

SoloQuest Learning Center

Courses of Study

Physical Education 9A/9B, 10A/10B

I. INTRODUCTION

Physical Education 9A/9B, 10A/10B is a four semester program required for graduation. Students are encouraged to complete these courses during the ninth or tenth grade, however, they may be taken at any time during high school.

Physical Education has a key role in preparing students for lifelong health, fitness, and learning. Since it is a state requirement for K-12 education, Physical Education has the opportunity and responsibility to reach the majority of the student population. Because Physical Education is more kinesthetic than much of the educational program, it provides a learning environment that may be effective with a wider range of students than the more traditional academic classroom. By learning the skills and knowledge to live physically active lives, students gain the appreciation and confidence to live healthier, less stressful, and more productive lives.

Scientific research also shows a direct link between physical education and academic success. The healthy, physically active child is more likely to be academically motivated, alert, and successful. Perhaps a greater result is that healthy physical active adolescents develop more positive self-esteem. This self-confidence gives the student a greater ability to take on new intellectual, social, and emotional challenges.

Knowing that physical activity promotes health is not enough. Students must be given numerous and diverse opportunities to gain the knowledge and the skills needed to adopt and maintain active lifestyles. With that in mind, the primary curricular goal in Physical Education 9A/9B, 10A/10B is to give students numerous opportunities to learn from a wide range of sources. The student who is well educated physically is substantially more likely to become a healthy adult who is motivated to remain healthy. Throughout, our physical education curriculum also focuses on sportsmanship. This promotes social skills and cooperation that are increasingly viewed by educators as essential for success in school as well as life.

As a graduation requirement, Physical Education 9A/9B, 10A/10B is intended for all students. Modifications and accommodations are made for students with special needs. Waivers and/or exemptions are possible for transfer students, students with medical conditions, and students for whom certain activities conflict with religious belief.

This course addresses the SoloQuest Philosophy in the following ways:

The learning environment provides opportunities for students to:

- acquire, manage, and use knowledge of Physical Education concepts and skills through an educational program tailored to their individual needs.
- have Individual support and one-on-one instruction.
- be given the responsibility of being an active participant in the learning process.
- practice self-directed learning, decision making, and problem solving.

This course contributes to student attainment of the following Expected Schoolwide Learning Result's (ESLR's):

- Effectively communicate when speaking and writing both in physical education activities and through short answer exploratory problems.
- Become critical thinkers and problem solvers in physical education, with the appropriate applications to apply in the student's daily lives.
- Become knowledge pursuers who enjoy and value learning through exploration of the universe.
- Persons who have integrity, exhibit social responsibility, and respect others.
- Successful time managers who meet deadlines and are prepared for tests and new material.
- Masters of the state content standards at their grade levels in physical education.
- Knowledgeable technology users, who pursue independent research through internet tools and technological applications.
- Creative students that demonstrate pride in their work by being neat, turning everything in on time, being prepared for examinations, and willing to share their ideas.

This course sequence is designed to help students meet the national Physical Education Standards. The Physical Education 9A/9B, 10A/10B courses support students' attainment of the California State Physical Fitness Standards, as assessed by the Fitnessgram. All ninth graders, whether enrolled in PE or not, are required to take the Fitnessgram test.

II. STUDENT LEARNING OUTCOMES

Students will:

9A/9B

1. Apply the principle of transfer of learning in order to learn a new skill and/or game.

2. Apply fundamental movement skills in team and individual sports.
3. Use problem solving skills by demonstrating a variety of offensive and defensive strategies in a sport.
4. Create and implement a nutritional plan, monitor changes, and modify the plan to ensure success.
5. Assess personal fitness; compare scores to health-related standards, monitor progress, and set personal fitness goals.
6. Recognize, accept, and analyze the variety of body types within and between age and gender groups.
7. Accept responsibility for their own behavior by establishing personal movement related goals and monitor progress.
8. Use conflict resolution and teamwork.
9. Write essays on events in fitness and sport history which have impacted current physical education.
10. Demonstrate confidence and risk taking through participation in individual and team movement activities.
11. Explain the significance of rules.
12. Perform water safety techniques.
13. Develop basic first aid skills and knowledge.
14. Perform basic swimming and water safety skills.

10A/10B

1. Assess personal fitness, compare scores to a health related standard, and set goals for improvement or maintenance.
2. Determine a movement-related goal and develop a practice plan to meet that goal.
3. Create a personal fitness program.
4. Apply the fundamental movement skills in individual and team sports.
5. Create and demonstrate a variety of offensive and defensive strategies for a game situation.
6. Analyze movement through biomechanics using scientific principles of movement in order to learn or improve the skill.
7. Apply the correct technique for fundamental movement patterns in activities of choice.
8. Incorporate commitment and dedication to achieve effective movement related performance and fitness goals.
9. Recognize the aesthetic features of movement, its use in art forms, and its cultural and ethnic diversity.
10. Apply leadership skills during movement related experiences.
11. Analyze the influence of events in world history on sport, games, and modern Olympics in society today.
12. Participate in activities of choice and strive for individual excellence.
13. Display cultural sensitivity in movement-related experiences.
14. Create a new movement related game.

The students will meet the following standards:

The course outcomes listed above meet the recommendations of the California State Framework, and are aligned with national standards developed by NASPE (physical education), NDA (dance), and AAHE (health). Copies of the relevant standards are available in the district's *Physical Education Curriculum Guide*.

III. ASSESSMENT

A. Student Assessment

Students will be given the grading criteria and course expectations, preferably in writing, at the beginning of the course.

Assessment is a major focus in physical education. It is integral for measuring and encouraging improvement. There are many approaches to evaluation and assessment. Carefully constructed and administered assessment allows teachers to teach and motivates students more effectively. Both formal and informal assessments are important to a quality health related physical education program. Students should be assessed on whether or not they have reached the desired program **outcomes (“what”)** and **standards (“how well”)** as they relate to effort, improvement, and understanding.

Assessment is important because it provides:

- Opportunities to focus on each individual student
- Specific feedback to guide each student’s personal goal setting
- Feedback on effectiveness of your teaching and instructional methodologies
- Feedback on the effectiveness of the overall program
- Important feedback about student instructional needs
- Information to guide future planning
- Credibility in the minds of administrators and parents

To assess authentically, a variety of tools are used to gather accurate information about a student’s progress. By balancing the types of tools used, each student has a chance to excel in one way or another as well as to develop their “multiple intelligences” and a corresponding range of learning strategies. The goal is to move students toward self- assessment, which they can apply throughout life.

Some of the assessment tools used in the Physical Education program include:

- Participation
- Rubrics
- Written Tests
- Teacher Observations

- Essays or Log Entries
- Student Projects and/or Presentations
- Health Related Fitness Tests
- Peer Assessment
- Self Assessment
 - Skill Performance and /or Goal Achievement

The 9A/9B courses require the following performance assessments:

9A/9B Performance Assessments

Many of the 9A/9B Outcome Indicators are observed by the teacher during class activity. In addition, the primary assessment activities/products students will complete to demonstrate attainment of the Outcome Indicators are:

1. Complete the Fitnessgram physical fitness test
2. Write a nutritional plan related to their own personal health.
3. Maintain a written log of fitness and movement-related activities participated in during and outside of school.
4. Participate in simulated conflict to demonstrate use of conflict resolution skills.
5. Pass requirements for First Aid Certification.
6. Demonstrate basic swimming and water safety skills.

10A/10B Performance Assessments

Many of the 10A/10B Outcome Indicators are observed by the teacher during class activity. In addition, the primary assessment activities/products students will complete to demonstrate attainment of the Outcome Indicators are:

1. Analyze movement patterns, individually or in groups.
2. Compose a paper analyzing movement or a fitness concept.
3. Learn about a dance or movement skill and explain its origins and/or cultural significance.

B. Course Assessment

The Physical Education four course program shall be evaluated regularly according to the school's Curriculum Cycle. Staff will review a variety of data including, but not limited to: Fitnessgram results, course grade distributions, sampling of student work (e.g. nutrition plan, personal fitness plan), student/parent feedback, and teacher observation/reflection.

IV. METHODS AND MATERIALS

A. Methods

The school's curriculum is closely aligned with the California State Framework for Physical Education and the National Standards for Physical Education as prescribed by NASPE. The “roll out the ball” approach is unacceptable to good teaching and just does not meet today’s student needs.

A strong and successful physical education curriculum focuses on the whole person as opposed to a narrow range of skills and abilities. Just as any well planned academic curriculum takes into account a broad range of learning modes, SoloQuest's Physical Education curriculum emphasizes a variety of cognitive, affective, and psychomotor teaching and learning strategies. The ultimate product of these goals is a confident, healthy, active, and successful lifelong learner.

Teachers will use a variety of instructional strategies including, but not limited to: modeling, demonstration, critique, direct instruction, lecture/note taking, small group projects, laboratory activities, and cooperative team activities. Videotapes and other media may be incorporated. Students will be expected to read, write, speak, make oral presentations in groups and individually, do research, record personal data, and participate in class activities.

B. Materials

Physical Education 9A/9B, 10A/10B use the textbooks:

- *Personal Fitness: Looking Good, Feeling Good (PE9A/9B)*

Teachers are provided with a copy of the district’s *Physical Education Curriculum Guide* which includes sample rubrics and/or products for the performance assessments, more detailed descriptions of each component of the curriculum, and appropriate local, state, and national resource documents.

Resources from current publications and the Internet will be used as appropriate.

Physical Education 9A/9B, 10A/10B courses use a wide variety of physical education apparatus including, but not limited to, sports activity equipment, weight training machines, heart monitors.

C. Technology

Teachers will use the Fitnessgram software to collect the state mandated fitness testing data. Students may use computers for Internet research, preparation of written papers, and presentations. A variety of physical fitness and physiological testing apparatus may be used.

D. Suggested Instructional Time Allocation

The content to be included in each of the four semesters is outlined below. Teachers may vary in their approaches, so specific time allocations to each topic are not appropriate. It is expected

that teachers will design instruction to enable students to meet the course outcome indicators. Some units (such as First Aid) have time requirements as set by the certification process and should be followed.

The sequence of the requirements marked by the “*” may be interchanged among the four semester courses because of the availability of school site facilities.

PE 9A Requirements

Fitness Pre-Testing
Personal Fitness Text
Body Image
Exercise Physiology I
Anatomy
Swimming Fundamentals
Water Safety*
First Aid*

PE 9B Requirements

Fitness Post-Testing (Fitnessgram Testing)
Personal Fitness Text
Nutrition Plan
Exercise Physiology II
Dance *
Combatives *
Tumbling/Gymnastics *
Flexibility Training
CPR/AED*

PE 10A Requirements

Fitness Pre-Testing
Personal Fitness Text
Fitness Training
Self Defense *

PE 10B Requirements

Fitness Post Testing
Personal Fitness Text
Individualized Fitness Plan
Dance*
Fitness Training

V. GENERAL INFORMATION

Each semester of the PE course sequence is a 5-unit course. Students are encouraged to complete PE9A/9B in ninth grade, and PE 10A/10B in tenth grade. No part of this sequence may be repeated for additional credit.

Grades earned in PE 9A/9B, 10A/10B are included in students’ grade point average calculation.

SoloQuest provides alternative ways to meet course requirements, including, but not limited to:

1. Through an individualized plan developed by the teacher and student within the context of the regularly scheduled class. This may include situations in which the student has a physical condition that limits certain types of activities for all or part of a semester or other extenuating circumstance requiring modification of the regular class activities.
2. Through Independent Study in which the Independent Study Teacher, P.E. Teacher, student, and parent work out alternative ways to meet the course requirements which may be done outside the regularly scheduled class. The student must follow

Independent Study enrollment procedures.

3. Through accommodations or modifications as specified in an IEP or 504 plan.

Students may also apply for an exemption, waiver, or modifications of the physical education requirement.

A. Prerequisites

Each course in the sequence PE9A/9B, 10A/10B is prerequisite to the next. Students need not earn a passing grade in one semester course before enrolling in the next.

B. Requirements Met

20 units are required to meet SoloQuest graduation requirements.

Physical Education 9A/9B, 10A/10B does not meet any specific UC/CSU entrance requirements, nor are these courses accepted as college preparatory electives.