

Advanced PE: High School

<p>Academic Standard #7 Each student will have demonstrated competent skills in a variety of physical activities and sports, physical fitness, knowledge of factors important to participation in physical activity, and concepts related to health.</p>
<p>#7.1 Movement Competence and Understanding</p>
<p>#7.2 Physical and Personal Wellness</p>
<p>#7.3 Emotional and Social Wellness</p>
<p>#7.4 Prevention and Risk Management</p>

Description

By participating in this class students will increase their fitness level and knowledge of rules and strategies in a variety of activities. Students will learn how to increase speed, power, and agility through specific training techniques. Students will learn how to use equipment to target specific muscle groups for increasing strength, agility, coordination, power, speed and muscular toning.

Time Allocation
 90 minutes per day

Texts/References

Periodicals relating to physical fitness
Training for Speed, Agility and Quickness
High-powered Plyometrics
Sports Speed
Bigger Faster Stronger: The Proven System for Building Athletes
Foundations of Fitness
Concepts of Physical Fitness

Assessments

Formative Assessments
 Fitness Assessment (Pre and Post)
 Quizzes

Summative Assessments
 Post-test
 Participation observation
 Unit tests
 Final test

Grades and Achievement Levels
 Grades based on participation, tests/quizzes, completion of assignments, and quality of work.

Course Expectations Advanced PE: High School

<p>Standard #7.1 Movement Competence and Understanding</p>	<p>Standard #7.2 Physical and Personal Wellness</p>	<p>Standard #7.3 Emotional and Social Wellness</p>	<p>Standard #7.4 Prevention and Risk Management</p>
<ul style="list-style-type: none"> • Participation at a competent level in a variety of lifelong physical activities • Understanding of the cognitive impact of movement • Application of rules, principles, and concepts to traditional and nontraditional movement settings • Ability to use acquired knowledge to learn new skills while continuing to refine existing skills • Application of fundamental movement skills in a variety of movement settings 	<ul style="list-style-type: none"> • Establishing goals based on fitness assessment data, and develop, implement, achieve, and monitor an individual health and fitness plan • Identifying community resources to maintain lifelong physical activity • Identifying the necessity of using a variety of settings for the purpose of achieving and maintaining health related fitness 	<ul style="list-style-type: none"> • Demonstration of respect for individual differences in physical activity settings • Demonstration of collaboration, cooperation, and leadership skills • Demonstration of responsible behavior in group settings 	<ul style="list-style-type: none"> • Understanding the risks and safety factors that may affect participation in physical activity • Demonstration of knowledge of safety and emergency response procedures • Understanding safe practices in all physical activity settings • Knowledge of proper weight training techniques and weight room safety

Evidence Outcomes Advanced PE: High School

<p>Standard #7.1 Movement Competence and Understanding</p>	<p>Standard #7.2 Physical and Personal Wellness</p>	<p>Standard #7.3 Emotional and Social Wellness</p>	<p>Standard #7.4 Prevention and Risk Management</p>
<ol style="list-style-type: none"> 1. Combined and applied movement patterns from simple to complex to participate successfully in a variety of lifelong sports and games 2. Identified, explained, and applied the skill related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in a variety of lifelong sports and games 3. Explained and demonstrated advanced offensive, defensive, coaching, officiating, and transition strategies in a variety of lifelong sports and games 4. Explained and demonstrated training and conditioning practices that have the greatest impact on skill acquisition and performance in a variety of lifelong sports and games 5. Demonstrated ability to combine and perform movement sequences 6. Demonstrated the ability to use cognitive information to understand and enhance motor skill acquisition and performance (i.e. left/right dominance factor) 7. Analyzed and explained training and conditioning practices that have the greatest impact on skill acquisition and successful performance in a variety of lifelong sports and games 	<ol style="list-style-type: none"> 1. Designed and participated in activities that improve all components of health-related fitness 2. Assessed the components of health related physical fitness 3. Examined fitness assessment data, and develop a plan to show personal improvement toward achievement of performance goals 4. Planned an extended personal physical fitness program in collaboration with an instructor 5. Identified and accessed physical activity opportunities in the communities 6. Explained the requirements such as cost involved with participation in a variety of physical activities 7. Evaluated the availability and quality of fitness resources in the community 8. Participated willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy lifestyle 9. Explained the benefits of participation in a variety of physical activities 10. Participated in a variety of self-selected physical activities, and evaluates the value of each as it relates to personal fitness goals 11. Described various resistance exercises for specific muscle groups 12. Demonstrated appropriate knowledge of basic nutrition and anatomy 13. Identified primary muscle groups used in weight training 14. Improved level of muscular strength and endurance 	<ol style="list-style-type: none"> 1. Acknowledged the performance of others, regardless of the outcome 2. Participated with others in all types of physical activity, regardless of their race or ethnicity, gender, or culture 3. Practiced conflict management and listening skills in a competitive atmosphere 4. Demonstrated appropriate participant behavior during class performances 5. Contributed to group success through a variety of noncompetitive roles 6. Initiated responsible behavior, and function independently and cooperatively 7. Influenced positively the behavior of others in physical activity settings 8. Implemented cooperative learning strategies to achieve group goals 9. Abided by the decisions of officials, accept the outcome of the game, and show appreciation toward participants 10. Identified contributions of members of a group or team, and reward members for accomplishing a task or goal 	<ol style="list-style-type: none"> 1. Described and demonstrated the correct use of safety equipment for a variety of physical activities 2. Identified and applied principles from biomechanics and exercise physiology necessary for safe performance of physical activities 3. Demonstrated proper spotting techniques for all lifts and exercises that require spotting 4. Inspected equipment and facilities for safety hazards prior to participation 5. Explained strategies for the prevention of injuries when engaging in physical activity 6. Described emergency procedures for a physical education setting 7. Demonstrate proper technique when performing weight training exercises for specific muscle groups

Evidence Outcomes Advanced PE: High School continued

<p>Standard #7.1 Movement Competence and Understanding</p>	<p>Standard #7.2 Physical and Personal Wellness</p>	<p>Standard #7.3 Emotional and Social Wellness</p>	<p>#7.4 Prevention and Risk Management</p>
<p>8. Used internal and external information to modify movement during performance</p> <p>9. Demonstrated competency in a majority of the following: throwing, catching, dribbling, striking, and volleying</p> <p>10. Demonstrated competency in a majority of the following: running, jumping, hopping and skipping</p>		<p>11. Engaged in physical activity with others</p> <p>12. Displayed empathy toward the feelings of, others during physical activities</p> <p>13. Accepted the diversity and individual differences in participation in physical activity</p> <p>14. Accepted the roles of group members within the structure of a game or activity</p>	