



HIGH SCHOOL COURSE OUTLINE

Department	Physical Education			Course Title	Soccer Fitness Elective		
Course Code	3716	Grade Level	11-12	Course Length	1 semester	Credits/Semester	5
Required for Graduation		No	Meets H.S. Grad Requirement			Elective Credit	Yes
Prerequisites	2 Years of Physical Education						
Articulated with LBCC		No		Articulated with CSULB		No	
Meets UC “a-f” Requirement		No		Meets NCAA Requirement		No	

COURSE DESCRIPTION: This course is designed to give students the opportunity to learn and develop fundamental and advanced skills and strategies of soccer activities, as well as fitness concepts and conditioning techniques used for achieving and maintaining optimal physical fitness. Students will benefit from comprehensive team activities and cardio respiratory activities. Students will learn basic fundamentals and advanced techniques of soccer, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in team activities, aerobic fitness, wellness, and movement activity for a lifetime.

GOALS

Students:

Standard 1: Demonstrate knowledge of and competency in motor skills, movement patterns and strategies essential to perform a variety of physical activities.

Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

CONTENT STANDARDS

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

- 1.1 Demonstrate advanced knowledge and skills in team activities and choice of aerobic activities (aerobic dance; running; swimming; spinning; indoor rowing; triathlon; walking)
- 1.2 Identify the characteristics and critical elements of a highly skilled performance in a team activity and selected aerobic activities and demonstrate them.

- 1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in a team activity and the selected aerobic activities.
- 1.4 Identify and apply the principles of biomechanics necessary for the safe and successful performance of a team activity and the selected aerobic activities.
- 1.5 List the safety equipment required for participation in a team activity and the selected aerobic activities; describe and demonstrate the use of such equipment.
- 1.6 Demonstrate independent learning of movement skills in a team activity and aerobic activities.

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

- 2.1 Meet physical fitness standards that exceed those of a scientifically based health-related fitness assessment.
- 2.2 Participate in a team activity and selected aerobic activities that improve or maintain health-related physical fitness.
- 2.3 Analyze the effects of a team activity and selected aerobic activities on a personal physical fitness program and personal levels of health-related physical fitness.
- 2.4 Improve or maintain physical fitness by adjusting physical activity levels according to the principles of exercise.
- 2.5 Explain the relationship between participation in a team activity and selected aerobic activities and health.
- 2.6 Demonstrate the ability to develop criteria and analyze factors to consider in the purchase of fitness products and programs related to a team activity and selected aerobic activities.
- 2.7 Develop and implement a month-long personal physical fitness plan that includes a team activity and selected aerobic activities

Standard 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

Self Responsibility

- 3.1 Compare and contrast the effective leadership skills used in team activities and fitness activities and those used in other physical activities.
- 3.2 Develop personal goals to improve performance in team and fitness activities.
- 3.3 Identify and analyze team physical activities that enhance personal enjoyment.
- 3.4 Evaluate the risks and safety factors that may affect participation in team and fitness activities throughout a lifetime.

Social Interaction

- 3.5 Explain how to select and modify team activities to allow for participation by younger children, the elderly, and individuals with special needs.
- 3.6 Analyze the role of social interaction in the successful participation in and enjoyment of team activities.

Group Dynamics

- 3.7 Accept and perform planned and spontaneous leadership assignments and roles in team activities.
- 3.8 Analyze the role that cooperation and leadership play in team activities.
- 3.9 Engage in team activities both in school and outside school.

PERFORMANCE STANDARDS

The Performance Standard Criteria is shown in the table below. The objective is to have all students achieve at or above the Proficient Level. Performance level is determined by the average of the Assessments or Assignments.

District Physical Education Performance Standard Criteria

Assessment/ Assignments	Not Proficient 1	Partial Proficient 2	Proficient 3	Advanced Proficient 4
Graded Student Assignments/ Assessments	Average is a 1 or less than 60%	Average is a 2 or 60% - 69%	Average is a 3 or 70% - 84%	Average is a 4 or 85% - 100%
Performance-based Assessments Demonstration of skill or skill combinations	Not proficient Student demonstrates minimal or no critical elements of the skill	Occasionally performs correctly Student demonstrates some of the critical elements of the skill	Performs correctly most of the time Student demonstrates most of the critical elements of the skill	Always performs skill correctly Student clearly and consistently demonstrates all critical elements of the skill
Cognitive Concepts	Student demonstrates little or no evidence of concept knowledge	Student demonstrates some evidence of concept knowledge	Student demonstrates evidence of concept knowledge	Student clearly and consistently demonstrates concept knowledge
Fitness Plan	Plan Minimally Complete Includes all of the components for one week	Plan Partially Complete Includes all of the components for two weeks	Plan includes almost all components Includes all of the components for three weeks	Plan includes all components Includes all of the components for four weeks

OUTLINE OF CONTENT AND TIME ALLOTMENT:

Minutes	Example of Soccer Skill Lesson Time Allotment for a 90 Minute Period
10	Dress for activity – includes student-provided cleated shoes and shin guards
10	Active warm-up, with or without the ball, i.e., ball touches, dribbling, skipping, etc..
10	Fitness cognitive concepts and related activities
10	Skill Instruction – Individual, one to two drills
15	Skill Practice – Small group
15	Skill Practice – Large group (i.e., scrimmage)
10	Cool down
10	Dress

Week 1: Introduction to Soccer and Aerobic Fitness

1 Week

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.</p>	<p>Class Expectations:</p> <ul style="list-style-type: none"> • Class Curriculum, Expectations, Grading Policy • Portfolio of fitness and skill related assessments • History/Evolution of Soccer • Rules – Soccer • Classroom Rules and Procedures • Locks and Locker Room Procedures • Dressing Policy 	

Week 2: Fitness Pre-Test and Soccer Skills Pre-Assessment

1 Week

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>2.1 Meet physical fitness standards that exceed those of a scientifically based health-related fitness assessment.</p>	<p>Assess personal fitness, compare personal scores data to health standards and set goals of maintenance and improvement.</p> <p>Soccer Skills Pre-Assessments (Technical Skills: See Skill Cues for each skill and Assessments in Addendum)</p>	<ul style="list-style-type: none"> ▪ Fitness Testing Data Record Sheet ▪ Moderate to Vigorous Physical Activity Log <p>Fitnessgram equipment (skin fold calipers, PACER audio cd for PACER, push-ups, and curl-ups; sit and reach box; rulers; mats; curl-ups strip, body-fat analyzers; scale; modified pull-up bar – Cabrillo, Jordan, Lakewood, Millikan, Renaissance, and Wilson received with PEP funds, 2009</p> <p>Fitnessgram materials (Manual, Pacer Audio CD, Skinfold calipers, and curl-up strips) from the Research Office, 2008</p> <p>Soccer-related Fitness Resources:</p> <p>http://www.sparqtraining.com/training/</p> <p>http://www.sparqtraining.com/soccer_girls/protocol</p>

Week 3: Soccer Technical Focus: Dribbling/Tackling

1 week

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>1.1 Demonstrate advanced knowledge and skills in team activities and choice of aerobic activities (aerobic dance; running; swimming; spinning; indoor rowing; triathlon; walking)</p> <p>1.2 Identify the characteristics and critical elements of a highly skilled performance in a team activity and selected aerobic activities and demonstrate them.</p> <p>1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in a team activity and the selected aerobic activities.</p> <p>1.4 Identify and apply the principles of biomechanics necessary for the safe and successful performance of a team activity and the selected aerobic activities.</p> <p>1.5 List the safety equipment required for participation in a team activity and the selected aerobic activities; describe and demonstrate the use of such equipment.</p> <p>1.6 Demonstrate independent learning of movement skills in a team activity and aerobic activities.</p>	<p>Dribbling Skill Cues:</p> <ol style="list-style-type: none"> 1. Tap the ball lightly below its center 2. Use both feet for dribbling 3. Keep the ball 12 to 24 inches in front of the feet. 4. Use the arms for balance 5. Watch the ball, but be alert to other players' positions. 6. Use the inside of foot, outside of foot, instep, or toe to dribble the ball. <p>Tackling Skill Cues:</p> <ol style="list-style-type: none"> 1. For the front block tackle, face the opponent. 2. For the side tackle, stand to the side of the opponent 3. Flex the knees, distribute weight evenly, incline the body forward, keep the arms free at the sides for balance, and focus on the ball. 4. Reach and place the inside of the foot against the ball for the front block tackle. 5. In a side tackle, place the foot against the ball to tap the ball away. 6. Shift the weight onto the back foot. 7. Avoid body contact with the opponent. 	<p>Soccer Resources:</p> <p><u>Quality Lesson Plans for Secondary Physical Education</u>, Second Edition, by Zakrajsek, Carnes, and Pettigrew, Human Kinetics, 2003</p> <p><u>Physical Activity and Sport for the Secondary School Student</u>, Edited by Neil J. Dougherty, National Assoc. for Sport and Physical Education, 2002</p> <p><u>Teaching Cues for Sport Skills</u>, by Hilda Fronske, Allyn and Bacon, 2001</p> <p>Small Group Drills:</p> <p>Dribble Escape: Each player has ball and on signal dribble around field. Two players w/o balls are "chasers," who attempt to kick the ball away from others. Any player whose ball is kicked also becomes a chaser (after placing their ball out of play before they begin to chase.) Play until all players become chasers.</p> <p>Obstacle Dribble: Each line of 4, students line up behind 6 cones, 1 ball/line, first student in each line, dribbles in and out of cones, down and back, then next student in line of 4 goes.</p> <p>Circle Dribble: Circles of students, number students in each half (2 students/circle/same #), call numbers, those students dribble ball around their circle. Object is to dribble and beat the opposing team member back to the starting point. To increase action, 2 students from each circle race students in other circles.</p> <p>Dribble & Turn: In pairs, students start at two opposite cones, 30 yards apart. Another cone is 20 feet in from one cone. 1 student dribbles and passes to partner when he/she reaches the 20 foot cone. Receiving partner dribbles toward the partner's starting cone and begins drill again.</p>

Content Standard(s)	Skills and Concepts	Suggested Resources

Week 4: Soccer Technical Focus: Passing/Shielding

1 Week

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>1.1 Demonstrate advanced knowledge and skills in team activities and choice of aerobic activities (aerobic dance; running; swimming; spinning; indoor rowing; triathlon; walking)</p> <p>1.2 Identify the characteristics and critical elements of a highly skilled performance in a team activity and selected aerobic activities and demonstrate them.</p> <p>1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in a team activity and the selected aerobic activities.</p> <p>1.4 Identify and apply the principles of biomechanics necessary for the safe and successful performance of a team activity and the selected aerobic activities.</p> <p>1.5 List the safety equipment required for participation in a team activity and the selected aerobic activities; describe and demonstrate the use of such equipment.</p> <p>1.6 Demonstrate independent learning of movement skills in a team activity and aerobic activities.</p>	<p>Passing Skill Cues</p> <ol style="list-style-type: none"> 1. Watch the ball and keep the arms at the sides for balance 2. Contact the ball at its center for a push pass on the ground. 3. Contact the ball below its center for a low drive in the air. 4. Contact the ball below its center but without follow-through for a chip pass. 5. Follow through in the direction of the pass for the push pass and low drive. 6. To pass using the inside of the foot, point the toes of the kicking foot upward and outward with the ankle locked. 7. To pass using the outside of the foot, point the toes of the kicking foot downward and inward with the ankle locked. 8. To pass using the instep (shoelace area), point the toes of the kicking foot straight downward. 	<p>Soccer Resources:</p> <p><u>Quality Lesson Plans for Secondary Physical Education</u>, Second Edition, by Zakrajsek, Carnes, and Pettigrew, Human Kinetics, 2003</p> <p><u>Physical Activity and Sport for the Secondary School Student</u>, Edited by Neil J. Dougherty, National Assoc. for Sport and Physical Education, 2002</p> <p><u>Teaching Cues for Sport Skills</u>, by Hilda Fronske, Allyn and Bacon, 2001</p>

Week 5: Health Related- and Skill Related-Fitness Assessment and Monitoring

1 week

Content Standard(s)	Skills and Concepts	Suggested Resources
	<p>Health Related Fitness</p> <ul style="list-style-type: none"> • Fitnessgram measurements <p>Skill Related Assessments:</p> <ul style="list-style-type: none"> • Example: Agility; Speed, 40 yard 	<p>See Resources for Week 2: Fitness</p>

Content Standard(s)	Skills and Concepts	Suggested Resources
	sprint	

Week 6: Soccer Technical Focus: Scoring (Shooting/Heading)

1 week

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>1.1 Demonstrate advanced knowledge and skills in team activities and choice of aerobic activities (aerobic dance; running; swimming; spinning; indoor rowing; triathlon; walking)</p> <p>1.2 Identify the characteristics and critical elements of a highly skilled performance in a team activity and selected aerobic activities and demonstrate them.</p> <p>1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in a team activity and the selected aerobic activities.</p> <p>1.5 List the safety equipment required for participation in a team activity and the selected aerobic activities; describe and demonstrate the use of such equipment.</p> <p>1.6 Demonstrate independent learning of movement skills in a team activity and aerobic activities.</p>	<p>Shooting Skill Cues</p> <ol style="list-style-type: none"> 1. Focus on the ball and keep the arms at the sides for balance. 2. Contact the ball at its center with the inside of the foot, instep, or toe. 3. Place the stationary (i.e., nonkicking) foot beside the ball in preparation for the kick. 4. Kick with either foot. 5. Follow through in the direction of the kick. 6. Use shooting as a technique to score. <p>Heading Skill Cues</p> <ol style="list-style-type: none"> 1. Focus on the ball. 2. Contact the ball at the forehead, using the legs to propel the trunk, neck, and head forward to meet the ball. The head should hit the ball; the ball should not hit the head. 3. Lean backward before contacting the ball. 4. Head upward by heading under the middle of the ball. 5. head downward by heading above the middle of the ball. 6. Follow through with the forehead. 	<p>Soccer Resources:</p> <p><u>Quality Lesson Plans for Secondary Physical Education</u>, Second Edition, by Zakrajsek, Carnes, and Pettigrew, Human Kinetics, 2003</p> <p><u>Physical Activity and Sport for the Secondary School Student</u>, Edited by Neil J. Dougherty, National Assoc. for Sport and Physical Education, 2002</p> <p><u>Teaching Cues for Sport Skills</u>, by Hilda Fronske, Allyn and Bacon, 2001</p>

Week 7: Soccer Technical Focus Collection/Receiving and Juggling

1 Week

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>1.1 Demonstrate advanced knowledge and skills in team activities and choice of aerobic activities (aerobic dance; running; swimming; spinning; indoor rowing; triathlon; walking)</p>	<p>Collection/Receiving Skill Cues:</p> <ol style="list-style-type: none"> 1. Align the body with the oncoming ball. 2. Focus on the ball. 3. Cushion the ball to get control. 4. Wedge ground balls by lowering 	<p>Soccer Resources:</p> <p><u>Quality Lesson Plans for Secondary Physical Education</u>, Second Edition, by Zakrajsek, Carnes, and Pettigrew, Human Kinetics, 2003</p>

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>1.2 Identify the characteristics and critical elements of a highly skilled performance in a team activity and selected aerobic activities and demonstrate them.</p> <p>1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in a team activity and the selected aerobic activities.</p> <p>1.5 List the safety equipment required for participation in a team activity and the selected aerobic activities; describe and demonstrate the use of such equipment.</p> <p>1.6 Demonstrate independent learning of movement skills in a team activity and aerobic activities.</p>	<p>the foot on top of the ball, but not too hard or the ball will bounce away.</p> <p>5. Trap air balls by allowing them to hit the chest or thigh and letting the body absorb the impact so the ball does not have much rebound. The ball should drop straight down to the ground after impact.</p> <p>6. Use the inside of the lower leg, the inside of both legs, the front of both legs, and the sole of the foot to execute ball traps on the ground.</p>	<p><u>Physical Activity and Sport for the Secondary School Student</u>, Edited by Neil J. Dougherty, National Assoc. for Sport and Physical Education, 2002</p> <p><u>Teaching Cues for Sport Skills</u>, by Hilda Fronske, Allyn and Bacon, 2001</p>

Week 8: Health Related- and Skill Related-Fitness Assessment and Monitoring 1 week

Content Standard(s)	Skills and Concepts	Suggested Resources
	<p>Health Related Fitness</p> <ul style="list-style-type: none"> • Fitnessgram measurements <p>Skill Related Assessments:</p> <ul style="list-style-type: none"> • Example: Agility; Speed: 40 yard sprint 	See Resources for Week 2: Fitness

Week 9: Soccer Technical Focus: Throw-ins and Corner Kicks 1 week

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>1.1 Demonstrate advanced knowledge and skills in team activities and choice of aerobic activities (aerobic dance; running; swimming; spinning; indoor rowing; triathlon; walking)</p> <p>1.2 Identify the characteristics and critical elements of a highly skilled performance in a team activity and selected aerobic activities and demonstrate them.</p> <p>1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in a team activity and the selected aerobic activities.</p> <p>1.5 List the safety equipment required for participation in a team activity and the selected aerobic activities;</p>	<p>Throw-in Skill Cues</p> <ol style="list-style-type: none"> 1. Place hands directly behind the ball with thumbs close together near the center of the ball. 2. Bring ball back, directly behind your head, with your wrists and elbows bent. 3. To release the ball, flex the trunk vigorously, extend your arms forcefully and directly overhead, and snap your wrists as the ball is being released in the direction of the target. 4. Follow through by letting your arms come to the side of the body during the follow through. 5. Both feet must remain on the ground after the ball is released. (The back foot may be dragged along the ground.) 	<p>Soccer Resources:</p> <p><u>Quality Lesson Plans for Secondary Physical Education</u>, Second Edition, by Zakrajsek, Carnes, and Pettigrew, Human Kinetics, 2003</p> <p><u>Physical Activity and Sport for the Secondary School Student</u>, Edited by Neil J. Dougherty, National Assoc. for Sport and Physical Education, 2002</p> <p><u>Teaching Cues for Sport Skills</u>, by Hilda Fronske, Allyn and Bacon, 2001</p>

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>describe and demonstrate the use of such equipment.</p> <p>1.6 Demonstrate independent learning of movement skills in a team activity and aerobic activities.</p>		

Week 10: Soccer Technical Focus: Goal Keeping

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>1.1 Demonstrate advanced knowledge and skills in team activities and choice of aerobic activities (aerobic dance; running; swimming; spinning; indoor rowing; triathlon; walking)</p> <p>1.2 Identify the characteristics and critical elements of a highly skilled performance in a team activity and selected aerobic activities and demonstrate them.</p> <p>1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in a team activity and the selected aerobic activities.</p> <p>1.5 List the safety equipment required for participation in a team activity and the selected aerobic activities; describe and demonstrate the use of such equipment.</p> <p>1.6 Demonstrate independent learning of movement skills in a team activity and aerobic activities.</p>	<p>Goalkeeping Skill Cues</p> <ol style="list-style-type: none"> 1. Stand with the knees bent, weight forward on the balls of the feet, and hands held at chest level 2. Move the body in line with the ball. 3. Sidestep to move sideways. 4. Collect ground shots by bending at the waist, scooping the ball into the arms (palms forward), and bringing the ball to the chest. 5. Collect air shots by pointing the hands downward when a ball is below the waist and upward when a ball is above the waist. Extend the arms toward the ball and use the fingertips to catch it. 6. Deflect shots using a punch shot with the fists and a push shot with the open hands. 7. The sequence of the punt is as follows: <ul style="list-style-type: none"> • Begin with the knee bent and the toes pointed. • Hold the ball with both hands in front at waist height. • Take three steps, straighten the knee, contact the soccer ball with the instep, and punt the ball out of the hands. • Rise up on the toes of the stationary foot to get effective punting action. • Throw with one arm (long arm the ball like a discus throw) with a slight loft to the ball. The ball call also be rolled by the goalkeeper. 	<p>Soccer Resources:</p> <p><u>Quality Lesson Plans for Secondary Physical Education</u>, Second Edition, by Zakrajsek, Carnes, and Pettigrew, Human Kinetics, 2003</p> <p><u>Physical Activity and Sport for the Secondary School Student</u>, Edited by Neil J. Dougherty, National Assoc. for Sport and Physical Education, 2002</p> <p><u>Teaching Cues for Sport Skills</u>, by Hilda Fronske, Allyn and Bacon, 2001</p>

Week 12: Soccer Technical Focus: Attacking

Content Standard(s)	Skills and Concepts	Suggested Resources
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Content Standard(s)	Skills and Concepts	Suggested Resources
<p>1.1 Demonstrate advanced knowledge and skills in team activities and choice of aerobic activities (aerobic dance; running; swimming; spinning; indoor rowing; triathlon; walking)</p> <p>1.2 Identify the characteristics and critical elements of a highly skilled performance in a team activity and selected aerobic activities and demonstrate them.</p> <p>1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in a team activity and the selected aerobic activities.</p> <p>1.5 List the safety equipment required for participation in a team activity and the selected aerobic activities; describe and demonstrate the use of such equipment.</p> <p>1.6 Demonstrate independent learning of movement skills in a team activity and aerobic activities.</p>	<p>Offensive Strategy Skill Cues:</p> <ol style="list-style-type: none"> 1. Move quickly to create an open space for shooting. 2. Spread out the attack to make guarding difficult for the defense. 3. Use the body to shield the ball from an opponent. 4. Keep moving, even when not in possession of the ball. 5. Keep possession and control of the ball with tight passing. 6. Move away from the teammate in possession of the ball so that defenders using 1-0-1 (i.e., person-to-person) defense are also drawn away from the player with the ball. 7. Use depth in the attack to pass the ball forward toward the goal or backward toward teammates. 	<p><u>Quality Lesson Plans for Secondary Physical Education</u>, Second Edition, by Zakrajsek, Carnes, and Pettigrew, Human Kinetics, 2003</p> <p><u>Physical Activity and Sport for the Secondary School Student</u>, Edited by Neil J. Dougherty, National Assoc. for Sport and Physical Education, 2002</p> <p><u>Teaching Cues for Sport Skills</u>, by Hilda Fronske, Allyn and Bacon, 2001</p>

Week 13: Soccer Tactical Focus: Defending

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>1.1 Demonstrate advanced knowledge and skills in team activities and choice of aerobic activities (aerobic dance; running; swimming; spinning; indoor rowing; triathlon; walking)</p> <p>1.2 Identify the characteristics and critical elements of a highly skilled performance in a team activity and selected aerobic activities and demonstrate them.</p> <p>1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in a team activity and the selected aerobic activities.</p> <p>1.5 List the safety equipment required for participation in a team activity and the selected aerobic activities; describe and demonstrate the use</p>	<p>Defensive Strategy Skill Cues:</p> <ol style="list-style-type: none"> 1. Guard players by taking a position between the opponent and goal; cover the area in front of the goal at all times and keep team players positioned between the goal and the ball. 2. Force the opponents to play the ball away from their own goal and toward the outside of the field. 3. Reduce the opposing team's shooting angle by moving toward the ball. 4. For the best defensive strategy, use 1-on-1 (i.e., person to person) or zone defense, or a combination of both. 5. Move away from the opponent as the offense gets farther from the goal, but move toward the 	<p><u>Quality Lesson Plans for Secondary Physical Education</u>, Second Edition, by Zakrajsek, Carnes, and Pettigrew, Human Kinetics, 2003</p> <p><u>Physical Activity and Sport for the Secondary School Student</u>, Edited by Neil J. Dougherty, National Assoc. for Sport and Physical Education, 2002</p> <p><u>Teaching Cues for Sport Skills</u>, by Hilda Fronske, Allyn and Bacon, 2001</p>

Content Standard(s)	Skills and Concepts	Suggested Resources
of such equipment. 1.6 Demonstrate independent learning of movement skills in a team activity and aerobic activities.	opponent as the offense moves toward the goal.	

Week 14: Fitness Assessment

Content Standard(s)	Skills and Concepts	Suggested Resources
2.1 Meet physical fitness standards that exceed those of a scientifically based health-related fitness assessment.	<p>Assess personal fitness, compare personal scores data to health standards and set goals of maintenance and improvement.</p> <p>Soccer Skills Assessments (Technical Skills: See Skill Cues for each skill and Assessments in Addendum)</p> <p>Soccer Dribbling Assessment</p>	<ul style="list-style-type: none"> ▪ Fitness Testing Data Record Sheet ▪ Moderate to Vigorous Physical Activity Log <p>Fitnessgram equipment (skin fold calipers, PACER audio cd for PACER, push-ups, and curl-ups; sit and reach box; rulers; mats; curl-ups strip, body-fat analyzers; scale; modified pull-up bar – Cabrillo, Jordan, Lakewood, Millikan, Renaissance, and Wilson received with PEP funds, 2009</p> <p>Fitnessgram materials (Manual, Pacer Audio CD, Skinfold calipers, and curl-up strips) from the Research Office, 2008</p>

Week 15: Soccer Tactical Focus: Team Play: Formations, Strategic Decision Making

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>1.1 Demonstrate advanced knowledge and skills in team activities and choice of aerobic activities (aerobic dance; running; swimming; spinning; indoor rowing; triathlon; walking)</p> <p>1.2 Identify the characteristics and critical elements of a highly skilled performance in a team activity and selected aerobic activities and demonstrate them.</p> <p>1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in a team activity and</p>	<p>Skill Cues:</p> <ol style="list-style-type: none"> 1. Use dribbling, passing, shooting, and heading skills as offensive and defensive maneuvers. 2. Use tackling and defensive strategy to prevent scoring. <p>Assign the following playing positions: Defenders, midfielders, forwards, and goalkeepers. Midfielders play both defense and offense. Choose a playing formation before play. (The playing formation determines whether the team will be emphasizing offensive or defensive</p>	<p><u>Quality Lesson Plans for Secondary Physical Education</u>, Second Edition, by Zakrajsek, Carnes, and Pettigrew, Human Kinetics, 2003</p> <p><u>Physical Activity and Sport for the Secondary School Student</u>, Edited by Neil J. Dougherty, National Assoc. for Sport and Physical Education, 2002</p> <p><u>Teaching Cues for Sport Skills</u>, by Hilda Fronske, Allyn and Bacon, 2001</p>

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>the selected aerobic activities.</p> <p>1.5 List the safety equipment required for participation in a team activity and the selected aerobic activities; describe and demonstrate the use of such equipment.</p> <p>1.6 Demonstrate independent learning of movement skills in a team activity and aerobic activities.</p>	<p>play.) For example, in a 4-2-4 formation, the team has 4 defenders, 2 midfielders, and 4 forwards. In a 3-3-4 formation the team has 3 defenders, 3 midfielders, and 4 forwards. (The goalie is an additional player) The 3-3-4 formation might be used if the team is losing and there is an increased effort to try to score.</p>	

Week 16: Soccer Officiating

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>1.1 Demonstrate advanced knowledge and skills in team activities and choice of aerobic activities (aerobic dance; running; swimming; spinning; indoor rowing; triathlon; walking)</p> <p>1.2 Identify the characteristics and critical elements of a highly skilled performance in a team activity and selected aerobic activities and demonstrate them.</p> <p>1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in a team activity and the selected aerobic activities.</p> <p>1.5 List the safety equipment required for participation in a team activity and the selected aerobic activities; describe and demonstrate the use of such equipment.</p>	<p>Officiating Skills and Techniques Soccer Rules</p> <p>Options for officiating certification</p> <p>Law 1 - The Field of Play Law 2 - The Ball Law 3 - The Number of Players Law 4 - The Players' Equipment Law 5 - The Referee Law 6 - The Assistant Referees Law 7 - The Duration of the Match Law 8 - The Start and Restart of Play Law 9 - The Ball In and Out Play Law 10 - Method of Scoring Law 11 - Offside Law 12 - Fouls and Misconduct Law 13 - Free Kicks Law 14 - The Penalty Kick Law 15 - The Throw-In Law 16 - The Goal Kick Law 17 - The Corner kick</p>	<p>Website resources for learning officiating skills and concepts:</p> <p>http://www.fifa.com/aboutfifa/developing/refereeing/teachingmaterial.html</p> <p>http://www.soccer-fans-info.com/soccer-rules.html</p> <p>http://www.calsouth.com/referee_youthsoccer.htm</p> <p>http://www.naso.org/BeOfficial/sportspages/soccer.html</p> <p>http://www.coastsoccer.com/ref_policy.php</p> <p>Website resources for opportunities to officiate: (Possible Service Learning Opportunities)</p> <p>http://www.lbyso.net/</p> <p>http://www.ayso159.org/</p> <p>http://www.ayso177.org/</p> <p>http://www.ayso114.org/default_css.aspx</p>

Week 17 Culminating Fitness and Skill Assessments (Skills from Week 3 and on) 1 week

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>1.1 Demonstrate advanced knowledge and skills in team activities and choice of aerobic activities (aerobic dance; running; swimming; spinning; indoor rowing; triathlon; walking)</p> <p>1.2 Identify the characteristics and critical elements of a highly skilled performance in a team activity and selected aerobic activities and demonstrate them.</p> <p>1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in a team activity and the selected aerobic activities.</p> <p>1.5 List the safety equipment required for participation in a team activity and the selected aerobic activities; describe and demonstrate the use of such equipment.</p> <p>1.6 Demonstrate independent learning of movement skills in a team activity and aerobic activities.</p>		<p>See Resources For Week 2: Fitness</p>

Week 18 Futsal/Indoor Soccer; Portfolio Review and Submission

1 Week

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>1.1 Demonstrate advanced knowledge and skills in team activities and choice of aerobic activities (aerobic dance; running; swimming; spinning; indoor rowing; triathlon; walking)</p> <p>1.2 Identify the characteristics and critical elements of a highly skilled performance in a team activity and selected aerobic activities and demonstrate them.</p> <p>1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful</p>		

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>participation in a team activity and the selected aerobic activities.</p> <p>1.5 List the safety equipment required for participation in a team activity and the selected aerobic activities; describe and demonstrate the use of such equipment.</p> <p>1.6 Demonstrate independent learning of movement skills in a team activity and aerobic activities.</p>		

Physical Fitness Concepts and Techniques

Ongoing throughout semester

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>2.1 Meet physical fitness standards that exceed those of a scientifically based health-related fitness assessment.</p> <p>2.2 Participate in a team activity and selected aerobic activities that improve or maintain health-related physical fitness.</p> <p>2.3 Analyze the effects of a team activity and selected aerobic activities on a personal physical fitness program and personal levels of health-related physical fitness.</p> <p>2.4 Improve or maintain physical fitness by adjusting physical activity levels according to the principles of exercise.</p> <p>2.5 Explain the relationship between participation in a team activity and selected aerobic activities and health.</p> <p>2.6 Demonstrate the ability to develop criteria and analyze factors to consider in the purchase of fitness products and programs related to a team activity and selected aerobic activities.</p> <p>2.7 Develop and implement a month-long personal physical fitness plan that includes a team activity and selected aerobic activities</p>	<ul style="list-style-type: none"> • Apply principles of physical fitness • Apply physiological principles involved in human movement. • Select a leisure time physical activity and identify opportunities in the community to participate in this activity. • Describe current trends in fitness and conditioning • Understand the components of total health fitness and the relationship between physical activity and lifelong wellness. • Fitness Technology: (heart rate monitors, heart rate wands, pedometers, skin calipers, computer software) 	<p>Assessment:</p> <p>Fitnessgram Test Administration Manual, 4th Edition, Human Kinetics, from LBUSD Research Office.</p> <p>Fitness Testing Data Record Sheet (See Appendix)</p> <p>Physical Activity Log (See Appendix)</p> <p>Fitnessgram equipment (skin fold calipers, tape or CD of Pacer, push-ups, and curl-ups cadence, sit and reach box, rulers, mat with line for curl-ups, body-fat analyzers, scale, modified pull-up bar)</p> <p>Fitnessgram materials: Manual, Pacer CD, Skinfold calipers, and curl-up strips from LBUSD Research.</p> <p>Sound system; audio music CD's or MP3 Player</p> <p>Charts of fitness exercises (check Physical Education catalogs)</p> <p>Heart rate wands and heart rate monitors (Each department received heart rate wands from the Health/Physical Education Office, Spring, 2000 and 2003)</p> <p>Mats; Medicine Balls; Aerobic Steps; Hand weights; Barbells and weights; Weight benches; Jump ropes; Concept 2 Rowing Machines; Elastic exercise bands or Dynabands and additional fitness exercise equipment.</p> <p>Books:</p> <ul style="list-style-type: none"> ▪ <u>Five for Life Intermediate and Advanced Manuals</u> by Focused Fitness – Cabrillo, Jordan,

Content Standard(s)	Skills and Concepts	Suggested Resources
		<p>Lakewood, Millikan, Renaissance, and Wilson PEP Grant curriculum, 2009</p> <ul style="list-style-type: none"> ▪ <u>Personal Fitness, Looking Good—Feeling Good</u> By Williams, Harageones, Johnson, Smith/ Kendall/Hunt ▪ <u>Fitness for Life</u> By Charles B. Corbin and Ruth Lindsey/Human Kinetics ▪ <u>Physical Education for Lifelong Fitness: The Physical Best Teacher’s Guide</u> AAHPERD/Human Kinetics; in District Professional Library Code: 613.7 PHY <p>Video:</p> <ul style="list-style-type: none"> ▪ <u>Fitnessgram Test Administration Manual 4th Edition DVD</u> ▪ Five for Life Station Circuit DVD’s <p>Software Sources:</p> <ul style="list-style-type: none"> • <u>Humankinetics, (800) 747-4457, www.humankinetics.com</u>

Cardiorespiratory Endurance Training

Ongoing throughout semester

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>2.2 Participate in a team activity and selected aerobic activities that improve or maintain health-related physical fitness.</p> <p>2.3 Analyze the effects of a team activity and selected aerobic activities on a personal physical fitness program and personal levels of health-related physical fitness.</p> <p>2.4 Improve or maintain physical fitness by adjusting physical activity levels according to the principles of exercise.</p> <p>2.5 Explain the relationship between participation in a team activity and selected aerobic activities and health.</p>	<ul style="list-style-type: none"> • Safety techniques (including modifications for health conditions, i.e. asthma, obesity; breathing techniques; proper movement forms, i.e., correct stride, arm movements, body alignment; proper warm-up, cool down, and stretching) • Demonstrate competency in monitoring heart rates during activity • Assess cardiorespiratory fitness and set goals to maintain or improve fitness levels • Participate in a variety of cardiorespiratory activities including i.e. power walking, pacer test, interval training, incline running, distance running, aerobics and circuits. • Demonstrate an awareness of cardiorespiratory fitness opportunities in the community 	<ul style="list-style-type: none"> • Heart Rate Monitors: Polar or Suunto • Heart Rate Wands: Insta-Pulse • Fitnessgram fitness testing equipment (skin fold calipers, cadence CD for PACER, push-ups and curl-ups, rulers, mat with line for curl-ups; modified pull-up bar) • Body fat analyzer • Spin cycles (StarTrak) • Concept 2 Indoor Rowing Machines (Concept2: (800) 245-5676, www.concept2.com) • Steps for Step Aerobics • Jump Ropes • Medicine Balls – bounce, variety of sizes, weights, coverings • Individual Exercise Mats • Handweights; Barbells; Weighted bars • Exerbands, Elastic bands or Dynabands • Physioballs (exercise balls) • Cardio appropriate music • Wireless Sound System • Fitness Charts/Posters/Task Cards for Circuits

Content Standard(s)	Skills and Concepts	Suggested Resources
		<ul style="list-style-type: none"> Various Weight Machines and Resistance Training Machines

Nutrition

Ongoing throughout semester

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>2.1 Meet physical fitness standards that exceed those of a scientifically based health-related fitness assessment.</p> <p>2.4 Improve or maintain physical fitness by adjusting physical activity levels according to the principles of exercise.</p> <p>2.5 Explain the relationship between participation in a team activity and selected aerobic activities and health.</p> <p>2.6 Demonstrate the ability to develop criteria and analyze factors to consider in the purchase of fitness products and programs related to a team activity and selected aerobic activities.</p>	<ul style="list-style-type: none"> Nutrients Nutrition labeling information Food Choices Food Guide Pyramid Influences on food choices- social, economic, cultural Access to adequate food sources Comparison of food values Weight Management-proper practices to maintain, lose, gain Eating Disorders Proper hydration The effects of performance enhancement drugs 	<p>Focused Fitness <u>Five For Life</u> Nutrition Manual and Food Cards (at Cabrillo, Jordan, Lakewood, Millikan, Renaissance, Wilson, 2009)</p> <p>Focused Fitness <u>Five for Life</u> Intermediate and Advanced Manuals (at Cabrillo, Jordan, Lakewood, Millikan, Renaissance, Wilson, 2009)</p> <p>Nutrition materials, lessons, books and posters available for qualifying nutrition “Network” schools. Contact Health and PE Office. Crate of nutrition instructional materials provided to each qualifying Network school in 2008. (Qualifying Schools: 50% or more of students on free/reduced meals)</p>

Resistance Training for Muscular Strength and Endurance

Ongoing throughout semester

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>2.1 Meet physical fitness standards that exceed those of a scientifically based health-related fitness assessment.</p> <p>2.2 Participate in a team activity and selected aerobic activities that improve or maintain health-related physical fitness.</p> <p>2.3 Analyze the effects of a team activity and selected aerobic</p>	<ul style="list-style-type: none"> Apply principles of resistance training Safety techniques (spotting, proper body alignment, lifting techniques, spatial awareness, and proper breathing techniques) Demonstrate an understanding of proper weight training 	<p>See resistance training equipment listed under <i>Cardio respiratory Endurance Training</i></p>

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>activities on a personal physical fitness program and personal levels of health-related physical fitness.</p> <p>2.4 Improve or maintain physical fitness by adjusting physical activity levels according to the principles of exercise.</p> <p>2.5 Explain the relationship between participation in a team activity and selected aerobic activities and health.</p>	<p>principles and</p> <ul style="list-style-type: none"> • concepts in order to achieve desired results • Perform basic resistance exercises (including free weights, hand weights, • weight machines, exercise bands and tubing, medicine balls, fit balls) • Advanced techniques of weight training 	

Self Responsibility; Social Interaction; and Group Dynamics Ongoing throughout semester

Content Standard(s)	Skills and Concepts	Suggested Resources
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Content Standard(s)	Skills and Concepts	Suggested Resources
<p><u>Self Responsibility</u></p> <p>3.1 Compare and contrast the effective leadership skills used in team activities and fitness activities and those used in other physical activities.</p> <p>3.2 Develop personal goals to improve performance in team and fitness activities.</p> <p>3.3 Identify and analyze team physical activities that enhance personal enjoyment.</p> <p>3.4 Evaluate the risks and safety factors that may affect participation in team and fitness activities throughout a lifetime.</p> <p><u>Social Interaction</u></p> <p>3.5 Explain how to select and modify team activities to allow for participation by younger children, the elderly, and individuals with special needs.</p> <p>3.6 Analyze the role of social interaction in the successful participation in and enjoyment of team activities.</p> <p><u>Group Dynamics</u></p> <p>3.7 Accept and perform planned and spontaneous leadership assignments and roles in team activities.</p> <p>3.8 Analyze the role that cooperation and leadership play in team activities.</p> <p>3.9 Engage in team activities both in school and outside school.</p>	<p>Self responsibility, positive social interaction, and positive group dynamics are introduced, reviewed, monitored, and assessed throughout the course</p> <ul style="list-style-type: none"> ▪ Develop and monitor progress toward performance goals ▪ Develop and monitor progress toward fitness goals ▪ Identify and evaluate the risks and safety factors involved with basketball activities and fitness activities throughout one's lifetime ▪ Modify basketball activities to allow participation by youth, the elderly, and individuals with special needs ▪ Identify and analyze the role of social interaction in the successful participation of basketball and aerobic activities ▪ Identify and practice effective leadership skills in basketball and aerobic activities ▪ Identify and analyze the role that cooperation and leadership play in basketball and aerobic activities ▪ Participate in basketball and aerobic activities outside of school 	<p>Adventure Curriculum for Physical Education, by Jane Panicucci; Project Adventure, 2003. (This book was provided to all high school PE departments in 2004.)</p>

Fitness Post Test

1 Week

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>2.1 Meet physical fitness standards that exceed those of a scientifically based health-related fitness assessment</p>	<ul style="list-style-type: none"> ▪ Reassess personal fitness and compare scores to pre-test scores and personal goals ▪ Record data on fitness software, if available 	<p>See resources listed under <i>Fitness Pre-Test</i></p>

Closure

1 Week

Content Standard(s)	Skills and Concepts	Suggested Resources
	<ul style="list-style-type: none"> • Evaluate and implement fitness and activity plans • Reflection • Locker Room Shut-down 	See One Month Fitness Plan in Appendix

METHODS: A variety of instructional strategies will be used to accommodate all learning styles.

- Demonstrations - by teacher, student(s), or experts on video
- Lecture
- Modeling
- Guided practice
- Group discussion

Student centered learning to include:

- peer coaching
- reciprocal teaching
- checklists
- video (peer and self-analysis)
- guided discovery
- stations and circuits
- task cards
- computer lab

MATERIALS USED IN TEACHING THE COURSE:

Basic Physical Education Classroom Equipment

- Chalkboard/white board, chart paper and easel, crates for portfolios/journals
- Wireless sound system: wireless microphone, speaker, and music source
- Stopwatches
- Clipboards (teacher and students class set) and pencils
- Soccer Equipment: acquire from the District Stock Catalog and/or Physical Education Equipment Catalogs (i.e.; Sportime, Gopher, Flaghouse, etc.) or Sporting Goods stores

Glossary

Vocabulary for Introduction Unit

Biomechanics – The study of human movement and how such movement is influenced by gravity, friction, and the laws of motion. It involves the analysis of force, including muscle force that produces movements and impact force that may cause injuries. It explains why motor skills are performed in explicit ways in order to improve their efficiency and effectiveness.

Body management – Basic skills focusing on abilities to control the body/body parts in actions such as those involving traveling, balancing, rolling, and supporting body weight.

Fundamental movement skills – An organized series of basic movements that involve the combination of movement patterns of two or more body segments. Fundamental movement skills may be categorized as stability, locomotor, or manipulative movements.

Group dynamics – Each person in a group influences and is influenced by each other. The most important aspect of group cohesiveness and good performance seems to be commitment to the group task, which leads to a sense of collective efficacy—team members can respond to the demands of a difficult situation.

Health – Optimal well being that contributes to quality of life. It is more than freedom from disease and illness. Optimal health includes high-level mental, social, emotional, spiritual, and physical wellness within the limits of one's heredity and personal abilities.

Individual or dual activity – Physical activities that require either one or two participants. Examples include badminton, swimming, golf, handball, and weight lifting.

Kinesiology – The study of human movement.

Large muscle groups – Muscles that work together and have a large mass relative to other muscle groups in the body. Examples of large muscle groups are the arms, back, and legs.

Locomotor movements – The basic patterns used to travel (walking, running, leaping, hopping, jumping, galloping, sliding, and skipping).

Manipulative movements – Movements in which skills are developed while using an implement. Examples include throwing, catching, punching, kicking, trapping, rolling, dribbling, striking, and volleying.

Movement concepts – The ideas used to modify or enrich the range and effectiveness of skill employment. Involves learning “how, where, and with what” the body moves.

Movement patterns – An organized series of related movements.

Physical activity – Bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure, broadly including exercise, sport, dance, and other movement forms.

Physical fitness – A positive state of well-being with low risk of premature health problems and energy to participate in a variety of physical activities. It is influenced by regular, vigorous physical activity, genetic makeup and nutritional adequacy.

Vocabulary for Fitness Unit

Aerobic activity – Long duration exercise that relies on the presence of oxygen for the production of energy; it may also control body weight, reduce the percentage of body fat, improve the circulatory function, and reduce blood pressure. Examples include aerobic dance, aqua aerobics, cycling, jogging, power walking, recreational dance, in-line skating, step aerobics, kickboxing, and super circuit.

Anaerobic activity – Short duration exercise completed without the aid of oxygen; it is used to build muscle mass and to improve one's ability to move quickly and to deliver force.

Basic resistance principles – Resistance is the weight or force that is used to oppose a motion. Resistance training increases muscle strength by pitting the muscles against a weight, such as a dumbbell or barbell. The basic principles of resistance training include: type of lift, intensity, volume, variety, progressive overload, rest, and recovery.

Biomechanics – The study of human movement and how such movement is influenced by gravity, friction, and the laws of motion. It involves the analysis of force, including muscle force that produces movements and impact force that may cause injuries. It explains why motor skills are performed in explicit ways in order to improve their efficiency and effectiveness.

Body composition – The makeup of the body in fat free mass (muscle, bone, vital organs and tissues) and fat mass.

Components of physical fitness – Aerobic capacity, muscle strength, muscle endurance, flexibility, and body composition.

Cool down exercises – Five to ten minutes of light to moderate physical activity. It maintains blood pressure, helps enhance venous return, and prevents blood from pooling in the muscles.

Core muscles – The abdominal, back, hip, and pelvic floor muscles.

Dehydration – Loss of water and important blood salts like potassium and sodium which are essential for vital organ functioning.

Ergogenic aids – Substances, devices, or practices that enhance an individual's energy use, production, or recovery.

Flexibility – The ability to move joints of the body through normal range of motion.

F.I.T.T. principles/concepts – Inter-related and inter-dependent rules for gaining and maintaining physical fitness—frequency, intensity, time, and type.

Frequency – A principle of training that establishes how often to exercise.

Health-related physical fitness – Consists of those components of physical fitness that have a relationship with good health. The components are body composition, aerobic capacity, flexibility, muscular endurance, and strength.

Healthy fitness zone – The lower and upper ranges of performance on physical fitness tests that have been identified as being related to good health.

Healthy target heart rate zone – A safe range of activity intensity that can be used to enhance the level of aerobic capacity.

Hyper-extension – Greater than normal stretching or straightening of an extended limb.

Hyper-flexion – Greater than normal stretching or straightening of a flexed limb.

Individuality – A principle of training that establishes the program must take into account the specific needs and abilities of individuals for whom it is designed.

Intensity – A principle of training that establishes how hard to exercise.

Large muscle groups – Muscles that work together and have a large mass relative to other muscle groups in the body. Examples of large muscle groups are the arms, back, and legs.

Mode/type – A principle of training that establishes the specific activity to use.

Moderate physical activity – Moderate-intensity physical activity generally requires sustained rhythmic movements and refers to a level of the effort a healthy individual might expend while walking briskly, dancing, swimming, or bicycling on level terrain, for example. A person should feel some exertion but should be able to carry on a conversation comfortably during the activity.

Muscle endurance – The ability of a muscle to avoid fatigue.

Muscle strength – The ability of a muscle to exert force.

Overload – A principle of training that establishes a minimum threshold to obtain a benefit.

EVALUATION:

Student achievement in this course will be measured using multiple assessment tools including but not limited to:

- Performance-based assessments which assess physical education cognitive concepts and skills
- Journals
- Portfolios
- Checklists
- Rubrics of performance assessments during activity
- Quizzes and tests

- Projects (rubric assessed)
- Video
- Computer software
- Fitnessgram
- Fitness Plan

GRADING POLICY

A common grading policy ensures consistency between schools and classrooms across the district.

Suggested Percent of Grade

Standard 1: Demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities.	30-40%
Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.	30-40%
Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.	20-30%

Suggested Grading Scale

- A** 90% - 100%
- B** 80% - 89%
- C** 70% - 79%
- D** 60% - 69%
- F** Below 60%

Submitted by: Theresa Collins and Joan Van Blom

School: Poly High School and Health/PE Office

Date: 4/09

Appendix – See Assessments on Following Pages

Every two weeks, assessments will include:

- the previous weeks' technical and/or tactical skills
- health-related fitness
- soccer specific skill-related fitness (i.e., agility, "star test," reaction time)

Assessment/ Assignments	Not Proficient 1	Partial Proficient 2	Proficient 3	Advanced Proficient 4
Graded Student Assignments/ Assessments	Average is a 1 or less than 60%	Average is a 2 or 60% - 69%	Average is a 3 or 70% - 84%	Average is a 4 or 85% - 100%
Performance-based Assessments Demonstration of skill or skill combinations	Not proficient Student demonstrates minimal or no critical elements of the skill	Occasionally performs correctly Student demonstrates some of the critical elements of the skill	Performs correctly most of the time Student demonstrates most of the critical elements of the skill	Always performs skill correctly Student clearly and consistently demonstrates all critical elements of the skill
Soccer Passing Wall Passing Place a soccer ball behind a line 12 feet from a wall and count the number of passes each student can make within a minute. Each pass rebound should be trapped so that the ball can be quickly passed back to the wall again Quick Pass In partners standing 30 feet apart, students must complete as many passes to their partner (without using their hands) as possible in 3 minutes				For critical elements, see cues of skills for each skill under "Skills and Concepts"
Soccer Shooting Target wall shoot. Mark a target area 2 by 3 feet on a wall. Count the number of times a student hits the target from a line 20 feet away during a 1-minute period.				For critical elements, see cues of skills for each skill under "Skills and Concepts"

<p>Soccer Punting Distance punt. From behind a line at one end of a grassy field, students get three attempts at punting the soccer ball for distance. Mark and measure the best punt from the point where it first hits the ground. (Do not count the punt if the student crosses the starting line.)</p>				<p>For critical elements, see cues of skills for each skill under "Skills and Concepts"</p>
<p>Soccer Juggling 5 attempts for maximum consecutive touches of the ball without the ball touching the ground. Record the maximum number.</p>				<p>For critical elements, see cues of skills for each skill under "Skills and Concepts"</p>
<p>Soccer Throw-In 3 attempts at legal throw-in for distance. Where the ball first touches the ground is where it is measured.</p>				<p>For critical elements, see cues of skills for each skill under "Skills and Concepts"</p>



Name _____ Date _____ Age _____ Grade _____ Ro _____
 II # _____ Last Name, First Name
 Teacher _____ Period _____

Physical Education Fitness Assessment

Compare your scores to the Healthy Fitness Zones. In the HFZ column, put a Y if your score is in the HFZ, and an N if not in the HFZ

Test Item		Pre-test start date			Post-test start date		
		Pre-Test Score	HFZ In HFZ = Y Out of HFZ = N	<u>Set Goal</u>	Post-Test Score	HFZ In HFZ = Y Out of HFZ = N	Goal Met = \checkmark
Body Mass Index	Height						
	Weight						
	Body Mass Index						
Body Composition	Skinfold Triceps						
	Skinfold Calf						
	Sum of Skinfolts						
Aerobic	PACER Laps						
	Mile Run Time						
Trunk Strength	Trunk Lift						
Muscle Endura	Curl-up						
Muscle Strength	Push-up						
	Flexed-arm hang						
	Modified pull-up						
Flexibility	Sit & Reach Right						
	Sit & Reach Left						
	Shoulder Stretch Right & Left Yes/No						

Healthy Fitness Zones are on the other side

Standards for Healthy Fitness Zone (HFZ)

The *FITNESSGRAM* uses Healthy Fitness Zones (HFZs) to evaluate fitness performance. These zones are criterion-referenced standards established by The Cooper Institute of Dallas, Texas, and represent minimum levels of fitness that offer protection against the diseases that result from sedentary living (Rev. 2008). **The California Department of Education considers a student who meets or exceeds a HFZ as meeting the desired performance goal.**

FEMALES

Age	One Mile Run min:sec	20m PACER # laps	Walk Test VO ₂ max ml/kg/min	Skinfold Measurement percent fat	Body Mass Index	Curl-Up # completed
13	11:30 – 9:00	23 – 51	36 – 44	32 – 13	24.5 – 14.9	18 – 32
14	11:00 – 8:30	23 – 51	35 – 43	32 – 13	25.0 – 15.4	18 – 32
15	10:30 – 8:00	32 – 51	35 – 43	32 – 13	25.0 – 16.0	18 – 35
16	10:00 – 8:00	32 – 61	35 – 43	32 – 13	25.0 – 16.4	18 – 35
17	10:00 – 8:00	41 – 61	35 – 43	32 – 13	26.0 – 16.8	18 – 35
17+	10:00 – 8:00	41 – 72	35 – 43	32 – 13	27.3 – 17.2	18 – 35

Age	Trunk Lift inches	Push-Up # completed	Modified Pull- Up # completed	Flexed-Arm Hang seconds	Back-Saver Sit & Reach inches	Shoulder Stretch
13	9 – 12	7 – 15	4 – 13	8 – 12	10	Touching fingertips together behind the back on both the right and left sides.
14	9 – 12	7 – 15	4 – 13	8 – 12	10	
15	9 – 12	7 – 15	4 – 13	8 – 12	12	
16	9 – 12	7 – 15	4 – 13	8 – 12	12	
17	9 – 12	7 – 15	4 – 13	8 – 12	12	
17+	9 – 12	7 – 15	4 – 13	8 – 12	12	

MALES

Age	One Mile Run min:sec	20m PACER # laps	Walk Test VO ₂ max ml/kg/min	Skinfold Measurement percent fat	Body Mass Index	Curl-Up # completed
13	10:00 – 7:30	41 – 83	42 – 52	25 – 7	23.0 – 15.1	21 – 40
14	9:30 – 7:00	41 – 83	42 – 52	25 – 7	24.5 – 15.6	24 – 45
15	9:00 – 7:00	51 – 94	42 – 52	25 – 7	25.0 – 16.2	24 – 47
16	8:30 – 7:00	61 – 94	42 – 52	25 – 7	26.5 – 16.6	24 – 47
17	8:30 – 7:00	61 – 106	42 – 52	25 – 7	27.0 – 17.3	24 – 47
17+	8:30 – 7:00	72 – 106	42 – 52	25 – 7	27.8 – 17.8	24 – 47

Age	Trunk Lift inches	Push-Up # completed	Modified Pull- Up # completed	Flexed-Arm Hang seconds	Back-Saver Sit & Reach inches	Shoulder Stretch
13	9 – 12	12 – 25	8 – 22	12 – 17	8	Touching fingertips together behind the back on both the right and left sides.
14	9 – 12	14 – 30	9 – 25	15 – 20	8	
15	9 – 12	16 – 35	10 – 27	15 – 20	8	
16	9 – 12	18 – 35	12 – 30	15 – 20	8	
17	9 – 12	18 – 35	14 – 30	15 – 20	8	
17+	9 – 12	18 – 35	14 – 30	15 – 20	8	



Name (last, first) _____ Period P.E. ____ Roll # _____
Grade _____ P.E. Teacher _____

MODERATE TO VIGOROUS PHYSICAL ACTIVITY LOG

for the week beginning on Monday, _____
Month Day Year

DAY	PHYSICAL ACTIVITY For each day, list <u>all</u> the moderate and vigorous physical activities you did, both during school and outside of school. ▼ (See definitions of moderate and vigorous physical activity.)	MINUTES How many minutes of each activity did you do? ▼
<i>EXAMPLE for one day</i>	Station training in PE Basketball at lunch Soccer after school	20 15 30
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		
SATURDAY		
SUNDAY		
	ADD UP YOUR TOTAL MINUTES FOR THE WEEK:	_____ Minutes

Circle your overall level of enjoyment while participating in these activities this week:

4 3 2 1
Very enjoyable Enjoyable Somewhat enjoyable Not enjoyable

DEFINITIONS:

Moderate Physical Activity is activity that results in an increase in breathing or heart rate.

Examples: Walking briskly, dancing, easy swimming, or bicycling on level terrain.

Vigorous Physical Activity is activity that results in hard breathing or sweating.

Examples: Jogging, skateboarding, basketball, soccer, fast dancing, swimming laps, bicycling fast, rowing

ONE MONTH PERSONAL FITNESS PLAN - DIRECTIONS

The goal of this assignment is to demonstrate your ability to create and implement a one month personal fitness plan.

For each day, indicate:

1. Activities: What activity or activities will you do each day?
For example: Soccer, Skateboard, Jog, Weight Train, Etc.
2. Type: What type of activity is it?
Is it Cardiorespiratory (CR)?
Is it Muscular Strength (MS)?
Is it Muscular Endurance (ME)?
Is it Flexibility (F)?
3. Intensity: How hard will you do the activity?
For Cardiorespiratory, use Heart Rate (HR); Perceived Exertion Scale; or Pace.
For Muscular Strength and Endurance, use Percent of Effort (for example: 60% of max); or Resistance (weight of resistance)
4. Time: How long will you participate in the activity?
How many minutes?
OR How many sets/repetitions will you do?
OR What distance will you go? How far? How many laps or miles?

Grading – A Complete Plan Includes:

- Daily: Activities, Type, Intensity, and Time
- All 4 Types of Fitness: Cardiorespiratory, Muscular Strength, Muscular Endurance, and Flexibility
- Warm-Up and Cool Down Activities
- Progression obvious through the 4 weeks

Your plan should show *progression* and *overload* (gradual increase of the frequency/intensity/time of your activities).

For each week, indicate the daily warm-up and cool down activities you plan to do.

You may use class notes or previous assignments to help you make your plan.

PRACTICE PAGE

USE THIS PAGE TO PRACTICE HOW TO COMPLETE THE PLAN WITH YOUR TEACHER

Daily Warm-up Activities:						
Daily Cool-down Activities:						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Activities:	Activities:	Activities:	Activities:	Activities:	Activities:	Activities:
Type:	Type:	Type:	Type:	Type:	Type:	Type:
Intensity:	Intensity:	Intensity:	Intensity:	Intensity:	Intensity:	Intensity:
Time:	Time:	Time:	Time:	Time:	Time:	Time:

