

# BEVERLY HILLS UNIFIED SCHOOL DISTRICT

## CURRICULUM OVERVIEW HIGH SCHOOL PHYSICAL EDUCATION GRADES 9-12

*Standards are a bold initiative.  
Standards describe what to teach, not how to teach it.  
Standards are an enduring commitment.  
Standards are our commitment to excellence*

The State of California has created and adopted specific content standards in all curricular content areas. In 2002-03 the Beverly Hills Unified School District Board of Education adopted similar standards that are equal to or exceed the rigor of the state content standards.

This overview has been developed to provide students and parents with an outline of the High School Physical Education curriculum. Through identified goals, students are encouraged to perform to their maximum potential. Individual student achievement may vary from child to child. Emphasis is placed on helping the students achieve according to the best of their ability. Individualized work or enrichment activities are assigned to meet students' unique talents and abilities.

This overview reflects the most recent curriculum for students in grades 6-8; however, the format remains flexible so that change can evolve using the established criteria identified above and will be adapted along with the state standards and curriculum revisions and district requirements

### MISSION STATEMENT

This mission statement expresses the purpose for which our school district exists and the specific functions it performs as an organization.

*The mission of the Beverly Hills Unified School District, the heart of our city's tradition of pride and excellence, is to ensure that our students are humane, thinking, productive citizens through an educational system characterized by state-of-the-art technology; a dynamic interdisciplinary curriculum; an exemplary instructional and support team; student-centered, active learning; respect for diversity; strong parent and community involvement; and a nurturing environment where all share a common purpose and a joy for learning.*

**“THE BEVERLY HILLS WAY”**  
**Student Responsibility and Character Development**

Character education is a national movement to create schools that foster ethical, responsible and caring young people by modeling and teaching good character. The emphasis is on common values such as respect, responsibility, integrity, caring and citizenship. The goal is to help students develop socially, ethically and academically by infusing character development into every aspect of the school culture and curriculum.

**RESPECT**

Respect is an attitude of holding people in high regard and treating them with dignity.

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**RESPONSIBILITY**

Responsibility is being reliable, self-disciplined and accountable for my actions.

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**INTEGRITY**

Integrity is strength of character and action

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**CARING**

Caring is showing empathy, compassion, kindness, appreciation and helpfulness.

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**CITIZENSHIP**

Citizenship is doing my share to make my school and community better.

## **Beverly Hills High School**

### **HOMEWORK**

The Governing Board recognizes that homework contributes to building responsibility, self-discipline and life-long learning habits, and that time spent on homework directly influences a student's ability to meet the district's academic standards. The Board expects students, parents/guardians and staff to view homework as a routine and important part of the student's daily life.

Homework at the high school level will be assigned according to the established Beverly Hills Unified School District Board of Education Policy and Administrative Regulations. The policy regarding Beverly Hills High School homework follows.

Students can be expected to be assigned homework five (5) days per week using the following suggested time guidelines:

3 hours per week/per subject

Additional time can be expected for Advanced Placement and Honors Courses

#### Policy Statements:

- All homework is checked and evaluated.
- The purpose is clearly identified.
- Suggested timeframes are provided.
- All long-term assignments have to be figured into the weekly allotment of time assigned.
- Department level plans are submitted to the Principal or Designee.

## PHYSICAL EDUCATION

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The Physical Education Framework for California Public Schools was adopted by the State Board of Education in 1994. The Physical Education Framework is a key and fundamental resource for developing quality physical education programs. The Framework describes a sequential, developmental, age-appropriate physical education program designed to provide students with knowledge and ability needed to maintain active, healthy lifestyles. In accordance with the Framework, the three major goals for the physical education curriculum are:

**Movement skills and movement knowledge:** Students need to develop effective motor skills and to understand the fundamentals of movement by practicing and analyzing purposeful movement;

**Self-image and personal development:** Students develop and maintain a positive self-image and strive to become the best that they can be through planned physical activities;

**Social development:** Students develop appropriate social behaviors by working independently and with others during planned physical activity.

The vision of those who created these standards is for all students to be involved in physical education and to have fun while moving. Students who participate in quality physical education programs receive a variety of benefits, including:

- (1) the development of a variety of motor skills and abilities related to lifetime leisure skills;
- (2) an improved understanding of the importance of maintaining a healthy lifestyle;
- (3) an improved understanding of movement and the human body;
- (4) an improved knowledge of the rules and strategies of particular games and sports;
- (5) self-confidence and a sense of self-worth in relation to physical education and recreation programs.

## PHYSICAL EDUCATION STANDARDS - HIGH SCHOOL, COURSE ONE

### Movement Skills and Movement Knowledge

#### **Standard 1: The student will be competent in many movement activities.**

Students in high school, course one, who meet this standard will be able to:

- Show basic competence in more than one activity from the curriculum.

The following is a task that might be used to meet the standard:

- Students will document their competence in two or more types of movement forms, such as playing a team sport using all the skills and strategies, demonstrating proficiency in a variety of swimming strokes, or creating and demonstrating a gymnastics routine.
- Support can be a videotape demonstrating movement proficiency, a certificate from a recognized health or sport agency (Red Cross certification, for instance), or an acceptable grade on a rubric-based skill evaluation. Students will include this documentation as part of a portfolio.

#### **Standard 2: The student will understand how and why one moves in a variety of situations and will use this information to enhance his or her skills.**

Students in high school, course one, who meet this standard will be able to:

- Identify the characteristics of highly skilled performance in a few movement forms.
- Understand the relationship between biomechanical principles and movement.
- Assess the movement skills of self and others.
- Analyze basic offensive and defensive strategies in games and sports.

The following are assignments and tasks that might be used to meet the standard:

- Students will observe a video of an elite athlete and analyze his or her movement form against a provided rubric. Using this analysis, students will compare and contrast their own movement forms.
- Students will watch an organized sporting event and analyze how the basic offensive and defensive strategies contributed to the outcome of the event.
- In cooperative groups, students will select a physical activity, analyze it for its component skills, and create a drill or modified game designed to improve that skill. For example, one group could create a drill to improve the accuracy of the underhand pass to the setter in volleyball.

#### **Standard 3: The student will achieve and maintain a health enhancing level of physical fitness.**

Students in high school, course one, who meet this standard will be able to:

- Understand the physiological, psychological & social benefits of a healthy, active lifestyle.
- Assess and analyze their personal fitness.
- Set goals to meet current health-related fitness standards.
- Apply principles of training in designing a personal fitness program.
- Participate in a variety of physical activities appropriate for enhancing physical fitness.

The following are assignments and tasks that might be used to meet the standard:

- Students will develop a personal fitness plan for a healthy lifestyle that includes an assessment of their current fitness level, goal setting, and development of an action plan for improvement. Students will document their participation in fitness-related activities showing progress toward their goals. At the end of a predetermined time, students will assess the extent to which their goals were met.
- Students will develop a chart or notebook that contains (1) a definition of physical fitness; (2) fitness components; (3) principles of training; (4) health-risk factors; (5) benefits of exercise; and (6) exercise/activities designed to achieve and maintain fitness.

### **Self-image and Personal Development**

**Standard 4: The student will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge, and self-expression.**

Students in high school, course one, who meet this standard will be able to:

- Analyze and compare health and fitness benefits derived from various physical activities.
- Identify the ways in which physical activity can provide opportunities for positive social interaction and enjoyment.
- Participate in a variety of physical activities in order to achieve personal goals.

The following are assignments and tasks that might be used to meet the standard:

- Students will select and participate in a health-enhancing physical activity outside the classroom setting. They will keep logs showing participation time, cost, facilities used, equipment required, personnel involved, and other related factors influencing their ability to participate.
- Students will write an essay or prepare an audiotape identifying and reflecting on personal benefits and feelings that result from participating in a favorite physical activity.

**Standard 5: The student will demonstrate responsible personal behavior while participating in movement activities.**

Students in high school, course one, who meet this standard will be able to:

- Act independently of peer pressure.
- Explain why and how rules make participation in physical activity safe.
- Apply safe practices, rules, and procedures in all physical activity settings.
- Demonstrate good sportsmanship.

The following are assignments and tasks that might be used to meet the standard:

- Students and teacher will discuss and brainstorm agreements they feel will ensure a safe, risk-free class environment. The list of agreements may include etiquette, ways of interacting, safety, care of facilities and equipment, and student expectations of the teacher.
- Students will take a written test that focuses on safety rules and procedures for in-class activities.
- Students will evaluate their own sportsmanship. They will each write an essay discussing when they demonstrate good or poor sportsmanship, including the factors which contribute to that behavior.

## **Social Development**

**Standard 6: The student will demonstrate responsible social behavior while participating in movement activities. The student will understand the importance of respect for all others.**

Students in high school, course one, who meet this standard will be able to:

- Resolve conflicts in appropriate ways.
- Participate in peer coaching for development of physical education skills and knowledge.
- Participate in activities representing different cultural backgrounds.

The following are assignments and tasks that might be used to meet the standard:

- Students will observe a peer mediation session. Based upon their observation, the students will prepare reports describing the incident that led to the mediation and discuss their reactions to the mediation session. In addition, students will brainstorm possible solutions to the problem.
- Students will work cooperatively to teach a dance or game significant to their culture. The students will compare this movement with similar movements in familiar physical activities.
- Students will research and learn popular games or skills and then teach these activities to young children at activity centers or elementary schools.

**Standard 7: The student will understand the interrelationship between history and culture and games, sports, play, and dance.**

Students in high school, course one, who meet this standard will be able to:

- Describe events in history that have had an impact on current physical education programs, sports, and career opportunities.
- Demonstrate an understanding of how sport and dance influence American culture.
- Understand the historical trends in fitness participation and activities.

The following is a task that might be used to meet the standard:

- Students will describe the impact that television has had on competitive sports over the past three decades. This assignment can be in the form of a video, oral, or written presentation.

## PHYSICAL EDUCATION STANDARDS - HIGH SCHOOL, COURSE TWO

### Movement Skills and Movement Knowledge

#### **Standard 1: The student will be competent in many movement activities and will excel in a few movement activities.**

Students in high school, course two who meet this standard will be able to:

- Show advanced competence in more than one activity from the curriculum.

The following is a task that might be used to meet the standard:

- Students will document their abilities to excel in at least two movement forms, such as using advanced offensive and defensive shots successfully in a racquet sport, creating and demonstrating a complex dance, serving eight out of ten overhand serves in volleyball, or shooting nine out of ten arrows on the target from 40 feet. Support can be a videotape demonstrating skill mastery, a certificate from a recognized health or sport agency (Red Cross certification, for example), or an acceptable grade on a rubric-based skill evaluation. Students will include this documentation as part of their portfolios.

#### **Standard 2: The student will understand how and why one moves in a variety of situations and will use this information to enhance his or her skills.**

Students in high school, course two who meet this standard will be able to:

- Use the principles of movement to accomplish a task with the least effort.
- Apply knowledge of scientific or biomechanical principles to improve performance in a specific activity or sport.
- Analyze and apply offensive and defensive strategies in games and sports.

The following are assignments and tasks that might be used to meet the standard:

- In cooperative groups, students are asked to define an assigned biomechanical principle such as Newton's second law of motion, develop an athletic activity which demonstrates the principle, and present the activity to the class.
- Students will select and interview an adult who is an elite-level performer in a particular movement activity. The purpose of the interview is to determine what elite performers know about the scientific factors and principles that affect their performance.

A written or oral report is prepared describing the factors that the athlete believes affects the quality of his or her performance. Students will include any additional factors they think the athlete may have omitted.

- Prior to a game, the teams will meet to discuss the offensive and defensive strategies they will apply to that day's competition. Considered factors should include strengths and weaknesses of one's own team and those of opponents. Following the game, the team members will analyze the effectiveness and execution of their strategies and make necessary changes.



**Standard 3: The student will achieve and maintain a health enhancing level of physical fitness.**

Students in high school, course two who meet this standard will be able to:

- Design and execute a physical fitness program that relates to total wellness.
- Use results of fitness assessments to guide changes in their personal physical activity program.
- Apply principles of training to monitor and adjust activity levels to meet personal fitness needs.
- Understand that the level of participation and proficiency in physical activity is likely to change as a person matures and develop strategies to ensure fitness throughout the life cycle.
- Understand the relationship between nutrition and a healthy lifestyle.

The following are assignments and tasks that might be used to meet the standard:

- Students will interview a man and a woman from each of the following age ranges: ten–thirty years, forty–fifty years, and sixty–five– seventy–five years. They should determine the physical activity patterns for each individual and evaluate the physiological and social benefits of the activity.
- Students will work individually or cooperatively to design fitness programs based on the needs of individuals described in case studies. The programs will include the fitness concepts that relate to total wellness.
- Students will each keep a three-day diary recording everything they eat. This record will include type and amount of food. After the three-day period, they will analyze their diets and prepare written self-assessments.

**Self-image and Personal Development**

**Standard 4: The student will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge and self-expression.**

Students in high school, course two who meet this standard will be able to:

- Demonstrate the skills and knowledge needed to maintain an active lifestyle independently throughout their life.
- Identify ways in which personal characteristics, performance styles, and activity preferences will change over the life cycle.
- Identify personal physical activities which provide enjoyment and challenge.

The following are assignments and tasks that might be used to meet the standard:

- Students will prepare a report that discusses their physical activity plans upon graduation. The report will include what plans the students have for maintaining a satisfactory level of physical fitness ten years after graduation and what barriers they may face in attempting to maintain their fitness level.
- Students will do individual research projects to survey the community for opportunities to participate in health-enhancing physical activities. Their research will include type of facility, activities offered, location and accessibility, telephone number, cost to participate and cost/quality comparison. Based on their findings, students will select the facilities which best meets their current needs.

**Standard 5: The student will demonstrate responsible personal behavior while participating in movement activities.**

Students in high school, course two who meet this standard will be able to:

- Set personal goals and work toward their achievement.
- Create a safe environment for their own skill practice.
- Keep the importance of winning and losing in perspective relative to other established goals of participation.

The following are assignments and tasks that might be used to meet the standard.

- Students will analyze their potential for success and set goals for personal achievement at the beginning of a unit. At the end of the unit, students will each evaluate their own progress by writing paragraphs about how they were responsible for the level of achievement of their personal goals.
- Students will attend or watch on television a sports function. They will comment on the influence that winning and losing have on spectator and participant behaviors.

**Social Development**

**Standard 6: The student will demonstrate responsible social behavior while participating in movement activities. The student will understand the importance of respect for all others.**

Students in high school, course two who meet this standard will be able to:

- Take roles of leaders or followers as appropriate to accomplish group goals.
- Acknowledge outstanding performance of opponents as well as of their own team.
- Diffuse potential conflicts through positive communication.
- Acknowledge and respect stylistic differences in performance.

The following are assignments and tasks that might be used to meet the standard:

- Students will role-play an incident on the basketball court leading to a conflict. Students will then role-play the same incident using positive communication to avoid conflict.
- Students will organize and conduct a sport or game adapted for physically challenged individuals. Students with no disabilities will be invited to participate so that they may gain insight into the challenges faced by persons with disabilities when they participate in physical activities.

- Students will prepare reports describing a confrontation between sport participants that they have observed or read about. The reports will describe the resolution of the confrontation and discuss possible factors that led to the confrontation as well as how the confrontation could have been avoided.

**Standard 7: The student will understand the interrelationship between history and culture and games, sports, play, and dance.**

Students in high school, course two who meet this standard will be able to:

- Identify current career opportunities in physical education and related fields.
- Recognize the historical roles of games, sports, and dance in the cultural life of a population.

The following are assignments and tasks that might be used to meet the standard:

- Students will attend the school's career fair to identify and interview professionals in a health, fitness, or sport-related field. On a form provided by the teacher, students will include training, job opportunities, salaries, and working conditions for that profession.
- Students will select and shadow a physical education instructor or professional in a health, fitness, or sport-related field. They will describe and present a typical work day for that individual.

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