PHYSICAL EDUCATION

11 Grade Individual Lifetime Activities	Quarter 1/3	Last Update August 2016
Concepts: By the end of high school, students will be college and career ready, as demonstrated by the ability to plan and implement different types of personal fitness programs, demonstrate competency in lifetime activities, describe key concepts associated with successful participation in physical activity, model responsible behavior while engaged in physical activity, and fill a need for self-expression, challenge, social interaction and enjoyment. • **Strand 1: Students will achieve a level of competency in motor skills and movement patterns.** • **Strand 2: Students will apply knowledge to attain efficient movement and performance.** • **Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.**		**Skills:** • **Calculate my heartrate and develop a plan to improve cardiovascular fitness levels.** • **Join a group strangers in a round of disc or traditional golf** • **Navigate the internet to be able to purchase hunting or fishing licenses from the state website.**

Key Standards:

1.3 Participate in specialized skills that will promote health-related fitness.
1.4 Demonstrate proficiency in one or more specialized skills that will promote health-related fitness.
2.1 Apply the terminology associated with exercise and participation in selected lifetime activities (e.g., dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately).
2.5 Create a practice plan to improve performance for a self-selected skill or dance form.
2.6 Participate in a number of individual activities demonstrating advanced strategies and rules.
2.8 Identify concepts regarding the influence of individual differences in unsafe activities.
5.4 Participate in lifetime activities that are personally relevant.

Physical Education Key Concepts	Vocabulary students should use	Lessons
I can: • Explain how my health is related to my fitness level and activity. • Demonstrate proficiency in specific lifetime skills like golf or bowling. • Go golfing with friends, relatives, or on my own. • Explain the psychological and social benefits of exercise. • Create a training program for myself to improve specific dance skills. • Create a training program for myself to improve and face cardiovascular challenge. • Participate in a variety of sports and activities demonstrating an understanding of strategy, rules and competency of skill. • Explain why certain activities are more dangerous than others in regards to the threat of personal physical injury. • Take part in and identify how certain activities are more personally relevant to my interest, ability, and lifestyle.	Rubrics Self & Peer Assessment Aquatics Target Games Choreography Demonstrated Proficiency Lifetime Activities Skill Specific Cues Psychological Appropriate Level Self-Select Self-Expression Personally Relevant Social Interaction Social Support	• Report on historical roles and values of games, sports, and self-selected activities or dance in difference cultures. • Attend and participate in cultural activities and festivals outside of one's own culture. • Research location and cost for golf courses within Salt Lake County. • Research location and licensing procedure for fishing opportunities within the state. • Create a trip itinerary that includes the comprehensive cost of traveling to one of the five national parks in Utah.

Assessment Options:
Fitness Gram / Activity Gram

PHYSICAL EDUCATION

11 Grade Individual Lifetime Activities	Quarter 2/4	Last Update August 2016
Concepts: By the end of high school, students will be college and career ready, as demonstrated by the ability to plan and implement different types of personal fitness programs, demonstrate competency in lifetime activities, describe key concepts associated with successful participation in physical activity, model responsible behavior while engaged in physical activity, and fill a need for self-expression, challenge, social interaction and enjoyment. • **Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.** • **Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.**		**Skills**: • Self-Officiate • Communicate to Solve Conflict without Confrontation • Act independently of peer pressure. • Listen to opposing ideas without getting emotional.

Key Standards:

3.1 Discuss the benefits of a physically active lifestyle as it relates to college/ career productivity.
3.8 Participate several times a week in a self-selected lifetime activity, dance, or fitness activity outside of the school day.
3.11 Calculate target heart rate and apply HR information to a personal activity plan.
3.12 Describe how physical activity influences health-related fitness and is a lifelong process unique to each individual.
3.14 List the benefits of activity and proper nutrition and the consequences of inactivity and poor nutritional choice.
3.19 Describe how physical activity increases longevity and quality of life through stress reduction.
4.3 Utilize time effectively to include setting personal goals, practicing, completing assigned tasks, and including activity time.
4.6 Identify and evaluate risks and safety factors that might affect activity preferences throughout the life cycle.

Physical Education Key Concepts	Vocabulary students should use	Lessons
I can: • Identify and evaluate risks and safety factors that might affect activity preferences throughout the life cycle. • Identify the effects of environmental conditions (e.g., wind, temperature, humidity, and altitude) on activity performance. • Examine moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). • Walk away from conflict when I disagree. • Listen to all sides before taking action in solving conflict. • Develop strategies to include others in activity participation. • Describe how physical activity increases longevity and quality of life through stress reduction.	College / Career Productivity Validity of Claims Quackery Hear Rate Monitors Pulse Sticks Blood Pressure Body Mass Visualization 5K / Triathlon Agonist Antagonist Activity Plan Sedentary Disease	• Create a nutritional snack plan for before, during, and after exercise that addresses the specific needs at each stage. • Create a week long menu for meals to support an athlete during a competitive season. • Create a training plan for participating in a community 5K or triathlon. • Identify physiological concepts as they relate to specific aerobic and anaerobic activities.

Assessment Options:
Fitness Gram / Activity Gram