

GRADES 9-12 OVERVIEW

Students will experience significant physical, intellectual, and emotional growth and development during their high school years. A high-quality physical education program will help them to manage these changes and establish a healthy lifestyle as adults.

Beginning Kinesiology, a required one-credit course, reinforces physical education concepts and skills learned in Grades K-8 by providing students with further knowledge and skills to construct and implement a lifelong plan for physical activity. It is recommended that it be taken in Grade 9. After completing Beginning Kinesiology, students will be equipped to sustain healthy, active lifestyles and to engage in fitness-oriented, self-selected lifetime sports which are both enjoyable and meaningful. Students can also expand their capabilities for independent learning that produces sound decision-making, which will support future participation in health-enhancing fitness activities.

Beginning Kinesiology empowers students to become physically active adults, providing them a framework for a lifetime of healthy living. Students who successfully complete Beginning Kinesiology fulfill the one-year credit requirement for the Alabama High School Diploma.

Schools may offer elective courses to provide further development of knowledge and skills. Electives in the physical education curriculum may include Advanced Kinesiology, Adventure and Cooperative Activities, Strength and Conditioning, Lifetime Sports (Dual, Individual, and Team), and Sports Officiating. Beginning Kinesiology is the prerequisite for all electives.

By the completion of high school, the learner will be able to plan and implement different types of personal fitness programs; demonstrate competency in two or more lifetime activities; describe key concepts associated with successful participation in physical activity; model responsible behavior while engaged in physical activity; and engage in physical activities that meet the need for self-expression, challenge, social interaction, and enjoyment.

The Alabama State Department of Education does not allow students to repeat standards in any grade level and/or subject, including physical education. Students may not repeat any course standards in physical education, including electives; therefore students who have completed Beginning Kinesiology or any physical education elective may not be scheduled into the same class period where the previous earned course credit is being taught.

All high school physical education courses have two levels of learning. Level 1 indicates the minimum knowledge and skills that students must attain. Level 2 provides the student an opportunity to build on Level 1 competencies by augmenting knowledge and skills considered desirable for lifelong health and wellness.

Example of Level 1 vs. Level 2 with Suggested Method to Implement and Differentiate Between the Levels

Physical Activity and Fitness: <i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i>		
Standard 3	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
BK-3.1 Physical Activity and Fitness <i>Physical activity knowledge</i>	Explain the benefits of a physically active lifestyle as it relates to preparation for college and/or a career.	Analyze the relationships among physical activity, nutrition, and body composition.
Lesson Possibilities	A student will be able to explain the benefits of training for a 5K race and will know how to develop their own individual training goals and develop their own pacing guide for success. Student can also explain how this experience will benefit them for a lifetime.	Make the connection of how nutrition plays a key role in success in training for a 5K run, and also benefits overall health. Students will be encouraged to participate in a local 5K.

Beginning Kinesiology

Beginning Kinesiology is the physical education course required for graduation. It is a stand-alone course which encompasses the basic concepts of athletics and fitness, and introduces students to the basic physiological, psychological, sociological, and mechanical principles of human movement. Students will be empowered to make choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

It is highly recommended that students take Beginning Kinesiology in Grade 9. It is the prerequisite for all physical education elective courses.

Anchor Standard 1: Motor Skills and Movement Patterns: <i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i>		
Standard 1	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
BK-1.1 Motor Skills and Movement Patterns <i>Lifetime activities</i>	Exhibit competency in activity-specific movement skills in one or more lifetime activities. Examples: outdoor pursuits, individual-performance activities, net games, target games	Exhibit competency in activity-specific movement skills in two or more lifetime activities. Examples: outdoor activities, individual-performance activities, net games, target games
<i>APE accommodation suggestions:</i> Hand to hand; hand over hand; develop the rules to accommodate each student's needs; and adapt equipment to meet students' needs.		
BK-1.2 Motor Skills and Movement Patterns <i>Dance and rhythm</i>	Demonstrate competency in a form of dance. Examples: line dance, square dance, ballroom, cultural and social occasions, or lyrical dance	Exhibit competency in two forms of dance by choreographing an individual dance or creating a group dance.
<i>APE accommodation suggestions:</i> Slower music, poly spots and/or arrows on floor for direction, breaking the dance steps/movements down into small parts, review/practice, and peer assistance.		
BK-1.3 Motor Skills and Movement Patterns <i>Fitness activities</i>	Exhibit competency in one or more specialized skills in health-related fitness activities. Examples: stretching, walking, jogging	Exhibit competency in two or more specialized skills in health-related fitness activities. Examples: aerobics, movement education, strength and conditioning activities
<i>APE accommodation suggestions:</i> Shorten distance; remove time restraints; and/or remove cadence.		

Anchor standard 2: Movement and Performance: *The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.*

Standard 2	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
BK-2.1 Movement and Performance <i>Movement concepts, principles, and knowledge</i>	<p>Explain the terminology associated with exercise and participation in selected individual-performance activities.</p> <p>Examples: dance, net and wall games, target games, outdoor activities</p>	<p>Explain and discuss the historical and cultural roles of games, sports, and dance.</p>
BK-2.2 Movement and Performance <i>Movement concepts, principles, and knowledge</i>	<p>Apply movement concepts and principles while evaluating and improving performance of self and/or others in a selected skill.</p>	<p>Demonstrate the speed vs. accuracy adjustment in throwing and striking skills.</p>
BK-2.3 Movement and Performance <i>Movement concepts, principles, and knowledge</i>	<p>Design a practice plan to improve performance for an individualized selected skill.</p>	<p>Implement a practice plan involving steps toward the individualized selected motor skills.</p>
BK-2.4 Movement and Performance <i>Movement concepts, principles, and knowledge</i>	<p>Show examples of social and technical dance forms and rhythmic activities.</p>	<p>Examine similarities and differences in various dance forms and rhythmic activities.</p>

APE accommodation suggestions for movement concepts, principles, and knowledge: Peer assistance and modeling.

Anchor Standard 3: Physical Activity and Fitness: *The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.*

Standard 3	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
BK-3.1 Physical Activity and Fitness <i>Physical activity knowledge</i>	Explain the benefits of a physically active lifestyle as it relates to preparation for college and/or a career.	Analyze the relationships among physical activity, nutrition, and body composition.
BK-3.2 Physical Activity and Fitness <i>Physical activity knowledge</i>	Research the validity of advertisements for commercial products and programs pertaining to fitness and a healthy, active lifestyle. Examples: diet pills, energy/sports drinks	Assess technology and social media resources for promoting a healthy, active lifestyle.
BK-3.3 Physical Activity and Fitness <i>Physical activity knowledge</i>	Explain risks associated with exercising in heat, humidity, and cold.	Identify, target, and chart rates of perceived exertion and pacing (physical activity).
BK-3.4 Physical Activity and Fitness <i>Physical activity knowledge</i>	Investigate physical activities available in home and community to develop beneficial, healthy behaviors.	Participate in physical activities learned from home and community.
BK-3.5 Physical Activity and Fitness <i>Physical activity knowledge</i>	Assess risks and safety factors that might affect physical activity choices throughout the life cycle.	Analyze the impact of life choices, economics, motivation, and accessibility on exercise participation and physical activity in college or career settings.

Anchor Standard 3: Physical Activity and Fitness: *The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. (Continued)*

BK-3.6 Physical Activity and Fitness <i>Engagement in physical activity</i>	Participate several times a week in a self-selected lifetime activity, dance, or fitness-related activity outside school hours.	Develop a plan, train, and participate in a community event with a focus on physical activity. Examples: 5K, triathlon, tournament, dance performance, cycling event
BK-3.7 Physical Activity and Fitness <i>Participation in fitness activity</i>	Demonstrate correct stretching technique and appropriate skill on resistance-training machines or with free weights.	Design and put into effect a strength and conditioning program that develops balance in all muscle groups and supports a healthy, active lifestyle.
BK-3.8 Physical Activity and Fitness <i>Fitness knowledge</i>	Identify components of a personal fitness plan. Examples: strength exercises, stretching exercises, cardiovascular exercises, and nutritional balance	Demonstrate movements associated with static and non-static exercises.
BK-3.9 Fitness Knowledge <i>Physical activity and fitness</i>	Determine target heart rate and apply that information to a personal fitness plan.	Modify intensity to keep heart rate in the target zone using available technology. Examples: pedometer, heart rate monitor
BK-3.10 Physical Activity and Fitness <i>Assessment and program planning</i>	Research and design a comprehensive personal fitness program to enhance a healthy, active lifestyle to develop lifelong health habits based on the components of health.	Create and maintain a fitness portfolio which includes assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, and timeline for improvement.
BK-3.11 Physical Activity and Fitness <i>Nutrition</i>	Design and implement a nutrition plan to sustain a healthy, active lifestyle.	Create a healthy meal plan that integrates caloric intake and output.

Anchor Standard 3: Physical Activity and Fitness: *The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. (Continued)*

BK-3.12 Physical Activity and Fitness <i>Stress management</i>	Identify healthy stress-management strategies. Examples: relaxation, deep breathing, aerobic exercise	Apply healthy stress-management techniques. Examples: relaxation, deep breathing, aerobic exercise
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APE accommodation suggestions: *Physical activity knowledge, engagement in physical activity, participation in fitness activity, fitness knowledge, assessment and program planning, nutrition, stress management-* Refer to the IEP or special education teacher for academic and testing accommodations.

Anchor Standard 4: Personal and Social Behavior: *The physically literate individual exhibits responsible personal and social behavior that respects self and others.*

Standard 4	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
BK-4.1 Personal and Social Behavior <i>Personal responsibility</i>	Demonstrate effective self-management skills to participate properly in activities with groups including various personalities, skill levels, and diverse populations.	Recognize and discuss how idealized body images and elite performance levels portrayed in various media differ from the norm.
BK-4.2 Personal and Social Behavior <i>Rules and etiquette</i>	Model respect for others by respecting opposing opinions, exhibiting the willingness to compromise, and demonstrating teamwork while engaging in physical activity.	Discuss moral and ethical conduct in specific competitive situations. Examples: intentional fouls, performance-enhancing substances
BK-4.3 Personal and Social Behavior <i>Working with others</i>	Use communication skills and strategies that promote positive team or group dynamics.	Accept others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.
BK-4.4 Personal and Social Behavior <i>Working with others</i>	Solve problems and think critically during physical activity, both individually and in groups.	Assume a leadership role in a physical activity setting. Examples: task or group leader, referee, coach
BK-4.5 Personal and Social Behavior <i>Safety</i>	Identify safe practices for participating in physical activity, exercise, and movement practices, individually or in a group. Examples: injury prevention, hydration, use of equipment, implementation of rules, sun protection	Demonstrate safe practices while participating in physical activity, exercise, and movement practices.
APE accommodation suggestions: Verbally prompting and redirecting, and peer assistance to model proper personal and social behaviors.		

Anchor Standard 5: Values Physical Activity: *The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.*

Standard 5	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
BK-5.1 Values Physical Activity <i>Health</i>	Discuss the health benefits of a self-selected physical activity.	Predict which self-selected physical activities will provide personal health benefits into adulthood.
BK-5.2 Values Physical Activity <i>Challenge</i>	Choose a level of challenge to experience success while participating in a self-selected physical activity.	Evaluate the level of success within the challenge in a self-selected physical activity.
BK-5.3 Values Physical Activity <i>Self-expression and enjoyment</i>	Participate in self-selected physical activities that meet the need for self-expression and enjoyment.	Describe and explain the significance of movement as a means of self-expression.
BK-5.4 Values Physical Activity <i>Social interaction</i>	Identify the opportunities for social interaction and social support in a self-selected physical activity.	Evaluate the opportunities for social interaction and social support in a self-selected physical activity. Example: community service project involving physical labor

APE accommodation suggestions: Peer assistance and modeling.