

**EL DORADO UNION HIGH SCHOOL DISTRICT
EDUCATIONAL SERVICES
Course of Study Information Page**

COURSE TITLE Life Fitness 2			
DISTRICT COURSE NUMBER #0273		4-DIGIT STATE COURSE CODE (COMPLETED BY SILT) 2515	
Rationale:	To provide students with a variety of opportunities for mastery in the content areas of Life Fitness as designated in the California State Physical Education framework and the NASPE National Standards for Physical Education.		
Course Description that will be in the Course Directory:	Life Fitness 2 is a course which promotes a physically active lifestyle. Students will participate in aquatics, dance, outdoor education, and team, dual or individual games, sports, and activities.		
How Does this Course align with or meet State and District content standards?	All activities will emphasize the use of physiological and biomechanical principles involved in human movement. The student may have the opportunity to develop a personalized plan for lifetime fitness. This course provides activities for developing cooperative social interaction and leadership skills.		
NCLB Core Subjects:	<i>Select up to two that apply:</i> <input type="checkbox"/> Arts <input type="checkbox"/> Economics <input type="checkbox"/> English <input type="checkbox"/> Foreign Language <input type="checkbox"/> Geography <input type="checkbox"/> Civics and Government <input type="checkbox"/> History <input type="checkbox"/> Mathematics <input type="checkbox"/> Reading / Language Arts <input type="checkbox"/> Science <input checked="" type="checkbox"/> Not Core Subject		
CDE CALPADS Course Descriptors: <small>(See Page 2 for Definitions)</small>	CTE TECH PREP COURSE INDICATORS <input type="checkbox"/> Tech Prep (32) (Higher Ed) <input type="checkbox"/> Tech Prep & ROP(33) (Higher Ed) <input type="checkbox"/> ROP (30) <input checked="" type="checkbox"/> N/A	CTE COURSE CONTENT CODE <input type="checkbox"/> CTE Introductory (01) <input type="checkbox"/> CTE Concentrator (02) <input type="checkbox"/> CTE Completer (03) <input type="checkbox"/> Voc Subject _____ <input checked="" type="checkbox"/> N/A	INSTRUCTIONAL LEVEL CODE <input type="checkbox"/> Remedial (35) <input type="checkbox"/> Honors UC-Certified (39) <input type="checkbox"/> Honors Non UC-Certified (34) <input type="checkbox"/> College (40) <input checked="" type="checkbox"/> N/A
Length of Course:	<input checked="" type="checkbox"/> Year <input type="checkbox"/> Semester		
Grade Level(s):	<input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12		
Credit:	<input checked="" type="checkbox"/> Number of credits: 5 per semester <input checked="" type="checkbox"/> Meets graduation requirements (subject Life Fitness) <input type="checkbox"/> Request for UC "a-g" requirements CSU/UC requirement _____		<input type="checkbox"/> College Prep
Prerequisites:	Life Fitness 1		
Department(s):	Life Fitness		
District Sites:	EDHS, ORHS, PHS, UMHS		
Board of Trustees COS Adoption Date:	6/14/2016		
Textbooks / Instructional Materials:	Specific equipment needed to participate in dual, team and individual activities in addition to using modern technology to analyze those activities.		
Funding Source:	General Fund: One-time materials support		

Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

EDUCATIONAL SERVICES

Course Title: Life Fitness 2 (#0273)

TABLE OF CONTENTS

<u>STATE CONTENT STANDARD #</u>	<u>CONTENT STANDARD/UNIT TOPIC</u>	<u>PAGE</u>
1.3, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 3.1, 3.5	Physical Fitness for Health & Performance	4-5
1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 2.4, 2.5, 2.6, 2.10, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7	Individual Activities	6-7
1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 2.10, 3.1, 3.3, 3.4, 3.8, 3.9	Dual / Team Activities	8-9

EDUCATIONAL SERVICES

Department: **Life Fitness**

Course Title: **Life Fitness 2**

Course Number: **#0273**

Unit Title: **Physical Fitness for health & performance**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/ tumbling, and team activities and apply those components in performance. 1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles. 1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.

2.1 Participate in moderate to vigorous physical activity at least four days each week. 2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests. 2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the standards established by scientifically based health-related fitness assessments. 2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development. 2.5 Justify the use of particular physical activities to achieve desired fitness goals. 2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities. 2.7 Develop and implement an appropriate personal physical fitness program for a family or community member. 2.8 Explain how to evaluate consumer physical fitness products and programs. 2.9 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance. 2.10 Evaluate the availability and quality of fitness resources in the community. 2.11 Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness

3.1 Participate in physical activities for personal enjoyment. 3.5 Evaluate and refine personal goals to improve performance in physical activities.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will understand the benefits of a healthy, active lifestyle and strive to achieve a health-enhancing level of physical fitness understanding how to apply this for life long fitness. Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. Students will participate in daily warm-up and cool-down activities. Students will participate in moderate to vigorous activity in each life fitness class period. This unit is interwoven through out the following two units listed (individual activities and dual/team activities) with an emphasis to participate in challenging physical fitness activities using the principles of exercise to meet individual needs and goals. Possible activities may include weight training, cardiovascular endurance/strength training, core training, and flexibility training.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Develop student's body control and spacial awareness while performing various activities requiring strength, flexibility, balance and coordination. Teachers will use a variety of instructional strategies that may include direct instruction, peer teaching, and utilizing electronic/technology equipment. Teachers will guide practice as students work to discover, investigate, practice and apply the concepts and skills of the activity to a proficient level.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Chart individual and class marks/scores for activities & monitoring progress for improvement. Teacher and peer observation of progress in the activity.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

The following methods of students support may include, but are not limited to, modification of activity to meet the needs of students and the availability of equipment/facilities. Adjust student grouping in order to enhance the experience for all students. Develop individual goals to meet the needs of each student, this often includes a modification of movement. Also, multiple modes of instructional strategies may be used, along with a wide range of resources to further enhance and improve the students experience.

EDUCATIONAL SERVICES

Department: **Life Fitness**

Course Title: **Life Fitness 2**

Course Number: **#0273**

Unit Title: **Individual Activities**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities. 1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities. 1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/ tumbling, and team activities and apply those components in performance. 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities. 1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles. 1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance. 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities. 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities. 1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities. 1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/ tumbling, and team activities. 1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities. 1.12 Evaluate independent learning of movement skills.

2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests. 2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development. 2.5 Justify the use of particular physical activities to achieve desired fitness goals. 2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.

3.1 Participate in physical activities for personal enjoyment. 3.2 Examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime. 3.3 Evaluate the psychological benefits derived from regular participation in physical activity. 3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities. 3.5 Evaluate and refine personal goals to improve performance in physical activities. HIGH SCHOOL COURSE 2 California Department of Education Reposted September 17, 2010 41 Social Interaction 3.6 Identify the effects of individual differences, such as age, gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity. 3.7 Explain how to select and modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Develop fundamental skills, understand basic strategies and rules, and learn activity specific technique while learning to enjoy an individual activity. With-in this unit students will participate in a variety of individual activities, usually lasting 2-6 weeks per activity that may include; Yoga, Pilates, Dance, Archery, Tumbling, Self Defense, Wrestling, Weight Lifting, Aquatics, Golf, Cross Fitt, and Track & Field.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Develop student's body control and spacial awareness while performing various individual activities requiring strength, flexibility, balance and coordination. Teachers will use a variety of instructional startegies that may include direct instruction, peer teaching, and utilizing electronic/technology equipment. Teachers will guide practice as students work independently to discover, investigate, practice and apply the concepts and skills of the activity to a proficient level.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Chart indiviual marks/scores for activities & monitoring progress for improvement. Some activities may include a written assessment of rules and strategies of the individual activity. Teacher and peer observation of progress in the activity.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

The methods of student support may include, but are not limited to, developing individual goals to meet the needs of each student, this often includes a modification. Modification of a activity to meet the needs of the students and the use of equipment / facilities. Adjust the students individual program or activity in order to enhance the experience for the class and student.

EDUCATIONAL SERVICES

Department: **Life Fitness**

Course Title: **Life Fitness 2**

Course Number: **#0273**

Unit Title: **Dual / Team Activities**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities. 1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities. 1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/ tumbling, and team activities and apply those components in performance. 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities. 1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles. 1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance. 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities. 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities. 1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities. 1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/ tumbling, and team activities. 1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities. 1.12 Evaluate independent learning of movement skills.

2.10 Evaluate the availability and quality of fitness resources in the community.

3.1 Participate in physical activities for personal enjoyment. 3.3 Evaluate the psychological benefits derived from regular participation in physical activity. 3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities. 3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles. 3.9 Encourage others to be supportive and inclusive of individuals of all ability levels

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Develop fundamental skills, understand basic strategies, learn and apply activity specific technique and rules, while learning to enjoy a dual / team activity. With-in this unit several activities will be covered, usually lasting 2-6 weeks per activity. Participate in team sports with lifelong participation opportunities. Activities in this unit may include; soccer, flag football, basketball, dance, softball, volleyball, spike ball, hockey, tennis, badminton, pickle ball, lacrosse, rugby, non-traditional games, and small sided games.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Develop student's body control and spacial awareness while performing various dual / team activities requiring strength, flexibility, balance and coordination. Teachers will use a variety of instructional strategies that may include direct instruction, peer teaching, cooperative group practice, and utilization of electronic/technology equipment. Teachers will guide practice as students work in pairs/groups to discover, investigate, practice and apply the concepts and skills of the activity to a proficient level. Individual students demonstrate an understanding of the role of all players on a team by moving and participating in their positions as guided by the instructor and/or teammates.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Teacher observation of progress in team play; both offensive and defensive strategies. Teacher and peer observation of progress in individual positions of a dual/team activity. Some activities may include a written assessment of rules and strategies within the course of the unit.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

The methods used to support students may include, but are not limited to, modifications of dual/team activity rules to meet the needs of students and the availability of equipment/facilities. Adjust student grouping in order to enhance the experience for all students. Develop team goals to meet the needs of each student, this often includes a modification.