

Grades 9, 10, 11, 12

Adopted 2007

Efficiency of Human Movement and Performance

1. Personal Fitness and Healthy Active Living

A. Health-Related and Skill-Related Fitness

- a. Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total lifetime fitness.
- b. Analyze present fitness levels to create a long-term personal fitness plan which meets current and future needs necessary for the maintenance of health and fitness.

B. Wellness

- a. Analyze and compare health, skill, and fitness benefits derived from a variety of sports and lifetime activities (e.g., pedometers, pulse wands, heart rate wands, tri-fit machines).
- b. Describe the relationship between nutrition, exercise and body composition (MyPyramid.gov).
- c. Investigate the negative effects of performance enhancing drugs and alcohol on health and physical performance.
- d. Categorize short and long-term effects of stress on the individual.
- e. Analyze the benefits of an effective stress management plan.

C. Fitness Principles

- a. Design a personal fitness plan utilizing the FITT (frequency, intensity, time, type) principle and the principles of overload, progression, and specificity that contributes to an active healthy lifestyle (American College of Sport Medicine guidelines).
- b. Differentiate between how oxygen is utilized aerobically and anaerobically.

D. Body Systems

- a. Identify the major muscle groups that are engaged during specific exercises and activities (e.g., bicep - bicep curl).

2. Responsible Personal and Social Behavior in the Physical Activity Setting

A. Personal/Social Responsibilities

- a. Show personal etiquette, respect, and safety skills during physical activities.
- b. Identify strategies for including persons of diverse backgrounds and abilities in physical activities.

3. Injury Prevention, Treatment and Rehabilitation

A. Prevention

- a.** Identify the relationship between warm-up, cool-down, proper skill techniques, the use of protective equipment, and proper conditioning to exercise-related injuries.
- b.** Investigate and predict potential exercise-related injuries and medical conditions that could occur during a variety of physical activities.

B. Treatment

- a.** Differentiate between life threatening and non-life threatening injuries and select the appropriate level of treatment (e.g., basic first aid, CPR, calling 911).

Physical Activity and Lifetime Wellness

1. Fundamental Movement Skills and Games

E. Movement Concepts

- a.** Identify and analyze the critical elements of selected advanced skills (e.g., strength training, games).

2. Sport Skills and Lifetime Activities

A. Skill Techniques

- a. Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment).

B. Individual, Dual and Team Sports

- a. Summarize the history, rules, terminology, scoring and etiquette in a variety of individual, dual and team sports.
- b. Identify and apply rules of play, skill techniques and basic game strategies in a variety of individual, dual and team sports.
- c. Consistently demonstrate skill competency in a variety of individual, dual and team sports.

C. Outdoor Pursuits/Recreational Activities

- a. Summarize and apply rules, etiquette, skill techniques, and basic strategies in a variety of outdoor pursuits and recreational activities.
- b. Consistently demonstrate skill competency in a variety of outdoor pursuits and recreational activities.

D. Specialized Activities

- a. Summarize the history, rules, terminology and etiquette in aquatics or gymnastics.
- b. Identify and apply rules, skill techniques and basic strategies in aquatics or gymnastics.
- c. Consistently demonstrate skill competency in aquatics or gymnastics.

E. Careers

- a. Investigate and cite career opportunities available as related to physical education (e.g., panel, research paper).

3. Rhythms and Dance

C. Rhythmic Activities

- a. Demonstrate rhythmic activities that use a variety of equipment to develop various components of fitness (e.g., dumbbells, exercise bands, steps, balls, scarves).

D. Forms of Dance

- a. Demonstrate basic skills and social etiquette in a variety of dance forms utilizing different cultural backgrounds (e.g., line dance, social, folk, aerobic, square, jazz, contemporary).

E. Social/Cultural Aspects of Dance

- a. Compare the recreational and social aspects of a variety of dances and their impact on cultural development.