

How Health Education Today’s “High School Physical Education Curriculum” Meets Washington’s National and State Standards for P.E.

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

Washington State’s Physical Education Standards:

1. Students will demonstrate competency in a variety of motor skills and movement patterns.
2. Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.
3. Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. Students will exhibit responsible personal and social behavior that respects self and others.
5. Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.

<u>Topics:</u>	<u>Grade Level and Standards:</u>	<u>How This Program Meets Standards:</u>
1. Games and Sports	<u>Year 1:</u> Demonstrate competency in activity-specific movement skills in two or more games and sports (invasion, net/wall, field/striking, target). PE1.1.HS1	-Movement skills such as dribbling, throwing, catching, and serving are met in several units; like Soccer, Football, Basketball, Tennis.
	<u>Year 2:</u> Refine activity-specific movement skills in two or more games and sports (invasion, net/wall, field/striking, target). PE1.1.HS2	-Refined skills such as trapping, heading, coil, and top-spin are met in several units; like Soccer, Tennis, Volleyball and Floor Hockey.
2. Individual-Performance Activities	<u>Year 1:</u> Demonstrate competency in activity-specific movement skills in two or more individual-performance activities. PE1.2.HS1	-Skills such as grip and follow-through are met in several units; like Tennis, Badminton, Pickleball.
	<u>Year 2:</u> Refine activity-specific movement skills in two or more PE1.2.HS2	-Skills such as grip, toss, and arc are met in several Backyard Games Units; such as Corn Hole and Horse Shoes.

3. Outdoor Pursuits	<u>Year 1:</u> Demonstrate competency in activity-specific movement skills in two or more outdoor pursuits. PE1.3.HS1	-Met in several Backyard Games Units; such as Croquet, Bocce Ball, and Walking Unit.
	<u>Year 2:</u> Refine activity-specific movement skills in two or more outdoor pursuits. PE1.3.HS2	-Met in several units; such as Horse Shoes, Cornhole, and Putt Putt Golf.
Standard 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.		
<u>Topics:</u>	<u>Grade Level and Standards:</u>	<u>How This Program Meets Standards:</u>
1. Strategies and Tactics	<u>Year 1:</u> Develop an offensive and a defensive strategy for the purpose of game play. PE2.1.HS1	-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.
	<u>Year 2:</u> Create and apply multiple offensive and defensive strategies for game play. PE2.1.HS2	-Met in several units; such as Football and Soccer. In Soccer, the “4 on 4 Drill” includes offensive and defensive strategies.
2. Movement Performance	<u>Year 1:</u> Use movement concepts (force, motion, rotation) to analyze and improve performance of self or others in a selected skill. PE2.2.HS1	-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.”
	<u>Year 2:</u> Use movement concepts to develop a plan to improve advanced performance skill in a self-selected skill. PE2.2.HS2	-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.”
3. Movement Concepts Gross motor skills include skills such as: Sitting, Standing, Walking, Running, Jumping, Lifting, Kicking	<u>Year 1:</u> Assess critical elements and stages of learning a self-selected motor skill. PE2.3.HS1	-Met in folder #4. “Fitness Testing” in completing the “Fitness Test Goal Sheet.”
	<u>Year 2:</u> Create plan to improve performance of a self-selected motor skill. PE2.3.HS2	-Met in “Jump Rope Endurance Tests,” and “Walking for Fitness” days.

4. Training Principles and Knowledge	<p style="text-align: center;"><u>Year 1:</u></p> Apply training principles and knowledge (progression, specificity, overload, reversibility, diminishing return) to a self-selected activity. PE2.4.HS1	-Met in Weight Training Unit (see Wt. Training Handbook” for explanation.)
	<p style="text-align: center;"><u>Year 2:</u></p> Apply training principles and knowledge to two or more self-selected activities. PE2.4.HS2	-Met in Weight Training Unit (see “Strength and Endurance Docs” for explanation.)
Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.		
<u>Topics:</u>	<u>Grade Level and Standards:</u>	<u>How This Program Meets Standards:</u>
1. Benefit of Physical Activity	<p style="text-align: center;"><u>Year 1:</u></p> Investigate relationship between physical activity, nutrition, and body composition. PE3.1.HS1	<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 style="text-align: center;">Year 2:</p> Evaluate benefits of a physically active lifestyle as it relates to college or career productivity. PE3.1.HS2	<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>
2. Physical Activity in the Community	<p style="text-align: center;"><u>Year 1:</u></p> Investigate activities that can be pursued in the local environment. PE3.2.HS1	-Read the last article titled, “Fitness in the Community” and then have them do the “Article Summary Worksheet” in main folder #12. “Written Works” folder, then folder “00.”
	<p style="text-align: center;"><u>Year 2:</u></p> Evaluate (according to benefits, social support, and participation requirements) activities that can be pursued in	-Read the last article titled, “Fitness in the Community” and then have them do the “Article Summary Worksheet” in main folder #12. “Written

	the local environment. PE3.2.HS2	Works” folder, then folder “00.” Add a requirement that shows proof of attempting to do one of the suggestions.
3. Physical Activity for a Lifetime	<u>Year 1:</u> Evaluate risks and safety factors that might affect physical preferences throughout the life span. PE3.3.HS1	-Met in Main folder #3. “Organizing Docs,” then “Risk Assessment Survey.”
	<u>Year 2:</u> Evaluate barriers to physical activity throughout the life span and promote strategies to overcome them. PE3.3.HS2	-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.”
4. Engagement in Physical Activity	<u>Year 1:</u> Participate regularly in physical activity outside of the school day. PE3.4.HS1	-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” which includes writing a FITT plan and then doing a physical activity and recording info.
	<u>Year 2:</u> Create a plan, train for, and participate in a community event with a focus on physical activity. PE3.4.HS2	-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.
<u>FITNESS:</u> 5. Health-Related Fitness	<u>Year 1:</u> Adjust intensity to keep heart rate in the target zone, calculate recovery heart rate, and use technology to monitor cardiorespiratory endurance. PE3.5.HS1a Use types of muscular strength and muscular endurance exercises(isometric, concentric, eccentric). PE3.5.HS1b Use types of flexibility exercises (static, dynamic). PE3.5.HS1c	-Met by completing the “Heart Rate Lesson” which is in both the “Inside Units” and “Outside Units” folders. -Met in the main folder, then #11. “Fitt Plans Folder,” and also in the #8. “Weight Training” folder.
	<u>Year 2:</u> Analyze recovery heart rate in relationship to fitness level and overall health. PE3.5.HS2a Analyze types of muscular strength, muscular endurance, and flexibility exercises for personal fitness development. PE3.5.HS2b	-Met in the main folder, then folder #11. “Fitt Plans Folder,” and also the #10. “Calisthenics and Body Work” folder. -Met by completing the “Heart Rate Lesson” which is in the “Inside Units” and “Outside Units” folders.

		-Met in the main folder, then #11. "Fitt Plans Folder," and also in the #8. "Weight Training" folder.
6. Training Principles	<u>Year 1:</u> Explain training principles (overload, specificity, progression, reversibility, diminishing return, rest, and recovery) and how they relate to fitness planning. PE3.6.HS	-Met in Weight Training Unit (see "Handbook," and "Strength and Endurance Docs" for explanation.)
	<u>Year 2:</u> Use training principles (overload, specificity, progression, reversibility, diminishing return, rest, and recovery) to design a personal workout. PE3.6.HS2	-Met in Weight Training Unit (see "Handbook," and "Strength and Endurance Docs" for explanation.)
7. Engagement in Fitness Activities	<u>Year 1:</u> Participate regularly in self-selected fitness activities outside of school. PE3.7.HS1	-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.
	<u>Year 2:</u> Participate regularly in a variety of self-selected fitness activities outside of school. PE3.7.HS2	-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.
8. Individual Plan	<u>Year 1:</u> Design and implement a personal fitness and nutrition plan(assessment scores, goals for improvement, plan of activities for improvement, log of activities to reach goals, timeline for improvement). PE3.8.HS1	-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."
	<u>Year 2:</u> Design and implement a strength, conditioning, and nutrition plan that develops balance in opposing muscle groups (agonist and antagonist) and supports a healthy, active lifestyle to maintain or improve body composition. PE3.8.HS2	-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: Students will exhibit responsible personal and social behavior that respects self and others.		
<u>Topics:</u>	<u>Grade Level and Standards:</u>	<u>How This Program Meets Standards:</u>

<p>1. Personal Responsibility</p>	<p><u>Year 1:</u> Demonstrate intrinsic motivation by selecting or planning opportunities to participate in physical activity inside and outside of school. PE4.1.HS1</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>Year 2:</u> Analyze barriers that prevent opportunities for physical activity inside and outside of school. PE4.1.HS2</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>2. Rules and Etiquette</p>	<p><u>Year 1:</u> Examine the importance of etiquette in athletics and elite sports. PE4.2.HS1</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/ https://blogs.usafootball.com/blog/7332/11-sports-manners-to-teach-your-young-athletes https://prezi.com/p/mB30rinyhofg/02-the-importance-of-etiquette-and-sporting-behaviour-of-both-performers-and-spectators/ https://www.youtube.com/watch?v=Nqwf-18cuHc https://onlinemasters.ohio.edu/blog/ethical-issues-in-sports/</p>
	<p><u>Year 2:</u> Examine moral and ethical conduct in specific competitive situations. PE4.2.HS2</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/ https://blogs.usafootball.com/blog/7332/11-sports-manners-to-teach-your-young-athletes https://prezi.com/p/mB30rinyhofg/02-the-importance-of-etiquette-and-sporting-behaviour-of-both-performers-and-spectators/ https://www.youtube.com/watch?v=Nqwf-18cuHc https://onlinemasters.ohio.edu/blog/ethical-issues-in-sports/</p>
<p>3. Working with Others</p>	<p><u>Year 1:</u> Solve problems and think critically when working with others in physical activity, both as an individual and in groups. PE4.3.HS1</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</p>

		could have them discuss/write about being leader as well. https://www.youtube.com/watch?v=EWc45IG6oE4
	<p style="text-align: center;"><u>Year 2:</u></p> <p>Assume a leadership role in a physical activity setting. PE4.3.HS2a</p> <p>Describe the importance of treating individuals with dignity and respect during physical activity. PE4.3.HS2b</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>
4. Safety	<p style="text-align: center;"><u>Year 1:</u></p> <p>Demonstrate best practices for participating safely in physical activity and exercise. PE4.4.HS1</p>	-This can be met by giving students the “Risk Assessment Survey” in the main folder, then folder #3. “Organizing Docs” folder. Safety is discussed and required in each unit.
	<p style="text-align: center;"><u>Year 2:</u></p> <p>Apply best practices for participating safely in physical activity and exercise. PE4.4.HS2</p>	-This can be met by giving students the “Risk Assessment Survey” in the main folder, then folder #3. “Organizing Docs” folder. Safety is discussed and required in each unit.
Standard 5: Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.		
<u>Topics:</u>	<u>Grade Level and Standards:</u>	<u>How This Program Meets Standards:</u>
1. Challenge	<p style="text-align: center;"><u>Year 1:</u></p> <p>Choose an appropriate level of challenge to experience success in a physical activity. PE5.1.HS1</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 style="text-align: center;"><u>Year 2:</u></p> <p>Choose an appropriate level of challenge to experience success in a self-selected physical activity. PE5.1.HS2</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 an Football.)
2. Self-Expression and Enjoyment	<p style="text-align: center;"><u>Year 1:</u></p> <p>Participate in a self-selected physical activity for self-expression and enjoyment. PE5.2.HS1</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

		<p>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><u>Year 2:</u> Participate in a self-selected physical activity for self-expression and enjoyment. PE5.2.HS2</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>
3. Social Interaction	<p><u>Year 1:</u> Identify opportunities for social interaction in a self-selected physical activity. PE5.3.HS1</p>	<p>-This is met by allowing students to choose partners, teams, and/or activities in many of this program’s units.</p>
	<p><u>Year 2:</u> Evaluate opportunities for social interaction and social support in a self-selected physical activity. PE5.3.HS</p>	<p>-This is met by allowing students to choose partners, teams, and/or activities in many of this program’s units.</p>