



**HIGH SCHOOL COURSE OUTLINE**

<b>Department</b>	Physical Education			<b>Course Title</b>	Advanced Team Activities - Basketball and Fitness		
<b>Course Code</b>	3719	<b>Grade Level</b>	11-12	<b>Course Length</b>	2 semesters	<b>Credits/Semester</b>	5
<b>Required for Graduation</b>		No	<b>Meets H.S. Grad Requirement</b>			<b>Elective Credit</b>	Yes
<b>Prerequisites</b>	2 Years of Physical Education						
<b>Articulated with LBCC</b>		No		<b>Articulated with CSULB</b>		No	
<b>Meets UC "a-f" Requirement</b>		No		<b>Meets NCAA Requirement</b>		No	

**COURSE DESCRIPTION:** This course is designed to give students the opportunity to learn and develop fundamental and advanced skills and strategies of team activities, as well as fitness concepts and conditioning techniques used for achieving and maintaining optimal physical fitness. Students will benefit from comprehensive team activities and cardio respiratory activities. Students will learn basic fundamentals and advanced techniques of a team activity/activities, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in team activities, aerobic fitness, wellness, and movement activity for a lifetime.

**GOALS**

Students:

Standard 1: Demonstrate knowledge of and competency in motor skills, movement patterns and strategies essential to perform a variety of physical activities.

Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

**CONTENT STANDARDS**

Standard 1: Students demonstrate knowledge of and competency in motor skills, movement patterns and strategies essential to perform a variety of physical activities.

- 1.1 Demonstrate advanced knowledge and skills in team activities and choice of aerobic activities (aerobic dance; running; swimming; spinning; indoor rowing; triathlon; walking)
- 1.2 Identify the characteristics and critical elements of a highly skilled performance in a team activity and selected aerobic activities and demonstrate them.

- 1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in a team activity and the selected aerobic activities.
- 1.4 Identify and apply the principles of biomechanics necessary for the safe and successful performance of a team activity and the selected aerobic activities.
- 1.5 List the safety equipment required for participation in a team activity and the selected aerobic activities; describe and demonstrate the use of such equipment.
- 1.6 Demonstrate independent learning of movement skills in a team activity and aerobic activities.

Standard 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

- 2.1 Meet physical fitness standards that exceed those of a scientifically based health-related fitness assessment.
- 2.2 Participate in a team activity and selected aerobic activities that improve or maintain health-related physical fitness.
- 2.3 Analyze the effects of a team activity and selected aerobic activities on a personal physical fitness program and personal levels of health-related physical fitness.
- 2.4 Improve or maintain physical fitness by adjusting physical activity levels according to the principles of exercise.
- 2.5 Explain the relationship between participation in a team activity and selected aerobic activities and health.
- 2.6 Demonstrate the ability to develop criteria and analyze factors to consider in the purchase of fitness products and programs related to a team activity and selected aerobic activities.
- 2.7 Develop and implement a month-long personal physical fitness plan that includes a team activity and selected aerobic activities

Standard 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

#### Self Responsibility

- 3.1 Compare and contrast the effective leadership skills used in team activities and fitness activities and those used in other physical activities.
- 3.2 Develop personal goals to improve performance in team and fitness activities.
- 3.3 Identify and analyze team physical activities that enhance personal enjoyment.
- 3.4 Evaluate the risks and safety factors that may affect participation in team and fitness activities throughout a lifetime.

#### Social Interaction

- 3.5 Explain how to select and modify team activities to allow for participation by younger children, the elderly, and individuals with special needs.
- 3.6 Analyze the role of social interaction in the successful participation in and enjoyment of team activities.

#### Group Dynamics

- 3.7 Accept and perform planned and spontaneous leadership assignments and roles in team activities.
- 3.8 Analyze the role that cooperation and leadership play in team activities.
- 3.9 Engage in team activities both in school and outside school.

## PERFORMANCE STANDARDS

The Performance Standard Criteria is shown in the table below. The objective is to have all students achieve at or above the Proficient Level. Performance level is determined by the average of the Assessments or Assignments.

### District Physical Education Performance Standard Criteria

<b>Assessment/ Assignments</b>	<b>Not Proficient 1</b>	<b>Partial Proficient 2</b>	<b>Proficient 3</b>	<b>Advanced Proficient 4</b>
<b>Graded Student Assignments/ Assessments</b>	Average is a 1 or less than 60%	Average is a 2 or 60% - 69%	Average is a 3 or 70% - 84%	Average is a 4 or 85% - 100%
<b>Performance-based Assessments</b>  Demonstration of skill or skill combinations	Not proficient Student demonstrates minimal or no critical elements of the skill	Occasionally performs correctly Student demonstrates some of the critical elements of the skill	Performs correctly most of the time Student demonstrates most of the critical elements of the skill	Always performs skill correctly Student clearly and consistently demonstrates all critical elements of the skill
<b>Cognitive Concepts</b>	Student demonstrates little or no evidence of concept knowledge	Student demonstrates some evidence of concept knowledge	Student demonstrates evidence of concept knowledge	Student clearly and consistently demonstrates concept knowledge
<b>Fitness Plan</b>	Plan Minimally Complete  Includes all of the components for one week	Plan Partially Complete  Includes all of the components for two weeks	Plan includes almost all components  Includes all of the components for three weeks	Plan includes all components  Includes all of the components for four weeks

## OUTLINE OF CONTENT AND TIME ALLOTMENT:

### Introduction to Basketball and Aerobic Fitness

**1 Week**

Content Standard(s)	Skills and Concepts	Suggested Resources
Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.	<ul style="list-style-type: none"> <li>• Class Curriculum, Expectations, Grading Policy</li> <li>• Classroom Rules and Procedures</li> <li>• Locks and Locker Room Procedures</li> <li>• Dressing Policy</li> </ul>	

**Fitness Pre-Test**

**1 Week**

Content Standard(s)	Skills and Concepts	Suggested Resources
2.1 Meet physical fitness standards that exceed those of a scientifically based health-related fitness assessment.	<ul style="list-style-type: none"> <li>Assess personal fitness, compare personal scores data to health standards and set goals of maintenance and improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Fitness Testing Data Record Sheet</li> <li>Moderate to Vigorous Physical Activity Log</li> </ul> <p>Fitnessgram equipment (skin fold calipers, PACER audio cd for PACER, push-ups, and curl-ups; sit and reach box; rulers; mats; curl-ups strip, body-fat analyzers; scale; modified pull-up bar – Cabrillo, Jordan, Lakewood, Millikan, Renaissance, and Wilson received with PEP funds, 2009</p> <p>Fitnessgram materials (Manual, Pacer Audio CD, Skinfold calipers, and curl-up strips) from the Research Office, 2008</p>

**Basketball Individual Skills – Offensive and Defensive**

**9 weeks (ongoing)**

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>1.1 Demonstrate advanced knowledge and skills in team activities and choice of aerobic activities (aerobic dance; running; swimming; spinning; indoor rowing; triathlon; walking)</p> <p>1.2 Identify the characteristics and critical elements of a highly skilled performance in a team activity and selected aerobic activities and demonstrate them.</p> <p>1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in a team activity and the selected aerobic activities.</p> <p>1.4 Identify and apply the principles of biomechanics necessary for the safe and successful performance of a team activity and the selected aerobic activities.</p>	<p>Introduce, practice, and review these skills as needed throughout the year</p> <p><b>Individual Offensive Skills</b></p> <ul style="list-style-type: none"> <li>Passing: Chest; Bounce; Wrap-around; Overhead</li> <li>Dribbling: Speed dribble; change of pace, change of direction</li> <li>Proper Shooting Form: Lay-ups; Jump Shot; Free-throw</li> <li>Setting Screens</li> <li>Two man pick and roll</li> <li>Getting open on the wings</li> <li>Coming off screens</li> </ul> <p><b>Individual Defensive Skills</b></p> <ul style="list-style-type: none"> <li>Defensive stance</li> <li>Defensive slide</li> <li>Man to man defensive principles: on ball and off-ball</li> <li>Boxing out</li> <li>Rebounding</li> <li>Taking a charge</li> </ul>	<p>Periodical: Winning Hoops: <a href="http://www.winninghoops.com">www.winninghoops.com</a></p> <p>NFHS Official Rule Book: <a href="http://www.nfhs.org">www.nfhs.org</a></p> <p><u>Dynamic Physical Education for Secondary School Students</u> By Robert P. Pangrazi and Victor P. Dauer; Allyn and Bacon</p> <p><u>Officiating Basketball</u>: a publication for the National federation of State high school associations officials education program By American Sport Education Program, American Sport Education Program, National Federation of State High School Associations Officials Education Program Contributor American Sport Education Program Edition: illustrated Published by Human Kinetics, 2005</p>

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>1.5 List the safety equipment required for participation in a team activity and the selected aerobic activities; describe and demonstrate the use of such equipment.</p> <p>1.6 Demonstrate independent learning of movement skills in a team activity and aerobic activities.</p>		ISBN 0736047670, 9780736047678

**Basketball Team Strategies – Offensive and Defensive**

**9 Weeks (Ongoing)**

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>1.1 Demonstrate advanced knowledge and skills in team activities and choice of aerobic activities (aerobic dance; running; swimming; spinning; indoor rowing; triathlon; walking)</p> <p>1.2 Identify the characteristics and critical elements of a highly skilled performance in a team activity and selected aerobic activities and demonstrate them.</p> <p>1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in a team activity and the selected aerobic activities.</p> <p>1.4 Identify and apply the principles of biomechanics necessary for the safe and successful performance of a team activity and the selected aerobic activities.</p> <p>1.5 List the safety equipment required for participation in a team activity and the selected aerobic activities; describe and demonstrate the use of such equipment.</p> <p>1.6 Demonstrate independent learning of movement skills in a team activity and aerobic activities.</p>	<p>Introduce, practice, and review these strategies as needed throughout the year</p> <p><b>Team Offensive Strategies</b></p> <ul style="list-style-type: none"> <li>• Man to man offense</li> <li>• Zone offense</li> <li>• Zone offenses vs. 1 &amp; 2 guard fronts</li> </ul> <p><b>Team Defensive Strategies</b></p> <ul style="list-style-type: none"> <li>• Man to man defense</li> <li>• Zone defense</li> <li>• Zone defenses 1 &amp; 2 guard fronts</li> </ul>	See resources listed under <i>Basketball Individual Skills</i>

## Basketball Rules

**9 weeks (ongoing)**

Content Standard(s)	Skills and Concepts	Suggested Resources
	<p>High School Basketball Rules</p> <p>Violations and Fouls</p> <p>Terms and Definitions</p>	<p>See resources listed under <i>Basketball Individual Skills</i></p>

## Officiating Basketball

**3 weeks**

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>1.1 Demonstrate advanced knowledge and skills in team activities and choice of aerobic activities (aerobic dance; running; swimming; spinning; indoor rowing; triathlon; walking)</p> <p>1.2 Identify the characteristics and critical elements of a highly skilled performance in a team activity and selected aerobic activities and demonstrate them.</p> <p>1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in a team activity and the selected aerobic activities.</p> <p>1.5 List the safety equipment required for participation in a team activity and the selected aerobic activities; describe and demonstrate the use of such equipment.</p> <p>1.6 Demonstrate independent learning of movement skills in a team activity and aerobic activities.</p>	<p>Proper Techniques of Basketball Officiating</p> <p>Officiating skills</p> <ol style="list-style-type: none"> <li>1. Officiating Mechanics</li> <li>2. 2-Official Mechanics</li> <li>3. 3-Official Mechanics</li> </ol> <p>Officiating Basketball Signals</p> <p>Research officiating opportunities locally, regionally, and statewide</p>	<p>See resources listed under <i>Basketball Individual Skills</i></p> <p><u><a href="#">Basketball Rules and Violations Made Simple</a></u> (Plastic Comb) by Fred Bies (Editor)</p> <p><u><a href="#">Smart Basketball Officiating</a></u> by Bill Topp (Paperback)</p> <p><u><a href="#">Five-Star Basketball Drills</a></u> by Howard Garfinkle and Will Klein Jan., 1998 (Paperback)</p>

## Physical Fitness Concepts and Techniques

**6 Weeks (ongoing)**

Content Standard(s)	Skills and Concepts	Suggested Resources
---------------------	---------------------	---------------------

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>2.1 Meet physical fitness standards that exceed those of a scientifically based health-related fitness assessment.</p> <p>2.2 Participate in a team activity and selected aerobic activities that improve or maintain health-related physical fitness.</p> <p>2.3 Analyze the effects of a team activity and selected aerobic activities on a personal physical fitness program and personal levels of health-related physical fitness.</p> <p>2.4 Improve or maintain physical fitness by adjusting physical activity levels according to the principles of exercise.</p> <p>2.5 Explain the relationship between participation in a team activity and selected aerobic activities and health.</p> <p>2.6 Demonstrate the ability to develop criteria and analyze factors to consider in the purchase of fitness products and programs related to a team activity and selected aerobic activities.</p> <p>2.7 Develop and implement a month-long personal physical fitness plan that includes a team activity and selected aerobic activities</p>	<ul style="list-style-type: none"> <li>• Apply principles of physical fitness</li> <li>• Apply physiological principles involved in human movement.</li> <li>• Select a leisure time physical activity and identify opportunities in the community to participate in this activity.</li> <li>• Describe current trends in fitness and conditioning</li> <li>• Understand the components of total health fitness and the relationship between physical activity and lifelong wellness.</li> <li>• Fitness Technology: (heart rate monitors, heart rate wands, pedometers, skin calipers, computer software)</li> </ul>	<p>Assessment:</p> <p>Fitnessgram Test Administration Manual, 4<sup>th</sup> Edition, Human Kinetics, from LBUSD Research Office.</p> <p>Fitness Testing Data Record Sheet (See Appendix)</p> <p>Physical Activity Log (See Appendix)</p> <p>Fitnessgram equipment (skin fold calipers, tape or CD of Pacer, push-ups, and curl-ups cadence, sit and reach box, rulers, mat with line for curl-ups, body-fat analyzers, scale, modified pull-up bar)</p> <p>Fitnessgram materials: Manual, Pacer CD, Skinfold calipers, and curl-up strips from LBUSD Research.</p> <p>Sound system; audio music CD's or MP3 Player</p> <p>Charts of fitness exercises (check Physical Education catalogs)</p> <p>Heart rate wands and heart rate monitors (Each department received heart rate wands from the Health/Physical Education Office, Spring, 2000 and 2003)</p> <p>Mats; Medicine Balls; Aerobic Steps; Hand weights; Barbells and weights; Weight benches; Jump ropes; Concept 2 Rowing Machines; Elastic exercise bands or Dynabands and additional fitness exercise equipment.</p> <p>Books:</p> <ul style="list-style-type: none"> <li>▪ <u>Five for Life Intermediate and Advanced Manuals</u> by Focused Fitness – Cabrillo, Jordan, Lakewood, Millikan, Renaissance, and Wilson PEP Grant curriculum</li> <li>▪ <u>Personal Fitness, Looking Good—Feeling Good</u> By Williams, Harageones, Johnson, Smith/ Kendall/Hunt</li> <li>▪ <u>Fitness for Life</u> By Charles B. Corbin and Ruth Lindsey/Human Kinetics</li> <li>▪ <u>Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide</u> AAHPERD/Human Kinetics; in District Professional Library Code: 613.7 PHY</li> </ul> <p>Video:</p>

Content Standard(s)	Skills and Concepts	Suggested Resources
		<ul style="list-style-type: none"> <li>▪ <a href="#">Fitnessgram Test Administration Manual 4<sup>th</sup> Edition DVD</a></li> <li>▪ Five for Life Station Circuit DVD's</li> </ul> Software Sources: <ul style="list-style-type: none"> <li>• <a href="#">Humankinetics, (800) 747-4457, <u>www.humankinetics.com</u></a></li> </ul>

### Cardiorespiratory Endurance Training

**6 Weeks (ongoing)**

Content Standard(s)	Skills and Concepts	Suggested Resources
2.2 Participate in a team activity and selected aerobic activities that improve or maintain health-related physical fitness. 2.3 Analyze the effects of a team activity and selected aerobic activities on a personal physical fitness program and personal levels of health-related physical fitness. 2.4 Improve or maintain physical fitness by adjusting physical activity levels according to the principles of exercise. 2.5 Explain the relationship between participation in a team activity and selected aerobic activities and health.	<ul style="list-style-type: none"> <li>• Safety techniques (including modifications for health conditions, i.e. asthma, obesity; breathing techniques; proper movement forms, i.e., correct stride, arm movements, body alignment; proper warm-up, cool down, and stretching)</li> <li>• Demonstrate competency in monitoring heart rates during activity</li> <li>• Assess cardiorespiratory fitness and set goals to maintain or improve fitness levels</li> <li>• Participate in a variety of cardiorespiratory activities including i.e. power walking, pacer test, interval training, incline running, distance running, aerobics and circuits.</li> <li>• Demonstrate an awareness of cardiorespiratory fitness opportunities in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Heart Rate Monitors: Polar or Suunto</li> <li>• Heart Rate Wands: Insta-Pulse</li> <li>• Fitnessgram fitness testing equipment (skin fold calipers, cadence CD for PACER, push-ups and curl-ups, rulers, mat with line for curl-ups; modified pull-up bar)</li> <li>• Body fat analyzer</li> <li>• Spin cycles (StarTrak)</li> <li>• Concept 2 Indoor Rowing Machines (Concept2: (800) 245-5676, <a href="http://www.concept2.com">www.concept2.com</a>)</li> <li>• Steps for Step Aerobics</li> <li>• Jump Ropes</li> <li>• Medicine Balls – bounce, variety of sizes, weights, coverings</li> <li>• Individual Exercise Mats</li> <li>• Handweights; Barbells; Weighted bars</li> <li>• Exerbands, Elastic bands or Dynabands</li> <li>• Physioballs (exercise balls)</li> <li>• Cardio appropriate music</li> <li>• Wireless Sound System</li> <li>• Fitness Charts/Posters/Task Cards for Circuits</li> <li>• Various Weight Machines and Resistance Training Machines</li> </ul>

### Nutrition

**2 Weeks (ongoing)**

Content Standard(s)	Skills and Concepts	Suggested Resources
---------------------	---------------------	---------------------



Content Standard(s)	Skills and Concepts	Suggested Resources
<p>2.1 Meet physical fitness standards that exceed those of a scientifically based health-related fitness assessment.</p> <p>2.4 Improve or maintain physical fitness by adjusting physical activity levels according to the principles of exercise.</p> <p>2.5 Explain the relationship between participation in a team activity and selected aerobic activities and health.</p> <p>2.6 Demonstrate the ability to develop criteria and analyze factors to consider in the purchase of fitness products and programs related to a team activity and selected aerobic activities.</p>	<ul style="list-style-type: none"> <li>• Nutrients</li> <li>• Nutrition labeling information</li> <li>• Food Choices</li> <li>• Food Guide Pyramid</li> <li>• Influences on food choices-social, economic, cultural</li> <li>• Access to adequate food sources</li> <li>• Comparison of food values</li> <li>• Weight Management-proper practices to maintain, lose, gain</li> <li>• Eating Disorders</li> <li>• Proper hydration</li> <li>• The effects of performance enhancement drugs</li> </ul>	

### Resistance Training for Muscular Strength and Endurance

12 Weeks (ongoing)

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>2.1 Meet physical fitness standards that exceed those of a scientifically based health-related fitness assessment.</p> <p>2.2 Participate in a team activity and selected aerobic activities that improve or maintain health-related physical fitness.</p> <p>2.3 Analyze the effects of a team activity and selected aerobic activities on a personal physical fitness program and personal levels of health-related physical fitness.</p> <p>2.4 Improve or maintain physical fitness by adjusting physical activity levels according to the principles of exercise.</p> <p>2.5 Explain the relationship between participation in a team activity and selected aerobic activities and health.</p>	<ul style="list-style-type: none"> <li>▪ Apply principles of resistance training</li> <li>• Safety techniques (spotting, proper body alignment, lifting techniques, spatial awareness, and proper breathing techniques)</li> <li>• Demonstrate an understanding of proper weight training principles and concepts in order to achieve desired results</li> <li>• Perform basic resistance exercises (including free weights, hand weights, weight machines, exercise bands and tubing, medicine balls, fit balls)</li> <li>• Advanced techniques of weight training</li> </ul>	<p>See resistance training equipment listed under <i>Cardio respiratory Endurance Training</i></p>

**Self Responsibility; Social Interaction; and Group Dynamics**

**Ongoing**

Content Standard(s)	Skills and Concepts	Suggested Resources
<p><u>Self Responsibility</u></p> <p>3.1 Compare and contrast the effective leadership skills used in team activities and fitness activities and those used in other physical activities.</p> <p>3.2 Develop personal goals to improve performance in team and fitness activities.</p> <p>3.3 Identify and analyze team physical activities that enhance personal enjoyment.</p> <p>3.4 Evaluate the risks and safety factors that may affect participation in team and fitness activities throughout a lifetime.</p>	<p>Self responsibility, positive social interaction, and positive group dynamics are introduced, reviewed, monitored, and assessed throughout the course</p> <ul style="list-style-type: none"> <li>▪ Develop and monitor progress toward performance goals</li> <li>▪ Develop and monitor progress toward fitness goals</li> <li>▪ Identify and evaluate the risks and safety factors involved with basketball activities and fitness activities throughout one's lifetime</li> </ul>	
<p><u>Social Interaction</u></p> <p>3.5 Explain how to select and modify team activities to allow for participation by younger children, the elderly, and individuals with special needs.</p> <p>3.6 Analyze the role of social interaction in the successful participation in and enjoyment of team activities.</p>	<ul style="list-style-type: none"> <li>▪ Modify basketball activities to allow participation by youth, the elderly, and individuals with special needs</li> <li>▪ Identify and analyze the role of social interaction in the successful participation of basketball and aerobic activities</li> </ul>	
<p><u>Group Dynamics</u></p> <p>3.7 Accept and perform planned and spontaneous leadership assignments and roles in team activities.</p> <p>3.8 Analyze the role that cooperation and leadership play in team activities.</p> <p>3.9 Engage in team activities both in school and outside school.</p>	<ul style="list-style-type: none"> <li>▪ Identify and practice effective leadership skills in basketball and aerobic activities</li> <li>▪ Identify and analyze the role that cooperation and leadership play in basketball and aerobic activities</li> <li>▪ Participate in basketball and aerobic activities outside of school</li> </ul>	

**Fitness Post Test**

**1 Week**

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>2.1 Meet physical fitness standards that exceed those of a scientifically based health-related fitness assessment</p>	<ul style="list-style-type: none"> <li>▪ Reassess personal fitness and compare scores to pre-test scores and personal goals</li> </ul>	<p>See resources listed under <i>Fitness Pre-Test</i></p>

Content Standard(s)	Skills and Concepts	Suggested Resources
	<ul style="list-style-type: none"> <li>▪ Record data on fitness software, if available</li> </ul>	

**Closure****1 Week**

Content Standard(s)	Skills and Concepts	Suggested Resources
	<ul style="list-style-type: none"> <li>• Evaluate and implement fitness and activity plans</li> <li>• Reflection</li> <li>• Locker Room Shut-down</li> </ul>	

**METHODS:** A variety of instructional strategies will be used to accommodate all learning styles.

- Demonstrations - by teacher, student(s), or experts on video
- Lecture
- Modeling
- Guided practice
- Group discussion

Student centered learning to include:

- peer coaching
- reciprocal teaching
- checklists
- video (peer and self-analysis)
- guided discovery
- stations and circuits
- task cards
- computer lab

**MATERIALS USED IN TEACHING THE COURSE:****Basic Physical Education Classroom Equipment**

- Chalkboard/white board, chart paper and easel, crates for portfolios/journals
- Wireless sound system: wireless microphone, speaker, and music source
- Stopwatches
- Clipboards (teacher and students class set) and pencils
- Basketball Equipment appropriate: acquire from the District Stock Catalog and/or Physical Education Equipment Catalogs (i.e.; Sportime, Gopher, Flaghouse, etc.) or Sporting Goods stores

## Glossary

### Vocabulary for Introduction Unit

Biomechanics – The study of human movement and how such movement is influenced by gravity, friction, and the laws of motion. It involves the analysis of force, including muscle force that produces movements and impact force that may cause injuries. It explains why motor skills are performed in explicit ways in order to improve their efficiency and effectiveness.

Body management – Basic skills focusing on abilities to control the body/body parts in actions such as those involving traveling, balancing, rolling, and supporting body weight.

Fundamental movement skills – An organized series of basic movements that involve the combination of movement patterns of two or more body segments. Fundamental movement skills may be categorized as stability, locomotor, or manipulative movements.

Group dynamics – Each person in a group influences and is influenced by each other. The most important aspect of group cohesiveness and good performance seems to be commitment to the group task, which leads to a sense of collective efficacy—team members can respond to the demands of a difficult situation.

Health – Optimal well being that contributes to quality of life. It is more than freedom from disease and illness. Optimal health includes high-level mental, social, emotional, spiritual, and physical wellness within the limits of one's heredity and personal abilities.

Individual or dual activity – Physical activities that require either one or two participants. Examples include badminton, swimming, golf, handball, and weight lifting.

Kinesiology – The study of human movement.

Large muscle groups – Muscles that work together and have a large mass relative to other muscle groups in the body. Examples of large muscle groups are the arms, back, and legs.

Locomotor movements – The basic patterns used to travel (walking, running, leaping, hopping, jumping, galloping, sliding, and skipping).

Manipulative movements – Movements in which skills are developed while using an implement. Examples include throwing, catching, punching, kicking, trapping, rolling, dribbling, striking, and volleying.

Movement concepts – The ideas used to modify or enrich the range and effectiveness of skill employment. Involves learning “how, where, and with what” the body moves.

Movement patterns – An organized series of related movements.

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

Physical fitness – A positive state of well-being with low risk of premature health problems and energy to participate in a variety of physical activities. It is influenced by regular, vigorous physical activity, genetic makeup and nutritional adequacy.

### Vocabulary for Fitness Unit

Aerobic activity – Long duration exercise that relies on the presence of oxygen for the production of energy; it may also control body weight, reduce the percentage of body fat, improve the circulatory function, and reduce blood pressure. Examples include aerobic dance, aqua aerobics, cycling, jogging, power walking, recreational dance, in-line skating, step aerobics, kickboxing, and super circuit.

Anaerobic activity – Short duration exercise completed without the aid of oxygen; it is used to build muscle mass and to improve one's ability to move quickly and to deliver force.

Basic resistance principles – Resistance is the weight or force that is used to oppose a motion.

Resistance training increases muscle strength by pitting the muscles against a weight, such as a dumbbell or barbell. The basic principles of resistance training include: type of lift, intensity, volume, variety, progressive overload, rest, and recovery.

Biomechanics – The study of human movement and how such movement is influenced by gravity, friction, and the laws of motion. It involves the analysis of force, including muscle force that produces movements and impact force that may cause injuries. It explains why motor skills are performed in explicit ways in order to improve their efficiency and effectiveness.

Body composition – The makeup of the body in fat free mass (muscle, bone, vital organs and tissues) and fat mass.

Components of physical fitness – Aerobic capacity, muscle strength, muscle endurance, flexibility, and body composition.

Cool down exercises – Five to ten minutes of light to moderate physical activity. It maintains blood pressure, helps enhance venous return, and prevents blood from pooling in the muscles.

Core muscles – The abdominal, back, hip, and pelvic floor muscles.

Dehydration – Loss of water and important blood salts like potassium and sodium which are essential for vital organ functioning.

Ergogenic aids – Substances, devices, or practices that enhance an individual's energy use, production, or recovery.

Flexibility – The ability to move joints of the body through normal range of motion.

F.I.T.T. principles/concepts – Inter-related and inter-dependent rules for gaining and maintaining physical fitness—frequency, intensity, time, and type.

Frequency – A principle of training that establishes how often to exercise.

Health-related physical fitness – Consists of those components of physical fitness that have a relationship with good health. The components are body composition, aerobic capacity, flexibility, muscular endurance, and strength.

Healthy fitness zone – The lower and upper ranges of performance on physical fitness tests that have been identified as being related to good health.

Healthy target heart rate zone – A safe range of activity intensity that can be used to enhance the level of aerobic capacity.

Hyper-extension – Greater than normal stretching or straightening of an extended limb.

Hyper-flexion – Greater than normal stretching or straightening of a flexed limb.

Individuality – A principle of training that establishes the program must take into account the specific needs and abilities of individuals for whom it is designed.

Intensity – A principle of training that establishes how hard to exercise.

Large muscle groups – Muscles that work together and have a large mass relative to other muscle groups in the body. Examples of large muscle groups are the arms, back, and legs.

Mode/type – A principle of training that establishes the specific activity to use.

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

Muscle endurance – The ability of a muscle to avoid fatigue.

Muscle strength – The ability of a muscle to exert force.

Overload – A principle of training that establishes a minimum threshold to obtain a benefit.

## **EVALUATION:**

Student achievement in this course will be measured using multiple assessment tools including but not limited to:

- Performance-based assessments which assess physical education cognitive concepts and skills
- Journals
- Portfolios
- Checklists
- Rubrics of performance assessments during activity
- Quizzes and tests
- Projects (rubric assessed)
- Video
- Computer software
- Fitnessgram
- Fitness Plan

## **GRADING POLICY**

A common grading policy ensures consistency between schools and classrooms across the district.

### Suggested Percent of Grade

Standard 1: Demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities.	30-40%
Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.	30-40%
Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.	20-30%

### Suggested Grading Scale

- A** 90% - 100%
- B** 80% - 89%
- C** 70% - 79%
- D** 60% - 69%
- F** Below 60%

Submitted by: Paula Clear and Joan Van Blom

School: Wilson Classical HS and Health/PE Office

Date: 3/09

**Appendix – See Assessments on Following Pages**

<b>Assessment/ Assignments</b>	<b>Not Proficient 1</b>	<b>Partial Proficient 2</b>	<b>Proficient 3</b>	<b>Advanced Proficient 4</b>
<b>Graded Student Assignments/ Assessments</b>	Average is a 1 or less than 60%	Average is a 2 or 60% - 69%	Average is a 3 or 70% - 84%	Average is a 4 or 85% - 100%
<b>Performance-based Assessments</b>  Demonstration of skill or skill combinations	Not proficient Student demonstrates minimal or no critical elements of the skill	Occasionally performs correctly Student demonstrates some of the critical elements of the skill	Performs correctly most of the time Student demonstrates most of the critical elements of the skill	Always performs skill correctly Student clearly and consistently demonstrates all critical elements of the skill
<i>Individual skills</i> <b>Offense and Defense</b>	<ul style="list-style-type: none"> <li>• can explain minimum necessary to perform skill</li> </ul>	<ul style="list-style-type: none"> <li>• can clearly explain proper mechanics of skill , and be able to perform skill with proper technique</li> <li>• can assess other student and correct mistakes</li> </ul>	<ul style="list-style-type: none"> <li>• can clearly explain proper mechanics of skill , and be able to perform skill with proper technique</li> <li>• can assess other student and correct mistakes</li> <li>• can describe what basic muscles are used to perform skill</li> </ul>	<ul style="list-style-type: none"> <li>• can clearly explain proper mechanics of skill , and be able to perform skill with proper technique</li> <li>• can assess other student and correct mistakes</li> <li>• can describe what basic muscles are used to perform skill</li> <li>• can name a biomechanical concept used in skill</li> </ul>



Name \_\_\_\_\_ Date \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_ Ro \_\_\_\_\_  
 II # \_\_\_\_\_  
 Last Name, First Name  
 Teacher \_\_\_\_\_ Period \_\_\_\_\_

## Physical Education Fitness Assessment

Compare your scores to the Healthy Fitness Zones. In the HFZ column, put a Y if your score is in the HFZ, and an N if not in the HFZ

		Pre-test start date			Post-test start date		
Test Item		Pre-Test Score	HFZ In HFZ = Y Out of HFZ = N	Set Goal	Post-Test Score	HFZ In HFZ = Y Out of HFZ = N	Goal Met = $\checkmark$
Body Mass Index	Height						
	Weight						
	Body Mass Index						
Body Composition	Skinfold Triceps						
	Skinfold Calf						
	Sum of Skinfolts						
Aerobic	PACER Laps						
	Mile Run Time						
Trunk Strength	Trunk Lift						
Muscle Endura	Curl-up						
Muscle Strength	Push-up						
	Flexed-arm hang						
	Modified pull-up						
Flexibility	Sit & Reach Right						
	Sit & Reach Left						
	Shoulder Stretch Right & Left Yes/No						

Healthy Fitness Zones are on the other side



# Standards for Healthy Fitness Zone (HFZ)

The *FITNESSGRAM* uses Healthy Fitness Zones (HFZs) to evaluate fitness performance. These zones are criterion-referenced standards established by The Cooper Institute of Dallas, Texas, and represent minimum levels of fitness that offer protection against the diseases that result from sedentary living (Rev. 2008). **The California Department of Education considers a student who meets or exceeds a HFZ as meeting the desired performance goal.**

## FEMALES

Age	One Mile Run min:sec	20m PACER # laps	Walk Test VO <sub>2</sub> max ml/kg/min	Skinfold Measurement percent fat	Body Mass Index	Curl-Up # completed
13	11:30 – 9:00	23 – 51	36 – 44	32 – 13	24.5 – 14.9	18 – 32
14	11:00 – 8:30	23 – 51	35 – 43	32 – 13	25.0 – 15.4	18 – 32
15	10:30 – 8:00	32 – 51	35 – 43	32 – 13	25.0 – 16.0	18 – 35
16	10:00 – 8:00	32 – 61	35 – 43	32 – 13	25.0 – 16.4	18 – 35
17	10:00 – 8:00	41 – 61	35 – 43	32 – 13	26.0 – 16.8	18 – 35
17+	10:00 – 8:00	41 – 72	35 – 43	32 – 13	27.3 – 17.2	18 – 35

Age	Trunk Lift inches	Push-Up # completed	Modified Pull- Up # completed	Flexed-Arm Hang seconds	Back-Saver Sit & Reach inches	Shoulder Stretch
13	9 – 12	7 – 15	4 – 13	8 – 12	10	Touching fingertips together behind the back on both the right and left sides.
14	9 – 12	7 – 15	4 – 13	8 – 12	10	
15	9 – 12	7 – 15	4 – 13	8 – 12	12	
16	9 – 12	7 – 15	4 – 13	8 – 12	12	
17	9 – 12	7 – 15	4 – 13	8 – 12	12	
17+	9 – 12	7 – 15	4 – 13	8 – 12	12	

## MALES

Age	One Mile Run min:sec	20m PACER # laps	Walk Test VO <sub>2</sub> max ml/kg/min	Skinfold Measurement percent fat	Body Mass Index	Curl-Up # completed
13	10:00 – 7:30	41 – 83	42 – 52	25 – 7	23.0 – 15.1	21 – 40
14	9:30 – 7:00	41 – 83	42 – 52	25 – 7	24.5 – 15.6	24 – 45
15	9:00 – 7:00	51 – 94	42 – 52	25 – 7	25.0 – 16.2	24 – 47
16	8:30 – 7:00	61 – 94	42 – 52	25 – 7	26.5 – 16.6	24 – 47
17	8:30 – 7:00	61 – 106	42 – 52	25 – 7	27.0 – 17.3	24 – 47
17+	8:30 – 7:00	72 – 106	42 – 52	25 – 7	27.8 – 17.8	24 – 47
Age	Trunk Lift inches	Push-Up # completed	Modified Pull- Up # completed	Flexed-Arm Hang seconds	Back-Saver Sit & Reach inches	Shoulder Stretch
13	9 – 12	12 – 25	8 – 22	12 – 17	8	Touching fingertips together behind the back on both the right and left sides.
14	9 – 12	14 – 30	9 – 25	15 – 20	8	
15	9 – 12	16 – 35	10 – 27	15 – 20	8	
16	9 – 12	18 – 35	12 – 30	15 – 20	8	
17	9 – 12	18 – 35	14 – 30	15 – 20	8	
17+	9 – 12	18 – 35	14 – 30	15 – 20	8	



Name (last, first) \_\_\_\_\_ Period P.E. \_\_\_\_ Roll # \_\_\_\_  
Grade \_\_\_\_ P.E. Teacher \_\_\_\_\_

## MODERATE TO VIGOROUS PHYSICAL ACTIVITY LOG

for the week beginning on Monday, \_\_\_\_\_  
Month Day Year

DAY	PHYSICAL ACTIVITY For each day, list <u>all</u> the moderate and vigorous physical activities you did, both during school and outside of school. ▼ (See definitions of moderate and vigorous physical activity.)	MINUTES How many minutes of each activity did you do? ▼
<b>EXAMPLE</b> <i>for one day</i>	Station training in PE Basketball at lunch Soccer after school	20 15 30
<b>MONDAY</b>		
<b>TUESDAY</b>		
<b>WEDNESDAY</b>		
<b>THURSDAY</b>		
<b>FRIDAY</b>		
<b>SATURDAY</b>		
<b>SUNDAY</b>		
	<b>ADD UP YOUR TOTAL MINUTES FOR THE WEEK:</b>	_____ <b>Minutes</b>

**Circle** your overall level of enjoyment while participating in these activities this week:

4                                      3                                      2                                      1  
Very enjoyable                      Enjoyable                              Somewhat enjoyable                      Not enjoyable

**DEFINITIONS:**

**Moderate Physical Activity** is activity that results in an increase in breathing or heart rate.

*Examples: Walking briskly, dancing, easy swimming, or bicycling on level terrain.*

**Vigorous Physical Activity** is activity that results in hard breathing or sweating.

*Examples: Jogging, skateboarding, basketball, soccer, fast dancing, swimming laps, bicycling fast, rowing*

# ONE MONTH PERSONAL FITNESS PLAN - DIRECTIONS

The goal of this assignment is to demonstrate your ability to create and implement a one month personal fitness plan.

For each day, indicate:

1. Activities: What activity or activities will you do each day?  
For example: Soccer, Skateboard, Jog, Weight Train, Etc.
2. Type: What type of activity is it?  
Is it Cardiorespiratory (CR)?  
Is it Muscular Strength (MS)?  
Is it Muscular Endurance (ME)?  
Is it Flexibility (F)?
3. Intensity: How hard will you do the activity?  
For Cardiorespiratory, use Heart Rate (HR); Perceived Exertion Scale; or Pace.  
For Muscular Strength and Endurance, use Percent of Effort (for example: 60% of max); or Resistance (weight of resistance)
4. Time: How long will you participate in the activity?  
How many minutes?  
OR How many sets/repetitions will you do?  
OR What distance will you go? How far? How many laps or miles?

Grading – A Complete Plan Includes:

- Daily: Activities, Type, Intensity, and Time
- All 4 Types of Fitness: Cardiorespiratory, Muscular Strength, Muscular Endurance, and Flexibility
- Warm-Up and Cool Down Activities
- Progression obvious through the 4 weeks

Your plan should show *progression* and *overload* (gradual increase of the frequency/intensity/time of your activities).

For each week, indicate the daily warm-up and cool down activities you plan to do.

You may use class notes or previous assignments to help you make your plan.

### PRACTICE PAGE

**USE THIS PAGE TO PRACTICE HOW TO COMPLETE THE PLAN WITH YOUR TEACHER**

Daily Warm-up Activities:						
Daily Cool-down Activities:						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Activities:	Activities:	Activities:	Activities:	Activities:	Activities:	Activities:
Type:	Type:	Type:	Type:	Type:	Type:	Type:
Intensity:	Intensity:	Intensity:	Intensity:	Intensity:	Intensity:	Intensity:
Time:	Time:	Time:	Time:	Time:	Time:	Time:

