



**Recreational Sports**  
**Grades 9-12**  
2017

Course Title: Recreational Sports  
Course/Unit Credit: 0.5  
Course Number: XXXXXX  
Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.  
Grades: 9-12

#### Recreational Sports (Traditional Physical Education)

Recreational Sports is a one-semester course, which includes a planned curriculum that provides content and learning experiences in basic motor skills and movement concepts as they apply to physical activity, lifetime sports, and recreational activities. Students will participate in activities that will increase physical fitness levels and develop health practices that value physical activity and its contribution to lifelong fitness. This course fulfills the physical education requirement for graduation.

<b>Content Standards</b>
1. Demonstrate competency in a variety of motor skills and movement patterns
2. Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance
3. Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness
4. Exhibit responsible personal and social behavior that respects self and others
5. Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

Notes:

1. To assist individuals with special needs to achieve the intent of Standard 2, physical education teacher-education programs are allowed and encouraged to use a variety of accommodations and/or modifications to demonstrate skillful performance (e.g., modified/adapted equipment, augmented communication devices, multimedia devices) and fitness (e.g., weight programs, exercise logs) from SHAPE America.
2. When Student Learning Expectations (SLEs) are closely related to national standards, a reference to the related national standard is included in parentheses at the end of the SLE.

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Content Standard 1: Demonstrate competency in a variety of motor skills and movement patterns

RS.1.1	Demonstrate competency and/or refine activity-specific movement skills in two or more lifetime activities (e.g., outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games) (S1.H1.L1)
RS.1.2	Demonstrate competency in dance forms used in cultural (e.g., folk dance, square dance) and social occasions (e.g., weddings, parties), or demonstrate competency in one form of dance (e.g., ballet, modern, hip hop, tap) (S1.H2.L1)
RS.1.3	Demonstrate competency in two or more specialized skills in health-related fitness activities (e.g., stretching, cardiorespiratory, muscular strength, endurance ) (S1.H3.L1)

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Content Standard 2: Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance

RS.2.1	Apply terminology associated with exercise and participation in selected individual performance activities, dance, net and, wall games, target games, aquatics, and/or outdoor pursuits appropriately (S2.H1.L1)
RS.2.2	Use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., describe the speed vs. accuracy trade-off in throwing and striking skills) (S2.H2.L1)
RS.2.3	Identify the stages of learning a motor skill and create a practice plan to improve performance for a self-selected skill (S2.H3.L1) (S2.H3.L2)
RS.2.4	Identify and compare examples of social and technical dance forms (S2.H4.L1)

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Content Standard 3: Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

RS.3.1	Investigate the benefits of a physically-active lifestyle and the relationships among physical activity, nutrition, and body composition (S3.H1.L1) (S3.H1.L2)
RS.3.2	Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a safe, healthy, active lifestyle (e.g., performance enhancements, safety equipment, pre-workouts, exercise gimmicks, proper gear for activity) (S3.H2.L1)
RS.3.3	Analyze and apply technology and/or social media as tools for supporting a healthy, active lifestyle (S3.H2.L2)
RS.3.4	Identify issues associated with exercising in heat, humidity, and cold and apply rates of perceived exertion and pacing (S3.H3.L1) (S3.H3.L2)  <b>Teacher Note</b> - The Arkansas Activities Association has guidelines for heat risks that may be useful for teaching this SLE.
RS.3.5	Evaluate activities that can be pursued in the local environment according to their benefits, social support network, and participation requirements (e.g., 5K runs, dance performances, triathlons, tournaments, cycling events) (S3.H4.L1)
RS.3.6	Evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle (S3.H5.L1)
RS.3.7	Analyze the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career settings (S3.H5.L2)
RS.3.8	Create a plan for a self-selected lifetime, dance, or fitness activity outside of the school day with a focus on physical activity (e.g., 5K runs, triathlons, tournaments, dance performances, cycling events) (S3.H6.L2) (S3.H6.L1)

RS.3.9	Demonstrate appropriate technique in resistance training through a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle (S3.H7.L1) (S3.H7.L2)
RS.3.10	Identify the different energy systems by relating physiological responses to individual levels of fitness and nutritional balance (e.g., phosphagen, anaerobic glycolysis, aerobic) (S3.H8.L1)  <b>Teacher Note:</b> See <a href="https://www.acefitness.org/blog/3256/the-three-primary-energy-pathways-explained">https://www.acefitness.org/blog/3256/the-three-primary-energy-pathways-explained</a> for simple explanation of energy systems.
RS.3.11	Identify types of strength exercises and stretching exercises for personal fitness development (e.g., strength, endurance, range of motion) (S3.H9.L1)
RS.3.12	Calculate target heart rate and apply that information to personal fitness plan by using available technology or through self-monitoring (S3.H10.L1) (S3.H10.L2)
RS.3.13	Create and implement a habit modification plan and maintain a fitness portfolio that enhances a healthy, active lifestyle in college or career settings (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement) (S3.H11.L1) (S3.H12.L2)  <b>Teacher Note:</b> Be sure to include the FITT Principle as used in the Arkansas 6-8 Physical Education Standards in guiding students in the development of their plans. A PDF handout explaining the FITT principle can be found at <a href="http://www.ode.state.or.us/teachlearn/subjects/pe/curriculum/fittprinciple.pdf">http://www.ode.state.or.us/teachlearn/subjects/pe/curriculum/fittprinciple.pdf</a>
RS.3.14	Design and implement a snack plan to maintain an appropriate energy balance for a healthy, active lifestyle, including before, during, and after exercise that addresses nutrition needs for each phase (S3.H13.L1) (S3.H13.L2)
RS.3.15	Identify and apply stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) (S3.H14.L1) (S3.H14.L2)

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Content Standard 4: Exhibit responsible personal and social behavior that respects self and others

RS.4.1	Employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately (S4.H1.L1)
RS.4.2	Exhibit proper etiquette, respect for others and teamwork while engaging in physical activity (S4.H2.L1)
RS.4.3	Use communication skills and strategies that promote team or group dynamics (S4.H3.L1)
RS.4.4	Solve problems and think critically in physical activity, both as an individual and in groups, while taking into account others' ideas, cultural diversity, and body types (S4.H4.L2) (S4.H4.L1)
RS.4.5	Apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (S4.H5.L1)



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Content Standard 5: Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

RS.5.1	Analyze the health benefits of a self-selected physical activity (S5.H1.L1)
RS.5.2	Establish challenging goals in order to experience success and encourage a desire to participate in a self-selected physical activity (S5.H2.L2)
RS.5.3	Select and participate in physical activities or dance that meet the need for self-expression and enjoyment
RS.5.4	Identify the value of and opportunities for social interaction and social support in a self-selected physical activity or dance (S5.H4.L1)