

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

Name of Course: Physical Education: High School Course 2 Grade Level:

Course Catalog Number: ___

Department: Physical Education

CBEDS Code: ___

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

I. COURSE CATALOG DESCRIPTION:

High School Course 2 continues 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 combative, gymnastics/tumbling and team sports.

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 combative, gymnastics/tumbling and team 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, from simple to complex, in combative, gym-nastic/tumbling, and team activities.
- 1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.
- 1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.
- 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.
- 1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles.
- 1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.
- 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities.
- 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
- 1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
- 1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.
- 1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.
- 1.12 Evaluate 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 challenging physical fitness activities using the principles of exercise to meet individual needs and interests.
- 2.3 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.
- 2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.
- 2.5 Justify the use of particular physical activities to achieve desired fitness goals.
- 2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.
- 2.7 Develop and implement an appropriate personal physical fitness program for a family or community member.
- 2.8 Explain how to evaluate consumer physical fitness products and programs.
- 2.9 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance.
- 2.10 Evaluate the availability and quality of fitness resources in the community.
- 2.11 Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness.

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 Participate in physical activities for personal enjoyment.
- 3.2 Examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime.
- 3.3 Evaluate the psychological benefits derived from regular participation in physical activity.
- 3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
- 3.5 Evaluate and refine personal goals to improve performance in physical activities.

Social Interaction

- 3.6 Identify the effects of individual differences, such as age, gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity.
- 3.7 Explain how to select and modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs.

Group Dynamics

- 3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.
- 3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.

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 (May include but not limited to):

Combative Activities (may include but not limited to):

1. SELF DEFENSE: Basic release moves, individual safety.TUMBLING: Fundamental rolls, balances and poses, simple stunts, simple floor-exercise
2. WRESTLING: Basic moves, holds and releases.
3. MARSHAL ARTS: Series of skills used for strengthening, flexibility.

Gymnastics/tumbling (may include but not limited to):

1. GYMNASTICS: Basic mounts and dismounts, simple moves on parallel bars, basic vaults, simple moves and poses on rings or balance beam.
2. TUMBLING: Fundamental rolls, balances and poses, simple stunts, simple floor-exercise patterns.

Team Activities (may include but not limited to):

1. BASKETBALL: Dribble, pass/catch, shoot, and simple court play.

2. SOFTBALL: Batting, base-running, throwing, catching and fielding, and basic field play.
3. COURT AND FIELD HOCKEY: Dribble, pass, drive, positioning basics, and field play.
4. FLAG/TOUCH FOOTBALL: Pass, catch, kick, and simple play patterns.
5. INDOOR/OUTDOOR SOCCER (Speedball and Speedway): Dribble, pass, punt, positioning basics, and field play.
6. LACROSSE: Pass, serve, catch, aiming, airostrokes and basic field play.
7. VOLLEYBALL: Pass, set, and basic court play.
8. TEAM HANDBALL: Pass, catch, shoot, positioning basics, basic court play.
9. WATERPOLO: Dribble, pass, shoot, catch, positioning basics, basic pool play.

VIII. INSTRUCTIONAL METHODS and/or STRATEGIES

(Identify those that apply. List primary instructional methods/strategies, followed by other 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

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.*)

N/A

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.*)

Course Title: ___
Catalog Number: ___
Date: _____

N/A

Course requested by: High School Physical Education Task Force__ Funding Source: __

Course written by: Pioneer High School