

# Grades 9, 10, 11, 12

Adopted 2009

**Demonstrates competency in many movement forms and proficiency in a few movement forms.**

**Students will:**

**1: Demonstrate proficiency in at least one activity from three of the six following categories of activities: aquatics, dance, outdoor pursuits, individual activities/sports and team activities/sports:**

1. Identify the critical elements contained in the preparatory, action and follow through phases of movement;
2. Analyze the critical elements contained in the preparatory, action and follow-through phases of movement;
3. Evaluate skill based on self, peer and teacher feedback while utilizing sound principles of biomechanics; and
4. Modify and transition future skill performances based on self, peer and teacher feedback while utilizing sound principles of biomechanics to guide skill improvement.

**Applies movement concepts and principles to the learning and development of motor skills. Students will:**

**1: Apply scientific principles to learn and improve skills; grades 9-12 performance standards:**

1. Explain and demonstrate motor learning cues to help regulate their physical performance;
2. Explain the principles of exercise science and demonstrate the understanding of physiological changes that occur to the body due to the efficiency of movement, training and the aging process;
3. Apply biomechanical concepts while identifying basic biomechanical principles of movement (i.e., leverage, torque, transfer of energy and angular velocity, mass and momentum, net joint torque, etc.); and
4. Identify and utilize biomechanical, motor development, exercise physiology and motor learning concepts to learn and improve skills.

**Exhibits knowledge and ability to participate in a physically active lifestyle. Students will:**

**1: Participate in physical activities which contribute to the attainment of personal goals and the maintenance of wellness:**

1. Identify realistic personal fitness goals based on a pre-assessment; and
2. Maintain a personal fitness program by using exercise strategies (i.e., goal statements, graphs, charts, software, log books, etc.).

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**2: Monitor exercise, eating and other behaviors related to a healthy lifestyle:**

1. Demonstrate an understanding of chronic sedentary diseases and at-risk behaviors (i.e., smoking, alcohol consumption, drug use, etc.) as they pertain to health-related fitness (i.e., track, identify and draw conclusions about personal nutrition and physical activity and how it relates to one's personal health, etc.).

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**3: Understand how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes:**

1. Identify and explain the physiological challenges and metabolic changes that occur to the human body across the lifespan; and
2. Create a physical activity and nutrition plan for the different stages of life based on personal health history, areas of interest and desired individual outcomes.

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**4: Use scientific knowledge to analyze personal characteristics that relate to participation in physical activities:**

1. Use technology and scientific methods to collect data in order to analyze personal physical activity patterns (i.e., pedometers, heart rate monitors, activity-gram, etc.); and
2. Analyze different physical activities to determine a well-balanced health-related fitness program to help enhance overall fitness (i.e., cardiovascular, muscular endurance, muscular strength, flexibility activities, etc.).

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**Achieves and maintains a health-enhancing level of physical fitness. Students will:**

**1: Recognize the importance of participation in physical activity on a regular basis:**

1. Maintain a personal fitness program by using exercise strategies (i.e., goal statements, graphs, charts, software, log books, etc.).

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**2: Demonstrate independence in assessing, achieving and maintaining personal health-related fitness goals:**

1. Demonstrate the ability and knowledge to self-assess health-related fitness levels (i.e., resting heart rate, recovery heart rate, target heart rate, heart rate zone, muscular strength, endurance, flexibility, body composition, etc.) based upon health-related fitness criteria (i.e., develop strategies for achieving and maintaining a personal fitness program).

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**3: Design personal fitness programs that encompass all health-related physical fitness components:**

1. Provide rationale for the use of scientific concepts in the development of one's fitness program;
2. Provide rationale for the principles of frequency, intensity, time and type;
3. Demonstrate a knowledge base on training principles (i.e., progression, overload, specificity, etc.); and
4. Create a scientifically-based personal fitness program that encompasses cardiovascular, muscular strength, muscular endurance, flexibility and body composition principles in the fitness plan.

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

**1: Identify and evaluate risks and safety factors that may affect physical activity choices throughout the life cycle:**

1. Adhere to the general classroom and specific activity rules as well as assisting with the care of the equipment and facilities; and
  2. Apply appropriate etiquette in all activities.
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**2: Initiate independent and responsible personal behavior in physical activity settings:**

1. Follow general classroom and specific activity rules to insure physical and emotional safety.
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**3: Recognize the influence of peer pressure and exhibit appropriate strategies for conflict resolution;**

1. Demonstrate the ability to make responsible decisions regardless of peer pressure;
  2. Accept consequences of personal choices; and
  3. Openly discuss conflicts with the teacher and others involved while using conflict resolution skills.
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**4: Accept leadership responsibility and a willingness to follow, as appropriate, in order to accomplish group goals:**

1. Distinguish between group member roles (e.g. leader, follower, etc.) and act accordingly to accomplish group goals.
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**Demonstrates understanding and respect for differences among people in physical activity settings. Students will:**

**1: Identify the effects of age, gender, race, ethnicity, socioeconomic standing and culture upon physical activity choices and participation:**

1. Discuss why social differences and other aspects keep young adults from participating in an active lifestyle; and
  2. Acknowledge the attributes that individuals with differences bring to a group.
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**2: Develop strategies for including persons of diverse backgrounds and abilities in physical activity:**

1. Recognize the importance of working cooperatively with persons of diverse backgrounds and abilities during any activity; and
2. Display a sensitive attitude and a willingness to participate with others in physical activities.

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**3: Evaluate how the media, particularly advertising, influence the perception of the ideal body types:**

1. Recognize that media messages are trying to sell products;
  2. Know that billboards, magazines and television will show idealistic body types; and
  3. Critically analyze advertising messages; create print ads endorsing healthy lifestyles.
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**Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction. Students will:**

**1: Maintain and improve physical fitness, motor skills and knowledge about physical activity:**

1. Select activities that are enjoyable and promote fitness;
  2. Identify activities that best fit their individual needs;
  3. Choose activities outside of school that provide challenges and social interaction; and
  4. Recognize intrinsic value of physical activity.
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**2: Evaluate the importance of physical activity and healthy nutrition as part of one's lifestyle:**

1. Identify key reasons to develop and maintain physical activity and healthy eating habits; and
  2. Recognize the connections with lifestyle choices regarding activity and nutrition and the impact on health.
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**3: Analyze time, cost and accessibility factors related to regular participation in physical activities:**

1. Identify barriers and enablers to regular physical activity specific to his or her situation; and
  2. Create a time management plan to facilitate regular physical activity participation.
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**4: Recognize the feelings that result from physical activity participation:**

1. Reflect on reasons for choosing to participate in selected physical activity;
2. Create self rewards for achieving personal fitness goals;
3. Experience the feeling of satisfaction about personal fitness accomplishments; and
4. Evaluate the physical, social and psychological benefits of a healthy and active lifestyle.