

San Mateo Union High School District
Course of Study

Physical Education 2 Course of Study

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. PE 3-4 helps students develop the skills, knowledge, and competencies to live a healthy and active lifestyle. Students will 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 3-4, students should strive to achieve an understanding that physical education:

- Develop the skills and knowledge needed for an active healthy lifestyle, through sport and fitness.
- Analyze and synthesize movement concepts.
- Develops teamwork, leadership, and interpersonal skills with consideration and appreciation of a diverse environment.
- Explores and develops decision-making and risk management.
- Creates a safe learning environment that promotes positive physical, psychological and emotional changes.
- Develops understandings about the social and cultural significance of movement.

C. Grade Level : second year Physical Education students

D. Credits

F. Physical Education 3-4 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 for the following activities, but not limited to: physical fitness, aquatics, individual/dual and team activities including but not limited to badminton, combatives, gymnastics, volleyball, basketball, 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.
- Explores and develops decision-making and risk management.
- Creates a safe learning environment that promotes positive physical, psychological and emotional changes.

FITNESS STRAND

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

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

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

Reading Standard 4, 5; C.C.S.S. 3, 5, 7 and 10 apply to the bullet points above

(C.S.S. = California State Standards High School Course Two)

Fitness Testing Unit

Students will...

- 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.

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

Reading Standard 4, 5; C.C.S.S. 3, 5, 7 and 10 apply to the bullet points above

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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.

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.

TENNIS 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 Tennis 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, 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.
- 1.5 Analyze and evaluate information received from self, others, and the performance, of complex motor (movement) activities that leads to improved performance in dual activities.
- 1.6 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in dual activities.
- 1.7 Create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance in dual activities.
- 1.8 Analyze specific situations to determine appropriate performance strategies in dual activities.
- 1.9 Assess the effect/outcome of a specific performance strategy in dual activities.
- 1.10 Demonstrate independent learning of movement skills.

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

Reading Standard 4, 5; C.C.S.S. 3, 5, 7 and 10 apply to the bullet points above

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COMBATIVES/GYMNASTICS

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, from simple to complex, in combative, gymnastic/tumbling, and team activities.
- 1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities

- 1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance
- 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.
- 1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling and team activities; and evaluate the performance based on use of the principles.
- 1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.
- 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities
- 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
- 1.9 Create or modify practice/training plans based on evaluative feedback from skills acquisition and performance in combative, gymnastic/tumbling, and team activities.
- 1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.
- 1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities
- 1.12 Evaluate independent learning of movement skills

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Key Assignments

All second year P.E. 3-4 students write a reflection on their physical performance pertaining to the topic being taught.

Target Heart Rate is reviewed in the P.E. 3-4 course and is on going throughout the year in the various topics taught. At the end of the year, students will write a short

analysis of their target heart rate and improvement over the course of the year including goals and aspirations of lifelong fitness.

Individual students will demonstrate their knowledge of the Weight Training subject matter by creating a personalized personal fitness plan which incorporates the FITT model as it pertains to their specific goals. This program will be a 3 month program which will include a nutritional component.

V. Instructional Methods and/or Strategies

The following instructional methods and/or strategies may include, but not limited to, peer assessment, teacher observation, use of rubrics, self assessment, use of videos, peer teaching, use of bulletin boards, verbal critique, self reflection, feedback from kinesthetic movements, pictures, cooperative learning, SDAIE, differentiated instruction, immersion, and use of state standards.

VI. Assessment Methods and/or Tools

State standards, final projects (i.e. creating a golf hole; video of student performance) peer assessment, summative and formative assessments

VII. Textbooks and Supplemental Instructional Materials

Fitness for Life text may be used; articles from the internet or magazines/periodicals, or online; textual and functional readings, and websites You Tube is another resource often used.

VIII. Rubric or Appendix: