



# Paramount Unified School District

## Educational Services

### **Physical Education Course 1 Course Outline**

#### **Course Description**

Paramount High School's Physical Education course is designed to give students the opportunity to learn through a comprehensive Physical Education program in accordance with the California Model Content Standards for Physical Education. The goal of this course is for students to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on students developing a personalized fitness program for a healthy life-style. Units of instruction include introduction to physical education, aquatics, fitness, goal setting, individual and dual activities and rhythms and dance.

#### **Course Goals**

Standard 1: Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities

Standard 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

Standard 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

#### **Materials**

- Water Safety Manual

## **Model Content Standards for Physical Education**

Students will:

**1.1** Combine, and apply movement patterns to progress from simple to complex in aquatics, rhythms/dance, and individual and dual activities.

**1.2** Demonstrate proficient movement skills in: Aquatics, Dance/Rhythms, and Individual Activities 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 levels in aquatics, rhythms/dance, and individual and dual activities.

**1.4** Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatics, and individual and dual activities.

**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.

**1.6** Explain the interrelationships among physical, emotional, cognitive, and scientific factors that affect performance.

**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.

**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.

**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.

**1.10** Analyze specific situations to determine appropriate performance strategies in aquatics, rhythms/dance, individual and dual activities.

**1.11** Assess the effect/outcome of a specific performance strategy in aquatics, rhythms/dance, and individual and dual activities.

**1.12** Demonstrate independent learning of movement skills.

**2.1** Participate in moderate to vigorous physical activity at least 4 days each week.

**2.2** Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.

- 2.3** Meet health-related fitness standards established by the State-mandated fitness test.
- 2.4** Use physical fitness test results to set and adjust goals to improve fitness.
- 2.5** Improve and maintain physical fitness by adjusting physical activity levels to meet the principles of exercise.
- 2.6** Identify the physical fitness requirements of an occupational choice.
- 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.
- 2.10** List available community fitness resources.
- 2.11** Explain the role of physical activity in the prevention of disease and the reduction of healthcare costs.
- 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.
- 3.3** Identify and evaluate personal psychological response to physical activity.
- 3.4** Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities.
- 3.5** Develop personal goals to improve performance in physical activities.
- 3.6** Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity.
- 3.7** Analyze the role physical activity plays in social interaction and cooperative opportunities within the family and the workplace.
- 3.8** Recognize the value of physical activity in understanding multiculturalism.
- 3.9** Recognize the importance of cooperation and positive interactions with others while participating in physical activity.
- 3.10** Identify and utilize the potential strengths of each individual by supporting his/her effort in physical activity settings.



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Educational Services

## Physical Education Course 1 Course Outline

Weeks/Topics	Content	Standards	Equipment/ Resources
<p><b>Week 1</b> <b>Introduction to Physical Education Class</b></p> <ul style="list-style-type: none"> <li>▪ Philosophy</li> <li>▪ Class Curriculum Expectations</li> <li>▪ Grading Policy</li> <li>▪ Classroom Rules and Procedures</li> <li>Locks and Locker Room Procedures</li> <li>▪ Dressing Policy</li> </ul>	<p><u>Concepts and Skills</u></p> <ul style="list-style-type: none"> <li>• Personal and Social Responsibility</li> <li>• Conflict resolution skills</li> <li>• Social Skills</li> <li>• Cooperative activities</li> </ul> <p><u>Vocabulary</u></p> <p>Biomechanics Body management Fundamental movement skills Group dynamics Health Individual or dual activity Kinesiology Large muscle groups Locomotor movements Manipulative movements Movement concepts Physical activity Physical fitness</p>	<p><b>3.1</b> Accept personal responsibility to create and maintain a physically/emotionally safe and non-threatening environment for physical activity.</p> <p><b>3.2</b> Act independent of negative peer pressure during physical activity.</p> <p><b>3.3</b> Identify and evaluate personal psychological response to physical activity.</p> <p><b>3.4</b> Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities.</p> <p><b>3.5</b> Develop personal goals to improve performance in physical activities.</p> <p><b>3.6</b> Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity.</p> <p><b>3.7</b> Analyze the role physical activity plays in social interaction and cooperative opportunities within the family and the workplace.</p> <p><b>3.8</b> Recognize the value of physical activity in understanding multiculturalism.</p> <p><b>3.9</b> Recognize the importance of cooperation and positive interactions with others while participating in physical activity.</p> <p><b>3.10</b> Identify and utilize potential strengths of each individual by supporting his/her effort in physical activity settings.</p>	

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<p><b>Week 2</b> <b>Aquatics</b></p>	<p><u>Concepts and Skills</u></p> <ul style="list-style-type: none"> <li>▪ Water safety</li> <li>▪ Rules and etiquette of aquatic activities</li> <li>▪ History of aquatics</li> <li>▪ Dry land techniques</li> <li>▪ Breathing and relaxation techniques</li> <li>▪ Stroke instruction: front crawl, elementary backstroke, breaststroke, backstroke</li> <li>▪ Analyze body types in relation to floating techniques</li> <li>▪ Apply principles of resistance to enhance performance</li> </ul> <p><u>Vocabulary</u> Aquatics Strokes</p>	<p><b>1.1</b> Combine, and apply movement patterns to progress from simple to complex in aquatics, rhythms/dance, and individual and dual activities.</p> <p><b>1.2</b> Demonstrate proficient movement skills in: Aquatics, Dance/Rhythms, and Individual Activities and Dual Activities</p> <p><b>1.3</b> Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatics, rhythms/dance, and individual and dual activities.</p> <p><b>1.4</b> Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatics, and individual and dual activities.</p> <p><b>1.5</b> 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><b>1.6</b> Explain the interrelationships among physical, emotional, cognitive, and scientific factors that affect performance.</p> <p><b>1.7</b> 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><b>1.8</b> 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>	<ul style="list-style-type: none"> <li>▪ Water Safety Manual</li> </ul>

Weeks/Topics	Content	Standards	Equipment/Resources
<p><b>Weeks 3-4</b>  <b>Physical Fitness Pre-Test/Goal Setting</b></p> <ul style="list-style-type: none"> <li>▪ Assess health-related fitness tests</li> <li>▪ Record data</li> <li>▪ Goal setting</li> </ul> <p><u>Vocabulary</u>  Aerobic activity  Anaerobic  Healthy Fitness Zone  Heart Rate  Recovery rates  Basic resistance principles  Biomechanics  Body composition  Flexibility  Intensity  Hyper-extension  Hyper-flexion  F.I.T.T  Muscle endurance  Muscle strength  Core muscles  Overload  Progression</p>	<p><u>Concepts and Skills</u></p> <ul style="list-style-type: none"> <li>▪ Analyze movement using principals of resistance</li> <li>▪ Create and implement individualized fitness plan applying the components of fitness</li> <li>▪ Assess personal fitness, compare personal fitness scores data to health standards and set goals of maintenance and improvement</li> <li>▪ Analyze body types related to age, gender, and fitness groups</li> <li>▪ Fitness Activities: (circuit training, weight room, aerobics, runs, medicine balls)</li> <li>▪ Introduction to weight training</li> <li>▪ Nutrition</li> </ul>	<p><b>2.1</b> Participate in moderate to vigorous physical activity at least 4 days each week.</p> <p><b>2.2</b> Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.</p> <p><b>2.3</b> Meet health-related fitness standards established by the State-mandated fitness test.</p> <p><b>2.4</b> Use physical fitness test results to set and adjust goals to improve fitness.</p> <p><b>2.5</b> Improve and maintain physical fitness by adjusting physical activity levels to meet the principles of exercise.</p> <p><b>2.6</b> Identify the physical fitness requirements of an occupational choice.</p> <p><b>2.7</b> Develop and implement a one-month personal physical fitness plan.</p> <p><b>2.8</b> Analyze consumer physical fitness products and programs.</p> <p><b>2.9</b> Explain the inherent risks associated with physical activity in extreme environments.</p> <p><b>2.10</b> List available community fitness resources.</p> <p><b>2.11</b> Explain the role of physical activity in the prevention of disease and the reduction of healthcare costs.</p>	<ul style="list-style-type: none"> <li>▪ Medicine balls</li> <li>▪ Steps</li> <li>▪ Hula hoops</li> <li>▪ Jump ropes</li> <li>▪ Sit and reach boxes</li> <li>▪ Free weights</li> <li>▪ Weight scales</li> <li>▪ Stretch cords</li> <li>▪ Stationary Weight Equipment (Ex. Bench Press)</li> </ul>

Weeks/Topics	Content	Standards	Equipment/ Resources
<p><b>Weeks 5-19</b> <b>Individual and Dual Activities</b></p> <ul style="list-style-type: none"> <li>▪ Frisbee Activities</li> <li>▪ Pickle ball</li> <li>▪ Recreational Games</li> <li>▪ Paddle-Tennis</li> <li>▪ Track and Field</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Note:</b> Week 17, the week before Winter Break, students will be administered a mid-year Fitness test. Students should analyze their progress and determine if they have met the goals they established at the beginning of the year.</p> </div>	<p><u>Concepts and Skills</u></p> <ul style="list-style-type: none"> <li>▪ Develop basic competency in skills</li> <li>▪ Demonstrate advanced techniques</li> <li>▪ History</li> <li>▪ Safety, rules and etiquette</li> <li>▪ Strategies, score keeping, officiating</li> <li>▪ Similarities and differences</li> <li>▪ Demonstrate conflict resolution</li> </ul> <p><u>Vocabulary</u></p> <p>Balance Biomechanics Rebound principles Strategies Tactics</p>	<p><b>1.1</b> Combine, and apply movement patterns to progress from simple to complex in aquatics, rhythms/dance, and individual and dual activities.</p> <p><b>1.2</b> Demonstrate proficient movement skills in: Aquatics, Dance/Rhythms, and Individual and Dual Activities</p> <p><b>1.3</b> Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatics, rhythms/dance, and individual and dual activities.</p> <p><b>1.4</b> Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatics, and individual and dual activities.</p> <p><b>1.5</b> 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><b>1.6</b> Explain the interrelationships among physical, emotional, cognitive, and scientific factors that affect performance.</p> <p><b>1.7</b> 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><b>1.8</b> 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><b>1.9</b> 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><b>1.10</b> Analyze specific situations to determine appropriate performance strategies in aquatics, rhythms/dance, individual and dual activities.</p> <p><b>1.11</b> Assess the effect/outcome of a specific performance strategy in aquatics, rhythms/dance, and individual and dual activities.</p> <p><b>1.12</b> Demonstrate independent learning of movement skills</p>	<ul style="list-style-type: none"> <li>▪ Frisbees</li> <li>▪ Paddles and balls</li> <li>▪ Bocce ball</li> <li>▪ Track ball</li> <li>▪ Pickle ball sets</li> <li>▪ Golf clubs and balls</li> <li>▪ Hurdles</li> <li>▪ Batons</li> <li>▪ High jump pit</li> </ul>

Weeks/Topics	Content	Standards	Equipment/ Resources
<p><b>2<sup>nd</sup> Semester</b>  <b>Weeks 1-2</b>  <b>Revisit Fitness</b></p> <p>Vocabulary  Biomechanics  Body management  Fundamental movement skills  Group dynamics  Health  Individual or dual activity  Kinesiology  Large muscle groups  Locomotor movements  Manipulative movements  Movement concepts  Physical activity  Physical fitness</p>	<p><u>Concepts and Skills</u></p> <ul style="list-style-type: none"> <li>▪ Analyze movement using principals of resistance</li> <li>▪ Create and implement individualized fitness plan applying the components of fitness</li> <li>▪ Assess personal fitness, compare personal fitness scores data to health standards and set goals of maintenance and improvement</li> <li>▪ Analyze body types related to age, gender, and fitness groups</li> <li>▪ Fitness Activities: (circuit training, weight room, aerobics, runs, medicine balls)</li> <li>▪ Introduction to weight training</li> <li>▪ Nutrition</li> </ul>	<p><b>2.1</b> Participate in moderate to vigorous physical activity at least 4 days each week.</p> <p><b>2.2</b> Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.</p> <p><b>2.3</b> Meet health-related fitness standards established by the State-mandated fitness test.</p> <p><b>2.4</b> Use physical fitness test results to set and adjust goals to improve fitness.</p> <p><b>2.5</b> Improve and maintain physical fitness by adjusting physical activity levels to meet the principles of exercise.</p> <p><b>2.6</b> Identify the physical fitness requirements of an occupational choice.</p> <p><b>2.7</b> Develop and implement a one-month personal physical fitness plan.</p> <p><b>2.8</b> Analyze consumer physical fitness products and programs.</p> <p><b>2.9</b> Explain the inherent risks associated with physical activity in extreme environments.</p> <p><b>2.10</b> List available community fitness resources.</p> <p><b>2.11</b> Explain the role of physical activity in the prevention of disease and the reduction of healthcare costs.</p>	<ul style="list-style-type: none"> <li>▪ Medicine balls</li> <li>▪ Steps</li> <li>▪ Hula hoops</li> <li>▪ Jump ropes</li> <li>▪ Sit and reach boxes</li> <li>▪ Free weights</li> <li>▪ Weight scales</li> <li>▪ Stretch cords</li> <li>▪ Stationary Weight Equipment (Ex. Bench Press)</li> </ul>



Weeks/Topics	Content	Standards	Equipment/ Resources
<p><b>Weeks 3-5</b> <b>Individual and Dual Activities</b></p> <ul style="list-style-type: none"> <li>▪ Frisbee Activities</li> <li>▪ Pickleball</li> <li>▪ Recreational Games</li> <li>▪ Paddle-Tennis</li> <li>▪ Track and Field</li> </ul>	<p><u>Concepts and Skills</u></p> <ul style="list-style-type: none"> <li>▪ Develop basic competency in skills</li> <li>▪ Demonstrate advanced techniques</li> <li>▪ History</li> <li>▪ Safety, rules and etiquette</li> <li>▪ Strategies, score keeping, officiating</li> <li>▪ Similarities and differences</li> <li>▪ Demonstrate conflict resolution</li> </ul> <p><u>Vocabulary</u></p> <p>Balance Biomechanics Rebound principles Strategies Tactics</p>	<p><b>1.1</b> Combine, and apply movement patterns to progress from simple to complex in aquatics, rhythms/dance, and individual and dual activities.</p> <p><b>1.2</b> Demonstrate proficient movement skills in: Aquatics, Dance/Rhythms, and Individual and Dual Activities</p> <p><b>1.3</b> Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatics, rhythms/dance, and individual and dual activities.</p> <p><b>1.4</b> Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatics, and individual and dual activities.</p> <p><b>1.5</b> 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><b>1.6</b> Explain the interrelationships among physical, emotional, cognitive, and scientific factors that affect performance.</p> <p><b>1.7</b> 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><b>1.8</b> 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><b>1.9</b> 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><b>1.10</b> Analyze specific situations to determine appropriate performance strategies in aquatics, rhythms/dance, individual and dual activities.</p> <p><b>1.11</b> Assess the effect/outcome of a specific performance strategy in aquatics, rhythms/dance, and individual and dual activities.</p> <p><b>1.12</b> Demonstrate independent learning of movement skills</p>	<ul style="list-style-type: none"> <li>▪ Frisbees</li> <li>▪ Paddles and balls</li> <li>▪ Bocce ball</li> <li>▪ Track ball</li> <li>▪ Pickle ball sets</li> <li>▪ Golf clubs and balls</li> <li>▪ Hurdles</li> <li>▪ Batons</li> <li>▪ High jump pit</li> </ul>

Weeks/Topics	Content	Standards	Equipment/ Resources
<p><b>Weeks 6-9</b> <b>More Fitness and Fitness Testing</b></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Note:</b> Weeks 8-9, the 2 weeks before Spring Break, students will be administered the Fitnessgram tests. Students should analyze their progress and determine if they met the goals they established at the beginning of the year.</p> </div>	<p><u>Concepts and Skills</u></p> <ul style="list-style-type: none"> <li>• Personal and Social Responsibility</li> <li>• Conflict resolution skills</li> <li>• Social Skills</li> <li>• Cooperative activities</li> </ul> <p><u>Vocabulary</u></p> <p>Biomechanics Body management Fundamental movement skills Group dynamics Health Individual or dual activity Kinesiology Large muscle groups Locomotor movements Manipulative movements Movement concepts Physical activity Physical fitness</p>	<p><b>2.1</b> Participate in moderate to vigorous physical activity at least 4 days each week.</p> <p><b>2.2</b> Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.</p> <p><b>2.3</b> Meet health-related fitness standards established by the State-mandated fitness test.</p> <p><b>2.4</b> Use physical fitness test results to set and adjust goals to improve fitness.</p> <p><b>2.5</b> Improve and maintain physical fitness by adjusting physical activity levels to meet the principles of exercise.</p> <p><b>2.6</b> Identify the physical fitness requirements of an occupational choice.</p> <p><b>2.7</b> Develop and implement a one-month personal physical fitness plan.</p> <p><b>2.8</b> Analyze consumer physical fitness products and programs.</p> <p><b>2.9</b> Explain the inherent risks associated with physical activity in extreme environments.</p> <p><b>2.10</b> List available community fitness resources.</p> <p><b>2.11</b> Explain the role of physical activity in the prevention of disease and the reduction of healthcare costs.</p>	<ul style="list-style-type: none"> <li>▪ Medicine balls</li> <li>▪ Steps</li> <li>▪ Hula hoops</li> <li>▪ Jump ropes</li> <li>▪ Sit and reach boxes</li> <li>▪ Free weights</li> <li>▪ Weight scales</li> <li>▪ Stretch cords</li> <li>▪ Stationary Weight Equipment (Ex. Bench Press)</li> </ul>

Weeks/Topics	Content	Standards	Equipment/ Resources
<p><b>Weeks 10-12</b> <b>(after Spring Break)</b></p> <p><b>Rhythms and Dance</b></p>	<p><u>Concepts and Skills</u></p> <ul style="list-style-type: none"> <li>▪ Learn and demonstrate fundamental dance movements</li> <li>▪ Perform a variety of dances</li> <li>▪ Folk, country, social and creative dances</li> <li>▪ Appreciate aesthetic features of movement relating to cultural and ethnic diversity</li> <li>▪ Analyze influence of events in world on dance</li> </ul> <p><u>Vocabulary</u></p> <p>Dance form Individual/Couple Circle or line Formation or set Folk dance Line of direction</p>	<p><b>1.1</b> Combine, and apply movement patterns to progress from simple to complex in aquatics, rhythms/dance, and individual and dual activities.</p> <p><b>1.2</b> Demonstrate proficient movement skills in: Aquatics, Dance/Rhythms, and Individual Activities and Dual Activities</p> <p><b>1.3</b> Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatics, rhythms/dance, and individual and dual activities.</p> <p><b>1.4</b> Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatics, and individual and dual activities.</p> <p><b>1.5</b> 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><b>1.6</b> Explain the interrelationships among physical, emotional, cognitive, and scientific factors that affect performance.</p> <p><b>1.7</b> 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><b>1.8</b> 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><b>1.9</b> 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><b>1.10</b> Analyze specific situations to determine appropriate performance strategies in aquatics, rhythms/dance, individual and dual activities.</p> <p><b>1.11</b> Assess the effect/outcome of a specific performance strategy in aquatics, rhythms/dance, and individual and dual activities.</p> <p><b>1.12</b> Demonstrate independent learning of movement skills</p>	

Weeks/Topics	Content	Standards	Equipment/ Resources
<p><b>Weeks 13-18</b> <b>Individual and Dual Activities in Team Sports</b></p> <ul style="list-style-type: none"> <li>▪ Frisbee Activities</li> <li>▪ Pickle ball</li> <li>▪ Recreational Games</li> <li>▪ Paddle-Tennis</li> <li>▪ Track and Field</li> </ul>	<p><u>Concepts and Skills</u></p> <ul style="list-style-type: none"> <li>▪ Develop basic competency in skills</li> <li>▪ Demonstrate advanced techniques</li> <li>▪ History</li> <li>▪ Safety, rules and etiquette</li> <li>▪ Strategies, score keeping, officiating</li> <li>▪ Similarities and differences</li> <li>▪ Demonstrate conflict resolution</li> </ul> <p><u>Vocabulary</u> Balance Biomechanics Rebound principles Strategies Tactics</p>	<p><b>1.1</b> Combine, and apply movement patterns to progress from simple to complex in aquatics, rhythms/dance, and individual and dual activities.</p> <p><b>1.2</b> Demonstrate proficient movement skills in: Aquatics, Dance/Rhythms, and Individual and Dual Activities</p> <p><b>1.3</b> Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatics, rhythms/dance, and individual and dual activities.</p> <p><b>1.4</b> Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatics, and individual and dual activities.</p> <p><b>1.5</b> 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><b>1.6</b> Explain the interrelationships among physical, emotional, cognitive, and scientific factors that affect performance.</p> <p><b>1.7</b> 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><b>1.8</b> 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><b>1.9</b> 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><b>1.10</b> Analyze specific situations to determine appropriate performance strategies in aquatics, rhythms/dance, individual and dual activities.</p> <p><b>1.11</b> Assess the effect/outcome of a specific performance strategy in aquatics, rhythms/dance, and individual and dual activities.</p> <p><b>1.12</b> Demonstrate independent learning of movement skills</p>	<ul style="list-style-type: none"> <li>▪ Frisbees</li> <li>▪ Paddles and balls</li> <li>▪ Bocce ball</li> <li>▪ Track ball</li> <li>▪ Pickle ball sets</li> <li>▪ Golf clubs and balls</li> <li>▪ Hurdles</li> <li>▪ Batons</li> <li>▪ High jump pit</li> </ul>