

# El Monte Union High School District

## Course Outline

2/5/19

### High School District-Wide

Title: <u>Physical Education 9</u>  Transitional* _____ (Eng. Dept. Only)  Sheltered (SDAIE)* _____ Bilingual* _____  AP** _____ Honors** _____  Department: _____  Grade Level (s): <u>9th only</u>  Semester _____ Year <u>X</u>  Year of State Content Standards Adoption <u>2006</u>	This course meets graduation requirements:  <input type="checkbox"/> English <input type="checkbox"/> Fine Arts <input type="checkbox"/> Foreign Language <input type="checkbox"/> Health & Safety <input type="checkbox"/> Math <input checked="" type="checkbox"/> Physical Education <input type="checkbox"/> Science <input type="checkbox"/> Social Science	Department/Cluster Approval  _____  _____  _____  _____  _____  _____  _____	Date  _____  _____  _____  _____  _____  _____
--	---	--	--

\*Instructional materials appropriate for English language learners are required.

\*\*For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

1. Prerequisite(s):

This is a coed course for all 9<sup>th</sup> grade students.

2. Short description of course which may also be used in the registration manual:

The goal of 9<sup>th</sup> grade physical education is to incorporate the California State Standards while providing a developmental appropriate sequence of instruction including the effects of physical activity upon dynamic health, the mechanics of body movement, aquatics, gymnastics and tumbling, individual and dual sports, rhythms and dance, team sports and combative (California Code of Regulations Title 5 Section 10060).

3. Describe how this course integrates the schools SLO (School-wide Learning Objectives):

1) **Physical Education will develop critical thinkers and academic achievers who demonstrate:**

- Problem solving skills through the 8 components categories.
- Decision making skills through daily class activities.
- The value of lifelong learning through the introduction of fitness knowledge and activities.

2) **Physical Education will develop competent users of technology through:**

- Internet research of sport topics and physical education topics.
- Word processing assignments.
- The use of fitness technology (body fat analyzers, heart rate monitors, pedometers).
- Visual aids ( DVD, Power point).

3) **Physical Education will develop ethical and responsible citizens through:**

- Daily preparedness, attendance and participation.
- Demonstrating appropriate individual and social behaviors during class activities.
- Fair play, honesty, sportsmanship and respect for individual differences.
- Learning to work together in group settings and team activities.

4) **Active Community Member:**

- Students are encouraged to participate in school athletic programs, clubs and various extra curricular activities.
- Students are encouraged to seek out and use fitness activities that are offered in the community.

5) **Healthy Individual:**

- Students practice safety, proper health, hygiene and nutrition in fitness activities.
- Students learn what effect maintaining a fit and healthy body now can contribute to their future health and fitness.

4. Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English language learners:

All Physical Education instructors are CLAD/ SDAIE / SIOP certified/trained and utilize those techniques in instruction.

5. Describe the interdepartmental articulation process for this course:

Throughout the Physical Education coursework students continue to utilize skills/ knowledge they have acquired across the curriculum. (primarily in subject areas such as health.)

6. Describe how this course will integrate academic and vocational concepts, possibly through connecting Activities. Describe how this course will address work-based learning/school to career concepts:

The workplace requires teamwork, attendance, active participation, assessment, evaluation, technology skills, interpersonal skills and acceptance of diversity all of which are components of all Physical Education 9 classes. Students learn what effect maintaining a fit and healthy body now can contribute to their future health and fitness.

7. Materials of Instruction (Note that materials of instruction for English language learners are required and should be listed below.)

A. Textbook(s) and Core Reading(s):

Fitness for Life- 4<sup>th</sup>/ 5<sup>th</sup> Edition, Charles B. Corbin and Ruth Lindsey, 1997.

Personal Fitness- 4<sup>th</sup>/ 5<sup>th</sup> Edition, Emmanuel G. Harageones, Dewayne J. Johnson, Charles D. Smith and Charles S. Williams, 2000.

B. Supplemental Materials and Resources:

- SIOP teaching/instructional strategies
- Teacher Edition Materials.
- Physical Education Model Content Standards for California Public Schools Kindergarten through Grade Twelve. 2006.
- Fitnessgram resource manual.

C. Tools, Equipment, Technology, Manipulatives, Audio-visual:

- Fitness testing materials (body fat analyzers, skin calipers, sit n reach boxes, pull ups stations, measurement devices, stop watches, mats).
- Sport/ Activity equipment (equipment required to tech the 8 component categories).
- Technology (computer access, projectors, heart rate monitors, sound system, pedometers).

8.

- Objectives of Course
- Unit detail including projects and activities including duration of units (pacing plan)
- Indicate references to state framework(s)/standards (If state standard is not applicable then national standard should be used)
- Student performance standards
- Evaluation/assessment/rubrics
- Include minimal attainment for student to pass course

<b>Component Categories (8)</b>	<b>Units of Study (Activates/ units)*</b>	<b>State Standards that cover the unit of study</b>
Effects of Physical Activity upon Dynamic Health	Fitness for Life curriculum, Fitness Unit, Healthy Fitness Zone Activities	Course 1; 1.1, 1.2, 1.3, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10,
Mechanics of Body Movement	Movement Challenge Unit	Course 1; 1.1, 1.2, 1.3, 1.5, 1.7, 1.8, 1.9, 1.11, 1.12, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.9, 3.10
Aquatics	Video, Swim Unit	Course 1; 1.1, 1.2, 1.5, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 3.9, 3.10
Gymnastics/ Tumbling	Body Management Unit, stunts, tumbling	Course 1; 1.1, 1.2, 1.5, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 3.8, 3.9, 3.10
Individual/ Dual Sports	Badminton, Pickle ball, Paddle Tennis, Tennis, Track & Field, Weight Training	Course 1; 1.1, 1.2, 1.5, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 3.8, 3.9, 3.10
Rhythms and Dance	Dance Unit- Folk/ Country, Step Aerobics	Course 1; 1.1, 1.2, 1.5, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 3.8, 3.9, 3.10
Team Sports	Asphalt hockey, Disc games, Football, Kickball, Rocks, Soccer, Softball, Speedball, Volleyball, Wiffleball, Volleytennis	Course 1; 1.1, 1.2, 1.4, 1.5, 1.7, 1.9, 1.10, 1.11, 1.12, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 3.8, 3.9, 3.10
Combatives	Tae Bo, Wrestling	Course 1; 1.1, 1.2, 1.5, 1.7, 1.9, 1.10, 1.11, 1.12

\* Each school does not incorporate all of the activities listed. However, each school covers each component category.

**Attainment to Pass:**

A = 90%

B = 80%

C = 70%

D = 60%

F = Below 60%

\* Minimal attainment to earn credit is 60% or a “D” grade.

**Evaluation/ Assessment/ Rubrics:**

1. Participation
  2. Healthy Fitness Zone Criteria
  3. Performance
  4. Projects and assignments
- Students must score in the healthy fitness zone for 5 out of 6 Fitnessgram tests.
  - Current high school grade 9 students and all future high school students must continue to take physical education if they do not meet the standard on the physical performance test administered in grade 9.