

Cambridge Rindge and Latin School
Physical Education Learning Expectations
Grade 9-12

Grade 9

Physical Education for young adults between the ages of 14 and 16 prepares them for their adolescent years. Rapid physical growth coupled with separating from adult influences mark this age. Opinions about fitness, health, and overall physical skills have generally developed by this time, but much effort must be put into encouraging the students to work to their capacity. Daily endurance activities, flexibility development, strength development and activities that encourage total participation must be developed. Developing self-esteem and addressing peer pressure are built into the physical education program. During their freshman year, students will experience a wide range of physical education activities. This will enable them to be prepared to choose electives during their grade 10-12 years that they may want to continue for a lifetime. The National Standards (NS) are more comprehensive than the state standards and are listed along with the Commonwealth of Massachusetts standards (MS).

Grades 10-12

Physical Education for young adults between the ages of 15 and 18 prepares them for their adult years. Rapid physical growth coupled with separating from adult influences also mark this age. Opinions about fitness, health, and overall physical skills have generally developed by this time, but much effort must be put into encouraging the students to work to their capacity. Daily endurance activities, flexibility development, strength development and activities that encourage total participation must be developed. Developing self-esteem and addressing peer pressure are built into the physical education program. During these years students will experience a wide range of physical education choices. This will enable them to be prepared to continue a healthy, physically active lifestyle. The National Standards (NS) are more comprehensive than the state standards and are listed along with the Commonwealth of Massachusetts standards (MS).

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CRLS Learning Expectations	Massachusetts Standard – (MS) National Standards – (NS)	Topic/Theme	Key Understandings	Assessments/Evidence
	MS = 2.17, 2.19 NS = 1, 2, 7 MS = 2.17, 2.19 NS = 1, 2, 3 MS = 2.17, 2.19 NS = 1, 2, 3, 7	Motor Skill Development	Students will be able to: Perform refined patterns of movement Acquire some advanced ball handling skills Use a manipulative while involved in advanced movement activities	
	MS = 2.17, 2.19, 2.24, 2.25, 2.26, 2.27 NS = 1, 2, 3, 4, 5, 6, 7 MS = 2.17, 2.18, 2.19, 2.26, 2.27 NS = 1, 2, 5, 6, 7 MS = 2.19, 2.24, 2.25 NS = 5, 6, 7	Motor Skill Development Personal and Social Competency	Students will be able to: Know which activities they enjoy and will participate in those activities to improve their own personal skill and enjoyment Understand the benefits of rules, safe-practices, procedures, and etiquette of physical activities Recognize that success and improvement are attributed to effort and practice	

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	<p>MS = 2.17, 2.18, 2.19, 2.20, 2.22, 2.23, 2.24, 2.25, 2.26, 2.27 NS = 1, 2, 5, 6, 7 MS = 2.17, 2.20, 2.26 NS = 1, 2, 6 MS = 2.17, 2.18, 2.19, 2.20, 2.24, 2.25, 2.26, 2.27 NS = 5, 6, 7</p> <p>MS = 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23, 2.24, 2.25, 2.26, 2.27 NS = 1, 2, 3, 4, 5, 6, 7</p>	<p>Motor Skill Development Personal and Social Competency Fitness</p>	<p>Students will be able to: Recognize and appreciate differences in other cultures, etc. and enjoy activities such as creative games, dance/music, and games from varied cultures and ethnic groups.</p> <p>Know basic rules and regulations for sports such as: soccer, football, basketball, volleyball, and floor hockey.</p> <p>Participate in positive risk taking activities by participating in Project Adventure activities such as indoor rock climbing, group games, trust falls and initiatives.</p> <p>Take more responsibility for belaying another student in the class and take on more leadership roles within the class.</p> <p>Become more involved in Project Adventure activities and begin development of more advanced strategies of problem solving and become more responsible for the safety concerns in physical activities.</p>	

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	MS = 2.17, 2.19, 2.21, 2.24 NS = 2, 7		Student will be able to: Recognize their abilities and begin to take on appropriate challenges and work with students of similar skill levels	
	MS = 2.20, 2.21, 2.22, 2.23 NS = 3, 4, 7	Fitness	Know physical fitness components (frequency, intensity, time, and type)	
	MS = 2.20, 2.21, 2.22, 2.23, 2.24, 2.25, 2.26, 2.27 NS = 3, 4, 7 MS = 2.21, 2.22, 2.23, 2.24, 2.25, 2.27 NS = 3, 4	Fitness Personal and Social Competency	Become more knowledgeable in interpreting the results of physical fitness testing and understand the significance of information provided by the formal measures of physical fitness Become aware that they need to participate in more physical activities throughout the week to maintain physical fitness.	
	MS = 2.24, 2.25, 2.26, 2.27 NS = 5, 6, 7 MS = 2.24, 2.25 NS = 5, 6, 7	Personal and Social Competency	Enjoy personal, psychological, and emotional benefits of physical activity Identify activities that they consider fun	