

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Health Opportunities through Physical Education A/B

Board Approval Date: June 17, 2021	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 9, 10, 11, 12	Subject Area: Physical Education, Elective Elective Area (if applicable): Health/Family Life, Physical Education
Prerequisite(s): N/A	Corequisite(s): N/A
CTE Sector/Pathway: n/a	
Intent to Pursue 'A-G' College Prep Status: No	
A-G Course Identifier:	
Graduation Requirement: No	
Course Intent: District Course Program (if applicable):	
<p>The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For concerns/questions or complaints, contact the Title IX Coordinator(s) and Equity Compliance Officer(s): Curtis Wilson, cmwilson@fcusd.org (grades K-5) and Jim Huber, Ed. D., jhuber@fcusd.org (grades 6-12), 1965 Birkmont Drive, Rancho Cordova, CA 96742, 916-294-9000 ext.104625</p>	

COURSE DESCRIPTION: (Online Course)

Health Opportunities through Physical Education (HOPE) combines instruction in health and physical education in a full-year, integrated course. It focuses on developing skills, habits, and attitudes to maintain a healthy lifestyle and applying lessons learned to physical fitness. Through active participation and real-world simulations, the course aims to demonstrate firsthand the value of conscientious lifestyle management. HOPE lays a foundation for making healthy decisions by building seven skills: accessing valid health information; analyzing internal and external influences; self-management; interpersonal

communication; decision-making; goal setting; and advocacy. Students apply these skills to a variety of topics throughout the course, including mental and emotional health, social health, nutrition, physical fitness, substance use and abuse, disease prevention and treatment, and injury prevention and safety. Successful completion of this course will require parent/legal guardian sign-off on student-selected physical activities on weekly participation reports to verify the student is meeting his or her requirements and responsibilities.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Mental and Emotional Health	What are the three components that make up your health? How do we manage stress and self-Esteem? What are causes and prevention of suicide and violence? What are effective communication strategies?	*Quiz: Taking Control of Your Health *Quiz: Influences on Mental and Emotional Health *Quiz: Violence and Gang Involvement	*Unit Review *Project: Practicing Refusal, Collaboration, and Conflict-Resolution *Unit Test
2. Fitness and Nutrition	What are the guidelines for fitness and nutrition? What are the threats to fitness and good nutrition? How can I plan for fitness and nutrition?	*Quiz: Good Nutrition *Quiz: Eating Disorders *Quiz: Setting Goals	*Unit Wrap up and Review *Project: Your Fitness Plan *Unit Test
3. Drugs	What are the effects of alcohol, tobacco, and other drugs? What resources are available to help others with drug abuse?	*Quiz: Resources for Protection Against Drug Abuse *Quiz: Communicating About Drugs	*Unit Review: Drugs *Project: ATOD Ed Campaign *Unit Test
4. Disease	What are communicable diseases? How do you prevent them? What are non communicable and chronic diseases? What Public Health Policies affect my health?	*Quiz: Non-Communicable and Chronic Diseases *Quiz: Public Policies	*Unit Review *Project: Improving Your Community's Health *Unit Test

	What are the treatments for diseases?		
5. Injuries	What are ways to avoid injuries and risky situations? How do I apply first aid? How do I stay safe in a natural disaster?	*Quiz: Avoiding Injuries *Quiz: First Aid	*Reflective Response *Project: Disaster Preparedness *Unit Test
6. Sexual Health	What are the components of male and female reproductive systems? What is abstinence? How can I identify harmful relationships?	*Quiz: Reproductive System *Quiz: Abstinence	*Practice: Online Safety *Unit Test
7. Physical Education Designed for Me	What is the importance of flexibility? How do I design a warmup and cool down routine? How do I set fitness goals? What are some health and fitness career opportunities?	*Quiz: Your Fitness Needs *Quiz: Health Practices	*Practice: Setting and Reaching Goals *Discuss: Careers Related to Health and Fitness *Unit Test
8. Is My Body Good To Go	What are my fitness needs? What are the Safety Guidelines to avoid injury? What are my nutritional needs?	*Quiz: Fitness Needs *Quiz: Safety Factors *Quiz: Health Practices	*Journal: Submit health-fitness assessment *Practice: Questionnaire covering safety equipment *Unit Test
9. Great For the Heart	How can I monitor the heart rate and recovery time? What are the traits of good sportsmanship?	*Quiz: Work Your Heart Out? *Quiz: Team Concepts	*Discuss: Competitive versus Aggressive *Unit Review *Unit Test
10. Fit As a Fiddle	What are the mechanics of building muscle? What is anaerobic exercise? Which individual sport is	*Quiz: Muscles *Quiz: Sports downfalls	*Study: Benefits of anaerobic exercise *Explore: Careers in health-fitness industry

	right for me? Can overtraining lead to serious health problems?		*Unit Review *Unit Test
11. Fitness Adventure	What are different types of outdoor based activities? What are extreme sports?	*Quiz: Outdoor Fitness Fun	*Review *Unit Test

ESSENTIAL STANDARDS:

9-12.8.2.P

Encourage societal and environmental conditions that benefit health

9-12.1.N

Essential Health Concepts: All students will comprehend essential concepts related to enhancing health.

9-12.2.P

Analyzing Health Influences: All students will demonstrate the ability to analyze internal and external influences that affect health.

9-12.1.15.N

Explain the physical, academic, mental, and social benefits of physical activity and the relationship between a sedentary lifestyle and chronic disease.

9-12.4.N

Interpersonal Communication: All students will demonstrate the ability to use interpersonal communication skills to enhance health.

HSC.3D.3.

Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

HSC.3F.2.

Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

HSC.3F.3.

Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

HSC.4D.1.

Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

HSC.4C.2.

Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

HSC.4A.

High School Course 4A Advanced Adventure/Outdoor Activities

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<https://www.cde.ca.gov/ci/ma/cf/documents/mathfwmathematics1jl.pdf>

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/ci/ma/cf/documents/mathfwmathematics1jl.pdf>

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://www.cde.ca.gov/ci/ma/cf/documents/mathfwmathematics1jl.pdf>

Link to Program Content Area Standards (if applicable):

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
Yes		<i>APEX: Health Opportunities through Physical Education (HOPE)</i>		Apex Online Courses		2019

Other Resource Materials

N/A

Supplemental Materials

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):

N/A