

PHYSICAL EDUCATION 2

LENGTH OF TIME: 1 Semester

GRADE LEVEL: 10-12

DESCRIPTION OF COURSE:

This course is an extension of Physical Education I and will be comprehensive in its activities. The course will not focus on any one specialty; rather will address all content areas such as personal conditioning, aerobics, team sports, and lifetime fitness. Physical Education is required for a minimum of three semesters throughout a student's high school career

COURSE STANDARDS:

1. Demonstrate individual development in motor skills and physical fitness including aerobic fitness, skills in lifetime sports and outdoor activities, to promote lifelong physical activity. (NPES 1-5; PA Std 10.4.9 a, b, c, d, e, f; 10.5.9 a, b, c, d)
2. Demonstrate leadership skills and the ability to work cooperatively in team sports or other developmentally appropriate activities. (NPES 3, 4, 5; PA Std 10.5.9 e, f)

NATIONAL PHYSICAL EDUCATION STANDARDS:

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

PENNSYLVANIA STANDARDS FOR HEALTH, SAFETY AND PHYSICAL EDUCATION:

Standard Area- 10.1 Concepts of Health

- A. Stages of Growth and Development

Standard Area- 10.4 Physical Activity

- A. Physical Activities that Promote Health and Fitness
- B. Effects of Regular Participation
- C. Responses of the Body Systems to Physical Activity
- D. Physical Activity Preferences

- E. Physical Activity and Motor Skill Improvement
- F. Physical Activity and Group Interaction

Standard Area- 10.5 Concepts, Principles and Strategies of Movement

- A. Movement Skills and Concepts
- B. Motor Skill Development
- C. Practice Strategies
- D. Principles of Exercise/Training
- E. Scientific Principles that Affect Movement
- F. Game Strategies

PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. Students will demonstrate the components of a physical fitness routine that will include a formal warm-up and conditioning program with an emphasis on flexibility, cardiovascular fitness and strength training. The physical education staff will monitor and adjust this program to enhance each individual's level of fitness. (Course Standard 1)
2. Students will assess their own fitness levels at the beginning and end of the semester by participating in the FitnessGram Test. The PE staff will record their scores and determine whether or not each student is in the healthy fitness zone for each particular test. (Course Standard 1)
3. Students will demonstrate a basic level of competence in the following units:
 - Volleyball, football, cooperative games, badminton, (new activities will be included based upon the PE survey given to students each year.) (Course Standard 1, 2)
4. Students will develop cooperative learning strategies by assuming the different roles of leader, facilitator, recorder, and reporter. Students will learn leadership skills and how to be a contributing member of a group. (Course Standard 2)
5. Students will recognize and encourage the unique abilities and potential of others by participating in team sports and group activities. (Course Standard 2)

TITLES OF UNITS:

1. Cooperative Games
2. Football
3. Team handball
4. Volleyball
5. Fitness testing
6. Badminton
7. Gym Games
8. New units will be included depending upon results from PE survey

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Command and task
2. Cooperative learning
3. Task sheets

4. Problem solving
5. Projects
6. Demonstration/role play
7. Game situation
8. Game situations
9. Critical thinking scenarios

MATERIALS:

1. Each unit requires its own specific athletic equipment

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Differentiated instruction
2. Additional make-up opportunities
3. Varsity or more gifted athletic students serve as team leaders and group leaders
4. Small group instruction will be available for remedial work.
5. Peer assistance.

PORTFOLIO DEVELOPMENT:

1. Fitness results for four years.
2. Outline of course content and grades received for each (inclusive of benchmarks).

METHODS OF EVALUATION:

1. Written tests and quizzes.
2. Five basic benchmarks which are already being used in the grading system:
 - a quality level of effort and participation should be displayed at all times.
 - a mature attitude should be displayed at all times.
 - a student demonstrates an improvement in skill level or shows an acceptable level of skills.
 - student shows respect for others while in group, team, or class activities.
 - Student demonstrates safety while using equipment and during exercise.
3. Skill testing system- Pre/ Post Assessments
4. Fitness Projects.
5. Participation grade based upon:
 - Class Participation
 - Weight Room Participation

INTEGRATED ACTIVITIES:

1. Demonstrate mastery of basic knowledge of human anatomy and physiology through reinforcement of muscle groups during warm-up and skill activities in physical activity.
2. Math- Students will be able to calculate their target heart rate.

