

Elective Physical Education

Course Description

Aerobic Activities: The student must demonstrate advanced knowledge and skills in two or more aerobic activities, such as running, aerobic dance, walking or cycling; identify and apply characteristics and critical elements of a highly-skilled performance in aerobic activities; apply previously learned movement concepts and principles to the learning and development of motor skills required for successful participation in aerobic activities; identify and apply biomechanical principles necessary for the safe and successful performance of aerobic activities; list, describe, and demonstrate use of safety equipment required for participation in aerobic activities; demonstrate independent learning of movement skills in aerobic activities.

Individual and Dual Activities: The student must demonstrate advanced knowledge and skills in two or more individual and dual activities, such as archery, yoga, tennis, badminton and volleyball; identify and apply characteristics and critical elements of a highly-skilled performance in individual and dual activities; apply previously learned movement concepts and principles to the learning and development of motor skills required for successful participation in individual and dual activities; identify and apply biomechanical principles necessary for the safe and successful performance of individual and dual activities; list, describe, and demonstrate use of safety equipment required for participation in individual and dual activities; demonstrate independent learning of movement skills in individual and dual activities.

Aquatics: The student must demonstrate advanced knowledge and skills in two or more aquatic activities, such as swimming, water polo and life guarding; identify and apply characteristics and critical elements of a highly-skilled performance in aquatic activities; apply previously learned movement concepts and principles to the learning and development of motor skills required for successful participation in aquatic activities; identify and apply biomechanical principles necessary for the safe and successful performance of aquatic activities; list, describe, and demonstrate use of safety equipment required for participation in aquatic activities; demonstrate independent learning of movement skills in aquatic activities.

Weight Training and Fitness: The student must be able to explain and apply biomechanical principles of 1st, 2nd, & 3rd class levers specific to a variety of lifting techniques; observe and analyze the techniques of another while lifting (or yourself through video) and write an analysis of the performance; demonstrate proper spotting techniques for all lifts and exercises which require spotting; observe and analyze the techniques of another performing a plyometric exercise (or yourself through video) and write-up an analysis of the performance; measure and assess multiple performances of another in the following areas: balance, reaction time, agility, coordination, power, and speed; identify and apply biomechanical principles necessary for the safe and successful performance of weight training; list, describe, and demonstrate use of safety equipment required for participation in weight training; demonstrate independent learning of movement skills in weight training.

SAN MATEO UNION HIGH SCHOOL DISTRICT
COURSE OF STUDY

Board Approved February 5, 2009

Purpose: The San Mateo Union High School District, in accordance with the state-adopted Physical Education Model Content Standards, has developed this physical education course to educate students on the development of motor skills and techniques, the importance of continual physical fitness, and the psychological and sociological benefits of physical activity.

Students are expected to meet performance and content standards throughout the course. During this course, students must achieve the following goals:

- Demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities.
- Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
- Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

Graduation Requirement: Students receive one semester of elective credit for each semester of Elective Physical Education the student passes.

Grade Placement: Grades 11-12

Prerequisite: *Successful completion of PE 1-2 and PE 3-4.* Physical Education Electives allow students to explore a variety of different lifelong activities in search of ones they really enjoy.

Assessment: Student performance will be evaluated by using a variety of methods, including, but not limited to, participation in activities, skill evaluation, social interaction and cooperation, daily/weekly fitness components, written assignments, self-evaluation of performance in fitness activities.

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Aerobic Activities

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

1.1 Demonstrate advanced knowledge and skills in two or more aerobic activities, one or more from each of the following categories:

Category 1

Running
Aerobic dance
Swimming
Aqua Aerobics

Category 2

Cycling
Rowing
Walking

- 1.2 Identify and apply characteristics and critical elements of a highly skilled performance in aerobic activities.
- 1.3 Apply previously learned movement concepts to the learning and development of motor skills required for successful participation in aerobic activities.
- 1.4 Identify and apply biomechanical principles necessary for the safe and successful performance of aerobic activities.
- 1.5 List, describe, and demonstrate use of safety equipment required for participation in aerobic activities.
- 1.6 Demonstrate independent learning of movement skills in aerobic activities.

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

- 2.1 Identify and achieve personal levels of excellence in physical fitness.
- 2.2 Independently engage in physical activity that increases aerobic capacity.
- 2.3 Evaluate goal-setting and other strategies as effective tools for exercise adherence.
- 2.4 Measure health-related fitness periodically and adjust physical activity to achieve fitness goals.
- 2.5 Identify and explain the positive effects of participation in aerobic activity on personal health.

Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

Self-Responsibility

- 3.1 Independently engage in aerobic activities.
- 3.2 Develop personal goals to improve performance in aerobic activities.
- 3.3 Compare and contrast the effective leadership skills used in aerobic activities with those used in other physical activity settings.
- 3.4 Identify and analyze aerobic activities that enhance personal enjoyment and challenge.
- 3.5 Evaluate the risks and safety factors that may affect participation in aerobic activity throughout a lifetime.

Social Interaction

- 3.6 Invite others to join in aerobic activity.
- 3.7 Explain how to select and modify aerobic activities to allow for participation by children, the elderly, and those with special needs.
- 3.8 Analyze the role of social interaction in the successful participation and enjoyment of aerobic activities.

Group Dynamics

- 3.9 Accept and perform planned and spontaneous leadership assignments and roles in aerobic activities.
- 3.10 Analyze the role cooperation and leadership play in aerobic activities.
- 3.11 Engage in opportunities to be a member of an aerobic activity both in and outside of school activities.

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Individual and Dual Activities

Standard 1: Demonstrate knowledge and competency in motor skill, movement pattern and strategies essential to perform a variety of physical activities.

1.1 Demonstrate advanced knowledge and skills in two or more activities, one or more from each of the following categories:

<u>Individual</u>	<u>Dual</u>
Cycling	Badminton
Golf	Handball
Archery	Two-player volleyball
Gymnastics/Tumbling	Tennis
Yoga	Racquetball
	Squash

- 1.2 Identify and apply characteristics and critical elements of highly skilled performances in individual/dual activities.
- 1.3 Apply previously learned movement concepts to the learning and development of motor skills required for successful participation in individual/dual activities.
- 1.4 Identify and apply biomechanical principles necessary for the safe and successful performance of individual/dual activities.
- 1.5 List, describe, and demonstrate the use of safety equipment required for participation in individual/dual activities.
- 1.6 Demonstrate independent learning of movement skills in individual/dual activities.

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

- 2.1 Meet physical fitness standards that exceed those of the State-mandated fitness test.
- 2.2 Participate in individual and dual activities that improve or maintain health-related fitness.
- 2.3 Analyze the effects of individual and dual activities on a personal physical fitness program and personal levels of health-related fitness.
- 2.4 Improve or maintain physical fitness by adjusting physical activity levels to meet the principles of exercise.
- 2.5 Explain the relationship between participation in individual and dual activities and health.
- 2.6 Demonstrate the ability to effectively analyze and economically purchase products and programs for individual and dual activities.
- 2.7 Develop and implement a month-long personal physical fitness plan that includes individual and dual activities.

Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

Self-Responsibility

- 3.1 Compare and contrast effective leadership skills used with individual and dual activities with those used in other physical activity settings.
- 3.2 Develop personal goals to improve performance in individual and dual activities.
- 3.3 Identify and analyze individual and dual physical activities that enhance personal enjoyment.
- 3.4 Evaluate risks and safety factors that may affect participation in individual and dual activities throughout a lifetime.

Social Interaction

- 3.5 Explain how to select and modify individual and dual activities to allow for participation by children, the elderly, and those with special needs.
- 3.6 Analyze the role of social interaction in the successful participation and enjoyment in individual and dual activities.

Group Dynamics

- 3.7 Accept and perform planned and spontaneous leadership assignments and roles in individual and dual activities.
- 3.8 Analyze the role cooperation and leadership play in individual and dual activities.
- 3.9 Engage in opportunities to be a member of an individual and dual activity both in and outside of school activities.

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Aquatics

Standard 1: Demonstrate knowledge and competency in motor skill, movement patterns and strategies needed to perform a variety of physical activities.

1.1 Demonstrate advanced knowledge and skills in two or more activities, one or more from each of the following categories:

Category 1

Swimming

Snorkeling

Category 2

Water polo

Synchronized Swimming

Life guarding

- 1.2 Identify and apply characteristics and critical elements of a highly skilled performance in aquatic activities.
- 1.3 Apply previously learned movement concepts to the learning and development of motor skills required for successful participation in aquatic activities.
- 1.4 Identify and apply biomechanical principles necessary for the safe and successful performance of aquatic activities.
- 1.5 List, describe, and demonstrate use of safety equipment required for participation in aquatic activities.
- 1.6 Demonstrate independent learning of movement skills in aquatic activities.
- 1.7 Identify and apply safety skills necessary for entering swimming pools, lakes, rivers and oceans (e.g. walking, jumping, falling and diving).
- 1.8 Demonstrate and explain basic water rescue with and without equipment.
- 1.9 Demonstrate and explain basic cardiopulmonary resuscitation.

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

- 2.1 Meet physical fitness standards that exceed those of the State-mandated fitness test.
- 2.2 Participate in aquatic activities that improve or maintain health-related fitness.
- 2.3 Analyze the effects of aquatics on a personal physical fitness program and personal levels of health-related fitness.
- 2.4 Improve or maintain physical fitness by adjusting physical activity levels to meet the principles of exercise.
- 2.5 Explain the relationship between participation in aquatics activities and health.
- 2.6 Demonstrate the ability to effectively analyze and economically purchase products and programs for aquatic activities.
- 2.7 Develop and implement a month-long personal physical fitness plan that includes aquatic activities.
- 2.8 Explain how aquatic activities contribute to the development and maintenance of health related physical fitness.
- 2.9 Create and implement aquatic programs that improve health-related physical fitness.

Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

Self-Responsibility

- 3.1 Compare and contrast effective leadership skills used with aquatic activities with those used in other physical activity settings.
- 3.2 Develop personal goals to improve performance in aquatic activities.
- 3.3 Identify and analyze aquatic physical activities that enhance personal enjoyment.
- 3.4 Evaluate risks and safety factors that may affect participation in aquatic activities throughout a lifetime.
- 3.5 Identify and apply personal responsibilities for safety and hygiene in the aquatics setting.

Social Interaction

- 3.6 Explain how to select and modify aquatic activities to allow for participation by children, the elderly, and those with special needs.
- 3.7 Analyze the role of social interaction in the successful participation and enjoyment of aquatic activities.

Group Dynamics

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- 3.8 Accept and perform planned and spontaneous leadership assignments and roles in aquatic activities.
- 3.9 Analyze the role cooperation and leadership play in aquatic activities.
- 3.10 Engage in opportunities to be a member of an aquatic activity both in and outside of school.

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Weight Training and Fitness

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

- 1.1 Explain and apply biomechanical principles of 1st, 2nd, & 3rd class levers specific to a variety of lifting techniques.
- 1.2 Observe and analyze the techniques of another while lifting (or yourself through video) and write an analysis of the performance.
- 1.3 Demonstrate proper spotting techniques for all lifts and exercises which require spotting.
- 1.4 Observe and analyze the techniques of another performing a plyometric exercise (or yourself through video) and write-up an analysis of the performance.
- 1.5 Measure and assess multiple performances of another in the following areas: balance, reaction time, agility, coordination, power, and speed.
- 1.6 Identify and apply biomechanical principles necessary for the safe and successful performance of weight training.
- 1.7 List, describe, and demonstrate use of safety equipment required for participation in weight training.
- 1.8 Demonstrate independent learning of movement skills in weight training.

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

- 2.1 Establish a set of personal physical fitness goals utilizing the principles of training and create a strength-training and conditioning program.
- 2.2 Identify the prime mover muscles, antagonistic muscles, and stabilizer muscles for each of the major weight training exercises.
- 2.3 Measure and assess multiple performances of another in the following areas: muscular strength, muscular endurance, cardiorespiratory endurance, and flexibility.
- 2.4 Explain that biomechanics, muscle size, gender, age, training experience, training technique, specificity, and muscle stretch affect strength performance.
- 2.5 Demonstrate and explain the techniques and concepts of three different types of weight training programs.
- 2.6 Demonstrate and explain the concepts of two different conditioning programs.
- 2.7 Develop and/or use a personal physical fitness log to record all workout data on a daily basis.
- 2.8 Based on the personal physical fitness goals set in 2.1, achieve a significantly higher level of speed, strength, power, and endurance.
- 2.9 Meet physical fitness standards that exceed those of the State-mandated test.

Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

Self-Responsibility

- 3.1 Display safe and responsible behavior while training.
- 3.2 Describe the role of motivation in physical activity.
- 3.3 Describe how the perception of effort and quality is a personal assessment and the role it plays in achieving fitness goals.
- 3.4 Develop personal goals to improve performance in weight training and fitness.
- 3.5 Identify and analyze weight training and fitness activities that enhance personal enjoyment.
- 3.6 Evaluate risks and safety factors that may affect participation in weight training and fitness throughout a lifetime.

Social Interaction

- 3.7 Explain how to select and modify weight training and fitness activities to allow for participation by children, the elderly, and those with special needs.
- 3.8 Analyze the role of social interaction in the successful participation and enjoyment of participating in weight training and fitness activities.

Group Dynamics

- 3.9 Assist others in achievement of their fitness goals.