

Grades 9, 10, 11, 12

Adopted 2015

Demonstrates Competency in a Variety of Motor Skills and Movement Patterns.

A. Demonstrate combined movement skills and patterns in authentic settings.

1. (High School I) Design and demonstrate a routine that combines complex movement patterns (e.g., traveling, rolling, balance, weight transfer) into a smooth, flowing sequence with the music or rhythm as an individual or with a partner or group in a performance setting.
2. (High School I) Demonstrate consistency in individual specialized skills in health-related fitness activities (e.g., resistance training, yoga, kickboxing, fitness walking).
3. (High School I) Demonstrate consistency in performing individual specialized skills in a variety of movement forms (e.g., aquatics, outdoor/recreational activities, track and field).
1. (High School II) Demonstrate competent performance of basic and advanced skills within current and traditional dance genres (e.g., line, hip-hop, aerobic, square, jazz, tap, modern, ballet, interpretive, folk, social, African American cultural).
2. (High School II) Demonstrate competent performance of individual specialized skills in health-related fitness activities (e.g., resistance training, yoga, kickboxing, fitness walking).
3. (High School II) Demonstrate competent performance of individual specialized skills in select movement forms (e.g., aquatics, outdoor activities, track and field, gymnastics).

B. Demonstrate specialized manipulative skills in a variety of settings.

1. (High School I) Demonstrate competent skill performance by maintaining possession, scoring and defending scoring in small-sided and/or full-sided invasion games (e.g., soccer, basketball, hockey, team handball, rugby, lacrosse).
 2. (High School I) Demonstrate competent skill performance by scoring and defending scoring in small-sided and/or full-sided net/wall games (e.g., badminton, volleyball, tennis, racquetball, pickleball, squash).
 3. (High School I) Demonstrate competent skill performance by scoring (e.g., base running, batting) and defending scoring (e.g., pitching, bowling, fielding) in small-sided and/or full-sided striking and fielding games (e.g., softball, cricket, rounders, baseball).
 4. (High School I) Demonstrate competent skill performance by scoring and preventing scoring in target games with and without an opponent (e.g., golf, archery, bowling, shuffleboard, croquet, bocce, baggo).
1. (High School II) Demonstrate competent skill performance of basic and advanced skills by maintaining possession, scoring and defending scoring in invasion games within authentic settings.
 2. (High School II) Demonstrate competent skill performance of basic and advanced skills by scoring and defending scoring in net/wall games within authentic settings.
 3. (High School II) Demonstrate competent skill performance of basic and advanced skills by scoring and defending scoring in striking and fielding games within authentic settings.
 4. (High School II) Demonstrate competent skill performance of basic and advanced skills by scoring and preventing scoring in target games within authentic settings.
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Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance.

A. Apply knowledge of tactical concepts and strategies in authentic settings.

1. (High School I) Describe tactics to participate successfully in small-sided games across multiple categories of movement forms (e.g., games, individual performance activities, lifetime physical activities).
2. (High School I) Describe effective strategies for successful performance in select categories of movement forms (e.g., games, individual performance activities, lifetime physical activities).
3. (High School I) Describe the transfer knowledge of previously learned tactics and strategies to similar but different movement forms (e.g., games, individual performance activities, lifetime physical activities).
1. (High School II) Apply tactics to participate successfully in full-sided games across multiple categories of movement forms (e.g., games, individual performance activities, lifetime physical activities).
2. (High School II) Implement effective strategies for successful performance in select categories of movement forms (e.g., games, individual performance activities, lifetime physical activities).
3. (High School II) Transfer knowledge of previously learned tactics and strategies to participate in similar but different movement forms (e.g., games, individual performance activities, lifetime physical activities).

B. Apply biomechanical principles to performance in authentic settings.

1. (High School I) Describe critical elements and biomechanical principles (e.g., stability, rotation, linear and angular motion) to perform movement forms.
 2. (High School I) Analyze performance of self and others in select movement forms.
 3. (High School I) Identify ways to improve performance of select movement forms using cues, practice drills and fitness activities.
 1. (High School II) Apply critical elements and biomechanical principles (e.g., stability, rotation, linear and angular motion) to perform increasingly complex movement forms.
 2. (High School II) Analyze and evaluate performance of self and others across multiple movement forms.
 3. (High School II) Apply biomechanical principles, knowledge of critical elements, cues, practice drills and fitness activities to improve movement performance.
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Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness.

A. Develops a current and lifetime physical activity plan.

1. (High School I) Identify current and future lifetime physical activity opportunities.
2. (High School I) Analyze technology, social media or community physical activity opportunities.
3. (High School I) Create a physical activity plan to meet current needs and interests.
1. (High School II) Identify current and future physical activity opportunities along with barriers and helpers to being physically active.
2. (High School II) Analyze community physical activity opportunities for quality, accessibility and availability.
3. (High School II) Create a lifetime physical activity plan to meet adult physical activity needs.

B. Implements principles and practices to develop a fitness and nutritional plan to meet individual needs.

1. (High School I) Analyze and apply technology to support fitness and physical activity.
 2. (High School I) Identify activities and apply fitness principles (e.g., rates of perceived exertion, pacing) to maintain or improve cardiorespiratory endurance.
 3. (High School I) Identify different types of strength activities and apply fitness principles to develop muscular strength and endurance.
 4. (High School I) Identify activities and apply FITT principles to improve or maintain flexibility.
 5. (High School I) Create a health-related fitness plan that applies fitness concepts and principles for each component of fitness.
 6. (High School I) Apply nutritional concepts for exercise and create a snack plan for before, during and after exercise to meet nutrition needs.
 1. (High School II) Analyze and apply technology and social media tools to support fitness and physical activity.
 2. (High School II) Develop a cardiorespiratory endurance plan that identifies activities and applies fitness principles to improve or maintain.
 3. (High School II) Develop a muscular strength and endurance plan that identifies activities and applies fitness principles to improve or maintain.
 4. (High School II) Develop a flexibility plan that identifies activities and applies fitness principles to improve or maintain flexibility.
 5. (High School II) Create a health-related fitness plan that applies fitness concepts and principles for each component of fitness for a college-age student or adult.
 6. (High School II) Design a plan to maintain an appropriate energy balance for a healthy, active lifestyle.
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**Exhibits Responsible
Personal and Social
Behavior that Respects
Self and Others.**

A. Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures and etiquette in physical activity settings.

1. (High School I) Contribute to the development and maintenance of rules that provide for safe participation in physical activities.
 2. (High School I) Identify unsafe practices and offer appropriate alternatives.
 3. (High School I) Give consistent effort at an appropriate level of challenge and take responsibility for individual actions.
 1. (High School II) Contribute to the development and maintenance of rules that provide for safe participation in physical activities.
 2. (High School II) Recognize unsafe conditions in an athletic venue and independently take steps to correct them.
 3. (High School II) Demonstrate leadership in physical activity settings (e.g., officiate a game, make own calls, resolve conflicts).
 4. (High School II) Demonstrate self-direction in a variety of physical activities and try out new or different tasks or challenges.
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B. Initiate responsible, personal, social behavior and positively influence the behavior of others in physical activity settings.

1. (High School I) Communicate effectively with others to promote respect and conflict resolution in cooperative and competitive physical activities.
 2. (High School I) Recognize how to modify group activities, game expectations or behaviors to accommodate individuals with lesser or greater skills or special needs.
 3. (High School I) Accept decisions made by the designated official and respond to winning or losing with dignity and respect.
 1. (High School II) Encourage appropriate cooperative and socially responsible behavior of participants and audience.
 2. (High School II) Modify group activities, game expectations or behaviors to accommodate individuals with lesser or greater skills or special needs.
 3. (High School II) Accept decisions made by the designated official and respond to winning or losing with dignity and respect.
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Recognizes the Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression and/or Social Interaction.

A. Analyzes the activity to identify specific physical, mental and social health benefits.

1. (High School I) Analyze the impact of physical activity on the body and explain the health benefits of regular participation in moderate to vigorous physical activity.
2. (High School I) Analyze the impact of physical activity on emotional health.
3. (High School I) Analyze the connection between physical activity and intellectual health as it relates to the positive effects of physical activity on brain function.
1. (High School II) Analyze the impact of a specific physical activity on the body and link the benefits to all of the components of fitness.
2. (High School II) Analyze the impact of a specific physical activity on emotional health.
3. (High School II) Analyze the connection between a specific physical activity and intellectual health as it relates to the positive effects of physical activity on brain function.

B. Expresses multiple, specific reasons (enjoyment, challenge, self-expression, social) to participate in a selected physical activity.

1. (High School I) Share the specific reasons for participating in a selected physical activity.
2. (High School I) Identify the challenges in learning a new physical activity.
3. (High School I) Articulate reasons that specific physical activities would be enjoyable as lifetime pursuits.
4. (High School I) Share the specific social benefits resulting from participation in a selected physical activity.
1. (High School II) Articulate reasons to participate in specific physical activities that would be enjoyable as lifetime pursuits with a clear message about the reasons and effectively encourage others to participate in the activity.
2. (High School II) Identify the feelings that come with the challenge of learning a new physical activity.
3. (High School II) Research and identify options/ways for people to participate in the physical activity now and throughout their lives.
4. (High School II) Describe the social benefits of participating in a selected lifetime physical activity.