

9-12 Physical Education Pacing Guide

First Nine Weeks

Safety, Rules, & Procedures	PSB.4.PEL.2	Exhibit appropriate safe behaviors when participating in all physical activities (e.g., care of equipment, wear helmet, wear mouth piece, wear life vest, hunter and boating safety education course)
	MSMP.1.PEL.3	Identify and apply safety principles associated with participation in lifetime sports and adventure activities (e.g., proper weightlifting techniques, components of workout, stretching, safety equipment – helmets, life-vests, fitness journal entries)
	PSB.4.PEL.4	Discuss and display positive social behaviors associated with physical activity (e.g., peer interaction, team work, sportsmanship)
	PSB.4.PEL.1	Identify and employ responsible and considerate personal behaviors in physical activity (e.g., accepts constructive feed back, courteous to others, works independently)
Health & Fitness	HRF.2.PEL.1	Assess personal fitness status through participation in at least one nationally recognized fitness assessment item for each component:
		• cardio-respiratory (e.g., mile run, step test, recovery rate, pacer)
		• muscular strength (e.g., pull-ups, push-ups, modified push-ups, flexed arm hang, grip and bicep strength)
		• muscular endurance (e.g., curl-ups, push-ups, step-ups, grip endurance)
		• flexibility (e.g., V-sit, sit and reach, shoulder stretch, trunk lift, body rotation)
		• body composition (e.g., BMI, body fat percentage, waist-hip ratio, skin fold)
		(e.g., President’s Challenge, other nationally recognized health-related fitness tests)
	PSB.4.PEL.6	Identify ways to modify activities in order to include persons from diverse backgrounds and persons with diverse abilities (e.g., modification of activities, modification of equipment, modification of rules, multicultural activities)
	HRF.2.PEL.6	Analyze sports specific training versus lifetime fitness
LSR.3.PEL.2	Compare and contrast skill related fitness with health related fitness while participating in lifetime sports and recreation during the life-cycle	
HRF.2.PEL.2	Engage in a variety of health-enhancing activities that promote improvement in each health-related component of fitness:	
	• cardio-respiratory	
	• muscular strength	
	• muscular endurance	
	• flexibility	
• body composition		
	(e.g., circuit training, heart-rate monitoring, stretching, nutrition logs)	
PSB.4.PEL.7	Demonstrate behaviors that promote a physically active lifestyle (e.g., walking to school, riding a bike, taking the stairs)	
Dual/Team Activities (Volleyball, Flag Football, Soccer, Spasketball, Wiffle Ball, Floor Hocker)	MSMP.1.PEL.1	Participate in a variety of traditional and adventure activities using strategies, tactics, and fundamental movement patterns to perform complex skills (e.g., dance, team and individual sports, aerobics, strength training, casting a fishing rod, canoeing, hiking, cycling)
	MSMP.1.PEL.2	Evaluate movement in a variety of activities by utilizing technology (e.g., video, digital camera, stop watch, heart monitors, pedometers, computer programs)
	MSMP.1.PEL.4	Participate in traditional and adventure activities that promote fitness (e.g., video exercises, yoga, spinning, mountain biking, canoeing, hiking, repelling)
	MSMP.1.PEL.5	Exhibit a basic level of competency, advancing to a level of proficiency, in a variety of lifetime activities (e.g., golf skills, racquet sports, camping skills, fishing skills)

Second Nine Weeks

Fitness/Goal Setting	LSR.3.PEL.3	Evaluate the benefits of participating in regular physical activity to reduce chronic disease risks:
		• reduce blood lipids
		• lower blood pressure
		• improve weight loss
		• reduce stress
		• lessen colon cancer risk
	LSR.3.PEL.5	Discuss personal health and fitness as it relates to:
		• leisure
		• employment
		• daily activities
	LSR.3.PEL.4	Examine the health benefits of lifetime participation in traditional, adventure, or leisure activities:
		• stress reduction
		• maintain muscle mass
• maintain cardiovascular		
• maintain body weight		
PSB.4.PEL.5	Appraise economic factors associated with a physically active lifestyle (e.g., lower health care costs, cost to participate in activities)	
	• promote social interaction	
HRF.2.PEL.3	Create and monitor health fitness goals based on a variety of physical activities, fitness profiles and nutritional guidelines	
LSR.3.PEL.1	Investigate and utilize local, state, national, and/or international fitness and recreational resources and organizations (e.g., trails, wilderness areas, rivers, lakes, fitness clubs, community fitness organizations)	
PSB.4.PEL.3	Assess the risks involved with the use of anabolic steroids and performance-enhancing supplements (e.g., mood swings, liver damage, sterility, legalities)	
HRF.2.PEL.4	Refine personal health and fitness plans to include potential lifetime activities that promote health-related fitness, relieve tension, and maintain a healthy weight in both school and non-school settings (e.g., weekly fitness journal entries, visit fitness facilities, regular fitness evaluation to show maintenance or improvement)	
HRF.2.PEL.5	Assess the dangers of performance enhancing products	