long beach unified school district

OFFICE OF CURRICULUM, INSTRUCTION & PROFESSIONAL DEVELOPMENT

HIGH SCHOOL COURSE OUTLINE

Department	Physical Education			**Course Title**	Advanced Kinesiology/Physical Education		
Course Code	3707	**Grade Level**	10	**Course Length**	2 semesters	**Credits/Semester**	5
Required for Graduation	Yes	**Meets H.S. Grad Requirement**		Yes	**Elective Credit**	No	
Prerequisites	Introduction to Kinesiology/Physical Education or other first year P.E. Course						
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 advanced kinesiology and physical education, fitness (including fitness technology), team activities, gymnastics/tumbling, aquatics and combatives.

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

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 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.
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
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.

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 knowledge	Student demonstrates some evidence of concept knowledge	Student demonstrates evidence of concept knowledge	Student clearly and consistently demonstrates concept knowledge

OUTLINE OF CONTENT AND TIME ALLOTMENT

Introduction to Advanced 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 (Should be ongoing throughout the school year.)

Content Standard(s)	Skills and Concepts	Suggested Resources
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.	Personal and Social Responsibility Conflict resolution skills Social Skills: encouragement, active listening, courtesy ▪ Cooperative activities, ice breakers, tag games, trust activities, problem solving initiatives **Vocabulary** See Glossary for definitions 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	Books: ▪ 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) ▪ Teaching Responsibility Through Physical Activity by Don Hellison, Ph.D./ Human Kinetics, ▪ (Each department received this book from the Health/P.E. Office in 2001.) ▪ 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.) ▪ GamesSkills by Stephanie Hanrahan/Teresa Carlson/Human Kinetics, 2000, District Professional Library Code: 796.07 HAN ▪ Assessing Student Responsibility and Teamwork by NASPE, AAHPERD, 2000, District Professional Library Code: 613.7 Video: ▪ Silver Bullets District Professional Video Library at OMS: VC 6986

Fitness Pre-Test — 1 week

Assess health-related fitness tests, compare scores to a health-related standard and set goals for improvement
Record data using fitness software

Fitness Unit 3-6 weeks

Ongoing throughout the year

Content Standard(s)	Skills and Concepts	Suggested Resources
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	▪ Apply principles of resistance training ▪ Apply physiological principles involved in human movement ▪ Students expand on their previously designed activity and fitness plan based on their individual needs. ▪ Assess personal fitness, compare personal fitness scores data to health standards and set goals of maintenance and improvement ▪ Analyze body types and within between age, gender groups, and fitness levels ▪ Select a leisure time physical activity and identify opportunities in the community to participate in this activity. ▪ Describe current trends in fitness participation and activities. ▪ Understand the components of total health fitness and the relationship between physical activity and lifelong wellness. ▪ Fitness Activities: (circuits, stations, fitness lab, weight room, aerobics, steps, runs, cardio equipment) ▪ Fitness Technology: (heart rate monitors, heart rate wands, skin calipers, computer software) ▪ Advanced techniques of weight training ▪ Nutrition ▪ The effects of performance enhancement drugs ▪ Learn and apply the biomechanical principals of: ▪ Newton's laws of motion, center of gravity, force projection and absorption, buoyancy, spin, rotational mechanics, levers, vectors, and motion Vocabulary See Glossary for definitions Aerobic activity Anaerobic Basic resistance principles	Assessment: Fitness Testing Data Record Sheet (See Appendix) Physical Activity Log (See Appendix) Equipment: 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) (Each department received Fitnessgram materials (Manual, Pacer CD, Skinfold calipers, and curl-up strips) from the Research Office in 2001.) CD/cassette player and speakers; audio music CD's or tapes Charts of fitness exercises (check Physical Education catalogs) Heart rate wands and heart rate monitors (Each department received heart rate wands from the Health/Physical Education Office, Spring, 2000 and 2003) 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. Books: ▪ Personal Fitness, Looking Good—Feeling Good By Williams, Harageones, Johnson, Smith/ Kendall/Hunt ▪ Fitness for Life By Charles B. Corbin and Ruth Lindsey/Human Kinetics ▪ Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide AAHPERD/Human Kinetics; in District Professional Library Code: 613.7 PHY ▪ Physical Best Activity Guide Secondary Level AAHPERD /Human Kinetics; District Professional Library Code: 613.7

Content Standard(s)	Skills and Concepts	Suggested Resources
	Biomechanics Body composition Components of physical fitness Cool down exercises Core muscles Dehydration Ergogenic aids Flexibility F.I.T.T. principles/concepts Frequency Health-related physical Healthy fitness zone Healthy target heart rate zone Hyper-extension Hyper-flexion Individuality Intensity Large muscle groups Mode/type Moderate physical Muscle endurance Muscle strength Overload Perceived exertion index Physical fitness Plyometric exercise Principles of training/principles of exercise Progression Recovery rates Regularity Resistance principle Specificity. Time Type Vigorous physical activity Warm-up exercises Weight-bearing activities	PHY ▪ Lessons From the Heart By Beth Kirkpatrick/Human Kinetics, (One copy provided to all departments from Health/P.E. Office, Spring, '00) Video: ▪ Physical Best Instructor Video, 1999Professional Video Library at OMS: VC 7008 ▪ Flexibility for Sport and Fitness, 1997 Professional Video Library at OMS: VC 6908 ▪ Partner-Resistance Strength Training, 1998 Professional Video Library at OMS: VC 7003 Software Sources: ▪ Bonnie's Fitware, (562) 924-0835, http://www.pesoftware.com/ ▪ Humankinetics, (800) 747-4457, www.humankinetics.com

Team Activities 12 -16 weeks

Select two to four of the following: Volleyball, basketball, flag football, soccer, softball, team handball, floor hockey, Ultimate Frisbee, lacrosse, touch rugby

Content Standard(s)	Skills and Concepts	Suggested Resources
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	▪ Develop basic competency in skills and show progress by demonstrating advanced techniques. History, safety, rules and etiquette, strategies, score keeping, officiating ▪ Similarities and differences ▪ Apply principles of resistance	Equipment Equipment appropriate to the activity (balls, nets, etc.) from stock catalog or physical education equipment catalogs including: Volleyballs (Econotrainer, S442380; Mikasa VQ2000, S442385); Ultimate (Spin Jammers, S442525); Flag Football (9" Cones, S442075; Flags, Red, S403300; Yellow, S403400)

Content Standard(s)	Skills and Concepts	Suggested Resources
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.	Vocabulary Balance – The ability to maintain equilibrium in relation to the force of gravity. 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. 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. Strategies – Decisions made by individuals and/or a team about the overall play of the game. Striking pattern – Fundamental motor skill in which an object is hit, with or without an implement. 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. Volley – To strike a ball upward	Books ▪ Physical Activity and Sport for the Secondary School Student, By Neil J. Dougherty, Editor/NASPE, AAHPERD ▪ 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 Students By Robert Pangrazi/Allyn & Bacon; District Professional Library Code: 372.86 PAN ▪ GamesSkills By Stephanie Hanrahan/Teresa Carlson/Human Kinetics, 2000, LBU Prof Lib Code: 796.07 HAN Video ▪ Teaching Basketball Fundamentals, 1998, Professional Video Library at OMS, VC 69878 ▪ The World of Volleyball, 1992, Professional Video Library at OMS, VC 7009 Orienteering: Equipment: ▪ Compass (S442625), maps for orienteering. See Cooperative Games for additional materials. Book: ▪ Orienteering by Tom Renfrew /Human Kinetics; Professional Library Code 796.5 REN

Fitness mid-year testing **1 week**

Gymnastics/Tumbling 2 weeks

Content Standard(s)	Skills and Concepts	Suggested Resources
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.	▪ Demonstrate basic tumbling moves ▪ Review history ▪ Spotting and safety ▪ Analyze movement using principles of resistance ▪ Demonstrate aesthetic movement while performing ▪ Balance Beam: low beam and/or regulation beam: Mounts, walking, hopping and skipping, turns, balances, dismounts ▪ Bars: parallel, uneven ▪ Pullover: knee hang, knee swing, basket, skin the cat, turns, dismounts ▪ Vaulting: Squat, straddle, flank ▪ Floor exercise ▪ Combine basic tumbling moves into a routine ▪ If no gymnastics apparatus is available, this unit should include rhythmic movement ▪ Rhythmic Gymnastics: Combine basic tumbling moves, which may include implements such as balls, hoops, jump ropes, wands or ribbons in a routine ▪ Supplemental activities: Tae Bo, wrestling, rope jumping i.e. single, long double dutch Vocabulary Balance – The ability to maintain equilibrium in relation to the force of gravity. 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.	Equipment Appropriate to activity. Gymnastics: Mats, Beam, bars, vault, gymnastic charts Tae Bo, Wrestling: Mats; Jump Rope: Ropes from stock catalog (S442250) 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 Students By Robert Pangrazi/Allyn & Bacon; District Professional Library Code: 372.86 PAN Video: ▪ Tae-Bo Instructional, 1998, Professional Video Library, VC 6984 ▪ Tae-Bo Basic, 1998, Professional Video Library, VC 6983 ▪ Tae-Bo 8-Minute Workout, 1998, Professional Video Library, VC 6985

Content Standard(s)	Skills and Concepts	Suggested Resources
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.		

Aquatics 3 - 6 weeks

Content Standard(s)	Skills and Concepts	Suggested Resources
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	▪ Water safety, rules, and etiquette of aquatic activities ▪ History of aquatics ▪ Demonstrate proficient swimming skills: ▪ Breathing and relaxation techniques ▪ Floating (jellyfish float, prone float, back float) ▪ Gliding ▪ Gliding and kicking ▪ Stroke instruction: ▪ Beginning: Front crawl, elementary backstroke, breaststroke, backstroke ▪ Advanced: Sidestroke, butterfly, treading water, diving, flip turns, water sports, basic lifesaving techniques and drown proofing ▪ Analyze body types in relation to floating techniques ▪ Apply principles of resistance to enhance performance ▪ Water aerobics ▪ Lap swimming ▪ Resistance training ▪ Water polo ▪ Deep water exercises ▪ Dry land techniques	Contact local Red Cross chapter for information on the following guides The American Red Cross Water Safety Handbook, American Red Cross Includes easy-to-remember safety tips for pools, spas, water parks, lakes, rivers, oceans and more. The American Red Cross Swimming and Water Safety Manual, 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. Water Polo Lesson Plans from USA Water Polo

Content Standard(s)	Skills and Concepts	Suggested Resources
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.		

Combatives 2 weeks

Content Standard(s)	Skills and Concepts	Suggested Resources
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	▪ Develop a personal safety plan ▪ Develop and maintain a fitness level appropriate for performance of personal safety skills ▪ Demonstrate progress by practicing advanced skills, which require a combination of techniques within a drill ▪ Apply principals of resistance to enhance performance of personal safety /self defense skills ▪ Apply fundamental skills of self defense: jab, jab cross, round house punches, snap kicks, crescent kicks, side kicks, back kicks ▪ Analyze use of levers in self defense movements ▪ Work effectively with a partner to practice personal safety/self defense skills Access CA state website www.meganslaw.ca.gov	Book: ▪ Self Defense for Life, by Bill Valentine and Becky Valentine, Self-Defense Publications. (Distributed to all departments by the Physical Education Office, 2002.)

Content Standard(s)	Skills and Concepts	Suggested Resources
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.		

Fitness Post-Test **1 weeks**

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

Closure **1 week**

Evaluate and implement fitness and activity plan
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.

Essential **E**lements of **E**ffective **I**nstruction Model for Lesson Design Using Task Analysis	Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure 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
- 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)

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

Primary Language Support
- Preview/review Grouping

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

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.)
Items from stock catalog or physical education equipment catalogs:
Fleece balls: S442150; Deck tennis rings: S442500; Bean Bags: S441950; Hula Hoops: S442200 and S442210; Flags: Red, S403300; Yellow, S403400 Ropes: S442250; Cones: 442075. Poly Spots and Rubber Chickens from P.E. Equipment Catalogs
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; Heart rate monitors

General Reference Books

Physical Activity and Sport for the Secondary School Student,
By Neil J. Dougherty, Editor/NASPE, AAHPERD, 2002, ISBN 0-88314-725-4
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
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

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 Williams, Harageones, Johnson, Smith/ Kendall/Hunt (Check for latest edition)
Fitness for Life,
By Charles B. Corbin and Ruth Lindsey/Human Kinetics (Check for latest edition)

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

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
Original Date: 6/03
Revised Date: 6/05

Appendix – See Assessments on Following Pages

long beach unified school district

Name_____**Date**_____**Age**___**Grade**___**Roll #**_____

Date of Birth___/___/___ Teacher_____Period___

Pre-Test Parent Sign._____Post-Test Parent Sign._____

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%