

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Course Outline

Course 2/Fitness 2

Date: November 2012

Subject: Physical Education

Grade Level(s): 10th-12th

Course Length: 1 Year

Grading: A-F

Number of Credits: 5 per Semester

PREREQUISITES: Course 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. Dynamic Health

- a. Personal Fitness
- b. Goal Setting
- c. VO2 max
- d. Interval Training
- e. Lifetime Fitness plan

2. Mechanics of Body Movement

- a. Plyometrics
- b. Olympic Style Lifting
- c. Flexibility

3. Combatives

- a. Self-Defense and wrestling

4. Team Sports

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|------------------|---------------------|
| a. Flag football | b. Lacrosse |
| c. Soccer | d. Rugby |
| e. Softball | f. Over-the-line |
| g. Hockey | h. Speedball |
| i. Volleyball | j. Water Polo |
| k. Basketball | l. Ultimate Frisbee |

5. Tumbling and Gymnastics

- a. Individual Skills
- b. Small Group Skills

6. Grading and Evaluation

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, from simple to complex, in combative, gymnastic/tumbling, and team activities.
- 1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.
- 1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.
- 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.
- 1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles.
- 1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.
- 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities.
- 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
- 1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
- 1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.
- 1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.
- 1.12 Evaluate 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 challenging physical fitness activities using the principles of exercise to meet individual needs and interests.

- 2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the standards established by scientifically based health-related fitness assessments.
- 2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.
- 2.5 Justify the use of particular physical activities to achieve desired fitness goals.
- 2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.
- 2.7 Develop and implement an appropriate personal physical fitness program for a family or community member.
- 2.8 Explain how to evaluate consumer physical fitness products and programs.
- 2.9 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance.
- 2.10 Evaluate the availability and quality of fitness resources in the community.
- 2.11 Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness.

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 Participate in physical activities for personal enjoyment.
- 3.2 Examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime.
- 3.3 Evaluate the psychological benefits derived from regular participation in physical activity.
- 3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
- 3.5 Evaluate and refine personal goals to improve performance in physical activities.

Social Interaction

- 3.6 Identify the effects of individual differences, such as age, gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity.
- 3.7 Explain how to select and modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs.

Group Dynamics

- 3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.
- 3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.

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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