



The high school course descriptions presented here communicate the essence of the high school physical education experience. The content articulates the knowledge, skills, and confidence students need to maintain meaningful physical activity throughout their lifetime. The course sequence provides a blueprint for delivering the content in a manner that equips students to make a successful transition from the physical education instructional program to participation in physical activity during adulthood. The adult lifestyle demands that individuals initiate and monitor their own participation in physical activity. Family responsibilities, career demands, and individual choices influence physical activity patterns.

High School Courses 1 and 2 provide the foundation for high school instruction. Students develop proficient movement skills in each area of physical education; they expand their capabilities for independent learning; and they examine practices that allow for sound decision making to enhance successful participation in movement activities.

High School Courses 3 and 4 are electives that provide students with the opportunity to explore a variety of physical activities in search of one they can enjoy and participate in for a lifetime.

Course 4 electives are designed as a continuation of Course 3 and are intended for students who have completed Course 3 and who want an intensive experience in an activity that they may wish to participate in for years to come.



# High School Course 1

**STANDARD****1**

**Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.**

- 1.1 Combine and apply movement patterns, simple to complex, in aquatic, rhythms/dance, and individual and dual activities.
- 1.2 Demonstrate proficient movement skills in aquatic, rhythms/dance, and individual and dual activities.
- 1.3 Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatic, rhythms/dance, and individual and dual activities.
- 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatic and individual and dual activities.
- 1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy); apply the principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities; and evaluate the performance based on the use of the principles.
- 1.6 Examine the physical, emotional, cognitive, and scientific factors that affect performance and explain the relationship between those factors.
- 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in aquatic, rhythms/dance, individual activities, and dual activities.
- 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.9 Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.10 Analyze situations and determine appropriate strategies for improved performance in aquatic, rhythms/dance, and individual and dual activities.
- 1.11 Assess the effect/outcome of a particular performance strategy in aquatic, rhythms/dance, and individual and dual activities.
- 1.12 Demonstrate independent learning of movement skills.

## STANDARD

## 2

**Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.**

- 2.1 Participate in moderate to vigorous physical activity at least four days each week.
- 2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.
- 2.3 Meet health-related physical fitness standards established by a scientifically based health-related fitness assessment.
- 2.4 Use physical fitness test results to set and adjust goals to improve fitness.
- 2.5 Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise.
- 2.6 Identify the physical fitness requirements of an occupation.
- 2.7 Develop and implement a one-month personal physical fitness plan.
- 2.8 Analyze consumer physical fitness products and programs.
- 2.9 Explain the inherent risks associated with physical activity in extreme environments.
- 2.10 Identify and list available fitness resources in the community.
- 2.11 Explain the role of physical activity in the prevention of disease and the reduction of health care costs.

## STANDARD

## 3

**Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

### *Self-Responsibility*

- 3.1 Accept personal responsibility to create and maintain a physically and emotionally safe and nonthreatening environment for physical activity.
- 3.2 Act independently of negative peer pressure during physical activity.
- 3.3 Identify and evaluate personal psychological responses to physical activity.
- 3.4 Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities.
- 3.5 Develop personal goals to improve one's performance in physical activities.

### *Social Interaction*

- 3.6 Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity.
- 3.7 Analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace.
- 3.8 Recognize the value of physical activity in understanding multiculturalism.

*Group Dynamics*

- 3.9 Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.
  - 3.10 Identify and utilize the potential strengths of each individual in physical activities.
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# High School Course 2

**STANDARD****1**

**Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.**

- 1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities.
- 1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.
- 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.
- 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.
- 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.
- 1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.
- 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities.
- 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.
- 1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
- 1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.
- 1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.
- 1.12 Evaluate independent learning of movement skills.

## STANDARD

## 2

**Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.**

- 2.1 Participate in moderate to vigorous physical activity at least four days each week.
- 2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.
- 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.
- 2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.
- 2.5 Justify the use of particular physical activities to achieve desired fitness goals.
- 2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.
- 2.7 Develop and implement an appropriate personal physical fitness program for a family or community member.
- 2.8 Explain how to evaluate consumer physical fitness products and programs.
- 2.9 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance.
- 2.10 Evaluate the availability and quality of fitness resources in the community.
- 2.11 Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness.

## STANDARD

## 3

**Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

### *Self-Responsibility*

- 3.1 Participate in physical activities for personal enjoyment.
- 3.2 Examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime.
- 3.3 Evaluate the psychological benefits derived from regular participation in physical activity.
- 3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
- 3.5 Evaluate and refine personal goals to improve performance in physical activities.

*Social Interaction*

- 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.
  - 3.7 Explain how to select and modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs.
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*Group Dynamics*

- 3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.
  - 3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.
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# High School Course 3A *Adventure/ Outdoor Activities*

*High School Courses 1 and 2 are designed to be completed before a student enrolls in High School Course 3A.*

## STANDARD

### 1

**Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.**

- 1.1 Demonstrate advanced knowledge and skills in two or more adventure/outdoor activities.
- 1.2 Identify the characteristics and critical elements of a highly skilled performance in adventure/outdoor activities and demonstrate them.
- 1.3 Apply previously learned movement concepts and principles to the learning and development of the motor skills required for successful participation in adventure/outdoor pursuits and activities.
- 1.4 Identify and apply the principles of biomechanics necessary for the safe and successful performance of adventure/outdoor activities.
- 1.5 List the safety equipment required for participation in outdoor pursuits and adventures; describe and demonstrate the use of such equipment.
- 1.6 Demonstrate independent learning of movement skills in adventure/outdoor activities.

## STANDARD

### 2

**Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.**

- 2.1 Participate in adventure/outdoor activities that improve health-related physical fitness.
- 2.2 Analyze the effects of adventure/outdoor activities on a personal physical fitness program and personal levels of health-related physical fitness.
- 2.3 Improve or maintain physical fitness by adjusting physical activity levels according to the principles of exercise.
- 2.4 Explain the relationship between participation in adventure/outdoor activities and health.



## STANDARD

## 3

**Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

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*Self-Responsibility*

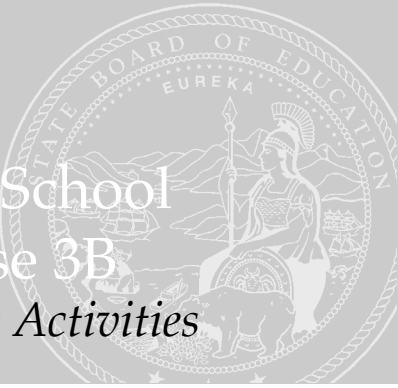
- 3.1 Compare and contrast the effective leadership skills used in adventure/outdoor activities and those used in other physical activities.
  - 3.2 Develop personal goals to improve performance in adventure/outdoor activities.
  - 3.3 Identify and analyze adventure/outdoor physical activities that enhance personal enjoyment.
  - 3.4 Evaluate the risks and safety factors that may affect participation in adventure/outdoor activities throughout a lifetime.
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*Social Interaction*

- 3.5 Explain how to select and modify adventure/outdoor activities to allow for participation by younger children, the elderly, and individuals with special needs.
  - 3.6 Analyze the role of social interaction in the successful participation in and enjoyment of adventure/outdoor activities.
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*Group Dynamics*

- 3.7 Accept and perform planned and spontaneous leadership assignments and roles in adventure/outdoor activities.
  - 3.8 Analyze the role that cooperation and leadership play in adventure/outdoor activities.
  - 3.9 Engage in adventure/outdoor activities both in school and outside school.
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# High School Course 3B *Aerobic Activities*

*High School Courses 1 and 2 are designed to be completed before a student enrolls in High School Course 3B.*

STANDARD

**1**

**Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.**

- 1.1 Demonstrate advanced knowledge and skills in two or more aerobic activities, selecting one or more from each of the following categories:

*Category 1*

Aerobic dance

Running

Skating

Swimming

*Category 2*

Cross-country skiing

Cycling

Rowing

Triathlon

Walking

- 1.2 Identify the characteristics and critical elements of a highly skilled performance in aerobic activities and demonstrate them.
- 1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in aerobic activities.
- 1.4 Identify and apply the principles of biomechanics necessary for the safe and successful performance of aerobic activities.
- 1.5 List the safety equipment required for participation in aerobic activities; describe and demonstrate the use of such equipment.
- 1.6 Demonstrate independent learning of movement skills in aerobic activities.

STANDARD

**2**

**Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.**

- 2.1 Identify and achieve a personal level of excellence in physical fitness.
- 2.2 Engage independently in physical activity that increases aerobic capacity.

- 2.3 Evaluate goal-setting and other strategies as effective tools for maintaining and increasing adherence to a personal physical activity program.
- 2.4 Measure health-related physical fitness periodically and adjust physical activity to achieve fitness goals.
- 2.5 Identify and explain the positive effects of participation in aerobic activity on personal health.

## STANDARD

## 3

**Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

### *Self-Responsibility*

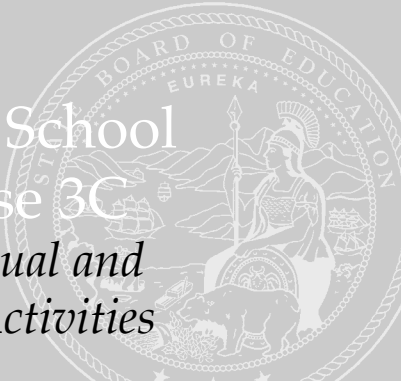
- 3.1 Engage independently in aerobic activities.
- 3.2 Develop personal goals to improve performance in aerobic activities.
- 3.3 Compare and contrast the effective leadership skills used in aerobic activities and those used in other physical activities.
- 3.4 Identify and analyze aerobic activities that enhance both personal enjoyment and the challenge.
- 3.5 Evaluate the risks and safety factors that may affect participation in aerobic activities throughout a lifetime.

### *Social Interaction*

- 3.6 Invite others to join in aerobic activity.
- 3.7 Explain how to select and modify aerobic activities to allow for participation by younger children, the elderly, and individuals with special needs.
- 3.8 Analyze the role of social interaction in the successful participation in and enjoyment of aerobic activities.

### *Group Dynamics*

- 3.9 Accept and perform planned and spontaneous leadership assignments and roles in aerobic activities.
- 3.10 Analyze the role that cooperation and leadership play in aerobic activities.
- 3.11 Engage in aerobic activities both in school and outside school.



# High School Course 3C *Individual and Dual Activities*

*High School Courses 1 and 2 are designed to be completed before a student enrolls in High School Course 3C.*

## STANDARD

### 1

**Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies essential to perform a variety of physical activities.**

- 1.1 Demonstrate advanced knowledge and skills in two or more individual and dual activities, selecting one or more from each of the following categories:

*Individual*

Archery  
Cycling  
Golf  
Gymnastics/Tumbling  
Skating  
Skiing  
Surfing  
Yoga

*Dual*

Badminton  
Handball  
Racquetball  
Squash  
Tennis  
Two-player volleyball

- 1.2 Identify the characteristics and critical elements of a highly skilled performance in individual and dual activities and demonstrate them.
- 1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in individual and dual activities.
- 1.4 Identify and apply the principles of biomechanics necessary for the safe and successful performance of individual and dual activities.
- 1.5 List the safety equipment required for participation in individual and dual activities; describe and demonstrate the use of such equipment.
- 1.6 Demonstrate independent learning of movement skills in individual and dual activities.

## STANDARD

### 2

**Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.**

- 2.1 Meet physical fitness standards that exceed those of a scientifically based health-related fitness assessment.

- 2.2 Participate in individual and dual activities that improve or maintain health-related physical fitness.
- 2.3 Analyze the effects of individual and dual activities on a personal physical fitness program and personal levels of health-related physical fitness.
- 2.4 Improve or maintain physical fitness by adjusting physical activity levels according to the principles of exercise.
- 2.5 Explain the relationship between participation in individual and in dual activities and health.
- 2.6 Demonstrate the ability to develop criteria and analyze factors to consider in the purchase of fitness products and programs related to individual and dual activities.
- 2.7 Develop and implement a month-long personal physical fitness plan that includes individual and dual activities.

## STANDARD

## 3

**Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

### *Self-Responsibility*

- 3.1 Compare and contrast the effective leadership skills used in individual and dual activities and those used in other physical activities.
- 3.2 Develop personal goals to improve performance in individual and dual activities.
- 3.3 Identify and analyze individual and dual physical activities that enhance personal enjoyment.
- 3.4 Evaluate the risks and safety factors that may affect participation in individual and dual activities throughout a lifetime.

### *Social Interaction*

- 3.5 Explain how to select and modify individual and dual activities to allow for participation by younger children, the elderly, and individuals with special needs.
- 3.6 Analyze the role of social interaction in the successful participation in and enjoyment of individual and dual activities.

### *Group Dynamics*

- 3.7 Accept and perform planned and spontaneous leadership assignments and roles in individual and dual activities.
- 3.8 Analyze the role that cooperation and leadership play in individual and dual activities.
- 3.9 Engage in individual and dual activities both in school and outside school.

# High School Course 3D *Dance*



*High School Courses 1 and 2 are designed to be completed before a student enrolls in High School Course 3D.*

## STANDARD

### 1

**Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.**

- 1.1 Demonstrate advanced knowledge and skills in two or more dance activities, selecting one or more from each of the following categories:  

<i>Category 1</i>	<i>Category 2</i>
Ballet	Modern
Folk	Social
Jazz	Square
- 1.2 Identify the characteristics and critical elements of a highly skilled performance in dance activities and demonstrate them.
- 1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in dance activities.
- 1.4 Identify and apply the principles of biomechanics necessary for the safe and successful performance of dance activities.
- 1.5 List the safety equipment and facilities required for participation in dance activities; describe and demonstrate the use of such equipment and facilities.
- 1.6 Demonstrate independent learning of movement skills in dance activities.

## STANDARD

### 2

**Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.**

- 2.1 Meet physical fitness standards that exceed those of a scientifically based health-related fitness assessment.
- 2.2 Participate in dance activities that improve or maintain personal levels of health-related physical fitness.
- 2.3 Analyze the effects of dance activities on a personal physical fitness program and personal levels of health-related physical fitness.

- 2.4 Improve or maintain one's physical fitness by adjusting physical activity levels according to the principles of exercise.
- 2.5 Explain the relationship between participation in dance activities and health.
- 2.6 Demonstrate the ability to develop criteria and analyze factors to consider in the purchase of products and programs related to dance activities.
- 2.7 Develop and implement a month-long personal physical fitness plan that includes dance activities.

## STANDARD

## 3

**Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

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*Self-Responsibility*

- 3.1 Compare and contrast the effective leadership skills used in dance activities and those used in other physical activities.
- 3.2 Develop personal goals to improve performance in dance activities.
- 3.3 Identify and analyze dance activities that enhance personal enjoyment.
- 3.4 Evaluate the risks and safety factors that may affect participation in dance activities throughout a lifetime.

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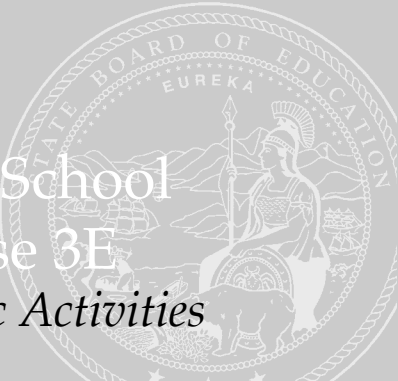
*Social Interaction*

- 3.5 Explain how to select and modify dance activities to allow for participation by younger children, the elderly, and individuals with special needs.
- 3.6 Analyze the role of social interaction in the successful participation in and enjoyment of dance activities.

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*Group Dynamics*

- 3.7 Accept and perform planned and spontaneous leadership assignments and roles in dance activities.
  - 3.8 Analyze the role that cooperation and leadership play in dance activities.
  - 3.9 Engage in dance activities both in school and outside school.
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# High School Course 3E *Aquatic Activities*

*High School Courses 1 and 2 are designed to be completed before a student enrolls in High School Course 3E.*

## STANDARD

# 1

**Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.**

- 1.1 Demonstrate advanced knowledge and skills in two or more aquatic activities, selecting one or more from each of the following categories:

*Category 1*

Diving  
Kayaking/Canoeing/Rowing  
Snorkeling  
Swimming

*Category 2*

Life guarding  
Scuba diving  
Synchronized swimming  
Water polo

- 1.2 Identify the characteristics and critical elements of a highly skilled performance in aquatic activities and demonstrate them.
- 1.3 Apply previously learned movement concepts to the learning and development of motor skills required for successful participation in aquatic activities.
- 1.4 Identify and apply the principles of biomechanics necessary for the safe and successful performance of aquatic activities.
- 1.5 List the safety equipment required for participation in aquatic activities; describe and demonstrate the use of such equipment.
- 1.6 Demonstrate independent learning of movement skills in aquatic activities.
- 1.7 Identify and practice the safety skills necessary for entering swimming pools, lakes, rivers, and oceans (e.g., walking, jumping, falling, and diving).
- 1.8 Demonstrate and explain basic water rescue with and without equipment.
- 1.9 Demonstrate and explain basic cardiopulmonary resuscitation.

## STANDARD

# 2

**Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.**

- 2.1 Meet physical fitness standards that exceed those of a scientifically based health-related fitness assessment.



- 2.2 Participate in aquatic activities that improve or maintain health-related physical fitness.
- 2.3 Analyze the effects of participation in aquatic activities on levels of health-related physical fitness activities and a personal fitness program.
- 2.4 Improve or maintain one's physical fitness by adjusting physical activity levels according to the principles of exercise.
- 2.5 Explain the relationship between participation in aquatic activities and indicators of good health.
- 2.6 Demonstrate the ability to develop criteria and analyze factors to consider in the purchase of products and programs related to aquatic activities.
- 2.7 Develop and implement a month-long personal physical fitness plan that includes aquatic activities.
- 2.8 Explain how aquatic activities contribute to the development and maintenance of health-related physical fitness.
- 2.9 Create and implement aquatic programs that improve health-related physical fitness.

## STANDARD

**3**

**Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

*Self-Responsibility*

- 3.1 Compare and contrast the effective leadership skills used in aquatic activities and those used in other physical activities.
- 3.2 Develop personal goals to improve performance in aquatic activities.
- 3.3 Identify and analyze aquatic activities that enhance personal enjoyment.
- 3.4 Evaluate the risks and safety factors that may affect participation in aquatic activities throughout a lifetime.
- 3.5 Identify and demonstrate personal responsibilities for safety and hygiene in the aquatics setting.

*Social Interaction*

- 3.6 Explain how to select and modify aquatic activities to allow for participation by younger children, the elderly, and individuals with special needs.
- 3.7 Analyze the role of social interaction in the successful participation in and enjoyment of aquatic activities.

*Group Dynamics*

- 3.8 Accept and perform planned and spontaneous leadership assignments and roles in aquatic activities.
- 3.9 Analyze the role that cooperation and leadership play in aquatic activities.
- 3.10 Engage in aquatic activities both in school and outside school.



# High School Course 3F *Weight Training and Fitness*

*High School Courses 1 and 2 are designed to be completed before a student enrolls in High School Course 3F.*

## STANDARD

### 1

**Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.**

- 1.1 Explain the principles of biomechanics of first-, second-, and third-class levers and apply those principles to a variety of lifting techniques.
- 1.2 Observe and analyze the lifting techniques of another person (or oneself through video) and write an analysis of the performance.
- 1.3 Demonstrate proper spotting techniques for all lifts and exercises that require spotting.
- 1.4 Observe and analyze the techniques of another person (or oneself through video) performing a plyometric exercise and write an analysis of the performance.
- 1.5 Measure and assess multiple performances of another person in the following areas: balance, reaction time, agility, coordination, power, and speed.
- 1.6 Identify and apply the principles of biomechanics necessary for the safe and successful performance of weight training.
- 1.7 List the safety equipment required for participation in weight training; describe and demonstrate the use of such equipment.
- 1.8 Demonstrate independent learning of movement skills in weight training.

## STANDARD

### 2

**Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.**

- 2.1 Establish a set of personal physical fitness goals, using the principles of training, and create a strength-training and conditioning program.
- 2.2 Identify the prime mover muscles, antagonistic muscles, and stabilizer muscles for each of the major weight-training exercises.
- 2.3 Assess multiple performances of another person in the following areas: muscular strength, muscular endurance, cardiorespiratory endurance, and flexibility.

- 2.4 Explain how the principles of biomechanics, muscle development, gender, age, training experience, training technique, and specificity affect performance related to strength training.
- 2.5 Demonstrate and explain the techniques and concepts of three types of weight-training programs.
- 2.6 Demonstrate and explain the concepts of two different conditioning programs.
- 2.7 Develop and use a personal physical fitness log to record all workout data on a daily basis.
- 2.8 Meet increasingly higher levels of speed, strength, power, and endurance.
- 2.9 Meet physical fitness standards that exceed those of scientifically based health-related fitness assessments.

## STANDARD

## 3

**Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

### *Self-Responsibility*

- 3.1 Display safe and responsible behavior while training.
- 3.2 Describe the role of motivation in physical activity.
- 3.3 Describe how the perception of effort and quality is a personal assessment and describe the role that perception plays in achieving fitness goals.
- 3.4 Develop personal goals to improve performance in weight training and fitness.
- 3.5 Identify and analyze weight-training and fitness activities that enhance personal enjoyment.
- 3.6 Evaluate the risks and safety factors that may affect participation in weight training and fitness throughout a lifetime.

### *Social Interaction*

- 3.7 Explain how to select and modify weight-training and fitness activities to allow for participation by younger children, the elderly, and individuals with special needs.
- 3.8 Analyze the role of social interaction in the successful participation in and enjoyment of weight-training and fitness activities.

### *Group Dynamics*

- 3.9 Assist others in the achievement of their fitness goals.



# High School Course 4A *Advanced Adventure/ Outdoor Activities*

High School Courses 1, 2, and 3A are designed to be completed before a student enrolls in High School Course 4A.

## STANDARD

### 1

**Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.**

- 1.1 Demonstrate expertise in one adventure/outdoor activity.
- 1.2 Analyze and evaluate the interrelationship of the principles of biomechanics and the use of strategies in high-level performance.
- 1.3 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance of adventure/outdoor activities.
- 1.4 Practice adventure/outdoor activities in real-world settings.

## STANDARD

### 2

**Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.**

- 2.1 Achieve a level of fitness that improves health and performance and provides opportunities for enjoyment and challenge in an adventure/outdoor activity.
- 2.2 Design a personal physical fitness program to be completed in a home or gym and that will be consistent with the demands of an adventure/outdoor activity.

## STANDARD

### 3

**Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

#### *Self-Responsibility*

- 3.1 Evaluate changes in self-responsibility as skill levels in adventure/outdoor activities improve.
- 3.2 Set personal goals for improved performance and enjoyment of adventure/outdoor activities.

#### *Group Dynamics*

- 3.3 Perform and evaluate planned and spontaneous leadership assignments and roles in high-level adventure/outdoor activities.



# High School Course 4B *Advanced Aerobic Activities*

High School Courses 1, 2, and 3B are designed to be completed before a student enrolls in High School Course 4B.

## STANDARD

### 1

**Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.**

- 1.1 Demonstrate expertise in two or more of the following aerobic activities, preferably one from each category:

*Category 1*

Aerobic dance

Running

Skating

Swimming

*Category 2*

Cross-country skiing

Cycling

Rowing

Triathlon

Walking

- 1.2 Analyze and evaluate the interrelationship of the principles of biomechanics and the use of strategies in high-level performance.
- 1.3 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance.
- 1.4 Practice aerobic activities in real-world settings.

## STANDARD

### 2

**Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.**

- 2.1 Identify and achieve levels of personal excellence in health-related physical fitness.
- 2.2 Adjust personal fitness goals on the basis of fitness assessment measures to improve performance in aerobic activities.
- 2.3 Design a personal physical fitness program in preparation for the demands of a competitive aerobic activity.

STANDARD

3

**Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

*Self-Responsibility*

- 3.1 Demonstrate a physically active lifestyle that provides for enjoyment and challenge through aerobic activity.
  - 3.2 Identify the qualities of aerobic activity that enhance personal enjoyment.
  - 3.3 Evaluate changes in self-responsibility as skill levels in aerobic activities improve.
  - 3.4 Set personal goals for improved performance and enjoyment of aerobic activities.
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*Group Dynamics*

- 3.5 Perform and evaluate planned and spontaneous leadership assignments and roles in high-level aerobic activities.
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# High School Course 4C *Advanced Individual and Dual Activities*

High School Courses 1, 2, and 3C are designed to be completed before a student enrolls in High School Course 4C.

## STANDARD

### 1

**Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.**

- 1.1 Demonstrate expertise in two or more of the following individual and dual activities, preferably one from each category:

*Individual*

Archery

Cycling

Golf

Gymnastics/Tumbling

Skating

Skiing

Surfing

Yoga

*Dual*

Badminton

Handball

Racquetball

Squash

Tennis

Two-player volleyball

- 1.2 Analyze and evaluate the interrelationship of the principles of biomechanics and the use of strategies in high-level performance in individual and dual activities.
- 1.3 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance.
- 1.4 Practice individual and dual activities in real-world settings.

## STANDARD

### 2

**Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.**

- 2.1 Develop personal physical fitness standards that exceed those of a scientifically based health-related physical fitness assessment.
- 2.2 Demonstrate the ability to develop criteria and analyze factors to consider in the purchase of products and programs related to individual and dual activities.
- 2.3 Achieve a level of fitness that improves health and performance and provides opportunities for enjoyment and challenge in individual and dual activities.

- 2.4 Design a personal physical fitness program to be completed in a home or gym and that will be consistent with the demands of a selected individual or dual activity.

STANDARD

3

**Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

*Self-Responsibility*

- 3.1 Evaluate changes in self-responsibility as skill levels in individual and dual activities improve.
- 3.2 Set personal goals for improved performance and enjoyment of individual and dual activities.

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*Group Dynamics*

- 3.3 Perform and evaluate planned and spontaneous leadership assignments and roles in high-level individual and dual activities.
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# High School Course 4D *Advanced Dance*

*High School Courses 1, 2, and 3D are designed to be completed before a student enrolls in High School Course 4D.*

## STANDARD

### 1

**Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.**

- 1.1 Demonstrate expertise in two or more of the following dance activities, preferably one from each category:

<i>Category 1</i>	<i>Category 2</i>
Ballet	Modern
Folk	Social
Jazz	Square

- 1.2 Analyze and evaluate the interrelationship of the principles of biomechanics and the use of strategies in high-level performance in dance activities.
- 1.3 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance.
- 1.4 Practice dance in real-world settings.
- 1.5 Demonstrate skills in choreography.

## STANDARD

### 2

**Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.**

- 2.1 Achieve a level of fitness that improves health and performance and provides opportunities for enjoyment and challenge in a dance activity.
- 2.2 Design a personal physical fitness program to be completed in a home or gym and that will be consistent with the demands of a dance activity.
- 2.3 Adjust personal fitness goals on the basis of fitness assessment measures to improve performance in dance activities.

STANDARD

**3**

**Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

*Self-Responsibility*

- 3.1 Evaluate changes in self-responsibility as skill levels in dance activities improve.
  - 3.2 Set personal goals for improved performance and enjoyment of dance activities.
- 

*Group Dynamics*

- 3.3 Perform planned and spontaneous leadership assignments and roles in high-level dance activities.
-



## Glossary

**adapted physical education.** A physical education program designed to meet the unique needs of an individual with a disability who is unable to fully participate in the general physical education program.

**adventure/outdoor activities.** Physical activities centered in natural settings. Examples include orienteering, backpacking, hiking, rope activities, canoeing, cycling, skating, and rock climbing.

**aerobic activity.** Exercise that can be performed for a long duration because the energy required can be provided by the burning of fuel, which normally occurs in muscle cells in the presence of oxygen. Aerobic activity may help control body weight, reduce the percentage of body fat, improve the circulatory function and respiratory functions, and reduce blood pressure. Examples include aerobic dance, cycling, jogging, power walking, in-line skating, step aerobics, kickboxing, and super circuit.

**anaerobic activity.** Exercise of short duration that is performed at a more strenuous level, so increased respiration and heart rate cannot provide sufficient oxygen to the muscle cells. Anaerobic activity is used to build muscle mass and to improve one's ability to move quickly and to deliver force. Examples of anaerobic activity include sprinting, weight training, curl-ups, gymnastics, and some team activities, such as softball and football.

**base of support.** The area of the base or foundation that supports the body. The base of support may include one or more body parts and the distance between them. The ability to stabilize the body is directly proportional to the area of the base of support. For example, if the two feet are close together, the base of support is narrow and stability is limited. If the two feet are separated by some distance, the base of support is increased and provides more stability.

**basic resistance principles.** Resistance is the weight or force that is used to oppose a motion. Resistance training increases muscle strength by pitting the muscles against a weight, such as a dumbbell or barbell. The type of lift; intensity, volume, and variety of training; progressive overload; rest; and recovery constitute the basic principles of resistance training.

**biomechanics.** The study of human movement and how such movement is influenced by gravity, friction, and the laws of motion. It involves the analysis of force, including muscle force that produces movements and impact force that may cause injuries. It explains why motor skills are performed in explicit ways in order to improve efficiency and effectiveness.

**body composition.** The proportion of fat-free mass (e.g., muscle, bone, vital organs, and tissues) to fat mass in the body.

**body management.** Basic skills focusing on the ability to control the body and body parts in actions such as those involving traveling, balancing, rolling, and supporting body weight.

**combative activities.** A group of physical activities that utilize basic combatives—pulling, pushing, defiances, stands, and guards. Some examples include wrestling, fencing, boxing, kickboxing, martial arts, and self-defense.

**components of health-related physical fitness.** Muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition.

**cool-down exercises.** Five to ten minutes of light to moderate physical activity. Cool-down exercises help the body recover from exercise. This process maintains blood pressure, helps enhance venous return, and prevents blood from pooling in the muscles.

**core muscles.** The abdominal, back, hip, and pelvic floor muscles.

**dehydration.** The loss of water and important blood salts, such as potassium and sodium, that are essential for vital organ functions.

**dual activities.** Physical activities that require two participants. Examples include tennis, racquetball, and badminton.

**ergogenic aids.** Substances, devices, or practices that enhance an individual's energy use, production, or recovery.

**even-beat locomotor skills.** Examples include walking, running, hopping, and jumping.

**flexibility.** The ability to move joints of the body through a normal range of motion.

**F.I.T.T. principles/concepts.** The frequency, intensity, time, and type of physical activities

are interdependent principles for gaining and maintaining physical fitness.

**folk dance.** A dance that has been developed through the traditions of culture and has been passed down from generation to generation.

**frequency.** A principle of training that establishes how often to exercise.

**fundamental movement skills.** An organized series of basic movements that involve the combination of movement patterns of two or more body segments. They may be categorized as stability, locomotor, or manipulative movements.

**group dynamics.** The interactions and interrelationships of people in a group.

**health.** Optimal well-being that contributes to the quality of life. It is more than freedom from disease and illness. Optimal health includes high-level mental, social, emotional, spiritual, and physical wellness within the limits of one's heredity and personal abilities.

**health-related physical fitness.** Consists of those components of physical fitness that have a relationship to good health: body composition, aerobic capacity, flexibility, muscle endurance, and muscle strength.

**hyperextension.** Greater-than-normal stretching or straightening of an extended limb.

**hyperflexion.** Bending a joint beyond its normal range of motion.

**indicators of increased capacity.** Responses of the body due to changes in the intensity of, duration of, frequency of, or time spent participating in physical activity. Indicators may consist of changes in muscle fatigue, breathing, and heart rate.

**individual activity.** Physical activities that require only one participant. Examples

include weight training, yoga, archery, and jogging.

**individuality.** A principle of training that takes into account the particular needs and abilities of the individual for whom it is designed.

**intensity.** A principle of training that establishes how hard to exercise.

**large-muscle groups.** Muscles that work together and have a large mass relative to other muscle groups in the body. Examples of large-muscle groups are the muscles in the arms, back, and legs.

**line dance.** A dance in which individuals line up without partners and follow a choreographed pattern of steps, usually to country music.

**locomotor movements.** The basic patterns used to travel (walking, running, leaping, hopping, jumping, galloping, sliding, and skipping).

**long-handled implement.** A piece of equipment used in performing motor skills. The long handle positions the hand some distance away from the surface of the implement that comes in contact with the ball. Some examples include a hockey stick, bat, tennis racquet, and lacrosse stick.

**manipulative movements.** Movements in which skills are developed while using an implement. Examples include throwing, catching, punching, kicking, trapping, rolling, dribbling, striking, and volleying.

**moderate physical activity.** Moderate-intensity physical activity generally requires sustained rhythmic movements and refers to a level of effort a healthy individual might expend while, for example, walking briskly, dancing, swimming, or bicycling on level terrain. A person should feel some exertion but should be able to carry on a

conversation comfortably during the activity.

**modified/lead-up game.** Active games that involve the use of two or more of the sport skills, rules, or procedures used in playing the official sport.

**movement concepts.** The ideas used to modify or enrich the range and effectiveness of the skills employed. They involve learning *how*, *where*, and *with what* the body moves.

**movement patterns.** An organized series of related movements.

**muscle endurance.** The ability to contract the muscles many times without tiring or the ability to hold one contraction for an extended period.

**muscle strength.** The ability of a muscle to exert force. Strength is measured as the amount of force a muscle can produce.

**nonlocomotor movements.** Movement that is organized around the axis of the body, including bending and stretching, pushing and pulling, raising and lowering, twisting and turning, shaking, bouncing, circling, and swinging.

**overload.** A principle of training that establishes a minimum threshold and requires one to exceed that threshold to benefit from the chosen physical activity.

**perceived exertion index.** A way of rating how hard one feels the body is working during physical activity; it is based on physical sensations experienced, including increased heart rate, increased respiration or breathing rate, increased sweating, and muscle fatigue.

**physical activity.** Bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure, including exercise, sport, dance, and other movement forms.

**physical fitness.** A positive state of well-being with a low risk of premature health problems and with the energy to participate in a variety of physical activities. It is influenced by regular, vigorous physical activity, genetic makeup, and nutritional adequacy.

**plyometric exercise.** A muscular activity that involves an eccentric contraction (i.e., muscle is lengthened) of a muscle, followed immediately by a concentric contraction (muscle is shortened) of the same muscle. Plyometric exercises are often used to increase power.

**principle of overload.** The principle of exercise that states that placing a greater-than-normal physical demand on the body will require the body to adapt to the greater load by increasing the body's efficiency and strength.

**principles of training/principles of exercise.** Principles to follow in planning an exercise program to effect physiological changes in the human body related to health and performance: frequency, individuality, intensity, mode/type, overload, progression, regularity, specificity, and time.

**progression.** A principle of training that establishes increases in the amount and intensity of physical activity needed to provide improvements over periods of time.

**proprioception.** The ability to sense the position, location, and orientation of the body.

**rebound principles.** Newton's Third Law: An object, when struck, will rebound in the opposite direction with the same amount of force with which it was hit.

**recovery rate.** The time necessary for an exercise-induced elevated heart rate to return to a normal resting heart rate.

**regularity.** A principle of training that establishes exercise on a regular schedule. A pattern of physical activity is regular if activities are performed most days of the week, preferably daily; if moderate-intensity activities are performed five or more days of the week; or if vigorous-intensity activities are performed three or more days of the week.

**resistance principle.** The principle that the use of an implement, a device, or the body weight as a resistance can enhance some physical characteristic, such as strength or muscular endurance.

**rhythmic skills.** Skills that develop an understanding of and a feeling for the elements of rhythm. Examples of physical activities that allow students to express themselves rhythmically include creative movement, folk dance, square dance, and interpretive dance.

**short-handled implement.** A piece of equipment used in performing motor skills. The short handle positions the hand close to the surface of the implement that comes in contact with the ball. Some examples include a racquetball racket, a paddle used in paddle games, and a modified lacrosse stick.

**specificity.** A principle of training that establishes a particular kind of activity for each component of physical fitness.

**stability movements.** Stability reflects balance and equilibrium, which are important components in performing many motor skills. Stability movements include those that are vital for the body to maintain balance while moving. Examples include moving the arms while walking or running and lowering one's center of gravity when stopping quickly.

**strategies.** Decisions made by individuals or a team about the overall play of the game.

**striking pattern.** A fundamental motor skill in which an object is hit, with or without an implement.

**tactics.** Individual movement of players or teams to accomplish an immediate goal or accommodate a situation. Tactics take place within the game as an ongoing part of game play and include decisions an individual makes about when, why, and how to respond to a particular situation.

**target heart-rate zone.** A safe range of activity intensity that can be used to enhance the level of aerobic capacity.

**time.** A principle of training that establishes the amount of time for each exercise period.

**travel.** Movement of the body from one point to another.

**type.** A principle of training that establishes the specific activity to use or the muscles to target during an exercise period.

**uneven-beat locomotor skill.** Examples include galloping, sliding, skipping, and leaping.

**vigorous physical activity.** Vigorous-intensity physical activity generally requires sustained, rhythmic movements and refers to a level of effort a healthy individual might expend while, for example, jogging, participating in high-impact aerobic dancing, swimming continuous laps, or bicycling uphill. Vigorous-intensity physical activity may be intense enough to result in a significant increase in heart and respiration rate.

**volley.** To strike a ball upward.

**warm-up exercises.** Low-intensity exercises that prepare the muscular/skeletal system and heart and lungs (cardiorespiratory system) for high-intensity physical activity.

**weight-bearing activities.** Any activity in which one's feet and legs carry their own weight. Examples include walking, running, tennis, and aerobic dancing.