

**MT. DIABLO UNIFIED SCHOOL DISTRICT  
COURSE OF STUDY  
DRAFT**

**COURSE TITLE:** Ninth Grade Physical Education  
**COURSE NUMBER:** 8520  
**CALPADS NUMBER:**  
**CST:** None  
**OTHER STANDARDIZED TEST:** Physical Fitness Test  
**DEPARTMENT:** Physical Education  
**NCLB CREDENTIAL  
REQUIREMENT:**  
**LENGTH OF COURSE:** One (1) Year Core Program  
**CREDITS PER SEMESTER:** 5  
**GRADE LEVEL(S):** 9  
**HIGH SCHOOL GRADUATION  
REQUIREMENT OR ELECTIVE:** Required  
**PREREQUISITES:** None

**BOARD OF EDUCATION ADOPTION:**

**COURSE DESCRIPTION:**

This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Kinesiology and Physical Education program in accordance with the California Content Standards for Physical Education. Students will be empowered 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 may include: introduction to kinesiology and physical education, fitness (including fitness technology), individual and dual activities, team sports, rhythms/dance and aquatics. Students will gain an awareness of the career paths related to sports and fitness.

**COURSE OUTLINE:**

**1. MAJOR GOALS**

- 1.1 Demonstrate knowledge and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
- 1.2 Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
- 1.3 Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.
- 1.4 Develop knowledge of career paths related to sports and fitness.

## 2. **PERFORMANCE OBJECTIVES:**

- 2.1 Standard 1: Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
- 2.1.1 Combine and apply movement patterns, simple to complex, in aquatic, rhythms/dance, and individual and dual activities.
  - 2.1.2 Demonstrate proficient movement skills in aquatic, rhythms/dance, and individual and dual activities.
  - 2.1.3 Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatic, rhythms/dance, and individual and dual activities.
  - 2.1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatic and individual and dual activities.
  - 2.1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy); apply the principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities; and evaluate the performance based on the use of the principles.
  - 2.1.6 Examine the physical, emotional, cognitive, and scientific factors that affect performance and explain the relationship between those factors.
  - 2.1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in aquatic, rhythms/dance, individual activities, and dual activities.
  - 2.1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
  - 2.1.9 Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
  - 2.1.10 Analyze situations and determine appropriate strategies for improved performance in aquatic, rhythms/dance, and individual and dual activities.
  - 2.1.11 Assess the effect/outcome of a particular performance strategy in aquatic, rhythms/dance, and individual and dual activities.
  - 2.1.12 Evaluate independent learning of movement skills.
- 2.2 Standard 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
- 2.2.1 Participate in moderate to vigorous physical activity at least four days each week.
  - 2.2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.
  - 2.2.3 Meet health-related physical fitness standards established by a scientifically based health-related fitness assessment.

- 2.2.4 Use physical fitness test results to set and adjust goals to improve fitness.
  - 2.2.5 Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise.
  - 2.2.6 Identify the physical fitness requirements of an occupation.
  - 2.2.7 Develop and implement a one-month personal physical fitness plan.
  - 2.2.8 Analyze consumer physical fitness products and programs.
  - 2.2.9 Explain the inherent risks associated with physical activity in extreme environments.
  - 2.2.10 Identify and list available fitness resources in the community.
  - 2.2.11 Explain the role of physical activity in the prevention of disease and the reduction of health care costs.
- 2.3 **Standard 3:** Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.
- 2.3.1 Accept personal responsibility to create and maintain a physically and emotionally safe and non-threatening environment for physical activity.
  - 2.3.2 Act independently of negative peer pressure during physical activity.
  - 2.3.3 Identify and evaluate personal psychological responses to physical activity.
  - 2.3.4 Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities.
  - 2.3.5 Develop personal goals to improve one's performance in physical activities.
  - 2.3.6 Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity.
  - 2.3.7 Analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace.
  - 2.3.8 Recognize the value of physical activity in understanding multiculturalism.
  - 2.3.9 Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.
  - 2.3.10 Identify and utilize the potential strengths of each individual in physical activities.

### **3. CONTENT OUTLINE:**

#### **3.1 Standard 3: Social Skills and Cooperative Activities**

- 3.1.1 Personal and social responsibility
- 3.1.2 Conflict resolution skills
- 3.1.3 Social skills: Encouragement, Active listening, Courtesy
- 3.1.4 Cooperative activities, ice breakers, tag games, trust activities, problem solving initiatives

#### **3.2 Standard 1: Individual and Dual Activities (Badminton, Frisbee Golf, Golf, Handball, Paddle Tennis, Pickleball, Tennis, Track and Field, Recreational Games)**

- 3.2.1 Develop basic competency in skills, and demonstrate advanced techniques
- 3.2.2 History, safety, rules, etiquette, strategies, scorekeeping, and officiating
- 3.2.3 Similarities and differences
- 3.2.4 Analyze use of levers in individual/dual activities
- 3.2.5 Demonstrate conflict resolution skills
- 3.3 Standard 1: Team Sports
  - 3.3.1 Develop basic competency in skills and show progress by demonstrating advanced techniques during modified games
  - 3.3.2 History, safety, rules and etiquette, strategies, score keeping, officiating
  - 3.3.3 Similarities and differences
  - 3.3.4 Demonstrate offensive and defensive strategies
- 3.4 Standard 1: Rhythms and Dance
  - 3.4.1 Learn and demonstrate fundamental dance movements
  - 3.4.2 Perform a variety of dances (folk, country, social, latin, ballroom, creative, interpretive, hip-hop)
  - 3.4.3 Appreciate aesthetic features of movement relating to cultural and ethnic diversity
  - 3.4.4 Analyze influence of events in world on dance
- 3.5 Standard 1: Aquatics
  - 3.5.1 Water safety, rules, and etiquette of aquatic activities
  - 3.5.2 History of aquatics
  - 3.5.3 Demonstrate proficient swimming skills
    - 3.5.3.1 Breathing and relaxation techniques
    - 3.5.3.2 Floating (jellyfish float, prone float, back float)
    - 3.5.3.3 Gliding and kicking
  - 3.5.4 Stroke Instruction
    - 3.5.4.1 Beginning: Front crawl, elementary backstroke, breaststroke, backstroke
    - 3.5.4.2 Advanced: Sidestroke, Butterfly, treading water, diving, flip-turns, water sports, basic lifesaving techniques, and drown proofing
  - 3.5.5 Analyze body types in relation to floating techniques
  - 3.5.6 Apply principles of resistance to enhance performance
  - 3.5.7 Water aerobics
  - 3.5.8 Lap swimming
  - 3.5.9 Water polo and deep-water exercises
  - 3.5.10 Dry land techniques
- 3.6 Standard 2: Personal Fitness
  - 3.6.1 Analyze movement using principles of resistance
  - 3.6.2 Create and implement individualized fitness plan applying the components of fitness (cardiorespiratory, muscle strength, muscle endurance, flexibility, and body compositions), the FITT principle, and principles of training (overload, progression, specificity and

- regularity)
- 3.6.3 Assess personal fitness, compare personal fitness scores data to health standards and set goals of maintenance and improvement
- 3.6.4 Analyze body types related to age, gender groups, and fitness levels
- 3.6.5 Select a leisure time physical activity and identify opportunities in the community to participate in this activity
- 3.6.6 Describe historical trends in fitness participation and activities that have an impact on current physical education and sports
- 3.6.7 Fitness activities: (circuit training, fitness lab, weight room, aerobics, steps, runs, medicine balls, cardio equipment)
- 3.6.8 Fitness technology: (heart rate monitors, heart rate wands, skin calipers, computer software)
- 3.6.9 Introduction to weight training: (safety and procedures)
- 3.6.10 Nutrition

#### 4. **INSTRUCTIONAL METHODS AND/OR STRATEGIES**

- 4.1 A variety of instructional strategies will be used to accommodate all learning styles and to reinforce reading, writing, and physical activity skills while learning physical education content. Methods include:
  - 4.1.1 Demonstrations – by teacher, student(s), or experts on video
  - 4.1.2 Lecture
  - 4.1.3 Modeling
  - 4.1.4 Guided practice and group discussion
- 4.2. Student centered learning to include:
  - 4.2.1 Peer coaching
  - 4.2.2 Reciprocal teaching
  - 4.2.3 Checklists
  - 4.2.4 Video (peer and self analysis)
  - 4.2.5 Guided discovery
  - 4.2.6 Stations and circuits
  - 4.2.7 Task cards

#### 5. **EVALUATION OF STUDENT PROGRESS**

- 5.1 Student achievement in this course will be measured using multiple assessment tools including but not limited to:
  - 5.1.1 Performance based assessments which assess physical education, cognitive concepts and skills
  - 5.1.2 Journals
  - 5.1.3 Portfolios
  - 5.1.4 Check lists
  - 5.1.5 Rubrics of performance assessments during activity
  - 5.1.6 Quizzes and tests
  - 5.1.7 Projects (rubric assessed)
  - 5.1.8 Video
  - 5.1.9 Computer software

- 5.1.10 Fitnessgram
- 5.1.11 Fitness Plan
- 5.1.12 Fitness Testing Data Record (Data from at least three testing periods)

**6. TIME ESTIMATES:**

- 6.1 Social skills and cooperative activities – 2 weeks
- 6.2 Individual and Dual activities – 12 weeks
- 6.3 Team Sports – 4 - 6 weeks
- 6.4 Rhythm and Dance – 4 - 6 weeks
- 6.5 Aquatics – 4 - 6 weeks
- 6.6 Personal Fitness – 4 weeks (ongoing unit)

**7. INSTRUCTIONAL MATERIALS:**

- 7.1 Journals
- 7.2 Lab manuals
- 7.3 Heart rate monitors
- 7.4 Music
- 7.5 Videos
- 7.6 Tapes
- 7.7 Compact discs
- 7.8 Chalk boards/white boards
- 7.9 Audio and visual equipment
- 7.10 Sports/fitness equipment

**Sample Lesson Plan (using backward planning model): Volleyball Overhand Serve**

**Standard to be taught:** 1.1 Combine and apply movement patterns, simple to complex, in aquatic, rhythms/dance, and individual and dual activities.

**Assessment:**

- 1. Observation
- 2. Peer Assessment
- 3. Journal

**Teaching strategies:**

- 1. Modeling
- 2. Demonstration
- 3. Guided Practice

**Student activities:**

- 1. Volleyball Serve
  - a. Demonstrate the four steps to serving for volleyball
    - 1. hand up and back before toss
    - 2. toss
    - 3. step and contact ball over your head

4. shift of weight and follow through
- b. Teacher cues steps and students model
- c. Group practice – choose one leader for each group to guide students in skill as teacher oversees each group
- d. Students will learn the proper technique of an overhand serve

**Resources:**

1. Physical Activity and Sport for the Secondary School Student, By Neil J. Dougherty, Editor/NASPE, AAHPERD, 2002, ISBN –88314-725-4
2. Internet
3. Library

**Committee Members:**

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