



**SUBJECT: Physical Education**

**GRADE LEVEL: 12**

**TEACHER: Dr. Gustl Pido**

**SCHOOL YEAR: 2022-23**

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The DIS Physical Education program will follow the SHAPE America's National Standards & Grade-Level Outcomes for K-12 Physical Education define what a student should know and be able to do as a result of a highly effective physical education program. States school districts across the country use the National Standards to develop or revise existing standards, frameworks and curricula.

**COURSE DESCRIPTION:**

The physical education for grade 12 students will learn research in sports history, exercise, and dance choreography, sports referee, sports coaching, training program planning, and sports activity that can be applied in their daily life and practices to ensure to make wise healthy decisions which also involve their healthy life. The students have fun enjoying sports and exercise, aiming to mold students' behavior to engage in physical activity, playing sports, and apply to their personal life.

**COURSE OBJECTIVES:**

- Analyzes the impact of life choices, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings
- Design and implement a strength and conditioning program that develops balance in opposing muscle group.
- Create a snack plan for before, during and after exercise that addresses nutrition needs for each phase
- Assumes a leadership role (e.g., task or group leaders, referee, coaching) in a physical activity setting.
- Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
- Discusses the nature/background of team sports and individual sports (basketball/volleyball/softball/Soccer/badminton/track and field and others).
- Executes on how muscle works and its training effects.
- Determines the muscular demands of sports and assess muscular fitness

- Engages in sport to physically active and promote a healthy lifestyle for all students
- Designs and implements a personalized exercise program to improve and sustain the desired level of fitness.
- Practice sport coaching, refereeing, training program planning

### **PRIMARY TEXTBOOK & OTHER RESOURCES:**

- Essentials of Strength Training and Conditioning/ National and Strength and Conditioning Association; Thomas R. Baechle, Roger W. Earle, edition. – 3<sup>rd</sup> ed.
- Performance-Based Assessment for Middle and High School Physical Education / Jacalyn L. Lund, Mary Fortman Kirk. – 2<sup>nd</sup> ed.
- SHAPE America — Society of Health and Physical Educators. (2013). Grade-level outcomes for K-12 physical education. Reston, VA: Author
- Rainer Martens. *Successful Coaching*. American Sport Education Program Founder
- MacDonald, LC., R.J. Doan, and S. Chepko, Eds., 2018. Lesson planning for high school physical education: Meeting the National Standards & Grade Level Outcomes. Reston, VA: SHAPE America- Society of Health and Physical Educators; Champaign, IL: Human Kinetics.
- National Federation of States High School Association

### **ASSESSMENT:**

The physical education grades are computed as follows:

- |    |  |        |
|----|--|--------|
| 1. | Homework/Seatwork & Projects                                     | (30 %) |
|    | 1.1 Uniform  |        |
|    | 1.2 Daily Attendance   |        |
|    | 1.3 Seatwork/Homework  |        |
| 2. | Quizzes/Performance in Class                                     | (30 %) |
|    | 2.1 Daily effort in participating sports and exercise activities |        |
|    | 2.2 Individual skills in sports and exercise                     |        |
|    | 2.3 Group skills in sports and exercise                          |        |
|    | 2.4 Online Quizzes   |        |
| 3. | Quarter Exam (Practical/Written)                                 | (30 %) |
| 4. | Department Grade   | (10 %) |

### **ADDITIONAL INFORMATION:**

#### **Formats for proper exercise**

The following steps are the proper sequence based on Anatomy of Workouts base form the book of Successful of Coaching to avoid over training and injury.

1. Warm-up
2. Sports/ fitness activity
3. Cooling down

**Other Assessment:** correcting their forms and technique by individual/group

### **Indoor Court Instruction/ Rules and Regulations**

1. No teachers/coaches, No using of gym
2. No wet mop
3. No chairs without carpet
4. No drinks and food inside (water bottle must be placed at the designated place)
5. No roller skates and skateboarding
6. No sharp items and high heels
7. No water retention
8. Indoor courts are strictly for Basketball/Volleyball/Badminton only.
9. All Bags will be in the dressing room (bring your things after your P.E class
10. To keep the gym safe and cleaned up, you should store the equipment you have used properly.

### **Outdoor Court and Soccer Field Rules and Regulation**

1. Only authorized personnel, P.E. Teachers/Coaches and are allowed to open the P.E equipment room.
2. Food and beverages are to be kept at the tables.
3. Activities are monitored by security cameras.
4. Respect the rights of others to use their own space. Avoid fighting, wrestling, shoving, and games that may cause injury to others.
5. Play with SAFETY in mind at all times.
6. No flips and somersaults anywhere in the field.
7. Teachers must remain in visual contact with their children at all times.
8. No climbing up at the basketball poles.
9. Guests, teachers and students are required to clean their areas before leaving. Be responsible

### **Guidelines for working with groups**

- Respect everyone's feelings
- Use each other's' strengths, not weaknesses
- Be a part of the group in some way
- Give positive feedback when someone does something well
- Compete to improve your group, not necessarily against other groups
- Safety first
- Anticipate unsafe situations
- Try everyone's suggestions and then formulate/try what will best fit your group.

## Attendance

1. Students are expected to meet at the designated area, no later than 5 minutes after the bell. If they are later than 5 minutes, the student will be marked as tardy.
2. Class will be dismissed 5-8 minutes before the dismissal bell to prepare changing their clothes.
3. Students have to stay with P.E Teachers until the last minute and cannot leave the students alone.

**Students with any type of health related issue must notify the school nurse, and their PE teacher.**

## Excuses

1. If a student is not to participate in class due to illness/injury, she/he is going to bring a note from parent/guardian/nurse
2. If a student is present at school, but not feeling well, they must see the nurse, and, at the discretion of the PE Teacher, complete a sports/health related assignment in the library
3. If a student is to be excused for more than 3 consecutive days, a doctor's note is required (see handbook,) and, at the discretion of the PE Teacher, complete a sports/health related assignment.
4. If a student is to be limited in participation, a doctor's note is required

## Teaching Strategies Additional Information

The teaching strategies for the high school physical education class teach different teaching styles depend on student learning style and behavior in class. The teacher will use the Google Classroom for posting homework, advance announcement, PowerPoint presentation, sports, fitness and health related video.

# SUBJECT: Physical Education 12

## 1st QUARTER – TENTATIVE COURSE CONTENT

Extending Students' Skills and Knowledge to Research in Sports History	
<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i>	
Week / Date	Topic / Projects / Assessments
<b>Week 1</b> <b>Aug 10<sup>th</sup> to 12<sup>th</sup></b> <b>3 Days of Class</b> <i>10~ First Day / Orientation Day</i>	<b>Class Orientation</b> <ul style="list-style-type: none"><li>• Online Class Orientation day</li><li>• Grading Assessment</li><li>• Introducing Different Kind of Sports</li></ul>
<b>Week 2</b> <b>Aug 15<sup>th</sup> to 19<sup>th</sup></b> <i>Opening Mass</i>	<b>Lesson 1: Basketball Presentation</b> <ol style="list-style-type: none"><li>1. History of basketball</li><li>2. Rules and Regulations</li><li>3. Sports and Physical Activity</li></ol>
<b>Week 3</b> <b>Aug 22<sup>nd</sup> to 26<sup>th</sup></b>	<b>Lesson 2: Table Tennis Presentation</b> <ol style="list-style-type: none"><li>1. History of Tennis</li><li>2. Rules and Regulations</li></ol>

	3. Sports and Physical Activity
<b>Week 4</b> Aug 29 <sup>th</sup> to Sep 2 <sup>nd</sup>	<b>Lesson 3: Soccer Presentation</b> 1. History of Tennis 2. Rules and Regulations 3. Sports and Physical Activity
<b>Week 5</b> Sep 5 <sup>th</sup> to 9 <sup>th</sup> <b>4 Days of Class</b> <i>8~ Mass &amp; Birthday Mother Mary</i> <i>9<sup>th</sup> – Moon Festival</i>	<b>Lesson 4: Badminton Student Presentation</b> 1. History of Tennis 2. Rules and Regulations 3. Sports and Physical Activity
<b>Week 6</b> Sep 12 <sup>th</sup> to 16 <sup>th</sup> <b>FYI – Pre-Exam Days</b>	<b>Lesson 5: Volleyball</b> 1. History of Tennis 2. Rules and Regulations 3. Sports and Physical Activity
<b>Week 7</b> Sep 19 <sup>th</sup> to 23 <sup>rd</sup>	<b>Lesson 6: Track and Field Presentation</b> 1. History of Tennis 2. Rules and Regulations 3. Sports and Physical Activity
<b>Week 8</b> Sep 26 <sup>th</sup> to 30 <sup>th</sup> <b>2 Days of Class</b> <i>28-30 ~Teacher's Conference</i>	➤ P.E Final Exam (Written Exam)
<b>Week 9</b> Oct 3 <sup>rd</sup> to 7 <sup>th</sup> <b>3 Days of Class</b> <i>6-7 ~Q1 Exams</i>	➤ Quarter Final Exam

## 2<sup>nd</sup> QUARTER – TENTATIVE COURSE CONTENT

Extending Students' Skills and Knowledge to Dance Choreography and Exercise	
<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i>	
Week / Date	Topic / Projects / Assessments
<b>Week 1 (10)</b> Oct 10 <sup>th</sup> to 14 <sup>th</sup> <b>4 Days of Class</b> <i>10 – Double 10 Holiday</i>	<b>Lesson 1: Movement Map</b> 1. Review 2. Creating Movement Map 3. Adding Movement Choreographic Tools 4. Cool-Down and Debrief 5. Formal and Informal Assessment 6. Sports and Physical Activity
<b>Week 2 (11)</b> Oct 17 <sup>th</sup> to 21 <sup>st</sup>	<b>Lesson 2: Improvisation of games</b> 1. Discussion of Improvisation 2. Discussion 3. Formal and Informal Assessment 4. Sport Activity
<b>Week 3 (12)</b> Oct 24 <sup>th</sup> to 28 <sup>th</sup> <i>25-27 – Book Fair</i> <i>28- Masquerade Night</i> <i>TBA-Holy Rosary Mass</i>	<b>Lesson 3: Mirroring</b> 1. Improvisation Exercise 2. Adding Choreography Tools 3. Layering Tools 4. Nutrition Discussion 5. Formal and Informal Assessment 6. Sports and Physical Activity

<b>Week 4 (13)</b> <b>Oct 31<sup>st</sup> to Nov 4<sup>th</sup></b> <i>1-All Saint's Day Mass</i>	<b>Lesson 4: Across the floor</b> <ol style="list-style-type: none"> <li>1. Introduction to Interplay</li> <li>2. Across-the-Floor Interplay</li> <li>3. Cool-Down and Debrief</li> <li>4. Formal and Informal Assessment</li> <li>5. Sports and Physical Activity</li> </ol>
<b>Week 5 (14)</b> <b>Nov 7<sup>th</sup> to 11<sup>th</sup></b>	<b>Lesson 5: Mood Exploration</b> <ol style="list-style-type: none"> <li>1. Solo Improvisation</li> <li>2. Cool-Down and Discussion</li> <li>3. Choreography Portfolio</li> <li>4. Formal and Informal Assessment</li> <li>5. Sports and Physical Activity</li> </ol>
<b>Week 6 (15)</b> <b>Nov 14<sup>th</sup> to 18<sup>th</sup></b>	<b>Lesson 6: Wall Improvisation</b> <ol style="list-style-type: none"> <li>1. Wall Improvisation Task</li> <li>2. Peer Assessment</li> <li>3. Discussion</li> <li>4. Formal and Informal Assessment</li> <li>5. Sports and Physical Activity</li> </ol>
<b>Week 7 (16)</b> <b>Nov 21<sup>st</sup> to 25<sup>th</sup></b> <i>25 - YSC Contest</i> <i>25-Gr.12 Q2 Exam</i>	<b>Lesson 7: Choreography Project</b> <ol style="list-style-type: none"> <li>1. Choreography Project</li> <li>2. Researching Your Emotion</li> <li>3. Formal and Informal Assessment</li> <li>4. Sports and Physical Activity</li> </ol>
<b>Week 8 (17)</b> <b>Nov 28<sup>th</sup> to Dec 2<sup>nd</sup></b> <b>FYI – Pre-Exam Days</b> <i>28-Gr.12 Q2 Exam</i>	<b>Lesson 8: Strange Fruit</b> <ol style="list-style-type: none"> <li>1. Discussion of the poem "Strange Fruit"</li> <li>2. Discussion of the dance "Strange Fruit"</li> <li>3. Formal and Informal Assessment</li> </ol> <b>Lesson 9: Selected Poem</b> <ol style="list-style-type: none"> <li>1. Selecting a Poem</li> <li>2. Choreography the poem</li> <li>3. Costumes and Props</li> <li>4. Formal and Informal Assessment</li> <li>5. Sports and Physical Activity</li> </ol>
<b>Week 9 (18)</b> <b>Dec 5<sup>th</sup> to 9<sup>th</sup></b> <i>8 - Foundation Day Celebrations</i>	➤ Final Exam for P.E
<b>Week 10 (19)</b> <b>Dec 12<sup>th</sup> to 16<sup>th</sup></b> <b>3 Days of Class</b> <i>15-16 ~Q2 Exams</i>	➤ Quarter Final Exam
<b>Dec 19<sup>th</sup> to Jan 2<sup>nd</sup></b>	<b>Christmas Break</b>

### 3rd QUARTER – TENTATIVE COURSE CONTENT

<b>Extending Students' Skills and Knowledge to <i>Sports Referee</i></b> <i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i>	
<b>Week / Date</b>	<b>Topic / Projects / Assessments</b>
<b>Week 1 (20)</b> <b>Jan 5 to 6<sup>th</sup></b> <b>2 Days of Class</b>	<b>Lesson 1: Boxing</b> <ol style="list-style-type: none"> <li>1. Student Presentation</li> <li>2. Sports and Exercise Activity</li> </ol>
<b>Week 2 (21)</b> <b>Jan 9<sup>th</sup> to 13<sup>th</sup></b>	<b>Lesson 2: Taekwondo</b> <ol style="list-style-type: none"> <li>1. Student Presentation</li> <li>2. Sports and Exercise Activity</li> </ol>

<b>Week 3 (22)</b> <b>Jan 16<sup>th</sup> to 20<sup>th</sup></b>	<b>Lesson 3: Swimming</b> 1. Student Presentation 2. Sports and Exercise Activity
<b>Jan 23<sup>rd</sup> to 27<sup>th</sup></b>	<b>Chinese New Year</b>
<b>Week 4 (23)</b> <b>Jan 30<sup>th</sup> to Feb 3<sup>rd</sup></b>	<b>Lesson 4: Flag Football</b> 1. Student Presentation
<b>Week 5 (24)</b> <b>Feb 6<sup>th</sup> to 10<sup>th</sup></b>	<b>Lesson 5: Ultimate Frisbee</b> 1. Student Presentation 2. Sports and Exercise Activity
<b>Week 6 (25)</b> <b>Feb 13<sup>th</sup> to 17<sup>th</sup></b>	<b>Lesson 6: Bowling</b> 1. Student Presentation 2. Sport Activity
<b>Week 7 (26)</b> <b>Feb 20<sup>th</sup> to 24<sup>th</sup></b> <i>20-24 ~IOWA</i> <i>22 ~ Ash Wednesday Mass</i> <i>21-23 ~ Pre-Exam Days</i>	<b>Lesson 7: Track and Field (Throwing Event)</b> 1. Student Presentation 2. Sports and Exercise Activity
<b>Week 8 (27)</b> <b>Feb 27<sup>th</sup> to March 3<sup>rd</sup></b> <b>3 Days of Class</b> <i>27-28 ~ 228 Memorial Day Holiday</i>	➤ P.E Final Exam (Practical)
<b>Week 9 (28)</b> <b>March 6<sup>th</sup> to 10<sup>th</sup></b> <b>4 Days of Class</b> <i>11 - Q3 Exams</i>	➤ Quarter Final Exam

## 4th QUARTER – TENTATIVE COURSE CONTENT

<b>Extending Students' Skills and Knowledge to Sport Coaching and Program Planning</b>	
<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i>	
Week / Date	Topic / Projects / Assessments
<b>Week 1 (29)</b> <b>March 13<sup>th</sup> to 17<sup>th</sup></b> <b>4 Days of Class</b> <i>13 - Q3 Exams</i> <i>14~ Q4 Begins</i>	<b>Lesson 1: Review of Fitness Principles (Pg.630)</b> 1. Vocabulary Task 2. Curl-Up Test 3. Fitness Station Review 4. Formal and Informal Assessments 5. Sports and Exercise Activity
<b>Week 2 (30)</b> <b>March 20<sup>th</sup> to 24<sup>th</sup></b> <i>20 ~ Fire Drill</i>	<b>Lesson 2: Physical Fitness Log</b> 1. Activity gram Instruction 2. Upper- Body Strength and Endurance Testing 3. Fitness Station and Self-Assessment 4. Formal and Informal Assessments 5. Sports and Exercise Activity
<b>Week 3 (31)</b> <b>March 27<sup>th</sup> to 31<sup>st</sup></b>	<b>Lesson 3: Health Related Fitness Assessment</b> 1. Dynamic Warm-Up with FITT Vocabulary 2. 1- Mile Run 3. Fitness Assessment 4. Formal and Informal Assessments 5. Sports and Exercise Activity
<b>Apr 3<sup>rd</sup> to 14<sup>th</sup></b>	<b>Easter Break</b>

<p><b>Week 4 (33)</b>  <b>Apr 17<sup>th</sup> to 21<sup>st</sup></b></p>	<p><b>Lesson 4: Resistance Training</b></p> <ol style="list-style-type: none"> <li>1. Weight Room Etiquette and Safety Reminders</li> <li>2. Station Review</li> <li>3. Formal and Informal Assessments</li> <li>4. Resistance Training Vocabulary</li> <li>5. Sports and Exercise Activity</li> </ol>
<p><b>Week 5 (34)</b>  <b>Apr 24<sup>th</sup> to 28<sup>th</sup></b>  <i>24-28 ~ AP Mock Exams</i></p>	<p><b>Lesson 5: Modified 1 Repetition Maximum</b></p> <ol style="list-style-type: none"> <li>1. Warm-up</li> <li>2. Finding Modified 1 Repetition Max (1RM)</li> <li>3. Formal and Informal Assessments</li> <li>4. Determining the Modified 1RM</li> <li>5. Sports and Exercise Activity</li> </ol>
<p><b>Week 6 (35)</b>  <b>May 1<sup>st</sup> to 5<sup>th</sup></b>  <i>2-4~ Pre-Exam</i>  <i>1-5~ Final Exams (K, 5, 8, 12 only)</i>  <i>1-5 ~ AP Exams</i></p>	<p><b>Lesson 6: Step Aerobic Workout 1 and Target Heart Rate Zone</b></p> <ol style="list-style-type: none"> <li>1. Determining the Heart Rate Zone</li> <li>2. Step Aerobics</li> <li>3. Formal and Informal Assessment</li> <li>4. Sports and Exercise Activity</li> </ol>
<p><b>Week 7 (36)</b>  <b>May 8<sup>th</sup> to 12<sup>th</sup></b>  <i>8-12~ Final Exams(K, 5, 8, 12 only)</i>  <i>1-5 ~ AP Exams</i></p>	<p><b>Lesson 7: Muscle Fitness Workout 1</b></p> <ol style="list-style-type: none"> <li>1. Warm-Up (8-10 Minutes)</li> <li>2. Weight Room Workout</li> <li>3. Stretching</li> <li>4. Formal and Informal Assessment</li> <li>5. Sports and Exercise Activity</li> </ol>
<p><b>Week 8 (37)</b>  <b>May 15<sup>th</sup> to 19<sup>th</sup></b>  <u><b>3 Days of Class</b></u>  <i>18-19~ Q4 Exams</i></p>	<p>➤ Final Exam for P.E</p>
<p><b>Week 9 (38)</b>  <b>May 22<sup>nd</sup> to 26<sup>th</sup></b>  <u><b>4 Days of Class</b></u>  <i>22~ Record Day</i>  <i>23-26 Student Clearance</i></p>	<p>➤ Quarter Final Exam  ➤ Recognition Day</p>
<p><b>Week 10 (39)</b>  <b>May 29<sup>th</sup> to June 2<sup>nd</sup></b>  <u><b>4 Days of Class</b></u>  <i>1 ~ Students Last Day</i>  <i>2~ Teachers/Staff Meeting</i></p>	<p>➤ Graduation Ceremony  ➤ Sports and Exercise Activity</p>