MIDDLE SCHOOL COURSE OUTLINE

<table>
<thead>
<tr>
<th>Department</th>
<th>Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Physical Education Extension</td>
</tr>
<tr>
<td>Course Code</td>
<td>3747</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>P.E. Ext.</td>
</tr>
<tr>
<td>Grade Level</td>
<td>7-8</td>
</tr>
<tr>
<td>Course Length</td>
<td>1 year</td>
</tr>
<tr>
<td>Required/Elective</td>
<td>X</td>
</tr>
</tbody>
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COURSE DESCRIPTION:

This course is designed to continue to give students the opportunity to gain personal fitness skills and knowledge through an enriched Physical Education program. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on students learning personal fitness, including health-related fitness and wellness concepts, self assessments, and activities. Units of instruction include: Fitness and Wellness for All; Learning Self-Management Skills; Lifestyle Physical Activity and Positive Attitudes; Components of Health Related Fitness; Choosing Nutritious Foods; Making Consumer Choices; Stress Management; and Personal Program Planning.

GOALS: (Student needs the course is intended to meet)

Student needs to:

- Develop effective movement skills.
- Explain the fundamentals of movement.
- Achieve and maintain a health-enhancing level of physical fitness.
- Develop the skills, knowledge, and interest to independently maintain an active lifestyle.
- Explain the stages of growth and development and their effect on performance.
- Explain the differences among themselves and others in regard to abilities and achievements and show acceptance through participation.
- Demonstrate appropriate social behaviors by respecting others, appreciating diversity and recognizing the importance of understanding other cultures.

CONTENT STANDARDS:

Students will:

1. Explain the principle of transfer of learning in order to learn a new skill. (Standard 1)
2. Assess personal fitness, compare scores to a health-related standard and set goals for improvement or maintenance. (Standard 3)
3. Participate in vigorous activity for a sustained period of time while maintaining a target heart rate. (Standard 3)
4. Refine and follow their one-week personal fitness plan (warm up, cardiorespiratory, muscle strength, muscle endurance, flexibility, body composition, cool down) taking into account the FITT guidelines and principles of training. (Standard 3)
5. Demonstrate knowledge of the interaction of the circulatory and respiratory system in conditioning for total fitness. (Standard 4)
Describe long-term physiological, psychological, and other benefits that may result from regular participation in physical activity. (Standard 4)

Participate in health-enhancing games, sports, dance, and outdoor pursuits according to individual interests and capabilities outside of school. (Standard 4)

Analyze how growth in height and weight and body composition affects their performance and the selection of developmentally appropriate activities. (Standard 5)

Set attainable personal goals based on their own personal characteristics and monitor progress. (Standard 6)

Demonstrate appropriate social behavior and problem solving skills while working within a team. (Standard 8)

**DISTRICT PERFORMANCE STANDARDS**

The Long Beach Unified School District has common assessments and assignments for Physical Education. 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**

<table>
<thead>
<tr>
<th>Assessment/Assignments</th>
<th>Not Proficient 1</th>
<th>Partial Proficient 2</th>
<th>Proficient 3</th>
<th>Advanced Proficient 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graded Student Assignments/Assessments</td>
<td>Average is a 1 or less than 60%</td>
<td>Average is a 2 or 60% - 69%</td>
<td>Average is a 3 or 70% - 84%</td>
<td>Average is a 4 or 85% - 100%</td>
</tr>
<tr>
<td>Physical Education Fitness Assessment (Individual Fitnessgram Record, with Pre- and Post-Test Scores, Healthy Fitness Zone Comparisons, Goals, and Goals Met)</td>
<td>Minimal Completion</td>
<td>Partially Complete</td>
<td>Mostly Complete</td>
<td>Complete, with accurate scores, comparisons to health-related standards, and reasonable goals for improvement</td>
</tr>
<tr>
<td>One-Week Fitness Plan (A one-week personal fitness plan with warm-up, fitness components and cool down, FITT guidelines and principles of training.)</td>
<td>Plan Minimally Complete</td>
<td>Plan Partially Complete</td>
<td>Plan includes almost all components</td>
<td>A complete plan includes: five or more days of a variety of activities; all fitness components; component and activity correctly linked; amount of time per day; target heart rate; parent signature to verify.</td>
</tr>
<tr>
<td>FITT Guidelines and Principles of Training</td>
<td>One to two correct answers</td>
<td>Three to four complete and correct answers</td>
<td>Five to six complete and correct answers</td>
<td>Seven complete and correct answers.</td>
</tr>
<tr>
<td>One Month Activity Journal</td>
<td>Includes all of the components for one week</td>
<td>Includes all of the components for two weeks</td>
<td>Includes all of the components for three weeks</td>
<td>A complete physical activity log includes health-enhancing activities, the activity and time for each activity period, 180 minutes or more a week, 3 or more days a week, parent signature verification for each week.</td>
</tr>
<tr>
<td>Fitness Goals Writing</td>
<td>Addresses only</td>
<td>Addresses only parts</td>
<td>Addresses all parts</td>
<td>Clearly addresses all parts</td>
</tr>
<tr>
<td>Assessment/Assignments</td>
<td>Not Proficient 1</td>
<td>Partial Proficient 2</td>
<td>Proficient 3</td>
<td>Advanced Proficient 4</td>
</tr>
<tr>
<td>------------------------</td>
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<tr>
<td>Prompt</td>
<td>one part of the prompt</td>
<td>of the prompt</td>
<td>of the prompt</td>
<td>of the prompt: identifies three test items, accurate scores, explains possible reasons, compares scores to HFZ, identifies parts of fitness, identifies appropriate activities for improvement, sets reasonable goal for each test item.</td>
</tr>
<tr>
<td>Performance-based Assessments</td>
<td>Not proficient</td>
<td>Occasionally performs correctly</td>
<td>Performs correctly most of the time</td>
<td>Always performs skill correctly</td>
</tr>
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**OUTLINE OF CONTENT AND TIME ALLOTMENT:**

**Orientation**
- Philosophy
- Class Curriculum, Expectations, Grading Policy
- Classroom Rules and Procedures
- Locks and Locker Room Procedure
- Dressing Policy

6 Weeks

**Unit I**
- Fitness and Wellness for All
  - Chapter 1
- Safe and Smart Physical Activity
  - Chapter 2
- Benefits of Physical Activity
  - Chapter 3
Unit II  
6 Weeks

How Much is Enough?
Chapter 4
Learning Self-management Skills
Chapter 5
Lifestyle Physical Activity and Positive Attitudes
Chapter 6

Unit III  
6 Weeks

Cardiovascular Fitness
Chapter 7
Active Aerobics and Recreation
Chapter 8
Active Sports and Skill-Related Physical Fitness
Chapter 9

Unit IV  
6 Weeks

Flexibility
Chapter 10
Muscle Fitness: Basic Principles and Strength
Chapter 11
Muscle Fitness: Muscular Endurance and General Muscle Fitness Information
Chapter 12

Unit V  
6 Weeks

Body Composition
Chapter 13
Choosing Nutritious Foods
Chapter 14
Making Consumer Choices
Chapter 15

Unit VI  
6 Weeks

A Wellness Perspective
Chapter 17
Stress Management
Chapter 17
Personal Program Planning
Chapter 18
Reflection
Locker room shutdown
APPLICATION OF THE CONTENT:

Related Career Titles – Students who have an interest in physical education may be interested in the following careers.

Teaching/Education Careers: Physical Education Teacher, Coach, Personal Trainer, Lifeguard
Medical Careers: Sports Medicine, Athletic Trainer, Physical Therapy, Chiropractor, Massage Therapy, Personal Trainer
Business: Athletic Clubs; Resort Owner/Worker
Entertainment: Acting, Stunt Person, Dance/Entertainer, Photographer
Food Services: Health Food Services, Nutritionist
Recreation and Leisure: Recreation Leader, Cruise Director, Referee/Sports Official

METHODS: A variety of instructional strategies will be used to accommodate all learning styles and to reinforce reading, writing and physical activity skills while learning physical education content.

Methods include: Demonstrations – by teacher, student(s), or experts on video; Lecture; Modeling; Guided practice and Group discussion.

Student centered learning to include: peer coaching; reciprocal teaching; checklists; video (peer and self-analysis); guided discovery; stations and circuits; and task cards.

Lesson Design & Delivery: Teachers will incorporate these components of lesson design. The order of components is flexible, depending on the teacher’s vision for the individual lesson. For instance, the objective and purpose, while present in the teacher’s lesson plan, are not made known to the students at the beginning of an inquiry lesson.

<table>
<thead>
<tr>
<th>Essential Elements of Effective Instruction</th>
<th>Anticipatory Set</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model for Lesson Design Using Task Analysis</td>
<td>Objective</td>
</tr>
<tr>
<td></td>
<td>Standard Reference</td>
</tr>
<tr>
<td></td>
<td>Purpose</td>
</tr>
<tr>
<td></td>
<td>Input</td>
</tr>
<tr>
<td></td>
<td>Modeling</td>
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<tr>
<td></td>
<td>Check for Understanding</td>
</tr>
<tr>
<td></td>
<td>Guided Practice</td>
</tr>
<tr>
<td></td>
<td>Closure</td>
</tr>
<tr>
<td></td>
<td>Independent Practice</td>
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</tbody>
</table>

Some components may occur once in a lesson, but others will recur many times. Checking for understanding occurs continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.

Active Participation: Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

<table>
<thead>
<tr>
<th>COVERT</th>
<th>COVERT (Oral)</th>
<th>COVERT (Written)</th>
<th>COVERT (Body Movement)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think of</td>
<td>Pair/Share</td>
<td>Restate in Journals</td>
<td>Body movement signals</td>
</tr>
<tr>
<td>Recall</td>
<td>Idea Wave</td>
<td>Response Boards or on Clipboards</td>
<td>Model with or without manipulatives</td>
</tr>
<tr>
<td>Imagine</td>
<td>Choral Response</td>
<td>Graphic Organizers</td>
<td>Stand up/ Kneel</td>
</tr>
<tr>
<td>Observe</td>
<td>Give One, Get One</td>
<td>Ticket Out of Class</td>
<td>Point to Examples</td>
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<td>------------------</td>
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<tr>
<td>Consider</td>
<td>Cooperative</td>
<td>Discussion Groups</td>
<td></td>
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</tbody>
</table>

**Baldrige Quality Tools**

- Flow Chart
- Team Building Activities
- Student Survey
- Plus/Delta
- Issue Bin

**Literacy and Differentiation Strategies**

Learning styles and learning challenges of your students may be addressed by implementing combinations of the following:

**Reading Strategies in Physical Education**
- Learning Logs
- Pre-teaching
- Vocabulary
- Pre-reading
- Anticipation Guides
- Reciprocal Teaching

**SDAE Strategies for English Learners**
- Tapping/Building Prior Knowledge (Graphic Organizers)
- Grouping Strategies
- Multiple Intelligences
- Adapt the written material
- Interactive Learning (Manipulatives, Visuals)
- Acquisition Levels
- Language Sensitivity
- Lower the Affective Filter (including Processing Time)
- Home/School Connection (including Cultural Aspects)

**Strategies for Special Needs Students**
- Interactive Learning (manipulatives, visuals)
- Adapt Reading Material
- Modify Equipment
- Homogeneous Grouping
- Small Group Instruction
- Direct Instruction
- Graphic Organizers
- Partner
- Build Prior Knowledge
- Differentiate Instruction
- Use of Instructional Accommodations:
  - Change of response, scheduling, presentation, and setting
  - Modify/adapt the Curriculum:
    - Change quantity, timing, level of support, input, difficulty, output, participation, have alternate goals

**Primary Language Support**
- Preview/review Grouping

**Differentiation for Advanced Learners**
- Curriculum Compacting
- Tiered Assignments
- Flexible Grouping
- Acceleration
- Depth and Complexity
- Independent Study
MATERIALS USED IN TEACHING THE COURSE:

Order the following materials from:
Human Kinetics
P.O. Box 5076
Champaign, IL 61825-5076
USA Toll-Free: 1-800-747-4457
K-12 Sales representative: John Klein: JohnK@hkusa.com

Textbook
FITNESS FOR LIFE, Fifth Edition:

Ancillaries
Fitness for Life Spanish E-Book, 2005: (The entire text of the student book has been translated into Spanish and presented on a CD-Rom.): ISBN 0-7360-5531-2

General Reference Books
Dynamic Physical Education For Secondary School Children
   By Robert P. Pangrazi/ Allyn and Bacon; District Professional Library Code: 613.7
The Safe Exercise Handbook, Fourth Edition
One copy provided to all departments from Health/P.E. Office, Spring, 2003

Videos
Fitness for Life video series:

Posters
Fitness for Life Physical Activity Pyramid Posters
Equipment

General
Variety of balls and equipment from district stock catalog and physical education equipment catalogs
(Sporttime, Gopher, Flaghouse, The Education Company, Wagon Wheel Records, Human Kinetics, etc.)
Chalkboard/white board, chart paper and easel, crates for portfolios/journals
Boombox with tape/CD player (extra tapes and batteries)
Stopwatches
Electric ball pump
Measuring wheel for measuring various distances, areas, fields, boundaries
Clipboards (teacher and students class set)
Chalk or paint for lining fields
Video camera, VCR, DVD Player, and video monitor
Heart Rate Wands

Fitness
Fitnessgram equipment (skin fold calipers, tape or CD of Pacer, push-ups, and curl-ups cadence, sit and reach
board, rulers, mat with line for curl-ups, body-fat analyzers, scale, fitness software)
(Each department received Fitnessgram materials (Manual, Pacer CD, Skinfoold calipers, and curl-up strips) from the
Research Office in 2001.)
CD/cassette player and speakers; audio music CD’s or tapes
Heart rate wands and heart rate monitors (Each department received heart rate wands from the Health/Physical
Education Office, Spring, 2000 and 2003)
Mats; Medicine Balls; Aerobic Steps; Hand weights; Weight benches; Jump ropes; Concept 2 Rowing Machines;
Elastic exercise bands or Dynabands and additional fitness exercise equipment.

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.

<table>
<thead>
<tr>
<th>Suggested Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Written Tests</strong></td>
</tr>
<tr>
<td>Students should be able to demonstrate their knowledge and application of basic physical fitness</td>
</tr>
<tr>
<td>concepts as they relate to real-life situations. Use Chapter Review in the student text of Fitness for</td>
</tr>
<tr>
<td>Life as a test of as a homework assignment. Use Chapter Tests, or Unit Tests (tests for every three</td>
</tr>
<tr>
<td>chapters) to fit into a six-week or nine-week grading period.</td>
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<tr>
<td>10-25%</td>
</tr>
<tr>
<td><strong>Classroom Assignment or Homework</strong></td>
</tr>
<tr>
<td>Use some of the materials from the <em>Fitness for Life Teacher Resources and Materials CD–Rom</em> as</td>
</tr>
<tr>
<td>classroom or homework assignments: the Taking Charge, Application, and Reinforcement</td>
</tr>
<tr>
<td>worksheets, as well as completion of the Self-Assessment worksheets</td>
</tr>
<tr>
<td>5-20%</td>
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</tbody>
</table>
**Self-Assessment and Activity Record Worksheets**
The student worksheets for each Self-Assessment and Activity, whether used individually or collected in an activity Record Book or portfolio, can help monitor how well students learn to do fitness tests and activities and how well they understand the value of different activities for developing different parts of health-related fitness.  

<table>
<thead>
<tr>
<th><strong>Personal Fitness Plan</strong></th>
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<tbody>
<tr>
<td>Students should ultimately plan their own personal fitness program designed to meet unique personal needs and interests. A personal fitness plan should include a personal fitness profile, personal fitness and activity goals, a list of activities and a rating of activity benefits, a program structure and a weekly schedule of activities, and a program evaluation.</td>
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<table>
<thead>
<tr>
<th><strong>Demonstrations</strong></th>
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<tbody>
<tr>
<td>Students learn to do self-assessments and to self-manage. Students should be able to demonstrate how to use different fitness tests to self-assess their fitness and should be able to demonstrate the use of self-management skills such as goal setting and selecting personal activities to meet personal fitness needs. In addition to using the Self-Assessments as assigned in each chapter, you can periodically ask different students to demonstrate how to perform and explain a particular self-assessment (e.g., perform one body composition measurement and tell what the results mean). Demonstrations provide evidence that students know how to use fitness tests in real-life situations when no longer in the classroom.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Projects</strong></th>
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<tbody>
<tr>
<td>Students can demonstrate their understanding of key concepts and apply and extend what they have learned as well as develop critical thinking skills by completing projects. Suggestions for projects are provided in the Chapter Review at the end of each chapter of the student text. You may wish to add projects of your own, such as having groups of students make a video of an aerobic dance or other exercise routine.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Participation</strong></th>
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<tbody>
<tr>
<td>Students who participate fully in well-planned activities are learning and meeting educational objectives. Because physical activity is the key objective of the Fitness for Life program, it is reasonable to award students credit for full participation in physical activities and self-assessments. You can monitor participation by observing students during class and checking their Self-Assessment and Activity Record Worksheets periodically. You can also have students keep a weekly physical activity log in their portfolios or Activity Record Books.</td>
</tr>
</tbody>
</table>

**Suggested Grading Scale**

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

Submitted by: Joan Van Blom
School: Health/PE Office
Revised Date: 6/04

mscourse/PE/PEextension