

YOSEMITE HIGH SCHOOL
50200 ROAD 427 - OAKHURST, CA 93644
(559) 683-4667

COURSE TITLE: ATHLETIC PHYSICAL EDUCATION
DEPARTMENT: PHYSICAL EDUCATION

REQUIREMENT SATISFIED:

High School:	X	Model Curriculum Standards:
State College:		Frameworks:
UC Approved:		

GRADE LEVEL: 10-12

LENGTH OF COURSE: 1 Semester

CREDITS: 5

PREREQUISITE: Teacher recommendation

TEXTBOOKS: N/A

COURSE DESCRIPTION:

Athletic Physical Education is open to students participating in selected varsity sports and subject to approval of their team sport coach and the Athletic P.E. instructor. Enrollment in this program will allow athletes in selected sports to begin practice with their coach during the last period of the school day. Athletes not currently in season will participate in a structured weight training/conditioning program in the off season.

7th period Athletic P.E. placement is based on the following criteria:

1. Freshmen, Junior Varsity, and Varsity athletes who are practicing with their coach during 7th period year-round
2. Athletes who must practice during 7th period due to facility use constraints.
3. Athletes who will be impacted academically due to a high number of missed classes (ten or more).
4. Placement will be made only after tryouts, when it has been determined that athletes have made a team.
5. Failure to make a team will result in removal from 7th period Athletic P.E.
6. Students must pass 9th and 10th grade physical education classes to be considered for 7th period placement.
7. Students currently in 7th period P.E must maintain a "B-" in the class or risk being removed from 7th period P.E

COURSE OUTLINE/ALIGNMENT TO CALIFORNIA STATE STANDARDS AND EXPECTED SCHOOLWIDE LEARNING RESULTS:

Assignment

Course Content/Objectives:

Standards

Addressed:

ESLRS:

Athletes not with Coach (out of season)

- a) Training
- b) Cardiovascular
- c) Flexibility
- d) Strength

COURSE OUTLINE/ALIGNMENT TO CALIFORNIA STATE STANDARDS AND EXPECTED SCHOOLWIDE LEARNING RESULTS: (Continued)

<u>Assignment</u> <u>Course Content/Objectives:</u>	<u>Standards</u> <u>Addressed:</u>	<u>ESLRS:</u>
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Athletes with Coach (in season)
a) Skills and conditioning specific to the sport

DISTRICT/STATE CONTENT STANDARDS ADDRESSED:

Physical Education:

Movement Skills and Movement Knowledge

1. The student will be competent in many movement activities and will excel in a few movement activities.
 - 1.1 The student will apply movement concepts (e.g., space awareness, effort, formations that occur between objects and people) in various games, sports, and rhythmic activities.
 - 1.2 The student will demonstrate principles of motor skill refinement (e.g., accuracy, techniques, physics).
 - 1.3 The student will analyze specialized movement sequences and patterns to make recommendations for improvement.
 - 1.4 The student will develop specialized motor skills (combination of locomotor, object manipulation, and movement concepts) for participation in rhythmic movement, individual, dual and team games, and activities (e.g., baseball, badminton, dance, volleyball).
 - 1.5 The student will use advanced sport-specific skills in selected physical activities (e.g., aquatics, dance, outdoor pursuits, individual, dual, and team sports and activities).
2. The student will understand how and why they move in a variety of situations and use this information to enhance their own skills.
 - 2.1 The student will refine techniques to achieve consistency in performance of fundamental skills (e.g., throwing, catching, kicking, striking, dribbling) in games and activities.
 - 2.2 The student will analyze object manipulation to make recommendations for improvement.
 - 2.3 The student will know that in defining an activity, it is important to specify its rules, indicate its relation to other activities and identify what specific skills will be used.
 - 2.4 The student will use skills in complex rather than modified versions of physical activities (e.g., more players or participants, rules and strategies).

- 2.5 The student will evaluate a designed movement and its performance based on specific or biomechanical principles to improve performance in a specific skill, sport, or activity.
- 2.6 The student will use offensive and defensive strategies and appropriate rules for sports and other physical activities.
3. The student will achieve and maintain a health-enhancing level of physical fitness.
 - 3.1 The student will describe benefits (e.g., stress management, improved health, disease prevention, social interaction) of regular participation in physical activities.
 - 3.2 The student will describe how the benefits of exercise (e.g., disease prevention, self-esteem, improved fitness, weight control, improved appearance, higher energy level) are interrelated.
 - 3.3 The student will understand and apply the physiological principles governing fitness/exercise maintenance and improvement (e.g., frequency, intensity, duration, overload principle, progression, specificity, target zone).
 - 3.4 The student will develop health-related fitness (e.g., cardiovascular endurance, muscular strength and endurance, flexibility, body composition).
 - 3.5 The student will apply nutritional concepts (e.g., body composition, weight control, food/fluid selection, caloric balance) in meal planning.

Self-image and Personal Development

1. The student will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenging, and self-expression.
 - 1.1 The student will know personal status of cardio respiratory endurance.
 - 1.2 The student will know personal status of muscular strength and endurance of the arms, shoulders, abdomen, back and legs.
 - 1.3 The student will know personal status of flexibility of the joints of the arms, legs, and trunk.
 - 1.4 The student will know personal status of body composition.
 - 1.5 The student will meet health-related fitness standards for appropriate level of a physical fitness test (e.g., aerobic capacity, body composition, muscle strength, endurance and flexibility).
 - 1.6 The student will know how to monitor and adjust activity levels to meet personal fitness needs.
 - 1.7 The student will understand how sport psychology affects the performance of physical activities (e.g., effect of anxiety on performance).
 - 1.8 The student will understand how to maintain an active lifestyle throughout life (e.g., participate regularly in physical activities that reflect personal interests).

- 1.9 The student will establish, develop, and implement a lifetime personal fitness program and activity plan that is based on the basic principles of training and encompasses all components of fitness (e.g., cardiovascular and respiratory efficiency, muscular, strength and endurance, flexibility, and body composition).
- 1.10 The student will apply strategies for successful participation in lifetime activities and sports (e.g., bowling, aerobics, tennis, golf, swimming, running).
2. The student will demonstrate responsible personal behavior while participating in movement activities.
 - 2.1 The student will understand the concept of "sportsmanship" and the importance of responsible behavior while participating in physical activities as well as proper attitudes toward both winning and losing.
 - 2.2 The student will use leadership and follower roles, when appropriate, in accomplishing group goals in physical activities.
 - 2.3 The student will work with others in a sport activity to achieve a common goal.

Social Development

1. The student will demonstrate responsible social behavior while participating in movement activities. The student will understand the importance of respect of all others.
 - 1.1 The student will demonstrate sportsmanship (e.g., fair play, following rules, accepting officials' decisions, controlling personal responses) applicable to participants and spectators.
 - 1.2 The student will observe common courtesies and acceptable use policies while using technology to illustrate the performance of a variety of movement activities.
 - 1.3 The student will understand factors that impact the ability to participate in physical activity (e.g., type of activity, cost, available facilities, equipment required, personnel involved).
 - 1.4 The student will know the difference between inclusive (e.g., changing rules of an activity to include less skilled players) and exclusionary (e.g., failing to pass the ball to less skilled players) behaviors in physical activity settings.
 - 1.5 The student will understand the potentially dangerous consequences and outcomes of participation in physical activity (e.g., physical injury, potential conflicts with others).
 - 1.6 The student will understand how participation in physical activity fosters awareness of diversity (e.g., cultural, ethnic, gender, physical).
 - 1.7 The student will include persons of diverse backgrounds and abilities in physical activity.
 - 1.8 The student will understand the concept that physical activity (e.g., sport, games, dance) is a microcosm of modern culture and society.

2. The student will understand the relationship between history and culture and games, sports, play and dance.
 - 2.1 The student will understand how various factors (e.g., age, gender, race, ethnicity, socioeconomic status, and culture) affect physical activity preferences and participation.
 - 2.2 The student will understand the history and purpose of international competitions (e.g., Olympics, Special Olympics, Pan American Games, World Cup Soccer).
 - 2.3 The student will understand the role of sport in a diverse world (e.g., the influence of professional sport in society, the usefulness of dance as an expression of multiculturalism, the effect of age and gender on sport participation patterns).

OUTCOMES:

Students will demonstrate ...

- 1) an understanding of rules, concepts, and strategies of various physical activities and sports that include individual, group, and fitness experience.
- 2) physical and social skills that allow personal fulfillment in leisure time.
- 3) an awareness of the importance of physical well-being.
- 4) cardio/respiratory endurance, muscular strength, muscular endurance, flexibility and appropriate body composition.

INSTRUCTIONAL STRATEGIES:

Students gain understanding in various physical activities through daily participation and feedback from instructors. Students will also take part in group activities and projects. Students will be exposed to various fitness activities to gain a well-rounded fitness experience.

ASSESSMENT:

Students will be assessed through daily participation in the Physical Education class.

Students will develop a fitness workout and share it with the class.

Students will be measured on their knowledge of the rules, concepts, and strategies of various physical activities through teacher observation of participation in the activity.