



Phy-Ed 11/12 Individual Activities Standards & Student Learning Targets

*The highlighted standards and student learning targets are assessed for mastery within the course. All other standards are introduced to students within the course.

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grade:	Standard:	Student Learning Targets:
A. Achieves skill development in modified sport, dance, gymnastics, and outdoor activities.		
1:4:A1	Demonstrates proper mechanics needed for success in target sports such as archery, casting/fishing, golf, and Frisbee® golf.	I can manipulate objects to hit targets using proper mechanics.
1:4:A3	Demonstrates mature form while striking objects in a variety of racquet sports.	I can use a racquet to strike objects using appropriate form.
1:4:A4	Operates a bike, kayak, or canoe safely and skillfully in a natural environment.	I can operate outdoor equipment safely and skillfully in a natural environment.
1:4:A5	Demonstrates proficiency in two movement forms in individual and lifetime activities.	I can demonstrate at least two movements forms in individual and lifetime activities.
1:4:A6	Demonstrates skills for starting, stopping, falling, and turning while participating in lifetime activities such as inline skating, cross-country skiing, biking, etc.	I can demonstrate skills safely while participating in lifetime activities
1:4:A8	Acquires skills to participate in a lifetime activity outside of school.	I can participate in activities outside of school
B. Demonstrates increasingly complex physical skills to impact success in various physical activities.		
1:4:B2	Executes a variety of shots while participating in racquet sports.	I can execute a variety of shots in different racquet sports
1:4:B4	Demonstrates and describes offensive, defensive, and transitional skills and strategies in team and individual sports.	I can understand sport specific skills and strategies in team and individual sports.
1:4:B5	Identifies, explains, and applies the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in a variety of physical activities.	I can identify, explain and apply skill related components of fitness that are required to enhance performance in a variety of physical activities.
1:4:B7	Combines and applies movement patterns simple to complex, in aquatic, rhythms/dance, and individual and dual activities.	I can combine and perform simple and complex movements in individual and partner activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

A. Demonstrates cognitive understanding to develop personal activity plans.		
2:4:A3	Examines the physical, emotional, cognitive, and scientific factors that affect performance and explains the relationship between those factors.	I can explain the relationship between physical, emotional, cognitive and specific scientific factors that affect performance
B. Demonstrates the scientific principles as they relate to various physical activities.		
2:4:B2	Identifies a new skill to be learned and lists a scientific principle that can be applied to improved performance.	I can learn a new skill and apply it to improve performance
2:4B3	Recognizes advanced skill performance in others.	I can recognize advanced skill performance in others
2:4:B4	Describes the impact of new skills and tactics.	I can describe the impact of a new skill or strategy
2:4:B5	Explains appropriate tactical decisions in a competitive activity	I can explain strategies in competitive activities.
2:4:B6	Self-assesses performance and makes appropriate corrections.	I can self-assess my performance and make corrections.
2:4B7	Applies preexisting skills and knowledge to the acquisition of new skills	I can use skills and knowledge that I already know to learn new skills.
2:4:B8	Explains the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy)	I can explain the physics behind movement forms. (leverage, force, inertia, rotary motion, opposition, buoyancy)
2:4:B9	Applies and evaluates biomechanical principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities.	I can apply and evaluate physics movements (leverage, force, inertia, rotary motion, opposition, buoyancy) in water, dance and individual/partner activities.
Standard 3: Participates regularly in physical activity.		
A. Demonstrates the skills, knowledge, and interest to lead a healthy lifestyle.		
3:4:A1	Participates willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle.	I can and do willingly participate in appropriate activities for maintaining and enhancing a healthy and active lifestyle
3:4:A2	Accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education on five or more days per week.	I can complete the recommended number of minutes of vigorous physical activity outside of physical education class at least 5 days a week.
3:4:A3	Participates in health-enhancing lifetime activities that can be pursued in the community as well as the school.	I can and do participate in health-related activities that can be done in the school and community.

3:4:A4	Monitors physical activity through the use of available technology: pedometers, heart rate monitors, activity logs.	
3:4:A5	Recognizes and adjusts their personal effort level to achieve health-enhancing benefits during a variety of activities.	I can recognize and adjust effort level to get healthy benefits from various activities
B. Sets goals for a physically active lifestyle.		
3:4:B1	Establishes goals by identifying strengths and weaknesses using personal fitness assessments.	I can set goals for myself using personal fitness assessment results.
3:4:B2	Compares health and fitness benefits derived from various physical activities.	I can compare health and fitness benefits from a variety of physical activities
3:4:B3	Identifies the effects of age, gender, socioeconomic status, genetics, and culture in relation to individual health and current trends and issues.	I can identify how age, gender, socioeconomic status, genetics and culture can affect an individual's health.
3:4:B4	Describes the ways in which personal characteristics, performance styles, and activity preferences will change over the life span.	I can explain how physical characteristics will change personal physical performance with age.

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

A. Acquires and applies fitness knowledge.

4:4:A2	Applies the principles of exercise (FITT, overload, specificity, and progression) in implementing a personal fitness program.	I can apply the FITT principle in creating a personal fitness program.
4:4:A3	Achieves personal fitness goals after a period of training.	I can accomplish my fitness goals after a period of training time.
4:4:A5	Self-assesses the five health-related fitness components (aerobic capacity, muscular endurance, muscular strength, flexibility, and body composition).	I can self-assess the five health related components of fitness based on fitness testing results.
4:4:A6	Meets the age- and gender-specific health-related fitness standards defined by evidence-based assessments (e.g., FitnessGram).	I can meet the fitness standards explained to me by my fitness testing results.
4:4:A7	Identifies a variety of activities and how often they should be done to improve all health-related fitness components.	I can identify a variety of activities that can be used to improve all health-related fitness components.
4:4:A9	Participates in fitness activities based on resources available in the local community.	I can participate in fitness activities in the local community.
4:4:A11	Maintains appropriate levels of aerobic capacity, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life.	I can maintain appropriate levels of fitness in the five health related components necessary for healthy and productive life.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

A. Demonstrates safe practices and adherence to rules and procedures.		
5:4:A1	Solves conflicts agreeable to both parties.	I can constructively solve disagreements between two group
5:4:A2	Adjusts participation level and personal behavior to make activities inclusive for everyone.	I can adjust my behavior and level of participation in order to make activity inclusive for everyone.
5:4:A3	Works with peers willingly, regardless of skill level and individual differences in partner and small group situations.	I can work well with all classmates regardless of their physical, individual, or skill related differences.
5:4:A4	Demonstrates responsible decisions about using time, applying rules, and following through with decisions made.	I can demonstrate that I make responsible decisions about using time, applying rules, and following through with decisions.
5:4:A5	Demonstrates consistent decisions to ensure the safety of self and others.	I can demonstrate proper decisions to ensure the safety of myself and others.
5:4:A6	Exhibits respectful and mature behavior to contribute to a positive learning environment.	I can and do show respectful and mature behavior to contribute to a positive learning environment.
5:4:A7	Identifies positive and negative peer influences.	I can identify positive and negative peer influences

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

A. Values physical activity as part of a healthy lifestyle.		
6:4:A1	Participates in activity outside of school for self-enjoyment.	I can participate in activities outside of school for enjoyment.
6:4:A2	Identifies reasons to participate in physical activity in the local community.	I can identify reasons to participate in local activities in the community.
6:4:A3	Displays a willingness to experiment with new activities and sports of our and other cultures.	I can and do show a willingness to participate in new activities and sport of different cultures.
6:4:A4	Demonstrates strategies for including people of diverse backgrounds and abilities in physical activity.	I can demonstrate strategies for including all students with diverse backgrounds and abilities.
6:4:A5	Describes the correlation that being physically active leads to a higher quality of life.	I can describe the connection between physical activity and quality of life.
B. Incorporates opportunities for self-expression and social interaction.		
6:4:B1	Demonstrates, through verbal and nonverbal behavior, cooperation with peers of different gender, race, and ethnicity in a physical setting.	I can demonstrate through verbal and nonverbal behaviors and cooperation with peers of different backgrounds in a physical setting.

6:4:B2	Recognizes the value of all individuals involved in the activity	• I can recognize the value in all individual involved in activities.
6:4:B3	Describes the positive feelings that result from physical activity participation alone and with others.	• I can describe positive feelings that result from physical activity participation individually and with others.
6:4:B4	Participates as a volunteer in promoting physical activity within the school setting and also in the community.	• I can and do participate as volunteer in promoting physical activity in the school and community