

Critical Concepts & Priority Standards for High School Physical Education

Taken from the [“Physical Education Framework for California Public Schools”](#)

[PRINT VERSION](#)

DRAFT - Last edited, 8.25.2021 (please check regularly for updates)

Priority standards are a carefully selected subset of the total list of the grade-specific and course-specific standards within physical education that students must know and be able to do by the end of each school year in order to be prepared to enter the next grade level or course. (Ainsworth, Rigorous Curriculum Design, 2010)

By giving priority to certain standards, teachers can provide comprehensive instruction and target their support for students. These are standards that you are guaranteeing ALL students will know and be able to do at the end of the year. Priority Standards do not represent all that a teacher will teach. They represent the minimum a student must learn to reach high levels of learning. These are the standards teachers will develop proficiency scales and write common formative assessments around.

Prioritized standards can be determined using five criteria.

1. Endurance—Knowledge and skills that will last beyond a class period or course
2. Leverage—Knowledge and skills that cross over into many domains of learning
3. Readiness—Knowledge and skills important to subsequent content or courses
4. Teacher Judgment—Knowledge of content area and ability to identify more- and less-important content
5. Assessment—Student opportunity to learn content that will be assessed

Elementary Physical Education Critical Concepts - Quick Links	
9th Grade	10th Grade

To **PRINT** these Critical Concepts, you can access this [PDF version](#).

Resource: [A Teacher's Guide To Standards-Based Learning](#)

High School Course 1 Grade 9

Critical Concept 9.1	Priority Standards	Supporting Standards	Suggested Cycles	Proficiency Scales
<p>Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.</p>	<p>1.2 Demonstrate proficient movement skills in aquatic, rhythms/dance, and individual and dual activities.</p>	<p>1.1 Combine and apply movement patterns, simple to complex, in aquatic, rhythms/dance, and individual and dual activities.</p>	<p>Aquatics</p> <ul style="list-style-type: none"> ● Swimming ● Diving ● Water Safety ● Drowning Prevention ● Rescue techniques ● Dry land stroke & kick practice ● Buoyancy principles 	
	<p>1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatic and individual and dual activities.</p>	<p>1.3 Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatic, rhythms/dance, and individual and dual activities.</p>	<p>Rhythms/Dance</p>	
	<p>1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in aquatic, rhythms/dance, and individual activities, and dual activities.</p>	<p>1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy); apply the principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities; and evaluate the performance based on the use of the principles.</p>	<p>Individual/Dual Activities</p> <ul style="list-style-type: none"> ● Archery ● Badminton ● Bowling ● Crossfit ● Cycling ● Dance ● Disc Golf ● Golf ● Gymnastics ● Martial Arts ● Orienteering ● Racquetball ● Running ● Skiing ● Snowboarding ● Surfing ● Swimming/Diving ● Tennis ● Track and field 	
	<p>1.10 Analyze situations and determine appropriate strategies for</p>			

	improved performance in aquatic, rhythms/dance, and individual and dual activities.	1.6 Examine the physical, emotional, cognitive, and scientific factors that affect performance and explain the relationship between those factors.	<ul style="list-style-type: none"> ● Weight Training ● Wrestling ● Yoga 	
	1.12 Demonstrate independent learning of movement skills.	<p>1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatic, rhythms/ dance, and individual and dual activities.</p> <p>1.9 Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.</p> <p>1.11 Assess the effect/outcome of a particular performance strategy in aquatic, rhythms/dance, and individual and dual activities.</p>		

Critical Concept 9.2	Priority Standards	Supporting Standards	Suggested Cycles	Proficiency Scales
<p>Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.</p>	<p>2.1 Participate in moderate to vigorous physical activity at least four days each week.</p>	<p>2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.</p>		
	<p>2.3 Meet health-related physical fitness standards established by a scientifically based health-related fitness assessment.</p>	<p>2.5 Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise.</p> <p>2.6 Identify the physical fitness requirements of an occupation.</p>		
	<p>2.4 Use physical fitness test results to set and adjust goals to improve fitness.</p>	<p>2.8 Analyze consumer physical fitness products and programs.</p>		
	<p>2.7 Develop and implement a one-month personal physical fitness plan.</p>	<p>2.9 Explain the inherent risks associated with physical activity in extreme environments.</p>		
	<p>2.11 Explain the role of physical activity in the prevention of disease and the reduction of health care costs.</p>	<p>2.10 Identify and list available fitness resources in the community.</p>		

Critical Concept 9.3	Priority Standards	Supporting Standards	Suggested Cycles	Proficiency Scales
<p>2021</p> <p>Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p>	<p><i>Self-Responsibility</i></p> <p>3.1 Accept personal responsibility to create and maintain a physically and emotionally safe and nonthreatening environment for physical activity.</p>	<p>3.2 Act independently of negative peer pressure during physical activity.</p> <p>3.3 Identify and evaluate personal psychological response to physical activity.</p> <p>3.4 Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities.</p> <p>3.5 Develop personal goals to improve one's performance in physical activities.</p>		
	<p><i>Social Interaction</i></p> <p>3.8 Recognize the value of physical activity in understanding multiculturalism.</p>	<p>3.6 Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity.</p> <p>3.7 Analyze the role that</p>		

		physical activity plays in social interaction and cooperative opportunities in the family and the workplace.		
	<i>Group Dynamics</i> 3.9 Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.	3.10 Identify and utilize the potential strengths of each individual in physical activity.		

High School Course 2- Grade 10

Critical Concept 10.1	Priority Standards	Supporting Standards	Suggested Cycles	Proficiency Scales
<p>2021</p> <p>Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.</p>	<p>1.2 Demonstrate proficient movement skills in combative, gymnastic/ tumbling, and team activities.</p>	<p>1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities.</p> <p>1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.</p> <p>1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles.</p>		

		<p>1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.</p> <p>1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.</p> <p>1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.</p> <p>1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.</p>		
	<p>1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and</p>			

	tactics in combative, gymnastic/tumbling, and team activities.			
	1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities.			
	1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.			
	1.12 Evaluate independent learning of movement skills.			

Critical Concept 10.2	Priority Standards	Supporting Standards	Suggested Cycles	Proficiency Scales
Students achieve a level of physical	2.1 Participate in moderate to vigorous	2.2 Participate in challenging physical		

fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.	physical activity at least four days each week.	fitness activities using the principles of exercise to meet individual needs and interests.		
	2.5 Justify the use of particular physical activities to achieve desired fitness goals.	2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the standards established by scientifically based health-related fitness assessments.		
	2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.	2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.		
	2.8 Explain how to evaluate consumer physical fitness products and programs.	2.7 Develop and implement an appropriate personal physical fitness program for a family or community member.		
	2.11 Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness.	2.9 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance. 2.10 Evaluate the availability and quality of		

		fitness resources in the community.		
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Critical Concept 10.3	Priority Standards	Supporting Standards	Suggested Cycles	Proficiency Scales
<p>2021</p> <p>Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p>	<p><i>Self-Responsibility</i></p> <p>3.3 Evaluate the psychological benefits derived from regular participation in physical activity.</p>	<p>3.1 Participate in physical activities for personal enjoyment.</p> <p>3.2 Examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime.</p> <p>3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.</p> <p>3.5 Evaluate and refine personal goals to improve performance in physical activities.</p>		

		<p><i>Social Interaction</i></p> <p>3.6 Identify the effects of individual differences, such as age, gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity.</p> <p>3.7 Explain how to select and modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs.</p>		
	<p><i>Group Dynamics</i></p> <p>3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.</p>	<p>3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.</p>		