



PHYSICAL EDUCATION STANDARDS

FINAL 10/06



HIGH SCHOOL COURSE 3C *Individual/Dual Activities*

High School Courses 1 and 2 are designed to be completed before a student enrolls in High School Course 3C.

STANDARD 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:

<i>Individual</i>	<i>Dual</i>
Archery	Badminton
Cycling	Handball
Golf	Racquetball
Gymnastics/Tumbling	Squash
Skating	Tennis
Skiing	Two-player volleyball
Surfing	
Yoga	

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.

STANDARD 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.

STANDARD 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.
- 3.5 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.