

## **Illinois**

### **Physical Education: Student Expectations at the End of Grade 12**

#### **STATE GOAL 19: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.**

- A. Demonstrate physical competency in a variety of motor skills and movement patterns.
  - 19.A.5a Demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement, and work-related activities.
  - 19.A.5b Participate daily in moderate to vigorous physical activity while performing movement patterns in a variety of activities.
- B. Analyze various movement concepts and applications.
  - 19.B.5a Apply the principles of efficient movement to evaluate personal performance.
  - 19.B.5b Develop and implement a variety of movement concepts to enhance brain function.
- C. Demonstrate knowledge of rules, safety and strategies during physical activity.
  - 19.C.5a Select components (e.g., equipment, boundaries, number of players, rules) which promote participation in novel or original physical activities.
  - 19.C.5b Analyze and apply complex offensive, defensive, and cooperative strategies for selected games and sports.

#### **STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.**

- A. Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.
  - 20.A.5a Implement an individualized health-related fitness plan which includes the principles of training.
  - 20.A.5b Develop and implement various types of fitness training programs (e.g., circuit, cross and interval training) and describe the characteristics, implications and benefits of each.
- B. Assess individual fitness levels.
  - 20.B.5a Collect and interpret health-related fitness data over a period of time, with and without the use of technology.
  - 20.B.5b Evaluate the effects of fitness choices and heredity on wellness.
  - 20.B.5c Analyze and explain the correlation between level of fitness and academic achievement.
- C. Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.
  - 20.C.5a Set realistic, long-term, health-related fitness goals based on individual profiles.
  - 20.C.5b Understand how aging, illness, and injury affect physical activity.
  - 20.C.5c Use profile data to monitor an individual wellness/fitness plan.

#### **STATE GOAL 21: Develop skills necessary to become a successful member of a team by working with others during physical activity.**

- A. Demonstrate personal responsibility during group physical activities.
  - 21.A.5a Demonstrate individual responsibility through use of various team-building strategies in physical activity settings (e.g., etiquette, fair play, self-officiating, coaching, organizing a group activity).
- B. Demonstrate cooperative skills during structured group physical activity.
  - 21.B.5a Demonstrate when to lead and when to be supportive to accomplish group goals.

#### **STATE GOAL 23. Understand human body systems and factors that influence growth and development.**

- A. Describe and explain the structure and functions of the human body systems and how they interrelate.
  - 23.A.5a Explain how the systems of the body are affected by exercise and the impact that exercise has on learning.
- D. Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness.
  - 23.D.5a Analyze and communicate information regarding physical activity and fitness levels and their effects on how the brain functions.