



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

**TITLE:** Physical Education Credit For High School  
Marching Dynamics

**NUMBER:** BUL-2406.0

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**DATE:** June 5, 2006

**ROUTING**  
Local District  
Superintendents  
Local District Directors  
Principal  
Assistant Principal, SCS  
Assistant Principal, SSS  
Counselors  
Physical Education  
Teachers

**POLICY:** This bulletin establishes the District’s policy regarding safety regulations for the physical education requirement credit for high school marching band.

**MAJOR CHANGES:** This replaces Bulletin No. 18 (Rev.) of the same subject dated June 25, 1984 from the Office of the Associate Superintendent, Instruction. Course descriptions, contact persons, and telephone numbers have been updated.

**BACKGROUND:** In 1970, the California Attorney General issued an opinion that stated “Marching band activities may be used to meet the mandatory physical education requirements if there is substantial compliance with this section and the *Administrative Code* including the conduct of activities by a teacher holding a physical education credential and provided students are prepared for the physical performance testing requirements” (53 OPS California Attorney General 230, August 4, 1970). This opinion was issued nearly 30 years ago—prior to the publication of the *California Physical Education Framework*, prior to the establishment of a two-year physical education graduation requirement in lieu of the previous four-year requirement, and prior to the adoption on January 12, 2005, of the *Physical Education Model Content Standards for California Public Schools*. In order for physical education credit to continue to be provided for Marching Band, the course must satisfy the goals and objectives identified in the *California Code of Regulations, Title 5, Section 10060*.

**GUIDELINES:** Marching Dynamics is a course, which combines physical education and marching band activities. However, for this course to comply with *Title 5* of the *California Code of Regulations* and receive physical education course credit, the content of the course and its description have been changed to meet the physical education course criteria.



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### I. CRITERIA FOR PHYSICAL EDUCATION CREDIT FOR MARCHING DYNAMICS

Physical education credit shall be granted for Marching Dynamics, when the following criteria are met:

- A. Instruction involves physical activities conducive to health for not less than 400 minutes each 10 school days, as specified by Education Code Sections 51220 and 51222. For the minutes to count toward the 400 minutes of physical education instruction the lesson plan must be developed by the physical education teacher, delivered by the physical education teacher, and the evaluation of the student toward the goals of the lesson must be performed by the physical education teacher.
- B. The program of instruction of the Marching Dynamics courses merges the representative objectives of physical education with those of marching band and provides instruction in four of the eight physical education content areas to satisfy either Physical Education Course One as a 9<sup>th</sup> grade student or Physical Education Course Two requirements as a 10<sup>th</sup> - 12<sup>th</sup> grade student. Course descriptions are included in Sections I and II.
- C. The physical education program ensures reasonable compliance with *Title 5, of the California Code of Regulations, Section 10060*, which lists the eight physical education content areas required for physical education program credit.
- D. The teacher, or one of the teachers, if in a team-teaching mode, must hold a credential that permits the teaching of physical education and thus provides the students with the opportunity to prepare adequately for physical performance testing as required by Education Code Sections 60601 and 60602 and *Title 5, California Code of Regulations, Article 2, Section 1041*. Each 9<sup>th</sup> grade student and 9R student (nine grader by credits) must be tested in the state mandated *Fitnessgram* test.

### II. COURSE DESCRIPTION

The following new course description will appear in the forthcoming version of the Physical Education Instructional Guides.  
MARCHING DYNAMIC PE COURSE ONE (For 9<sup>th</sup> or 9R students)  
33-08-01/02 MAR DYN PE1 AB.

Prerequisite: Teacher Recommendation



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The major emphasis of this course is to provide students with a program to meet the state physical education content standards of course one while articulating with those in a musical performance course. This course is a yearlong course.

### Representative Objectives

At the completion of this course the students should know and be able to do the following:

- Combine, and apply movement patterns to progress from simple to complex in aquatics, rhythms/dance, and individual and dual activities.
- Demonstrate proficient movement skills in: Aquatics, Dance/Rhythms, Individual Activities, Dual Activities
- Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatics, rhythms/dance, and individual and dual activities.
- Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatics, and individual and dual activities.
- Explain, apply, and evaluate the appropriate use of the biomechanical principles of leverage, force, inertia, rotary motion, opposition, and buoyancy to achieve advanced performance in aquatics, rhythms/dance, and individual and dual activities.
- Explain the interrelationships among physical, emotional, cognitive, and scientific factors that affect performance.
- Analyze and evaluate information received from self, others, and the performance, of complex motor (movement) activities that leads to improved performance in aquatics, rhythms/dance, individual activities, and dual activities.
- Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatics, rhythms/dance, and individual and dual activities.
- Create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance in aquatics, rhythms/dance, and individual and dual activities.
- Analyze specific situations to determine appropriate performance strategies in aquatics, rhythms/dance, individual and dual activities.
- Assess the effect/outcome of a specific performance strategy in aquatics, rhythms/dance, and individual and dual activities.
- Demonstrate independent learning of movement skills.



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- Participate in moderate to vigorous physical activity at least 4 days each week (60% - 80% of their max. heart rate).
- Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition).
- Meet health-related fitness standards established by the State-mandated fitness test.
- Use physical fitness test results to set and adjust goals to improve fitness.
- Improve and maintain physical fitness by adjusting physical activity levels to meet the principles of exercise.
- Identify the physical fitness requirements of an occupational choice.
- Develop and implement a one-month personal physical fitness plan.
- Analyze consumer physical fitness products and programs.
- Explain the inherent risks associated with physical activity in extreme environments.
- List available community fitness resources.
- Explain the role of physical activity in the prevention of disease and the reduction of health-care costs.
- Identify and evaluate personal psychological response to physical activity.
- Develop personal goals to improve performance in physical activities.
- Recognize the value of physical activity in understanding multiculturalism.

### Instructional Units

Effects of movement on dynamic health: students learn to analyze the effects of all movement activities on the health of the body, in the following areas: aerobic capacity, muscle strength, muscle endurance, flexibility, and body composition. This unit needs to be threaded through all units in physical education.

Mechanics of movement: The major emphasis of this unit is the applied anatomy and physics of movement in the human body. Students will learn about the proper movements of the human body, as well as the contraindicated movements. The movements should include, throwing, catching, locomotion, non-locomotion, jogging, sprinting, striking with the hand or foot, striking with an implement,



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spin, rotation, movement in water, and explain, apply and evaluate the appropriate use of the biomechanical principles of leverage, force, inertia, rotary motion, and opposition.

**Aquatics:** The major emphasis of this unit is to provide an opportunity for the student to learn basic swimming skills and safety in the water so he or she will choose to use this activity as a means of lifelong recreation and exercise. Students should be given the opportunity to progress through beginning, intermediate, and advanced courses suggested by the Red Cross, YMCA, and other sponsors of aquatics programs.

**Individual and Dual Activities:** Individual and dual sports include all games and activities in which a person participates alone, with one opponent, or with a partner and a pair of opponents. Activities in this field are particularly well suited to be called lifetime sports because it is much simpler to find one or two persons to participate than it is to find a sufficient number to form a team. Individual and dual sports are easily adapted or modified to a person's physical capacity and stamina and, therefore, can be carried over into adulthood and senior years. People tend to continue participating in sports for which they acquire proficiency when they are young. Therefore, a school should offer opportunities for students to explore many of these sports and to become proficient in one or two of them.

Examples of Individual and Dual Activities are: archery, badminton, golf, tennis, and swimming, bicycling, bowling, horse skills, racquetball, paddle tennis, rock climbing, outdoor education, riflery, skating, track and field.

Preparation for Physical Performance Testing (as mandated by Title 5, of the *California Code of Regulations* and the *California Education Code*, Sections 60608, 60602, and 60610).

### III. COURSE DESCRIPTION

The following new course description will appear in the forthcoming version of the Physical Education Instructional Guides.

**MARCHING DYNAMIC PE COURSE TWO (For 10<sup>th</sup> - 12<sup>th</sup> grade)**  
33-08-03/04 MAR DYN PE2 AB this course may be repeated for a maximum of 30 credits. Prerequisite: students must pass physical education course one or Marching Dynamics course one with a "C" or higher and pass 6 of 6 on the *Fitnessgram* test, and have a Teacher Recommendation.



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The major emphasis of this course is to provide students with a program to meet the state physical education content standards of course two while articulating with those in a musical performance course. This course is a yearlong course.

### Representative Objectives

At the completion of this course the students should know and be able to do the following:

- Combine, and apply movement patterns to progress from simple to complex in combatives, gymnastics/tumbling, and team activities.
- Demonstrate proficient movement skills in: combatives, gymnastics/tumbling and team activities.
- Explain and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combatives, gymnastics/tumbling, and team activities.
- Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combatives, gymnastics/tumbling, and team activities.
- Explain, apply, and evaluate the use of the biomechanical principles of leverage, force, inertia, rotary motion, and opposition to achieve advanced performance in combatives, gymnastics/tumbling, and team activities.
- Evaluate the interrelationships among physical, emotional, and cognitive factors affecting individual and team performance.
- Analyze and evaluate information received from self, others, and the performance, of complex motor (movement) activities that leads to improved performance in combatives, gymnastics/tumbling, and team activities.
- Create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance in combatives, gymnastics/tumbling, and team activities.
- Analyze specific situations to determine appropriate strategies in combatives, gymnastics/tumbling, and team activities.
- Assess the effect/outcome of a specific performance strategy in combatives, gymnastics/tumbling, and team activities.
- Evaluate independent learning of movement skills.
- Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the health-related standards as established in the State-mandated fitness tests.



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- Assess physical fitness levels and adjust physical activity to accommodate for changes in age, growth, and development.
- Justify the use of specific physical activities to achieve desired fitness goals.
- Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.
- Develop and implement an appropriate personal physical fitness program for a family and /or community member.
- Explain how to evaluate consumer physical fitness products and programs.
- Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, and physical fitness and performance.
- Evaluate the availability and quality of community fitness resources.
- Use and analyze scientifically based data and protocols to self assess the five components of health-related fitness.
- Evaluate the psychological benefits derived from regular participation in physical activity.
- Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
- Evaluate and refine personal goals to improve performance in physical activities.
- Identify the effects of age, gender, ethnicity, socioeconomic status, and culture on physical activity preferences and participation.
- Explain how to select and modify physical activities to allow for participation by children, elderly, and those with special needs.

### Instructional Units

Effects of movement on dynamic health: Where students learn to analyze the effects of all movement activities on the health of the body, in the following areas; aerobic capacity, muscle strength, muscle endurance, flexibility, and body composition. They will also analyze the health related component that each of the five areas relates to. This should be a continuation of the content used in course one, to reinforce concepts and principles and add depth.

Mechanics of movement: The major emphasis of this unit is the applied anatomy and physics of movement in the human body. Students will learn about the proper movements of the human body, as well as the contraindicated movements. Including throwing, catching,



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locomotion, non-locomotion, jogging, sprinting, striking with the hand or foot, striking with an implement, spin, rotation, movement in water, and explain, apply and evaluate the appropriate use of the biomechanical principles of leverage, force, inertia, rotary motion, opposition. This should be a continuation of the content used in course one, to reinforce concepts and principles and add depth.

**Combatives:** The major emphasis of this unit is to offer students opportunities to develop and refine the skills of self-defense in one or more of the following areas: self defense, martial arts, wrestling, and fencing.

**Gymnastics/tumbling:** The major emphasis of this course is to enable students to develop and refine the basic stunts and tumbling skills of gymnastics. If a teacher wants, and has the resources to include apparatus into the unit, they may. Skills learned in this unit should include fundamental tumbling, free exercise, strength and balance stunts, safety rules and spotting; equipment care and placement; warm-up exercise and body conditioning; etiquette. Students will be able to choreograph a tumbling routine and be able to evaluate routines of others.

**Team activities:** The major emphasis of this unit is to offer students opportunities to participate in various team activities in order to determine their interest in a variety of team activities and their effects on the five areas of fitness. Examples of team activities might be but not limited to: Basketball, Field Hockey, Soccer, Softball, Team Handball, Lacrosse, Flag Football, Volleyball, Ultimate.

**RELATED  
RESOURCES:**

*Physical Education Model Content Standards for California Public Schools.  
California Code of Regulations, Title 5, Section 10060.  
California Education Code, Sections 60608, 60602 and 60610.*

**ASSISTANCE:**

For assistance or further information, please contact Chad Fenwick, K-12 Physical Education Advisor; at (213) 241-4556; or Jeanie Leighton, Middle School Programs Director, at (213) 241-6040.