

South Kitsap Physical Education High School Scope and Sequence

Revised 9/2017

Priority Standards

- I can demonstrate proficiency in complex motor skills
- I can perform activities safely using proper biomechanics and other safety principles
- I can monitor my current level of fitness and adjust to reach my goal
- I can construct and monitor a personal health and fitness plan

Academic Content

Big Idea: FITT Principle (Frequency, Intensity, Time, and Type)

Key Vocabulary:

- Cardiorespiratory endurance
- Muscular endurance
- Body composition/BMI
- Intensity
- Type
- Progression
- Rest and recovery
- Diminishing returns
- Resting heart rate
- Heart health/target zone (65 to 85 % of MHR)
- MHR (220 – age)

Lessons to support:

- Training principles 1.4 provide course specific examples and include diminishing returns and reversibility in this introduction
- FITT Principles related to cardiorespiratory endurance 1.7-1.9
- FITT Principles related to muscular strength and muscular endurance 1.10-1.12
- Five Components of fitness circuit training 4.11-4.18
- Heart health 4.52-4.65
- Quality lesson "Training Principles"

Assessment: Exit questions – FITT, Training Principles, Application of Fitness Components, Target Zone
Unit: Training principles assessment 1.13-1.14

Big Idea: Motor Skills and Biomechanics

Key Vocabulary:

- Body position
- Head position
- Arm and leg position
- Breathing and timing
- Striking and hitting using an implement
- Rhythmic movement and balance
- Running form
- Pace
- Pull and push

Assessment: Stroke mechanics; diving, treading water, stride entry, surface dive; speed test and 12-minute test; Lift testing; Jump rope testing; Heart monitors

Big Idea: Safety

Quality Lessons to ensure daily practice of safety skills:

- Proper breathing during activity
- Proper posture/position
- Pace
- Spotting
- Set up and use of equipment
- Pool safety

Assessment: Exit questions; Course specific safety assessment

Big Idea: Life-long Health and Fitness Plan

Develop a plan specific to my 18 weeks of instruction

1. Identify pretest fitness measurement scores
2. Examine typical intentional activity over a week
3. Set a two goals based on data to improve overall health and fitness—activity and nutrition
4. Identify barriers to achieving goal
5. Action steps to achieve goal
6. Monitor and adjust
7. Evaluate success

Portfolio – Year Thirteen Plan

1. Administered Fall or Spring Semester
2. Based on fitness testing

Quality Lessons to ensure a completed Fitness Plan

- Five of components of Fitness
- Fitnessgram measurements
- Food for Life Intro 2.1-2.5
- Food Label 2.6-2.8
- Daily Amounts 2.9-2.12
- Healthy Habits 2.19-2.21
- Nutrition Log 2.26-2.29
- Hydration Log 2.32-2.33
- Quality Lesson “Nutrition” in each course
- Goal setting for Life 4.108-4.119

Assessment: Completed and signed Fitness Plan; exit questions

Fitness Measurements (S3)

1. Pacer Test
2. Backsaver Sit and Reach (L and R)
3. Cadence Curl-ups
4. Height and Weight
5. Cadence Push-ups

Assessment: Formative: Pre-Test- administer by end of October/April
Summative: Post-Test- administer by end of January/May

Motor Skills and Movement Patterns		
Swimming	Weights	Fitness
<p>Learning Target: I can demonstrate stroke mechanics which illustrates proficiency in complex motor skills.</p> <p>Lesson Structure</p> <ul style="list-style-type: none"> • Warm-up: Static stretching, dynamic stretching • Review skills from previous lesson • Introduce new skill(s) • Practice new skill(s) <p>Movement Skills</p> <ul style="list-style-type: none"> • Stroke mechanics: crawl stroke, back stroke, breast stroke, elementary back stroke, side stroke, butterfly • Turn—open and flip • Treading water • Reaching and extension rescues • Breath control • Stride jump entries • Surface dives <p>Lifetime Activities</p> <ul style="list-style-type: none"> • Water polo • Springboard diving • Water games 	<p>Learning Target: I can execute the three core lifts to demonstrate proficiency in complex motor skills.</p> <p>Lesson Structure</p> <ul style="list-style-type: none"> • Dynamic warm-up • Technical: two lifts • Metabolic: conditioning • Core <p>Movement Skills</p> <ul style="list-style-type: none"> • Squat, overhead squat, body weight squat • Clean • Bench • Spotting • Breathing • Pace • Push-press • Jerk • Snatch • Medicine ball; press <p>Lifetime Activities</p> <ul style="list-style-type: none"> • Pickle ball • Handball • Badminton • Tennis • Ultimate sports 	<p>Learning Target: I can properly adjust machines to use full range of motion and match my body type to demonstrate proficiency in complex motor skills.</p> <p>Lesson Structure</p> <ul style="list-style-type: none"> • Warm-up • Activity • Cool-down <p>Movement Skills</p> <ul style="list-style-type: none"> • Bicycle • Treadmill • Elliptical • Ergometer • Selectorized machines • Heart rate monitors • Jump rope • Rhythmic movement and dance • Balance • Pace <p>Lifetime Activities</p> <ul style="list-style-type: none"> • Walking for life • Running for life • Pickle ball • Handball • Badminton • Tennis • Choreography and dance

Social/Emotional		
<ul style="list-style-type: none"> • Personal Responsibility • Rules and Etiquette • Feedback 	<ul style="list-style-type: none"> • Team work • Safety • Challenge 	<ul style="list-style-type: none"> • Self-expression • Enjoyment • Social Interaction