Physical Education Curriculum

2020-2021

**Course Description**

In this Physical Education course, students will understand the importance of physical health and fitness through a series of exercises providing cardiovascular endurance, and strength and flexibility training. The first cycle of the curriculum is designed to improve students’ endurance to facilitate their strength and flexibility training. The following three cycles vary the order of the training phases in order to maintain ability in all areas. Each cycle ends with a Personal-Best Competition in which students will compete against their previous score.

**Physical Education Yearly Schedule**

**Cycle 1**: Personal-Best Benchmark (1 week)

Resistance (Cardio) Training (3 weeks)

Strength Training (2 weeks)

Flexibility Training (2 weeks)

Personal-Best Competition (1 week)

**Cycle 2**: Strength Training (3 weeks)

Flexibility Training (3 weeks)

Resistance (Cardio) Training (2 weeks)

Personal-Best Competition (1 week)

**Cycle 3**: Flexibility Training (3 weeks)

Resistance (Cardio) Training (3 weeks)

Strength Training (2 weeks)

Personal-Best Competition (1 week)

**Cycle 4**: Resistance (Cardio) Training (3 weeks)

Strength Training (3 weeks)

Flexibility Training (2 weeks)

Personal-Best Competition (1 week)

**Routine**

* 10 min Warm Up
* 30 min HIIT Circuits (10 min per circuit, 3 circuits):
  + - 30 sec medium intensity
    - 10 sec rest
    - 30 sec high intensity
    - 1 min active recovery
* 10 min Stretches

**Resistance Training Exercises**

* Jumping Jacks
* Bicycle
* Vertical Jumps
* Jogging
* Running
* Running Man
* Star Jump
* Bird Dog
* Frog Jump
* Burpee
* X Jump
* Mountain Climbers
* Pencil Jack
* Suicides
* Carioca
* Shuffle
* Skipping
* Jump Rope

**Strength Training Exercises**

* Side to Side Hop (hands on floor)
* Wall Sit
* Crunch
* X Crunch
* Push-ups
* Sit-ups
* Full Plank with Shoulder Tap
* Elbow Plank
* Lunges
* Full Plank
* Walkout
* Tip-toe Stand
* Superman
* Squats

**Flexibility Training Exercises**

* Sit and Reach
* Toe Touch
* Cross-Over Toe Touch
* Butterflies
* Center Straddle Stretch
* Seat Side Straddle
* Forward Lunges
* Side Lunges
* Calf Stretch
* Trunk Lift
* Frog Sit
* Downward Dog
* Cobra
* Mermaid Stretch
* Hamstring Stretch

**Uniform**

* All students must wear gym uniforms which meet the school dress code and are in school colors. This includes socks and tennis shoes.
* Students should take the uniform home on Fridays to be laundered.

**PE Teacher**

* At the beginning of the school year, the teacher is primarily an instructor- teaching, explaining, and demonstrating procedures
* She often then becomes a referee, making sure things move smoothly and rules are followed
* Toward the end of a sport, she is more an observer, grading students on their performance. Selecting a few students each day to grade will cause grades to be less subjective. Students do not know which day they are being graded
* At no time should the teacher have her class unsupervised. In case of an emergency, her P.E. assistant or another student should be sent to bring help
* The teacher should never become so involved in the activity or so relaxed or tired that she is not fully aware of what students are doing

**Procedures**

* During the first week of school, physical education students should be informed about:
  + System of grading
  + Penalties for being unprepared or failure to cooperate
  + Responsibility to replace damaged or lost equipment
  + Procedures on writing excuses from P.E.
  + Dressing and other responsibilities

**Excuses**

Written excuses or doctor’s certificates are necessary for any girl to be excused from active participation in a P.E. class. A file will be kept of all excuses and exemptions. Continuous absence from class should be brought to the principal’s attention.

**Field Organization**

**Opening procedures**

Teacher decides how much time is needed for dressing out. The time needed will vary with facilities and age. At the beginning of the year, the teacher will allow approximately 7 minutes before class and 10 minutes at the end of class.

By the end of October, girls should be dressing in a minimum time, such as 3-5 minutes at the beginning and 8-10 minutes at the end. Points are taken off the daily average when girls are late. The teacher will give them a week to get into the routine before taking off points.

The teacher will have a set of procedures to line up for attendance:

* Squad lines, with equal distances between students. Students can be arranged alphabetically.
* The person at the front of each line serves as a squad leader and reports attendance as the teacher calls out that squad number.
* The teacher can check unpreparedness at this time. The teachers should not let P.E. class become sloppy-looking.
* After attendance, the teacher will tell the students specifically which exercise to do and how many, and the number of laps to run.

**Running and Exercising**

* Running is the chief exercise for girls
  + It helps to prepare them for aerobics and improves physical condition.
  + The teacher will increase the number of laps during the year as their physical condition improves. The year will star with no more than ¼ mile.
* Exercises are needed to build arm and shoulder strength and increase flexibility
  + Exercises will be progressive in number and/or difficulty throughout the year.
  + The teacher will check daily to be sure they are performed correctly.
  + The teacher will use more exercise with fewer repetitions at the beginning of the year and later, as repetitions increase, the teacher will cut down the number of exercises to allow more time for running.
  + The teacher could use a P.E. assistant to lead and count off the exercises.

**Playing**

* The teacher will organize the class into teams or groups.
* The teacher will give instructions as to exact procedures.
* The better organized the girls are, the less chance of injury or accident.
* After a few days of practice game, the teacher begins to keep records and works towards a championship game at the end of the particular sport.
  + The atmosphere needs to be more informal than in regular classes.
  + The students should not be disrespectful to the teachers, or other students.
  + The teacher will assign penalties and correct misbehavior when necessary
  + Good sportsmanship should be stressed for both players and spectators.
* The teacher should involve all the students sometime during the class period.
* The teacher should insist that all students on the sidelines either practice skills or watch games. Inattention should not be allowed.

**Aerobics**

* See *The New Aerobics* and *The New Aerobics for Women* by Dr. Kenneth Cooper for a full explanation of the program.
* The purpose is to strengthen and exercise the heart muscle and thereby improve the cardiovascular system.
* Teachers will not begin aerobics until after the girls have been running daily laps for several weeks.
* Each girl needs a partner who will record her laps as she runs. The two will switch places.
* This test is to determine how far the girls can run (and walk if they tired) in 12 minutes: they run on a pre-measured course, which can just be a large circle, such as 1/8 mile or ¼ mile. Their partners record the number of laps on a sheet with both partners on the same sheet. See *Grading* below for grading scale.

**Grading**

* One fourth of the grade is a daily grade.
* Each student begins the nine weeks with 100 points. Points are taken off for the following offenses, beginning with minus 4 for a first-time offense and adding an additional point taken off for each repetition of the offense:
  + Being late to class- Code L
  + Not having the uniform complete – Code D
  + Long hair is not tied back – Code H
  + Borrowing clothes – Code C
* These points off are totaled at the end of the nine weeks and subtracted from 100.
* One fourth of the grade comes from the written test covering the rules of whichever sport is played during the grading period. Grades will be higher if the test is given at a different time than other subject exams.
* One fourth of the grade is playing grade:
  + This is the hardest to determine and the most subjective
  + The teacher should keep in mind certain skills taught
  + The teacher should set aside a week or more and observe 4 or 5 girls each day and determine their playing grade
  + The teachers should consider playing skills, enthusiasm, attitude, effort, and sportsmanship
* One fourth of the grade comes from the average of the two grades received from the aerobics 12- minute test. Each 12-minute test is graded as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| If a student runs | | | |
| 1.65 mi or more | 1.35-1.64 | 1.15-1.34 | 1.00-1.14 |
| A | B | C | F |

The grading scale is as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| Daily Grade | Playing Grade | 12-min test average | Written Test |
| 25% | 25% | 25% | 25% |