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| **Standard** | **Benchmarks** | **Activity/Example** |
| **1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)** | 1. Students will demonstrate advanced competence in more than one activity. | Uses a variety of clubs competently to play a round of golf.  Shifts defensive position in response to ball movement. Perform a variety of complex social and ballroom dances. Makes appropriate supportive movements on the court. Documents ability using a self- assessment rating scale. Adapts badminton short and long serves with modified court size.  Uses strategies and skills appropriately when playing 3-on-3 basketball vs. 5-on-5. |
|  | 2. Students will recognize that physical activity can provide a positive personal social environment for activities with others. | No activity or Example listed of Grade 10 standard 1, benchmark 2 |
|  | 3. Students will demonstrate competence in modified versions of a variety of individual, dual and/or team sports | No activity or Example listed of Grade 10 standard 1, benchmark 3 |
| **2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.**  **(Knowledge)** | 1. Students will know and understand pertinent scientifically based information regarding movement performance. | Design, implement, evaluate, and modify a plan for two movement forms. Key concepts include analysis of performance, application of principles of movement and training, and focus on goal setting and improvement of personal goals. |
|  | 2. Students will independently apply advanced movement-specific information. | No activity or Example listed of Grade 10 standard 2, benchmark 2 |
|  | 3. Students will integrate discipline- specific knowledge to enable the independent learning movement skills. | Explain and apply selected scientific principles (e.g., physiological, biomechanical) that aid in the improvement of movement skills. Develop an appropriate conditioning program for a self- selected game/activity to engage in for life. |

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| **Standard** | **Benchmarks** | **Activity/Example** |
| **3. Participates regularly in physical activity. (Physical Activity)** | 1. Students will have the skills, knowledge, interest, and desire to independently maintain an active lifestyle throughout life. | Participate in physical activity regularly for the personal health enhancing benefits of physical activity outside the classroom. Apply individual goal setting for fitness components.  Participate in physical activity, monitor, and adjust activity level to meet personal needs.  Interview an adult to determine their physical activity and how their participation and activity level changes with age.  Explore strategies to use when physical changes dictate activity choices. |
|  | 2. Students will understand how activity participation patterns are likely to change throughout life and have some strategies to deal with those changes. | No activity or Example listed of Grade 10 standard 3, benchmark 2 |
| **4. Achieves and maintains a health-enhancing level of fitness.** | 1. Students will demonstrate the skill, knowledge, and desire to monitor and adjust activity levels to meet personal fitness needs. | Assess physical fitness status in terms of cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition. |
|  | 2. Students will participate regularly in health-enhancing fitness activities. | Choose cardio respiratory and strength training activities to use on a regular basis for current fitness level.  Use a variety of resources, including available technology, to analyze, assess, and improve physical activity and personal fitness.  Research the relationship between physical activity and stress management.  Develop a personal fitness profile on the basis of fitness assessment results. |
|  | 3. Students will design and implement a personal health related fitness program based on accurately assessed fitness profile. | No activity or Example listed of Grade 10 standard 4, benchmark 3 |
|  | 4. Students will meet or show progress towards the health-related fitness standards of Fitnessgram or other standardized health-related assessment. | No activity or Example listed of Grade 10 standard 4, benchmark 4 |

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| **Standard** | **Benchmarks** | **Activity/Example** |
| **5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)** | 1. Students will initiate independent and responsible behavior in physical activity settings. | Work cooperatively with teammates.  Accepts and takes responsibilities for mistakes.  Refrains from participation that may result in injury to self or others. Encourages and is courteous to others.  Responsible for own behavior. |
|  | 2. Students will accept the responsibility for taking a leadership role and willingly follow as appropriate in order to accomplish goals. | No activity or Example listed of Grade 10 standard 5, benchmark 2 |
|  | 3. Students will anticipate potentially dangerous consequences and outcomes of participation in physical activity. | No activity or Example listed of Grade 10 standard 5, benchmark 3 |
|  | 4. Students will develop strategies to avoid potential inappropriate behaviors during physical activities. | While officiating a competition listen to all sides of the issue before taking action in a conflict. |
| **6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (Intrinsic Value)** | 1. Students will enjoy regular participation in physical activity. | Creates self-rewards for achieving personal fitness/physical activity goals.  Participates in physical activities outside of class.  Explores new activity that meets their individual fitness needs. Appreciate the physical benefits of personal fitness and its correlation to social interaction. |
|  | 2. Students will recognize that physical activity can provide opportunities for positive social interaction. | No activity or Example listed of Grade 10 standard 6, benchmark 2 |
|  | 3. Students will enjoy learning new activities. | No activity or Example listed of Grade 10 standard 6, benchmark 3 |
|  | 4. Students will recognize the positive feelings that result from physical activity participation alone and with others. | No activity or Example listed of Grade 10 standard 6, benchmark 3 |