

## QUICK REFERENCE: 12<sup>TH</sup> GRADE PHY ED

### **A: Leading an Active Lifestyle**

#### **Content Standard**

Students in Wisconsin will exhibit a physically active lifestyle.

#### **Rationale:**

The intent of this standard is to establish patterns of regular participation in meaningful physical activity. This standard connects what is done in physical education classes with the lives of students outside of physical education. Activities, games, and sports provide for healthful relief from stress and an enjoyable use of leisure time. Positive experiences in these activities provide motivation to develop and maintain a healthy, physically active lifestyle.

#### **PERFORMANCE STANDARDS**

##### **By the end of grade 12 students will:**

- A.12.1 Participate regularly in health-enhancing fitness activities such as games, sports, dance, outdoor pursuits, and other physical activities that contribute to the maintenance of wellness, independent of class requirements
- A.12.2 Understand the ways in which personal characteristics, performance styles, and activity preferences will change over the life span
- A.12.3 Maintain and improve physical fitness, motor skills and knowledge about physical activity through charting or journalizing improvement over time
- A.12.4 Accurately evaluate physical activity information, products, and services to become an informed and responsible physical activity consumer
- A.12.5 Design and implement a personal fitness program

## **B: Physical Skill Development**

### **Content Standard**

Students in Wisconsin will demonstrate competency in many forms of movement and proficiency in some.

### **Rationale:**

The intent of this standard is the development of competence in movement. Movement is the foundation of many everyday work tasks and the play skills of children. It is also a prerequisite to successful participation in leisure activities, recreational programs, and sports. Basic movement skills are related to academic performance, cognitive development, and social development especially during childhood. Proper technique in fundamental movement skills positively influences students' personal attitudes toward physical activity. Learning what the body can do enhances students' ability to use movement as a form of expression and communication.

### **PERFORMANCE STANDARDS**

#### **By the end of grade 12 students will:**

- B.12.1 Demonstrate competence (basic skills, strategies, and rules) in an increasing number of more complex versions of different types of movement forms such as aquatics, team sports, individual and dual sports, outdoor activities, self-defense, dance, and gymnastics
- B.12.2 Demonstrate competence and work toward advanced proficiency in selected activities such as participating in a tennis match using all the basic skills, rules and strategies with some consistency; passing the Red Cross intermediate swimming requirement; getting nine out of ten arrows in the target from 40 feet; using advanced offensive and defensive shots in a racquetball game against an opponent of similar skill

## **C: Learning Skills**

### **Content Standard**

Students in Wisconsin will apply concepts and principles of movement to the learning and development of physical skills.

### **Rationale:**

The intent of this standard is for the student to understand and apply concepts of physical movement, training, and sports psychology that affect physical performance. Knowledge and application of these concepts enhance the likelihood of independent learning and, therefore, more regular and effective participation in physical activity.

### **PERFORMANCE STANDARDS**

#### **By the end of grade 12 students will:**

- C.12.1 Know and understand pertinent, scientifically-based information regarding movement performance such as the overload principle
- C.12.2 Independently apply advanced, movement-specific information
- C.12.3 Integrate discipline-specific knowledge to enable the independent learning of movement skills such as designing a long-term plan for self-improvement in a movement activity and explaining the relationship of physical, emotional and cognitive factors that influence the rate of movement
- C.12.4 Identify and apply characteristics and critical elements of highly skilled performance to develop movement competence or proficiency such as using internal and external information to modify movement during performance

## **D: Understanding Physical Activity and Well Being**

### **Content Standard**

Students in Wisconsin will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

### **Rationale:**

The intent of this standard is to develop the awareness that physical activity provides positive internal benefits. Physical activity offers opportunities for positive self-expression, social interaction, group membership, and meeting challenges. All of these activities encourage students to continue lifelong personal enjoyment of physical activities.

### **PERFORMANCE STANDARDS**

#### **By the end of grade 12 students will:**

- D.12.1 Derive pleasure from participating in physical activities in competitive and recreational settings
- D.12.2 Pursue new activities both alone and with others
- D.12.3 Recognize the strengths and weaknesses of teammates and provide opportunities for everyone to enjoy success within skill limitations
- D.12.4 Enter competition or activity voluntarily

## **E: Health-enhancing Fitness**

### **Content Standard**

Students in Wisconsin will achieve and maintain a health-enhancing level of physical fitness.

### **Rationale:**

The intent of this standard is student achievement of a health-enhancing level of fitness. This level of fitness facilitates normal growth and development as well as delays the aging process. It allows individuals to adapt to stress and meet the demands of daily living by increasing energy levels. Achievement of a health-enhancing level of fitness is a proactive alternative to rising health-care costs; it reduces the risk of injury, cardiovascular disease, and health risks related to a sedentary lifestyle.

### **PERFORMANCE STANDARDS**

#### **By the end of grade 12 students will:**

- E.12.1 Monitor exercise and other behaviors related to health-related fitness
- E.12.2 Maintain appropriate levels of cardiovascular and respiratory efficiency, muscular strength and endurance, flexibility and body composition necessary for a healthful lifestyle
- E.12.3 Assess personal health-related fitness status
- E.12.4 Continue meeting health-related fitness standards
- E.12.5 Use the results of fitness assessments to guide changes in personal program of physical activity

## **F: Respectful Behavior**

### **Content Standard**

Students in Wisconsin will demonstrate responsible personal and social behavior in physical-activity settings.

### **Rationale:**

The intent of this standard is for students to demonstrate responsible social behaviors that promote personal and group success in physical activity. Social responsibilities include attention to safe practices, rules, and procedures; etiquette; cooperation; teamwork; ethics; and respectful, positive social interaction.

### **PERFORMANCE STANDARDS**

#### **By the end of grade 12 students will:**

- F.12.1 Apply rules, procedures, and etiquette in all physical-activity settings
- F.12.2 Act independently of peer pressure
- F.12.3 Defuse potential conflicts by communicating with other participants
- F.12.4 Keep in perspective the importance of winning and losing relative to other established goals of participation
- F.12.5 Take appropriate leadership or supportive roles in activities
- F.12.6 Create a safe environment for their own skill practice and group activities
- F.12.7 Set personal goals for activity and work toward their achievement

## **G: Understanding Diversity**

**Content Standard**

Students in Wisconsin will demonstrate understanding and respect for differences among people in physical-activity settings.

**Rationale:**

The intent of this standard is the development of the student's respect and appreciation for individual similarities and differences through positive interaction between participants in physical activity. Similarities and differences may include physical ability, culture, ethnicity, physical characteristics (such as strength, size, and shape), gender, race, and socio-economic status.

**PERFORMANCE STANDARDS****By the end of grade 12 students will:**

- G.12.1 Recognize the value of sports and physical activity in understanding multiculturalism
- G.12.2 Invite students of both genders and various ethnic backgrounds and those with exceptional needs to join in personally enjoyable physical activities
- G.12.3 Display a willingness to experiment with the sport and activity of other cultures
- G.12.4 Develop strategies for including persons of diverse backgrounds and abilities in physical activities
- G.12.5 Recognize how participation in physical activity influences appreciation for people of both genders, varying cultures and ethnic groups, and those with various levels of physical ability or disability