

STANDARDS FOR PHYSICAL EDUCATION: HIGH SCHOOL

CATALINA FOOTHILLS SCHOOL DISTRICT

Standard 1: Motor Skills and Movement Patterns

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

PE.9-12.1.1 Demonstrate proficiency in and/or refine activity-specific movement skills in one or more lifetime activities (individual-performance activities, net/wall games, or target games) [Lifetime Activities].

PE.9-12.1.2 Demonstrate proficiency in a form of dance and/or rhythmic activity by giving a performance. (Individual Fitness) [Dance & Rhythms]

PE.9-12.1.3 Demonstrate proficiency in two or more specialized skills in health-related fitness activities [Fitness Activities].

Standard 2: Movement and Performance

The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

PE.9-12.2.1 Describe the historical and cultural role/perspectives of games, sports, and dance/rhythm in a society.

PE.9-12.2.2 Use movement concepts and principles (for example: force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill or activity (for example: individual performance, team activity, net/wall games, target games, etc.).

PE.9-12.2.3 Improve performance of a self-selected skill.

PE.9-12.2.4 Compare similarities and differences of various forms of dance/rhythm.

Standard 3: Physical Activity and Fitness

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

PE.9-12.3.1 Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle. [Connect to Health]

PE.9-12.3.2 Evaluate the factors that might affect physical activity preferences (for example: benefits, social support network, participation requirements, available in local environment, risks, safety).

PE.9-12.3.3 Monitor and evaluate daily physical activity within and outside of the school day (required: *FitnessGram-ActivityGram*; for example: technology applications).

PE.9-12.3.4 Adjust pacing to keep heart rate in the target zone, using available technology (for example: pedometer, hear rate monitor) to self-monitor aerobic intensity.

PE.9-12.3.5 Demonstrate appropriate technique in resistance-training equipment and free weights (Individual Fitness).

PE.9-12.3.7 Design and implement a fitness plan/program to improve personal fitness over an extended period of time (Individual Fitness).

PE.9-12.3.8 Apply the 5 health related fitness components (required: muscular strength, muscular endurance, flexibility, cardiorespiratory endurance, body composition) to improve overall health and wellness.

Standard 4: Responsible Personal and Social Behavior

The physically literate individual exhibits responsible personal and social behavior that respects self, others and environment.

PE.9-12.4.1 Exhibit teamwork, proper etiquette, and respect for others while engaging in physical activity and/or social dance.

- assume a leadership role (for example: task or group leader, referee, coach) in a physical activity setting

PE.9-12.4.2 Solve problems and think critically in physical activity and/or dance settings, both as an individual and in groups.

PE.9-12.4.3 Apply best practices for participating safely in physical activity, exercise, and dance (for example: injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

- employ effective self-management skills and modify physical activity patterns appropriately, as needed

Standard 5: Value of Physical Activity

The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

PE.9-12.5.1 Examine the health benefits of participation in physical activity (for example: physical, mental/emotional, and social health).

- fully engage in a challenging physical activity

PE.9-12.5.2 Choose an appropriate level of challenge to experience success and desire to participate in physical activity for a lifetime.