

# HCPSS Physical Education

## High School Level 1 Course Indicators/Objectives

### Standard 1: Motor Skills and Movement Patterns

- Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, invasion games, fielding and striking games, aquatics, net/wall games, or target games). S1.L1.1
- Demonstrates competency in one or more specialized skills in health-related fitness activities. S1.L1.2

### Standard 2: Concepts & Strategies

- Applies the terminology associated with exercise and participation in selected individual-performance activities, net and wall games, target games, aquatics, invasion games, fielding and striking games, and/or outdoor pursuits appropriately. S2.L1.1a
- Uses movement concepts and principles to analyze and improve performance of self and/or others in a selected skill. S2.L1.1b
- Creates a practice plan to improve performance for a self-selected skill. S2.L1.1c
- Identifies examples of social and technical dance forms. S2.L1.1d
- Uses strategies and tactics effectively during game play in net, wall, and/or target games. S2.L1.1e

### Standard 3: Health-Enhancing Level of Physical Activity and Fitness

- Discusses the benefits of a physically active lifestyle as it relates to college or career readiness. S3.L1.1a
- Analyzes the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle. S3.L1.1b
- Identifies issues associated with exercising in heat, humidity, and cold. S3.L1.1c
- Analyzes — according to their benefits, social support network and participation requirements — activities that can be pursued in the local environment. S3.L1.1d
- Analyzes the risks and safety factors that might affect physical activity preferences throughout the life cycle. S3.L1.1e
- Demonstrates appropriate technique on resistance training machines and with free weights. S3.L1.2a
- Relates physiological responses to individual levels of fitness and nutritional balance. S3.L1.2b

- Identifies types of strength exercises and stretching exercises for personal fitness development. S3.L1.2c
- Calculates target heart rate and applies that information to a personal fitness plan. S3.L1.2d
- Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings. S3.L1.3a
- Designs a fitness program, including all components of health-related fitness for a college student and/or an employee in the learner's chosen career. S3.L1.3b
- Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. S3.L1.4
- Identifies stress-management strategies to reduce stress. S3.L1.5

## Standard 4: Responsible Personal and Social Behavior

- Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. S4.L1.1
- Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance. S4.L1.2
- Uses communication skills and strategies that promote team or group dynamics. S4.L1.3a
- Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. S4.L1.3b
- Applies best practices for participating safely in physical activity, exercise, and dance. S4.L1.4

## Standard 5: Recognizes the Value of Physical Activity

- Identifies the health benefits of a self-selected physical activity. S5.L1.1
- Identifies an appropriate level of challenge needed to experience success and desire to participate in a self-selected physical activity. S5.L1.2
- Identifies the uniqueness of creative dance as a means of self-expression. S5.L1.3
- Identifies the opportunity for social support in a self-selected physical activity or dance. S5.L1.4