

**MOSCOW SCHOOL DISTRICT**  
**CURRICULUM GUIDE**  
**Subject/Course: Physical Education**  
**Grades 9-12**

**Students are expected to know content and apply skills from previous grades.**

**Standard 1: Skilled Movement**

Students develop the movement/physical skills needed to participate in physical activities at a competent or advanced level. Students, as competent movers, have the ability to independently and safely participate in an activity and maintain a level of continuity that makes participation enjoyable. Students have the ability to apply complex skills and strategies to consistent performance of a physical activity in a regulation form, rather than modified forms of the activity.

| <i>Goal – The student will:</i>  | <i>Objectives (to be reached by the end of twelfth grade)</i>   | <i>Samples of Applications</i>  | <i>Curriculum Materials (including technological resources)</i>                               | <i>Key Vocabulary for Standard 1</i> |
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| <p><b>Goal 1.1: Demonstrate competency in motor skills and movement patterns needed in a variety of physical activities.</b></p> | <ul style="list-style-type: none"> <li>● 9-12.PE.1.1.1 Demonstrate a competent skill level in three individual activities (e.g., dance, aquatics, gymnastics, golf, archery, skiing, in-line skating, backpacking, bicycling, disc golf, weight training, bowling).</li> <li>● 9-12.PE.1.1.2 Demonstrate a competent skill level in two dual sports (e.g., tennis, badminton, pickleball, table tennis, racquetball, handball).</li> <li>● 9-12.PE.1.1.3 Demonstrate a competent skill level in two team-related activities (e.g., soccer, softball, basketball, floor or field hockey, volleyball).</li> </ul> | <ul style="list-style-type: none"> <li>● Design and participate and score disc golf.</li> <li>● Successfully complete a pre-rule inspection to ride a safe bike.</li> <li>● Demonstrate the three forms of stopping while in-line skating</li> <li>● Peer teach and cooperate in scoring a badminton game.</li> <li>● Demonstrates competency in various shots in badminton, pickleball, tennis.</li> <li>● Comprehend the team concept of passing, setting and spiking in volleyball.</li> <li>● Knowing when to tag up in base running situations.</li> </ul> | <ul style="list-style-type: none"> <li>● Pedometers</li> <li>● Heart rate monitors</li> </ul> |                                      |

### **Standard 2: Movement Knowledge**

Students have developed sufficient knowledge and ability to independently acquire new skills while continuing to refine existing ones. Students independently and routinely use a wide variety of increasing complex concepts. Students include application of concepts from disciplines such as motor learning and behavior, sport psychology and sociology, biomechanics, and exercise physiology.

| <i>Goal – The student will:</i>  | <i>Objectives<br/>(to be reached by the end of twelfth grade)</i>  | <i>Samples of Applications</i>  | <i>Curriculum Materials<br/>(including technological resources)</i>                        | <i>Key Vocabulary for Standard 2</i> |
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| <b>Goal 2.1: Demonstrate understanding movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.</b> | <ul style="list-style-type: none"> <li>9-12.PE.2.1.1 Know and understand pertinent scientifically based information regarding movement performance.</li> <li>9-12.PE.2.1.2 Apply advanced movement-specific information to physical activity.</li> <li>9-12.PE.2.1.3 Integrate discipline-specific knowledge to enable the independent learning of movement skills.</li> </ul> | <ul style="list-style-type: none"> <li>Knowing target heart rate zone and moving at a rate to stay in it for 20-30 minutes.</li> <li>Record and reflect on personal target heart rate zone.</li> <li>Conduct a self or peer assessment of the volleyball spike approach.</li> <li>Demonstrate a variety of weight lifting movements and explain the biomechanical principles that govern the movements.</li> <li>Design and develop a long term plan for self improvement in “golf” to achieve a desire level of skillfulness.</li> </ul> | <ul style="list-style-type: none"> <li>Pulse stick</li> <li>Heart rate monitors</li> </ul> |                                      |

### **Standard 3: Physically Active Lifestyle**

Students transfer what they have learned in physical education to the development and maintenance of a healthy lifestyle outside of class that includes daily participation in physical activity. Students choose between those activities that are and are not personally meaningful and accessible based on personal interests and capabilities.

| <i>Goal – The student will:</i>  | <i>Objectives<br/>(to be reached by the end of twelfth grade)</i>  | <i>Samples of Applications</i>   | <i>Curriculum Materials<br/>(including technological resources)</i>   | <i>Key Vocabulary for Standard 3</i> |
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| <b>Goal 3.1: Participate daily in physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</b> | <ul style="list-style-type: none"> <li>9-12.PE.3.1.1 Participate daily in physical activity both in and out of school settings.</li> </ul> | <ul style="list-style-type: none"> <li>Participate in physical activity every day of the week at a moderate to vigorous intensity level for a minimum of 30 minutes.</li> <li>Willingly participates in games, sports, dance, outdoor</li> </ul> | <ul style="list-style-type: none"> <li>Heart rate monitors</li> <li>Pedometers</li> <li>DVD/VCR</li> <li>Video cameras</li> </ul> |                                      |

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|  | <ul style="list-style-type: none"> <li>9-12.PE.3.1.2 Analyze the personal benefits that result from participating in physical activity, both as individuals and with others.</li> <li>9-12.PE.3.1.3 Analyze factors that influence personal physical activity patterns throughout life.</li> </ul> | <p>pursuits and other physical activities that contribute to the attainment of personal goals and the maintenance of wellness.</p> <ul style="list-style-type: none"> <li>Participate in a training program that develops and/or maintains a performance related fitness component (e.g. agility, balance, coordination, power, reaction time, speed.)</li> <li>Identify benefits of regular physical activity (e.g. health, enjoyment, challenge, self expression, and social interaction.)</li> <li>Develop strategies to defuse roadblocks to daily physical activities.</li> </ul> |  |  |
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#### **Standard 4: Personal Fitness**

Students independently achieve, assess and maintain personal health-related fitness goals and are motivated to do so. Students utilize basic principles of training to design personal fitness and physical activity programs that encompass all components of health-related fitness. Components include cardio respiratory endurance, muscular strength and endurance, flexibility and body composition.

| <i>Goal – The student will:</i>  | <i>Objectives (to be reached by the end of twelfth grade)</i>  | <i>Samples of Applications</i>  | <i>Curriculum Materials (including technological resources)</i>  | <i>Key Vocabulary for Standard 4</i>   |
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| <b>Goal 4.1: Achieve and maintain a health enhancing level of fitness.</b> | <ul style="list-style-type: none"> <li>9-12.PE.4.1.1 Demonstrate health-related fitness by improving, meeting and/or sustaining gender and age-related fitness standards as defined by approved tests.</li> <li>9-12.PE.4.1.2 Develop an appropriate physical fitness program, and apply appropriate technology to achieve and maintain physical fitness.</li> </ul> | <ul style="list-style-type: none"> <li>Meet health related fitness criteria for cardio respiratory endurance, muscular strength and endurance, flexibility and body composition.</li> <li>Assess and evaluate personal fitness levels.</li> <li>Establish realistic yet challenging fitness goals.</li> <li>Design a fitness</li> </ul> | <ul style="list-style-type: none"> <li>Fitness gram</li> <li>Pedometers</li> <li>Heart rate monitors</li> <li>Pulse stick</li> </ul> | <ul style="list-style-type: none"> <li>body composition</li> <li>cardio respiratory endurance</li> <li>flexibility</li> <li>strength</li> <li>aerobic</li> <li>anaerobic</li> <li>target heart rate</li> <li>overload</li> <li>progression</li> <li>specificity</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>9-12.PE.4.1.3 Demonstrate an understanding that physical fitness is a part of a lifelong wellness program.</li> </ul> | <p>program that can effectively achieve and maintain fitness.</p> <ul style="list-style-type: none"> <li>Explain the relationship of physical fitness to wellness.</li> <li>Cite realistic physical activity expectations for wellness following graduation.</li> </ul> |  | <ul style="list-style-type: none"> <li>F.I.T.T.</li> </ul> |
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**Standard 5: Personal and Social Responsibility**

Students demonstrate the ability to initiate responsible behavior, function independently and positively influence the behavior of others in physical activity settings. Students demonstrate leadership by holding themselves and others responsible for following safe practices, rules, procedures and etiquette in all physical activity settings. They exhibit respect for individual similarities and differences through positive interaction among participants in physical activity. Students begin to understand how adult roles of work and family responsibilities affect their decisions about physical activity.

| <i>Goal – The student will:</i>  | <i>Objectives (to be reached by the end of twelfth grade)</i>  | <i>Samples of Applications</i>   | <i>Curriculum Materials (including technological resources)</i>  | <i>Key Vocabulary for Standard 5</i>  |
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| <b>Goal 5.1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.</b> | <ul style="list-style-type: none"> <li>9-12.PE.5.1.1 Initiate independent and responsible personal behavior in physical activity settings.</li> <li>9-12.PE.5.1.2 Accept the responsibility for taking a leadership role and willingly follow, as appropriate, in order to accomplish group goals.</li> <li>9-12.PE.5.1.3 Develop strategies for including persons of diverse backgrounds and abilities in physical activity setting.</li> </ul> | <ul style="list-style-type: none"> <li>Identify potentially dangerous consequences and outcomes of participation in physical activity.</li> <li>Accept the decisions and respect the rule of an official.</li> <li>Balance the goal of winning with other established goals of participation.</li> <li>Solve problems and make choices by analyzing consequences and solutions.</li> <li>Display a willingness to experiment with sport and activity of other cultures.</li> <li>Analyze health messages through media.</li> </ul> | <ul style="list-style-type: none"> <li>Sport ED model</li> </ul> | <ul style="list-style-type: none"> <li>sportsmanship</li> <li>heat cramps</li> <li>heat stroke</li> <li>frostbite</li> <li>hypothermia</li> <li>R.I.C.E.</li> <li>Sprain</li> <li>strain</li> </ul> |