

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Course Outline

FITNESS 2 - ATHLETICS

Date: December, 2007

Subject: Physical Education

Grade Level(s): 10-12

Course Length: 1 Year

Grading: A-F

Number of Credits: 5 per Semester

PREREQUISITES: Fitness 1

BRIEF COURSE DESCRIPTION:

The high school course description presented here communicates the essence of the high school physical education experience. The content articulates the knowledge, skills, and confidence students need to maintain meaningful physical activity throughout their lifetime. The course sequence provides a blueprint for delivering the content in a manner that equips students to make a successful transition from the physical education instructional program to participation in physical activity during adulthood. The adult lifestyle demands that individuals initiate and monitor their own participation in physical activity. Family responsibilities, career demands, and individual choices influence physical activity patterns.

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

GENERAL GOALS/PURPOSES:

Students will:

- Be competent in many movement activities.
- Understand how and why they move in a variety of situations and use this information to enhance their own skills
- Achieve and maintain a health-enhancing level of fitness.
- Exhibit a physically active lifestyle and understand that physical activity provides opportunities for enjoyment, challenge, and self-expression.
- Demonstrate responsible personal behavior while participating in movement activities.
- Demonstrate responsible social behavior including respect for all others, while participating in movement activities.
- Understand how history and culture have influenced games, sports, play and dance.
- Be able to articulate the knowledge, skills, and confidence needed to maintain meaningful physical activity throughout their lifetime.
- Successfully transition from our physical education instructional program to participation in physical activity during adulthood.
- Individually be able to initiate and monitor their own participation in physical activity which their adult lifestyle will demand.
- Understand that family responsibilities, career demands, and individual choices will influence physical activity patterns
- Develop proficient movement skills in each area of physical education.
- Expand their capabilities for independent learning.
- Examine practices that allow for sound decision making to enhance successful participation in movement activities.

STUDENT READING COMPONENT:

Students will:

- Complete research based assignments
- Utilize activity study guides
- Read and take written tests

STUDENT WRITING COMPONENT:

Students will:

- Take written tests
- Write self and peer evaluations
- Maintain a personal activity/fitness journal
- Write a personal fitness portfolio

STUDENT ORAL COMPONENT:

Students will:

- Utilize oral communication skills while participating in group activities that foster positive responsible personal and social behaviors.
- Participate in daily class discussions

DETAILED UNITS OF INSTRUCTION:

Content areas may vary by school site due to facilities and scheduling. Additionally, timing of units taught is dependent on weather, equipment and facilities.

Each student will experience a minimum of one activity from each content area during FITNESS 2.

1. Intermediate Aerobic Training
 - a. Personal Fitness
 - b. Goal Setting
 - c. VO2 max
 - d. Interval Training
 - e. Lifetime Fitness plan
2. Intermediate Weight Training
 - a. Plyometrics
 - b. Olympic Style Lifting
 - c. Flexibility

Combatives

- a. Self-Defense and wrestling

Team Sports

1. Flag football
2. Soccer
3. Softball
4. Hockey
5. Volleyball
6. Basketball
7. Lacrosse
8. Rugby
9. Over-the-line
10. Speedball
11. Water Polo
12. Ultimate Frisbee

Tumbling

- a. Individual Skills
- b. Small Group Skills

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND / OR THE FCUSD EXIT

EXAMS: Not specific to CAHSEE, however there is minimal preparation for language arts.

LAB FEE, IF REQUIRED: None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

STANDARD 1

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

STANDARD 2

- Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness

STANDARD 3

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

See appendix for specific information on the content standards

DISTRICT ESLRs TO BE ADDRESSED:

- **Self Directed Learners:** Students will achieve and maintain a health-enhancing level of physical fitness and exhibit a physically healthy lifestyle. In order to do so requires intrinsic motivation which is the essence of self-direction
- **Effective Communicators:** Students will demonstrate responsible social behavior including respect for all others. This requires the ability to communicate effectively with peers and teachers in all components of class, from the locker room to the movement activity of organized sports.
- **Constructive Thinkers:** Students will: 1) understand how and why they move in a variety of situations and use this information to enhance their own skills; 2) understand that physical activity provides opportunities for enjoyment, challenge, and self-expression; and 3) understand how history and culture have influenced games, sports, play, and dance. Critical/constructive thinking is required to grasp these concepts.
- **Quality Producers/Performers:** Students will be competent in many movement activities.
- **Collaborative Workers:** The very nature of any organized sport requires working together towards a common goal. Collaboration is an integral part of progress towards that goal.
- **Responsible Citizens:** Students will demonstrate responsible personal and social behavior while participating in movement activities