

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Course Outline

Course 1/Fitness 1

Date: November 2012

Subject: Physical Education

Grade Level(s): 9th

Course Length: 1 Year

Grading: A-F

Number of Credits: 5 per Semester

Prerequisites: None

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 1 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.

California Fitness Gram testing is required for all 9th grade students

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 1.

1. Dynamic Health

- a. Fundamental Aerobic Techniques
- b. Principles of Aerobic Techniques

2. Mechanics of Body Movement

- a. Principles of Safety
- b. Muscle groups
- c. Mechanics of Movement
- d. Strength vs. Endurance
- e. Basic Strength training Exercises
- f. Core Training

3. Aquatics

- a. Basic Swimming Skills & Safety
- b. Basic Swimming Strokes
- c. Introduction to Snorkeling
- d. Aqua Aerobics

4. Rhythms & Dance

- a. Aerobic Dance
- b. Folk
- c. Social
- d. Square
- e. Step Aerobics
- f. Kick Boxing

- g. Hip Hop
- h. Jazz
- i. Country Line Dance

5. Individual Sports

- a. Track & Field
- b. Orienteering
- c. Golf
- d. Archery
- e. Speedstacking
- f. Jump Rope
- g. Croquet

6. Dual Sports

- a. Badminton
- b. Paddle Tennis
- c. Table Tennis
- d. Tennis
- e. Pickle Ball
- f. Speedminton

7. Recreational Games

- a. Frisbee

8. Evaluation and Grading

Standard FCUSD grading scales reflect the following: A = 90%-100%; B = 80%-89%; C = 70%-79%; D = 60%-69%; F = Below 60%.

The following grading procedure will be used:

- Participation = __%
- Physical fitness assessments = __%
- Concepts and written work = __%
- Learning and performance of physical activities = __%

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.

- 1.1 Combine and apply movement patterns, simple to complex, in aquatic, rhythms/dance, and individual and dual activities.
- 1.2 Demonstrate proficient movement skills in aquatic, rhythms/dance, and individual and dual activities.
- 1.3 Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatic, rhythms/dance, and individual and dual activities.
- 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatic and individual and dual activities.
- 1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy); apply the principles to achieve advanced performance in aquatic,

rhythms/dance, and individual and dual activities; and evaluate the performance based on the use of the principles.

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

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

- 2.1 Participate in moderate to vigorous physical activity at least four days each week.
- 2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.
- 2.3 Meet health-related physical fitness standards established by a scientifically based health-related fitness assessment.
- 2.4 Use physical fitness test results to set and adjust goals to improve fitness.
- 2.5 Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise.
- 2.6 Identify the physical fitness requirements of an occupation.
- 2.7 Develop and implement a one-month personal physical fitness plan.
- 2.8 Analyze consumer physical fitness products and programs.
- 2.9 Explain the inherent risks associated with physical activity in extreme environments.
- 2.10 Identify and list available fitness resources in the community.
- 2.11 Explain the role of physical activity in the prevention of disease and the reduction of health care costs.

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

Self-Responsibility

- 3.1 Accept personal responsibility to create and maintain a physically and emotionally safe and nonthreatening environment for physical activity.
- 3.2 Act independently of negative peer pressure during physical activity.
- 3.3 Identify and evaluate personal psychological responses to physical activity.
- 3.4 Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities.
- 3.5 Develop personal goals to improve one's performance in physical activities.

Social Interaction

- 3.6 Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity.
- 3.7 Analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace.
- 3.8 Recognize the value of physical activity in understanding multiculturalism.

Group Dynamics

- 3.9 Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.
- 3.10 Identify and utilize the potential strengths of each individual in physical activities.

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

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