High School Physical Education 10 – 12

This course is designed to allow students to build on their knowledge and skills learned in the Foundations of Fitness and Physical Activity course and offers a wide variety of activities based on an elective program. Students will further their understanding of fitness concepts while having the opportunity to experience lifetime sports, individual sports, and team and recreational games. Foundations of Fitness and Physical Activity is a pre-requisite for this course. Successful completion of this course earns a required half PE credit.

Enduring Understanding and SHAPE Standards: Fitness & Nutrition

- How can technology be a motivator for someone trying to improve their lifestyle (S3.L2.1b)?
- How can you make sure that your body is properly prepared for physical activity (S4.L2.4)?
- Why is it important to distinguish between health and skill-related fitness (S5.L2.1)?
- Why is baseline fitness testing necessary and important (S3.L2.3a)?
- How does knowing/assessing fitness levels impact the development of a fitness plan (S5.L2.2)?
- How do macronutrients, adequate hydration and activity level account for exercise preparation, caloric balance and body composition (S3.L2.1a)?
- How do I choose the correct physical activities for lifetime fitness (S3.L2.1d) (S3.L2.1e)?
- How do I know how to adapt my activity choices for frequency, intensity and time (S3.L2.1c) (S3.L2.2d)?
- Why is setting goals important in exercise adherence (S3.L2.3b)?
- How can I track my personal levels of cardio-respiratory endurance (S3.L2.1c) (S3.L2.2d)?
- What barriers exist to adhering to an exercise plan in our current environment (S3.L2.1d) (S3.L2.1e)?
- How do we overcome barriers for exercise (S3.L2.1d) (S3.L2.1e)?
- What physical activity habits or planning can you begin now that will help you beyond high school (S3.L2.3b) (S5.L2.4)?
- What opportunities currently exist for you in the community to lead a healthy, active lifestyle (S3.L2.1d)?
- How do I effectively infuse the appropriate fitness opportunities into my daily life based on my personal goals (S3.L2.3b)?
- How does knowing/assessing fitness levels impact the adaptation of a fitness plan (S3.L2.3b) (S5.L2.2)?
- How can you use physical fitness testing to effectively evaluate your personal goals (S3.L2.3a) (S3.L2.3b)?

High School Physical Education 10 – 12

Enduring Understanding and SHAPE Standards: Throwing and Catching

- What are the key elements in a variety of successful throwing techniques (S1.L2.1) (S2.L2.1c)?
- What are the crucial steps to performing a successful catch in a variety of situations (S2.L2.1c)?
- How do throwing and catching skills allow for success in a multitude of activities (S2.L2.1c) (S2.L2.1e)?
- What are the key elements in a variety of successful throwing techniques (S1.L2.1) (S2.L2.1c)?
- What are the crucial steps to performing a successful catch in a variety of situations (S1.L2.1) (S2.L2.1c)?
- How do throwing and catching skills allow for success in a multitude of activities (S2.L2.1c) (S2.L2.1e)?

Enduring Understanding and SHAPE Standards: Striking

- What are the key elements in a variety of successful striking techniques (S2.L2.1b) (S2.L2.1c)?
- What are the crucial steps to performing a successful receive/trap in a variety of situations (S2.L2.1c)?
- How do striking and receiving skills allow for success in a multitude of activities (S2.L2.1c) (S2.L2.1e)?
- How do striking / trapping skills allow for success in a multitude of activities (S2.L2.1c) (S2.L2.1e)?
- How can I use an evaluation tool/rubric to give feedback and create a practice plan (S2.L2.1e)?

Enduring Understanding and SHAPE Standards: Integrated Movement

- What common movement patterns allow for offensive success in common games (S2.L2.1e)?
- How do common movement patterns transfer from one activity to the next? (S2.L2.1c)
- What common movement patterns allow for defensive success in common games (S2.L2.1e)?
- How do common movement patterns transfer from one activity to the next (S2.L2.1c)?

High School Physical Education 10 – 12

Enduring Understanding and SHAPE Standards: Group Initiatives

- What are the course expectations for successful participation (S4.L2.4)?
- What etiquette is necessary for positive/healthy interaction in class, on the internet and social media (S4.L2.4)?
- How do students demonstrate understanding of individual differences to work cooperatively in a physical activity setting (S4.L2.3b)?
- What behaviors lead to successful cooperation in lifetime sport participation (S4.L2.3b)?

- How can the behavior/attitude of a leader influence those around them in sport/game (S4.L2.3a)?
- Why do rules exist (S4.L2.2)?
- What effect does rule following/breaking have on those around you (S4.L2.2)?
- How does morality play a role in games/sports (S4.L2.2)?
- Why is it important to include everyone in games (S4.L2.3b)?
- How can you modify game rules, equipment, etc… to effectively incorporate all individuals (S4.L2.3b)?
- How can you create a game to safely and effectively meet fitness needs (S4.L2.4)?