

CHINO VALLEY UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL GUIDELINES
PHYSICAL EDUCATION 10-12

Course Number	5602
Department	Physical Education
Length of course	Two (2) semesters/One (1) year
Grade	10 - 12
Prerequisite	Physical Education 9
Credit	5 units per semester/10 total credits - Physical Education
Repeatable	Repeatable for credit, until student passes the Physical Fitness Test
UC/CSU	
Board Approved	May 27, 1980 / March 21, 2013

Description of Course – Physical Education 10-12 provides the foundation for high school instruction. Students develop proficient movement skills in each area of physical education; they expand their capabilities for independent learning; and they examine practices that allow for sound decision making to enhance successful participation in movement activities.

Rationale for Course – A physically educated person is one who has mastered the necessary movement skills to participate confidently in many different forms of physical activity, values, physical fitness, and understand that both are intimately related to health and well being.

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

- 1.1 Objective: Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities.
 - 1.1.1 Performance Indicator: Students will, during combative activities, demonstrate punching, kicking and grappling techniques, e.g., palm to nose, eye poke etc.
 - 1.1.2 Performance Indicator: Students will, during gymnastic/tumbling activities, demonstrate various techniques for the floor and various apparatus.
 - 1.1.3 Performance Indicator: Students will, during team activities, be able to demonstrate the proper feet/hand movements in soccer and volleyball.

- 1.2 Objective: Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.
 - 1.2.1 Performance Indicator: Students will, during combative activities demonstrate proper punching, kicking, and grappling techniques, e.g., palm to nose, eye poke etc.
 - 1.2.2 Performance Indicator: Students will, during gymnastic/tumbling activities demonstrate proficiency in tumbling, cartwheels etc.
 - 1.2.3 Performance Indicator: Students will, during team activities, demonstrate an understanding of kicking/passing in soccer, and serving/passing/spiking in volleyball.

- 1.3 Objective: 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.
 - 1.3.1 Performance Indicator: Students will, during combative activities demonstrate how to enhance striking force.
 - 1.3.2 Performance Indicator: Students will, during gymnastic/tumbling activities, demonstrate the critical part of balance, coordination, and strength plays in various floor and apparatus techniques.
 - 1.3.3 Performance Indicator: Students will, during team activities, demonstrate how power and speed is generated in soccer and volleyball.

- 1.4 Objective: Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.
 - 1.4.1 Performance Indicator: Students will, during combative activities, demonstrate how to stop various attacks and turn them into offensive situations.
 - 1.4.2 Performance Indicator: Students will, during gymnastic/tumbling activities, demonstrate how to transition from one technique to another, e.g., walking the balance beam into a handstand.
 - 1.4.3 Performance Indicator: Students will, during team activities, demonstrate how to neutralize an attack, and transition to an attack in soccer and volleyball.

- 1.5 Objective: 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.
- 1.5.1 Performance Indicator: Students will, during combative activities, demonstrate how to use an attacker's body (momentum, weight, force, rotation etc.) against him/her.
- 1.5.2 Performance Indicator: Students will, during gymnastic/tumbling activities, demonstrate the proper utilization of leverage, force, and inertia in performing a variety of gymnastics techniques.
- 1.5.3 Performance Indicator: Students will, during team activities, demonstrate how to maximize one's ability to kick, block, spike, and pass a ball in soccer and volleyball.
- 1.6 Objective: Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.
- 1.6.1 Performance Indicator: Students will, after combative activities demonstrate all the variables that led to their performance, better, worse, or equal to previous performances through reflection.
- 1.6.2 Performance Indicator: Students will, after gymnastic/tumbling activities, demonstrate all the variables that led to their performance, better, worse or equal to previous performances through reflection.
- 1.6.3 Performance Indicator: Students will, after team activities, demonstrate all the variables that led to their performance, better, worse or equal to previous performances through reflection.
- 1.7 Objective: 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.
- 1.7.1 Performance Indicator: Students will, after combative activities, demonstrate all the variables that led to their performance, better, worse or equal to previous performances through reflection.
- 1.7.2 Performance Indicator: Students will, after gymnastic/tumbling activities, demonstrate all the variables that led to their performance, better, worse or equal to previous performances through reflection.

- 1.7.3 Performance Indicator: Students will, after team activities, demonstrate all the variables that led to their performance, better, worse or equal to previous performances through reflection.
- 1.8 Objective: Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
 - 1.8.1 Performance Indicator: Students will explain what exercises will improve their performance, and to what extent in combative activities.
 - 1.8.2 Performance Indicator: Students will explain what exercises will improve their performance, and to what extent in gymnastic/tumbling activities.
 - 1.8.3 Performance Indicator: Students will explain what exercises will improve their performance, and to what extent in team activities.
- 1.9 Objective: Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
 - 1.9.1 Performance Indicator: Students will create a training regime to maximize their potential in combative activities.
 - 1.9.2 Performance Indicator: Students will create a training regime to maximize their potential in gymnastic/tumbling activities.
 - 1.9.3 Performance Indicator: Students will create a training regime to maximize their potential in team activities.
- 1.10 Objective: Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.
 - 1.10.1 Performance Indicator: Students will monitor their progress in acquiring skills, evaluate their progress, and adjust their training regime to maximize their potential in combative activities.
 - 1.10.2 Performance Indicator: Students will monitor their progress in acquiring skills, evaluate their progress, and adjust their training regime to maximize their potential in gymnastic/tumbling activities.
 - 1.10.3 Performance Indicator: Students will monitor their progress in acquiring skills, evaluate their progress, and adjust their training regime to maximize their potential in team activities.

1.11 Objective: Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.

1.11.1 Performance Indicator: Students will assess the effects and outcomes, good or bad, of individual performance strategies in combative activities.

1.11.2 Performance Indicator: Students will assess the effects and outcomes, good or bad, of individual performance strategies in gymnastic/tumbling activities.

1.11.3 Performance Indicator: Students will assess the effects and outcomes, good or bad, of individual performance strategies in team activities.

1.12 Objective: Evaluate independent learning of movement skills.

1.12.1 Performance Indicator: Students will demonstrate the ability to learn combative skills independently.

1.12.2 Performance Indicator: Students will demonstrate the ability to learn gymnastic/tumbling skills independently.

1.12.3 Performance Indicator: Students will demonstrate the ability to learn team skills independently.

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

2.1 Objective: Participate in moderate to vigorous physical activity at least four days each week.

2.1.1 Performance Indicator: Students will dress out and participate in their PE classes at least four days a week.

2.2 Objective: Participate in enjoyable and challenging physical fitness activities using the principles of exercise to meet individual needs and interests.

2.2.1 Performance Indicator: Students will participate in their PE classes to be able to demonstrate the motor skills and movement patterns needed to perform a variety of physical activities. (PE Standard 1)

2.2.2 Performance Indicator: Students will participate in their PE classes to be able to demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities. (PE Standard 2)

- 2.2.3 Performance Indicator: Students will participate in their PE classes to be able to assess and maintain a level of physical fitness to improve health and performance. (PE Standard 3)
- 2.2.4 Performance Indicator: Students will participate in their PE classes to be able to demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance. (PE Standard 4)
- 2.2.5 Performance Indicator: Students will participate in their PE classes to be able to demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. (PE Standard 5)
- 2.3 Objective: Identify and achieve levels of excellence in physical fitness that enhances physical and mental performance beyond the standards established by scientifically based health-related fitness assessments.
 - 2.3.1 Performance Indicator: Students must pass the California Physical Fitness Test.
- 2.4 Objective: Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.
 - 2.4.1 Performance Indicator: Students and teachers will set, or adjust, physical fitness goals so that students can pass the California Physical Fitness Test by grade 10.
- 2.5 Objective: Justify the use of particular physical activities to achieve desired fitness goals.
 - 2.5.1 Performance Indicator: Students will keep track of their improving times in fitness runs, and increases in physical abilities being tested to monitor their progress towards passing the California Physical Fitness Test.
- 2.6 Objective: Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.
 - 2.6.1 Performance Indicator: Students will be able to identify the physical requirements of various occupations that they are interested in.
 - 2.6.2 Performance Indicator: Students will evaluate their own physical fitness levels and compare them to what the careers require.
 - 2.6.3 Performance Indicator: Students will develop a physical fitness plan to either get them to a particular level of fitness, or keep them at a particular level of fitness.

- 2.7 Objective: Develop and implement an appropriate personal physical fitness program for a family or community member.
 - 2.7.1 Performance Indicator: Students will choose a family or community member to develop a fitness program for.
 - 2.7.2 Performance Indicator: Students will evaluate the present physical fitness level of said person.
 - 2.7.3 Performance Indicator: Students will use their knowledge to set up physical fitness plan for said person.
 - 2.7.4 Performance Indicator: Students will implement said program with said person for a time period of less than three weeks.
- 2.8 Objective: Explain how to evaluate consumer physical fitness products and programs.
 - 2.7.1 Performance Indicator: Students will tour a local health facility (public or private), and evaluate the available physical fitness products at said location.
 - 2.7.2 Performance Indicator: Students will tour a local health facility (public or private) and will engage an instructor in conversation and evaluate the programs that are offered on the basis of the knowledge and abilities of said instructor.
- 2.9 Objective: Identify and evaluate ergonomics aids that claim to enhance body composition, appearance, physical fitness, and performance.
 - 2.9.1 Performance Indicator: Students will search for positive and negative effects of steroids on body composition, appearance, physical fitness, and performance.
 - 2.9.2 Performance Indicator: Students will search for positive and negative effects of supplements on body composition, appearance, physical fitness, and performance.
- 2.10 Objective: Evaluate the availability and quality of fitness resources in the community.
 - 2.10.1 Performance Indicator: Students will be able to demonstrate knowledge of where the local gyms are located.

- 2.10.2 Performance Indicator: Students will be able to demonstrate knowledge of where the local parks are located.
- 2.10.3 Performance Indicator: Students will be able to demonstrate knowledge of where the local fitness trails are located.
- 2.10.4 Performance Indicator: Students will be able to demonstrate knowledge of where the local state park trails are located
- 2.11 Objective: Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness.
 - 2.11.1 Performance Indicator: Students will use and analyze scientifically based data and protocols to assess themselves in their PE classes to be able to demonstrate the motor skills and movement patterns needed to perform a variety of physical activities. (PE Standard 1)
 - 2.11.2 Performance Indicator: Students will use and analyze scientifically based data and protocols to assess themselves in their PE classes to be able to demonstrate the knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities. (PE Standard 2)
 - 2.11.3 Performance Indicator: Students will use and analyze scientifically based data and protocols to assess themselves in their PE classes to be able to assess and maintain a level of physical fitness to improve health and performance. (PE Standard 3)
 - 2.11.4 Performance Indicator: Students will use and analyze scientifically based data and protocols to assess themselves in their PE classes to be able to demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance. (PE Standard 4)
 - 2.11.5 Performance Indicator: Students will use and analyze scientifically based data and protocols to assess themselves in their PE classes to be able to demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. (PE Standard 5)

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

Self-Responsibility

- 3.1 Objective: Participate in physical activities for personal enjoyment.

- 3.1.1 Performance Indicator: Students will find three physical activities that they enjoy that can be participated in over a long period of time.
- 3.1.2 Performance Indicator: Students will participate in said activities at least three times a week for an extended period of time.
- 3.2 Objective: Examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime.
 - 3.2.1 Performance Indicator: Students will evaluate the requirements for participating in said activities enjoyably.
 - 3.2.2 Performance Indicator: Students will evaluate how they may not be able to fulfill the requirements for enjoyably engaging in said activities later on in life.
- 3.3 Objective: Evaluate the psychological benefits derived from regular participation in physical activity.
 - 3.3.1 Performance Indicator: Students will keep a journal to write down how they feel after participating in their chosen activities.
- 3.4 Objective: Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
 - 3.4.1 Performance Indicator: Students will analyze the reasons why they achieve satisfaction from participating in challenging physical activities.
 - 3.4.2 Performance Indicator: Students will analyze the reasons why they stop doing physically challenging activities.
- 3.5 Objective: Evaluate and refine personal goals to improve performance in physical activities.
 - 3.5.1 Performance Indicator: Students will evaluate their personal goals as they relate to improving their performance in physical activities.
 - 3.5.2 Performance Indicator: Students will refine said goals over time in light of the ultimate goal of better performance as a result of increasing their physical well being by being involved in said activities.
- 3.6 Objective: Identify the effects of individual differences, such as age, gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity.

- 3.6.1 Performance Indicator: Students will identify the causes why certain groups of people prefer certain forms of physical activities.
- 3.7 Objective: Explain how to select and modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs.
 - 3.7.1 Performance Indicator: Students will be able to demonstrate how to modify activities based upon age, gender, and specific limitations.
- 3.8 Objective: Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.
 - 3.8.1 Performance Indicator: Students will lead their teams/sides on rotating basis during team sports.
- 3.9 Objective: Encourage others to be supportive and inclusive of individuals of all ability levels.
 - 3.9.1 Performance Indicator: Students will be involved in cheering on their class/teammates on during PE class.