



Department of Teaching & Learning

Parent/Student Course Information

PHYSICAL EDUCATION

Advanced PE: Recreational Activities: HPE 7860 or PEC 760

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

This elective physical education course provides students with the opportunity to participate in physical activities within those classified as recreational in nature. Students in this elective physical education course will demonstrate the knowledge and understanding necessary to analyze movement performance, demonstrate skills and implement effective practice and procedures for skillful performance in recreational activities. Students apply advanced movement-specific information so that they develop the ability to learn, self-assess, and improve movement skills independently.

PREREQUISITE

HPE I & II

REQUIRED STUDENT TEXTBOOK

None

SOLs- This course uses a combination of HPE III/IV and Personal Fitness SOLs.

Motor Skill Development

- 11/12.1 The student will study in-depth and demonstrate mastery of movement skills and patterns in at least one lifetime physical activity per nine-week period.
- Demonstrate mastery in all basic skills and movement patterns required for the selected activity and the ability to use the skills with consistency in the appropriate setting.
 - Identify and apply appropriate skill practice and strategies of the selected activity at an advanced level.
 - Demonstrate advanced movement patterns in at least one self-selected movement or activity.
 - Demonstrate the ability to use combined movement skills and strategies in self-selected movement activities.
 - Analyze movement activities to identify component skills and movement patterns.
 - Conduct observations and skill analyses of others to improve skill performance.
 - Create practice and game plans for optimal performance of movement patterns in self-selected sport/activity from the perspective of a coach, personal trainer, athlete, or other sport-related role.
 - Select and apply appropriate practice procedures to learn skills and movement patterns in activities of personal interest.
 - Apply appropriate strategies during performance, including offensive and defensive strategies, game-specific situational strategies, and strategies for working more effectively with team members/partners.

Anatomical Basis of Movement

- 11/12.2 The student will apply knowledge of body systems and movement principles, and concepts that aid in the improvement of movement skills and performance to specialized movement forms.
- Explain and apply biomechanical and physiological principles that aid in the improvement of skills and performance in specialized movement forms, including laws of motion, leverage, balance, weight transfer, speed, timing, accuracy, force, cardiac output, maximal oxygen consumption (VO₂ max), energy systems

(aerobic and anaerobic), heart rate (resting, target, and recovery), caloric cost of activity, muscle contraction, static versus dynamic flexibility, and muscular strength versus muscular endurance.

- b) Analyze performance to identify physiological and biomechanical deficiencies including self-evaluation, peer evaluation, and teacher evaluation.
- e) Explain the rules, safety protocols, relevant markings/lines for the field of play, offensive and defensive tactics, and common penalties and violations for selected activities.
- d) Design, justify, and evaluate warm-up and cool-down sequences for selected activities.
- e) Apply the FITT (frequency, intensity, time, and type of exercise) principle to improve skill performance.
- f) Apply the specificity, overload, and progression (SOP) principle to the design and performance of a physical activity program to achieve physical benefits.
- g) Analyze feedback about personal performance to improve skills including self-evaluation, peer evaluation, and teacher evaluation.

Fitness Planning

11/12.3 The student will design, implement, and evaluate a personal fitness program for self, a college student, or an employee in a selected field of work.

- a) Assess individual level of health-related fitness using a variety of appropriate measures (e.g., criterion-referenced wellness tests, FitnessGram) and technology (heart-rate monitors, pedometers, accelerometers, and bioelectrical impedance).
- b) Evaluate and adjust activity levels to meet the Centers for Disease Control and Prevention's Physical Activity Guidelines for Americans.
- c) Design and critique a personal fitness program, using available technology (e.g., electronic portfolios, tracking applications) and resources, to improve or maintain personal fitness levels in relation to the five components of fitness.
- d) Explain the physical and mental (emotional, social) benefits of physical fitness for lifelong health and wellness.
- e) Create personal fitness plans for a variety of situations (e.g., injury, aging) based on goals.
- f) Identify and evaluate community resources for selected physical and/or lifetime activities including recreation centers, local fitness centers, adult leagues, and other fitness clubs/groups.
- g) Identify barriers to physical activity, including those related to time, motivation, or energy, skill confidence, fear of injury, resources, and social influences/peer pressure, and identify strategies to overcome these barriers.
- h) Evaluate and apply scientific evidence to make critical decisions when purchasing fitness products and/or services.

Social and Emotional Development

11/12.4 The student will evaluate and implement a safe environment for skill practice and play and demonstrate social competency skills for lifetime activity participation.

- a) Evaluate, create, and implement a growth mindset plan for increasing self-efficacy.
- b) Demonstrate appropriate etiquette as a participant and spectator in physical activity/sport.
- e) Demonstrate proper care of athletic/activity equipment.
- d) Demonstrate safe behavior when participating in or watching physical activity/sport.
- e) Explain and demonstrate leadership skills of critical thinking, creative thinking, communication, collaboration, and citizenship skills.
- f) Demonstrate the ability to work cooperatively to accomplish a group goal.
- g) Advocate for a rule change or modification in a sport or activity to facilitate safety or the inclusion of individuals from the point of view of an athlete, coach, parent, or referee.
- h) Demonstrate respect for differences among people in physical activity settings.
- i) Develop and demonstrate strategies for inclusion of persons of diverse backgrounds and identify personal, cultural, and linguistic assets in setting collective goals.
- j) Identify ways that physical activities can provide positive social interaction, such as the benefits of team involvement and an individual's role as a positive member of a group.
- k) Create and implement a strategy to promote peer involvement in physical activity, such as a social-networking campaign or a video.
- l) Describe and demonstrate behaviors that support an inclusive environment, where a sense of belonging, acceptance, and value is available to all students.

Energy Balance

11/12.5 The student will explain the importance of energy balance and demonstrate understanding of the nutritional needs of the body to maintain optimal health and prevent chronic disease for a lifetime.

- a) Analyze the relationships among physical activity, nutrition, body composition, and sleep that are optimal for personal health and/or for participation in a self-selected physical activity.
- b) Analyze current and future nutritional and physical activity needs in relation to changes in growth/aging.
- c) Explain the benefits of nutrient-dense, low-sodium foods versus high-calorie, empty calorie, and high-sodium foods.
- d) Analyze current and future sleep needs for positively influencing academic, career success, and mental health.
- e) Apply rate of perceived exertion and pacing to a conditioning plan that meets the needs of a self-selected physical activity.
- f) Explain energy balance in terms of caloric intake and expenditure in relation to changing lifestyle needs from adolescence to adulthood.
- g) Compare caloric expenditure while sitting and standing.

Motor Skill Development

PF.1 The student will demonstrate mastery of movement skills and patterns used to perform a variety of strength training, physical conditioning, and fitness-based activities.

- a) Demonstrate proficiency in personal fitness-related skills (strength training, physical conditioning, and fitness activities) through the execution of appropriate basic and advanced skills, use of knowledge related to an activity to enhance performance, development of motor skills for a high level of participation, consistent and correct performance of skills, understanding motor cues, appropriate spotting techniques, how to correct performance problems, displaying effort to learn and apply new skills, participating confidently with peers, applying skills to the development of a personal fitness program, possessing necessary physical fitness for moderate to vigorous participation, and correct selection of appropriate exercises based on personal goals and ability.
- b) Explain the importance of and demonstrate proficiency in a variety of activities that contribute to improvement of each component of health-related and skill-related fitness.
- c) Explain the relationship between health-related fitness activities and health problems, such as cardiovascular disease, obesity, and joint pain.
- d) Demonstrate a variety of activities that contribute to the improvement of each component of skill-related fitness.
- e) Demonstrate correct techniques, form, and exercise procedures when performing strength training, physical conditioning, and fitness activities and exercises.
- f) Describe and demonstrate assessment activities that contribute to the development and improvement of health- and skill-related fitness components and personal fitness goals.
- g) Apply movement principles and concepts to skill performance of strength training, physical conditioning, and fitness activities.

Anatomical Basis of Movement

PF.2 The student will describe major body systems and explain the effects of physical activity on the systems.

- a) Describe the muscular system, including identification of the major muscles/muscle groups of the body and their function.
- b) Describe exercises/activities that increase the strength and flexibility of the muscular system.
- c) Describe the cardiovascular system, including identification of organs and their functions.
- d) Explain the effects of physical activity and training on the muscular and cardiovascular systems.

Fitness Planning

PF.3 The student will create a personal fitness and conditioning program for skill- and health-related components of fitness.

- a) Design, monitor, assess and modify a personal fitness and physical conditioning program that includes skill- and health-related fitness components to achieve and maintain a health-enhancing level of physical fitness for a lifetime.
- b) Apply principles of training (specificity, individualization, progressive overload and variation) for planning and modifying levels of physical activity in personal fitness and physical conditioning plans.
- c) Evaluate a variety of strength-training programs and design a personal strength-training program.
- d) Analyze different activities and sports for their contributions to the development of specific health- and skill-related fitness components.
- e) Use technology to assess, improve, and maintain personal health- and skill-related fitness levels.
- f) Evaluate fitness and physical conditioning programs, products, and services to become an informed consumer.
- g) Compare and evaluate competing arguments related to fitness products and services.

Social and Emotional Development

PF.4 The student will demonstrate social-competency skills in physical activity settings.

- a) Explain and demonstrate appropriate etiquette that exhibits respects for self and others within school and recreational fitness activity settings.
- b) Demonstrate safe practices, rules, and procedures in a physical activity setting.
- c) Explain the importance of inclusive and helpful behaviors in school and recreational fitness activity settings that promote feelings of belonging, acceptance, and value.

Energy Balance

PF.5 The student will explain energy balance in relation to health-enhancing nutritional and activity practices.

- a) Analyze nutrient needs and sound nutritional practices associated with physical activity and fitness.
- b) Analyze the consequences and risks associated with an inactive lifestyle.
- c) Analyze the benefits gained from participation in strength training, conditioning, and fitness programs.
- d) Explain the role of nutrition and fitness in relation to weight management.
- e) Evaluate the risks of performance-enhancing (ergogenic) supplements.
- f) Explain the potential consequences of energy imbalance (e.g., over-exercising, under eating, overeating, sedentary lifestyle).

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For further information, please call (757) 263-1070.

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