

Glendale Unified School District

High School

November 16, 2021

Department: Physical Education

Course Title: Physical Education II A&B

Course Code: 4109/4110

School(s)

Course Offered: All High Schools

UC/CSU Approved: N/A

Course Credits: 5 per Semester; 10 per year

Recommended

Prerequisite: Completion of Physical Education 1

Recommended

Textbook: None

Course Overview: Physical Education II 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. Course 2 addresses combatives, gymnastics/ tumbling, and team activities. Instruction on the effects of physical activity on dynamic health and the mechanics of body movement is integrated throughout the school year. Course 2 is designed to be taken after Course 1 is completed. Typically, tenth-graders enroll in Course 2, though some students will take Course 2 as eleventh- or twelfth-graders. Course 2 addresses three other content areas (combatives, gymnastics and tumbling, and team activities) as well as the effects of physical activity upon dynamic health and mechanics of body movement. Students are provided with opportunities to improve their health-related physical fitness as well as to understand advanced concepts related to physical fitness and physical activity. Students learn how to achieve physical fitness and the importance of maintaining an active lifestyle throughout their lifetime. Participation in

physical activity is an important venue for the social, psychological, and emotional development of young adults. Social skills and personal responsibility skills need to be taught and practiced with feedback. Physical education courses provide an ideal setting for adolescents to learn appropriate social interaction skills, suitable ways to express and control emotions, and opportunities to solve complex problems.

Course Content:

First Semester:

16 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.
 - By the end of Course 2, students demonstrate proficiency in combatives, gymnastics/tumbling, and team activities. A personal defense class in which students learn how to avoid dangerous situations as well as how to defend themselves meets the combatives requirement.
 - Proficiency gives the student the capacity for success leading to advanced levels of performance that increase the likelihood of continued participation well into adulthood.
 - Students combine movement patterns to perform advanced offensive, defensive, and transition strategies in team sport situations. Once performed, students evaluate the effectiveness of the strategy.
 - Students combine movement patterns to create more complex gymnastics/tumbling routines and combative combinations.
 - Students learn to use biomechanics to analyze and improve performance, such as leverage, force, inertia, rotary motion, and opposition.
 - Students explain and use 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 these four areas (biomechanics, motor learning, skill-related fitness, and training and conditioning), along with the role of emotions, provides learners with the comprehensive knowledge for improving performance in combatives, gymnastics/tumbling, and team sport activities.
 - On their path to becoming independent learners of movement skills, students increase their understanding of motor learning concepts.
 - By the end of tenth grade, students create practice plans for improving their own performance in combatives, gymnastics/tumbling, and team sport activities. These practice plans are based on their personal strengths and weaknesses as identified

by the students through feedback from proprioception, from others, and from the performance of complex movement activities.

- Students will build off prior knowledge, as well as learn new academic language and terminology involved with shooting a basketball using the correct biomechanics. Students will work in small groups collaborating, pair-sharing, and evaluating their knowledge of the proper biomechanics of shooting a basketball. After learning the correct biomechanics, students will demonstrate how to combine and apply to the movement pattern.

A. Learning Experiences

- 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 shoot a basketball 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. Learning Experiences

- 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: 4 weeks

Second Semester:

Standard 2b: 12 weeks

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

- For some students, Course 2 may be the last opportunity to learn about physical fitness and achieve levels of excellence in physical fitness beyond the performance standards established by scientifically based health-related fitness assessments. Students will be assessed on each of the health related fitness components throughout the school year, so that physical activity can be adjusted to accommodate changes in age, growth and development, and goals. Students continue to develop an exercise habit by participating in challenging activities at a moderate to vigorous level for a minimum of four days each week based on individual needs and interests. During Course 2, students learn to be wise consumers by evaluating fitness products and programs, as well as fitness resources in the community. They also learn the facts about ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance. By the end of Course 2, students will develop and describe a physical

fitness plan that enhances personal health and performance. Their plans also take into consideration future leisure and workplace activities. Besides planning their own fitness programs, students will develop and implement appropriate personal physical fitness programs for family or community members.

A. Learning Experiences

- Students will participate in moderate to vigorous physical activity at least four days each week.
- Students will participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.
- Students will 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.
- Students assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.
- Students will justify the use of particular physical activities to achieve desired fitness goals.
- Students will develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.
- Students will develop and implement an appropriate personal physical fitness program for a family or
- community member.
- Students will explain how to evaluate consumer physical fitness products and programs.
- Students will identify and evaluate ergogenic aids that claim to enhance body composition, appearance,
- physical fitness, and performance.
- Students will evaluate the availability and quality of fitness resources in the community.
- Students will use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness.

B. Lessons

- The teacher provides students with a list of some important points to consider when they select physical fitness products and programs. For example:
 - Take time to compare prices, features, and quality.
 - Try out any piece of equipment or program before making a purchase.
 - Gather evidence about the program or product.
 - Evaluate the credibility of claims about the product or program.
 - Buy only quality equipment.

- Make sure you have a convenient place to use the equipment or that the program is available close to where you live.
- Decide on the features you really need.
- Decide whether there are less expensive ways to achieve the same goals without the product or program.
- Make sure there is a warranty.
- As a learning activity, students select a product or program in the community that they think will help them with their fitness.
 - Students use the list noted above as a starting point to evaluate the product or program.
 - Students investigate the product or program.
 - Each student must also write a summary statement explaining whether the product or program is worth the price.
 - This activity provides extension activities for use with other subject areas.

8 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.
- In Course 2, students learn to identify and participate in those activities that they enjoy. They learn that their choice of physical activities may change throughout their lives. They understand that physical activities may need to be modified to allow participation by individuals of various ages and those with special needs. Students realize they will need to evaluate and refine their personal goals continually to improve performance in physical activities. Through their participation in regular physical activity, students learn the psychological benefits of physical activity. They can explain the role of attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities. As their social skills mature, students identify the effects of individual differences on preference for and participation in physical activity. These differences include age, gender, ethnicity, socioeconomic status, and culture. As to age and special needs, students learn how to select and modify physical activities so that everyone can participate. In terms of group dynamics, students learn to identify leadership skills. They learn to perform planned leadership assignments and also assume spontaneous leadership roles. By the end of Course 2, students know how to encourage others to be supportive and inclusive of individuals at all ability levels.

A. Learning Experience

- Students will demonstrate *self-responsibility* by doing the following:
 - Students will participate in physical activities for personal enjoyment.
 - Students will examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime.
 - Students will evaluate the psychological benefits derived from regular participation in physical activity.
 - Students will explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
 - Students will evaluate and refine personal goals to improve performance in physical activities.
- Students will demonstrate *social interaction* by doing the following:
 - Students will identify the effects of individual differences, such as age, gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity.
 - Students will explain how to select and modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs.
- Students will demonstrate *group dynamics* by doing the following:
 - Students will identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.
 - Students will encourage others to be supportive and inclusive of individuals of all ability levels.

B. Lessons

- The student leader creates a rubric for sport specific skills and/or positive interactions and evaluates each member of the team.
 - Each member then has the opportunity to evaluate the role of the leader.
 - For example, leaders are responsible for equipment, team line ups, evaluation of team members, and skill acquisition.
- The student is provided an opportunity to be a group leader in cooperative activities and group projects.
- Students will learn leadership skills including being an active group member, facilitating group interactions, teaching peers, encouraging group members, and sharing leadership responsibilities with others.
 - Successful leadership is demonstrated when students have learned the skills, concepts, and confidence of a leader.