

SAN JOSE UNIFIED SCHOOL DISTRICT
Division of Educational Services
High School Course Description

Name of Course: Physical Education: High School Course 1 Grade Level:

Course Catalog Number: ___

Department: Physical Education

CBEDS Code: ___

- 9th
- 10th
- 11th
- 12th

I. COURSE CATALOG DESCRIPTION:

High School Course 1 provides the foundation for life long physical activity. 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 skills. This course includes aquatics, dance, individual and dual sports. Students must take and pass the California Physical Fitness Test (Fitnessgram).

II. LENGTH OF COURSE:

- One Semester
- One Year

If class will meet more than one period per day, indicate: Hours Minutes

III. SPECIFIC COURSE DESCRIPTION

A. Recommended Level: *Check only applicable levels*

- General
- College Prep
- Honors
- A.P.
- I.B. Subsidiary Level
- I.B. Higher level
- E.S.L/Bilingual
- Special Education
- Voc Ed (CCOC/ROP)

B. GPA Credits

- Credited (Calculated in GPA)
- Pass/Fail (Not Calculated in GPA)

C. Prerequisites:

NONE

IV. HIGH SCHOOL GRADUATION CREDITS

A. Subject Area:

- Applied Arts
- Economics
- Electives
- English
- Foreign Language
- Government
- Mathematics
- Physical Education
- Science
- Social Science
- US History
- State Requirements
- Visual and Performing Art

B. Credits: 5 /Semester

Course is

- Repeatable
- Non repeatable

C. Course meets requirement(s) for:

- High School Graduation
- International Baccalaureate
 - Standard Level
 - Higher Level
- University of California/California State University entrance:
 - a History/Social Science
 - b English
 - c Mathematics
 - d Science (laboratory science)
 - e Language Other than English
 - f Visual and Performing Arts
 - g College Preparatory Electives (includes laboratory science)

V. COURSE GOALS

The students will:

- A. Demonstrate the knowledge of and ability to participate in individual and dual activities.
- B. Demonstrate an understanding of what constitutes personal physical fitness, knowledge of selected methods for achieving and maintaining fitness.
- C. Demonstrate the ability to set personal goals to improve performance in individual and dual physical activities.

VI. COURSE OBJECTIVES

S1 Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

- 1.1 Combine and apply movement patterns, simple to complex, in aquatic, rhythms/dance, and individual and dual activities.
- 1.2 Demonstrate proficient movement skills in aquatic, rhythms/dance, and individual and 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 aquatic, rhythms/dance, and individual and dual activities.
- 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatic and individual and dual activities.
- 1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy); apply the principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities; and evaluate the performance based on the use of the principles.
- 1.6 Examine the physical, emotional, cognitive, and scientific factors that affect performance and explain the relationship between those factors.
- 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in aquatic, 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 aquatic, rhythms/dance, and individual and dual activities.
- 1.9 Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.10 Analyze situations and determine appropriate strategies for improved performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.11 Assess the effect/outcome of a particular performance strategy in aquatic, rhythms/dance, and individual and dual activities.
- 1.12 Demonstrate independent learning of movement skills.

S2 Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

- 2.1 Participate in moderate to vigorous physical activity at least four 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 physical fitness standards established by a scientifically based health-related fitness assessment.
- 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 according to the principles of exercise.
- 2.6 Identify the physical fitness requirements of an occupation.
- 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 Identify and list available fitness resources in the community.
- 2.11 Explain the role of physical activity in the prevention of disease and the reduction of health care costs.

S3 Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 3.1 Accept personal responsibility to create and maintain a physically and emotionally safe and nonthreatening environment for physical activity.
- 3.2 Act independently of negative peer pressure during physical activity.
- 3.3 Identify and evaluate personal psychological responses 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 one's performance in physical activities.

Social Interaction

- 3.6 Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity.
- 3.7 Analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace.
- 3.8 Recognize the value of physical activity in understanding multiculturalism.

Group Dynamics

- 3.9 Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.
- 3.10 Identify and utilize the potential strengths of each individual in physical activities.

LIFELONG LEARNING STANDARDS

The San Jose Unified School District Lifelong Learning Standards were developed and drafted by its teachers, administrators, parent, and community partners. The standards and indicators checked below are those targeted learning objectives that will be assessed in this course.

Students will be **effective communicators** who:

- listen objectively with understanding
- speak with clarity of meaning to any audience for a variety of purposes
- read a variety of materials with understanding
- write with clarity of meaning to any audience for a variety of purposes
- use a variety of strategies to communicate information

Students will be **informed thinkers** who:

- identify, define and solve problems
- set criteria and analyze alternatives in making decisions
- use a variety of critical and creative strategies in solving problems and making decisions
- explain their thought processes in arriving at outcomes

- ☑ apply problem-solving and decision-making skills to real life situations

Students will be **self-directed learners** who:

- ☑ assess and reflect on their attitudes, skills and behaviors
- ☑ set priorities, plan and take action to accomplish goals
- ☑ manage time and resources efficiently
- ☑ apply what they learn to other situations
- ☑ explore and prepare for academic, extracurricular and career opportunities

Students will be **collaborative workers** who:

- ☑ contribute to the achievement of group or team goals
- ☑ perform a variety of roles within groups or teams
- ☑ acknowledge and respect contributions of others
- ☑ reflect on group or team and personal performance

Students will be **responsible members of society** who:

- ☑ recognize diverse ethnic, linguistic, cultural and economic backgrounds
- ☑ recognize the rules and processes that govern societies
- ☑ demonstrate and exercise the skills required to be a contributing member of a society
- ☑ apply practices that preserve the safety and health of one's self, others and the environment

Students will be **information processors** who:

- ☑ identify, access, gather and evaluate relevant data
- ☑ convert data into usable information related to need
- ☐ build knowledge by using a variety of information resources and tools including technology

VII. COURSE OUTLINE

Individual Activities (May include but not limited to the following):

1. AEROBICS: Several simple exercise routines and simple techniques for improving the time span of work
2. AQUATICS: Floating, treading water, elementary back stroke, side stroke, front crawl, back crawl, simple front dive, and buoyancy
3. ARCHERY: Bracing/unbracing bow, stance, nock, draw, aim, release, follow-through, procedures for shooting and scoring and end.
4. DANCE: Basic steps and figures incorporated into simple patterns.
5. GOLF (FRISBEE GOLF): Address, stance, grip, stroke and follow-through, using putter and irons.
6. TRACK AND FIELD: Fundamental of shot-put, high jump, long jump, baton pass and principles of sprinting vs. distance running.
7. WEIGHT TRAINING: Simple training circuit using a variety of machines or apparatus, basic techniques for determining repetitions and sets and for improving performance.
8. YOGA: Biometric, fleibility, strenthining.

Dual Activities (May include but not limited to the following):

1. BADMINTON: Long and short serves, clear and drive shots, smash and basic court play.
2. BOCCE BALL: Aiming, small motor coordination, scoring.
3. HANDBALL: Serve, return, and basic court play.
4. PICKLE BALL: Serve, return and basic court play.
5. RACQUETBALL: Serve, return and basic court play.
6. RECREATIONAL GAMES: Table Tennis (serve and basic strokes), Horseshoes (simple

- pitching technique), Shuffleboard (aiming, shooting, and simplest play)
7. TENNIS (PADDLE BALL): Ground strokes, simple serve, and basic court play.
8. TWO-PLAYER VOLLEYBALL: Pass, set, and basic court play

VIII. INSTRUCTIONAL METHODS and/or STRATEGIES

1. Fieldwork
2. Project-Based Learning
3. Service-Learning
4. Lecture/Demonstration
5. Library/Internet Research

IX. ASSESSMENT

1. Attendance
2. Exams (including periodic physical fitness assessments)
3. Participation in individual and dual sport activities based on body style, body type, and individual effort.
4. Papers
5. Teacher Observation
6. Physical Fitness Test (Fitnessgram): Incremental improvement on the six subtests of the California Physical Fitness Test based on body style, body type, initial level of fitness, and individual effort.

X. TEXTS AND SUPPLEMENTAL INSTRUCTIONAL MATERIALS

CA Physical Education Frameworks

Basic textbooks are to be selected according to the textbook adoption calendar approved by the Board of Education.
Basic text titles will be added after adoption.

XI. Key Assignments (List key assignments that students will complete in the course. For English courses, be specific about the number, type and length of writing assignments, and include a complete reading list. For lab, science courses, provide specific information on lab work performed by students.)

Self Body Profile

XII. Honors (Indicate specifically how the course is equal in rigor to AP, IB or college level courses, and how it is different from the standard course (non-honors) offered in the same subject area in terms of breadth, depth, and scope of the subject(s) covered.)

N/A

Course requested by: High School PE Task Force Funding Source: ___

Course written by: Pioneer High School