

Course Outline

Course Title: Physical Education 10

Textbook(s): Personal Fitness

Copyright date/Edition: 2000

Transitional* (Eng. Dept. Only)

Sheltered (SDAIE)* Bilingual*

AP** Honors**

Department: Physical Education

CTE***:

Industry Sector:

Pathway:

(check one)

 Intro Intermediate Capstone

Grade Level (s): 10

Semester Year X

Year of State Framework Adoption 2006

This course meets graduation requirements:

- English
- Fine Arts
- Foreign Language
- Health & Safety
- Math
- Physical Education
- Science
- Social Science
- Elective

This course meets a-g requirements:

- "a" – Social Studies
- "b" – ELA
- "c" – Math
- "d" – Lab Science
- "e" – Language (not English)
- "f" – Vis/Perf Arts
- "g" – College prep elective

Department/Cluster Approval

Date

Is this course an adaptation from another source?

No

Yes

If yes, please indicate the source of the original course:

*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.

***For CTE, attach the CTE course outline created in the online template (<http://ctecourse.scoe.net/>).

1. Prerequisite(s): This is a coed course for all 10th graders.

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

The goal of 10th 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, individual and dual sports, rhythms and dance, team sports and combatives (California Code of Regulations Title 5 Section 10060).

| Component Categories (8) | Units of Study (Activities/ units)* | State Standards that cover the unit of study |
|--|--|---|
| 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 | HIIT Challenges, Circuit Training, Fitness (physical) Unit, Yoga | 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 | Videos, Swim Unit, Water Safety | 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 *Covered in PE9 | | |
| Individual/ Dual Sports | Badminton, Pickleball, Paddle Tennis, Tennis, Golf, 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 |

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|-------------------------------|--|---|
| Team Sports | Hockey, Disc games, Football, Kickball, Soccer, Softball, Volleyball, Wiffle Ball, Basketball, Badminton, Flag games | 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 *Covered in PE9 | | |

Student Performance Standards

Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.

Standard 2: Students will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: Students will exhibit responsible personal and social behavior that respects self and others.

Standard 5: Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Evaluation/ Assessment/ Rubric

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 to graduate from high school.
- 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 10.

Attainment for Students to Pass PE10

A = 90%

B = 80%

C = 70%

D = 60%

F = Below 60%

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

- Objectives of course
- 3-5 sentences explaining overall course content
- Indicate references to state framework(s)/standards (If state standard is not applicable then national standards should be used)
- Student performance standards
- Evaluation/assessment/rubrics

- Include minimal attainment for student to pass course

3. Course content:

Unit Title: Fitness Unit

Content: The fitness unit consists of 8 chapters in the textbook, PFT(FITNESSGRAM) pre and post testing, weekly yoga and a weekly series of workouts. Students spend about two months using the classroom environment while completing 8 chapters from the Personal Fitness textbook. Topics covered; goal setting, nutrition, body composition, stress and consumer issues. The fitness unit also includes an ongoing/ year long series of workouts, weekly yoga and pre and post testing for the Physical Fitness Test (FITNESSGRAM).

Sample Assignment: Fitness Log

Culminating Project: Bumper Sticker Project

Unit Title: Team Sports

Content: Team Sport Units are 3-4 week units that explore team sports; basketball, soccer, hockey and volleyball. Written work such as rules, scorekeeping and key vocabulary are included in the written portion of the units. Physical participation such as games, skill development and team building skills are also integral portions of team sport units.

Sample Assignment: Key vocabulary assignment for volleyball through Quizlet.

Culminating Project: Each unit concludes with a unit test.

Unit Title: Individual Sports

Content: Individual Sport Units are 3-4 week units that explore aspects of individual sports. Sport units that can be included; golf, tennis, badminton and frisbee golf. Written work such as rules, scorekeeping and key vocabulary are included in the written portion of each unit. Physical participation such as games, skill development and etiquette are explored during individual sport units.

Sample Assignment:Key Vocabulary assignment through Quizlet for tennis.

Culminating Project: Each unit ends with a unit test.

(Add additional units at the end)

4. Describe how this course integrates the schools SLO (former ESLRs- Expected School-wide Learning Results):

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 extracurricular 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.

5. Describe the Integrated ELD teaching techniques 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.

6. 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.)

7. 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.

8. Supplemental Materials of Instruction

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

Personal Fitness- 4th / 5th 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, sit n reach boxes, pull ups stations, measurement devices, stop watches, mats).
- Sport/ Activity equipment (equipment required to teach the 8 component categories). • Technology (computer access, tablet, projectors, heart rate monitors, sound system, pedometers).

8. Supplemental Materials of Instruction (Note: Materials of instruction for English Language Learners are required and should be listed below)

| Type of material (book, manual, periodical, article, website, primary source document, etc.) | Author | Publisher | Edition/Year | URL | Primary book, read in its entirety? (Y/N) |
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