

CV Guarantee 1 P.E. 9th-12th

Big Idea: Body Awareness (Learning how to move laterally, intentional directions, move in relationship to team, perform movement patterns in various sports activities, games, and sports specific skill movements.

Standard: Students demonstrate motor skills, movement patterns as needed to perform a variety of physical movements. Directional change.

State standard CA 1.1, 1.3

Timeline: End of semester day to day to correct and improve movement.

Key Vocabulary: Locomotor, body weight exercises, weight training exercises and technique, isolation, prone, supine, aerobic and anaerobic. calories, proteins and fats. Muscles that apply to stretches performed most (ex, rectus abdominis, tricep, bicep, Pectoralis Major, Deltoids, Quadriceps, Hamstrings, Gastrocnemius), Plantar Flexion, Dorsiflexion

Vocabulary Activities: Rest motor skills adduction, abductions

Knowledge	Reasoning	Performance Skills	Product Examples
<p>Students will know how to efficiently Run, Throw and change direction. Students will also be able to understand the concept of body awareness. Understanding the body by learning the anatomy that we he/she uses in movement, how to improve range of motion</p>	<p>Students will be able to connect the importance of efficient body movements and how the efficiency of those movements help complete physical tasks. Students will learn how certain muscles help perform a task better, how to make muscles stronger, and how to use muscles to improve movement performance</p>	<p>Students will have to perform various physical skills such as running, jumping, throwing and changing direction. Skill assessments in sport units.</p>	<p>Students will be able to correctly run, jump, throw and change direction in various sports units, daily skill progressions, skill practices to apply that knowledge to knowledge tests throughout the quarter/semester. Unit Test: Muscles, Types of Movement, directionality, motor skills</p>

Resources: CA Physical Education Standards 1.1, and 1.3

CV Guarantee 2 P.E. 9th-12th

Big Idea: Students will perform cardio workouts and understand how it affects the life long health

Standard: 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.

Timeline: 9-10 Preparing students to utilize these throughout their lifetime finding an activity or activities that will keep them healthy. A student will acquire this concept by the conclusion of the first semester.

Key Vocabulary: Cardiovascular endurance, Body Composition, Muscular Endurance, Muscular Strength, Flexibility, Anaerobic vs Aerobic exercise, coordination, balance, Pulse (radial, carotid)

Vocabulary Activities: Flash cards, cue cards, study groups, daily practice, physical fitness tests

Knowledge

Reasoning

Performance Skills

Product Examples

Students will be able to recognize the difference between aerobic and anaerobic exercises. Discuss 5 different components of health related fitness
Cardiovascular Fitness, Muscular Strength, Muscular Endurance, Flexibility, and BMI

Students will differentiate between aerobic and anaerobic exercises. They will be able to demonstrate each type of exercise and understand the importance of each when it comes to their overall health. Students will know how to improve an weakness of one type and improve.

Mile/Pacer Taking pre/post heart rate.

PFT (Physical Fitness Tests at end of Semester)

Participation in various cardiorespiratory activities. Examples the mile, pacer, outdoor circuits.

Unit Test on Five Components of Health Related Fitness, Anaerobic/Aerobic Fitness

Resources: CA PE 2.1-2.6
Aug 12, 2024

CV Guarantee 3 P.E. 9th-12th

Big Idea: Self Responsibility			
<p>Standard: 3.1 Accept personal responsibility to create and maintain a physically and emotionally safe and nonthreatening environment for 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. 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.</p>		<p>Timeline: 9-12th Through continuous practice of skills, small group participation, and different leadership roles in games, sports, and activities students will experience peer interactions, and learn to foster a positive environment.</p>	
<p>Key Vocabulary: Rigorous, Benefits, Physiological, Challenging, Motivation, Evaluate, socioemotional, Target Heart Rate, Exercise Heart Rate, Maximum Heart Rate, Checking Pulse (Carotid, Radial), E60, BMI, Caloric Intake (information only), dopamine</p>		<p>Vocabulary Activities: Personal Charts, Evaluate findings. Understanding chemical releases in the body during rigorous activities.</p>	
Knowledge	Reasoning	Performance Skills	Product Examples
<p>What is the correlation between activity and learning? Learning Target Heart Rate, Exercise Heart Rate, Maximum Heart Rate and how those contribute to better effort, and more likely sustained exercise outside of this class!</p>	<p>By understanding the physiological, and socioemotional benefits they will become motivated to find activities to stay active throughout High School.</p>	<p>Challenging yourself, Motivating yourself Pulse activities Pacer/Mile Graphing</p>	<p>Have you improved in your own fitness levels, as measured by state fitness standards? Unit Test on Heart Rates, benefits, pulse w/review of chapter 2</p>
<p>Resources: CA Standard 3.1-3.5, 3.9, 3.10</p>			
<p>Aug 12, 2024</p>			

CV Guarantee 4 P.E. 9th-12th

Big Idea: Healthy Living (Eat, Move, Win)			
Standard: 3.5 Students will develop personal goals to improve one's performance in physical activities and nutrition.		Timeline: 9-12 Students will review the five food groups, their importance to how our bodies perform each day. Needed vitamins, minerals, hydration daily amounts needed, calories related to age/gender, sleep studies and how they relate to performance in classroom and athletic fields. Completion of unit three students will understand these concepts and take unit test.	
Key Vocabulary: Intensity, Optimal, Habits, Size, Comparisons, thumb, palm, fist. Five Food Groups (Protein, Dairy, Vegetables, Fruit, and Grains), Hydration, Calories, Diet (daily expected Caloric Intake)		Vocabulary Activities: Food pyramid, Foods vs sizes comparison, healthy eating planner. Goal setting for reaching optimal daily amounts, Hydration how much is essential, how to improve performance	
Knowledge	Reasoning	Performance Skills	Product Examples
Five food groups (Fruit, vegetable, dairy, protein, grain) hydration, dehydration, calories, caloric intake for teens girls/guys, metabolism, optimal Signs of dehydration (Heat cramps, heat exhaustion, heat stroke)	Students generalize about healthy eating habits, and the benefits of eating a healthy breakfast, lunch, and dinner. Understanding proper diet and how it better assists our daily performance. How diet relates to illnesses, and prevention of those. Finally hydration and proper hydration would alleviate dehydration	Students examine the food groups and strategies to trade up. Students create a personal nutrition smart goal. 5 Day Food Planner Pacer/Mle Chart performance of weekly	Goal of Eating healthy for five days (15 meals and fitting them within proper daily caloric intake guidelines) Daily Planner Hydration Tool
Resources: California Dairy Council, Five Food Group Pyramid, Research related to Performance of athletes and diet, Research related to hydration and performance.			
Health and Fitness Standards 1.1N-1-4			
Aug 12, 2024			

CV Guarantee 5
P.E. 9th-12th

Big Idea: Self-Responsibility			
<p>Standard: 3.3 Evaluate the psychological benefits derived from regular participation in physical activity. 3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities. 3.5 Evaluate and refine personal goals to improve performance in physical activities</p> <p>Health Education Standards.7.3.S Demonstrate first aid and CPR procedures.</p> <p>8.2.S Encourage peers to use safety equipment during physical activity</p>		<p>Timeline: 9-10th Grade</p> <p>Students will finish their first semester learning the importance of daily participation, how attitude, nutrition, their intrinsic and extrinsic motivation can alter their performance and others around them. He/she will learn how to set personal goals. He/she will learn about the effects of proper nutrition in the last unit and how it could affect daily performance. He/she will learn about muscles in unit 2. Their understanding about the body will allow he/she to assist themselves in injury prevention, strategies to prolong healthy participation.</p>	
<p>Key Vocabulary:</p> <p>Attitude, motivation, physiological benefits of exercise (improve your brain health, help manage weight, reduce the risk of disease, strengthen bones and muscles, and improve your ability to do everyday activities).</p> <p>Rice Principle (Rest, ice, compression, elevation)</p> <p>FITT Principle (Intro)</p>		<p>Vocabulary Activities:</p> <p>Note cards on five physiological benefits</p> <p>Recognizing when you are sore or injured, and how to help oneself</p> <p>Doctor: Activity to identify a person's complaints and what they should do.</p>	
Knowledge	Reasoning	Performance Skills	Product Examples
<p>Five physiological benefits of exercise Rice principle Utilizing food groups, muscles, and nutrition from previous units.</p>	<p>Understanding how the body performs from what we eat, or don't will allow students to understand why they feel the way they do, and how to optimize daily performance in all that they do. Recognize injury</p>	<p>Pacer Tests, Mile Tests PFT: Physical Fitness Tests Evaluating others/feedback to keeping better health</p>	<p>Comprehensive Unit Test on benefits, rice principle, applying previous knowledge of muscles, nutrition and how they all correlate toward a healthy body and mind.</p>
<p>Resources: CA PE 3.3-3.5, Health and Fitness 7.3S, and 8.2S</p>			
<p>Aug 12, 2024</p>			

CV Guarantee 6 P.E. 9th-12th

Big Idea: Movement types and motion and how those affect our performance			
<p>Standard: 1.2 Demonstrate proficient movement skills in 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. 1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, ; apply the principles to achieve advanced performance in dance, and individual and dual activities; and evaluate the performance based on the use of the principles.</p>		<p>Timeline: 9-10 grades</p> <p>Students will perform five different dances in the later portion of semester one, or beginning of semester two. Students will utilize their understanding of vocabulary</p>	
<p>Key Vocabulary:</p> <p>Agility, Transition, Leverage, force inertia, opposition, balance, reaction time, coordination, explosive power, speed</p> <p>FITT Principle</p>		<p>Vocabulary Activities:</p> <p>Cue Cards, Definitions, Explanations, demonstration, repeated practice with concepts group feedback, game/team competition</p> <p>Pair Share.</p>	
Knowledge	Reasoning	Performance Skills	Product Examples
<p>Examine the physical, emotional, cognitive and scientific factors that affect performance. Utilize demonstration, study groups, practice to better understand and self correct vocabulary during practice.</p>	<p>Body, Space, Effort, related to how we perform better. By understanding how gravity, forces, and energy change the outcome of their performance.</p>	<p>Analyze and evaluate feedback from teacher, and peers, Involving individual and dual activities. Understanding rubrics and how to optimize performance using them.</p>	<p>Demonstrate independent learning of movement skills. Dance Tests Skill Performances from rubrics guiding to perform at higher levels.</p> <p>Unit Test (Agility, movement types), Fit Principle</p>
<p>Resources: CA Physical Fitness standard 1.2, 1.3, 1.5, Shape America, Spark. Teacher Pay Teacher,</p> <p>Aug 12, 2024</p>			

CV Guarantee 7 P.E. 9th-12th

Big Idea: Movement Correlation between poor eating habits and chronic disease.

<p>Standard: Health Education 1.5N 1.5.N Describe the relationship between poor eating habits and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis. 1.8.N Describe the prevalence, causes, and long-term consequences of unhealthy eating. 1.9.N Analyze the relationship between physical activity and overall health. 1.10.N Evaluate various approaches to maintaining a healthy weight. 1.11.N Identify the causes, symptoms, and harmful effects of eating disorders.</p>	<p>Timeline 9th grade- 10th Depends on when the student takes PE. By the end of their first year in PE.</p>
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<p>Key Vocabulary:</p> <p>Osteoporosis, Heart disease, Obesity, Cancer, Diabetes, Hypertension, Heart Disease, Target Heart Rate, Exercise Heart Rate, Maximum Heart Rate, Pulse (Checking two places Radial Pulse, Carotid Pulse), cholesterol (types)</p> <p>Exercise 60 (daily recommended amount)</p>	<p>Vocabulary Activities:</p> <p>Name 5 food groups</p> <p>Sources of calories. (Fats, Proteins, Carbs)</p> <p>Good Fats vs. Bad Fats, Calorie calculations</p> <p>Exercises that increase heart rate/CHART verses exercises that don't increase as rapidly.</p>
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Knowledge	Reasoning	Performance Skills	Product Examples
<p>Possible causes for vocabulary words. Long term consequences of having a chronic disease.</p>	<p>Long term effects of unhealthy eating.</p>	<p>Food selection consumption label reading activity levels vs health. Exercising and charting heart rate, graphing differences related to how rigorous it is.</p>	<p>Labels, caloric calculator, food pyramid, eating disorders chart</p> <p>Unit Test: Diseases</p>

Resources: Resources: CA Physical Fitness Standard 1.5, Spark, Shape America. Health Education Standards 1.5N, 1.8N-1.10N

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CV Guarantee 8 P.E. 9th-12th

<p>Big Idea: Learning offensive and defensive strategies of games and how to improve that understanding and apply that knowledge towards better individual performance in games, sports, activities.</p>			
<p>Standard: PE 1.4 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, 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.</p>		<p>Timeline 9th-10th grade</p> <p>Students will perform various games, activities, and sports throughout their first year. Students will learn what offense and defense are for each activity, game, and/or sport. Students will learn about how he/she will perform optimally trying to score the most points or prevent others from scoring. They will utilize their understanding of biomechanics, force, inertia, speed and how those can improve individual as well as team performance.</p>	
<p>Key Vocabulary:</p> <p>Offense, Defense, Offensive/Defensive Strategies, <u>review</u> speed, balance, inertia, force, agility, coordination, rally scoring, other types of scoring.</p>		<p>Vocabulary Activities:</p> <p>Compare/contrast types of scoring in games</p> <p>Compare sport team sizes/contrast sizes</p>	
Knowledge	Reasoning	Performance Skills	Product Examples
<p>Learning offense/defense Using defensive/offensive strategies to improve performances</p>	<p>Understanding how sports, and games score will allow others to learn how they can attribute their skills to improve team performance</p>	<p>Quizzes about team sports positions, individual sports positions Team Pacer, Mile Skill rubric assessments</p>	<p>PFT Testing Offense/Defense Unit Test w/review of balance, inertia, force, agility, and types of scoring</p>
<p>Resources: CA PE 1.4-1.7 standards</p>			
<p>Aug 12, 2024</p>			

CV Guarantee 9 P.E. 9th-12th

<p>Big Idea: Self- Responsibility - Understanding in different types of exercises, activities that they will use outside of school. How that changes the level of exercise, motivation, and cost associated with it.</p>			
<p>Standard:</p> <p>2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests. 2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the standards established by scientifically based health-related fitness assessments. 2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development. 2.5 Justify the use of particular physical activities to achieve desired fitness goals. 2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.</p>		<p>Timeline: By completion of 10th grade year</p>	
<p>Key Vocabulary:</p> <p>Intrinsic vs Extrinsic motivation, aerobic condition vs anaerobic options, stationary equipment and nautilus (gyms), reviewing heart rate types and comparing what types of exercise do to our heart rate, review E60</p>		<p>Vocabulary Activities:</p> <p>Define, List Aerobic Activities, List Anaerobic Activities</p>	
Knowledge	Reasoning	Performance Skills	Product Examples
<p>Compare and contrast aerobic vs anaerobic? Controlling factors of intrinsic vs extrinsic motivation (cost of gyms) Types of exercise (yoga, hiking, walking, pickleball, ultimate frisbee, disc golf) that don't cost</p>	<p>Understanding types of aerobic activities are available in our local area (cost associated with those), what changes motivation to exercise and showing varying levels different exercises and how it changes heart rate and what</p>	<p>Comparing different levels of exercise from different activities and graphing changes</p>	<p>Two week log of activity that would accrue E60 one week during busiest time of year, and one during off.</p> <p>Unit Test: Motivations, equipment choices, review of heart rates</p>
<p>Resources: CA Standard 3.1 California alliance of Physical Education and Health.</p>			
<p>Aug 12, 2024</p>			

CV Guarantee 10 P.E. 9th-12th

Big Idea:			
Standard: 2.1.N Evaluate internal and external influences that affect food choices. 2.2.N Assess personal barriers to healthy eating and physical activity. High School (Grades Nine Through Twelve) 2.3.N Distinguish between facts and myths regarding nutrition practices, products, and physical performance.		Timeline 9 th -10 th grade	
Key Vocabulary: Barriers affecting eating choices, reviewing aerobic exercises, five food groups, caloric intake, E60, FITT Principle, Heart Rate,		Vocabulary Activities: Comparison/contrast costs of types of eating choices. Compare/contrast caloric intake of restaurants (local)	
Knowledge	Reasoning	Performance Skills	Product Examples
Students will learn the barriers that affect healthy eating choices, Reviewing previous units nutrition, heart rates, caloric intake, and FITT principle and E60	By understanding what will happen in the future as it relates to finance, cost of eating choices, and how lifestyle changes would need to be made to exercise 60 minutes daily, as well as eating the proper calories for our diet.	Pacer/Mile	One Week Caloric Diet appropriate for their age/gender including exercise for 60 minutes daily. Unit Test: Barriers, Review of Nutrition, Heart Rates, Aerobic Exercises, FITT Principle
Resources: CA Health Education Standards 2.1.N - 2.3N, CA PE 2.4-2.7			
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CV Guarantee 8 P.E. 9th-12th

<p>Big Idea: Learning offensive and defensive strategies of games and how to improve that understanding and apply that knowledge towards better individual performance in games, sports, activities.</p>			
<p>Standard: PE 1.4 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, 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.</p>		<p>Timeline 9th-10th grade</p> <p>Students will perform various games, activities, and sports throughout their first year. Students will learn what offense and defense are for each activity, game, and/or sport. Students will learn about how he/she will perform optimally trying to score the most points or prevent others from scoring. They will utilize their understanding of biomechanics, force, inertia, speed and how those can improve individual as well as team performance.</p>	
<p>Key Vocabulary:</p>		<p>Vocabulary Activities:</p>	
<p>Knowledge</p>	<p>Reasoning</p>	<p>Performance Skills</p>	<p>Product Examples</p>

		Pass basic skills/knowledge test or quiz	
Resources:			

CV Guarantee 9 P.E. 9th-12th

Big Idea: Self- Responsibility			
Standard: 3.1 Engage independently in aerobic activities.		Timeline: Finish 12 grade.	
Key Vocabulary: Aerobic, Anaerobic, Compare/Contrast Risks/safety factors.		Vocabulary Activities: Define, List Aerobic Activities, List Anaerobic Activities.	
Knowledge	Reasoning	Performance Skills	Product Examples
Compare and contrast aerobic vs anaerobic?	Why Aerobic Activates?	What is needed for aerobic activity?	Jogging, Tennis Walking, Rowing Biking, Hiking Dancing, Soccer Ultimate Frisbee Kayaking, Skating Weight Training

Resources: CA Standard 3.1 California alliance of Physical Education and Health.

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CV Guarantee 10 P.E. 9th-12th

Big Idea:			
Standard:		Timeline 9 th -10 th grade	
Key Vocabulary:		Vocabulary Activities:	
Knowledge	Reasoning	Performance Skills	Product Examples
		Pass basic skills/knowledge test or quiz	
Resources:			

CV Guarantee 7 P.E. 9th-12th

Big Idea:	
Standard:	Timeline 9 th -10 th grade
Key Vocabulary:	Vocabulary Activities:

Knowledge	Reasoning	Performance Skills	Product Examples
		Pass basic skills/knowledge test or quiz	
Resources:			

