Big Idea: Psychomotor Skills (Physical Education)
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.

Academic Expectations
2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
2.34 Students perform physical movements skills effectively in a variety of settings.
2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.
4.1 Students effectively use interpersonal skills.

High School Enduring Knowledge – Understandings
Students will understand that
motor skills and movement patterns allow individuals to perform a variety of physical activities and to achieve a degree of success that make the activities enjoyable. Basic and advance skills and tactics need to be refined, combined and varied in the development of specialized skills.

Connections to Program of Studies
<table>
<thead>
<tr>
<th>Core Content</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>PL-HS-2.1.1</td>
<td>Released Open-Response – Correcting Poor Batting Techniques</td>
</tr>
<tr>
<td>PL-HS-2.1.2</td>
<td>Released Open-Response – Correcting Poor Batting Techniques</td>
</tr>
</tbody>
</table>

Suggested Activities/Resources
- PE Central
- SBC Education

Vocabulary
- Locomotor
- Nonlocomotor
- Transitional
- Accuracy
- Technique
- Physics
- Mechanics
- Movement patterns
- Sequence evaluation
overcome certain physical limitations (e.g., height, muscle development)

- explain the role the body (e.g., muscles, bones) has in the performance of skills and tactics used in sports and other physical activities
- recognize physical activity as an opportunity for positive social and group interaction
- evaluate how an analysis of specialized movement patterns (e.g., golf club swing, shooting a basketball) and sequence evaluation (e.g., positioning, performing, follow through) can be used to detect and correct errors in performances

Big Idea: Lifetime Physical Wellness (Physical Education)

Lifetime 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 activities.

Academic Expectations

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
2.34 Students perform physical movements skills effectively in a variety of settings.
2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.
3.1 Students demonstrate positive growth in self-concept through appropriate tasks or projects.
3.2 Students demonstrate the ability to maintain a healthy lifestyle.
3.7 Students demonstrate the ability to learn on one’s own.
4.2 Students use productive team membership skills.

High School Enduring Knowledge – Understandings
### Boyd County Public Schools

**High School – Physical Education/Advanced Physical Education**

**DRAFT**

**Students will understand that**
- leisure/recreational or competitive physical activities provide opportunities for self-expression, social interactions and can be enjoyable and challenging.
- regular participation in health-enhancing and personally rewarding physical activities has physical, emotional/mental and social benefits.
- techniques, strategies and practice are important for improving performance of sport skills.
- adhering to rules and procedures, etiquette, cooperation and team work, ethical behavior and positive social interaction impacts the effective participation in sports and physical activities.
- basic components of fitness impacts lifetime physical wellness.
- principles and techniques are used to improve/maintain physical fitness levels throughout life.
- an individual needs a personal plan for achieving and maintaining fitness goals.

<table>
<thead>
<tr>
<th>High School Skills and Concepts</th>
<th>PL-HS-2.2.1 DOK 2</th>
<th>Released Open-Response – Long Term Benefits of Physical Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will</td>
<td>Students will explain how physical, emotional/mental, and social benefits result from regular participation in leisure/recreational or competitive physical activities:</td>
<td>PE Central SBC Education</td>
</tr>
<tr>
<td></td>
<td>o Physical benefits (e.g., disease prevention, weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory/cardiovascular endurance, control of body movements, stress reduction, increased metabolism, reduction of body fat, decrease in cholesterol, decreased heart rate)</td>
<td>Metabolism Cholesterol Cardio-respiratory/cardiovascular</td>
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<td>o Social benefits (e.g., opportunity for interaction with others, cooperation, friendship, teamwork, respect for others, and tolerance)</td>
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<tr>
<td></td>
<td>o Mental/Emotional benefits (e.g., reduces anxiety/stress, depression, provides better body image, improves self-discipline, and self-</td>
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<td>design and implement a personal lifetime leisure/recreational plan that includes challenging and enjoyable physical activities</td>
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<td></td>
<td>evaluate the personal benefits derived from regular participation in leisure/recreational or competitive physical activities as it relates to the quality and quantity of life</td>
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<td>analyze (e.g., through self-assessment) the relationship between and among effort, persistence, practice and improvement as they relate to skill development</td>
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<td>evaluate the impact of techniques used to improve motor skills (e.g., self-evaluation, individualized coaching, feedback)</td>
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<td>participate regularly in physical activity</td>
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</table>
- when participating in a variety of physical activities, sports and games:
  - identify and apply rules of behavior and fair play (e.g., accepting authoritative decisions, assessing one's own performance level, accepting skills and abilities of others through verbal and nonverbal actions for spectators and/or participants)
  - analyze the value of rules, fair play, cooperation, sportsmanship, teamwork and conflict resolution
- develop and compare effectiveness of game strategies for offensive and defensive play
- design, implement, assess and refine a personal fitness plan based on the FITT Principle (Frequency, Intensity, Type, Time)
- compare and contrast lifetime activities (e.g., golf, tennis, walking, dance, yoga, swimming) that improve or maintain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance) and apply the FITT Principle (i.e., frequency, intensity, type, time) to create a comprehensive exercise plan.
- explain how the systems of the body (e.g., muscular, respect

| PL-HS-2.2.2 | Students will apply techniques (e.g., practice, peer/teacher evaluation, individualized coaching) to achieve performance consistency in games and sports. | PE Central SBC Education |
| PL-HS-2.2.3 | DOK 3 Students will describe the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory/cardiovascular endurance) and apply the FITT Principle (i.e., frequency, intensity, type, time) to create a comprehensive exercise plan. | Released Item 2007 KCCT MC question #2 –DOK 2 |
| PL-HS-2.2.4 | Students will compare offensive and defensive strategies and basic rules of play for a variety of games and sports. | PE Central SBC Education |
| PL-HS-2.2.5 | Students will analyze the value and role of rules, fair play, cooperation, and sportsmanship for spectators/participants during games and sports. | PE Central SBC Education |

FITT Principle

Offensive strategies

Defensive strategies
skeletal, nervous, respiratory, circulatory) respond to exercise
- analyze and explain the relationships between caloric intake and caloric expenditure in relation to body composition, nutrition and physical activity