Utah Physical Education

Grades 9, 10, 11, 12

Adopted 2016

Participation Skills and Techniques

1. **Students will achieve a level of competency in motor skills and movement patterns.**
    1. Participate in and/or refine activity-specific movement skills in five or more lifetime activities (e.g., outdoor pursuits, individual performance activities, non-traditional, aquatics, net/wall games, or target games) and/or in dance forms (e.g., cultural and social occasions, ballet, modern, hip-hop, tap). PST.1.1
    2. Demonstrate individual competency through testing and participation in five or more lifetime activities and/or in dance forms used in cultural and social occasions. PST.1.2
    3. Participate in aerobic and anaerobic activities that will promote health-related fitness. PST.1.3
    4. Demonstrate individual competency in one or more aerobic and anaerobic skills that promote health-related fitness. PST.1.4
    5. Employ offensive maneuvers to receive a pass in a game setting. PST.1.5
    6. Accomplish efficient defensive understanding in a game situation by denying passing zones, or deflecting ball. PST.1.6

2. **Students will apply knowledge to attain efficient movement and performance.**
    1. Demonstrate appropriate use of terminology associated with exercise and participation in selected individual-performance activities (e.g., dance, net/wall games, target games, aquatics and/or outdoor pursuits). PST.2.1
    2. Organize the stages of learning a motor skill or identify examples of social and technical dance forms. PST.2.2
    3. Identify skill-specific cues for a variety of physical activities. PST.2.3
    4. Use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill or dance movement. PST.2.4
    5. Participate in a number of individual and team activities, demonstrating strategies and rules. PST.2.5
    6. Identify safeguards regarding warming up and cooling down, hydration, and potentially hazardous exercises. PST.2.6
    7. Observe and improve movement skills, using videography and digital photography to provide feedback and self-analysis. PST.2.7

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3. **Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.**
    1. Discuss the benefits of a physically active lifestyle as it relates to college/career readiness. PST.3.1
    2. Determine risks associated with exercising in heat, humidity, and cold. PST.3.2
    3. Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy lifestyle. PST.3.3
    4. Balance the rate of exertion and pacing. PST.3.4
    5. Create and maintain a journal of participation in outside self-selected activities, including duration, intensity, anticipated results, and final analysis. PST.3.5
    6. Analyze and compare health and fitness benefits derived from a variety of activities. PST.3.6
    7. Participate in visualization techniques to improve performance. PST.3.7
    8. Correlate how physical activity affects body mass composition, including muscle and fat percentages and bone density. PST.3.8
    9. Describe the elements of physical fitness and self-assess personal level. PST.3.9
    10. Calculate target heart rate and apply information to a personal activity plan. PST.3.10
    11. Adjust intensity levels of various activities through monitoring pulse rates manually, or by using heart-rate monitors or pulse sticks. PST.3.11
    12. Review frequency, intensity, time, and type (FITT) guidelines as they apply to the development of physical fitness. PST.3.12
    13. Evaluate levels of activity, and make adjustments to increase fitness benefits by increasing pace and adding time and/or repetitions. PST.3.13
    14. Describe how both proper nutrition and exercise are necessary for a lifelong healthy lifestyle, and the consequences of poor nutrition and inactivity. PST.3.14
    15. Create and implement a behavior modification plan that includes a healthy, active lifestyle. PST.3.15
    16. Participate in activities that are personally rewarding and stress reducing. PST.3.16
4. **Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.**
    1. Employ effective self-management skills and personal characteristics to analyze barriers and modify physical activity patterns appropriately. PST.4.1
    2. Identify risks and safety factors that might affect activity preferences throughout the life cycle. PST.4.2
    3. Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance. PST.4.3

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4. Assume a positive supportive role (e.g., spotter, providing feedback, analyzing technique, partnering, etc.). PST.4.4
5. Use communication skills and strategies that promote team/group dynamics. PST.4.5
6. Communicate with fellow participants to solve conflict without confrontation (e.g., bullying). PST.4.6
7. Solve problems and think critically in physical activity and/or dance settings, both as an individual and in groups. PST.4.7
8. Walk away willingly to avoid verbal or physical confrontation in activity settings. PST.4.8
9. Demonstrate an understanding of how listening to all sides before taking action in solving conflict results in a more positive outcome. PST.4.9
10. Develop strategies to include others in activity participation. PST.4.10

5. **Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.**
    1. Analyze the mental, social, and psychological health benefits of a self-selected physical activity. PST.5.1
    2. Choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. PST.5.2
    3. Select and participate in physical activities or dance that meets the need for self-expression and enjoyment. PST.5.3
    4. Identify the opportunity for social support in a self-selected physical activity or dance. PST.5.4
    5. Research sports and activities of other cultures. PST.5.5

Fitness for Life

1. **Students will achieve a level of competency in motor skills and movement patterns.**
    1. Participate in two or more specialized lifetime activities that promote health-related fitness. FFL.1.1
    2. Demonstrate competency in two or more specialized lifetime activities that promote health-related fitness. FFL.1.2
    3. Participate in activities that promote health-related fitness. FFL.1.3
    4. Demonstrate competency in two or more specialized activities that promote health-related fitness. FFL.1.4

2. **Students will apply knowledge to attain efficient movement and performance.**
    1. Apply the terminology associated with exercise in selected fitness activities. FFL.2.1
    2. Create a practice plan to improve performance in fitness activities. FFL.2.2

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3. Identify concepts regarding the structure and function of the human body and unsafe exercises. FFL.2.3

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3. **Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.**
    1. Discuss the benefits of a physically active lifestyle as it relates to college/career productivity. FFL.3.1
    2. Analyze and apply technology and social media as tools to support a healthy, active lifestyle. FFL.3.2
    3. Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle. FFL.3.3
    4. Apply rates of perceived exertion and pacing to assess and track activity readiness. FFL.3.4
    5. List and evaluate activities that develop specific elements of physical fitness. FFL.3.5
    6. Identify challenges and risk factors that change with the aging process. FFL.3.6
    7. Demonstrate appropriate technique in resistance training (e.g., machines and/or free weights). FFL.3.7
    8. Analyze daily activities such as walking, climbing, lifting, and various household chores for their ability to provide functional fitness benefits. FFL.3.8
    9. Design and implement a strength and conditioning program that develops balance in opposing muscle groups (e.g., agonist/antagonist) and supports a healthy, active lifestyle. FFL.3.9
    10. Identify the different energy systems used in a selected physical activity (e.g., ATP-PC, anaerobic/glycolysis, aerobic). FFL.3.10
    11. Identify the structure of skeletal muscle and fiber types as they relate to muscle development. FFL.3.11
    12. Adjust pacing to keep heart rate in the target zone using available technology to self-monitor aerobic intensity (e.g., pedometer, heart rate monitor). FFL.3.12
    13. Explain concepts of cardiovascular endurance, including maximum volume of oxygen uptake (i.e., VO2 Max), respiratory rate, cardiac output, stroke volume, and heart rate. FFL.3.13
    14. Explain the principles of active vs. passive recovery and injury prevention and rehabilitation. FFL.3.14
    15. Identify types of strength exercises (e.g., isometric, isotonic, isokinetic, concentric, eccentric, intervals, circuits) and stretching exercises (e.g., static, PNF, dynamic, ballistic) and overload principle and work/rest ratio for personal fitness development (e.g., strength, endurance, range of motion). FFL.3.15
    16. Explain the concepts related to muscular endurance (e.g., repetitions, resistance, sport specificity, overload principle). FFL.3.16

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    18. Describe how health-related fitness is a lifelong process unique to each individual. FFL.3.18

19. Identify genetic influences on body type, sedentary lifestyle diseases, muscle types, and rates of weight gain and loss. FFL.3.19
20. Identify personal and family history for known health-risk factors, such as age, gender, body composition, heart rate, coronary heart disease, cancer, diabetes, cholesterol, blood pressure, and daily stress situations. FFL.3.20
21. Compare aerobic and anaerobic activities, showing examples of each. FFL.3.21
22. Define overload, progression, specificity, and reversibility. FFL.3.22
23. Explain the role of nutrition in overall health and fitness. FFL.3.23
24. Relate physiological responses to individual levels of fitness and nutritional balance. FFL.3.24
25. Investigate the relationships among physical activity, nutrition, and body composition. FFL.3.25
26. Explain the consequences of eating disorders at either end of the spectrum. FFL.3.26
27. Create a snack plan for before, during and after exercise that addresses nutrition needs for each phase. FFL.3.27
28. Use technology to develop and maintain a fitness portfolio (e.g., pre and post assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). FFL.3.28
29. Use technology to design and implement a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. FFL.3.29
30. Use technology to track progress in fitness programs and to perform a nutritional analysis. FFL.3.30
31. Calculate blood pressure using digital monitors. FFL.3.31
32. Design 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. FFL.3.32
33. Review frequency, intensity, time, and type (FITT) guidelines to evaluate activities. FFL.3.33
34. Identify stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, and meditation). FFL.3.34

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4. **Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.**
    1. Accept differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media. FFL.4.1
    2. Compare the effects and/or dangers of weight loss and gain on body composition and personal health. FFL.4.2
    3. Identify strategies for developing a healthy self-concept and acceptance of one's body make-up. FFL.4.3

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4. Identify the benefits and dangers of various dietary supplements, such as vitamins, minerals, herbs, power drinks, steroids, performance-enhancing drugs, and substance abuse. FFL.4.4
5. Utilize time effectively to set personal goals, practice, and complete assigned tasks. FFL.4.5
6. Identify the effects of environmental conditions (e.g., wind, temperature, humidity, and altitude) on activity performance. FFL.4.6
7. Demonstrate safety precautions in training (e.g., over-training, altitude, pollution, and temperature extremes). FFL.4.7
8. Evaluate risks and safety factors that might affect fitness activity preferences throughout the life cycle. FFL.4.8
9. Identify appropriate risks and safety factors in the selection of fitness activities. FFL.4.9
10. Exhibit proper etiquette, respect for others, and teamwork while engaging in fitness activities. FFL.4.10
11. Assume a supportive role (e. g., spotter, providing feedback, analyzing technique, and partnering). FFL.4.11
12. Explain the effects of age, gender, race, ethnicity, physical makeup, and culture on physical activity preference and participation. FFL.4.12
13. Communicate with fellow participants to solve conflict without confrontation (e.g., bullying). FFL.4.13
14. Accept others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. FFL.4.14
15. Walk away willingly to avoid verbal or physical confrontation in activity settings. FFL.4.15
16. Listen to all sides before taking action in solving conflict. FFL.4.16

5. **Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.**
    1. Analyze the mental, social, and psychological health benefits of a self-selected physical activity. FFL.5.1
    2. Choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. FFL.5.2
    3. Select and participate in physical activities or dance that meets the need for self-expression and enjoyment. FFL.5.3
    4. Identify the opportunity for social support in a self-selected physical activity or dance. FFL.5.4
    5. Research sports and activities of other cultures. FFL.5.5

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Inc Activities

Students will achieve a level of competency in motor skills and movement patterns.

1. Participate in and refine skills in activity-specific movements, through various means such as rubrics, self and peer assessment, video and computer analyses, and teacher feedback, in (1) up to three lifetime activities (e.g., outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games), and/or (2) a form of dance. ILA.1.1
2. Demonstrate proficiency in three or more lifetime activities and/or in a form of dance by choreographing a dance or by giving a performance. ILA.1.2
3. Participate in specialized skills that will promote health-related fitness. ILA.1.3
4. Demonstrate proficiency in one or more specialized skills that will promote health-related fitness. ILA.1.4

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2. **Students will apply knowledge to attain efficient movement and performance.**
    1. Apply the terminology associated with exercise and participation in selected lifetime activities (e.g., dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately). ILA.2.1
    2. Identify the stages of learning a motor skill. ILA.2.2
    3. State skill-specific cues for a variety of physical activities. ILA.2.3
    4. Describe the speed/accuracy trade-off in throwing and striking skills. ILA.2.4
    5. Create a practice plan to improve performance for a self-selected skill or dance form. ILA.2.5
    6. Participate in a number of individual activities demonstrating advanced strategies and rules. ILA.2.6
    7. Identify concepts regarding the influence of individual differences in activity settings. ILA.2.7
    8. Identify concepts regarding the influence of individual differences in unsafe activities. ILA.2.8
    9. Identify and discuss the historical and cultural roles of games, sports, and dance in society. ILA.2.9

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3. **Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.**
    1. Discuss the benefits of a physically active lifestyle as it relates to college/career productivity. ILA.3.1
    2. Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle. ILA.3.2
    3. Use measures (e.g., rates of perceived exertion, pacing, heart-rate monitors, pulse sticks, blood pressure devices, body mass analyzers, and/or pedometers) to assess and track activity readiness. ILA.3.3
    4. Evaluate activities that can be pursued in the local environment according to their benefits, social support network and participation requirements. ILA.3.4

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5. Analyze the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career settings. ILA.3.5
6. Explain the effects of age on activity performance and choice in a lifelong fitness and activity plan. ILA.3.6
7. Identify visualization techniques used to improve performance. ILA.3.7
8. Participate several times a week in a self-selected lifetime activity, dance, or fitness activity outside of the school day. ILA.3.8
9. Create a plan involving training for and participating in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event). ILA.3.9
10. Design and implement a strength and conditioning program that develops balance in opposing muscle groups (e.g., agonist/antagonist) and supports a healthy, active life-style. ILA.3.10
11. Calculate target heart rate and apply HR information to a personal activity plan. ILA.3.11
12. Describe how physical activity influences health-related fitness and is a lifelong process unique to each individual. ILA.3.12
13. Identify physiological concepts as they relate to specific aerobic and anaerobic activities. ILA.3.13
14. List the benefits of activity and proper nutrition and the consequences of inactivity and poor nutritional choice. ILA.3.14
15. Explain the importance of the balance between food intake and energy expenditure in maintaining weight, developing fitness and preventing sedentary disease. ILA.3.15
16. Create a snack plan for before, during and after exercise that addresses nutrition needs for each phase. ILA.3.16
17. Create a menu plan reflecting sound nutritional concepts that support self-selected physical activities. ILA.3.17
18. Apply stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, and meditation). ILA.3.18
19. Describe how physical activity increases longevity and quality of life through stress reduction. ILA.3.19

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4. **Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.**
    1. Accept differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media. ILA.4.1
    2. Act independently of peer pressure in developing healthy choices in physical activity settings. ILA.4.2
    3. Utilize time effectively to include setting personal goals, practicing, completing assigned tasks, and including activity time. ILA.4.3

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4. Use readily available resources and materials to engage in home fitness activities. ILA.4.4
5. Identify the effects of environmental conditions (e.g., wind, temperature, humidity, and altitude) on activity performance. ILA.4.5
6. Identify and evaluate risks and safety factors that might affect activity preferences throughout the life cycle. ILA.4.6
7. Examine moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). ILA.4.7
8. Assume a leadership role (e.g., task or group leader, referee, coach) in a cooperative, adventure-based and/or physical activity setting. ILA.4.8
9. Self-officiate in recreational sports. ILA.4.9
10. Communicate with fellow participants to solve conflict without confrontation (e.g., bullying). ILA.4.10
11. Accept others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects. ILA.4.11
12. Walk away willingly to avoid verbal or physical confrontation in activity settings. ILA.4.12
13. Listen to all sides before taking action in solving conflict. ILA.4.13
14. Develop strategies to include others in activity participation. ILA.4.14

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5. **Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.**
    1. Analyze the mental, social, and psychological health benefits of a self-selected physical activity. ILA.5.1
    2. Choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. ILA.5.2
    3. Identify the uniqueness of physical activity or creative dance as a means of self-expression. ILA.5.3
    4. Participate in lifetime activities that are personally relevant. ILA.5.4
    5. Evaluate the opportunity for social interaction and social support in a self-selected physical activity or dance. ILA.5.5
    6. Report on the historical roles and values of games, sports, and self-selected activities or dance in different cultures. ILA.5.6