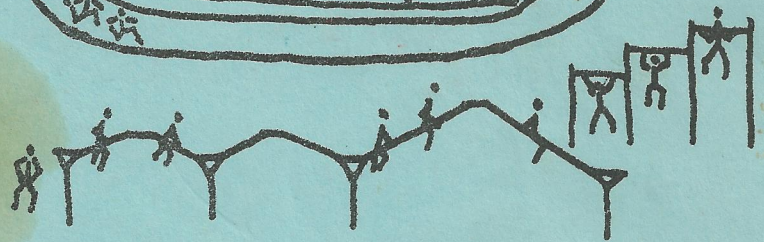
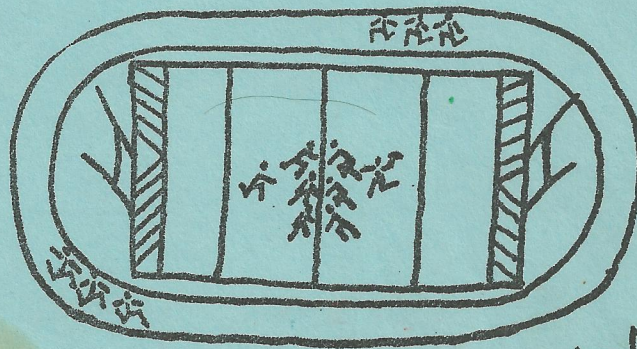
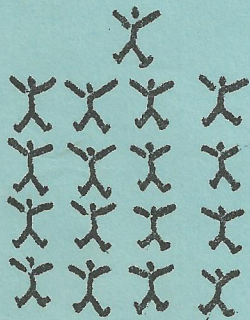


# La Sierra

HIGH SCHOOL  
PHYSICAL EDUCATION DEPARTMENT



# concepts philosophy

SAN JUAN UNIFIED SCHOOL DISTRICT  
3738 Walnut Avenue  
Carmichael, California



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## I. PHYSICAL EDUCATION IN CALIFORNIA HIGH SCHOOLS

Since the physical education requirement was enacted by the California State Legislature in 1917, pupils in the public schools of California, except those temporarily excused for medical reasons, have participated in a daily instructional program of physical education. In high school, pupils are required to participate in physical education "for an instructional period in each school day which shall be not less than the length of the regular academic periods of the school."

Medical and scientific research evidence reveals that exercise is essential for the development of vitality and organic vigor. Social and cultural changes have resulted in an alarming reduction of sources of physical activity in the lives of most Americans. Numerous surveys of the large amount of time spent in spectator activity and before television by most people, and the inactivity resulting from the heavy dependency of the automobile, demonstrate the seriousness of the problem.

Physical education is unique in that it is the only area of the curriculum which insures a planned daily instructional experience in vigorous physical activity. It contributes to the development of neuromuscular skills that are essential to successful participation in physical recreation activities, both during school years and in later life. Physical education also helps pupils to develop individual leadership, patterns of conduct which are socially acceptable, and skills that are necessary for group action.

Through the California law we have all pupils for instruction in physical education daily for the four years they are in high school.

## II. PHILOSOPHY

At La Sierra our staff members frequently find themselves talking about the philosophy of the program. What is the aim of the program? What is the program attempting to achieve? What happens to our students as the end result of our instruction? These and many other questions have been discussed as we have attempted to pinpoint specific program outcomes for the student.

In order to specifically indicate what we believe our program does, rather than what it seeks to do, we have developed the following "principles of program concept." These statements also indicate the position and attitude of our staff relative to efficient and effective program administration and execution. These statements are the cornerstones upon which our program is built.



## PHYSICAL FITNESS

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As a result of the La Sierra program:

1. All pupils attain a high level of physical development rather than just the select few who participate in interscholastic athletics.
2. Emphasis is placed on those activities which can provide significant contributions to the attainment of (a) cardiovascular endurance, (b) muscular strength, (c) muscular endurance, (d) power, (e) flexibility, (f) agility, and (g) balance.
3. Physically underdeveloped pupils are identified and appropriate activities provided to correct individual deficiencies through an adapted P.E. program one period a day and also within the color groups.

## PSYCHOLOGICAL FITNESS

As a result of the La Sierra program:

1. Pupils are systematically and deliberately required to "go all out" within their individual capacities in a number of physical development activities, thereby progressively raising endurance and tolerance and pain levels.
2. Pupils develop a well-disciplined attitude toward the "hard work principle" in terms of heavy, energy-output type activities.
3. Pupils experience deep satisfaction from participating in vigorous psychological developmental activities.

## MOTIVATION AND TEAM MEMBERSHIP

As a result of the La Sierra program:

1. The attainment of physical excellence is appropriately recognized through the use of the color system. This motivates pupils to extend themselves in the pursuit of physical excellence and to gain the same type of recognition and status in the school community as that enjoyed by those who participate in interscholastic athletics.
2. Pupils subordinate themselves to team requirements with the same measure of discipline control, and enthusiasm as that required of the school's varsity athlete.



## STANDARDS OF CONDUCT

As a result of the La Sierra program:

1. Pupils are provided regular, specific opportunities for self-expression during the conduct of strength-endurance exercise routines, physical fitness tests, and specialized units for instruction.
2. Opportunities are provided through the student instructor program for the development of leadership qualities of pupils.
3. Adherence to acceptable standards of sportsmanship, conduct, good grooming and appearance is strongly emphasized.

## EFFICIENT TEACHING METHODS

As a result of the La Sierra program:

1. A vigorous, forceful, formal approach to instruction is emphasized in all physical education activities.
2. All pupils are encouraged and given the opportunity to participate in a physical exam given at school by competent doctors for a \$1.00 fee.
3. Pupils are classified for instruction on the basis of health status, individual ability and capacity as indicated by physical fitness tests, and verification based on performance in the fundamental areas of physical fitness.
4. Efficient use of time is constantly stressed and staff has effectively organized instruction utilizing all facilities and equipment to keep pupils active throughout the entire class period.

## OTHER

As a result of the La Sierra program:

1. Athletes participate in the regular physical education program thereby receiving instruction in each of the basic activities including aquatics, body mechanics, combatives, gymnastics, carry-over skills, tumbling, individual and dual activities, and team sports.
2. The principle is stressed that training in the fundamental areas of physical fitness is basic to sports skill performance and that such repeated training is directly correlated with successful athletic achievement.



OTHER (continued)

3. The scope of physical education is not limited only to the psychological goal. Instruction also provided for (a) improvement of skills, (b) understanding of course content, (c) development of desirable individual qualities, and (d) knowledge of how physical fitness is developed and maintained.

III. THE COLOR SYSTEM - ABILITY GROUPING IN PHYSICAL EDUCATION

The color system at La Sierra:

1. Represents a significant educational instrument to effectively motivate all students to a high level of physiological development.
2. Is a highly-organized technique which utilizes positive and negative type incentives as a means of inducing more effective performance by the individual participant.
3. Provides a method of classifying and grouping students according to demonstrated proficiencies and capacities in the fundamental areas of (a) cardiovascular endurance, (b) muscular strength, (c) muscular endurance, (d) power, (e) flexibility, (f) agility, and (g) balance.
4. Permits the physical educator and coach to establish a procedure for the evaluation of individual performance based on clear-cut, definite, objective criteria.
5. Translates physical performance and achievement into meaningful terms insofar as the individual student is concerned utilizing the group status principle.
6. Challenges each student to do his best according to his individual capacities.
7. Makes it possible to accurately identify the physically under-developed and low-motor-ability students and to execute a program which eliminates verified deficiencies.
8. Allows the instructor to identify those students who because of poor attitude fail to respond to the educational process. These students are labeled as upper class whites (Junior and Senior) and are isolated and given the proper attention they demand.

CRITERIA

The criteria for establishing color groups (teams) and membership therein forms the basic concept of the program. Physical fitness tests covering a wide range of activity serve as the determinant for color groups and involve the student in a basic sense. While physical fitness tests are utilized as a yardstick for the appraisal of performance they are at the same time utilized as developmental activities.



## CRITERIA (continued)

The three basic ability groups (teams) or levels of achievement are designated as the White Team, "Beginners"; the Red Team, "Intermediates"; and the Blue Team, "Advanced". Each team is identified by colored gym trunks. All incoming freshmen (9th graders) are assigned to the White Team. Through the course of a nine-week testing period in the fall and again in the spring all teams are administered physical fitness tests. Whites are given battery No. 1, Reds, battery No. 2, and Blues, battery No. 3.

To advance from the White Team to the Red Team a student must attain the ceiling performance in all fitness tests of test battery No. 1. Failure to attain this level of performance does not permit him to move up. The same principle applies to students on the Red Team who are concerned with test battery No. 2.

Students on the Blue Team who attain the median performance standards in physical fitness test battery No. 3 become Purples and wear purple satin trunks and are given honorary status in the program. Students on the Blue Team who are capable of attaining ceiling performance standards become Golds and wear gold satin trunks and are likewise given honorary status in the program. Golds represent the highest attainment possible in the regularly scheduled physical fitness program.

In 1958 a new color higher than gold was created and designated as Navy Blue. Because of the extreme difficulty of this program only two students have attained this color. Several students have come within three or four tests of meeting requirements for this color. An examination of the test requirements will verify the degree of difficulty this program entails. A student must have attained Golds prior to starting the test procedure.

The program provision which allows the student to advance up through the color system represents a positive type of motivation. The provision which requires them to maintain minimum standards of performance to keep their colors represents a negative type of motivation. The incentive to achieve and gain recognition and status is a natural outcome and manifests itself in all phases of the program. Recognition and reward for achievement is an extremely important factor which has application in every possible physical education activity and at all levels of instruction.

Most physical educators find themselves in the predicament of facing a large class each period in which a wide range of ability exists. This ability range, in any given class, will run all the way from the gifted student to the low-motor ability student. This common heterogeneous type of class organization is responsible for much of the physical educators' inability to significantly affect mass developmental techniques which reach the great majority of students. The color system eliminates this predicament.



### THE SILVER PROGRAM

Any interscholastic athlete in good standing at the conclusion of a given sports season is eligible for "Silvers" providing he is in one of the following categories:

1. Any athlete selected as a team captain for the season on any interscholastic athletic team at any level becomes a "Silver."
2. Any athlete selected on an all-conference team in any sport at any level becomes a "Silver."
3. Any athlete who receives the most valuable player award in Varsity Football, Varsity Basketball, Varsity Baseball or Varsity Track and Field becomes a "Silver."
4. Any athlete who takes 1st Place in an all-conference meet or athletic contest becomes a "Silver."
5. Any athlete in an individual sport who becomes a league champion is an automatic "Silver" - i.e., Wrestling, Golf, Tennis, Swimming, Cross Country and Track.

### THE "GRAND SLAM"

Any student who has attained "gold" status in the physical education program and who has earned "silvers" is eligible to wear Columbia blue satin trunks and be called a "grand slammer."



## IV.

PHYSICAL FITNESS TESTS

## PHYSICAL FITNESS TEST BATTERY NO. 1

## WHITE TEAM

	Minimum Performance	Median Performance	Ceiling Performance
PULL-UPS	2	6	10
PUSH-UPS	16	24	32
BAR-DIPS	4	8	12
SIT-UPS (2 min.)	30	45	60
STANDING BROAD JUMP	6'	6'6"	6'9"
SHUTTLE RUN (200 Yds.)	38 sec.	36 sec.	34 sec.
ROPE CLIMB (18' Stand Start)	Hands/Feet	1/2 Hands only Complete w/feet	Hands only
AGILITY RUN	21 sec.	20.5 sec.	20 sec.
880 YARD RUN	3:30	3:15	3:00
MILE RUN	7:30	7:15	7:00
MAN LIFT AND CARRY	440 Yds.	660 Yds.	880 Yds.
PEGBOARD (Vertical)	2 Holes	4 Holes	6 Holes
SWIM 50 YARD (Freestyle)	40 sec.	38 sec.	36 sec.

Student must attain all ceiling performance standards and gain a semester grade of "B" or "C" with recommendation, or above to move up to the next highest color group. In addition he must present himself with a short, trim haircut prior to color group movement.



PHYSICAL FITNESS TESTS

PHYSICAL FITNESS TEST BATTERY NO. 2

RED TEAM

	Minimum Performance	Median Performance	Ceiling Performance
PULL-UPS	10	12	14
PUSH-UPS	32	40	48
BAR-DIPS	12	15	18
STANDING BROAD JUMP	6'9"	7'0"	7'3"
HANGING LEG LIFTS 30 sec.	20	22	24
SHUTTLE RUN 300 Yds.	55 sec.	53 sec.	52 sec.
ROPE CLIMB 18' Stand Start	18 ft. Hands Only	20 ft. Hands Only	15 sec.
AGILITY RUN	20 sec.	19.5 sec.	19 sec.
1320 YARD RUN	4.40	4.30	4.20
MAN LIFT AND CARRY	880 Yards	1000 Yards	1320 Yards
PEGBOARD (Vertical)	6 Holes	8 Holes	1 Trip
EXTENSION PRESS-UP	1	3	5
1½ MILE RUN	11:30	11:00	10:30
SWIM 50 YARDS	36	34	32

Student must achieve all minimum standards of performance to remain in Red Group.

Student must achieve all ceiling standards of performance and gain a semester grade of "B" or above to move up to the next highest color group. In addition he must present himself with a short, trim haircut prior to color group movement.



PHYSICAL FITNESS TESTS

PHYSICAL FITNESS TEST BATTERY NO. 3

BLUE TEAM

	Minimum Performance	Median Performance	Ceiling Performance
PULL-UPS	14	18	22
BAR-DIPS	18	28	32
HAND STAND PUSH-UPS	12	14	16
EXTENSION PRESS-UP	15	20	30
PEGBOARD (Vertical)	1 Trip	2 Trips	3 Trips
TWO ARM HAND HANG	1:45	2:15	3:00
STANDING BROAD JUMP	7'3"	7'6"	8'0"
ROPE CLIMB 20' Sit Start	Hands	13:0 Hands	11:0 sec.
SHUTTLE RUN 300 Yards	52 sec.	50.5 sec.	49.5 sec.
2 MILE RUN	16 min.	15:00	14 min.
MAN LIFT AND CARRY	1320 Yards	1 mile	1 $\frac{1}{4}$ miles
AGILITY RUN	19 sec.	18.5 sec.	18 sec.
HANGING SIT-UPS	20	25	30

Student must achieve all minimum standards of performance to remain in Blue Group.

All median performance standards, grade of "B" or above earns Purples.

All ceiling performance standards, grade of "B" or above earns Golds.

Short, trim haircut before student may move up color group.



THE LA SIERRA NAVY BLUE PROGRAM

Those students who wish to compete in the Navy Blue Program must have achieved "Golds" prior to starting the test procedure.

Student's Name _____	MAST SUM						Grade	10	11	12
	1	2	3	4	5	6				
Physical Education Period										
							<u>Date Completed</u>		<u>Certified</u>	
1. Bar-Dips (Parallel Bar)			52				_____		_____	
2. Pull-Ups (Horizontal Bar)			34				_____		_____	
3. Handstand Push-Ups			50				_____		_____	
4. Alt. 1 Arm Burpee - 30 sec.			26				_____		_____	
5. 300 Yard Shuttle Run			47.5 sec.				_____		_____	
6. Rope Climb - 20' Hands, Sitting			2 trips				_____		_____	
7. Agility Run Ill.			17 sec.				_____		_____	
8. Extension Press-Up - 8 inches			100				_____		_____	
9. Vertical Pegboard			5 trips				_____		_____	
10. Handstand			45 sec.				_____		_____	
11. Man Lift and Carry			5 miles				_____		_____	
12. Mile Run			5:15				_____		_____	
13. Five Mile Jog			Finish				_____		_____	
14. Obstacle Course			Complete				_____		_____	
15. Swim - Front Prone Position			1 mile				_____		_____	
16. Swim - Underwater			50 yds.				_____		_____	
17. Swim - Any Comb. Strokes			2 miles				_____		_____	
18. Execute Front Hanging Float w/arms and ankles tied - deep water			6 min.				_____		_____	
19. Stay afloat in deep water in vertical position - use of arms or legs permitted within 8 ft. circle			2 hours				_____		_____	



V. STUDENT INSTRUCTOR PROGRAM

The student instructor program here at La Sierra is unique.

Any student who attains purple, golds or senior silvers can apply and be considered for the position. Here is a rare chance for a student to lead and learn the difficult task of teaching while still in high school. The jobs of the student instructor are many. He is given the opportunity to take roll, lead calisthenics, demonstrate techniques, test, and help grade while under the supervision of the master teacher.

Each student teacher takes physical education one period and "teaches" one period. His standards of dress and appearance must be excellent. His integrity and honesty are well proven before his semester work begins. The student instructors work with the beginner (white) and intermediate (red) groups. They are accepted as authority figures by the students.

An excellent example of the effectiveness of the program was a Sophomore purple who was assigned as an assistant to a "red" group consisting mainly of junior and seniors. He commanded respect and did a good job.

Each year, chosen from the student instructor group is a student director of physical education who meets occasionally with the group along with the department chairman to evaluate and reorganize the student coaching program.



## GRADING PHILOSOPHY

Grading in physical education is determined by the pupil's achievement and growth. The components of achievement and growth are physical development, physical education skills and knowledge, and personal and social development. These are the objectives of our physical education program at La Sierra, and those things that we strive to evaluate.

1. Physical development - total physical fitness, muscular strength, cardio-vascular endurance, flexibility, power, agility and balance.
2. Physical education skills and knowledge - rules, strategy, ability to perform, first aid and the realization of the importance of fitness.
3. Personal development - participation, adhering to the rules, teamwork, respect for others, personal hygiene and leadership ability.

The proportionate grading value of each objective is as follows:

1. Physical development --  $\frac{1}{4}$
2. Physical education skills and knowledge --  $\frac{1}{4}$
3. Personal development --  $\frac{1}{2}$

In order so as not to punish the underachiever, the boy who physically is weak or uncoordinated, more emphasis is placed on the personal development portion of the grade. This gives all a chance at achieving a good grade in physical education.

## POINT SYSTEM

N.S.	5 points	Non-suit
I.U.	2 points	Improper uniform
T.	2 points	Unexcused tardy
F.C.	5 points	Failure to comply with assigned task
	2 points	Unexcused absence
	5 points	Truancy



"Whites" When a student receives 30 points he fails the quarter in progress. He is then given another 30 points with which to work. This additional 30 points are those he would normally have for the 2nd quarter. If he accumulates 30 points before the end of the semester it is possible that the student may be removed from the class with an F grade for the semester. His parents are notified at 20 points along with his counselor and dean.

"Reds": When a member of the red team gets 25 points he is sent to the white team. At 20 points his parents, dean and counselor are notified.

"Blues" When a "Blue" reaches 15 points he is sent to the red team with notification to his parents, counselor and dean.

It must be remembered that most boys do not accumulate many points and that it is difficult to accumulate 30 points in one quarter. If a student fails this portion of the grade he fails physical education.

Physical development is also determined by points. When a student achieves a ceiling score on a test result regardless of his color group he is given four bonus points. When he achieves a medium score he receives two bonus points. When a student achieves a cellar score he receives one bonus point. These are averaged at the end of the quarter and a physical development grade is figured out.

The physical education skill and knowledge portion of the grade is determined by tests, written or oral, team standing in league competition, or individual standing in tournament play. Bonus points are given in accordance with each color group's standards for test scores, and the student's place or finish position.

The three portions of the grades are given their weights, averaged together, and the quarter grade for physical education is attained.