

## High School Course Description for **Advanced Kinesiology- Phys. Ed.**

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**Course Title:** Advanced Kinesiology/  
Physical Education

**Curricular Area:** Physical Education

**Course Number:** KIN201

**Length:** Six weeks

**Grade Level:** 10-12

**Prerequisites:** Pass Intro to Kinesiology

**Meets a UC a-g Requirement:** No

**Meets NCAA Requirement:** No

**Meets High School Graduation Requirement for:** Physical Education (10-12)

### Course Description

The course is designed to give students the opportunity to learn through a comprehensive sequentially planned Kinesiology and Physical Education program in accordance with the California Model Content Standards for Physical Education. It provides students the fundamental information and skills for a variety of team sports. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Emphasis is placed on students analyzing skills for effective movement.

Units of instruction include: introduction to advanced kinesiology and physical education, fitness (including fitness technology), team activities, gymnastics/tumbling, tennis and combative/ self -defense.

### Alignment

This course is aligned to the 2005 California Content Standards for Physical Education

#### *Standard 1:*

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

- Combine and apply movement patterns to progress from simple to complex in combatives, gymnastics/tumbling, and team activities.
- Demonstrate proficient movement skills in these areas.
- Explain and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance the performance levels in these areas.
- Explain and demonstrate advanced offensive, defensive and transition strategies and tactics in these areas.
- Explain, apply and evaluate the use of the biomechanical principles of leverage, force, inertia, rotary motion, and opposition, to achieve adv. performance in these areas.
- Evaluate the interrelationships among physical, emotional, and cognitive factors affecting individual and team performance.
- Analyze and evaluate information received from self, others, and the performance of complex motor activities that leads to improved performance in combatives, gymnastics/tumbling, and team activities.
- Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in these areas.
- Create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance in these areas.
- Analyze specific situations to determine appropriate performance strategies in the three areas.
- Assess the effect/outcome of a specific performance strategy in the three areas.
- Evaluate independent learning of movement skills.

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### *Standard 2:*

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

- Participate in moderate to vigorous physical activity at least 4 days each week.
- Participate in challenging physical activities that meet individual needs and interests using the principles of exercise.
- Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the health-related standards as established by the State-mandated fitness test.
- Assess physical fitness levels and adjust physical activity to accommodate for changes in age, growth, and development.
- Justify the use of specific physical activities to achieve desired fitness goals.
- Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.
- Develop and implement an appropriate physical fitness plan for a family and/or community member.
- Explain how to evaluate consumer physical fitness products and programs.
- Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, and physical fitness and performance.
- Evaluate the availability and quality of community fitness resources.
- Use and analyze scientifically based data and protocols to self-assess the five components of health-related fitness.

### *Standard 3:*

Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

### Self-Responsibility

- Participate in physical activities for personal enjoyment.
- Examine and explain the ways in which personal characteristics, performance styles, and activity preferences may change over a lifetime.
- Evaluate the psychological benefits derived from regular participation in physical activity.
- Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
- Evaluate and refine personal goals to improve performance in physical activities.

### Social Interaction

- Identify the effects of age, gender, ethnicity, socioeconomic status, and culture on physical activity preferences and participation.
- Explain how to select and modify physical activities to allow for participation by children, elderly, and those with special needs.

### Group Dynamics

- Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.
- Encourage others to be supportive and inclusive of all ability levels.

**Development:** This pilot course was developed and aligned thanks to the efforts of Edrina Fraijo (BHS), Kristin Hauge (CHS), Reid Isaac (CHS), Thomas Mainez (CHS), Jodi Parker (CHS), Gabriel Schaefer (BHS), Marlene Vasquez (BHS), and Jean Wierenga (BHS) and the physical education staffs at Bloomington High, Colton High, Slover Mountain High, and Washington High who piloted and provided feedback throughout that process.

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### **Instructional Materials**

#### **Equipment:**

- Variety of balls and equipment from district stock catalog and physical education equipment catalogs (Sporttime, Gopher, Flaghouse, The Education Company, Wagon Wheel Records, Human Kinetics, etc.)
  - Stopwatches
  - Electric ball pump
  - Measuring wheel for measuring various distances, areas, fields, boundaries
  - Chalk or paint for lining fields
  - Clipboards (teacher and students class set)
  - Instructional DVDs, CDs, VHS, and books.
- Chalkboard/white board, chart paper and easel, crates for portfolios/journals
- Media Equipment
  - Stereo system with tape/CD player (extra CDs/tapes and batteries)-Mobile
  - Television with DVD/VHS
  - Laptop with projector, screen, and external speakers
- Physical Fitness Materials
  - PFT material
    - Scales
    - Sit and reach
    - Heart rate monitors
    - Mats with 2 inch tape
- \*Individual or Large mats (Self Defense Unit)
  - Boxing gloves (hand gloves)
  - Heavy Punching bags
  - Speed bags
  - Shine protectors
  - Hand pads
- Badminton Equipment
  - Nets
  - Portable Stands
  - Rackets
  - Birdies
- Volleyball Equipment
  - Nets
  - Poles (portable and stationary)
  - Heart Rate Wands/Monitors

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### Suggested Teacher Resources

- *Adventure Curriculum for Physical Education for High\_School* by Jane Panicucci, Project Adventure, Inc. (Each department received this book from the Health/P.E. Office in 2003)
- *GamesSkill* by Stephanie Hanrahan/Teresa Carlson/Human Kinetics, 2000.
- *Assessing Student Responsibility and Teamwork* byNASPE, AAHPERD, 2000
- *Presidential Fitness Challenge*
- *Fitness for Life* by Charles B. Corbin and Ruth Lindsey/Human Kinetics
- *Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide*, AHPERD/Human Kinetics.
- *Physical Best Activity Guide Secondary Level*, AAHPERD /Human Kinetics

### Novels and Other Readings

- *Physical Activity and Sport for the Secondary School Student* By Neil J Dougherty,Editor/ NASPE, AAHPERD
- *Dynamic Physical Education for Secondary School Students* By Robert Pangraz/ Allyn Bacon

### Suggested Video/DVDs//Films

- *Physical Best Instructor Video*
- *Flexibility for Sport and Fitness*
- *Partner-Resistance Strength Training*

### Web Sites/Software

- *www.Pe Central.com*
- *Bonnie'sFitware*, [www.pesoftware.com](http://www.pesoftware.com)
- *HumanKinetics*, [www.humankinetics.com](http://www.humankinetics.com)

# High School Course Description for **Advanced Kinesiology-Phys.ED**

## Exit Criteria

Performance level is determined by the average of the assessments or assignments. Student achievement in this course will be measured using multiple assessment tools including but not limited to:

- Performance-based assessments which assess physical education cognitive concepts and skills
- Quizzes and Tests
- Journals
- Portfolios
- Checklists
- Rubrics of performance assessments during activity
- Fitnessgram
- Fitness Plan
- Projects (rubric assessed)
- Video

Standard	Physical Education Content	Percentage
1	Demonstrates knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.	50%
2	Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies	40%
3	Demonstrate knowledge of psychological and sociological concepts, principles, strategies that apply to learning and performance of physical activity	10%

## Standard Grading Scale

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

## Units Guides for **Advanced Kinesiology**

**NOTES:**

- 1) Please refer to the Physical Education Model Content Standards for California Schools for a complete listing of the standard descriptors.
- 2) Due to differences in site facilities and equipment, this document is meant to serve as an outline for content and time allotment

### ***Introduction to Advanced Kinesiology***

Standards	Skills and Concepts	Suggested Equipment
3.1 3.2 3.3	<ul style="list-style-type: none"> <li>✓ Skills and Concepts</li> <li>✓ Philosophy of PE</li> <li>✓ Vocabulary/ Sentences</li> <li>✓ Class Curriculum, Expectations, Grading, Classroom</li> <li>✓ Classroom Rules</li> <li>✓ PE Uniforms and Dress Policy</li> <li>✓ Locks and Locker Room Procedures</li> <li>✓ Distributing Syllabus/ Parent Letters</li> </ul> <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>✓ <i>Icebreakers:</i> Name games, Line Up</li> <li>✓ <i>Tag Games:</i> Everybody's It, Hospital Tag, Partner Tag, Triangle Tag, Elbow Tag, Blob Tag</li> <li>✓ <i>Team Building:</i> Group Juggling, Knots, Stand Up, Circle the Circle</li> </ul>	Tennis Balls Hoops Flags Bean bags Poly spots
<b>Suggested Resources</b>		
<p><i>Adventure Curriculum for Physical Education for High School</i> by Jane Panicucci  <i>Assessing Student Responsibility and Teamwork</i></p>		

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

Standards	Skills and Concepts	Suggested Equipment
3.4 3.5	<ul style="list-style-type: none"> <li>✓ Rules and History</li> <li>✓ Personal Responsibility</li> <li>✓ Social Skills (Active listening, encouragement, courtesy, helpfulness)</li> <li>✓ Cooperation</li> </ul> <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>✓ <i>Icebreakers:</i> Name games, Line Up</li> <li>✓ <i>Tag Games:</i> Everybody's It, Hospital Tag, Partner Tag, Triangle Tag, Elbow Tag, Blob Tag</li> <li>✓ <i>Team Building:</i> Group Juggling, Knots, Stand Up, Circle the Circle</li> </ul>	Tennis Balls Hoops Flags Bean bags Poly spots
<b>Suggested Resources</b>		
<p><i>Team Building Through Physical Challenges</i> (Glover and Midura)  <i>Teaching Responsibility Through Physical Activity</i> (Hellison)  <i>Quicksilver</i> (Rohnke and Butler)</p>		

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## Units Guides for **Advanced Kinesiology**

**Game Skills** (Hanarahan and Carlson)  
**Assessing Student Responsibility and Teamwork** (NASPE/AAHPERD)  
**It's Not Gym Anymore** (McCracken)  
**PE-4-Me, Teaching Lifelong Health and Fitness** (Summerford)

### ***Fitness (Ongoing throughout the school year)***

<b>Standards</b>	<b>Skills and Concepts</b>	<b>Suggested Equipment</b>
1.1-1.12 2.1-2.11 3.1-3.5	<ul style="list-style-type: none"> <li>✓ Rules and History</li> <li>✓ Assess health-related fitness using the FitnessGram tools (can be supplemented with additional research-based assessments) Compare scores to Healthy Fitness Zone</li> <li>✓ Introduce and review the health-related fitness components (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition)</li> <li>✓ Introduce and review health-related fitness vocabulary (see Glossary)</li> <li>✓ Set goals for improvement for each of the five fitness components</li> </ul>	<ul style="list-style-type: none"> <li>✓ Fitnessgram equipment (Pacer CD for push-ups and curl-ups cadence, sit and reach box/board, rulers, mat with lines for curl-ups, scale and tape measure for height)</li> <li>✓ CD/cassette player</li> <li>✓ Charts of fitness exercises (check PE catalogs)</li> <li>✓ Heart rate monitors</li> <li>✓ Mats, medicine balls, aerobic steps, hand-held weights, jump ropes, elastic exercise bands or Dynabands</li> <li>✓ Additional fitness exercise equipment</li> </ul>

#### **Suggested Resources**

Fitnessgram/Activitygram Test Administration Manual with DVD of all fitness tests  
 Fitnessgram Software  
 Physical Education for Lifelong Fitness: The Physical Best Teachers Guide (AAHPERD)  
**PE-4-Me, Teaching Lifelong Health and Fitness** (Summerford)  
**Physical Best Activity Guide Secondary Level** (AAHPERD)  
**Dynamic Physical Education for Elementary School Children** (Pangrazi)

### ***Flag Football Skills and Concepts Applied to Flag Football Games***

<b>Standards</b>	<b>Skills and Concepts</b>	<b>Suggested Equipment</b>
1.3 1.4 2.1 2.3 3.1 3.3	<ul style="list-style-type: none"> <li>✓ Rules and History</li> <li>✓ Mature technique of throwing, catching, kicking/punting</li> <li>✓ Offensive/Defensive strategies using small sided, modified games</li> <li>✓ Emphasis should be on developing skills and skill combinations through modified games and lead-up activities</li> </ul>	<ul style="list-style-type: none"> <li>✓ footballs</li> <li>✓ flags</li> <li>✓ cones</li> <li>✓ pinnies</li> </ul>

#### **Suggested Resources**

**Teaching Middle School Physical Education** (Mohnsen)  
**Dynamic Physical Education for Elementary School Children** (Pangrazi)  
**It's Not Gym Anymore** (McCracken)

## Units Guides for **Advanced Kinesiology**

### ***Soccer Skills and Concepts Applied to Soccer Games***

<b>Standards</b>	<b>Skills and Concepts</b>	<b>Suggested Equipment</b>
1.3 1.1 1.2 1.4 2.1 2.2 2.3 2.4 2.5	<ul style="list-style-type: none"> <li>✓ Rules and History</li> <li>✓ Mature technique of foot dribbling, trapping, passing, punting, lifts, overhead throws</li> <li>✓ Offensive/Defensive strategies using small sided, modified games</li> <li>✓ Emphasis should be on developing skills and skill combinations through modified games and lead-up activities</li> </ul>	<ul style="list-style-type: none"> <li>✓ soccer balls</li> <li>✓ cones</li> <li>✓ pinnies</li> </ul>
<b>Suggested Resources</b>		
<p><i>Teaching Middle School Physical Education</i> (Mohnsen)  <i>Dynamic Physical Education for Elementary School Children</i> (Pangrazi)  <i>Dynamic Physical Education for Secondary School Children</i> (Pangrazi)</p>		

### ***Basketball Skills and Concepts Applied to Basketball Games***

<b>Standards</b>	<b>Skills and Concepts</b>	<b>Suggested Equipment</b>
1.3 1.4 2.1 2.2 2.3 2.4 2.5 2.6	<ul style="list-style-type: none"> <li>✓ Rules and History</li> <li>✓ Mature technique of hand dribbling, passing, shooting, rebounding</li> <li>✓ Offensive/Defensive strategies using small sided, modified games</li> <li>✓ Emphasis should be on developing skills and skill combinations through modified games and lead-up activities</li> <li>✓ Vocabulary for basketball (balance, biomechanics, rebound principles, strategies, tactics)</li> </ul>	<ul style="list-style-type: none"> <li>✓ basketballs</li> <li>✓ pinnies</li> <li>✓ cones</li> </ul>
<b>Suggested Resources</b>		
<p><i>Teaching Middle School Physical Education</i> (Mohnsen)  <i>Dynamic Physical Education for Elementary School Children</i> (Pangrazi)  <i>Dynamic Physical Education for Secondary School Children</i> (Pangrazi)  <i>It's Not Gym Anymore</i> (McCracken)  <i>The Art of Handling the Rock</i> (Slade)</p>		



## Units Guides for **Advanced Kinesiology**

### *Volleyball Skills and Concepts Applied to Volleyball Games*

Standards	Skills and Concepts	Suggested Equipment
1.3	✓ Rules and History	✓ Variety of volleyballs (regular and trainer) ✓ Cones ✓ Nets & Standards
1.4	✓ Mature technique of passing, setting, serving	
2.1	✓ Rotation of players	
2.2	✓ Emphasis should be on developing volleying	
2.3	skills through lead-up and modified volleyball	
2.5	activities	
2.6		

#### Suggested Resources

*Teaching Middle School Physical Education* (Mohnsen)

### *Team Handball*

Standards	Skills and Concepts	Suggested Equipment
1.1	Rules/History	Team Handball Goals Pinnies
1.2	Dribbling, shooting, Offensive/Defensive skills	
1.4	Individual skills related to Team Handball	
2.1		
2.2		

#### Suggested Resources

*Steps to Success: Handball*

### *Softball Skills and Concepts Applied to Softball Games*

Standards	Skills and Concepts	Suggested Equipment
1.3	✓ Rules/History	✓ softballs ✓ bases ✓ bats ✓ batting T's ✓ gloves
1.4	✓ Safety measures	
2.1	✓ Mature technique of catching and throwing	
2.2	and fielding	
2.4	✓ Batting, base running, batting order	
2.5	✓ Offensive and defensive strategy	
	✓ Position play	

#### Suggested Resources

*Dynamic Physical Education for Elementary School Children* (Pangrazi)

*Dynamic Physical Education for Secondary School Children* (Pangrazi)

*Teaching Middle School Physical Education* (Mohnsen)

## Units Guides for **Advanced Kinesiology**

### ***Floor Hockey***

<b>Standards</b>	<b>Skills and Concepts</b>	<b>Suggested Equipment</b>
1.3 1.1 1.4 1.8 1.10 2.1 2.4 2.6 3.1 3.5	<ul style="list-style-type: none"> <li>✓ Rules/History</li> <li>✓ Striking, passing, shooting skills applied to floor hockey.</li> <li>✓ Emphasis should be on the application of striking skills through participation in modified games</li> <li>✓ Safety concepts</li> <li>✓ Review grip, ready position, swing, follow through</li> <li>✓ Offensive and Defensive strategy</li> </ul>	<ul style="list-style-type: none"> <li>✓ plastic hockey sticks and pucks</li> <li>✓ face masks</li> <li>✓ wiffle-balls</li> <li>✓ goals and nets</li> </ul>
<b>Suggested Resources</b>		
<i>Teaching Middle School Physical Education</i> (Mohnsen)		
<i>It's Not Gym Anymore</i> (McCracken)		

### ***Tumbling/Gymnastics***

<b>Standards</b>	<b>Skills and Concepts</b>	<b>Suggested Equipment</b>
1.5 1.6 2.1 2.2 2.3 2.4	<ul style="list-style-type: none"> <li>✓ Rules/History</li> <li>✓ Basic tumbling moves</li> <li>✓ Spotting and safety</li> <li>✓ Pyramids (with appropriate safety instruction, no higher than two levels)</li> <li>✓ Low beam</li> <li>✓ Mounts, walking, hopping, skipping, turns, balances, dismounts</li> <li>✓ Floor exercises</li> <li>✓ Combine basic tumbling moves into a routine</li> </ul>	<ul style="list-style-type: none"> <li>✓ mats</li> <li>✓ charts</li> <li>✓ balance beams (4x4 short beam)</li> </ul>
<b>Suggested Resources</b>		
<i>Dynamic Physical Education for Elementary School Children</i> (Pangrazi)		
<i>Dynamic Physical Education for Secondary School Children</i> (Pangrazi)		

### ***Tennis***

<b>Standards</b>	<b>Skills and Concepts</b>	<b>Suggested Equipment</b>
3.1 3.2 3.3 3.4 3.5 3.6 1.1 1.3 1.9 2.4 2.10	<ul style="list-style-type: none"> <li>✓ Rules/History</li> <li>✓ Assess tennis skills</li> <li>✓ Review the health-related tennis components.</li> <li>✓ Examine pre-test results</li> <li>✓ Evaluate/assess goals for improvement</li> </ul>	<ul style="list-style-type: none"> <li>✓ Tennis Equipment</li> <li>✓ Charts of tennis skills</li> </ul>
<b>Suggested Resources</b>		

## Units Guides for **Advanced Kinesiology**

### *Flying Disc Skills Applied in Flying Disc Games*

<b>Standards</b>	<b>Skills and Concepts</b>	<b>Suggested Equipment</b>
1.3 1.4 2.1 2.2	<ul style="list-style-type: none"> <li>✓ Rules/History</li> <li>✓ Mature technique for throwing and catching applied during flying disc activities</li> <li>✓ Throw to a stationary target, a moving target, for accuracy, for distance, and in a game-type situation</li> </ul>	<ul style="list-style-type: none"> <li>✓ flying discs</li> <li>✓ cones</li> <li>✓ bases</li> <li>✓ flags</li> <li>✓ pinnies</li> </ul>

#### **Suggested Resources**

*Dynamic Physical Education for Elementary School Children* (Pangrazi)

### *Wrestling*

<b>Standards</b>	<b>Skills and Concepts</b>	<b>Suggested Equipment</b>
1.1-1.12 2.1-2.9 3.1 3.4 3.5	<ul style="list-style-type: none"> <li>✓ Rules/History</li> <li>✓ Mature technique for takedowns, sprawling, nearfall holds etc.....</li> <li>Offensive and defensive strategies using individual sprawling techniques</li> <li>Development skills through modified techniques and methods</li> </ul>	<ul style="list-style-type: none"> <li>Wrestling mat</li> <li>Red/green jersey</li> <li>Stopwatch</li> <li>Throw padding</li> </ul>

#### **Suggested Resources**

*Refer to Grecco Roman Wrestling Resources*

### *Cricket*

<b>Standards</b>	<b>Skills and Concepts</b>	<b>Suggested Equipment</b>
1.3 1.4 2.2 3.1 3.4	<ul style="list-style-type: none"> <li>✓ Rules/History</li> <li>✓ Techniques: stance, throw, catching, bowler</li> <li>✓ Strategy</li> <li>✓ Position</li> </ul>	<ul style="list-style-type: none"> <li>Stumps (poles)</li> <li>Bells</li> <li>Cricket Balls</li> <li>Cricket Bat</li> </ul>

#### **Suggested Resources**

### *Aerobic Kickboxing*

<b>Standards</b>	<b>Skills and Concepts</b>	<b>Suggested Equipment</b>
1.1-1.12 2.1-2.9	<ul style="list-style-type: none"> <li>✓ Rules/History</li> <li>✓ Mature technique for blocking, jabbing,</li> </ul>	<ul style="list-style-type: none"> <li>Boxing gloves</li> <li>Padding</li> </ul>

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## Units Guides for **Advanced Kinesiology**

3.1 3.4 3.5	punching, kicking. ✓ Offensive and defensive strategy	Wrestling Mat Speed bags Punching bags
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### Suggested Resources

#### DVD's

### *Lacrosse*

Standards	Skills and Concepts	Suggested Equipment
1.1-1.12 2.1-2.9 3.1 3.4 3.5	<ul style="list-style-type: none"> <li>✓ Rules/History</li> <li>✓ Mature technique for catching, passing, shooting</li> <li>✓ Offensive and defensive strategy</li> <li>✓ Safety concepts</li> <li>✓ Grip, positioning</li> </ul>	Plastic crosses Lacrosse ball Facemasks Goals Net Cones

### Suggested Resources

#### Steps to Success: LaCrosse

### *Self Defense*

Standards	Skills and Concepts	Suggested Equipment
1.1 1.4 1.5 1.10 1.11 2.5 2.9 3.1 3.2 3.3	<ul style="list-style-type: none"> <li>✓ Awareness of Surroundings</li> <li>✓ Avoidance</li> <li>✓ Defining Space</li> <li>✓ Evasion</li> <li>✓ Responses</li> <li>✓ Conflict Resolution</li> </ul>	<ul style="list-style-type: none"> <li>✓ Mats</li> <li>✓ Target Pads</li> <li>✓ Target Gloves</li> </ul>