

Physical Education and Leisure: Grades 9, 10, 11, 12

Adopted 2011

Movement Concepts

1: Students shall understand movement concepts, principles, and strategies that apply to the performance of physical activity.

1. Critique movement in a variety of activities by utilizing technology **MC.1.PEL.1**
 2. Identify and apply proper concepts associated with participation in a variety of activities **MC.1.PEL.2**
 3. Participate in a variety of activities that promote fitness **MC.1.PEL.3**
 4. Examine a variety of fitness and adventure activities to perform complex skills **MC.1.PEL.4**
 5. Differentiate between anaerobic and aerobic activities for improvement in endurance **MC.1.PEL.5**
 6. Differentiate between isotonic and isometric activities for improvement in strength and flexibility **MC.1.PEL.6**
 7. Differentiate between the components of the FITT formula:
 - Frequency
 - Intensity
 - Time
 - Type**MC.1.PEL.7**
 8. Evaluate the three basic principles of exercise as it relates to personal fitness:
 - overload
 - progression
 - specificity**MC.1.PEL.8**
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Health-Related Fitness

2: Students shall participate in fitness activities that will promote and improve individual health.

1. Participate in a nationally recognized fitness assessment at various times throughout the year to determine the initial level of fitness and to determine individual progress (e.g., President's Challenge, other nationally recognized health-related fitness tests):
 - cardio-respiratory (e.g., mile run, step test, recovery rate, pacer)
 - muscular strength (e.g., pull-ups, push-ups, modified push-ups, flexed arm hang, grip and bicep strength)
 - muscular endurance (e.g., curl-ups, push-ups, step-ups, grip endurance)
 - Flexibility (e.g., V-sit, sit and reach, shoulder stretch, trunk lift, body rotation)
 - body composition (e.g., BMI, body fat percentage, waist-hip ratio, skin fold)**HRF.2.PEL.1**
 2. Create a personal fitness plan based on a variety of physical activities, fitness profiles, nutritional guidelines, and fitness principles **HRF.2.PEL.2**
 3. Participate in a variety of appropriate activities in each area of fitness by incorporating the FITT formula and the three basic principles of exercising:
 - cardio-respiratory (e.g., target heart rate formula, bicycling, canoeing, dancing, jogging, hiking, running, swimming, walking)
 - muscular strength (e.g., pull-ups, push-ups, modified push-ups, flexed arm hang, grip and bicep strength, weight training)
 - muscular endurance (e.g., curl-ups, push-ups, step-ups, weight training)
 - flexibility (e.g., stretching, rotating, yoga, aerobics, Pilates)
 - body composition (e.g., balanced nutrition and physical activity)**HRF.2.PEL.3**
 4. Explore a variety of stress-relief strategies **HRF.2.PEL.4**
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Lifetime Activities and Recreation

3: Students shall understand the importance of health benefits from participating in lifetime recreational activities.

1. Engage in a variety of activities that promote improvement in each skill-related component of fitness:
 - agilitybalancecoordinationpowerreaction timespeed LAR.3.PEL.1
 - 2. Discuss the benefits of participating in regular physical activity to reduce chronic disease risks:
 - reduce blood lipidslower blood pressureappropriate weight lossreduce stresslessen colon cancer risklessen risk for diabetes LAR.3.PEL.2
 - 3. Examine the benefits of lifetime participation in traditional, adventure, or leisure activities:
 - stress managementmaintain muscle massmaintain cardio-respiratory fitnessmaintain body weightpromote social interaction LAR.3.PEL.3
 - 4. Research fitness and/or recreational opportunities available locally, statewide, or nationally LAR.3.PEL.4
 - 5. Evaluate personal health and fitness as it relates to:
 - leisure timeemploymentdaily activitieseconomic impact LAR.3.PEL.5
 - 6. Monitor personal fitness to include potential lifetime activities that promote health-related fitness, relieve tension, and maintain a healthy weight in both school and non-school settings LAR.3.PEL.6

Personal and Social Behavior

4: Students shall demonstrate responsible personal and social behavior which displays respect for self and others in physical activity settings.

1. Demonstrate ability to act responsibly and independently in physical activity settings PSB.4.PEL.1
2. Apply appropriate safe behaviors when participating in all physical activities PSB.4.PEL.2
3. Examine the potential dangers of anabolic steroids and performance-enhancing supplements PSB.4.PEL.3
4. Discuss and model positive social behaviors associated with physical activity PSB.4.PEL.4
5. Recognize the impact of peer pressure on physical activity, participation, and performance PSB.4.PEL.5