

Novato Unified School District
Course Description
Physical Education 1

Course Title Physical Education 1 School Novato HS, San Marin HS, Marin Oaks HS District Novato Unified School District City Novato, California 94945	Department or Discipline <input type="checkbox"/> History/Social Studies <input type="checkbox"/> English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts (for 2003) <input type="checkbox"/> College Preparatory Elective: Subject Area: _____ <input checked="" type="checkbox"/> Physical Education
Contact Information Director of Curriculum & Instruction for Secondary Programs Phone: 415-897-4288 Fax: 415-892-1622	Grade Level(s) for which course is intended 9th Length of Course <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Year <input type="checkbox"/> Other Unit Value <input type="checkbox"/> 0.5 (half year equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____
Date of School Board Approval: March 6, 2007	Seeking “Honors” distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Number Assigned:	
Was this course previously approved by UC? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, in what year? Under what course title?	
Pre-Requisites None	
Co-Requisites None	
Brief Course Description for Academic Planning Guide (student friendly) Physical education 1 addresses self image, personal, and social skills through appropriate games and sports.	

Novato Unified School District
Course Description
Physical Education 1

COURSE CONTENT

A. Course goals and/or major student outcomes

Based on the Physical Education Frameworks the major emphasis of study will be to guide students in developing a lifelong commitment to health, fitness, and physical well-being through sports, dance, and games. Students will demonstrate an appreciation of human movement by comparing, contrasting, and analyzing the movement elements contained in physical performance (timing, rhythmic emphasis, combinations of fundamental movement skills, progression, sequencing, emphasis, isolation of specific techniques which contribute to the whole). Students will demonstrate a knowledge of movement patterns, basic history, modified rules, and simple strategies of a variety of activities (basketball, flag football, soccer, softball, swimming - where available, team handball, track, wrestling, volleyball).

B. Course Objectives-specific student learning objectives as outlined by the: Physical Education (State Standards/Framework)

Objectives	Standards
Students will perform a variety of exercises to improve flexibility, aerobic and anaerobic fitness stretching, muscular strength, and cardio-vascular endurance. Activities will include weight training and distance running. Students will demonstrate a knowledge of one's personal cardio-respiratory endurance and how it compares with state and national norms (mile run). Similarly, students will demonstrate a knowledge of one's personal muscle strength (pull-ups, sit-ups), flexibility (sit and reach), what techniques are appropriate to develop fitness levels and apply them (specificity, overload, and progression), what are acceptable standards of diet (patterns of daily physical activity and energy expenditures for athletes), and an understanding of how muscle, heart, circulatory and respiratory systems function and how exercise affects them.	2.3 Meet health-related fitness standards established by the State-mandated fitness test. 2.1 Participate in moderate to vigorous physical activity at least 4 days per week. 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.
Students will demonstrate proper techniques of various basic sports, games, and fitness activities. In basketball, for example, students will demonstrate the following: getting open for a pass, position for accepting a pass, baseline pivot, pass-screen-roll, lay-up, set shot, jump shot, cut out for rebounding. In soccer students will demonstrate the following: throw-in, traps, kicks, heading; in volleyball, overhand serve,	1.1 Combine, and apply movement patterns to progress from simple to complex in aquatics, 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 in aquatics, rhythms/dance, and individual and dual activities.

Novato Unified School District
Course Description
Physical Education 1

Objectives	Standards
<p>spike, forearm pass, set; in flag football, throwing technique, catching techniques, receiver patterns by step, QB patterns for timing. Students will demonstrate the fundamental patterns of movement with a level of accuracy, modifying speed to account for individual differences.</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>1.8 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>2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.</p>
<p>Students will demonstrate the following three areas of physical fitness: flexibility, muscular strength (upperbody and abdominal), and cardio-vascular endurance. Students will participate in activities that involve sit and reach, push ups, pull ups, flex arm hang, curl ups, and mile run.</p> <p>Students will demonstrate an acceptance of the data collected for self-assessment and consider options that are realistic and obtainable. Students will compare physical fitness scores, physical stature, and motivation to validate present levels of performance and to establish goals for the future. Students will conduct a self-evaluation of likes and dislikes of various sport activities and develop tentative activity plans that outline anticipated career and lifestyle.</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>2.3 Use physical fitness test results to set and adjust goals to improve fitness.</p> <p>2.10 List available community fitness resources.</p> <p>3.3 Identify and evaluate personal psychological response to physical activity.</p> <p>3.4 Describe the enjoyment, self-expression, challenge, and social 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>Students will demonstrate an understanding of the carryover value of sports/physical fitness activities as it relates to society. Students will learn the techniques of movement patterns and sport skills (pivots, foot</p>	<p>1.12 Demonstrate independent learning of movement skills.</p> <p>2.5 Improve and maintain physical fitness by adjusting physical activity levels to meet principals of exercise.</p>

Novato Unified School District
Course Description
Physical Education 1

Objectives	Standards
patterns, over-hand patterns, strategies, body language). Students may interview adults or receive instruction on the physical fitness requirements of various careers.	2.6 Identify the physical fitness requirements of an occupational choice.
Students will demonstrate dances from diverse cultures. Dances may include country, ballroom, baltic, and salsa.	1.2 Demonstrate proficient movement skills in : aquatics, dance/rhythms, individual activities, dual activities.
Students will demonstrate mature teamwork through solving conflicts and compromise. Students will come to understand that getting along with others begins by accepting one's self, including one's physical capabilities. Students will be reminded of the factors that contribute to acceptance and how others relate to you by the messages you send them. Daily cooperation skills are reinforced by staff .	1.6 Evaluate the interrelationships among physical, emotional, and cognitive factors affecting individual and team performance. 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. 3.9 Recognize the importance of cooperation and positive interactions with others while participating in physical activities. 3.10 Identify and utilize the potential strengths of each individual by supporting his/her effort in physical activity settings.
Students will identify the history and cultural influences on a sport or activity. For example, during the unit on soccer, multicultural diversity is discussed in relation to the World Cup. Whenever possible connections will be made between sports and current world events.	3.6 Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity. 3.7 Analyze the role of physical activity plays in social interaction and cooperative opportunities with the family and workplace. 3.8 Recognize the value of physical activity in understanding multiculturalism.

C. Outline

Topics/Units/Themes	Key Activities/Assignments
Physical Fitness	Chart progress in areas of flexibility, cardio-respiratory endurance, and muscular endurance through daily exercise. Aerobic exercises builds stronger hearts, flexibility prevents injury. Muscular endurance can be enhanced through weight training, task cards, and peer evaluations of techniques. Students will prepare and later be tested with the state mandated Physical Fitness Test. Students may be assigned to write a fitness autobiography. Other writing assignments may include a report on the student's favorite fitness activity and how one's body type affects that activity or maintaining a log of fitness activities outside of school.
Individual Sports	Students will explore the kinesiology of the human body with emphasis on mechanical principals which apply to the foundations of movement. Students will

Novato Unified School District
Course Description
Physical Education 1

Topics/Units/Themes	Key Activities/Assignments
	participate in units on golf, dance, weight training, and track and field. Students will be taught rules, techniques, skills, and strategies for the respective activities. Students may be asked to perform dances from different cultures.
Team Sports	Students will be exposed to correct techniques of common patterns of movement (pivot, foot patterns, over-hand patterns, under-hand patterns, strategies, body language) in such sports as soccer, lacrosse, flag football, softball, volleyball, basketball, floor hockey, ultimate frisbee. In every activity/sport there is a general progression that includes the following: rules, skill instruction, safety cautions, controlled play featuring increasingly difficult skills, and finally team competition. During team competition the importance of fairness, cooperation, and mediation of disputes is emphasized. Students may be called upon to perform an activity or sport as it was played in a previous era or in another country.

D. Texts and supplemental instructional materials

Heart rate monitors
Various sport and fitness equipment

E. Instructional methods and strategies

Cooperative learning groups
Hands-on practice
Demonstration, explanations, and discussions

F. Assessment methods and/or tools

Student participation
Written assessment
Skill performance assessment
Teacher observation
Student self-evaluation (binders)
End-of-year project

G. Assessment criteria

Students earn points on a daily basis. At the beginning of the year, all students are given course rules and expectations in writing. This outline includes a description of grading criteria and methods for assessment.