

# Grades 9, 10, 11, 12

Adopted 2018

**Demonstrates competency in a variety of motor skills and movement patterns.**

**1. Demonstrate competency and refine activity-specific movement skills in two of the following lifetime activity categories: individual performance activities, outdoor pursuits. 9.1.1.1**

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**2. Demonstrate competency and refine activity-specific movement skills in two of the following lifetime activity categories: net and wall games, target games, aquatics. 9.1.1.2**

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**1. Demonstrate competency in one or more forms of dance. For example: ballroom, ballet, cultural dances, hip hop, modern, social dances, tap. 9.1.2.1**

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**1. Demonstrate competency in specialized skills in each of the health-related fitness components: muscular strength, muscular endurance, flexibility, cardiorespiratory fitness. 9.1.3.1**

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**Apply knowledge of concepts, principles, strategies and tactics to movement and performance.**

**1. Apply terminology associated with exercise and participation in selected individual performance activities. 9.2.1.1**

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**2. Use movement concepts and principles (force, motion, rotation) to analyze and improve performance for a self-selected skill. 9.2.1.2**

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**3. Design a practice plan to improve performance for a self-selected skill and justify how the components of the plan will address the areas of concern. 9.2.1.3**

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**4. Analyze similarities and differences between various dance forms. 9.2.1.4**

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**Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

**1. Explain the benefits of a physically active lifestyle as it relates to college or career productivity. 9.3.1.1**

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**2. Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle. 9.3.1.2**

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**3. Apply technology and social media as tools to support a healthy, active lifestyle. 9.3.1.3**

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**4. Identify issues associated with exercising in heat, humidity and cold, and provide strategies for addressing the issues. 9.3.1.4**

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5. Evaluate physical activities that can be pursued in the local environment for their benefits, social support network, and participation requirements. 9.3.1.5
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6. Evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle. 9.3.1.6
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1. Participate in moderate to vigorous aerobic or muscle- and bone-strengthening physical activity several times per week. 9.3.2.1
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2. Participate several times per week in a self-selected lifetime activity, dance, or fitness activity outside of the school day. 9.3.2.2
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1. Explain appropriate techniques for resistance training machines, free weights, or body-weight exercises. 9.3.3.1
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2. Analyze short- and long-term physiological responses to regular physical activity. 9.3.3.2
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3. Differentiate among types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, dynamic) for personal fitness development. 9.3.3.3
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4. Calculate target heart rate and apply that information to a personal fitness plan. 9.3.3.4
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5. Adjust pacing to keep one's heart rate in the target zone using available technology to self-monitor aerobic intensity. 9.3.3.5
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1. Create a behavior modification plan that enhances a healthy active lifestyle in a college or career setting. 9.3.4.1
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2. Design a fitness program, including all components of health-related fitness, for a college student or an employee in the learner's chosen field of work. 9.3.4.2
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1. Design a nutritional plan to maintain an appropriate energy balance that supports a healthy active lifestyle for a college student or an employee in the learner's chosen field of work. 9.3.5.1
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1. Explain how stress-management strategies in physical activity settings can reduce stress and effect health. For example: physical activities such as aerobic exercise, deep breathing, meditation, mental imagery, relaxation techniques. 9.3.6.1
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Exhibit responsible personal and social behavior that respects self and others.

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1. Employ effective self-management skills to analyze barriers and appropriately modify physical activity patterns as needed. 9.4.1.1
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1. Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity or social dance. 9.4.2.1
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**1. Apply positive communication skills and strategies to the completion of a group task in a physical activity setting.** 9.4.3.1

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**2. Solve problems and think critically in physical activity or dance settings both as an individual and in groups.** 9.4.3.2

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**1. Apply best practices for safe participation in physical activity, exercise or dance. For example: injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection.** 9.4.4.1

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**Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

**1. Analyze the health benefits of a self-selected physical activity.** 9.5.1.1

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**1. Choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.** 9.5.2.1

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**1. Select and participate in physical activities that meet the need for self-expression and enjoyment.** 9.5.3.1

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**1. Identify the opportunity for social support in a self-selected physical activity or dance.** 9.5.4.1