

How Health Education Today's "High School Physical Education Curriculum" Meets California's Physical Education Standards

California's Physical Education Overarching Standards:

<https://www2.cde.ca.gov/cacs/pe?c0=2%2C14%2C7%2C1%2C13&order=0&page=0&perpage=100&mingrade=9&maxgrade=12&dl=0>

1. Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
2. Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
3. Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Overarching Standard:

Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

Grade Level and Standards:

How HET P.E. Program Meets Standards:

Course 1:
Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. PE-HS1.1

-Met in movement skills such as dribbling, throwing, catching, and serving in several units; like Soccer, Football, Basketball, Tennis.

Course 2:
Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. PE-HS2.1

-Met in refined skills such as trapping, heading, coil, and top-spin in several units; like Soccer, Tennis, Volleyball and Floor Hockey.

Course 1:
Combine and apply movement patterns, simple to complex, in aquatic, rhythms/dance, and individual and dual activities. PE-HS1.1.1

-Met in skills such as grip and follow-through in several units; like Tennis, Badminton, Pickleball.

<p><u>Course 2:</u> Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities. <u>PE-HS2.1.1</u></p>	<p>-Met in skills such as grip, toss, and arc in several Backyard Games Units; such as Corn Hole and Horse Shoes.</p>
<p><u>Course 1:</u> Analyze situations and determine appropriate strategies for improved performance in aquatic, rhythms/dance, and individual and dual activities. <u>PE-HS1.1.10</u></p>	<p>-Met in skills such as partner work in Badminton and Ping Pong, and Dance routines in “Aerobic Fitness Unit.”</p>
<p><u>Course 2:</u> Analyze situations to determine appropriate strategies to use in combative, gymnastic/ tumbling, and team activities. <u>PE-HS2.1.10</u></p>	<p>-Met in skills in “Combatives Activities” and all team activities such as Floor Hockey or Soccer.</p>
<p><u>Course 1:</u> Assess the effect/outcome of a particular performance strategy in aquatic, rhythms/dance, and individual and dual activities. <u>PE-HS1.1.11</u></p>	<p>-Met in Aerobic Fitness Unit as students creating workout routines and presenting to class.</p>
<p><u>Course 2:</u> Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities. <u>PE-HS2.1.11</u></p>	<p>-Met in Aerobic Fitness Unit as students create workout routines and present to class, as well as “Combatives Activities,” and yoga workouts.</p>
<p><u>Course 1:</u> Demonstrate independent learning of movement skills. <u>HS1.1.12</u></p>	<p>-Met in many units as students participate in game play. Teacher can also use the “Play Score Evaluation Sheet” to see students’ movement skills.</p>
<p><u>Course 2:</u> Evaluate independent learning of movement skills. <u>PE-HS2.1.12</u></p>	<p>-Met in many units as students participate in game play. Teacher can also use the “Play Score Evaluation Sheet” to see students’ movement skills.</p>
<p><u>Course 1:</u> Demonstrate proficient movement skills in aquatic, rhythms/dance, and individual and dual activities. <u>PE-HS1.1.2</u></p>	<p>-Met in “Aerobic Fitness Unit” dances such as “Electric Slide,” and “Salsa Dancing.”</p>
<p><u>Course 2:</u> Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities. <u>PE-HS2.1.2</u></p>	<p>-Met in the skills used in “Combatives Activities” and all team activities such as Flag Football and Volleyball.</p>

<p style="text-align: center;"><u>Course 1:</u></p> <p>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. <u>PE-HS1.1.3</u></p>	<p>-Met in skills in Speedball and Soft Lacrosse Units, as well as activities in the “Calisthenics and Bodywork Folder.”</p>
<p style="text-align: center;"><u>Course 2:</u></p> <p>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. <u>PE-HS2.1.3</u></p>	<p>-Met in skills in Handball Unit, as well as activities in the “Cardio Workouts Folder.”</p>
<p style="text-align: center;"><u>Course 1:</u></p> <p>Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatic and individual and dual activities. <u>PE-HS1.1.4</u></p>	<p>-Met in several units; such as Basketball, Volleyball, and Soccer. In Basketball for instance, the “One on One Drill” focuses on both offensive and defensive strategies.</p>
<p style="text-align: center;"><u>Course 2:</u></p> <p>Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities. <u>PE-HS2.1.4</u></p>	<p>-Met in several units; such as Football and Soccer. In Soccer, the “4 on 4 Drill” includes offensive and defensive strategies.</p>
<p style="text-align: center;"><u>Course 1:</u></p> <p>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. <u>PE-HS1.1.5</u></p>	<p>-Met in several units, including Weight Training Unit, and Softball Unit as examples; and evaluation is met by using the teacher’s “Play Score Evaluation Sheet” and student “Peer Grading Sheet” in “01 Organizing Docs.”</p>
<p style="text-align: center;"><u>Course 2:</u></p> <p>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. <u>PE-HS2.1.5</u></p>	<p>-Met in Weight Training Unit (see “Strength and Endurance Docs” for explanation) and evaluation is met by using the teacher’s “Play Score Evaluation Sheet” and student “Peer Grading Sheet” in “01 Organizing Docs.”</p>

<p><u>Course 1:</u> Examine the physical, emotional, cognitive, and scientific factors that affect performance and explain the relationship between those factors. <u>PE-HS1.1.6</u></p>	<p>-Met in Weight Training Unit (see “Weight Training Handbook” and several “Muscle Anatomy Quizzes.”)</p>
<p><u>Course 2:</u> Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance. <u>PE-HS2.1.6</u></p>	<p>-Met in Weight Training Unit (see “Concepts of Health and Fitness Test” and several “Muscle Anatomy Quizzes.”)</p>
<p><u>Course 1:</u> Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in aquatic, rhythms/dance, individual activities, and dual activities. <u>PE-HS1.1.7</u></p>	<p>-See “Yoga in P.E. Class” document, and use the “Play Score Evaluation Sheet” in the “01. Organizing Docs” folder.</p>
<p><u>Course 2:</u> 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. <u>PE-HS2.1.7</u></p>	<p>-See “Yoga in P.E. Class” document, as well as “Physio Ball” and “Resistance Bands” activities and use the “Play Score Sheet” in the “01. Organizing Docs” folder.</p>
<p><u>Course 1:</u> 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. <u>PE-HS1.1.8</u></p>	<p>-Met if incorporating this standard in the Weight Training Unit when having students do the “Write Your Own Weight Training Workout.”</p>
<p><u>Course 2:</u> Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities. <u>PE-HS2.1.8</u></p>	<p>-Met if incorporating this standard in the Weight Training Unit when having students do the “Write Your Own Weight Training Workout,” or in the Aerobic Fitness Unit when you have students create their own aerobic workout.</p>
<p><u>Course 1:</u> Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities. <u>PE-HS1.1.9</u></p>	<p>-Met by having students list what skills they will improve after using the “Play Score Sheet” in the 01. Organizing Docs.”</p>

<p><u>Course 2:</u> Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities. <u>PE-HS2.1.9</u></p>	<p>-Met by having students list what skills they will improve after using the "Peer Grading Sheet and/or by the teacher check-offs in "01 Organizing Docs."</p>
<p><u>Course 1:</u> Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. <u>PE-HS1.2</u></p>	<p>-Met in folder #4. "Fitness Testing" in completing the "Fitness Test Goal Sheet."</p>
<p><u>Course 2:</u> Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. <u>PE-HS2.2</u></p>	<p>-Met in folder #4. "Fitness Testing" in completing the "Fitness Test Goal Sheet." Also met in "Jump Rope Endurance Tests," and "Walking for Fitness" days.</p>
<p>Overarching Standard:</p> <p>Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.</p>	
<p><u>Grade Level and Standards:</u></p>	<p><u>How HET P.E. Program Meets Standards:</u></p>
<p><u>Course 1:</u> Participate in moderate to vigorous physical activity at least four days each week. <u>PE-HS1.2.1</u></p>	<p>-Met in main folder in #5. "Standards and Common Core," then Folder #3. "Easy to Meet Common Core," then "20 Activities Lesson Writing #1. FITT Plan Homework." This lesson includes writing a FITT plan and then doing a physical activity and recording info.</p>
<p><u>Course 2:</u> Participate in moderate to vigorous physical activity at least four days each week. <u>PE-HS2.2.1</u></p>	<p>-Met in Main folder in #5. "Standards and Common Core," then Folder #3. "Easy to Meet Common Core," then "20 Activities Lesson Writing #1. FITT Plan Homework." This lesson includes writing a FITT plan and then doing a physical activity and recording info.</p>
<p><u>Course 1:</u> Identify and list available fitness resources in the community. <u>PE-HS1.2.10</u></p>	<p>-This could be met by requiring your students to be involved in a certain number of hours in community events, or by actually taking a field trip to participate in a community event.</p>

<p><u>Course 2:</u> Evaluate the availability and quality of fitness resources in the community. <u>PE-HS2.2.10</u></p>	<p>-This could be met by requiring your students to be involved in a certain number of hours in community events, or by actually taking a field trip to participate in a community event.</p>
<p><u>Course 1:</u> Explain the role of physical activity in the prevention of disease and the reduction of health care costs. <u>PE-HS1.2.11</u></p>	<p>-Met in the #14. "Nutrition Unit" on Day 12 where students look at "How diet affects CANCER, cancer warning signs, and do the "Family Medical History Parent-Teen Communicator Homework."</p>
<p><u>Course 2:</u> Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness. <u>PE-HS2.2.11</u></p>	<p>-Met in folder #4. "Fitness Testing" in completing all the fitness tests and completing the "Fitness Test Goal Sheet." Folder #11 also includes many FITT plan worksheets and activities.</p>
<p><u>Course 1:</u> Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness. <u>PE-HS1.2.2</u></p>	<p>-Met in folder #11 in completing many FITT plan worksheets and activities.</p>
<p><u>Course 2:</u> Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests. <u>PE-HS2.2.2</u></p>	<p>-This standard can be met by allowing students to have days where they can choose which activity they wish to do. Some examples are "Set the Gym Up As a Sports Club" which is file #8 in the "Weight Training Unit," and "Walking for Fitness" days.</p>
<p><u>Course 1:</u> Meet health-related physical fitness standards established by a scientifically based health-related fitness assessment. <u>PE-HS1.2.3</u></p>	<p>-Met in folder #4. "Fitness Testing" in completing all the fitness tests from either the "Presidential Fitness Tests," or the "FitnessGram" tests.</p>
<p><u>Course 2:</u> 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. <u>PE-HS2.2.3</u></p>	<p>-Met in folder #4. "Fitness Testing" in completing all the fitness tests from either the "Presidential Fitness Tests," or the "FitnessGram" tests, and using "Fitness Testing Goal Sheet" to set personal goals.</p>
<p><u>Course 1:</u> Use physical fitness test results to set and adjust goals to improve fitness. <u>PE-HS1.2.4</u></p>	<p>-Met in folder #4. "Fitness Testing" in completing all the fitness tests from either the "Presidential Fitness Tests," or the "FitnessGram" tests, and using "Fitness Testing Goal Sheet" to set personal goals.</p>

<p><u>Course 2:</u> Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development. <u>PE-HS2.2.4</u></p>	<p>-Met in folder #4. "Fitness Testing" in completing all the fitness tests from either the "Presidential Fitness Tests," or the "FitnessGram" tests, and using "Fitness Testing Goal Sheet" to set personal goals.</p>
<p><u>Course 1:</u> Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise. <u>PE-HS1.2.5</u></p>	<p>-Met by using the "Training Principles" worksheet in "08 Weight Training" folder, then in folder "02 Strength and Endurance" folder.</p>
<p><u>Course 2:</u> Justify the use of particular physical activities to achieve desired fitness goals. <u>PE-HS2.2.5</u></p>	<p>-Met by using the "Weight Training Handbook Worksheet" in "08 Weight Training" folder, then in folder "02 Strength and Endurance" folder.</p>
<p><u>Course 1:</u> Identify the physical fitness requirements of an occupation. <u>PE-HS1.2.6</u></p>	<p>-Met in main folder "12. Written Work," then folder #00. then "Health Career Research" assignment.</p> <p>-Also read articles and then have them do the "Article Summary Worksheet" in main folder #12. "Written Works" then folder "00. Articles for Non Suits or Make Ups." Articles to read are in the "Fitness Workout and Exercise" section of the articles.</p>
<p><u>Course 2:</u> Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities. <u>PE-HS2.2.6</u></p>	<p>-Met by using any of the "FITT Plans" in main folder #11. "FITT Plans" folder.</p>
<p><u>Course 1:</u> Develop and implement a one-month personal physical fitness plan. <u>PE-HS1.2.7</u></p>	<p>-Met by using any of the "FITT Plans" in main folder #11. "FITT Plans" folder. Calendars are included.</p>
<p><u>Course 2:</u> Develop and implement an appropriate personal physical fitness program for a family or community member. <u>PE-HS2.2.7</u></p>	<p>-Met by using the "Parent FITT Plan Homework" in main folder #11.</p>

<p align="center"><u>Course 1:</u></p> <p>Analyze consumer physical fitness products and programs. <u>PE-HS1.2.8</u></p>	<p>-Read articles and then have them do the “Article Summary Worksheet” in main folder #12. “Written Works” then folder “00. Articles for Non Suits or Make Ups.” Articles to read are in the “Nutrition and Dieting” section of the articles.</p>
<p align="center"><u>Course 2:</u></p> <p>Explain how to evaluate consumer physical fitness products and programs. <u>PE-HS2.2.8</u></p>	<p>-Read articles and then have them do the “Article Summary Worksheet” in main folder #12. “Written Works” then folder “00. Articles for Non Suits or Make Ups.” Articles to read are in the “Fitness, Working Out and Exercise” section of the articles. Try this article in particular: “What Is The Best Workout For A Young Teen Trying To Stay Healthy?” and “Top Teen Exercise Tips: No Gym Required.”</p>
<p align="center"><u>Course 1:</u></p> <p>Explain the inherent risks associated with physical activity in extreme environments. <u>PE-HS1.2.9</u></p>	<p>-Use the “Article Summary Worksheet” in main folder #12, “Written Works,” then folder “00. Articles for Non Suits or Make Ups” for this article, on exercise precautions in extreme environments: https://www.acsm.org/docs/default-source/files-for-resource-library/exercising-hot-cold-environments.pdf?sfvrsn=1b06c972_4</p>
<p align="center"><u>Course 2:</u></p> <p>Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance. <u>PE-HS2.2.9</u></p>	<p>-Use the “Article Summary Worksheet” in main folder #12, “Written Works,” then folder “00. Articles for Non Suits or Make Ups” for this topic. Here is one article suggestion: https://www.healthline.com/health/performance-enhancers-safe-deadly#safe-supplements</p>
<p align="center"><u>Course 1:</u></p> <p>Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. <u>PE-HS1.3</u></p>	<p>-Meet this standard by having students read any of the following articles, or watch a video, and then have them do the “Article Summary Worksheet” in main folder #12. “Written Works” folder, then folder “00. Articles for Non Suits or Make Ups”</p> <p>https://www.sandiegouniontribune.com/2024/02/04/ethics-in-sports-go-beyond-winning-and-losing/</p> <p>https://blogs.usafootball.com/blog/7332/11-sports-manners-to-teach-your-young-athletes</p> <p>https://prezi.com/p/mb30rjnyhofg/lo2-the-importance-of-etiquette-and-sporting-behaviour-of-both-performers-and-spectators/</p>
<p align="center"><u>Course 2:</u></p> <p>Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. <u>PE-HS2.3</u></p>	<p>-Meet this standard by having students read any of the following articles, or watch a video, and then have them do the “Article Summary Worksheet” in main folder #12. “Written Works” folder, then folder “00. Articles for Non Suits or Make Ups.”</p> <p>https://www.youtube.com/watch?v=Nqwf-18cuHc</p> <p>https://onlinemasters.ohio.edu/blog/ethical-issues-in-sports/</p>

Overarching Standard:

Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

<p><u>Course 1:</u> Accept personal responsibility to create and maintain a physically and emotionally safe and nonthreatening environment for physical activity. <u>PE-HS1.3.1</u></p>	<p>-Met by showing your students this video, "What Does Sportsmanship Mean to You?" and then having them either have a partner or class discussion about the video, or write a reflection paper. You could have them discuss/write about being leader as well.</p> <p>https://www.youtube.com/watch?v=EWc45IG6oE4</p>
<p><u>Course 2:</u> Participate in physical activities for personal enjoyment. <u>PE-HS2.3.1</u></p>	<p>-Standard can be met by requiring students to be involved in a certain number of hours in self-selected physical activity outside of school, or in a school activity.</p>
<p><u>Course 1:</u> Identify and utilize the potential strengths of each individual in physical activities. <u>PE-HS1.3.10</u></p>	<p>-Standard can be met by allowing students to have days where they can choose which activity they wish to do. One example is "Set the Gym Up As a Sports Club" which is file #8 in the "Weight Training Unit," or the "Muscular Endurance Challenges" in folder #11 "FIT Plans."</p>
<p><u>Course 2:</u> No CA "Course 2" standard is listed to match <u>PE-HS1.3.10</u>.</p>	<p>No CA "Course 2" standard is listed to match <u>PE-HS1.3.10</u>.</p>
<p><u>Course 1:</u> Act independently of negative peer pressure during physical activity. <u>PE-HS1.3.2</u></p>	<p>-Met by showing your students this video, "What Does Sportsmanship Mean to You?" from the "Gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity" section and have them do the "Article Summary Worksheet" in main folder #12. "Written Works" folder, then folder "00. Articles for Non Suits or Make Ups."</p>
<p><u>Course 2:</u> Examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime. <u>PE-HS2.3.2</u></p>	<p>-Met through teaching students lifetime sports from the "Backyard Unit" such as: Frisbee, Corn Hole and Horse Shoes.</p>

<p><u>Course 1:</u> Identify and evaluate personal psychological responses to physical activity. <u>PE-HS1.3.3</u></p>	<p>-Met by showing your students this video, "What Does Sportsmanship Mean to You?" or any other article from the "Gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity" section and have them do the "Article Summary Worksheet" in main folder #12. "Written Works" folder, then folder "00. Articles for Non Suits or Make Ups."</p>
<p><u>Course 2:</u> Evaluate the psychological benefits derived from regular participation in physical activity. <u>PE-HS2.3.3</u></p>	<p>-Met by having students read an article on the psychological benefits of exercise, and then have them do the "Article Summary Worksheet" in main folder #12. "Written Works" folder, then folder "00. Articles for Non Suits or Make Ups."</p>
<p><u>Course 1:</u> Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities. <u>PE-HS1.3.4</u></p>	<p>-This can be met in several units when directed to allow students to choose to play on a "Pro" or "Recreational" team, and also when students are allowed to choose partners, teams, and/or activities in many of this program's units.</p>
<p><u>Course 2:</u> Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities. <u>PE-HS2.3.4</u></p>	<p>-This can be met by allowing students to have "Choice Days" and choose the day's activity, and also when students are allowed to choose partners, teams, and/or activities offered in many of this program's units.</p>
<p><u>Course 1:</u> Develop personal goals to improve one's performance in physical activities. <u>PE-HS1.3.5</u></p>	<p>-Met in having students do individual challenges in the Jump Rope Unit and "Jump Rope Tests" or "Cardio Workouts," or fitness tests, setting self-goals and meeting those goals.</p>
<p><u>Course 2:</u> Evaluate and refine personal goals to improve performance in physical activities. <u>PE-HS2.3.5</u></p>	<p>-Met in having students do individual challenges in the Jump Rope Unit and "Jump Rope Tests" or "Cardio Workouts," or fitness tests, setting self-goals and meeting those goals.</p>
<p><u>Course 1:</u> Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity. <u>PE-HS1.3.6</u></p>	<p>-Met by having your students read an article from the main folder #12. "Written Works" folder, then folder "00. Articles for Non Suits or Make Ups." Look in the "Gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity" section of the spread sheet and have them do the "Article Summary Worksheet." Try "Motives and Barriers Related to Physical Activity and Sport across Social Backgrounds: Implications for Health Promotion" article.</p>

<p><u>Course 2:</u> Identify the effects of individual differences, such as age, gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity. <u>PE-HS2.3.6</u></p>	<p>-Met by having your students read an article from the main folder #12. "Written Works" folder, then folder "00. Articles for Non Suits or Make Ups." Look in the "Gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity" section of the spread sheet and have them do the "Article Summary Worksheet." Try "Motives and Barriers Related to Physical Activity and Sport across Social Backgrounds: Implications for Health Promotion" article.</p>
<p><u>Course 1:</u> Analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace. <u>PE-HS1.3.7</u></p>	<p>-Met by having your students read an article from the main folder #12. "Written Works" folder, then folder "00. Articles for Non Suits or Make Ups." Look in the "Gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity" section of the spread sheet and have them do the "Article Summary Worksheet." Try "The importance of social interaction at work and beyond" article.</p>
<p><u>Course 2:</u> Explain how to select and modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs. <u>PE-HS2.3.7</u></p>	<p>-Met by having your students read an article from the main folder #12. "Written Works" folder, then folder "00. Articles for Non Suits or Make Ups." Look in the "Gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity" section of the spread sheet and have them do the "Article Summary Worksheet." Use the "Motives and Barriers Related to Physical Activity and Sport across Social Backgrounds: Implications for Health Promotion" article.</p>
<p><u>Course 1:</u> Recognize the value of physical activity in understanding multiculturalism. <u>PE-HS1.3.8</u></p>	<p>-Met by having your students read an article from the main folder #12. "Written Works" folder, then folder "00. Articles for Non Suits or Make Ups." Look in the "Gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity" section of the spread sheet and have them do the "Article Summary Worksheet." Use the "Multiculturalism in Physical Education" article.</p>
<p><u>Course 2:</u> Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles. <u>PE-HS2.3.8</u></p>	<p>-Leadership skills can be learned in many team sports such as Flag Football, Soccer, Softball, or Volleyball (to name a few) by changing team captains, having warm up exercise leaders, rotating squad leaders, or by having different students referee during game play.</p>

<p><u>Course 1:</u> <u>PE-HS1.3.9</u> Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities.</p>	<p>-There are many opportunities for personal achievement in this PE program. One example is "Fitness Testing" where students are setting their own personal goals, not in competition with others, but trying to reach their own personal best.</p>
<p><u>Course 2:</u> Encourage others to be supportive and inclusive of individuals of all ability levels. <u>PE-HS2.3.9</u></p>	<p>-PE is the perfect place to root others on! There are numerous activities in this program that promote inclusiveness, and acceptance of all. Partnering students up for warm ups, tag games, in partner units such as Tennis, Badminton, or any other partner activities (like Scooter Relays) help promote social acceptance of those who may be different from their partner. Cheering on teammates in any team sport; for example Basketball, Soft Lacrosse, or Soccer is another easy way to be inclusive of others. Cooperative games that are included in this program are another easy way to teach inclusiveness, and teachers are encouraged to try changing up the teams often!</p>