

MANCHESTER REGIONAL HIGH SCHOOL

PHYSICAL EDUCATION 1

**REVISED & ADOPTED
OCTOBER 2017**

Manchester Regional High School Board of Education

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Mr. Rande Roca

Curriculum Committee for Physical Education 1

Mr. Rande Roca

Ms. Cindy Miller

Manchester Regional High School

Course Description: Physical Education I

Physical Education I will focus its effort on the development of the large muscle groups and increased cardiovascular endurance. With the acquisition of greater strength, stamina, agility and coordination the students will be adequately prepared for the Physical Education program in grades 10, 11, and 12.

The basic format is as follows:

- 1) Two days per week each student will participate in cardiovascular activities or circuit training.
- 2) Two days per week each student will participate in a weight training program. Using the equipment in the weight room as the basic unit, we will design a program in order to strengthen the large muscle groups. By overloading the muscles and performing repetitive movements the goals of each student will be achieved.
- 3) One day per week the teacher will organize a game. This game will be designed to implement the basic philosophy of our Project Adventure unit.

Through this type of program each student will be able to develop stronger and healthier minds, bodies, and spirits. Each student is encouraged to maintain a program of fitness throughout their lives.

Course Data:

Length of Course: Three marking periods

Credits: Three and three quarters (3 3/4)

Periods per week: Five

Classification: Required

Prerequisite: None

The Board of Education has set 65% as the benchmark for content mastery of this course. For any student with an IEP, the benchmark may be less than 65% for content mastery.

Evaluation:

The purposes of evaluations are to provide information about student progress and to determine if students have learned the subject matter which has been presented. Teachers in this course will evaluate student progress by using skill tests, fitness tests, student participation, and observation of regular practice of the course content.

Evaluative Activities:

| | |
|-------------------------------|-----|
| Weight Training | 30% |
| Walk/Circuit Training | 30% |
| Participation and Preparation | 40% |

Attendance as per Board of Education Policy

MANCHESTER REGIONAL HIGH SCHOOL

Course Outline: Physical Education 1

Grade 9

Freshman Physical Education will continue to focus its efforts on the development of the large muscle groups and increased cardiovascular strength. The following observations of incoming students support the need for this program.

1. Low level of strength of incoming students as indicated by the results of our fitness tests.
2. Inability of incoming boys and girls to sustain themselves in vigorous activities.
3. Lack of agility and coordination in many of our students.
4. A great desire of all boys and girls of this age group to develop strength and an attractive physique.

With the acquisition of greater strength, stamina, agility and coordination, we feel that the students can derive a great deal more from the Physical Education Program in grades ten, eleven and twelve.

The physical education program for grade 9 has a different format than the upper grades. The format is as follows:

1. Two days per week each student will participate in the cardiovascular exercise program or circuit training as described on previous page.
2. Two days per week each student will participate in a weight lifting program. Using the weight room, we will attempt to strengthen the large muscle groups by the use of overloading the muscles and performing repetition of movement.
3. One day per week the teacher will organize a game. This game will be a modified or simplified activity of other physical education classes and will be designed to implement the basic philosophy of our Project Adventure unit.
4. In weight lifting, students will be given a pre-test to determine strength and stamina.
5. Periodic tests will be given to determine progress and for grading.

At various weeks during the year, we will suspend the program and substitute a regular physical education activity. This will change the routine, allow for checking skills, and stress sportsmanship and social development.

6. Performance records for each student will be kept. These will add incentive to the activity and allow the teacher to better evaluate his/her students

The physical education staff believes that through this type of program students can develop stronger and healthier bodies and, hopefully, we can encourage them to maintain a program of fitness throughout their lives.

PHYSICAL FITNESS ACTIVITIES (throughout year)

A. Outcomes

The student will:

1. Demonstrate improvement in his/her physical fitness.
2. Gain familiarity with lifetime skills to improve/maintain fitness.
3. Demonstrate knowledge of safety considerations.
4. Demonstrate improvement in his/her cardiovascular condition.

B. Content

1. One-mile walk/run
2. Physical Fitness Test
 - a. Shuttle run
 - b. Push-ups
 - c. Sit-ups
 - d. Pull-ups/Flexed Arm Hang
 - e. Vertical jump
3. Circuit Fitness Test
 - a. Bench jump
 - b. Agility drills
 - c. Rope skip

1 MILE WALK/RUN (4 Laps)

| Run | 1 Mile Walk | Grade | Walk | Run | Grade |
|----------------|-------------------|-------|-------------------|-------|-------|
| 8 min. or less | 13 min. or less | 100 | 15.5 min. or less | 9:15 | 75 |
| 8:15 | 13.5 min. or less | 95 | 16.0 min. or less | 9:30 | 70 |
| 8:30 | 14.0 min. or less | 90 | 16.5 min. or less | 9:45 | 65 |
| 8:45 | 14.5 min. or less | 85 | 17.0 min. or less | 10:00 | 60 |
| 9:00 | 15.0 min. or less | 80 | | | |

*Each additional half-minute over 17 minutes lower grade 5 points

- C. Core Curriculum Content Standards: 2.1.12 A-1-2,B1,3C,3, E.1-2
 2.2.12 B.1-2,C.1
 2.5.12 C.2
 2.6.12 A-1-5

WEIGHT TRAINING (throughout year)

A. Outcomes

The student will:

1. Understand the values of weight training as it relates to improved physical conditioning.
2. Understand the values of weight training as it relates to competitive athletics and other similar activities.
3. Demonstrate an understanding of proper safety rules and regulations as they relate to the weight room.
4. Demonstrate proper lifting techniques and spotting procedures.
5. Exhibit the knowledge for proper care of the equipment in the weight room.

B. Content

1. Orientation

- a. Rules and regulations of weight room
- b. Safety
 1. Weight room
 2. Spotting
 3. Using weights
 4. Spacing
 5. Weight selection
 6. Equipment selection
 7. Record keeping for reinforcement values
- c. Values
 1. Self-confidence
 2. Increase strength
 3. Therapy
- d. Care of equipment
 1. In use
 2. Storage
- e. Types of programs

2. Skills

- a. Lifting and spotting/Weight Machines
 1. Leg press
 2. Bench press
 3. Shoulder press
 4. Pec deck
 5. Lat machine
 6. Knee extension/flexion

- b. Lifting and spotting/Free weights
 - 1. Flat bench press
 - 2. Incline bench press
 - 3. Calf raiser
 - 4. Dumbbell curls
 - 5. Preacher bench curls
- c. Use of cardiovascular and exercise equipment
 - 1. Exercise bike
 - 2. Elliptical
 - 3. Sit-up board

- 3. Testing
 - a. Safety rules and regulations
 - b. Equipment care
 - c. Selection of equipment
 - d. Lifting techniques
 - e. Programs and their benefits

- C. Core Curriculum Content Standards: 2.1.12. A.1+2, B 1+3
2.5.12 . A 1-4,B 1+3
2.6.12.A-1

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A. Course Title: Physical Education 1

B. Course Proficiencies:

Upon completion of this course, a student will be expected to:

1. Participate in a weight-training program.
2. Walk/Run a mile around the track in a specified time.
3. Participate in the activities associated with the Physical Fitness Test. They include:
 - a. Shuttle run
 - b. Push-ups
 - c. Sit-ups
 - d. Pull-ups/Flexed Arm Hang
 - e. Vertical jump
4. Perform the skills associated with the Circuit Fitness Test. They include:
 - a. Bench jump
 - b. Agility drills
 - c. Rope skip