

Grades 9-12 PE I

Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

Students in grades 9 and above have reached a high level of competency in movement forms and are ready to attempt mastery in some chosen activities. Through observation, analysis and practice, they develop movement skills to the highest level possible for them at this developmental stage. They participate in a variety of individual, dual and team sports as well as in recreational games, dance and challenge activities.

Benchmark 1-H-1: Demonstrates proficiency in applying advanced skills, strategies and rules for specific activities.

PE1 GLEs

- 1-H-1.1 Develop competence in an invasion/wall, target, and/or field game.
- 1-H-1.2 Develop competence in a dance form (social, square, jazz, etc.), and dance form.
- 1-H-1.3 Develop competencies in a fitness-related activity (rock climbing, track and field, etc).

Benchmark 1-H-2: Develops outdoor and lifelong leisure pursuits.

PE1 GLEs

- 1-H-2.1 Demonstrate consistency in the execution of the basic skills of outdoor/adventure activities such as archery, canoeing/boating, hiking, camping, orienteering, fishing, tennis, golf, soccer and biking.
- 1-H-2.2 Demonstrate mastery in the execution of the basic skills of two leisure activities such as bowling, badminton, aerobics, handball, racquetball, Pilates, yoga and martial arts.

Standard 2: Applies movement and principles to the learning and development of motor skills.

Benchmark 2-H-1: Synthesizes previously learned skills and incorporates them into dynamic physical activity settings.

PE1 GLEs

- 2-H-1.1 Complete peer review of motor skills used for a specific task for individual/team sports/ activities such as striking, dribbling, catching, kicking and tossing.
- 2-H-1.2 Describe appropriate practice procedures to improve skill and strategy in a sport.
- 2-H-1.3 Design and present a new game or activity using previously learned skills (group work).

Benchmark 2-H-2: Applies biomechanical concepts and principles to analyze and improve performance of self and others.

PE1 GLEs

2-H-2.1 Identify the anatomical functions of the body as they relate to physical activity such as muscle strength, joint motion, flexibility and endurance.

2-H-2.2 Identify biomechanical movements as they relate to physical activity: hand/eye coordination, eye/foot coordination, hopping, squatting, vertical jumping, bounding, etc.

Standard 3: Exhibits a physically active lifestyle.

Benchmark 3-H-1: Utilizes available community resources to promote an active lifestyle.

PE1 GLEs

3-H-1.1 Compile a list of available community resources to promote an active lifestyle: bowling, badminton, aerobics, handball, racquetball, Pilates, yoga and martial arts, archery, canoeing/boating, hiking, camping, orienteering, fishing, tennis, golf, soccer and biking.

3-H-1.2 Journal activities related to community participation.

Benchmark 3-H-2: Participates in lifetime recreational activities specific to fitness components.

PE1 GLEs

3-H-2.1 Identify recreational activities that they enjoy.

3-H-2.2 Plan and organize an age-appropriate outdoor activity that promotes the maintenance of wellness.

Benchmark 3-H-3: Participates regularly in physical activities that contribute to improved physical fitness and wellness.

PE1 GLEs

3-H-3.1 Participate in a variety of activities, such as aerobic exercise, that develop cardiovascular endurance, flexibility, muscular endurance, and muscular strength.

3-H-3.2 Chart participation in a recreational program in the evening and/or weekends.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Benchmark 4-H-1: Participates in a variety of health-enhancing physical activities in both school and non-school settings.

PE1 GLEs

4-H-1.1 Demonstrate high level of participation or engagement in Physical Education class.

4-H-1.2 Establish and record a daily physical fitness routine.

Benchmark 4-H-2: Identifies and evaluates personal physiological response to exercise.

PE1 GLEs

4-H-2.1 Participate in a health-related fitness assessment (Fitnessgram or comparable assessment tool) and interpret results and develop realistic short-term and long-term personal

fitness goals using these results and develop realistic short-term and long-term personal fitness goals using these results.

4-H-2.2 Monitor body responses before, during, and after exercise by checking pulse rate, recovery rate and target heart rate.

4-H-2.3 Assess and log progress toward fitness goals twice per semester.

4-H-2.4 Adjust and log activity levels to meet personal fitness needs.

Benchmark 4-H-3: Designs health-related fitness programs based on accurately assessed fitness profiles.

PE1 GLEs

4-H-3.1 Plan and organize a personal fitness program that will enable one to achieve the specified goals previously set.

4-H-3.2 Maintain evidence of fitness assessment and use the results to guide changes in personal fitness plan.

4-H-3.3 Meet and log progress toward achievement of personal fitness goals after a period of training.

Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.

Benchmark 5-H-1: Demonstrates safe and appropriate use and care of equipment and facilities.

PE1 GLEs

5-H-1.1 Identify safety considerations of selected physical activities.

5-H-1.2 Follow safety practices that prevent injuries and/or unsafe conditions when using activity equipment.

5-H-1.3 Adhere to established rules to avoid injury.

Benchmark 5-H-2: Identifies the inherent risks associated with physical activity in extreme environments.

PE1 GLE

5-H-2.1 Research and report on safety techniques to use during potentially dangerous weather conditions while physically active.

Benchmark 5-H-3: Initiates and models independent and interdependent personal behaviors in physical activity settings.

PE1 GLEs

5-H-3.1 Demonstrate conflict resolutions by walking away from verbal confrontation and listen to all sides before taking action in situations.

5-H-3.2 Respond to confrontational situations with mature personal control.

5-H-3.3 Willingly choose activities for enjoyment as opposed to those chosen by peers.

5-H-3.4 Demonstrate good sportsmanship by acknowledging good play from an opponent during competition.

5-H-3.5 Follow safety etiquette in all activities.

5-H-3.6 Avoid causing injury to an opponent in all activities.

Standard 6: Demonstrates understanding and respect for differences in physical activity settings.

Benchmark 6-H-1: Explores how age, gender, ethnicity, culture and economic status affect physical activity selection and participation.

PE1 GLEs

6-H-1.1 List historical roles of sports and games as they relate to different cultures.

6-H-1.2 Research and compile report of games and sports for different countries.

6-H-1.3 Identify several popular games from various cultures.

6-H-1.4 Participate in games that originated outside the United States.

Benchmark 6-H-2: Develops and integrates strategies for inclusion of all in physical activities.

PE1 GLEs

6-H-2.1 Adapt games to the diverse population found in current school setting.

6-H-2.2 Invite less skilled students to participate in physical activity.

Standard 7: Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

Benchmark 7-H-1: Participates for enjoyment in a variety of physical activities in competitive and recreational settings.

PE1 GLEs

7-H-1.1 Identify and describe life-time physical activities such as tennis, dancing, golf, yoga, badminton, fitness training, rowing, swimming, walking, soccer, bowling, rock climbing, etc.

7-H-1.2 Participate in various physical activities which include the cooperation of team work.

7-H-1.3 Demonstrate a positive and energetic attitude in all activities.

Benchmark 7-H-2: Identifies positive aspects of participation in several different physical and social activities with others.

PE1 GLEs

7-H-2.1 Describe the physical and social benefits of participating in a variety of physical activities.

7-H-2.2 Log participation in physical activities that encourage social interaction.

7-H-2.3 Provide opportunities (through journaling) for students to express their feelings toward issues such as the importance physical activity, body image, goals, etc. without fear of judgment.

Benchmark 7-H-3: Illustrates benefits of physical education on social and emotional well-being.

PE1 GLEs

7-H-3.1 Identify physical activities that can be used to relieve stress.

7-H-3.2 Describe how physical activity can provide a positive social environment for activities with others.

7-H-3.3 Log participation in physical activities targeted toward relaxation and/or stress relief.

7-H-3.4 Record positive effects experienced during various physical activities in physical education class.

7-H-3.5 Develop a portfolio using artifacts that show their enjoyment of, and benefit from, participating in physical activity.