

PHYSICAL EDUCATION

High School Standards

A physically educated person is one who has mastered the necessary movement skills to participate confidently in many different forms of physical activity, values physical fitness, and understands that both are related to health and well-being. The most basic element of a child's development is learning to move. Even before birth children begin learning to move and learning through movement. The process continues throughout childhood and into adolescence, and into adulthood.

High school students are able to choose and participate freely in team sports, individual sports, aquatics, dance, fitness, tumbling, and gymnastics. This is an appropriate time for specializing in particular activities, a time when skills learned at the earlier levels become more meaningful and pleasurable in ways that are both satisfying and complex.

High school students are able to synthesize much of what they have learned in the earlier grades, including knowledge of human growth, development, and physiology. Individuals are able to coalesce as a team and focus on needs and contributions of other team members beyond themselves. Affiliation, a feeling of being connected and involved, is of primary importance to ninth to twelfth graders. Students develop a willingness to acknowledge, respect, and gain an appreciation of others' achievements, no matter how great or small, and to expand their ability to adapt to the needs of the group and demonstrate fairness toward all.

Students are capable of choosing the physical activities they want to pursue. In addition, they can pursue excellence in the activities they choose, following a specific regimen and honing of specific skills. They are able to develop a personalized plan for lifetime fitness by assessing personal needs, interests, abilities, and opportunities in the area of fitness and by selecting activities that contribute to the achievement of personal fitness goals.

A program of physical education should provide developmentally appropriate activities to students using a variety of teaching methods based on each student's individual needs. Teachers must plan programs for all students regardless of race, gender, home language, disability, cultural or economic backgrounds. Adaptations or modification of the program, activities, or types of equipment can be beneficial to all students. In addition, a variety of assessment tools should be used to determine each student's level of performance.

The vision is for all students to be physically educated and have fun while moving. Students who participate in quality physical education programs receive a variety of benefits including the development of 1) a variety of motor skills and abilities related to lifetime leisure activities, 2) improved understanding of the importance of maintaining a healthy lifestyle, 3) improved understanding of movement and the human body, 4) improved knowledge of rules and strategies of particular games and sports, and, 5) self-confidence and self-worth as these relate to physical education and recreation programs.

(See PE Scope and Sequence for High School)

CONTENT STANDARD 1

1. Movement Skills and Movement Knowledge

- The student will be competent in many movement activities and will excel in a few movement activities

Performance Indicators

- 1.HS.1 Show basic competence in physical activities selected from each of the following categories: aquatics, team sports, individual sports, dual sports, athletics, dance and gymnastics, for example:
- 1.HS.1A demonstrate a variety of proficient swimming strokes
 - 1.HS.1B create a complex gymnastics / dance routines
 - 1.HS.1C play a team sport , individual and dual sports using all the skills and strategies of the sport.
- 1.HS.2 Show advanced competence in more than one activity from the curriculum, such as:
- 1.HS.2.A play in a tennis match using all of the basic skills, rules, and strategies with some consistency.
 - 1.HS.2.B get nine out of ten arrows on the target from forty feet
 - 1.HS.2.C use advanced offensive and defensive shots successfully in a racquet ball game using an opponent of similar skill.
 - 1.HS.2.D demonstrate or creating a complex dance

Examples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:

- have students develop a portfolio documenting their competence in three different types of movement forms. Include documentation in their portfolio that supports their competence (Support documents can be a videotape of performance , certificate from a recognized sport agency, (e.g., Red Cross certification) or acceptable grade on a written and skill evaluation.
- have students develop a portfolio documenting their ability to excel in at least two movement forms. Have them include supporting documents (certificates, written exams, etc.) or other documentation (i.e. a videotape of performance), to show they excel in two movements forms

CONTENT STANDARD 2

2. Movement Skills and Movement Knowledge

- The student will understand how and why they move in a variety of situations and use this information to enhance their own skills

Performance Indicators

- 2.HS.1 Analyze offensive and defensive strategies in games and sports
- 2.HS.2 Identify the characteristics of highly skilled performance in a few movement forms.
- 2.HS.3 Understand the relationships between biomechanical principles and movement
- 2.HS.4 Apply biomechanical concepts and principles to analyze and improve performance of self and others.

- 2.HS.5 Use the principles of movement to accomplish a task with least effort
- 2.HS.6 Apply knowledge of scientific or biomechanical principles to improve performance in a specific activity or sport.

Examples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:

- in cooperative groups, have students define an assigned biomechanical principle (e.g., Newton's second law of motion), develop an athletic activity which demonstrates the principle, and present it to the class. Have student accurately define the biomechanical principle by developing an appropriate athletic activity to demonstrate it.
- using a school or home video camera, have students make a ten to fifteen minute video production illustrating elite performance of a variety of movement activities. The student should narrate the tape describing the pertinent principles from motor learning and development or biomechanics that govern the movements being shown on the tape. Have students correctly identify elite-level performance and pertinent scientific principles governing specific movement.

CONTENT STANDARD 3

3. Movement Skills and Movement Knowledge

- The student will achieve and maintain a health-enhancing level of physical fitness

Performance Indicators

- 3.HS.1 Understand and apply principles of training to improving physical fitness
- 3.HS.2 Participate in a variety of physical activities appropriate for enhancing physical fitness
- 3.HS.3 Meet health-related fitness standards as defined by physical fitness testing.
- 3.HS.4 Understand the physiological, psychological, and social benefits of healthy, active lifestyle.
- 3.HS.5 Design and execute a physical fitness program that relates to total wellness
- 3.HS.6 Demonstrate the skill and knowledge to monitor and adjust activity levels to meet personal fitness needs
- 3.HS.7 Understand that participating in activity is likely to change throughout life and develop strategies to ensure fitness throughout the life cycle.
- 3.HS.8 Use results of fitness assessments to guide changes in his or her personal physical activity program

Examples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:

- have students develop a personal portfolio containing: (1) reports of his or her own health-related fitness status over a period of at least one year, (2) personal fitness goals and a discussion of the extent to which they have been met at the end of the year, (3) records of physical activity, nutritional habits, and other behaviors that might affect one's physical fitness, and (4) an assessment of one's personal fitness level at the end of the year and a discussion of what behavior modifications are needed to maintain fitness or improve those aspects that are presently below desired goals.
- have students develop a portfolio which contains all of the required elements and presents sufficient documentation to support the fitness profile presented.
- have students correctly assess their personal fitness levels and associate present status to documented behavior and demonstrate understanding of the behavior, knowledge, and skills needed to maintain or modify their existing fitness levels.

CONTENT STANDARD 4

4. Self Image and Personal Development

- The students will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge, and self-expression.

Performance Indicators

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| 4.HS.1 | Select a variety of physical activities based upon personal interest. |
| 4.HS.2 | Analyze and comparing health and fitness benefits derived from various physical activities |
| 4.HS.3 | Identify the ways physical activity can provide opportunities for positive social interaction and enjoyment |
| 4.HS.4 | Demonstrate the skills and knowledge to independently maintain an active lifestyle throughout their lives |
| 4.HS.5 | Identify ways in which personal characteristics, performance styles, and activity preference will change over the life cycle. |
| 4.HS.6 | Design a program which provides enjoyment and challenge for the participants |
| 4.HS.7 | Create a dance illustrating aesthetic features |

Examples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:

- For one month, have the students keep a daily journal of participation in physical activity. The student should record information about the activity and how it contributes to maintaining physical fitness and feelings about their physical and psychological well-being before, during and after the activity.

- at the end of the one month, have students summarize their findings by answering the following questions: 1) Are you exercising enough to maintain a healthy lifestyle? 2) Does your current level of activity generally leave you with a sense of satisfaction, fulfillment, and enjoyment? Based upon answers to these questions have students make suggestions for maintaining or changing their current exercise program and will accurately analyze whether they are exercising to maintain a healthy lifestyle, analyze benefits of the physical activities in which they engage, and make meaningful recommendations about changes to be made to their current activity level.
- have students interview a man and a woman from each of the following age ranges: ten to thirty years, forty to fifty years, and sixty-five to seventy-five years. They should determine the physical activity patterns for each individual and then evaluate these patterns to determine if each person is taking advantage of the physiological, psychological and social benefits of physical activity. In addition, for each person, have students make suggestions for adjusting the interviewee's activity regimen to maximize the healthful benefits of the activity. Have students discuss the activity patterns accurately and suggest appropriate activities.

CONTENT STANDARD 5

5. Self-Image and Personal Development

- The student will demonstrate responsible personal behavior while participating in movement activities.

Performance Indicators

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| 5.HS.1 | Act independently of peer pressure |
| 5.HS.2 | Explain why and how rules make participation in physical activity safe |
| 5.HS.3 | Apply safe practices, rules, procedures, and conduct in all physical active settings |
| 5.HS.4 | Set personal goals and work toward their achievement |
| 5.HS.5 | Create a safe environment for their own skill practice |
| 5.HS.6. | Keep the importance of winning and losing in perspective relative to other established goals of participation. |

Examples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:

- Give the students a written test that focuses on safety rules and procedures for in-class activities. Include questions that ask students to identify several rules and procedures that are designed for safe participation and explain why and how a rule makes participation safe.
- at the beginning of the unit of instruction, ask students to analyze their potential for success and set goals for personal achievement. At the end of the unit, have students prepare an evaluation of their progress toward their personal goals and cite influences on their

achievement to date. Encourage students to set realistic goals, correctly assess their progress toward the goals, and accept personal responsibility for level of achievement.

CONTENT STANDARD 6

6. Social Development

- The student will demonstrate responsible social behavior while participating in movement activities. The student will understand the importance of respect for all others.

Performance Indicators

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| 6.HS.1 | Act independently of peer pressure. |
| 6.HS.2 | Participate in cross-age tutoring for development of physical education skills and knowledge |
| 6.HS.3 | Participate in a variety of game, sport, and dance activities representing different cultural backgrounds. |
| 6.HS.4 | Take a leadership role or follow as appropriate in order to accomplish group goals |
| 6.HS.5 | Acknowledge outstanding performance of opponents as well as their own team |
| 6.HS.6 | Identify the ways which they can promote active lifestyles for family and community members |
| 6.HS.7 | Participate in a variety of game, sport, and dance activities representing different cultural backgrounds. |

Examples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:

- have students prepare a report that describes a confrontation involving sports participants that they have observed or read about. The report should describe the resolution of the confrontation and discuss possible factors that led to the confrontation as well as suggest ways in which confrontation could have been avoided. Have the students analyze the causes of the problem and suggest meaningful potential solutions.
- have students participate in a roles-course activity in which they are asked to work together to accomplish group goals. At the completion of each day on the course, the teacher evaluates the students based upon observation of student performance and records information for each student concerning the extent to which that student contributed to the group goals for that day. Ask each student to, likewise, rate their own participation. Allow students to assume an active leader role, a supportive follower role, and a passive follower role as appropriate and to contribute to the group process by maintaining a balance between leader and follower roles.

CONTENT STANDARD 7**7. Social Development**

- The student will understand the relationship between history and culture and games, sports, play, and dance

Performance Indicators

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| 7.HS.1 | Describe events in fitness history that have had an impact on current physical education programs, sports, and career opportunities |
| 7.HS.2 | Demonstrate an understanding of how sport and dance influence local, national, and international culture |
| 7.HS.3 | Analyze current physical education programs and careers from around the world (local, national and international) |
| 7.HS.4 | Recognize the historical roles of games, sports, and dance in the culture life of a population |

Examples of specific activities or tasks that give students the opportunity to demonstrate that they can meet the standard:

- have the students choose two famous athletes--one who is generally admired for his or her positive behavior and one who is known generally for his or her negative behavior. Have students compare and contrast the images portrayed by these athletes and comment on the effect the images have on their own behavior or the behavior of others their age. Have student identify positive and negative sport celebrity behaviors, recognize the effects these athletes have on others, and identify cultural changes brought about by sport "heroes"
- have students describe the history of women in sports around the world, especially looking at the changes which have occurred from 1960 to present. The report should include examples of female athletes who have contributed to the changes, as well as how these changes reflect what is happening to women in our society at large. Have students assess the change in overall cultural values that have led to increased participation of women in sports, name legislation which has increased women's participation in sports, and give several examples of female sports pioneers.