Tennessee Physical Education

Grades 9, 10, 11, 12

Adopted 2016

Motor Skills

1. Demonstrate competency in activity specific manipulative skills (e.g., throwing, catching, kicking, striking, etc.) or sport specific skills (e.g. serve, putt, cradle in lacrosse, sprint start, etc.) while participating in game or event. MS.1
2. Demonstrate game specific strategies by combining skills (e.g., softball throw to base, volleyball set to hitter, soccer pass to teammate, etc.). MS.2
3. Execute sport skills or strategies in response to the opponent (e.g., running routes, player positioning, guarding). MS.3
4. Demonstrate offensive skills and strategies during game play. MS.4
5. Demonstrate defensive skills and strategies during game play. MS.5
6. Engage in specialized skills in health-related fitness activities (e.g., yoga, resistance training, fitness walking). MS.6
7. Apply the principles of training to enhance an individual's current level of fitness (e.g., F.I.T.T., overload, specificity, progression). MS.7
8. Demonstrate rhythmical or choreographed steps (i.e., jumping rope, aerobic dance, line dance, educational gymnastics routine) MS.8
9. Demonstrate a continuous dance sequence while synchronized with group or continuous jump pattern to music/verse. MS.9
10. Demonstrate aquatic skills (e.g., floating, rhythmic breathing, kicking, treading water). MS.10
11. Demonstrate swimming strokes (e.g., freestyle, backstroke, breaststroke). MS.11
12. Demonstrate essential skills (e.g., all-terrain walking, strength, balance, climbing). MS.12
13. Apply specialized skills (e.g., hiking, orienteering, rock climbing, mountain biking, fishing, kayaking). MS.13

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1. Analyze movement concepts and principles to improve performance (e.g., pathways, force, center of gravity). CC.1

	2. **Identify critical elements (e.g., opposition, follow through, weight transfer).** CC.2
	3. **Justify the importance of each critical element in regards to skill performance (e.g., why, when, how).** CC.3
	4. **Demonstrate rule application during game play.** CC.4
	5. **Use appropriate sport specific terminology (e.g., travelling, out-of-bounds, offsides).** CC.5
	6. **Explain appropriate tactical decisions in a game situation. (e.g., use of a lob versus a drop; use of a chest pass versus a bounce pass)** CC.6
	7. **Assess strategies needed to achieve specific effects/outcomes. (e.g., offensive strategies in order to score, defensive strategies to obtain possession, player positioning, etc.)** CC.7
Fitness & Physical Activity (FPA)	1. **Explain how health-related components of fitness impact overall health status (i.e., body composition, cardiovascular endurance, muscular endurance, muscular strength, flexibility).** FPA.1
	2. **Participate in health-related fitness activities (e.g., weight training, stretching, cardio workouts).** FPA.2
	3. **Explain how skill related components impact sports and fitness (i.e., balance, agility, power, speed, coordination, and reaction time).** FPA.3
	4. **Participate in skill-related fitness activities (e.g., agility ladder, yoga, plyometric).** FPA.4
	5. **Apply fitness terminology in appropriate settings (e.g., aerobic/anaerobic, target heart rate, FITT principle, isometric, warm-up/cool-down).** FPA.5
	6. **Define the principles of training (e.g., overload, specificity, progression).** FPA.6
	7. **Identify activities that improve each component of fitness (i.e., health-related, skill-related).** FPA.7
	8. **Calculate and apply resting, maximum, and target heart rate during various activities (e.g., cardiorespiratory activities, game play).** FPA.8
	9. **Discuss current trends in fitness technology (e.g., apps, heart rate monitors, electronic activity tracker).** FPA.9
	10. **Construct fitness goals (i.e., S.M.A.R.T.)** FPA.10
	11. **Design a personal fitness plan based on the FITT principle i.e., Frequency, Intensity, Time, Type.** FPA.11

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	12. Participate in health-related fitness testing (e.g., Fitnessgram). FPA.12
	13. Interpret individual results of fitness tests. FPA.13
Personal & Social Responsibility (PSR)	1. Demonstrate responsible independent behaviors (e.g., best effort, compassion, initiative). PSR.1
	2. Explain the role of the leader and follower within a group. PSR.2
	3. Demonstrate positive attitudes towards self and others through verbal and nonverbal behaviors. PSR.3
	4. Explain the importance of following rules, procedures, etiquette and sportsmanship in the physical activity setting. PSR.4
	5. Display acceptance of decisions of judgement in socially responsible ways (e.g., teachers, sport officials, peer leaders). PSR.5
	6. Provide support and encouragement for classmates (e.g., acknowledge good play, accept success/performance limitations). PSR.6
	7. Display acceptance of individual differences (e.g., ability level, cultural background, gender, interest, age). PSR.7
	8. Demonstrate conflict resolution skills. PSR.8
	9. Apply best practices for participating safely in physical activity (e.g., equipment/facility use, peer awareness, environment, personal medical needs). PSR.9
	10. Engage in proper warm-up and cool-down procedures. PSR.10
Values Physical Activity (VPA)	1. Explain the health benefits of physical activity (e.g., physical, mental/emotional, social). VPA.1
	2. Determine the value of physical activity to meet an individual's personal needs (e.g., social interaction, self expression, stress management). VPA.2
	3. Explore community resources (e.g., community centers, greenways, parks). VPA.3
	4. Demonstrate a willingness to try new activities for challenge and personal reward. VPA.4