

How Health Education Today's "High School Physical Education Curriculum" Meets New York's State Standards for P.E.

<http://www.k12.wa.us/healthfitness/Standards.aspx>

New York's Physical Education Learning Standards:

1. Demonstrates competency in a variety of motor skills and movement patterns.
2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.
3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. Exhibits responsible personal and social behavior that respects self and others.
5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.
6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

<https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/new-york-physical-education-learning-standards-2020.pdf>

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

<u>NY Grade Level and Standards:</u>	<u>How HET Meets Standards:</u>
<p>Topics Year 1: Sports Skills and Games</p> <p>1.1. L1. The outcomes for 1.1. conclude at grade 8.</p>	<p>-Met by movement skills such as dribbling, throwing, catching, and serving in several units; like Soccer, Football, Basketball, Tennis.</p>
<p>Topics Year2: Sports Skills and Games</p> <p>1.1. L2. The outcomes for 1.1. conclude at grade 8.</p>	<p>-Met by refined skills such as trapping, heading, coil, and top-spin in several units; like Soccer, Tennis, Volleyball and Floor Hockey.</p>
<p>Topics Year 1: Dance, Movement, and Rhythmic Activities</p> <p>1.2. L1. Demonstrates competency in one or more dance forms used in cultural and social occasions.</p>	<p>-Met by skills such as many difference dance routines and videos in Aerobic Fitness Unit.</p>
<p>Topics Year 2: Dance, Movement, and Rhythmic Activities</p> <p>1.2. L2. Demonstrates refined movement skills and creative expression by choreographing a dance or by giving a performance.</p>	<p>-Met in the Inside Unit” folder, Aerobic Fitness Unit in the “Aerobic Dance Project.”</p>
<p>Topics Year 1: Fitness Activities</p> <p>1.3. L1. Demonstrates competency in one or more fitness activities.</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>Topics Year 2: Fitness Activities</p> <p>1.3. L2. Demonstrates proficiency and/or refines activity-specific movement skills in one or more fitness activities.</p>	<p>-Met in “FITT Plans” folder, “General 5-Day P.E. Full Semester Lesson Plans” on Week 5-Day 3, and “General 2-Day Lesson Plans” on Week 11-Day 2.”</p> <p>-There is also a full lesson on “Body Fat” in the main folder in folder #5. “Standards and Common Core,” then Folder #3. “Easy to Meet Common Core,” then “20 Activities Lesson Writing #7.”</p> <p>-Met in main folder “12. Written Work,” then folder #00. then “Health Career Research” assignment.</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 Workout and Exercise” section of the articles.
<p>Topics Year 1:</p> <p>Lifetime Activities</p> <p>1.4. L1. Demonstrates competency in one or more lifetime activities.</p>	-Met in several Backyard Games Units; such as Croquet, Bocce Ball, and Walking Unit.
<p>Topics Year 2: Lifetime Activities</p> <p>1.4. L2. Demonstrates proficiency and/or refines activity-specific movement skills in one or more lifetime activities.</p>	-Met in several units; such as Horse Shoes, Cornhole, and Putt Putt Golf.
Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.	
<u>NY Grade Level and Standards:</u>	<u>How HET Meets Standards:</u>
<p>Topics Year 1: Movement Concepts</p> <p>2.1. L1. Demonstrates competency of movement concept in a variety of physical activities.</p>	<p>-Met in several units; such as Volleyball and Football in using the “Play Score” peer evaluation Sheets” and teacher check offs in “01 Organizing Docs.”</p> <p>-Met in several units; such as Volleyball and Football in using the “Play Score” peer evaluation Sheets” and teacher check offs in “01 Organizing Docs.”</p>
<p>Movement Concepts</p> <p>Gross motor skills include skills such as:</p> <p>Sitting, Standing, Walking, Running, Jumping, Lifting, Kicking</p>	-Met in folder #4. “Fitness Testing” in completing the “FitGram Fitness Test Goal Sheet.” (In Folder 4.) 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 they are trying to reach their own personal best.
<p>Topics Year 2: Movement Concepts</p> <p>2.1. L2. Demonstrates proficiency of movement concepts in a variety of physical activities.</p>	-Met in “Jump Rope Endurance Tests,” and “Walking for Fitness” days.
Topics Year 1: Strategies and Tactics	-Met in several units; such as Basketball, Volleyball, and Soccer. In Basketball for instance, the “One on One Drill” focuses on both

2.2. L1. Demonstrates competency of strategies and tactics in a variety of physical activities.	offensive and defensive strategies.
<p>Topics Year 2: Strategies and Tactics</p> <p>2.2. L2. Demonstrates proficiency of strategies and tactics in a variety of physical activities.</p>	-Met in several units; such as Football and Soccer. In Soccer, the “4 on 4 Drill” includes offensive and defensive strategies.
<p>Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	
<p><u>NY Grade Level and Standards:</u></p>	<p><u>How HET Meets Standards:</u></p>
<p>Topics Year 1: Fitness Planning</p> <p>3.1. L1. Explains how each of the skill and health-related fitness components are improved through the application of basic training principles.</p>	<p>-Met in “FITT Plans” folder, “General 5-Day P.E. Full Semester Lesson Plans” on Week 5-Day 3, and “General 2-Day Lesson Plans” on Week 11-Day 2.”</p> <p>-There is also a full lesson on “Body Fat” in the main folder in folder #5. “Standards and Common Core,” then Folder #3. “Easy to Meet Common Core,” then “20 Activities Lesson Writing #7.”</p>
<p>Topics Year 2: Fitness Planning</p> <p>3.1. L2. Designs and implements personal fitness plans, addressing goals that incorporate basic training principles that influence lifelong physical activity and fitness.</p>	<p>-The personal fitness part of this standard is met using any of the “FITT Plans” in main folder #11. “FITT Plans” folder.</p> <p>Also 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>-Met in Weight Training Unit (see Wt. Training Handbook” for explanation.)</p>

	-Met in Weight Training Unit (see “Strength and Endurance Docs” for explanation.)
Topics Year 1: Additional Health-Enhancing Behaviors 3.2. L1. Evaluates personal habits related to health-enhancing behaviors for self and others.	-This standard can be met by requiring your students to be involved in a certain number of hours in self-selected fitness activity outside of school. For instance, logging minutes of walking.
Topics Year 2: Additional Health-Enhancing Behaviors 3.2. L2. Designs and implements action plans which address health-enhancing behaviors that influence lifelong physical activity and fitness.	-The personal fitness part of this standard is met using any of the “FITT Plans” in main folder #11. “FITT Plans” folder. -The nutrition part of this standard is met with the “Eating Healthy for Life” survey and the “Healthy Eating Goal Sheet” in the #14. “Nutrition Unit.” -The conditioning/weight lifting part of this standard is met in main folder, then #8. “Weight Training” folder, then folder #1 Wt. Room Workouts, then 6. “Write Your Own Workout.” -The nutrition part of this standard is met with the “Eating Healthy for Life” survey and the “Healthy Eating Goal Sheet” in the #14. “Nutrition Unit.”
Standard 4: Exhibits responsible personal and social behavior that respects self and others.	
<u>NY Grade Level and Standards:</u>	<u>How HET Meets Standards:</u>
Topics Year 1: Self-Awareness and Management	-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. -Also met in having students do individual challenges like the “Jump Rope Unit and Jump Rope Tests” or “Cardio Workouts,” or fitness tests, setting self-goals and meeting those goals.
4.1. L1. Applies positive character traits in physical activity settings.	-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>Topics Year 2: Self-Awareness and Management</p> <p>4.1. L2. Evaluates positive character traits in physical activity settings.</p>	<p>https://www.youtube.com/watch?v=EWc45IG6oE4</p> <p>-Met in main folder in folder #5. "Standards and Common Core," then Folder #3. "Easy to Meet Common Core," then "20 Activities Lesson Writing #4."</p> <p>-Also met in having students do individual challenges like the "Jump Rope Unit and Jump Rope Tests" or "Cardio Workouts," or fitness tests, setting self-goals and meeting those goals.</p>
<p>Topics Year 1: Social Awareness and Relationship Skills</p> <p>4.2. L1. Applies the qualities of civility and citizenship in physical activity settings.</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>https://www.youtube.com/watch?v=Nqwf-18cuHc</p> <p>https://onlinemasters.ohio.edu/blog/ethical-issues-in-sports/</p> <p>All these standards in Year 1+ 2 can be 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>Topics Year 2: Social Awareness and Relationship Skills</p> <p>4.2. L2. Evaluates the qualities of civility and citizenship in physical activity settings.</p>	<p>-In several of the team sport units, students will take turns being captain (or for instance in the Football Unit take turns being quarterback and calling the plays.)</p> <p>-This is an on-going discussion (and should be seen) in units where students demonstrate kindness, cooperation, and empathy.</p>
<p>Topics Year 1: Responsible Decision-Making</p>	<p>-Meet this standard by having students read the following article, or</p>

<p>4.3. L1. Analyzes ethical decisions made in physical activity settings.</p>	<p>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>Topics Year 1: Responsible Decision-Making</p> <p>4.3. L2. Advocates for ethical decisions made in physical activity settings</p>	<p>-Meet this standard by having students read the following article, 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://blogs.usafootball.com/blog/7332/11-sports-manners-to-teach-your-young-athletes</p>
<p>Standard 5: Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.</p>	
<p><u>NY Grade Level and Standards:</u></p>	<p><u>How HET Meets Standards:</u></p>
<p>Topics Year 1: Overall Wellness</p> <p>5.1. L1. Analyzes the overall wellness benefits of self-selected physical activities.</p>	<p>-Met by completing the “Heart Rate Lesson” which is in both the “Inside Units” and “Outside Units” folders.</p> <p>-Met in the main folder, then #11. “FITT Plans Folder,” and also in the #8. “Weight Training” folder.</p>
<p>Topics Year 2: Overall Wellness</p> <p>5.1. L2. Evaluates the lifelong health benefits of self-selected physical activities throughout their physical literacy journey.</p>	<p>-Met in the main folder, then folder #11. “FITT Plans Folder,” and also the #10. “Calisthenics and Body Work” folder.</p> <p>-Met by completing the “Heart Rate Lesson” which is in the “Inside Units” and “Outside Units” folders.</p> <p>-Met in the main folder, then #11. “FITT Plans Folder,” and also in the #8. “Weight Training” folder.</p>

<p>Topics Year 1: Challenge</p> <p>5.2. L1. Selects and participates in physical activities that provide an appropriate level of challenge.</p>	<p>-This standard is met in many units where students are directed to choose to play either “Pro” or “Rec” for game play. (For instance in Basketball, Volleyball and Football.)</p>
<p>Topics Year 2: Challenge</p> <p>5.2. L2. Evaluates the level of challenge of a self-selected physical activity.</p>	<p>-This standard is met in many units where students are directed to choose to play either “Pro” or “Rec” for game play. (For instance in Badminton, Pickleball, or Ping Pong.)</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>Topics Year 1: Self-Expression and Enjoyment</p> <p>5.3. L1. Selects and participates in physical activities that meet the need for self-expression and enjoyment.</p>	<p>-This 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.”</p> <p>This standard can also be met by requiring your students to be involved in a certain number of hours in self-selected physical activity outside of school.</p>
<p>Topics Year 2: Self-Expression and Enjoyment</p> <p>5.3. L2. Evaluates the level of enjoyment of self-selected physical activities for lifelong participation.</p>	<p>This standard 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.”</p> <p>This standard can also be met by requiring students to be involved in hours in self-selected physical activity outside of school.</p> <p>-This is met by allowing students to choose partners, teams, and/or activities in many of this program’s units.</p>

Standard 6: Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

NY Grade Level and Standards:

How HET Meets Standards:

<p>Topics Year 1: Personal and Community Resources</p> <p>6.1. L1. Explains how personal community physical activity and fitness resources can support overall wellness.</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>Topics Year 1: Personal and Community Resources</p> <p>6.1. L2. Evaluates the validity of claims made by commercial products or programs to enhance physical performance, fitness, and overall wellness.</p>	<p><u>Unit:</u> Nutrition Unit that is included in the PE main folder. Day 14 “Is This Diet Healthy?” analyzing diet claims activity.</p> <p><u>Unit:</u> Nutrition that is included in the PE main folder, Day 12 “The Benefits of Exercise” and “MyFitnessPal” activity.</p>
<p>Topics Year 1: Careers</p> <p>6.2. L1. Identifies personal and community resources to explore career options related to physical activity and fitness.</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>Topics Year 2: Careers</p> <p>6.2. L2. Evaluates personal and community resources to explore career options related to physical activity and fitness.</p>	<p>-Met using the “Parent FITT Plan Homework.”</p> <p>-Also met in the “Nutrition Unit” Day 13 “Unhealthy Habits Survey,” and SMART Health Goals.”</p>