

Course Syllabus

PL/VS, PE II

Morgan County Curriculum 4.1 High School, Final
Morgan County School District

Upon reviewing assessment results, the Morgan County High School will help the student and parent to determine what courses their child needs to take during their high school career, utilizing the Individual Learning Plan (ILP)

Physical Education

PERSONAL WELLNESS: Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illness and diseases and the ability to remain physically, mentally, spiritually, socially and emotionally wellness. **PSYCHOMOTOR SKILLS:** Cognitive information can be used to understand and enhance the development of motor skills such as movement sequences and patterns. Individuals who understand their bodies and how to perform various movements will be safer and more productive in recreation and work activities. Development of psychomotor skills contributes to the development of social and cognitive skills. **LIFETIME PHYSICAL WELLNESS** is health-focused. The health-related activities and content utilized are presented to help students become more responsible for their overall health status and to prepare each student to demonstrate knowledge and skills that promote physical activity throughout their lives. Physical education uses physical activity as a means to help students acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being. Physical, mental, emotional and social health is strengthened by regular involvement in physical development.

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- 2.1.01 (DOK 3) Supporting
The learner will be able to analyze the principles for motor skills (e.g., accuracy, techniques, physics, mechanics) and make applications for improving these skills (locomotor, nonlocomotor, transitional).
- 2.1.02 (DOK 3) Supporting
The learner will be able to infer how an analysis of specialized movement patterns (e.g., swinging golf clubs, shooting basketballs) and sequence evaluation (e.g., positioning, performing, following through) can be used to make recommendations for the improvement of skills used in individual, dual and team sports (e.g., golf, racket sports, softball, volleyball, basketball).
- 2.2.01 (DOK 2) ASSESSED
The learner will be able to explain how physical, emotional/mental, and social benefits result from regular participation in leisure/recreational or competitive physical activities: **PHYSICAL:** Disease prevention, weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory endurance, control of body movements, increased metabolism, reduction of body fat, decrease in cholesterol, decreased heart rate. **MENTAL/EMOTIONAL:** Reduces anxiety/stress, depression provides better body image, improves self-discipline, and self-respect. **SOCIAL:** Provides opportunity for interaction with others, cooperation, friendship, teamwork, respect for others, and tolerance.
- 2.2.02 (DOK 3) Supporting
The learner will be able to apply techniques (e.g., practice, peer/teacher evaluation, individualized coaching) to achieve performance consistency in games and sports.

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- 2.3.01 (DOK 3) ASSESSED
The learner will be able to describe the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance) and apply the FITT Principle (Frequency, Intensity, Type, Time) to create a comprehensive exercise plan.
- 2.3.02 (DOK 2) Supporting
The learner will be able to compare offensive and defensive strategies and basic rules of play for a variety of games and sports.
- 2.3.03 (DOK 3) Supporting
The learner will be able to analyze the value and role of rules, fair play, cooperation, and sportsmanship for spectators/participants during games and sports.