



Paramount Unified School District

Educational Services

Physical Education Course 2 Course Outline

Course Description

Paramount High School's Physical Education course is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education program as described in the *California Model Content Standards for Physical Education*. Students will be able to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on students analyzing skills for effective movement. Units of instruction include: introduction to advanced physical education, fitness (including fitness technology), team activities, gymnastics/tumbling.

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.

Model Content Standards for Physical Education

Students will:

- 1.1** Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities.
- 1.2** Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.
- 1.3** Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.
- 1.4** Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.
- 1.5** Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities, and evaluate the performance based on use of the principles.
- 1.6** Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.
- 1.7** Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities.
- 1.8** Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
- 1.9** Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
- 1.10** Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.
- 1.11** Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.
- 1.12** Evaluate independent learning of movement skills.
- 2.1** Participate in moderate to vigorous physical activity at least four days each week.
- 2.2** Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.

2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the standards established by scientifically based health-related fitness assessments.

2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.

2.5 Justify the use of particular physical activities to achieve desired fitness goals.

2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.

2.7 Develop and implement an appropriate personal physical fitness program for a family or community member.

2.8 Explain how to evaluate consumer physical fitness products and programs.

2.9 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, physical fitness and performance.

2.10 Evaluate the availability and quality of fitness resources in the community.

2.11 Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness.

3.1 Participate in physical activities for personal enjoyment.

3.2 Examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime.

3.3 Evaluate the psychological benefits derived from regular participation in physical activity.

3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.

3.5 Evaluate and refine personal goals to improve performance in physical activities.

3.6 Identify the effects of individual differences, such as age, gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity.

3.7 Explain how to select and modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs.

3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.

3.9 Encourage others to be supportive and inclusive of individuals of all ability levels



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Weeks/Topics	Content	Standards	Equipment/ Resources
<p>Weeks 1-2 Introduction to Physical Education Class</p> <ul style="list-style-type: none"> ▪ Philosophy ▪ Class Curriculum Expectations ▪ Grading Policy ▪ Classroom Rules and Procedures Locks and Locker Room Procedure ▪ Dressing Policy 	<p><u>Concepts and Skills</u></p> <ul style="list-style-type: none"> • Personal and Social Responsibility • Conflict resolution skills • Social Skills • Cooperative activities <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>3.1 Participate in physical activities for personal enjoyment.</p> <p>3.2 Examine and explain the ways in which personal characteristics, performance styles, and activity preferences may change over a lifetime.</p> <p>3.3 Evaluate the psychological benefits derived from regular participation in physical activity.</p> <p>3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.</p> <p>3.5 Evaluate and refine personal goals to improve performance in physical activities.</p> <p>3.6 Identify the effects of age, gender, ethnicity, socioeconomic status, and culture on physical activity preferences and participation.</p> <p>3.7 Explain how to select and modify physical activities to allow for participation by children, elderly, and those with special needs.</p> <p>3.8 Identify leadership skills, per for m planned leader ship assignments, and assume spontaneous leadership roles.</p> <p>3.9 Encourage others to be supportive and inclusive of all ability levels.</p>	

Weeks/Topics	Content	Standards	Equipment/Resources
<p>Week 3 Physical Fitness Pre-Testing/Goal Setting</p> <ul style="list-style-type: none"> ▪ Assess health-related fitness tests ▪ Record data ▪ Goal setting <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <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> </div>	<p><u>Concepts and Skills</u></p> <ul style="list-style-type: none"> ▪ Apply principles of resistance training ▪ Apply physiological principles involved in human movement ▪ Students expand on their previously designed activity and fitness plan based on their individual needs ▪ Assess personal fitness, compare personal fitness scores data to health standard and set goals of maintenance and improvement ▪ Analyze body types and within between age, gender groups, and fitness levels ▪ Select a leisure time physical activity and identify opportunities in the community to participate in this activity ▪ Describe current trends in fitness participation and activities ▪ Understand the components of total health fitness and the relationship between physical activity and lifelong wellness ▪ Fitness Activities: circuits, stations, fitness lab, weight room, aerobics, steps, runs, cardio equipment ▪ Fitness Technology: (heart rate monitors, heart rate wands, skin calipers, computer software) ▪ Advanced techniques of weight training ▪ Nutrition ▪ The effects of performance enhancement drugs 	<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 the principles of exercise. 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. 2.4 Assess physical fitness levels and adjust physical activity to accommodate for changes in age, growth, and development. 2.5 Justify the use of specific physical activities to achieve desired fitness goals. 2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities. 2.7 Develop and implement an appropriate personal physical fitness program for a family and/or community member. 2.8 Explain how to evaluate consumer physical fitness products and programs. 2.9 Identify and evaluate ergonomic aids that claim to enhance body composition, appearance, and physical fitness and performance. 2.10 Evaluate the availability and quality of community fitness resources. 2.11 Use and analyze scientifically based data and protocols to self assess the five components of health-related fitness</p>	<p>Fitness Gram Equipment: fitness gram CD, sit and reach box, rulers, mat with lines, scale, stop watch. Healthy fitness zone chart Medicine Balls Hand weights Jump Ropes Elastic exercise bands</p>

Weeks/Topics	Content	Standards	Equipment/ Resources
<p>Weeks 4-19 Team Activities</p> <p>Softball Basketball Paddle Tennis Volleyball Flag Football Frisbee Activities Hockey Soccer</p> <p>Gymnastics/Combative Activities will also be on going throughout this time. (If no gymnastics apparatus is available, this unit should include rhythmic movement)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p><u>Vocabulary</u> Balance Biomechanics Strategies Striking pattern Tactics Volley</p> </div>	<p><u>Concepts and Skills</u></p> <ul style="list-style-type: none"> ▪ Develop basic competency in skills and show progress by demonstrating advanced techniques. ▪ History, safety, rules and etiquette, strategies, score keeping, officiating ▪ Similarities and differences ▪ Demonstrate basic tumbling moves ▪ Review history ▪ Spotting and safety ▪ Analyze movement using principles of resistance ▪ Demonstrate aesthetic movement while performing ▪ Floor exercise ▪ Combine basic tumbling moves into a routine ▪ If no gymnastics apparatus is available, this unit should include rhythmic movement ▪ Rhythmic Gymnastics: Combine basic tumbling moves, which may include implements such as balls, hoops, jump ropes, wands or ribbons in a routine ▪ Supplemental activities: Tae Bo, wrestling, rope jumping (i.e. single, long double dutch ▪ Demonstrate progress by practicing advanced skills, which require a combination of techniques within a drill ▪ Apply fundamental skills of self defense: jab, jab cross, round house punches, snap kicks, crescent kicks, side kicks, back kicks ▪ Analyze use of levers in self defense movements ▪ Work effectively with a partner to practice personal safety/self defense skills 	<p>1.1 Combine, and apply movement patterns to progress from simple to complex in combatives, gymnastics/tumbling, and team activities.</p> <p>1.2 Demonstrate proficient movement skills in: combatives, gymnastics/tumbling and team activities.</p> <p>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.</p> <p>1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combatives, gymnastics/tumbling, and team activities.</p> <p>1.5 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 activities.</p> <p>1.6 Evaluate the interrelationships among physical, emotional, and cognitive factors affecting individual and team performance.</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>1.9 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>1.10 Analyze specific situations to determine appropriate strategies in combatives, gymnastics/tumbling, and team activities.</p> <p>1.11 Assess the effect/outcome of a specific performance strategy in combatives, gymnastics/tumbling, and team activities.</p> <p>1.12 Evaluate independent learning of movement skills.</p>	<p>Softball bats Gloves Softballs Bases Basketballs Paddle Tennis Paddles Tennis Balls Volleyballs Volleyball Nets Flags Footballs Cones Frisbees Frisbee Goals Hockey Sticks Hockey Pucks Soccer Balls Mats Jump Rope Pugil Sticks</p>

Weeks/Topics	Content	Standards	Equipment/ Resources
<p>2nd Semester Weeks 1-2 Revisit Fitness</p> <p><u>Vocabulary</u> 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"> ▪ Analyze movement using principals of resistance ▪ Create and implement individualized fitness plan applying the components of fitness ▪ Assess personal fitness, compare personal fitness scores data to health standards and set goals of maintenance and improvement ▪ Analyze body types related to age, gender, and fitness groups ▪ Fitness Activities: (circuit training, weight room, aerobics, runs, medicine balls) ▪ Introduction to weight training ▪ Nutrition 	<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 the principles of exercise. 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. 2.4 Assess physical fitness levels and adjust physical activity to accommodate for changes in age, growth, and development. 2.5 Justify the use of specific physical activities to achieve desired fitness goals. 2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities. 2.7 Develop and implement an appropriate personal physical fitness program for a family and/or community member. 2.8 Explain how to evaluate consumer physical fitness products and programs. 2.9 Identify and evaluate ergonomic aids that claim to enhance body composition, appearance, and physical fitness and performance. 2.10 Evaluate the availability and quality of community fitness resources. 2.11 Use and analyze scientifically based data and protocols to self assess the five components of health-related fitness.</p>	<p>FitnessGram Equipment: fitness gram CD, sit and reach box, rulers, mat with lines, scale, stop watch. Healthy fitness zone chart Medicine Balls Hand weights Jump Ropes Elastic exercise bands</p>

Weeks/Topics	Content	Standards	Equipment/ Resources
<p>Weeks 3-18 Team Activities</p> <p>Softball Basketball Paddle Tennis Volleyball Flag Football Frisbee Activities Hockey Soccer</p> <p>*Revisit Self-Defense and Gymnastics skills throughout second semester</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Note: Weeks 8-9, the 2 weeks before Spring Break, 10th grade students who did not pass Fitnessgram last year 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"> ▪ Develop basic competency in skills and show progress by demonstrating advanced techniques. History, safety, rules and etiquette, strategies, score keeping, officiating ▪ Similarities and differences ▪ Demonstrate basic tumbling moves ▪ Spotting and safety ▪ Analyze movement using principles of resistance ▪ Demonstrate aesthetic movement while performing ▪ Floor exercise ▪ Combine basic tumbling moves into a routine ▪ If no gymnastics apparatus is available, this unit should include rhythmic movement ▪ Rhythmic Gymnastics: Combine basic tumbling moves, which may include implements such as balls, hoops, jump ropes, wands or ribbons in a routine ▪ Supplemental activities: Tae Bo, wrestling, rope jumping i.e. single, long double dutch ▪ Demonstrate progress by practicing advanced skills, which require a combination of techniques within a drill ▪ Apply fundamental skills of self defense: jab, jab cross, round house punches, snap kicks, crescent kicks, side kicks, back kicks ▪ Analyze use of levers in self defense movements ▪ Work effectively with a partner to practice personal safety/self defense skills 	<p>1.1 Combine, and apply movement patterns to progress from simple to complex in combatives, gymnastics/tumbling, and team activities.</p> <p>1.2 Demonstrate proficient movement skills in: combatives, gymnastics/tumbling and team activities.</p> <p>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.</p> <p>1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combatives, gymnastics/tumbling, and team activities.</p> <p>1.5 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 activities.</p> <p>1.6 Evaluate the interrelationships among physical, emotional, and cognitive factors affecting individual and team performance.</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>1.9 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>1.10 Analyze specific situations to determine appropriate strategies in combatives, gymnastics/tumbling, and team activities.</p> <p>1.11 Assess the effect/outcome of a specific performance strategy in combatives, gymnastics/tumbling, and team activities.</p> <p>1.12 Evaluate independent learning of movement skills.</p>	<p>Softball bats Gloves Softballs Bases Basketballs Paddle Tennis Paddles Tennis Balls Volleyballs Volleyball Nets Flags Footballs Cones Frisbees Frisbee Goals Hockey Sticks Hockey Pucks Soccer Balls Mats Jump Rope Pugil Sticks</p>

Weeks/Topics	Content	Standards	Equipment/Resources
<p>2 Weeks FitnessGram Testing*</p> <p>*These weeks will take place during weeks 3-18</p>	<p><u>Concepts and Skills</u></p> <ul style="list-style-type: none"> • Personal and Social Responsibility • Conflict resolution skills • Social Skills • Cooperative activities <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>2.1 Participate in moderate to vigorous physical activity at least 4 days each week.</p> <p>2.2 Participate in challenging physical fitness activities that meet individual needs and interests using the principles of exercise.</p> <p>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.</p> <p>2.4 Assess physical fitness levels and adjust physical activity to accommodate for changes in age, growth, and development.</p> <p>2.5 Justify the use of specific physical activities to achieve desired fitness goals.</p> <p>2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.</p> <p>2.7 Develop and implement an appropriate personal physical fitness program for a family and/or community member.</p> <p>2.8 Explain how to evaluate consumer physical fitness products and programs.</p> <p>2.9 Identify and evaluate ergonomic 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 and analyze scientifically based data and protocols to self assess the five components of health-related fitness.</p>	<p>FitnessGram Equipment: fitness gram CD, sit and reach box, rulers, mat with lines, scale, stop watch. Healthy fitness zone chart Medicine Balls Hand weights Jump Ropes Elastic exercise bands FitnessGram Forms</p>