

Orange Unified School District
PHYSICAL EDUCATION
2 Year Course

GRADE LEVEL: 9-12

PREREQUISITES: Physical Education required for two years in grades 9-12.

INTRODUCTION TO THE SUBJECT:

A Physical Education program should help students develop a life-long commitment toward their own physical well-being, health, and fitness; with a clear emphasis in fitness, team sports, gymnastics, aquatics and recreational games. A physically-educated person is one who has mastered the necessary movement skills to participate confidently in many different forms of physical activity, values physical fitness, and understands that both are intimately related to health and well-being.

COURSE OBJECTIVES:

BY THE END OF THE COURSE THE STUDENT WILL BE ABLE TO:

- I. Motor Learning
 - A. Determine a movement-related goal and develop a practice plan to meet that goal.
 - B. Apply the correct technique for fundamental movement patterns in activities which include individual and team sports.
 - C. Students cooperate in designing a new movement-related game.
- II. Biomechanics
 - A. Analyze movement performance using scientific principles of movement to learn or improve movement skills (such as force, transfer of momentum, spin/rotation, trajectory, etc.)
- III. Exercise Physiology
 - A. Create an individualized wellness program for various stages of life.
 - B. Meet standards on health-related fitness test.
- IV. Growth and Development
 - A. Plan appropriate movement-related activities according to your own growth and development.

- V. Psychology
 - A. Participate regularly in movement-related physical activities for life long enjoyment.

- VI. Aesthetics
 - A. Appreciate and value the aesthetic feature of movement and appreciate how these features contribute to movement activities.

- VII. Sociology
 - A. Demonstrate cooperative skills in movement-related experience.

- VIII. Historical Perspectives
 - A. Students describe historical trends in fitness participation and activities.
 - B. Students describe events in history that have had an impact on current physical education programs and career opportunities.

COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:

The times allotted are various and flexible due to the individual differences in the schools. Each school plans its program to fit its individual needs with regard to facilities and equipment, staff available and students participating. The units vary in length from two to nine weeks depending on whether it is an introductory or in-depth experience.

YEAR ONE

WEEKS

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| I. | Introduction Unit | 1 to 2 |
| | A. Classroom standards/rules | |
| | B. Issue lockers and equipment | |
| | C. Become acquainted with class members | |
| | D. Fitness assessment | |
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| II. | Fitness Unit | 4 to 8 |
| | A. Analyze movement using principles of resistance | |
| | B. Create and implement individualized fitness plan | |
| | C. Assess personal fitness, compare data to health standards and set goals for maintenance and improvement | |
| | D. Analyze body types and within and between age, gender groups and fitness levels | |
| | E. Set goal for out-of-school fitness participation/activities | |
| | F. Describe historical trends in fitness participation/activities | |

WEEKS

- G. Describe events in fitness history that have had an impact on current physical education and sports
- Possible activities to include: physical fitness testing, jump rope, aerobics, running, calisthenics, fitness circuit
- III. Team Sports 4 to 12
- A. Compare practice variables for open and closed skills
- B. Apply fundamental movement skills to a team sport of choice
- C. Create a variety of offense/defense strategies for a new team sport
- D. Analyze movement using principles of resistance
- E. Monitor implementations of fitness plan
- F. Perform exercises
- G. Analyze body and efficiency at playing different positions in a team sport
- H. Participate in out-of-school activities
- I. Demonstrate conflict resolution skills
- Possible activities to include: volleyball, basketball, team handball, speedball, soccer (indoor and outdoor), hockey, flag football, ultimate frisbee, softball
- IV. Gymnastics 4 to 8
- A. Develop practical plan for a closed skill
- B. Apply fundamental movement skills to tumbling/gymnastics
- C. Analyze movement using principles of resistance
- D. Monitor implementation of fitness plan
- E. Perform exercises
- F. Analyze body types in relation to different gymnastics activities
- G. Participate in out-of-school activities
- H. Use aesthetic features of movement qualities to create a tumbling routine
- Possible activities to include: tumbling, stunts, ropes/poles, obstacle course, rhythmic gymnastics
- V. Aquatics 4 to 9
- A. Develop a practice plan for a closed skill
- B. Apply fundamental movement skills in aquatics
- C. Analyze movement using principles of resistance
- D. Monitor implementation of fitness plan

WEEKS

- E. Perform exercises
- F. Analyze body types in relation to floating techniques
- G. Participate in out-of-school activities

-Possible activities to include: stroke development, water aerobics, synchronized swimming, water polo, water safety (boating, personal watercraft), scuba, snorkeling, kayaking, springboard diving

- VI. Closure Unit 1 to 2
 - A. Fitness testing
 - B. Recreational games
 - C. Finals, clean lockers, grades, etc.

YEAR TWO

- I. Introductory Unit 1 to 2
 - A. Classroom standards/rules
 - B. Issue lockers and equipment
 - C. Become acquainted with class members
 - D. Fitness assessment

- II. Self-Defense 2 to 4
 - A. Develop a self-practice plan for a self-defense activity (beginning stage of learning)
 - B. Apply fundamental skill of self defenses
 - C. Analyze the use of levers in self-defense movements
 - D. Assess personal fitness, compare to health-related fitness standards and set goals for maintenance or improvement
 - E. Appreciate importance of commitment and dedication to learning self-defense
 - F. Teach a self-defense skill or concept to a partner

-Possible topics/activities to include: safety awareness/video, date rape, fundamental skills of self-defense, sexual harassment

- III. Dance 3 to 9
 - A. Develop a practice plan for a dance (intermediate stage of learning)
 - B. Apply fundamental skills to dance
 - C. Analyze use of levers in dance
 - D. Perform exercises

WEEKS

- E. Appreciate aesthetic features of movement, its use as in art forms and its cultural and ethnic diversity
- F. Teach a new dance step to peers in a small group
- G. Analyze influence of events in world history on dance

-Possible activities to include: folk dance, line dance, square dance

IV. Individual/Dual Sports 18 to 24

- A. Develop a practice plan for an individual/dual sports/outdoor education activity (advanced stage of learning)
- B. Apply fundamental skills to individual/dual sport
- C. Create a variety of offensive/defensive strategies for an individual sport
- D. Analyze use of levers individual/dual sport
- E. Analyze movement performance using the scientific principles of movement in order to learn or improve skill (gravity, stability/balance, Newton's Laws, force, levers, projectiles, absorption of force, spin & rebound)
- F. Perform exercises
- G. Appreciate the importance of commitment and dedication in learning an individual/dual sport of choice
- H. Lead class in an exercise or drill

-Possible activities to include: tennis, racquetball/handball, badminton, track and field, wrestling, aerobics, archery, golf/frisbee golf, rock climbing, weight training, bowling

V. Closure Unit 1 to 2

- A. Fitness testing
- B. Recreational games
- C. Finals, clean lockers, grades, etc.

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