

Santa Ana Unified School District
Physical Education
Course of Study 1 & 2

Leadership Writing Team

Chris Corliss, Program Coordinator (OCDE)

Yvonne Alonzo, Segerstrom H.S.

Randy Crocker, Century H.S

Kathi Hagan, Valley H.S

Sara Henderson, Godinez H.S

Diana Leek, Santa Ana H.S

Shelli Vallandingham, Saddleback H.S.

SAUSD High School Physical Education Plan

Santa Ana Unified School District (SAUSD) believes Physical Education is an essential element of student success in a 21st Century comprehensive high school educational program. Health Literacy, which is acquired through quality High School Physical Education, is a critical component of 21st Century interdisciplinary learning themes found at the center of Common Core Standards. Because 21st century student learning outcomes require an understanding of academic content at much higher levels and demands more of students physically and intellectually, SAUSD requires 2 years of high school physical education for graduation.

High School Physical Education Courses 1 and 2 are designed to increase student academic performance by giving them the knowledge, skills and a high level of health-related fitness performance linked to better learning behaviors, improved grades and test scores. Students that successfully complete Courses 1 and 2 will demonstrate proficiency in a variety of age-appropriate health-related fitness movement skills at increasing levels of competence, while developing and internalizing a personalized plan for lifelong health, fitness and wellness.

High School Physical Education Course 1 is the year-long required course of study for all 9th grade students. Course 2 is the second year of the required physical education course of study for all students that pass the State Physical Fitness Test in 9th grade. For these students, Course 2 must be completed sometime during grades 10-12. Students who do not pass the State Physical Fitness Test in 9th grade are required to take Course 2 in the 10th grade in order to qualify for the automatic 2 year-physical education exemption implemented within the district. High School Physical Education Elective Courses 3 and 4 give students the opportunity to explore other areas of sports or physical activity interest, extend learning in advanced physical education courses, maintain a high level of physical fitness and further imbed healthy habits leading to lifelong physical activity, health and fitness.

High School Physical Education Courses 1 and 2 develop each student's knowledge, skills and values, which support wellness, efficient and expressive movement, self-direction, self-reliance, and prosocial competence. The curriculum is sequential, developmentally appropriate, and acknowledges individual patterns of physiological and psychological growth as delineated in the High School Physical Education Standards and Framework. High School Physical Education Courses 1 and 2 provide students with core knowledge and skills in:

- Effect of physical activity upon dynamic health (health-related fitness)
 - Mechanics of body movement
 - Aquatics
 - Gymnastics and tumbling
 - Individual and dual sports
 - Rhythms and dance
 - Team sports
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- **Combatives**

SAUSD High School Physical Education Teachers are highly skilled learning facilitators. They are trained in and use a balanced set of learning strategies including direct instruction, peer learning, student-choice activities, technology-based learning, blended-learning, student-centered project-based learning, and other strategies, that capture the imagination, eagerness and energy of students. Instruction is designed to be rigorous and relevant; to accommodate the diversity of student learning styles interests and developmental readiness; to go deeper into the content to be learned; and to address and develop the individual strengths of both students and teachers.

High School Physical Education Program instructional quality and student learning outcomes are interwoven and measured using the following indicators:

- Standards-based instruction
- Developmentally appropriate learning activities
- Develops skill acquisition
- High level of engaged activity time
- Builds self-esteem
- Aligned, performance-based assessments
- Promotes safety and self-respect
- Encourages and models sportsmanship, social skills and personal responsibility
- Connects to other academic and core curriculum content areas

“The relationship between the soundness of the body and the activities of the mind is subtle and complex. Much is yet to be understood. But we know what the Greeks knew: that intelligence and skill can only function at the peak of their capacity when the body is healthy and strong; that hardy spirits and tough minds usually inhabit sound bodies.”

- John F. Kennedy

Santa Ana Unified District Course of Study

High School Course Description for

9th Grade Course 1 Co-ed Physical Education

Course Title: Co-ed Physical Education

Course Numbers: Determined by Site

Grade: Level: 9th Grade

Curricular Area: Physical Education

Length: One Year

Prerequisites: None

High School Course 1 Description:

Course 1 introduces 9th graders to the high school physical education experience and develops student knowledge, skills and values, which support student health literacy, wellness, efficient and expressive movement, self-discovery and pro-social competence. The curriculum is sequential, developmental and acknowledges individual patterns of physiological and psychological growth and delineated grade level expectations. Course 1 provides instruction, learning and evaluates student knowledge and performance in:

- Effect of physical activity upon dynamic health (health-related fitness)
- Mechanics of body movement
- Aquatics
- Individual and dual sports
- Team sports
- Rhythms and Dance

Alignment:

Physical Education grade 9 Course 1 is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education program in accordance with the Physical Education Model Content Standards for California Public Schools. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on students developing a personalized fitness program for a healthy life style and meets the requirements for the FITNESSGRAM. Units of instruction will include: Introduction to Physical Education, effect of physical activity based upon dynamic health (health-related fitness), fitness technology, FITNESSGRAM, individual and dual activities, rhythms and dance, aquatics and combatives.

Standard-based Student Learning Outcomes for High School:

When students reach ninth grade, they are ready to integrate all that they know with all that they can do. For high school students, the five overarching standards for kindergarten through grade eight are consolidated into three overarching standards for high school.

- **Standard 1:** Demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
- **Standard 2:** Achieve a level of physical fitness for health and performance knowledge of fitness concepts, principles, and strategies.
- **Standard 3:** Demonstrate knowledge of psychological and sociological concepts, principals, and strategies that apply to the learning and performance of physical activity.

Proficiency/Grading Rubric: (run/exercise, sports activities, assignments, participation)

A=5 – Exceeds the standard (90-100%)

B=4 – Meets the standard (80-89%)

C=3 – Moving toward standard (70-79%)

D=2 – Beginning to move toward standard (60-69%)

F=1 – Initial attempt at the standard (59% and below)

Exceeds the Standard:

The student is highly engaged in all aspects of the lesson. The student places great emphasis on movement during the activity. The student always attempts to use proper biomechanics when engaged in the activity. The student is able to apply and perform the majority of the required skills in other activities. The student follows established rules and accepts personal responsibility by supporting all ability levels.

Meets the Standard:

The student is engaged in most aspects of the lesson. The student places emphasis on movement during the activity. The student usually attempts to use proper biomechanics when engaged in the activity. The student is frequently able to apply and perform the required skills in other activities. The student follows established rules and accepts personal responsibility by supporting all ability levels.

Moving toward the Standard:

The student is engaged in many aspects of the lesson. The student places some emphasis on movement during the activity. The student attempts to use proper biomechanics when engaged in the activity. The student is sometimes able to apply and perform the required skills in other activities. The student usually follows established rules and accepts personal responsibility by supporting all ability levels.

Beginning to move toward the Standard:

The student is engaged in some aspects of the lesson. The student places little emphasis on movement during the activity. The student sometimes attempts to use proper biomechanics when engaged in the activity. The student is rarely able to apply and perform the required skills in other activities. The student rarely follows established rules and seldom accepts personal responsibility by supporting all ability levels.

Initial attempt at the Standard:

The student is not engaged in the lesson. The student places little to no emphasis on movement during the activity. The student does not attempt to use proper biomechanics when engaged in the activity. The student does not apply or perform the required skills in other activities. The student rarely follows established rules and does not accept personal responsibility by supporting all ability levels.

Figure 1.1 Standards-Based Instructional Design Process

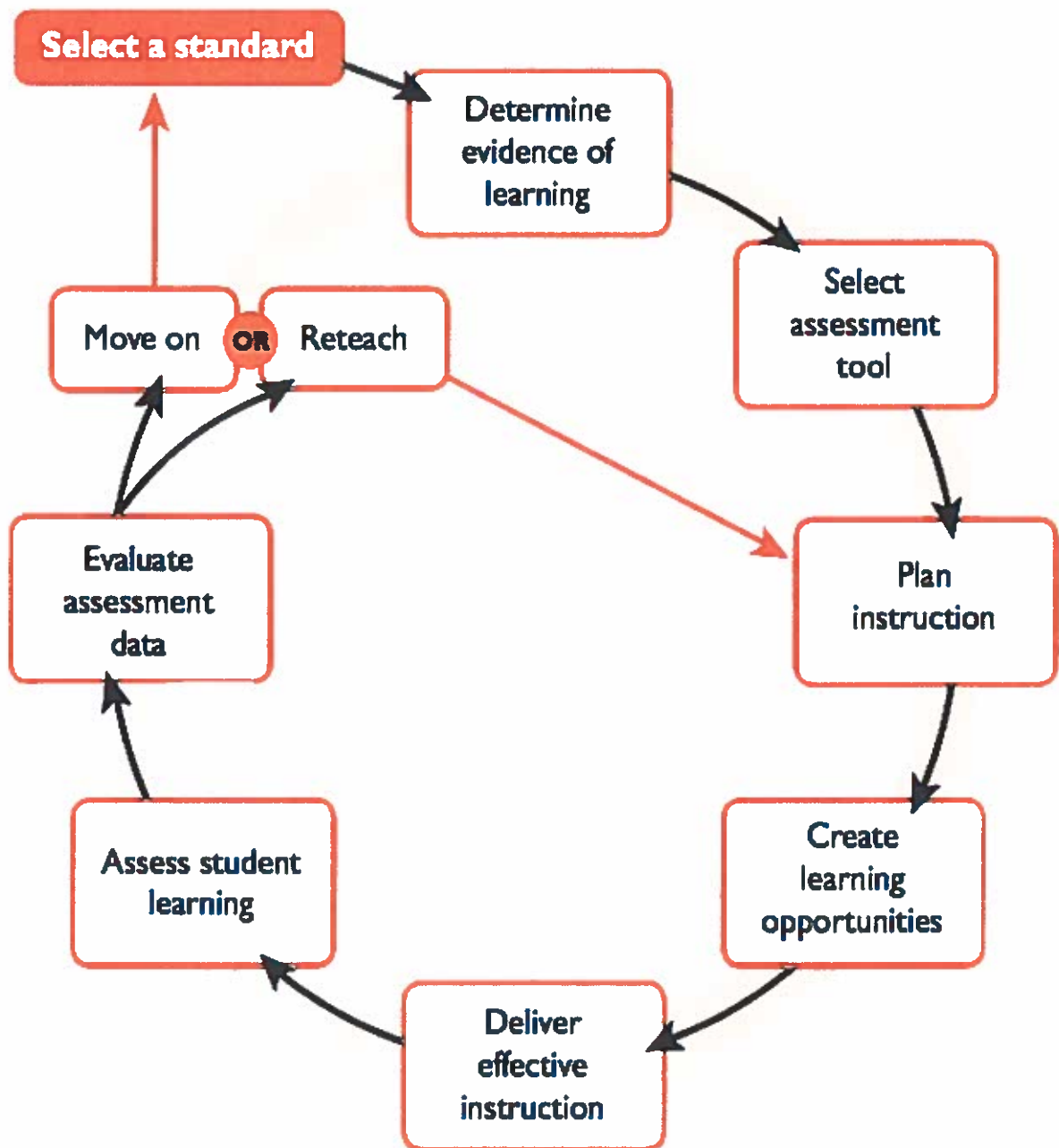
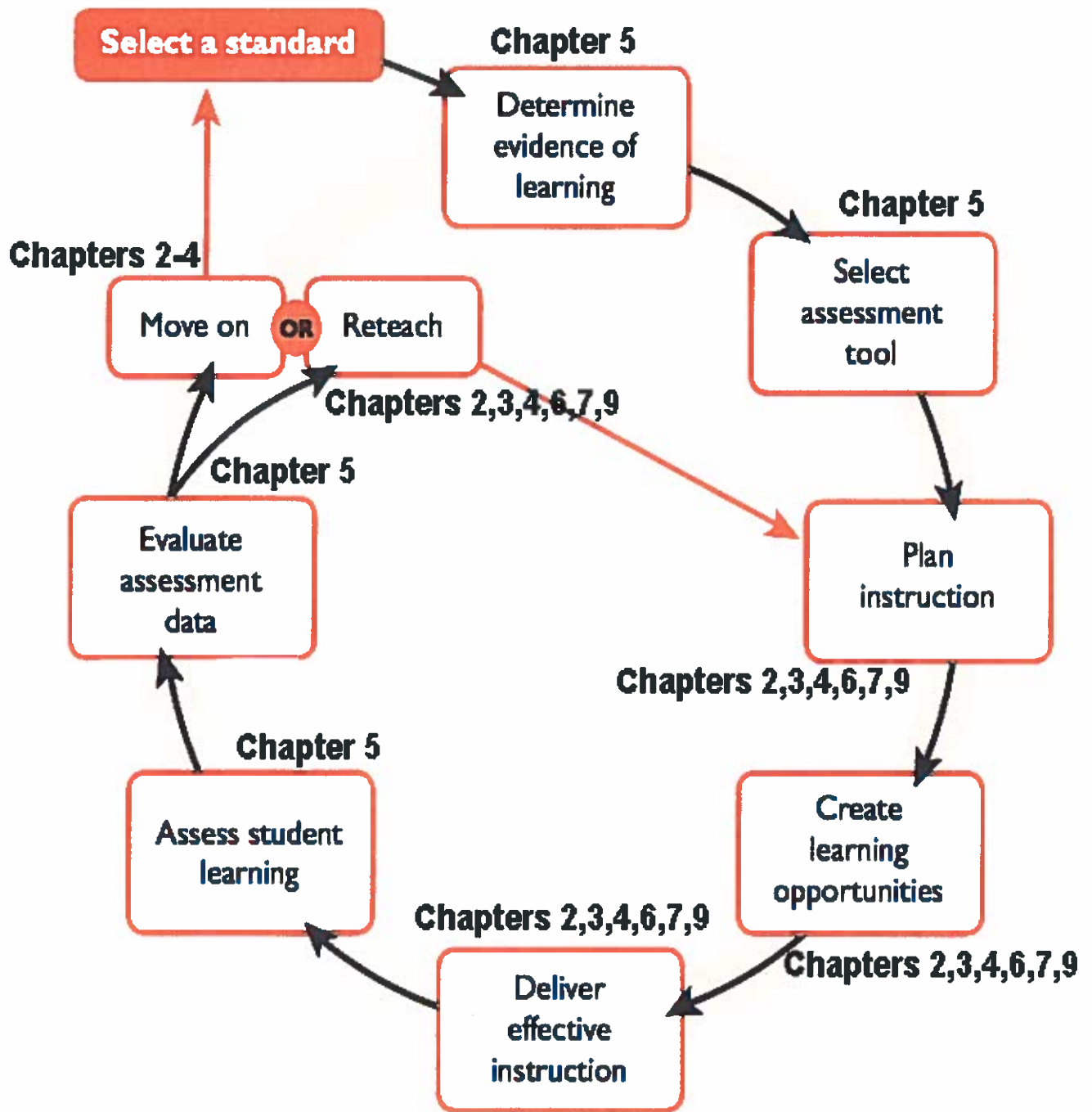


Figure 1.1 Standards-Based Instructional Design Process



CALIFORNIA HIGH SCHOOL

Physical Education Content Standards Courses 1 & 2 (2005)

The high school course descriptions presented here communicate the essence of the high school physical education experience. The content articulates the knowledge, skills, and confidence students need to maintain meaningful physical activity throughout their lifetime.

The course sequence provides a blueprint for delivering the content in a manner that equips students to make a successful transition from the physical education instructional program to participation in physical activity during adulthood. The adult lifestyle demands that individuals initiate and monitor their own participation in physical activity. Family responsibilities, career demands, and individual choices influence physical activity patterns.

High School Courses 1 and 2 provide the foundation for high school instruction. Students develop proficient movement skills in each area of physical education; they expand their capabilities for independent learning; and they examine practices that allow for sound decision making to enhance successful participation in movement activities.

High School Courses 3 and 4 are electives that provide students with the opportunity to explore a variety of physical activities in search of one they can enjoy and participate in for a lifetime.

Course 4 electives are designed as a continuation of Course 3 and are intended for students who have completed Course 3 and who want an intensive experience in an activity that they may wish to participate in for years to come.

HIGH SCHOOL COURSE 1

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, simple to complex, in aquatic, rhythms/dance, and individual and dual activities.
- 1.2 Demonstrate proficient movement skills in aquatic, rhythms/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 dual activities.
- 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, opposition, and buoyancy); apply the principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities; and evaluate the performance based on the use of the principles.
- 1.6 Examine the physical, emotional, cognitive, and scientific factors that affect performance and explain the relationship based on those factors.
- 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in aquatic, rhythms/dance, individual activities, and dual activities.
- 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.9 Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.10 Analyze situations and determine appropriate strategies for improved performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.11 Assess the effect/outcome of a particular performance strategy in aquatic, rhythms/dance, and individual and dual activities.
- 1.12 Demonstrate independent learning of movement skills.

STANDARD 2

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

- 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.
- 2.7 Develop and implement a one-month personal physical fitness plan.
- 2.8 Analyze consumer physical fitness products and programs.
- 2.9 Explain the inherent risks associated with physical activity in extreme environments.
- 2.10 Identify and list available fitness resources in the community.
- 2.11 Explain the role of physical activity in the prevention of disease and the reduction of health care costs.

STANDARD 3

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

Self-Responsibility

- 3.1 Accept personal responsibility to create and maintain a physically and emotionally safe and non-threatening environment for physical activity.
- 3.2 Act independently of negative peer pressure during 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.

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 that physical activity plays in social interaction and cooperative opportunities in the family and the workplace.
- 3.8 Recognize the value of physical activity in understanding multiculturalism.

Group Dynamics

- 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.
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HIGH SCHOOL COURSE 2

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, gymnastics/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 skill 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.

STANDARD 2

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

- 2.1 Participate in moderate to vigorous physical activity at least four days each week.
- 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.
- 2.7 Develop and implement an appropriate personal physical fitness program for a family or community member.
- 2.8 Explain how to evaluate consumer physical fitness products and programs.
- 2.9 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance.
- 2.10 Evaluate the availability and quality of fitness resources in the community.
- 2.11 Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness.

STANDARD 3

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

Self-Responsibility

- 3.1 Participate in physical activities for personal enjoyment.
- 3.2 Examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime.
- 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.

Social Interaction

- 3.6 Identify the effects of individual differences, such as age, gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity.
- 3.7 Explain how to select and modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs.

Group Dynamics

- 3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.
 - 3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.
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SAUSD High School Physical Education Plan

Course Name: High School Physical Education Course 1		Length: 1 Year (2 semesters)
Grade Level: 9	Course #: TBD	
<p>Course Description: Course 1 introduces 9th graders to the high school physical education experience and develops student knowledge, skills and values, which support student health literacy, wellness, efficient and expressive movement, self-discovery and pro-social competence. The curriculum is sequential, developmental and acknowledges individual patterns of physiological and psychological growth and delineated grade level expectations. Course 1 provides instruction, learning and evaluates student knowledge and performance in:</p> <ol style="list-style-type: none"> 1. Effect of physical activity upon dynamic health (health-related fitness) 2. Mechanics of body movement 3. Aquatics 4. Individual and dual sports 5. Team sports 6. Rhythms and Dance 	<p>State Mandates and District Requirements:</p> <ul style="list-style-type: none"> • All 9th graders take High School Physical Education - Course 1 (Ed. Code 33352) • All students successfully complete 2 years of High School Physical Education (Board Policy 6142.7 Physical Education) • All 9th graders take State Physical Fitness Test (Ed. Code 60800; 5 CCR 1041) • Completion of Course 2 during grades 10-12 for students who pass 5 out of 6 on the State Physical Fitness Test in 9th grade (Ed. Code 51241) • For those who do not pass the State Physical Fitness Test, continuous enrollment in District Approved Physical Education Courses (Ed. Code 51225.3) • Meets course content requirements (cf. 6146.1 – Graduation Requirements – Senior High School) for High School Physical Education 	
<p>Standards-based Student Learning Outcomes:</p> <p>Standard 1: Students will demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.</p> <p>Standard 2: Students will achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.</p> <p>Standard 3: Students will demonstrate knowledge of psychological and</p>	<p>Teacher Credential Requirements:</p> <ul style="list-style-type: none"> • Single Subject Credential in Physical Education K-12 • Single Subject Credential with a Supplemental Authorization in Physical Education K-9 • Multiple Subject Credential with a Supplemental Authorization in Physical Education K-9 • Standard Secondary Credential with a Major or Minor in Physical Education Grades 7-12 • Standard Elementary Credential with a Major or Minor in Physical Education Grades K-9 	

SAUSD High School Physical Education Plan

sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.			
CA Physical Education Standards #{s}	Learning Units and Outcomes	Proficiency/ Grading Rubric	Assessment Tool(s)
Standard 3.1, 3.2, 3.3, 3.9	<p>1. Introduction to High School Physical Education</p> <ul style="list-style-type: none"> Philosophy of High School Physical Education Policy and Procedures Class Curriculum, Expectations, Grading Criteria Classroom Rules and Procedures Physical Education Uniform and Dressing Policies Locks and Locker Room Procedures Distribute Syllabus/Letter for Parent Signature Discipline and Behavior Procedures 	<p>A = (5) Advanced Rubric: TBD</p> <p>B = (4) Proficient Rubric: TBD</p> <p>C = (3) Basic Rubric: TBD</p> <p>D = (2) Below Basic Rubric: TBD</p> <p>F= (1) Needs Improvement Rubric: TBD</p>	<ul style="list-style-type: none"> Teacher Observation Peer Observation Quizzes and Tests Performance Based Assessments, which assess cognitive and skills. Physical Fitness Test (PFT) / FITNESSGRAM Student Self-Assessment Classwork/Homework Writing across content area Aerobic Assessment Personal Fitness Plan Projects Rubrics of performance assessments during activity Video feedback Task Cards
Standard 2.1, 2.2, 2.3, 2.4	<p>2. Effect of physical activity upon dynamic health (health-related fitness)</p> <ul style="list-style-type: none"> Physical Fitness Test (Baseline, Benchmark, Summative) Fitness Principals & Concepts Key Physical Education/Fitness Vocabulary/Terminology 		<ul style="list-style-type: none"> Teacher Observation Peer Observation Quizzes and Tests Performance Based Assessments, which assess cognitive and skills. Physical Fitness Test (PFT) / FITNESSGRAM Student Self-Assessment Classwork/Homework Writing across content area Aerobic Assessment Personal Fitness Plan Projects

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<p>Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3,3.1,3.2,3.3, 3.4, 3.5, 3.9</p>	<p>3. Individual, Dual and Team Sports</p> <ul style="list-style-type: none"> • Cooperative Games • Individual & Dual Activities • Team Sports 		<ul style="list-style-type: none"> • Rubrics of performance assessments during activity • Video feedback • Task Cards • Teacher Observation • Peer Observation • Quizzes and Tests • Performance Based Assessments, which assess cognitive and skills. • Physical Fitness Test (PFT) / FITNESSGRAM • Student Self-Assessment • Classwork/Homework • Writing across content area • Aerobic Assessment • Personal Fitness Plan • Projects • Rubrics of performance assessments during activity • Video feedback • Task Cards
<p>Standard 1.1, 1.2, 3.1, 3.2, 3.3, 3.4, 3.5</p>	<p>4. Aquatics (using dry-land and/or in-pool teaching strategies)</p> <ul style="list-style-type: none"> • Water safety, rules, and etiquette of aquatic activities • Demonstrate proficient swimming skills 		<ul style="list-style-type: none"> • Teacher Observation • Peer Observation • Quizzes and Tests • Performance Based Assessments, which assess cognitive and skills. • Physical Fitness Test (PFT) / FITNESSGRAM • Student Self-Assessment • Classwork/Homework • Writing across content area • Aerobic Assessment • Personal Fitness Plan • Projects • Rubrics of performance assessments during

SAUSD High School Physical Education Plan

<p>Standards 1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4, 3.5</p>	<p>5. Rhythms and Dance</p> <ul style="list-style-type: none"> Learn and demonstrate fundamental dance movements Perform a variety of dance movements 		<p>activity</p> <ul style="list-style-type: none"> Video feedback Task Cards Teacher Observation Peer Observation Quizzes and Tests Performance Based Assessments, which assess cognitive and skills. Physical Fitness Test (PFT) / FITNESSGRAM Student Self-Assessment Classwork/Homework Writing across content area Aerobic Assessment Personal Fitness Plan Projects Rubrics of performance assessments during activity Video feedback Task Cards
<p>Instructional Materials, Equipment and Supplies:</p> <ul style="list-style-type: none"> Variety of balls and equipment from district stock catalog and physical education equipment catalogs FitnessGram equipment (CD-Pacer, push-ups, curl-ups cadence, sit and reach boxes, rulers, mat with lines for curl-ups, scale and tape measure for height and weight) Appropriate Sound System with iPod/CD player/wireless mic Mats Cones/Poly Spots Pinnies & Vests Goal/Nets Chalkboard/white board, chart paper and easel iPad (used for grading, lesson plans) 		<ul style="list-style-type: none"> Hockey sticks/pucks Jump ropes/tug-o-war ropes Resistance bands/Hand weights Hula hoops Racquets (tennis, badminton, pickle ball) Flags Stopwatches Gloves Batting tees/Bats Bases Frisbees Pedometers Portable/Wireless Mic System 	

SAUSD High School Physical Education Plan

- iPod
- Laptop (power point presentations, instruction, grading)
- Boom box with iPod/CD player (extra CDs and batteries)
- Stopwatches
- Electric ball pump
- Measuring wheel for measuring various distances, areas, fields, boundaries
- Clipboards (teacher and students class set)
- Chalk or paint for lining fields
- Healthy Fitness Zone Charts (HFZ)
- Heart Rate Monitors
- FitnessGram CD (for Pacer, Push-up and Curl-up test)
- Digital Scale (FitnessGram – body composition/weight)
- Tape Measure (FitnessGram – height measurement)
- Rulers (teacher and students class set)
- Video camera, VCR/DVD and monitor
- Mats
- Cones
- Poly spots
- Equipment storage bags
- Equipment storage carts

List of Proposed Activities

Team Activities:

Basketball
Capture the Flag
Dodgeball
Field Hockey
Flag Football
Indoor Soccer
Kickball
Lacrosse
Scoopball
Soccer
Softball
Street Hockey
Team Handball
Ultimate Frisbee
Volley Tennis
Volleyball

Individual and Dual Activities:

Aerobics
Aquatics
Badminton
Body Conditioning
Combatives
Cooperative Games
Defender
Disc Golf
FITNESSGRAM (Pre/Post testing)
Golf
Pickleball
Rhythm and Dance
Tennis
Track & Field
Yoga

Santa Ana Unified District Course of Study

High School Course Description for

Course 2 Co-ed Physical Education

Course Title: Co-ed Physical Education

Course Numbers: Determined by Site

Grade: Level: 10-12th Grade

Curricular Area: Physical Education

Length: One Year

Prerequisites: TBD

High School Course 2 Description:

Course 2 allows students to extend the high school physical education experience and expand student content knowledge, motor skill and aesthetic value of movement, which supports student health literacy, wellness, efficient and expressive movement, self-discovery and pro-social competence. The curriculum is sequential, developmental and acknowledges individual patterns of physiological and psychological growth and delineated grade level expectations.

Course 2 provides instruction, learning and evaluates student knowledge and performance in:

- Effect of physical activity upon dynamic health (health-related fitness)
- Mechanics of body movement
- Combatives
- Gymnastics and tumbling
- Individual and dual sports
- Team sports

Alignment:

Physical Education Course 2 is designed to give students the opportunity to learn through a comprehensive, sequentially planned, Physical Education program in accordance with the Physical Education Model Content Standards for California Public Schools. Students will be empowered to further define and meet personal goals to improve fitness and enhance performance in physical activities for a lifetime. Emphasis is placed on students developing a personalized program for maintaining lifelong health and fitness. Units of instruction will include the effects of physical activity upon dynamic health (health-related fitness), use of fitness technology, individual, dual and team sports, combatives, gymnastics and tumbling and the mechanics of body movement.

Administrative Regulation Definitions:

The following definitions are provided in the California Department of Education's (CDE) 2009 Physical Education Framework for California Public Schools.

Physical education is a sequential educational program that teaches students to understand and participate in regular physical activity for developing and maintaining physical fitness throughout their lifetimes, understand and improve their motor skills, enjoy using their skills and knowledge to establish a healthy lifestyle, and understand how their bodies work.

Physical activity is bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure, including exercise, sport, dance, and other movement forms.

Moderate physical activity is any activity which generally requires sustained, rhythmic movements and refers to a level of effort a healthy individual might expend while, for example, walking briskly, dancing, swimming, or bicycling on level terrain. A person should feel some exertion but should be able to carry on a conversation comfortably during the activity.

Vigorous physical activity is any activity which generally requires sustained, rhythmic movements and refers to level of effort a healthy individual might expend while, for example, jogging, participating in high-impact aerobic dancing, swimming continuous laps, or bicycling uphill. Vigorous physical activity may be intense enough to result in a significant increase in heart and respiration rate.

Standard-based Student Learning Outcomes for High School:

Students enrolled in Course 2 are ready to integrate previous learning from physical education courses into a personal wellness plan and expand their capabilities for independent learning. The three overarching California Content Standards for High School Physical Education Course 2 are:

- **Standard 1:** Demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
 - **Standard 2:** Achieve a level of physical fitness for health and performance knowledge of fitness concepts, principles, and strategies.
 - **Standard 3:** Demonstrate knowledge of psychological and sociological concepts, principals, and strategies that apply to the learning and performance of physical activity.
-

Proficiency/Grading Rubric: (run/exercise, sports activities, assignments, participation)

A=5 – Exceeds the standard (90-100%)

B=4 – Meets the standard (80-89%)

C=3 – Moving toward standard (70-79%)

D=2 – Beginning to move toward standard (60-69%)

F=1 – Initial attempt at the standard (59% and below)

Exceeds the Standard:

The student is highly engaged in all aspects of the lesson. The student places great emphasis on movement during the activity. The student always attempts to use proper biomechanics when engaged in the activity. The student is able to apply and perform the majority of the required skills in other activities. The student follows established rules and accepts personal responsibility by supporting all ability levels.

Meets the Standard:

The student is engaged in most aspects of the lesson. The student places emphasis on movement during the activity. The student usually attempts to use proper biomechanics when engaged in the activity. The student is frequently able to apply and perform the required skills in other activities. The student follows established rules and accepts personal responsibility by supporting all ability levels.

Moving toward the Standard:

The student is engaged in many aspects of the lesson. The student places some emphasis on movement during the activity. The student attempts to use proper biomechanics when engaged in the activity. The student is sometimes able to apply and perform the required skills in other activities. The student usually follows established rules and accepts personal responsibility by supporting all ability levels.

Beginning to move toward the Standard:

The student is engaged in some aspects of the lesson. The student places little emphasis on movement during the activity. The student sometimes attempts to use proper biomechanics when engaged in the activity. The student is rarely able to apply and perform the required skills in other activities. The student rarely follows established rules and seldom accepts personal responsibility by supporting all ability levels.

Initial attempt at the Standard:

The student is not engaged in the lesson. The student places little to no emphasis on movement during the activity. The student does not attempt to use proper biomechanics when engaged in the activity. The student does not apply or perform the required skills in other activities. The student rarely follows established rules and does not accept personal responsibility by supporting all ability levels.

SAUSD High School Physical Education Plan and Pacing Guide

Course Name: High School Physical Education Course 2		Length: 1 Year (2 semesters)
Grade Level: 10-12	Course #: TBD	
<p>Course Description: Course 2 allows students to extend the high school physical education experience and expand student content knowledge, motor skill and aesthetic value of movement, which supports student health literacy, wellness, efficient and expressive movement, self-discovery and pro-social competence. The curriculum is sequential, developmental and acknowledges individual patterns of physiological and psychological growth and delineated grade level expectations. Course 2 provides instruction, learning and evaluates student knowledge and performance in:</p> <ol style="list-style-type: none"> 1. Effect of physical activity upon dynamic health (health-related fitness) 2. Mechanics of body movement 3. Combatives 4. Gymnastics and tumbling 5. Individual and dual sports 6. Team sports 	<p>State Mandates and District Requirements:</p> <ul style="list-style-type: none"> • All students successfully complete 2 years of High School Physical Education (Board Policy 6142.7 Physical Education) • Completion of Course 2 during grades 10-12 for students who pass 5 out of 6 on the State Physical Fitness Test in 9th grade (Ed. Code 51241) • For those who do not pass the State Physical Fitness Test, continuous enrollment in District Approved Physical Education Courses (Ed. Code 51222.3) • Meets course content requirements (cf. 6146.1 – Graduation Requirements – Senior High School) for High School Physical Education 	
<p>Standards-based Student Learning Outcomes:</p> <p>Standard 1: Students will demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.</p> <p>Standard 2: Students will achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.</p> <p>Standard 3: Students will demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p>	<p>Teacher Credential Requirements:</p> <ul style="list-style-type: none"> • Single Subject Credential in Physical Education K-12 • Standard Secondary Credential with a Major or Minor in Physical Education Grades 7-12 	

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CA Physical Education Standards #s(s)	Learning Units and Outcomes	Proficiency/ Grading Rubric	Assessment Tool(s)
<p>Course 2 Standard 3.1, 3.2, 3.3, 3.4, 3.5, 3.8, 3.9</p> <p><i>Self-Responsibility</i></p> <p>3.1 Participate in physical activities for personal enjoyment.</p> <p>3.2 Examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime.</p> <p>3.3 Evaluate the psychological benefits derived from regular participation in physical activity.</p> <p>3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.</p> <p>3.5 Evaluate and refine personal goals to improve performance in physical activities.</p>	<p>1. Introduction to High School Physical Education Course 2</p> <ul style="list-style-type: none"> • Philosophy of High School Physical Education • Policy and Procedures • Class Curriculum, Expectations, Grading Criteria • Classroom Rules and Procedures • Physical Education Uniform and Dressing Policies • Locks and Locker Room Procedures • Distribute Syllabus/Letter for Parent Signature • Discipline and Behavior Procedures 	<p>5 – Exceeds the standard (90-100%)</p> <p>4 – Meets the standard (80-89%)</p> <p>3 – Moving toward standard (70-79%)</p> <p>2 – Beginning to move toward standard (60-69%)</p> <p>1 – Initial attempt at the standard (59% and below)</p>	<ul style="list-style-type: none"> • Structured Teacher Observation • Quizzes and Tests • Performance -based Assessments • Student Self-Assessment • Classwork/Homework

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Group Dynamics

3.8 Identify leadership skills , perform planned leadership assignments, and assume spontaneous leadership roles.

3.9 encourage others to be supportive and inclusive of individuals of all ability levels.

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<p>Course 2 Standard 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.10, 2.11</p> <p>2.1 Participate in moderate to vigorous physical activity at least four days each week.</p> <p>2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.</p> <p>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.</p> <p>2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.</p> <p>2.5 Justify the use of particular physical activities to achieve desired fitness goals.</p> <p>2.6 Develop and describe a physical fitness plan that enhances personal health and performance</p>	<p>2. Effect of physical activity upon dynamic health (health-related fitness)</p> <ul style="list-style-type: none"> • Physical Fitness Assessment • Physical Fitness Activities • Identify and apply key fitness principals and concepts in an individualized fitness plan • Enhance physical and mental performance beyond established fitness standards • Key Physical Education/Fitness Vocabulary/Terminology 	<p>5 – Exceeds the standard (90-100%)</p> <p>4 – Meets the standard (80-89%)</p> <p>3 – Moving toward standard (70-79%)</p> <p>2 – Beginning to move toward standard (60-69%)</p> <p>1 – Initial attempt at the standard (59% and below)</p>	<ul style="list-style-type: none"> • Structured Teacher Observation • Peer Observation • Quizzes and Tests • Performance Based Assessments, which assess cognitive and skills • Physical Fitness Test (PFT) / FITNESSGRAM • Student Self-Assessment • Classwork/Homework • Writing across content area • Aerobic Assessment • Personal Fitness Plan • Projects • Rubrics of performance assessments during activity • Task Cards
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in future leisure and workplace activities.

2.10 Evaluate the availability and quality of fitness resources in the community.

2.11 Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness.

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<p>Course 2 Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.12, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.11, 3.1, 3.2, 3.3, 3.4, 3.5, 3.8, 3.9</p> <p>1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/ tumbling, and team activities.</p> <p>1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.</p> <p>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.</p> <p>1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.</p> <p>1.5 Explain the use of the principles of biomechanics (leverage, force,</p>	<p>3. Individual, Dual and Team Activities</p> <ul style="list-style-type: none"> • Cooperative Games • Individual & Dual Activities • Team Sports 	<p>5 – Exceeds the standard (90-100%)</p> <p>4 – Meets the standard (80-89%)</p> <p>3 – Moving toward standard (70-79%)</p> <p>2 – Beginning to move toward standard (60-69%)</p> <p>1 – Initial attempt at the standard (59% and below)</p>	<ul style="list-style-type: none"> • Structured Teacher Observation • Peer Observation • Quizzes and Tests • Performance Based Assessments, which assess cognitive and skills. • Physical Fitness Test (PFT) / FITNESSGRAM • Student Self-Assessment • Classwork/Homework • Writing across content area • Projects • Rubrics of performance assessments during activity • Video feedback • Task Cards
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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.

1.12 Evaluate independent learning of movement skills.

2.1 Participate in moderate to vigorous physical activity at least four days each week.

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.

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<p>2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.</p> <p>2.5 Justify the use of particular physical activities to achieve desired fitness goals.</p> <p>2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.</p> <p>2.11 Use and analyze scientifically based data and protocols to assess oneself on the five components of health- related physical fitness.</p> <p><i>Self-Responsibility</i></p> <p>3.1 Participate in physical activities for personal enjoyment.</p> <p>3.2 Examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime.</p> <p>3.3 Evaluate the psychological benefits derived from regular</p>			
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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.

Group Dynamics

3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.

3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.

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<p>Course 2 Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.12, 2.1, 3.1</p> <p>1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/ tumbling, and team activities.</p> <p>1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.</p> <p>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.</p> <p>1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.</p> <p>1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and</p>	<p>4. Combatives</p> <ul style="list-style-type: none"> • Wrestling • Martial Arts • Self-defense • Personal Safety Plan 	<p>5 – Exceeds the standard (90-100%)</p> <p>4 – Meets the standard (80-89%)</p> <p>3 – Moving toward standard (70-79%)</p> <p>2 – Beginning to move toward standard (60-69%)</p> <p>1 – Initial attempt at the standard (59% and below)</p>	<ul style="list-style-type: none"> • Structured Teacher Observation • Peer Observation • Quizzes and Tests • Performance Based Assessments, which assess cognitive and skills. • Student Self-Assessment • Classwork/Homework • Writing across content area • Projects • Rubrics of performance assessments during activity • Video feedback • Task Cards
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<p>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.</p> <p>1.12 Evaluate independent learning of movement skills.</p> <p>2.1 Participate in moderate to vigorous physical activity at least four days each week.</p> <p><i>Self-Responsibility</i></p> <p>3.1 Participate in physical activities for personal enjoyment.</p>			
<p>Standards 1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.4</p> <p>1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/ tumbling, and team activities.</p> <p>1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.</p> <p>1.3 Explain the skill-related</p>	<p>5. Gymnastic and Tumbling</p> <ul style="list-style-type: none"> Learn and demonstrate fundamental gymnastics and tumbling movements Combine and apply 2 or more movements from simple to complex - into a demonstration and/or performance 	<p>5 – Exceeds the standard (90-100%)</p> <p>4 – Meets the standard (80-89%)</p> <p>3 – Moving toward standard (70-79%)</p> <p>2 – Beginning to move toward standard (60-69%)</p> <p>1 – Initial attempt at the standard (59% and below)</p>	<ul style="list-style-type: none"> Structured Teacher Observation Peer Observation Quizzes and Tests Performance Based Assessments, which assess cognitive and skills. Student Self-Assessment Classwork/Homework Writing across content area Projects Rubrics of performance assessments during activity Video feedback Task Cards

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<p>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.</p>			
<p>1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.</p>			
<p>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.</p>			
<p><i>Self-Responsibility</i> 3.1 Participate in physical activities for personal enjoyment.</p>			
<p>3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal</p>			

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<p>satisfaction from challenging physical activities.</p>			
<p>Instructional Materials, Equipment and Supplies:</p> <ul style="list-style-type: none"> • Variety of balls and equipment from district stock catalog and physical education equipment catalogs • FITNESSGRAM equipment (CD-Pacer, push-ups, curl-ups cadence, sit and reach boxes, rulers, mat with lines for curl-ups, scale and tape measure for height and weight) • Appropriate Sound System with Ipod/CD player/wireless mic • Mats • Cones/Poly Spots • Pinnies & Vests • Goal/Nets • White board, chart paper and easel • Ipad (used for grading, lesson plans, video, powerpoints) • Ipod • Laptop (power point presentations, instruction, grading) • Boom box with Ipod/CD player (extra CDs and batteries) • Electric ball pump • Measuring wheel for measuring various distances, areas, fields, boundaries • Clipboards (teacher and students class set) • Chalk or paint for lining fields • Healthy Fitness Zone Charts (HFZ) • Heart Rate Monitors • Body Fat Analyzers 		<ul style="list-style-type: none"> • Hockey sticks/pucks • Jump ropes/tug-o-war ropes • Resistance bands/Hand weights • Hula hoops • Racquets (tennis, badminton, pickle ball) • Flags • Stopwatches • Gloves • Battering tees/Bats • Bases • Frisbees • Pedometers • Portable/Wireless Mic Sound System • Digital Scale (FITNESSGRAM– body composition/weight) • Tape Measure (FITNESSGRAM – height measurement) • Rulers (teacher and students class set) • Video camera, VCR/DVD and monitor • Equipment storage bags • Equipment storage carts • Document Camera • LCD Projector 	