

Novato Unified School District
Course Description
Physical Education 2

Course Title Physical Education 2 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 10th 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 Physical Education 1	
Co-Requisites Physical Education 1	
Brief Course Description for Academic Planning Guide (student friendly) Physical Education 2 addresses each student's pursuit of a healthy lifestyle through appropriate games, sports, and fitness activities.	

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COURSE CONTENT

A. Course goals and/or major student outcomes

Building from the base of self-assessment established in Physical Education 1, the focus will be directed to personal development. In conjunction with personal development, the focus will be directed to the effects of exercise on body functions and the suitability of specific body types for a variety of individual and dual sports. Emphasis will be directed to understanding the role exercise has on physiology and on the long-term benefits of an active life style. Developing interest and proficiency in movement skills is essential to lifelong participation in physical activity. Students will demonstrate an appreciation of human movement by comparing, contrasting, and analyzing the movement elements contained in dance and sport performances. Further, students will demonstrate an awareness of procedures that promote safe ways to participate in physical activity. Finally students will demonstrate an understanding that developing and maintaining the highest possible level of physical fitness and wellness is necessary to meet the demands of high-level physical performance during work, play, and emergency situations.

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

Objectives	Standards
Students will demonstrate a knowledge of how and why physical fitness practices contribute to wellness. Students will practice daily the proper sequence of warm-up, conditioning, and "cool-down" as well as personal hygiene. For example, students will demonstrate proper flexibility techniques and the cognitive reasons for such exercises (i.e. the differences between static and active/balistic stretching).	2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the health-related standards as established in the State-mandated fitness tests.
Students will perform various lifetime fitness activities. Students will participate in tennis and golf units and be encouraged to develop their own personal interest in a particular sport or physical activity.	2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities. 2.4 Assess physical fitness levels and adjust physical activity to accommodate for changes in age, growth, and development. 2.7 Develop and implement an appropriate personal physical fitness program for a family and or/community member. 3.4 Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities.
Students will demonstrate proficient movement skill	1.1 Combine, and apply movement patterns to

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<p>and movement knowledge in team activities. Students will be aware of how the body moves and adjusts to flow, weight, time and space and appreciate the aesthetic and expressive elements of movement. Student will learn the foundations and relationships of efficient, effective, and purposeful movement. For example, in basketball the following movements are taught: getting open for a pass, position for accepting a pass, baseline pivot, pass-screen-role, lay-up, set shot, jump shot, and cutout for rebounding. Students will demonstrate correctly the fundamental patterns of movement required in various team sports with a high level of accuracy, modifying speed for individual differences.</p>	<p>progress from simple to complex in combatives, gymnastics/tumbling, and team activities. 1.2 Demonstrate proficient movement skills in: combatives, gymnastics/tumbling, team activities. 1.3 Explain and apply the skill-related components of balance , reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combatives, gymnastics/tumbling, and team activities. 1.5 Explain, apply, and evaluate the use of the biomechanical principles of leverage, force, inertia, rotary motion, and opposition to achieve advanced performance in combatives, gymnastics/tumbling, and team sports. 1.6 Evaluate the interrelationships among physical, emotional, and cognitive factors affecting individual and team performance. 1.9 Create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance in combatives, gymnastics/tumbling, and team activities.</p>
<p>Students will demonstrate proper techniques of basic weight training, muscular strength and endurance. For example during the weight training unit students will be graded on a rubric scale of weight lifting exercises. This pattern is continued throughout a number of units. The goal for students is to improve their performance overtime through practice and increased effort while engaging in various physical activities throughout the year (i.e. mile run, individual and dual sports).</p>	<p>3.3 Identify and evaluate personal and psychological response to physical activity. 3.5 Develop personal goals to improve physical activities.</p>
<p>Students will identify the history and cultural influences on a sport or physical activity. For example, in lacrosse students will explain and have knowledge of its origin.</p>	<p>3.6 Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity. 3.8 Recognize the value of physical activity and understanding multiculturalism. 3.9 Recognize the importance of cooperation and positive interactions with others while participating in physical activity.</p>
<p>Students will keep records of their physical fitness testing and track progress to meet their personal goals. Students will participate in standard, graded fitness, and related activities.</p>	<p>2.1 Participate in moderate to vigorous physical activity at least 4 days each week. 2.2 Participate in challenging physical fitness activities that meet individual needs and interests using principles of exercise. 2.3 Identify and achieve levels of excellence in</p>

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	<p>physical fitness and mental performance beyond the health-related standards as established in the State-mandated fitness tests.</p> <p>2.5 Justify the use of specific physical activities to achieve desired fitness levels.</p>
<p>Students will demonstrate their knowledge of offensive and defensive strategies in team sports. For example, students will be taught and perform proper zone coverage in soccer.</p>	<p>1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combatives, gymnastics/tumbling, and team activities.</p> <p>1.10 Analyze specific situations to determine appropriate strategies in combatives, gymnastics/tumbling, and team sports.</p>
<p>Students will use rubric scales for self evaluation of specific sport related skills. For example, students will peer evaluate the correct method for a volleyball pass. Such a process will be used in various physical skills taught throughout the year involving numerous body movements required in a variety of sport activities.</p> <p>Students will evaluate their physical fitness goals and plan a personal fitness program. Students will write a paper on their current physical fitness level and create and explain their goals for the future.</p> <p>Students will learn to work with students of different levels of abilities and those with special needs. Students will be placed in leadership roles to form equitable teams. Students will demonstrate in a competitive setting appreciation for the performance of others accepting the decisions of authority figures. Further students will demonstrate acceptance in various individual and team sports of peers within a wide range of ability and provide support and praise for effort.</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 combatives, gymnastics/tumbling, and team activities.</p> <p>1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combatives, gymnastics/tumbling, and team activities.</p> <p>1.11 Assess the effect/outcome of a specific performance strategy in combatives, gymnastics, and team activities.</p> <p>1.12 Evaluate independent learning of movement skills</p> <p>2.8 Explain how to evaluate consumer physical fitness and performance.</p> <p>2.9 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, and physical fitness and performance.</p> <p>2.10 Evaluate the availability and quality of community fitness resources.</p> <p>2.11 Use analyze scientifically based data and protocols to self assess the five components of health-related fitness.</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>

C. Outline

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Topics/Units/Themes	Key Activities/Assignments
Tennis, pickle ball, badminton	Provide opportunities to compare similar movements from different activities. Evaluate rules in similar court games. Compare team double strategies versus individual strategies in court racquet games.
Soccer, lacrosse, hockey, team handball, basketball	Provide opportunities to evaluate offensive and defensive strategies in net sports or single goal games.
Track and field, cross country, fitness days, and running activities	Provide opportunities for students to evaluate, improve, and assess their cardio-vascular fitness
Wrestling, combatives, and individual sports	Provide opportunities to compare motivational aspects of individual sports as compared to team sports
Baseball, softball, cricket	Provide opportunities to study events in history that have had an impact on current sports programs and careers - The evolution of games through a historical perspective will be explained.
Tennis, power walking, jogging	Provide opportunities for students to set goals and practice lifetime fitness activities in the context of our culture during after school hours
Weight lifting, physical fitness unit	Provide students with the opportunity to make a personal fitness plan - Students will be required to keep workout records and assess improvement. They will evaluate their program and make adjustments when necessary. Improved muscle strength, muscle endurance, and power and speed are the ultimate goals.

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D. Texts and supplemental instructional materials

Heart rate monitors

Various sport and fitness equipment

Fitness for life, Human Kinetics Fifth Edition, Corbin and Linsey

Fitness Gram and state testing assessments

E. Instructional methods and strategies

Cooperative learning groups

Hands-on practice

Demonstrations, explanations, and discussions

F. Assessment methods and/or tools

Written assessment

Skill performance assessment

Teacher observation

Student self-evaluation (binders)

Video projects

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. The outline includes a description of grading criteria and methods for assessment.