New Hampshire Physical Education

# Grades 9, 10, 11, 12

Adopted 2005

| | |
|---|---|
| **Engages in a physically active lifestyle.** | **a. Participate in daily health-enhancing and personally rewarding physical activities.** |
| | **b. Develop a physical activity plan based on individual needs and interests.** |
| | **c. Describe how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes.** |
| **Achieves and maintains a health enhancing level of physical fitness.** | **a. Participate in daily health-enhancing and personally rewarding physical activities.** |
| | **b. Participate in annual fitness assessment.** |
| | **c. Develop and implement a personal fitness program based on his/her fitness profile.** |
| | **d. Achieve the minimum level on all health-related fitness components.** |
| | **e. Differentiate between health-related and skill-related fitness components inherent in various activities.** |
| | **f. Use technology to analyze, assess and improve one's physical activity and fitness levels.** |
| | **g. Examine the correlation between modifiable health-related risk factors and health-related fitness.** |
| **Demonstrates competency in motor skills and movements patterns, proficiency in a few, and applies these skills and patterns in a variety of physical activities (psychomotor).** | **a. Demonstrate competency in many and proficiency in a few complex motor skills.** |
| | **b. Apply complex motor skills in a wide variety of leisure and work-related physical activities.** |
| | **c. Demonstrate use of strategies and tactics within a variety of physical activities.** |
| **De un** | **Use a movement vocabulary when describing motor skill performance.** |

Skip to main content

| | |
|---|---|
| movement concepts, principles, strategies and tactics as they apply to the development of motor skills and the learning and performance of physical activities | b. Describe critical elements of complex motor skills. |
| | c. Evaluate the use of movement concepts during motor skill performance. |
| | d. Use feedback from teachers, peers, other mediums, and self to improve motor skill performance and cognitive understanding. |
| | e. Identify movement concepts and principles to independently refine their skills and apply them to the learning of new skills. |
| | d. Explain appropriate strategical and tactical decisions during game play (what to do when and why). |
| Identifies that physical activity provides opportunities for health enhancement, enjoyment, challenge, self-expression and social interaction | a. Identify the value of personally participating in physical activities. |
| | b. Analyze the contributions of group members. |
| | c. Reflect on personal contribution(s) within a group. |
| Exhibits responsible personal and social behavior that respects self and others in physical activity settings | a. Initiate independent responsible behaviors in order to be a positive influence on others in physical activity settings. |
| | b. Recognize the role of the leader and follower within a group in order to achieve physical activity goals. |
| | c. Identify, follow and, when appropriate, create safety guidelines for participation in physical activity settings. |
| | d. Analyze the difference between ethical and unethical behavior in physical activity settings. |
| | e. Demonstrate ethical behavior in physical activity settings. |
| | f. Demonstrate positive attitudes towards self and others through verbal and non-verbal behaviors. |
| | g. Develop strategies for including others in physical activity settings. |
| | h. Advocate for including all people in physical activity settings. |
| | i. Resolve conflicts and accept decisions of judgment in socially acceptable ways. |