long beach unified school district

OFFICE OF CURRICULUM, INSTRUCTION & PROFESSIONAL DEVELOPMENT

HIGH SCHOOL COURSE OUTLINE

Department	Physical Education			**Course Title**	Physical Education Drill Team Emphasis		
Course Code	3690	**Grade Level**	9-12	**Course Length**	2 semesters	**Credits/Semester**	5
Required for Graduation	Yes	**Meets H.S. Grad Requirement**		Yes	**Elective Credit**	Yes	
Prerequisites	No						
Meets UC "a-g" Requirement	No	**Meets NCAA Requirement**		No			

COURSE DESCRIPTION:

This course is designed to give students the opportunity to learn through a comprehensive sequentially planned program aligned with the California Model Content Standards for Physical Education. 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 physical fitness, drill team skills, rhythms, dance, and tumbling. Units of instruction include: introduction to kinesiology and physical education with rhythms, dance and fitness emphasis, fitness concepts and techniques, cardiorespiratory endurance training, nutrition, individual activities, aquatics, rhythms and dance and dual activities,

GOALS: (Student needs the course is intended to meet)

Students need to:

Standard 1: Demonstrate knowledge 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 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:

Students will:

1.1 Combine, and apply movement patterns to progress from simple to complex in aquatics, rhythms/dance, and individual and dual activities.

1.2 Demonstrate proficient movement skills in:
Aquatics Dance/Rhythms Individual Activities 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 aquatics, rhythms/dance, and individual and dual activities.

1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatics, and individual and dual activities.
1.5 Explain, apply and evaluate the appropriate use of the biomechanical principles of leverage, force, inertia, rotary motion, opposition, and buoyancy to achieve advanced performance in aquatics, rhythms/dance, and individual and dual activities.
1.6 Explain the interrelationships among physical, emotional, cognitive, and scientific factors that affect performance.
1.7 Analyze and evaluate information received from self, others, and the performance, of complex motor (movement) activities that leads to improved performance in aquatics, 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 aquatics, rhythms/dance, and individual and dual activities.
1.9 Create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance in aquatics, rhythms/dance, and individual and dual activities.
1.10 Analyze specific situations to determine appropriate performance strategies in aquatics, rhythms/dance, individual and dual activities.
1.11 Assess the effect/outcome of a specific performance strategy in aquatics, rhythms/dance, and individual and dual activities.
1.12 Demonstrate independent learning of movement skills.
2.1 Participate in moderate to vigorous physical activity at least 4 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 fitness standards established by the State-mandated fitness test.
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 to meet the principles of exercise.
2.6 Identify the physical fitness requirements of an occupational choice.
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 List available community fitness resources.
2.11 Explain the role of physical activity in the prevention of disease and the reduction of health-care costs.
3.1 Accept personal responsibility to create and maintain a physically/emotionally safe and non-threatening environment for physical activity.
3.2 Act independent of negative peer pressure during physical activity.
3.3 Identify and evaluate personal psychological response 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 performance in physical activities.
3.6 Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity.
3.7 Analyze the role physical activity plays in social interaction and cooperative opportunities within the family and the workplace.
3.8 Recognize the value of physical activity in understanding multiculturalism.
3.9 Recognize the importance of cooperation and positive interactions with others while participating in physical activity.
3.10 Identify and utilize the potential strengths of each individual by supporting his/her effort in physical activity settings.

DISTRICT PERFORMANCE STANDARDS

The Long Beach Unified School District has common assessments and assignments for Physical Education. 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

Assessment/ Assignments	Not Proficient 1	Partial Proficient 2	Proficient 3	Advanced Proficient 4
Graded Student Assessments	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%
Physical Education Fitness Assessment (Individual Fitnessgram Record, with Pre- and Post-Test Scores, Healthy Fitness Zone Comparisons, Goals, and Goals Met	Minimal Completion	Partially Complete	Mostly Complete	Complete, with accurate scores, comparisons to health-related standards, and reasonable goals for improvement **See Appendix**
Fitness Plan (A one month personal fitness plan with warm-up, fitness components and cool down, FITT guidelines and principles of training.)	Plan Minimally Complete	Plan Partially Complete	Plan includes almost all components	A complete plan includes: a variety of activities; all fitness components; component and activity correctly linked; amount of time per day; target heart rate; parent signature to verify. **See Appendix**
One Week Moderate to Vigorous Physical Activity Log	Log minimally complete	Log partially complete	Includes all of the components for the log	A complete physical activity log includes health-enhancing activities, the activity and time for each activity period, 225 minutes or more a week, enjoyment rating, parent signature verification for each week. **See Appendix**
Demonstration of skill or skill combinations	Student demonstrates minimal or no critical elements of the skill	Student demonstrates some of the critical elements of the skill	Student demonstrates most of the critical elements of the skill	Student clearly and consistently demonstrates all critical elements of the skill
Cognitive Concepts	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

OUTLINE OF CONTENT AND TIME ALLOTMENT:

Introduction to Physical Education with Drill Team Emphasis — 3 weeks

Philosophy
Class Curriculum, Expectations, Grading Policy
Classroom Rules and Procedures
Locks and Locker Room Procedure
Dressing Policy

Social Skills and Cooperative Activities (Ongoing throughout the school year.)

Content Standard(s)	Skills and Concepts	Suggested Resources
3.1 Accept personal responsibility to create and maintain a physically/emotionally safe and non-threatening environment for physical activity. 3.2 Act independent of negative peer pressure during physical activity. 3.3 Identify and evaluate personal psychological response 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 performance in physical activities. 3.6 Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity. 3.7 Analyze the role physical activity plays in social interaction and cooperative opportunities within the family and the workplace. 3.8 Recognize the value of physical activity in understanding multiculturalism. 3.9 Recognize the importance of cooperation and positive interactions with others while participating in physical activity. 3.10 Identify and utilize the potential strengths of each individual by supporting his/her effort in physical activity settings.	▪ Personal and Social Responsibility ▪ Conflict resolution skills ▪ Social Skills: encouragement, active listening, courtesy ▪ Cooperative activities, ice breakers, tag games, trust activities, problem solving initiatives **Vocabulary** See Glossary for definitions • Biomechanics • Body management • Fundamental movement skills • Group dynamics • Health • Individual or dual activity • Kinesiology • Large muscle groups • Locomotor movements • Manipulative movements • Movement concepts • Movement patterns • Physical activity • Physical fitness	Books: Adventure Curriculum for Physical Education for High School by Jane Panicucci, Project Adventure, Inc. (Each department received this book from the Health/P.E. Office in 2003) **Teaching Responsibility Through Physical Activity by Don Hellison, Ph.D./ Human Kinetics, 1995** (Each department received this book from the Health/P.E. Office in 2001.) Quicksilver by Karl Rohnke and Steve Butler/ Kendall/Hunt Publishing Company, Iowa 1995 (Each department received this book from the Health/P.E. Office in 2001.) GamesSkills by Stephanie Hanrahan/Teresa Carlson/Human Kinetics, 2000, District Professional Library Code: 796.07 HAN Assessing Student Responsibility and Teamwork by NASPE, AAHPERD, 2000, District Professional Library Code: 613.7 Video: Silver Bullets **District Professional Video Library at OMS: VC 6986**

Fitness Pre-Test — 1 week

Assess health-related fitness tests, record data and compare scores to a health-related standard and set goals for improvement

Physical Fitness Concepts and Techniques **Ongoing throughout the year**

Content Standard(s)	Skills and Concepts	Suggested Resources
2.1 Participate in moderate to vigorous physical activity at least 4 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 fitness standards established by the State-mandated fitness test. 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 to meet the principles of exercise. 2.6 Identify the physical fitness requirements of an occupational choice. 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 List available community fitness resources. 2.11 Explain the role of physical activity in the prevention of disease and the reduction of health-care costs.	▪ Apply principles of resistance training ▪ Apply physiological principles involved in human movement ▪ Students expand on their previously designed activity and fitness plan based on their individual needs. ▪ Assess personal fitness, compare personal fitness scores data to health standards and set goals of maintenance and improvement ▪ Analyze body types and within between age, gender groups, and fitness levels ▪ Select a leisure time physical activity and identify opportunities in the community to participate in this activity. ▪ Describe current trends in fitness participation and activities. ▪ Understand the components of total health fitness and the relationship between physical activity and lifelong wellness. ▪ Fitness Activities: (circuits, stations, fitness lab, weight room, aerobics, steps, runs, cardio equipment) ▪ Fitness Technology: (heart rate monitors, heart rate wands, pedometers,skin calipers, computer software) ▪ Advanced techniques of resistance training Vocabulary See Glossary for definitions • Aerobic activity • Anaerobic • Basic resistance principles Biomechanics • Body composition • Components of physical fitness • Cool down exercises • Core muscles • Dehydration • Ergogenic aids • Flexibility • F.I.T.T. principles/concepts Frequency	Equipment: 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, fitness software) (Each department received Fitnessgram materials (Manual, Pacer CD, Skinfold calipers, and curl-up strips) from the Research Office in 2005.) CD/cassette player and speakers; audio music CD's or tapes Charts of fitness exercises (check Physical Education catalogs) Heart rate wands and heart rate monitors (Each department received heart rate wands from the Health/Physical Education Office, Spring, 2000 and 2003) 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. Books: ▪ Personal Fitness, Looking Good—Feeling Good By Williams, Harageones, Johnson, Smith/ Kendall/Hunt ▪ Fitness for Life By Charles B. Corbin and Ruth Lindsey/Human Kinetics ▪ Fitnessgram Test Administration Manual, Third Edition, with DVD, provided by Research Office, 2005 ▪ Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide AAHPERD/Human Kinetics; District Professional Library Code: 613.7 PHY ▪ Physical Best Activity Guide Secondary Level AAHPERD/ Human Kinetics; District Professional Library Code: 613.7 PHY ▪ Lessons From the Heart By Beth Kirkpatrick/Human Kinetics, 1997, ISBN 0-88011-764-8 (One copy

Content Standard(s)	Skills and Concepts	Suggested Resources
	• Health-related physical • Healthy fitness zone • Healthy target heart rate zone • Hyper-extension • Hyper-flexion • Individuality • Intensity • Large muscle groups • Mode/type • Moderate physical • Muscle endurance • Muscle strength • Overload • Perceived exertion index • Physical fitness • Plyometric exercise • Principles of training/principles of exercise • Progression • Recovery rates • Regularity • Resistance principle • Specificity. • Time • Type • Vigorous physical activity • Warm-up exercises • Weight-bearing activities	provided to all departments from Health/P.E. Office, Spring, 2000) Videos: ▪ Videos in Instructional Resource Packet included in class sets of Personal Fitness and Fitness For Life ▪ Physical Best Instructor Video, 1999Professional Video Library at OMS: VC 7008 ▪ Flexibility for Sport and Fitness, 1997 Professional Video Library at OMS: VC 6908 ▪ Partner-Resistance Strength Training, 1998 Professional Video Library at OMS: VC 7003 Physical Education Software ▪ Bonnie's Fitware, (562) 924-0835, http://www.pesoftware.com/ ▪ Humankinetics, (800) 747-4457, e-mail www.humankinetics.com **Equipment:** **Items from stock catalog or physical education equipment catalogs**

Cardiorespiratory Endurance Training **Ongoing throughout the year**

Content Standard(s)	Skills and Concepts	Suggested Resources
2.1 Participate in moderate to vigorous physical activity at least 4 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 fitness standards established by the State-mandated fitness test. 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 to meet the principles of exercise. 2.6 Identify the physical fitness requirements of an occupational	▪ Introduce and/or review 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) ▪ Explain and demonstrate competency in monitoring heart rates during activity ▪ Assess cardiorespiratory fitness and set goals to maintain and improve fitness levels ▪ Participate in a variety of cardiorespiratory activities including i.e. power walking, pacer test, ▪ Interval training, incline running, distance running, aerobics, rope jumping and circuits.	Equipment: 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, fitness software) (Each department received Fitnessgram materials (Manual, Pacer CD, Skinfold calipers, and curl-up strips) from the Research Office in 2005.) CD/cassette player and speakers; audio music CD's or tapes Charts of fitness exercises (check Physical Education catalogs) Heart rate wands and heart rate monitors (Each department received heart rate wands from the Health/Physical Education Office, Spring, 2000 and 2003) Mats; Medicine Balls; Aerobic Steps; Hand weights; Barbells and weights;

Content Standard(s)	Skills and Concepts	Suggested Resources
choice. 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 List available community fitness resources. 2.11 Explain the role of physical activity in the prevention of disease and the reduction of health-care costs.		Weight benches; Jump ropes; Concept 2 Rowing Machines; Elastic exercise bands or Dynabands and additional fitness exercise equipment. Books: ▪ Personal Fitness, Looking Good—Feeling Good By Williams, Harageones, Johnson, Smith/ Kendall/Hunt ▪ Fitness for Life By Charles B. Corbin and Ruth Lindsey/Human Kinetics ▪ Fitnessgram Test Administration Manual, Third Edition, with DVD, provided by Research Office, 2005 ▪ Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide AAHPERD/Human Kinetics; District Professional Library Code: 613.7 PHY ▪ Physical Best Activity Guide Secondary Level AAHPERD/ Human Kinetics; District Professional Library Code: 613.7 PHY ▪ Lessons From the Heart By Beth Kirkpatrick/Human Kinetics, 1997, ISBN 0-88011-764-8 (One copy provided to all departments from Health/P.E. Office, Spring, 2000) Videos: ▪ Videos in Instructional Resource Packet included in class sets of Personal Fitness and Fitness For Life ▪ Physical Best Instructor Video, 1999 Professional Video Library at OMS: VC 7008 ▪ Flexibility for Sport and Fitness, 1997 Professional Video Library at OMS: VC 6908 ▪ Partner-Resistance Strength Training, 1998 Professional Video Library at OMS: VC 7003 Physical Education Software ▪ Bonnie's Fitware, (562) 924-0835, http://www.pesoftware.com/ ▪ Humankinetics, (800) 747-4457, e-mail www.humankinetics.com **Equipment:** **Items from stock catalog or physical education equipment catalogs**

Nutrition **Ongoing throughout the year**

Content Standard(s)	Skills and Concepts	Suggested Resources
2.1 Participate in moderate to vigorous physical activity at least 4 days each week. 2.2 Participate in enjoyable and challenging physical activities that	▪ Eating Habits ▪ Food choices: healthy versus unhealthy ▪ Influences on food choices social, economic, cultural	Books: ▪ Personal Fitness, Looking Good—Feeling Good By Williams, Harageones, Johnson, Smith/ Kendall/Hunt

Content Standard(s)	Skills and Concepts	Suggested Resources
develop and maintain the five components of physical fitness. 2.3 Meet health-related fitness standards established by the State-mandated fitness test. 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 to meet the principles of exercise. 2.6 Identify the physical fitness requirements of an occupational choice. 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 List available community fitness resources. 2.11 Explain the role of physical activity in the prevention of disease and the reduction of health-care costs.	▪ Resources for healthy food choices on campus and in the community ▪ Comparison of food values ▪ Weight Management: healthy, safe practices to maintain, lose, gain ▪ Types of eating disorders and the negative impact on an individuals health and well-being ▪ Proper hydration ▪ The effects of diet pills, diuretics, laxatives on health ▪ Fad diets, products and programs ▪ Demonstrate independent learning of proper eating habits by creating a healthy eating plan.	▪ Fitness for Life By Charles B. Corbin and Ruth Lindsey/Human Kinetics ▪ Fitnessgram Test Administration Manual, Third Edition, with DVD, provided by Research Office, 2005 ▪ Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide AAHPERD/Human Kinetics; District Professional Library Code: 613.7 PHY

Individual Activities **4 weeks**

Select two of the following with a maximum of three weeks per activity: Badminton, Frisbee Golf, Golf, Handball, Paddle Tennis, Pickleball, Tennis, Track and Field, Recreational Games

Content Standard(s)	Skills and Concepts	Suggested Resources
1.1Combine, and apply movement patterns to progress from simple to complex in aquatics, rhythms/dance, and individual and dual activities. 1.2Demonstrate proficient movement skills in: Aquatics, Dance/Rhythms, Individual Activities, Dual Activities 1.3Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatics, rhythms/dance, and individual and dual activities. 1.4Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatics, and individual and dual activities.	▪ Demonstrate proficient movement skills in individual activities ▪ Explain and demonstrate advanced offensive, defensive and transition strategies in individual activities. ▪ Safety, rules and etiquette, strategies, score keeping, officiating ▪ Analyze use of levers in individual activities. ▪ Demonstrate conflict resolution skills	Equipment: Equipment appropriate for the activity from the district stock catalog or physical education catalogs. Golf: Clubs (irons, putters), whiffle balls (assorted sizes), carpet or mats from which to hit, targets (hula hoops, tarps, cones, boxes, cups, etc.), buckets or dish pans for balls at each hitting area, safety markers for stations. Racket Sports: Appropriate rackets and balls or shuttlecocks. Books: Physical Activity and Sport for the Secondary School Student, By Neil J. Dougherty, Editor/NASPE,

Content Standard(s)	Skills and Concepts	Suggested Resources
1.5Explain, apply and evaluate the appropriate use of the biomechanical principles of leverage, force, inertia, rotary motion, opposition, and buoyancy to achieve advanced performance in aquatics, rhythms/dance, and individual and dual activities. 1.6Explain the interrelationships among physical, emotional, cognitive, and scientific factors that affect performance. 1.7 Analyze and evaluate information received from self, others, and the performance, of complex motor (movement) activities that leads to improved performance in aquatics, rhythms/dance, individual activities, and dual activities. 1.8Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatics, rhythms/dance, and individual and dual activities. 1.9Create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance in aquatics, rhythms/dance, and individual and dual activities. 1.10Analyze specific situations to determine appropriate performance strategies in aquatics, rhythms/dance, individual and dual activities. 1.11 Assess the effect/outcome of a specific performance strategy in aquatics, rhythms/dance, and individual and dual activities. 1.12 Demonstrate independent learning of movement skills.	Vocabulary Balance – The ability to maintain equilibrium in relation to the force of gravity. 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. Rebound principles – Newton's Third Law: An object when struck will rebound in the opposite direction with the same amount of force with which it was hit. Strategies – Decisions made by individuals and/or a team about the overall play of the game. Striking pattern – Fundamental motor skill in which an object is hit, with or without an implement. Tactics – Individual movement of players or teams to accomplish an immediate goal or accommodate the specific situation. Tactics take place within the game as an ongoing part of game play and includes decisions an individual makes about when, why, and how to respond to a particular situation. Volley – To strike a ball upward	AAHPERD, 2002, ISBN 0-88314-725-4 Videos: USTA's Backboard Tennis, Professional Video Library at OMS, VC 6998 USTA's Teaching Group Tennis, Professional Video Library at OMS, VC 6999 Introduction to Track and Field I, Professional Video Library at OMS, VC 6908 Jumps (Gold Medal Track and Field Series), Professional Video Library at OMS, VC 6992 Sprints, Hurdles, and Relays (Gold Medal Track and Field Series), Professional Video Library at OMS, VC 6991 Throws (Gold Medal Track & Field Series), Professional Video Library at OMS, VC 6993

Fitness mid-year testing — 1 week

Assess health-related fitness tests and record data.

Aquatics — 3 weeks

Content Standard(s)	Skills and Concepts	Suggested Resources
1.1 Combine, and apply movement patterns to progress from simple to complex in aquatics, rhythms/dance, and individual and dual activities.	Water safety, rules, and etiquette of aquatic activities History of aquatics Demonstrate proficient swimming skills:	Contact local Red Cross chapter for information on the following guides The American Red Cross Water Safety Handbook, American Red

Content Standard(s)	Skills and Concepts	Suggested Resources
1.2 Demonstrate proficient movement skills in: Aquatics, Dance/Rhythms, Individual Activities, 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 aquatics, rhythms/dance, and individual and dual activities. 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatics, and individual and dual activities. 1.5 Explain, apply and evaluate the appropriate use of the biomechanical principles of leverage, force, inertia, rotary motion, opposition, and buoyancy to achieve advanced performance in aquatics, rhythms/dance, and individual and dual activities. 1.6 Explain the interrelationships among physical, emotional, cognitive, and scientific factors that affect performance. 1.7 Analyze and evaluate information received from self, others, and the performance, of complex motor (movement) activities that leads to improved performance in aquatics, 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 aquatics, rhythms/dance, and individual and dual activities. 1.9 Create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance in aquatics, rhythms/dance, and individual and dual activities. 1.10 Analyze specific situations to determine appropriate performance strategies in aquatics, rhythms/dance, individual and dual activities. 1.11 Assess the effect/outcome of a specific performance strategy in aquatics, rhythms/dance, and individual and dual activities. 1.12 Demonstrate independent learning of movement skills.	▪ Breathing and relaxation techniques ▪ Floating (jellyfish float, prone float, back float) ▪ Gliding ▪ Gliding and kicking Stroke instruction: ▪ Beginning: Front crawl, elementary backstroke, breaststroke, backstroke ▪ Advanced: Sidestroke, butterfly, treading water, diving, flip turns, water sports, basic lifesaving techniques and drown proofing Analyze body types in relation to floating techniques Apply principles of resistance to enhance performance Water aerobics Lap swimming Resistance training Water polo Deep water exercises Dry land techniques	Cross Includes easy-to-remember safety tips for pools, spas, water parks, lakes, rivers, oceans and more. The American Red Cross Swimming and Water Safety Manual, American Red Cross. A complete guide to swimming, diving and water safety. It includes information on the history of swimming, competitive activities, hydrodynamics, stroke mechanics, general water safety, disabilities and other conditions, fitness and training. Water Polo Lesson Plans from USA Water Polo

Rhythms/Dance/Tumbling **Ongoing 18 weeks throughout the year**

Content Standard(s)	Skills and Concepts	Suggested Resources
1.1 Combine, and apply movement patterns to progress from simple to complex in aquatics, rhythms/dance, and individual and dual activities. 1.2 Demonstrate proficient movement skills in: Aquatics, Dance/Rhythms, Individual Activities, 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 aquatics, rhythms/dance, and individual and dual activities. 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatics, and individual and dual activities. 1.5 Explain, apply and evaluate the appropriate use of the biomechanical principles of leverage, force, inertia, rotary motion, opposition, and buoyancy to achieve advanced performance in aquatics, rhythms/dance, and individual and dual activities. 1.6 Explain the interrelationships among physical, emotional, cognitive, and scientific factors that affect performance. 1.7 Analyze and evaluate information received from self, others, and the performance, of complex motor (movement) activities that leads to improved performance in aquatics, 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 aquatics, rhythms/dance, and individual and dual activities. 1.9 Create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance in aquatics, rhythms/dance, and individual and dual activities. 1.10 Analyze specific situations to determine appropriate performance strategies in aquatics, rhythms/dance, individual and dual activities. 1.11 Assess the effect/outcome of a specific performance strategy in aquatics, rhythms/dance, and individual and dual activities. 1.12 Demonstrate independent learning of movement skills.	▪ Learn, and/or develop, and practice techniques for drill performances ▪ Perform a variety of drill techniques and formations ▪ Learn and demonstrate fundamental dance movements ▪ Perform a variety of dances: folk, country, social and creative dances ▪ Explain, apply and evaluate the appropriate use of the biomechanical principles Dance Vocabulary Dance form: There are four main forms of recreational dance. ▪ Individual: The oldest form of recreational dance. Dancers can be randomly spread over the dance area or in a loose circle. Each dancer is independent of the others on the floor. ▪ Circle or line: Dancers are linked together in some fashion; held hands, shoulders or each other's sashes. ▪ Formation or set: Dances done in contra lines (parallel lines facing partners), squares or prescribed number of couples in circles. ▪ Couple: The latest form of recreational dance. This term refers to a closed position couple, which rotates as a single unit as it revolves around the floor. Folk dance: The old term for traditional, recreational dance. Also called ethnic dance, world dance and multicultural dance. Line of direction: Refers to the counterclockwise direction of movement of dancers around the circle	Equipment:: CD's or cassettes with appropriate sound system CD's: International Folk Dance from Wagon Wheel Records (All departments received from Health/PE Office in 2001.) Fun Dances for Everyone from Wagon Wheel Records (All departments received from Health/PE Office in 2002.) Folk Dances Around the World from Wagon Wheel Records (All departments received from Health/PE Office in 2002.) Books: Dance A While: Handbook for Folk, Square, Contra, and Social Dance Allyn/Bacon, 2000; Professional Library Code 793.3 HAR Videos: Multicultural Folk Dance Treasure Chest, Volume 1 and Volume 2 Professional Video Library at OMS: VC 7010 and VC 7011 Christy Lane's Complete Guide to Line Dancing, Professional Video Library at OMS: VC 7012

Dual Activities 4 weeks

Select two of the following with a maximum of three weeks per activity: Badminton, paddle tennis, tennis , handball, beach volleyball

Content Standard(s)	Skills and Concepts	Suggested Resources
1.1Combine, and apply movement patterns to progress from simple to complex in aquatics, rhythms/dance, and individual and dual activities. 1.2Demonstrate proficient movement skills in: Aquatics, Dance/Rhythms, Individual Activities, Dual Activities 1.3Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatics, rhythms/dance, and individual and dual activities. 1.4Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatics, and individual and dual activities. 1.5Explain, apply and evaluate the appropriate use of the biomechanical principles of leverage, force, inertia, rotary motion, opposition, and buoyancy to achieve advanced performance in aquatics, rhythms/dance, and individual and dual activities. 1.6Explain the interrelationships among physical, emotional, cognitive, and scientific factors that affect performance. 1.7 Analyze and evaluate information received from self, others, and the performance, of complex motor (movement) activities that leads to improved performance in aquatics, rhythms/dance, individual activities, and dual activities. 1.8Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatics, rhythms/dance, and individual and dual activities. 1.9Create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance in aquatics, rhythms/dance, and individual and dual activities. 1.10Analyze specific situations to	▪ Combine and apply movement patterns to progress from simple to complex in dual activities ▪ Identify, explain and apply the skill related components of balance, reaction time, agility, coordination, explosive power and speed that enhance performance level. ▪ Demonstrate conflict resolution skills Vocabulary Balance – The ability to maintain equilibrium in relation to the force of gravity. 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. Rebound principles – Newton's Third Law: An object when struck will rebound in the opposite direction with the same amount of force with which it was hit. Strategies – Decisions made by individuals and/or a team about the overall play of the game. Striking pattern – Fundamental motor skill in which an object is hit, with or without an implement. Tactics – Individual movement of players or teams to accomplish an immediate goal or accommodate the specific situation. Tactics take place within the game as an ongoing part of game play and includes decisions an individual makes about when, why, and how to respond to a particular situation. Volley – To strike a ball upward	Equipment: Equipment appropriate for the activity from the district stock catalog or physical education catalogs. Golf: Clubs (irons, putters), whiffle balls (assorted sizes), carpet or mats from which to hit, targets (hula hoops, tarps, cones, boxes, cups, etc.), buckets or dish pans for balls at each hitting area, safety markers for stations. Racket Sports: Appropriate rackets and balls or shuttlecocks. Books: Physical Activity and Sport for the Secondary School Student, By Neil J. Dougherty, Editor/NASPE, AAHPERD, 2002, ISBN 0-88314-725-4 Videos: USTA's Backboard Tennis, Professional Video Library at OMS, VC 6998 USTA's Teaching Group Tennis, Professional Video Library at OMS, VC 6999

Content Standard(s)	Skills and Concepts	Suggested Resources
determine appropriate performance strategies in aquatics, rhythms/dance, individual and dual activities. 1.11 Assess the effect/outcome of a specific performance strategy in aquatics, rhythms/dance, and individual and dual activities. 1.12 Demonstrate independent learning of movement skills.		

Fitness Post-Test **1 week**

Reassess personal fitness, record data and compare scores to pretest scores, health standards, and personal goals.

Closure **1 week**

Evaluate and implement fitness and activity plan
Reflection
Locker room shutdown

APPLICATION OF THE CONTENT

Related Career Titles –Students who have an interest in physical education may be interested in the following careers.

Teaching/Education Careers: Physical Education Teacher, Coach, Personal Trainer, Lifeguard
Journalism Careers: Writer, Sports Reporter
Medical Careers: Sports Medicine, Athletic Trainer, Physical Therapy, Chiropractor, Massage Therapy, Personal Trainer
Business: Athletic Clubs; Resort Owner/Worker
Law: Contract Law, Negotiations, Athlete Agent
Entertainment: Acting, Stunt Person, Dance/Entertainer, Photographer
Food Services: Health Food Services, Nutritionist
Recreation and Leisure: Recreation Leader, Cruise Director, Referee/Sports Official

Service Learning

There are many opportunities, on campus and in the community, to participate in Service Learning activities related to Physical Education. The planning, implementing, and evaluating of these activities can be credited toward the Service Learning requirement.

METHODS:

A variety of instructional strategies will be used to accommodate all learning styles and to reinforce reading, writing and physical activity skills while learning physical education content.

Methods include: Demonstrations – by teacher, student(s), or experts on video; Lecture; Modeling; Guided practice and Group discussion.

Student centered learning to include: peer coaching; reciprocal teaching; checklists; video (peer and self-analysis); guided discovery; stations and circuits; and task cards.

Lesson Design & Delivery: Teachers will incorporate these components of lesson design. The order of components is flexible, depending on the teacher's vision for the individual lesson.

Essential **E**lements of **E**ffective **I**nstruction Model for Lesson Design Using Task Analysis	Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice

Some components may occur once in a lesson, but others will recur many times. Checking for understanding occurs continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.

Active Participation: Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

COVERT	OVERT (Oral)	OVERT (Written)	OVERT (Body Movement)
• Think of	• Pair/Share	• Restate in Journals	• Body movement signals
• Recall	• Idea Wave	• Response Boards or on Clipboards	• Model with or without manipulatives
• Imagine	• Choral Response	• Graphic Organizers	• Stand up/ Kneel
• Observe	• Give One, Get One	• Ticket Out of Class	• Point to Examples
• Consider	• Cooperative Discussion Groups		

Baldrige Quality Tools:

- Flow Chart
- Team Building Activities
- Student Survey
- Plus/Delta
- Issue Bin

Literacy and Differentiation Strategies

Learning styles and learning challenges of your students may be addressed by implementing combinations of the following:

Reading Strategies in Physical ***Strategies for Special Needs*** **Primary Language Support**

Education

- Learning Logs
- Pre-teaching
- Vocabulary
- Pre-reading
- Anticipation Guides
- Reciprocal Teaching

SDAIE Strategies for English Learners

- Tapping/Building Prior Knowledge (Graphic Organizers)
- Grouping Strategies
- Multiple Intelligences
- Adapt the written material
- Interactive Learning (Manipulatives, Visuals)
- Acquisition Levels
- Language Sensitivity
- Lower the Affective Filter (including Processing Time)
- Home/School Connection (including Cultural Aspects)

Students

Interactive Learning (manipulatives, visuals))
Adapt Reading Material
Modify Equipment
Homogeneous Grouping
Small Group Instruction
Direct Instruction
Graphic Organizers
Partner
Build Prior Knowledge
Differentiate Instruction
Use of Instructional Accommodations:
(i.e., Change of response, scheduling, presentation, and setting)
Modify/adapt the Curriculum:
(i.e., Change quantity, timing, level of support, input, difficulty, output, participation, have alternate goals)

- Preview/review Grouping

Differentiation forAdvanced Learners

- Curriculum Compacting
- Tiered Assignments
- Flexible Grouping
- Acceleration
- Depth and Complexity
- Independent Study

MATERIALS USED IN TEACHING THE COURSE:

Equipment

Equipment appropriate to the unit:

- Variety of balls and equipment from the district stock catalog and physical education equipment catalogs (Sporttime, Gopher, Flaghouse, The Education Company, Wagon Wheel Records.)

Items from stock catalog or physical education equipment catalogs:

- Fleece balls: S442150; Deck tennis rings: S442500; Bean Bags: S441950; Hula Hoops: S442200 and S442210; Flags: Red, S403300; Yellow, S403400 Ropes: S442250; Cones: 442075. Poly Spots and Rubber Chickens from P.E. Equipment Catalogs

Fitnessgram equipment

- DVD of tests (in 3rd Edition manual); skin fold calipers, tape or CD for Pacer, push-ups, and curl-ups cadence; sit and reach box; rulers; mat with 4 ½" wide strip marked for curl-ups; body-fat analyzers; scale; fitness software

Fitness equipment

- Aerobic steps; various size barbells and hand weights; weight benches; jump ropes; medicine balls; cardio machines (Concept 2 rowing machines; stationary bicycles, treadmills, stair climbers, etc.); mats

Chalkboard/white board, chart paper and easel, crates for portfolios/journals
Audio/video equipment:

- Portable stereo with CD/cassette player; wireless microphone and speaker system; video camera, VCR, DVD player and monitor; computer with internet and intranet access

Stopwatches
Electric ball pump
Measuring wheel for measuring various distances, areas, fields, boundaries
Clipboards (teacher and students class set) and pencils
Lining chalk or paint for lining fields
Charts of fitness exercises (check Physical Education catalogs)
Heart rate wands and heart rate monitors

(Each department received heart rate wands from the Health/Physical Education Office, Spring, 2000 and 2003)

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.

Perceived exertion index – A way of rating how hard you feel your body is working during physical activity, based on physical sensations you experience, including increased heart rate, increased respiration or breathing rate, increased sweating, and muscle fatigue.

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.

Plyometric exercise – A rapid powerful movement preceded by a preloading counter movement which creates a stretch-shortened cycle of the muscle.

Principles of training/principles of exercise – Principles to follow in planning an exercise program to affect physiological changes in the human body related to health and performance including: frequency, individuality, intensity, mode/type, overload, progression, regularity, specificity and time.

Progression – A principle of training that establishes increases in the elements addressed in the principles to provide improvements over periods of time.

Recovery rates – The time necessary for an exercise-induced elevated heart rate to return to a normal resting heart rate.

Regularity – A principle of training that establishes exercise on a regular schedule. A pattern of physical activity is regular if activities are performed most days of the week, preferably daily; five or more days of the week if moderate-intensity activities are chosen; or three or more days of the week if vigorous-intensity activities are chosen.

Resistance principle – The principle that the use of some implement, device, or simply bodyweight as a resistance can enhance some physical characteristic like strength or muscular endurance.

Specificity – A principle of training that establishes a particular kind of activity for each component of physical fitness.

Time – A principle of training that establishes the amount of time for each exercise period.

Type – A principle of training that establishes which muscles to target during an exercise period.

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

Warm-up exercises – Low intensity exercises that prepare the muscular/skeletal system and heart and lungs (cardiorespiratory system) for the hard work to follow.

Weight-bearing activities – Any activity in which one's feet and legs carry their own weight. Examples include walking, running, tennis, aerobic dancing.

EVALUATION:

Student achievement in this course will be measured using multiple assessment tools including but not limited to: (a grading scale and/or rubric should be included)

- Performance-based assessments which assess physical education cognitive concepts and skills
- Journals (Food Diary, Activity Log, Reflections, Prompts)
- Portfolios (May include prompts, journal topics, Cornell notes, family oral history)
- Checklists
- Rubrics of performance assessments during activity
- Quizzes and tests
- Projects (rubric assessed)
- Digital Photos and Video
- Computer software
- Fitnessgram
- Fitness Plan
- Fitness Testing Data Record (Data from at least three testing periods)

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 – 60 %
Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.	30 – 60 %
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: Joan Van Blom

School/Office: Health/PE Office

Date June 2008

Appendix

1. Moderate to Vigorous Physical Activity Log
2. Physical Fitness Test Record and Goal Sheet
3. Healthy Fitness Zones
4. One Month Personal Fitness Plan Directions and Plan Template

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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?↓**
EXAMPLE for one day	**Station training in PE Basketball at lunch Soccer after school**	**20 15 30**
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		
SATURDAY		
SUNDAY		
	ADD UP YOUR *TOTAL MINUTES* FOR THE WEEK:	_____Minutes

Circle your <u>overall</u> level of enjoyment while participating in these activities this week:

4	3	2	1
Very enjoyable	Enjoyable	Somewhat enjoyable	Not enjoyable

DEFINITIONS:

<u>Moderate Physical Activity</u> **is activity that results in an increase in breathing or heart rate.**
Examples: Walking briskly, dancing, easy swimming, or bicycling on level terrain.
<u>Vigorous Physical Activity</u> **is activity that results in hard breathing or sweating.**
Examples: Jogging, skateboarding, basketball, soccer, fast dancing, swimming laps, bicycling fast, rowing

long beach unified school district

Name_____**Date**_____**Age**____**Grade**____
Roll __
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 = √
Body Mass Index	Height						
	Weight						
	Body Mass Index						
Body Composition	Skinfold Triceps						
	Skinfold Calf						
	Sum of Skinfolds						
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 criterion-referenced standards to evaluate fitness performance. These standards, established by The Cooper Institute of Dallas, Texas, represent levels of fitness that offer protection against the diseases that result from sedentary living. (Rev. 2006)

FEMALES

Age	**One Mile Run** min:sec	**20m PACER** # laps	**Walk Test** VO_2max) 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_2max 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	

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: Type: Intensity: Time:	Activities: Type: Intensity: Time:	Activities: Type: Intensity: Time:	Activities: Type: Intensity: Time:	Activities: Type: Intensity: Time:	Activities: Type: Intensity: Time:	Activities: Type: Intensity: Time:

Name_____

Week 1 Start Date _____

PERSONAL FITNESS PLAN – WEEK 1

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

Name_____

Week 2 Start Date _____

PERSONAL FITNESS PLAN – WEEK 2

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

Name_____

Week 3 Start Date _____

PERSONAL FITNESS PLAN – WEEK 3

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

Name_____

Week 4 Start Date _____

PERSONAL FITNESS PLAN – WEEK 4

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