

Minnesota K-12 Academic Standards Physical Education 2018

Grades 9-12 Standards and Benchmarks

Students at the high school level demonstrate competency in the lifetime activity categories, dance and in specialized skills in each of the health-related fitness components. Students demonstrate more specialized knowledge in identifying and applying key movement motor skills and movement concepts. Students demonstrate the ability to plan for and improve components of health-related fitness to achieve and maintain a health-enhancing level of fitness. They model responsible personal and social behavior while engaged in physical activity and engage in physical activities that meet the need for self-expression, challenge, social interaction and enjoyment.

Standard 1: Demonstrate competency in a variety of motor skills and movement patterns.

Focus Area 1: Lifetime activities

- 9.1.1.1 Demonstrate competency and refine activity-specific movement skills in two of the following lifetime activity categories: individual-performance activities, outdoor pursuits.
- 9.1.1.2 Demonstrate competency and refine activity-specific movement skills in two of the following lifetime activity categories: net and wall games, target games, aquatics.

Focus Area 2: Dance and rhythms

- 9.1.2.1 Demonstrate competency in one or more forms of dance. For example: ballroom, ballet, cultural dances, hip hop, modern, social dances, tap.

Focus Area 3: Fitness activities

- 9.1.3.1 Demonstrate competency in specialized skills in each of the health-related fitness components: muscular strength, muscular endurance, flexibility, cardiorespiratory fitness.

Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.

Focus Area 1: Movement concepts, principles and knowledge

- 9.2.1.1 Apply terminology associated with exercise and participation in selected individual-performance activities.
- 9.2.1.2 Use movement concepts and principles (force, motion, rotation) to analyze and improve performance for a self-selected skill.
- 9.2.1.3 Design a practice plan to improve performance for a self-selected skill and justify how the components of the plan will address the areas of concern.
- 9.2.1.4 Analyze similarities and differences between various dance forms.

Standard 3: Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

Focus Area 1: Physical Activity Knowledge

- 9.3.1.1 Explain the benefits of a physically active lifestyle as it relates to college or career productivity.
- 9.3.1.2 Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.
- 9.3.1.3 Apply technology and social media as tools to support a healthy, active lifestyle.
- 9.3.1.4 Identify issues associated with exercising in heat, humidity and cold, and provide strategies for addressing the issues.
- 9.3.1.5 Evaluate physical activities that can be pursued in the local environment for their benefits, social support network, and participation requirements.
- 9.3.1.6 Evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle.

Focus Area 2: Engages in physical Activity

- 9.3.2.1 Participate in moderate to vigorous aerobic or muscle- and bone-strengthening physical activity several times per week.
- 9.3.2.2 Participate several times per week in a self-selected lifetime activity, dance, or fitness activity outside of the school day.

Focus Area 3: Fitness knowledge

- 9.3.3.1 Explain appropriate techniques for resistance training machines, free weights, or body-weight exercises.
- 9.3.3.2 Analyze short- and long-term physiological responses to regular physical activity.
- 9.3.3.3 Differentiate among types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, dynamic) for personal fitness development.
- 9.3.3.4 Calculate target heart rate and apply that information to a personal fitness plan.
- 9.3.3.5 Adjust pacing to keep one's heart rate in the target zone using available technology to self-monitor aerobic intensity.

Focus Area 4: Assessment and program knowledge

- 9.3.4.1 Create a behavior modification plan that enhances a healthy active lifestyle in a college or career setting.
- 9.3.4.2 Design a fitness program, including all components of health-related fitness, for a college student or an employee in the learner's chosen field of work.

Standard 3: Continued

Focus Area 5: Nutrition

- 9.3.5.1 Design a nutritional plan to maintain an appropriate energy balance that supports a healthy active lifestyle for a college student or an employee in the learner's chosen field of work.

Focus Area 6: Stress management

- 9.3.6.1 Explain how stress-management strategies in physical activity settings can reduce stress and affect health. For example: physical activities such as aerobic exercise, deep breathing, meditation, mental imagery, relaxation techniques.

Standard 4: Exhibit responsible personal and social behavior that respects self and others.

Focus Area 1: Personal responsibility

- 9.4.1.1 Employ effective self-management skills to analyze barriers and appropriately modify physical activity patterns as needed.

Focus Area 2: Rules and etiquette

- 9.4.2.1 Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity or social dance.

Focus Area 3: Working with others

- 9.4.3.1 Apply positive communication skills and strategies to the completion of a group task in a physical activity setting.
- 9.4.3.2 Solve problems and think critically in physical activity or dance settings both as an individual and in groups.

Focus Area 4: Safety

- 9.4.4.1 Apply best practices for safe participation in physical activity, exercise or dance. For example: injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection.

Standard 5: Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Focus Area 1: Health

- 9.5.1.1 Analyze the health benefits of a self-selected physical activity.

Focus Area 2: Challenge

- 9.5.2.1 Choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.

Focus Area 3: Self-expression and enjoyment

- 9.5.3.1 Select and participate in physical activities that meet the need for self-expression and enjoyment.

Focus Area 4: Social interaction

- 9.5.4.1 Identify the opportunity for social support in a self-selected physical activity or dance.

How to read the MN PE Standards Coding: The benchmarks for each standard are designated by four-digit codes. For example, in the code **0.1.3.16**:

- The 0 refers to grade *Kindergarten*;
- The 1 refers to the first standard, *Demonstrates competency in a variety of motor skills and movement patterns*;
- The 3 refers to the third focus area, *Manipulative*;
- The 16 refers to the sixteenth benchmark for focus area three, *Jump a single jump with a self-turned rope*.

Standard	Focus Area	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1 Demonstrates competency in a variety of motor skills and movement patterns.	3 Manipulative	0.1.3.16 Jump a single jump with a self-turned rope.	1.1.3.16 Consecutively jump forward or backward using a self-turned rope.	2.1.3.16 Consecutively jump forward and backward, demonstrating a maturing pattern, jump using a self-turned rope.	3.1.3.16 Perform a variety of jump rope skills with a short rope.	4.1.3.16 Combine jump rope skills to perform a routine using either a short or long rope.	5.1.3.16 Combine jump rope skills to perform a routine using either a long or short rope, with a partner.