**OFFICE OF CURRICULUM, INSTRUCTION & PROFESSIONAL DEVELOPMENT**

# HIGH SCHOOL COURSE OUTLINE

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|---|---|---|---|---|---|---|---|
| **Department** | Physical Education | | | **Course Title** | Introduction to Kinesiology/Physical Ed | | |
| **Course Code** | 3704 | **Grade Level** | 9 | **Course Length** | 2 semesters | **Credits/Semester** | 5 |
| **Required for Graduation** | Yes | **Meets H.S. Grad Requirement** | Yes | **Elective Credit** | No | | |
| **Prerequisites** | None | | | | | | |
| **Articulated with LBCC** | No | **Articulated with CSULB** | No | | | | |
| **Meets UC "a-f" 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 in accordance 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 analyzing skills for effective movement. Units of instruction include: introduction to kinesiology and physical education, fitness (including fitness technology), individual and dual activities, rhythms/dance and aquatics.

## GOALS (Student needs the course is intended to meet)

Student needs to:

Standard 1: Demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities.

Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

## CONTENT STANDARDS

Students will:

1.1 Combine, and apply movement patterns to progress from simple to complex in aquatics, rhythms/dance, and individual and dual activities.

1.2 Demonstrate proficient movement skills in:
Aquatics Dance/Rhythms Individual Activities 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 aquatics, rhythms/dance, and individual and dual activities.
1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatics, and individual and dual activities.
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, rhythms/dance, and individual and dual activities.
1.6 Explain the interrelationships among physical, emotional, cognitive, and scientific factors that affect 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 aquatics, 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 aquatics, rhythms/dance, and individual and dual activities.
1.9 Create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance in aquatics, rhythms/dance, and individual and dual activities.
1.10 Analyze specific situations to determine appropriate performance strategies in aquatics, rhythms/dance, individual and dual activities.
1.11 Assess the effect/outcome of a specific performance strategy in aquatics, rhythms/dance, and individual and dual activities.
1.12 Demonstrate independent learning of movement skills.
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.
2.3 Meet health-related fitness standards established by the State-mandated fitness test.
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.
2.6 Identify the physical fitness requirements of an occupational choice.
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 List available community fitness resources.
2.11 Explain the role of physical activity in the prevention of disease and the reduction of health-care costs.
3.1 Accept personal responsibility to create and maintain a physically/emotionally safe and non-threatening environment for physical activity.
3.2 Act independent of negative peer pressure during physical activity.
3.3 Identify and evaluate personal psychological response 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 performance in physical activities.
3.6 Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity.
3.7 Analyze the role physical activity plays in social interaction and cooperative opportunities within the family and the workplace.
3.8 Recognize the value of physical activity in understanding multiculturalism.
3.9 Recognize the importance of cooperation and positive interactions with others while participating in physical activity.

3.10 Identify and utilize the potential strengths of each individual by supporting his/her effort in physical activity settings.

## DISTRICT PERFORMANCE STANDARDS

The Long Beach Unified School District has common assessments and assignments for Physical Education. The Performance Standard Criteria is shown in the table below. The objective is to have all students achieve at or above the Proficient Level. Performance level is determined by the average of the Assessments or Assignments.

### District Physical Education Performance Standard Criteria

| Assessment/ Assignments | Not Proficient 1 | Partial Proficient 2 | Proficient 3 | Advanced Proficient 4 |
|---|---|---|---|---|
| **Graded Student Assignments/ Assessments** | Average is a 1 or less than 60% | Average is a 2 or 60% - 69% | Average is a 3 or 70% - 84% | 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 | Student demonstrates some evidence of concept knowledge | Student demonstrates evidence of concept knowledge | Student clearly and consistently demonstrates concept knowledge |

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| | knowledge | | | |

## OUTLINE OF CONTENT AND TIME ALLOTMENT

### Introduction to Kinesiology and Physical Education — 2 weeks

Philosophy
Class Curriculum, Expectations, Grading Policy
Classroom Rules and Procedures
Locks and Locker Room Procedure
Dressing Policy

Social Skills and Cooperative Activities (Ongoing throughout the school year.)

| Content Standard(s) | Skills and Concepts | Suggested Resources |
|---|---|---|
| 3.1 Accept personal responsibility to create and maintain a physically/emotionally safe and non-threatening environment for physical activity.<br>3.2 Act independent of negative peer pressure during physical activity.<br>3.3 Identify and evaluate personal psychological response to physical activity.<br>3.4 Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities.<br>3.5 Develop personal goals to improve performance in physical activities.<br>3.6 Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity.<br>3.7 Analyze the role physical activity plays in social interaction and cooperative opportunities within the family and the workplace.<br>3.8 Recognize the value of physical activity in understanding multiculturalism.<br>3.9 Recognize the importance of cooperation and positive interactions with others while participating in physical activity.<br>3.10 Identify and utilize the potential strengths of each individual by supporting his/her effort in physical activity settings. | ▪ Personal and Social Responsibility<br>▪ Conflict resolution skills<br>▪ Social Skills: encouragement, active listening, courtesy<br>▪ Cooperative activities, ice breakers, tag games, trust activities, problem solving initiatives<br><br>**Vocabulary**<br>See Glossary for definitions<br><br>• Biomechanics<br>• Body management<br>• Fundamental movement skills<br>• Group dynamics<br>• Health<br>• Individual or dual activity<br>• Kinesiology<br>• Large muscle groups<br>• Locomotor movements<br>• Manipulative movements<br>• Movement concepts<br>• Movement patterns<br>• Physical activity<br>• Physical fitness | Books:<br>Adventure Curriculum for Physical Education for High School by Jane Panicucci, Project Adventure, Inc. (Each department received this book from the Health/P.E. Office in 2003)<br>Teaching Responsibility Through Physical Activity by Don Hellison, Ph.D./ Human Kinetics, 1995 (Each department received this book from the Health/P.E. Office in 2001.)<br>Quicksilver 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.)<br>GamesSkills by Stephanie Hanrahan/Teresa Carlson/Human Kinetics, 2000, District Professional Library Code: 796.07 HAN<br>Assessing Student Responsibility and Teamwork by NASPE, AAHPERD, 2000, District Professional Library Code: 613.7<br><br>Video:<br>Silver Bullets<br>District Professional Video Library at OMS: VC 6986 |

### Fitness Pre-Test — 1 week

Assess health-related fitness tests. Teacher and students record data

**Fitness Unit** **(ongoing unit)** **3 -6 weeks**

| Content Standard(s) | Skills and Concepts | Suggested Resources |
|---|---|---|
| 2.1 Participate in moderate to vigorous physical activity at least 4 days each week.<br>2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.<br>2.3 Meet health-related fitness standards established by the State-mandated fitness test.<br>2.4 Use physical fitness test results to set and adjust goals to improve fitness.<br>2.5 Improve and maintain physical fitness by adjusting physical activity levels to meet the principles of exercise.<br>2.6 Identify the physical fitness requirements of an occupational choice.<br>2.7 Develop and implement a one-month personal physical fitness plan.<br>2.8 Analyze consumer physical fitness products and programs.<br>2.9 Explain the inherent risks associated with physical activity in extreme environments.<br>2.10 List available community fitness resources.<br>2.11 Explain the role of physical activity in the prevention of disease and the reduction of health-care costs. | ▪ Analyze movement using principles of resistance.<br>▪ Create and implement individualized fitness plan applying the components of fitness (cardiorespiratory, muscle strength, muscle endurance, flexibility, and body composition), the FITT principle, and principles of training (overload, progression, specificity, and regularity).<br>▪ Assess personal fitness, compare personal fitness scores data to health standards and set goals of maintenance and improvement<br>▪ Analyze body types related to age, gender groups, and fitness levels<br>▪ Select a leisure time physical activity and identify opportunities in the community to participate in this activity.<br>▪ Describe historical trends in fitness participation and activities that have had an impact on current physical education and sports.<br>▪ Fitness Activities: (circuit training, fitness lab, weight room, aerobics, steps, runs, medicine balls, cardio equipment).<br>▪ Fitness Technology: (heart rate monitors, heart rate wands, skin calipers, computer software)<br>▪ Introduction to weight training (safety and procedures).<br>▪ Nutrition<br><br>Vocabulary<br>See Glossary for definitions<br><br>• Aerobic activity<br>• Anaerobic<br>• Basic resistance principles Biomechanics<br>• Body composition<br>• Components of physical fitness<br>• Cool down exercises<br>• Core muscles<br>• Dehydration<br>• Ergogenic aids<br>• Flexibility<br>• F.I.T.T. principles/concepts | Fitnessgram Assessment Sheet in Appendix<br><br>Equipment:<br>Fitnessgram equipment (skin fold calipers, tape or CD of Pacer, push-ups, and curl-ups cadence, sit and reach box, rulers, mat with line for curl-ups, body-fat analyzers, scale, fitness software)<br>(Each department received Fitnessgram materials (Manual, Pacer CD, Skinfold calipers, and curl-up strips) from the Research Office in 2005.)<br>CD/cassette player and speakers; audio music CD's or tapes<br>Charts of fitness exercises (check Physical Education catalogs)<br>Heart rate wands and heart rate monitors (Each department received heart rate wands from the Health/Physical Education Office, Spring, 2000 and 2003)<br>Mats; Medicine Balls; Aerobic Steps; Hand weights; Barbells and weights; Weight benches; Jump ropes; Concept 2 Rowing Machines; Elastic exercise bands or Dynabands and additional fitness exercise equipment.<br>Books:<br>▪ Personal Fitness, Looking Good—Feeling Good By Williams, Harageones, Johnson, Smith/ Kendall/Hunt<br>▪ Fitness for Life By Charles B. Corbin and Ruth Lindsey/Human Kinetics<br>▪ Fitnessgram Test Administration Manual, Third Edition, with DVD, provided by Research Office, 2005<br>▪ Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide AAHPERD/Human Kinetics; District Professional Library Code: 613.7 PHY<br>▪ Physical Best Activity Guide Secondary Level AAHPERD/ Human Kinetics; District Professional Library Code: 613.7 PHY |

| Content Standard(s) | Skills and Concepts | Suggested Resources |
|---|---|---|
| | Frequency<br>• Health-related physical<br>• Healthy fitness zone<br>• Healthy target heart rate zone<br>• Hyper-extension<br>• Hyper-flexion<br>• Individuality<br>• Intensity<br>• Large muscle groups<br>• Mode/type<br>• Moderate physical<br>• Muscle endurance<br>• Muscle strength<br>• Overload<br>• Perceived exertion index<br>• Physical fitness<br>• Plyometric exercise<br>• Principles of training/principles of exercise<br>• Progression<br>• Recovery rates<br>• Regularity<br>• Resistance principle<br>• Specificity.<br>• Time<br>• Type<br>• Vigorous physical activity<br>• Warm-up exercises<br>• Weight-bearing activities | ▪ Lessons From the Heart By Beth Kirkpatrick/Human Kinetics, 1997, ISBN 0-88011-764-8 (One copy provided to all departments from Health/P.E. Office, Spring, 2000)<br>Videos:<br>▪ Videos in Instructional Resource Packet included in class sets of Personal Fitness and Fitness For Life<br>▪ Physical Best Instructor Video, 1999Professional Video Library at OMS: VC 7008<br>▪ Flexibility for Sport and Fitness, 1997 Professional Video Library at OMS: VC 6908<br>▪ Partner-Resistance Strength Training, 1998 Professional Video Library at OMS: VC 7003<br>Physical Education Software<br>▪ Bonnie's Fitware, (562) 924-0835, http://www.pesoftware.com/<br>▪ Humankinetics, (800) 747-4457, e-mail www.humankinetics.com<br>Equipment:<br>Items from stock catalog or physical education equipment catalogs |

**Individual and Dual Activities** **12-18 weeks**

Select three to four of the following: Badminton, Frisbee Golf, Golf, Handball, Paddle Tennis, Pickleball, Tennis, Track and Field, Recreational Games

| Content Standard(s) | Skills and Concepts | Suggested Resources |
|---|---|---|
| 1.1Combine, and apply movement patterns to progress from simple to complex in aquatics, rhythms/dance, and individual and dual activities.<br>1.2Demonstrate proficient movement skills in: Aquatics, Dance/Rhythms, Individual Activities, Dual Activities<br>1.3Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatics, rhythms/dance, and individual and dual activities.<br>1.4Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatics, and individual | ▪ Develop basic competency in skills, and demonstrate advanced techniques.<br>▪ History, safety, rules and etiquette, strategies, score keeping, officiating<br>▪ Similarities and differences<br>▪ Analyze use of levers in individual/dual activities<br>▪ Demonstrate conflict resolution skills<br><br>Vocabulary<br><br>Balance – The ability to maintain equilibrium in relation to the force of gravity. | Equipment:<br>Equipment appropriate for the activity from the district stock catalog or physical education catalogs. Golf: Clubs (irons, putters), whiffle balls (assorted sizes), carpet or mats from which to hit, targets (hula hoops, tarps, cones, boxes, cups, etc.), buckets or dish pans for balls at each hitting area, safety markers for stations. Racket Sports: Appropriate rackets and balls or shuttlecocks.<br><br>Books:<br>Physical Activity and Sport for the Secondary School Student, By Neil |

| Content Standard(s) | Skills and Concepts | Suggested Resources |
|---|---|---|
| and dual activities.<br>1.5Explain, 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, rhythms/dance, and individual and dual activities.<br>1.6Explain the interrelationships among physical, emotional, cognitive, and scientific factors that affect performance.<br>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, rhythms/dance, individual activities, and dual activities.<br>1.8Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatics, rhythms/dance, and individual and dual activities.<br>1.9Create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance in aquatics, rhythms/dance, and individual and dual activities.<br>1.10Analyze specific situations to determine appropriate performance strategies in aquatics, rhythms/dance, individual and dual activities.<br>1.11 Assess the effect/outcome of a specific performance strategy in aquatics, rhythms/dance, and individual and dual activities.<br>1.12 Demonstrate independent learning of movement skills. | Biomechanics – The study of human movement and how such movement is influenced by gravity, friction, and the laws of motion. It involves the analysis of force, including muscle force that produces movements and impact force that may cause injuries. It explains why motor skills are performed in explicit ways in order to improve their efficiency and effectiveness.<br>Rebound principles – Newton's Third Law: An object when struck will rebound in the opposite direction with the same amount of force with which it was hit.<br>Strategies – Decisions made by individuals and/or a team about the overall play of the game.<br>Striking pattern – Fundamental motor skill in which an object is hit, with or without an implement.<br>Tactics – Individual movement of players or teams to accomplish an immediate goal or accommodate the specific situation. Tactics take place within the game as an ongoing part of game play and includes decisions an individual makes about when, why, and how to respond to a particular situation.<br>Volley – To strike a ball upward | J. Dougherty, Editor/NASPE, AAHPERD, 2002, ISBN 0-88314-725-4<br><br>Videos:<br>USTA's Backboard Tennis, Professional Video Library at OMS, VC 6998<br>USTA's Teaching Group Tennis, Professional Video Library at OMS, VC 6999<br>Introduction to Track and Field I, Professional Video Library at OMS, VC 6908<br>Jumps (Gold Medal Track and Field Series), Professional Video Library at OMS, VC 6992<br>Sprints, Hurdles, and Relays (Gold Medal Track and Field Series), Professional Video Library at OMS, VC 6991<br>Throws (Gold Medal Track & Field Series), Professional Video Library at OMS, VC 6993 |

**Fitness Mid-Year Testing** **1 week**

Assess health-related fitness tests. Teacher *and* students record data

**Rhythms / Dance** **3 weeks**

| Content Standard(s) | Skills and Concepts | Suggested Resources |
|---|---|---|
| 1.1 Combine, and apply movement patterns to progress from simple to complex in aquatics, rhythms/dance, and individual and dual activities. | ▪ Learn and demonstrate fundamental dance movements<br>▪ Perform a variety of dances<br>▪ Folk, country, social and creative | Equipment::<br>CD's or cassettes with appropriate sound system |

| Content Standard(s) | Skills and Concepts | Suggested Resources |
|---|---|---|
| 1.2 Demonstrate proficient movement skills in: Aquatics, Dance/Rhythms, Individual Activities, Dual Activities<br>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, rhythms/dance, and individual and dual activities.<br>1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatics, and individual and dual activities.<br>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, rhythms/dance, and individual and dual activities.<br>1.6 Explain the interrelationships among physical, emotional, cognitive, and scientific factors that affect performance.<br>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, rhythms/dance, individual activities, and dual activities.<br>1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatics, rhythms/dance, and individual and dual activities.<br>1.9 Create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance in aquatics, rhythms/dance, and individual and dual activities.<br>1.10 Analyze specific situations to determine appropriate performance strategies in aquatics, rhythms/dance, individual and dual activities.<br>1.11 Assess the effect/outcome of a specific performance strategy in aquatics, rhythms/dance, and individual and dual activities.<br>1.12 Demonstrate independent learning of movement skills. | dances<br>▪ Appreciate aesthetic features of movement relating to cultural and ethnic diversity<br>▪ Analyze influence of events in world on dance<br><br>Vocabulary<br><br>Dance form: There are four main forms of recreational dance.<br>▪ Individual: The oldest form of recreational dance. Dancers can be randomly spread over the dance area or in a loose circle. Each dancer is independent of the others on the floor.<br>▪ Circle or line: Dancers are linked together in some fashion; held hands, shoulders or each other's sashes.<br>▪ Formation or set: Dances done in contra lines (parallel lines facing partners), squares or prescribed number of couples in circles.<br>▪ Couple: 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.<br>Folk dance: The old term for traditional, recreational dance. Also called ethnic dance, world dance and multicultural dance.<br>Line of direction: Refers to the counterclockwise direction of movement of dancers around the circle | CD's:<br>International Folk Dance from Wagon Wheel Records (All departments received from Health/PE Office in 2001.)<br>Fun Dances for Everyone from Wagon Wheel Records (All departments received from Health/PE Office in 2002.)<br>Folk Dances Around the World from Wagon Wheel Records<br>Fundamentals of Square Dance from Wagon Wheel Records (All departments received from Health/PE Office in 2002.)<br><br>Books:<br>Dance A While: Handbook for Folk, Square, Contra, and Social Dance Allyn/Bacon, 2000; Professional Library Code 793.3 HAR<br><br>Videos:<br>Multicultural Folk Dance Treasure Chest, Volume 1 and Volume 2 Professional Video Library at OMS: VC 7010 and VC 7011<br>Christy Lane's Complete Guide to Line Dancing, Professional Video Library at OMS: VC 7012 |

**Aquatics** **3 - 6 weeks**

| Content Standard(s) | Skills and Concepts | Suggested Resources |
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| Content Standard(s) | Skills and Concepts | Suggested Resources |
|---|---|---|
| 1.1 Combine, and apply movement patterns to progress from simple to complex in aquatics, rhythms/dance, and individual and dual activities.<br>1.2 Demonstrate proficient movement skills in: Aquatics, Dance/Rhythms, Individual Activities, Dual Activities<br>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, rhythms/dance, and individual and dual activities.<br>1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatics, and individual and dual activities.<br>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, rhythms/dance, and individual and dual activities.<br>1.6 Explain the interrelationships among physical, emotional, cognitive, and scientific factors that affect performance.<br>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, rhythms/dance, individual activities, and dual activities.<br>1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatics, rhythms/dance, and individual and dual activities.<br>1.9 Create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance in aquatics, rhythms/dance, and individual and dual activities.<br>1.10 Analyze specific situations to determine appropriate performance strategies in aquatics, rhythms/dance, individual and dual activities.<br>1.11 Assess the effect/outcome of a specific performance strategy in aquatics, rhythms/dance, and | Water safety, rules, and etiquette of aquatic activities<br>History of aquatics<br>Demonstrate proficient swimming skills:<br>▪ Breathing and relaxation techniques<br>▪ Floating (jellyfish float, prone float, back float)<br>▪ Gliding<br>▪ Gliding and kicking<br>Stroke instruction:<br>▪ Beginning: Front crawl, elementary backstroke, breaststroke, backstroke<br>▪ Advanced: Sidestroke, butterfly, treading water, diving, flip turns, water sports, basic lifesaving techniques and drown proofing<br>Analyze body types in relation to floating techniques<br>Apply principles of resistance to enhance performance<br>Water aerobics<br>Lap swimming<br>Resistance training<br>Water polo<br>Deep water exercises<br>Dry land techniques | Contact local Red Cross chapter for information on the following guides<br><br><u>The American Red Cross Water Safety Handbook,</u> American Red Cross<br>Includes easy-to-remember safety tips for pools, spas, water parks, lakes, rivers, oceans and more.<br><br><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.<br><br><u>Water Polo Lesson Plans</u> from USA Water Polo |

| Content Standard(s) | Skills and Concepts | Suggested Resources |
|---|---|---|
| individual and dual activities.<br>1.12 Demonstrate independent learning of movement skills. | | |

**Fitness Post-Test** **1 week**

Reassess personal fitness and compare scores to pretest scores, health standards, and personal goals. Record data. Evaluate fitness plan

**Closure** **1 week**

Reflection
Locker room shutdown

**APPLICATION OF THE CONTENT**

**Related Career Titles** –Students who have an interest in physical education may be interested in the following careers.

Teaching/Education Careers: Physical Education Teacher, Coach, Personal Trainer, Lifeguard
Journalism Careers: Writer, Sports Reporter
Medical Careers: Sports Medicine, Athletic Trainer, Physical Therapy, Chiropractor, Massage Therapy, Personal Trainer
Business: Athletic Clubs; Resort Owner/Worker
Law: Contract Law, Negotiations, Athlete Agent
Entertainment: Acting, Stunt Person, Dance/Entertainer, Photographer
Food Services: Health Food Services, Nutritionist
Recreation and Leisure: Recreation Leader, Cruise Director, Referee/Sports Official

**SERVICE LEARNING**

There are many opportunities, on campus and in the community, to participate in Service Learning activities related to Physical Education. The planning, implementing, and evaluating of these activities can be credited toward the Service Learning requirement.

**METHODS**

A variety of instructional strategies will be used to accommodate all learning styles and to reinforce reading, writing and physical activity skills while learning physical education content.

Methods include: Demonstrations – by teacher, student(s), or experts on video; Lecture; Modeling; Guided practice and Group discussion.
Student centered learning to include: peer coaching; reciprocal teaching; checklists; video (peer and self-analysis); guided discovery; stations and circuits; and task cards.
Lesson Design & Delivery: Teachers will incorporate these components of lesson design. 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.

| **E**ssential **E**lements of **E**ffective **I**nstruction | Anticipatory Set |
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| | |
|---|---|
| Model for Lesson Design Using Task Analysis | Objective<br>Standard Reference<br>Purpose<br>Input<br>Modeling<br>Check for Understanding<br>Guided Practice<br>Closure<br>Independent Practice |

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 (Body Movement) |
|---|---|---|---|
| • Think of | • Pair/Share | • Restate in Journals | • Body movement signals |
| • Recall | • Idea Wave | • Response Boards or on Clipboards | • Model with or without manipulatives |
| • Imagine | • Choral Response | • Graphic Organizers | • Stand up/ Kneel |
| • Observe | • Give One, Get One | • Ticket Out of Class | • Point to Examples |
| • Consider | • Cooperative Discussion Groups | | |

**Baldrige Quality Tools**

Flow Chart
Team Building Activities
Student Survey
Plus/Delta
Issue Bin

**Literacy and Differentiation Strategies**
Learning styles and learning challenges of your students may be addressed by implementing combinations of the following:

**Reading Strategies in Physical Education**
- Learning Logs
- Pre-teaching
- Vocabulary
- Pre-reading

**Strategies for Special Needs Students**
- Interactive Learning (manipulatives, visuals))
- Adapt Reading Material
- Modify Equipment

**Primary Language Support**
- Preview/review Grouping

**Differentiation for Advanced Learners**
- Curriculum Compacting

- Anticipation Guides
- Reciprocal Teaching

**SDAIE Strategies for English Learners**

- Tapping/Building Prior Knowledge (Graphic Organizers)
- Grouping Strategies
- Multiple Intelligences
- Adapt the written material
- Interactive Learning (Manipulatives, Visuals)
- Acquisition Levels
- Language Sensitivity
- Lower the Affective Filter (including Processing Time)
- Home/School Connection (including Cultural Aspects)
- Homogeneous Grouping
- Small Group Instruction
- Direct Instruction
- Graphic Organizers
- Partner
- Build Prior Knowledge
- Differentiate Instruction
- Use of Instructional Accommodations: *(i.e., Change of response, scheduling, presentation, and setting)*
- Modify/adapt the Curriculum: *(i.e., Change quantity, timing, level of support, input, difficulty, output, participation, have alternate goals)*
- Tiered Assignments
- Flexible Grouping
- Acceleration
- Depth and Complexity
- Independent Study

## GENERAL MATERIALS USED IN TEACHING THE COURSE

### Equipment

Equipment appropriate to the unit: Variety of balls and equipment from the district stock catalog and physical education equipment catalogs (Sporttime, Gopher, Flaghouse, The Education Company, Wagon Wheel Records.)
Chalkboard/white board, chart paper and easel, crates for portfolios/journals
Portable stereo with CD/cassette player
Wireless microphone and speaker system
Stopwatches
Electric ball pump
Measuring wheel for measuring various distances, areas, fields, boundaries
Clipboards (teacher and students class set) and pencils
Lining chalk or paint for lining fields
Video camera, VCR, DVD player, and monitor
Computer with internet and intranet access
Heart Rate wands

### General Reference Books

Dynamic Physical Education for Elementary School Children
By Robert P. Pangrazi/ Allyn and Bacon; District Professional Library Code: 372.86 PAN

Dynamic Physical Education For Secondary School Children
By Robert P. Pangrazi/ Allyn and Bacon; District Professional Library Code: 613.7

The Safe Exercise Handbook, Fourth Edition
By Toni Branner/Kendall/Hunt Publishing, 2000, ISBN 0-7872-7135-7
One copy provided to all departments from Health/P.E. Office, Spring, 2003

Lessons From the Heart
By Beth Kirkpatrick/Human Kinetics, 1997, ISBN 0-88011-764-8
(One copy provided to all departments from Health/P.E. Office, Spring, 2000)

Complete Physical Education Plans for Grades 7-12
By Isobel Kleinman/Human Kinetics, 2001/www.humankinetics.com, ISBN 0-7360-3248-7
Physical Activity and Sport for the Secondary School Student,
By Neil J. Dougherty, Editor/NASPE, AAHPERD, 2002, ISBN 0-88314-725-4
Teaching Cues for Basic Sport Skills For Elementary and Middle School Students
By Hilda Fronske and Rolayne Wilson, Benjamin Cummings, 2002, ISBN 0-205-30956-9
Teaching Cues for Sports Skills, Second Edition
By Hilda Fronske/Allyn & Bacon, 2001, ISBN 0-205-32752-4
Concepts of Physical Education, What Every Student Needs to Know
By NASPE, AAHPERD, 2003, ISBN 0-88314-744-0
Steps to Success Series by Human Kinetics for a variety of sports
The Sports Rules Book
By Human Kinetics, 1998, ISBN 0-88011-807-5, District Professional Library Code: 796 HUM
Creating Rubrics for Physical Education
By NASPE, AAHPERD, 2000, District Professional Library Code: 613.7 LUN
Assessment in Games Teaching
By NASPE, AAHPERD, 1999, District Professional Library Code: 613.7 MIT

**General Music Source**

Wagon Wheel Records
16812 Pembrook Lane
Huntington Beach, CA 92649
(714) 846-8169
Christy Lane Enterprises
P.O. Box 4040
Palm Springs, CA 92263-4040
(800) 555-0205; www.christylane.com

**Classroom Textbooks**

Personal Fitness: Looking Good, Feeling Good By Charles S. Williams, Emmanouel G. Harageones, Dewayne J. Johnson, Charles D. Smith, Kendall/Hunt Publishing Company
Fitness for Life, By Charles B. Corbin and Ruth Lindsey/Human Kinetics Publishing Company

**Glossary**

**Vocabulary for Introduction Unit**
Biomechanics – The study of human movement and how such movement is influenced by gravity, friction, and the laws of motion. It involves the analysis of force, including muscle force that produces movements and impact force that may cause injuries. It explains why motor skills are performed in explicit ways in order to improve their efficiency and effectiveness.
Body management – Basic skills focusing on abilities to control the body/body parts in actions such as those involving traveling, balancing, rolling, and supporting body weight.
Fundamental movement skills – An organized series of basic movements that involve the combination of movement patterns of two or more body segments. Fundamental movement skills may be categorized as stability, locomotor, or manipulative movements.
Group dynamics – Each person in a group influences and is influenced by each other. The most important aspect of group cohesiveness and good performance seems to be commitment to the

group task, which leads to a sense of collective efficacy—team members can respond to the demands of a difficult situation.
Health – Optimal well being that contributes to quality of life. It is more than freedom from disease and illness. Optimal health includes high-level mental, social, emotional, spiritual, and physical wellness within the limits of one's heredity and personal abilities.
Individual or dual activity – Physical activities that require either one or two participants. Examples include badminton, swimming, golf, handball, and weight lifting.
Kinesiology – The study of human movement.
Large muscle groups – Muscles that work together and have a large mass relative to other muscle groups in the body. Examples of large muscle groups are the arms, back, and legs.
Locomotor movements – The basic patterns used to travel (walking, running, leaping, hopping, jumping, galloping, sliding, and skipping).
Manipulative movements – Movements in which skills are developed while using an implement. Examples include throwing, catching, punching, kicking, trapping, rolling, dribbling, striking, and volleying.
Movement concepts – The ideas used to modify or enrich the range and effectiveness of skill employment. Involves learning "how, where, and with what" the body moves.
Movement patterns – An organized series of related movements.
Physical activity – Bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure, broadly including exercise, sport, dance, and other movement forms.
Physical fitness – A positive state of well-being with low risk of premature health problems and energy to participate in a variety of physical activities. It is influenced by regular, vigorous physical activity, genetic makeup and nutritional adequacy.

**Vocabulary for Fitness Unit**
Aerobic activity – Long duration exercise that relies on the presence of oxygen for the production of energy; it may also control body weight, reduce the percentage of body fat, improve the circulatory function, and reduce blood pressure. Examples include aerobic dance, aqua aerobics, cycling, jogging, power walking, recreational dance, in-line skating, step aerobics, kickboxing, and super circuit.
Anaerobic activity – Short duration exercise completed without the aid of oxygen; it is used to build muscle mass and to improve one's ability to move quickly and to deliver force.
Basic resistance principles – Resistance is the weight or force that is used to oppose a motion. Resistance training increases muscle strength by pitting the muscles against a weight, such as a dumbbell or barbell. The basic principles of resistance training include: type of lift, intensity, volume, variety, progressive overload, rest, and recovery.
Biomechanics – The study of human movement and how such movement is influenced by gravity, friction, and the laws of motion. It involves the analysis of force, including muscle force that produces movements and impact force that may cause injuries. It explains why motor skills are performed in explicit ways in order to improve their efficiency and effectiveness.
Body composition – The makeup of the body in fat free mass (muscle, bone, vital organs and tissues) and fat mass.
Components of physical fitness – Aerobic capacity, muscle strength, muscle endurance, flexibility, and body composition.
Cool down exercises – Five to ten minutes of light to moderate physical activity. It maintains blood pressure, helps enhance venous return, and prevents blood from pooling in the muscles.
Core muscles – The abdominal, back, hip, and pelvic floor muscles.
Dehydration – Loss of water and important blood salts like potassium and sodium which are essential for vital organ functioning.

Ergogenic aids – Substances, devices, or practices that enhance an individual's energy use, production, or recovery.
Flexibility – The ability to move joints of the body through normal range of motion.
F.I.T.T. principles/concepts – Inter-related and inter-dependent rules for gaining and maintaining physical fitness—frequency, intensity, time, and type.
Frequency – A principle of training that establishes how often to exercise.
Health-related physical fitness – Consists of those components of physical fitness that have a relationship with good health. The components are body composition, aerobic capacity, flexibility, muscular endurance, and strength.
Healthy fitness zone – The lower and upper ranges of performance on physical fitness tests that have been identified as being related to good health.
Healthy target heart rate zone – A safe range of activity intensity that can be used to enhance the level of aerobic capacity.
Hyper-extension – Greater than normal stretching or straightening of an extended limb.
Hyper-flexion – Greater than normal stretching or straightening of a flexed limb.
Individuality – A principle of training that establishes the program must take into account the specific needs and abilities of individuals for whom it is designed.
Intensity – A principle of training that establishes how hard to exercise.
Large muscle groups – Muscles that work together and have a large mass relative to other muscle groups in the body. Examples of large muscle groups are the arms, back, and legs.
Mode/type – A principle of training that establishes the specific activity to use.
Moderate physical activity – Moderate-intensity physical activity generally requires sustained rhythmic movements and refers to a level of the effort a healthy individual might expend while walking briskly, dancing, swimming, or bicycling on level terrain, for example. A person should feel some exertion but should be able to carry on a conversation comfortably during the activity.
Muscle endurance – The ability of a muscle to avoid fatigue.
Muscle strength – The ability of a muscle to exert force.
Overload – A principle of training that establishes a minimum threshold to obtain a benefit.
Perceived exertion index – A way of rating how hard you feel your body is working during physical activity, based on physical sensations you experience, including increased heart rate, increased respiration or breathing rate, increased sweating, and muscle fatigue.
Physical fitness – A positive state of well-being with low risk of premature health problems and energy to participate in a variety of physical activities. It is influenced by regular, vigorous physical activity, genetic makeup and nutritional adequacy.
Plyometric exercise – A rapid powerful movement preceded by a preloading counter movement which creates a stretch-shortened cycle of the muscle.
Principles of training/principles of exercise – Principles to follow in planning an exercise program to affect physiological changes in the human body related to health and performance including: frequency, individuality, intensity, mode/type, overload, progression, regularity, specificity and time.
Progression – A principle of training that establishes increases in the elements addressed in the principles to provide improvements over periods of time.
Recovery rates – The time necessary for an exercise-induced elevated heart rate to return to a normal resting heart rate.
Regularity – A principle of training that establishes exercise on a regular schedule. A pattern of physical activity is regular if activities are performed most days of the week, preferably daily; five or more days of the week if moderate-intensity activities are chosen; or three or more days of the week if vigorous-intensity activities are chosen.
Resistance principle – The principle that the use of some implement, device, or simply bodyweight as a resistance can enhance some physical characteristic like strength or muscular endurance.

Specificity – A principle of training that establishes a particular kind of activity for each component of physical fitness.
Time – A principle of training that establishes the amount of time for each exercise period.
Type – A principle of training that establishes which muscles to target during an exercise period.
Vigorous physical activity – Vigorous-intensity physical activity generally requires sustained, rhythmic movements and refers to a level of effort a healthy individual might expend while jogging, participating in high-impact aerobic dancing, swimming continuous laps, or bicycling uphill, for example. Vigorous-intensity physical activity may be intense enough to result in a significant increase in heart and breathing rate.
Warm-up exercises – Low intensity exercises that prepare the muscular/skeletal system and heart and lungs (cardiorespiratory system) for the hard work to follow.
Weight-bearing activities – Any activity in which one's feet and legs carry their own weight. Examples include walking, running, tennis, aerobic dancing.

## EVALUATION

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

- Performance-based assessments which assess physical education cognitive concepts and skills
- Journals
- Portfolios
- Checklists
- Rubrics of performance assessments during activity
- Quizzes and tests
- Projects (rubric assessed)
- Video
- Computer software
- Fitnessgram
- Fitness Plan
- Fitness Testing Data Record (Data from at least three testing periods)

## GRADING POLICY

A common grading policy ensures consistency between schools and classrooms across the district.

**Suggested Percent of Grade**

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

**Suggested Grading Scale**

**A** 90% - 100%
**B** 80% - 89%
**C** 70% - 79%
**D** 60% - 69%
**F** Below 60%

Submitted by: Joan Van Blom
School: Health/PE Office
Revised Date: 6/05

**APPENDIX ATTACHED**

long beach unified school district

**Name**_____**Date**_____**Age**____**Grade**____**Roll #**_____

Date of Birth___/___/___ Teacher_____Period___

Pre-Test Parent Sign._____Post-Test Parent

## Physical Education Fitness Assessment

**Standard 3 (K – 8th Grade): Assess and maintain a level of physical fitness to improve health and performance**
**Standard 2 (High School Course 1 and 2): Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies**

| Proficiency Level | Characteristics |
|---|---|
| **4** | Complete, with accurate scores, comparisons to health-related standards, and reasonable goals for improvement |
| **3** | Mostly complete |
| **2** | Partially complete |
| **1** | Minimal completion |

Compare your scores to the healthy fitness zones and place a √ in the HFZ column if your score is in the zone.

| Test Item | Pre-Test __/__/__ Completion Date | HFZ (Healthy Fitness Zone) √ | Goal | Post-Test __/__/__ Completion Date | HFZ (Healthy Fitness Zone) √ | Met Goal √ |
|---|---|---|---|---|---|---|
| Curl-up | | | | | | |
| Push-up | | | | | | |
| PACER | | | | | | |
| Mile Run | | | | | | |
| Sit & Reach Right | | | | | | |
| Sit & Reach Left | | | | | | |
| Trunk Lift | | | | | | |
| Skinfold Triceps | | | | | | |
| Skinfold Calf | | | | | | |
| Sum of Skinfolds | | | | | | |
| Height | | | | | | |
| Weight | | | | | | |
| Body Mass Index | | | | | | |

Healthy Fitness Zones on Reverse Side

## HEALTHY FITNESS ZONES - BOYS

| AGE | CURL-UP | PUSH-UP | ONE MILE RUN | PACER LAPS | SIT AND REACH | TRUNK LIFT | BODY MASS INDEX | BODY COMPOSITION |
|---|---|---|---|---|---|---|---|---|
| 10 | 12 – 24 | 7 – 20 | 11:30 – 9:00 | 23 - 61 | 8” | 9 – 12” | 21 – 15.3 | 10 – 25% |
| 11 | 15 – 28 | 8 - 20 | 11:00 – 8:30 | 23 - 72 | 8” | 9 – 12” | 21 – 15.8 | 10 – 25% |
| 12 | 18 – 36 | 10 - 20 | 10:30 – 8:00 | 32 - 72 | 8” | 9 – 12” | 22 – 16 | 10 – 25% |
| 13 | 21 – 40 | 12 - 25 | 10:00 – 7:30 | 41 - 72 | 8” | 9 – 12” | 23 – 16.6 | 10 – 25% |
| 14 | 24 – 45 | 14 - 30 | 9:30 – 7:00 | 41 - 83 | 8” | 9 – 12” | 24.5 – 17.5 | 10 – 25% |
| 15 | 24 – 47 | 16 - 35 | 9:00 – 7:00 | 51 - 94 | 8” | 9 – 12” | 25 – 18.1 | 10 – 25% |
| 16 | 24 – 47 | 18 - 35 | 8:30 – 7:00 | 61 - 94 | 8” | 9 – 12” | 26.5 – 18.5 | 10 – 25% |

## HEALTHY FITNESS ZONES - GIRLS

| AGE | CURL-UP | PUSH-UP | ONE MILE RUN | PACER LAPS | SIT& REACH | TRUNK LIFT | BODY MASS INDEX | BODY COMPOSITION |
|---|---|---|---|---|---|---|---|---|
| 10 | 12 – 26 | 7 – 15 | 12:30 – 9:30 | 15 – 41 | 9” | 9 – 12” | 23.5 –16.6 | 17 – 32% |
| 11 | 15 – 29 | 7 – 15 | 12:00 – 9:00 | 15 – 41 | 10” | 9 – 12” | 24 – 16.9 | 17 – 32% |
| 12 | 18 – 32 | 7 – 15 | 12:00 – 9:00 | 23 – 41 | 10” | 9 – 12” | 24.5 – 16.9 | 17 – 32% |
| 13 | 18 - 32 | 7 – 15 | 11:30 – 9:00 | 23 – 51 | 10” | 9 – 12” | 24.5 – 17.5 | 17 – 32% |
| 14 | 18 - 32 | 7 – 15 | 11:00 – 8:30 | 23 – 51 | 10” | 9 – 12” | 25 – 17.5 | 17 – 32% |
| 15 | 18 - 35 | 7 – 15 | 10:30 – 8:00 | 23 – 51 | 12” | 9 – 12” | 25 – 17.5 | 17 – 32% |
| 16 | 18 - 35 | 7 – 15 | 10:00 – 8:00 | 32 - 61 | 12” | 9 – 12” | 25 – 17.5 | 17 – 32% |

**Name**_____**Age**____**Grade**____ **Roll#**_____

Teacher_____ Month_____

**Physical Education Assessment – One Month Personal Fitness Plan**

**Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies**

- 9th Grade: Standard 2.7 Develop and implement a one-month personal physical fitness plan
- 9th & 10 Grade: 2.1 Participate in moderate to vigorous physical activity at least 4 days each week

| Proficiency Level | Characteristics |
|---|---|
| 4 | A complete physical fitness plan includes activities to improve the components of health-related fitness, the Frequency, Intensity, and Time for each activity, parent initial at the end of each week, and parent/guardian signature at the end of the month |
| 3 | Most of the plan complete with parent initials and signature |
| 2 | Partial completion of the plan with parent initials and signature |
| 1 | Minimal completion of the plan with parent initials and signature |
| 0 | Not turned in/no parent signature or initial. |

Directions: Fill in the date for each day in the left-hand corner of the square. List the activity, the type (cardio, strength, muscle endurance, flexibility), the intensity, and the time. At the end of each week, put the total minutes of activity for the week and have parent/guardian initial to verify that you did the activity.

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Active minutes | Initial |
|---|---|---|---|---|---|---|---|---|
| ___ Example: Cycling, Cardio 30 minutes In Target Heart Rate | ___ | ___ | ___ | ___ | ___ | ___ | | |
| ___ | ___ | ___ | ___ | ___ | ____ | ___ | | |
| ___ | ___ | ____ | ____ | ____ | ____ | ____ | | |
| ___ | ___ | ____ | ____ | ____ | ____ | ____ | | |
| ___ | ___ | ____ | ____ | ____ | ___ | ____ | | |

I verify that my son/daughter developed and completed this physical fitness plan.
Parent/guardian signature_____Phone Number_____Date_____
Parent/guardian comment: