

# 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](#)

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### 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**

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**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](#)
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](#)

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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. [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](#)
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## 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](#)
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### **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](#)
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., VO<sub>2</sub> 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](#)
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](#)
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](#)

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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. [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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**Individualized Lifetime Activities**

**1. 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](#)
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](#)
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](#)