

San Mateo Union High School District
Course of Study
Physical Education 1

I. Course Description

A. UC/CSU “a-g” Subject Area: None

B. Rationale for Course

The Physical Education Program within the SMUHSD parallels the adopted California Physical Education State Framework and California Common Core State Standards for Technical Subjects. based on the disciplines of motor learning, biomechanics, exercise physiology, human growth and development, sociology, and historical perspectives. It stresses physical education activities that help the student develop socially and emotionally as well as physically. The core program consists of department and district selected activities that are designed to introduce the student to physical education, fitness, including a variety of individual and team activities. Through regular participation in physical education, the student realizes the value of active involvement in our program and receives instruction in sports and methods of maintaining fitness, which will have the potential to improve the quality of their adult life. The 9th grade core program consists of dual, individual activities and physical fitness.

Activities are selected and taught on a skill progression level that is commensurate with the individual's ability and grade level in each of the following areas:

1. Movement Skills: These include the fundamental skills of various activities including but not limited to archery, aquatics, golf, dance, and team or individual games.
2. Physical Fitness: The physical fitness battery gives attention to endurance, strength, agility, and flexibility. Each student is measured twice a year by completing the California State Physical Fitness Tests during the fall and spring semester. In addition, all physical education students participate weekly in a structured physical fitness training program that includes muscular strength, physical agility, and aerobics capacity.
3. Lifetime Activities: All activities and skills include and encourage a worthy use of leisure time while emphasizing the importance of maintaining healthy fitness levels after graduation and into adulthood.

C. Grade Level: 9

D. Credits: Five credits for PE 1; five credits for PE 2 These courses satisfy one year of the two-year SMUHSD physical education requirement. All freshmen are required to pass Physical Education 1 and Physical Education 2 to meet graduation requirements.

E. Prerequisites: None

F. Brief Course Description (short paragraph on content of course)

Physical Education 1-2 is aligned with the California Physical Education State Framework and California Common Core State Standards for Technical Subjects. This includes reading and writing in the course of study of the following activities, but not limited to: physical fitness, aquatics, badminton, dance, track/field, tennis, and weight training. Each activity

has a daily conditioning and fitness strand imbedded in each unit. Students should strive to 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 fitness concepts, principles and strategies.
- Demonstrate psychological and sociological concepts, principles and strategies as they apply to learning and performance of physical activities.
- Analyze and evaluate progress towards SMUHSD and CA fitness goals aligning with the California Common Core Standards for Literacy in History/Social Studies, Science and Technical Subjects.

II. Course Purpose: Goals and Student Outcomes

PE 1-2 helps students develop the skills, knowledge, and competencies to live a healthy and physically active life. Students gain an understanding that physical education is integral to a healthy lifestyle and can contribute to people's pleasure and enhance their lives. Through their participation in PE 1-2, students will be able to gain an understanding that physical education:

- Promotes active lifestyles. (C.S.S. 2)
 - Challenges thinking in a safe learning environment. (C.S.S. 3)
 - Builds movement competence and confidence. (C.S.S. 1)
 - Develops teamwork, leadership, and interpersonal skills. (C.S.S. 3)
 - Explores and develops decision-making and risk management. (C.S.S. 3)
 - Creates a safe learning environment that promotes positive physical, psychological and emotional changes. (C.S.S. 3)
 - Develops understandings about the social and cultural significance of movement. (C.S.S. 3)
 - Creates learning pathways.
- C.C.S.S. Reading Standard 4, 5; C.C.S.S. 3, 5, 7 and 10 apply to the bullet points above
-Common Core State Standards = C.C.S.S.
- C.S.S. = California State Standards

III. Course Outline

Fitness Strand

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Throughout the semester, students regularly engage in vigorous, cardiovascular fitness activities. Students may:

- Participate in at least 80 minutes of vigorous, cardiovascular activity per week or run at least three miles per week (activities and running determined by the teacher).
- Participate in stretching and exercises intended to improve student's ability to reach the Healthy Fitness Zone in the physical fitness tests, administered in September and December.

- Develop and implement a one-month personal physical fitness plan.

By the end of this unit, students must be able to ...

- List available community fitness resources.
- Explain the inherent risks associated with physical activity in extreme environments.
- Recognize the importance of cooperation and positive interactions with others while participating in physical activity.
- Explain the role of physical activity in the prevention of disease and the reduction of health-care costs.

Content Standards met in the Fitness strand:

- 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 (aerobic capacity, muscle strength, muscle endurance, flexibility, and body composition).
- 2.5 Improve and maintain physical fitness by adjusting physical activity levels to meet the principles of exercise.
- 2.7 Develop and implement a one-month personal physical fitness plan.
- 2.9 Explain the inherent risks associated with physical activity in extreme environments.
- 2.10 List available community fitness resources.
- 2.11 Explain the role of physical activity in the prevention of disease and the reduction of health-care costs.

Self-Responsibility

- 3.1 Accept personal responsibility to create and maintain a physically/emotionally safe and non-threatening environment for physical activity.
- 3.2 Act independent of negative peer pressure during physical activity.
- 3.3 Identify and evaluate personal psychological response 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 performance in physical activities.

Social Interaction and Group Dynamics

- 3.6 Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity.
- 3.9 Participating in physical activity.
- 3.10 Identify and utilize the potential strengths of each individual by supporting his/her effort in physical activity settings.

C.C.S.S. Reading Standard 4, 5; C.C.S.S. 3, 5, 7 and 10

Common Core State Standards = C.C.S.S.

C.S.S. = California State Standards

Fitness Testing Unit

Students may:

- Participate in fitness test activities (aerobic capacity, muscle strength, muscle endurance, flexibility, and body composition) by mid-September and again by mid-December (dates vary in the summer).
- Use physical fitness test results to set and adjust goals to improve fitness.

Content Standards met in the Fitness Testing unit:

- 2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness (aerobic capacity, muscle strength, muscle endurance, flexibility, and body composition).
- 2.3 Meet health-related fitness standards established by the State-mandated fitness test.
- 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 to meet the principles of exercise.

Self-Responsibility

- 3.2 Act independent of negative peer pressure during physical activity.
- 3.3 Identify and evaluate personal psychological response 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 performance in physical activities.

Group Dynamics

- 3.9 Recognize the importance of cooperation and positive interactions with others while participating in physical activity.
- 3.10 Identify and utilize the potential strengths of each individual by supporting his/her effort in physical activity settings.

C.C.S.S. Reading Standard 4, 5; C.C.S.S. 3, 5, 7 and 10

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Aquatics Unit

Students engage in aquatic activities, from elementary stages of jumping in and climbing out of the pool, to the development and refinement of numerous swimming strokes, such as the crawl stroke and breaststroke.

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By the end of this unit, a student must be able to ...

- Back float on his/her own.
- Jump into the water, turn around, and grab the wall.
- Perform a survival stroke, which may include, but not limited to, dog paddling, treading water, a crawl stroke, or a breaststroke, for a distance of the width of the pool.

Content Standards met in the Aquatics unit:

- 1.1 Combine, and apply movement patterns to progress from simple to complex in

aquatics.

1.2 Demonstrate proficient movement skills in aquatics

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 aquatics.

1.7 Analyze and evaluate information received from self, others, and the performance, of complex motor (movement) activities that leads to improved performance in aquatics.

1.9 Create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance in aquatics.

1.10 Analyze specific situations to determine appropriate performance strategies in aquatics.

1.11 Assess the effect/outcome of a specific performance strategy in aquatics.

1.12 Demonstrate independent learning of movement skills.

C.C.S.S. Reading Standard 4, 5; C.C.S.S. 3, 5, 7 and 10

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Badminton Unit

Students receive an introduction to the guidelines and basic rules of badminton, are instructed on skills such as serving and volleying, then are expected to pair with another student to play a competitive match against another duo.

By the end of this unit, a student must ...

- Be knowledgeable about the rules and scoring in badminton.

- Successfully complete a legal serve.

- Perform a forehand and a backhand stroke.

Content Standards met in the Badminton unit:

1.1 Combine, and apply movement patterns to progress from simple to complex in dual activities.

1.2 Demonstrate proficient movement skills in dual activities.

1.3 Identify, explain, and apply the skill-related components of balance, reaction time, 6

agility, coordination, explosive power, and speed that enhance performance levels in dual activities.

1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in dual activities.

1.7 Analyze and evaluate information received from self, others, and the performance, of complex motor (movement) activities that leads to improved performance in dual activities.

1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in dual activities.

1.9 Create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance in dual activities.

1.10 Analyze specific situations to determine appropriate performance strategies in dual activities.

1.11 Assess the effect/outcome of a specific performance strategy in dual activities.

1.12 Demonstrate independent learning of movement skills.

C.C.S.S. Reading Standard 4, 5; C.C.S.S. 3, 5, 7 and 10

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PHYSICAL EDUCATION 2

Fitness Strand

Throughout the semester, students regularly engage in vigorous, cardiovascular fitness activities.

Students will...

- Participate in at least 80 minutes of vigorous, cardiovascular activity per week or run at least three miles per week (activities and running determined by the teacher).
- Participate in stretching and exercises intended to improve student's ability to reach the Healthy Fitness Zone in the physical fitness tests, administered in January and by mid-May.
- Develop and implement a one-month personal physical fitness plan.

By the end of this unit, a student must be able to ...

- Identify the physical fitness requirements of an occupational choice.
- Analyze consumer physical fitness products and programs.
- Analyze the role physical activity plays in social interaction and cooperative opportunities within the family and the workplace.
- Recognize the value of physical activity in understanding multiculturalism.

Content Standards met in the Fitness strand:

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 (aerobic capacity, muscle strength, muscle endurance, flexibility, and body composition).

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2.3 Meet health-related fitness standards established by the State-mandated fitness test.

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 to meet the principles of exercise.

2.6 Identify the physical fitness requirements of an occupational choice.

2.7 Develop and implement a one-month personal physical fitness plan.

2.8 Analyze consumer physical fitness products and programs.

Self-Responsibility

3.1 Accept personal responsibility to create and maintain a physically/emotionally safe and non-threatening environment for physical activity.

3.2 Act independent of negative peer pressure during physical activity.

3.3 Identify and evaluate personal psychological response 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 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 physical activity plays in social interaction and cooperative opportunities within the family and the workplace.

3.8 Recognize the value of physical activity in understanding multiculturalism.

Group Dynamics

3.9 Recognize the importance of cooperation and positive interactions with others while participating in physical activity.

3.10 Identify and utilize the potential strengths of each individual by supporting his/her effort in physical activity settings.

3.11 Recognize the importance of cooperation and positive interactions.

C.C.S.S. Reading Standard 4, 5; C.C.S.S. 3, 5, 7 and 10

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Dance/Rhythms Unit

Students are introduced to a variety of dance and rhythm movements and are expected to demonstrate, both to the teacher and to classmates, proficiency in a few movements.

By the end of this unit, a student must be able to ...

- Demonstrate movement patterns.

- Demonstrate coordination.

- Demonstrate rhythm.

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Content Standards met in the Dance and Rhythms unit:

1.1 Combine, and apply movement patterns to progress from simple to complex in dance and rhythms.

1.2 Demonstrate proficient movement skills in dance and rhythms.

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 dance and rhythms.

1.6 Explain the interrelationships among physical, emotional, cognitive, and scientific factors that affect 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 dance and rhythms.

1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in dance and rhythms.

1.9 Create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance in dance and rhythms.

1.11 Assess the effect/outcome of a specific performance strategy in dance and rhythms.

1.12 Demonstrate independent learning of movement skills.

C.C.S.S. Reading Standard 4, 5; C.C.S.S. 3, 5, 7 and 10

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Track and Field Unit

Students are instructed on three basic track and field activities: sprinting, throwing and jumping.

By the end of this unit, a student must be able to ...

- Successfully run the 100-yard/100-meter dash.

- Successfully put the shot.

- Successfully complete a legal long jump or legal triple jump.

Content Standards met in the Track and Field unit:

- 1.1 Combine, and apply movement patterns to progress from simple to complex in individual activities.
- 1.2 Demonstrate proficient movement skills in individual 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 individual activities.
- 1.5 Explain, apply and evaluate the appropriate use of the biomechanical principles of leverage, force, inertia, rotary motion, opposition, and buoyancy to achieve advanced performance in individual activities.
- 1.6 Explain the interrelationships among physical, emotional, cognitive, and scientific factors that affect 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 individual activities.
- 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in individual activities.
- 1.9 Create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance in individual activities.
- 1.10 Analyze specific situations to determine appropriate performance strategies in individual activities.
- 1.11 Assess the effect/outcome of a specific performance strategy in individual activities.
- 1.12 Demonstrate independent learning of movement skills.

C.C.S.S. Reading Standard 4, 5; C.C.S.S. 3, 5, 7 and 10

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Fitness Testing Unit

Students will...

- Participate in fitness test activities by late-January and again by mid-May (dates vary in the summer).
- Use physical fitness test results to set and adjust goals to improve fitness.

Content Standards met in the Fitness Testing unit:

- 2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness (aerobic capacity, muscle strength, muscle endurance, flexibility, and body composition).
- 2.3 Meet health-related fitness standards established by the State-mandated fitness test.
- 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 to meet the principles of exercise.

Self-Responsibility

- 3.2 Act independent of negative peer pressure during physical activity.
- 3.3 Identify and evaluate personal psychological response 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 performance in physical activities.

Group Dynamics

3.9 Recognize the importance of cooperation and positive interactions with others while participating in physical activity.

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IV. Key Assignments

During the physical fitness strand all students will be able to assess their physical fitness levels and adjust physical activity to accommodate change in age, growth and development. During student's first semester, they will chart mile times on a graph and write a personal reflection on their performance of their mile times and what external and internal factors affect their mile times and at the beginning and the end of the semester. The student will develop and implement an appropriate personal physical fitness program for themselves during the weight training or conditioning unit.

CCSS lesson plans are included in the fitness and swimming units, including but not limited to site based CCSS reading and writing assignments. Reading and writing tasks include domain specific vocabulary, and are assigned to various Fitness Components and activity units throughout the semester. Students are asked to demonstrate their knowledge by gathering information about their personal fitness and evaluating information gathered.

Instructional Methods and/or Strategies

The variety of strategies and methods that are used are collaborative, student work, lecture based learning, online videos, use of video tutorials, cameras on performance, peer/self assessments, reading and writing on various topics be it argumentative, multi -step or any of the other styles of writing for technical subjects in the CCCS; self reflections, rubric assessments for skills, kinesthetic movement, demonstration and feedback from teacher and peers, goal setting, pre assessments, post assessments.

V. Assessment Methods and/or Tools

Report card grades are issued every six weeks and will be assigned on the basis of student's point total at the end of each grading period. All point totals will carry over to the next grading period. The semester grade will be based on total points earned from the entire 18 weeks. Students who receive a passing grade will earn 5 credits towards fulfilling graduation requirements for Physical Education.

Physical Fitness Standards: This is determined by student's performance in graded timed runs, daily fitness activities, and scores in physical fitness testing. The President's Physical Fitness standards will be used for evaluating fitness level.

Skill and Knowledge Standards: This is determined by standardized skill tests, written tests, and instructor observation.

Responsible Personal/Social Behavior and Participation Standards:

Responsibilities include being on time, being dressed in proper uniform, and making an honest effort to carry out assigned activities to the best of the student's ability.

Also included is the student's ability to work cooperatively with others, keeping

student's portfolio updated when required, and turning in written documents when assigned.

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Semester performance is evaluated through a combination of daily performance (fitness and activity participation) and Common Core assignments (reading, writing, and listening). Skills acquisition is evaluated through the use of various rubrics.

VI. Textbook(s) and Supplemental Instructional Materials

Youtube video links are used for students to watch physical movements such as swim skills (treading water; whip kick and combination of arm movements during the breaststroke and elementary backstroke). Students may complete a worksheet on swimming to analyze specific techniques in specific swimming strokes.

The book *Fitness for Life* may be used to supplement weight training and conditioning activities within different units throughout the course of study in Physical Education 1-2.

Students read articles from various online and hard-copy periodicals. Students may be asked to write an argumentative essay supporting or opposing the pros and cons of a specific argument. During certain units, students may select a current news article and may write a brief analysis of the article. Often times, information is posted on Schoolloop to assure that all students have access to the reading material.

VII. Rubric or Appendix (optional)