

# Grades 9, 10, 11, 12

Adopted 2005

**Engages in a physically active lifestyle.**

- a. Participate in daily health-enhancing and personally rewarding physical activities.**

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- b. Develop a physical activity plan based on individual needs and interests.**

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- c. Describe how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes.**

**Achieves and maintains a health enhancing level of physical fitness.**

- a. Participate in daily health-enhancing and personally rewarding physical activities.**

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- b. Participate in annual fitness assessment.**

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- c. Develop and implement a personal fitness program based on his/her fitness profile.**

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- d. Achieve the minimum level on all health-related fitness components.**

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- e. Differentiate between health-related and skill-related fitness components inherent in various activities.**

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- f. Use technology to analyze, assess and improve one's physical activity and fitness levels.**

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- g. Examine the correlation between modifiable health-related risk factors and health-related fitness.**

**Demonstrates competency in motor skills and movements patterns, proficiency in a few, and applies these skills and patterns in a variety of physical activities (psychomotor).**

- a. Demonstrate competency in many and proficiency in a few complex motor skills.**

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- b. Apply complex motor skills in a wide variety of leisure and work-related physical activities.**

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- c. Demonstrate use of strategies and tactics within a variety of physical activities.**

**Demonstrates understanding of**

- a. Use a movement vocabulary when describing motor skill performance.**

**movement concepts, principles, strategies and tactics as they apply to the development of motor skills and the learning and performance of physical activities**

- b. Describe critical elements of complex motor skills.**
- c. Evaluate the use of movement concepts during motor skill performance.**
- d. Use feedback from teachers, peers, other mediums, and self to improve motor skill performance and cognitive understanding.**
- e. Identify movement concepts and principles to independently refine their skills and apply them to the learning of new skills.**
- d. Explain appropriate strategical and tactical decisions during game play (what to do when and why).**

**Identifies that physical activity provides opportunities for health enhancement, enjoyment, challenge, self-expression and social interaction**

- a. Identify the value of personally participating in physical activities.**
- b. Analyze the contributions of group members.**
- c. Reflect on personal contribution(s) within a group.**

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

- a. Initiate independent responsible behaviors in order to be a positive influence on others in physical activity settings.**
- b. Recognize the role of the leader and follower within a group in order to achieve physical activity goals.**
- c. Identify, follow and, when appropriate, create safety guidelines for participation in physical activity settings.**
- d. Analyze the difference between ethical and unethical behavior in physical activity settings.**
- e. Demonstrate ethical behavior in physical activity settings.**
- f. Demonstrate positive attitudes towards self and others through verbal and non-verbal behaviors.**
- g. Develop strategies for including others in physical activity settings.**
- h. Advocate for including all people in physical activity settings.**
- i. Resolve conflicts and accept decisions of judgment in socially acceptable ways.**