



# Phy-Ed 10 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:
<b>A. Achieves skill development in modified sport, dance, gymnastics, and outdoor activities.</b>		
<b>1:4:A1</b>	Demonstrates proper mechanics needed for success in target sports such as archery, casting/fishing, golf, and Frisbee® golf.	<ul style="list-style-type: none"> <li>I can manipulate objects to hit targets using proper mechanics.</li> </ul>
<b>1:4:A3</b>	Demonstrates mature form while striking objects in a variety of racquet sports.	<ul style="list-style-type: none"> <li>I can use a racquet to strike objects using appropriate form.</li> </ul>
<b>1:4:A4</b>	Operates a bike, kayak, or canoe safely and skillfully in a natural environment.	<ul style="list-style-type: none"> <li>I can operate outdoor equipment safely and skillfully in a natural environment.</li> </ul>
<b>1:4:A5</b>	Demonstrates proficiency in two movement forms in individual and lifetime activities.	<ul style="list-style-type: none"> <li>I can demonstrate at least two movements forms in individual and lifetime activities.</li> </ul>
<b>1:4:A6</b>	Demonstrates skills for starting, stopping, falling, and turning while participating in lifetime activities such as inline skating, cross-country skiing, biking, etc.	<ul style="list-style-type: none"> <li>I can demonstrate skills safely while participating in lifetime activities</li> </ul>
<b>1:4:A8</b>	Acquires skills to participate in a lifetime activity outside of school.	<ul style="list-style-type: none"> <li>I can participate in activities outside of school</li> </ul>
<b>B. Demonstrates increasingly complex physical skills to impact success in various physical activities.</b>		
<b>1:4:B2</b>	Executes a variety of shots while participating in racquet sports.	<ul style="list-style-type: none"> <li>I can execute a variety of shots in different racquet sports</li> </ul>
<b>1:4:B4</b>	Demonstrates and describes offensive, defensive, and transitional skills and strategies in team and individual sports.	<ul style="list-style-type: none"> <li>I can understand sport specific skills and strategies in team and individual sports.</li> </ul>
<b>1:4:B5</b>	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.	<ul style="list-style-type: none"> <li>I can identify, explain and apply skill related components of fitness that are required to enhance performance in a variety of physical activities.</li> </ul>
<b>1:4:B7</b>	Combines and applies movement patterns simple to complex, in aquatic, rhythms/dance, and individual and dual activities.	<ul style="list-style-type: none"> <li>I can combine and perform simple and complex movements in individual and partner activities.</li> </ul>

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

<b>A. Demonstrates cognitive understanding to develop personal activity plans.</b>		
<b>2:4:A3</b>	Examines the physical, emotional, cognitive, and scientific factors that affect performance and explains the relationship between those factors.	<ul style="list-style-type: none"> <li>I can explain the relationship between physical, emotional, cognitive and specific scientific factors that affect performance</li> </ul>
<b>B. Demonstrates the scientific principles as they relate to various physical activities.</b>		
<b>2:4:B2</b>	Identifies a new skill to be learned and lists a scientific principle that can be applied to improved performance.	<ul style="list-style-type: none"> <li>I can learn a new skill and apply it to improve performance</li> </ul>
<b>2:4B3</b>	Recognizes advanced skill performance in others.	<ul style="list-style-type: none"> <li>I can recognize advanced skill performance in others</li> </ul>
<b>2:4:B4</b>	Describes the impact of new skills and tactics.	<ul style="list-style-type: none"> <li>I can describe the impact of a new skill or strategy</li> </ul>
<b>2:4:B5</b>	Explains appropriate tactical decisions in a competitive activity	<ul style="list-style-type: none"> <li>I can explain strategies in competitive activities.</li> </ul>
<b>2:4:B6</b>	Self-assesses performance and makes appropriate corrections.	<ul style="list-style-type: none"> <li>I can self-assess my performance and make corrections.</li> </ul>
<b>2:4B7</b>	Applies preexisting skills and knowledge to the acquisition of new skills	<ul style="list-style-type: none"> <li>I can use skills and knowledge that I already know to learn new skills.</li> </ul>
<b>2:4:B8</b>	Explains the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy)	<ul style="list-style-type: none"> <li>I can explain the physics behind movement forms. (leverage, force, inertia, rotary motion, opposition, buoyancy)</li> </ul>
<b>2:4:B9</b>	Applies and evaluates biomechanical principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities.	<ul style="list-style-type: none"> <li>I can apply and evaluate physics movements (leverage, force, inertia, rotary motion, opposition, buoyancy) in water, dance and individual/partner activities.</li> </ul>
<b>Standard 3: Participates regularly in physical activity.</b>		
<b>A. Demonstrates the skills, knowledge, and interest to lead a healthy lifestyle.</b>		
<b>3:4:A1</b>	Participates willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle.	<ul style="list-style-type: none"> <li>I can and do willingly participate in appropriate activities for maintaining and enhancing a healthy and active lifestyle</li> </ul>
<b>3:4:A2</b>	Accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education on five or more days per week.	<ul style="list-style-type: none"> <li>I can complete the recommended number of minutes of vigorous physical activity outside of physical education class at least 5 days a week.</li> </ul>
<b>3:4:A3</b>	Participates in health-enhancing lifetime activities that can be pursued in the community as well as the school.	<ul style="list-style-type: none"> <li>I can and do participate in health-related activities that can be done in the school and community.</li> </ul>

<b>3:4:A5</b>	Recognizes and adjusts their personal effort level to achieve health-enhancing benefits during a variety of activities.	<ul style="list-style-type: none"> <li>I can recognize and adjust effort level to get healthy benefits from various activities</li> </ul>
<b>B. Sets goals for a physically active lifestyle.</b>		
<b>3:4:B1</b>	Establishes goals by identifying strengths and weaknesses using personal fitness assessments.	<ul style="list-style-type: none"> <li>I can set goals for myself using personal fitness assessment results.</li> </ul>
<b>3:4:B2</b>	Compares health and fitness benefits derived from various physical activities.	<ul style="list-style-type: none"> <li>I can compare health and fitness benefits from a variety of physical activities</li> </ul>
<b>3:4:B3</b>	Identifies the effects of age, gender, socioeconomic status, genetics, and culture in relation to individual health and current trends and issues.	<ul style="list-style-type: none"> <li>I can identify how age, gender, socioeconomic status, genetics and culture can affect an individual's health.</li> </ul>
<b>3:4:B4</b>	Describes the ways in which personal characteristics, performance styles, and activity preferences will change over the life span.	<ul style="list-style-type: none"> <li>I can explain how physical characteristics will change personal physical performance with age.</li> </ul>

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

### **A. Acquires and applies fitness knowledge.**

<b>4:4:A2</b>	Applies the principles of exercise (FITT, overload, specificity, and progression) in implementing a personal fitness program.	<ul style="list-style-type: none"> <li>I can apply the FITT principle in creating a personal fitness program.</li> </ul>
<b>4:4:A3</b>	Achieves personal fitness goals after a period of training.	<ul style="list-style-type: none"> <li>I can accomplish my fitness goals after a period of training time.</li> </ul>
<b>4:4:A5</b>	Self-assesses the five health-related fitness components (aerobic capacity, muscular endurance, muscular strength, flexibility, and body composition).	<ul style="list-style-type: none"> <li>I can self-assess the five health related components of fitness based on fitness testing results.</li> </ul>
<b>4:4:A6</b>	Meets the age- and gender-specific health-related fitness standards defined by evidence-based assessments (e.g., FitnessGram).	<ul style="list-style-type: none"> <li>I can meet the fitness standards explained to me by my fitness testing results.</li> </ul>
<b>4:4:A7</b>	Identifies a variety of activities and how often they should be done to improve all health-related fitness components.	<ul style="list-style-type: none"> <li>I can identify a variety of activities that can be used to improve all health-related fitness components.</li> </ul>
<b>4:4:A9</b>	Participates in fitness activities based on resources available in the local community.	<ul style="list-style-type: none"> <li>I can participate in fitness activities in the local community.</li> </ul>
<b>4:4:A11</b>	Maintains appropriate levels of aerobic capacity, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life.	<ul style="list-style-type: none"> <li>I can maintain appropriate levels of fitness in the five health related components necessary for healthy and productive life.</li> </ul>

## **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.**

<b>5:4:A1</b>	Solves conflicts agreeable to both parties.	<ul style="list-style-type: none"> <li>I can constructively solve disagreements between two group</li> </ul>
<b>5:4:A2</b>	Adjusts participation level and personal behavior to make activities inclusive for everyone.	<ul style="list-style-type: none"> <li>I can adjust my behavior and level of participation in order to make activity inclusive for everyone.</li> </ul>
<b>5:4:A3</b>	Works with peers willingly, regardless of skill level and individual differences in partner and small group situations.	<ul style="list-style-type: none"> <li>I can work well with all classmates regardless of their physical, individual, or skill related differences.</li> </ul>
<b>5:4:A4</b>	Demonstrates responsible decisions about using time, applying rules, and following through with decisions made.	<ul style="list-style-type: none"> <li>I can demonstrate that I make responsible decisions about using time, applying rules, and following through with decisions.</li> </ul>
<b>5:4:A5</b>	Demonstrates consistent decisions to ensure the safety of self and others.	<ul style="list-style-type: none"> <li>I can demonstrate proper decisions to ensure the safety of myself and others.</li> </ul>
<b>5:4:A6</b>	Exhibits respectful and mature behavior to contribute to a positive learning environment.	<ul style="list-style-type: none"> <li>I can and do show respectful and mature behavior to contribute to a positive learning environment.</li> </ul>
<b>5:4:A7</b>	Identifies positive and negative peer influences.	<ul style="list-style-type: none"> <li>I can identify positive and negative peer influences</li> </ul>

## **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.**

<b>6:4:A1</b>	Participates in activity outside of school for self-enjoyment.	<ul style="list-style-type: none"> <li>I can participate in activities outside of school for enjoyment.</li> </ul>
<b>6:4:A2</b>	Identifies reasons to participate in physical activity in the local community.	<ul style="list-style-type: none"> <li>I can identify reasons to participate in local activities in the community.</li> </ul>
<b>6:4:A3</b>	Displays a willingness to experiment with new activities and sports of our and other cultures.	<ul style="list-style-type: none"> <li>I can and do show a willingness to participate in new activities and sport of different cultures.</li> </ul>
<b>6:4:A4</b>	Demonstrates strategies for including people of diverse backgrounds and abilities in physical activity.	<ul style="list-style-type: none"> <li>I can demonstrate strategies for including all students with diverse backgrounds and abilities.</li> </ul>
<b>6:4:A5</b>	Describes the correlation that being physically active leads to a higher quality of life.	<ul style="list-style-type: none"> <li>I can describe the connection between physical activity and quality of life.</li> </ul>

### **B. Incorporates opportunities for self-expression and social interaction.**

<b>6:4:B1</b>	Demonstrates, through verbal and nonverbal behavior, cooperation with peers of different gender, race, and ethnicity in a physical setting.	<ul style="list-style-type: none"> <li>I can demonstrate through verbal and nonverbal behaviors and cooperation with peers of different backgrounds in a physical setting.</li> </ul>
<b>6:4:B2</b>	Recognizes the value of all individuals involved in the activity	<ul style="list-style-type: none"> <li>I can recognize the value in all individual involved in activities.</li> </ul>

<b>6:4:B3</b>	Describes the positive feelings that result from physical activity participation alone and with others.	<ul style="list-style-type: none"> <li>• I can describe positive feelings that result from physical activity participation individually and with others.</li> </ul>
<b>6:4:B4</b>	Participates as a volunteer in promoting physical activity within the school setting and also in the community.	<ul style="list-style-type: none"> <li>• I can and do participate as volunteer in promoting physical activity in the school and community</li> </ul>