: top;"> <p>Know scientifically based data and protocols to assess oneself on physical fitness</p> <p>Develop and describe a physical fitness plan</p> </td> <td style="vertical-align: top;"> <p>2.1 Participate in MVPA at least 4 days each week</p> <p>2.2 Participate in challenging physical activities using the principles of exercise to meet individual needs and interests.</p> </td> </tr> </table>	<p><u>Students Know (content)</u></p>	<p><u>Students are Able to Do (skill)</u></p>	<p>Know scientifically based data and protocols to assess oneself on physical fitness</p> <p>Develop and describe a physical fitness plan</p>	<p>2.1 Participate in MVPA at least 4 days each week</p> <p>2.2 Participate in challenging physical activities using the principles of exercise to meet individual needs and interests.</p>	<p>Key Assignments/ Assessments</p> <p>Body Composition <i>Five for Life Advanced Manual</i> 1.29 Reflective Questions 1-3 <i>Five for Life Intermediate Manual</i> 1.96-1.99 Body Composition and the FITT Principle Nutrition <i>Five for Life Advanced Manual</i> 2.20 Nutrition Log 2.27-2.28 Nutrition Log Assessment Healthy Habits <i>Five for Life Advanced</i></p>	<p>Handouts:</p> <p><i>Five for Life Advanced Manual</i></p> <p>Body Composition 1.26 Body Composition Explanation</p> <p>Nutrition 2.17-18 Nutrition Introduction</p> <p>Healthy Habits 2.3 Activity Log Student Introduction</p> <p>Key Vocabulary See pages 1.89 and 2.6 of <i>Intermediate Five for Life Manual</i> for definitions</p>
<p><u>Students Know (content)</u></p>	<p><u>Students are Able to Do (skill)</u></p>					
<p>Know scientifically based data and protocols to assess oneself on physical fitness</p> <p>Develop and describe a physical fitness plan</p>	<p>2.1 Participate in MVPA at least 4 days each week</p> <p>2.2 Participate in challenging physical activities using the principles of exercise to meet individual needs and interests.</p>					

<p>2.2 Participate in activities to improve body composition by applying the FITT principles</p> <p>2.9 Analyze a food label to determine nutritional value, serving size, calories, nutrients, and percent of daily value</p>	<p><i>Manual</i></p> <p>2.13 Activity Log Assessment 2.51 Hydration Assessment</p> <p>Suggested Assignments</p> <p><i>Five for Life Advanced Manual</i></p> <p>Body Composition 1.27 Energy In/Energy Out 1.28-29 Healthy Body Card Game</p> <p>Nutrition 2.25 Advance Meal Planner</p> <p>Healthy Habits for Life 2.6 Five for Life Activity Diamond 2.9 Activity Log 2.46 Hydration Log 2.49 Hydration Relay</p> <p>Food log Food choices: healthy versus unhealthy Influences on food choices social, economic, cultural</p>	<p>Body Composition: FITT Principle Frequency Intensity Time Type</p> <p>Nutrition: Calorie Carbohydrate Daily Amounts Diet Discretionary Calorie Allowance Fat Food Label Food Measurements (Cups, Ounces) Food Pyramid Gram Healthy Eating Variety, Proportionality, Moderation Macronutrients Minerals Nutrients Percent Daily Value Portion Size Protein Vitamins</p>
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<p>Wellness Evaluate Community Fitness Resources/ Evaluate Consumer Fitness Products/ Programs</p>		<p>4 Weeks Weeks 23-26 of school</p>
<p>Sample Essential Question(s):</p> <p>Where can I participate in physical activities and improve my fitness in the community? How do I know if a physical fitness product or program has value for me? How does physical activity prevent disease and reduce health care costs?</p>		
<p>Content Standards</p> <p>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</p>	<p>Performance Standard Measures <i>(Reflects rigor and integration of CTE Foundation Standards and may vary by SLC)</i></p> <p><u>Students Demonstrate Knowledge and Skill</u></p> <p>Key Assignments/</p>	<p>Instructional Support</p> <p>Supplemental Materials Correlation:</p> <p>Key Vocabulary</p>

<p>2.10 Evaluate the availability and quality of fitness resources in the community</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Students Know (content)</u></p> <p>2.10 Resources to participate in physical activities in the school and community</p> </td> <td style="width: 50%; vertical-align: top;"> <p><u>Students are Able to Do (skill)</u></p> <p>2.10 List resources to participate in fitness and other physical activities in the community</p> <p>2. 8 Analyze fitness products</p> <p>2.8 Analyze fitness programs</p> </td> </tr> </table>	<p><u>Students Know (content)</u></p> <p>2.10 Resources to participate in physical activities in the school and community</p>	<p><u>Students are Able to Do (skill)</u></p> <p>2.10 List resources to participate in fitness and other physical activities in the community</p> <p>2. 8 Analyze fitness products</p> <p>2.8 Analyze fitness programs</p>	<p style="text-align: center;">Assessments</p> <p style="text-align: center;">Suggested Assignments</p> <ul style="list-style-type: none"> • Research consumer fitness resources • Research consumer fitness products • Research consumer fitness programs <p>Assessments</p> <ul style="list-style-type: none"> • List and evaluate community fitness resources • Evaluate select consumer fitness products • Evaluate select consumer fitness programs – commercial national programs and programs in community 	<p style="text-align: center;">See Glossary for definitions</p>
<p><u>Students Know (content)</u></p> <p>2.10 Resources to participate in physical activities in the school and community</p>	<p><u>Students are Able to Do (skill)</u></p> <p>2.10 List resources to participate in fitness and other physical activities in the community</p> <p>2. 8 Analyze fitness products</p> <p>2.8 Analyze fitness programs</p>			

<p>FITNESS Fitness Testing Occupational Fitness/Risks of Physical Activity in Extreme Environments Role of Physical Activity in Prevention of Disease</p>		<p>4 Weeks Weeks 27-30 of school</p>
<p>Sample Essential Question(s):</p>		
<p style="text-align: center;">Content Standards</p> <p>2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the health-related standards as established in the State-mandated fitness tests.</p> <p>2.4 Assess physical fitness levels and adjust physical activity to accommodate for changes in age, growth, and development.</p> <p>2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future</p>	<p style="text-align: center;">Performance Standard Measures</p> <p><i>(Reflects rigor and integration of CTE Foundation Standards and may vary by SLC)</i></p> <p style="text-align: center;"><u>Students Demonstrate Knowledge and Skill</u></p> <p style="text-align: center;">Key Assignments</p> <p><i>Five for Life Advanced Manual</i></p> <p>2.6 Five for Life Activity Diamond 2.9 Activity Log</p>	<p style="text-align: center;">Instructional Support</p> <p style="text-align: center;">Supplemental Materials Correlation:</p> <p style="text-align: center;">Key Vocabulary See Glossary for definitions</p>

<p>leisure and workplace activities.</p> <p>3.6 Identify the effects of age, gender, ethnicity, socioeconomic status, and culture on physical activity preferences and participation.</p> <p><u>Students Know (content)</u></p> <p>2.4 Assess physical fitness levels and adjust physical activity to accommodate for changes in age, growth, and development.</p> <p><u>Students are Able to Do (skill)</u></p> <p>2.6 Develop and describe a physical fitness plan that enhances personal</p>	<p>Assessments</p> <p><i>Five for Life Advanced Manual</i></p> <p>2.13 Activity Log Assessment</p>	
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<p>FITNESS</p> <p>One Month Fitness Plan</p>	<p>4 Weeks</p> <p>Weeks 31-34 of School</p>
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Sample Essential Question(s):

<p>Content Standards</p> <p>2.7 Develop and implement an appropriate personal physical fitness program for a family and/or community member.</p> <p>3.7 Explain how to select and modify physical activities to allow for participation by children, elderly, and those with special needs.</p> <p><u>Students Know (content)</u></p> <p>How to design a fitness plan to meet individual personal fitness needs</p> <p><u>Students are Able to Do (skill)</u></p> <p>How to implement a fitness plan to meet personal fitness needs</p>	<p>Performance Standard Measures</p> <p><i>(Reflects rigor and integration of CTE Foundation Standards and may vary by SLC)</i></p> <p><u>Students Demonstrate Knowledge and Skill</u></p> <p>Key Assignments</p> <p>One Month Fitness Plan – Develop One Week Practice Plan Implement One Week Practice Plan</p> <p>Assessments</p> <p>Assessments</p> <p>Prepare a one-month fitness plan for another person, based on their individual health-related fitness needs and activity interests.</p> <p>(Directions and template</p>	<p>Instructional Support</p> <p>Supplemental Materials Correlation:</p> <p>Key Vocabulary See Glossary for definitions</p>
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	<p>in Appendix)</p> <p>Plan must include:</p> <ul style="list-style-type: none"> • 4 weeks of activities • components of fitness identified for each activity • FITT identified for each activity • principles of training applied • progression, overload • narrative of rationale for choice of activities <p>Suggested Assignments</p>	
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<p>FITNESS Finals and Goal Setting</p>	<p>2 Weeks Weeks 35-36 of School</p>
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<p>Sample Essential Question(s):</p>

<p style="text-align: center;">Content Standards</p> <p>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 to meet the principles of exercise.</p> <p style="text-align: center;"><u>Students Know (content)</u> <u>Students are Able to Do (skill)</u></p>	<p style="text-align: center;">Performance Standard Measures <i>(Reflects rigor and integration of CTE Foundation Standards and may vary by SLC)</i></p> <p style="text-align: center;"><u>Students Demonstrate Knowledge and Skill</u></p> <p style="text-align: center;">Key Assignments/ Assessments</p> <p>Assessments 4.163 Five for Life Health, Performance & Appearance s.M.A.R.T. Goals</p> <p>Final Test – Use prominent questions from each assessment covered through the year from the Five for Life Advanced Manual</p> <p>Suggested Assignments</p>	<p style="text-align: center;">Instructional Support</p> <p>Supplemental Materials Correlation:</p> <p><i>Five for Life Advanced Manual</i></p> <p>4.148-49 Goal Setting for Life</p> <p>Key Vocabulary See Glossary for definitions</p>
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<p>MOVEMENT SKILLS AND KNOWLEDGE Individual and Dual Activities Select <u>three or more</u> of the following activities: Badminton; Disc Golf; Golf; (wall) Handball; Paddle Tennis; Pickleball; Tennis; Track</p>	<p>6 – 12 weeks</p>
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<p>and Field; Speedminton; Beach Volleyball; Recreational games (Orienteering, Croquet, Lawn Bowling; Horseshoes; Bocceball)</p>		
<p>Sample Essential Question(s):</p> <p>How does learning and participating in (select individual/dual activity) contribute to good health?</p> <p>What are the critical skills of (the selected individual/dual activity)? Why are they important to (select individual/dual activity)?</p> <p>How do I improve my skills in ? (select individual/dual activity)?</p> <p>What are the critical concepts and strategies of participating in (select individual/dual activity) and how does one apply them?</p> <p>What types of fitness are required to be proficient at (select individual/dual activity)?</p> <p>What and where are the opportunities to participate in (select individual/dual activity)?</p>		
<p>Content Standards</p> <p>1.1 Combine, and apply movement patterns to progress from simple to complex in Individual and Dual Activities.</p> <p>1.2 Demonstrate proficient movement skills in: Individual and Dual Activities.</p> <p>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 Individual and Dual Activities.</p> <p>1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in individual and dual activities.</p> <p>1.5 Explain, apply and evaluate the appropriate use of the biomechanical principles of leverage, force, inertia, rotary motion, opposition, and buoyancy to achieve advanced performance in Individual and Dual Activities..</p> <p>1.6 Explain the interrelationships among physical, emotional, cognitive, and scientific factors that affect performance.</p>	<p>Performance Standard Measures <i>(Reflects rigor and integration of CTE Foundation Standards and may vary by SLC)</i></p> <p><u>Students Demonstrate Knowledge and Skill</u></p> <p>Key Assignments/ Assessments</p> <p>Suggested Assignments</p>	<p>Instructional Support</p> <p>Supplemental Materials Correlation:</p> <p>Key Vocabulary See Glossary for definitions</p>

<p>1.7 Analyze and evaluate information received from self, others, and the performance, of complex motor (movement) activities that leads to improved performance in Individual and Dual Activities.</p> <p>1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in Individual and Dual Activities.</p> <p>1.9 Create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance in Individual and Dual Activities.</p> <p>1.10 Analyze specific situations to determine appropriate performance strategies in individual and dual activities.</p> <p>1.11 Assess the effect/outcome of a specific performance strategy in Individual and Dual Activities.</p> <p>1.12 Demonstrate independent learning of movement skills.</p> <p><u>Students Know (content)</u> <u>Students are Able to Do (skill)</u></p>		
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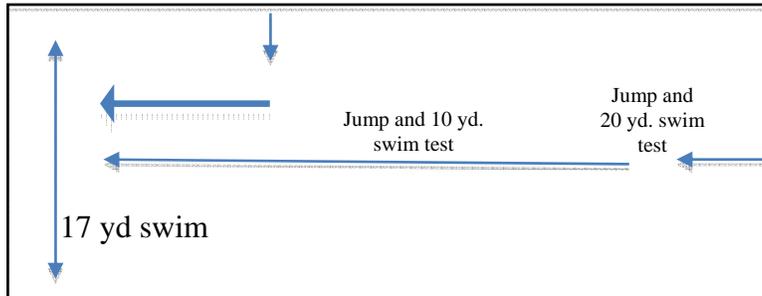
<p>MOVEMENT SKILLS AND KNOWLEDGE Aquatics</p>	<p>4 – 6 weeks</p>
<p>Sample Essential Question(s):</p> <p>How does learning and participating in aquatic activities contribute to good health?</p> <p>What are the critical skills of aquatics and why are they important?</p> <p>What are advanced skills in aquatics?</p> <p>How can I improve my skills in aquatics?</p> <p>What are the critical concepts and strategies of participating in aquatics activities, and how are they applied?</p> <p>What types of fitness are required to be proficient at aquatics?</p>	

What and where are the opportunities to participate in aquatics in the community?

Content Standards	Performance Standard Measures	Instructional Support
<p>1.1 Combine, and apply movement patterns to progress from simple to complex in aquatics.</p> <p>1.2 Demonstrate proficient movement skills in: Aquatics.</p> <p>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 aquatics.</p> <p>1.5 Explain, apply and evaluate the appropriate use of the biomechanical principles of leverage, force, inertia, rotary motion, opposition, and buoyancy to achieve advanced performance in aquatics.</p> <p>1.6 Explain the interrelationships among physical, emotional, cognitive, and scientific factors that affect performance.</p> <p>1.7 Analyze and evaluate information received from self, others, and the performance, of complex motor (movement) activities that leads to improved performance in aquatics.</p> <p>1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatics.</p> <p>1.9 Create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance in aquatics.</p> <p>1.10 Analyze specific situations to determine appropriate performance strategies in aquatics.</p> <p>1.11 Assess the effect/outcome of a specific performance strategy in aquatics.</p> <p>1.12 Demonstrate independent learning of movement skills.</p>	<p><i>(Reflects rigor and integration of CTE Foundation Standards and may vary by SLC)</i></p>	<p>Supplemental Materials Correlation:</p> <p>Contact local Red Cross chapter for information on the following guides</p> <p><u>The American Red Cross Swimming and Diving Skills DVD</u> ISBN 1-58480-190-5 Check out from PE Curriculum Leader, Health and PE Office</p> <p><u>The American Red Cross Water Safety Handbook</u>, American Red Cross Includes easy-to-remember safety tips for pools, spas, water parks, lakes, rivers, oceans and more.</p> <p><u>The American Red Cross Swimming and Water Safety Manual</u>, American Red Cross. A complete guide to swimming, diving and water safety. It includes information on the history of swimming, competitive activities, hydrodynamics, stroke mechanics, general water safety, disabilities and other conditions, fitness and training.</p> <p><u>Water Polo Lesson Plans</u> from USA Water Polo</p>

<p><u>Students Know (content)</u></p>	<p><u>Students are Able to Do (skill)</u></p>		
<p>1.2 Water safety, rules, and etiquette of aquatic activities</p> <p>1.2 History of aquatics</p> <p>1.5 Analyze body types in relation to floating techniques</p> <p>1.7 Apply principles of resistance to enhance performance</p>	<p>Demonstrate proficient swimming skills:</p> <p>Breathing and relaxation techniques</p> <p>Floating (jellyfish float, prone float, back float)</p> <p>Gliding Gliding and kicking</p> <p>Swim Stroke skills Beginning: Front crawl, elementary backstroke, backstroke Advanced: Sidestroke, breaststroke, butterfly, treading water, diving, flip turns, water sports, basic lifesaving techniques and drown proofing</p> <p>Water aerobics Lap swimming Using kickboard Treading water Resistance training Water polo Deep water exercises Dry land techniques Entering water off of diving board</p>		
<p align="center"><u>Students Demonstrate Knowledge and Skill</u></p>			
<p align="center">Key Assignments/ Assessments</p>			
<p>I. Finals and Deep end test (Suggested no grade below C with >80% Water time)</p> <p>a. Shallow end Test</p> <p>i. Kickboard – 25 yards no bottom (1 touch = B, 2 = C, etc.)</p> <p>ii. Streamline Kick – 25 Yards no bottom (1 touch = B, 2 = C, etc.)</p> <p>iii. Catch-up – 5 points (Stream line off wall, Off bottom, Head down, Hands touch out in front, breath to side)</p>			<p align="center">Key Vocabulary See Glossary for definitions</p>

- iv. Freestyle – 5 Points (Stream line off wall, Off bottom, Head down, continuous arms, breath to side)
- b. Deep end Test (Lifeguarded)
 - i. 17 Yard deep end swim
 - ii. Jump from deck to 10 yard swim
 - iii. Jump from board or deck to 20 yard swim
 - iv. 3 min tread water



Suggested Assignments
Swimming Progression

- I. Face in Water
 - c. Use wall
 - d. Standing
- II. Submerge body under water (Buoyancy).
 - a. Pick up ring
 - b. Sit on bottom. (Let out air in lungs) – Students will tend to float. Tie into next step. (30 sec to 1:00)
- III. Float (Front and back)
 - a. Face down sprawl float. (30 sec) use wall if needed to start or partner.
 - b. Back Float with a partner or wall
 - c. Back Float (30 sec to 1:00)
- IV. Kicking
 - a. Flutter kick against the wall (15 sec on 15 sec off. Then build time to 45 sec.
- V. Width Progression
 - a. Kickboard kicking
 - b. Catch-up free with kickboard
 - c. Streamline kick
 - d. Streamline kick with breath stroke (breath air out until breath is needed)
 - e. Catch-up Free
 - f. Catch-up Free with Breath.
 - g. Continuous Freestyle
 - i. Head/Body/Hands/Feet
 - 1. Water line at mid forehead just above eyebrows
 - 2. Eyes looking forward
 - 3. Flat hands entering in front of head.
 - 4. Fingers and hands reach forward.
 - 5. Hour glass shape for stroke finishing at thigh.
 - 6. Flutter kick with toes pointed behind the body.
 - h. Drills for Stroke technique

<ul style="list-style-type: none"> i. Catch-up (or variations based on kick count) ii. Finger drag iii. Thumb drag i. Alternate Strokes <ul style="list-style-type: none"> i. Backstroke ii. Breaststroke iii. Butterfly iv. Others (Elementary Back, side stroke) <p>VI. 25 Yard progression</p> <ul style="list-style-type: none"> a. Teach etiquette of swimming in lanes. <ul style="list-style-type: none"> i. Even numbers in lanes ii. Swim fastest to slowest iii. Leave 10 sec space between swimmers. iv. Move to the left as you finish to let other swimmers complete lap. b. Work-outs - Build to 8 x 25s on interval of each section <ul style="list-style-type: none"> i. Kickboard ii. Streamline Kick iii. Catchup iv. Drills v. Freestyle vi. Alternate Strokes 	
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<p>MOVEMENT SKILLS AND KNOWLEDGE Rhythms and Dance</p>	<p>3 weeks</p>
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Sample Essential Question(s):
 (Substitute the particular rhythms/dance that students' learned within these questions)

How does learning and participating in rhythms and dance contribute to good health?

What are the critical skills of rhythms and dance?

What are the critical concepts and strategies of participating in rhythms and dance and how does one apply them?

What types of fitness are required to be proficient in rhythms and dance?

What and where are the opportunities to participate in rhythms and dance?

How can I improve my performance in rhythms and dance?

<p>Content Standards</p> <p>1.1 Combine, and apply movement patterns to progress from simple to complex in Dance/Rhythms.</p> <p>1.2 Demonstrate proficient movement skills in: Dance/Rhythms.</p> <p>1.3 Identify, explain, and apply the skill-related components of balance, reaction time,</p>	<p>Performance Standard Measures <i>(Reflects rigor and integration of CTE Foundation Standards and may vary by SLC)</i></p> <p><u>Students Demonstrate Knowledge and Skill</u></p> <p>Key Assignments/</p>	<p>Instructional Support</p> <p>Supplemental Materials Correlation:</p> <p>Equipment:: CD's or MP3's with</p>
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agility, coordination, explosive power, and speed that enhance performance levels in Dance/Rhythms.

1.5 Explain, apply and evaluate the appropriate use of the biomechanical principles of leverage, force, inertia, rotary motion, opposition, and buoyancy to achieve advanced performance in Dance/Rhythms.

1.7 Analyze and evaluate information received from self, others, and the performance, of complex motor (movement) activities that leads to improved performance in Dance/Rhythms.

1.11 Assess the effect/outcome of a specific performance strategy in Dance/Rhythms.

1.12 Demonstrate independent learning of movement skills.

<u>Students Know (content)</u>	<u>Students are Able to Do (skill)</u>
Explain, apply and evaluate the appropriate use of the biomechanical principles	Learn and demonstrate fundamental dance movements
Social dance etiquette	Perform a variety of dances: folk, country, social and creative dances

Assessments

Suggested Assignments

appropriate sound system

CD's:
International Folk Dance from Wagon Wheel Records
 (All departments received from Health/PE Office in 2001.)
Fun Dances for Everyone from Wagon Wheel Records
 (All departments received from Health/PE Office in 2002.)
Folk Dances Around the World from Wagon Wheel Records
 (All departments received from Health/PE Office in 2002.)

Books:
Dance A While: Handbook for Folk, Square, Contra, and Social Dance
 Allyn/Bacon, 2000; Professional Library Code 793.3 HAR

Videos:
Multicultural Folk Dance Treasure Chest, Volume 1 and Volume 2
 Professional Video Library at OMS: VC 7010 and VC 7011
Christy Lane's Complete Guide to Line Dancing, Professional Video Library at OMS: VC 7012

Key Vocabulary

Dance form: There are four main forms of recreational dance.
 1. Individual: The oldest form of recreational dance. Dancers can be

		<p>randomly spread over the dance area or in a loose circle. Each dancer is independent of the others on the floor.</p> <p>2. <u>Circle or line:</u> Dancers are linked together in some fashion; held hands, shoulders or each other's sashes.</p> <p>3. <u>Formation or set:</u> Dances done in contra lines (parallel lines facing partners), squares or prescribed number of couples in circles.</p> <p>4. <u>Couple:</u> The latest form of recreational dance. This term refers to a closed position couple, which rotates as a single unit as it revolves around the floor.</p> <p><u>Folk dance:</u> The old term for traditional, recreational dance. Also called ethnic dance, world dance and multicultural dance.</p> <p><u>Line of direction:</u> Refers to the counterclockwise direction of movement of dancers around the circle</p>
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KEY ASSIGNMENTS:

Content-based Activities that illustrate the level of rigor expected	<p>Physical Education Fitness Assessment Students complete an individual Fitnessgram record, with pre- and post-test Scores, Healthy Fitness Zone comparisons, goals, and goals met. Students monitor their fitness throughout the year through regular assessments of the Fitnessgram test items and by recording their scores on the Fitness Assessment Log.</p>
Major Written Assignments	<p>Students develop a comprehensive one-month personal fitness plan, based on their own personal health-related fitness assessments and goals. The plan must include activities to maintain/improve the five components of health-related fitness, must identify the component of fitness addressed by each activity, apply the principles of training (progression, overload, specificity, and regularity), and provide rationale why the plan is appropriate to improve their individual fitness.</p>
Unit Assessments	<p>In addition to movement skills' assessments, there are written quizzes over each of the identified fitness units: Five Components of Fitness; Principles of Training; Cardiorespiratory and FITT Principle; Muscular Strength and Endurance and FITT Principle; Skeletal System; Muscular System; Flexibility and the FITT Principle; Body Composition; and Nutrition. These quizzes are in the Intermediate Five for Life Manual and listed in each of the FITNESS units in the course outlines.</p>
Comprehensive Semester Finals	<p>In addition to movement skills assessments, students take a comprehensive written test over the fitness cognitive concepts learned during that semester, with questions from the fitness unit tests.</p>
Projects-Quad D and Service Learning	<p><u>Performance Based Assessments (Projects)</u></p> <p><u>Service Learning</u> Service Learning activities involve research, preparation, action/demonstration, and reflection of experiential applications of the content and will be credited toward the district's 40-hour Service Learning requirement for a High School diploma. Students are expected to complete a Service Learning activity with a minimum of 5 hours, prior to the completion of this course. The learning (any products developed, reflection on the service) will be graded by the instructor; the service itself will not be graded or judged. In addition to the Physical Education Standards, student work demonstrates CTE Foundation Standards listed in the Course Outline.</p>

Assessment/ Assignments	Not Proficient 1	Partial Proficient 2	Proficient 3	Advanced Proficient 4
Graded Student Assessments	Rubic average is a 1 or less than 60%	Rubic average is a 2 or 60% - 69%	Rubic average is a 3 or 70% - 84%	Rubic average is a 4 or 85% - 100%
Physical Education Fitness Assessment (Individual Fitnessgram Record, with Pre- and Post-Test Scores, Healthy Fitness Zone Comparisons, Goals, and Goals Met)	Minimal Completion	Partially Complete	Mostly Complete	Complete, with accurate scores, comparisons to health-related standards, and reasonable goals for improvement See Appendix
Fitness Plan (A one month personal fitness plan with warm-up, fitness components and cool down, FITT guidelines and principles of training.)	Plan Minimally Complete	Plan Partially Complete	Plan includes almost all components	A complete plan includes: a variety of activities; all fitness components; component and activity correctly linked; amount of time per day; target heart rate; parent signature to verify. See Appendix
One Month Activity Journal	Includes all of the components for one week	Includes all of the components for two weeks	Includes all of the components for three weeks	A complete physical activity log includes health-enhancing activities, the activity and time for each activity period, 180 minutes or more a week, 3 or more days a week, parent signature verification for each week.
Demonstration of skill or skill combinations	Student demonstrates minimal or no critical elements of the skill	Student demonstrates some of the critical elements of the skill	Student demonstrates most of the critical elements of the skill	Student clearly and consistently demonstrates all critical elements of the skill
Cognitive Concepts	Student demonstrates little or no evidence of concept knowledge	Student demonstrates some evidence of concept knowledge	Student demonstrates evidence of concept knowledge	Student clearly and consistently demonstrates concept knowledge

INSTRUCTIONAL METHOD AND/OR STRATEGIES:

A variety of instructional strategies will be utilized to accommodate all learning styles:

Physical Education-specific Methods:

1. Demonstrations
2. Lectures, audiovisuals, discussion groups
3. Readings from text, articles, fitness product labels and advertisements, and valid internet sites
4. Demonstrations with instructional props and realia
5. Presentations by approved guest speakers

Lesson Design & Delivery: Teachers will incorporate these components of lesson design during direct instruction and inquiry activities. The order of components is flexible, depending on the teacher’s vision for the individual lesson. For instance, the objective and purpose, while present in the teacher’s lesson plan, are not made known to the students at the beginning of an inquiry lesson.

<p>Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis</p>	<p>Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice</p>
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Some components may occur once in a lesson, but others will recur many times. Checking for understanding occurs continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.

Active Participation: Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

COVERT	OVERT (Oral)	OVERT (Written)	OVERT (Gestures)
<ul style="list-style-type: none"> • Recall • Imagine • Observe • Consider 	<ul style="list-style-type: none"> • Think (Write)/Pair/Share • Idea Wave • Choral Response • Give One, Get One • Socratic Seminar • Cooperative Discussion Groups 	<ul style="list-style-type: none"> • Restate in Notes • Response Boards • Graphic Organizers • Folded Paper • Ticket Out of Class 	<ul style="list-style-type: none"> • Hand Signals • Model with Hand Motions • Stand up/ Sit down • Point to Examples

Diverse learning styles may be addressed by implementing combinations of the following:

Significant, Proven Strategies for ALL Physical Education Students

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> Personal Physical | <input type="checkbox"/> Student Presentations | <input type="checkbox"/> Essential Questions | <input type="checkbox"/> Guest Speakers |
| <input type="checkbox"/> Fitness Assessments | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Thematic Units | |
| <input type="checkbox"/> Short/Long-term projects | <input type="checkbox"/> Summarization | <input type="checkbox"/> Current Events | |

<u>Reading Strategies in Physical Education</u>	
<input type="checkbox"/> Vocabulary Development (including conceptual and non-linguistic components)	<input type="checkbox"/> Reciprocal Teaching
<input type="checkbox"/> Anticipation Guides	<input type="checkbox"/> Functional Text
<input type="checkbox"/> Pre-teaching	
<input type="checkbox"/> Pre-reading	
<input type="checkbox"/> Text Structures	

<u>SDAIE Strategies for English Learners</u>	
<input type="checkbox"/> Lower the Affective Filter (including Processing Time)	
<input type="checkbox"/> Tapping/Building Prior Knowledge (Graphic Organizers, Schema)	
<input type="checkbox"/> Acquisition Levels	<input type="checkbox"/> Multiple Intelligences
<input type="checkbox"/> Language Sensitivity	<input type="checkbox"/> Adapt the Text
<input type="checkbox"/> Grouping Strategies	<input type="checkbox"/> Manipulatives & Visuals
<input type="checkbox"/> Home/School Connection (including Cultural Aspects)	

- Strategies for Students with Disabilities**
- IEP Accommodations (refer to student's IEP document or IEP summary sheet)
 - Curricular Adaptations (e.g., quantity, input, participation, time, level of difficulty, level of support, output, substitute curriculum, alternate goals)
 - Think Alouds
 - Small Group Instruction / Learning Centers

- Manipulatives & Visuals
- Peer Assisted Learning

- Differentiation for Advanced Learners**
- Curriculum Compacting
 - Acceleration
 - Depth and Complexity
 - Tiered Assignments
 - Flexible Grouping
 - Independent Study

Please note that these strategies often overlap and should not be limited to specifically defined courses or student populations

SUPPLEMENTAL INSTRUCTIONAL MATERIALS:

In addition to the basic text, a variety of instructional tools will be used to meet the needs of all students

Textbook Support Resources:

Additional Supplementals:

Focused Fitness, Five for Life Intermediate Manual

Focused Fitness, Five for Life, Advanced Manual

RESOURCES:

ASSESSMENT METHODS AND/OR TOOLS:

Student achievement in this course will be measured using multiple assessment tools including but not limited to:

Suggested Evaluation Tools:

Source	Diagnose	Monitor	Evaluate
District Developed Assessments			
Physical Education Fitness Assessment (Individual Fitnessgram Record, with Pre- and Post-Test Scores, Healthy Fitness Zone Comparisons, Goals, and Goals Met)	Pre-test	Ongoing fitness assessments	Post-test, healthy fitness zone comparisons
Fitness Plan (A one month personal fitness plan with warm-up, fitness components and cool down, FITT guidelines and principles of training.)	Fitness cognitive concepts tests Daily plan	Activity log Journal of Physical Activity	Two-week and one month plan
Fitness Assessment Monitoring Card	Pre-test recorded on card, set goal	Regularly re-assess fitness tests and record on fitness assessment monitoring card. Adjust goals based on performance	Completed fitness assessment monitoring card for each quarter
One Month Activity Journal	Five for Life Cognitive Tests Activity Log	Activity Log	One month log of physical activity
Demonstration of skill or skill combinations	Movement skill pre-tests	Assessments/observations of movement skills during activity, i.e., during drills/games.	Performance based assessment items, rubric-based assessments of movement skills

		Partner feedback/peer assessment of movement skills	
Cognitive Concepts	<u>Five for Life – Intermediate Manual</u> – written unit tests		
Teacher Developed Assessments	Pre-tests Movement skills check-off lists Journals Activity Logs	Peer and cooperative group assignments Short response items Written reports Teacher Observation	Written tests over cognitive concepts of fitness and of movement skills Reflections Activity logs Fitness monitoring

PERFORMANCE STANDARDS:

Defines how good is good enough on which measures to demonstrate achievement of content standards.

District Performance Standards:

The Long Beach Unified School District has common assessments and key assignments that are required for Physical Education. The Performance Standard Criteria for district-wide and classroom setting are shown in the table below.

Assessment/Assignments	Not Proficient 1	Partial Proficient 2	Proficient 3	Advanced Proficient 4
Graded Student Assessments	Rubic average is a 1 or less than 60%	Rubic average is a 2 or 60% - 69%	Rubic average is a 3 or 70% - 84%	Rubic average is a 4 or 85% - 100%

Classroom Performance Standards:

The objective of instruction is to help all students achieve at or above the Proficient Level and receive a C or better in the course. Performance level is determined by the average of the assessments or assignments.

	Not Proficient	Partial Proficient	Proficient	Advanced Proficient
Graded Student Work	Rubic Avg. of 1 or less than 60%	Rubic Avg. of 2 or 60% - 69%	Rubic Avg. of 3 or 70% - 84%	Rubic Avg. of 4 or 85% - 100%

Suggested Grade Weighting:

Standard 1: Demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities.	20 - 40%
Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.	40 - 60%
Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.	20 - 30%

STANDARD GRADING SCALE:

Advanced Proficient	A	90 – 100%
	B	80 – 89%
Proficient	C	70 – 79%
Partial Proficient	D	60 – 69%
Not Proficient	F	0 – 59%

Submitted by: Joan Van Blom
 School/Office: Health and Physical Education
 Original Date: June, 2010
 Revised Board Date: 2/15/11



Name _____ Date _____ Age _____ Grade _____ Roll # _____
 Last Name, First Name Teacher _____ Period _____

PHYSICAL FITNESS ASSESSMENT

Compare your scores to the Healthy Fitness Zones. In the HFZ column, put a Y if your score is in the HFZ, and an N if not in the HFZ

Test Item		Pre-test start date _____			Post-test start date _____		
		Pre-Test Score	HFZ In HFZ = Y Out of HFZ = N	Set Goal	Post-Test Score	HFZ In HFZ = Y Out of HFZ = N	Goal Met = √
Body Mass Index	Height						
	Weight						
	Body Mass Index						
Body Composition	Skinfold Triceps						
	Skinfold Calf						
	Sum of Skinfolds						
Aerobic	PACER Laps						
	Mile Run Time						
	WALK TEST (Time, HR, Wt.)						
Trunk Strength	Trunk Lift						
Muscle Endura	Curl-up						
Muscle Strength	Push-up						
	Flexed-arm hang						
	Modified pull-up						
Flexibility	Sit & Reach Right						
	Sit & Reach Left						
	Shoulder Stretch Right & Left Yes/No						

Healthy Fitness Zones are on the other side (Include most current HFZ on other side)



Name (last, first) _____ Period P.E. ____ Roll # _____

Grade _____ P.E. Teacher _____

MODERATE TO VIGOROUS PHYSICAL ACTIVITY LOG

for the week beginning on Monday, _____

		Month	Day	Year
DAY	PHYSICAL ACTIVITY	MINUTES		
	For each day, list <u>all</u> the moderate and vigorous physical activities you did, both during school and outside of school. (See definitions of moderate and vigorous physical activity.)	How many minutes of each activity did you do?		
<i>EXAMPLE for one day</i>	Station training in PE Basketball at lunch Soccer after school	20 15 30		
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				
SATURDAY				
SUNDAY				
	ADD UP YOUR <i>TOTAL MINUTES</i> FOR THE WEEK:	_____ Minutes		

Circle your overall level of enjoyment while participating in these activities this week:

4
3
2
1

Very enjoyable Enjoyable Somewhat enjoyable Not enjoyable

DEFINITIONS:

Moderate Physical Activity is activity that results in an increase in breathing or heart rate.

Examples: Walking briskly, dancing, easy swimming, or bicycling on level terrain.

Vigorous Physical Activity is activity that results in hard breathing or sweating.

Examples: Jogging, skateboarding, basketball, soccer, fast dancing, swimming laps, bicycling fast, rowing

ONE MONTH PERSONAL FITNESS PLAN - DIRECTIONS

The goal of this assignment is to demonstrate your ability to create and implement a one month personal fitness plan.

For each day, indicate:

1. Activities: What activity or activities will you do each day?
For example: Soccer, Skateboard, Jog, Weight Train, Etc.
2. Type: What type of activity is it?
Is it Cardiorespiratory (CR)?
Is it Muscular Strength (MS)?
Is it Muscular Endurance (ME)?
Is it Flexibility (F)?
3. Intensity: How hard will you do the activity?
For Cardiorespiratory, use Heart Rate (HR); Perceived Exertion Scale; or Pace.
For Muscular Strength and Endurance, use Percent of Effort (for example: 60% of max); or Resistance (weight of resistance)
4. Time: How long will you participate in the activity?
How many minutes?
OR How many sets/repetitions will you do?
OR What distance will you go? How far? How many laps or miles?

<p>Grading – A Complete Plan Includes:</p> <ul style="list-style-type: none">• Daily: Activities, Type, Intensity, and Time• All 4 Types of Fitness: Cardiorespiratory, Muscular Strength, Muscular Endurance, and Flexibility• Warm-Up and Cool Down Activities• Progression obvious through the 4 weeks
--

Your plan should show *progression* and *overload* (gradual increase of the frequency/intensity/time of your activities).

For each week, indicate the daily warm-up and cool down activities you plan to do

You may use class notes or previous assignments to help you make your plan.

PRACTICE PAGE

USE THIS PAGE TO PRACTICE HOW TO COMPLETE THE PLAN WITH YOUR TEACHER

Daily Warm-up Activities:						
Daily Cool-down Activities:						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Activities:	Activities:	Activities:	Activities:	Activities:	Activities:	Activities:
Type:	Type:	Type:	Type:	Type:	Type:	Type:
Intensity:	Intensity:	Intensity:	Intensity:	Intensity:	Intensity:	Intensity:
Time:	Time:	Time:	Time:	Time:	Time:	Time: