

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title		Physical Education: Fitness for Life: Hybrid/Online				Course Code		PD300-PD301	
Transcript Title:	Fitness for Life AB			Grades Levels:	9-12		Board Adoption Date:		
Content Area:	Physical Education			GPA Scale:	4.0		Date Course Submitted:		6/2015
Credential Req:	Yes		Graduation Subject Areas:		Physical Education				
UC/CSU “A-G” Area Approvals:		NA		School Site that wrote and submitted the course:			CDMHS: Bryan Middleton		
Recommend Skills):									
Next course(s):									

COURSE DESCRIPTION *(catalog summary):*

This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education program aligned with the California Model Content Standards for Physical Education. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on students developing a personalized fitness program for a healthy lifestyle.

GOALS *(expected performance outcomes for students)*

Content:

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

Skills:

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

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Literacy:

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

Applications:

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

CALIFORNIA CONTENT STANDARDS *(how the course aligns with California and/or national curriculum standards):*

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

- 1.1 Combine and apply movement patterns, simple to complex, in aquatic, rhythms/dance, and individual and dual activities.
- 1.2 Demonstrate proficient movement skills in aquatic, rhythms/dance, and individual and dual activities.
- 1.3 Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatic, rhythms/dance, and individual and dual activities.
- 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatic, individual, and dual activities.
- 1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy); apply the principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities; and evaluate the performance based on the use of the principles.
- 1.6 Examine the physical, emotional, cognitive, and scientific factors that affect performance and explain the relationship between those factors.
- 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in aquatic, rhythms/dance, individual activities, and dual activities.
- 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.9 Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.10 Analyze situations and determine appropriate strategies for improved performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.11 Assess the effect/outcome of a particular performance strategy in aquatic, rhythms/dance, and individual and dual activities.
- 1.12 Demonstrate independent learning of movement skills.

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

- 2.1 Participate in moderate to vigorous physical activity at least four days each week.
- 2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.
- 2.3 Meet health-related physical fitness standards established by a scientifically based health-related fitness assessment.
- 2.4 Use physical fitness test results to set and adjust goals to improve fitness.
- 2.5 Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise.
- 2.6 Identify the physical fitness requirements of an occupation.
- 2.7 Develop and implement a one-month personal physical fitness plan.
- 2.8 Analyze consumer physical fitness products and programs.
- 2.9 Explain the inherent risks associated with physical activity in extreme environments.
- 2.10 Identify and list available fitness resources in the community.
- 2.11 Explain the role of physical activity in the prevention of disease and the reduction of health care costs.

Overarching Standard 3: *Students demonstrate knowledge of psychological and sociological concepts, principles and strategies that apply to the learning and performance of physical activity.*

Self-Responsibility

- 3.1 Accept personal responsibility to create and maintain a physically and emotionally safe and nonthreatening environment for physical activity.
- 3.2 Act independently of negative peer pressure during physical activity.
- 3.3 Identify and evaluate personal psychological responses to physical activity.
- 3.4 Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities.
- 3.5 Develop personal goals to improve one's performance in physical activities.

Social Interaction

- 3.6 Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity.
- 3.7 Analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace.
- 3.8 Recognize the value of physical activity in understanding multiculturalism.

Group Dynamics

- 3.9 Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.
- 3.10 Identify and utilize the potential strengths of each individual in physical activities.

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EVALUATION *(how the effectiveness of the course will be monitored and assessed):*

State Testing in Physical Education

Physical Fitness Testing (FITNESSGRAM)

The primary goal of the FITNESSGRAM battery of tests is to assist students in establishing lifelong habits of regular physical activity. The FITNESSGRAM is conducted in March, April and May. Students will be pre-tested in September and October to establish baseline fitness levels and set personal goals. The FITNESSGRAM tests 6 main fitness areas that represent 5 components of fitness: Aerobic Capacity, Muscular Strength, Muscular Endurance, Flexibility, and Body Composition. In Course 1 students will have their first opportunity to achieve 5 out of 6 Healthy Fitness Zones. As FITNESSGRAM is a state-mandated test, student scores will not be computed as part of their academic grade.

The 6 FITNESSGRAM required tests areas are:

1. Aerobic Capacity (PACER, One-Mile Run, or Walk Test)
2. Abdominal Strength and Endurance (Curl-Ups)
3. Trunk Extensor Strength and Flexibility (Trunk Lift)
4. Upper Body Strength (Push-Ups, Modified Pull-Ups, Flexed Arm Hang)
5. Flexibility (Back-Saver Sit and Reach, Shoulder Stretch)
6. Body Composition (Body Mass Index [height and weight], Percent Body Fat, Bioelectric Impedance Analysis)

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Unit 1	Length of Unit ... 4-5 Weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Unit 1 Building a Foundation Sub Topics A. Fitness, Health and Wellness B. Adopting a Healthy Lifestyle and Self-Management Skills C. Goal Setting and Program Planning	<u>biomechanics</u> <u>calisthenics</u> <u>cool-down</u> <u>exercise anatomy</u> <u>exercise physiology</u> <u>kinesiology</u> <u>motor learning</u> <u>motor skill</u> <u>stretching warm-up</u> <u>warm-up</u> <u>workout</u> <u>agility</u> <u>balance</u> <u>body composition</u> <u>body fat level</u> <u>cardiorespiratory endurance</u> <u>coordination</u> <u>health</u> <u>health-related physical fitness</u> <u>muscular endurance</u> <u>speed</u> <u>strength</u>	Standard 1: 1.1, 1.2, 1.3, 1.4, 1.7, 1.9, 1.10, 1.12 Standard 2: 2.1, 2.2, 2.3, 2.4, 2.5 Standard 3: 3.1, 3.2, 3.3, 3.4, 3.5, 3.10	Physical Education: Self-Assess Fitness Health Goal Setting Hybrid: Physical Education Class Participation Daily Fitness Log Physical Fitness Testing (FITNESSGRAM) Pre-Testing Physical Education: Online Content Reading of textbook Student Web Resources Vocabulary Assignments Discussions Quizzes	Internet Fitness for Life textbook Fitness for Life Student Web Resource Daily Fit Log Web-Based Education Tool for Fitness Haiku: Learning Management System Online Media Newspapers, Magazines & other approved publications Personal Resources CDC publications and resources Orange County Department of Education

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	<u>wellness</u>		Unit Exam Projects	
Differentiation	Support -- for students who are struggling with the content	Content: Teacher assistance; partners/groups, online student resources, goal setting, practice skills in PE class. Physical Education Requirements may be modified to accommodate students' physical challenges and/or learning disabilities. Process: Teacher assistance; student evaluations, clarification, restatement of concepts; Haiku (LMS) group discussions, email and video, special education support services, use of various teaching modalities. Students may work individually or in groups mixed with high achieving students. Product: Use of scoring rubrics to allow for different levels of mastery. Students may display mastery through a variety of mediums including exams, projects, essays, oral reports and demonstration. Adapted Personal Fitness Plan		
	Extension – for high achieving students.	Content: Advanced students will have access to in depth information regarding physical education and personal fitness plans. They will be able to explore more details through exploration of the various websites in the Learning Management System (Haiku). Process: Students may work individually or in groups mixed with struggling students and other high achieving students. Product: Use of scoring rubrics to allow for different levels of mastery. Students may display mastery through a variety of mediums including exams, projects, essays, oral reports and demonstration. Research based projects, Advanced Personal Fitness Plan		

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Evaluation	Formative Assessments (<i>ongoing & mid-lesson</i>): Used to assess student understanding and determine whether to continue with the lesson or if re-teaching is required. Strategies may include, but are not limited to Physical Education Class Participation Daily Fitness Log Assignments Discussions Quizzes Physical Fitness Testing (FITNESSGRAM) Pre-Testing		
	Summative Assessments (<i>unit final evaluation</i>): Unit Exams Research Papers		

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Unit 2	Length of Unit ... 4-5 Weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Unit 2 Becoming and Staying Physically Active Subtopics A. Getting Started in Physical Activity B. How Much is Enough C. Skill Learning and Injury Prevention	<u>hyperthermia</u> <u>hypothermia</u> <u>Physical Activity Readiness Questionnaire (PAR-Q)</u> <u>diastolic blood pressure</u> <u>hyperkinetic condition</u> <u>risk factor</u> <u>fitness target zone</u> <u>FITT formula</u> <u>frequency</u> <u>intensity</u> <u>Physical Activity Pyramid</u> <u>principle of overload</u> <u>principle of progression</u> <u>principle of specificity</u> <u>criterion-referenced health standards</u> <u>agility</u> <u>balance</u>	Standard 1: 1.1, 1.2, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, Standard 2: 2.1, 2.2, 2.3, 2.4, 2.5 Standard 3: 3.1, 3.2, 3.3, 3.4, 3.5, 3.10	Physical Education: Physical Activity Body Composition Flexibility Skill Learning Injury Prevention Hybrid: Physical Education Class Participation Daily Fitness Log Physical Fitness Testing (FITNESSGRAM) Continue Pre-Testing Physical Education: Online Content Reading of textbook Student Web Resources Vocabulary Assignments	Internet Fitness for Life textbook Fitness for Life Student Web Resource Daily Fit Log Web-Based Education Tool for Fitness Haiku: Learning Management System Online Media Newspapers, Magazines & other approved publications Personal Resources CDC publications and resources Orange County Department of Education

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	<u>coordination</u> <u>skill</u> <u>skill-related</u> <u>physical fitness</u> <u>speed</u> <u>teamwork</u> <u>biomechanical</u> <u>principles</u> <u>extension</u> <u>flexion</u> <u>overuse injury</u> <u>RICE</u> <u>sprain</u> <u>strain</u> <u>tendon</u>		Discussions Quizzes Unit Exam Projects
Differentiation	Support -- for students who are struggling with the content	Content: Teacher assistance; partners/groups, online student resources, goal setting, practice skills in PE class. Physical Education Requirements may be modified to accommodate students' physical challenges and/or learning disabilities. Process: Teacher assistance; student evaluations, clarification, restatement of concepts; Haiku (LMS) group discussions, email and video, special education support services, use of various teaching modalities. Students may work individually or in groups mixed with high achieving students. Product: Use of scoring rubrics to allow for different levels of mastery. Students may display mastery through a variety of mediums including exams, projects, essays, oral reports and demonstration. Adapted Personal Fitness Plan	
	Extension – for high achieving students.	Content: Advanced students will have access to in depth information regarding physical education and personal fitness plans. They will be able to explore more details through exploration of the various websites in the Learning Management System (Haiku).	

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		Process: Students may work individually or in groups mixed with struggling students and other high achieving students. Product: Use of scoring rubrics to allow for different levels of mastery. Students may display mastery through a variety of mediums including exams, projects, essays, oral reports and demonstration. Research based projects, Advanced Personal Fitness Plan		
Evaluation	Formative Assessments (ongoing & mid-lesson): Used to assess student understanding and determine whether to continue with the lesson or if re-teaching is required. Strategies may include, but are not limited to Physical Education Class Participation Daily Fitness Log Assignments Discussions Quizzes Physical Fitness Testing (FITNESSGRAM) Pre-Testing			
	Summative Assessments (unit final evaluation): Unit Exams Research Papers			

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Unit 3	Length of Unit ... 4-5 Weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Unit 3 Moderate and Vigorous Physical Activity Subtopics A. Moderate Physical Activity B. Cardiorespiratory Endurance C. Vigorous physical Activity	<u>lifestyle physical activity</u> <u>metabolic equivalent (MET)</u> <u>moderate physical activity</u> <u>pedometer</u> <u>calisthenics</u> <u>habituate</u> <u>aerobic capacity</u> <u>cardiorespiratory endurance</u> <u>graded exercise test</u> <u>aerobic activity</u> <u>heart rate reserve (HRR)</u> <u>maximal heart rate</u> <u>vigorous aerobics</u> <u>aerobic activity</u> <u>heart rate reserve (HRR)</u> <u>maximal heart rate</u> <u>aerobic</u> <u>anaerobic activity</u> <u>anaerobic</u>	Standard 1: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, Standard 2: 2.1, 2.2, 2.3, 2.4, 2.5 Standard 3: 3.1, 3.2, 3.3, 3.4, 3.5, 3.10	Physical Education: Moderate and Vigorous physical activity One-Mile Run Test Managing Time in Fitness Cardiorespiratory Endurance Hybrid: Physical Education Class Participation Daily Fitness Log Physical Fitness Testing (FITNESSGRAM) Continue Pre-Testing Physical Education: Online Content Reading of textbook Student Web Resources Vocabulary Assignments Discussions	Internet Fitness for Life textbook Fitness for Life Student Web Resource Daily Fit Log Web-Based Education Tool for Fitness Haiku: Learning Management System Online Media Newspapers, Magazines & other approved publications Personal Resources CDC publications and resources Orange County Department of Education

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	<u>capacity</u> <u>circuit training</u> <u>leisure time</u> <u>lifetime sport</u> <u>recreation</u> <u>sport</u> <u>vigorous</u> <u>aerobics</u> <u>vigorous</u> <u>recreation</u> <u>vigorous sport</u> <u>over-exercising</u>		Quizzes Unit Exam Projects
Differentiation	Support -- for students who are struggling with the content	Content: Teacher assistance; partners/groups, online student resources, goal setting, practice skills in PE class. Physical Education Requirements may be modified to accommodate students' physical challenges and/or learning disabilities. Process: Teacher assistance; student evaluations, clarification, restatement of concepts; Haiku (LMS) group discussions, email and video, special education support services, use of various teaching modalities. Students may work individually or in groups mixed with high achieving students. Product: Use of scoring rubrics to allow for different levels of mastery. Students may display mastery through a variety of mediums including exams, projects, essays, oral reports and demonstration. Adapted Personal Fitness Plan	
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		other high achieving students. Product: Use of scoring rubrics to allow for different levels of mastery. Students may display mastery through a variety of mediums including exams, projects, essays, oral reports and demonstration. Research based projects, Advanced Personal Fitness Plan		
Evaluation	Formative Assessments (ongoing & mid-lesson): Used to assess student understanding and determine whether to continue with the lesson or if re-teaching is required. Strategies may include, but are not limited to Physical Education Class Participation Daily Fitness Log Assignments Discussions Quizzes Physical Fitness Testing (FITNESSGRAM) Pre-Testing			
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Unit 4	Length of Unit ... 4-5 Weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Unit 4 Muscle Fitness and Flexibility Subtopics A. Muscle Fitness Basics B. Muscle Fitness Applications C. Flexibility	<u>absolute strength</u> <u>calisthenics</u> <u>concentric</u> <u>fast-twitch muscle fiber</u> <u>isokinetic exercise</u> <u>isometric exercise</u> <u>isotonic exercise</u> <u>plyometrics</u> <u>principle of rest and recovery</u> <u>relative strength</u> <u>reps</u> <u>set</u> <u>slow-twitch muscle fiber</u> <u>bodybuilding</u> <u>interval training</u> <u>weightlifting</u> <u>force</u> <u>anabolic steroid</u> <u>human growth hormone (HGH)</u> <u>dynamic movement exercises</u>	Standard 1: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, Standard 2: 2.1, 2.2, 2.3, 2.4, 2.5 Standard 3: 3.1, 3.2, 3.3, 3.4, 3.5, 3.10	Physical Education: Muscle Fitness Muscle Testing Flexibility and Muscle Fitness Hybrid: Physical Education Class Participation Daily Fitness Log Physical Fitness Testing (FITNESSGRAM) Continue Pre-Testing Physical Education: Online Content Reading of textbook Student Web Resources Vocabulary Assignments Discussions Quizzes	Internet Fitness for Life textbook Fitness for Life Student Web Resource Daily Fit Log Web-Based Education Tool for Fitness Haiku: Learning Management System Online Media Newspapers, Magazines & other approved publications Personal Resources CDC publications and resources Orange County Department of Education

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	<u>dynamic stretch</u> <u>hypermobility</u> <u>muscle-tendon unit</u> <u>passive stretch</u> <u>PNF stretching</u> <u>range of motion (ROM)</u> <u>range-of-motion (ROM) exercise</u> <u>tai chi</u> <u>yoga</u>		Unit Exam Projects
Differentiation	Support -- for students who are struggling with the content	Content: Teacher assistance; partners/groups, online student resources, goal setting, practice skills in PE class. Physical Education Requirements may be modified to accommodate students' physical challenges and/or learning disabilities. Process: Teacher assistance; student evaluations, clarification, restatement of concepts; Haiku (LMS) group discussions, email and video, special education support services, use of various teaching modalities. Students may work individually or in groups mixed with high achieving students. Product: Use of scoring rubrics to allow for different levels of mastery. Students may display mastery through a variety of mediums including exams, projects, essays, oral reports and demonstration. Adapted Personal Fitness Plan	
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		Research based projects, Advanced Personal Fitness Plan		
Evaluation	Formative Assessments (ongoing & mid-lesson): Used to assess student understanding and determine whether to continue with the lesson or if re-teaching is required. Strategies may include, but are not limited to Physical Education Class Participation Daily Fitness Log Assignments Discussions Quizzes Physical Fitness Testing (FITNESSGRAM) Pre-Testing			
	Summative Assessments (unit final evaluation): Unit Exams Research Papers			

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Unit 5	Length of Unit ... 4-5 Weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Unit 5 Health Choices Subtopics A. Body Composition B. Physical Activity Program Planning C. Making Good Consumer Choices	<u>anorexia athletica</u> <u>anorexia nervosa</u> <u>basal metabolism</u> <u>body composition</u> <u>body fat level</u> <u>bulimia</u> <u>essential body fat</u> <u>lean body tissue</u> <u>metabolic syndrome</u> <u>obesity</u> <u>overweight</u> <u>skinfold</u> <u>underweight</u> <u>calorie</u> <u>calorie expenditure</u> <u>calorie intake</u> <u>energy balance</u> <u>cognitive skills</u> <u>fitness profile</u> <u>attitude</u>	Standard 1: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, Standard 2: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11 Standard 3: 3.1, 3.2, 3.3, 3.4, 3.5, 3.10	Physical Education: Body Composition Physical Self-Perception Physical Activity Program Planning Making Good Consumer Choices Hybrid: Physical Education Class Participation Daily Fitness Log Physical Fitness Create One Month Personal Fitness Plan Physical Fitness Testing (FITNESSGRAM) Final Assessment Physical Education: Online Content Reading of textbook Student Web Resources Vocabulary	Internet Fitness for Life textbook Fitness for Life Student Web Resource Daily Fit Log Web-Based Education Tool for Fitness Haiku: Learning Management System Online Media Newspapers, Magazines & other approved publications Personal Resources CDC publications and resources Orange County Department of Education

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	<u>con artist</u> <u>electrolytes</u> <u>fraud</u> <u>passive</u> <u>exercise</u> <u>quack</u> <u>quackery</u> <u>spa</u> <u>web extension</u>		Assignments Discussions Quizzes Unit Exam Projects	
Differentiation	Support -- for students who are struggling with the content	Content: Teacher assistance; partners/groups, online student resources, goal setting, practice skills in PE class. Physical Education Requirements may be modified to accommodate students' physical challenges and/or learning disabilities. Process: Teacher assistance; student evaluations, clarification, restatement of concepts; Haiku (LMS) group discussions, email and video, special education support services, use of various teaching modalities. Students may work individually or in groups mixed with high achieving students. Product: Use of scoring rubrics to allow for different levels of mastery. Students may display mastery through a variety of mediums including exams, projects, essays, oral reports and demonstration. Adapted Personal Fitness Plan		
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	Summative Assessments (unit final evaluation): Unit Exams Research Papers Physical Fitness Testing (FITNESSGRAM) Final Assessment		

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Unit 6	Length of Unit ... 4-5 Weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Unit 6 Wellness Perspective Subtopics A. Choosing Nutritious Food B. Stress Management C. Making Choices and Planning for Health and Wellness	<u>amino acid</u> <u>basal metabolism</u> <u>carbohydrate</u> <u>complete protein</u> <u>creeping obesity</u> <u>Dietary</u> <u>Reference Intake</u> <u>(DRI)</u> <u>dietitian</u> <u>empty calories</u> <u>fat</u> <u>fiber</u> <u>incomplete</u> <u>protein</u> <u>macronutrient</u> <u>micronutrient</u> <u>protein</u> <u>Recommended</u> <u>Dietary</u> <u>Allowance (RDA)</u> <u>resting</u> <u>metabolism</u> <u>saturated fat</u> <u>trans-fatty acid</u> <u>unsaturated fat</u> <u>calorimeter</u> <u>food label</u> <u>food supplement</u>	Standard 1: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, Standard 2: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11 Standard 3: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.9, 3.10	Physical Education: Nutrition Stress Management Health and Wellness Hybrid: Physical Education Class Participation Daily Fitness Log Physical Fitness One Month Personal Fitness Plan Physical Education: Online Content Reading of textbook Student Web Resources Vocabulary Assignments Discussions Quizzes Unit Exam	Internet Fitness for Life textbook Fitness for Life Student Web Resource Daily Fit Log Web-Based Education Tool for Fitness Haiku: Learning Management System Online Media Newspapers, Magazines & other approved publications Personal Resources CDC publications and resources Orange County Department of Education

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	<u>alarm reaction</u> <u>coping</u> <u>coping skill</u> <u>distress</u> <u>eustress</u> <u>stress</u> <u>stressor</u> <u>competitive stress</u> <u>runner's high</u> <u>controllable risk factor</u> <u>lifestyle</u> <u>sleep apnea</u> <u>uncontrollable risk factor</u> <u>consumer community</u> <u>professional</u>		Projects
Differentiation	Support -- for students who are struggling with the content	Content: Teacher assistance; partners/groups, online student resources, goal setting, practice skills in PE class. Physical Education Requirements may be modified to accommodate students' physical challenges and/or learning disabilities. Process: Teacher assistance; student evaluations, clarification, restatement of concepts; Haiku (LMS) group discussions, email and video, special education support services, use of various teaching modalities. Students may work individually or in groups mixed with high achieving students. Product: Use of scoring rubrics to allow for different levels of mastery. Students may display mastery through a variety of mediums including exams, projects, essays, oral reports and demonstration. Adapted Personal Fitness Plan	
		Content: Advanced students will have access to in depth information regarding physical education	

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	Extension – for high achieving students.	and personal fitness plans. They will be able to explore more details through exploration of the various websites in the Learning Management System (Haiku). Process: Students may work individually or in groups mixed with struggling students and other high achieving students. Product: Use of scoring rubrics to allow for different levels of mastery. Students may display mastery through a variety of mediums including exams, projects, essays, oral reports and demonstration. Research based projects, Advanced Personal Fitness Plan		
Evaluation	Formative Assessments (ongoing & mid-lesson): Used to assess student understanding and determine whether to continue with the lesson or if re-teaching is required. Strategies may include, but are not limited to Physical Education Class Participation Daily Fitness Log Assignments Discussions Quizzes Personal Fitness Plan			
	Summative Assessments (unit final evaluation): Unit Exams Research Papers Personal Fitness Plan Evaluation			

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Unit 7	Length of Unit ... 4-5 Weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Unit 7 Moving Through Life Subtopics A. Strategies for Active Living B. The Science of Active Living C. Lifelong Activity	<u>adventure education</u> <u>cooperative game</u> <u>fitness education</u> <u>outdoor education</u> <u>physical literacy</u> <u>sport education</u> <u>strategy</u> <u>tactic</u> <u>acceleration</u> <u>deceleration</u> <u>force</u> <u>hydrodynamics</u> <u>locomotion</u> <u>stance</u> <u>velocity</u> <u>complex skill</u> <u>implement</u> <u>object</u> <u>tracking</u> <u>etiquette</u> <u>group cohesiveness</u> <u>leadership</u> <u>rule</u>	Standard 1: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, Standard 2: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11 Standard 3: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10	Physical Education: Active Living Group and Personal Fitness for Life Lifelong Activity Hybrid: Physical Education Class Participation Daily Fitness Log Physical Fitness Continue Personal Fitness Plan Physical Education: Online Content Reading of textbook Student Web Resources Vocabulary Assignments Discussions Quizzes	Internet Fitness for Life textbook Fitness for Life Student Web Resource Daily Fit Log Web-Based Education Tool for Fitness Haiku: Learning Management System Online Media Newspapers, Magazines & other approved publications Personal Resources CDC publications and resources Orange County Department of Education

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	<u>sportsmanship</u> <u>teamwork</u> <u>autonomy</u> <u>extrinsic motivation</u> <u>intrinsic motivation</u> <u>optimal challenge</u> <u>self-reward system</u>		Unit Exam Projects	
Differentiation	Support -- for students who are struggling with the content	Content: Teacher assistance; partners/groups, online student resources, goal setting, practice skills in PE class. Physical Education Requirements may be modified to accommodate students' physical challenges and/or learning disabilities. Process: Teacher assistance; student evaluations, clarification, restatement of concepts; Haiku (LMS) group discussions, email and video, special education support services, use of various teaching modalities. Students may work individually or in groups mixed with high achieving students. Product: Use of scoring rubrics to allow for different levels of mastery. Students may display mastery through a variety of mediums including exams, projects, essays, oral reports and demonstration. Adapted Personal Fitness Plan		
	Extension – for high achieving students.	Content: Advanced students will have access to in depth information regarding physical education and personal fitness plans. They will be able to explore more details through exploration of the various websites in the Learning Management System (Haiku). Process: Students may work individually or in groups mixed with struggling students and other high achieving students. Product: Use of scoring rubrics to allow for different levels of mastery. Students may display mastery through a variety of mediums including exams, projects, essays, oral reports and demonstration. Research based projects, Advanced Personal Fitness Plan		

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Evaluation	Formative Assessments (<i>ongoing & mid-lesson</i>): Used to assess student understanding and determine whether to continue with the lesson or if re-teaching is required. Strategies may include, but are not limited to Physical Education Class Participation Daily Fitness Log Assignments Discussions Quizzes Personal Fitness Plan	
	Summative Assessments (<i>unit final evaluation</i>): Unit Exams Research Papers Personal Fitness Plan Evaluation	