

Grades 9, 10, 11, 12

Adopted 2010

Skilled Movement

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

1. Demonstrate competency in basic and advanced skills and tactics in at least five leisure and lifetime physical activities (e.g., individual/dual/team-related sports, outdoor pursuits, rhythm, fitness, and aquatics). [9-12.PE.1.1.1](#)
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Movement Knowledge

2.1: Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

1. Demonstrate the knowledge and understanding necessary to develop scientifically based personal activity plans that include self-selected physical activities and sports (e.g., physical activity goal setting, fitness profiles and assessments, mypyramid.gov nutrition, etc.). [9-12.PE.2.1.1](#)
 2. Utilize complex movement concepts and principles to independently refine skills and apply them to the learning of new skills (e.g., utilizing anaerobic and aerobic performance appropriately, applying the concept of spin to a variety of activities to improve performance, biomechanical efficiency to conserve energy, etc.). [9-12.PE.2.1.2](#)
 3. Evaluate and apply appropriate tactics and strategies in a variety of sports and physical activities (e.g., using trekking poles to improve efficiency, recognize elite-level performance, explain tactical strategies in a game of softball, etc.). [9-12.PE.2.1.3](#)
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Valuing a Physically Active Lifestyle

3.1: Participate daily in physical activity for health, enjoyment and/or satisfaction, challenge, self-expression and/or social interaction.

1. Participate in moderate to vigorous physical activity for at least of 50% of the lesson time (e.g., time assessment, pedometer = 3200 steps in a 40 minute lesson or 80 steps per minute - block or traditional schedule, etc.). [9-12.PE.3.1.1](#)
 2. Participate daily in moderate to vigorous physical activity during and outside of class as recommended by NASPE, CDC, and USDHHS of at least 60 minutes or more per day (e.g., activity logs, step count of at least 12000 steps per day, activity breaks, etc.). [9-12.PE.3.1.2](#)
 3. Provide rationale about their physical activity participation for health and manage participation based on personal interests, capabilities, and resources (e.g., develop individual physical activity plan, journaling, etc.). [9-12.PE.3.1.3](#)
 4. Analyze factors that influence personal physical activity patterns over one's lifespan (e.g., reflections on volunteer efforts with populations of various ages and abilities, personal profile, family physical activity tree, create personal activity pyramid, etc.). [9-12.PE.3.1.4](#)
 5. Enjoy the challenge of working hard to better their skills and feel satisfaction when they are successful in improving and pursuing personal goals (e.g., journaling reflections, etc.). [9-12.PE.3.1.5](#)
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Personal Fitness

4.1: Achieve and maintain a health-enhancing level of physical fitness.

1. Demonstrate health-related fitness components (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition) by improving, meeting and/or sustaining gender and age-related contemporary fitness standards as defined by approved tests (e.g., Fitnessgram or President's Council healthy fitness zone/level, identify various activities that demonstrate each health-related component, etc.). [9-12.PE.4.1.1](#)
 2. Assume greater self-responsibility to improve, meet, and/or sustain gender and age-related contemporary fitness standards necessary for a healthy productive life as defined by approved tests such as Fitnessgram or President's Council healthy fitness zone/level (e.g., log sheets, fitness profiles, task cards, portfolios, etc.). [9-12.PE.4.1.2](#)
 3. Interpret and analyze information from fitness tests to plan and design individual programs for achieving and maintaining current/lifelong fitness goals that encompass all components of fitness (e.g., select various activities from skill- and health-related components, set goals, fitness plan, assessment and evaluation, website programs for lifelong fitness planning, etc.). [9-12.PE.4.1.3](#)
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Personal and Social Responsibility

5.1: Exhibit responsible and social behavior that respects self and others in physical activity settings.

1. Demonstrate the ability to initiate responsible personal and social behavior, function independently, and positively influence the behavior of others in physical activity setting (e.g. develop code of ethics, sportsmanship recognition, volunteer Special Olympics, assist in an elementary physical education class, etc.). 9-12.PE.5.1.1
2. Demonstrate leadership by holding themselves and others responsible for following safe practices, rules, procedures, and etiquette in physical activity settings (e.g. assumes an active leader and/or supportive role as appropriate during a ropes course activity, acknowledge a rule infraction, plan and lead a backpacking trip, coordinate a fun run, respecting others space in a weight room, etc.). 9-12.PE.5.1.2
3. Respond appropriately to potentially explosive interactions with others in order to mediate and resolve conflict (e.g. communicates in a calm and controlled manner to inflammatory remarks, role play, debate behaviors that occur in current events, etc.). 9-12.PE.5.1.3
4. Synthesize and evaluate knowledge regarding the role of physical activity in a culturally diverse society (e.g. identify barriers and opportunities for physical activity in the community, document the influence of cultural events on one's own physical activity behavior, interpret the meaning of physical activity through forms of expression such as art, poetry, writing, film, movement; etc.). 9-12.PE.5.1.4
5. Evaluate personal choices for engaging in physical activity over the life span including the influence of age, ability, gender, race, ethnicity, socioeconomic status, and culture (e.g. the impact of family physical activity on self; successes, challenges and enjoyment in lifelong physical activities; the effect of dance, fitness or recreational activities on senior citizens; critique economic commitments, etc.). 9-12.PE.5.1.5