

Chapter 4

Standards-Based Physical Education: Grades Nine through Twelve

The high school experience represents the culmination of physical education instruction for California's kindergarten through grade twelve students. Throughout their school years, students have experienced a planned sequence of formal physical education instructional experiences. From kindergarten through fifth grade, the content is delivered incrementally to best enable student learning at the appropriate developmental level. In sixth through eighth grade, the content is consolidated and students' skills are refined, representing a natural progression of skill sophistication. When students reach ninth grade, they are ready to integrate all that they know with all that they can do. They become capable of higher-order thinking and of more skilled performance. The high school courses provide a blueprint for delivering content in a manner that equips students to make a successful transition from the physical education instructional program to participation in physical activity during adulthood.

Beginning with High School Course 1, the five overarching standards for kindergarten through grade eight are consolidated into overarching three standards for grades nine through twelve. Essentially High School Standard 1 incorporates Standards 1 and 2 from kindergarten through eighth grade; High School Standard 2 incorporates Standards 3 and 4; and High School Standard 3 incorporates Standard 5. These standards are extremely rigorous, as is appropriate for a high school experience that represents the culmination of physical education. In the high school level courses, the foundation for a physically active lifestyle is firmly laid so that students become independent learners who initiate and monitor their own participation in physical activity.

To fulfill the requirement for high school graduation, students must take at least two years of physical education in high school, pursuant to *Education Code* Section 51225.3(a)(1)(F). High School Courses 1 and 2 are designed to meet this requirement and to provide the foundation for high school instruction. In those courses, students develop proficiency in their movement skills, expand their capabilities for independent learning, and examine practices that allow sound decision making to enhance successful participation in movement activities. *Education Code* section 33352(b)(7) lists eight content areas for high school physical education which, when included in a course of study, provide a wide variety of physical activities necessary to develop the skills and knowledge essential to the individual for the selection of lifetime pursuits. The California Department of Education has the responsibility of monitoring the extent to which high schools provide a course of study that includes these eight areas. These content areas are:

1. Effects of physical activity upon dynamic health

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2. Mechanics of body movement
3. Aquatics
4. Gymnastics and tumbling
5. Individual and dual sports
6. Rhythms and dance
7. Team sports
8. Combatives

Course 1 addresses three content areas (aquatics, rhythms and dance, and individual and dual activities) as well as the effects of physical activity upon dynamic health and mechanics of body movement. The content area of aquatics is a unique activity that does not easily cross over into other physical activities. Whereas the skill of striking is utilized in various sport activities (e.g., softball, golf, tennis) and is addressed throughout the students' physical education experiences, this crossover does not occur with aquatics. Knowledge of aquatic skills and safety is essential for California's students, many of whom live near or travel to pools, lakes, rivers, and the ocean. Although aquatic facilities may be limited or nonexistent for some schools, aquatics can still be taught by stressing water safety, rescue techniques, dry land stroke and kick practice, and buoyancy principles. At a minimum, students should learn drowning-prevention strategies. It is important to note that dry-land instruction will not ensure that students are able to swim in water or under real-life circumstances.

Course 2 addresses three different content areas (combatives, gymnastics and tumbling, and team activities) as well as the effects of physical activity upon dynamic health and mechanics of body movement. Self-defense is one option for addressing the content area of combatives. Because it is directly related to student safety, it is an important area for physical educators to teach and students to learn. The emphasis of this unit is on how to defend, not how to fight. The unit begins with students learning about potentially unsafe situations and how to avoid them. Safety skills are the initial focus of instruction. Only after learning safety skills do students begin to learn how to protect themselves should they be attacked.

As noted above, Courses 1 and 2 continue to emphasize the importance of physical activity and personal fitness. Students are provided with opportunities to improve their health-related physical fitness as well as to understand advanced concepts related to physical fitness and physical activity. Students learn how to achieve physical fitness and the importance of maintaining an active lifestyle throughout their lifetime.

Participation in physical activity also can be an important venue for the social, psychological, and emotional development of young adults. Social skills and personal responsibility skills need to be taught and practiced with feedback.¹ Physical education courses provide an ideal setting for adolescents to learn appropriate social interaction

¹ Feedback is most effective when it is specific positive feedback or specific corrective feedback.

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skills, suitable ways to express and control emotions, and opportunities to solve complex problems.

High School Courses 3A through 3F and 4A through 4D provide students with the opportunity to explore a variety of physical activities in search of those that they can enjoy and participate in for a lifetime. Course 3 classes are designed for students who have completed High School Courses 1 and 2. Course 3 classes provide students with their first opportunity to learn advanced knowledge and skills in a self-selected activity (e.g., outdoor activities, aerobics) that meets their specific needs and interests. Course 4 classes are designed as a continuation of the Course 3 classes. They are intended for students who have completed Course 3 and want an intensive experience in the same activity. The purpose of Course 4 classes is to deepen student understanding of the content, building a foundation for future fitness and career needs. Course 4 classes are designed for students who have completed High School Courses 1 and 2 as well as Course 3 in the same content area.

This chapter incorporates the physical education model content standards for High School Courses 1 through 4, providing an explanation of the physical education content underlying the model content standards and outlining activities that are consistent with the intent of the standards. The activities in this chapter are examples of one way in which the standards may be approached. The examples are not to be interpreted as requirements for the physical education classroom or as the only way to approach a particular standard. The physical education model content standards are set forth in terms of what students know and can do, not how to provide instruction.

Content mastery does not occur simply because students have received a particular explanation or participated in a particular activity; students must have many opportunities to practice and apply physical education concepts, principles, and skills. Mastery of an individual standard is achieved when students have learned the concept, principle, or skill.

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High School Course 1

The developmental range of high school students is diverse. Students experience numerous physical and physiological changes during their high school years. Ninth-grade boys typically experience a period of rapid growth until about 14 or 15 years of age. Then, a slower rate of growth follows until around 21 years of age. By ninth grade, girls are already experiencing their slower rate of growth. As the adolescents attain maturity, their body proportions become more congruent, increasing their potential for higher skill performance. Some students may not have mastered the standards of earlier grades, so differentiated instruction becomes increasingly important in high school.

Ninth-grade students operate using higher-order thinking skills. They evaluate performance, analyze data, reflect on personal goals, and adjust behavior as necessary. Students are now at the cognitive stage when they can synthesize much of what they have learned in the earlier grade levels and apply it to new learning situations.

Ninth-grade students are still very concerned about body image and what other people think of them. They are caught somewhere between adolescence and young adulthood as they continue to mature emotionally. Their personal experiences help to formulate their attitudes and beliefs about the world.

Course 1 addresses aquatics, rhythms/dance, and individual and dual activities. The effects of physical activity on dynamic health and mechanics of body movement are integrated throughout the school year. Course 1 is designed to be taken before Course 2, and, therefore, is most appropriate for ninth grade students or other students who are taking their first high school physical education course.

At a Glance

Standard 1

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

Standard 1 builds on the motor skill proficiency developed in kindergarten through eighth grade. The development of proficiency gives the student the capacity for success and the attainment of advanced levels of performance, thereby increasing the likelihood of continued participation well into adulthood. By the end of Course 1, students demonstrate proficiency in aquatics, rhythms/dance, and individual and dual activities skills. If a swimming pool is unavailable, students should still learn water safety skills

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(e.g., swim parallel to the coast when caught in a rip tide) and dry-land strokes. However, dry-land instruction does not ensure that a student knows how to swim in the water.

Students combine movement patterns to perform advanced offensive, defensive, and transition strategies in aquatics and individual and dual activities. Once students perform, they evaluate the effectiveness of the strategy. Students also combine movement patterns to create more complex rhythmic activities and dances.

Ninth-grade students learn to use the principles of biomechanics to analyze and improve performance. These biomechanical principles include leverage, force, inertia, rotary motion, opposition, and buoyancy. Students use the skill-related fitness components to enhance their performance. The skill-related fitness components are speed, power, agility, coordination, reaction time, and balance. Students use their understanding of training and conditioning practices to improve skill acquisition and performance. Understanding these three areas (biomechanics, skill-related fitness, and training and conditioning), along with the role of emotions, provides learners with the comprehensive knowledge for improving performance in aquatics, rhythms/dance, and individual and dual activities.

On their path to becoming independent learners of movement skills, students improve their understanding of motor learning concepts. By the end of ninth grade, students can create practice plans for improving their own performance in aquatics, rhythms/dance, and individual and dual activities. These practice plans are based on each student's strengths and weaknesses as identified through feedback² from proprioception, from others, and from the performance of complex movement activities.

Standard 2

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

Understanding the role of physical activity in the prevention of disease enables students to see the connections between current physical lifestyle habits and future health care costs. Students continue to participate in enjoyable and challenging activities at a moderate to vigorous level for a minimum of four days each week. These activities address the five components of health-related fitness. To expand on the variety of activities in which they participate, students identify available fitness resources in the community.

² Feedback is most effective when it is specific positive feedback or specific correct feedback.

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Throughout the year, students are assessed using scientifically based health-related physical fitness assessments to determine if they are meeting health-related fitness performance standards. Students set goals based on the outcome of these assessments and develop and implement monthly personal physical fitness plans. By the end of Course 1, students meet the minimum health standards on a scientifically based health-related physical fitness assessment.

Looking toward the future, students learn to transfer their knowledge of fitness to real-world situations. They identify the physical fitness requirements of future occupation choices. They also analyze consumer physical fitness products and programs for possible inclusion in their future fitness plans. Finally, now that students are older and more mature, they learn the inherent risks associated with physical activity in extreme environments.

Standard 3

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

This standard addresses self-responsibility, social interaction, and group dynamics. Students in Course 1 evaluate their psychological responses to physical activity. They set goals and then describe the positive feelings they experience from successful participation in physical activity. They share the responsibility for creating and maintaining a physically and emotionally safe and nonthreatening environment for all. And, they act independently and ignore negative peer pressure during physical activity.

By the end of Course 1, students discuss the changing psychological and sociological needs of a diverse society in relation to physical activity. They understand that physical activity is universal and is experienced by all cultures around the world. Through participation in activities from different parts of the world, students gain greater insights into the history and traditions of different cultures. Students extend this learning to social interaction and cooperation at home as well as in their future workplace.

Students learn that each individual brings different strengths and abilities to the group. They learn it is important for the group to identify and utilize the strengths of each person to be successful in physical activities. They understand that success can occur only when students demonstrate cooperation and positive interactions with others.

Learning Snapshots

Standard 1

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- 1.1 Combine and apply movement patterns, simple to complex, in aquatics, rhythms/dance, and individual and dual activities.

Aquatics is one of the content areas listed in the *California Code of Regulations*, Title 5, Section 10060. (See Appendix 13.) Providing aquatics instruction is a challenge for schools without a pool. Schools in this situation should investigate opportunities in the community for pool access or consider purchasing a porta-pool. Even without a pool, swimming strokes can be taught. Students are grouped in pairs and assigned to a bench. The teacher hands out task cards on the flutter kick, crawl arm stroke, crawl breathing, and complete crawl stroke. While lying prone on the bench, one student performs each part of the crawl stroke while the second student provides feedback. Once the student has mastered each part, the complete stroke can be attempted. It cannot be assumed that students who have mastered a stroke on dry land are able to swim safely in water.

- 1.2 Demonstrate proficient movement skills in aquatics, dance/rhythms, and individual and dual activities.

This standard asks students to demonstrate proficiency in movement skills in the content areas of aquatics, rhythms/dance, and individual and dual activities. At this level of skill development, the students are refining their skills. They are becoming more successful and consistent in their performance. Students at this level of skill require variable practice as well as less frequent feedback. In terms of variable practice, the teacher plans instruction so that a different variant of a skill or a different skill is practiced on each trial. The variant can be speed, distance, direction, or trajectory. For example, students should not practice the same badminton stroke twice in a row. Instead, they should perform the badminton overhead smash, forehand clear, drop shot, and serve in turn. As the student's level of learning advances, less feedback is needed for effective learning.

- 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in aquatic, rhythms/dance, individual activities, and dual activities.

Proprioception refers to the ability to sense the position, location, orientation, and movement of one's body and its parts. This lesson focuses on individual and dual activities. The students are assigned to groups of two. One student performs the golf swing, while the second student provides feedback. During closure, the performers analyze the feedback they received from proprioception and their partner to determine what they need to do to improve their performance. The performers write their analysis.

- 1.12 Demonstrate independent learning of movement skills.

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This standard prepares students as lifelong learners of movement skills. Each student selects one movement skill from the content areas of aquatics, rhythms/dance, and individual and dual activities. The students are instructed to research the correct technique for their chosen skill and develop learning cues for practicing the correct technique. Then, they determine the best type of practice to use to learn the specific skill. Finally, students create and implement their own practice plan.

Standard 2

- 2.9 Explain the inherent risks associated with physical activity in extreme environments.

This lesson begins with the teacher explaining that there are inherent risks to participating in physical activities in some environments. For example, the desert environment has high temperatures, the mountain environment has low temperatures and high altitude (less oxygen), and the ocean environment has riptides. Students conduct research on an extreme environment in California (e.g., ocean, mountains) in which they would like to participate in physical activity. Students create a written report based on their research on the inherent risks associated with the selected environment.

- 2.10 Identify and list available fitness resources in the community.

This standard provides students with an opportunity to use the Internet for physical education instruction. The Web site <http://www.bam.gov> asks students a series of questions and, based on their answers, provides them with a list of activities they might enjoy. Students conduct an Internet search to find appropriate resources in their community for the physical activities that interest them. For those without Internet access, the activity can be completed using community directories. Students compile a list of resources for review and feedback by the teacher.

- 2.11 Explain the role of physical activity in the prevention of disease and the reduction of health care costs.

This standard provides students with an opportunity to research a topic related to physical education. The school's teacher librarian can assist the students with finding materials in the school library/media center and on the Internet. Students create a written report based on their research. The physical educator connects this activity to the English-language arts content standards for grade nine by assigning a report that incorporates the grade 9/10 writing strategies and writing applications standards.

Standard 3

- 3.8 Recognize the value of physical activity in understanding multiculturalism.

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Students are assigned to groups of four based on their interest in a specific culture. The groups research the significant physical activities, dances, and recreational activities from that culture. Each group selects a game or a dance from the culture. They learn the game or dance well enough to teach it to the rest of the class. While teaching the game or dance to others, the group also explains how the dance or game connects to its culture of origin. During closure, the teacher asks students to select two games or dances from different cultures for comparison. The students write a comparison noting the relationship between each physical activity and its culture of origin.

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High School Course 1 Physical Education Model Content Standards

Standard 1

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

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

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Standard 2

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

- 2.1 Participate in moderate to vigorous physical activity at least four days each week.
- 2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.
- 2.3 Meet health-related physical fitness standards established by a scientifically based health-related fitness assessment.
- 2.4 Use physical fitness test results to set and adjust goals to improve fitness.
- 2.5 Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise.
- 2.6 Identify the physical fitness requirements of an occupation.
- 2.7 Develop and implement a one-month personal physical fitness plan.
- 2.8 Analyze consumer physical fitness products and programs.
- 2.9 Explain the inherent risks associated with physical activity in extreme environments.
- 2.10 Identify and list available fitness resources in the community.
- 2.11 Explain the role of physical activity in the prevention of disease and the reduction of health care costs.

Standard 3

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

Self-Responsibility

- 3.1 Accept personal responsibility to create and maintain a physically and emotionally safe and nonthreatening environment for physical activity.
- 3.2 Act independently of negative peer pressure during physical activity.
- 3.3 Identify and evaluate personal psychological response to physical activity.
- 3.4 Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities.
- 3.5 Develop personal goals to improve one's performance in physical activities.

Social Interaction

- 3.6 Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity.
- 3.7 Analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace.

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3.8 Recognize the value of physical activity in understanding multiculturalism.

Group Dynamics

3.9 Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.

3.10 Identify and utilize the potential strengths of each individual in physical activity.

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High School Course 2

As noted in Course 1, the developmental range of high school students is very diverse. However, by tenth grade, most students are experiencing a slower rate of growth. This slowdown in growth rate, along with increases in the length and breadth of muscles, produces a higher level of motor ability and fitness. Students are becoming more interested in their personal development and recognize the value of high-level physical performance for their future lives and careers.

Tenth graders continue to improve their cognitive functioning. They are experiencing an expansion of their knowledge base; an increase in their ability to absorb, process, and retrieve information; a refinement of their language and communication skills; an increase in their attention capacity; and an increase in their ability to conceptualize, reason, and analyze information. They are moving toward their full intellectual potential, which usually occurs between 16 and 25 years of age.

As tenth graders mature, their egocentrism decreases. Through social interaction they learn they are not the sole focus of attention. They are learning to express their emotions in more appropriate ways, and their moral reasoning is becoming increasingly sophisticated. Peer groups and dating activities dominate their social lives. They are ready to assume more formal leadership roles during physical activities.

For some high school students, Course 2 is their last opportunity for formal instruction in physical education. Course 2 addresses combatives, gymnastics/tumbling, and team activities. The effects of physical activity on dynamic health and the mechanics of body movement are integrated throughout the school year. Course 2 is designed to be taken after Course 1 is completed. Typically, tenth graders enroll in Course 2, though some students will take Course 2 as eleventh or twelfth graders.

At a Glance

Standard 1

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

The standards in Course 2 are similar to the Course 1 standards. The difference is in the content areas addressed in each grade level. By the end of Course 2, students demonstrate proficiency in combatives, gymnastics/tumbling, and team activities. A personal defense class in which students learn to avoid dangerous situations as well as how to defend themselves meets the combatives requirement. The development of proficiency gives the student the capacity for success and the attainment of advanced levels of performance that increase the likelihood of continued participation well into

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adulthood. Students can combine movement patterns to perform advanced offensive, defensive, and transition strategies in team sport situations. Once performed, students can evaluate the effectiveness of the strategy. Students can also combine movement patterns to create more complex gymnastics/tumbling routines and combative combinations.

Tenth-grade students learn to use the principles of biomechanics to analyze and improve performance. These biomechanical principles include leverage, force, inertia, rotary motion, opposition, and buoyancy. They also explain and use the skill-related fitness components to enhance their performance. The skill-related fitness components are speed, power, agility, coordination, reaction time, and balance. They can also use their understanding of training and conditioning practices to improve skill acquisition and performance. Understanding these four areas (biomechanics, motor learning, skill-related fitness, and training and conditioning), along with the role of emotions, provides learners with the comprehensive knowledge for improving performance in combatives, gymnastics/tumbling, and team sport activities.

On their path to becoming independent learners of movement skills, students increase their understanding of motor learning concepts. By the end of tenth grade, students create practice plans for improving their own performance in combatives, gymnastics/tumbling, and team sport activities. These practice plans are based on their personal strengths and weaknesses as identified by the students through feedback³ from proprioception, from others, and from the performance of complex movement activities.

Standard 2

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

For some students, Course 2 may be the last opportunity to learn about physical fitness and achieve levels of excellence in physical fitness beyond the performance standards established by scientifically based health-related fitness assessments. Students should be assessed on each of the health-related fitness components throughout the school year, so that physical activity can be adjusted to accommodate changes in age, growth and development, and goals. Students continue to develop an exercise habit by participating in challenging activities at a moderate to vigorous level for a minimum of four days each week based on individual needs and interests.

³ Feedback is most effective when it is specific positive feedback or specific correct feedback.

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During Course 2, students learn to be wise consumers by evaluating fitness products and programs, as well as fitness resources in the community. They also learn the facts about ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance. By the end of Course 2, students can develop and describe a physical fitness plan that enhances personal health and performance. Their plans also take into consideration future leisure and workplace activities. Besides planning their own fitness programs, students can also develop and implement appropriate personal physical fitness programs for family or community members.

Standard 3

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

In Course 2, students learn to identify and participate in those activities that they enjoy. They learn that their choice of physical activities may change throughout their lives. They understand that physical activities may need to be modified to allow participation by individuals of various ages and those with special needs. Students realize they will need to evaluate and refine their personal goals continuously to improve performance in physical activities. Through their participation in regular physical activity, students learn the psychological benefits of physical activity. They can explain the role of attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.

As their social skills mature, tenth-grade students identify the effects of individual differences on preference for and participation in physical activity. These differences may include age, gender, ethnicity, socioeconomic status, and culture. With respect to age and special needs, students learn how to select and modify physical activities such that everyone can participate.

In terms of group dynamics, students learn to identify leadership skills. They learn to perform planned leadership assignments and also assume spontaneous leadership roles. By the end of Course 2, students know how to encourage others to be supportive and inclusive of individuals at all ability levels.

Learning Snapshots

Standard 1

- 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.

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This complex standard is designed to be addressed over many lessons in different content areas. All offensive strategies are based on opening up space. One example involves teaching students the offensive strategy known as the “vertical stack” in the game called Ultimate. In this strategy the offense lines up in a straight line—a stack—along the length of the field. The stack usually lines up in the middle of the field, thereby opening up two lanes along the sidelines. The individual with the flying disc throws the disc into a lane without a defender as a receiver quickly cuts into the lane to catch the disc. Students explain and demonstrate this advanced offensive strategy.

- 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities.

Proprioception refers to the ability to sense the position, location, orientation, and movement of one’s body and its parts. The students are assigned to groups of four to work on the roundoff, a common gymnastics/tumbling skill. One person performs the roundoff, one person is the spotter, one person provides feedback, and one person is the recorder. Students rotate roles after each trial. During closure, the performers analyze the feedback they received from proprioception and others to determine what they need to do to improve their performance.

Standard 2

- 2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the standards established by scientifically based health-related fitness assessments.

This standard challenges students to exceed minimum health-related physical fitness performance standards. The first step in this process is for students to determine their current levels of fitness. This step links to Standard 2.11 that calls for students to assess themselves on the five components of health-related physical fitness. The second step is for students to analyze the results of the assessment and to set realistic goals for improvement. The third step is for students to participate in challenging physical fitness activities using the principles of exercise to meet their individual needs and interests. (This step links to Standard 2.2.) Throughout the year, students reassess their levels of fitness to monitor their progress. They also meet with the teacher to refine and adjust their goals. If necessary, they revise their personal fitness plans. Most students will need to implement fitness programs both in and out of school to raise their fitness levels above minimum performance standards.

- 2.8 Explain how to evaluate consumer physical fitness products and programs.

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The teacher provides students with a list of some important points to consider when selecting physical fitness products and programs. For example:

- Take time to compare prices, features, and quality.
- Try out any piece of equipment or program before you spend your money.
- Document the evidence that supports the program or product.
- Evaluate the credibility of claims about the product or program.
- Buy only quality equipment.
- Make sure you have a convenient place to use the equipment or that the program is available close to where you live.
- Decide on the features you really need.
- Decide whether or not there are less expensive ways to achieve the same goals without the product or program.
- Make sure there is a warranty.

As a learning activity, students select a product or program in the community that they think will help them with their fitness. Students can use the list noted above as a starting point to evaluate their product or program. Students investigate the product or program. Each student must also write a summary statement explaining whether the product or program is worth the price. This activity provides for extension activities that integrate with other subject areas. For example, students could incorporate the analysis skills in the history-social science standards by analyzing the costs and benefits of a product or program. Or, they could incorporate English-language arts standards by writing a persuasive composition to support their conclusion about whether the product or program is worth the price.

Standard 3

3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.

Leadership skills include being an active group member, facilitating group interactions, teaching peers, encouraging group members, and sharing leadership responsibilities with others. The specific leadership style that one assumes depends on the people involved, the task, and the environmental factors. The teacher discusses these skills with the students so that they understand the role of a leader. As students participate in leadership situations, the teacher provides the students with feedback so they can improve. To address this standard, all students must be given the opportunity to assume planned leadership assignments and must be positioned to assume spontaneous leadership roles. These opportunities will not happen by chance. These situations must be carefully planned and simulated by the teacher. Every student is provided opportunities to be group leader for a cooperative activity or group project.

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High School Course 2 Physical Education Model Content Standards

Standard 1

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

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

Standard 2

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

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

Standard 3

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

Self-Responsibility

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

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Social Interaction

- 3.6 Identify the effects of individual differences, such as age, gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity.
- 3.7 Explain how to select and modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs.

Group Dynamics

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

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High School Course 3

Eleventh and twelfth graders are experiencing various systemic changes on their journey to adulthood. When males and females have reached the ages of 18 and 16, respectively, they have grown to approximately 98 percent of their adult height. Final growth often occurs by the age of 18 for young women and by age 21 for young men. As their bodies change and they grow taller; adolescents also put on weight. Girls often gain 35 pounds during adolescent years, while boys gain 45 pounds (Payne and Issacs 1995). Eleventh- and twelfth-grade students are often interested in achieving and maintaining optimal levels of fitness if only for the sake of personal appearance.

Eleventh- and twelfth-grade students are also moving toward their full intellectual potential. Their increased knowledge and experience provide them with the ability to select those activities in which they would like to improve. These students like structure and want to know what is expected of them. The teacher should therefore make it a point to share lesson objectives and standards with the students.

Eleventh- and twelfth-grade students are continuing their social development in preparation for adulthood. Their personal system of values is becoming more integrated. They are beginning to adjust their self-concept because of developmental changes and experiences. Their self-esteem is improving as they become more competent.

By the eleventh and twelfth grades, students are prepared to focus on the activities they plan to pursue independently after graduation from high school. They can explain why an individual's pursuit of excellence in any arena is an evolving process requiring commitment, courage, confidence, initiative, and perseverance. These students design their own learning schedules and are often able to accomplish high levels of specialized skills if they implement the motor learning principles. They have learned that self-expression through physical activity is of great value in developing and maintaining the healthy mind and body needed to excel in their personal as well as professional life.

As part of a sequential curriculum, Course 1 and 2 classes are designed as prerequisites for Course 3 classes. Course 3 classes are designed as prerequisites for Course 4 classes. Students who have not completed a Course 3 class covering the same content area may not be prepared to take the Course 4 class. Each course has its own unique content and specific standards for students to learn, although there may be some similarities.

The six specific content areas identified for Course 3 are:

- Course 3A – Adventure/Outdoor Activities
- Course 3B – Aerobic Activities

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Course 3C – Individual and Dual Activities

Course 3D – Dance

Course 3E – Aquatics

Course 3F – Weight Training and Fitness

At a Glance

Standard 1

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

The focus of Standard 1 is to help students apply previously learned movement concepts and principles to the attainment of advanced knowledge and skills in physical activities that they wish to pursue after graduation from high school. Students learn about the safety issues related to their selected activity so that they can enjoy it without injury. They also learn the characteristics and critical elements for the specialized skills required for participation in their chosen activity along with the biomechanical principles applied in the performance of these skills. Finally, they learn to be independent learners capable of creating their own learning plans.

Standard 2

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

Students are expected to improve or maintain their physical fitness level by adjusting their physical activity levels according to the principles of exercise. Students learn to incorporate their selected activity into their personal fitness program. They learn to analyze the effects of their selected activities on their overall health, personal physical fitness program, and personal levels of health-related physical fitness. Course 3F provides additional opportunities for students to engage in the examination of the discipline of exercise physiology and the body's physiological response to different conditioning programs.

Standard 3

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

Students taking Course 3 are prepared to focus on the activities they plan to pursue for recreation or as a career after graduation from high school. Students are given the opportunity to select the activities in which they would like to participate. During the course they learn how to explain why this activity is personally enjoyable. Students

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assume responsibility for developing personal goals to improve performance in their selected activities and for engaging in their selected activities both in and outside school. They also learn to evaluate the potential risks and safety issues associated with participation in their activity of choice so that they can prevent foreseeable injuries.

Students learn to analyze the role of social interaction in the successful participation in and enjoyment of their selected activity. They extend their inclusion skills by learning how to select and modify activities to allow participation by younger children, the elderly, and individuals with special needs.

Leadership is a major skill for eleventh- and twelfth-grade students. Students learn to compare and contrast effective leadership strategies used in their selected activity. Students willingly accept leadership assignments and analyze and respond appropriately when their leadership is necessary. They are also able to cooperate with others who assume leadership roles.

Learning Snapshots

Standard 1

High School Course 3E, Aquatic Activities, Standard 1.3 - Apply previously learned movement concepts to the learning and development of motor skills required for successful participation in aquatic activities.

To meet this standard, students use their motor learning knowledge to help them improve their aquatic skills. The first step is for students to analyze their current aquatic performance. Students seek feedback⁴ from the teacher or a peer. Students can also have their performances recorded on video, so that they can perform their own analysis. On the basis of feedback for a particular skill (e.g., butterfly stroke), students classify themselves as beginners, intermediate, or advanced learners. The students then review the various practice protocols (e.g., closed skill practice, part practice, random practice), selecting those protocols that are appropriate for their level of performance. The last step in the process is for students to implement the practice protocol when practicing aquatic skills.

High School Course 3B, Aerobic Activities, Standard 1.4 - Identify and apply the principles of biomechanics necessary for the safe and successful performance of aerobic activities.

⁴ Feedback is most effective when it is specific positive feedback or specific correct feedback.

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At the beginning of the school year, the teacher reviews previously learned biomechanical principles, including the following:

- Force must be applied to change an object's state of motion (application of Newton's First Law)
- For every action, there is an equal and opposite reaction (Newton's Third Law).
- If one object is to change the motion of another by exerting pressure, as for example when the palm of the hand exerts pressure on the surface of a ball as the ball is caught or struck, the maximum pressure needed can be reduced by increasing the time over which the pressure is applied or by increasing the area that applies the pressure.

As the teacher reviews each concept, he or she leads a discussion with the students regarding its application to aerobic activities. For example, at the beginning of an aerobic activity the performers are stationary and must push on the ground so that the ground will push on them so they can start to move. Throughout the year, the teacher orally quizzes the students regarding the application of biomechanical principles to performance in aerobic activities.

Standard 2

High School Course 3F, Weight Training and Fitness, Standard 2.7 - Develop and use a personal physical fitness log to record all workout data on a daily basis.

This elective course requires students to assume responsibility for their own workouts. Accordingly, students develop and maintain a personal physical fitness log as evidence that they have performed daily workouts. Important pieces of information that should be in their log include date, weight training exercise, number of repetitions, number of sets, and amount of weight lifted. Teachers check the logs that students develop at the beginning of the school year and monitor them throughout the year. Periodically throughout the school year or course, students and teachers discuss the student's progress using the data in the log.

Standard 3

High School Course 3A, Adventure/Outdoor Activities, Standard 3.9 - Engage in adventure/outdoor activities both in school and outside school.

Students enrolled in High School Course 3A will participate in adventure/outdoor activities in school. But finding opportunities outside school may be more difficult. It is the student's responsibility to develop a list of community resources for adventure and outdoor activities. It is also the students' responsibility to plan time to participate in these activities and to arrange for transportation to and from the activity center. The teacher

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provides students with a log, so that the students can record the date, time, location, and type of activity in which they engage. Throughout the school year, the teacher meets periodically with each student to review his or her log.

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High School Courses 3A through 3F Physical Education Model Content Standards

High School Course 3A: Adventure/Outdoor Activities

High School Courses 1 and 2 are designed to be completed before a student enrolls in High School Course 3A.

Standard 1

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

- 1.1 Demonstrate advanced knowledge and skills in two or more adventure/outdoor activities.
- 1.2 Identify the characteristics and critical elements of a highly skilled performance in adventure/outdoor activities and demonstrate them.
- 1.3 Apply previously learned movement concepts and principles to the learning and development of the motor skills required for successful participation in adventure/outdoor pursuits and activities.
- 1.4 Identify and apply the principles of biomechanics necessary for the safe and successful performance of adventure/outdoor activities.
- 1.5 List the safety equipment required for participation in outdoor pursuits and adventures; describe and demonstrate the use of such equipment.
- 1.6 Demonstrate independent learning of movement skills in adventure/outdoor activities.

Standard 2

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

- 2.1 Participate in adventure/outdoor activities that improve health-related physical fitness.
- 2.2 Analyze the effects of adventure/outdoor activities on a personal physical fitness program and personal levels of health-related physical fitness.

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- 2.3 Improve or maintain physical fitness by adjusting physical activity levels according to the principles of exercise.
- 2.4 Explain the relationship between participation in adventure/outdoor activities and health.

Standard 3

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

Self-Responsibility

- 3.1 Compare and contrast the effective leadership skills used in adventure/outdoor activities and those used in other physical activities.
- 3.2 Develop personal goals to improve performance in adventure/outdoor activities.
- 3.3 Identify and analyze adventure/outdoor physical activities that enhance personal enjoyment.
- 3.4 Evaluate the risks and safety factors that may affect participation in adventure/outdoor activities throughout a lifetime.

Social Interaction

- 3.5 Explain how to select and modify adventure/outdoor activities to allow for participation by younger children, the elderly, and individuals with special needs.
- 3.6 Analyze the role of social interaction in the successful participation in and enjoyment of adventure/outdoor activities.

Group Dynamics

- 3.7 Accept and perform planned and spontaneous leadership assignments and roles in adventure/outdoor activities.
- 3.8 Analyze the role that cooperation and leadership play in adventure/outdoor activities.
- 3.9 Engage in adventure/outdoor activities both in school and outside school.

High School Course 3B: Aerobic Activities

High School Courses 1 and 2 are designed to be completed before a student enrolls in High School Course 3B.

Standard 1

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

- 1.1 Demonstrate advanced knowledge and skills in two or more aerobic activities, selecting one or more from each of the following categories:
- | | |
|-------------------|----------------------|
| <i>Category 1</i> | <i>Category 2</i> |
| Aerobic dance | Cross-country skiing |
| Running | Cycling |
| Skating | Rowing |
| Swimming | Triathlon |
| | Walking |
- 1.2 Identify the characteristics and critical elements of a highly skilled performance in aerobic activities and demonstrate them.
- 1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in aerobic activities.
- 1.4 Identify and apply the principles of biomechanics necessary for the safe and successful performance of aerobic activities.
- 1.5 List the safety equipment required for participation in aerobic activities; describe and demonstrate the use of such equipment.
- 1.6 Demonstrate independent learning of movement skills in aerobic activities.

Standard 2

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

- 2.1 Identify and achieve a personal level of excellence in physical fitness.
- 2.2 Engage independently in physical activity that increases aerobic capacity.
- 2.3 Evaluate goal-setting and other strategies as effective tools for maintaining and increasing adherence to a personal physical activity program.
- 2.4 Measure health-related physical fitness periodically and adjust physical activity to achieve fitness goals.
- 2.5 Identify and explain the positive effects of participation in aerobic activity on personal health.

Standard 3

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

Self-Responsibility

- 3.1 Engage independently in aerobic activities.
- 3.2 Develop personal goals to improve performance in aerobic activities.
- 3.3 Compare and contrast the effective leadership skills used in aerobic activities and those used in other physical activities.
- 3.4 Identify and analyze aerobic activities that enhance both personal enjoyment and the challenge.
- 3.5 Evaluate the risks and safety factors that may affect participation in aerobic activities throughout a lifetime.

Social Interaction

- 3.6 Invite others to join in aerobic activity.
- 3.7 Explain how to select and modify aerobic activities to allow for participation by younger children, the elderly, and individuals with special needs.
- 3.8 Analyze the role of social interaction in the successful participation in and enjoyment of aerobic activities.

Group Dynamics

- 3.9 Accept and perform planned and spontaneous leadership assignments and roles in aerobic activities.
- 3.10 Analyze the role that cooperation and leadership play in aerobic activities.
- 3.11 Engage in aerobic activities both in school and outside school.

High School Course 3C: Individual and Dual Activities

High School Courses 1 and 2 are designed to be completed before a student enrolls in High School Course 3C.

Standard 1

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

- 1.1 Demonstrate advanced knowledge and skills in two or more individual and dual activities, selecting one or more from each of the following categories:

Individual

Dual

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Archery	Badminton
Cycling	Handball
Golf	Racquetball
Gymnastics/Tumbling	Squash
Skating	Tennis
Skiing	Two-player volleyball
Surfing	
Yoga	

- 1.2 Identify the characteristics and critical elements of a highly skilled performance in individual and dual activities and demonstrate them.
- 1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in individual and dual activities.
- 1.4 Identify and apply the principles of biomechanics necessary for the safe and successful performance of individual and dual activities.
- 1.5 List the safety equipment required for participation in individual and dual activities; describe and demonstrate the use of such equipment.
- 1.6 Demonstrate independent learning of movement skills in individual and dual activities.

Standard 2

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

- 2.1 Meet physical fitness standards that exceed those of a scientifically based health-related fitness assessment.
- 2.2 Participate in individual and dual activities that improve or maintain health-related physical fitness.
- 2.3 Analyze the effects of individual and dual activities on a personal physical fitness program and personal levels of health-related physical fitness.
- 2.4 Improve or maintain physical fitness by adjusting physical activity levels according to the principles of exercise.
- 2.5 Explain the relationship between participation in individual and in dual activities and health.
- 2.6 Demonstrate the ability to develop criteria and analyze factors to consider in the purchase of fitness products and programs related to individual and dual activities.
- 2.7 Develop and implement a month-long personal physical fitness plan that includes individual and dual activities.

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Standard 3

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

Self-Responsibility

- 3.1 Compare and contrast the effective leadership skills used in individual and dual activities and those used in other physical activities.
- 3.2 Develop personal goals to improve performance in individual and dual activities.
- 3.3 Identify and analyze individual and dual physical activities that enhance personal enjoyment.
- 3.4 Evaluate the risks and safety factors that may affect participation in individual and dual activities throughout a lifetime.

Social Interaction

- 3.5 Explain how to select and modify individual and dual activities to allow for participation by younger children, the elderly, and individuals with special needs.
- 3.6 Analyze the role of social interaction in the successful participation in and enjoyment of individual and dual activities.

Group Dynamics

- 3.7 Accept and perform planned and spontaneous leadership assignments and roles in individual and dual activities.
- 3.8 Analyze the role that cooperation and leadership play in individual and dual activities.
- 3.9 Engage in individual and dual activities both in school and outside school.

High School Course 3D: Dance

High School Courses 1 and 2 are designed to be completed before a student enrolls in High School Course 3D.

Standard 1

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

- 1.1 Demonstrate advanced knowledge and skills in two or more dance activities, selecting one or more from each of the following categories:

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- | | <i>Category 1</i> | <i>Category 2</i> |
|--|-------------------|-------------------|
| | Ballet | Modern |
| | Folk | Social |
| | Jazz | Square |
- 1.2 Identify the characteristics and critical elements of a highly skilled performance in dance activities and demonstrate them.
 - 1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in dance activities.
 - 1.4 Identify and apply the principles of biomechanics necessary for the safe and successful performance of dance activities.
 - 1.5 List the safety equipment and facilities required for participation in dance activities; describe and demonstrate the use of such equipment and facilities.
 - 1.6 Demonstrate independent learning of movement skills in dance activities.

Standard 2

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

- 2.1 Meet physical fitness standards that exceed those of a scientifically based health-related fitness assessment.
- 2.2 Participate in dance activities that improve or maintain personal levels of health-related physical fitness.
- 2.3 Analyze the effects of dance activities on a personal physical fitness program and personal levels of health-related physical fitness.
- 2.4 Improve or maintain one's physical fitness by adjusting physical activity levels according to the principles of exercise.
- 2.5 Explain the relationship between participation in dance activities and health.
- 2.6 Demonstrate the ability to develop criteria and analyze factors to consider in the purchase of products and programs related to dance activities.
- 2.7 Develop and implement a month-long personal physical fitness plan that includes dance activities.

Standard 3

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

Self-Responsibility

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- 3.1 Compare and contrast the effective leadership skills used in dance activities and those used in other physical activities.
- 3.2 Develop personal goals to improve performance in dance activities.
- 3.3 Identify and analyze dance activities that enhance personal enjoyment.
- 3.4 Evaluate the risks and safety factors that may affect participation in dance activities throughout a lifetime.

Social Interaction

- 3.5 Explain how to select and modify dance activities to allow for participation by younger children, the elderly, and individuals with special needs.
- 3.6 Analyze the role of social interaction in the successful participation in and enjoyment of dance activities.

Group Dynamics

- 3.7 Accept and perform planned and spontaneous leadership assignments and roles in dance activities.
- 3.8 Analyze the role that cooperation and leadership play in dance activities.
- 3.9 Engage in dance activities both in school and outside school.

High School Course 3E: Aquatic Activities

High School Courses 1 and 2 are designed to be completed before a student enrolls in High School Course 3E.

Standard 1

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

- 1.1 Demonstrate advanced knowledge and skills in two or more aquatic activities, selecting one or more from each of the following categories:

Category 1

Diving

Kayaking/Canoeing/Rowing

Snorkeling

Swimming

Category 2

Life guarding

Scuba diving

Synchronized swimming

Water polo

- 1.2 Identify the characteristics and critical elements of a highly skilled performance in aquatic activities and demonstrate them.
- 1.3 Apply previously learned movement concepts to the learning and development of motor skills required for successful participation in aquatic activities.

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- 1.4 Identify and apply the principles of biomechanics necessary for the safe and successful performance of aquatic activities.
- 1.5 List the safety equipment required for participation in aquatic activities; describe and demonstrate the use of such equipment.
- 1.6 Demonstrate independent learning of movement skills in aquatic activities.
- 1.7 Identify and practice the safety skills necessary for entering swimming pools, lakes, rivers, and oceans (e.g., walking, jumping, falling, and diving).
- 1.8 Demonstrate and explain basic water rescue with and without equipment.
- 1.9 Demonstrate and explain basic cardiopulmonary resuscitation.

Standard 2

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

- 2.1 Meet physical fitness standards that exceed those of a scientifically based health-related fitness assessment.
- 2.2 Participate in aquatic activities that improve or maintain health-related physical fitness.
- 2.3 Analyze the effects of participation in aquatic activities on levels of health-related physical fitness activities and a personal fitness program.
- 2.4 Improve or maintain one's physical fitness by adjusting physical activity levels according to the principles of exercise.
- 2.5 Explain the relationship between participation in aquatic activities and indicators of good health.
- 2.6 Demonstrate the ability to develop criteria and analyze factors to consider in the purchase of products and programs related to aquatic activities.
- 2.7 Develop and implement a month-long personal physical fitness plan that includes aquatic activities.
- 2.8 Explain how aquatic activities contribute to the development and maintenance of health-related physical fitness.
- 2.9 Create and implement aquatic programs that improve health-related physical fitness.

Standard 3

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

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Self-Responsibility

- 3.1 Compare and contrast the effective leadership skills used in aquatic activities and those used in other physical activities.
- 3.2 Develop personal goals to improve performance in aquatic activities.
- 3.3 Identify and analyze aquatic activities that enhance personal enjoyment.
- 3.4 Evaluate the risks and safety factors that may affect participation in aquatic activities throughout a lifetime.
- 3.5 Identify and demonstrate personal responsibilities for safety and hygiene in the aquatics setting.

Social Interaction

- 3.6 Explain how to select and modify aquatic activities to allow for participation by younger children, the elderly, and individuals with special needs.
- 3.7 Analyze the role of social interaction in the successful participation in and enjoyment of aquatic activities.

Group Dynamics

- 3.8 Accept and perform planned and spontaneous leadership assignments and roles in aquatic activities.
- 3.9 Analyze the role that cooperation and leadership play in aquatic activities.
- 3.10 Engage in aquatic activities both in school and outside school.

High School Course 3F: Weight Training and Fitness

High School Courses 1 and 2 are designed to be completed before a student enrolls in High School Course 3F.

Standard 1

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

- 1.1 Explain the principles of biomechanics of first-, second-, and third-class levers and apply those principles to a variety of lifting techniques.
- 1.2 Observe and analyze the lifting techniques of another person (or oneself through video) and write an analysis of the performance.
- 1.3 Demonstrate proper spotting techniques for all lifts and exercises that require spotting.
- 1.4 Observe and analyze the techniques of another person (or oneself through video) performing a plyometric exercise and write an analysis of the performance.

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- 1.5 Measure and assess multiple performances of another person in the following areas: balance, reaction time, agility, coordination, power, and speed.
- 1.6 Identify and apply the principles of biomechanics necessary for the safe and successful performance of weight training.
- 1.7 List the safety equipment required for participation in weight training; describe and demonstrate the use of such equipment.
- 1.8 Demonstrate independent learning of movement skills in weight training.

Standard 2

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

- 2.1 Establish a set of personal physical fitness goals, using the principles of training, and create a strength-training and conditioning program.
- 2.2 Identify the prime mover muscles, antagonistic muscles, and stabilizer muscles for each of the major weight-training exercises.
- 2.3 Assess multiple performances of another person in the following areas: muscular strength, muscular endurance, cardiorespiratory endurance, and flexibility.
- 2.4 Explain how the principles of biomechanics, muscle development, gender, age, training experience, training technique, and specificity affect performance related to strength training.
- 2.5 Demonstrate and explain the techniques and concepts of three types of weight-training programs.
- 2.6 Demonstrate and explain the concepts of two different conditioning programs.
- 2.7 Develop and use a personal physical fitness log to record all workout data on a daily basis.
- 2.8 Meet increasingly higher levels of speed, strength, power, and endurance.
- 2.9 Meet physical fitness standards that exceed those of scientifically based health-related fitness assessments.

Standard 3

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

Self-Responsibility

- 3.1 Display safe and responsible behavior while training.
- 3.2 Describe the role of motivation in physical activity.

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- 3.3 Describe how the perception of effort and quality is a personal assessment and describe the role that perception plays in achieving fitness goals.
- 3.4 Develop personal goals to improve performance in weight training and fitness.
- 3.5 Identify and analyze weight-training and fitness activities that enhance personal enjoyment.
- 3.6 Evaluate the risks and safety factors that may affect participation in weight training and fitness throughout a lifetime.

Social Interaction

- 3.7 Explain how to select and modify weight-training and fitness activities to allow for participation by younger children, the elderly, and individuals with special needs.
- 3.8 Analyze the role of social interaction in the successful participation in and enjoyment of weight-training and fitness activities.

Group Dynamics

- 3.9 Assist others in the achievement of their fitness goals.

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High School Course 4

Twelfth graders are experiencing systemic changes on their journey to adulthood. By twelfth grade, most students have attained approximately 98 percent of their adult height. As their bodies change and they grow taller, adolescents also put on weight. Girls typically gain 35 pounds during adolescent years, while boys typically gain 45 pounds (Payne and Issacs 1995). Twelfth-grade students are physically able to attain high levels of skills as they continue to specialize in activities of their own choosing.

Adolescents' development brings them to the upper limits of their cognitive potential sometime between 16 and 25 years of age. Twelfth graders can operate in higher-order thinking. They evaluate their performances, analyze data, reflect on personal goals, and adjust physical activities and goals as necessary. Twelfth graders want to know why as well as how things work. Teachers explain to students why skills are performed a certain way, why they are practiced in a particular manner, and why they are used in a particular way during physical activity.

Twelfth graders are becoming more interested in the problems experienced by society. They are narrowing their own career options and lifetime choices. They like to make their own decisions to show their independence. They also are ready to assume a wide variety of leadership roles.

By the twelfth grade, students are prepared to focus on the activities they plan to pursue for recreation or as a career after graduation from high school. Students who complete Course 4 classes are well prepared to continue the activity on their own. They apply social skills acquired in physical education activities to enhance their own experience and the experience of others with whom they are involved in physical and social activities. They are encouraged to support and participate in community organizations that promote health and fitness by providing recreational opportunities for people of all ages.

The Course 4 classes are designed as a continuation of the Course 3 classes. Students who have not completed Course 3 in the same content areas may not be prepared to take Course 4. Because Courses 1, 2, and 3 are designed as prerequisites for Course 4, generally only grade twelve students are enrolled in Course 4. The purpose of Course 4 classes is to deepen student understanding of the content, so that they can meet their health-related physical fitness needs throughout their adulthood.

There are four specific content areas identified for Course 4:

- Course 4A – Advanced Adventure/Outdoor Activities
- Course 4B – Advanced Aerobics
- Course 4C – Advanced Individual and Dual Activities
- Course 4D – Advanced Dance

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At a Glance

Standard 1

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

Course 4 is designed to help students improve their performance of specialized motor skills. Students practice their skills in real-world settings. They acquire the necessary knowledge to analyze and evaluate the interrelationship between the principles of biomechanics and the use of strategies in high-level performance. They learn to create or modify their own practice/training plans. Each of these experiences prepares students for lifelong participation in the activity.

Standard 2

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

In Course 4, students learn to design a personal physical fitness program that can be completed at home or in a gym. They learn to modify their personal program based on the demands of their selected physical activity. Students continue their exercise program to achieve a level of fitness that improves health and performance and prepares them for participation in and enjoyment of their selected activity.

Standard 3

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

In Course 4, students learn to evaluate changes in self-responsibility as their skill level in the selected activity improves. They continue to set personal goals for improved performance and enjoyment of the activity. They also learn to perform planned and spontaneous leadership assignments during participation in their activity and to continuously evaluate and improve their leadership skills.

Learning Snapshots

Standard 1

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High School Course 4C, Advanced Dual and Individual Activities, Standard 1.3 - Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance.

This standard asks students to create a practice plan for improving their performance in their activity of choice. If students are enrolled in a golf class, they create personal golf practice plans. The first step is for the students to analyze their current golf performances. They ask for feedback⁵ from the teacher or a peer, or they can have their performances recorded and perform their own analysis. On the basis of feedback for a particular skill (difficult lie in golf), students classify themselves as beginning, intermediate, or advanced learners. The students then review the various practice protocols (e.g., open skill practice, whole practice, variable practice), selecting those protocols that are appropriate for their level of performance. The last step in the process is for students to create or modify their practice plans.

Standard 2

High School Course 4A, Advanced Adventure/Outdoor Activities, Standard 2.2 – Design a personal physical fitness program to be completed in a home or gym and that will be consistent with the demands of an adventure/outdoor activity.

To meet this standard, students design their own physical fitness program. Students first assess themselves using a health-related physical fitness test. They analyze their scores, looking for areas of fitness to maintain and areas for improvement. For each area of health-related physical fitness, they write a personal fitness goal. As they begin to design a fitness program, students list the activities and exercises in which they will engage as a part of their adventure/outdoor education activity course. Finally, they design a personal physical fitness program to maintain their level of fitness and address any areas of improvement that will not be addressed in their physical education course. For example, if a student's upper body strength and cardiorespiratory endurance systems are not at the desired level, she or he may determine that the adventure/outdoor activity course addresses her or his upper body strength needs, but not her or his cardiorespiratory endurance needs. To improve cardiorespiratory endurance, the student develops and implements a cardiorespiratory endurance program outside school.

Standard 3

⁵ Feedback is most effective when it is specific positive feedback or specific correct feedback.

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High School Course 4A, Advanced Adventure/Outdoor Activities, Standard 3.2 - Set personal goals for improved performance and enjoyment of adventure/outdoor activities.

Students are asked to develop goals related to improving their performance and enjoyment of adventure/outdoor activities. Students determine their current level of performance and enjoyment. Based on those findings, they write clear, measurable, and achievable goals. The goals are presented to the teacher for feedback and rewritten as necessary.

High School Course 4D, Advanced Adventure/Outdoor Activities, Standard 3.3 - Perform planned and spontaneous leadership assignments and roles in high-level dance activities.

The content area of dance provides many opportunities for both formal (e.g., choreographer) and informal (e.g., assisting a small group of performers with a particular movement) leadership exercises. The specific leadership style that one assumes depends on the people involved, the task, and the environmental factors. The teacher discusses leadership skills with the students so that they understand the role of a leader. Students are provided with instructional materials, so that they can learn about dance leaders. As students participate in leadership situations, the teacher provides the students with feedback so they can improve.

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High School Courses 4A through 4D Physical Education Model Content Standards

High School Course 4A: Advanced Adventure/Outdoor Activities

High School Courses 1, 2, and 3A are designed to be completed before a student enrolls in High School Course 4A.

Standard 1

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

- 1.1 Demonstrate expertise in one adventure/outdoor activity.
- 1.2 Analyze and evaluate the interrelationship of the principles of biomechanics and the use of strategies in high-level performance.
- 1.3 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance of adventure/outdoor activities.
- 1.4 Practice adventure/outdoor activities in real-world settings.

Standard 2

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

- 2.1 Achieve a level of fitness that improves health and performance and provides opportunities for enjoyment and challenge in an adventure/outdoor activity.
- 2.2 Design a personal physical fitness program to be completed in a home or gym and that will be consistent with the demands of an adventure/outdoor activity.

Standard 3

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

Self-Responsibility

- 3.1 Evaluate changes in self-responsibility as skill levels in adventure/outdoor activities improve.
- 3.2 Set personal goals for improved performance and enjoyment of adventure/outdoor activities.

Group Dynamics

- 3.3 Perform and evaluate planned and spontaneous leadership assignments and roles in high-level adventure/outdoor activities.

High School Course 4B: Advanced Aerobic Activities

High School Courses 1, 2, and 3B are designed to be completed before a student enrolls in High School Course 4B.

Standard 1

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

- 1.1 Demonstrate expertise in two or more of the following aerobic activities, preferably one from each category:

<i>Category 1</i>	<i>Category 2</i>
Aerobic dance	Cross-country skiing
Running	Cycling
Skating	Rowing
Swimming	Triathlon
	Walking
- 1.2 Analyze and evaluate the interrelationship of the principles of biomechanics and the use of strategies in high-level performance.
- 1.3 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance.
- 1.4 Practice aerobic activities in real-world settings.

Standard 2

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

- 2.1 Identify and achieve levels of personal excellence in health-related physical fitness.
- 2.2 Adjust personal fitness goals on the basis of fitness assessment measures to improve performance in aerobic activities.
- 2.3 Design a personal physical fitness program in preparation for the demands of a competitive aerobic activity.

Standard 3

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

Self-Responsibility

- 3.1 Demonstrate a physically active lifestyle that provides for enjoyment and challenge through aerobic activity.
- 3.2 Identify the qualities of aerobic activity that enhance personal enjoyment.
- 3.3 Evaluate changes in self-responsibility as skill levels in aerobic activities improve.
- 3.4 Set personal goals for improved performance and enjoyment of aerobic activities.

Group Dynamics

- 3.5 Perform and evaluate planned and spontaneous leadership assignments and roles in high-level aerobic activities.

High School Course 4C: Advanced Individual and Dual Activities

High School Courses 1, 2, and 3C are designed to be completed before a student enrolls in High School Course 4C.

Standard 1

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

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- 1.1 Demonstrate expertise in two or more of the following individual and dual activities, preferably one from each category:
- | <i>Individual</i> | <i>Dual</i> |
|---------------------|-----------------------|
| Archery | Badminton |
| Cycling | Handball |
| Golf | Racquetball |
| Gymnastics/Tumbling | Squash |
| Skating | Tennis |
| Skiing | Two-player volleyball |
| Surfing | |
| Yoga | |
- 1.2 Analyze and evaluate the interrelationship of the principles of biomechanics and the use of strategies in high-level performance in individual and dual activities.
- 1.3 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance.
- 1.4 Practice individual and dual activities in real-world settings.

Standard 2

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

- 2.1 Develop personal physical fitness standards that exceed those of a scientifically based health-related physical fitness assessment.
- 2.2 Demonstrate the ability to develop criteria and analyze factors to consider in the purchase of products and programs related to individual and dual activities.
- 2.3 Achieve a level of fitness that improves health and performance and provides opportunities for enjoyment and challenge in individual and dual activities.
- 2.4 Design a personal physical fitness program to be completed in a home or gym and that will be consistent with the demands of a selected individual or dual activity.

Standard 3

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

Self-Responsibility

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- 3.1 Evaluate changes in self-responsibility as skill levels in individual and dual activities improve.
- 3.2 Set personal goals for improved performance and enjoyment of individual and dual activities.

Group Dynamics

- 3.3 Perform and evaluate planned and spontaneous leadership assignments and roles in high-level individual and dual activities.

High School Course 4D: Advanced Dance

High School Courses 1, 2, and 3D are designed to be completed before a student enrolls in High School Course 4D.

Standard 1

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

- 1.1 Demonstrate expertise in two or more of the following dance activities, preferably one from each category:

<i>Category 1</i>	<i>Category 2</i>
Ballet	Modern
Folk	Social
Jazz	Square
- 1.2 Analyze and evaluate the interrelationship of the principles of biomechanics and the use of strategies in high-level performance in dance activities.
- 1.3 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance.
- 1.4 Practice dance in real-world settings.
- 1.5 Demonstrate skills in choreography.

Standard 2

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

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- 2.1 Achieve a level of fitness that improves health and performance and provides opportunities for enjoyment and challenge in a dance activity.
- 2.2 Design a personal physical fitness program to be completed in a home or gym and that will be consistent with the demands of a dance activity.
- 2.3 Adjust personal fitness goals on the basis of fitness assessment measures to improve performance in dance activities.

Standard 3

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

Self-Responsibility

- 3.1 Evaluate changes in self-responsibility as skill levels in dance activities improve.
- 3.2 Set personal goals for improved performance and enjoyment of dance activities.

Group Dynamics

- 3.3 Perform planned and spontaneous leadership assignments and roles in high-level dance activities.