

Physical Education

Grades 9-12

Content Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms. Students will:	
9-12 Benchmark: 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:	
Grade	Performance Standards
9-12	<ol style="list-style-type: none"> 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.

Content Standard 2: Applies movement concepts and principles to the learning and development of motor skills. Students will:	
9-12 Benchmark: apply scientific principles to learn and improve skills; grades 9-12 performance standards:	
Grade	Performance Standards
9-12	<ol style="list-style-type: none"> 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.

Content Standard 3: Exhibits knowledge and ability to participate in a physically active lifestyle. Students will:	
9-12 Benchmark 1: participate in physical activities which contribute to the attainment of personal goals and the maintenance of wellness:	
Grade	Performance Standards
9-12	<ol style="list-style-type: none"> 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.).

9-12 Benchmark 2: monitor exercise, eating and other behaviors related to a healthy lifestyle:	
9-12	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.).
9-12 Benchmark 3: understand how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes:	
9-12	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.
9-12 Benchmark 4: use scientific knowledge to analyze personal characteristics that relate to participation in physical activities:	
9-12	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.).

Content Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Students will:	
9-12 Benchmark 1: recognize the importance of participation in physical activity on a regular basis:	
Grade	Performance Standards
9-12	1. maintain a personal fitness program by using exercise strategies (i.e., goal statements, graphs, charts, software, log books, etc.).
9-12 Benchmark 2: demonstrate independence in assessing, achieving and maintaining personal health-related fitness goals:	
Grade	Performance Standards
9-12	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).
9-12 Benchmark 3: design personal fitness programs that encompass all health-related physical fitness components:	
Grade	Performance Standards
9-12	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.
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Content Standard 5: Demonstrates responsible personal and social behavior in physical activity settings. Students will:	
9-12 Benchmark 1: identify and evaluate risks and safety factors that may affect physical activity choices throughout the life cycle:	
Grade	Performance Standards
9-12	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.
9-12 Benchmark 2: initiate independent and responsible personal behavior in physical activity settings:	
Grade	Performance Standards
9-12	1. follow general classroom and specific activity rules to insure physical and emotional safety.
9-12 Benchmark 3: recognize the influence of peer pressure and exhibit appropriate strategies for conflict resolution;	
Grade	Performance Standards
9-12	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.
9-12 Benchmark 4: accept leadership responsibility and a willingness to follow, as appropriate, in order to accomplish group goals:	
Grade	Performance Standards
9-12	1. distinguish between group member roles (e.g. leader, follower, etc.) and act accordingly to accomplish group goals.

Content Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings. Students will:	
9-12 Benchmark 1: identify the effects of age, gender, race, ethnicity, socioeconomic standing and culture upon physical activity choices and participation:	
Grade	Performance Standards
9-12	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.
9-12 Benchmark 2: develop strategies for including persons of diverse backgrounds and abilities in physical activity:	

Grade	Performance Standards
9-12	<ol style="list-style-type: none"> 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.
9-12 Benchmark 3: evaluate how the media, particularly advertising, influence the perception of the ideal body types:	
Grade	Performance Standards
9-12	<ol style="list-style-type: none"> 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.

Content Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction. Students will:	
9-12 Benchmark 1: Maintain and improve physical fitness, motor skills and knowledge about physical activity:	
Grade	Performance Standards
9-12	<ol style="list-style-type: none"> 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.
9-12 Benchmark 2: evaluate the importance of physical activity and healthy nutrition as part of one's lifestyle:	
Grade	Performance Standards
9-12	<ol style="list-style-type: none"> 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.
9-12 Benchmark 3: analyze time, cost and accessibility factors related to regular participation in physical activities:	
Grade	Performance Standards
9-12	<ol style="list-style-type: none"> 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.
9-12 Benchmark 4: recognize the feelings that result from physical activity participation:	

Grade	Performance Standards
9-12	<ol style="list-style-type: none">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; and4. evaluate the physical, social and psychological benefits of a healthy and active lifestyle.