

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 9-10

Students 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"> • Establish and maintain a high level of skilled performance, demonstrate mastery of fundamental movement forms and skills that can contribute to daily living tasks, and analyze skill activities. 	<ul style="list-style-type: none"> ➤ Demonstrate combinations of mature motor patterns as they apply to a variety of activities, games, and sports (e.g., volleyball serve or basketball lay-up). <ul style="list-style-type: none"> • individual, dual, and team sports • aquatics 	<p>Activities</p> <ul style="list-style-type: none"> ✓ Individual, dual, team sports (seasonal sports to be determined by department) ✓ Aquatics <p>Assessment</p> <ul style="list-style-type: none"> ✓ Competency skill tests for sports: i.e., basketball skills test - dribbling, jump shots, lay-ups; volleyball skills test - bump, set, spike, serve ✓ Teacher evaluations ✓ Written tests/reports ✓ Red Cross certification level III, IV ✓ Water Safety Awareness (i.e., water currents, safety rules, ice hazards, etc.)
<ul style="list-style-type: none"> • Demonstrate competence in leading and participating in group activities. 	<ul style="list-style-type: none"> ➤ Analyze offensive and defensive strategies in games and sports. ➤ Analyze their own and others' performance through the application of movement principles (i.e., adjust forward throw of ball by analysis of follow through related to the principles of rotation and force). 	<p>Activities</p> <ul style="list-style-type: none"> ✓ Individual, dual, team sports (seasonal to be determined by department) ✓ Orienteering (develop groups and group leaders to coordinate students working together) ✓ Camping

Performance Indicators	Performance Tasks	Suggested Activities / Assessment
<ul style="list-style-type: none"> Demonstrate proficiency in selected physical activities (games, sports, exercises) that provide conditioning for each fitness area. 	<ul style="list-style-type: none"> individual, dual, and team sports outdoor pursuits dance expression of multiculturalism <p>➤ Demonstrate basic 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 	<ul style="list-style-type: none"> Develop dance groups, students coordinate a dance and teach it to each other as a recognition of usefulness of dance as an expression of multiculturalism <p><u>Assessment</u></p> <ul style="list-style-type: none"> Develop teams and captains Students develop offensive and defensive strategies for teams (i.e., develop zone defense and man-to-man offense for a basketball team) Teacher observation <p><u>Activities</u></p> <ul style="list-style-type: none"> Basic water safety techniques (i.e., reach/assist ring buoy, torpedo buoy, poles, life jackets, pool rules, etc.) Red Cross certification level III, IV, or V Cultural dances Step aerobics Weight Training Individual, dual or team sports (seasonal sports to be determined by department) Orienteering Camping Cross-country skiing (if applicable) <p><u>Assessment</u></p> <ul style="list-style-type: none"> Teacher observation Peer evaluation Student pictorial/written sports reports

Performance Indicators	Performance Tasks	Suggested Activities / Assessment Activities
<ul style="list-style-type: none"> • Know and understand the components of personal wellness (nutritional and weight control, disease prevention, stress management, safety, and physical fitness). • Follow a program that relates to wellness, including weight control and stress management. 	<ul style="list-style-type: none"> ➤ Know and understand specific health-related information needed for designing personal health-related programs based on accurately assessed fitness profile. ➤ Demonstrate a variety of skills and activities that can be enjoyed throughout adult life. 	<ul style="list-style-type: none"> ✓ For one month students keep a daily journal of participation in physical activity and a journal of their diet. The student records information like the contributions of activity to maintaining physical fitness (i.e., aerobic endurance, flexibility, strength), feelings about physical and psychological well-being before, during, and after the activity. ✓ Students record what they are eating and how it affects their performance level. ✓ Students compute their heart rate / zone using the Karvonen formula: $\frac{\text{Maximum heart rate (220 - age)}}{\text{Resting heart rate}}$ $\times 60\%$ $+ \text{Resting heart rate}$ $= \text{Lower limit of target zone}$ ✓ Compute upper limit by using 80% <ul style="list-style-type: none"> Identify a variety of career opportunities associated with sports and fitness and understand the educational requirements and job responsibilities of those careers. ✓ <u>Field Trips</u> <ul style="list-style-type: none"> • Students visit a local health club, learn how they operate, and how to use facility to meet their personal needs.

Performance Indicators	Performance Tasks	Suggested Activities / Assessment
		<ul style="list-style-type: none"> • Student will interview one health club employee and write a report on all knowledge learned about health clubs. • Rock Venture (Rock climbing facility) • Inside volleyball court on Sand (Hot Shots) • Parks <p><u>Assessment</u></p> <ul style="list-style-type: none"> ✓ Students learn how to determine if they are achieving the desired target heart rate by monitoring it and calculating it. ✓ Students will summarize findings of journal by answering questions on how to maintain or change current exercise patterns to achieve desired benefits. ✓ Written exam ✓ Present oral report on engaging in physical activity.

STANDARD #2

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

Grade Level 9-10

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"> • Apply safe practices, rules, procedures, and etiquette in all physical activity settings. • Respond appropriately to peer pressure. • Resolve conflicts in appropriate ways. • Keep importance of winning and losing in perspective relative to other established goals of participation. • Demonstrate an understanding of personal responsibility as a positive influence on the behavior of others. 	<ul style="list-style-type: none"> ➤ Recognize elements of fair play, honesty, and ethical behavior in their own performance. ➤ Identify the roles and decisions of the officials. ➤ Demonstrate an acceptance of the importance of rules and players following them. ➤ Demonstrate a sensitivity and respect for all individuals, regardless of ability, gender, ethnicity, or other characteristics. ➤ Demonstrate the recognition of the value of sports and physical activity in understanding multiculturalism. 	<p><u>Activities</u></p> <ul style="list-style-type: none"> ✓ After playing a self-officiated game, students discuss and report on ethics, fair play and supportive behavior they exhibited during the game ✓ Participate in a sport scrimmage without keeping score. ✓ Students will determine appropriate penalties for a display of unsportsmanlike behavior during play <p><u>Assessment</u></p> <ul style="list-style-type: none"> ✓ Teacher observation ✓ Written test that focuses on safety, rules, and procedures for in-class activities ✓ Students will prepare a report that describe a confrontation involving sports participants that they have seen on television or read about. The report should discuss possible factors that led to the confrontation, ways in which the confrontation could have been avoided, and the resolution

Performance Indicators	Performance Tasks	Suggested Activities / Assessment
		<p>✓ Students will analyze a confrontation situation that they have been involved in or observed between class participants. The written/oral report should correctly analyze the cause of the confrontation, ways in which the confrontation could have been avoided, and suggest meaningful potential solutions.</p>

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

Grade Level 9-10

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 their role as concerned and discriminating consumers of physical activity as a resource for everyone regardless of age or ability. 	<ul style="list-style-type: none"> Participate in a variety of Health enhancing physical activities in both school and non-school settings. Analyze media ads and marketing practices for fitness and sports equipment. Participate regularly in Health enhancing and personally rewarding physical activity outside the physical education class. Develop and conduct independently a personal physical activity program meeting their needs. Adapt physical activities to accommodate the various interests, ages, multicultural, or abilities of participants. Demonstrate the ability to access school and community physical activity services for self and others. 	<p><u>Activities</u></p> <ul style="list-style-type: none"> Participation on interscholastic sport teams Member of outside school teams or health clubs, YMCA, city recreation programs, etc.* Community service in groups such as: <ul style="list-style-type: none"> Special Olympics Adapted physical education classes ESOL students senior citizen centers Rochester Wheels <p>*To supplement the mandated physical education curriculum</p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> Student report on personal activity meeting their needs Student report on how sport ads have an influence on the consumer