

# Physical: Grades 9, 10, 11, 12

Adopted 2016

**Students will demonstrate competency in a variety of motor skills and movement patterns.**

## **1. Games and Sports**

- HS1.** Demonstrate competency in activity-specific movement skills in two or more games and sports (invasion, net/wall, field/striking, target). [PE1.1.HS1](#)
  - HS2.** Refine activity-specific movement skills in two or more games and sports (invasion, net/wall, field/striking, target). [PE1.1.HS2](#)
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## **2. Individual-Performance Activities**

- HS1.** Demonstrate competency in activity-specific movement skills in two or more individual-performance activities. [PE1.2.HS1](#)
  - HS2.** Refine activity-specific movement skills in two or more individual performance activities. [PE1.2.HS2](#)
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## **3. Outdoor Pursuits**

- HS1.** Demonstrate competency in activity-specific movement skills in two or more outdoor pursuits. [PE1.3.HS1](#)
  - HS2.** Refine activity-specific movement skills in two or more outdoor pursuits. [PE1.3.HS2](#)
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**Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.**

## **1. Strategies and Tactics**

- HS1.** Develop an offensive and a defensive strategy for the purpose of game play. [PE2.1.HS1](#)
  - HS2.** Create and apply multiple offensive and defensive strategies for game play. [PE2.1.HS2](#)
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## **2. Movement Performance**

- HS1.** Use movement concepts (force, motion, rotation) to analyze and improve performance of self or others in a selected skill. [PE2.2.HS1](#)
  - HS2.** Use movement concepts to develop a plan to improve advanced performance skill in a self-selected skill. [PE2.2.HS2](#)
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## **3. Movement Concepts**

- HS1.** Assess critical elements and stages of learning a self-selected motor skill. [PE2.3.HS1](#)
- HS2.** Create plan to improve performance of a self-selected motor skill. [PE2.3.HS2](#)

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#### 4. Training Principles and Knowledge

- HS1. Apply training principles and knowledge (progression, specificity, overload, reversibility, diminishing return) to a self-selected activity. PE2.4.HS1
  - HS2. Apply training principles and knowledge to two or more self-selected activities. PE2.4.HS2
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**Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

#### 1. Benefit of Physical Activity

- HS1. Investigate relationship between physical activity, nutrition, and body composition. PE3.1.HS1
  - HS2. Evaluate benefits of a physically active lifestyle as it relates to college or career productivity. PE3.1.HS2
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#### 2. Physical Activity in the Community

- HS1. Investigate activities that can be pursued in the local environment. PE3.2.HS1
  - HS2. Evaluate (according to benefits, social support, and participation requirements) activities that can be pursued in the local environment. PE3.2.HS2
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#### 3. Physical Activity for a Lifetime

- HS1. Evaluate risks and safety factors that might affect physical preferences throughout the life span. PE3.3.HS1
  - HS2. Evaluate barriers to physical activity throughout the life span and promote strategies to overcome them. PE3.3.HS2
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#### 4. Engagement in Physical Activity

- HS1. Participate regularly in physical activity outside of the school day. PE3.4.HS1
  - HS2. Create a plan, train for, and participate in a community event with a focus on physical activity. PE3.4.HS2
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#### 5. Health-Related Fitness

- a. Adjust intensity to keep heart rate in the target zone, calculate recovery heart rate, and use technology to monitor cardiorespiratory endurance. PE3.5.HS1.A
- c. Use types of muscular strength and muscular endurance exercises (isometric, concentric, eccentric). PE3.5.HS1.C
- b. Use types of flexibility exercises (static, dynamic). PE3.5.HS1.B
- a. Analyze recovery heart rate in relationship to fitness level and overall health. PE3.5.HS2.A
- b. Analyze types of muscular strength, muscular endurance, and flexibility exercises for personal fitness development. PE3.5.HS2.B

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## 6. Training Principles

- HS1. Explain training principles (overload, specificity, progression, reversibility, diminishing return, rest, and recovery) and how they relate to fitness planning. PE3.6.HS1
- HS2. Use training principles (overload, specificity, progression, reversibility, diminishing return, rest, and recovery) to design a personal workout. PE3.6.HS2

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## 7. Engagement in Fitness Activities

- HS1. Participate regularly in self-selected fitness activities outside of school. PE3.7.HS1
- HS2. Participate regularly in a variety of self-selected fitness activities outside of school. PE3.7.HS2

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## 8. Individual Plan

- HS1. Design and implement a personal fitness and nutrition plan (assessment scores, goals for improvement, plan of activities for improvement, log of activities to reach goals, timeline for improvement). PE3.8.HS1
- HS2. Design and implement a strength, conditioning, and nutrition plan that develops balance in opposing muscle groups (agonist and antagonist) and supports a healthy, active lifestyle to maintain or improve body composition. PE3.8.HS2

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**Students will exhibit responsible personal and social behavior that respects self and others.**

### 1. Personal Responsibility

- HS1. Demonstrate intrinsic motivation by selecting or planning opportunities to participate in physical activity inside and outside of school. PE4.1.HS1
- HS2. Analyze barriers that prevent opportunities for physical activity inside and outside of school. PE4.1.HS2

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### 2. Rules and Etiquette

- HS1. Examine the importance of etiquette in athletics and elite sports. PE4.2.HS1
- HS2. Examine moral and ethical conduct in specific competitive situations. PE4.2.HS2

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### 3. Working with Others

- HS1. Solve problems and think critically when working with others in physical activity, both as an individual and in groups. PE4.3.HS1
  - a. Assume a leadership role in a physical activity setting. PE4.3.HS2.A
  - b. Describe the importance of treating individuals with dignity and respect during physical activity. PE4.3.HS2.B

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#### 4. Safety

- HS1. Demonstrate best practices for participating safely in physical activity and exercise. PE4.4.HS1
  - HS2. Apply best practices for participating safely in physical activity and exercise. PE4.4.HS2
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**Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.**

#### 1. Challenge

- HS1. Choose an appropriate level of challenge to experience success in a physical activity. PE5.1.HS1
  - HS2. Choose an appropriate level of challenge to experience success in a self-selected physical activity. PE5.1.HS2
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#### 2. Self-Expression and Enjoyment

- HS1. Participate in a self-selected physical activity for self-expression and enjoyment. PE5.2.HS1
  - HS2. Participate in a self-selected physical activity for self-expression and enjoyment. PE5.2.HS2
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#### 3. Social Interaction

- HS1. Identify opportunities for social interaction in a self-selected physical activity. PE5.3.HS1
- HS2. Evaluate opportunities for social interaction and social support in a self-selected physical activity. PE5.3.HS2