SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL

SECTION A. COVER PAGE

1. **Course Title: Fitness Course 1** **If Title Change, State Old Title:_____Co-Ed PE_____**	7. **Action** □New Course XCourse Revision □ Title Change Only
2. Date Submitted: 2/1/2016	8. **Grade Level**(s) □ 6 X 9 □11 □ 7 □10 □12 □ 8
3. Transcript Title/Abbreviation(s)	**9. Prerequisites** (Please list.) □ Required □ Recommended No Prerequisite. Mandatory course for all Freshmen unless exemption granted by governing board per Ed Code EC Section 51241
4. Transcript Course Code/Course Number :	**10. Seeking Program Distinction?** □ YES (Check one below.) X NO □Honors □ AP □Other
5. Subject Area Physical Education	11. **Is this a CTE course?** □ YES X NO **If YES, complete Section C**
6. **Department** Physical Education	12. **Previously approved by UC?** □ YES X NO □ NA for 6th-8th Year approved Year removed
13. UC ELIGIBILITY **Already eligible?** □ NA for 6th-8th □**YES** □**NO** **a**□ **b**□ **c**□ **d**□ **e**□ **f**□ **g**□ **Proposing eligibility?**□ NA for 6th-8th □**YES** □**NO** **a**□ **b**□ **c**□ **d**□ **e**□ **f**□ **g**□ Please mark one for approved eligibility or proposed eligibility.	14. **Unit Value/Course Credit/Length of Course** □ 0.5 (semester or half-year X 1.0 (one year equivalent) □ 2.0 (two-year equivalent) □ Other
15. School Contact: Name: San Leandro HIgh School Phone: (510) 618-4600 Ext. 2176 Email: iwettergren@slusd.us	

Position: Department Chair Physical Education	
16. Signatures: Department Chair Principal:	**DISTRICT OFFICE USE ONLY** **Date approved by Board Curriculum Committee** **Date approved by Board**

SECTION B. COURSE CONTENT

17. Course Description

Fitness Course 1 provides all students with opportunities to develop and refine motor skills, knowledge application, and personal responsibility towards one's fitness management. Students are engaged in daily moderate to vigorous physical activities (MVPA) regardless of their experience level and physical fitness condition.

FitnessGram Standards for Healthy Fitness Zone is a criterion-referenced standard established by the Cooper Institute that determines level of fitness needed for good health. Student use personal assessment data to establish specific, measurable, attainable, relevant, and time-bound (SMART) goals resulting in the development of personal responsibility towards one's health.

Student are exposed to a variety of culturally relevant activities. The broad concepts of physical fitness, as defined by the Cooper Institute (Fitnessgram), are aerobic capacity, body composition, abdominal strength, flexibility, strength, and endurance. Each of the above concepts are carefully embedded within every unit.

During the year-long course, students will be exposed to a variety of physical activities including (but not limited to) aquatic, rhythm/dance, and individual, dual and team activities as outlined by the Physical Education Model Content Standards for California Public Schools.

18. Course Goals and/or Major Student Outcomes

At the completion of Fitness Course 1;

1. Students will develop higher-order thinking leading to the development of a healthy lifestyle during teenage years and adulthood.
2. Students will increase proficiency levels in motor skills.
3. Students will increase levels of physical fitness as a result of daily participation in MVPA.
4. Students will develop the necessary social skills and positive character traits as a result of participating in dual and team activities.

19. Course Objectives (standards)

As outlined in the Physical Education Model Content Standards for California Public Schools K-12).

1. "Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities....in aquatic, rhythms/dance, and individual, dual, and team activities.

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

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

20. Course Outline

For the purpose of this course revision, only the swimming unit is intended to be added to the existing curriculum. All other units remain unchanged from pre existing curriculum previously title CO-ED 9th. Units include, but are not limited to, basketball, football, soccer, juggling, rhythm, softball, ultimate frisbee, tennis, badminton, cooperative games, volleyball, hockey, futsal, and lacrosse.

Open attached folder named "swimming" for the scope and sequence details of the swimming unit for each levels (Novice, Beginner, Intermediate/Advanced).

21. Instructional Materials:
Board approved required text

No textbook required for students

Supplementary materials

	Estimated Cost	Estimate Total
12 kickboards	$15/ea	$180
12 pull buoy	$12/ea	$144
12 bar floats	$25/ea	$300
12 pairs adjustable fins	$25/pair	$300
12 pairs training hand paddles	$12/pair	$144
12 flotation devices	$35/ea	$420
24 inner tubes	$35/ea	$840
24 sponges	$12/doz	$24
20 underwater sink rings	$8/ea	$160

Total estimated cost: $2,512.00*

*Estimation based on Amazon pricing. Does not include tax, shipping & handling charges.

Additional expenses to consider

	Estimated Cost
Authorized provider agreement	$ N/A
Basic Lifeguarding Certification	
Registration fee	$ N/A
Hourly rate (unless authorized school business)	$35/hour/person
Lifeguard Instructor Certification	
Registration fee	$ N/A
Hourly rate	$ 35/hour/person
First Aid & CPR Certification	$ N/A
Total estimated cost:	$ N/A*

*Quote pending with American Red Cross

22. Instructional Methods and/or Strategies (Key Assignments)

Teacher may use the following methodologies and strategies to deliver curriculum:

1. Index cards
2. Demonstrations
3. Peer teaching/coaching
4. Cooperative learning
5. Station work
6. Small sided games
7. Individualized instruction
8. Small group work
9. Video
10. Use of applications

Open attached folder named "swimming" for the assignment keys for each levels (Novice, Beginner, Intermediate/Advanced).

23. Assessment Methods and/or Tools

In addition to the summative assessment provided in item #22, students may demonstrate depth of knowledge through the application of the following assessment methods:

1. On land & in water practice of skill
2. Peer assessment
3. Self assessment
4. Proprioception
5. Video review
6. Differentiated instruction
7. Timed performances
8. Heart rate monitoring
9. Rubrics
10. Log

24. Grading Policy

Grading follows the San Leandro Unified School District grading policy. Due to the participatory nature of the physical education course, students are expected to participate in all activities. Students with excessive absences and/or not participating risk to fail the course.

Students with health conditions must provide their teacher with doctor's note describing nature of injury, physical limitation, date of estimated return, and suggest alternative activities. Temporary, two-year, or permanent exemptions may granted by governing board per Ed Code EC Section 51241.

For hygiene, safety, and movement efficiency purposes, students are required to wear physical education uniform during class. Student's grade may be adversely affected when the failure to wear appropriate apparel arises from circumstance within student's control (*EC* Section 49066(c) . Clean loaners are available for students upon request. Financial arrangements can be made for exceptional conditions.

SECTION C

25. Context for Course (optional)

REQUIRED FOR CTE COURSES

NOTE: In order to understand the context for a new course, sometimes it is helpful to understand the broader educational program and/or reform efforts of the school. How does this course fit into broader departmental and/or pathway structure? How does it fit into the overall school restructuring plans? Is the course intended to be a core course or supplemental? What are the student/school/community needs met by this course?

26. History of Course Development (optional)

REQUIRED FOR CTE COURSES

NOTE: Likewise, it is sometimes helpful to know the origins of a course and who was involved in its development. Was this course modeled after another course at another school? If so, is that course UC approved? How does the course being submitted differ from the course after which it was modeled? Has this course received any special recognitions, designations or awards? Has it been articulated to local community colleges or universities?

Since the adoption of the Physical Education Model Content Standards for California Public Schools (2005) and common core (2010), there has been astounding changes in the way physical education curriculum is being delivered. In conjunction to engaging in MVPA and motor skill acquisition activities, students are expected to develop higher-order thinking in their lifestyle choices.

Learning activities frequently require the use of a classroom. It is common practice for PE classes to do written work, group based projects and take tests while sitting in hallways. Past requests for the use of a classroom have always been denied. The physical education department would like to emphasize the need for a classroom space that can accommodate up to 45 students at a time. In addition, the classroom would requires an infrastructure conducive to 21 century learning (wi-fi).