

Physical Education

1- Uses a variety of basic and advanced movement forms

High School (Grades 9-12)		
<p>9.1 The student will use advanced sport-specific skills in selected physical activities.</p> <p>9.1.1 Aquatics, dance, outdoor pursuits, individual, dual and team sports and activities</p> <p>9.2 The student will use skills in complex rather than modified versions of physical activities</p> <p>9.2.1 Advanced rules and strategies with more players and participants</p>		

Physical Education

2- Uses movement concepts and principles in the development of motor skills

High School (Grades 9-12)		
<p>9.1 The student will understand biomechanical concepts that govern the different types of movement</p> <p>9.1.1 Swimming</p> <p>9.2 The student will understand how sport psychology affects the performance of physical activities</p> <p>9.2.1 The effects of anxiety on performance.</p> <p>9.3 The student will understand the physiological principles governing fitness maintenance and improvement</p> <p>9.3.1 Overload principle and law of specificity</p> <p>9.4 The student will use offensive and defensive strategies and appropriate rules for sports and other physical activities</p> <p>9.4.1 Basketball 9.4.1 Simulated game play</p>		

Physical Education

3- Understands the Benefits and Costs associated with participation in physical activities

High School (Grades 9-12)		
<p>9.1 The student will understand factors that impact the ability to participate in physical activity.</p> <p>9.1.1 Type of activity, cost, available facilities, equipment required, personnel involved</p> <p>9.2 The student will understand how various factors affect physical activity preferences and participation.</p> <p>9.2.1 Factors to include age, gender, ethnicity, socioeconomic status and culture</p> <p>9.3 The student will understand the potential dangerous consequences and outcomes of participation in physical activity.</p> <p>9.3.1 Physical injury and potential conflicts with others</p>		

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4- Understands how to monitor & maintain a health enhancing level of physical fitness

High School (Grades 9-12)		
<p>9.1 The student will know their personal status of cardiorespiratory endurance</p> <p>9.1.1 Timed or distance walk/run and other endurance activities at specified heart rate/heart rate recovery</p> <p>9.2 The student will know personal status of muscular strength and endurance of the arms, shoulders, abdomen, back and legs.</p> <p>9.2.1 Physical fitness test</p> <p>9.3 The student will know personal status of flexibility of joints of the arms, legs and trunk.</p> <p>9.3.1 Physical fitness test</p>		

Physical Education

4-continued

High School (Grades 9-12)		
<p>9.4 The student will know personal status of body composition</p> <p>9.4.1 Aerobic capacity, body composition, muscle strength, endurance and flexibility.</p> <p>9.5 The student will know how to monitor and adjust activity levels to meet personal fitness needs</p> <p>9.5.1 Assess and design a personal fitness program</p> <p>9.6 The student will know and understand an active lifestyle throughout life</p> <p>9.6.1 Participate regularly in physical activities that reflect personal interest</p>		

Physical Education

4-continued

High School (Grades 9-12)		
<p>9.7 The student will design a personal fitness program that is based on the basic principles of training and encompasses all components of fitness.</p> <p>9.7.1 Cardioloascular and respiratory efficiency, muscular strength and endurance & fexibility</p>		

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5- Understands the social and personal responsibility associated with participation in physical activity

High School (Grades 9-12)		
<p>9.1 The student will use leadership and follower roles, when appropriate, in accomplishing group goals in physical activities</p> <p>9.1.1 Assuming roles that are beneficial for the team</p> <p>9.2 The student will work with others in a sport activity to achieve a common goal</p> <p>9.2.1 Participating on a successful team</p> <p>9.3 The student will understand how participation in physical activity fosters awareness of diversity</p> <p>9.3.1 Culture, ethnicity, gender and physical</p>		

Physical Education

5- continued

<p>High School (Grades 9-12)</p>		
<p>9.4 The student will perceive the value of including persons of diverse backgrounds and abilities in physical activity</p> <p>9.4.1 Peer evaluation based on more than just physical attributes</p> <p>9.5 The student will understand the history and purpose of international competition</p> <p>9.5.1 Olympics, Special Olympics, Pan American Games and World Cup Soccer</p> <p>9.6 The student will understand the role of sport in a diverse world</p> <p>9.6.1 The influence of professional sport in society, the usefulness of dance as an expression of multiculturalism, the effect of age and gender on sport participation patterns.</p>		