

Kentucky Academic Standards for Physical Education High School

Standard 1: Demonstrate competency in a variety of motor skills and movement patterns.
Practices for Movement Competency: Physically literate individuals practice skills for achieving competency and confidence in a variety of physical activities. These performance indicators focus on identifying skills that will help students effectively engage in lifelong physical activities.
Performance Indicators
HS.S1.1. Demonstrate the mastery of skills and tactics needed to participate in two or more lifetime activities.
HS.S1.2. Demonstrate competency in movements and manipulative skills needed in game-like situations.
Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.
Application of Performance: Physically literate individuals understand the purpose of movement through performance. These performance indicators focus on quality of movement that enhances physical activity experiences critical to their development and long-term success as healthy and productive citizens.
Performance Indicators
HS.S2.1. Use movement concepts and principles to analyze and improve performance of self and/or others.
HS.S2.2. Describe the mechanical principles, including but not limited to force, rotation extension or leverage, that apply to movement skills in physical activities, and analyze their contribution in improving movement performance.
HS.S2.3. Analyze the relationship between and among effort, persistence, practice and improvement as they relate to skill development.
Standard 3: Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Demonstrate a Health-Enhancing Level of Physical Activity: Physically literate individuals understand the benefits and implications of lifelong physical activity to improve their quality of life. Understanding one’s overall physical health and fitness status provides the basis for personal responsibility. These performance indicators focus on empowering students to commit to being lifelong physically active individuals.
Performance Indicators

- HS.S3.1.** Explain how each component of fitness impacts lifetime physical wellness.
- HS.S3.2.** Analyze and discuss the benefits of a physically active lifestyle as it relates to college or career productivity.
- HS.S3.3.** Identify various strength and stretching exercises for personal fitness development.
- HS.S3.4.** Monitor rates of exertion while participating in physical activity.
- HS.S3.5.** Calculate target heart rate and use this information to create and/or maintain a personal fitness plan.
- HS.S3.6.** Explain how to adjust pacing to keep heart rate in the target zone.
- HS.S3.7.** Apply goal-setting and decision-making skills in developing, maintaining, implementing and evaluating a personal wellness plan.
- HS.S3.8.** Design a personal lifetime leisure/recreational plan that includes the components of health-related fitness.
- HS.S3.9.** Analyze the impact of life choices, economics, motivation and accessibility to physical activity in college or career settings.
- HS.S3.10.** Analyze and explain the relationships between caloric intake and caloric expenditure in relation to body composition, nutrition and physical activity.

Standard 4: Demonstrate responsible personal and social behavior that exhibits respect for self and others.

Demonstrate Personal and Social Behavior: Physically literate individuals respect themselves and others in physical activity settings. These performance indicators focus on the positive development of personal, responsible and social behaviors that are demonstrated through sportsmanship, etiquette, safety, teamwork, cooperation and conflict resolution skills.

Performance Indicators

- HS.S4.1.** Interact positively in social and group interactions through the use of communication skills, critical thinking, accountability and leadership in a physical activity setting.
- HS.S4.2.** Demonstrate respect for others' diversity while participating in sports and/or physical activities.
- HS.S4.3.** Apply conflict resolution/mediation skills when participating in sports and/or recreational activities.
- HS.S4.4.** Explain how ethical behavior and positive social interaction impact effective participation in sports and physical activities.
- HS.S4.5.** Apply rules of behavior and fair play in a variety of physical activities, sports and games as a competitor and/or spectator.
- HS.S4.6.** Analyze the value of rules, fair play, cooperation, sportsmanship, teamwork and conflict resolution in a variety of physical activities, sports and games.
- HS.S4.7.** Examine moral and ethical conduct in specific competitive situations, including but not limited to intentional fouls, performance-enhancing substances, gambling or current events in sport.

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

Demonstrate Value of Physical Activity: Physically literate individuals value physical activity and its contribution to a healthy lifestyle. These performance indicators focus on an active lifestyle as a vehicle for enjoyment, advocacy, challenge and social interaction of a healthy community.

Performance Indicators

- HS.S5.1.** Explain how physical, intellectual and emotional behaviors impact physical performance.
- HS.S5.2.** Analyze the physical, emotional/mental and social benefits of regular participation in physical activities.
- HS.S5.3.** Evaluate the personal benefits derived from regular participation in physical activities as they relate to quality of life.
- HS.S5.4.** Explain how physical activities provide opportunities for self-expression and social interactions.
- HS.S5.5.** Collaborate with others to advocate for a healthy community.