

**ACALANES UNION HIGH SCHOOL DISTRICT
COURSE OF STUDY: CURRICULAR AREA – PHYSICAL EDUCATION**

<u>COURSE TITLE:</u>	PHYSICAL EDUCATION 9
<u>GRADE LEVEL:</u>	9
<u>COURSE LENGTH:</u>	One Year
<u>PREFERRED PREVIOUS COURSE OF STUDY:</u>	None
<u>CREDIT:</u>	10 Credits
<u>UC/CSU CREDIT:</u>	None
<u>GRADUATION REQUIREMENT:</u>	Fulfills one year of two-year Physical Education requirement for graduation
<u>STANDARDS AND BENCHMARKS:</u>	Physical Education Model Content Standards for California Public Schools, High School Course 1
<u>ADOPTED:</u>	February 1, 2017
<u>INSTRUCTIONAL MATERIALS:</u>	None

COURSE DESCRIPTION:

The 9th grade Physical Education course encompasses selected areas of physical education. During the four quarters of the school year, students will focus on the development of proficient movement skills in each area of physical education; expanding their capabilities for independent learning; and examining practices that allow for sound decision making to enhance successful participation in movement activities.

COURSE OBJECTIVES:

Content and Skill Objectives

The content articulates the knowledge, skills, and confidence students need to maintain meaningful physical activity throughout their lifetime.

Students will:

- Demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
- Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies in aquatic, combative (self-defense), gymnastics/tumbling, rhythm and dance, individual, dual, and team activities.
- Demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.
- Promote the understanding that physical activity provides opportunities for life-long enjoyment, challenge and self-expression.

ASSESSMENT:

Assessment is an integral component of the Physical Education course. As such, it should be designed to measure and encourage improvement and to promote and evaluate critical thinking and skills as outlined in the Physical Education Model Content Standards and California Common Core State Standards.

Students will be assessed through a variety of indicators including:

- Performance assessments
- Peer evaluation
- Self –reflection and self- assessment
- Written tasks
- Constructed response and project portfolios
- Collaborative discussions
- Participation
- Rubrics
- Teacher observations
- Essays or journal entries
- Student projects and presentations
- Tests and quizzes

GRADING GUIDELINES:

See AUHSD Grading Guidelines: Final Mark Rubric and Final Course Mark Determination Components

COURSE CONTENT:

Physical Education: Standard 1		
<i>Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.</i>		
Standard	Practice	Assessment/Measurement
1.1 Combine and apply movement patterns, from simple to complex, in aquatic, rhythm/dance, and individual and dual and activities.	<ul style="list-style-type: none"> ● Self-defense: practical application of techniques ● Gymnastics: tumbling routine ● Swimming: water safety techniques ● Racquet sports: serving techniques ● Dance: basic dance steps representing various dance styles 	<ul style="list-style-type: none"> ● Skill and performance assessments ● Peer evaluation ● Self-reflection/self-assessment ● Production of clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience ● Constructed response and project portfolios ● Collaborative discussions (one on one, groups, and teacher led) with diverse partners, texts, and issues, building on others' ideas, expressing their own clearly and persuasively. <p>Example: students use peer assessment strategies during motor skills practice or game play and provide specific, positive feedback and critique in a clear, concise, and logical manner.</p>
1.2 Demonstrate proficient movement skills in aquatic, rhythm/dance, and individual and dual activities.	<ul style="list-style-type: none"> ● Swimming: stroke development ● Self-defense: protection techniques ● Basic knowledge of techniques used in a variety of activities (ie: golf, archery, badminton, table tennis) 	
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, rhythm/dance, and individual and dual activities.	<ul style="list-style-type: none"> ● Introduction to fitness principles -“What is PE?,” skill-related components of fitness labs (i.e. power/standing long jump) ● Apply skill related fitness principles to enhance single and dual performance in racquet sports, as applicable. 	
1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatic, rhythm/dance, and individual and dual activities.	<ul style="list-style-type: none"> ● Analysis of used offensive and defensive strategies in a game ● Peer observation for non-game activities ● Development of dance movements 	

Standard	Practice	Assessment/Measurement
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, rhythm/dance, and individual and dual activities; and evaluate the performance based on the use of the principles.	<ul style="list-style-type: none"> ● Analysis of student movement such as buoyancy ● Use of technology to record and analyze movement in order to improve 	
1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and dual activities.	<ul style="list-style-type: none"> ● Field sports: sportsmanship, rules for appropriate play ● Analysis of student behaviors while performing in various activities 	
1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in aquatic, rhythm/dance, and individual and dual activities.	<ul style="list-style-type: none"> ● Analysis of movement ● Peer observation and assessment 	
1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatic, rhythm/dance, and individual and dual activities.	<ul style="list-style-type: none"> ● Use of FITT principle (FITT – frequency, intensity, time, type) ● Self-reflection and recognition of skills used in practice 	
1.9 Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in aquatic, rhythm/dance and individual and dual activities.	<ul style="list-style-type: none"> ● Use of FITT principle (FITT – frequency, intensity, time, type) ● Self-reflection and recognition of skills used in practice 	
1.10 Analyze situations and determine appropriate strategies for improved performance in aquatic, rhythm/dance and individual and dual activities.	<ul style="list-style-type: none"> ● Court & field sports: defining game strategies ● Demonstrate appropriate offensive and defensive strategies for improved performance ● Self-defense: situational awareness ● Demonstrate spatial and kinesthetic awareness (ie: dance) 	

1.11 Assess the effect/outcome of a particular performance strategy in aquatic, rhythm/dance, and individual and dual activities.	<ul style="list-style-type: none"> ● Pre and post-test of movement skills to evaluate improvement 	
1.12 Evaluate independent learning of movement skills.	<ul style="list-style-type: none"> ● Pre and post-test of movement skills to evaluate improvement 	

Physical Education: Standard 2		
<i>Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.</i>		
Standard	Practice	Assessment/Measurement
2.1 Participate in moderate to vigorous physical activity at least four days each week.	<ul style="list-style-type: none"> ● Daily participation 	<ul style="list-style-type: none"> ● California Physical Fitness Test (PFT) ● Physical fitness skills performance pre- and post-assessments ● Self-reflection/self-assessment ● Writing to demonstrate understanding ● Quick-write prompts for reflection & self-analysis ● Constructed response and project portfolios.
2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.	<ul style="list-style-type: none"> ● Muscular strength ● Muscular endurance ● Cardio-respiratory fitness ● Flexibility ● Body composition 	
2.3 Meet health-related physical fitness standards established by a scientifically based health-related fitness assessment.	<ul style="list-style-type: none"> ● Muscular strength: push-ups, pull-ups, flexed arm hang ● Muscular endurance: curl-ups ● Cardio-respiratory fitness: mile run ● Flexibility: sit and reach, shoulder stretch ● Body composition: BMI 	
2.4 Use physical fitness test results to set and adjust goals to improve fitness.	<ul style="list-style-type: none"> ● Monitor real time PFT data, comparing between pre- and post-test results 	
2.5 Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise.	<ul style="list-style-type: none"> ● Weekly timed runs ● Fitness boot camps in preparation for PFT pre-testing 	
2.6 Identify the physical fitness requirements of an occupation.	<ul style="list-style-type: none"> ● Discussion related to physical fitness in preparation for post high school careers. 	

Standard	Practice	Assessment/Measurement
2.7 Develop and implement a one-month personal physical fitness plan.	<ul style="list-style-type: none"> ● Students participate in the PFT for the purposes of goal setting to establish a life-long fitness plan. 	
2.8 Analyze consumer physical fitness products and programs.	<ul style="list-style-type: none"> ● Analyses of dietary supplements ● Analysis of myths and truths regarding fitness enhancing products and physical performance 	
2.9 Explain the inherent risks associated with physical activity in extreme environments.	<ul style="list-style-type: none"> ● Class discussion related to heat illnesses ● Fitness clothing and appropriate attire related to the elements ● Discussion related to the importance of hydration 	
2.10 Identify and list available fitness resources in the community.	<ul style="list-style-type: none"> ● Discussion related to different types of resources (ie: cross fit gym vs. traditional gym) ● Discussion on how to stay fit outside of the PE course, activities outside of the class 	
2.11 Explain the role of physical activity in the prevention of disease and the reduction of health care costs.	<ul style="list-style-type: none"> ● Discussion related to effects of diet, nutrition, healthy decisions and physical activity and how they relate to prevention of diseases 	

Physical Education: Standard 3			
<i>Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</i>			
	Standard	Practice	Assessment/Measurement
Self-Responsibility	3.1 Accept personal responsibility to create and maintain a physically and emotionally safe and non-threatening environment for physical activity.	<ul style="list-style-type: none"> Understanding and demonstrating principles of sportsmanship 	<ul style="list-style-type: none"> Close reading Participation Teacher observation Writing to demonstrate understanding Research project Draw evidence from informational texts to support analysis Reflection and research Initiate and participate effectively in a range of collaborative discussions (one on one, groups, and teacher led) with diverse partners, texts, and issues, building on others' ideas, expressing their own clearly and persuasively
	3.2 Act independently of negative peer pressure during physical activity.	<ul style="list-style-type: none"> Concept of athletic dishonesty and importance of positive participation, honest performance, positive sportsmanship 	
	3.3 Identify and evaluate personal psychological responses to physical activity.	<ul style="list-style-type: none"> Learn concepts of mindfulness and stress reduction/management 	
	3.4 Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities.	<ul style="list-style-type: none"> Effect of endorphins on the body Sense of accomplishment after achieving improvement in physical fitness, focusing on improvement in areas of growth Positive reinforcement for improvement and positive participation 	
	3.5 Develop personal goals to improve one's performance in physical activities.	<ul style="list-style-type: none"> Students set goals for individualized performance based on pre-assessment of performance (identify areas of growth and strengths) 	
Social Interaction	3.6 Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity.	<ul style="list-style-type: none"> Discussion related to athletics and sports in other countries Current research and current events related to physical activity or lack thereof and its impact on health 	

	Standard	Practice	Assessment/Measurement
	3.7 Analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace.	<ul style="list-style-type: none"> ● Skills learned in team sports and how they relate to the work place (ex. working in a team, working with others, assisting teammates, learning to cooperate and work in a positive way with others) ● Promotion of life long fitness 	
	3.8 Recognize the value of physical activity in understanding multiculturalism.	<ul style="list-style-type: none"> ● Researching physical activity across cultures, including games and dances 	
Group Dynamics	3.9 Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.	<ul style="list-style-type: none"> ● Creating positive and inclusive group and team dynamics 	
	3.10 Identify and utilize the potential strengths of each individual in physical activities.	<ul style="list-style-type: none"> ● Creating roles that encourage use of all participants in game play, including team selection 	