Oroville Union High School District
Course Description

Course Title:	P.E. 10-12 Advanced
Aeries Course #:	501A
CBEDS #:	9315
Course Length:	One Year
Type of Credit(s):	PE (10 credits)
A-G Approved:	No
Approval Date:	N/A
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	Must Pass a Prior PE Class with a “B” or Higher
Includes Hands-on Lab Activities:	No
Grade Level(s):	10-12
Primary Textbook(s):	Fitness for Life, 6th Edition, Corbin, LeMasurier and Connell, Human Kinetics, 2014, ISBN # 978-1-4504-0022-0
Supplemental Materials:	None
Digital Resources:	None

Course Overview

This second year course fulfills the district’s graduation requirement for Physical Education. Students will continue to build upon their skills in a competitive environment focusing on individual/dual and team sports. This advanced course will focus on high tempo workouts and competitive game play.

Please attach a copy of all standards that apply to this course.

Board Approval Date: 12/18/19

High School Course 2 Standards

Standard 1

Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities.

1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.

1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.

1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.

1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles.

1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.

1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities.

1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.

1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.

1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.

1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/ tumbling, and team activities.

1.12 Evaluate independent learning of movement skills.

Standard 2

Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

2.1 Participate in moderate to vigorous physical activity at least four days each week.

2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.

2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the standards established by scientifically based health-related fitness assessments.

2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.

2.5 Justify the use of particular physical activities to achieve desired fitness goals.

2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.

2.7 Develop and implement an appropriate personal physical fitness program for a family or community member.

2.8 Explain how to evaluate consumer physical fitness products and programs.

2.9 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance.

2.10 Evaluate the availability and quality of fitness resources in the community.

2.11 Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness.

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 Participate in physical activities for personal enjoyment.

3.2 Examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime.

3.3 Evaluate the psychological benefits derived from regular participation in physical activity.

3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.

3.5 Evaluate and refine personal goals to improve performance in physical activities.

Social Interaction

3.6 Identify the effects of individual differences, such as age, gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity.

3.7 Explain how to select and modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs.

Group Dynamics

3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.

3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.