



**HIGH SCHOOL COURSE OUTLINE**

<b>Department</b>	Physical Education			<b>Course Title</b>	PE 10 Dance Emphasis		
<b>Course Code</b>	3694	<b>Grade Level</b>		<b>Course Length</b>	2 semesters	<b>Credits/Semester</b>	5
<b>Required for Graduation</b>		No	<b>Meets H.S. Grad Requirement</b>			<b>Elective Credit</b>	
<b>Prerequisites</b>	Audition and instructor's approval						
<b>Articulated with LBCC</b>		No		<b>Articulated with CSULB</b>		No	
<b>Meets UC "a-f" Requirement</b>		No		<b>Meets NCAA Requirement</b>		No	

**COURSE DESCRIPTION:**

This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Kinesiology and Physical Education program aligned with the California Model Content Standards for Physical Education. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on dance and on students developing a personalized fitness program for a healthy life-style. Units of instruction include the intermediate skills of dance (including technique, poise, self-confidence, creativity, choreography, and productions), introduction to kinesiology and physical education with personal fitness emphasis; personal fitness concepts; cardiorespiratory endurance training; nutrition; team activities; combatives; and tumbling/gymnastics.

**GOALS:** Students need to:

- Demonstrate an intermediate level of consistency in processing, analyzing, and responding to sensory information through the language and skills unique to dance.
- Demonstrate development and refinement of skills needed to create dances with coherence and aesthetic unity.
- Demonstrate an awareness of dance in various cultures and historical periods.
- Begin to demonstrate the ability to establish aesthetic criteria and apply it in evaluating their own work and that of others. (4)
- Apply what is learned in dance to the study of other art forms, subject areas, and to career pathways. (5)
- Understand how dance enhances a healthy lifestyle. (5)
- Use technology to reinforce, enhance or alter dance concepts across the curriculum. (5)
- Physical Education Standard 1: Demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities.
- Physical Education Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
- Physical Education Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity

## **PERFORMANCE OBJECTIVES:**

Students will:

- Students will create dances using the basic elements of dance (time, space and energy) that project abstracted images into clearly articulated forms.
  - Students will increase their levels of proper body alignment, body part articulation, muscle strength and flexibility, and coordination in axial and locomotor movement.
  - At a basic level, using personal experience, perform and discuss movement, motifs, phrases, and dance compositions with particular attention to how meaning was created.
  - Recreate from viewing on film, video or computer notation, historical, cultural or contemporary dance. (4)
  - Analyze and critically assess dance including their own works and those of others. (4)
  - Apply what they learn in dance to learning across disciplines. They learn about careers in and related to dance. They develop competencies and creative skills in problem solving, inter- and intra-personal communications skills, and management of time and resources. (5)
  - Understand how nutrition, rest, exercise, and substance abuse affect the ability to dance This concept will be taught through the use of lecture/demonstration, video, guest speakers and articles. (5)
  - Students will create an interdisciplinary project using video technologies (i.e. video, computer) that present dance, in a new or enhanced form (such as video dance, video/computer-aided live performance, or animation). (5)
- 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*

<b>Assessment/ Assignments</b>	<b>Not Proficient 1</b>	<b>Partial Proficient 2</b>	<b>Proficient 3</b>	<b>Advanced Proficient 4</b>
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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%
<p><b>Physical Education Fitness Assessment</b> (Individual Fitnessgram Record, with Pre- and Post-Test Scores, Healthy Fitness Zone Comparisons, Goals, and Goals Met)</p>	Minimal Completion	Partially Complete	Mostly Complete	Complete, with accurate scores, comparisons to health-related standards, and reasonable goals for improvement  See Appendix
<p>Fitness Plan (A one month personal fitness plan with warm-up, fitness components and cool down, FITT guidelines and principles of training.)</p>	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. FIT principle; Progression/Overload See Appendix
<p>One Month Activity Journal</p>	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. See Appendix
<p>Demonstration of skill or skill combinations</p>	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
<p>Cognitive Concepts</p>	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:**

**Modern Dance:**

**4 to 6 weeks**

1. Research history and development of modern dance. Discuss the changes in modern dance and how they are effected by societal change. Produce a research paper on one era of modern dance.
2. Axial Movements at an intermediate proficiency level will be performed to improve alignment, increase flexibility, and balance. May include plie, brushes, leg swings, and releve.
3. Locomotor Movements will be done to increase coordination and spatial awareness. May include combinations of walk, run, leaps, jumps, and triplets.
4. Creative Activity is used to develop experimentation, exploration, and application of dance principles. May include:
  - Time Studies (phrasing, tempo changes, rhythm patterns)
  - Spatial Design Studies (change of direction and level, symmetrical/asymmetrical)
  - Effort Studies-Quality of Movement (pendular, sustained, suspended, vibratory, percussive, and collapsing)

**Ballet:**

**4 to 6 weeks**

1. Study ballet history and terminology and show evidence of proficiency by responding through written unit exam.
2. Ballet Barre is done at an intermediate level of proficiency performed in increasingly challenging combinations.
- 3.a. Center floor adagio combinations designed to enhance balance and line. May include promenade, arabesque, pirouette.
- 3.b. Center floor, allegro combinations designed to increase elevations and articulation of feet. May include changement, jeté.
4. Movement patterns designed to increase coordination and direction awareness. May include tour jeté, pique.

**Jazz Dance:**

**4 to 6 weeks**

1. Technique will be executed daily to improve jazz style and body conditioning. Includes isolations, and turns.
2. Movement patterns will be designed to increase coordination and directional awareness. May include a six-step pirouette pattern, and leaps.

**World Dance:**

**4 to 6 weeks**

1. Students will learn cultural awareness through the study of history, traditions, music and dress of people around the world.
2. Students will learn traditional dances from Asia, Africa, Europe, North and South America and Polynesia.
3. Students will demonstrate their awareness of cultural similarities and differences through discussion and performance tests.

**Improvisation, Choreography and Analysis:**

**Ongoing**

Intermediate dance students will observe and analyze professional choreography as a means of examining the elements of choreography. They experience creative expression through improvisational exercises and a variety of choreography assignments. They will use music, literature, visual art and social context as their

stimuli. They learn the significance of aesthetic valuing through critiquing peer and professional choreography.

**Dance Performance and Production:**

**Ongoing**

An integral part of dance performance and production is the teaching of dance composition, staging, costuming, dance performance and rehearsal standards. Emphasis will be placed on consistent attendance, punctuality, proper work ethic, respect for others, and professionalism.

**Social Skills and Cooperative Activities**

**Ongoing**

- Classroom Rules and Procedures
- Locks and Locker Room Procedure
- Dressing Policy
- Social Skills and Cooperative Activities  
(Throughout the school year.)

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>3.1 Participate in physical activities for personal enjoyment.</p> <p>3.2 Examine and explain the ways in which personal characteristics, performance styles, and activity preferences may change over a lifetime.</p> <p>3.3 Evaluate the psychological benefits derived from regular participation in physical activity.</p> <p>3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.</p> <p>3.5 Evaluate and refine personal goals to improve performance in physical activities.</p> <p>3.6 Identify the effects of age, gender, ethnicity, socioeconomic status, and culture on physical activity preferences and participation.</p> <p>3.7 Explain how to select and modify physical activities to allow for participation by children, elderly, and those with special needs.</p> <p>3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.</p> <p>3.9 Encourage others to be supportive and inclusive of all ability levels.</p>	<ul style="list-style-type: none"> <li>• Personal and Social Responsibility</li> <li>• Conflict resolution skills</li> <li>• Social Skills: encouragement, active listening, courtesy</li> <li>▪ Cooperative activities, ice breakers, tag games, trust activities, problem solving initiatives</li> </ul> <p style="text-align: center;">Vocabulary</p> <p><i>See Glossary for definitions</i></p> <ul style="list-style-type: none"> <li>• Biomechanics</li> <li>• Body management</li> <li>• Fundamental movement skills</li> <li>• Group dynamics</li> <li>• Health</li> <li>• Individual or dual activity</li> <li>• Kinesiology</li> <li>• Large muscle groups</li> <li>• Locomotor movements</li> <li>• Manipulative movements</li> <li>• Movement concepts</li> <li>• Movement patterns</li> <li>• Physical activity</li> <li>• Physical fitness</li> </ul>	<p>Books:</p> <ul style="list-style-type: none"> <li>▪ <u>Adventure Curriculum for Physical Education for High School</u> by Jane Panicucci, Project Adventure, Inc. (Each department received this book from the Health/P.E. Office in 2003)</li> <li>▪ <b><i>Teaching Responsibility Through Physical Activity by Don Hellison, Ph.D./ Human Kinetics,</i></b></li> <li>▪ (Each department received this book from the Health/P.E. Office in 2001.)</li> <li>▪ <u>Quicksilver</u> by Karl Rohnke and Steve Butler/ Kendall/Hunt Publishing Company, Iowa 1995 Each department received this book from the Health/P.E. Office in 2001.)</li> <li>▪ <u>GamesSkills</u> by Stephanie Hanrahan/Teresa Carlson/Human Kinetics, 2000, District Professional Library Code: 796.07 HAN</li> <li>▪ <u>Assessing Student Responsibility and Teamwork</u> by NASPE, AAHPERD, 2000, District Professional Library Code: 613.7</li> </ul> <p>Video:</p> <ul style="list-style-type: none"> <li>▪ <u>Silver Bullets</u> District Professional Video Library at OMS: VC 6986</li> </ul>

**Personal Fitness Concepts and Techniques**

**Year-long**

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>2.1 Participate in moderate to vigorous physical activity at least 4 days each week.</p> <p>2.2 Participate in challenging physical fitness activities that meet individual needs and interests using the principles of exercise.</p> <p>2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the health-related standards as established in the State-mandated fitness tests.</p> <p>2.4 Assess physical fitness levels and adjust physical activity to accommodate for changes in age, growth, and development.</p> <p>2.5 Justify the use of specific physical activities to achieve desired fitness goals.</p> <p>2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.</p> <p>2.7 Develop and implement an appropriate personal physical fitness program for a family and/or community member.</p> <p>2.8 Explain how to evaluate consumer physical fitness products and programs.</p> <p>2.9 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, and physical fitness and performance.</p> <p>2.10 Evaluate the availability and quality of community fitness resources.</p> <p>2.11 Use and analyze scientifically based data and protocols to self assess the five components of health-related fitness</p>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Assess personal fitness, compare personal fitness scores data to health standards and set goals of maintenance and improvement</li> <li>• Analyze body types related to age, gender groups, and fitness levels</li> <li>• Select a leisure time physical activity and identify opportunities in the community to participate in this activity.</li> <li>• Fitness Activities: (circuit training, fitness lab, weight room, aerobics, steps, runs, medicine balls, cardio equipment).</li> <li>• Fitness Technology: (heart rate monitors, heart rate wands, pedometers, skin calipers, computer software)</li> <li>• Resistance training: (principles of training, safety techniques and proper procedures of weight training).</li> <li>• Flexibility training: (safety techniques, relaxation techniques and core training).</li> </ul> <p style="text-align: center;">Vocabulary See Glossary for definitions</p> <ul style="list-style-type: none"> <li>• Aerobic activity</li> <li>• Anaerobic</li> <li>• Basic resistance principles</li> <li>• Biomechanics</li> <li>• Body composition</li> <li>• Components of physical fitness</li> <li>• Cool down exercises</li> </ul>	<p>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.</p> <p>Books:</p> <ul style="list-style-type: none"> <li>▪ <u>Personal Fitness, Looking Good—Feeling Good</u> By Williams, Harageones, Johnson, Smith/ Kendall/Hunt</li> <li>▪ <u>Fitness for Life</u> By Charles B. Corbin and Ruth Lindsey/Human Kinetics</li> <li>▪ <u>Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide</u> AAHPERD/Human Kinetics; in District Professional Library Code: 613.7 PHY</li> <li>▪ <u>Physical Best Activity Guide Secondary Level</u> AAHPERD /Human Kinetics; District Professional Library Code: 613.7 PHY</li> </ul>

Content Standard(s)	Skills and Concepts	Suggested Resources
	<ul style="list-style-type: none"> <li>• Core muscles</li> <li>• Dehydration</li> <li>• Ergogenic aids</li> <li>• Flexibility</li> <li>• F.I.T.T. principles/concepts</li> <li>• Frequency</li> <li>• Health-related physical</li> <li>• Healthy fitness zone</li> <li>• Healthy target heart rate zone</li> <li>• Hyper-extension</li> <li>• Hyper-flexion</li> <li>• Individuality</li> <li>• Intensity</li> <li>• Large muscle groups</li> <li>• Mode/type</li> <li>• Moderate physical</li> <li>• Muscle endurance</li> <li>• Muscle strength</li> <li>• Overload</li> <li>• Perceived exertion index</li> <li>• Physical fitness</li> <li>• Plyometric exercise</li> <li>• Principles of training/principles of exercise</li> <li>• Progression</li> <li>• Recovery rates</li> <li>• Regularity</li> <li>• Resistance principle</li> <li>• Specificity.</li> <li>• Time</li> <li>• Type</li> <li>• Vigorous physical activity</li> <li>• Warm-up exercises</li> <li>• Weight-bearing activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ <u>Lessons From the Heart</u> By Beth Kirkpatrick/Human Kinetics, (One copy provided to all departments from Health/P.E. Office, Spring, '00)</li> </ul> <p>Video:</p> <ul style="list-style-type: none"> <li>▪ <u>Physical Best Instructor Video</u>, 1999 Professional Video Library at OMS: VC 7008</li> <li>▪ <u>Flexibility for Sport and Fitness</u>, 1997 Professional Video Library at OMS: VC 6908</li> <li>▪ <u>Partner-Resistance Strength Training</u>, 1998 Professional Video Library at OMS: VC 7003</li> </ul> <p>Software Sources:</p> <ul style="list-style-type: none"> <li>▪ <u>Humankinetics</u>, (800) 747-4457, <a href="http://www.humankinetics.com">www.humankinetics.com</a></li> </ul>

## Cardiorespiratory Endurance Training

Year-long

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>2.1 Participate in moderate to vigorous physical activity at least 4 days each week.</p> <p>2.2 Participate in challenging physical fitness activities that meet individual needs and interests using the principles of exercise.</p> <p>2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the health-related standards as established in the State-mandated fitness tests.</p>	<ul style="list-style-type: none"> <li>• Safety techniques (including modifications for health conditions, i.e. asthma, obesity), breathing techniques, proper movement forms, i.e. correct stride, arm movements, body alignment:</li> <li>• Proper warm-up, cool down and stretching)</li> <li>• Demonstrate competency in monitoring heart rates during activity</li> <li>• Assess cardiorespiratory fitness</li> </ul>	<p>Equipment:</p> <p>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)</p> <p>(Each department received Fitnessgram materials (Manual, Pacer CD, Skinfold calipers, and curl-up strips) from the Research Office in 2001.)</p> <p>CD/cassette player and speakers;</p>



Content Standard(s)	Skills and Concepts	Suggested Resources
<p>2.4 Assess physical fitness levels and adjust physical activity to accommodate for changes in age, growth, and development.</p> <p>2.5 Justify the use of specific physical activities to achieve desired fitness goals.</p> <p>2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.</p> <p>2.7 Develop and implement an appropriate personal physical fitness program for a family and/or community member.</p> <p>2.8 Explain how to evaluate consumer physical fitness products and programs.</p> <p>2.9 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, and physical fitness and performance.</p> <p>2.10 Evaluate the availability and quality of community fitness resources.</p> <p>2.11 Use and analyze scientifically based data and protocols to self assess the five components of health-related fitness</p>	<p>and set goals to maintain or improve fitness levels</p> <ul style="list-style-type: none"> <li>• Participate in a variety of cardiorespiratory activities including i.e. power walking, pacer test, indoor rowing (if available), step aerobics, aerobic dance, interval training, incline running, distance running, rope jumping and circuits.</li> <li>• Demonstrate an awareness of cardiorespiratory fitness opportunities in the community.</li> </ul> <p style="text-align: center;">Vocabulary</p> <p>See Glossary for definitions</p> <ul style="list-style-type: none"> <li>• Aerobic activity</li> <li>• Anaerobic</li> <li>• Basic resistance principles</li> <li>• Biomechanics</li> <li>• Body composition</li> <li>• Components of physical fitness</li> <li>• Cool down exercises</li> <li>• Core muscles</li> <li>• Dehydration</li> <li>• Ergogenic aids</li> <li>• Flexibility</li> <li>• F.I.T.T. principles/concepts</li> <li>• Frequency</li> <li>• Health-related physical</li> <li>• Healthy fitness zone</li> <li>• Healthy target heart rate zone</li> <li>• Hyper-extension</li> <li>• Hyper-flexion</li> <li>• Individuality</li> <li>• Intensity</li> <li>• Large muscle groups</li> <li>• Mode/type</li> <li>• Moderate physical</li> <li>• Muscle endurance</li> <li>• Muscle strength</li> <li>• Overload</li> <li>• Perceived exertion index</li> <li>• Physical fitness</li> <li>• Plyometric exercise</li> <li>• Principles of training/principles of exercise</li> <li>• Progression</li> <li>• Recovery rates</li> <li>• Regularity</li> <li>• Resistance principle</li> <li>• Specificity.</li> <li>• Time</li> <li>• Type</li> </ul>	<p>audio music CD's or tapes</p> <p>Charts of fitness exercises (check Physical Education catalogs)</p> <p>Heart rate wands and heart rate monitors (Each department received heart rate wands from the Health/Physical Education Office, Spring, 2000 and 2003)</p> <p>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.</p> <p>Books:</p> <ul style="list-style-type: none"> <li>▪ <u>Personal Fitness, Looking Good—Feeling Good</u> By Williams, Harageones, Johnson, Smith/ Kendall/Hunt</li> <li>▪ <u>Fitness for Life</u> By Charles B. Corbin and Ruth Lindsey/Human Kinetics</li> <li>▪ <u>Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide</u> AAHPERD/Human Kinetics; in District Professional Library Code: 613.7 PHY</li> <li>▪ <u>Physical Best Activity Guide Secondary Level</u> AAHPERD /Human Kinetics; District Professional Library Code: 613.7 PHY</li> <li>▪ <u>Lessons From the Heart</u> By Beth Kirkpatrick/Human Kinetics, (One copy provided to all departments from Health/P.E. Office, Spring, '00)</li> </ul> <p>Video:</p> <ul style="list-style-type: none"> <li>▪ <u>Physical Best Instructor Video</u>, 1999 Professional Video Library at OMS: VC 7008</li> <li>▪ <u>Flexibility for Sport and Fitness</u>, 1997 Professional Video Library at OMS: VC 6908</li> <li>▪ <u>Partner-Resistance Strength Training</u>, 1998 Professional Video Library at OMS: VC 7003</li> </ul> <p>Software Sources:</p> <ul style="list-style-type: none"> <li>▪ <u>Humankinetics</u>, (800) 747-4457, <a href="http://www.humankinetics.com">www.humankinetics.com</a></li> </ul>

Content Standard(s)	Skills and Concepts	Suggested Resources
	<ul style="list-style-type: none"> <li>• Vigorous physical activity</li> <li>• Warm-up exercises</li> <li>• Weight-bearing activities</li> </ul>	

## Nutrition

## Year-long

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>2.1 Participate in moderate to vigorous physical activity at least 4 days each week.</p> <p>2.2 Participate in challenging physical fitness activities that meet individual needs and interests using the principles of exercise.</p> <p>2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the health-related standards as established in the State-mandated fitness tests.</p> <p>2.4 Assess physical fitness levels and adjust physical activity to accommodate for changes in age, growth, and development.</p> <p>2.5 Justify the use of specific physical activities to achieve desired fitness goals.</p> <p>2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.</p> <p>2.7 Develop and implement an appropriate personal physical fitness program for a family and/or community member.</p> <p>2.8 Explain how to evaluate consumer physical fitness products and programs.</p> <p>2.9 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, and physical fitness and performance.</p> <p>2.10 Evaluate the availability and quality of community fitness resources.</p> <p>2.11 Use and analyze scientifically based data and protocols to self assess the five components of health-related fitness</p>	<ul style="list-style-type: none"> <li>• Eating Habits</li> <li>• Food choices: healthy versus unhealthy</li> <li>• Influences on food choices social, economic, cultural</li> <li>• Resources for healthy food choices on campus and in the community</li> <li>• Comparison of food values</li> <li>• Weight Management: healthy, safe practices to maintain, lose, gain</li> <li>• Types of eating disorders and the negative impact on an individuals health and well-being</li> <li>• Proper hydration</li> <li>• The effects of diet pills, diuretics, laxatives on health</li> <li>• Fad diets, products and programs</li> <li>• Healthy Body Image</li> <li>• Student food consumption diary/log and analysis (nutrition values and calories)</li> <li>• Sample healthy menus</li> </ul>	<p>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 2005.) CD/cassette player and speakers; audio music CD's or tapes 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.</p> <p>Books:</p> <ul style="list-style-type: none"> <li>▪ <u>Personal Fitness, Looking Good—Feeling Good</u> By Williams, Harageones, Johnson, Smith/ Kendall/Hunt</li> <li>▪ <u>Fitness for Life</u> By Charles B. Corbin and Ruth Lindsey/Human Kinetics</li> <li>▪ <u>Real Kids Come in All Sizes: Ten Essential Lessons to Build Your Child's Body Esteem</u>, By Kathy Kater, Broadway Books/ Random House, 2004</li> <li>▪ <u>Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide</u> AAHPERD/Human Kinetics; in District Professional Library Code:</li> </ul>

Content Standard(s)	Skills and Concepts	Suggested Resources
		613.7 PHY Software Sources: <ul style="list-style-type: none"> <li>▪ <i>Humankinetics</i>, (800) 747-4457, <a href="http://www.humankinetics.com">www.humankinetics.com</a></li> </ul>

## Team Activities

4 – 6 weeks

Select four of the following with a maximum of three weeks per activity: Volleyball, basketball, flag football, soccer, softball, team handball, ultimate frisbee, lacrosse, touch rugby, floor/street hockey, orienteering

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>1.1 Combine, and apply movement patterns to progress from simple to complex in combatives, gymnastics/tumbling, and team activities.</p> <p>1.2 Demonstrate proficient movement skills in: combatives, gymnastics/tumbling, team activities</p> <p>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.</p> <p>1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combatives, gymnastics/tumbling, and team activities.</p> <p>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.</p> <p>1.6 Evaluate the interrelationships among physical, emotional, and cognitive factors affecting individual and team performance.</p> <p>1.7 Analyze and evaluate information received from self, others, and the performance, of complex motor (movement) activities that leads to improved performance in combatives, gymnastics/tumbling, and team activities.</p>	<ul style="list-style-type: none"> <li>• Develop basic competency in skills and show progress by demonstrating advanced techniques during modified games.</li> <li>▪ History, safety, rules and etiquette, strategies, score keeping, officiating</li> </ul> <p>Vocabulary</p> <p><u>Balance</u> – The ability to maintain equilibrium in relation to the force of gravity.</p> <p><u>Biomechanics</u> – 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.</p> <p><u>Rebound principles</u> – 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.</p> <p><u>Strategies</u> – Decisions made by individuals and/or a team about the overall play of the game.</p> <p><u>Striking pattern</u> – Fundamental motor skill in which an object is hit, with or without an implement.</p>	<p>Equipment</p> <p>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)</p> <p>Books</p> <ul style="list-style-type: none"> <li>▪ <u>Physical Activity and Sport for the Secondary School Student</u>, By Neil J. Dougherty, Editor/NASPE, AAHPERD</li> <li>▪ <u>Dynamic Physical Education for Elementary School Children</u> By Robert P. Pangrazi/Allyn and Bacon; District Professional Library Code: 372.86 PAN</li> <li>▪ <u>Dynamic Physical Education for Secondary School Students</u> By Robert Pangrazi/Allyn &amp; Bacon; District Professional Library Code: 372.86 PAN</li> <li>▪ <u>GamesSkills</u> By Stephanie Hanrahan/Teresa Carlson/Human Kinetics, 2000, LBU Prof Lib Code: 796.07 HAN</li> </ul> <p>Video</p> <ul style="list-style-type: none"> <li>▪ <u>Teaching Basketball Fundamentals</u>, 1998, Professional Video Library at OMS, VC 69878</li> <li>▪ <u>The World of Volleyball</u>, 1992, Professional Video Library at OMS, VC 7009</li> </ul>

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>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.</p> <p>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.</p> <p>1.10 Analyze specific situations to determine appropriate strategies in combatives, gymnastics/tumbling, and team activities.</p> <p>1.11 Assess the effect/outcome of a specific performance strategy in combatives, gymnastics/tumbling, and team activities.</p> <p>1.12 Evaluate independent learning of movement skills.</p>	<p><u>Tactics</u> – 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.</p> <p><u>Volley</u> – To strike a ball upward</p>	<p><b>Orienteering</b></p> <p>Equipment:</p> <ul style="list-style-type: none"> <li>▪ Compass (S442625), maps for orienteering. See Cooperative Games for additional materials.</li> </ul> <p>Book:</p> <ul style="list-style-type: none"> <li>▪ <u>Orienteering</u> by Tom Renfrew /Human Kinetics; Professional Library Code 796.5 REN</li> </ul>

## Combatives (Self Defense)

1 - 2 weeks

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>1.1 Combine, and apply movement patterns to progress from simple to complex in combatives, gymnastics/tumbling, and team activities.</p> <p>1.2 Demonstrate proficient movement skills in: combatives, gymnastics/tumbling, team activities</p> <p>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.</p> <p>1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combatives, gymnastics/tumbling, and team activities.</p> <p>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</p>	<ul style="list-style-type: none"> <li>• Develop and maintain a fitness level appropriate for performance of personal safety skills</li> <li>• Demonstrate a combination of skills within a sequence</li> <li>• Apply principles of resistance to enhance performance of personal safety/self defense skills</li> <li>• Apply fundamental skills of self defense: shadow boxing, jab, jab cross, round house punches, snap kicks, crescent kicks, side kicks, back kicks</li> <li>• Analyze use of levers in self defense movements</li> <li>• Work effectively with a partner to practice personal safety/self defense skills</li> <li>• Supplemental activities: martial arts, kick boxing, tae bo, etc.</li> </ul> <p>Access CA state website <a href="http://www.meganslaw.ca.gov">www.meganslaw.ca.gov</a></p>	<p><b>Book:</b></p> <ul style="list-style-type: none"> <li>▪ <u>Self Defense for Life</u>, by Bill Valentine and Becky Valentine, Self-Defense Publications. (Distributed to all departments by the Physical Education Office, 2002.)</li> </ul>

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>activities.</p> <p>1.6 Evaluate the interrelationships among physical, emotional, and cognitive factors affecting individual and team performance.</p> <p>1.7 Analyze and evaluate information received from self, others, and the performance, of complex motor (movement) activities that leads to improved performance in combatives, gymnastics/tumbling, and team activities.</p> <p>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.</p> <p>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.</p> <p>1.10 Analyze specific situations to determine appropriate strategies in combatives, gymnastics/tumbling, and team activities.</p> <p>1.11 Assess the effect/outcome of a specific performance strategy in combatives, gymnastics/tumbling, and team activities.</p> <p>1.12 Evaluate independent learning of movement skills.</p>		

## Gymnastics/Tumbling

1 - 2 weeks

(If no gymnastics apparatus is available, this unit must include tumbling.)

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>1.1 Combine, and apply movement patterns to progress from simple to complex in combatives, gymnastics/tumbling, and team activities.</p> <p>1.2 Demonstrate proficient movement skills in: combatives, gymnastics/tumbling, team activities</p> <p>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,</p>	<ul style="list-style-type: none"> <li>• Demonstrate basic tumbling moves</li> <li>• Review history</li> <li>• Spotting and safety</li> <li>• Analyze movement using principles of resistance</li> <li>• Demonstrate aesthetic movement while performing</li> <li>• Balance Beam: low beam and/or regulation beam: Mounts, walking, hopping and skipping, turns, balances, dismounts</li> <li>• Bars: parallel, uneven: Pullover:</li> </ul>	<p>Equipment Appropriate to activity. Gymnastics: Mats, Beam, bars, vault, gymnastic charts Tae Bo, Wrestling: Mats; Jump Rope: Ropes from stock catalog (S442250)</p> <p>Books:</p> <ul style="list-style-type: none"> <li>▪ <a href="#"><u>Dynamic Physical Education for Elementary School Children</u></a> By Robert P. Pangrazi/Allyn and Bacon; District Professional Library Code: 372.86 PAN</li> <li>▪ <a href="#"><u>Dynamic Physical Education for</u></a></li> </ul>

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>gymnastics/tumbling, and team activities.</p> <p>1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combatives, gymnastics/tumbling, and team activities.</p> <p>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.</p> <p>1.6 Evaluate the interrelationships among physical, emotional, and cognitive factors affecting individual and team performance.</p> <p>1.7 Analyze and evaluate information received from self, others, and the performance, of complex motor (movement) activities that leads to improved performance in combatives, gymnastics/tumbling, and team activities.</p> <p>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.</p> <p>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.</p> <p>1.10 Analyze specific situations to determine appropriate strategies in combatives, gymnastics/tumbling, and team activities.</p> <p>1.11 Assess the effect/outcome of a specific performance strategy in combatives, gymnastics/tumbling, and team activities.</p> <p>1.12 Evaluate independent learning of movement skills.</p>	<p>knee hang, knee swing, basket, skin the cat, turns, dismounts</p> <ul style="list-style-type: none"> <li>• Vaulting: Squat, straddle, flank</li> <li>• Floor exercise: Combine basic tumbling moves into a routine</li> </ul> <p>If no gymnastics apparatus is available, this unit should include tumbling and rhythmic movement</p> <ul style="list-style-type: none"> <li>• Rhythmic Gymnastics: Combine basic tumbling moves, which may include implements such as balls, hoops, jump ropes, wands or ribbons in a routine</li> </ul> <p>Supplemental activities: Tae Bo, wrestling, rope jumping i.e. single, long double dutch</p> <p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> <li>• <u>Balance</u> – The ability to maintain equilibrium in relation to the force of gravity.</li> <li>• <u>Biomechanics</u> – 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.</li> </ul>	<p><u>Secondary School Students</u> By Robert Pangrazi/Allyn &amp; Bacon; District Professional Library Code: 372.86 PAN</p> <p>Video:</p> <ul style="list-style-type: none"> <li>▪ <u>Tae-Bo Instructional</u>, 1998, Professional Video Library, VC 6984</li> <li>▪ <u>Tae-Bo Basic</u>, 1998, Professional Video Library, VC 6983</li> <li>▪ <u>Tae-Bo 8-Minute Workout</u>, 1998, Professional Video Library, VC 6985</li> </ul>

## 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: Dance Teacher, Physical Education Teacher, Coach, Personal Trainer,

Journalism Careers: Writer, Critic  
 Medical Careers: Sports Medicine, Athletic Trainer, Physical Therapy, Chiropractor, Massage Therapy, Personal Trainer  
 Business: Dance studio Owner/Operator; Dance Company Director; Resort Owner/Worker; Adjudicator  
 Law: Contract Law, Negotiations, Dance Agent/Manager  
 Entertainment: Acting, Stunt Person, Choreographer Dance/Entertainer, Photographer  
 Food Services: Health Food Services, Nutritionist  
 Recreation and Leisure: Recreation Leader, Cruise Director

## 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. Examples of Service Learning projects in Physical Education and Dance are available from the Health and Physical Education Office.

## 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.

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

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

COVERT	OVERT (Oral)	OVERT (Written)	OVERT (Body Movement)
• Think of	• Pair/Share	• Restate in Journals	• Body movement signals
• Recall	• Choral Response	• Ticket Out of Class	• Model with or without manipulatives
• Observe	• Cooperative Discussion Groups		• Point to Examples
• Consider			

**Baldrige Quality Tools:** Flow Chart; Team Building Activities; Student Survey; Plus/Delta;

### 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 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.

Fitnessgram equipment

- DVD of tests (in 4th Edition manual); skin fold calipers, tape or CD for Pacer, push-ups, and curl-ups cadence; sit and reach box; rulers; mat with 4 ½" wide strip marked for curl-ups; body-fat analyzers; scale; fitness software

Fitness equipment

- Aerobic steps; various size barbells and hand weights; weighted bars; exercise balls; weight benches; jump ropes; medicine balls; cardio machines (Concept 2 rowing machines; stationary bicycles, treadmills, stair climbers, etc.); mats

Chalkboard/white board, chart paper and easel, crates for portfolios/journals

Audio/video equipment:

- Portable stereo with CD/cassette player; wireless microphone and speaker system; video camera, VCR, DVD player and monitor; computer with internet and intranet access

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

Charts of fitness exercises (check Physical Education catalogs)

Heart rate wands and heart rate monitors

## **General Reference Books**

### 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 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 Pembroke 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

**Supplementary 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

And supplementary resource materials for Personal Fitness: Looking Good, Feeling Good

Fitness for Life.

By Charles B. Corbin and Ruth Lindsey/Human Kinetics, 2005, ISBN 0-7360-4673-9

And supplementary resource materials for Fitness for Life

Five for Life Advanced Manual

Focused Fitness; Spokane, WA

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

- Standards based assessments
  - movement skills rubrics
  - fitness activity logs
  - fitness goal setting and record keeping logs
  - fitness assessments
  - personal fitness plans
  - written tests of movement knowledge and health related fitness cognitive concepts
- Dance performances and rehearsals

- Assessments of participation in moderate to vigorous physical activity
- Written performance critiques
- Movement composition

## 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.	40 – 60 %
Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.	20 – 40 %
Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.	10 – 20 %

### Suggested Grading Scale

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

Submitted by: J. Van Blom; J. Ctrvrtlik; M. Mehler; L. Leopold; J. Quinn; L. Hurley; J. Prince; J. Waters

School: Physical Education

Date: 5/08

Additional Visual and Performing Arts Standards Addressed in Dance Units

**Standard I – Artistic Perception: Processing, analyzing, and responding to sensory information through the language and skills unique to dance.**

*Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.*

## 9 - 12 Benchmarks

1. Demonstrate refined physical coordination when performing movement phrases (e.g., alignment, agility, balance, strength).
2. Memorize and perform works of dance, demonstrating technical accuracy and consistent artistic intent.
3. Perform in multiple dance genres (e.g., modern, ballet, jazz, tap, traditional/recreational).
4. Demonstrate clarity of intent while applying kinesthetic principles for all dance elements.
5. Apply knowledge of dance vocabulary to distinguish how movement looks physically in space, time, force/energy.

Benchmark	The student will be able to:	Sample tasks providing some evidence of meeting standards:
1, 2, 3	a. Perform complex dance sequences which require an intermediate level of technical and performing skills in more than two styles of dance.	Students organize a dance presentation celebrating the contributions of the diverse cultural groups that make up the United States today. Each student demonstrates his/her mastery of at least two dance styles by performing works from different cultures or time periods. (a)
1,2,3,4	b. Describe and demonstrate the use of a wide range of stimuli (sensory, literacy, imaginative, musical, etc.) to create and perform dances.	Students listen to a variety of instrumental music from classical to contemporary. On a large sheet of paper, each student draws what he/she pictures while listening to the music. The drawing is a basis for creating a dance that reflects the shapes, designs, and quality of what was originally heard. (b)
4, 5	c. Discuss the kinesthetic, visual, and aural dimensions of dance in their own experience of learning, making, and performing dance as well as in the dances they view.	Students use their journals to trace their development in mastering technical skills in composing and performing dance. They reflect upon their patterns of achievement, and their kinesthetic, visual, and aural preferences, skills, and growth. (c)

## Standard II – Creative Expression: Creating, performing, and participating in dance

*Students apply choreographic principles, processes, and skills to create and communicate meaning through improvisation, composition, and performance of dance.*

### 9 - 12 Benchmarks

1. Create a body of works of dance that demonstrate originality, unity, and clarity of intent.
2. Identify and apply basic music elements (e.g., rhythm, meter, tempo, and timbre) to construct and perform dances.
3. Design a dance that utilizes an established dance style or genre.
4. Perform original works that employ personal artistic intent and effectively communicate.
5. Perform works by various dance artists communicating the original intent of the work while employing personal artistic intent and interpretation.
6. Collaborate with peers in the development of choreography in groups (e.g., duets, trios, and small ensembles).
7. Teach movement patterns and phrases to peers.

Benchmark	The student will be able to:	Sample tasks providing some evidence of meeting standards:
1, 2, 3, 6	a. Demonstrates the knowledge and control of the craft of choreography.	Students select a piece of vocal music that suggests a universal theme, such as love, war, or good and evil. Students improvise movement, perform research about the theme, analyze music, and develop, revise, and refine movement ideas—each creating a dance that conveys the story of and reflects the structure of the music. Students use their journals to document the choreographic process. Students note use of dance elements, the structure of dance (beginning, middle, end) and aesthetic principles of dance (contrast, unity, development). (a)
1, 2, 4, 6	b. Compose a dance for larger groups	Students are responsible for teaching a developed dance phrase to the class; they then structure that phrase so that the performance of the phrase uses entrances and exits, has a beginning, middle, and end, and uses groups of students in the class differently. (b, d)
5	c. Demonstrate skills in expression and interpretation of dance when performing for classmates and larger audiences.	Students perform dances from various Broadway musicals demonstrating the moods of these dances. (c)
3, 4, 6	d. Collaborate with musicians and other artists as well as with fellow dances in creating dances.	Students create a musical phrase using rhythm instruments for classmates to use as basis for choreography. (d)

**Standard III – Historical and Cultural Context: Understanding dance in relation to history and culture**

*Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.*

**9 - 12 Benchmarks**

1. Identify and perform folk/traditional, social, and theatrical dances with appropriate stylistic nuances.
2. Describe ways in which folk/traditional, social, and theatrical dances reflect their specific cultural context.
3. Explain how the works of dance by major choreographers communicate universal themes and socio-political issues in their historical/cultural contexts (e.g., seventeenth-century Italy, eighteenth-century France, the women’s suffrage movement, dance in the French courts, Chinese cultural revolution).

<b>Benchmark</b>	<b>The student will be able to:</b>	<b>Sample tasks providing some evidence of meeting standards:</b>
2, 3, 4	a. Analyze and describe how major choreographers and dancers from a variety of cultures communicate aspects of the culture and the times in works of dance.	After viewing a film, such as <u>Westside Story</u> , students identify as many American ideals from that period as possible, then compare them to the contemporary view in such areas as success, education, race relations, and technology. (a)
4	b. Describe, analyze, and demonstrate how culture influences body movement.	After a discussion of the society of the future, including how people will dress, how they will move, what jobs they will do, where they might live, students discuss what the dances of these people might look like and why. In collaborative groups, students compose and costume futuristic dances. (b)
1, 2	c. Describe ways in which folk dances reflect their specific cultures.	After learning the steps and background of “Irish Lilt” from Ireland and “Ibo” from Nigeria, students will compare in their journals the styles and influences of these dances. (c)

**Standard IV – Aesthetic Valuing: Responding to, analyzing, and making judgments about works of dance**

*Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.*

## 9 - 12 Benchmarks

1. Describe how theatrical production qualities contribute to the success of a dance performance (e.g., music, lighting, costuming, text, set design).
2. Apply criteria-based assessments appropriate to various dance forms (e.g. concert jazz, street, liturgical).
3. Defend personal preferences about dance styles and choreographic forms, using criteria based assessment.
4. Research and identify dances from different historical periods or cultures and make connections between social change and artistic expression in dance.
5. Identify and evaluate the advantages and limitations of viewing live and recorded dance performances.

<b>Benchmark</b>	<b>The student will be able to:</b>	<b>Sample tasks providing some evidence of meeting standards:</b>
1, 3, 5	a. Describe and analyze the many and various ways dance conveys meaning.	Students watch a duet from a Fred Astaire film, from a Folklorico dance, and from a ballet version of <i>Romeo and Juliet</i> . They write about romance from many points of view as expressed in dance. (a)
1, 5	b. Compare and contrast dance styles and forms in live and recorded dance events.	Students watch a videotape of a dance to be performed live in a festival or concert to which they will all go on a field trip. They discuss what made these experiences different. (b)
1, 2, 3	c. Expand and develop appropriate assessment criteria for evaluating, refining, and developing one's own work and the work of others and analyze work in written format using these criteria.	Students select a concert dance choreographer or performer (modern, ballet, jazz, tap, flamenco, etc.) and write about why that person and work is an inspiration for them. Students use clear criteria for evaluating the artistic excellence of the artist. (c)
2, 3	d. Refine personal choreography and technical and expressive skills, using criteria based on self-evaluation.	Students prepare a final dance study for a student performance and keep, in his/her ongoing

		journal, a chronicle of the development of the work; then reflect back on the past work. (d)
2, 3, 4, 5	e. Discuss the role of the dance critic.	After reading the work of several dance critics from different parts of the U.S., students discuss the various aspects of dance that are evaluated and what effect the dance critic has on the performing artist or dance company. (e)

**Standard V – Connections, Relationships, Applications: Connecting and applying what is learned in dance to learning in other art forms and subject areas and to careers**

*Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They learn about careers in and related to dance.*

**9 - 12 Benchmarks**

1. Demonstrate effective use of technology for recording, analyzing and creating dances.
2. Apply concepts from anatomy, physiology, and physics to the study and practice of dance techniques.
3. Explain how dancing presents opportunities and challenges to maintain physical and emotional health and how to apply that information to current training and lifelong habits.
4. Explain how participation in dance develops creative and inter/intrapersonal skills for lifelong learning and well being.
5. Examine the training, education, and experience needed to pursue dance career options (e.g., performer, choreographer, dance therapist, teacher, historian, critic, filmmaker).

<b>Benchmark</b>	<b>The student will be able to:</b>	<b>Sample tasks providing some evidence of meeting standards:</b>
1	a. Recreate from viewing on video a cultural, historical, or contemporary dance.	Students will watch sections of “Dance Around the World” (KCET Series) on video. They will choose one dance to study and recreate on their peers. (a)
2	b. Search the internet to find information on the anatomy and physiology of dance.	Students will search “electric ballerina” on website to research the muscles used to perform a fouetté



		turn or grand jeté. (b)
3	c. Maintain and analyze their dance and physical fitness portfolios.	From the information recorded in their physical education and dance journals, students study the relationship between their increasing aerobic capacity and their technical and endurance capabilities. They chart and analyze their progress over a year's time, relating these two activities. (c)
4	d. Express an awareness of the value of creating and communicating with their peers.	Students will work with their peers to jointly choreograph a modern dance. After the performance, each student will record in his/her journal not only what he/she learned about dance, but also what he/she learned about working with others. (d)
5	e. Discuss careers in dance and dance-related careers.	After reading articles on a dancer or a choreographer such as Martha Graham or Debbie Allen, students identify his/her personal characteristics that led to a successful career in dance. (e)

### Appendix

#### Health Related Fitness Assessments:

- Moderate to Vigorous Physical Activity Log - Attached
- Fitness Test Record Sheet – Available on LBUUSD Physical Education Web Page
- One Month Personal Fitness Plan Directions- Attached



Name (last, first) \_\_\_\_\_ Period P.E. \_\_\_\_\_ Roll # \_\_\_\_\_  
Grade \_\_\_\_\_ P.E. Teacher \_\_\_\_\_

## MODERATE TO VIGOROUS PHYSICAL ACTIVITY LOG

for the week beginning on Monday, \_\_\_\_\_  
Month Day Year

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

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

4                      3                      2                      1

Very enjoyable      Enjoyable      Somewhat enjoyable      Not enjoyable

**DEFINITIONS:**

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

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

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

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

## ONE MONTH PERSONAL FITNESS PLAN – DIRECTIONS

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

For each day, indicate:

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

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

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

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

Grading – A Complete Plan Includes:

- Daily: Activities, Type, Intensity, and Time
- All 4 Types of Fitness: Cardiorespiratory, Muscular Strength, Muscular Endurance, and Flexibility
- Warm-Up and Cool Down Activities

