

Perris Union High School District

Course of Study

A. COURSE INFORMATION		
Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Physical Fitness 9</div> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised	Subject Area: <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input checked="" type="checkbox"/> Other	Grade Level <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> +0 <input checked="" type="checkbox"/> ++ <input checked="" type="checkbox"/> +2
If revised previous course name if changed <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Is this classified as a Career Technical Education course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Transcript Course Code/Number: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">105091/105092</div> (To be assigned by Educational Services)	Credential Required to teach this course: <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>Single Subject: Physical Education</i> <u>To be completed by Human Resources only.</u> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"><i>Spide Bolton</i></div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">3/10/2022</div> </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> Signature Date </div> <div style="display: flex; justify-content: space-between;"> CalPADS CODE <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">9314</div> </div>	
Required for Graduation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Meets UC/CSU Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Was this course <u>previously approved by UC</u> for PUHSD? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Submitted by: Julie Zierold Site: SSC Date: 3/9/22	Unit Value/Length of Course: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		3/10/22
Asst. Superintendent of Educational Services		3/17/22
Governing Board		

Prerequisite(s) (REQUIRED):
Prerequisites: None
Corequisite(s) (REQUIRED):
Co-Requisites: None
Brief Course Description (REQUIRED):
<p>This course incorporates concepts necessary for a lifetime of physical fitness and health. Through a variety of classroom instruction and physical activities, this course emphasizes the development of skills and knowledge of fitness, self-image, personal growth, and social well-being. Students will participate regularly in moderate to vigorous physical activity.</p> <p>All activity units meet the California State Standards for High School Physical Education. The 8 components of physical fitness that will be addressed in this course of study include:</p> <ul style="list-style-type: none"> ● Effects of physical activity upon dynamic health ● Mechanics of body movement ● Aquatics ● Gymnastics and tumbling ● Individual and dual sports ● Rhythms and dance ● Team sports ● Combatives

B. COURSE CONTENT

Course Purpose (REQUIRED):
<i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i>
<p>The goal of Physical Education is to help students acquire the knowledge, skills, and attitudes needed to develop and maintain their overall health and wellbeing. Students will be exposed to instruction of the following components: 1) Effects of physical activity upon dynamic health, 2) Mechanics of body movement, 3) Aquatics, 4) Gymnastics and tumbling, 5) Individual and dual sports, 6) Rhythms and dance, 7) Team sports, and 8) Combatives.</p>

Course Outline (REQUIRED):

Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.

Unit 1: Effects of Physical Activity Upon Dynamic Health

Topics addressed, may include but not limited to:

- The focus on physical activity, exercise, and health to become and stay physically active for life.
- Different types of fitness programs and learn how to develop their own personal fitness program with realistic and appropriate goals.
- The five components of health related fitness will be discussed. These include: Flexibility, Body Composition, Muscular Endurance, Muscular Strength, Cardiovascular Endurance.
- The six skill-related components of fitness will be discussed. These include: Balance, Coordination, Power, Agility, Speed, and reaction time.
- Concepts regarding proper clothing, footwear, and safety gear related to fitness activities.
- Fitness related injury care and prevention.

Student Learning Outcomes, could include one or more of the following:

- Students will demonstrate competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
- Students will achieve a defined level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles and strategies.
- Students will demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performing of physical activity.
- Students will be able to assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.

Unit 2: Mechanics of Body Movement

Topics addressed, may include but not limited to:

- Benefits of aerobic and anaerobic exercise.
- Effects of cardiorespiratory endurance.
- Target heart rate.
- The importance of flexibility/pliability.
- The major muscle groups and exercises that work each of those groups.

Student Learning Outcomes, could include one or more of the following:

- Students will demonstrate competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
- Students will demonstrate knowledge in calculating and monitoring use of target heart rate.
- Students will use physical fitness test results to set and adjust goals to improve fitness.

Unit 3: Aquatics

Topics addressed, may include but not limited to:

- Basic water safety in the ocean, pool, and with regards to sunscreen.
- Potential dangers of the ocean and pool.

- Four Basic swim strokes: freestyle, backstroke, breaststroke, side stroke.
- Students will be introduced to common environmental safety concerns.

Student Learning Outcomes, could include one or more of the following:

- Students will identify essential water safety skills for both the ocean and the pool as it relates to safety and injury prevention.
- Students will identify dangers of the water for the ocean, pool and the sun and how to protect themselves in each category.
- Students will identify and demonstrate competency in the four basic swim strokes.

Unit 4: Gymnastics and tumbling

Topics addressed, may include but not limited to:

- Introduction to the sport will be discussed with an emphasis on safety in gymnastics/tumbling.
- Develop an understanding of the 7 dominant movement patterns, balance, and tumbling.
- Students practice a range of individual and group balances, movements and supports.

Student Learning Outcomes, could include one or more of the following:

- Students will analyze and explain dominant movement patterns, balance and tumbling.
- Students will combine and apply simple to complex movement patterns.
- Students will be able to demonstrate an understanding of balance, tumbling, and movement skills.

Unit 5: Individual and dual sports

Topics addressed, may include but not limited to:

- Exposure to a variety of individual and dual sports. Examples; frisbee golf, track and field, swimming, gymnastics and tumbling, pickleball, tennis, badminton, handball, spikeball.
- Students will develop an understanding of skills and rules of individual and dual sports.
- Students will develop an understanding of the role and purpose of rules in sports.
- Students will develop teamwork and leadership skills.

Student Learning Outcomes, could include one or more of the following:

- Demonstrate competence in combinations of manipulative, locomotor, and non-locomotor skills performed in individual and dual settings.
- Understand and apply the appropriate biomechanical principles to sport specific movements.
- Demonstrate an understanding of the role and purpose of rules to best assure the safety and fairness of sport competition.
- Demonstrate an appreciation for the responsibilities and roles of leadership in relation to team success.

Unit 6: Rhythms and dance

Topics addressed, may include but not limited to:

- Movement patterns with rhythms and dance.
- Dance activities from different genres.
- Learn two or more dance activities selected from different genres.

Student Learning Outcomes, could include one or more of the following:

- Students demonstrate an understanding of rhythms and dance.
- Students will be able to demonstrate proficient movement skills in rhythms and dance.
- Students will combine and apply simple to complex movement patterns in rhythms and dance activities.

Unit 7: Team sports

Topics addressed, may include but not limited to:

- Exposure to a variety of team sports. Examples; volleyball, basketball, volley tennis, ultimate frisbee, soccer, flag football, lacrosse, field hockey, street hockey, pig ball, kickball, softball, baseball.
- Students will develop an understanding of skills and rules of team sports.
- Students will develop an understanding of the role and purpose of rules in team sports.
- Students will develop teamwork and leadership skills.

Student Learning Outcomes, could include one or more of the following:

- Demonstrate competence in combinations of manipulative, locomotor, and non-locomotor skills performed in team sports.
- Understand and apply the appropriate biomechanical principles to sport specific movements.
- Demonstrate an understanding of the role and purpose of rules to best assure the safety and fairness of sport competition.
- Demonstrate an appreciation for the responsibilities and roles of leadership in relation to team success.

Unit 8: Combatives

Topics addressed, may include but not limited to:

- Identifying situations where self-defense techniques are appropriate and executed.
- Recognize and understand the concept of situational awareness.
- Synthesize the difference between realistic vs. unrealistic techniques for self-defense.
- Practice effective, practical techniques related to self-defense.
- Avoiding situations where self-defense movements are necessary.

Student Learning Outcomes, could include one or more of the following:

- Students demonstrate an understanding of self-defense techniques.
- Students will learn the 'ABC's of self defense; Awareness, Boundaries and Confidence Training.
- Students will be able to demonstrate proficient movement skills in combative activities.
- Students will combine and apply movement patterns.

Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

N/A (see assignments and assessments)

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1	
Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
Textbook #2	
Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
Supplemental Instructional Materials <i>Please include online, and open source resources if any.</i>	
Physical Education Model Content Standards American Red Cross: Water Safety Presentation Lesson Plans: https://www.redcross.org/take-a-class/teach-water-safety/resources FitnessGram: https://fitnessgram.net/ CDE Physical Fitness Testing Resources: https://www.cde.ca.gov/ta/tg/pf/	
Estimated costs for classroom materials and supplies (REQUIRED). <i>Please describe in detail.</i> If more space is needed than what is provided, please attach backup as applicable.	
Cost for class set of textbooks: \$	Description of Additional Costs: To replace and build upon equipment that is used during the course.
Additional costs: \$20,000 per site	
Total cost per class set of instructional materials:	\$

Key Assignments (REQUIRED):
Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major

assessments that students will be required to complete

See Assessment Methods/Tools

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be used.

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

Assessment strategies to evaluate each student's level of mastery of State Content Standards may include but are not limited to the following: cognitive tests, journals, logs, performance tasks, projects, rubrics, skill tests, peer observations.

Unit 1: Effects of physical activity upon dynamic health

- Students can design a personal fitness plan that incorporates individual fitness levels.
- Students will set goals, track progress, and have self-assessments in order to reflect on personal improvement areas.
- Students will identify the five components of physical fitness.
- Students will demonstrate knowledge of proper gear, injury care, and prevention for various fitness activities.

Unit 2: Mechanics of body movement

- Pre and post mile times.
- Pacing and interval practice.
- Students will demonstrate the sit and reach test, or shoulder reach test.
- Students will demonstrate trunk lift test.

Unit 3: Aquatics

- Students will demonstrate knowledge of four basic swim strokes.
- Students will explain the safety steps involved when a person is caught in a rip current in the ocean.
- Students will identify key terms of top water dangers.

Unit 4: Gymnastics and tumbling

- Students will perform skills tests on various tumbling activities.
- Observation, video, or pictures to evaluate proper technique.
- Skills test combining multiple movements.

Unit 5: Individual and dual sports

- Students will demonstrate an understanding of skills and rules of individual and dual sports.
- Students will demonstrate teamwork and leadership skills.

- Students will demonstrate competence in combinations of manipulative, locomotor, and non-locomotor skills performed in individual and group settings.

Unit 6: Rhythms and dance

- Students may perform a dance for understanding in a group setting.
- Students may create new choreography in a group setting.
- Students will demonstrate independent learning of movement skills through dance.

Unit 7: Team sports

- Students will demonstrate understanding of the fundamental movement patterns of a team sport.
- Students will demonstrate an understanding of the rules and strategies of a sport and how to apply them to playing an actual game.
- Students will design/create a movement strategy that is specific to the sports unit being taught.
- Students will be observed applying leadership skills during games and drills.

Unit 8: Combatives

- Students demonstrate an understanding of movements to use when put in certain situations.
- Students will go through the appropriate progression of techniques.
- Students will be able to demonstrate proficient movement skills in combative activities.
- Students will combine and apply movement patterns.

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)

Day(s)	Objective	Standard(s)	Chapter(s)	Reference
	See Course Outline			

C. HONORS COURSES ONLY

Indicate how much this honors course is different from the standard course.

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D. BACKGROUND INFORMATION

Context for course (optional)

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History of Course Development (optional)