



OFFICE OF CURRICULUM AND INSTRUCTIONAL RESOURCES

HIGH SCHOOL COURSE OUTLINE

Department	Physical Education			Course Title	PE 9 Dance Emphasis		
Course Code	3693	Grade Level		Course Length	2 semesters	Credits/Semester	5
Required for Graduation			Meets H.S. Grad Requirement			Elective Credit	
Prerequisites	Audition and instructor's approval						
Articulated with LBCC		No		Articulated with CSULB		No	
Meets UC "a-g" Requirement		No		Meets NCAA Requirement		No	

COURSE DESCRIPTION:

This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Kinesiology and Physical Education program aligned with the California Model Content Standards for Physical Education. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on rhythms and dance and students analyzing skills for effective movement. Units of instruction include modern, ballet, and jazz dance, introduction to kinesiology and physical education with personal fitness emphasis, fitness concepts and techniques, cardiorespiratory endurance training, nutrition, aquatic and individual and dual activities. Additionally, this course helps students learn the beginning skills of dance while improving their technique, poise, self-confidence, and creative ability. Students will choreograph and dance in class presentations.

GOALS: Students need to:

- Begin to demonstrate consistency in processing, analyzing, and responding to sensory information through the language and skills unique to dance. (1)
- Begin to develop skills needed to create dances with coherence and aesthetic unity. (2)
- Become aware of dance in various cultures and historical periods. (3)
- Begin to demonstrate the ability to establish aesthetic criteria and apply it in evaluating their own work and that of others. (4)
- Apply what is learned in dance to the study of other art forms, subject areas, and to career pathways. (5)
- Understand how dance enhances a healthy lifestyle. (5)
- Use technology to reinforce and enhance dance concepts across the curriculum. (5)
- Physical Education Standard 1: Demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities.
- Physical Education Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
- Physical Education Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

PERFORMANCE OBJECTIVES:

Students will:

- Learn and develop proper body alignment, body part articulation, muscle strength and flexibility, and coordination in axial and locomotor movement. (1)
 - Create dance phrases using the basic elements of dance (time, space and energy) that project abstracted images into clearly articulated forms. (2)
 - At a basic level, using personal experience, perform and discuss movement, phrases, and dance compositions with particular attention to how meaning was created. (2)
 - Recreate from viewing on film, video or computer notation, historical, cultural and contemporary dance. (4)
 - Begin to analyze and evaluate dance including their own works and those of others. (4)
 - Apply what they learn in dance to learning across disciplines. They learn about careers in and related to dance. They learn creative skills in problem solving, inter- and intra-personal communications skills, and management of time and resources. (5)
 - Understand how nutrition, rest, exercise, and substance abuse affect the ability to dance This concept will be taught through the use of lecture/demonstration, video, guest speakers and articles. (5)
 - Be introduced to the use of video technologies (i.e. video, computer) that present dance, in a new or enhanced form (such as video dance, video/computer-aided live performance). (5)
- 1.1 Combine, and apply movement patterns to progress from simple to complex in aquatics, rhythms/dance, and individual and dual activities.
 - 1.2 Demonstrate proficient movement skills in:
Aquatics Dance/Rhythms Individual Activities Dual Activities
 - 1.3 Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatics, rhythms/dance, and individual and dual activities.
 - 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatics, and individual and dual activities.
 - 1.5 Explain, apply and evaluate the appropriate use of the biomechanical principles of leverage, force, inertia, rotary motion, opposition, and buoyancy to achieve advanced performance in aquatics, rhythms/dance, and individual and dual activities.
 - 1.6 Explain the interrelationships among physical, emotional, cognitive, and scientific factors that affect performance.
 - 1.7 Analyze and evaluate information received from self, others, and the performance, of complex motor (movement) activities that leads to improved performance in aquatics, rhythms/dance, individual activities, and dual activities.
 - 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatics, rhythms/dance, and individual and dual activities.
 - 1.9 Create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance in aquatics, rhythms/dance, and individual and dual activities.
 - 1.10 Analyze specific situations to determine appropriate performance strategies in aquatics, rhythms/dance, individual and dual activities.
 - 1.11 Assess the effect/outcome of a specific performance strategy in aquatics, rhythms/dance, and individual and dual activities.
 - 1.12 Demonstrate independent learning of movement skills.
- 2.1 Participate in moderate to vigorous physical activity at least 4 days each week.
 - 2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.
 - 2.3 Meet health-related fitness standards established by the State-mandated fitness test.
 - 2.4 Use physical fitness test results to set and adjust goals to improve fitness.

- 2.5 Improve and maintain physical fitness by adjusting physical activity levels to meet the principles of exercise.
- 2.6 Identify the physical fitness requirements of an occupational choice.
- 2.7 Develop and implement a one-month personal physical fitness plan.
- 2.8 Analyze consumer physical fitness products and programs.
- 2.9 Explain the inherent risks associated with physical activity in extreme environments.
- 2.10 List available community fitness resources.
- 2.11 Explain the role of physical activity in the prevention of disease and the reduction of health-care costs.
- 3.1 Accept personal responsibility to create and maintain a physically/emotionally safe and non-threatening environment for physical activity.
- 3.2 Act independent of negative peer pressure during physical activity.
- 3.3 Identify and evaluate personal psychological response to physical activity.
- 3.4 Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities.
- 3.5 Develop personal goals to improve performance in physical activities.
- 3.6 Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity.
- 3.7 Analyze the role physical activity plays in social interaction and cooperative opportunities within the family and the workplace.
- 3.8 Recognize the value of physical activity in understanding multiculturalism.
- 3.9 Recognize the importance of cooperation and positive interactions with others while participating in physical activity.
- 3.10 Identify and utilize the potential strengths of each individual by supporting his/her effort in physical activity settings.

OUTLINE OF CONTENT AND TIME ALLOTMENT:

Modern:

4 to 6 weeks

1. Axial movements will be introduced to improve alignment, increase flexibility, and balance. May include plie, brushes, leg swings, and releve.
2. Locomotor Movements will be done to develop coordination and spatial awareness. May include combinations of walk, run, leaps, jumps, and triplets.
3. Creative Activity is used to develop experimentation, exploration, and application of dance principles. May include:
 - Time Studies (phrasing, tempo changes, rhythm patterns)
 - Spatial Design Studies (change of direction and level, symmetrical/asymmetrical)
 - Effort Studies-Quality of Movement (pendular, sustained, suspended, vibratory, percussive, and collapsing)

Ballet:

4 to 6 weeks

1. Ballet Barre is done at a beginning level of proficiency.
- 2.a. Center floor adagio combinations designed to enhance balance and line. May include promenade and arabesque.
- 2.b. Center floor, allegro combinations designed to develop elevation and articulate the feet. May include changement and jete.
3. Movement patterns designed to develop coordination and direction awareness. May include tour jete, pique.

Jazz:

4 to 6 weeks

1. Technique will be introduced daily to develop a jazz style and body conditioning. Includes isolations, and turns.
2. Movement patterns will be designed to develop coordination and directional awareness. May include a six-step pirouette pattern, and leaps.

Improvisation, Choreography and Analysis:

4 to 6 weeks

Beginning dance students experience creative expression through improvisational exercises and a variety of choreography assignments. They learn the significance of aesthetic valuing through critiquing peer and professional choreography.

Optional Dance Forms:

2 to 4 weeks

Tap techniques and terminology may be used to develop rhythmic patterns to create choreography.

World Dance may be taught to promote cultural awareness through exposure to the music, traditional dance, history and costumes of various cultures.

Dance Performance and Production:

An integral part of dance performance in class is the teaching of dance composition, staging, costuming, dance performance and rehearsal standards. Emphasis will be placed on consistent attendance, punctuality, proper work ethic, respect for others, and professionalism.

Introduction to Kinesiology and Physical Education with Dance Emphasis

1 week

- Philosophy
- Class Curriculum, Expectations, Grading Policy
- Classroom Rules and Procedures
- Locks and Locker Room Procedure
- Dressing Policy

Social Skills and Cooperative Activities

Ongoing throughout the school year

Content Standard(s)	Skills and Concepts	Suggested Resources
3.1 Accept personal responsibility to create and maintain a physically/emotionally safe and non-threatening environment for physical activity. 3.2 Act independent of negative peer pressure during physical activity. 3.3 Identify and evaluate personal psychological response to physical activity. 3.4 Describe the enjoyment, self-expression, challenge, and social	<ul style="list-style-type: none"> ▪ Personal and Social Responsibility ▪ Conflict resolution skills ▪ Social Skills: encouragement, active listening, courtesy ▪ Cooperative activities, ice breakers, tag games, trust activities, problem solving initiatives <p style="text-align: center;">Vocabulary</p>	Books: <u>Adventure Curriculum for Physical Education for High School</u> by Jane Panicucci, Project Adventure, Inc. (Each department received this book from the Health/P.E. Office in 2003) <i>Teaching Responsibility Through Physical Activity</i> by Don Hellison, Ph.D./ <i>Human Kinetics, 1995</i> (Each department received

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>benefits experienced by achieving one's best in physical activities.</p> <p>3.5 Develop personal goals to improve performance in physical activities.</p> <p>3.6 Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity.</p> <p>3.7 Analyze the role physical activity plays in social interaction and cooperative opportunities within the family and the workplace.</p> <p>3.8 Recognize the value of physical activity in understanding multiculturalism.</p> <p>3.9 Recognize the importance of cooperation and positive interactions with others while participating in physical activity.</p> <p>3.10 Identify and utilize the potential strengths of each individual by supporting his/her effort in physical activity settings.</p>	<p><i>See Glossary for definitions</i></p> <ul style="list-style-type: none"> • Biomechanics • Body management • Fundamental movement skills • Group dynamics • Health • Individual or dual activity • Kinesiology • Large muscle groups • Locomotor movements • Manipulative movements • Movement concepts • Movement patterns • Physical activity • Physical fitness 	<p>this book from the Health/P.E. Office in 2001.)</p> <p><u>Quicksilver</u> by Karl Rohnke and Steve Butler/ Kendall/Hunt Publishing Company, Iowa 1995</p> <p>(Each department received this book from the Health/P.E. Office in 2001.)</p> <p><u>GamesSkills</u> by Stephanie Hanrahan/Teresa Carlson/Human Kinetics, 2000, District Professional Library Code: 796.07 HAN</p> <p><u>Assessing Student Responsibility and Teamwork</u> by NASPE, AAHPERD, 2000, District Professional Library Code: 613.7</p> <p>Video: <u>Silver Bullets</u></p> <p>District Professional Video Library at OMS: VC 6986</p>

Physical Fitness Concepts and Techniques

Year-long

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>2.1 Participate in moderate to vigorous physical activity at least 4 days each week.</p> <p>2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.</p> <p>2.3 Meet health-related fitness standards established by the State-mandated fitness test.</p> <p>2.4 Use physical fitness test results to set and adjust goals to improve fitness.</p> <p>2.5 Improve and maintain physical fitness by adjusting physical activity levels to meet</p>	<ul style="list-style-type: none"> ▪ Apply principles of resistance training ▪ Apply physiological principles involved in human movement ▪ Students expand on their previously designed activity and fitness plan based on their individual needs. ▪ Create and implement one month personal fitness plan. ▪ Assess personal fitness, compare personal fitness scores data to health standards and set goals of maintenance and improvement 	<p>Fitnessgram equipment (skin fold calipers, tape or CD of Pacer, push-ups, and curl-ups cadence, sit and reach box, rulers, mat with line for curl-ups, body-fat analyzers, scale, fitness software)</p> <p>(Each department received Fitnessgram materials (Manual, Pacer CD, Skinfold calipers, and curl-up strips) from the Research Office in 2008.)</p> <p>CD/cassette player and speakers; audio music CD's or tapes</p> <p>Charts of fitness exercises</p>

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>the principles of exercise.</p> <p>2.6 Identify the physical fitness requirements of an occupational choice.</p> <p>2.7 Develop and implement a one-month personal physical fitness plan.</p> <p>2.8 Analyze consumer physical fitness products and programs.</p> <p>2.9 Explain the inherent risks associated with physical activity in extreme environments.</p> <p>2.10 List available community fitness resources.</p> <p>2.11 Explain the role of physical activity in the prevention of disease and the reduction of health-care costs.</p>	<ul style="list-style-type: none"> ▪ Analyze body types and within between age, gender groups, and fitness levels ▪ Select a leisure time physical activity and identify opportunities in the community to participate in this activity. ▪ Describe current trends in fitness participation and activities. ▪ Understand the components of total health fitness and the relationship between physical activity and lifelong wellness. ▪ Fitness Activities: (circuits, stations, fitness lab, weight room, aerobics, steps, runs, cardio equipment) ▪ Fitness Technology: (heart rate monitors, heart rate wands, pedometers, skin calipers, computer software) ▪ Advanced techniques of resistance training <p style="text-align: center;">Vocabulary See Glossary for definitions</p> <ul style="list-style-type: none"> • Aerobic activity • Anaerobic • Basic resistance principles • Biomechanics • Body composition • Components of physical fitness • Cool down exercises • Core muscles • Dehydration • Ergogenic aids • Flexibility • F.I.T.T. principles/concepts • Frequency • Health-related physical • Healthy fitness zone • Healthy target heart rate 	<p>(check Physical Education catalogs)</p> <p>Heart rate wands and heart rate monitors (Each department received heart rate wands from the Health/Physical Education Office, Spring, 2000 and 2003)</p> <p>Mats; Medicine Balls; Aerobic Steps; Hand weights; Barbells and weights; Weight benches; Jump ropes; Concept 2 Rowing Machines; Elastic exercise bands or Dynabands and additional fitness exercise equipment.</p> <p>Books:</p> <ul style="list-style-type: none"> • <u>Five for Life</u> Advanced Manual, Focused Fitness ▪ <u>Personal Fitness, Looking Good—Feeling Good</u> By Williams, Harageones, Johnson, Smith/ Kendall/Hunt ▪ <u>Fitness for Life</u> By Charles B. Corbin and Ruth Lindsey/Human Kinetics ▪ <u>Fitnessgram Test Administration Manual</u>, Third Edition, with DVD, provided by Research Office, 2005 ▪ <u>Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide</u> AAHPERD/Human Kinetics; District Professional Library Code: 613.7 PHY ▪ <u>Physical Best Activity Guide Secondary Level</u> AAHPERD/ Human Kinetics; District Professional Library Code: 613.7 PHY ▪ <u>Lessons From the Heart</u> By Beth Kirkpatrick/Human

Content Standard(s)	Skills and Concepts	Suggested Resources
	<ul style="list-style-type: none"> zone • Hyper-extension • Hyper-flexion • Individuality • Intensity • Large muscle groups • Mode/type • Moderate physical • Muscle endurance • Muscle strength • Overload • Perceived exertion index • Physical fitness • Plyometric exercise • Principles of training/principles of exercise • Progression • Recovery rates • Regularity • Resistance principle • Specificity. • Time • Type • Vigorous physical activity • Warm-up exercises <ul style="list-style-type: none"> • Weight-bearing activities 	<p>Kinetics, 1997, ISBN 0-88011-764-8 (One copy provided to all departments from Health/P.E. Office, Spring, 2000)</p> <p>Videos:</p> <ul style="list-style-type: none"> ▪ Videos in Instructional Resource Packet included in class sets of <u>Personal Fitness and Fitness For Life</u> ▪ <u>Physical Best Instructor Video</u>, 1999 Professional Video Library at OMS: VC 7008 ▪ <u>Flexibility for Sport and Fitness</u>, 1997 Professional Video Library at OMS: VC 6908 ▪ Partner-Resistance Strength Training, 1998 Professional Video Library at OMS: VC 7003 <p>Physical Education Software</p> <ul style="list-style-type: none"> ▪ Humankinetics, (800) 747-4457, e-mail www.humankinetics.com <p><i>Equipment:</i></p> <p><i>Items from stock catalog or physical education equipment catalogs</i></p>

Cardiorespiratory Endurance Training

Year-long

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>2.1 Participate in moderate to vigorous physical activity at least 4 days each week.</p> <p>2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.</p> <p>2.3 Meet health-related fitness standards established by the</p>	<ul style="list-style-type: none"> ▪ Introduce and/or review safety techniques (including modifications for health conditions, i.e. asthma, obesity, breathing techniques, proper movement forms, i.e. correct stride, arm movements, body alignment: proper warm-up, 	<p>Fitnessgram equipment (skin fold calipers, tape or CD of Pacer, push-ups, and curl-ups cadence, sit and reach box, rulers, mat with line for curl-ups, body-fat analyzers, scale, fitness software)</p> <p>(Each department received Fitnessgram materials (Manual, Pacer CD, Skinfold calipers, and curl-up strips) from the Research Office in 2005.)</p> <p>CD/cassette player and speakers; audio music CD's or tapes</p> <p>Charts of fitness exercises (check Physical Education catalogs)</p> <p>Heart rate wands and heart rate monitors</p>

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>State-mandated fitness test.</p> <p>2.4 Use physical fitness test results to set and adjust goals to improve fitness.</p> <p>2.5 Improve and maintain physical fitness by adjusting physical activity levels to meet the principles of exercise.</p> <p>2.6 Identify the physical fitness requirements of an occupational choice.</p> <p>2.7 Develop and implement a one-month personal physical fitness plan.</p> <p>2.8 Analyze consumer physical fitness products and programs.</p> <p>2.9 Explain the inherent risks associated with physical activity in extreme environments.</p> <p>2.10 List available community fitness resources.</p> <p>2.11 Explain the role of physical activity in the prevention of disease and the reduction of health-care costs.</p>	<p>cool down and stretching)</p> <ul style="list-style-type: none"> ▪ Explain and demonstrate competency in monitoring heart rates during activity ▪ Assess cardiorespiratory fitness and set goals to maintain and improve fitness levels ▪ Participate in a variety of cardiorespiratory activities including i.e. power walking, pacer test, spin cycling, and indoor rowing ▪ Interval training, incline running, distance running, aerobics, rope jumping and circuits. 	<p>(Each department received heart rate wands from the Health/Physical Education Office, Spring, 2000 and 2003)</p> <p>Mats; Medicine Balls; Aerobic Steps; Hand weights; Barbells and weights; Weight benches; Jump ropes; Concept 2 Rowing Machines; Elastic exercise bands or Dynabands and additional fitness exercise equipment.</p> <p>Books:</p> <ul style="list-style-type: none"> ▪ <u>Personal Fitness, Looking Good—Feeling Good</u> By Williams, Harageones, Johnson, Smith/ Kendall/Hunt ▪ <u>Fitness for Life</u> By Charles B. Corbin and Ruth Lindsey/Human Kinetics ▪ <u>Fitnessgram Test Administration Manual</u>, Third Edition, with DVD, provided by Research Office, 2005 ▪ <u>Physical Education for Lifelong Fitness: The Physical Best Teacher’s Guide</u> AAHPERD/Human Kinetics; District Professional Library Code: 613.7 PHY ▪ <u>Physical Best Activity Guide Secondary Level</u> AAHPERD/ Human Kinetics; District Professional Library Code: 613.7 PHY ▪ <u>Lessons From the Heart</u> By Beth Kirkpatrick/Human Kinetics, 1997, ISBN 0-88011-764-8 (One copy provided to all departments from Health/P.E. Office, Spring, 2000) <p>Videos:</p> <ul style="list-style-type: none"> ▪ Videos in Instructional Resource Packet included in class sets of <u>Personal Fitness</u> and <u>Fitness For Life</u> ▪ <u>Physical Best Instructor Video</u>, 1999 Professional Video Library at OMS: VC 7008 ▪ <u>Flexibility for Sport and Fitness</u>, 1997 Professional Video Library at OMS: VC 6908 ▪ Partner-Resistance Strength Training, 1998 Professional Video Library at OMS: VC 7003 <p>Physical Education Software</p> <ul style="list-style-type: none"> ▪ Humankinetics, (800) 747-4457, e-mail www.humankinetics.com <p>Equipment:</p> <p><i>Items from stock catalog or physical education equipment catalogs</i></p>

Nutrition

Year-long

Content Standard(s)	Skills and Concepts	Suggested Resources
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Content Standard(s)	Skills and Concepts	Suggested Resources
<p>2.1 Participate in moderate to vigorous physical activity at least 4 days each week.</p> <p>2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.</p> <p>2.3 Meet health-related fitness standards established by the State-mandated fitness test.</p> <p>2.4 Use physical fitness test results to set and adjust goals to improve fitness.</p> <p>2.5 Improve and maintain physical fitness by adjusting physical activity levels to meet the principles of exercise.</p> <p>2.6 Identify the physical fitness requirements of an occupational choice.</p> <p>2.7 Develop and implement a one-month personal physical fitness plan.</p> <p>2.8 Analyze consumer physical fitness products and programs.</p> <p>2.9 Explain the inherent risks associated with physical activity in extreme environments.</p> <p>2.10 List available community fitness resources.</p> <p>2.11 Explain the role of physical activity in the prevention of disease and the reduction of health-care costs.</p>	<ul style="list-style-type: none"> ▪ Eating Habits ▪ Food choices: healthy versus unhealthy ▪ Influences on food choices social, economic, cultural ▪ Resources for healthy food choices on campus and in the community ▪ Comparison of food values ▪ Weight Management: healthy, safe practices to maintain, lose, gain ▪ Types of eating disorders and the negative impact on an individuals health and well-being ▪ Proper hydration ▪ The effects of diet pills, diuretics, laxatives on health ▪ Fad diets, products and programs ▪ Demonstrate independent learning of proper eating habits by creating a healthy eating plan. 	<p>Books:</p> <ul style="list-style-type: none"> ▪ <u>Personal Fitness, Looking Good—Feeling Good</u> By Williams, Harageones, Johnson, Smith/ Kendall/Hunt ▪ <u>Fitness for Life</u> By Charles B. Corbin and Ruth Lindsey/Human Kinetics ▪ <u>Fitnessgram Test Administration Manual</u>, Third Edition, with DVD, provided by Research Office, 2005 ▪ <u>Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide</u> AAHPERD/Human Kinetics; District Professional Library Code: 613.7 PHY

Individual and Dual Sport Activities

4 to 6 weeks

Select two of the following with a maximum of three weeks per activity: Badminton, Beach Volleyball, Frisbee Golf, Golf, Handball, Paddle Tennis, Pickleball, Tennis, Track and Field, Recreational Games, Indoor Rowing

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>1.1 Combine, and apply movement patterns to progress from simple to complex in aquatics, rhythms/dance, and individual and dual activities.</p> <p>1.2 Demonstrate proficient movement skills in: Aquatics, Dance/Rhythms, Individual Activities, Dual Activities</p> <p>1.3 Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatics, rhythms/dance, and individual and dual activities.</p> <p>1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatics, and individual and dual activities.</p> <p>1.5 Explain, apply and evaluate the appropriate use of the biomechanical principles of leverage, force, inertia, rotary motion, opposition, and buoyancy to achieve advanced performance in aquatics, rhythms/dance, and individual and dual activities.</p> <p>1.6 Explain the interrelationships among physical, emotional, cognitive, and scientific factors that affect performance.</p> <p>1.7 Analyze and evaluate information received from self, others, and the performance, of complex motor (movement) activities that leads to improved performance in aquatics, rhythms/dance, individual activities, and dual activities.</p> <p>1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and</p>	<ul style="list-style-type: none"> ▪ Demonstrate proficient movement skills in individual activities ▪ Explain and demonstrate advanced offensive, defensive and transition strategies in individual activities. ▪ Safety, rules and etiquette, strategies, score keeping, officiating ▪ Analyze use of levers in individual activities. ▪ Demonstrate conflict resolution skills <p style="text-align: center;">Vocabulary</p> <p><u>Balance</u> – The ability to maintain equilibrium in relation to the force of gravity.</p> <p><u>Biomechanics</u> – The study of human movement and how such movement is influenced by gravity, friction, and the laws of motion. It involves the analysis of force, including muscle force that produces movements and impact force that may cause injuries. It explains why motor skills are performed in explicit ways in order to improve their efficiency and effectiveness.</p> <p><u>Rebound principles</u> – Newton’s Third Law: An object when struck will rebound in the opposite direction with the same amount of force with which it was hit.</p> <p><u>Strategies</u> – Decisions made by individuals and/or a team about the overall play of the</p>	<p>Equipment: Equipment appropriate for the activity from the district stock catalog or physical education catalogs. Golf: Clubs (irons, putters), whiffle balls (assorted sizes), carpet or mats from which to hit, targets (hula hoops, tarps, cones, boxes, cups, etc.), buckets or dish pans for balls at each hitting area, safety markers for stations. Racket Sports: Appropriate rackets and balls or shuttlecocks.</p> <p>Books: <u>Physical Activity and Sport for the Secondary School Student</u>, By Neil J. Dougherty, Editor/NASPE, AAHPERD, 2002, ISBN 0-88314-725-4</p> <p>Videos: <u>USTA’s Backboard Tennis</u>, Professional Video Library at OMS, VC 6998 <u>USTA’s Teaching Group Tennis</u>, Professional Video Library at OMS, VC 6999 <u>Introduction to Track and Field I</u>, Professional Video Library at OMS, VC 6908 <u>Jumps (Gold Medal Track and Field Series)</u>, Professional Video Library at OMS, VC 6992 <u>Sprints, Hurdles, and Relays (Gold Medal Track and Field Series)</u>, Professional Video Library at OMS, VC 6991 <u>Throws (Gold Medal Track & Field Series)</u>, Professional Video Library at OMS, VC 6993</p>

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>performance in aquatics, rhythms/dance, and individual and dual activities.</p> <p>1.9 Create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance in aquatics, rhythms/dance, and individual and dual activities.</p> <p>1.10 Analyze specific situations to determine appropriate performance strategies in aquatics, rhythms/dance, individual and dual activities.</p> <p>1.11 Assess the effect/outcome of a specific performance strategy in aquatics, rhythms/dance, and individual and dual activities.</p> <p>1.12 Demonstrate independent learning of movement skills.</p>	<p>game.</p> <p><u>Striking pattern</u> – Fundamental motor skill in which an object is hit, with or without an implement.</p> <p><u>Tactics</u> – Individual movement of players or teams to accomplish an immediate goal or accommodate the specific situation. Tactics take place within the game as an ongoing part of game play and includes decisions an individual makes about when, why, and how to respond to a particular situation.</p> <p><u>Volley</u> – To strike a ball upward</p>	

Aquatics

4 to 6 weeks

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>1.1 Combine, and apply movement patterns to progress from simple to complex in aquatics, rhythms/dance, and individual and dual activities.</p> <p>1.2 Demonstrate proficient movement skills in: Aquatics, Dance/Rhythms, Individual Activities, Dual Activities</p> <p>1.3 Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatics, rhythms/dance, and individual and dual activities.</p> <p>1.4 Explain and demonstrate advanced offensive, defensive, and transition</p>	<p>Water safety, rules, and etiquette of aquatic activities</p> <p>History of aquatics</p> <p>Demonstrate proficient swimming skills:</p> <ul style="list-style-type: none"> ▪ Breathing and relaxation techniques ▪ Floating (jellyfish float, prone float, back float) ▪ Gliding ▪ Gliding and kicking <p>Stroke instruction:</p> <ul style="list-style-type: none"> ▪ Beginning: Front crawl, elementary backstroke, breaststroke, backstroke ▪ Advanced: Sidestroke, butterfly, treading water, diving, flip turns, water sports, basic lifesaving techniques and drown proofing 	<p>Contact local Red Cross chapter for information on the following guides</p> <p><u>The American Red Cross Water Safety Handbook</u>, American Red Cross Includes easy-to-remember safety tips for pools, spas, water parks, lakes, rivers, oceans and more.</p> <p><u>The American Red Cross Swimming and Water Safety Manual</u>, American Red Cross. A complete guide to swimming, diving and water safety. It includes information on the history of swimming, competitive activities, hydrodynamics, stroke mechanics, general water</p>

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>strategies in aquatics, and individual and dual activities.</p> <p>1.5 Explain, apply and evaluate the appropriate use of the biomechanical principles of leverage, force, inertia, rotary motion, opposition, and buoyancy to achieve advanced performance in aquatics, rhythms/dance, and individual and dual activities.</p> <p>1.6 Explain the interrelationships among physical, emotional, cognitive, and scientific factors that affect performance.</p> <p>1.7 Analyze and evaluate information received from self, others, and the performance, of complex motor (movement) activities that leads to improved performance in aquatics, rhythms/dance, individual activities, and dual activities.</p> <p>1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatics, rhythms/dance, and individual and dual activities.</p> <p>1.9 Create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance in aquatics, rhythms/dance, and individual and dual activities.</p> <p>1.10 Analyze specific situations to determine appropriate performance strategies in aquatics, rhythms/dance, individual and dual activities.</p> <p>1.11 Assess the effect/outcome of a specific performance strategy in aquatics, rhythms/dance, and individual and dual activities.</p>	<p>Analyze body types in relation to floating techniques</p> <p>Apply principles of resistance to enhance performance</p> <p>Water aerobics</p> <p>Lap swimming</p> <p>Resistance training</p> <p>Water polo</p> <p>Deep water exercises</p> <p>Dry land techniques</p>	<p>safety, disabilities and other conditions, fitness and training.</p> <p><u>Water Polo Lesson Plans from USA Water Polo</u></p>

Content Standard(s)	Skills and Concepts	Suggested Resources
1.12 Demonstrate independent learning of movement skills.		

APPLICATION OF THE CONTENT

Related Career Titles –Students who have an interest in physical education may be interested in the following careers.

Teaching/Education Careers: Dance Teacher, Physical Education Teacher, Coach, Personal Trainer,
 Journalism Careers: Writer, Critic
 Medical Careers: Sports Medicine, Athletic Trainer, Physical Therapy, Chiropractor, Massage Therapy, Personal Trainer
 Business: Dance studio Owner/Operator; Dance Company Director; Resort Owner/Worker; Adjudicator
 Law: Contract Law, Negotiations, Dance Agent/Manager
 Entertainment: Acting, Stunt Person, Choreographer Dance/Entertainer, Photographer
 Food Services: Health Food Services, Nutritionist
 Recreation and Leisure: Recreation Leader, Cruise Director

SERVICE LEARNING

There are many opportunities, on campus and in the community, to participate in Service Learning activities related to Physical Education. The planning, implementing, and evaluating of these activities can be credited toward the Service Learning requirement. Examples of Service Learning projects in Physical Education and Dance are available from the Health and Physical Education Office.

METHODS

A variety of instructional strategies will be used to accommodate all learning styles and to reinforce reading, writing and physical activity skills while learning physical education content.

Methods include: Demonstrations – by teacher, student(s), or experts on video; Lecture; Modeling; Guided practice and Group discussion.

Student centered learning to include: peer coaching; reciprocal teaching; checklists; video (peer and self-analysis); guided discovery; stations and circuits; and task cards.

Lesson Design & Delivery: Teachers will incorporate these components of lesson design. The order of components is flexible, depending on the teacher’s vision for the individual lesson. For instance, the objective and purpose, while present in the teacher’s lesson plan, are not made known to the students at the beginning of an inquiry lesson.

Essential Elements of Effective Instruction	Anticipatory Set Objective
---------------------------------------------	-------------------------------

Model for Lesson Design Using Task Analysis	Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice
---------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------

Some components may occur once in a lesson, but others will recur many times. Checking for understanding occurs continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.

Active Participation: Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom.

Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

COVERT	OVERT (Oral)	OVERT (Written)	OVERT (Body Movement)
• Think of	• Pair/Share	• Restate in Journals	• Body movement signals
• Recall	• Choral Response	• Ticket Out of Class	• Model with or without manipulatives
• Observe	• Cooperative Discussion Groups		• Point to Examples
• Consider			

Baldrige Quality Tools: Flow Chart; Team Building Activities; Student Survey; Plus/Delta;

Literacy and Differentiation Strategies

Learning styles and learning challenges of your students may be addressed by implementing combinations of the following:

Reading Strategies
in Physical Education

- **Learning Logs**
- **Pre-teaching**
- **Vocabulary**
- **Pre-reading**
- **Anticipation Guides**
- **Reciprocal Teaching**

SDAIE Strategies for

English Learners

- **Tapping/Building Prior Knowledge (Graphic**

Strategies for Special Needs
Students

- **Interactive Learning (manipulatives, visuals))**
- **Adapt Reading Material**
- **Modify Equipment**
- **Homogeneous Grouping**
- **Small Group Instruction**
- **Direct Instruction**
- **Graphic Organizers**
- **Partner**
- **Build Prior Knowledge**
- **Differentiate Instruction**

Primary Language Support

- **Preview/review Grouping**
- Differentiation for
Advanced Learners
- **Curriculum Compacting**
 - **Tiered Assignments**
 - **Flexible Grouping**
 - **Acceleration**
 - **Depth and Complexity**

- Organizers)**
- **Grouping Strategies**
- **Multiple Intelligences**
- **Adapt the written material**
- **Interactive Learning (Manipulatives, Visuals)**
- **Acquisition Levels**
- **Language Sensitivity**
- **Lower the Affective Filter (including Processing Time)**
- **Home/School Connection (including Cultural Aspects)**
- **Use of Instructional Accommodations:**
(i.e., Change of response, scheduling, presentation, and setting)
- **Modify/adapt the Curriculum (i.e., Change quantity, timing level of support, input, difficulty output, participation, have alternate goals)**

MATERIALS USED IN TEACHING THE COURSE

Equipment appropriate to the unit:

- Variety of balls and equipment from the district stock catalog and physical education equipment catalogs (Sporttime, Gopher, Flaghouse, The Education Company, Wagon Wheel Records.)

Items from stock catalog or physical education equipment catalogs.

Fitnessgram equipment

- DVD of tests (in 4th Edition manual); skin fold calipers, tape or CD for Pacer, push-ups, and curl-ups cadence; sit and reach box; rulers; mat with 4 ½" wide strip marked for curl-ups; body-fat analyzers; scale; fitness software

Fitness equipment

- Aerobic steps; various size barbells and hand weights; weighted bars; exercise balls; weight benches; jump ropes; medicine balls; cardio machines (Concept 2 rowing machines; stationary bicycles, treadmills, stair climbers, etc.); mats

Chalkboard/white board, chart paper and easel, crates for portfolios/journals

Audio/video equipment:

- Portable stereo with CD/cassette player; wireless microphone and speaker system; video camera, VCR, DVD player and monitor; computer with internet and intranet access

Stopwatches

Electric ball pump

Measuring wheel for measuring various distances, areas, fields, boundaries

Clipboards (teacher and students class set) and pencils

Lining chalk or paint for lining fields

Charts of fitness exercises (check Physical Education catalogs)

Heart rate wands and heart rate monitors

General Reference Books

Dynamic Physical Education For Secondary School Children

By Robert P. Pangrazi/ Allyn and Bacon; District Professional Library Code: 613.7

The Safe Exercise Handbook, Fourth Edition

By Toni Branner/Kendall/Hunt Publishing, 2000, ISBN 0-7872-7135-7
One copy provided to all departments from Health/P.E. Office, Spring, 2003

Lessons From the Heart

By Beth Kirkpatrick/Human Kinetics, 1997, ISBN 0-88011-764-8
(One copy provided to all departments from Health/P.E. Office, Spring, 2000)

Complete Physical Education Plans for Grades 7-12

By Isobel Kleinman/Human Kinetics, 2001/www.humankinetics.com, ISBN 0-7360-3248-7
Physical Activity and Sport for the Secondary School Student,

By Neil J. Dougherty, Editor/NASPE, AAHPERD, 2002, ISBN 0-88314-725-4

Teaching Cues for Sports Skills, Second Edition

By Hilda Fronske/Allyn & Bacon, 2001, ISBN 0-205-32752-4

Concepts of Physical Education, What Every Student Needs to Know

By NASPE, AAHPERD, 2003, ISBN 0-88314-744-0

Steps to Success Series by Human Kinetics for a variety of sports

The Sports Rules Book

By Human Kinetics, 1998, ISBN 0-88011-807-5, District Professional Library Code: 796 HUM

Creating Rubrics for Physical Education

By NASPE, AAHPERD, 2000, District Professional Library Code: 613.7 LUN

Assessment in Games Teaching

By NASPE, AAHPERD, 1999, District Professional Library Code: 613.7 MIT

General Music Source

Wagon Wheel Records
16812 Pembroke Lane
Huntington Beach, CA 92649
(714) 846-8169

Christy Lane Enterprises
P.O. Box 4040
Palm Springs, CA 92263-4040
(800) 555-0205; www.christylane.com

Supplementary Classroom Textbooks

Personal Fitness: Looking Good, Feeling Good

By Charles S. Williams, Emmanouel G. Harageones, Dewayne J. Johnson, Charles D. Smith
Kendall/Hunt Publishing Company

And supplementary resource materials for Personal Fitness: Looking Good, Feeling Good

Fitness for Life,

By Charles B. Corbin and Ruth Lindsey/Human Kinetics, 2005, ISBN 0-7360-4673-9
And supplementary resource materials for Fitness for Life

Five for Life Advanced Manual

Focused Fitness; Spokane, WA

EVALUATION: Student achievement in this course will be measured using multiple assessment tools including but not limited to:

- Standards based assessments
 - movement skills rubrics
 - fitness activity logs
 - fitness goal setting and record keeping logs
 - fitness assessments
 - personal fitness plans
 - written tests of movement knowledge and health related fitness cognitive concepts
- Dance performances and rehearsals
- Assessments of participation in moderate to vigorous physical activity
- Written performance critiques
- Movement composition

GRADING POLICY

A common grading policy ensures consistency between schools and classrooms across the district.

Suggested Percent of Grade

Standard 1: Demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities.	40 – 60 %
Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.	20 – 40 %
Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.	10 – 20 %

Suggested Grading Scale

- A** 90% - 100%
- B** 80% - 89%
- C** 70% - 79%
- D** 60% - 69%
- F** Below 60%

Submitted by: J. Van Blom; J. Ctrvrtlik; M. Mehler; L. Leopold; J. Quinn; L. Hurley; J. Prince; J. Waters

School: Physical Education

Date: 5/08

Appendix

Health Related Fitness Assessments:

- Moderate to Vigorous Physical Activity Log - Attached
- Fitness Test Record Sheet – Available on LBUSD Physical Education Web Page
- One Month Personal Fitness Plan Directions - Attached



Name (last, first) _____ Period P.E. _____ Roll # _____
Grade _____ P.E. Teacher _____

MODERATE TO VIGOROUS PHYSICAL ACTIVITY LOG

for the week beginning on Monday, _____

		Month	Day	Year
DAY	PHYSICAL ACTIVITY For each day, list <u>all</u> the moderate and vigorous physical activities you did, both during school and outside of school. ↓ (See definitions of moderate and vigorous physical activity.)	MINUTES How many minutes of each activity did you do? ↓		
<i>EXAMPLE for one day</i>	Station training in PE Basketball at lunch Soccer after school			20 15 30
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				
SATURDAY				
SUNDAY				
	ADD UP YOUR <i>TOTAL MINUTES</i> FOR THE WEEK:			_____ Minutes

Circle your overall level of enjoyment while participating in these activities this week:

4 3 2 1
 Very enjoyable Enjoyable Somewhat enjoyable Not enjoyable

DEFINITIONS:

Moderate Physical Activity is activity that results in an increase in breathing or heart rate.

Examples: Walking briskly, dancing, easy swimming, or bicycling on level terrain.

Vigorous Physical Activity is activity that results in hard breathing or sweating.

Examples: Jogging, skateboarding, basketball, soccer, fast dancing, swimming laps, bicycling fast, rowing

ONE MONTH PERSONAL FITNESS PLAN – DIRECTIONS

The goal of this assignment is to demonstrate your ability to create and implement a one month personal fitness plan.

For each day, indicate:

1. Activities: What activity or activities will you do each day?
For example: Soccer, Skateboard, Jog, Weight Train, Etc.
2. Type: What type of activity is it?
Is it Cardiorespiratory (CR)?
Is it Muscular Strength (MS)?
Is it Muscular Endurance (ME)?
Is it Flexibility (F)?
3. Intensity: How hard will you do the activity?
For Cardiorespiratory, use Heart Rate (HR); Perceived Exertion Scale; or Pace.
For Muscular Strength and Endurance, use Percent of Effort (for example: 60% of max); or Resistance (weight of resistance)
4. Time: How long will you participate in the activity?
How many minutes?
OR How many sets/repetitions will you do?
OR What distance will you go? How far? How many laps or miles?

Your plan should show *progression* and *overload* (gradual increase of the frequency/intensity/time of your activities).

For each week, indicate the daily warm-up and cool down activities you plan to do.

You may use class notes or previous assignments to help you make your plan.

Grading – A Complete Plan Includes:

- Daily: Activities, Type, Intensity, and Time
- All 4 Types of Fitness: Cardiorespiratory, Muscular Strength, Muscular Endurance, and Flexibility
- Warm-Up and Cool Down Activities

