

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 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.

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.

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

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.
- 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.
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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 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.

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.
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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.
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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 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.

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.
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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:
 - IndividualArcheryCyclingGolfGymnastics/TumblingSkatingSkiingSurfingYogaDualBadmintonHandballRacquetballSquashTennisTwo-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.

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.

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.

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 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.
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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.

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.

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.
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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.
- 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.
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**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.
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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 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.

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.

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.

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.

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.