

# 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**

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**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**
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**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**
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**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