



HIGH SCHOOL COURSE OUTLINE

Department	Physical Education			Course Title	Physical Education Spirit Leader Emphasis		
Course Code	3691	Grade Level	9-12	Course Length	2 semesters	Credits/Semester	5
Required for Graduation		Yes	Meets H.S. Grad Requirement		Yes	Elective Credit	Yes
Prerequisites	No						
Meets UC "a-g" Requirement			No		Meets NCAA Requirement		No

COURSE DESCRIPTION:

This course is designed to give students the opportunity to learn through a comprehensive sequentially planned program aligned with the California Model Content Standards for Physical Education. 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 physical fitness, spirit leader/cheerleading skills, rhythms, dance, and tumbling. Units of instruction include: introduction to kinesiology and physical education with rhythms, dance and fitness emphasis, fitness concepts and techniques, cardiorespiratory endurance training, nutrition, individual activities, aquatics, rhythms and dance and dual activities,

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

Students need to:

Standard 1: Demonstrate knowledge and competency in motor skills, movement patterns and strategies needed 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:

Students will:

- 1.1 Combine, and apply movement patterns to progress from simple to complex in aquatics, rhythms/dance, and individual and dual activities.
- 1.2 Demonstrate proficient movement skills in:
 Aquatics Dance/Rhythms Individual Activities Dual Activities
- 1.3 Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatics, rhythms/dance, and individual and dual activities.

- 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatics, and individual and dual activities.
- 1.5 Explain, apply and evaluate the appropriate use of the biomechanical principles of leverage, force, inertia, rotary motion, opposition, and buoyancy to achieve advanced performance in aquatics, rhythms/dance, and individual and dual activities.
- 1.6 Explain the interrelationships among physical, emotional, cognitive, and scientific factors that affect performance.
- 1.7 Analyze and evaluate information received from self, others, and the performance, of complex motor (movement) activities that leads to improved performance in aquatics, rhythms/dance, individual activities, and dual activities.
- 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatics, rhythms/dance, and individual and dual activities.
- 1.9 Create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance in aquatics, rhythms/dance, and individual and dual activities.
- 1.10 Analyze specific situations to determine appropriate performance strategies in aquatics, rhythms/dance, individual and dual activities.
- 1.11 Assess the effect/outcome of a specific performance strategy in aquatics, rhythms/dance, and individual and dual activities.
- 1.12 Demonstrate independent learning of movement skills.
- 2.1 Participate in moderate to vigorous physical activity at least 4 days each week.
- 2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.
- 2.3 Meet health-related fitness standards established by the State-mandated fitness test.
- 2.4 Use physical fitness test results to set and adjust goals to improve fitness.
- 2.5 Improve and maintain physical fitness by adjusting physical activity levels to meet the principles of exercise.
- 2.6 Identify the physical fitness requirements of an occupational choice.
- 2.7 Develop and implement a one-month personal physical fitness plan.
- 2.8 Analyze consumer physical fitness products and programs.
- 2.9 Explain the inherent risks associated with physical activity in extreme environments.
- 2.10 List available community fitness resources.
- 2.11 Explain the role of physical activity in the prevention of disease and the reduction of health-care costs.
- 3.1 Accept personal responsibility to create and maintain a physically/emotionally safe and non-threatening environment for physical activity.
- 3.2 Act independent of negative peer pressure during physical activity.
- 3.3 Identify and evaluate personal psychological response to physical activity.
- 3.4 Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities.
- 3.5 Develop personal goals to improve performance in physical activities.
- 3.6 Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity.
- 3.7 Analyze the role physical activity plays in social interaction and cooperative opportunities within the family and the workplace.
- 3.8 Recognize the value of physical activity in understanding multiculturalism.
- 3.9 Recognize the importance of cooperation and positive interactions with others while participating in physical activity.
- 3.10 Identify and utilize the potential strengths of each individual by supporting his/her effort in physical activity settings.

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

Assessment/ Assignments	Not Proficient 1	Partial Proficient 2	Proficient 3	Advanced Proficient 4
Graded Student 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%
Physical Education Fitness Assessment (Individual Fitnessgram Record, with Pre- and Post-Test Scores, Healthy Fitness Zone Comparisons, Goals, and Goals Met)	Minimal Completion	Partially Complete	Mostly Complete	Complete, with accurate scores, comparisons to health-related standards, and reasonable goals for improvement See Appendix
Fitness Plan (A one month personal fitness plan with warm-up, fitness components and cool down, FITT guidelines and principles of training.)	Plan Minimally Complete	Plan Partially Complete	Plan includes almost all components	A complete plan includes: a variety of activities; all fitness components; component and activity correctly linked; amount of time per day; target heart rate; parent signature to verify. See Appendix
One Week Moderate to Vigorous Physical Activity Log	Log minimally complete	Log partially complete	Includes all of the components for the log	A complete physical activity log includes health-enhancing activities, the activity and time for each activity period, 225 minutes or more a week, enjoyment rating, parent signature verification for each week. See Appendix
Demonstration of skill or skill combinations	Student demonstrates minimal or no critical elements of the skill	Student demonstrates some of the critical elements of the skill	Student demonstrates most of the critical elements of the skill	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

OUTLINE OF CONTENT AND TIME ALLOTMENT:

Introduction to Physical Education with Spirit Leader Emphasis

3 weeks

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

Social Skills and Cooperative Activities (Ongoing throughout the school year.)

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>3.1 Accept personal responsibility to create and maintain a physically/emotionally safe and non-threatening environment for physical activity.</p> <p>3.2 Act independent of negative peer pressure during physical activity.</p> <p>3.3 Identify and evaluate personal psychological response to physical activity.</p> <p>3.4 Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities.</p> <p>3.5 Develop personal goals to improve performance in physical activities.</p> <p>3.6 Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity.</p> <p>3.7 Analyze the role physical activity plays in social interaction and cooperative opportunities within the family and the workplace.</p> <p>3.8 Recognize the value of physical activity in understanding multiculturalism.</p> <p>3.9 Recognize the importance of cooperation and positive interactions with others while participating in physical activity.</p> <p>3.10 Identify and utilize the potential strengths of each individual by supporting his/her effort in physical activity settings.</p>	<ul style="list-style-type: none"> ▪ Personal and Social Responsibility ▪ Conflict resolution skills ▪ Social Skills: encouragement, active listening, courtesy ▪ Cooperative activities, ice breakers, tag games, trust activities, problem solving initiatives <p style="text-align: center;">Vocabulary</p> <p>See Glossary for definitions</p> <ul style="list-style-type: none"> • Biomechanics • Body management • Fundamental movement skills • Group dynamics • Health • Individual or dual activity • Kinesiology • Large muscle groups • Locomotor movements • Manipulative movements • Movement concepts • Movement patterns • Physical activity • Physical fitness 	<p>Books:</p> <p><u>Adventure Curriculum for Physical Education for High School</u> by Jane Panicucci, Project Adventure, Inc. (Each department received this book from the Health/P.E. Office in 2003)</p> <p>Teaching Responsibility Through Physical Activity by Don Hellison, Ph.D./ Human Kinetics, 1995 (Each department received this book from the Health/P.E. Office in 2001.)</p> <p><u>Quicksilver</u> by Karl Rohnke and Steve Butler/ Kendall/Hunt Publishing Company, Iowa 1995 (Each department received this book from the Health/P.E. Office in 2001.)</p> <p><u>GamesSkills</u> by Stephanie Hanrahan/Teresa Carlson/Human Kinetics, 2000, District Professional Library Code: 796.07 HAN</p> <p><u>Assessing Student Responsibility and Teamwork</u> by NASPE, AAHPERD, 2000, District Professional Library Code: 613.7</p> <p>Video:</p> <p><u>Silver Bullets</u> District Professional Video Library at OMS: VC 6986</p>

Fitness Pre-Test

1 week

Assess health-related fitness tests, record data and compare scores to a health-related standard and set goals for improvement

Physical Fitness Concepts and Techniques

Ongoing throughout the year

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>2.1 Participate in moderate to vigorous physical activity at least 4 days each week.</p> <p>2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.</p> <p>2.3 Meet health-related fitness standards established by the State-mandated fitness test.</p> <p>2.4 Use physical fitness test results to set and adjust goals to improve fitness.</p> <p>2.5 Improve and maintain physical fitness by adjusting physical activity levels to meet the principles of exercise.</p> <p>2.6 Identify the physical fitness requirements of an occupational choice.</p> <p>2.7 Develop and implement a one-month personal physical fitness plan.</p> <p>2.8 Analyze consumer physical fitness products and programs.</p> <p>2.9 Explain the inherent risks associated with physical activity in extreme environments.</p> <p>2.10 List available community fitness resources.</p> <p>2.11 Explain the role of physical activity in the prevention of disease and the reduction of health-care costs.</p>	<ul style="list-style-type: none"> ▪ Apply principles of resistance training ▪ Apply physiological principles involved in human movement ▪ Students expand on their previously designed activity and fitness plan based on their individual needs. ▪ Assess personal fitness, compare personal fitness scores data to health standards and set goals of maintenance and improvement ▪ Analyze body types and within between age, gender groups, and fitness levels ▪ Select a leisure time physical activity and identify opportunities in the community to participate in this activity. ▪ Describe current trends in fitness participation and activities. ▪ Understand the components of total health fitness and the relationship between physical activity and lifelong wellness. ▪ Fitness Activities: (circuits, stations, fitness lab, weight room, aerobics, steps, runs, cardio equipment) ▪ Fitness Technology: (heart rate monitors, heart rate wands, pedometers, skin calipers, computer software) ▪ Advanced techniques of resistance training <p style="text-align: center;">Vocabulary See Glossary for definitions</p> <ul style="list-style-type: none"> • Aerobic activity • Anaerobic • Basic resistance principles • Biomechanics • Body composition • Components of physical fitness • Cool down exercises • Core muscles • Dehydration • Ergogenic aids • Flexibility • F.I.T.T. principles/concepts • Frequency 	<p>Equipment: 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, fitness software) (Each department received Fitnessgram materials (Manual, Pacer CD, Skinfold calipers, and curl-up strips) from the Research Office in 2005.) CD/cassette player and speakers; audio music CD's or tapes Charts of fitness exercises (check Physical Education catalogs) 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; 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>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>Fitnessgram Test Administration Manual</u>, Third Edition, with DVD, provided by Research Office, 2005 ▪ <u>Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide</u> AAHPERD/Human Kinetics; District Professional Library Code: 613.7 PHY ▪ <u>Physical Best Activity Guide Secondary Level</u> AAHPERD/ Human Kinetics; District Professional Library Code: 613.7 PHY ▪ <u>Lessons From the Heart</u> By Beth Kirkpatrick/Human Kinetics, 1997, ISBN 0-88011-764-8 (One copy

Content Standard(s)	Skills and Concepts	Suggested Resources
	<ul style="list-style-type: none"> • Health-related physical • Healthy fitness zone • Healthy target heart rate zone • Hyper-extension • Hyper-flexion • Individuality • Intensity • Large muscle groups • Mode/type • Moderate physical • Muscle endurance • Muscle strength • Overload • Perceived exertion index • Physical fitness • Plyometric exercise • Principles of training/principles of exercise • Progression • Recovery rates • Regularity • Resistance principle • Specificity. • Time • Type • Vigorous physical activity • Warm-up exercises <ul style="list-style-type: none"> • Weight-bearing activities 	<p>provided to all departments from Health/P.E. Office, Spring, 2000)</p> <p>Videos:</p> <ul style="list-style-type: none"> ▪ Videos in Instructional Resource Packet included in class sets of <u>Personal Fitness</u> and <u>Fitness For Life</u> ▪ <u>Physical Best Instructor Video</u>, 1999 Professional Video Library at OMS: VC 7008 ▪ <u>Flexibility for Sport and Fitness</u>, 1997 Professional Video Library at OMS: VC 6908 ▪ <u>Partner-Resistance Strength Training</u>, 1998 Professional Video Library at OMS: VC 7003 <p>Physical Education Software</p> <ul style="list-style-type: none"> ▪ Bonnie's Fitware, (562) 924-0835, http://www.pesoftware.com/ ▪ Humankinetics, (800) 747-4457, e-mail www.humankinetics.com <p>Equipment: Items from stock catalog or physical education equipment catalogs</p>

Cardiorespiratory Endurance Training

Ongoing throughout the year

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>2.1 Participate in moderate to vigorous physical activity at least 4 days each week.</p> <p>2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.</p> <p>2.3 Meet health-related fitness standards established by the State-mandated fitness test.</p> <p>2.4 Use physical fitness test results to set and adjust goals to improve fitness.</p> <p>2.5 Improve and maintain physical fitness by adjusting physical activity levels to meet the principles of exercise.</p> <p>2.6 Identify the physical fitness requirements of an occupational choice.</p>	<ul style="list-style-type: none"> ▪ Introduce and/or review 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) ▪ Explain and demonstrate competency in monitoring heart rates during activity ▪ Assess cardiorespiratory fitness and set goals to maintain and improve fitness levels ▪ Participate in a variety of cardiorespiratory activities including i.e. power walking, pacer test, ▪ Interval training, incline running, distance running, aerobics, rope jumping and circuits. 	<p>Equipment:</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, fitness software)</p> <p>(Each department received Fitnessgram materials (Manual, Pacer CD, Skinfold calipers, and curl-up strips) from the Research Office in 2005.)</p> <p>CD/cassette player and speakers; audio music CD's or tapes</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;</p>

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>2.7 Develop and implement a one-month personal physical fitness plan.</p> <p>2.8 Analyze consumer physical fitness products and programs.</p> <p>2.9 Explain the inherent risks associated with physical activity in extreme environments.</p> <p>2.10 List available community fitness resources.</p> <p>2.11 Explain the role of physical activity in the prevention of disease and the reduction of health-care costs.</p>		<p>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>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>Fitnessgram Test Administration Manual</u>, Third Edition, with DVD, provided by Research Office, 2005 ▪ <u>Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide</u> AAHPERD/Human Kinetics; District Professional Library Code: 613.7 PHY ▪ <u>Physical Best Activity Guide Secondary Level</u> AAHPERD/ Human Kinetics; District Professional Library Code: 613.7 PHY ▪ <u>Lessons From the Heart</u> By Beth Kirkpatrick/Human Kinetics, 1997, ISBN 0-88011-764-8 (One copy provided to all departments from Health/P.E. Office, Spring, 2000) <p>Videos:</p> <ul style="list-style-type: none"> ▪ Videos in Instructional Resource Packet included in class sets of <u>Personal Fitness</u> and <u>Fitness For Life</u> ▪ <u>Physical Best Instructor Video</u>, 1999 Professional Video Library at OMS: VC 7008 ▪ <u>Flexibility for Sport and Fitness</u>, 1997 Professional Video Library at OMS: VC 6908 ▪ <u>Partner-Resistance Strength Training</u>, 1998 Professional Video Library at OMS: VC 7003 <p>Physical Education Software</p> <ul style="list-style-type: none"> ▪ Bonnie's Fitware, (562) 924-0835, http://www.pesoftware.com/ ▪ Humankinetics, (800) 747-4457, e-mail www.humankinetics.com <p>Equipment: Items from stock catalog or physical education equipment catalogs</p>

Nutrition

Ongoing throughout the year

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>2.1 Participate in moderate to vigorous physical activity at least 4 days each week.</p> <p>2.2 Participate in enjoyable and challenging physical activities that</p>	<ul style="list-style-type: none"> ▪ Eating Habits ▪ Food choices: healthy versus unhealthy ▪ Influences on food choices social, economic, cultural 	<p>Books:</p> <ul style="list-style-type: none"> ▪ <u>Personal Fitness, Looking Good—Feeling Good</u> By Williams, Harageones, Johnson, Smith/ Kendall/Hunt

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>develop and maintain the five components of physical fitness.</p> <p>2.3 Meet health-related fitness standards established by the State-mandated fitness test.</p> <p>2.4 Use physical fitness test results to set and adjust goals to improve fitness.</p> <p>2.5 Improve and maintain physical fitness by adjusting physical activity levels to meet the principles of exercise.</p> <p>2.6 Identify the physical fitness requirements of an occupational choice.</p> <p>2.7 Develop and implement a one-month personal physical fitness plan.</p> <p>2.8 Analyze consumer physical fitness products and programs.</p> <p>2.9 Explain the inherent risks associated with physical activity in extreme environments.</p> <p>2.10 List available community fitness resources.</p> <p>2.11 Explain the role of physical activity in the prevention of disease and the reduction of health-care costs.</p>	<ul style="list-style-type: none"> ▪ Resources for healthy food choices on campus and in the community ▪ Comparison of food values ▪ Weight Management: healthy, safe practices to maintain, lose, gain ▪ Types of eating disorders and the negative impact on an individuals health and well-being ▪ Proper hydration ▪ The effects of diet pills, diuretics, laxatives on health ▪ Fad diets, products and programs ▪ Demonstrate independent learning of proper eating habits by creating a healthy eating plan. 	<ul style="list-style-type: none"> ▪ <u>Fitness for Life</u> By Charles B. Corbin and Ruth Lindsey/Human Kinetics ▪ <u>Fitnessgram Test Administration Manual</u>, Third Edition, with DVD, provided by Research Office, 2005 ▪ <u>Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide</u> AAHPERD/Human Kinetics; District Professional Library Code: 613.7 PHY

Individual Activities

4 weeks

Select two of the following with a maximum of three weeks per activity: Badminton, Frisbee Golf, Golf, Handball, Paddle Tennis, Pickleball, Tennis, Track and Field, Recreational Games

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>1.1 Combine, and apply movement patterns to progress from simple to complex in aquatics, rhythms/dance, and individual and dual activities.</p> <p>1.2 Demonstrate proficient movement skills in: Aquatics, Dance/Rhythms, Individual Activities, Dual Activities</p> <p>1.3 Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatics, rhythms/dance, and individual and dual activities.</p> <p>1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatics, and individual and dual activities.</p>	<ul style="list-style-type: none"> ▪ Demonstrate proficient movement skills in individual activities ▪ Explain and demonstrate advanced offensive, defensive and transition strategies in individual activities. ▪ Safety, rules and etiquette, strategies, score keeping, officiating ▪ Analyze use of levers in individual activities. ▪ Demonstrate conflict resolution skills 	<p>Equipment: Equipment appropriate for the activity from the district stock catalog or physical education catalogs. Golf: Clubs (irons, putters), whiffle balls (assorted sizes), carpet or mats from which to hit, targets (hula hoops, tarps, cones, boxes, cups, etc.), buckets or dish pans for balls at each hitting area, safety markers for stations. Racket Sports: Appropriate rackets and balls or shuttlecocks.</p> <p>Books: <u>Physical Activity and Sport for the Secondary School Student</u>, By Neil J. Dougherty, Editor/NASPE,</p>

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>1.5 Explain, apply and evaluate the appropriate use of the biomechanical principles of leverage, force, inertia, rotary motion, opposition, and buoyancy to achieve advanced performance in aquatics, rhythms/dance, and individual and dual activities.</p> <p>1.6 Explain the interrelationships among physical, emotional, cognitive, and scientific factors that affect performance.</p> <p>1.7 Analyze and evaluate information received from self, others, and the performance, of complex motor (movement) activities that leads to improved performance in aquatics, rhythms/dance, individual activities, and dual activities.</p> <p>1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatics, rhythms/dance, and individual and dual activities.</p> <p>1.9 Create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance in aquatics, rhythms/dance, and individual and dual activities.</p> <p>1.10 Analyze specific situations to determine appropriate performance strategies in aquatics, rhythms/dance, individual and dual activities.</p> <p>1.11 Assess the effect/outcome of a specific performance strategy in aquatics, rhythms/dance, and individual and dual activities.</p> <p>1.12 Demonstrate independent learning of movement skills.</p>	<p>Vocabulary</p> <p><u>Balance</u> – The ability to maintain equilibrium in relation to the force of gravity.</p> <p><u>Biomechanics</u> – 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.</p> <p><u>Rebound principles</u> – Newton’s Third Law: An object when struck will rebound in the opposite direction with the same amount of force with which it was hit.</p> <p><u>Strategies</u> – Decisions made by individuals and/or a team about the overall play of the game.</p> <p><u>Striking pattern</u> – Fundamental motor skill in which an object is hit, with or without an implement.</p> <p><u>Tactics</u> – Individual movement of players or teams to accomplish an immediate goal or accommodate the specific situation. Tactics take place within the game as an ongoing part of game play and includes decisions an individual makes about when, why, and how to respond to a particular situation.</p> <p><u>Volley</u> – To strike a ball upward</p>	<p>AAHPERD, 2002, ISBN 0-88314-725-4</p> <p>Videos: USTA’s Backboard Tennis, Professional Video Library at OMS, VC 6998 USTA’s Teaching Group Tennis, Professional Video Library at OMS, VC 6999 Introduction to Track and Field I, Professional Video Library at OMS, VC 6908 Jumps (Gold Medal Track and Field Series), Professional Video Library at OMS, VC 6992 Sprints, Hurdles, and Relays (Gold Medal Track and Field Series), Professional Video Library at OMS, VC 6991 Throws (Gold Medal Track & Field Series), Professional Video Library at OMS, VC 6993</p>

Fitness mid-year testing

1 week

Assess health-related fitness tests and record data.

Aquatics

3 weeks

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>1.1 Combine, and apply movement patterns to progress from simple to complex in aquatics, rhythms/dance, and individual and dual activities.</p>	<p>Water safety, rules, and etiquette of aquatic activities</p> <p>History of aquatics</p> <p>Demonstrate proficient swimming skills:</p>	<p>Contact local Red Cross chapter for information on the following guides</p> <p>The American Red Cross Water Safety Handbook, American Red</p>

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>1.2 Demonstrate proficient movement skills in: Aquatics, Dance/Rhythms, Individual Activities, Dual Activities</p> <p>1.3 Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatics, rhythms/dance, and individual and dual activities.</p> <p>1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatics, and individual and dual activities.</p> <p>1.5 Explain, apply and evaluate the appropriate use of the biomechanical principles of leverage, force, inertia, rotary motion, opposition, and buoyancy to achieve advanced performance in aquatics, rhythms/dance, and individual and dual activities.</p> <p>1.6 Explain the interrelationships among physical, emotional, cognitive, and scientific factors that affect performance.</p> <p>1.7 Analyze and evaluate information received from self, others, and the performance, of complex motor (movement) activities that leads to improved performance in aquatics, rhythms/dance, individual activities, and dual activities.</p> <p>1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatics, rhythms/dance, and individual and dual activities.</p> <p>1.9 Create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance in aquatics, rhythms/dance, and individual and dual activities.</p> <p>1.10 Analyze specific situations to determine appropriate performance strategies in aquatics, rhythms/dance, individual and dual activities.</p> <p>1.11 Assess the effect/outcome of a specific performance strategy in aquatics, rhythms/dance, and individual and dual activities.</p> <p>1.12 Demonstrate independent learning of movement skills.</p>	<ul style="list-style-type: none"> ▪ Breathing and relaxation techniques ▪ Floating (jellyfish float, prone float, back float) ▪ Gliding ▪ Gliding and kicking <p>Stroke instruction:</p> <ul style="list-style-type: none"> ▪ Beginning: Front crawl, elementary backstroke, breaststroke, backstroke ▪ Advanced: Sidestroke, butterfly, treading water, diving, flip turns, water sports, basic lifesaving techniques and drown proofing <p>Analyze body types in relation to floating techniques</p> <p>Apply principles of resistance to enhance performance</p> <p>Water aerobics</p> <p>Lap swimming</p> <p>Resistance training</p> <p>Water polo</p> <p>Deep water exercises</p> <p>Dry land techniques</p>	<p>Cross</p> <p>Includes easy-to-remember safety tips for pools, spas, water parks, lakes, rivers, oceans and more.</p> <p><u>The American Red Cross Swimming and Water Safety Manual</u>, American Red Cross. A complete guide to swimming, diving and water safety. It includes information on the history of swimming, competitive activities, hydrodynamics, stroke mechanics, general water safety, disabilities and other conditions, fitness and training.</p> <p><u>Water Polo Lesson Plans</u> from USA Water Polo</p>

Rhythms/Dance/Tumbling

Ongoing 18 weeks throughout the year

Content Standard(s)	Skills and Concepts	Suggested Resources
<p>1.1 Combine, and apply movement patterns to progress from simple to complex in aquatics, rhythms/dance, and individual and dual activities.</p> <p>1.2 Demonstrate proficient movement skills in: Aquatics, Dance/Rhythms, Individual Activities, Dual Activities</p> <p>1.3 Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatics, rhythms/dance, and individual and dual activities.</p> <p>1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatics, and individual and dual activities.</p> <p>1.5 Explain, apply and evaluate the appropriate use of the biomechanical principles of leverage, force, inertia, rotary motion, opposition, and buoyancy to achieve advanced performance in aquatics, rhythms/dance, and individual and dual activities.</p> <p>1.6 Explain the interrelationships among physical, emotional, cognitive, and scientific factors that affect performance.</p> <p>1.7 Analyze and evaluate information received from self, others, and the performance, of complex motor (movement) activities that leads to improved performance in aquatics, rhythms/dance, individual activities, and dual activities.</p> <p>1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatics, rhythms/dance, and individual and dual activities.</p> <p>1.9 Create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance in aquatics, rhythms/dance, and individual and dual activities.</p> <p>1.10 Analyze specific situations to determine appropriate performance strategies in aquatics, rhythms/dance, individual and dual activities.</p> <p>1.11 Assess the effect/outcome of a specific performance strategy in aquatics, rhythms/dance, and individual and dual activities.</p> <p>1.12 Demonstrate independent learning of movement skills.</p>	<p>Skills relevant to Spirit/Cheer</p> <p>Demonstrate learning of</p> <ul style="list-style-type: none"> • Spotting Skills • Proper Partner Stunt Progression • Tumbling Skill Progression (outlined in the NFHS coaches Responsibilities) <p>Skill details are listed below the safety information</p> <p style="text-align: center;">Cheer Safety Information</p> <p>Explain, apply and practice cheer skills, adhering to the AACCA Safety Rules and General Guidelines of Cheerleading. See Appendix for <u>American Association of Cheerleading Coaches and Administrators (AACCA) High School Safety Rules</u></p> <p>Spotting</p> <p>The active spotter is an integral part of the safety of a program. The spotter is a person who assists in the building of, or dismounting from, a partner stunt or pyramid. The primary responsibility of a spotter is to watch for safety hazards and be in a position to minimize the potential of injury with special emphasis on the head, neck and shoulder areas. Spotters shall not provide primary support for others in the performance of a stunt.</p> <p>Characteristics of an Effective Spotter:</p> <ol style="list-style-type: none"> 1. CONSTANT ATTENTION - Concentrates on the top person Has a positive attitude of responsibility 2. KNOWLEDGE -Understands the capabilities of team members. Recognizes positioning for effective safety <p>Safety Tips for Spotters:</p> <ol style="list-style-type: none"> 1. Primarily focus on the flyer's 	<p style="text-align: center;">Spirit/Cheer Resources</p> <p><u>AACCA Cheerleading Safety Manual</u>, George, G.S. Memphis, Tennessee UCA Publications Revised Edition 2006</p> <p><u>Coaching Cheerleading Successfully</u> Linda Rae Chappell Human Kinetics 2007</p> <p><u>Creating Gymnastics Pyramids and Balances</u> Fodero, J.M & Furblur Champaign, IL: Leisure Press 1988</p> <p><u>Teaching Gymnastic Skills to Men and Women</u> Cooper, P & Trnka, M. New York NY: Macmillan1979</p> <p><u>USA Gymnastics Safety Handbook</u> Sands, Wm A. Indianapolis: USAG Publications</p> <p>Periodicals</p> <p><u>American Cheerleader</u>, 110 William Street, New York, NY 10038</p> <p><u>Inside Cheerleading</u>, P.O. Box88605, Atlanta, GA 30356</p> <p>Suggested Websites and Organizations</p> <p>American Association Cheerleading Coaches and Administration <u>www.aacca.org</u></p> <p>Cheerleaders of America P.O Box 1224 Dublin, OH 43017 <u>www.coacheer.com</u></p> <p>Golden State Spirit Association - California's Main Spirit Network 4140 SW Agate Ave. Corvallis, OR 97333. Phone: 800-840-4772 <u>www.gssaonline.com</u></p> <p>National Federation of State High School Associations</p>

Content Standard(s)	Skills and Concepts	Suggested Resources
	<p>head.</p> <ol style="list-style-type: none"> 2. Reach upward to assist the descent of the flyer keeping the flyer's weight as near the spotter as possible. 3. Listen for cues from the designated person. 4. It is better to come down safely from a poorly built stunt than to force it to stay up. <p>Progressions</p> <p>As with any athletic activity, it is the coach's responsibility to ensure that team members demonstrate proficiency with lower level skills before progressing to more advanced skills. Just as the prudent football, field hockey or volleyball coach does not allow a player to take the field without adequate skills and preparation, the prudent spirit coach will not allow his/her participants to perform skills for which they are not adequately trained. These progressions are general in nature, and do not attempt to list every skill. All spirit stunts should be learned according to accepted progressions, which means from lower to higher and from easy to more complex.</p> <p>Tumbling Skill Levels</p> <p>Level 1 Basic rolls, bridges, handstands, cartwheel, round-off handstand forward roll, back walkover, front walkover</p> <p>Level 2 Standing back handspring, round-off back handspring, standing back handspring series, aerial cartwheel</p> <p>Level 3 Round-off back handspring series, standing back tuck, round-off back tuck, round-off back handspring back tuck, layouts from round-off back handspring, whip backs, half twists, full twists.</p> <p>Partner Stunt Progression:</p> <ol style="list-style-type: none"> 1. Step-up drills 2. Double-base thigh stand 	<p>www.nfhs.org/web/2006/08/spirit.asp x</p> <p>National Cheerleaders Association 2010 Merritt Drive, Garland, TX 75041. Phone: 800-622-2946 www.nationalspirit.com</p> <p>Universal Cheerleaders Association P.O Box 752790, Memphis, TN 38175-2790. Phone: 800-238-0286 (Produces an excellent advisor's handbook and other materials related to the activity) www.varsity.com</p> <p>United Spirit Association 11135 Knott Avenue, Suite C, Cypress, CA. Phone: 800-886-4USA www.usacamps.com</p> <p>Suggested Equipment</p> <p>Game equipment: Poms, megaphones, signs, sound system (Spirit Vox Sound System is good for dance and cheer practice yet powerful enough for cheering for a crowd of 200. available at varsity.com)</p> <p>Practice equipment: Safety mats www.dollamur.com www.norberts.net</p> <p>Music CD's UCA 2007 Summer Camp Mix CD</p> <p>Instructional DVD's UCA 2007 Summer Material DVD</p> <p>Training: As the nation's premier cheerleading safety organization, the American Association of Cheerleading Coaches and Administrators (AACCA) conducts safety training courses throughout the country and has working partnerships with the</p>

Content Standard(s)	Skills and Concepts	Suggested Resources
	<p>3. Double-base shoulder stand 4. Single-base shoulder stand 5. Extension prep, step off dismount 6. Cradle drills 7. Extension prep, cradle dismount 8. Press extension, return to shoulders, cradle dismount 9. Press extension, cradle dismount 10. Full extension Step-up Liberty 11. Ground-up Liberty 12. Braced liberty tick-tock 13. Skills to cradles (i.e., toe touches and twists) 14. Basket toss drills ("rides") 15. Basket toss skill execution (i.e., toe touches and twists)</p> <p>Note: No partner stunt should be attempted until each individual skill in the progression is mastered.</p> <p style="text-align: center;">Spirit Vocabulary</p> <p><u>Top/Flyer Person</u> - A person who is held off of the floor by another person or persons. <u>Base</u> - A person who supports the majority of a top person's weight while the top person is off the ground. <u>Spotter</u> - A person who is responsible for assisting or catching the top person in a partner stunt or pyramid. This person cannot be in a position of providing primary support for a top person but must be in a position to protect the top person coming off of a stunt or pyramid. <u>Post</u> - A person on the performing surface who may assist a top person during a stunt or transition. <u>Cradle</u> - A dismount from a partner stunt, pyramid or toss in which the top person is caught in a face-up, piked position before being placed on the performance area or remounting into another stunt, pyramid or loading position. <u>Loading Position</u> - a position in which the top person is off the ground in continuous movement that puts the bases and top in a position to end the movement in a stunt. <u>Stunt</u> - One or more bases supporting one or more top persons off of the ground. <u>Extended Stunt</u> – When the entire</p>	<p>National Collegiate Athletics Association (NCAA) and the National Federation of High Schools (NFHS). For more information on the largest not-for-profit educational organization for cheerleading coaches, visit www.aacca.org.</p> <p>See Appendix for:</p> <p><u>American Association of Cheerleading Coaches and Administrators 2007 – 2008 High School Safety Rules</u></p> <p>Cheer Participants Responsibilities</p> <p style="text-align: center;">Dance Resources</p> <p>Equipment:: Music and Appropriate Sound System</p> <p>Music Sources: <u>International Folk Dance</u> from Wagon Wheel Records (All departments received from Health/PE Office in 2001.) <u>Fun Dances for Everyone</u> from Wagon Wheel Records (All departments received from Health/PE Office in 2002.) <u>Folk Dances Around the World</u> from Wagon Wheel Records (All departments received from Health/PE Office in 2002.)</p> <p>Books: <u>Dance A While: Handbook for Folk, Square, Contra, and Social Dance</u> Allyn/Bacon, 2000; Professional Library Code 793.3 HAR</p> <p>Videos: <u>Multicultural Folk Dance Treasure Chest</u>, Volume 1 and Volume 2 Professional Video Library at OMS: VC 7010 and VC 7011 <u>Christy Lane's Complete Guide to Line Dancing</u>, Professional Video Library at OMS: VC 7012</p>

Content Standard(s)	Skills and Concepts	Suggested Resources
	<p>body of the top person is extended in an upright position over the base(s). Chairs, torches, flatbacks and straddle lifts are examples of stunts where the bases' arms are extended overhead, but are NOT considered to be extended stunts since the height of the body of the top person is similar to a shoulder level stunt.</p> <p><u>Cupie/Awesome</u> - A stunt in which both feet of the top person are in one hand of a base.</p> <p><u>Basket Toss</u> – A stunt in which a top person is tossed by bases whose hands are interlocked.</p> <p><u>Double Based Suspended Roll</u> - Dismount with a foot-over-head rotation onto the performance surface or into a cradle.</p> <p><u>Helicopter Toss</u> - A stunt in which the top person is tossed into the air and rotates more than 180 degrees parallel to the ground in the same motion as a helicopter blade.</p> <p><u>Tension Drop</u> - A dismount from a stunt or pyramid where the top person(s) are directed toward the ground while their feet are held by the base(s) until just before the landing.</p> <p><u>Knee Drop</u> – Dripping to the knees without first bearing the majority of the weight on the hands or feet.</p> <p><u>Dive Roll</u> - A forward roll where the feet leave the ground before the hands reach the ground.</p> <p><u>Elevator/Sponge Toss</u> – A stunt in which the top person loads in to an elevator/sponge loading position and is then tossed into the air.</p> <p style="text-align: center;">Dance</p> <ul style="list-style-type: none"> ▪ Learn and demonstrate fundamental dance movements ▪ Perform a variety of dances: folk, country, social and creative dances ▪ Explain, apply and evaluate the appropriate use of the biomechanical principles <p style="text-align: center;">Dance Vocabulary From the <i>California Physical Education Content Standards</i></p> <p><u>Dance form</u>: There are four main forms of recreational dance.</p> <ul style="list-style-type: none"> ▪ <u>Individual</u>: The oldest form of 	

Content Standard(s)	Skills and Concepts	Suggested Resources
	<p>recreational dance. Dancers can be randomly spread over the dance area or in a loose circle. Each dancer is independent of the others on the floor.</p> <ul style="list-style-type: none"> ▪ <u>Circle or line</u>: Dancers are linked together in some fashion; held hands, shoulders or each other's sashes. ▪ <u>Formation or set</u>: Dances done in contra lines (parallel lines facing partners), squares or prescribed number of couples in circles. ▪ <u>Couple</u>: The latest form of recreational dance. This term refers to a closed position couple, which rotates as a single unit as it revolves around the floor. <p><u>Folk dance</u>: The old term for traditional, recreational dance. Also called ethnic dance, world dance and multicultural dance.</p> <p><u>Line of direction</u>: Refers to the counterclockwise direction of movement of dancers around the circle</p>	

Dual Activities

4 weeks

Select two of the following with a maximum of three weeks per activity: Badminton, paddle tennis, tennis , handball, beach volleyball

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Content Standard(s)	Skills and Concepts	Suggested Resources
<p>strategies in aquatics, and individual and dual activities.</p> <p>1.5 Explain, apply and evaluate the appropriate use of the biomechanical principles of leverage, force, inertia, rotary motion, opposition, and buoyancy to achieve advanced performance in aquatics, rhythms/dance, and individual and dual activities.</p> <p>1.6 Explain the interrelationships among physical, emotional, cognitive, and scientific factors that affect performance.</p> <p>1.7 Analyze and evaluate information received from self, others, and the performance, of complex motor (movement) activities that leads to improved performance in aquatics, rhythms/dance, individual activities, and dual activities.</p> <p>1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatics, rhythms/dance, and individual and dual activities.</p> <p>1.9 Create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance in aquatics, rhythms/dance, and individual and dual activities.</p> <p>1.10 Analyze specific situations to determine appropriate performance strategies in aquatics, rhythms/dance, individual and dual activities.</p> <p>1.11 Assess the effect/outcome of a specific performance strategy in aquatics, rhythms/dance, and individual and dual activities.</p> <p>1.12 Demonstrate independent learning of movement skills.</p>	<p>gravity.</p> <p><u>Biomechanics</u> – 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.</p> <p><u>Rebound principles</u> – Newton’s Third Law: An object when struck will rebound in the opposite direction with the same amount of force with which it was hit.</p> <p><u>Strategies</u> – Decisions made by individuals and/or a team about the overall play of the game.</p> <p><u>Striking pattern</u> – Fundamental motor skill in which an object is hit, with or without an implement.</p> <p><u>Tactics</u> – Individual movement of players or teams to accomplish an immediate goal or accommodate the specific situation. Tactics take place within the game as an ongoing part of game play and includes decisions an individual makes about when, why, and how to respond to a particular situation.</p> <p><u>Volley</u> – To strike a ball upward</p>	<p><u>Secondary School Student</u>, By Neil J. Dougherty, Editor/NASPE, AAHPERD, 2002, ISBN 0-88314-725-4</p> <p>Videos: <u>USTA’s Backboard Tennis</u>, Professional Video Library at OMS, VC 6998 <u>USTA’s Teaching Group Tennis</u>, Professional Video Library at OMS, VC 6999</p>

Fitness Post-Test

1 week

Reassess personal fitness, record data and compare scores to pretest scores, health standards, and personal goals.

Closure

1 week

Evaluate and implement fitness and activity plan
 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
- Journalism Careers: Writer, Sports Reporter
- Medical Careers: Sports Medicine, Athletic Trainer, Physical Therapy, Chiropractor, Massage Therapy, Personal Trainer
- Business: Athletic Clubs; Resort Owner/Worker
- Law: Contract Law, Negotiations, Athlete Agent
- Entertainment: Acting, Stunt Person, Dance/Entertainer, Photographer, Professional Cheerleader
- Food Services: Health Food Services, Nutritionist
- Recreation and Leisure: Recreation Leader, Cruise Director, Referee/Sports Official

Service Learning

There are many opportunities, on campus and in the community, to participate in Service Learning activities related to Physical Education. The planning, implementing, and evaluating of these activities can be credited toward the Service Learning requirement.

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.

<p>Essential Elements of Effective Instruction</p> <p>Model for Lesson Design Using Task Analysis</p>	<p>Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice</p>
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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:

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

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

SDAIE 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:
(i.e., Change of response, scheduling, presentation, and setting)
- Modify/adapt the Curriculum:
(i.e., 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:

Equipment

Equipment appropriate to the unit:

- Variety of balls and equipment from the district stock catalog and physical education equipment catalogs (Sporttime, Gopher, Flaghouse, The Education Company, Wagon Wheel Records.)

Items from stock catalog or physical education equipment catalogs:

- Fleece balls: S442150; Deck tennis rings: S442500; Bean Bags: S441950; Hula Hoops: S442200 and S442210; Flags: Red, S403300; Yellow, S403400 Ropes: S442250; Cones: 442075. Poly Spots and Rubber Chickens from P.E. Equipment Catalogs

Fitnessgram equipment

- DVD of tests (in 3rd Edition manual); skin fold calipers, tape or CD for Pacer, push-ups, and curl-ups cadence; sit and reach box; rulers; mat with 4 ½" wide strip marked for curl-ups; body-fat analyzers; scale; fitness software

Fitness equipment

- Aerobic steps; various size barbells and hand weights; weight benches; jump ropes; medicine balls; cardio machines (Concept 2 rowing machines; stationary bicycles, treadmills, stair climbers, etc.); mats

Chalkboard/white board, chart paper and easel, crates for portfolios/journals

Audio/video equipment:

- Portable stereo with CD/cassette player; wireless microphone and speaker system; video camera, VCR, DVD player and monitor; computer with internet and intranet access

Stopwatches

Electric ball pump

Measuring wheel for measuring various distances, areas, fields, boundaries

Clipboards (teacher and students class set) and pencils

Lining chalk or paint for lining fields

Charts of fitness exercises (check Physical Education catalogs)

Heart rate wands and heart rate monitors

(Each department received heart rate wands from the Health/Physical Education Office, Spring, 2000 and 2003)

See Resources listed by content area

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.

Perceived exertion index – A way of rating how hard you feel your body is working during physical activity, based on physical sensations you experience, including increased heart rate, increased respiration or breathing rate, increased sweating, and muscle fatigue.

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.

Plyometric exercise – A rapid powerful movement preceded by a preloading counter movement which creates a stretch-shortened cycle of the muscle.

Principles of training/principles of exercise – Principles to follow in planning an exercise program to affect physiological changes in the human body related to health and performance including: frequency, individuality, intensity, mode/type, overload, progression, regularity, specificity and time.

Progression – A principle of training that establishes increases in the elements addressed in the principles to provide improvements over periods of time.

Recovery rates – The time necessary for an exercise-induced elevated heart rate to return to a normal resting heart rate.

Regularity – A principle of training that establishes exercise on a regular schedule. A pattern of physical activity is regular if activities are performed most days of the week, preferably daily; five or more days of the week if moderate-intensity activities are chosen; or three or more days of the week if vigorous-intensity activities are chosen.

Resistance principle – The principle that the use of some implement, device, or simply bodyweight as a resistance can enhance some physical characteristic like strength or muscular endurance.

Specificity – A principle of training that establishes a particular kind of activity for each component of physical fitness.

Time – A principle of training that establishes the amount of time for each exercise period.

Type – A principle of training that establishes which muscles to target during an exercise period.

Vigorous physical activity – Vigorous-intensity physical activity generally requires sustained, rhythmic movements and refers to a level of effort a healthy individual might expend while jogging, participating in high-impact aerobic dancing, swimming continuous laps, or bicycling uphill, for example. Vigorous-intensity physical activity may be intense enough to result in a significant increase in heart and breathing rate.

Warm-up exercises – Low intensity exercises that prepare the muscular/skeletal system and heart and lungs (cardiorespiratory system) for the hard work to follow.

Weight-bearing activities – Any activity in which one's feet and legs carry their own weight. Examples include walking, running, tennis, aerobic dancing.

Vocabulary for Spirit

Top/Flyer Person - A person who is held off of the floor by another person or persons.

Base - A person who supports the majority of a top person's weight while the top person is off the ground.

Spotter - A person who is responsible for assisting or catching the top person in a partner stunt or pyramid. This person cannot be in a position of providing primary support for a top person but must be in a position to protect the top person coming off of a stunt or pyramid.

Post - A person on the performing surface who may assist a top person during a stunt or transition.

Cradle - A dismount from a partner stunt, pyramid or toss in which the top person is caught in a face-up, piked position before being placed on the performance area or remounting into another stunt, pyramid or loading position.

Loading Position - a position in which the top person is off the ground in continuous movement that puts the bases and top in a position to end the movement in a stunt.

Stunt - One or more bases supporting one or more top persons off of the ground.

Extended Stunt – When the entire body of the top person is extended in an upright position over the base(s). Chairs, torches, flatbacks and straddle lifts are examples of stunts where the bases' arms are extended overhead, but are NOT considered to be extended stunts since the height of the body of the top person is similar to a shoulder level stunt.

Cupie/Awesome - A stunt in which both feet of the top person are in one hand of a base.

Basket Toss – A stunt in which a top person is tossed by bases whose hands are interlocked.

Double Based Suspended Roll - Dismount with a foot-over-head rotation onto the performance surface or into a cradle.

Helicopter Toss - A stunt in which the top person is tossed into the air and rotates more than 180 degrees parallel to the ground in the same motion as a helicopter blade.

Tension Drop - A dismount from a stunt or pyramid where the top person(s) are directed toward the ground while their feet are held by the base(s) until just before the landing.

Knee Drop – Dripping to the knees without first bearing the majority of the weight on the hands or feet.

Dive Roll - A forward roll where the feet leave the ground before the hands reach the ground.

Elevator/Sponge Toss – A stunt in which the top person loads in to an elevator/sponge loading position and is then tossed into the air.

EVALUATION:

Student achievement in this course will be measured using multiple assessment tools including but not limited to: (a grading scale and/or rubric should be included)

- Performance-based assessments which assess physical education cognitive concepts and skills
- Journals (Food Diary, Activity Log, Reflections, Prompts)
- Portfolios (May include prompts, journal topics, Cornell notes, family oral history)
- Checklists
- Rubrics of performance assessments during activity
- Quizzes and tests
- Projects (rubric assessed)
- Digital Photos and Video
- Computer software
- Fitnessgram
- Fitness Plan
- Fitness Testing Data Record (Data from at least three testing periods)

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 – 60 %
Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.	30 – 60 %
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: Joan Van Blom/ Ingrid Guntner

School/Office: Health/PE Office

Date June, 2008

Appendix

1. American Association of Cheerleading Coaches and Administrators 2007 – 2008
High School Safety Rules
2. Cheer Participants Responsibilities
3. Moderate to Vigorous Physical Activity Log
4. Physical Fitness Test Record and Goal Sheet
5. Healthy Fitness Zones
6. One Month Personal Fitness Plan Directions and Plan Template

American Association of Cheerleading Coaches and Administrators 2007-08 High School Safety Rules

SPECIFIC SAFETY REGULATIONS

(New rules for 2007-2008 are in bold)

DEFINITIONS

Top Person - A person who is held off of the floor by another person or persons.

Base - A person who supports the majority of a top person's weight while the top person is off the ground.

Spotter - A person who is responsible for assisting or catching the top person in a partner stunt or pyramid. This person cannot be in a position of providing primary support for a top person but must be in a position to protect the top person coming off of a stunt or pyramid.

Post - A person on the performing surface who may assist a top person during a stunt or transition.

Cradle - A dismount from a partner stunt, pyramid or toss in which the top person is caught in a face-up, piked position before being placed on the performance area or remounting into another stunt, pyramid or loading position.

Loading Position - a position in which the top person is off the ground in continuous movement that puts the bases and top in a position to end the movement in a stunt.

Stunt - One or more bases supporting one or more top persons off of the ground.

Extended Stunt – When the entire body of the top person is extended in an upright position over the base(s). Chairs, torches, flatbacks and straddle lifts are examples of stunts where the bases' arms are extended overhead, but are NOT considered to be extended stunts since the height of the body of the top person is similar to a shoulder level stunt.

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Knee Drop – Dripping to the knees without first bearing the majority of the weight on the hands or feet.

Dive Roll - A forward roll where the feet leave the ground before the hands reach the ground.

Basket Toss – A stunt in which a top person is tossed by bases whose hands are interlocked.

Elevator/Sponge Toss – A stunt in which the top person loads in to an elevator/sponge loading position and is then tossed into the air.

GENERAL GUIDELINES

A. Cheerleading squads should be placed under the direction of a qualified and knowledgeable advisor or coach.

- B. All practice sessions should be supervised by the coach and held in a location suitable for the activities of cheerleaders (i.e., use of appropriate mats, away from excessive noise and distractions, etc.).
- C. Advisors/coaches should recognize a squad's particular ability level and should limit the squad's activities accordingly. "Ability level" refers to the squad's talents as a whole and individuals should not be pressed to perform activities until safely perfected.
- D. All cheerleaders should receive proper training before attempting any form of cheerleading gymnastics (tumbling, partner stunts, pyramids and jumps).
- E. Professional training in proper spotting techniques should be mandatory for all squads.
- F. All cheerleading squads should adopt a comprehensive conditioning and strength building program.
- G. All jewelry is prohibited during participation.
- H. A structured stretching exercise and flexibility routine should precede and follow all practice sessions, game activities, pep rallies, etc.
- I. Tumbling, partner stunts, pyramids and jumps should be limited to appropriate surfaces.
- J. As a general rule, all programs should qualify cheerleaders accordingly to accepted teaching progressions. Appropriate spotting should be used until all performers demonstrate mastery of the skill.
- K. Supports, braces, etc., which are hard and unyielding or have rough edges or surfaces must be appropriately covered. A participant wearing a cast (excluding a properly covered air cast) shall not be involved in a stunts, pyramids, tosses or tumbling.
- L. Squad members must wear athletic shoes (no gymnastic slippers).

M. When discarding props (signs, etc.) that are made of solid material or have sharp edges/corners, team members must gently toss or place the props so that they are under control.

PARTNER STUNTS/PYRAMIDS/TOSSES

- A. All pyramids and partner stunts are limited to two persons high. "Two high" is defined as the base having at least one foot on the ground.
- B. The top person in a partner stunt, pyramid or transition may not be in an inverted (head below the waist) position and cannot transition to another stunt, the ground or a dismount in an inverted position. Exceptions to this rule are the following:
 - 1. Double based suspended forward rolls where the top person has continuous hand-to-hand contact with two primary bases or with two posts who are controlling the top person. **The top person cannot have contact with one base and one post.**
 - 2. The top person in a stunt may begin in an inverted position on the performing surface and be loaded into a non-inverted position shoulder height or below provided that they have constant contact with a base or spotter until they are in the non-inverted position. A base or additional spotter if necessary must be in a position to protect the head, neck and shoulder area of the top person.
- C. Suspended splits in a transition are allowed provided there are a total of four bases that support the top person; at least three of the bases must support under the legs of the top person, and the fourth base may support under the legs or make contact with the hands of the top person. Top person must have hand contact with bases during transition.
- D. Partner stunts and pyramids higher than shoulder stand level must have a continuous spotter for each person over shoulder stand level. Spotters are considered part of the squad with regard to the squad member maximum limitation. For single-based extended stunts, the spotter may hold at the ankle of the top person and / or the wrist of the base. If the spotter is supporting under the sole of the foot in any

way, they are considered to be a base and would require an additional spotter.

E. When one person is bracing another (including over lapping of arms), one of the individuals must be at shoulder height or below. Exceptions to this are the following:

1. Extensions (double base or single base) may brace other extensions.

2. Double Cupies/Awesomes (two cupies/awesomes being held by the same base) are allowed. If the stunt is dismounted to cradles, there must be three people for each top person being cradled. This exception does not include variations such as Double Heel Stretches.

F. If a person in a partner stunt or pyramid is used as a brace for an extended stunt, that brace must not be supporting a majority of the top person's weight. (To demonstrate this, the foot of the top person's braced leg must be at or above the knee of their supporting leg.)

G. Extended Straddle Lifts must have an additional spotter for the head and shoulders of the top person (similar position to a Double Based Elevator/Extension Prep).

H. The bases of any extended stunt must have both feet in direct weight-bearing contact with the performing surface.

I. Hanging pyramids (Example: Diamond Head) must have a continuous spotter for each shoulder stand involved in suspending another person.

J. In pyramid transitions where the top person is released from their primary bases and assisted in an up and down transition the following rules apply:

1. At least 3 bases must be under top person throughout the transition.

2. Person(s) bracing the top person in the transition must have a spotter in place during the transition movement.

3. The top person must be in contact with the bracers during the up and down transition. The top person may not be supporting on any other body part of the person(s) assisting (i.e. Shoulders of the bracer).

4. The top person must be continuous in motion and cannot be supported so that they pause at the top of the transition.

K. Basket tosses, toe pitch tosses, elevator/sponge tosses or similar tosses are limited to no more than four tossers and must be dismounted to a cradle position by two of the original bases, plus an additional spotter at the head and shoulder area. These tosses may not be directed so that the bases must move to catch the top person. **The top person may not hold any objects (poms, signs, etc.) during the toss.**

L. Participants may not pass over or under other participants from tosses. Exceptions to this rule are the following:

1. Single based tosses can go over another person.

M. Free falling flips or swan dives from any type of toss, partner stunt or pyramid are prohibited.

N. Partner stunts, pyramids and participants may not pass over, under or through other partner stunts or pyramids.

O. Single based stunts in which the top person is parallel to the performing surface and the bases' arms are extended must have a continuous spotter at the head and shoulder of the top person. (i.e. Bird, Side T, Single Based Flatback, etc.)

P. Multi-based tosses that land in stunts (i.e. basket to elevator/extension prep, etc.) are allowed; however, they cannot significantly exceed the height of the intended stunt. Multi-based tosses cannot land

in a loading position. Exception to this rule:

1. A single based toss (one base touching during the toss movement) is allowed into a loading position to that original base.

Q. Backward suspended rolls and single based suspended rolls are prohibited.

R. Cradle dismounts from partner stunts or pyramids shoulder height or above require one spotter in addition to the original base(s).

S. Cradle dismounts from partner stunts (other than basket tosses, elevator/sponge tosses or similar tosses) to another set of bases must be caught by three bases. Any type of gymnastics movement (1/2 turn, twist, toe touch, etc) is prohibited.

T. The total number of twists in a dismount from stunts or tosses cannot be greater than two rotations. Exception to this rule:

1. Side facing stunts and tosses (i.e. Arabesque, Scorpion, Kick Double Full Basket, etc.) may add a one-quarter twist in order to cradle to the front.

U. A minimum of two catchers are required when the top person falls away from the bases to a horizontal, flat-body position.

V. Tension drops are prohibited.

W. Helicopter tosses are prohibited.

X. Single based split catches are prohibited.

Y. The use of mini-trampolines, springboards, spring-assisted floors or any other height-increasing apparatus is prohibited for competition or performance. These devices may be used for skill development and practice under the supervision of a coach trained in their use.

Z. Basket tosses, elevator/sponge tosses and similar multi-base tosses are prohibited on surfaces other than a mat, grass or rubberized track.

TUMBLING/JUMPS

A. Dive rolls are prohibited.

B. Flips greater than one rotation are prohibited.

C. Twists greater than one rotation are prohibited.

D. A forward three-quarter flip to the seat or knees is prohibited.

E. Participants may not tumble over, under, or through partner stunts or pyramids, or over or under individuals.

F. Participants may not land in a partner stunt or in a catching position from an aerial tumbling skill. (Example : A back flip from a tumbling pass into a cradle is prohibited, however, rebounding from a back handspring into a cradle is allowed.)

G. Landings for all jumps including knee drops must bear weight on at least one foot. (Example : A toe touch jump or kick to a hurdler position, to the seat, knees, or landing with both feet back, or to a push-up position are prohibited.)

H. Any type of hurdler position or the position with both feet back (sitting, landing or lying) is prohibited

with the exception of a "Z" sit.

Copies of these guidelines should be distributed to all squad members and any administrators involved with the cheerleading program. All guidelines should be understood and accepted by all parties involved in the cheerleading program including advisors, coaches, assistants, squad members, parents, and administrators.

Note: The above safety guidelines are general in nature and are not intended to cover all circumstances. All cheerleading gymnastics including tumbling, partner stunts, pyramids and jumps should be carefully reviewed and supervised by a qualified adult advisor or coach.

Cheerleading jumps, gymnastics and stunts may involve height and inversion of the body and there is an inherent risk of injury involved with any athletic activity. While the use of these guidelines in coordination with the AACCA Safety Course will help minimize the risk of injury, the American Association of Cheerleading Coaches and Administrators makes no warranties or representations, either expressed or implied, that the above guidelines will prevent injuries to individual participants.

Suggestions for Cheer Participants' Responsibilities

Participants' Responsibilities

GENERAL:

1. Spirit team members should be present at all games to which they are assigned, and initiate positive crowd involvement.
2. Spirit teams should be in their assigned places throughout the contest.
3. As representatives of the school, proper and positive behavior should be required at all times.
4. Spirit teams should be required to arrive a sufficient amount of time before games begin. Their duties should include: (a) meeting and greeting the visiting teams and making them feel welcome; (b) assisting visiting teams with questions such as where they are to be located during the contest, where they can change, etc.; (c) allowing adequate time for their warm-up period.
5. Prior to the start of a game, a plan between the home and visiting cheerleaders, pep bands and other spirit groups should be devised whereby all groups have the opportunity to cheer/perform during non-injury time outs and intermissions. This will help eliminate confusion and prevent delays in the game while the officials wait for the spirit teams to get off the field or floor.
6. At games away from home, spirit teams should arrive as a group and meet the host teams.
7. Participants should know the game rules and officials' signals to the extent of understanding when and what types of cheers are appropriate. Spirit team members should always pay attention to the game or contest.
8. When the official signals for the game to begin after a time-out, the spirit teams should leave the floor immediately. Spirit teams shall stay clear of the playing area prior to and during the contest so as not to interfere with the players or officials or increase the possibility of injury.
9. Spirit teams should accept the decisions of officials and discourage -disagreement of fans by initiating positive chants or cheers.
10. Spirit teams should realize the importance of actively influencing the -positive conduct of the spectators.
11. Spirit teams should adapt their routines to the environmental conditions and playing surfaces for which stunts, pyramids and routines are used (i.e. mounts, pyramids or gymnastics shall not be permitted during rain, strong wind, or extreme cold on slippery or uneven surfaces or where there is not enough space. Hot and humid weather also may present problems.)
12. After performing or cheering, spirit team members should clear the playing area of any materials that could hinder play, i.e. pom fragments, signs, hair bows, apparel or props.
13. Spirit team members should use appropriate and positive language throughout all practices, games, performances and competitions.

SPORTSMANSHIP:NOTE: The NFHS disapproves of any form of taunting which is intended or designed to embarrass, ridicule or demean others under any circumstances including on the basis of race, religion, gender or national origin. Good sportsmanship is conduct that imposes a type of self-control involving honest rivalry, courteous relations and graceful acceptance of results. School spirit is a reflection of these attitudes and behavior. If a school is to succeed in one of its prime functions, that of developing good citizenship, it is necessary that student groups radiate proper sportsmanlike conduct. Sportsmanship is good citizenship in action. The promotion of sportsmanship is a primary responsibility of spirit groups.

1. Spirit teams always should cheer in a positive manner. It is inappropriate to cheer against the other team or to cheer in response to an opposing player's mistake. Initiating response cheers between home and opposing spirit teams or fans is strongly discouraged.
2. Cheers and chants with suggestive words and/or motions (ex. pointing at opposing teams or fans) shall not be used because in many situations they bring about an inappropriate response.
3. Spirit leaders should call attention to the importance of sportsmanship at all pep rallies. When permitted, placing sportsmanship posters promoting good sportsmanship on the wall of the gym or throughout the school is helpful.

4. Spirit leaders should discourage their followers from yelling or cheering while an opponent is shooting free throws. Intimidation of opponents has no place in high school athletics.
5. Spirit leaders are in a position to preview spirit signs that will be posted for their school's contests (when permitted). Prohibiting inappropriate signs from ever being posted can greatly assist the administration and helps -students or school personnel understand the importance for positive signage which is to create and maintain a positive crowd atmosphere.
6. Obnoxious behavior should not be encouraged nor permitted under the guise of school spirit. Opposing players, officials and fans should be -treated with respect and dignity. If inappropriate crowd behavior exists, assistance should be obtained from a school administrator or game -management.

TECHNIQUES FOR LEADING CHEERS:

1. Stimulate and control crowd response.
2. Choose the right cheers at the right time.
3. Be certain that words used in a cheer do not suggest, inflame or taunt an -audience.
4. For indoor events, do not use artificial noisemakers or noise enhancers, including, but not limited to cowbells, sirens, clackers, cans with marbles or rocks inside, air horns or any other noisemaking apparatus. Megaphones may be used only by cheerleaders, directed only toward one's own fans.
5. Divert the crowd's attention by starting a crowd cheer when booing -develops.
6. Cheerleaders should get the crowd to respond to their lead by preparing them during pre-game warm-ups.
7. It is important that the cheerleader make eye contact with the crowd while leading a cheer; his/her facial expressions are very important in generating enthusiasm and a strong response.
8. Emphasize each word so that each is distinct and the cheer may be -understood and followed easily.

WHEN TO CHEER:

1. As your team comes on the floor or field.
2. When your team or a player makes an exceptional play.
3. When a substitution is made on your team. When appropriate, cheer outgoing player and incoming player.
4. As encouragement and tribute to an injured player when that player leaves the game.
5. When an opponent, who has played spectacularly, leaves the game.
6. As encouragement to own team in its drive for a score.
7. As encouragement to own team in defense of its goal.

WHEN NOT TO CHEER:

1. When an opposing player makes a mistake or the opposing team is being penalized.
 2. When an opposing player is injured.
 3. As important announcements are being made over the public-address -system.
 4. When an unsportsmanlike act has occurred or is occurring.
- Note: Negative or demeaning cheering is never acceptable. Chanting or cheering for the purpose of taunting the opponents is also never appropriate.

WHEN TO PERFORM: Spirit teams should be aware of the time available to perform. Appropriate situations for routines are: pre-game, full 60-second time-outs, between quarters, at half time, and post-game.



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 <i>TOTAL MINUTES</i> 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



Name _____ Date _____ Age _____ Grade _____
 Roll _____
 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

		Pre-test start date _____			Post-test start date _____		
Test Item		Pre-Test Score	HFZ In HFZ = Y Out of HFZ = N	Set Goal	Post-Test Score	HFZ In HFZ = Y Out of HFZ = N	Goal Met = √
Body Mass Index	Height						
	Weight						
	Body Mass Index						
Body Composition	Skinfold Triceps						
	Skinfold Calf						
	Sum of Skinfolds						
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 criterion-referenced standards to evaluate fitness performance. These standards, established by The Cooper Institute of Dallas, Texas, represent levels of fitness that offer protection against the diseases that result from sedentary living. (Rev. 2006)

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	

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:

