



Fairbanks North Star Borough School District

PHYSICAL EDUCATION CURRICULUM

Grades 9 - 12



DRAFT FOUR: APRIL 6, 2016

TABLE OF CONTENTS

INTRODUCTION	3
Graduation Requirements	3
Waivers	3
PHYSICAL EDUCATION STANDARDS	4
Standard 1	4
Standard 2	6
Standard 3	9
Standard 4	15
Standard 5	18
PHYSICAL EDUCATION COURSES	20
Fundamentals of Physical Education	21
Integrated Fundamentals of Physical Education & Health	23
Dance	27
Fencing	28
Fitness	29
Individual	31
Outdoor Education	33
Team	35
Weight Training	37
Yoga	39
SUGGESTED ACTIVITIES	41
SUGGESTED UNIT OUTLINES	42

High School Introduction

The high school physical education curriculum is designed to provide a variety of movement experiences that will give students the knowledge, skills, and attitudes to make positive choices in their selection of enjoyable, life-long recreational and fitness pursuits. The activity areas have been chosen for their unique contributions to the well-rounded development of young people. This curriculum is also designed to give students encouragement and confidence to improve and maintain an active lifestyle for a healthy mind and body, and to pursue the challenges of new physical endeavors throughout their lives.

The *Fundamentals of Physical Education* course provides a comprehensive overview of physical education. **It is strongly recommended that students begin their high school fitness experience with this course, as it is a prerequisite for many of the other physical education courses.** *Fundamentals of Physical Education* includes a variety of physical fitness activities from the *Fitness* category AND multiple activities from two or more of the following categories: *Individual*, *Team*, and *Outdoor Pursuits* (see Suggested Activities on page 42).

The remaining course choices provide students the opportunity to continue their physical education experience through a variety of activities; some are activity-specific and some are category-specific. The goal is to provide all students the opportunity to choose physical education courses, which meet both their needs and interests. This high school physical fitness curriculum supports life-long fitness and health.

Graduation Requirements

One and one half (1.5) physical education credits (three semesters) are required for graduation.

Waivers

One-quarter (.25) credit of the physical education requirement may be waived for each full season of participation in approved interscholastic or intramural athletic competition. The total credit waived shall not exceed one full credit (*School Board Policy 984*).

Note: Two (2) Waivers = One (1) Semester of P.E.

PHYSICAL EDUCATION STANDARDS

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

The intent of this standard is the development of the physical skills needed to enjoy participation in physical activities. Maturing movement fundamentals establishes a foundation to facilitate the development of continued motor skill acquisition at all levels.

High school physical education standards focus on planning and implementing lifetime physical activity goals. Outcomes are organized differently in that they are divided into two levels rather than individual grade levels. Level One outcomes reflect baseline knowledge and skills augmenting previous knowledge and skills. Also providing students opportunities for promoting the development and refinement of life skills such as self-management, problem solving, and communication critical for sustainability of self-directed physical activity into adulthood. All high school performance indicators are at the applying level.

Note: It must be noted that the use of physical activity as punishment for any reason (e.g., poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make-up work for absences.

STANDARD 1	HIGH SCHOOL OUTCOMES
S1.H1.L1: Lifetime Activities GLEs: PE.A.1-5	Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (e.g., outdoor pursuits, individual-performance activities, aquatics, net/wall games, target games).
Suggested Activities/Skills/Courses: Ultimate Frisbee, golf, volleyball, basketball, badminton, pickle ball, archery, softball, and others. <i>Fundamentals of PE, Individual, Team, and Outdoor Pursuits/Education.</i>	
S1.H1.L2: Lifetime Activities GLEs: PE.A.1-5	Refines activity-specific movement skills in one or more lifetime activities. (e.g., outdoor pursuits, individual-performance activities, aquatics, net/wall games, target games).
Suggested Activities/Skills/Courses: <ul style="list-style-type: none"> • Disc Golf: throwing disc, judging distance, strength of throw • Golf: stance, club swing, correct head/feet placement • Volleyball: serving, setting, spiking, correct hand placement, stance 	

Demonstrates competency in a variety of motor skills and movement patterns.

STANDARD 1	HIGH SCHOOL OUTCOMES
<ul style="list-style-type: none"> • Basketball: controlled dribbling, hand placement for shooting • Badminton/Pickle Ball: correct serving stance, various shots of birdie/ball, game etiquette • Archery: stance, hand/finger placement, safety procedures 	
S1.H2.L1: Dance and Rhythms GLEs: PE.A.4	<ul style="list-style-type: none"> • Demonstrates competency in dance forms and rhythmic movements to include dynamic warm-ups, agility drills, as wells as cultural and social occasions (e.g., weddings, parties). • Demonstrating competency in one form of dance (e.g., ballet, modern, hip-hop, tap).
Suggested Activities/Skills/Courses: Dancing, yoga, step aerobics, Zumba, and others. <i>Fundamentals of PE, Fitness, Dance, Yoga,</i> and other courses.	
S1.H2.L2: Dance and Rhythms GLEs: PE.A.4	Demonstrates competency in dance forms and rhythmic movements by choreographing a dance, designing a workout routine, or by giving a performance.
Suggested Activities/Skills/Courses: Dancing, yoga, step-aerobics, Zumba, and others. <i>Fundamentals of PE, Fitness, Dance, Yoga,</i> and other courses.	
S1.H3.L1: Fitness Activities GLEs: PE.A.1-3	Demonstrates competency in one or more specialized skills to include demonstration, application, and evaluation in health and skill-related fitness activities.
Suggested Activities/Skills/Courses: Application of <i>FITT</i> principle (frequency, intensity, Time, Type of Training), lifting with free weights, use of weight machines, lifting of various weighted items (e.g., medicine ball, kettle bell), use of stretch/resistance bands, calculating heart rate, and others. <i>Fundamentals of PE, Fitness, Individual, Team,</i> and other courses.	
S1.H3.L2: Fitness Activities GLEs: PE.1-3	Applies competency in two or more specialized skills including demonstration, application and evaluation in health related fitness activities.
Suggested Activities/Skills/Courses: Creates/performs personal fitness plan, implements plan with various equipment, sets personal health-related fitness goals, and uses SMART goals (Specific, Measureable, Attainable, Relevant, Time-Bound) to develop fitness plan. <i>Fundamentals of PE, Fitness, Individual, Team,</i> and other courses.	

Demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

The intent of this standard is the facilitation of the learner’s ability to use cognitive information to understand and enhance motor skill acquisition and performance. Students use performance feedback to increase their cognitive understanding of a skill as well as to improve performance. As students learn more complex motor skills, they then transfer the knowledge learned for a higher performance and skill level.

High school physical education standards focus on planning and implementing lifetime physical activity goals. Outcomes are organized differently in that they are divided into two levels rather than individual grade levels. Level One outcomes reflect baseline knowledge and skills students must acquire to be college- or career-ready at graduation. Level Two outcomes allow students to build upon Level One outcomes by augmenting previous knowledge and skills. Also providing students opportunities for promoting the development and refinement of life skills such as self-management, problem-solving, and communication critical for sustainability of self-directed physical activity into adulthood. All high school performance indicators are at the applying level.

Note: It must be noted that the use of physical activity as punishment for any reason (e.g., poor behavior, performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.

STANDARD 2	HIGH SCHOOL OUTCOMES
<p>S2.H1.L1: Movement Concepts, Principles, and Knowledge</p> <p>GLEs: PE.B.4</p>	<p>Identifies examples of social and technical dance forms and rhythmic movements.</p>
<p>Suggested Activities/Skills/Courses: Dance, yoga, aerobics, Zumba, and others. <i>Fundamentals of PE, Dance, Fitness, Yoga,</i> and other courses.</p>	
<p>S2.H1.L2: Movement Concepts, Principles, and Knowledge</p> <p>GLEs: PE.B.4</p>	<p>Identifies and discusses the historical and cultural roles of games, sports, and dance in a society.</p>
<p>Suggested Activities/Skills/Courses: Native Youth Olympics (NYO), cultural dance, origination/history of sport games, and others.</p>	

Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance. (Movement Concepts)

Standard 2	High School Outcomes
S2.H2.L1 Movement Concepts, Principles, and Knowledge GLEs: PE.B.1-2, 6	Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.
Suggested Activities/Skills/Courses: Rotation in racquet/net activities, body movement/placement in invasion activities, and others. <i>Fundamentals of PE, Team, and other courses.</i>	
S2.H2.L2: Movement Concepts, Principles, and Knowledge GLEs: PE.B.4	Describes the speed/accuracy trade-off in throwing and striking skills.
Suggested Activities/Skills/Courses: Determine speed, distance, and strength when throwing and kicking football, soccer ball or others; judgment of force needed when striking with hand/racquet such as volleyball, badminton birdies, and others. <i>Fundamentals of PE, Team, and other courses.</i>	
S2.H3.L1: Movement Concepts, Principles, and Knowledge GLEs: PE.D.2, 6	Create a practice plan to improve performance for a self-selected skill.
Suggested Activities/Skills/Courses: Use of strategy in game-play, placement of specific game item (e.g., ball, birdie) to cause challenge for opponent, utilization of open space to improve success, and others. <i>Fundamentals of PE, Weight Training, Fitness, and other courses.</i>	
S2.H3.L2: Movement Concepts, Principles, and Knowledge GLEs: PE.B.4	Identifies the stages of learning a motor skill.
Suggested Activities/Skills/Courses: Knowledge of the three stages of motor learning (Cognitive, Associative, Autonomous). <i>Fitness, Yoga, and other courses.</i>	
S2.H4.L1: Movement Concepts, Principles, and Knowledge GLEs: PE.B.4	Identifies examples of social and technical dance forms.

Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance. (Movement Concepts)

Standard 2	High School Outcomes
Suggested Activities/Skills/Courses: Dance, yoga, Zumba, step-aerobics, and others. <i>Fundamentals of PE, Fitness,</i> and other courses.	
S2.H4.L2: Movement Concepts, Principles, and Knowledge GLEs: PE.B.4	Compares similarities and differences in various dance forms.
Suggested Activities/Skills/Courses: Dance, yoga, Zumba, step-aerobics, cultural dance, and others. <i>Fundamentals of PE, Fitness,</i> and other courses.	

Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance. (Movement Concepts)

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

The intent of this standard is development of students’ knowledge, skills, and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Health-related fitness components include aerobic fitness, muscular strength and endurance, flexibility, and body composition. Expectations for students’ fitness levels should be established on a personal basis rather than setting a single standard for all students at a given grade level. Moreover, students become more skilled in their ability to self-assess, plan, perform, interpret results, and monitor physical activities appropriate for developing a health-enhancing level of physical fitness.

High school physical education standards focus on planning and implementing lifetime physical activity goals. Outcomes are organized differently in that they are divided into two levels rather than individual grade levels. Level One outcomes reflect baseline knowledge and skills students must acquire to be college- or career-ready at graduation. Level Two outcomes allow students to build upon Level One outcomes by augmenting previous knowledge and skills. Also providing students opportunities for promoting the development and refinement of life skills such as self-management, problem solving, and communication critical for sustainability of self-directed physical activity into adulthood. All high school performance indicators are at the applying level.

Note: It must be noted that the use of physical activity as punishment for any reason (e.g., poor behavior, performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.

Standard 3	High School Outcomes
<i>Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. (Physical Activity Knowledge)</i>	
S3.H1.L1: Physical Activity Knowledge GLEs: PE.D.3	Discusses the benefits of a physically active lifestyle as it relates to college or career productivity.
Suggested Activities/Skills/Courses: Components of fitness, goal setting, menu planning, and others. <i>Fundamentals of PE, Fitness, Weight Lifting, Yoga,</i> and other courses.	
S3.H1.L2: Physical Activity Knowledge GLEs: PE.F.4	Investigates the relationships among physical activity, nutrition, and body composition.

*Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
(Physical Activity Knowledge)*

Standard 3	High School Outcomes
<p>Suggested Activities/Skills/Courses: Components of fitness and the application of specific types of activities for specific purpose, goal setting with the sue of SMART goals (Specific, Measurable, Attainable, Relevant, Time-Bound) to improve personal health, planning personal menu to indicate how proper nutrition can improve fitness/health levels, and other activities that allows for personal health investigation. <i>Fundamentals of PE, Fitness, Weight Lifting, Yoga,</i> and other courses.</p>	
<p>S3.H2.L1: Physical Activity Knowledge GLEs: PE.B.4</p>	<p>Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.</p>
<p>Suggested Activities/Skills/Courses: Food label reading, media input, and others. <i>Fundamentals of PE, Fitness, Weight Lifting,</i> and other courses.</p>	
<p>S3.H2.L2: Physical Activity Knowledge GLEs: PE.C.1</p>	<p>Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle.</p>
<p>Suggested Activities/Skills/Courses: Influence of media whether through social influence or commercial influence, analyzing of fitness equipment needed for specific performances, and other activities that allow for product validity. <i>Fundamentals of PE, Fitness, Weight Lifting,</i> and other courses.</p>	
<p>S3.H3.L1 Physical Activity Knowledge GLEs: PE.B.7</p>	<p>Identifies issues associated with exercising in heat, humidity, and cold.</p>
<p>Suggested Activities/Skills/Courses: Safety and first aid, define hyper/hypothermia, define heat exhaustion, define/identify frostbite/nip, and others. <i>Fundamentals of PE, Fitness, Outdoor Education,</i> and other courses.</p>	
<p>S3.H3.L2: Physical Activity Knowledge GLEs: PE.D.2</p>	<p>Applies rates of perceived exertion and pacing.</p>
<p>Suggested Activities/Skills/Courses: Applies personal knowledge of safety and first aid, hyper/hypothermia, heat exhaustion, frostbit/nip, and others to promote success in specific activity. <i>Fundamentals of PE, Fitness, Outdoor Education,</i> and other courses.</p>	

*Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
(Physical Activity Knowledge)*

Standard 3	High School Outcomes
S3.H4.L1: Physical Activity Knowledge GLEs: PE.B.7	Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle.
Suggested Activities/Skills/Courses: Identifies processes of the cardiovascular system, identifies/defines maximum heart rate, target heart rate, heart rate zones, and others. <i>Fundamentals of PE, Fitness, Weight Lifting, Outdoor Education, Yoga,</i> and other courses.	
S3.H5.L1: Engages in Physical Activity GLEs: PE.B.7	Participates several times a week in a self-selected lifetime activity, dance, or fitness activity within the school day.
Suggested Activities/Skills/Courses: Various physical activities of all types.	
S3.H5.L2: Physical Activity Knowledge GLEs: PE.B.4	Analyzes the impact of risks and safety factors in life choices, economics, motivation, and accessibility on exercise adherence and successful participation in physical activity in college or career settings.
Suggested Activities/Skills/Courses: Analyzes the processes of the cardiovascular system, applies maximum heart rate, target heart rate, heart rate zones to personal health plan, and others. <i>Fundamentals of PE, Fitness, Weight Lifting, Outdoor Education, Yoga,</i> and other courses.	
S3.H6.L2: Engages in Physical Activity GLEs: PE.C.4, D.4	Creates a personal fitness plan, implements personal fitness plan, and shows personal benefits from fitness plan.
Suggested Activities/Skills/Courses: Goal setting, FITT principle activities (Frequency, Intensity, Time, Type of Training) that demonstrates knowledge of skill to improve personal fitness.	
S3.H7.L1: Fitness Knowledge GLEs: PE.B.4	Demonstrates appropriate technique in resistance training.
Suggested Activities/Skills/Courses: Fitness planning and participation with bands, weights, pull-up bars, and other tools to demonstrate technique/competence. <i>Fundamentals of PE, Fitness, Weight Lifting, Yoga,</i> and other courses.	

*Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
(Physical Activity Knowledge)*

Standard 3	High School Outcomes
S3.H7.L2: Fitness Knowledge GLEs: PE.C.4; D.4	Designs and implements a strength and conditioning program that develops balance in opposing muscles groups (agonist, antagonist) and supports a healthy, active lifestyle.
Suggested Activities/Skills/Courses: Goal Setting, FITT Principle (Frequency, Intensity, Time, Type of Training), journal writing, and others. <i>Fundamentals of PE, Fitness, Weight Training, Yoga,</i> and other courses.	
S3.H8.L1: Fitness Knowledge GLEs: PE.C.4; D.4	Relates physiological responses to individual levels of fitness and nutritional balance.
Suggested Activities/Skills/Courses: Define mental health, describe/define the impact of physical activity has on improving mental health, list overall benefits of physical activity for physiological well being, and others. <i>Fundamentals of PE, Fitness, Weight Training, Yoga,</i> and other courses.	
S3.H8.L2: Fitness Knowledge GLEs: PE.B.4	Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic/ glycolysis, aerobic).
Suggested Activities/Skills/Courses: Analyze how physiological health can impact mental health, using graphic illustrations, personal fitness logs, and others.	
S3.H9.L1: Fitness Knowledge GLEs: PE.B.4	Understands types of strength exercises (e.g., isometric, isotonic, isokinetic, concentric, eccentric) and stretching exercises (e.g., static, dynamic, PNF) for personal fitness development (e.g., strength, endurance, range of motion).
Suggested Activities/Skills/Courses: Developing a fitness plan, goal setting, FITT principle (Frequency, Intensity, Time, Type of Training), physiology terminology, and others. <i>Fundamentals of PE, Fitness, Weight Training,</i> and other courses.	
S3.H9.L2: Fitness Knowledge GLEs: PE.B.4	Identifies the structure of skeletal muscle and fiber types as they relate to muscle development.
Suggested Activities/Skills/Courses: Developing a fitness plan, goal setting, FITT principle (Frequency, Intensity, Time, Type of Training), physiology terminology, defining/identifying specific muscle groups and functions, defining/identifying skeletal bones, implementing strategies for bone strength, and others.	

*Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
(Physical Activity Knowledge)*

Standard 3	High School Outcomes
S3.H10.L1: Fitness Knowledge GLEs: PE.D.2, 4	Calculates target heart rate and applies that information to a personal fitness plan.
Suggested Activities/Skills/Courses: Defines various heart rates (e.g., maximum, target, ambient, resting), calculates personal maximum heart rate, calculates heart rate fitness zones, goal setting, FITT Principle (Frequency, Intensity, Time, Type of Training), Five Components of Fitness, and others. <i>Fundamentals of PE, Fitness, Weight Training, Yoga</i> , and other courses.	
S3.H10.L2: Fitness Knowledge GLEs: PE.D.4	Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity.
Suggested Activities/Skills/Courses: Analyzes various heart rates (e.g., maximum, target, ambient, resting) for personal fitness plan, calculates personal maximum heart rate, calculates heart rate fitness zones, goal setting, FITT principle (Frequency, Intensity, Time, Type of Training), Five Components of Fitness, and others. <i>Fundamentals of PE, Fitness, Weight Training, Yoga</i> , and other courses.	
S3.H11.L1: Assessment and Program Planning GLEs: PE.C.4; D.4	Designs a fitness program including all components of health-related fitness that relates to college/career productivity.
Suggested Activities/Skills/Courses: Defines career/college specific activities, defines changes in abilities of aging body, set specific goals/targets for defined activities, and others. <i>Fundamentals of PE, Fitness, Weight Training, Yoga, Outdoor Education</i> , and other courses.	
S3.H11.L2: Assessment and Program Planning GLEs: PE.C.2, 4, D.4	Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).
Suggested Activities/Skills/Courses: Journal writing, fitness portfolio of fitness tests results, collage of fitness accomplishments, and others. <i>Fundamentals of PE, Fitness, Weight Training, Yoga, Outdoor Education</i> , and other courses.	
S3.H12.L1: Assessment and Program Planning GLEs: PE.D.4	Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work.

*Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
(Physical Activity Knowledge)*

Standard 3	High School Outcomes
<p>Suggested Activities/Skills/Courses: Defines Five Components of Fitness, describes purpose for components of fitness, implements Five Components of Fitness into personal fitness plan/goal setting and others. <i>Fundamentals of PE, Fitness, Weight Training, Yoga, Outdoor Education</i>, and other courses.</p>	
<p>S3.H12.L2: Assessment and Program Planning</p> <p>GLEs: PE.C.4; D.4</p>	<p>Analyzes the components of skill-related fitness in relation to life and career goals and designs an appropriate fitness program for those goals.</p>
<p>Suggested Activities/Skills/Courses: Identifies Five Components of Fitness within specific activities, analyze personal purpose for components of fitness, identify components of fitness growth in personal fitness plan/goal setting, and others. <i>Fundamentals of PE, Fitness, Weight Training, Yoga, Outdoor Education</i>, and other courses.</p>	
<p>S3.H13.L1: Nutrition</p> <p>GLEs: PE.D.4</p>	<p>Creates a meal plan that demonstrates understanding of the impact of nutrition on the effect of each phase of exercise (e.g., pre-activity, during, post-activity).</p>
<p>Suggested Activities/Skills/Courses: Read food labels, describes various nutritional components (e.g., food groups, essential nutrients, HDL's/LDL's, simple/complex carbohydrates), create meal plans, and others. <i>Fundamentals of PE, Fitness, Weight Training, Yoga, Outdoor Education</i>, and other courses.</p>	
<p>S3.H14.L1: Stress Management</p> <p>GLEs: PE.C.4; D.4</p>	<p>Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.</p>
<p>Suggested Activities/Skills/Courses: Describes the impact of physical activity on mental health, identifies stressors/triggers and the impact of physical well-being, identify stress reducers, and others. <i>Fundamentals of PE, Fitness, Yoga, Outdoor Education</i>, and other courses.</p>	
<p>S3.H14.L2: Stress Management</p> <p>GLEs: PE.C.4; D.4</p>	<p>Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.</p>
<p>Suggested Activities/Skills/Courses: Identifies personal stressors/triggers to implement reduction or management of personal stress.</p>	

*Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
(Physical Activity Knowledge)*

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

The intent of this standard is to reflect development towards self-initiated behaviors that promote personal and group success in all physical activities that can be transferred to college, career, and life. These behaviors include, but are not limited to, safe practices, adherence to rules and procedures, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction and inclusion. It also includes respect toward teachers, other students, and the environment. Key to the standard is developing respect and appreciation for individual similarities and differences among participants in physical activity. Similarities and differences include, but are not limited to, characteristics of culture, ethnicity, skill-level, disabilities, physical characteristics (e.g., strength, size, shape), gender, age, race, and socioeconomic status.

High school physical education standards focus on planning and implementing lifetime physical activity goals. Outcomes are organized differently in that they are divided into two levels rather than individual grade level. Level One outcomes reflect baseline knowledge and skills students must acquire to be college- or career-ready at graduation. Level Two outcomes allow students to build upon Level One outcomes by augmenting previous knowledge and skills. Also providing students opportunities for promoting the development and refinement of life skills such as self-management, problem-solving, and communication critical for sustainability of self-directed physical activity into adulthood. All high school performance indicators are at the applying level.

Note: It must be noted that the use of physical activity as punishment for any reason (e.g., poor behavior, performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.

Standard 4	High School
S4.H1.L1: Personal Responsibility GLEs: PE.E.3	Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed.
Suggested Activities/Skills/Courses: Team sports/activities, net/racquet activities, target activities, fitness workout activities and others. <i>Fundamentals of PE, Fitness, Weight Lifting, Yoga, Outdoor Education,</i> and other courses.	
S4.H1.L2: Personal Responsibility GLEs: PE.B.5	Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.

Exhibits Responsible Personal and Social Behavior that Respects Self and Others. (Personal Responsibility)

Standard 4	High School
<p>Suggested Activities/Skills/Courses: Defines personal body image, defines media body image inadequacies, compare/contrast body types, compare/contrast healthy vs. unhealthy body image and others. <i>Fundamentals of PE, Fitness, Weight Training, Yoga, Dance, Outdoor Education</i>, and other courses.</p>	
<p>S4.H2.L1: Rules and Fair Play GLEs: PE.E.3-4</p>	<p>Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance.</p>
<p>Suggested Activities/Skills/Courses: Communication skills (i.e., passive, aggressive, assertive), conflict resolution skills, game rules, and others. <i>Fundamentals of PE, Team Sports</i>, and other courses.</p>	
<p>S4.H2.L2: Rules and Fair Play GLEs: PE.E.2</p>	<p>Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in a sport).</p>
<p>Suggested Activities/Skills/Courses: Decision-making skills, personal values, communication skills, and others. <i>Fundamentals of PE, Fitness, Weight Training, Outdoor Education, Team Sports</i>, and other courses.</p>	
<p>S4.H3.L1: Working with Others GLEs: PE.E.4</p>	<p>Uses communication skills and strategies that promote team or group dynamics.</p>
<p>Suggested Activities/Skills/Courses: Develop communication skills, conflict resolution skills, and others. <i>Fundamentals of PE, Fitness, Weight Training, Team Sports</i>, and other courses.</p>	
<p>S4.H3.L2: Working with Others GLEs: PE.E.1</p>	<p>Assumes leadership role (e.g., task/group leader, referee, coach) in a physical activity setting.</p>
<p>Suggested Activities/Skills/Courses: Team collaboration, peer mediation, role-playing, team leading, and others.</p>	
<p>S4.H4.L1: Working with Others GLEs: PE.E.1-2</p>	<p>Solves problems and thinks critically in physical activity or dance settings, both as an individual and in groups.</p>
<p>Suggested Activities/Skills/Courses: Ropes course challenge, team-bonding/building activities (i.e., human knot), dance etiquette/customs, and others. <i>Fundamentals of PE</i> and other courses.</p>	

Exhibits Responsible Personal and Social Behavior that Respects Self and Others. (Personal Responsibility)

Standard 4	High School
S4.H4.L2: Working with Others GLEs: PE.E.3	Accepts others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.
Suggested Activities/Skills/Courses: Positive collaboration with others in multicultural activities (i.e., Native Youth Olympics), multicultural dance, and others.	
S4.H5.L1: Safety GLEs: PE.B.7	Understands best practices for safe participation in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection, aquatic safety).
Suggested Activities/Skills/Courses: Safety, first aid, and others. <i>Fundamentals of PE, Fitness, Team Sports, Yoga,</i> and other courses.	
S4.H5.L2: Safety GLEs: PE.B.7	Applies best practices for safe participation in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection, aquatic safety).
Suggested Activities/Skills/Courses: Applies safety and first aid in needed situations, uses caution with personal injury, offers assistance as needed, and others. <i>Fundamentals of PE, Fitness, Team Sports, Yoga,</i> and other courses.	

Exhibits Responsible Personal and Social Behavior that Respects Self and Others. (Personal Responsibility)

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

This standard reflects the development of an awareness of intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity can be enjoyable, challenging, and fun and provides opportunities for self-expression and social interaction. These benefits can develop self-confidence, promote a positive self-image, and continue a healthy, active lifestyle. As a result of these benefits of participation, students will begin to actively pursue life-long physical activities that meet their own needs.

High School physical education standards focus on planning and implementing lifetime physical activity goals. Outcomes are organized differently in that they are divided into two levels rather than individual grade level. Level One outcomes reflect baseline knowledge and skills students must acquire to be college- or career-ready at graduation. Level Two outcomes allow students to build upon Level One outcomes by augmenting previous knowledge and skills. Also providing students opportunities for promoting the development and refinement of life skills such as self-management, problem-solving, and communication critical for sustainability of self-directed physical activity into adulthood. All high school performance indicators are at the applying level.

Note: It must be noted that the use of physical activity as punishment for any reason (e.g., poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.

Standard 5	High School Outcomes
<p>S5.H1.L1: Health GLEs: PE.F.4</p>	<p>Analyzes the health benefits of a self-selected physical activity.</p>
<p>Suggested Activities/Skills/Courses: Creates personal goal and/or fitness plan, defines benefits of personal fitness for physiological well-being, pre/post test personal well-being with/without fitness plan, and others. <i>Fundamentals of PE, Fitness, Weight Lifting, Yoga, and other courses.</i></p>	
<p>S5.H1.L2: Health GLEs: PE.F.4</p>	<p>If the outcome was not achieved in Level One, it should be a focus in Level Two.</p>
<p>Suggested Activities/Skills/Courses: Creates personal goal and/or fitness plan, defines benefits of personal fitness for physiological well-being, pre/post test personal well-being with/without fitness plan, and others. <i>Fundamentals of PE, Fitness, Weight Lifting, Yoga, and other courses.</i></p>	

Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Standard 5	High School Outcomes
S5.H2.L1: Challenge GLEs: PE.F.2	Challenge is a focus in Level Two only. Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
Suggested Activities/Skills/Courses: Implementing of fitness plan; accomplishing goal; testing results of fitness levels; and other activities. <i>Fundamentals of PE, Fitness, Weight Lifting, Yoga,</i> and other courses.	
S5.H2.L2: Challenge GLEs: PE.F.2	Choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
Suggested Activities/Skills/Courses: Implementing of fitness plan, accomplishing goal, testing results of fitness levels, and others. <i>Fundamentals of PE, Fitness, Weight Lifting, Yoga,</i> and other courses.	
S5.H3.L1: Self-Expression/Enjoyment GLEs: PE.F.1-2	Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.
Suggested Activities/Skills/Courses: Creates personal routine (i.e., dance, gymnastic, bars), performance of personal routine, defining correlation of movement with self-expression, and others. <i>Fundamentals of PE, Fitness, Yoga,</i> and other courses.	
S5.H3.L2: Self-Expression/Enjoyment GLEs: PE.F.4	Identifies the uniqueness of creative dance and rhythmic movement as a means of self-expression.
Suggested Activities/Skills/Courses: Applies/implements personal routine (i.e., dance, gymnastic, bars), performance of personal routine, defining correlation of movement with self-expression and others. <i>Fundamentals of PE, Fitness, Yoga,</i> and other courses.	
S5.H2.L1: Social Interaction GLEs: PE.B.5; F.3	Shows respect and acceptance of others with varying ability levels to support a cooperative learning environment.
Suggested Activities/Skills/Courses: Healthy vs. unhealthy personal responses to others, constructive criticism skills/strategies, verbal communication, and others. <i>Fundamentals of PE, Fitness, Yoga,</i> and other courses.	
S5.H2.L2: Social Interaction GLEs: PE.B.5; F.3	Participates in inclusive programs that combine students of all ability levels.
Suggested Activities/Skills/Courses: Analyzes and role-plays healthy vs. unhealthy personal responses to others, constructive criticism skills/strategies, verbal communication, and others. <i>Fundamentals of PE, Fitness, Yoga,</i> and other courses.	

Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Physical Education Courses Grades 9-12

FUNDAMENTALS OF PHYSICAL EDUCATION

Grade: 9-12	Overview: <i>Fundamentals of Physical Education</i> is designed to be an introduction to high school physical education. It is strongly recommended that students take this course their 9 th grade year because it provides a comprehensive overview of physical education and is a prerequisite for many other physical education courses. Competency is developed in a wide range of activities and students are prepared to make informed decisions about future recreation and fitness pursuits. This course includes the instruction of a variety of physical fitness activities from the <i>Fitness</i> category AND multiple activities from two or more of the following categories: <i>Individual, Team, and Outdoor Pursuits</i> (see Suggested Activities on page 41).
Length: One Semester	
Credit: .5	
Prerequisite: None	
STRANDS	MASTERY CORE OBJECTIVES
	Students will work toward the following:
Motor Skills NASPE: Standard 1 GLEs: PE.B.4	<ul style="list-style-type: none"> • Demonstrate competency in a variety of skills required for physical fitness activities. • Use specialized knowledge to develop proficient movement.
Application of Knowledge NASPE: Standard 2 GLEs: PE.B.4; PE.D.4	<ul style="list-style-type: none"> • Demonstrate a knowledge of rules, procedures, and terminology. • Apply the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits. • Use movement concepts and principles to analyze and improve performance of self and/or other in selected skill. (S2H2) • Create a practice plan to improve performance for a self-selected skill. • Identify examples of social and technical dance forms. • Identify personal behaviors that support, promote, or undermine a healthy lifestyle. • Analyze health and fitness benefits from various physical activities. • Demonstrate a knowledge of major muscles and their relationship to specific movements. • Utilize principles of training for the purpose of modifying personal fitness. • Demonstrate knowledge about appropriate equipment selection according to present and desired skill level. • Learn the historical background and changes which have developed an activity to its current form.

STRANDS	MASTERY CORE OBJECTIVES
	Students will work toward the following:
Health Enhancing Lifestyle NASPE: Standard 3 GLEs: PE.B.4; PE.B.7; PE.C.1-2; PE.C.4; PE.D.2, 4; PE.F.4	<ul style="list-style-type: none"> • Understand and respect the natural environment while participating in physical activity. • Create and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings. • Design a fitness program, including all components of health-related fitness, for a college student and an employee in the learner’s chosen field of work. • Identify local programs, organizations, and locations through which fitness activities can be further pursued (competitive and non-competitive). • Identify career opportunities that require physical fitness. • Create a meal plan that demonstrates the understanding of the impact of nutrition on each phase of exercise. • Identify stress-management strategies to reduce stress.
Social/Respect NASPE: Standard 4 GLEs: PE.E.2-4	<ul style="list-style-type: none"> • Apply safe practices, rules, procedures, and etiquette in all physical activities. • Employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately. • Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance. • Apply best practices for participating safely in physical activity, exercise, and dance. • Develop a healthy perspective of winning and losing in relation to other goals of participation. • Participate in a variety of activities representing different cultural backgrounds, including those indigenous to Alaska. • Include others with differences (e.g., ethnicity, gender, disabilities) in physical activity. • Solve problems, think cooperatively, and work cooperatively to accomplish individual and group goals in physical activity and/or social settings. • Demonstrate ability to communicate in a positive, respectful manner.
Values Physical Activity NASPE: Standard 5 GLEs: PE.F.2-4	<ul style="list-style-type: none"> • Recognize and analyze the benefits of exercise on the body and mind. • Select and participate in physical activities that meet the need for self-expression and enjoyment. • Identify the opportunity for social support in a self-selected physical activity. • Actively pursue life-long physical activities that meet their own needs.

INTEGRATED FUNDAMENTALS OF PHYSICAL EDUCATION & HEALTH

Grade: 9-12	<p>Overview: <i>Integrated Fundamentals of Physical Education & Health</i> will integrate the mastery of core learning objectives for <i>Health</i> and <i>Fundamentals of Physical Education</i> courses. This course will follow planned, sequenced activities for an entire year that address the physical, mental, emotional, and social scope of health promoting activities and sports that all students can enjoy and pursue throughout their lives. This course includes the instruction of a variety of physical fitness activities from the <i>Fitness</i> category AND multiple activities from two or more of the following categories: <i>Individual, Team, and Outdoor Pursuits</i> as well as topics covered within the <i>Health</i> curriculum (see Suggested Activities on page 41).</p> <p><i>Note: Integrated is defined as either: (1) Student instruction will be divided by time (two weeks on/off) to complete the P.E. portion and the Health portion OR (2) both content areas are implemented simultaneously throughout the class period within the same space.</i></p>
Length: Two Semesters	
Credit: 1	
<p>Prerequisite: None <i>(If students fail to complete both semesters of this integrated course, the semester credit earned will be elective credit only.)</i></p>	
PHYSICAL EDUCATION STRANDS	MASTERY CORE OBJECTIVES
	Students will work toward the following:
<p>Motor Skills</p> <p>NASPE: Standard 1 GLEs: PE.B.4; D.4</p>	<ul style="list-style-type: none"> • Demonstrate competency in a variety of skills required for physical fitness activities. • Use specialized knowledge to develop proficient movement.
<p>Application of Knowledge</p> <p>NASPE: Standard 2 GLEs: PE.B.4; PE.D.4</p>	<ul style="list-style-type: none"> • Demonstrate a knowledge of rules, procedures, and terminology. • Apply the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits. • Use movement concepts and principles to analyze and improve performance of self and/or other in selected skill. • Create a practice plan to improve performance for a self-selected skill. • Identify examples of social and technical dance forms. • Identify personal behaviors that support, promote, or undermine a healthy lifestyle. • Analyze health and fitness benefits from various physical activities. • Demonstrate a knowledge of major muscles and their relationship to specific movements. • Utilize principles of training for the purpose of modifying personal fitness. • Demonstrate knowledge about appropriate equipment selection according to present and desired skill level. • Learn the historical background and changes which have developed an activity to its current form.

PHYSICAL EDUCATION STRANDS	MASTERY CORE OBJECTIVES
	Students will work toward the following:
<p>Health Enhancing Lifestyle</p> <p>NASPE: Standard 3 GLEs: PE.B.4; PE.B.7; PE.C.1-2; PE.C.4; PE.D.2, 4; PE.F.4</p>	<ul style="list-style-type: none"> • Understand and respect the natural environment while participating in physical activity. • Create and implement a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings. • Design a fitness program, including all components of health-related fitness, for a college student and an employee in the learner’s chosen field of work. • Identify local programs, organizations, and locations through which fitness activities can be further pursued (competitive and non-competitive). • Identify career opportunities that require physical fitness. • Create a meal plan that demonstrates the understanding of the impact of nutrition on each phase of exercise. • Identify stress-management strategies to reduce stress.
<p>Social/Respect</p> <p>NASPE: Standard 4 GLEs: PE.B.1; PE.E.2-4</p>	<ul style="list-style-type: none"> • Apply safe practices, rules, procedures, and etiquette in all physical activities. • Employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately. • Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance. • Apply best practices for participating safely in physical activity, exercise, and dance. • Develop a healthy perspective of winning and losing in relation to other goals of participation. • Participate in a variety of activities representing different cultural backgrounds, including those indigenous to Alaska. • Include others with differences (e.g., ethnicity, gender, disabilities) in physical activity. • Solve problems, think cooperatively, and work cooperatively to accomplish individual and group goals in physical activity and/or social settings. • Demonstrate ability to communicate in a positive, respectful manner.
<p>Values Physical Activity</p> <p>NASPE: Standard 5 GLEs: PE.F.1-4</p>	<ul style="list-style-type: none"> • Recognize and analyze the benefits of exercise on the body and mind. • Select and participate in physical activities that meet the need for self-expression and enjoyment. • Identify the opportunity for social support in a self-selected physical activity. • Actively pursue life-long physical activities that meet their own needs. • Recognize that physical activity provides enjoyment and challenge as well as opportunities for self-expression and social interaction. • Select physical activities based on personal interest and fulfillment. [HL.A.1-2, 6, 8]

HEALTH STRANDS	MASTERY CORE OBJECTIVES
	Students will work toward the following:
<p>Overall Health & Wellness</p> <p>NHES: 4-6 GLEs: HL.B.1; CS.D.3, 5</p>	<ul style="list-style-type: none"> • Understand the different dimensions of wellness and how they relate to overall health. • Understand the importance of good decision-making and goal setting to overall health and wellness. • Identify personal values and evaluate whether choices and actions are in alignment with those values. • Understand risk factors and their impact on the health and wellness of teens. • Recognize the roll all forms of media (i.e., social media) play in our lives. • Discuss strategies to remain safe in a variety of social situations, including on the internet. • Identify the relationship between personal needs, social pressures, and behavior. • Discuss immunizations and the roll they play in health. • Discuss risk factors involved in the leading causes of teen deaths.
<p>Nutrition</p> <p>NHES: 2-3, 7 GLEs: HL.A.1-8; HL.C.5-6</p>	<ul style="list-style-type: none"> • Explain the concept of energy balance. • Know and understand the roll of the six basic nutrients. • Understand how to read a nutritional label. • Explain the factors contributing to healthy and unhealthy food choices and meals. • Understand serving sizes and the portion control. • Compare fad diets and balanced diets. • Recognize and understand the appropriate and inappropriate use of sports and energy drinks. • Understand the roll exercise plays in being healthy and in weight management.
<p>Communication & Relationships</p> <p>NHES: 2, 4, 7-8 GLEs: HL.A.1-6; HL.B.1; HL.C.1-6; G/C.E.7; CS.D.3; CS.D.5</p>	<ul style="list-style-type: none"> • Identify the stress response and the different stages of stress. • Understand eustress and distress. • Recognize personal stressors and describe some healthy coping strategies. • Describe and evaluate problem-solving mechanisms; discuss their limitations in solving problems. • Develop an awareness of the various types of mental disorders (e.g., mood, anxiety, eating). • Identify several types of mental disorders and differentiate between temporary mental distress and chronic mental illness (e.g., feeling depressed vs. suffering from depression). [HL.A.3; HL.B.5; HL.C.5] • Explain how to access school and community resources that promote mental health. • Differentiate myths and facts surrounding suicide and potential causes of suicide. • Identify warning signs exhibited by people at risk for suicide. • List possible steps toward suicide prevention.

HEALTH STRANDS	MASTERY CORE OBJECTIVES
	Students will work toward the following:
<p>Substance Abuse</p> <p>NHES: 2-4, 7-8 GLEs: HL.A.1-4, 6; HL.B.1-6; HL.C.5; HL.D.1-2</p>	<ul style="list-style-type: none"> • Identify strategies that help to maintain a substance-free lifestyle. [HL.A.6; HL.B.1-6; HL.C.5; HL.D.1-2] • Analyze how drug use, misuse, and abuse is encouraged by our society. [HL.A.4; HL.B.1-5] • Identify categories of drugs and their general effects. • Identify how use and abuse effects the brain. • Discuss why use and abuse of drugs is much more dangerous for teens. • Explain how different types of drugs, including ones legal for adults, affect the individual both psychologically and physiologically. • Identify resources for teens to help with personal or family addictions.
<p>Reproduction & Sex Education</p> <p>NHES: 1-5, 7 GLEs: HL.A.2, 7-8; HL.B.1, 3-4, 6; HL.C.2, 4-6</p>	<ul style="list-style-type: none"> • Explain the human sexual response cycle, including the roll of hormones. • Identify and discuss that abstinence is the only 100% safe form of birth control. • Describe the emotional and physical consequences of early sexual activity and multiple partners. • Compare and contrast the effectiveness of a variety of contraceptives and understand how they can help prevent pregnancy. [HL.A.7; HL.C.2, 4-6] • Discuss myths and facts surrounding teen pregnancy, STIs, and birth control. • Be aware of the cycle of fetal development. • Recognize the early signs of pregnancy and importance of pre-natal care. • Know the risk factors for and warning signs of STIs. • Evaluate the effectiveness of various contraceptive methods' (e.g., abstinence) in preventing STIs. • Identify the health services for obtaining testing of STIs and other diseases. • Identify gender and sexuality differences and the importance of treating others respectfully. • Discuss information pertaining to male and female reproductive health.

DANCE

Grade: 9-12	Overview: <i>Dance</i> is a form of exercise that helps students develop balance, coordination, flexibility, muscle strength, and endurance as well as cardiovascular endurance. Some styles of dance involve connections with a partner as well as communication. Benefits of dance include enhanced physical, mental, and social health.
Length: One Semester	
Credit: .5	
Prerequisite: <i>Fundamentals of Physical Education</i>	
STRANDS	MASTERY CORE OBJECTIVES
	Students will work toward the following:
Motor Skills NASPE: Standard 1 GLEs: PE.A.4	<ul style="list-style-type: none"> Perform a variety of sequences with proper technique and body positioning.
Application of Knowledge NASPE: Standard 2 GLEs: PE.B.2-3, 5-7	<ul style="list-style-type: none"> Demonstrate proper posture and body positioning for a variety of dance styles or sequences. Regulate breathing for specific purposes and link breath with movement. Identify the physical, mental, and social benefits of different styles of dance. Demonstrate competency in leading and following as applicable in partner dancing.
Health Enhancing Lifestyle NASPE: Standard 3 GLEs: PE.D.2, 4	<ul style="list-style-type: none"> Establish personal fitness goals and implement a personal fitness program. [HL.A.1-2, 6, 8]
Social/Respect NASPE: Standard 4 GLEs: PE.E.1-4	<ul style="list-style-type: none"> Apply appropriate communication skills with partners or others in the group. [HL.B.2] Learn how to lead and follow at appropriate times. [HL.B.2] Interact with others in a respectful and positive manner; include and cooperate with others in physical activities. [HL.B.2; HL.C.2-5] Make positive choices that respect and support oneself and others. [HL.D.1]
Values Physical Activity NASPE: Standard 5 GLEs: PE.F.1-4	<ul style="list-style-type: none"> Identify personal behaviors that support, promote, or undermine a healthy lifestyle. Demonstrate ability to practice dance skills independently and for specific purposes. Practice teaching dance sequences to others. Reflect on the benefits of dance in improving physical fitness, emotional well-being, and social relationships.

FENCING

Grade: 9-12	Overview: <i>Fencing</i> is designed to provide students with an introduction to and participation in the martial sport of fencing. Fencing is a sport that can be enjoyed for a lifetime. Students will learn foil techniques that include stance, lunges, steps, and parries. Students will learn and practice all safety techniques regarding foil fencing and use of gear. They will also learn respect for fellow fencers and practice proper behavior appropriate to fencing. This activity will incorporate muscular endurance, strength, and flexibility. Emphasis will be on individual improvement and sportsmanship.
Length: One Semester	
Credit: .5	
Prerequisite: <i>Fundamentals of Physical Education</i>	
STRANDS	MASTERY CORE OBJECTIVES
	Students will work toward the following:
Motor Skills NASPE: Standard 1 GLEs: PE.A.2	<ul style="list-style-type: none"> Utilize strategies required for basic fencing.
Application of Knowledge NASPE: Standard 2 GLEs: PE.B.2-3, 6	<ul style="list-style-type: none"> Compare and contrast offensive and defensive strategies. Demonstrate the knowledge, terminology, and ability to officiate. [HL.B.1-2; HL.C.1-2]
Health Enhancing Lifestyle NASPE: Standard 3 GLEs: PE.D.3-4	<ul style="list-style-type: none"> Demonstrate knowledge of new/current strategies. Develop personal goals for development of mental preparedness.
Social/Respect NASPE: Standard 4 GLEs: PE.E.1-4	<ul style="list-style-type: none"> Demonstrate the skill knowledge and desire to monitor and adjust activity and cooperatively interact with others. Develop trust in self and others. [HL.A.1; HL.B.1; HL.D.2, 5]
Values Physical Activity NASPE: Standard 5 GLEs: PE.F.1-4	<ul style="list-style-type: none"> Identify personal behaviors that support, promote, or undermine a healthy lifestyle. Demonstrate ability to practice skills independently and for specific purposes. Practice teaching sequences/stances to others. Reflect on the benefits of fencing in improving physical fitness, emotional well-being, and social relationships.

FITNESS

Grade: 9-12	Overview: <i>Fitness</i> will emphasize physical fitness for a healthy lifestyle through a variety of activities involving cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition. Health and skill-related components of fitness, training principles, safety factors, target heart rate, effects of proper nutrition, benefits of regular exercise, basic muscular anatomy, and kinesiology will be covered. This course includes the instruction of a minimum of four (4) <i>Fitness</i> activities (see Suggested Activities on page 41).
Length: One Semester	
Credit: .5	
Prerequisite: <i>Fundamentals of Physical Education</i>	
STRANDS	MASTERY CORE OBJECTIVES
	Students will work toward the following:
Motor Skills NASPE: Standard 1 GLEs: PE.A.3	<ul style="list-style-type: none"> Utilize strategies required for fitness/individual activities. Develop skills needed to improve or increase flexibility, muscular strength, muscular endurance, and cardiorespiratory endurance.
Application of Knowledge NASPE: Standard 2 GLEs: PE.D.1	<ul style="list-style-type: none"> Utilize principles of training for the purpose of modifying personal fitness. Create a practice plan to improve performance. Demonstrate effective self-management skills to enhance flexibility without injury.
Health Enhancing Lifestyle NASPE: Standard 3 GLEs:	<ul style="list-style-type: none"> Use the results of fitness assessments, acquired fitness knowledge, and personal interests to design and implement a personal fitness program. Design a fitness program, including all components of health-related fitness for a college student and an employee in the learner's chosen field of work.
Social/Respect NASPE: Standard 4 GLEs: PE.E.1-2, 4	<ul style="list-style-type: none"> Demonstrate proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance. Demonstrate cooperative problem-solving and critical thinking with others. Demonstrate knowledge of individual difference and accepts various abilities of others.
Values Physical Activity NASPE: Standard 5 GLEs: PE.F.2	<ul style="list-style-type: none"> Demonstrate the health benefits of a self-selected physical activity. Identify the opportunity for social support in self-selected physical activity.

ELECTIVE COURSE OPTIONS
These elective courses follow the *Fitness* MCO's

FITNESS/INDIVIDUAL	<p>Overview: <i>Fitness/Individual</i> is designed to provide students the experience of integrating physical fitness activities toward a lifetime of involvement in physical pursuits. From the categories of <i>Fitness</i> and <i>Individual</i>, students will participate in activities which involve cardiorespiratory and muscular endurance, strength, flexibility, and body composition. Emphasis will be on individual skill development, goal setting, and self-evaluation. <i>Fitness/Individual</i> includes the instruction of a minimum of two (2) <i>Fitness</i> and two (2) <i>Individual</i> activities (see Suggested Activities on page 41).</p>
Grade: 9-12	
Length: One Semester	
Credit: .5	
Prerequisite: <i>Fundamentals of Physical Education</i>	
FITNESS/OUTDOOR PURSUITS	<p>Overview: <i>Fitness/Outdoor Pursuits</i> is designed to provide students the experience of integrating physical fitness activities toward a lifetime of involvement in physical pursuits. From the categories of <i>Fitness</i> and <i>Outdoor Pursuits</i>, student will participate in activities which involve cardiorespiratory and muscular endurance, strength, flexibility, and body composition. Emphasis will be on outdoor activities which support a healthy lifestyle. <i>Fitness/Outdoor Pursuits</i> includes the instruction of a minimum of two (2) <i>Fitness</i> and two (2) <i>Outdoor Pursuits</i> activities (see Suggested Activities on page 41).</p>
Grade: 9-12	
Length: One Semester	
Credit: .5	
Prerequisite: <i>Fundamentals of Physical Education</i>	
FITNESS/TEAM	<p>Overview: <i>Fitness/Team</i> is designed to provide students the experience of integrating physical fitness activities toward a lifetime of involvement in physical pursuits. From the categories of <i>Fitness</i> and <i>Team</i>, students will participate in activities which involve cardiorespiratory and muscular endurance, strength flexibility, and body composition. Emphasis will be on team activities, sportsmanship, and teamwork. <i>Fitness/Team</i> includes the instruction of a minimum of two (2) <i>Fitness</i> and two (2) <i>Team</i> activities (see Suggested Activities on page 41).</p>
Grade: 9-12	
Length: One Semester	
Credit: .5	
Prerequisite: <i>Fundamentals of Physical Education</i>	

INDIVIDUAL

Grade: 9-12	Overview: <i>Individual</i> is designed to develop student competence in individual activities. Emphasis will be placed on skill development, safety, rules, strategies, appropriate use and care of equipment, recreational enjoyment, condition, and application of fitness concepts. (see Suggested Activities on page 41).
Length: One Semester	
Credit: .5	
Prerequisite: None	
STRANDS	MASTERY CORE OBJECTIVES
	Students will work toward the following:
Motor Skills NASPE: Standard 1 GLEs:	<ul style="list-style-type: none"> Utilize strategies required for fitness/individual activities.
Application of Knowledge NASPE: Standard 2 GLEs: PE.A.2; PE.B.3, 5	<ul style="list-style-type: none"> Demonstrate a knowledge of rules, terminology, and ability to officiate. Compare and contrast offensive and defensive strategies in team activities.
Health Enhancing Lifestyle NASPE: Standard 3 GLEs: PE.D.2, 4	<ul style="list-style-type: none"> Demonstrate the skill, knowledge, and desire to monitor and adjust activity levels to meet personal fitness needs. Applies knowledge of activities to improve personal performance.
Social/Respect NASPE: Standard 4 GLEs: PE.E.1-4	<ul style="list-style-type: none"> Develop trust in self and others. Challenge self in reasonable risk-taking activities without causing harm to self or others.
Values Physical Activity NASPE: Standard 5 GLEs: PE.F.2	<ul style="list-style-type: none"> Demonstrate the skill, knowledge, and desire to monitor and adjust activity levels to meet personal fitness needs. [HL.A.1-2, 6, 8]

ELECTIVE COURSE OPTIONS	
These elective courses follow the <i>Individual</i> MCO's	
INDIVIDUAL/OUTDOOR PURSUITS	<p>Overview: <i>Individual/Outdoor Pursuits</i> is designed to develop competence in individual and outdoor activities. Emphasis will be on skill development, safety, appropriate use and care of equipment, recreational enjoyment, and physical conditioning. <i>Individual/Outdoor Pursuits</i> includes the instruction of a minimum of two (2) <i>Individual</i> and two (2) <i>Outdoor Pursuits</i> activities (see Suggested Activities on page 41).</p>
Grade: 9-12	
Length: One Semester	
Credit: .5	
Prerequisite: <i>Fundamentals of Physical Education</i>	
INDIVIDUAL/TEAM	<p>Overview: <i>Individual/Team</i> is designed to provide students the experience of integrating physical fitness activities toward a lifetime of involvement in physical pursuits. From the categories of <i>Individual</i> and <i>Team</i>, students will participate in activities which involve cardiorespiratory and muscular endurance, strength, flexibility, and body composition. Emphasis will be on both individual and team improvement and sportsmanship. <i>Individual/Team</i> includes the instruction of a minimum of two (2) <i>Individual</i> and two (2) <i>Team</i> activities (see Suggested Activities on page 41).</p>
Grade: 9-12	
Length: One Semester	
Credit: .5	
Prerequisite: <i>Fundamentals of Physical Education</i>	

OUTDOOR EDUCATION

Grade: 9-12	Overview: <i>Outdoor Education</i> provides students with the skills and knowledge essential for safety, competence, and confidence in outdoor/backcountry activities. Hiking, backpacking, fishing, skiing, berry picking, snow machining, and boating are some of the Alaskan outdoor activities in which students may participate. Through adequate preparation, good judgment, competent decision-making, and knowledge of emergency procedures, students can learn how to be survivors instead of statistics. Emphasis in this course will also be placed on skill, social development, safety, rules, strategies, appropriate use and care of equipment, recreational enjoyment, conditioning, and application of outdoor fitness concepts. This course also promotes awareness and appreciation of the cultural, environmental, and experiential values of the outdoors. <i>Outdoor Education</i> includes the instruction of a minimum of four (4) <i>Outdoor Pursuits</i> activities (see Suggested Activities on page 41).
Length: One Semester	
Credit: .5	
Prerequisite: <i>Fundamentals of Physical Education</i>	
STRANDS	MASTERY CORE OBJECTIVES
	Students will work toward the following:
Motor Skills NASPE: Standard 1 GLEs: PE.F.1-3	<ul style="list-style-type: none"> • Utilize strategies required for fitness/individual activities. • Demonstrate competency in one or more specialized skills in health-related fitness activities.
Application of Knowledge NASPE: Standard 2 GLEs: PE.F.1-3	<ul style="list-style-type: none"> • Understand the planning stages and steps necessary for a successful and safe outdoor experience. • Practice outdoor navigation strategies (e.g., map, compass, GPS). • Recognize and practice summer and winter emergency survival procedures. • Recognize and practice water safety strategies. • Recognize and apply strategies to dress for cold weather activities. • Identify the safety factors of outdoor pursuits (e.g., cold weather injuries, hypothermia). • Demonstrate a knowledge of rules, terminology, and ability to officiate outdoor sports. • Creates a practice plan to improve performance for a self-selected skill.
Health Enhancing Lifestyle NASPE: Standard 3 GLEs: PE.D.2, 4	<ul style="list-style-type: none"> • Identify issues associated with exercising in heat, humidity, and cold. • Evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle. • Relate physiological responses to individual levels of fitness and nutritional balance.
Social/Respect NASPE: Standard 4 GLEs: PE.E.1, 3	<ul style="list-style-type: none"> • Develop awareness and appreciation of local cultural value of the outdoors. • Apply the minimum impact camping philosophy when engaged in outdoor experiences. • Demonstrate responsible personal behavior in outdoor activities.

STRANDS	MASTERY CORE OBJECTIVES
	Students will work toward the following:
Values Physical Activity NASPE: Standard 5 GLEs: PE.F.1-4	<ul style="list-style-type: none"> • Demonstrate ability to analyze the health benefits of a self-selected physical activity. • Identify the opportunity for social support in a self-selected physical activity.

TEAM

Grade: 9-12	Overview: <i>Team</i> is designed to develop student competence in team activities. Emphasis will be placed on skill development, safety, rules, strategies, working as a team, appropriate use and care of equipment, recreational enjoyment, conditioning, and application of fitness concepts. <i>Team</i> includes the instruction of a minimum of four (4) <i>Team</i> activities (see Suggested Activities on page 41).
Length: One Semester	
Credit: .5	
Prerequisite: <i>Fundamentals of Physical Education</i>	
STRANDS	MASTERY CORE OBJECTIVES
	Students will work toward the following:
Motor Skills NASPE: Standard 1 GLEs: PE.A.1	<ul style="list-style-type: none"> Utilize offensive game strategies. Utilize defensive game strategies.
Application of Knowledge NASPE: Standard 2 GLEs: PE.D.3-4	<ul style="list-style-type: none"> Demonstrate a knowledge of rules and terminology and ability to officiate. Compare and contrast offensive and defensive strategies in team activities. Create a practice plan to improve performance for a self-selected skill.
Health Enhancing Lifestyle NASPE: Standard 3 GLEs: PE.D.2, 4	<ul style="list-style-type: none"> Evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle.
Social/Respect NASPE: Standard 4 GLEs: PE.E.2-4	<ul style="list-style-type: none"> Uses communication skills and strategies that promote team/group dynamics. Apply best practices for participating safely in physical activity (e.g., injury prevention, proper alignment hydration, use of equipment, implementation of rules, sun protection).
Values Physical Activity NASPE: Standard 5 GLEs: PE.F.1-4	<ul style="list-style-type: none"> Demonstrate ability to analyze the health benefits of a self-selected team activity. Identify the opportunity for social support and interactions in a self-selected team activity.

ELECTIVE COURSE OPTIONS
 These elective courses follow the *Team* MCO's

TEAM/OUTDOOR PURSUITS	<p>Overview: <i>Team/Outdoor Pursuits</i> is designed to develop competence in team and outdoor activities. Emphasis will be on skill development, safety, rules, appropriate use and care of equipment, recreational enjoyment, and physical conditioning. <i>Team/Outdoor Pursuits</i> includes the instruction of a minimum of two (2) <i>Team</i> and two (2) <i>Outdoor Pursuits</i> activities (see Suggested Activities on page 41).</p>
Grade: 9-12	
Length: One Semester	
Credit: .5	
Prerequisite: <i>Fundamentals of Physical Education</i>	

WEIGHT TRAINING

Grade: 9-12	Overview: <i>Weight Training</i> is designed to promote development of muscular strength and endurance with the knowledge and awareness of safe practices. Students will learn to identify the muscle groups, understand good nutrition, and practice positive social and personal skills, which lead to a wellness lifestyle.
Length: One Semester	
Credit: .5	
Prerequisite: <i>Fundamentals of Physical Education</i>	
STRANDS	MASTERY CORE OBJECTIVES
	Students will work toward the following:
Motor Skills NASPE: Standard 1 GLEs: PE.A.2	<ul style="list-style-type: none"> • Demonstrate proper lifting and breathing techniques. <ul style="list-style-type: none"> ◦ Slow and controlled lifting. ◦ Breathe in and blow out; exhale on lift phase. • Demonstrate competency and/or refined activity-specific movement skills.
Application of Knowledge NASPE: Standard 2 GLEs: PE.B.1-2, 6-7	<ul style="list-style-type: none"> • Use the correct terminology and the proper, safe methods of equipment use. • Use movement concepts and principles (i.e., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. • Demonstrate knowledge of the differences between muscular strength and endurance and identify training methods for each. • Demonstrate the knowledge of correct body positions for each type of lift. • Become familiar with a variety of weight training methods such as constant-set and failure methods, circuit training, and supersets. • Regulate breathing with movement. • Identify common misconceptions (e.g., over-training) and health risks (e.g., anabolic steroid use). • Demonstrate competency to design a personal weight training program.
Health Enhancing Lifestyle NASPE: Standard 3 GLEs: PE.D.1, 4-5	<ul style="list-style-type: none"> • Establish personal fitness goals and implement a personal fitness program. • Evaluate the validity of claims made by commercial product and programs pertaining to fitness and a healthy, active lifestyle. • Evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle. • Demonstrate appropriate techniques in resistance-training, machines, and free-weights. • Identify types of strength exercises (e.g., isometric, concentric, eccentric) and stretching exercises (e.g., static, proprioceptive neuromuscular facilitation (PNF) dynamic) for personal fitness development. • Calculate target heart rate and applies that information to personal fitness plan.

STRANDS	MASTERY CORE OBJECTIVES
	Students will work toward the following:
Social/Respect NASPE: Standard 4 GLEs: PE.E.1-3	<ul style="list-style-type: none"> • Interact with others in a respectful and positive manner; include and cooperate with others in physical activities. • Understand the individual responsibility for a healthy lifestyle and the relationship to self, community, and nation. • Use communication skills and strategies that promote team/group dynamics. • Apply best practices for participating safely in physical activity (i.e., injury prevention, proper alignment, hydration, use of equipment).
Values Physical Activity NASPE: Standard 5 GLEs: PE.F.1-2, 4	<ul style="list-style-type: none"> • Identify personal behaviors that support, promote, or undermine a healthy lifestyle.

YOGA

Grade: 9-12	Overview: <i>Yoga</i> is an ancient form of exercise that incorporates a wide variety of styles. It helps to bring balance into the body and mind through physical postures and breathing exercises. <i>Yoga</i> allows one to develop strength, flexibility, and concentration through a variety of challenging poses and movement sequences. Benefits of yoga include enhanced physical, mental, and emotional health.
Length: One Semester	
Credit: .5	
Prerequisite: <i>Fundamentals of Physical Education</i>	
STRANDS	MASTERY CORE OBJECTIVES
	All Physical Education Students will work toward the following:
Motor Skills NASPE: Standard 1 GLEs: PE.A.2	<ul style="list-style-type: none"> • Perform postures and movement sequences with ease and steadiness while applying knowledge of safe and proper alignment. • Balance stillness and quiet self-reflection with movement and activity.
Application of Knowledge NASPE: Standard 2 GLEs: PE.B.2-3, 5-6	<ul style="list-style-type: none"> • Demonstrate knowledge of skeletal alignment and optimal posture in a variety of yoga poses. • Apply the terminology associated with exercise and participation in selected individual performance. • Regulate breathing for specific purposes and link breath with movement. • Identify the physical and mental benefits of different yoga poses and be able to select poses to best suit individual needs. • Demonstrate competency in leading personal daily yoga practice. • Modify poses as necessary in order to best maintain safety and alignment according to individual physical ability. • Create a practice plan to improve performance for self-selected skill.
Health Enhancing Lifestyle NASPE: Standard 3 GLEs: PE D.2-4	<ul style="list-style-type: none"> • Establish personal fitness goals and implement a personal fitness program. • Evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle. • Recognize the impact of emotion and stress on the body and mind. • Use techniques of relaxation to calm the mind and manage stress levels.
Social/Respect NASPE: Standard 4 GLEs: PE.E.1-3	<ul style="list-style-type: none"> • Observe emotional states of stress and relaxation in self and apply breathing techniques to regulate emotions and focus when under pressure. • Exhibit proper etiquette and respect for others while engaging in physical activity. • Interact with others in a respectful and positive manner; include and cooperate with others in physical activities. • Make positive choices that respect and support themselves and others. • Apply best practices for participating safely in physical activity, exercise, and dance (i.e., proper alignment, hydration, use of equipment).

<p>Values Physical Activity</p> <p>NASPE: Standard 5 GLEs: PE.F.1-2</p>	<ul style="list-style-type: none">• Identify personal behaviors that support, promote, or undermine a healthy lifestyle.• Analyzes the health benefits of a self-selected physical activity.• Demonstrate ability to practice yoga routines independently and for specific purposes.• Practice teaching yoga breathing techniques and movement sequences to others.• Reflect on the benefits of yoga poses and relaxation techniques in improving physical fitness and emotional states.
--	--

SUGGESTED ACTIVITIES FOR HIGH SCHOOL PHYSICAL EDUCATION

The following suggested activities are for *Fundamentals of Physical Education, Fitness, Individual, Team, Outdoor Pursuits, Fitness/Individual, Fitness/Team, Fitness/Outdoor Pursuits, Individual/Team, Individual/Outdoor Pursuits, and Team/Outdoor Pursuits.*

Please see the course requirements on the previous pages.

FITNESS	INDIVIDUAL	TEAM	OUTDOOR PURSUITS
Activities may include, but are not limited to:			
Aerobics (e.g., aqua, dance, step, cardio-kickboxing) Alaska Native Dance Circuit Training Conditioning Conditioning Swim Cross-Country Skiing Obstacle Course (e.g., adventure racing, ropes) Pilates Plyometrics Prevention and Care of Injuries Resistance Training (e.g., partner-applied, exercise bands) Rope Jumping Stress Reduction Techniques Walk/Jog/Run Weight Training (e.g., machines, free weights, stretch bands) Yoga	Alaska Native Games Aquatics Archery Badminton Bowling Cross-Country Skiing Dance Fencing Fitness Walking Footbag Golf (e.g., traditional, frisbee, ring, foxtail) Gymnastics Juggling Martial Arts Pickleball Rifle/Marksmanship Rollerblading/Roller Skating Shuffleboard Table Tennis Tennis Track and Field Tumbling Wrestling	Australian Rules Football Baseball Basketball Broomball Cricket Field Hockey Flag Football Flag Rugby Floor Hockey Lacrosse Ring Hockey Soccer Softball Speed-A-Way Team Handball Ultimate Frisbee Volleyball Water Polo	Archery Boating (canoeing, kayaking, etc.) Broomball Camping Climbing Cross-Country Skiing Curling Cycling Fishing Fitness Walking Geocaching Hiking Hunter Education Ice Skating Marksmanship (e.g., biathlon) Mountain Biking Orienteering Project Adventure Rollerblading/Roller Skating Ropes Course Snowshoeing Trapping Wilderness Skills

SUGGESTED UNIT OUTLINES

HIGH SCHOOL

Suggested unit outlines for specific activities are listed below. They are designed to incorporate activities that meet the specific needs of individual staff, buildings, and equipment available. These units may be taught in any order. The time recommendations are provided as an estimate.

FITNESS		
Week(s)	Unit Outline	Teacher Notes
1	A. Introductory to Fitness Activity: <ol style="list-style-type: none"> 1. Teach fitness principles 2. Teach health related fitness components 	
1-2	B. Introduce Skills: <ol style="list-style-type: none"> 1. Teach correct skill technique 2. Perform and assess fitness skills 	
2-3	C. Practice Skills: <ol style="list-style-type: none"> 1. Develop comprehensive fitness routine that incorporates healthy lifestyle principles 2. Teach individual fitness skills 3. Practice individual fitness skills and routines 	
4	D. Cumulative Fitness Activities: <ol style="list-style-type: none"> 1. Perform fitness activity 	
Ongoing	E. Assessment	

INDIVIDUAL		
Week(s)	Unit Outline	Teacher Notes
1	A. Introduction to Activity: <ol style="list-style-type: none"> 1. Introduce history and skills 	
1-2	B. Introduce Skills: <ol style="list-style-type: none"> 1. Teach fundamental skills 2. Practice fundamental skills 3. Teach skill development drills and rules of the sport 4. Skill-focused games and activities 	
2-3	C. Strategies: <ol style="list-style-type: none"> 1. Practice game situations 2. Incorporate game strategies 3. Lead-up activities 	
4	D. Games and Cumulative Activities: <ol style="list-style-type: none"> 1. Round-robin games 2. Tournament games 	
Ongoing	E. Assessment	

TEAM		
Week(s)	Unit Outline	Teacher Notes
1	A. Introduction to Specific Sport: 1. Sport history, rules, and skills	
1-2	B. Introduce Sport Specific Skills: 1. Teach individual skills 2. Practice skill fundamentals 3. Teach skill development drills and incorporate rules 4. Skill-focused games and activities	
2-3	C. Introduce Sport Specific Team Strategies and Rules: 1. Lead-up drills and activities 2. Lead-up games	
4	D. Team Games and Cumulative Activities: 1. Round-robin games 2. Tournament games	
Ongoing	E. Assessment	

OUTDOOR EDUCATION		
Week(s)	Unit Outline	Teacher Notes
1	A. Introduction to Outdoor Activity: 1. Introduce history 2. Teach outdoor activity principles 3. Teach health-related activity components	
1-2	B. Introduce Skills: 1. Teach correct skill technique 2. Perform and assess fitness skills	
2-3	C. Practice Skills: 1. Teach fundamental skills 2. Practice fundamental skills 3. Teach skill develop drills 4. Skill-focused activities	
4	D. Cumulative Activities: 1. Participate in activity	
Ongoing	E. Assessment	

POSSIBLE DAILY LESSON PLAN

A daily plan could be broken down into the follow areas:

Warm-up/Stretching/Dynamic Stretching	10-15 minutes
Skill Development	15-30 minutes
Skill Practice and Evaluation	15-30 minutes
Cool-down/Dress-out	5-10 minutes

DANCE		
Week(s)	Unit Outline	Teacher Notes
3	<p>A. Coordination and Movement</p> <p>Key Topics:</p> <ul style="list-style-type: none"> • Balance • Stretching • Posture • Tone • Breathing • Coordination/Rhythm <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Line Dancing • Stretching • Ballet Basics 	
6	<p>B. Making Healthy Choices:</p> <p>Key Topics:</p> <ul style="list-style-type: none"> • Creating a Fitness Plan • Systems of the Body • Nutrition and Environment • Stress Management • Injury Preventions • Making Healthy Lifestyle Choices <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Jazz Dance • Hip Hop Dance 	
3	<p>C. Body/Mind Connection:</p> <p>Key Topics:</p> <ul style="list-style-type: none"> • Awareness of Mental and Emotional States • States of Being and Their Impact on the Body • Self-reflection (e.g., impact of food, entertainment, activities on the body) <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Focus and Visualization Techniques • Modern Dance Sequence 	
6	<p>D. Relationships:</p> <p>Key Topics:</p> <ul style="list-style-type: none"> • Relationship to Self • Relationship to Others • Communication • Partnering • Connections <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Social Dance Routines with Partner (e.g., swing, ballroom) 	