

STANDARD #1 Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Grade Level 11-12

Student will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sport activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.

Performance Indicators	Performance Tasks	Suggested Activities / Assessment
<ul style="list-style-type: none"> Demonstrates proficiency in selected physical activity (games, sports, exercises) that provide conditioning for each fitness area. 	<p>➤ Display intermediate to advanced competence in a variety of physical activities selected from the following:</p> <ul style="list-style-type: none"> aquatics dance individual, dual, and team sports outdoor pursuits 	<p><u>Activities</u></p> <ul style="list-style-type: none"> Individual, dual, team sports (seasonal sports to be determined by department) Camping Snow shoeing, if feasible Cross-country skiing, if feasible In-line skating, if feasible Basic CPR techniques Cultural Dance Ballroom Dancing Canoeing (i.e., boating safety, paddling techniques, identifying parts of a canoe) <p><u>Assessment</u></p> <ul style="list-style-type: none"> Teacher observation Student pictorial/written reports Interscholastic sport resume Choreograph a dance report

Performance Indicators	Performance Tasks	Suggested Activities / Assessment Activities / Assessment
<ul style="list-style-type: none"> • Know and understand the components of personal wellness (nutrition and weight control, disease prevention, stress management, safety and physical fitness). • Follow a program that relates to wellness, including weight control and stress management. • Understand how activity participation patterns are likely to change throughout life and have some strategies to deal with those changes. 	<ul style="list-style-type: none"> ➤ Design a personal fitness/wellness program. ➤ Modify a fitness plan to accommodate space limitations, environmental conditions, and/or time constraints. 	<p><u>Activities / Assessment</u></p> <ul style="list-style-type: none"> ✓ Students understand the impact of physical activity on various cultures ✓ Select a disease, and how engaging in physical activity can minimize or help prevent (i.e., sickle cell anemia, asthma, diabetes, obesity, Osgood-Schlatter, Multiple Sclerosis) ✓ Teacher observation/evaluation ✓ Students will design a personal fitness program including: <ul style="list-style-type: none"> • log of frequency, duration and type of activity • weekly log of diet, physical fitness, target training zone, heart rate • rest • stress reduction/relaxation

STANDARD #2 Student will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Grade Level 11-12

Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

Performance Indicators	Performance Tasks	Suggested Activities / Assessment
<ul style="list-style-type: none"> • Demonstrates responsible personal and social behavior while engaged in physical activities. • Create a positive climate for group activities by assuming a variety of roles. • Anticipate potentially dangerous consequences and outcomes of participation in physical activity. 	<ul style="list-style-type: none"> ➤ Take on a role of coach, responsible for problem solving and conflict management on behalf of the team. ➤ Practice fairness, self-control, and initiative when assuming the role of captain or official. ➤ Model sportsmanlike behavior. ➤ Identify responsible action and available resources that can be used in the event of an accident or illness incurred during physical activity. 	<p>Activities</p> <ul style="list-style-type: none"> ✓ Students will determine methodology for selecting referees, captains, teams ✓ Students will choose a specific current event (i.e., newspaper, TV news, etc.) and address responsible/irresponsible behavior. <p>Assessment</p> <ul style="list-style-type: none"> ✓ Teacher observation ✓ Peer evaluation ✓ Partner evaluation ✓ Test on safety

STANDARD #3 | Students will understand and be able to manage their personal and community resources.

Grade Level 11-12

Students will be aware of and able to access opportunities to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.

Performance Indicators	Performance Tasks	Suggested Activities / Assessment
<ul style="list-style-type: none"> • Recognize the benefits of engaging in appropriate physical activities with others including both older and younger members of the community. • Identify a variety of career opportunities associated with sports and fitness and understand the qualifications, educational requirements and job responsibilities of those careers. 	<ul style="list-style-type: none"> ➤ Mentor younger children in sport or recreational activities. ➤ Analyze how the availability of and information about community programs encourages physical participation in physical activity. ➤ Develop strategies to improve or maintain personal, family, and community physical activity. ➤ Investigate a career in a sport or fitness field and research the job responsibility qualifications and opportunities that exist for professional advancement. 	<p><u>Activities</u></p> <ul style="list-style-type: none"> ✓ Coach intramural or recreational team ✓ Work at recreational center or summer program for youth ✓ Students will interview a man and a woman from each of the following age ranges, 20 to 30 years, 40 to 50 years, and 65 to 75 years. They should determine the physical activity patterns for each individual and then evaluate these activity patterns to determine if each person is taking advantage of the physiological, psychological, and social benefits of physical activity. Criteria for Assessment: <ul style="list-style-type: none"> • Interviews are completed (tape record or videotape) • Describe activity patterns accurately • Suggest appropriate activity • Recommend community facilities to be used

		<p><u>Assessment</u></p> <ul style="list-style-type: none"> ✓ Teacher observation ✓ Self evaluation ✓ Peer evaluation
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