Arizona Physical Education

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

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| | **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

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

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

a. **Identifies the structure of skeletal muscle and fiber types as they relate to muscle development.** S3.H9.L2.A

a. **Calculates target heart rate and applies that information to a personal fitness plan.** S3.H10.L1.A

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

a. **Designs a fitness program including all components of health-related fitness that relates to college/career productivity.** S3.H11.L1.A

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

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

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

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

a. **Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.** S3.H14.L1.A

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 |

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**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