Virginia Physical Education

Grade 11-12

Motor Skill Development

1 **The student will study in-depth and demonstrate mastery of movement skills and patterns in at least one lifetime physical activity per nine-week period.** 11/12.1

- a Demonstrate mastery in all basic skills and movement patterns required for the selected activity and the ability to use the skills with consistency in the appropriate setting. 11/12.1.A
- b Identify and apply appropriate skill practice and strategies of the selected activity at an advanced level. 11/12.1.B
- c Demonstrate advanced movement patterns in at least one self-selected movement or activity. 11/12.1.C
- d Demonstrate the ability to use combined movement skills and strategies in self-selected movement activities. 11/12.1.D
- e Analyze movement activities to identify component skills and movement patterns. 11/12.1.E
- f Conduct observations and skill analyses of others to improve skill performance. 11/12.1.F
- g Create practice and game plans for optimal performance of movement patterns in self-selected sport/activity from the perspective of a coach, personal trainer, athlete, or other sport-related role. 11/12.1.G
- h Select and apply appropriate practice procedures to learn skills and movement patterns in activities of personal interest. 11/12.1.H
- i Apply appropriate strategies during performance, including offensive and defensive strategies, game-specific situational strategies, and strategies for working more effectively with team members/partners. 11/12.1.I

Anatomical Basis of Movement

2 **The student will apply knowledge of body systems and movement principles, and concepts that aid in the improvement of movement skills and performance to specialized movement forms.** 11/12.2

- a Explain and apply biomechanical and physiological principles that aid in the improvement of skills and performance in specialized movement forms, including laws of motion, leverage, balance, weight transfer, speed, timing, accuracy, force, cardiac output, maximal oxygen consumption (VO2 max), energy systems (aerobic and anaerobic), heart rate (resting, target, and recovery), caloric cost of activity, muscle contraction, static versus dynamic flexibility, and muscular strength versus muscular endurance. 11/12.2.A

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b Analyze performance to identify physiological and biomechanical deficiencies including selfevaluation, peer evaluation, and teacher evaluation. 11/12.2.B

c Explain the rules, safety protocols, relevant markings/lines for the field of play, offensive and defensive tactics, and common penalties and violations for selected activities. 11/12.2.C

d Design, justify, and evaluate warm-up and cool-down sequences for selected activities. 11/12.2.D

e Apply the FITT (frequency, intensity, time, and type of exercise) principle to improve skill performance. 11/12.2.E

f Apply the specificity, overload, and progression (SOP) principle to the design and performance of a physical activity program to achieve physical benefits. 11/12.2.F

g Analyze feedback about personal performance to improve skills including self-evaluation, peer evaluation, and teacher evaluation. 11/12.2.G

Fitness Planning

3 **The student will design, implement, and evaluate a personal fitness program for self, a college student, or an employee in a selected field of work.** 11/12.3

a Assess individual level of health-related fitness using a variety of appropriate measures (e.g., criterion-referenced wellness tests, FitnessGram®) and technology (heart-rate monitors, pedometers, accelerometers, and bioelectrical impedance). 11/12.3.A

b Evaluate and adjust activity levels to meet the Centers for Disease Control and Prevention's Physical Activity Guidelines for Americans. 11/12.3.B

c Design and critique a personal fitness program, using available technology (e.g., electronic portfolios, tracking applications) and resources, to improve or maintain personal fitness levels in relation to the five components of fitness. 11/12.3.C

d Explain the physical and mental (emotional, social) benefits of physical fitness for lifelong health and wellness. 11/12.3.D

e Create personal fitness plans for a variety of situations (e.g., injury, aging) based on goals. 11/12.3.E

f Identify and evaluate community resources for selected physical and/or lifetime activities including recreation centers, local fitness centers, adult leagues, and other fitness clubs/groups. 11/12.3.F

g Identify barriers to physical activity, including those related to time, motivation, or energy, skill confidence, fear of injury, resources, and social influences/peer pressure, and identify strategies to overcome these barriers. 11/12.3.G

h Evaluate and apply scientific evidence to make critical decisions when purchasing fitness products and/or services. 11/12.3.H

Social and Emotional Development

4 **The student will evaluate and implement a safe environment for skill practice and play and demonstrate social competency skills for lifetime activity participation.** 11/12.4

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a Evaluate, create, and implement a growth mindset plan for increasing self-efficacy. 11/12.4.A

b Demonstrate appropriate etiquette as a participant and spectator in physical activity/sport. 11/12.4.B

c Demonstrate proper care of athletic/activity equipment. 11/12.4.C

d Demonstrate safe behavior when participating in or watching physical activity/sport. 11/12.4.D

e Explain and demonstrate leadership skills of critical thinking, creative thinking, communication, collaboration, and citizenship skills. 11/12.4.E

f Demonstrate the ability to work cooperatively to accomplish a group goal. 11/12.4.F

g Advocate for a rule change or modification in a sport or activity to facilitate safety or the inclusion of individuals from the point of view of an athlete, coach, parent, or referee. 11/12.4.G

h Demonstrate respect for differences among people in physical activity settings. 11/12.4.H

i Develop and demonstrate strategies for inclusion of persons of diverse backgrounds and identify personal, cultural, and linguistic assets in setting collective goals. 11/12.4.I

j Identify ways that physical activities can provide positive social interaction, such as the benefits of team involvement and an individual's role as a positive member of a group. 11/12.4.J

k Create and implement a strategy to promote peer involvement in physical activity, such as a social-networking campaign or a video. 11/12.4.K

l Describe and demonstrate behaviors that support an inclusive environment, where a sense of belonging, acceptance, and value is available to all students. 11/12.4.L

Energy Balance

5 **The student will explain the importance of energy balance and demonstrate understanding of the nutritional needs of the body to maintain optimal health and prevent chronic disease for a lifetime.** 11/12.5

a Analyze the relationships among physical activity, nutrition, body composition, and sleep that are optimal for personal health and/or for participation in a self-selected physical activity. 11/12.5.A

b Analyze current and future nutritional and physical activity needs in relation to changes in growth/aging. 11/12.5.B

c Explain the benefits of nutrient-dense, low-sodium foods versus high-calorie, empty calorie, and high-sodium foods. 11/12.5.C

d Analyze current and future sleep needs for positively influencing academic, career success, and mental health. 11/12.5.D

e Apply rate of perceived exertion and pacing to a conditioning plan that meets the needs of a self-selected physical activity. 11/12.5.E

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f Explain energy balance in terms of caloric intake and expenditure in relation to changing lifestyle needs from adolescence to adulthood. 11/12.5.F

g Compare caloric expenditure while sitting and standing. 11/12.5.G