

High School Physical Education Course II

<p>Overarching Standard 1</p> <p>Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.</p>	<p>Overarching Standard 2</p> <p>Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.</p>	<p>Overarching Standard 3</p> <p>Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p>
---	--	--

<p>1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities.</p>	<p>2.1 Participate in moderate to vigorous physical activity at least four days each week.</p>	<p>3.1 Participate in physical activities for personal enjoyment.</p>
<p>1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.</p>	<p>2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.</p>	<p>3.2 Examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime.</p>
<p>1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.</p>	<p>2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the standards established by scientifically based health-related fitness assessments.</p>	<p>3.3 Evaluate the psychological benefits derived from regular participation in physical activity.</p>
<p>1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.</p>	<p>2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.</p>	<p>3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.</p>
<p>1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles.</p>	<p>2.5 Justify the use of particular physical activities to achieve desired fitness goals.</p>	<p>3.5 Evaluate and refine personal goals to improve performance in physical activities.</p>
<p>1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.</p>	<p>2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.</p>	<p>3.6 Identify the effects of individual differences, such as age, gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity.</p>
<p>1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastics/tumbling, and team activities.</p>	<p>2.7 Develop and implement an appropriate personal physical fitness program for a family or community member.</p>	<p>3.7 Explain how to select and modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs.</p>
<p>1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.</p>	<p>2.8 Explain how to evaluate consumer physical fitness products and programs.</p>	<p>3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.</p>
<p>1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.</p>	<p>2.9 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance.</p>	<p>3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.</p>
<p>1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.</p>	<p>2.10 Evaluate the availability and quality of fitness resources in the community.</p>	
<p>1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.</p>	<p>2.11 Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness.</p>	
<p>1.12 Evaluate independent learning of movement skills.</p>		

