**Freshman & Sophomore Physical Education Course Outline**

**Course Title and Number:** Freshman & Sophomore Physical Education (5000 & 5201)

**Department:** Physical Education/ Wellness

**Course Description:** Physical Education is integral to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals and promote physical activities through team sports and lifetime activities.

**Primary Course Materials:** Proper attire requires a student to be fully changed wearing clothing appropriate for physical activity, such as: sweat pants, warm-up pants, mesh/cotton shorts, t-shirts, long sleeve shirts, and sneakers with laces tied correctly. Hats, spandex shorts, and tank tops are not allowed. Most of the test and quizzes will be available online on Google Classroom.

**Course Objectives:** By the end of this course, students will know and be able to acquire and refine a variety of manipulative, locomotor, and non-locomotor movement skills, and will utilize principles of training and conditioning, and will apple the concept of wellness to their lives.

* Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams.
* Demonstrate responsible personal and social conduct used in physical activity settings.
* Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others.
* Demonstrate developmentally appropriate basic manipulative and advanced specialized physical skills, including throwing and catching different objects with both accuracy and force, hand and foot dribbling while preventing an opponent from challenging, and accurate striking proficiency.
* Perform a rhythm routine that combines traveling, rolling, balancing, and weight transfer into smooth flowing sequences with intentional changes in direction, speed, and flow.
* Apply advanced movement concepts and beginning game strategies to guide and improve individual and team performance.
* Demonstrate strategies for inclusion of all students in physical activity settings related to strength and speed.
* Demonstrate activities for warming up and cooling down before and after aerobic exercise.
* Demonstrate exercises in strength training, cardiovascular activities, and flexibility training.

**Unit Outline:**

**Unit 1- Cooperative Games:** Students will work together with classmates to accomplish goals, improve communication skills, increase strategic planning, brainstorm different methods to complete the activity, and resolve conflict.

Assessment Tools: Teacher observation, demonstrate completion of activity

**Unit 2- Soccer:** Students will review, learn, practice, and demonstrate the following soccer skills: dribbling using the inside and outside of foot, passing and receiving, throw-ins, and shooting at the goal. Students will develop an understanding to the rules of the game and also be able to participate in a full soccer game by the end of the unit.

Assessment Tools: Teacher observation, written test

**Unit 3- Football:** Students will review, learn, practice, and demonstrate the following football skills: passing, catching, pass patterns, hiking, and blocking. Students will develop an understanding to the rules of the game and also be able to participate in a full touch football game by the end of the unit.

Assessment Tools: Teacher observation, written test

**Unit 4- Ropes:** Students will perform single rope pull-ups, two rope pull-ups, jump and hold single rope, jump and hold two ropes, L seat hold, and skin the cat. After the strength moves are complete, students will attempt to climb the ropes, and participate in individual and team problem solving activities that require unique and creative movement solutions.

Assessment Tools: Completion of task based on rubric, teacher observation

**Unit 5- Gymnastics:** Students will review, learn, practice, and demonstrate the following gymnastics skills: forward roll, backward roll, log roll, a variety of balances, head stand, hand stand, cartwheel, front handspring, back handspring, jumps, and different strength moves. Students will then create and perform a final gymnastic routine.

Assessment Tools: Gymnastic routine completion, teacher observation

**Unit 6- Basketball:** Students will review, learn, practice, and demonstrate the following basketball skills: passing, dribbling, shooting, give and go, fake, jump stop and lay ups. Students will develop an understanding to the rules of the game and also be able to participate in a full basketball game by the end of the unit.

Assessment Tools: Teacher observation, written test

**Unit 7- Volleyball:** Students will review, learn, practice, and demonstrate the following volleyball skills: forearm pass, overhead set, spike, and serve. Students will develop an understanding to the rules of the game and also be able to participate in a full volleyball game by the end of the unit.

Assessment Tools: Teacher observation, skills test

**Unit 8- Team Games:** Students will review, learn, practice, and demonstrate the following team game skills: passing, catching, throwing, dribbling, and kicking. Students will develop an understanding to the rules of the game and also be able to participate with teammates to successful complete a full game.

Assessment Tools: Teacher observation, Review of strategies

**Unit 9- Hockey:** Students will review, learn, practice, and demonstrate the following hockey skills: stick handling, passing, and shooting. Students will develop an understanding to the rules of the game and also be able to participate in a full hockey game by the end of the unit.

Assessment Tools: Teacher observation, written test, skills test

**Unit 10-Fitness:** Students will be able to identify exercises and activities that will increase muscular strength by participating in different fitness circuits. Students will also participate in the Presidential Physical Fitness Challenge. Students will compare their level of fitness to the national standards. Exercises include mile run, curl-ups, sit and reach, shuttle run, flexed arm hang, chin ups, and push-ups.

Assessment Tools: Heart rate monitors, teacher observation

**Unit 11- Disc Golf:** Students will review, learn, practice, and demonstrate the following disc golf skills: throwing a Frisbee, aiming at a target, and cardiovascular endurance. Students will develop an understanding to the rules of the game and also be able to participate in the full disc golf course by the end of the unit.

Assessment Tools: Teacher observation, skills test, rubric

**Unit 12- Baseball/ Softball:** Students will review, learn, practice, and demonstrate the following baseball/ softball skills: throwing, catching, hitting, underhand throw, fielding a ground ball, catching a fly ball, and kicking. Students will develop an understanding to the rules of the game and also be able to participate in a full baseball/softball game by the end of the unit.

Assessment Tools: Teacher observation, written test

**Unit 13- Pickleball:** Students will review, learn, practice, and demonstrate the following pickleball skills: striking a ball with a racquet, forehand, backhand, ready position and serving. Students will develop an understanding to the rules of the game and also be able to participate in a full pickleball game by the end of the unit.

Assessment Tools: Teacher observation, written test

**Students will complete a common final assessment incorporating all units of study from the beginning year assessment to the end.**

**Major Evaluation Strategies:**

|  |  |  |
| --- | --- | --- |
| **Name of Assessment** | **Type of Assessment** | **MA or Common Core Standards Assessed** |
| Pre-Test | Online Test | * Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams. * Demonstrate responsible personal and social conduct used in physical activity settings. * Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others. * Demonstrate developmentally appropriate basic manipulative and advanced specialized physical skills, including throwing and catching different objects with both accuracy and force, hand and foot dribbling while preventing an opponent from challenging, and accurate striking proficiency. * Perform a rhythm routine that combines traveling, rolling, balancing, and weight transfer into smooth flowing sequences with intentional changes in direction, speed, and flow. * Apply advanced movement concepts and beginning game strategies to guide and improve individual and team performance. * Demonstrate strategies for inclusion of all students in physical activity settings related to strength and speed. * Demonstrate activities for warming up and cooling down before and after aerobic exercise. * Demonstrate exercises in strength training, cardiovascular activities, and flexibility training. |
| Final Exam | Online Test |

Through the study of Motor Skill Development students will

2.17 Demonstrate developmentally appropriate competence (basic skills, strategies, and rules) in

many and proficiency in a few movement forms and motor skills (team sports, aquatics,

individual/dual sports, outdoor pursuits, self-defense, dance, and gymnastics)

2.18 Demonstrate activities for warming up and cooling down before and after aerobic exercise

2.19 Apply concepts about sequential motor learning and development, biomechanics, exercise

physiology, and sports psychology

Through the study of Fitness students will

2.20 Demonstrate exercises in strength training, cardiovascular activities, and flexibility training

2.21 Identify the components of physical fitness and the factors involved in planning and evaluating

fitness programs for individuals at different stages of the life cycle

2.22 Conduct a personally developed physical activity program

Students participate daily in any physical activity and keep a journal for one-month recording

specifics (such as aerobic endurance, flexibility, and strength) and description of physical and

psychological states before, during, and after participation. At the end of the month, summarize

with personal recommendations regarding the amount and regularity of activity, as well as

beliefs about future commitment to a daily or weekly schedule of exercise

2.23 Meet developmentally appropriate health-related fitness benchmarks

Through the study of Personal and Social Competency students will

2.24 Identify life-management skills and protective factors that contribute to achieving personal

wellness health goals, including researching, evaluating, and implementing strategies to manage

personal wellness, monitor progress, and revise plans

Students work with school health services to create personal risk profiles. After completing the

Massachusetts Comprehensive Health Curriculum Framework October, 1999 25 25

forms, use research-based strategies to develop a plan to reduce risks identified. Implement the

plan, determine points at which to monitor, do the monitoring, revise plan, and assess at a later

point

2.25: Understand how activity participation patterns are likely to change throughout life and identify

strategies to deal with those changes, including a plan for life-long wellness

2.26: Apply safe practices, rules, procedures, and sportsmanship etiquette in physical activity

settings, including how to anticipate potentially dangerous consequences and outcomes of

participation in physical activity

2.27: Define the functions of leadership in team sports (increasing motivation, efficiency, and

satisfaction)

Students participate in an adventure activity in which they must work together to accomplish a

group goal. At completion, based upon observations and student performance, self-report on

contributions

\*\*\*Subject to change