



Department of Teaching & Learning
Parent/Student Course Information

PHYSICAL EDUCATION
LEVEL III (PE 7510) Grades 11-12
LEVEL IV (PE 7610) Grade 12

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

Elective physical education courses provide students with the opportunity to participate in physical activities for specific purposes. Students in elective physical education demonstrate the knowledge and understanding necessary to analyze movement performance in an activity of choice using scientific principles, and implement effective practice procedures for skillful performance in specialized movement forms. Students apply advanced movement-specific information so that they develop the ability to learn, self-assess, and improve movement skills independently. Options for offering specialized-movement courses can be configured by quarter, by semester, or on a full-year basis. Students should be offered the opportunity to self-select an activity throughout the course. Examples of activity choices: aerobics, cycling, dance, individual sports, lifelong activities, outdoor pursuits, Pilates, self-defense, team management, and weight training/conditioning.

A fitness test will be administered each semester to determine a student's health wellness zone. Individual student assessment and information will be available to parents/guardians via the web-based program, WELNET, using a student secured login and password. The WELNET program can be found via the www.focusedfitness.org website. If internet access is unavailable, the school will provide parents with a paper copy of the report.

PREREQUISITE

Health and Physical Level II

REQUIRED STUDENT TEXTBOOK

None

PHYSICAL EDUCATION

LEVEL III/IV

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.
- a) 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.
 - b) Identify and apply appropriate skill practice and strategies of the selected activity at an advanced level.
 - c) Demonstrate advanced movement patterns in self-selected movement or activity.
 - d) Demonstrate the ability to use combined movement skills and strategies in self-selected movement activities.
 - e) Analyze movement activities to identify component skills and movement patterns.
 - f) Conduct observations and skill analyses of others to improve skill performance.
 - g) 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.
 - h) Select and apply appropriate practice procedures to learn skills and movement patterns in activities of personal interest.
 - i) Apply appropriate strategies during performance, to include offensive and defensive strategies, game-specific situational strategies, and strategies for working more effectively with team members/partners.
 - j) Compare and contrast strategies used in class performance of activities with college-level, pre-professional, or professional levels of activity.
 - k) Apply physiological and biomechanical principles to improve performance in sport/activity.

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.
- a) Explain and apply biomechanical and physiological principles that aid in the improvement of skills and performance in specialized movement forms. include 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 to include self-evaluation, peer evaluation and teacher evaluation.
 - c) 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) 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 movement activities to identify component skills and movement patterns.
 - h) 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-reference wellness tests, BMI, Fitnessgram®) and technology (heart-rate monitors, pedometers, accelerometers, and bioelectrical impedance).
 - b) Evaluate and adjust activity levels to meet personal fitness goals.
 - 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 fitness plans for a variety of individuals based on needs and goals.
 - f) Identify and evaluate community resources for selected physical and/or lifetime activities, to include recreation centers, local fitness centers, adult leagues, and other fitness clubs/groups.
 - g) Identify barriers to physical activity, to include 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.

Social 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 plan for safe practice, to include responsible safety practices, rules and procedures, avoidance of dangerous situations, and strategies for decreasing risk of injury.
 - b) Demonstrate appropriate etiquette as a participant and spectator in physical activity/sport.
 - c) 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 problem solving, communication, and conflict resolution.
 - f) Demonstrate the ability to work cooperatively to accomplish a group goal.
 - g) Advocate for rule change or modification in a sport or activity to facilitate safety or 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 abilities.
 - 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 social-networking campaign, a video announcement, or physical activity Web presence.

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 changing activity and exercise levels for high school and college students or for employees in a chosen field.
 - c) Analyze current and future nutritional needs in relation to changes in growth/aging.
 - d) Explain the benefits of nutrient-dense, low-sodium foods versus high-calorie, nutrition-poor, and high-sodium foods.
 - e) Analyze current and future sleep needs for positively impacting academic and career success.
 - f) Apply rate of perceived exertion and pacing to a conditioning plan that meets the needs of a self-selected physical activity.
 - g) Explain energy balance in relation to changing lifestyle needs from adolescence to adulthood.
 - h) Explain the relationship between caloric intake and caloric expenditure.

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

Notice of Non-Discrimination Policy

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To seek resolution of grievances resulting from alleged discrimination or to report violations of these policies, please contact the Title VI/Title IX Coordinator/Director of Student Leadership at (757) 263-2020, 1413 Laskin Road, Virginia Beach, Virginia, 23451 (for student complaints) or the Section 504/ADA Coordinator/Chief Human Resources Officer at (757) 263-1133, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (for employees or other citizens). Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Laskin Road Annex, 1413 Laskin Road, Virginia Beach, Virginia, 23451.

Alternative formats of this publication which may include taped, Braille or large print materials are available upon request for individuals with disabilities. Call or write The Department of Teaching and Learning, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1070 (voice); fax 263-1424; 263-1240 (TDD) or email her at Brenda.Fuller@VBSchools.com

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