

# Grades 9, 10, 11, 12

Adopted 2009

## PE I

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

**1-H-1.** Demonstrates proficiency in applying advanced skills, strategies and rules for specific activities. **1-H-1**

**1.** Develop competence in an invasion/wall, target, and/or field game. **1-H-1.1**

**2.** Develop competence in a dance form (social, square, jazz, etc.), and dance form. **1-H-1.2**

**3.** Develop competencies in a fitness-related activity (rock climbing, track and field, etc). **1-H-1.3**

**1-H-2.** Develops outdoor and lifelong leisure pursuits. **1-H-2**

**1.** Demonstrate consistency in the execution of the basic skills of outdoor/adventure activities such as archery, canoeing/boating, hiking, camping, orienteering, fishing, tennis, golf, soccer and biking. **1-H-2.1**

**2.** Demonstrate mastery in the execution of the basic skills of two leisure activities such as bowling, badminton, aerobics, handball, racquetball, Pilates, yoga and martial arts. **1-H-2.2**

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## **2: Applies movement and principles to the learning and development of motor skills.**

- 2-H-1.** Synthesizes previously learned skills and incorporates them into dynamic physical activity settings. **2-H-1**
1. Complete peer review of motor skills used for a specific task for individual/team sports/activities such as striking, dribbling, catching, kicking and tossing. **2-H-1.1**
  2. Describe appropriate practice procedures to improve skill and strategy in a sport. **2-H-1.2**
  3. Design and present a new game or activity using previously learned skills (group work). **2-H-1.3**
- 2-H-2.** Applies biomechanical concepts and principles to analyze and improve performance of self and others. **2-H-2**
1. Identify the anatomical functions of the body as they relate to physical activity such as muscle strength, joint motion, flexibility and endurance. **2-H-2.1**
  2. Identify biomechanical movements as they relate to physical activity: hand/eye coordination, eye/foot coordination, hopping, squatting, vertical jumping, bounding, etc. **2-H-2.2**

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## **3: Exhibits a physically active lifestyle.**

- 3-H-1.** Utilizes available community resources to promote an active lifestyle. **3-H-1**
1. Compile a list of available community resources to promote an active lifestyle: bowling, badminton, aerobics, handball, racquetball, Pilates, yoga and martial arts, archery, canoeing/boating, hiking, camping, orienteering, fishing, tennis, golf, soccer and biking. **3-H-1.1**
  2. Journal activities related to community participation. **3-H-1.2**
- 3-H-2.** Participates in lifetime recreational activities specific to fitness components. **3-H-2**
1. Identify recreational activities that they enjoy. **3-H-2.1**
  2. Plan and organize an age-appropriate outdoor activity that promotes the maintenance of wellness. **3-H-2.2**
- 3-H-3.** Participates regularly in physical activities that contribute to improved physical fitness and wellness. **3-H-3**
1. Participate in a variety of activities, such as aerobic exercise, that develop cardiovascular endurance, flexibility, muscular endurance, and muscular strength. **3-H-3.1**
  2. Chart participation in a recreational program in the evening and/or weekends. **3-H-3.2**

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#### **4: Achieves and maintains a health-enhancing level of physical fitness.**

**4-H-1.** Participates in a variety of health-enhancing physical activities in both school and non-school settings. **4-H-1**

- 1.** Demonstrate high level of participation or engagement in Physical Education class. **4-H-1.1**
- 2.** Establish and record a daily physical fitness routine. **4-H-1.2**

**4-H-2.** Identifies and evaluates personal physiological response to exercise. **4-H-2**

- 1.** Participate in a health-related fitness assessment (Fitnessgram or comparable assessment tool) and interpret results and develop realistic short-term and long-term personal fitness goals using these results and develop realistic short-term and long-term personal fitness goals using these results. **4-H-2.1**
- 2.** Monitor body responses before, during, and after exercise by checking pulse rate, recovery rate and target heart rate. **4-H-2.2**
- 3.** Assess and log progress toward fitness goals twice per semester. **4-H-2.3**
- 4.** Adjust and log activity levels to meet personal fitness needs. **4-H-2.4**

**4-H-3.** Designs health-related fitness programs based on accurately assessed fitness profiles. **4-H-3**

- 1.** Plan and organize a personal fitness program that will enable one to achieve the specified goals previously set. **4-H-3.1**
- 2.** Maintain evidence of fitness assessment and use the results to guide changes in personal fitness plan. **4-H-3.2**
- 3.** Meet and log progress toward achievement of personal fitness goals after a period of training. **4-H-3.3**

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

**5-H-1.** Demonstrates safe and appropriate use and care of equipment and facilities. [5-H-1](#)

1. Identify safety considerations of selected physical activities. [5-H-1.1](#)
2. Follow safety practices that prevent injuries and/or unsafe conditions when using activity equipment. [5-H-1.2](#)
3. Adhere to established rules to avoid injury. [5-H-1.3](#)

**5-H-2.** Identifies the inherent risks associated with physical activity in extreme environments. [5-H-2](#)

1. Research and report on safety techniques to use during potentially dangerous weather conditions while physically active. [5-H-2.1](#)

**5-H-3.** Initiates and models independent and interdependent personal behaviors in physical activity settings. [5-H-3](#)

1. Demonstrate conflict resolutions by walking away from verbal confrontation and listen to all sides before taking action in situations. [5-H-3.1](#)
2. Respond to confrontational situations with mature personal control. [5-H-3.2](#)
3. Willingly choose activities for enjoyment as opposed to those chosen by peers. [5-H-3.3](#)
4. Demonstrate good sportsmanship by acknowledging good play from an opponent during competition. [5-H-3.4](#)
5. Follow safety etiquette in all activities. [5-H-3.5](#)
6. Avoid causing injury to an opponent in all activities. [5-H-3.6](#)

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**6: Demonstrates understanding and respect for differences in physical activity settings.**

**6-H-1.** Explores how age, gender, ethnicity, culture and economic status affect physical activity selection and participation. 6-H-1

1. List historical roles of sports and games as they relate to different cultures. 6-H-1.1
2. Research and compile report of games and sports for different countries. 6-H-1.2
3. Identify several popular games from various cultures. 6-H-1.3
4. Participate in games that originated outside the United States. 6-H-1.4

**6-H-2.** Develops and integrates strategies for inclusion of all in physical activities. 6-H-2

1. Adapt games to the diverse population found in current school setting. 6-H-2.1
2. Invite less skilled students to participate in physical activity. 6-H-2.2

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**7: Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.**

**7-H-1.** Participates for enjoyment in a variety of physical activities in competitive and recreational settings. 7-H-1

1. Identify and describe life-time physical activities such as tennis, dancing, golf, yoga, badminton, fitness training, rowing, swimming, walking, soccer, bowling, rock climbing, etc. 7-H-1.1
2. Participate in various physical activities which include the cooperation of team work. 7-H-1.2
3. Demonstrate a positive and energetic attitude in all activities. 7-H-1.3

**7-H-2.** Identifies positive aspects of participation in several different physical and social activities with others. 7-H-2

1. Describe the physical and social benefits of participating in a variety of physical activities. 7-H-2.1
2. Log participation in physical activities that encourage social interaction. 7-H-2.2
3. Provide opportunities (through journaling) for students to express their feelings toward issues such as the importance physical activity, body image, goals, etc. without fear of judgment. 7-H-2.3

**7-H-3.** Illustrates benefits of physical education on social and emotional well-being. 7-H-3

1. Identify physical activities that can be used to relieve stress. 7-H-3.1
  2. Describe how physical activity can provide a positive social environment for activities with others. 7-H-3.2
  3. Log participation in physical activities targeted toward relaxation and/or stress relief. 7-H-3.3
  4. Record positive effects experienced during various physical activities in physical education class. 7-H-3.4
  5. Develop a portfolio using artifacts that show their enjoyment of, and benefit from, participating in physical activity. 7-H-3.5
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**1: Demonstrates competency in many movement forms and proficiency in a few movement forms.**

- 1-H-1. Demonstrates proficiency in applying advanced skills, strategies and rules for specific activities. 1-H-1
    - 1. Demonstrate competence in an invasion/wall, target, and/or field game. 1-H-1.1
    - 2. Demonstrate competence in a dance form (social, square, jazz, etc.), and dance form. 1-H-1.2
    - 3. Demonstrate competencies in a fitness-related activity (rock climbing, track and field, etc). 1-H-1.3
  - 1-H-2. Develops outdoor and lifelong leisure pursuits. 1-H-2
    - 1. Maintain a log/journal of outdoor activities describing frequency of physical activity. 1-H-2.1
    - 2. Maintain a log/journal of leisure activities describing frequency of physical activity. 1-H-2.2
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**2: Applies movement and principles to the learning and development of motor skills.**

- 2-H-1. Synthesizes previously learned skills and incorporates them into dynamic physical activity settings. 2-H-1
  - 1. Correctly identify the critical elements for successful performance of a sport skill. 2-H-1.1
  - 2. Record a self appraisal of motor skills used for a specific task for individual/team sports/activities such as striking, dribbling, catching, kicking and tossing 2-H-1.2
  - 3. List safety issues of health and fitness activities. 2-H-1.3
  - 4. Design and present an obstacle skills course, using skills from various forms of physical activity (group work). 2-H-1.4
- 2-H-2. Applies biomechanical concepts and principles to analyze and improve performance of self and others. 2-H-2
  - 1. Apply knowledge of biomechanical movements as they relate to physical activity hand/eye coordination, eye/foot coordination, hopping, squatting, vertical jumping, bounding, etc. 2-H-2.1

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### **3: Exhibits a physically active lifestyle.**

- 3-H-1.** Utilizes available community resources to promote an active lifestyle. **3-H-1**
  - 1.** Participate in a variety of physical activities appropriate for maintaining or enhancing a healthy and active lifestyle. **3-H-1.1**
  - 2.** Record physical activity participation in a log or journal. **3-H-1.2**
  - 3.** Record inventory of personal behavior that supports a healthy lifestyle. **3-H-1.3**
  
- 3-H-2.** Participates in lifetime recreational activities specific to fitness components. **3-H-2**
  - 1.** Record the benefits of participation in recreational activities. **3-H-2.1**
  - 2.** Log/journal of personal lifetime/recreational health activities and include the benefits of participation (heart health, eating habits, nutrition). **3-H-2.2**
  
- 3-H-3.** Participates regularly in physical activities that contribute to improved physical fitness and wellness. **3-H-3**
  - 1.** Teach class members a physical activity that contributes to improved physical fitness. **3-H-3.1**
  - 2.** Demonstrate a physical activity skill that contributes to improved physical fitness. **3-H-3.2**

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#### **4: Achieves and maintains a health-enhancing level of physical fitness.**

- 4-H-1.** Participates in a variety of health-enhancing physical activities in both school and non-school settings. 4-H-1
  - 1. Plan a personal fitness and conditioning program. 4-H-1.1
  - 2. Implement and log a personal fitness and conditioning program. 4-H-1.2
  - 3. Participate in class-selected physical activity designed to improve physical fitness. 4-H-1.3
- 4-H-2.** Identifies and evaluates personal physiological response to exercise. 4-H-2
  - 1. Participate in a health-related fitness assessment (Fitnessgram or comparable assessment tool) and interpret results. 4-H-2.1
  - 2. Monitor body responses before, during, and after exercise by checking pulse rate, recovery rate and target heart rate. 4-H-2.2
  - 3. Develop realistic short-term and long-term personal fitness goals. 4-H-2.3
  - 4. Assess and log progress toward fitness goals twice per semester. 4-H-2.4
  - 5. Adjust and log activity levels to meet personal fitness needs. 4-H-2.5
- 4-H-3.** Designs health-related fitness programs based on accurately assessed fitness profiles. 4-H-3
  - 1. Implement a personal fitness program that will enable one to achieve the specified goals previously set. 4-H-3.1
  - 2. Demonstrate evidence of fitness assessment and use the results to guide changes in personal fitness plan. 4-H-3.2
  - 3. Interpret progress toward achievement of personal fitness goals after a period of training. 4-H-3.3

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

**5-H-1.** Demonstrates safe and appropriate use and care of equipment and facilities. 5-H-1

1. Follow safe practices that prevent injuries and/or unsafe conditions when using activity equipment. 5-H-1.1
2. Adhere to established rules to avoid neglect and/or liabilities. 5-H-1.2
3. Provide a class demonstration of a selected safety practice. 5-H-1.3

**5-H-2.** Identifies the inherent risks associated with physical activity in extreme environments. 5-H-2

1. Recognize and describe how environmental changes may affect physical performance (weather conditions, locations and facilities). 5-H-2.1
2. Identify and record potentially dangerous repercussions from physical activities concerning hydration, apparel, ventilation and appropriate prevention strategies. 5-H-2.2

**5-H-3.** Initiates and models independent and interdependent personal behaviors in physical activity settings. 5-H-3

1. Identify and apply rules and procedures that are designed for safe participation. 5-H-3.1
2. Explain how and why rules provide for safe practices in physical activity participation. 5-H-3.2
3. Respond to challenges, successes, and failures in physical activities in socially appropriate ways. 5-H-3.3
4. Accept successes and performance limitations of self and others, exhibit appropriate behavior/responses, and recognize that improvement is possible with appropriate practice. 5-H-3.4
5. Anticipate and identify potentially dangerous consequences of participating in selected activities. 5-H-3.5

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**6: Demonstrates understanding and respect for differences in physical activity settings.**

**6-H-1.** Explores how age, gender, ethnicity, culture and economic status affect physical activity selection and participation. 6-H-1

1. Identify and record activities which target current student population (demographics). 6-H-1.1
2. Select and demonstrate a physical activity which encourages participation (group work). 6-H-1.2

**6-H-2.** Develops and integrates strategies for inclusion of all in physical activities. 6-H-2

1. Develop a game to include all students, including persons of diverse backgrounds and abilities in physical activity. 6-H-2.1
2. Participate successfully in a cooperative learning group in a variety of physical activity settings. 6-H-2.2

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**7: Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.**

**7-H-1.** Participates for enjoyment in a variety of physical activities in competitive and recreational settings. 7-H-1

1. Identify, participate in, log physical activities that are personally enjoyable. 7-H-1.1
2. Log participation in a variety of physical activities which include the cooperation of team work. 7-H-1.2
3. Pursue new activities that provide opportunities for individual activities and group activities. 7-H-1.3
4. Demonstrate a positive and energetic attitude in all activities. 7-H-1.4

**7-H-2.** Identifies positive aspects of participation in several different physical and social activities with others. 7-H-2

1. Identify and log recreational and physical activities that provide personal feelings of success. 7-H-2.1
2. Participate in and log physical activities that encourage social interaction. 7-H-2.2
3. Express feelings toward issues such as the importance physical activity, body image, goals, etc. through journaling. 7-H-2.3
4. Describe self-satisfaction of participating in a game, sport, or physical activity. 7-H-2.4

**7-H-3.** Illustrates benefits of physical education on social and emotional well-being. 7-H-3

1. Maintain a log of participation in physical activities that are enjoyable and relaxing. 7-H-3.1
2. Identify and record negative feelings that accompany physical activities. 7-H-3.2
3. Participate in and log physical activities targeted toward relaxation and/or stress relief. 7-H-3.3