
Physical Education: Required Physical Activity & Nutrition (9–12)

To a greater extent than in the core academic subjects, Physical Education teachers must integrate personal and social skill development as part of a student's achievement of the content standards. Consequently, the presentation of the Physical Education Standards is preceded by a list of complementary Personal and Social Development Skills (PESK) standards. Including PESK standards as part of teaching, learning and assessment in Physical Education is critical in promoting lifelong, healthy physical activity and in realizing the wide range of benefits associated with participation in dance, sports, games, and other physical activities.

Strand:

PESK Personal and Social Development Skills

Essential Understanding: **PANPESK:** Physical activity provides opportunities for self expression and social development and interaction.

The student will:

- Standards:
- PANPESK1:** participate fully and communicate cooperatively with others;
 - PANPESK2:** perform activities safely and follow rules of etiquette and ethical behavior;
 - PANPESK3:** display age appropriate self-control and discipline;
 - PANPESK4:** display a willingness to receive and use feedback to improve performance;
 - PANPESK5:** accept the decisions of and respond positively to teachers/officials in charge of games/activities;
 - PANPESK6:** choose healthful physical activities to experience fun, challenge, self-expression and/or social interaction;
 - PANPESK7:** display an interest in and assist and encourage others' efforts;
 - PANPESK8:** display behaviors that are supportive and inclusive;
 - PANPESK9:** self-initiate behaviors that contribute to personal and partner/group effort;
 - PANPESK10:** adjust behavior to prevent/reconcile conflicts.

Strand:

PE1 Motor Skills and Movement Patterns

Essential Understanding: **PANPE1** Competency in movement forms facilitates a desire to participate in and benefit from a lifetime of physical activity.

The student will:

- Standards:
- PANPE1a:** plan and implement a personal/group physical activity learning project, focusing on an alternative to traditional sports;
 - PANPE1b:** demonstrate knowledge and movement skill readiness in an activity that is an alternative to traditional sports;
 - PANPE1c:** demonstrate conditioning activities that develop the basic fitness qualities needed to perform a selected alternative physical activity; and
 - PANPE1d:** self-assess performance of alternative physical activity skills and evaluate and adjust alternative physical activity learning plan.

Strand:

PE2 Physical Activity and Fitness

Essential Understanding:

PANPE2

Balancing daily physical activity and proper nutrition contributes to lifelong fitness and wellness.

The student will:

Standards:

PANPE2a:

identify the health, wellness and fitness benefits of selected alternative physical activity;

PANPE2b:

evaluate personal fitness requirements for participation in selected alternative physical activity;

PANPE2c:

understand the relationship of caloric intake, energy expenditure, and body mass;

PANPE2d:

analyze personal energy balance by documenting personal food intake and daily physical activity, using food and activity diaries; and

PANPE2e:

identify ways to balance nutritional needs with physical activity energy expenditure.