

Grades 9, 10, 11, 12

Adopted 2010

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Demonstrates increasingly mature forms as they relate to complex motor skills.

A. Demonstrates skill development.

- 1:4:A1.** Demonstrates proper mechanics needed for success in target sports such as archery, casting/fishing, golf, and Frisbee® golf. **1:4:A1**
- 1:4:A2.** Demonstrates balance and body control while moving at different speeds while manipulating a ball of different sizes. **1:4:A2**
- 1:4:A3.** Demonstrates mature form while striking objects in a variety of racquet sports. **1:4:A3**
- 1:4:A4.** Operates a bike, kayak, or canoe safely and skillfully in a natural environment. **1:4:A4**
- 1:4:A5.** Demonstrates proficiency in two movement forms in individual and lifetime activities. **1:4:A5**
- 1:4:A6.** Demonstrates skills for starting, stopping, falling, and turning while participating in lifetime activities such as inline skating, cross-country skiing, biking, etc. **1:4:A6**
- 1:4:A7.** Plays modified team sports using all the basic skills and strategies of the sport and some advanced skills. **1:4:A7**
- 1:4:A8.** Acquires skills to participate in a lifetime activity outside of school. **1:4:A8**
- 1:4:A9.** Demonstrates proficient skills to participate in advanced play of some activities. **1:4:A9**

Demonstrates increasingly complex physical skills to impact success in various physical activities.

B. Demonstrates advanced skill application.

- 1:4:B1.** Passes and catches a variety of objects with a partner while stationary and moving. **1:4:B1**
 - 1:4:B2.** Executes a variety of shots while participating in racquet sports. **1:4:B2**
 - 1:4:B3.** Manipulates a ball at moderate to fast speeds, while maintaining control of the ball in drills and game play. **1:4:B3**
 - 1:4:B4.** Demonstrates and describes offensive, defensive, and transitional skills and strategies in team and individual sports. **1:4:B4**
 - 1:4:B5.** Identifies, explains, and applies the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in a variety of physical activities. **1:4:B5**
 - 1:4:B6.** Supports teammates by movement and spacing in invasion, net, and field games. **1:4:B6**
 - 1:4:B7.** Combines and applies movement patterns simple to complex, in aquatic, rhythms/dance, and individual and dual activities. **1:4:B7**
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Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Demonstrates cognitive understanding to develop personal activity plans.

A. Demonstrates cognitive understanding.

- 2:4:A1.** Develops an appropriate conditioning program for a sport or lifetime fitness activity. **2:4:A1**
 - 2:4:A2.** Plans a summer or afterschool personal conditioning program. **2:4:A2**
 - 2:4:A3.** Examines the physical, emotional, cognitive, and scientific factors that affect performance and explains the relationship between those factors. **2:4:A3**
 - 2:4:A4.** Identifies the differences and benefits of both functional fitness training and traditional weight training. **2:4:A4**
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Demonstrates the scientific principles as they relate to various physical activities.

B. Applies and analyzes scientific principles of physical activity.

- 2:4:B1.** Identifies biomechanical principles related to striking, throwing, catching, and kicking skills. 2:4:B1
- 2:4:B2.** Identifies a new skill to be learned and lists a scientific principle that can be applied to improved performance. 2:4:B2
- 2:4:B3.** Recognizes advanced skill performance in others. 2:4:B3
- 2:4:B4.** Describes the impact of new skills and tactics. 2:4:B4
- 2:4:B5.** Explains appropriate tactical decisions in a competitive activity. 2:4:B5
- 2:4:B6.** Self-assesses performance and makes appropriate corrections. 2:4:B6
- 2:4:B7.** Applies preexisting skills and knowledge to the acquisition of new skills. 2:4:B7
- 2:4:B8.** Explains the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy) 2:4:B8
- 2:4:B9.** Applies and evaluates biomechanical principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities. 2:4:B9

Participates regularly in physical activity.

Demonstrates the skills, knowledge, and interest to lead a healthy lifestyle.

A. Chooses to be physically active.

- 3:4:A1.** Participates willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle. 3:4:A1
- 3:4:A2.** Accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education on five or more days per week. 3:4:A2
- 3:4:A3.** Participates in health-enhancing lifetime activities that can be pursued in the community as well as the school. 3:4:A3
- 3:4:A4.** Monitors physical activity through the use of available technology: pedometers, heart rate monitors, activity logs. 3:4:A4
- 3:4:A5.** Recognizes and adjusts their personal effort level to achieve health-enhancing benefits during a variety of activities. 3:4:A5

B. Sets goals for a physically active lifestyle.

- 3:4:B1.** Establishes goals by identifying strengths and weaknesses using personal fitness assessments. 3:4:B1
 - 3:4:B2.** Compares health and fitness benefits derived from various physical activities. 3:4:B2
 - 3:4:B3.** Identifies the effects of age, gender, socioeconomic status, genetics, and culture in relation to individual health and current trends and issues. 3:4:B3
 - 3:4:B4.** Describes the ways in which personal characteristics, performance styles, and activity preferences will change over the life span. 3:4:B4
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Achieves and maintains a health enhancing level of physical fitness.

Practices healthy behaviors that maintain or improve physical fitness.

A. Assesses and manages personal health behaviors.

- 4:4:A1.** Develops an appropriate health-related physical fitness exercise program based on fitness assessment results and classroom activities. **4:4:A1**
- 4:4:A2.** Applies the principles of exercise (FITT, overload, specificity, and progression) in implementing a personal fitness program. **4:4:A2**
- 4:4:A3.** Achieves personal fitness goals after a period of training. **4:4:A3**
- 4:4:A4.** Demonstrates the ability to monitor and adjust a personal fitness program to meet needs and goals. **4:4:A4**
- 4:4:A5.** Self-assesses the five health-related fitness components (aerobic capacity, muscular endurance, muscular strength, flexibility, and body composition). **4:4:A5**
- 4:4:A6.** Meets the age- and gender-specific health-related fitness standards defined by evidence-based assessments (e.g., FitnessGram). **4:4:A6**
- 4:4:A7.** Identifies a variety of activities and how often they should be done to improve all health-related fitness components. **4:4:A7**
- 4:4:A8.** Identifies major muscle groups of the body and correctly identifies and performs at least two weight training exercises for each muscle group. **4:4:A8**
- 4:4:A9.** Participates in fitness activities based on resources available in the local community. **4:4:A9**
- 4:4:A10.** Self-assesses heart rate before, during, and after various physical activities. **4:4:A10**
- 4:4:A11.** Maintains appropriate levels of aerobic capacity, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. **4:4:A11**

Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Demonstrates safe practices, follows rules, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction.

- A. Contributes to establishing a positive physical activity learning environment.
 - 5:4:A1. Solves conflicts agreeable to both parties. 5:4:A1
 - 5:4:A2. Adjusts participation level and personal behavior to make activities inclusive for everyone. 5:4:A2
 - 5:4:A3. Works with peers willingly, regardless of skill level and individual differences in partner and small group situations. 5:4:A3
 - 5:4:A4. Demonstrates responsible decisions about using time, applying rules, and following through with decisions made. 5:4:A4
 - 5:4:A5. Demonstrates consistent decisions to ensure the safety of self and others. 5:4:A5
 - 5:4:A6. Exhibits respectful and mature behavior to contribute to a positive learning environment. 5:4:A6
 - 5:4:A7. Identifies positive and negative peer influences. 5:4:A7
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Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Demonstrates an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning.

- A. Values physical activity as part of a healthy lifestyle.
 - 6:4:A1. Participates in activity outside of school for self-enjoyment. 6:4:A1
 - 6:4:A2. Identifies reasons to participate in physical activity in the local community. 6:4:A2
 - 6:4:A3. Displays a willingness to experiment with new activities and sports of our and other cultures. 6:4:A3
 - 6:4:A4. Demonstrates strategies for including people of diverse backgrounds and abilities in physical activity. 6:4:A4
 - 6:4:A5. Describes the correlation that being physically active leads to a higher quality of life. 6:4:A5
- B. Incorporates opportunities for self-expression and social interaction.
 - 6:4:B1. Demonstrates, through verbal and nonverbal behavior, cooperation with peers of different gender, race, and ethnicity in a physical setting. 6:4:B1
 - 6:4:B2. Recognizes the value of all individuals involved in the activity. 6:4:B2
 - 6:4:B3. Describes the positive feelings that result from physical activity participation alone and with others. 6:4:B3
 - 6:4:B4. Participates as a volunteer in promoting physical activity within the school setting and also in the community. 6:4:B4