

CHINO VALLEY UNIFIED SCHOOL DISTRICT

INSTRUCTIONAL GUIDE

PHYSICAL EDUCATION PAGEANTRY

Course Number	5608
Department	Physical Education
Prerequisite	Audition or teacher recommendation
Length of Course	One (1) year/two (2) semesters
Grade Level	9 - 12
Credit	5 units per semester/10 total credits/Physical Education or Fine Arts credit
Repeatable	May be repeated up to twenty (20) credits
Board Approved	May 23, 2003

Description of Course - This course focuses on the ability to work in a group situation while developing performance skills as well as the three major goals of physical education. The course is aimed at improving the students' coordination, agility, flexibility, and appreciation of dance as it relates to physical fitness and the performing arts. These skills are demonstrated by participating in parades and competitions throughout the year. This course is aligned to the State Standards for Physical Education.

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 - Movement Skills and Movement Knowledge

- 1.1 Objective: Students will develop effective motor skills and understand the fundamentals of movement by practicing and analyzing purposeful movement.
 - 1.1.1 Performance Indicator: Students will move in a variety of ways used in dance.
 - 1.1.2 Performance Indicator: Students will learn effective and efficient movement appropriate to the students changing needs.
 - 1.1.3 Performance Indicator: Students will understand the fundamentals of movement.
 - 1.1.4 Performance Indicator: Students will develop an appreciation of the aesthetics of creative movement.
 - 1.1.5 Performance Indicator: Students will learn to enjoy movement for movement's sake.
 - 1.1.6 Performance Indicator: Students will develop the skills needed to select appropriate activities to develop and maintain a high level of health-related physical fitness.

Standard 2 - Self-image and Personal Development

- 2.1 Objective: Students develop and maintain a positive self-image and strive to become the best they can be through planned physical activities.
 - 2.1.1 Performance Indicator: Students will understand the body-type variations of endomorph, mesomorph, and ectomorph and understand capabilities and limitations that may be a function of body type.
 - 2.1.2 Performance Indicator: Students will learn to acknowledge, accept, and appreciate differences between oneself and others with regard to abilities and achievement.
 - 2.1.3 Performance Indicator: Students will understand that art, life-style, political life and religion of diverse cultures have been translated into movement in rituals, games, and dances.

Standard 3 - Social Development

- 3.1 Objective: Students will develop appropriate social behaviors by working independently and with others during planned physical activity.
 - 3.1.1 Performance Indicator: Students will support each other in meeting challenges, testing each others skills and living, working, and playing together harmoniously.
 - 3.1.2 Performance Indicator: Students will learn to assess situations and to identify and solve problems.
 - 3.1.3 Performance Indicator: Students will develop a personal code of ethics that leads to making morally responsible decisions by understanding fair competition and good sportsmanship.
 - 3.1.4 Performance Indicator: Students will understand the development of appropriate social behavior and etiquette in a variety of settings on and off the playing field.

Performance Indicators Relative To Specific Grade Levels

Grade Nine:

- 1. Students will develop and participate in an individualized fitness program.
- 2. Students will identify and follow rules in parades and dance competitions.

Grade Ten:

- 1. Students will perform a variety of dances (folk, county, social, and creative) with fluency and in time to accompaniment.
- 2. Students will use biomechanical concepts and principles to analyze and improve the performance of self and others.
- 3. Students will discuss the importance of balanced nutrition for a maintaining a health life style.

4. Students will design and implement a personal fitness program that relates to total wellness.
5. Students will participate in a variety of dance activities representing different cultural backgrounds.
6. Students will acknowledge and respect stylistic differences in performance.

Grade Eleven:

1. Students will use the principles of movement to accomplish a task with the least effort.
2. Students will comprehend the correct elements of various movements, strategies, safety procedures, and basic rules.
3. Students will show evidence of positive self-image.
4. Students will share in the responsibility of group action and problem solving as a member of a pageantry team.

Grade Twelve:

1. Students will develop a desire to continue in an activity of choice, such as dance or gymnastics.
2. Students will learn to accept the ways in which personal characteristics, performance styles and activity preferences will change over the life cycle.
3. Students will explore career opportunities in dance and related fields.