



<b>Course Title:</b> 11th-12th Grade PE		
<p><b>Description:</b> The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthy physical activity.</p> <p>To pursue a lifetime of healthful physical activity, a physically literate individual:</p> <ul style="list-style-type: none"> <li>• Learn the skills necessary to participate in a variety of physical activities.</li> <li>• Knows the implications and the benefits of involvement in various types of physical activities.</li> <li>• Participates regularly in physical activity.</li> <li>• Is physically fit.</li> <li>• Values physical activity and its contributions to a healthy lifestyle.</li> </ul>		
<b>Reporting Topic</b>	<b>Grade Level Standards</b>	<b>Competency Statement</b>
<b>Motor Skill and Movement Patterns</b>	<ul style="list-style-type: none"> <li>• Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net and wall games, or target games). (S1.H1.L2)</li> <li>• Demonstrates competency in 2 or more specialized skills in health-related fitness activities. (S1.H3.L2)</li> </ul>	Students will correctly and safely perform the skills related to the activity I am doing.
<b>Fitness Knowledge</b>	<ul style="list-style-type: none"> <li>• Applies rates of perceived exertion and pacing.(S3.H3.L2)</li> <li>• Evaluates — according to their benefits, social support network and participation requirements — activities that can be pursued in the local environment. (S3.H4.L1)</li> <li>• Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle.(S3.H5.L1)</li> <li>• Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). (S3.H11.L2)</li> <li>• Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner’s chosen field of work. (S3.H12.L1)</li> <li>• Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. (S3.H14.L2)</li> </ul>	Students will set an appropriate fitness goal and monitor that goal with appropriate methods.



<p><b><u>Responsible Personal and Social Behavior</u></b></p>	<ul style="list-style-type: none"><li>• Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)</li><li>• Uses communication skills and strategies that promote team or group dynamics. (S4.H3.L1)</li><li>• Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)</li></ul>	<p>Students will engage in fitness activities safely while caring for the equipment and displaying positive communication and respect with my classmates.</p>
---	--	---