

# Grades 9, 10, 11, 12

Adopted 2003

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

- show competence (e.g., basic skills, strategies, and rules) in an increasing number of more complex versions in at least three types of movement forms (e.g., individual, team, and recreational activities). 9-12.S1.1
- show proficiency in a few movement forms (e.g. individual, team, and recreational activities). 9-12.S1.2

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

- apply activity-specific knowledge to develop movement competence or proficiency. 9-12.S2.1
- identify and apply critical elements to enable the development of movement competence or proficiency. 9-12.S2.2
- transfer movement skills, concepts, and principles between activities at a more complex level. 9-12.S2.3
- analyze and apply basic offensive and defensive strategies in games and sports. 9-12.S2.4

Students will understand the implications of and the benefits derived from involvement in physical activity.

- analyze the physical benefits of regular participation in physical activity (e.g., reduce health risks, disease prevention). 9-12.S3.1
- analyze the emotional benefits of regular participation in physical activity (e.g., increased self-esteem, stress reduction, reduces depression, self-discipline). 9-12.S3.2
- analyze the social benefits of regular participation in physical activity (e.g., cooperation, sportsmanship, teamwork). 9-12.S3.3
- identify the cognitive benefits of regular participation in physical activity (e.g., increases levels of serotonin and endorphins in the brain, producing state of relaxed alertness conducive to learning.) 9-12.S3.4

Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a

- participate in the health-related physical fitness assessment. 9-12.S4.1
- show improvement in, meet, or exceed the health-related fitness standards of the assessment tool. 9-12.S4.2

**health-enhancing level of physical fitness.**

- interpret results of fitness assessment to understand personal health status. 9-12.S4.3
- apply fitness assessment results to develop personal fitness goals and create a detailed plan to achieve those goals to improve personal health status. 9-12.S4.4
- explain how and why participation in a variety of activities can affect fitness and health. 9-12.S4.5
- participate in activities to improve physical skills and fitness (include activities related to each component of health-related physical fitness). 9-12.S4.6
- analyze factors that affect physical activity and apply behavioral and cognitive strategies to adopt and maintain a physically active lifestyle. 9-12.S4.7
- show improvement in, meet or exceed national physical activity recommendations by participating in physical activities in structured and non-structured settings that promote lifelong fitness and health. 9-12.S4.8
- utilize a variety of technologies to assess, plan, maintain or enhance physical activity level. 9-12.S4.9

**Students will demonstrate responsible personal and social behavior in physical activity settings.**

- apply safe practices, rules, and procedures in all physical activity settings. 9-12.S5.1
- explain why and how rules make participation in physical activity safe. 9-12.S5.2
- act independently of negative peer pressure. 9-12.S5.3
- resolve conflicts in appropriate ways. 9-12.S5.4
- work cooperatively and productively with a partner and/or a group setting to accomplish a set goal. 9-12.S5.5
- anticipate potentially dangerous consequences and outcomes of participation in physical activities. 9-12.S5.6
- describe how physical activity can provide opportunities for positive social interaction. 9-12.S5.7
- participate with others in games, sports, and activities to achieve a common goal. 9-12.S5.8

**Students will understand that internal and external environments influence physical activity.**

- evaluate appropriate and safe areas within the community to participate in physical activity. 9-12.S6.1
- identify physical activities that can be performed in a variety of settings. 9-12.S6.2

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- **analyze how media and technology can impact one's level and type of physical activity.** 9-12.S6.3
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- **explain how the home/family environment can impact one's level of physical activity.** 9-12.S6.4
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- **design healthy ways to promote physical activity with one's peers.** 9-12.S6.5
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- **identify youth organizations in the community that offer physical activity programs (e.g., YMCA/YWCA, Recreation departments, PAL).** 9-12.S6.6
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- **analyze a variety of resources to select physical activity information that is reliable and valid.** 9-12.S6.7
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- **identify and analyze how positive and negative emotions can impact physical activity levels, and describe ways to overcome emotional barriers to physical activity.** 9-12.S6.8