

Physical Education		
Standards	Fall Semester	
	Topics Covered	Number of Days
	Classroom rules, expectations, and procedures. Hand out syllabus and introduction with students	3
PE 1:	What is Physical Education?	2
PE 1:	Demonstrate competency in many movement forms and proficiency in a few movement forms. Identify and analyze critical elements contained in the preparatory, actions and follow-through phases of movement. Evaluate, modify, and transition skills based on self, peer and teacher feedback while utilizing sound principles of biomechanics. Students will learn about football and use the football lesson to practice these movements to better understand the lesson.	5
PE 1	Demonstrate and explain the rules, regulations, and how to make movements and play football & volleyball	10
PE 2:	Applies movement concepts and principles to the learning and development of motor skills. explain and demonstrate motor learning cues to help regulate their physical performance. explain principles of exercise science and demonstrate the understanding of physiological changes that occur to the body due to the efficiency of movements, training and the aging process. Apply and Identify biomechanical concepts while identifying basic biomechanical principles of movements (leverage, torque, transfer of energy and angular velocity, mass and momentum, net joint torque). identify and utilize biomechanical, motor development, exercise physiology and motor learning concepts to learn and improve skills.	5
PE 1:1-4, PE 2:1-4	W1 Assessment Exam	1
PE 3:1	Exhibit knowledge and ability to participate in a physically active lifestyle: Participate in physical activities which contribute to the attainment of personal goals and the maintenance of wellness	2
PE3:2	Monitor exercise, eating and other behaviors related to a healthy lifestyle: Demonstrate an understanding of chronic sedentary disease and at-risk behaviors (ex: smoking, alcohol consumption, drug use) as they pertain to health-related fitness (ex: track, identify and draw conclusions about personal nutrition and physical activity and how it relates to one's personal health)	4
PE 1:	Demonstrate and explain the rules, regulations, and how to make movements and play soccer & kickball	10
PE 3:3	Understand how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes: identify and explain the physiological challenges and metabolic changes that occur to the human body across the lifespan. Create a physical activity and nutrition plan for different stages of your life.	4
PE 3:4	Use scientific knowledge to analyze personal characteristics that relate to participation in physical activities: Analyze physical activity patterns. Analyze different physical activities to determine a well-balanced health-related fitness program to help enhance overall fitness (ex: cardiovascular, muscular endurance, muscular strength, flexibility activities)	4
PE 3:1:1-2, PE 3:2:1, PE 3:3:1-2, PE 3:4:1-2	W2 Interim Exam	1
PE 4	Achieves and maintains a health-enhancing level or physical fitness	1
PE 4:1	Recognize the importance of participation in physical activity on a regular basis: Maintain a personal fitness program by using exercise strategies (ex: goal statements, graphs, charts, software, log books)	4

PE 4:2	Demonstrate independence in assessing, achieving and maintaining personal health-related fitness goals: Demonstrate the ability and knowledge to self-assess health-related fitness levels (ex: resting heart rate, recovery heart rate, target heart rate, heart rate zone, muscular strength, endurance, flexibility, body composition). based upon health-related fitness criteria (ex: develop strategies for achieving and maintaining a personal fitness program).	2
PE 1:	Demonstrate and explain the rules, regulations, and certain movements involved in playing basketball & dodgeball	10
PE	Major Bones in the human body	2
PE 4:3	Design personal fitness programs that encompass all health-related physical fitness components: Provide rationale for the use of scientific concepts in the development of one's fitness program. Provide rationale for the principles of frequency, intensity, time and type. Demonstrate a knowledge base on training principles (ex: progression, overload, specificity).	5
PE 4:1, PE 4:2, PE 4:3: 1-4	S1 Exam	1