Physical Education

Physical education is an integral part of the total education of every child from transitional kindergarten through grade 12. It emphasizes vigor and healthy educational activities that increase students’ opportunities and abilities to engage in cooperative, competitive, and expressive motor activities for personal, physical, mental, emotional, and social well-being, as well as active lifestyles.

Major Goals

The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthy physical activity. Physically educated students become more confident, independent, self-controlled and resilient; develop positive social skills; learn to set and strive for personal, achievable goals; learn to assume leadership, cooperate with others and accept responsibility for their own behavior; and ultimately improve their academic performance.

Physical Education Standards

In January 2005, the California Board of Education approved the Physical Education Model Content Standards for California Public Schools: Kindergarten through Grade Twelve. The content standards define what a student should know and be able to do as a result of a quality physical education program.

There are five overarching content standards for grades TK–8 and three overarching content standards for grades 9–12. Additionally, numerous grade- or course-level performance standards are associated with each overarching standard and are evaluated accordingly. The standards are progressive in design, with each grade level building on the previous one. Therefore, skills and knowledge from previous grade and course levels serve as important foundations for attaining the standards at the current grade or course level.

Overarching Standards for Transitional Kindergarten Through Grade 8

Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Students demonstrate knowledge of movement concepts, principles and strategies that apply to the learning and performance of physical activities.

Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.

Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Overarching Standards for High School

Standard 1: Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

Standard 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles and strategies.

Standard 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

There are eight state-mandated content areas for high school physical education instruction: effects of physical activity upon dynamic health, mechanics of body movement, aquatics, gymnastics and tumbling, individual and dual sports, rhythms and dance, team sports and combatives/self-defense. High school students must be evaluated on their progress in each of the eight content areas.
PHYSICAL EDUCATION FRAMEWORK

In September 2008, the California Board of Education adopted the Physical Education Framework for California Public Schools: Kindergarten through Grade 12. The framework supports the alignment of curriculum, instruction, assessment, and instructional resources to the state-adopted model content standards. Both may be accessed and downloaded at www.cde.ca.gov/ci/.

A list of additional resources for physical education teachers may be found on page PE-31.

CONTENTS

The course descriptions in this section are arranged as follows:
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- Middle School Courses, p. PE-7
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Elementary Courses

GRADE TK/K

Course Description
This course is intended to help students meet or exceed kindergarten physical education content standards 1–5 and the corresponding performance standards 1.1–5.5.

Movement Focus
• Movement concepts: spatial and body awareness; speed, levels, relationships; personal and general space.
• Body management: static and dynamic balance, relationships; body parts and base of support.
• Locomotor movement: rolling, jumping, and traveling in different pathways and directions.
• Manipulative skills: striking, tossing, kicking, and bouncing; role of the eyes when striking an object; points of contact when kicking an object.
• Rhythmic and dance skills: moving to a steady beat; clapping to a simple beat.

Fitness Focus
• Fitness concepts: activities that are enjoyable; nutritional aspects of water and food.
• Aerobic capacity: moderate to vigorous physical activity; location and function of the heart and lungs during activity.
• Muscular strength/endurance: hang, climb, and muscle involvement in these activities.
• Flexibility: stretch without bouncing and identification of body parts during stretching.
• Body composition: sustain continuous movement for increased periods of time; body components.
• Assessment: indicators of increased capacity for vigorous physical activity.

Social Focus
• Self-responsibility: emotional results of physical activity; willingness to participate.
• Social interaction: characteristics of sharing; positive social interaction.
• Group dynamics: leading and following during activity.

Basic Instructional Materials
Physical Education Model Content Standards for California Public Schools: Kindergarten through Grade Twelve, California Department of Education, 2005.

GRADE 1

Course Description
This course is intended to help students meet or exceed grade 1 physical education content standards 1–5 and the corresponding performance standards 1.1–5.6.

Movement Focus
• Movement concepts: spatial and body awareness while employing a variety of locomotor skills, relationships, levels, directions, pathways, speeds, tempos, and force.
• Body management: balance using symmetrical, asymmetrical shapes and on a variety of body parts.
• Locomotor movement: roll forward; employ different take-offs and landings; jump a swinging rope; distinguish between different locomotor movements.
• Manipulative skills: demonstrate and explain different throwing and catching patterns; kicking; striking; dribbling using hands and feet.
• Rhythmic skills: movement in response to music.

Fitness Focus
• Fitness concepts: participate in and identify physical activities that are enjoyable and challenging; importance of water and nutritious food during physical activity.
• Aerobic capacity: moderate to vigorous physical activity; function, changes and location of heart and lungs during activity.
• Muscular strength/endurance: upper body strength; importance of muscular strength; relationship of prolonged physical activity to endurance.
• Flexibility: stretch without hyper-flexing or extending; proper position while stretching; range of motion.
• Body composition: sustain continuous movement for increased periods of time; body components.
• Assessment: indicators of increased capacity; measure the change in activity levels.

Social Focus
• Self-responsibility: willingness to participate; acceptable responses to challenges.
• Social interaction: sharing; cooperation; invitation skills.

• Group dynamics: aspects of an effective partner and effective practices for working with a group.

**Basic Instructional Materials**


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**GRADE 2**

**Course Description**

This course is intended to help students meet or exceed grade 2 physical education content standards 1–5 and the corresponding performance standards 1.1–5.7.

**Movement Focus**

- Movement concepts: open space; speed; reduction of impact force.
- Body management: transfer weight; balance on ground and objects; different types of rolls; base of support; hand or foot preference.
- Locomotor movement: proper form for jumping, skipping and leaping; even and uneven locomotor movements.
- Manipulative skills: hand and foot-dribbling; catching; throwing and rolling for distance; kicking a rolled ball; striking skills; jumping a turned rope.
- Rhythmic skills: transition between even and uneven locomotor skills; simple folk or ribbon routines alone and with a partner.

**Fitness Focus**

- Fitness concepts: fuel requirements during activity; role of moderate to vigorous physical activity; activity outside of school; body temperature and blood volume; effect of fuel use during physical activity.
- Aerobic capacity: participate 3-4 times per week in moderate to vigorous physical activities that increase breathing and heart rate; function of heart during rest and activity; relationship of heart and lungs; heart rate before, during and after activity.
- Muscular strength/endurance: muscular endurance and efficiency in abdominal, oblique, upper body and lower body muscles.
- Flexibility: muscle identification; proper stretching form and purpose.

**Basic Instructional Materials**


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**GRADE 3**

**Course Description**

This course is intended to help students meet or exceed grade 3 physical education content standards 1–5 and the corresponding performance standards 1.1–5.6.

**Movement Focus**

- Movement concepts: create personal space during chasing and fleeing activities and in changing environments.
- Body management: inverted balances, forward roll, straddle roll.
- Locomotor movement: jump rope forward and backward.
- Manipulative skills: catch an object while moving; use correct form for throwing and catching; hand dribble; kick to a partner; strike a ball with a paddle or racket; foot dribble with direction change; roll for accuracy; balance while manipulating an object.
- Rhythmic skills: line, circle, and folk dance with a partner.

**Fitness Focus**

- Fitness concepts: warm-ups and cool-downs; correct body positions for pulling and pushing; reaction to moderate to vigorous physical activity; components of physical fitness; adaptation of increasing workloads; energy expenditure; need for oxygen and fluids during muscle contractions.
• Aerobic capacity: increase activity time by sustaining movement that elevates breathing and heart rate.
• Muscular strength/endurance: increase muscular endurance and efficiency in abdominal, oblique, upper body and lower body muscles; benefits of a strong heart; muscle identification; injury resolution; proper lifting techniques.
• Flexibility: proper stretching form; injury prevention in stretching.
• Body composition: sustain continuous movement for increased periods of time; calorie consumption.
• Assessment: measure improvement in moderate to vigorous physical activities.

Social Focus
• Self-responsibility: set personal goals; data collection of skill mastery; importance of safety procedures.
• Social interaction: coach others in a positive way; show respect for individual differences.
• Group dynamics: work in pairs or small groups.

BASIC INSTRUCTIONAL MATERIALS
Physical Education Model Content Standards for California Public Schools: Kindergarten through Grade Twelve, California Department of Education, 2005.

GRADE 4

COURSE DESCRIPTION
This course is intended to help students meet or exceed grade 4 physical education content standards 1-5 and the corresponding performance standards 1.1-5.6.

Movement Focus
• Movement concepts: describe offense and defense; create space between players.
• Body management: perform simple balance stunts with a partner; move to maintain appropriate space between players, while on offense and defense; appropriate body orientation when serving and/or striking a ball.
• Locomotor movement: jump a self-turned rope.
• Manipulative skills: overhand serve; forearm pass; catch and throw while both partners are moving; hand dribble; catch a fly ball; overhand throw to a small target; throw a flying disc using a backhand movement; catch a fly ball; kick a ball to a moving partner; kick a stationary ball in the air; punt a ball; strike a tossed ball; dribble with feet; manipulate an object with a long handled implement; trap a ball with the foot; volley a ball using a forearm pass.
• Rhythmic skills: basic square dance; music routine that includes even and uneven locomotor patterns.

Fitness Focus
• Fitness concepts: warm-up and cool-down exercises; body positioning for pushing and pulling; principles of fitness; personal short term goals; healthy food choices; importance of water; fuel use during high-intensity and low intensity activities.
• Aerobic capacity: calculate heart rate; recovery time; intensity of activity; build aerobic capacity.
• Muscular strength/endurance: increase number of curl-ups.
• Flexibility: demonstrate proper alignment while stretching.
• Body composition: sustain continuous movement for increased periods of time; calorie consumption and fat burning.
• Assessment: measure and record changes in aerobic capacity and muscular strength; meet minimum health-related fitness standards.

Social Focus
• Self-responsibility: set personal goals; collect and record personal progress toward a fitness goal; accept personal responsibility for performance; respond with dignity and respect to winning and losing.
• Social interaction: include others; respect individual differences in activity.
• Group dynamics: accept opponent’s skill level, use of strategies and ability to work effectively with teammates.

BASIC INSTRUCTIONAL MATERIALS
Physical Education Model Content Standards for California Public Schools: Kindergarten through Grade Twelve, California Department of Education, 2005.

GRADE 5

COURSE DESCRIPTION
This course is intended to help students meet or exceed grade 5 physical education content standards 1–5 and the corresponding performance standards 1.1–5.8.
Movement Focus

- Body management: perform small group balance stunts by sharing distribution of weight and base of support.
- Locomotor movement: jump for height and distance using proper takeoff and landing form.
- Manipulative skills: enter, jump and leave a turning long rope; throw an object for accuracy using a backhand, underhand, or overhand movement; field a thrown ball; strike a ball using: (1) a punting movement; (2) a bat; (3) a racket or paddle with a forehand or backhand movement, or underhand movement over a net; dribble a ball with hand or foot defensively and kick toward a guarded goal; pass with a partner using a chest or bounce pass; volley a tossed ball to a specific location.
- Rhythmic skills: design and perform a dance with varied locomotor patterns, changes in speed and direction; design a routine to music while manipulating an object.

Fitness Focus

- Fitness concepts: demonstrate how to warm-up muscles and joints prior to activity; plan a healthy diet.
- Aerobic capacity: participate in moderate to vigorous physical activity 3–4 days per week with increased time.
- Muscular strength/endurance: increase number of oblique curl-ups and triceps push-ups.
- Flexibility: perform stretches for specific muscle areas.
- Body composition: sustain continuous movement for increased periods of time; calorie intake/expenditure; benefits of healthy fitness zone for body composition.
- Assessment: assess and meet age- and gender-specific fitness standards for the state-mandated fitness test.

Social Focus

- Self-responsibility: improve performance on one component of the FITNESSGRAM; work toward a long term activity goal and record data; distinguish between acts of physical courage and reckless acts, explain the difference; act in a safe manner when confronting negative peer pressure.
- Social interaction: contribute and listen to ideas during problem solving activities; orally acknowledge the contributions of others.
- Group dynamics: accommodate individual differences in others; appreciate games and activities that reflect diversity.

BASIC INSTRUCTIONAL MATERIALS

Physical Education Model Content Standards for California Public Schools: Kindergarten through Grade Twelve, California Department of Education, 2005.


GRADE 6

COURSE DESCRIPTION

This course is intended to help students meet or exceed grade 6 physical education content standards 1–5 and the corresponding performance standards 1.1–5.5.

Movement Focus

- Manipulative skills: volley an object using a forearm pass; strike a ball with a paddle using a forehand and backhand movement; strike an object using a body part or implement in the intended direction; dribble/pass while guarded; throw an object with force using underhand, overhand and sidearm movements.
- Rhythmic skills: perform a folk and line dance; develop routines to music; identify rhythm patterns; explain aesthetic qualities of movement.
- Combinations of movement patterns and skills: combine all movement concepts in complex individual and group activities; combine motor skills to play lead-up or modified games; design and perform stunts, tumbling, and rhythmic patterns that utilize movement concepts.
- Movement concepts: explain biomechanical principles of force/angle; detect/correct movement errors; provide feedback to a partner; identify safe practices.

Fitness Focus

- Assess the 5 health-related components of fitness using state assessment tools; compare individual results; develop individual goals; participate in moderate to vigorous physical activity; measure and evaluate changes in physical fitness; monitor heart rate during activity; know effective warm-up and cool-down techniques; create a one-day fitness plan; identify contraindicated exercises; understand aerobic vs. anaerobic; know benefits of physical activity; maintain a food log.
Social Focus
- Self-responsibility: participate productively in group activities; evaluate individual responsibilities in group efforts.
- Social interaction: identify and define roles in cooperative activities.
- Group dynamics: identify and agree on a common goal; analyze possible solutions to movement problems and come to consensus.

Basic Instructional Materials
Physical Education Model Content Standards for California Public Schools: Kindergarten through Grade Twelve, California Department of Education, 2005.

Middle School Courses
(includes pilot and site-adopted courses; listed alphabetically)

PE Jazz and Tap is a three-year sequence of courses for middle-school students who wish to increase their skills in, and knowledge of, jazz and tap dance while mastering the Physical Education Model Content Standards for California public schools. Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities, with an emphasis on jazz and tap. The courses are designed to provide students with increasingly intensive experiences that will prepare them for more rigorous coursework at the high-school level.

Basic Instructional Materials
None.

Middle School Courses
(includes pilot and site-adopted courses; listed alphabetically)

PE JAZZ AND TAP 6TH • 5537
PE JAZZ AND TAP 7TH • 5538
PE JAZZ AND TAP 8TH • 5539
Grade level: 6–8
Prerequisites: None
Course duration: Two semesters each

Course Description

Pilot Course. Approved for the San Diego School of Creative and Performing Arts (SCPA). Other schools may not offer these courses without prior approval from the Interdivisional Curriculum Committee.

PE Jazz and Tap is a three-year sequence of courses for middle-school students who wish to increase their skills in, and knowledge of, jazz and tap dance while mastering the Physical Education Model Content Standards for California public schools. Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities, with an emphasis on jazz and tap. The courses are designed to provide students with increasingly intensive experiences that will prepare them for more rigorous coursework at the high-school level.

Basic Instructional Materials
None.

Physical Education 5TH • 5508
Grade level: 5, in schools that use a secondary-type master schedule
Prerequisites: None
Course duration: Two semesters; 200 minutes every 10 school days

Course Description
This course is intended to help students meet or exceed grade 5 physical education content standards 1–5 and the corresponding performance standards 1.1–5.8.

Movement Focus
- Body management: perform small group balance stunts by sharing distribution of weight and base of support.
• Locomotor movement: jump for height and distance using proper takeoff and landing form.
• Manipulative skills: enter, jump and leave a turning long rope; throw an object for accuracy using a backhand, underhand, or overhead movement; field a thrown ball; strike a ball using: (1) a punting movement; (2) a bat; (3) a racket or paddle with a forehand or backhand movement, or overhead movement over a net; dribble a ball with hand or foot defensively and kick toward a guarded goal; pass with a partner using a chest or bounce pass; volley a tossed ball to a specific location.
• Rhythmic skills: design and perform a dance with varied locomotor patterns, changes in speed and direction; design a routine to music while manipulating an object.

**Fitness Focus**

• Fitness concepts: demonstrate how to warm-up muscles and joints prior to activity; plan a healthy diet.
• Aerobic capacity: participate in moderate to vigorous physical activity 3–4 days per week with increased time.
• Muscular strength/endurance: increase number of oblique curl-ups and triceps push-ups.
• Flexibility: perform stretches for specific muscle areas.
• Body composition: sustain continuous movement for increased periods of time; calorie intake/expenditure; benefits of healthy fitness zone for body composition.
• Assessment: assess and meet age- and gender-specific fitness standards for the state-mandated fitness test.

**Social Focus**

• Self-responsibility: improve performance on one component of the FITNESSGRAM; work toward a long term activity goal and record data; distinguish between acts of physical courage and reckless acts, explain the difference; act in a safe manner when confronting negative peer pressure.
• Social interaction: contribute and listen to ideas during problem solving activities; orally acknowledge the contributions of others.
• Group dynamics: accommodate individual differences in others; appreciate games and activities that reflect diversity.

**BASIC INSTRUCTIONAL MATERIALS**


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**PHYSICAL EDUCATION 6TH • 5505**

**Grade level:** 6  
**Prerequisites:** None  
**Course duration:** Two semesters; 200 minutes every 10 school days

**COURSE DESCRIPTION**

This course is intended to help students meet or exceed grade 6 physical education content standards 1–5 and the corresponding performance standards 1.1–5.5.

**Movement Focus**

• Manipulative skills: volley an object using a forearm pass; strike a ball with a paddle using a forehand and backhand movement; strike an object using a body part or implement in the intended direction; dribble/pass while guarded; throw an object with force using underhand, overhead and sidearm movements.
• Rhythmic skills: perform a folk and line dance; develop routines to music; identify rhythm patterns; explain aesthetic qualities of movement.
• Combinations of movement patterns and skills: combine all movement concepts in complex individual and group activities; combine motor skills to play lead-up or modified games; design and perform stunts, tumbling, and rhythmic patterns that utilize movement concepts.
• Movement concepts: explain biomechanical principles of force/angle; detect/correct movement errors; provide feedback to a partner; identify safe practices.

**Fitness Focus**

• Assess the five health-related components of fitness using state assessment tools; compare individual results; develop individual goals; participate in moderate to vigorous physical activity; measure and evaluate changes in physical fitness; monitor heart rate during activity; know effective warm-up and cool-down techniques; create a one-day fitness plan; identify contraindicated exercises; understand aerobic vs. anaerobic; know benefits of physical activity; maintain a food log.
Social Focus

• Self-responsibility: participate productively in group activities; evaluate individual responsibilities in group efforts.
• Social interaction: identify and define roles in cooperative activities.
• Group dynamics: identify and agree on a common goal; analyze possible solutions to movement problems and come to consensus.

Basic Instructional Materials

Physical Education Model Content Standards for California Public Schools: Kindergarten through Grade Twelve, California Department of Education, 2005.

PHYSICAL EDUCATION 7TH • 5501

Grade level: 7
Prerequisites: None
Course duration: Two semesters; 400 minutes every 10 school days

Course Description

This course is intended to help students meet or exceed grade 7 physical education content standards 1–5 and the corresponding performance standards 1.1–5.5.

Movement Focus

• Manipulative skills: demonstrate mature techniques for the following patterns: overhand, sidearm, and underhand throw; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.
• Rhythmic skills: perform multicultural dances.
• Combinations of movement patterns and skills: combine manipulative with locomotor and nonlocomotor skills into movement patterns; demonstrate body management and object manipulation skills for successful participation in individual/dual activities such as track and field, combative activities, and adventure/outdoor activities.
• Movement concepts: analyze movements/correct errors; use motor learning principles to support skill development; explain spin and rebound principles; understand basic offense and defense strategies.

Fitness Focus

• Assess the five health-related components of fitness using state fitness assessment tools; compare individual results; develop individual fitness goals and a one-week fitness plan; participate in moderate to vigorous physical activity; assess attainment of personal goals and make necessary adjustments; explain effects of physical activity on heart rate; relationship between physical activity and nutrition; apply principles of exercise: progression, overload, specificity.

Social Focus

• Self-responsibility: identify activity risks; accept responsibility for individual improvement.
• Social interaction: accept differences of others.
• Group dynamics: evaluate expressions of encouragement; identify role of a leader.

Basic Instructional Materials

Physical Education Model Content Standards for California Public Schools: Kindergarten through Grade Twelve, California Department of Education, 2005.

PHYSICAL EDUCATION 8TH • 5502

Grade level: 8
Prerequisites: None
Course duration: Two semesters; 400 minutes every 10 school days

Course Description

This course is intended to help students meet or exceed grade 8 physical education content standards 1–5 and the corresponding performance standards 1.1–5.7.

Movement Focus

• Rhythmic skills: identify and demonstrate square dance steps, positions, and patterns to music; create and perform a square dance.
• Combinations of movement patterns and skills: demonstrate basic offensive and defensive skills and strategies in team activities; apply locomotor, non-locomotor, and manipulative skills to team activities; demonstrate fundamental gymnastic/tumbling skills; create and perform a routine using speed, direction and level.
• Movement concepts: explain transfer of learning, rotation principles, and human growth factors.

**Fitness Focus**

• Assess the five health-related components of fitness using state fitness assessment tools; refine fitness goals; develop a two-week fitness plan including five components of fitness, warm-up, cool-down and principles of exercise; participate in moderate to vigorous activity four days per week; identify and perform (1) appropriate activities for inclement weather, (2) ways to increase daily physical activity, (3) basic weight/resistance training principles, and (4) safety practices; explain effects of nutrition and physical activity on weight control, self-concept, and physical performance; explain different types of conditioning.

**Social Focus**

• Self-responsibility: respect officials; appreciate opponents; organize and work cooperatively in a group; identify preferences for lifelong physical activity.

• Social interaction: identify group contributions; reward team members.

• Group dynamics: accept roles of group members; describe leadership roles; support all ability levels.

**BASIC INSTRUCTIONAL MATERIALS**

*Physical Education Model Content Standards for California Public Schools: Kindergarten through Grade Twelve,* California Department of Education, 2005.


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**Senior High Physical Education Courses (Grades 9–12)**

**Sequence of Districtwide Courses***

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<td>Physical Education 7,8 (5705, 5706)</td>
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Drill Team/Cheer Core (5842)
Drill Team/Cheer Elective (5850)
Marching Band Core (5843)
Marching Band Elective (5860)
Physical Education—Interscholastic Athletics (5712)

* Pilot courses and courses approved by the Board of Education to be offered at specific sites only are also described below. Please note that other schools may not offer these courses without prior approval from the Interdivisional Curriculum Committee.
High School Courses
(includes pilot and site-adopted courses; listed alphabetically; refer to chart on page PE-10 for guidance.)

DRILL TEAM/CHEER CORE • 5842
Grade level: 9–12
Prerequisites: Grade point average of 2.0 or better in scholarship and citizenship for the preceding grading period; see district Administrative Procedure 4350
Course duration: One semester; may be repeated for credit
Graduation credit: Physical Education

COURSE DESCRIPTION
This course includes instruction in performing drill team and cheerleading activities as well as instruction and assessment in the following eight content areas: (1) effects of physical activity upon dynamic health; (2) mechanics of body movement; (3) aquatics; (4) gymnastics and tumbling; (5) individual and dual sports; (6) rhythms and dance; (7) team sports; and (8) combatives/self-defense. This course also prepares students for the state-mandated physical fitness test. All students enrolled in the course must participate concurrently in drill team or cheer and must demonstrate progress toward mastering the high school physical education content standards.

Note: Students must participate in the regular instructional activities for their grade levels during the remainder of the semester.

For detailed guidelines regarding the content of this course, see the descriptions for Physical Education 1,2 (High School Course 1; 5503, 5504) and Physical Education 3,4 (High School Course 2; 5701, 5702).

BASIC INSTRUCTIONAL MATERIALS
Physical Education Model Content Standards for California Public Schools: Kindergarten Through Grade Twelve, California Department of Education, 2005.
2012–13 SDUSD Physical Education Courses 1–4 Syllabi.

DRILL TEAM/CHEER ELECTIVE • 5850
Grade level: 9–12
Prerequisites: Grade point average of 2.0 or better in scholarship and citizenship for the preceding grading period. See district Administrative Procedure 4350.
Course duration: One semester; may be repeated for credit
Graduation credit: Elective

COURSE DESCRIPTION
This course includes instruction in performing drill team and cheerleading activities as well as instruction and assessment in the following eight content areas: (1) effects of physical activity upon dynamic health; (2) mechanics of body movement; (3) aquatics; (4) gymnastics and tumbling; (5) individual and dual sports; (6) rhythms and dance; (7) team sports; and (8) combatives/self-defense. This course also prepares students for the state-mandated physical fitness test. All students enrolled in the course must participate concurrently in drill team or cheer and must demonstrate progress toward mastering the high school physical education content standards.

Note: Students must participate in the regular instructional activities for their grade levels during the remainder of the semester.

For detailed guidelines regarding the content of this course, see the descriptions for Physical Education 1,2 (High School Course 1; 5503, 5504) and Physical Education 3,4 (High School Course 2; 5701, 5702).

BASIC INSTRUCTIONAL MATERIALS
Physical Education Model Content Standards for California Public Schools: Kindergarten Through Grade Twelve, California Department of Education, 2005.
2012–13 SDUSD Physical Education Courses 1–4 Syllabi.

EXERCISE SCIENCE 1,2 • 5707, 5708
Grade level: 9
Prerequisites: None
Course duration: Two semesters
Graduation credit: Physical Education
COURSE DESCRIPTION

Pilot Course. Approved for Henry High School. Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This course combines the content of Physical Education 1,2 (5503, 5504) and Physical Education 3,4 (5701, 5702) into a single year of instruction, providing a comprehensive overview of physical education for students in grade 9. State education code requires students to study eight content areas in physical education. The district’s current physical education courses cover this mandated content of a two-year period. Combining the content of the two courses will ensure that every student enrolled in physical education will be exposed to all eight content areas, and will allow students who successfully complete the course to enroll in physical education elective courses in grades 10–12.

For detailed guidelines regarding the content of this course, see the descriptions for Physical Education 1,2 (High School Course 1; 5503, 5504) and Physical Education 3,4 (High School Course 2; 5701, 5702).

BASIC INSTRUCTIONAL MATERIALS

Physical Education Model Content Standards for California Public Schools: Kindergarten Through Grade Twelve, California Department of Education, 2005.


2012–13 SDUSD Physical Education Courses 1–4 Syllabi.

MARCHING BAND ELECTIVE • 5860

Grade level: 9–12
Prerequisites: Consent of instructor, concurrent enrollment in band
Course duration: One semester; may be repeated for credit
Graduation credit: Elective

COURSE DESCRIPTION

This course includes instruction in performing marching activities as well as instruction and assessment in the following eight content areas: (1) effects of physical activity upon dynamic health; (2) mechanics of body movement; (3) aquatics, (4) gymnastics and tumbling; (5) individual and dual sports; (6) rhythms and dance; (7) team sports; and (8) combatives/self-defense. This course will also prepare students for the state-mandated physical fitness test. All students enrolled in the course must be concurrently enrolled in a band course and must demonstrate progress toward mastering the high school physical education content standards. This course must be taught by a credentialed physical education teacher.

For detailed guidelines regarding the content of this course, see the descriptions for Physical Education 1,2 (High School Course 1; 5503, 5504) and Physical Education 3,4 (High School Course 2; 5701, 5702).

MARCHING BAND CORE • 5843

Grade level: 9–12
Prerequisites: None
Course duration: One semester; may be repeated for credit
Graduation credit: Physical Education

COURSE DESCRIPTION

This course includes instruction in performing marching activities as well as instruction and assessment in the following eight content areas: (1) effects of physical activity upon dynamic health; (2) mechanics of body movement; (3) aquatics, (4) gymnastics and tumbling; (5) individual and dual sports; (6) rhythms and dance; (7) team sports; and (8) combatives/self-defense. This course will also prepare students for the state-mandated physical fitness test. All students enrolled in the course must be concurrently enrolled in a band course and must demonstrate progress toward mastering the high school physical education content standards.

For detailed guidelines regarding the content of this course, see the descriptions for Physical Education 1,2 (High School Course 1; 5503, 5504) and Physical Education 3,4 (High School Course 2; 5701, 5702).
BASIC INSTRUCTIONAL MATERIALS

Physical Education Model Content Standards for California Public Schools: Kindergarten Through Grade Twelve, California Department of Education, 2005.


2012–13 SDUSD Physical Education Courses 1–4 Syllabi.

PE AQUATICS 1,2 • 5751, 5752

Grade level: 11–12

Prerequisites: Physical Education 1,2 (5503, 5504) and Physical Education 3,4 (5701, 5704), or equivalent

Course duration: Two semesters

Graduation credit: Physical Education

Note: This class must be taught by a water safety instructor certified by the American Red Cross and follow the San Diego Unified School District’s Aquatics Activity Plan, District Administrative Procedure 4178.

COURSE DESCRIPTION

High School Course 3

This elective physical education course includes survival methods, water safety and swimming as a fitness activity. American Red Cross stroke standards will be followed and adaptations will be allowed based on physical ability and strength.

Swimming strokes covered:
- Front crawl
- Back crawl
- Breaststroke
- Elementary backstroke
- Sidestroke
- Butterfly

Movement Focus
- Demonstrate expertise in aquatics and its variety of elements.
- Analyze and evaluate the interrelationship of biomechanical principles and strategies.
- Create and/or modify a practice/training plan based on evaluative feedback.
- Practice in a real-world setting.

Fitness Focus
Participate in aquatic activities that improve health-related fitness; analyze the effects of these activities on personal fitness; improve or maintain physical fitness levels to meet the principles of exercise; explain the relationship between participation in aquatics and health.

Social Focus
- Self-responsibility: Evaluate changes in self-responsibility as skill-level activities improve; design a personal fitness program for home or gym consistent with aquatics.
- Social interaction: Modify an activity for a child, an elderly person or an individual with disabilities; analyze the role of social interaction in the successful participation in and enjoyment of aquatics.
- Group dynamics: Perform and evaluate leadership assignments and roles at a high level in aquatics.

BASIC INSTRUCTIONAL MATERIALS

Physical Education Model Content Standards for California Public Schools: Kindergarten through Grade Twelve, California Department of Education, 2005.


2012–13 SDUSD Physical Education Course 3 Syllabus.

PE DANCE 11TH-12TH 1,2 • 5753, 5754

Grade level: 11–12

Prerequisites: Physical Education 1,2 (5503, 5504) and Physical Education 3,4 (5701, 5704), or equivalent

Course duration: Two semesters

Graduation credit: Physical Education

COURSE DESCRIPTION

High School Course 3

This elective physical education course is designed as an introduction that provides students with a foundation in physical education and dance. Students will begin to develop technical strength, fitness, endurance and flexibility through the basic skills of ballet, tap, jazz, folk-ethnic and creative (modern) movement. Elements of dance history, genre, terminology, critical analysis and performance will be covered. Students will gain knowledge in various health and nutrition topics for lifelong learning.
Movement Focus
Demonstrate advanced knowledge and skills in two or more dance activities, at least one from each category:

• Demonstrate expertise in dance and its variety of elements.
• Analyze and evaluate the interrelationship of biomechanical principles and strategies.
• Create and/or modify a practice/training plan based on evaluative feedback.
• Practice in a real-world setting.

Fitness Focus
Participate in dance activities that improve health-related fitness; analyze the effects of these activities on personal fitness; improve or maintain physical fitness levels to meet the principles of exercise; explain the relationship between participation in dance and health.

Social Focus
• Self-responsibility: Evaluate changes in self-responsibility as skill-level activities improve; design a personal fitness program for home or gym consistent with one or more dance related activities.
• Social interaction: Modify an activity for a child, an elderly person or an individual with disabilities; analyze the role of social interaction in the successful participation in and enjoyment of dance-related activities.
• Group dynamics: Perform and evaluate leadership assignments and roles at a high level in one or more of the above dance related activities.

BASIC INSTRUCTIONAL MATERIALS
Physical Education Model Content Standards for California Public Schools: Kindergarten through Grade Twelve, California Department of Education, 2005.


2012–13 SDUSD Physical Education Course 3 Syllabus.
leadership play; engage in individual/dual activities both in school and outside school.

**Basic Instructional Materials**

- 2012–13 SDUSD Physical Education Course 3 Syllabus.

**PE Jazz and Tap 1,2 • 5986, 5987**

*Grade level:* 9–12  
*Prerequisites:* None  
*Course duration:* Two semesters  
*Graduation credit:* Physical Education

**Course Description**

*Site-adopted Course.* Approved for the San Diego School of Creative and Performing Arts (SCPA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This introductory-level dance course for students who wish to learn jazz and tap using the state’s physical education content standards. Students in this course will learn how to combine and apply movement patterns, identify and explain the five components of health-related fitness, and develop a personal fitness plan designed to improve three of their healthy fitness-zone scores. They will develop the skills and strategies needed to perform a variety of physical activities, focusing on jazz and tap. By the end of the course, students will demonstrate proficiency in aquatics, rhythms/dance, and individual- and dual-activity skills.

**PE Jazz and Tap 3,4 • 5988, 5989**

*Grade level:* 10–12  
*Prerequisites:* PE Jazz and Tap 1,2 (5986, 5987)  
*Course duration:* Two semesters  
*Graduation credit:* Physical Education

**Course Description**

*Site-adopted Course.* Approved for the San Diego School of Creative and Performing Arts (SCPA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This second-year dance course builds on skills developed in PE Jazz and Tap 1,2, and is intended for students who wish to expand their knowledge of these dance forms using the state’s physical education content standards. Students in this course continue to work on movement patterns, and are able to recognize and employ skill-related components like coordination, explosive power, and speed to enhance their performance levels. They create practice plans based on evaluative feedback, and adjust their activities to accommodate changes in physical growth and development. Group and team activities that require strategic thinking are emphasized, along with leadership skills. To the extent possible, these activities have a jazz and tap emphasis.

**PE Jazz and Tap 5,6 • 5895, 5896**

*Grade level:* 11–12  
*Prerequisites:* PE Jazz and Tap 3,4 (5988, 5989)  
*Course duration:* Two semesters  
*Graduation credit:* Physical Education

**Course Description**

*Site-adopted Course.* Approved for the San Diego School of Creative and Performing Arts (SCPA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This third-year dance course builds on skills developed in PE Jazz and Tap 3,4, and is intended for students who wish to pursue lifelong enjoyment. Students who take this course will demonstrate advanced skills in jazz and social dance, as well as independent learning of movement skills in dance activities. Students will engage in dance activities both inside and outside the school day.
**PE JAZZ AND TAP 7,8 • 5897, 5898**

**Grade level:** 12  
**Prerequisites:** PE Jazz and Tap 5,6 (5895, 5896)  
**Course duration:** Two semesters  
**Graduation credit:** Physical Education

**COURSE DESCRIPTION**

*Site-adopted Course.* Approved for the San Diego School of Creative and Performing Arts (SCPA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This fourth-year advanced dance course builds on skills developed in PE Jazz and Tap 5,6, and is intended for students who want an intensive experience in a dance form they might commit to for the rest of their lives. Students in this course will demonstrate expertise in jazz and social dance, and pursue advanced knowledge and skills using the state’s physical education content standards for High School Course 4D. Students in this course will develop skills in choreography, and practice dance in real-world settings.

**PE MODERN DANCE 1,2 • 5906, 5907**

**Grade level:** 9–12  
**Prerequisites:** None  
**Course duration:** Two semesters  
**Graduation credit:** Physical Education

**COURSE DESCRIPTION**

*Site-adopted Course.* Approved for the San Diego School of Creative and Performing Arts (SCPA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This is an introductory dance course for students wishing to study modern dance using the state’s physical education content standards. Students in this course will meet all required PE standards for High School Course 1, including water safety and aquatics skills. The focus of the course is on individual and dual activities, with an emphasis on modern dance movements and techniques. Activities to strengthen balance and coordination include parallel and turned-out center barre work; suspend and release, and fall and recovery. Students will learn how to analyze and evaluate feedback from others to improve their performance levels.

**PE MODERN DANCE 3,4 • 5908, 5909**

**Grade level:** 10–12  
**Prerequisites:** PE Modern Dance 1,2  
**Course duration:** Two semesters  
**Graduation credit:** Physical Education

**COURSE DESCRIPTION**

*Site-adopted Course.* Approved for the San Diego School of Creative and Performing Arts (SCPA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This is the second year of a sequential series of dance courses designed for students wishing to enhance their skills in modern dance using the state’s physical education content standards. The focus of the second year moves from individual and dual, to group and team activities. Students learn offensive and defensive skills by engaging in combative and team sports, and are able to understand and apply the principles of biomechanics—leverage, force, inertia, rotary motion, and opposition—to improve their performance in those areas.

**PE MODERN DANCE 5,6 • 5918, 5919**

**Grade level:** 11–12  
**Prerequisites:** PE Modern Dance 3,4  
**Course duration:** Two semesters  
**Graduation credit:** Physical Education

**COURSE DESCRIPTION**

*Site-adopted Course.* Approved for the San Diego School of Creative and Performing Arts (SCPA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This is the third year of a sequential series of dance courses designed for students wishing to refine their skills in modern and folk dance using the state’s physical education content standards for High School Course 3D. The purpose of the course is to offer students an intensive, advanced experience in an activity they may wish to pursue for lifelong enjoyment. Students will analyze the role of social interaction in the successful participation in, and enjoyment of, modern and folk dance activities, and learn how to select and modify these activities to allow for participation by younger children, the elderly, and individuals with special needs.
PE MODERN 7,8 DANCE • 5941, 5942

Grade level: 12
Prerequisites: PE Modern Dance 5,6
Course duration: Two semesters
Graduation credit: Physical Education

COURSE DESCRIPTION

Site-adopted Course. Approved for the San Diego School of Creative and Performing Arts (SCPA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This is the fourth year of a sequential series of dance courses designed for students wishing to pursue advanced knowledge and skills in modern and folk dance using the state’s physical education content standards for High School Course 4D. The purpose of the course is to offer students an intensive experience in an activity they might commit to for the rest of their lives. Students in this course practice dance in real-world settings, adjust their personal fitness goals to improve performance in dance activities, develop skills in choreography, and achieve a level of fitness that provides opportunities for enjoyment and challenge in dance activities.

PE STRENGTH AND CONDITIONING 1,2 • 5757, 5758

Grade level: 11–12
Prerequisites: Physical Education 1,2 (5503, 5504) and Physical Education 3,4 (5701, 5704), or equivalent
Course duration: Two semesters
Graduation credit: Physical Education

COURSE DESCRIPTION

High School Course 3

In this elective physical education course students are taught basic exercise movements and rhythmic fundamentals to enhance all body parts. This course emphasizes developing and improving cardiovascular fitness, body composition and flexibility, and increasing muscular strength and endurance.

These activities may include but are not limited to the following:

<table>
<thead>
<tr>
<th>Strength</th>
<th>Conditioning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yoga</td>
<td>Aerobic dance</td>
</tr>
<tr>
<td>Weightlifting</td>
<td>Cycling</td>
</tr>
<tr>
<td>Self-defense/Martial arts</td>
<td>Running</td>
</tr>
<tr>
<td></td>
<td>Swimming</td>
</tr>
<tr>
<td></td>
<td>Walking</td>
</tr>
</tbody>
</table>

Movement Focus
- Identify and apply characteristics and critical elements of conditioning/strength activities
- Apply previously learned movement concepts for successful participation.
- Identify and apply biomechanical principles.
- List, describe and demonstrate use of safety equipment.
- Demonstrate independent learning.

Fitness Focus

Participate in conditioning/strength activities to improve health-related fitness; analyze the effect of these activities on personal fitness; improve or maintain physical fitness levels to meet the principles of exercise; explain the relationship between participation in conditioning/strength activities and health.

Social Focus

- Self-responsibility: Independently engage in conditioning/strength activities; compare and contrast effective leadership skills used in conditioning/strength activities and those in other physical activities used in course-related physical activities; develop personal goals for improvement; identify and analyze activities that enhance personal enjoyment; evaluate the risks and safety factors in conditioning/strength activities throughout a lifetime.
- Social interaction: Modify an activity for a child, an elderly person or an individual with disabilities; analyze the role of social interaction in the successful participation in and enjoyment of conditioning/strength activities.
- Group dynamics: Accept and perform planned and spontaneous leadership assignments and roles; analyze the role that cooperation and leadership play; engage in conditioning/strength activities both in school and outside school.
BASIC INSTRUCTIONAL MATERIALS

Physical Education Model Content Standards for California Public Schools: Kindergarten through Grade Twelve, California Department of Education, 2005.


2012–13 SDUSD Physical Education Course 3 Syllabus.

PHYSICAL EDUCATION 1,2 • 5503, 5504

Grade level: 9
Prerequisites: None
Course duration: Two semesters
Graduation credit: Physical Education

COURSE DESCRIPTION

High School Course 1

This course is intended to help grade 9 students meet or exceed high school physical education content standards 1–3 and the corresponding performance standards for Course 1, 1.1–3.10.

All high school students must receive instruction in, and be assessed in, the following eight content areas:

1. effects of physical activity upon dynamic health;
2. mechanics of body movement;
3. aquatic activities;
4. mental and emotional health-related fitness;
5. physiological components of physical fitness;
6. physical performance and skill enhancement;
7. career and leadership development;
8. community, family, and lifelong fitness.

Students will participate in a variety of physical activity experiences that are designed to help them improve specific components of health-related physical fitness. These components include cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility.

Physical Education 1,2 – 5503, 5504

Grade level: 9
Prerequisites: None
Course duration: Two semesters
Graduation credit: Physical Education

COURSE DESCRIPTION

High School Course 1

This course is intended to help grade 9 students meet or exceed high school physical education content standards 1–3 and the corresponding performance standards for Course 1, 1.1–3.10.

All high school students must receive instruction in, and be assessed in, the following eight content areas:

1. effects of physical activity upon dynamic health;
2. mechanics of body movement;
3. aquatic activities;
4. mental and emotional health-related fitness;
5. physiological components of physical fitness;
6. physical performance and skill enhancement;
7. career and leadership development;
8. community, family, and lifelong fitness.

Students will participate in a variety of physical activity experiences that are designed to help them improve specific components of health-related physical fitness. These components include cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility.
gymnastics and tumbling; (5) individual and dual sports; (6) rhythms and dance; (7) team sports; and (8) combatives/self-defense.

Movement Focus
- Demonstrate proficiency in aquatic, dance/rhythms, individual and dual activities; identify, explain and apply the six skill-related components of fitness; explain and demonstrate advanced offense, defense and transition strategies; explain, apply and evaluate the biomechanical principles of leverage, force, inertia, rotary motion, opposition, and buoyancy; explain the interrelationships of factors (physical, emotional, cognitive, scientific) that affect performance; analyze and evaluate information given to improve performance; analyze and explain the impact of training conditions; create or modify a practice/training plan based on feedback; analyze and assess performance improvement strategies; demonstrate independent learning of movement skills.

Fitness Focus
- Participate in moderate to vigorous physical activity at least four days per week; participate in activities that develop and maintain the five components of fitness; meet health-related state fitness standards; set goals to improve fitness using the principles of exercise; learn the fitness requirements of an occupation; develop and implement a one-month personal fitness plan; learn about physical activity in extreme environments; analyze consumer fitness products; list community fitness resources; explain the role of physical activity in disease prevention.

Social Focus
- Self-responsibility: take personal responsibility for a safe physical and emotional environment during activity; act independently of negative peer pressure; identify and evaluate personal psychological responses during activity; describe the emotional/social benefits of achieving one’s best in activity; develop improvement goals.

- Social interaction: discuss the changing psychological and sociological needs of a diverse society in relation to physical activity; analyze the role activity plays in social interactions and cooperative opportunities in family and work settings; recognize the value of activity in understanding multiculturalism.

- Group dynamics: recognize and evaluate the role of cooperation and positive interactions with others in physical activity; identify and utilize the potential strengths of each individual in physical activity.

BASIC INSTRUCTIONAL MATERIALS

Physical Education Model Content Standards for California Public Schools: Kindergarten through Grade Twelve, California Department of Education, 2005.


2012–13 SDUSD Physical Education Course 1 Syllabus.

PHYSICAL EDUCATION 3,4 • 5701, 5702
Grade level: 10–12
Prerequisites: Physical Education 1,2 or equivalent
Course duration: Two semesters
Graduation credit: Physical Education

COURSE DESCRIPTION

High School Course 2
This course is intended to help students in grades 10 through 12 meet or exceed high school physical education content standards 1–3 and the corresponding performance standards for Course 2, 1.1–3.9.

All high school students must receive instruction in, and be assessed in, the following eight content areas: (1) effects of physical activity upon dynamic health; (2) mechanics of body movement; (3) aquatics; (4) gymnastics and tumbling; (5) individual and dual sports; (6) rhythms and dance; (7) team sports; and (8) combatives/self-defense.

Movement Focus
- Demonstrate proficiency in combative, gymnastic/tumbling and team activities; explain and apply the six skill-related components of fitness; explain and apply advanced offense, defense, and transition strategies; explain, apply and evaluate the biomechanical principles of leverage, force, inertia, rotary motion, opposition, and buoyancy; evaluate the interrelationships of factors (physical, emotional, and cognitive) that affect performance; analyze and evaluate information received to improve performance; analyze and explain the impact of conditioning practices; create or modify a practice/training plan based on evaluative feedback; analyze and assess performance improvement strategies; evaluate independent learning of movement skills.

Fitness Focus
- Participate in moderate to vigorous physical activity four times per week; apply the principles
of exercise to challenging physical activities; identify and achieve levels of excellence in physical fitness beyond the state fitness standards; assess fitness levels and adjust to accommodate changes in age, growth, and development; develop and describe a fitness plan to enhance personal health; develop and implement an appropriate personal fitness program for another person; explain how to evaluate consumer fitness products; identify and evaluate ergogenic aids; evaluate the availability and quality of community fitness resources; use and analyze scientifically based data to self-assess the five components of health-related fitness.

Social Focus
- Self-responsibility: participate in activities for enjoyment; examine and explain the ways in which personal characteristics, performance styles and preferences for activities may change over a lifetime; evaluate psychological benefits derived from regular physical activity; explain and analyze the role of attitude, motivation and determination in achieving personal satisfaction from challenging physical activities; evaluate and refine personal goals to improve performance in physical activity.
- Social interaction: identify the effects of individual differences, such as gender, age, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity; explain how to select and modify an activity for a child, elderly person, or individual with special needs.
- Group dynamics: identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles; encourage, support and include individuals of all abilities.

Basic Instructional Materials
Physical Education Model Content Standards for California Public Schools: Kindergarten Through Grade Twelve, California Department of Education, 2005.
2012–13 SDUSD Physical Education Course 2 Syllabus.

Course Description
High School Course 3
This course is intended to help students in grade 11 meet or exceed high school physical education content standards 1–3 and the corresponding performance standards for Courses 3A–3F.

This level of instruction provides six course options for students who have previously completed High School Courses 1 and 2 (i.e., Physical Education 1,2, course numbers 5503 and 5504, and Physical Education 3,4, course numbers 5701, 5702). The six course options include:

High School Course 3A (Elective): Adventure/Outdoor Activities.

Movement Focus
- Demonstrate advanced knowledge and skills in two or more adventure activities; identify and apply characteristics and critical elements of adventure activities; apply previously learned movement concepts/principles; identify and apply biomechanical principles; list describe, and demonstrate use of safety equipment; demonstrate independent learning.

Fitness Focus
- Participate in adventure/outdoor activities that improve health-related fitness; analyze the effects of adventure/outdoor activities on personal fitness; improve or maintain physical fitness levels based on the principles of exercise; explain the relationship between participation in adventure/outdoor activities and health.

Social Focus
- Self-responsibility: compare and contrast effective leadership skills used in adventure/outdoor activities and those in other physical activities; develop personal goals for improvement; identify and analyze physical activities that enhance personal enjoyment; evaluate the risks and safety factors in adventure/outdoor activities throughout a lifetime.
- Social interaction: modify an activity for a child, an elderly person or an individual with disabilities; analyze the role of social interaction in the successful participation in and enjoyment of adventure/outdoor activities.
- Group dynamics: accept and perform planned and spontaneous leadership assignments and roles; analyze the role of cooperation and leadership; engage in adventure/outdoor activities both in school and outside school.

Physical Education 5,6 • 5703, 5704
Grade level: 11
Prerequisites: Physical Education 3,4 or equivalent
Course duration: Two semesters
Graduation credit: Physical Education
High School Course 3B (Elective): Aerobic Activities.

Movement Focus
• Demonstrate advanced knowledge and skills in two or more aerobic activities, at least one from each category:

<table>
<thead>
<tr>
<th>Category 1</th>
<th>Category 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerobic dance</td>
<td>Cross-country skiing</td>
</tr>
<tr>
<td>Running</td>
<td>Cycling</td>
</tr>
<tr>
<td>Skating</td>
<td>Rowing</td>
</tr>
<tr>
<td>Swimming</td>
<td>Triathlon</td>
</tr>
<tr>
<td></td>
<td>Walking</td>
</tr>
</tbody>
</table>

Identify and apply characteristics and critical elements of aerobic activities; apply previously learned movement concepts; identify and apply biomechanical principles; list, describe, and demonstrate use of safety equipment; demonstrate independent learning.

Fitness Focus
• Identify and achieve personal levels of excellence in fitness; independently engage in activity that increases aerobic capacity; evaluate goal-setting and other strategies as effective tools; measure health-related fitness and adjust to achieve goals; identify and explain positive effects of participation.

Social Focus
• Self-responsibility: independently engage in aerobic activity; develop personal goals for improvement; compare and contrast effective leadership skills used in aerobic activities and those in other physical activities; identify and analyze activities that enhance personal enjoyment; evaluate the risks and safety factors in aerobic activities.

• Social interaction: modify an activity for a child, an elderly person or an individual with special needs; analyze the role of social interaction in the successful participation in and enjoyment of aerobic activities.

• Group dynamics: accept and perform planned and spontaneous leadership assignments and roles; analyze the role of cooperation and leadership; engage in aerobic activities both in school and outside school.

High School Course 3C (Elective): Individual and Dual Activities.

Movement Focus
• Demonstrate advanced knowledge and skills in two or more individual and dual activities, at least one from each list:

<table>
<thead>
<tr>
<th>Individual</th>
<th>Dual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archery</td>
<td>Badminton</td>
</tr>
<tr>
<td>Cycling</td>
<td>Handball</td>
</tr>
<tr>
<td>Golf</td>
<td>Racquetball</td>
</tr>
<tr>
<td>Gymnastics/</td>
<td>Squash</td>
</tr>
<tr>
<td>Tumbling</td>
<td>Tennis</td>
</tr>
<tr>
<td>Skating</td>
<td>Two-player volleyball</td>
</tr>
<tr>
<td>Skiing</td>
<td></td>
</tr>
<tr>
<td>Surfing</td>
<td></td>
</tr>
<tr>
<td>Yoga</td>
<td></td>
</tr>
</tbody>
</table>

Identify and apply characteristics and critical elements in individual/dual activities; apply previously learned movement concepts; identify and apply biomechanical principles; list, describe, and demonstrate use of safety equipment; demonstrate independent learning.

Fitness Focus
• Exceed the standards on the state-mandated fitness test; participate in individual/dual activities to improve or maintain health; analyze the effects on personal fitness and personal levels of health-related fitness; improve or maintain physical fitness; explain the relationship between participation and health; demonstrate the ability to effectively purchase products and programs for individuals; develop and implement a one-month personal fitness plan.

Social Focus
• Self-responsibility: compare and contrast effective leadership skills used in individual/dual activities and those in other physical activities; develop personal goals for improvement; identify and analyze activities that enhance personal enjoyment; evaluate the risks and safety factors in individual/dual activities throughout a lifetime.

• Social interaction: modify an activity for a child, an elderly person or an individual with special needs; analyze the role of social interaction in the successful participation in and enjoyment of individual/dual activities.

• Group dynamics: accept and perform planned and spontaneous leadership assignments and roles; analyze the role of cooperation and leadership; engage in individual/dual activities both in school and outside school.
High School Course 3D (Elective): Dance

Movement Focus
Demonstrate advanced knowledge and skills in two or more dance activities, at least one from each category:

<table>
<thead>
<tr>
<th>Category 1</th>
<th>Category 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ballet</td>
<td>Modern</td>
</tr>
<tr>
<td>Folk</td>
<td>Social</td>
</tr>
<tr>
<td>Jazz</td>
<td>Square</td>
</tr>
</tbody>
</table>

Identify and apply characteristics and critical elements in dance; apply previously learned movement concepts; identify and apply biomechanical principles; list, describe, and demonstrate use of safety equipment; demonstrate independent learning.

Fitness Focus
• Exceed the standards on the state-mandated fitness test; participate in dance activities to improve or maintain health; analyze the effects on personal fitness and personal levels of health-related fitness; improve or maintain physical fitness; explain the relationship between participation and health; demonstrate the ability to effectively purchase products and programs for individuals; develop and implement a one-month personal fitness plan.

Social Focus
• Self-responsibility: compare and contrast effective leadership skills used in dance activities and those in other physical activities; develop personal goals for improvement; identify and analyze activities that enhance personal enjoyment; evaluate the risks and safety factors in dance activities throughout a lifetime.
• Social interaction: modify an activity for a child, an elderly person or an individual with special needs; analyze the role of social interaction in the successful participation in and enjoyment of dance activities.
• Group dynamics: accept and perform planned and spontaneous leadership assignments and roles; analyze the role of cooperation and leadership; engage in dance activities both in school and outside school.

High School Course 3E (Elective): Aquatics.

Movement Focus
Demonstrate advanced knowledge and skills in two or more aquatic activities, at least one from each category:

<table>
<thead>
<tr>
<th>Category 1</th>
<th>Category 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diving</td>
<td>Lifeguarding</td>
</tr>
<tr>
<td>Kayaking/</td>
<td>Scuba diving</td>
</tr>
<tr>
<td>Canoeing/</td>
<td>Synchronized swimming</td>
</tr>
<tr>
<td>Rowing/</td>
<td>Water polo</td>
</tr>
<tr>
<td>Snorkeling</td>
<td>Swimming</td>
</tr>
</tbody>
</table>

Identify and apply characteristics and critical elements in aquatics; apply previously learned movement concepts; identify and apply biomechanical principles; list, describe, and demonstrate use of safety equipment; demonstrate independent learning; identify and apply safety skills for entering swimming pools, lakes, rivers, and oceans; demonstrate and explain basic water rescue with and without equipment; demonstrate and explain basic cardiopulmonary resuscitation.

Fitness Focus
• Exceed the standards on the state-mandated fitness test; participate in aquatic activities to improve or maintain health; analyze the effects on personal fitness and personal levels of health-related fitness; improve or maintain physical fitness; explain the relationship between participation and health; demonstrate the ability to effectively purchase products and programs for individuals; develop and implement a 1-month personal fitness plan; explain the relationship between aquatic activities and health maintenance; create and implement an aquatics program to improve health-related physical fitness.

Social Focus
• Self-responsibility: compare and contrast effective leadership skills used in aquatic activities and those in other physical activities; develop personal goals for improvement; identify and analyze activities that enhance personal enjoyment; evaluate the risks and safety factors in aquatic activities throughout a lifetime; demonstrate personal responsibility for safety and hygiene in aquatics settings.
• Social interaction: modify an activity for a child, an elderly person or an individual with special needs; analyze the role of social interaction in the successful participation in and enjoyment of aquatic activities.
• Group dynamics: accept and perform planned and spontaneous leadership assignments and roles; analyze the role of cooperation and leadership; engage in aquatic activities both in school and outside school.
High School Course 3F (Elective): Weight Training and Fitness.

Movement Focus
• Explain and apply biomechanical principles of first, second-, and third-class levers; observe and analyze the techniques of another or yourself; demonstrate proper spotting techniques; measure and assess multiple performances in the six skill-related components of fitness; identify and apply biomechanical principles for safety and success; list, describe and demonstrate use of safety equipment; demonstrate independent learning.

Fitness Focus
• Establish personal fitness goals and create a strength-training and conditioning program; identify the prime mover, antagonistic and stabilizer muscles; measure and assess multiple performances of another in four of the health-related components of fitness; explain the biomechanical principles that affect strength performance; demonstrate and explain the techniques and concepts of three different weight training programs; demonstrate and explain the concepts of two different conditioning programs; develop and use a fitness log; improve speed, strength, power and endurance; exceed the standards on the state-mandated fitness test.

Social Focus
• Self-responsibility: display safe and responsible behavior while training; describe the role of motivation; describe the role of perception in achieving goals; develop personal goals for improvement; identify and analyze activities that enhance personal enjoyment; evaluate the risks and safety factors in weight-training and fitness activities throughout a lifetime.
• Social interaction: modify an activity for a child, an elderly person or an individual with special needs; analyze the role of social interaction in the successful participation in and enjoyment of weight-training and fitness activities.
• Group dynamics: assist others in the achievement of their fitness goals.

BASIC INSTRUCTIONAL MATERIALS
Physical Education Model Content Standards for California Public Schools: Kindergarten Through Grade Twelve, California Department of Education, 2005.
2012–13 SDUSD Physical Education Course 3 Syllabus.

PHYSICAL EDUCATION 7,8 • 5705, 5706
Grade level: 12
Prerequisites: Physical Education 5,6 or equivalent
Course duration: Two semesters
Graduation credit: Physical Education

Course Description

High School Course 4
This course is intended to help students in grade 12 meet or exceed high school physical education content standards 1–3 and the corresponding performance standards for Courses 4A–4D.

This level of instruction provides a continuation of four course options for students who have previously passed the state-mandated fitness test and successfully completed the first part of the elective sequence in High School Course 3 (Physical Education 5,6, course numbers 5703, 5704). The four course options are:

High School Course 4A (Elective): Advanced Adventure/Outdoor Activities.

Movement Focus
• Demonstrate expertise in one adventure/outdoor activity; analyze and evaluate the interrelationship of biomechanical principles and strategies; create or modify a practice/training plan based on evaluative feedback; practice in real-world settings.

Fitness Focus
• Achieve a level of fitness that improves health and performance and provides opportunities for enjoyment; design a personal fitness program for home or gym consistent with the demands of adventure/outdoor activities.

Social Focus
• Self-responsibility: evaluate changes in self-responsibility as skill levels improve; set personal goals for improved performance.
• Group dynamics: perform leadership assignments and roles in high-level adventure/outdoor activities.

PE–23
High School Course 4B (Elective): Advanced Aerobic Activities.

Movement Focus
- Demonstrate expertise in two or more aerobic activities, at least one from each category:

<table>
<thead>
<tr>
<th>Category 1</th>
<th>Category 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerobic dance</td>
<td>Cross-country skiing</td>
</tr>
<tr>
<td>Running</td>
<td>Cycling</td>
</tr>
<tr>
<td>Skating</td>
<td>Rowing</td>
</tr>
<tr>
<td>Swimming</td>
<td>Triathlon</td>
</tr>
<tr>
<td>Walking</td>
<td></td>
</tr>
</tbody>
</table>

- Analyze and evaluate the interrelationship of biomechanical principles and strategies; create or modify a practice/training plan based on evaluative feedback; practice in real-world settings.

Fitness Focus
- Identify and achieve levels of personal excellence; measure health-related fitness and adjust personal goals for improvement; design a personal physical fitness program to improve performance in a competitive aerobic activity.

Social Focus
- Self-responsibility: demonstrate a physically active lifestyle that is enjoyable through aerobic activities; identify qualities that enhance personal enjoyment; evaluate changes in self-responsibility as skill level improves; set personal goals for improved performance.
- Group dynamics: perform leadership assignments and roles in high-level aerobic activities.

High School Course 4C (Elective): Advanced Individual and Dual Activities.

Movement Focus
- Demonstrate expertise in two or more individual and dual activities, at least one from each category:

<table>
<thead>
<tr>
<th>Individual</th>
<th>Dual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archery</td>
<td>Badminton</td>
</tr>
<tr>
<td>Cycling</td>
<td>Handball</td>
</tr>
<tr>
<td>Golf</td>
<td>Racquetball</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>Squash</td>
</tr>
<tr>
<td></td>
<td>Tumbling</td>
</tr>
<tr>
<td></td>
<td>Tennis</td>
</tr>
<tr>
<td>Skating</td>
<td>Two-player volleyball</td>
</tr>
<tr>
<td>Skiing</td>
<td></td>
</tr>
<tr>
<td>Surfing</td>
<td></td>
</tr>
<tr>
<td>Yoga</td>
<td></td>
</tr>
</tbody>
</table>

- Analyze and evaluate the interrelationship of biomechanical principles and strategies; create or modify a practice/training plan based on evaluative feedback; practice in real-world settings.

Fitness Focus
- Develop personal fitness standards that exceed the state standards; demonstrate the ability to effectively analyze and economically purchase products and programs; achieve a level of fitness that improves health and performance; design a personal physical fitness program to improve performance in an individual/dual activity.

Social Focus
- Self-responsibility: evaluate changes in self-responsibility in individual/dual activities; set personal goals for improved performance.
- Group dynamics: perform leadership assignments and roles in high-level individual/dual activities.

High School Course 4D (Elective): Advanced Dance.

Movement Focus
- Demonstrate expertise in two or more aerobic activities, at least one from each category:

<table>
<thead>
<tr>
<th>Category 1</th>
<th>Category 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ballet</td>
<td>Modern</td>
</tr>
<tr>
<td>Folk</td>
<td>Social</td>
</tr>
<tr>
<td>Jazz</td>
<td>Square</td>
</tr>
</tbody>
</table>

- Analyze and evaluate the interrelationship of biomechanical principles and strategies; create or modify a practice/training plan based on evaluative feedback; practice in real-world settings; demonstrate skills in choreography.

Fitness Focus
- Achieve a level of fitness that improves health and performance and provides opportunities for enjoyment; design a personal fitness program for home or gym consistent with the demands of dance activities; measure health-related fitness and adjust personal goals for improvement.

Social Focus
- Self-responsibility: evaluate changes in self-responsibility as skill levels in dance activities improve; set personal goals for improved performance.
- Group dynamics: perform leadership assignments and roles in high-level dance activities.

Basic Instructional Materials

Physical Education Model Content Standards for California Public Schools: Kindergarten Through Grade Twelve, California Department of Education, 2005.
PHYSICAL EDUCATION—
INTERSCHOLASTIC ATHLETICS • 5712
Grade level: 9–12
Prerequisites: Grade point average of 2.0 or better in scholarship and citizenship for the preceding grading period, parent’s and physician’s approval, and insurance coverage to practice or participate during or after school. See district Administrative Procedure 4350.

Course duration: One semester; may be repeated for credit
Graduation credit: Physical Education

COURSE DESCRIPTION

This course includes coaching in competitive athletics as well as instruction and assessment in the following eight content areas: (1) effects of physical activity upon dynamic health; (2) mechanics of body movement; (3) aquatics, (4) gymnastics and tumbling; (5) individual and dual sports; (6) rhythms and dance; (7) team sports; and (8) combatives/self-defense. This course will also prepare students for the state-mandated physical fitness test. All students enrolled in the course must participate concurrently in a sport (see table below) and must demonstrate progress toward mastering the high school physical education content standards. This course must be taught by a credentialed physical education teacher.

Note: Students must participate in the regular instructional activities for their grade levels during the remainder of the semester.

For detailed guidelines regarding the content of this course, see the descriptions for Physical Education 1,2 (High School Course 1; 5503, 5504) and Physical Education 3,4 (High School Course 2; 5701, 5702).

BASIC INSTRUCTIONAL MATERIALS

Physical Education Model Content Standards for California Public Schools: Kindergarten Through Grade Twelve, California Department of Education, 2005.


2012–13 SDUSD Physical Education Courses 1–4 Syllabi.

COMPETITIVE SPORTS

Boys

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross Country</td>
<td>Basketball</td>
<td>Baseball</td>
</tr>
<tr>
<td>Football</td>
<td>Wrestling</td>
<td>Swimming</td>
</tr>
<tr>
<td>Water Polo</td>
<td>Soccer</td>
<td>Tennis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lacrosse</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Track and Field</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Volleyball</td>
</tr>
</tbody>
</table>

Girls

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Hockey</td>
<td>Basketball</td>
<td>Track and Field</td>
</tr>
<tr>
<td>Cross Country</td>
<td>Soccer</td>
<td>Softball</td>
</tr>
<tr>
<td>Tennis</td>
<td>Water Polo</td>
<td>Swimming</td>
</tr>
<tr>
<td>Volleyball</td>
<td></td>
<td>Lacrosse</td>
</tr>
</tbody>
</table>

Club

Coed

<table>
<thead>
<tr>
<th>Fall and Spring</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Golf</td>
<td>Badminton</td>
</tr>
</tbody>
</table>
Special Education PE Courses

ADAPTED PHYSICAL EDUCATION, ELEMENTARY LEVEL

COURSE DESCRIPTION

Activity Units

The activity units in elementary school adapted physical education are designed to meet the special motor skills, functional movement/game skills, and physical fitness needs of the students served. Whenever possible, the units and activities are as much like and integrated into general physical education offerings as possible. Students enrolled in direct service adapted physical education typically participate one to two times weekly; additional service delivery options and participation in general education programs are utilized as appropriate and possible to do so. These services include (1) participation in general physical education; (2) participation in general physical education with appropriate modifications; (3) specially designed physical education; (4) adapted physical education (which could mean direct service, collaboration, or consultation).

The physical education content and performance standards are intended to provide guidance regarding what is expected of students in this course. A student’s IEP will indicate which standards are appropriate for that student.

BASIC INSTRUCTIONAL MATERIALS

Physical Education Model Content Standards for California Public Schools: Kindergarten Through Grade Twelve, California Department of Education, 2005.


ADAPTED PHYSICAL EDUCATION 5TH
• 5509

ADAPTED PHYSICAL EDUCATION
6TH–8TH • 5510

ADAPTED PHYSICAL EDUCATION
9TH–12TH • 5710

Grade level: 5–12

Prerequisites: Eligibility for Special Education and Individual Education Program (IEP)

Course duration: One semester each; may be repeated for credit

Graduation credit: Course 5710: Physical Education

COURSE DESCRIPTION

This course is for students eligible for Special Education and evaluated as having exceptional needs in physical education. It is a diversified program of developmental activities, functional recreation/leisure skills, games, sports, and rhythms suited to the needs, interests, capabilities, and limitations of students who may not safely or successfully engage in the vigorous activities of the general physical education program. Instructional units are designed to carry out the provisions of the IEP. IEP teams will consider all of the physical education service delivery options and utilize the least restrictive service. Physical education service delivery options include (1) participation in general physical education; (2) participation in general physical education with appropriate modifications; (3) specially designed physical education; (4) adapted physical education (which could mean direct service, collaboration, or consultation).

BASIC INSTRUCTIONAL MATERIALS

Physical Education Model Content Standards for California Public Schools: Kindergarten through Grade Twelve, California Department of Education, 2005.


Additional Resources for Physical Education Teachers

2012–13 SDUSD Physical Education Course 1 Syllabus.
2012–13 SDUSD Physical Education Course 2 Syllabus.
2012–13 SDUSD Physical Education Course 3 Syllabus.
2012–13 SDUSD Physical Education Course 4 Syllabus.
American Red Cross Water Safety Handbook, American Red Cross.
CATCH (K–2), UCSD Division of Community Pediatrics, 2000.
Dances Around the World, Wagon Wheel Records.
Fronske, Teaching Cues for Basic Sport Skills for Elementary and Middle School Students, Benjamin-Cummings, 2001.
International Folk Dance, Wagon Wheel Records (www.wagonwheelrecords.net).
M-SPAN (Middle School Physical Activity and Nutrition), San Diego State University, 2008.
Physical Education Model Content Standards for California Public Schools: Kindergarten through Grade Twelve, California Department of Education, 2005.
SPARK (K–2), San Diego State University Foundation, 2000.
SPARK (3–6), San Diego State University Foundation, 2000.
SPARK (6–8), San Diego State University Foundation, 2011.
SPARK (9–12), San Diego State University Foundation, 2007.
Water Polo Lesson Plans, USA Water Polo.