



Physical Education

Course Outline

Board Approved: March 13, 2007

I. Course Information

- A. Course Title: Physical Education
- B. Course Code Number: 2PE900, 3PE900, 5PE900
- C. Course Length: One year
- D. Grade Level: 7
- E. Units of Credit: 10 Credits
- F. Prerequisites: - - - - -
- G. Type of Course: Required

II. Course Description

Physical Education is an important part of the middle school educational program. Guiding instruction are the five Physical education Model Content Standards for the State of California. The Standards based curriculum is developmentally appropriate and sequentially planned to empower students to develop movement skills and movement concepts that build throughout the middle school years and prepare students for the high school physical education curriculum. Instructional strategies employed by teachers during activity units, connect Standards to provide comprehensive and meaningful learning experiences that provide a foundation for development of lifetime fitness and a healthy life style.

Seventh graders continue to learn and refine movement patterns to a level of maturity that allows students to participate with confidence and competence in class games and sports. Fitness is explored in-depth with students learning health related fitness concepts and assessing personal health related fitness. Team building activities address the roles and responsibilities of leadership and team members. *Dance* continues with the inclusion of multicultural dance.

III. Course Content Defined in Goals, Objectives and Performance Indicators

- 1. Students will demonstrate motor skills and movement patterns needed to perform a variety of physical activities.
 - 1.1 Manipulative Skills
 - 1.1.1 Demonstrate mature technique for the following patterns: overhand, sidearm, and underhand throw; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.

- 1.2 Rhythmic Skills
 - 1.2.1 Perform multicultural dances.
- 1.3 Combinations of Movement Patterns and Skills
 - 1.3.1 Combine manipulative, locomotor, and nonlocomotor skills into movement patterns.
 - 1.3.2 Demonstrate body management and object manipulation skills needed for successful participating in individual and dual physical activities.
 - 1.3.3 Demonstrate body management and locomotor skills needed for successful participation in track and field, and combative activities.
 - 1.3.4 Demonstrate body management and object manipulation skills needed for successful participation in introductory adventure/outdoor activities.
- 2. Student will demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.
 - 2.1 Manipulative Skills
 - 2.1.1 Identify and describe key elements in the mature performance of overhand, sidearm, and underarm throw; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.
 - 2.2 Movement Concepts
 - 2.2.1 Apply feedback from the teacher or others to improve skill performance.
 - 2.2.2 Use information, feedback, and practice to set goals for skill improvement.
 - 2.2.3 Explain and demonstrate spin and rebound principles while performing manipulative skills.
 - 2.2.4 Compare and contrast the effectiveness of practicing skills as a whole, and practicing skills in smaller parts.
 - 2.2.5 Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities.
 - 2.3 Combination of Movement Patterns and Skills
 - 2.3.1 Develop and teach another an individual or dual game that uses a manipulative skill, two different offensive strategies, and a scoring system.
- 3. Students will assess and maintain a level of physical fitness to improve health and performance.
 - 3.1 Assess muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition using the State-mandated fitness test.
 - 3.2 Evaluate individual physical fitness measures in relationship to patterns of physical activity.
 - 3.3 Develop individual goals for each of the five areas of fitness based on research-based standards.
 - 3.4 Plan a weekly personal physical fitness program in collaboration with the teacher.
 - 3.5 Participate in moderate to vigorous physical activity a minimum of 4 days per week.
 - 3.6 Periodically assess attainment of, or progress toward personal physical fitness goals, and make necessary adjustments to personal physical fitness program.
- 4. Students will demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
 - 4.1 Develop a one-week personal physical fitness plan specifying the proper warm-up, cool-down, principles of exercise for each component of health related fitness.
 - 4.2 Identify physical activities that are effective in improving each of the health-related fitness components.
 - 4.3 Match personal preferences in physical activities with each of the five areas of health-related fitness.
 - 4.4 Explain the effects of physical activity on heart rate and recovery rates.
 - 4.5 Describe the role of physical activity and nutrition on achieving physical fitness.
 - 4.6 Identify and apply principles of resistance in safe, age-appropriate activities.
 - 4.7 Explain progression, overload, and specificity as principles of exercise.
 - 4.8 Discuss the effect of body segment growth rates on physical fitness.

5. Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.
 - 5.1 Self Responsibility
 - 5.1.1 Identify appropriate and inappropriate risks involved in adventure, individual, and dual physical activities.
 - 5.1.2 Accept responsibility for individual improvement.
 - 5.2 Social Interaction
 - 5.2.1 Demonstrate acceptance of differences in gender, physical development, and personal preferences as they affect participation in physical activity.
 - 5.3 Group Dynamics
 - 5.3.1 Evaluate the effect of encouraging words and phrases to others while participating in a group physical activity.
 - 5.3.2 Identify the responsibilities of a leader in physical activity.

IV. Assessment

1. Informal Assessments Including:
 - 1.1 Participation
 - 1.2 Journaling
 - 1.3 Homework
 - 1.4 Fitness Days
 - 1.5 Peer Assessment
 - 1.6 Self Assessment
 - 1.7 Informal Observation
 - 1.8 Informal Fitness Testing
2. Formal Assessments Including:
 - 2.1 California State Physical Fitness Test (PFT) or preparatory test for the Fitness/Activity Gram.
 - 2.2 School Wide Assessment
 - 2.2.1 PFT Skills Test
 - 2.2.2 Unit Skills Test