California Physical Education

Grades 9, 10, 11, 12

Adopted 2005

High School Course 1

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 a nd 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.

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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.

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.

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3.10 Identify and utilize the potential strengths of each individual in physical activities.

High School Course 2

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.

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.

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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.

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.

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

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.

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.

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 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.

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.

High School Course 3B - Aerobic Activities

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.

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.

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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

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.

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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.

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.

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.

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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

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:
Category 1
Ballet
Folk
Jazz
Category 2
MOdern
Social
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.

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.

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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 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.

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.

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.

High School Course 3E - Aquatic Activities

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.

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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.

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.

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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

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.

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.

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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.

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

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.

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.

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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

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.

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.

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 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.

Group Dynamics

3.5 Perform and evaluate planned and spontaneous leadership assignments and roles in high-level aerobic activities.

High School Course 4C - Advanced Individual and Dual Activities

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.

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.

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 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.

Group Dynamics

3.3 Perform and evaluate planned and spontaneous leadership assignments and roles in high-level individual and dual activities.

High School Course 4D - Advanced Dance

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:
Category 1
Ballet
Folk
Jazz
Category 2
Modern
Social
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.

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.

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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.