



Glencoe

PENNSYLVANIA
Academic Standards for Physical Education
Grades 9 and 12
***Foundations of Personal Fitness* © 2005**

OBJECTIVES	PAGE REFERENCES
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>	
10.4. Physical Activity	
Grade 9	
A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.	SE: 26-29, 31, 227-232, 362-369 <i>Active Mind Active Body</i> 30 <i>Fitness Facts</i> 230 <i>Case Study</i> 323
B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. <ul style="list-style-type: none"> • stress management • disease prevention • weight management 	SE: 15-17, 22-24, 157, 164-167 <i>Thinking Critically</i> 17 <i>Figure</i> 22 <i>Case Study</i> 145, 191 <i>Consumer Corner</i> 166
C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities. <ul style="list-style-type: none"> • exercise (e.g., climate, altitude, location, temperature) • healthy fitness zone • individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility) • drug/substance use/abuse 	SE: 40-46, 66-67, 72-74, 108, 234 <i>Fitness Facts</i> 6 <i>Active Mind Active Body</i> 92 <i>Fitness Check</i> 197, 267, 336
D. Analyze factors that affect physical activity preferences of adolescents. <ul style="list-style-type: none"> • skill competence • social benefits • previous experience • activity confidence 	SE: 74-76, 92-93, 362-369 <i>Mind Over Matter</i> 369 <i>Personal Fitness Planning</i> 369
E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. <ul style="list-style-type: none"> • personal choice • developmental differences • amount of physical activity • authentic practice 	SE: 28, 83-89, 362-369 <i>Thinking Critically</i> 89 <i>Fitness Check</i> 365

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F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities. <ul style="list-style-type: none"> • group dynamics • social pressure 	SE: 7, 364, 366, 368 <i>Lifeline 7</i> <i>Stress Break 76</i>
Grade 12	
A. Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.	SE: 31, 92-94, 357, 361, 369 <i>Fitness Check 8-9</i> <i>Active Mind Active Body 30</i> <i>Mind Over Matter 369</i>
B. Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities. <ul style="list-style-type: none"> • social • physiological • psychological 	SE: 6-7, 22-24, 28 <i>Stress Break 76</i> <i>Figure 77</i> <i>Mind Over Matter 369</i>
C. Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity. <ul style="list-style-type: none"> • aging • injury • disease 	SE: 91, 100, 208, 259, 357-359
D. Evaluate factors that affect physical activity and exercise preferences of adults. <ul style="list-style-type: none"> • personal challenge • physical benefits • finances • motivation • access to activity • self-improvement 	SE: 89, 92-93, 362-369 <i>Case Study 217</i> <i>Mind Over Matter 369</i> <i>Personal Fitness Planning 369</i>
E. Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.	SE: 28-31, 83-89, 357, 362-369 <i>Figure 77</i> <i>Fitness Check 365</i> <i>Mind Over Matter 369</i>
F. Assess and use strategies for enhancing adult group interaction in physical activities. <ul style="list-style-type: none"> • shared responsibility • open communication • goal setting 	SE: 364, 366, 368-369, 725 <i>Lifeline 7</i> <i>Stress Break 76</i>

OBJECTIVES	PAGE REFERENCES
10.5. Concepts, Principles and Strategies of Movement	
Grade 9	
<p>A. Describe and apply the components of skill-related fitness to movement performance.</p> <ul style="list-style-type: none"> • agility • balance • coordination • power • reaction time • speed 	<p>SE: 11, 74-76, 81 <i>Figure 77</i> <i>Fitness Check 78-80</i> <i>Thinking Critically 81</i></p>
<p>B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement.</p> <ul style="list-style-type: none"> • response selection • stages of learning a motor skill (i.e., verbal cognitive, motor, automatic) • types of skill (i.e., discrete, serial, continuous) 	<p>SE: Pages 74-81 can be used as a discussion prompt to help facilitate this goal.</p>
<p>C. Identify and apply practice strategies for skill improvement.</p>	<p>SE: 81, 90-91, 95-98</p>
<p>D. Identify and describe the principles of training using appropriate vocabulary.</p> <ul style="list-style-type: none"> • specificity • overload • progression • aerobic/anaerobic • circuit/interval • repetition/set 	<p>SE: 95-99, 196-198, 212-214, 233, 248, 340 <i>Vocabulary 100, 198, 215</i> <i>Case Study 323</i></p>
<p>E. Analyze and apply scientific and biomechanical principles to complex movements.</p> <ul style="list-style-type: none"> • centripetal/centrifugal force • linear motion • rotary motion • friction/resistance • equilibrium • number of moving segments 	<p>SE: 54-55, 328-329 <i>Fitness Check 56</i></p>
<p>F. Describe and apply game strategies to complex games and physical activities.</p> <ul style="list-style-type: none"> • offensive strategies • defensive strategies • time management 	<p>SE: Page 366 can be used as a discussion prompt to help facilitate this goal.</p>
Grade 12	
<p>A. Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.</p>	<p>SE: 74-76, 81, 227-232 <i>Case Study 69</i> <i>Figure 77</i> <i>Fitness Check 78-80</i></p>

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B. Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills. <ul style="list-style-type: none"> • open and closed skills • short-term and long-term memory • aspects of good performance 	SE: 74-76, 81, 90-91, 95-98 <i>Case Study 111</i>
C. Evaluate the impact of practice strategies on skill development and improvement.	SE: 81, 84, 88-89, 90-91, 95-98 <i>Recall 100</i> <i>Case Study 323</i>
D. Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.	SE: 31, 92-94, 102-109, 227-232, 273-295, 346-353 <i>Case Study 69, 111</i> <i>Active Mind Active Body 349</i>
E. Evaluate movement forms for appropriate application of scientific and biomechanical principles. <ul style="list-style-type: none"> • efficiency of movement • mechanical advantage • kinetic energy • potential energy • inertia • safety 	SE: 54-55, 275 <i>Fitness Check 56</i>
F. Analyze the application of game strategies for different categories of physical activities. <ul style="list-style-type: none"> • individual • team • lifetime • outdoor 	SE: Page 366 and Lifeline on page 7 can be used as a discussion prompt to help facilitate this goal. <i>Stress Break 76</i>