Oroville Union High School District
Course Description

Course Title:	P.E. 9 Freshman Core
Aeries Course #:	505A
CBEDS #:	9314
Course Length:	One Year
Type of Credit(s):	PE (10 credits)
A-G Approved:	No
Approval Date:	N/A
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	None
Includes Hands-on Lab Activities:	No
Grade Level(s):	9
Primary Textbook(s):	Fitness for Life, 6th Edition, Corbin, LeMasurier and Connell, Human Kinetics, 2014, ISBN # 978-1-4504-0022-0
Supplemental Materials:	None
Digital Resources:	None

Course Overview

This course is required of all freshman. The foundational program stresses development of skills in a wide variety of activities. Instruction will include areas of individual/dual sports, team sports, mechanics of body movement, and development of overall fitness. Throughout the year students will continuously work on the required California Fitness standards that they will be tested on in the spring.

Please attach a copy of all standards that apply to this course.

Board Approval Date: 12/18/19

High School Course 1 Standards

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 and 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.

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.

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.