Oklahoma Physical Education

Grades 9, 10, 11, 12

Adopted 2016

Demonstrates competency in a variety of motor skills and movement patterns.	**L1.**	**Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuit's individual-performance activities, aquatics, net/wall games or target games).** S1.H1.L1
	L2.	**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
	L1.	**Demonstrates competency in dance forms and rhythmic movement used in cultural and social occasions (e.g., weddings, parties) or demonstrates competency in one form of dance (e.g., ballroom, modern, hip hop, tap).** S1.H2.L1
	L2.	**Demonstrates competency in dance forms and/or rhythmic movements by choreographing a dance, designing a rhythmic workout routine or by giving a performance.** S1.H2.L2
	L1.	**Demonstrates application, evaluation, and competency in one or more specialized skills in health-related fitness activities.** S1.H3.L1
	L2.	**Demonstrates application, evaluation, and competency in two or more specialized skills in health-related fitness activities.** S1.H3.L2
Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	**L1.**	**Applies the terminology associated with exercise and participation in selected individual-performance activities, dance net/wall games, target games, aquatics and/or outdoor pursuits appropriately.** S2.H1.L1
	L2.	**Identifies and discusses the historical and cultural roles of games, sports, and dance in society.** S2.H1.L2
	L1.	**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
	L2.	**Describes the speed/accuracy trade-off in throwing and striking skills.** S2.H2.L2
	L1.	**Creates a practice plan to improve performance for a self-selected skill.** S2.H3.L1
		Identifies the stages of learning a motor skill. S2.H3.L2
		Identifies examples of social and technical dance forms. S2.H4.L1

Skip to main content

	L2. Compares similarities and differences in various dance forms. S2.H4.L2
Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	**L1.** Discusses the benefits of a physically active lifestyle as it relates to college, career, and/or community productivity. S3.H1.L1
	L2. Investigates the relationships among physical activity, nutrition, and body composition. S3.H1.L2
	L1. Evaluates the validity of claims made by commercial products and programs pertaining to fitness and healthy, active lifestyle. S3.H2.L1
	L2. Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle. S3.H2.L2
	L1. Identifies issues associated with exercising in heat, humidity, and cold. S3.H3.L1
	L2. Applies rates of perceived exertion and pacing. S3.H3.L2
	L1. Evaluates - according to their benefits, social support network, and participation requirements - activities that can be pursued in the local environment. S3.H4.L1
	L2. Evaluates - according to their benefits, social support network, and participation requirements - activities that can be pursued in and outside the local environment. S3.H4.L2
	L1. Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. S3.H5.L1
	L2. Analyzes the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career settings. S3.H5.L2
	L1. Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. S3.H6.L1
	L2. 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
	L1. Demonstrates appropriate technique in resistance-training machines and free weights. S3.H7.L1
	L2. Designs and implements strength and conditioning program that develops balance in opposing muscle groups and supports a healthy, active lifestyle. S3.H7.L2
	Relates physiological response to individual levels of fitness and nutritional balance. S3.H8.L1

Skip to main content

	L2. Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic). S3.H8.L2
	L1. Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion). S3.H9.L1
	L2. Identifies the structure of skeletal muscle and fiber types as they relate to muscle development. S3.H9.L2
	L1. Calculates target heart rate and applies that information to personal fitness plan. S3.H10.L1
	L2. Adjusts pacing to keep heart rate in target zone, using available technology to self-monitor aerobic intensity. S3.H10.L2
	L1. Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings. S3.H11.L1
	L2. 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
	L1. 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
	L2. 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
	L1. Designs and implements a nutrition plan to maintain and appropriate energy balance for a healthy, active lifestyle. S3.H13.L1
	L2. Creates a snack plan for before, during and after exercise that addresses nutrition needs for each phase. S3.H13.L2
	L1. Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercises, meditation) to reduce stress. S3.H14.L1
	L2. Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercises, meditation) to reduce stress. S3.H14.L2
Exhibits responsible pe be self and others.	**L1.** Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed. S4.H1.L1

Skip to main content

	L2. Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media. S4.H1.L2
	L1. Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. S4.H2.L1
	L2. Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). S4.H2.L2
	L1. Uses communication skills and strategies that promote team or group dynamics. S4.H3.L1
	L2. Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. S4.H3.L2
	L1. Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. S4.H4.L1
	L2. Accepts others' ideas cultural diversity and body types by engaging in cooperative and collaborative movement projects. S4.H4.L2
	L1. Understands best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, aquatics, proper alignment, hydration, use of equipment, implementation or rules, sun protection). S4.H5.L1
	L2. Applies best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, aquatics, proper alignment, hydration, use of equipment, implementation of rules, sun protection). S4.H5.L2
Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	**L1.** Analyzes the health benefits of a self-selected physical activity. S5.H1.L1
	L2. Analyzes the health benefits of more than one self-selected physical activity. S5.H1.L2
	L1. Chooses an appropriate level of challenge in a self-selected activity. S5.H2.L1
	L2. Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. S5.H2.L2
	L1. Selects and participates in physical activities or dance that meets the need for self-expression and enjoyment. S5.H3.L1
	L2. Identifies the uniqueness of creative dance as a means of self-expression. S5.H3.L2
	L1. Identifies the opportunity for social support in a self-selected physical activity or dance. S5.H4.L1

Skip to main content

L2. **Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance.** S5.H4.L2