

Grades 9-12 PE II

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.

PE2 GLEs

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

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

PE2 GLEs

- 1-H-2.1 Maintain a log/journal of outdoor activities describing frequency of physical activity.
- 1-H-2.2 Maintain a log/journal of leisure activities describing frequency of physical activity.

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.

PE2 GLEs

- 2-H-1.1 Correctly identify the critical elements for successful performance of a sport skill.
- 2-H-1.2 Record a self appraisal of motor skills used for a specific task for individual/team sports/ activities such as striking, dribbling, catching, kicking and tossing
- 2-H-1.3 List safety issues of health and fitness activities.
- 2-H-1.4 Design and present an obstacle skills course, using skills from various forms of physical activity (group work).

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

PE2 GLE

2-H-2.1 Apply knowledge of 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.

PE2 GLEs

- 3-H-1.1 Participate in a variety of physical activities appropriate for maintaining or enhancing a healthy and active lifestyle.
- 3-H-1.2 Record physical activity participation in a log or journal.
- 3-H-1.3 Record inventory of personal behavior that supports a healthy lifestyle.

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

PE2 GLEs

- 3-H-2.1 Record the benefits of participation in recreational activities.
- 3-H-2.2 Log/journal of personal lifetime/recreational health activities and include the benefits of participation (heart health, eating habits, nutrition).

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

PE2 GLEs

- 3-H-3.1 Teach class members a physical activity that contributes to improved physical fitness.
- 3-H-3.2 Demonstrate a physical activity skill that contributes to improved physical fitness.

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.

PE2 GLEs

- 4-H-1.1 Plan a personal fitness and conditioning program.
- 4-H-1.2 Implement and log a personal fitness and conditioning program.
- 4-H-1.3 Participate in class-selected physical activity designed to improve physical fitness.

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

PE2 GLEs

- 4-H-2.1 Participate in a health-related fitness assessment (Fitnessgram or comparable assessment tool) and interpret 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 Develop realistic short-term and long-term personal fitness goals.
- 4-H-2.4 Assess and log progress toward fitness goals twice per semester.
- 4-H-2.5 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.

PE2 GLEs

- 4-H-3.1 Implement a personal fitness program that will enable one to achieve the specified goals previously set.
- 4-H-3.2 Demonstrate evidence of fitness assessment and use the results to guide changes in personal fitness plan.
- 4-H-3.3 Interpret 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.

PE2 GLEs

- 5-H-1.1 Follow safe practices that prevent injuries and/or unsafe conditions when using activity equipment.
- 5-H-1.2 Adhere to established rules to avoid neglect and/or liabilities.
- 5-H-1.3 Provide a class demonstration of a selected safety practice.

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

PE2 GLEs

- 5-H-2.1 Recognize and describe how environmental changes may affect physical performance (weather conditions, locations and facilities).
- 5-H-2.2 Identify and record potentially dangerous repercussions from physical activities concerning hydration, apparel, ventilation and appropriate prevention strategies.

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

PE2 GLEs

- 5-H-3.1 Identify and apply rules and procedures that are designed for safe participation.
- 5-H-3.2 Explain how and why rules provide for safe practices in physical activity participation.
- 5-H-3.3 Respond to challenges, successes, and failures in physical activities in socially appropriate ways.
- 5-H-3.4 Accept successes and performance limitations of self and others, exhibit appropriate behavior/responses, and recognize that improvement is possible with appropriate practice.
- 5-H-3.5 Anticipate and identify potentially dangerous consequences of participating in selected 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.

PE2 GLEs

- 6-H-1.1 Identify and record activities which target current student population (demographics).
- 6-H-1.2 Select and demonstrate a physical activity which encourages participation (group work).

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

PE2 GLEs

- 6-H-2.1 Develop a game to include all students, including persons of diverse backgrounds and abilities in physical activity.
- 6-H-2.2 Participate successfully in a cooperative learning group in a variety of physical activity settings.

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.

PE2 GLEs

- 7-H-1.1 Identify, participate in, log physical activities that are personally enjoyable.
- 7-H-1.2 Log participation in a variety of physical activities which include the cooperation of team work.
- 7-H-1.3 Pursue new activities that provide opportunities for individual activities and group activities.
- 7-H-1.4 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.

PE2 GLEs

- 7-H-2.1 Identify and log recreational and physical activities that provide personal feelings of success.
- 7-H-2.2 Participate in and log physical activities that encourage social interaction.
- 7-H-2.3 Express feelings toward issues such as the importance physical activity, body image, goals, etc. through journaling.
- 7-H-2.4 Describe self-satisfaction of participating in a game, sport, or physical activity.

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

PE2 GLEs

7-H-3.1 Maintain a log of participation in physical activities that are enjoyable and relaxing.

7-H-3.2 Identify and record negative feelings that accompany physical activities.

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