



Washington State Learning Standards Alignment for Health & Fitness

Carone Fitness Course: Fitness Fundamentals 2

Number	High School Year 2	Group Sports
Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.		
LIFE TIME ACTIVITIES		
PE1.1.HS2	Refine activity-specific movement skills in two or more games and sports (invasion, net/wall, field/striking, target).	Section 4.2 - Assignment: Tennis Skills Check, Section 5.2 - Assignment: Golf Skills Check, Section 6.2 - Assignment: Volleyballs Skills Check
PE1.2.HS2	Refine activity-specific movement skills in two or more individual performance activities.	Fitness Logs Section 2.2 - Assignment: Demonstrate Posture, Section 3.1 - Lessons: Hiking & Backpacking, Caveing & Spelunking, Section 3.2 - Lessons: Orienteering, Rock Climbing and Rappelling
PE1.3.HS2	Refine activity-specific movement skills in two or more outdoor pursuits.	
Standard 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.		
MOVEMENT AND CONCEPT STRATEGIES		

PE2.1.HS2	Create and apply multiple offensive and defensive strategies for game play.	Section 4.2 - Assignment: Tennis Skills Check, Section 5.2 - Assignment: Golf Skills Check, Section 6.2 - Assignment: Volleyballs Skills Check Section 2.2 - Assignment: Demonstrate Posture, Section 4.2 - Assignment: Tennis Skills Check, Section 5.2 - Assignment: Golf Skills Check, Section 6.2 - Assignment: Volleyballs Skills Check
PE2.2.HS2	Use movement concepts to develop a plan to improve advanced performance skill in a self-selected skill.	Section 2.2 - Assignment: Demonstrate Posture, Section 4.2 - Assignment: Tennis Skills Check, Section 5.2 - Assignment: Golf Skills Check, Section 6.2 - Assignment: Volleyballs Skills Check
PE2.3.HS2	Create plan to improve performance of a self-selected motor skill.	Section 2.1 - Lessons: FITT Principals, Applying FITT Principals, Section 2.1 - Assignment: Cross Training Poster
PE2.4.HS2	Apply training principles and knowledge to two or more selfselected activities.	Assignment: Cross Training Poster

Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

PHYSICAL ACTIVITY

PE3.1.HS2	Evaluate benefits of a physically active lifestyle as it relates to college or career productivity.	1.3 Assignment: Risk vs. Benefit (analyzes benefits, but not related to college or career); 3.1 Discussion: Good Coach
-----------	---	--

PE3.2.HS2	Evaluate (according to benefits, social support, and participation requirements) activities that can be pursued in the local environment.	Section 1.2 Assignment: Workout Schedule; Section 2.1 Discussion: Favorite Sport; Section 2.1 Assignment: Sport Report
PE3.3.HS2	Evaluate barriers to physical activity throughout the life span and promote strategies to overcome them.	Section 7.1 Lesson: Staying Active
PE3.4.HS2	Create a plan, train for, and participate in a community event with a focus on physical activity.	Section 2.3 - Assignment: Sports in your Community
FITNESS		
PE3.5.HS2a	Analyze recovery heart rate in relationship to fitness level and overall health.	
PE3.5.HS2b	Analyze types of muscular strength, muscular endurance, and flexibility exercises for personal fitness development.	Unit 1: Fitness Assessment & Analysis

PE3.6.HS2	Use training principles (overload, specificity, progression, reversibility, diminishing return, rest, and recovery) to design a personal workout.	Section 2.1 - Lessons: FITT Principals, Applying FITT Principals, Section 2.1 - Assignment: Cross Training Poster Weekly Fitness Logs, Section 4.2 - Assignment: Tennis Skills Check, Section 5.2 - Assignment: Golf Skills Check, Section 6.2 - Assignment: Volleyballs Skills Check
PE3.7.HS2	Participate regularly in a variety of self-selected fitness activities outside of school.	Weekly Fitness Logs, Section 1.1 - Assignment: Fitness Assessment, Section 7.1 - Assignment: Post Assessment
PE3.8.HS2	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.	
Standard 4: Students will exhibit responsible personal and social behavior that respects self and others.		
PE4.1.HS2	Analyze barriers that prevent opportunities for physical activity inside and outside of school.	1.3 Assignment: Risk vs. Benefit; 2.1 Discussion: Favorite Sport
PE4.2.HS2	Examine moral and ethical conduct in specific competitive situations.	Section 2.2: Sportsmanship
PE4.3.HS2a	Assume a leadership role in a physical activity setting.	Section 2.2 - Discussion: Leadership

PE4.3.HS2b	Describe the importance of treating individuals with dignity and respect during physical activity.	Section 2.2: Sportsmanship
PE4.4.HS2	Apply best practices for participating safely in physical activity and exercise.	Section 2.2 - Lesson: Safety Guidelines, Section 2.2 - Assignmet: Demonstrate Posture
Standard 5: Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.		
PE5.1.HS2	Choose an appropriate level of challenge to experience success in a self-selected physical activity.	Section 1.2 - Assignment: Fitness Analysis & Goals
PE5.2.HS2	Participate in a self-selected physical activity for self-expression and enjoyment.	Fitness Logs throughtout; Section 1.2 Getting Started
PE5.3.HS2	Evaluate opportunities for social interaction and social support in a self-selected physical activity.	Section 2.3 - Assignment: Sports in Your Community