

Grades 9, 10, 11, 12

Adopted 2009

Demonstrates competency in many movement forms and proficiency in a few movement forms. Students will:

1: Demonstrate proficiency in at least one activity from three of the six following categories of activities: aquatics, dance, outdoor pursuits, individual activities/sports and team activities/sports:

1. Identify the critical elements contained in the preparatory, action and follow-through phases of movement;
2. Analyze the critical elements contained in the preparatory, action and follow-through phases of movement;
3. Evaluate skill based on self, peer and teacher feedback while utilizing sound principles of biomechanics; and
4. Modify and transition future skill performances based on self, peer and teacher feedback while utilizing sound principles of biomechanics to guide skill improvement.

Applies movement concepts and principles to the learning and development of motor skills. Students will:

1: Apply scientific principles to learn and improve skills; grades 9-12 performance standards:

1. Explain and demonstrate motor learning cues to help regulate their physical performance;
2. Explain the principles of exercise science and demonstrate the understanding of physiological changes that occur to the body due to the efficiency of movement, training and the aging process;
3. Apply biomechanical concepts while identifying basic biomechanical principles of movement (i.e., leverage, torque, transfer of energy and angular velocity, mass and momentum, net joint torque, etc.); and
4. Identify and utilize biomechanical, motor development, exercise physiology and motor learning concepts to learn and improve skills.

Exhibits knowledge and ability to participate in a physically active lifestyle. Students will:

1: Participate in physical activities which contribute to the attainment of personal goals and the maintenance of wellness:

1. Identify realistic personal fitness goals based on a pre-assessment; and
2. Maintain a personal fitness program by using exercise strategies (i.e., goal statements, graphs, charts, software, log books, etc.).

2: Monitor exercise, eating and other behaviors related to a healthy lifestyle:

1. Demonstrate an understanding of chronic sedentary diseases and at-risk behaviors (i.e., smoking, alcohol consumption, drug use, etc.) as they pertain to health-related fitness (i.e., track, identify and draw conclusions about personal nutrition and physical activity and how it relates to one's personal health, etc.).
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3: Understand how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes:

1. Identify and explain the physiological challenges and metabolic changes that occur to the human body across the lifespan; and
 2. Create a physical activity and nutrition plan for the different stages of life based on personal health history, areas of interest and desired individual outcomes.
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4: Use scientific knowledge to analyze personal characteristics that relate to participation in physical activities:

1. Use technology and scientific methods to collect data in order to analyze personal physical activity patterns (i.e., pedometers, heart rate monitors, activity-gram, etc.); and
 2. Analyze different physical activities to determine a well-balanced health-related fitness program to help enhance overall fitness (i.e., cardiovascular, muscular endurance, muscular strength, flexibility activities, etc.).
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Achieves and maintains a health-enhancing level of physical fitness. Students will:

1: Recognize the importance of participation in physical activity on a regular basis:

1. Maintain a personal fitness program by using exercise strategies (i.e., goal statements, graphs, charts, software, log books, etc.).
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2: Demonstrate independence in assessing, achieving and maintaining personal health-related fitness goals:

1. Demonstrate the ability and knowledge to self-assess health-related fitness levels (i.e., resting heart rate, recovery heart rate, target heart rate, heart rate zone, muscular strength, endurance, flexibility, body composition, etc.) based upon health-related fitness criteria (i.e., develop strategies for achieving and maintaining a personal fitness program).
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3: Design personal fitness programs that encompass all health-related physical fitness components:

1. Provide rationale for the use of scientific concepts in the development of one's fitness program;
 2. Provide rationale for the principles of frequency, intensity, time and type;
 3. Demonstrate a knowledge base on training principles (i.e., progression, overload, specificity, etc.); and
 4. Create a scientifically-based personal fitness program that encompasses cardiovascular, muscular strength, muscular endurance, flexibility and body composition principles in the fitness plan.
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Demonstrates responsible personal and social behavior in physical activity settings. Students will:

1: Identify and evaluate risks and safety factors that may affect physical activity choices throughout the life cycle:

1. Adhere to the general classroom and specific activity rules as well as assisting with the care of the equipment and facilities; and
 2. Apply appropriate etiquette in all activities.
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2: Initiate independent and responsible personal behavior in physical activity settings:

1. Follow general classroom and specific activity rules to insure physical and emotional safety.
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3: Recognize the influence of peer pressure and exhibit appropriate strategies for conflict resolution;

1. Demonstrate the ability to make responsible decisions regardless of peer pressure;
 2. Accept consequences of personal choices; and
 3. Openly discuss conflicts with the teacher and others involved while using conflict resolution skills.
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4: Accept leadership responsibility and a willingness to follow, as appropriate, in order to accomplish group goals:

1. Distinguish between group member roles (e.g. leader, follower, etc.) and act accordingly to accomplish group goals.
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Demonstrates understanding and respect for differences among people in physical activity settings. Students will:

1: Identify the effects of age, gender, race, ethnicity, socioeconomic standing and culture upon physical activity choices and participation:

1. Discuss why social differences and other aspects keep young adults from participating in an active lifestyle; and
 2. Acknowledge the attributes that individuals with differences bring to a group.
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2: Develop strategies for including persons of diverse backgrounds and abilities in physical activity:

1. Recognize the importance of working cooperatively with persons of diverse backgrounds and abilities during any activity; and
 2. Display a sensitive attitude and a willingness to participate with others in physical activities.
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3: Evaluate how the media, particularly advertising, influence the perception of the ideal body types:

1. Recognize that media messages are trying to sell products;
 2. Know that billboards, magazines and television will show idealistic body types; and
 3. Critically analyze advertising messages; create print ads endorsing healthy lifestyles.
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Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction. Students will:

1: Maintain and improve physical fitness, motor skills and knowledge about physical activity:

1. Select activities that are enjoyable and promote fitness;
 2. Identify activities that best fit their individual needs;
 3. Choose activities outside of school that provide challenges and social interaction; and
 4. Recognize intrinsic value of physical activity.
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2: Evaluate the importance of physical activity and healthy nutrition as part of one's lifestyle:

1. Identify key reasons to develop and maintain physical activity and healthy eating habits; and
 2. Recognize the connections with lifestyle choices regarding activity and nutrition and the impact on health.
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3: Analyze time, cost and accessibility factors related to regular participation in physical activities:

1. Identify barriers and enablers to regular physical activity specific to his or her situation; and
 2. Create a time management plan to facilitate regular physical activity participation.
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4: Recognize the feelings that result from physical activity participation:

1. Reflect on reasons for choosing to participate in selected physical activity;
2. Create self rewards for achieving personal fitness goals;
3. Experience the feeling of satisfaction about personal fitness accomplishments; and
4. Evaluate the physical, social and psychological benefits of a healthy and active lifestyle.