

State Physical Education Content Standards

To develop a physically active lifestyle a physically literate individual: Has learned the skills necessary to perform a variety of physical activities, is physically fit, participates regularly in physical activity, knows the implications of and the benefits from involvement in physical activities, and values physical activity and its contribution to a healthy lifestyle.

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. (Psychomotor Domain)

Standard 2: The physically literate individual demonstrates knowledge of concepts, principles, strategies and tactics related to movement and performance. (Cognitive Domain)

Standard 3: The physically literate individual achieves and maintains a health-enhancing level of physical activity and fitness. (Psychomotor Domain)

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings. (Affective Domain)

Standard 5: The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression and/or social interaction. (Affective Domain)

High School Physical Education Content Standards

High School Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. (Psychomotor Domain)

Indicators: HS-1.1 Demonstrate competency and/or refines activity-specific movement skills in two or more of the following movement forms: aquatics, dance, outdoor pursuits, individual, dual and team sports taught as lifetime activities. HS 1.2 Demonstrate competency in one or more specialized skills in health-related fitness activities (for example, yoga, strength training, or aerobic dance)

High School Standard 2: The physically literate individual demonstrates knowledge of concepts, principles, strategies and tactics related to movement and performance. (Cognitive Domain)

Indicators HS-2.1 Apply the terminology associated with exercise and participation in selected individual, dual and team sports taught as lifetime activities. HS-2.2 Use movement, concepts, and principles (for example, force, motion, and rotation) to analyze and improve performance of self and/or others). HS-2.3 Collect, analyze, and assess his or her own health-related physical fitness data through a state approved standardized fitness test (for example, Fitnessgram). HS-2.4 Design a long-term personal fitness plan based on FITT (frequency, intensity, type, and time) training principles to improve or maintain health-related physical fitness (for example, plans a summer personal conditioning program).

Standard 3: The physically literate individual achieves and maintains a health-enhancing level of physical activity and fitness. (Psychomotor Domain)

Indicators HS-3.1 Monitor his or her own participation in physical activity (for example, measures through the use of a pedometer, heart-rate monitor, and/or physical activity log). HS-3.2 Identify community resources to support varied opportunities for participating in physical activity outside of physical education class (for example, researching community resources and presenting the information to class). HS-3.3 Achieve the age- and gender-specific health-related physical fitness standards defined by a state-approved fitness assessment. HS-3.4 Implement a long-term personal fitness plan to improve or maintain health related physical fitness based on FITT (frequency, intensity, type, and time) training principle

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings. (Affective Domain)

Indicators HS-4.1 Evaluate his or her own ability to work cooperatively within a group to establish and achieve group goals in competitive and cooperative settings (for example, a student rates themselves according to Hellison's model of Teaching Responsibility through Physical Activity levels). HS-4.2 Design and apply strategies for including persons of diverse backgrounds and abilities in group physical-activity settings (for example, invites less-skilled students to participate in a warm-up activity prior to class). HS-4.3 Exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. HS-4.4 Apply best practices for participating safely in physical activity, exercise and dance (for example, injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

Standard 5: The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and/or social interaction. (Affective Domain)

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Indicators HS-5.1 Analyze the health benefits of various physical activities. HS-5.2 Examine how personal meanings derived from various physical activities may change and influence an individual's choices across the life span (for

example, reflects on possible reasons for choosing to participate in a lifetime sport after high school). HS-5.3 Analyze the health benefit of various physical activities. HS-5.4 Select and participates in physical activities or dance that meet the need for self-expression and enjoyment. HS-5.5 Identify the opportunity for social support in various physical activities.