

Glendale Unified School District

High School

November 16, 2021

Department: Physical Education

Course Title: Physical Education I A&B

Course Code: 4105/4106

School(s)

Course Offered: All High Schools

UC/CSU Approved: N/A

Course Credits: 5 per semester or 10 per year

Recommended

Prerequisite: N/A

Recommended

Textbook: N/A

Course Overview: Physical Education I A & B is based on the Physical Education Model Content Standards for California Public Schools. Contents of this course are referenced from the Physical Education Framework for California Public Schools. 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. High School Course 1 provides 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.

Course Content:

First Semester:

12 weeks

I. Standard 1: Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

- At this level of skill development, the students are refining their skills. They are becoming more successful and consistent in their performance. students demonstrate proficiency in aquatics, rhythms/dance, and individual and dual activities skills. If a swimming pool is unavailable, students still learn water-safety skills and dry-land strokes.
- Students combine movement patterns to perform advanced offensive, defensive, and transition strategies in aquatics and individual and dual activities. Once students perform, they evaluate the effectiveness of the strategy.
- Students combine movement patterns to create more complex rhythmic activities and dances.
- Students learn to use biomechanics to analyze and improve performance, such as leverage, force, inertia, rotary motion, opposition, and buoyancy.
- Students work on the skill-related fitness components to enhance their performance. The skill-related fitness components are speed, power, agility, coordination, reaction time, and balance.
- Students use their understanding of training and conditioning practices to improve skill acquisition and performance. Understanding the three areas (biomechanics, skill-related fitness, and training and conditioning), along with the role of emotions, provides learners with the comprehensive knowledge for improving performance in aquatics, rhythms/dance, and individual and dual activities.
- On their path to becoming independent learners of movement skills, students improve their understanding of motor learning concepts.

A. Learning Experiences

- Students will build off prior knowledge, as well as learn new academic language and terminology involved with performing a backhand stroke in tennis using the correct biomechanics. Students will work in small groups collaborating, pair-sharing, and evaluating their knowledge of this major tennis stroke. After learning the correct biomechanics, students will demonstrate how to combine and apply to the movement pattern.
- Students will learn academic language using Total Physical Response (TPR): Teaching language or vocabulary concepts by using physical

movement to react to verbal input. The process mimics the way that infants learn their first language, and it reduces student inhibitions and lowers stress. The purpose of TPR is to create a link between speech and action to boost language and vocabulary learning. Teacher will use modeling by saying the new vocabulary word for the students. Teacher uses gestures, facial expressions, props or body movement to illustrate the meaning of the word. Students will use modeling by mimicking the same gestures, facial expressions, use of props or body movement modeled as they say the word.

- Informal Assessment of a Story-board outlining the proper sequence/phases, and biomechanics of shooting a basketball
- Cognitive Assessment Quiz covering material involving the complex movement
- Peer and Teacher observations of the student performing the movement.
- By the end of the lesson, students will be able to cognitively understand and physically demonstrate how to perform a backhand stroke in tennis using the correct biomechanics and body positions. They will be able to use higher-order thinking to break the complex movement down into phases and study each phase to understand how to perform the movement as a whole proficiently. Students will develop academic terminology associated with the movement, such as: preparation phase, force, extension, release phase, launch angle, follow-through, and rotation. Students will then be able to connect newly acquired academic language with specific phases of the complex movement as a whole, before performing the movement.

B. Lessons

- Students will review movement patterns with Teachers to progress from simple to complex, through a variety of activities – including dual and individual sports as well as rhythms/dance and aquatics.
- Students will demonstrate movements, be able to articulate the movement, and apply it to an activity.
- Teacher will review the rubric of proficiency of movement with students in the various activities of individual and dual sports.
- Students will demonstrate the following skills (balance, reaction time, speed, agility, coordination, etc.) as they perform their individual and/or

team activities. An example would be completing a run, walking on a straight line, learning the rules of volley in tennis, etc.

- Students will demonstrate knowledge of principles of offensive and defensive strategies in dual activities or in aquatics.
- Students will create an Individual and Dual Sport Goal and Plan to meet their continued personal performance goals.
- Students will participate in individual and dual sporting activities such as running and may create a log of activities designed to increase their progress. They will also evaluate their progress based on teacher feedback and peer observation.

First Semester:

Standard 2a: 6 weeks

Second Semester:

Standard 2b: 6 weeks

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

- Throughout the year students are assessed through scientifically based health-related physical fitness assessments to determine whether they meet health-related fitness performance standards. Students set goals based on the outcome of those assessments and develop and implement monthly personal physical fitness plans. By the end of Course 1, students meet the minimum health standards on a scientifically based health-related physical fitness assessment. Looking toward the future, students learn to transfer their knowledge of fitness to real-world situations. They identify the physical fitness requirements of future occupation choices. They also analyze consumer physical fitness products and programs for use in their future fitness plans. Finally, now that students are older and more mature, they learn the inherent risks associated with physical activity in extreme environments.

A. Learning Experiences

- Students develop and implement a one-month personal physical fitness plan based on the five health related fitness components(1) body composition, (2) flexibility, (3) muscular strength, (4) muscular endurance, and (5) cardiorespiratory endurance.
- After creating individual fitness goals, students will fill out a Frequency (F), Intensity (I), Time(T) , Type (T) chart before creating a one-month

physical fitness plan. Students will produce a one-month fitness plan for the teacher to assess.

- Students will learn: basic fitness principles and how to apply them to their own personal fitness goals, including the creation of a one-month physical fitness plan.

B. Lessons

- Students work with their instructor and peers to continue to review personal fitness goals, determine and understand body type, fitness, health limitations and body functions as they pertain to physical activity.
- Students will assess heart rate, work on breathing techniques, stretching and flexibility.
- Students will review basic fitness requirements with teachers, including some commercial equipment requirements and how to use them, examine for purpose and functionality, etc.
- Students will demonstrate understanding through use of fitness equipment.
- Students will review and compare community health resources and determine which are most helpful; they will present their findings verbally and in writing.
- Students will share available fitness resources in their community and their locations.
- Students will learn about and explain the various risks involved in exercise in extreme conditions and in every day physical activity.
- Students will learn about basic aerobic fitness terminology and model instructional objectives, including, walking, running, basic resistance, movement, muscle use, etc
- Students will apply their knowledge of principles of fitness during Fitness Unit both physically and through verbal and written means
- Students will use teacher resources to record fitness goals and fitness plans as well as fitness times, distances, etc. and will continue to evaluate performance during the month.

14 weeks

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

- This standard addresses self-responsibility, social interaction, and group dynamics. Students in Course 1 evaluate their psychological responses to physical activity. They set goals and then describe the positive feelings they experience from successful participation in physical activity. They share the responsibility for creating and maintaining a physically and emotionally safe and nonthreatening

environment for all. And finally, they act independently and ignore negative peer pressure during physical activity. By the end of Course 1, students discuss the changing psychological and sociological needs of a diverse society in relation to physical activity. They understand that physical activity is universal, and all cultures around the world perform physical activities. Through participation in activities from different parts of the world, students gain greater insights into the history and traditions of different cultures. Students extend this learning to social interaction and cooperation at home as well as in their future workplace. Students learn that each group member brings different strengths and abilities and that it is important for the group to identify and utilize the strengths of each member to be successful in physical activities. They understand that success can be achieved only when students cooperate and interact positively with others.

A. Learning Experiences

- Students will work with peers and teachers in an open discussion to produce a list of classroom rules, procedures, and physical education expectations for class that centers around each individuals' personal responsibilities to create and maintain a physically and emotionally safe and nonthreatening environment for physical activity.
- Students complete assignments by engaging in class discussions about safety in physical education. Students will participate in restorative circles about past experiences in physical education and how important it is to exercise in a safe and welcoming environment.
- Student learns how to behave appropriately and will be responsible, not only for their own behavior, but will also assist in creating a positive and safe Physical Education class for others

B. Lessons

- Students are assigned to groups of four based on their interest in a particular culture. The groups research the significant physical activities, dances, and recreational activities of that culture.
- Each group selects a game or a dance from the culture. They learn the game or dance well enough to teach it to the rest of the class. While teaching the game or dance to others, the group also explains how the dance or game connects to the culture of origin.
- During closure, the teacher asks students to select two games or dances from different cultures for comparison. The students write a comparison of the relationship between each physical activity and its culture of origin.