

**Exeter High School Physical Education Curriculum Standards
Aligned with National Association for Sport and Physical
Education (NASPE) Standards**

Grade 9 and 10

Physical Education Standard 1: Students will demonstrate competency in many movement forms and proficiency in a few movement forms.

In order to meet this standard, students will:

- Demonstrate knowledge and application of fundamental movement skills;
- Move, using an understanding of the movement framework concepts of body, space, effort, and relationship
- Demonstrate competency in a variety of developmentally appropriate movement skills
- Develop previously acquired motor patterns into evolved specialized skills used in increasingly more complex movement forms

As students in grades 9/10 extend their knowledge, what they know and are able to do includes:

- Demonstrating competency in team-related activities or sports, through the execution of defensive and offensive strategies
- Demonstrating competency in individual activities
- Demonstrating competency in dual sports or games displaying and understanding of how it is played

Physical Education Standard 2: Students will apply movement concepts and principles to the learning and development of motor skills.

In order to meet this standard, students will:

- Apply movement skills to new activities and sports
- Apply scientific principles to learning and improving skills, i.e., application of concepts from such disciplines as motor learning, sport psychology, sociology, and biomechanics to enhance motor skill acquisition and performance
- Develop sufficient knowledge and ability to independently use their knowledge to acquire new skills while continuing to refine existing ones

Physical Education Standard 3: Exhibits a physically active lifestyle

In order to meet the standard, students will:

- Establish patterns of regular participation in meaningful physical activity
- Connect what is done in physical education class to their lives outside of physical education
- Develop an awareness of individual opportunities in physical fitness
- Develop a comprehensive perspective on the meaning of the idea of a healthy lifestyle

As students in grades 9/10 extend their knowledge, what they know and are able to do includes:

- Sustaining and maintaining a moderate aerobic activity to achieve cardiovascular benefits
- Demonstrating fitness development principles of overload, progression, specificity and individuality in developing cardiovascular endurance, muscular endurance, muscular strength and flexibility
- Demonstrating how to set goals for improvement in the areas of health-related fitness; and implementing and refining a fitness plan based on personal goals

Physical Education Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

In order to meet this standard, students will:

- Develop health related fitness; cardiovascular endurance, muscular endurance, muscular strength, flexibility
- Develop performance related or motor skill fitness components: agility, balance, coordination, power, reaction time, and speed
- Design and use personal fitness programs and appropriate technology to achieve and maintain physical fitness
- Accept responsibility for personal fitness leading to an active, healthy lifestyle

As students in grades 9/10 extend their knowledge, what they know and are able to do includes:

- Understanding how to maintain appropriate levels of cardiovascular and respiratory efficiency, muscular strength and endurance, flexibility and body composition necessary for a healthy lifestyle
- Identifying performance-related factors that contribute to participation in physical activity
- Investigating the time, cost, available technology and participation requirements involved in a choice of physical activities

- Evaluation risks and safety factors that may affect physical activity throughout life
- Analyzing biomechanical principles involved in sports to improve performance and reduce injury

Physical Education Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.

In order to meet this standard, students will:

- Demonstrate knowledge and application of rules, strategies and behaviors in a variety of physical activity and sport
- Cooperate with others in safely undertaking physical activity
- Demonstrate principles of sportsmanship
- Demonstrate positive social interaction in physical activity and sport

Physical Education Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings.

In order to meet this standard, students will:

- Demonstrate an understanding of difference in culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, race, and socio-economic status as they relate to physical activity and sport.
- Foster both positive relationships and experiences with students who possess similarities and differences.

Physical Education Standard 7: Understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

In order to meet this standard, students will:

- Demonstrate knowledge that physical education activities such as dance and sports come from a variety of cultural, historical, ethnic and natural origins
- Develop an awareness of the intrinsic values and benefits of participation in physical activity that provide personal meaning

9th and 10th Grade Units

Unit:	Standards that apply:
Soccer	1,2,3,5,6,7
Touch Football	1,2,3,4,5,6,7
Stick Ball	1,2,3,5,6,7
Fitness	1,2,3,4,5,6,7
Track and Field	1,2,3,4,5,6,7
Active Games	1,2,3,4,5,6,7
Basketball	1,2,3,4,5,6,7
Softball	1,2,5,6,7
Volleyball	1,2,5,6,7
Floor Hockey	1,2,4,5,6,7
Square Dancing	1,2,5,6,7
Weight Training	1,2,4,5,6,7
Outdoor Education	1,2,5,6,7
Lifetime Sports	1,2,5,6,7
Outdoor Winter Activities	1,2,5,6,7