

# Grades 9, 10, 11, 12

Adopted 2000

**Students will develop competency in all fundamental movement skills and proficiency in some movement forms.**

**1: Students will model complex locomotor movement patterns in specialized activities.**

- a. model mature form of all locomotor skills while executing complex movement patterns.
  - b. transfer fundamental locomotor movement patterns into specialized activities and/or games.
  - c. evaluate the effectiveness of transferring complex locomotor movement patterns into specialized activities and/or games.
- 

**2: Students will apply correct technique when performing complex manipulative movement patterns in specialized activities.**

- a. model mature form of all manipulative skills while executing complex movement patterns.
  - b. transfer fundamental manipulative movement patterns into specialized activities and/or games.
  - c. evaluate the effectiveness of transferring complex manipulative movement patterns into specific activities and/or games.
- 

**3: Students will exhibit a mature kinesthetic sense in nonlocomotor/stability movement patterns in specialized activities.**

- a. anticipate and respond to various forces to maintain static or dynamic balance while performing advanced skills.
  - b. maintain body equilibrium throughout complex movement patterns used within physical activities and/or games.
  - c. evaluate the effectiveness of kinesthetic adjustments made during complex non-locomotor/stability movement patterns.
-

**Students will analyze scientific concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.**

**1: Students will apply scientific concepts and principles to analyze performance of self and others.**

- a. differentiate which scientific concepts and principles relate to a specific movement.
  - b. apply appropriate scientific concepts and principles to achieve advanced outcomes.
  - c. evaluate the appropriate use of scientific concepts and principles within a performance.
- 

**2: Students will evaluate the influence of physical, emotional, and cognitive factors on improving performance.**

- a. understand the interrelationships among the physical, emotional, cognitive, and scientific factors affecting performance.
  - b. analyze which training and conditioning practices have the greatest impact on skill acquisition and performance.
  - c. create and/or modify a practice/training plan based on evaluative feedback of skill acquisition and performance.
- 

**3: Students will evaluate various strategies leading to successful performance.**

- a. analyze specific situations to determine appropriate performance strategies.
  - b. execute a creative/innovative strategy leading to successful performance.
  - c. assess the effect/outcome of a specific performance strategy.
- 

**Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness.**

**1: Students will monitor personal fitness level and alter activity to enhance health-related fitness.**

- a. analyze scientifically based data to determine the level of personal health-related fitness.
  - b. develop a plan which improves personal health-related fitness.
  - c. analyze and modify frequency, intensity, time, and type of physical activity based on personal need.
- 

**2: Students will evaluate the health-related/fitness benefits resulting from participation in different forms of physical activity.**

- a. analyze and share the results of on-going physical activity.
- b. justify the practice of a specific physical activity to achieve a desired fitness benefit.
- c. evaluate the benefits of specific techniques and related theory to improve health-related fitness.

---

**3: Students will participate regularly in physical activities that contribute to attainment of personal health-related fitness.**

- a. evaluate available options and quality of school/community health-related facilities and human resources.
  - b. evaluate and modify personal fitness plans to meet specific and/or changing needs.
  - c. advocate the participation of others in a variety of health-related fitness activities.
- 

**Students will develop responsible and respectful personal and social behavior in physical activity settings.**

**1: Students will model and encourage appropriate personal and social conduct in physical activities.**

- a. accept personal responsibility to create and maintain a physically/emotionally safe and non-threatening environment.
  - b. model appropriate etiquette and exemplary sportsmanship in physical activity settings.
  - c. demonstrate timely and effective conflict resolution skills, techniques, and processes in physical activity settings.
- 

**2: Students will value and maximize the contributions and potential of each individual in group activities.**

- a. acknowledge and respect the intrinsic worth of the various roles inherent to a group setting.
  - b. recognize and utilize the potential and strengths of each individual by supporting his/her effort in physical activity settings.
  - c. provide leadership by actively fulfilling various roles within group settings.
- 

**3: Students will evaluate the positive impact of contributions provided through human diversity.**

- a. analyze how an individual's uniqueness can enrich a physical activity setting and/or endeavor.
  - b. formulate strategies for maximizing inclusion of all students in physical activity settings.
  - c. model and advocate respect for diversity in physical activity settings.
- 

**Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.**

**1: Students will evaluate how physical activity serves as a vehicle to provide opportunities for self-expression and personal growth.**

- a. engage in a multitude of physical activities to determine those most personally satisfying.
- b. participate regularly in physical activities which fulfill personal needs for self-expression and social interaction.
- c. evaluate the psychological benefits derived from routine participation in physical activity.

---

**2: Students will evaluate the unique benefits of perseverance and pursuance of challenging physical activity.**

- a. analyze the role of attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
- b. maintain a healthy balance among mental, physical, and social factors related to participation in physical activities.
- c. pursue and embrace new challenges based on past personal success and satisfaction.

---

**3: Students will analyze employment/career options in the physical education/fitness fields.**

- a. evaluate various employment options affiliated with physical education/fitness careers and how they impact society.
- b. evaluate personal compatibility with the various elements of an identified physical education/fitness career.
- c. analyze the interrelationships among physical education/fitness careers and other employment fields.