

Physical Education (2010): Grades 9, 10, 11, 12

Adopted 2010

Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.

- 1. Demonstrate competent skills while participating in modified team activities (e.g., soccer, lacrosse, hockey).**

- 2. Demonstrate competent skills while participating in individual and dual activities (e.g., golf, tennis, bowling).**

- 3. Demonstrate competent skills while participating in non-competitive individual activities (e.g., walking, yoga, aquatic water safety, Native Youth Olympics games).**

- 4. Demonstrate competent skills while participating in rhythmic activities (e.g., Native, folk, social dances).**

- 5. Demonstrate competent skills while participating in adventure/outdoor activities (e.g., Alaskan cultural physical activities, hunting, fishing, skiing, biking, hiking, wilderness survival, camping).**

Apply movement concepts to the learning and performance of physical activities.

- 1. Utilize basic skills, tactics, and strategies while participating in a variety of lifetime activities; and advanced skills, tactics, strategies while participating in at least two lifetime activities.**

- 2. Use a variety of complex movement patterns, independently and routinely, to improve skills.**

- 3. Acquire new skills while continuing to refine existing ones.**

- 4. Identify basic biomechanical principles as they pertain to movements within a physical activity.**

- 5. Recognize various levels of performance (novice, competent and proficient).**

- 6. Apply knowledge of major muscle groups to improve performance and/or create training plans.**

- 7. Explain to others the importance of strategies and safety procedures for success while participating in physical activity (e.g., weightlifting, wearing a helmet while snowboarding).**

Participate regularly in physical activity.

- 1. Use current technology (e.g., heart rate monitors, tri-FIT, Dartfish, Wii Fitness) to monitor physical activity to meet personal goals.**
- 2. Maintain an outside-of-class physical activity journal based upon units of study.**
- 3. Identify local, state, national, and international fitness and recreational resources (e.g., trails, wilderness areas, rivers, lakes, National Center on Physical Activity and Disability - NCPAD).**
- 4. Develop evidence-based personal activity plans that include self-selected physical activities and sports.**

Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.

- 1. Meet the age and gender-specific health-related fitness standards using a nationally recognized assessment tool (e.g., Fitnessgram, President's Challenge, APEAS II – Adaptive Physical Education Assessment).**
- 2. Assess physical fitness status in terms of health-related fitness (cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition).**
- 3. Compare and identify fitness value of specific movement forms.**
- 4. Design, implement, monitor, and adjust a personal fitness program to meet personal needs and goals for a lifetime.**

Exhibit personal and social behavior that respects self and others in physical activity settings.

- 1. Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings.**
- 2. Demonstrate an understanding of responsible personal and social behaviors in physical activity settings.**
- 3. Accommodate individual differences. (e.g., ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins).**
- 4. Exhibit sportsmanship/etiquette in all physical activity settings.**

Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- 1. Enjoy the challenge of working hard and the satisfaction of improving skills.**
- 2. Seek personally challenging experiences in physical activity opportunities.**
- 3. Recognize physical activity as a positive opportunity for social and group interaction.**
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- 4. Analyze selected physical activity experiences for social, emotional, and health benefits.**