

Grades 9, 10, 11, 12

Adopted 2015

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

a. Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). [S1.H1.L1.A](#)

a. Refines activity-specific movement skills in one or more lifetime activities. (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games) [S1.H1.L2.A](#)

a. Demonstrates competency in dance forms and rhythmic movements to include dynamic warmups, agility drills as wells as cultural and social occasions such as weddings and parties. [S1.H2.L1.A](#)

b. Demonstrating competency in 1 form of dance (e.g., ballet, modern, hip hop, tap, etc.). [S1.H2.L1.B](#)

a. Demonstrates competency in dance forms and rhythmic movements by choreographing a dance, designing a workout routine or by giving a performance. [S1.H2.L2.A](#)

a. Demonstrates competency in one or more specialized skills to include demonstration, application and evaluation in health and skill-related fitness activities. [S1.H3.L1.A](#)

a. Demonstrates competency in 2 or more specialized skills including demonstration, application and evaluation in health related fitness activities. [S1.H3.L2.A](#)

The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

a. Identifies examples of social and technical dance forms and rhythmic movements. [S2.H1.L1.A](#)

a. Identifies and discusses the historical and cultural roles of games, sports and dance in a society. [S2.H1.L2.A](#)

a. Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. [S2.H2.L1.A](#)

a. Describes the speed/accuracy trade-off in throwing and striking skills. [S2.H2.L2.A](#)

a. Create a practice plan to improve performance for a self-selected skill. [S2.H3.L1.A](#)

a. Identifies the stages of learning a motor skill. S2.H3.L2.A

a. Identifies examples of social and technical dance forms. S2.H4.L1.A

a. Compares similarities and differences in various dance forms. S2.H4.L2.A

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

a. Discusses the benefits of a physically active lifestyle as it relates to college or career productivity. S3.H1.L1.A

a. Investigates the relationships among physical activity, nutrition, and body composition. S3.H1.L2.A

a. Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle. S3.H2.L1.A

a. Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle. S3.H2.L2.A

a. Identifies issues associated with exercising in heat, humidity, and cold. S3.H3.L1.A

a. Applies rates of perceived exertion and pacing. S3.H3.L2.A

a. Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy active lifestyle. S3.H4.L1.A

a. Apply, analyze and evaluate technology and social media as a tool to support a healthy active lifestyle. S3.H4.L2.A

a. Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. S3.H5.L1.A

a. Analyzes the impact of risks and safety factors in life choices, economics, motivation, and accessibility on exercise adherence and successful participation in physical activity in college or career settings. S3.H5.L2.A

a. Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. S3.H6.L1.A

a. Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event). S3.H6.L2.A

a. Demonstrates appropriate technique in resistance training. S3.H7.L1.A

a. Designs and implements a strength and conditioning program that develops balance in opposing muscles groups (agonist-antagonist) and supports a healthy, active lifestyle. S3.H7.L2.A

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- a. Relates physiological responses to individual levels of fitness and nutritional balance.** S3.H8.L1.A
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- a. Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic/glycolysis, aerobic).** S3.H8.L2.A
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- a. Understands types of strength exercises (e.g. isometric, isotonic, isokinetic, concentric, eccentric etc.) and stretching exercises (e.g. static, dynamic, PNF, etc.) for personal fitness development (e.g. strength, endurance, range of motion).** S3.H9.L1.A
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- a. Identifies the structure of skeletal muscle and fiber types as they relate to muscle development.** S3.H9.L2.A
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- a. Calculates target heart rate and applies that information to a personal fitness plan.** S3.H10.L1.A
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- a. Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity.** S3.H10.L2.A
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- a. Designs a fitness program including all components of health-related fitness that relates to college/career productivity.** S3.H11.L1.A
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- a. Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).** S3.H11.L2.A
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- a. Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work.** S3.H12.L1.A
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- a. Analyzes the components of skill-related fitness in relation to life and career goals and designs an appropriate fitness program for those goals.** S3.H12.L2.A
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- a. Creates a meal plan that demonstrates understanding of the impact of nutrition on the effect of each phase of exercise (e.g. pre, during and post-activity).** S3.H13.L1.A
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- a. Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.** S3.H14.L1.A
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- a. Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.** S3.H14.L2.A
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The physically literate individual exhibits responsible personal and social behavior that respects self and others.

- a. Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed. S4.H1.L1.A
- a. Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media. S4.H1.L2.A
- a. Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance S4.H2.L1.A
- a. Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). S4.H2.L2.A
- a. Uses communication skills and strategies that promote team or group dynamics. S4.H3.L1.A
- a. Assumes leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. S4.H3.L2.A
- a. Solves problems and thinks critically in physical activity or dance settings, both as an individual and in groups. S4.H4.L1.A
- a. Accepts others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects. S4.H4.L2.A
- a. Understands best practices for safe participation in physical activity, exercise and dance (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection, aquatic safety, etc.). S4.H5.L1.A
- a. Applies best practices for safe participation in physical activity, exercise and dance (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection, aquatic safety, etc.). S4.H5.L2.A

The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- a. Analyzes the health benefits of a self-selected physical activity. S5.H1.L1.A
- a. If the outcome was not achieved in Level 1, it should be a focus in Level 2. S5.H1.L2.A
- a. Challenge is a focus in Level 2 only. S5.H2.L1.A
- a. Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. S5.H2.L2.A
- a. Shows respect and acceptance of others with varying ability levels to support a cooperative learning environment. S5.H4.L1.A
- a. Participates in inclusive programs that combine students of all ability levels. S5.H4.L2.A

a. Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. S5.H3.L1.A

a. Identifies the uniqueness of creative dance and rhythmic movement as a means of self-expression. S5.H3.L2.A