**GPS Standards**

**PEHS.1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

**PEHS.2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. **Description:** Students will increase their motor skill level by utilizing principles and concepts connected with movement and examination of skills. Students will perform in movement patterns and psychomotor skills associated with physical activities. Students will explain tactical decisions and their appropriate use in various sports/activity settings. **Elements: a. Integrates a variety of strategies, tactics, concepts, and skills during sports and activities. b. Creates a sequence of movements (dance, gymnastics, sports, etc.) that transition and flow smoothly from one to the next**

**c. Evaluates skills needed for sports, outdoor, rhythm, and lifetime**

**leisure activities.**

**PEHS.3:** Participates regularly in physical activity. **Description:** The goal of this standard is to connect the skills and activities that are learned in physical education class to the lives of students outside the classroom. Participation outside of class is critical to developing active and healthy lifestyles and behaviors. Emphasis is placed on developing self-management skills and voluntary participation in areas of interest that are meaningful to the student. Students make a personal commitment to participate in moderate to vigorous physical activity in order to maintain personal fitness goals. Students are knowledgeable of appropriate training principles and understand how to apply these to enhance their participation and desired level of fitness. **Elements:**

**a. Utilizes effective time management skills to incorporate opportunities for physical activity outside of physical education class.**

**b. Participates in school or community based physical activities with little or no cost.**

**PEHS.4:** Achieves and maintains a health-enhancing level of physical fitness. **Description:** Students will assume individual responsibility in their personal behaviors. Students will understand and develop higher levels of basic fitness and physical competence needed in a variety of activities for school and non-school settings, including, home, workplace, and community. To maintain a healthy lifestyle, the student will demonstrate the ability to assess, evaluate, implement, and adjust a personal fitness plan that includes proper nutrition and a disease awareness that reflects ever-changing individual needs throughout life. Achievement of this standard will encourage participation necessary to support and sustain good health. **Elements:**

**a. Implements a comprehensive fitness plan and adjusts various components of fitness necessary to maintain a healthy level of fitness throughout life.**

**b. Maintains or improves fitness level by using the results of the national fitness assessment to guide changes in a personal program of physical activity.**

**c. Uses technologies to assess, enhance, and maintain health-related and skill-related fitness.**

**d. Analyzes the relationship between physical activity and longevity**

**e. Evaluates the relationship of exercise (fitness) and nutrition.**

**f. Develops fitness goals that are gender, age, and skill appropriate.**

**PEHE.5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings. **Description:** Students exhibit responsible personal and social behavior that respects self and others in physical activity settings, while understanding the role of sport and physical activity in a diverse society. Students are able to discern potentially hazardous situations. **Elements:**

**a. Displays the ability to design rules, procedures, and routines appropriate for the group.**

**b. Exhibits the ability to decipher between ethical and unethical**

**behavior**

**c. Demonstrates the ability to apply the rules and etiquette of various physical activities regardless of societal or cultural differences.**

**d. Applies safe practices in the physical education setting**

**PEHS.6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. **Description:** High school students enjoy using movement as an expression of their personality. They strive to improve and refine their skills through practice and participation in their selected activities. They experience feelings of satisfaction when they improve their level of performance and meet personal goals. As a result, students will begin to actively pursue lifelong physical activities that meet their own needs. **Elements:**

**a. Explain(s) why participation in activities is enjoyable and desirable either alone or in a group.**

**b. Participates in activities designed to improve skills for personal challenge, enjoyment, and expression.**