



Integrated Faith Standards for Academic Curriculum

Health and Physical Education (PE) Curriculum

High School

*Revised 2022

“Education is an important mission, which draws young people to what is good, beautiful, and true.”

Pope Francis

Basic Principles Underlying All Standards to be Used for the Planning of Curriculum for the Diocese of Manchester

- A passion for mission should inform every curriculum decision.
- All knowledge reflects God’s Truth, Beauty, and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school, and respect for the uniqueness and dignity of each person as created in the image and likeness of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person for the good of the society of which he/she is a member, and in recognition of their destiny, an eternal life in Christ.
- Each subject is to be examined in the context of the Catholic faith through Scripture and Tradition and is to be illuminated by Gospel values.
- Learning and formation are interconnected, as are the natural and spiritual development of each student.
- Curriculum and instruction seek to promote a synthesis of faith, life, and culture, forming students as disciples of Jesus.
- All curricula must support a commitment to strong and consistent Catholic identity.
- Curriculum will assist the student’s ability to think critically, problem solve, innovate, and lead towards a supernatural vision.

In a Catholic School, Curricular Formation...

1. Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society.ⁱ
2. Promotes human virtues and the dignity of the human person as created in the image and likeness of God and modeled on the person of Jesus Christ.ⁱⁱ
3. Seeks to know and understand objective reality, which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.ⁱⁱⁱ
5. Encourages a synthesis of faith, life, and culture.^{iv}

Gifts of CHRIST[©] at the Diocese of Manchester Catholic Schools

The Gifts of C.H.R.I.S.T.[©] are dispositions made up of 4 Catholic virtues (humility, prudence, fortitude, and affability) and the three transcendentals (truth, beauty, and goodness) of the Catholic faith. CHRIST in the Gifts of C.H.R.I.S.T.[©] stands for Catholic Habits and Responses in School and on Teams. Through curricular and extracurricular learning experiences at a Diocese of Manchester Catholic school, PK-12th grade students will learn about the 7 Gifts of C.H.R.I.S.T.[©] and how to consciously think, behave, and respond to challenging situations using the moral and ethical values and virtues of the Catholic faith.

Truth

- GC.T.1.0** I will seek to understand the truth in all situations.
GC.T.2.0 I will be truthful in the way I act, and respond, and accept truth around me.

Beauty

- GC.B.1.0** I will seek beauty in all things and in all situations.
GC.B.2.0 I will find the beauty of God's creation and wonders around me.

Goodness

- GC.G.1.0** I will exhibit goodness as God's example during my daily life.
GC.G.2.0 I will seek goodness in learning situations and remember to see God's likeness and goodness even in my opponents.

Affability

- GC.A.1.0** I can be kind and treat others the way I would want to be treated.
GC.A.2.0 I can treat others with respect, and I can be approachable and friendly.

Humility

- GC.H.1.0** I embrace the wisdom and knowledge that my mentors and teachers have to offer, and I understand that I can learn from their knowledge and experiences.
GC.H.2.0 I am humbled with the knowledge and talents I have, and I understand that I can always learn more.

Prudence

- GC.P.1.0** I embrace learning from others, and I understand the importance of sharing my knowledge and talents by teaching others as well.
GC.P.2.0 I can be prudent in making ethical decisions by using my Catholic faith and values as a moral compass.

Fortitude

- GC.F.1.0** I can do all things through Christ who strengthens me.
GC.F.2.0 I will seek courage in difficult situations in pursuit of what is true, beautiful, and good.

HEALTH LITERACY CONCEPTS

Core Concepts – Comprehend Concepts Related to Health Promotion and Disease Prevention to Enhance Health

- 9-12.PE.CC-1.0** Predict how healthy behaviors can affect health status.
- 9-12.PE.CC-2.0** Interpret the significance of interrelationships in mental/emotional, physical, and social health.
- 9-12.PE.CC-3.0** Evaluate how environment and personal health are interrelated.
- 9-12.PE.CC-4.0** Propose strategies to reduce or prevent injuries and health problems.
- 9-12.PE.CC-5.0** Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
- 9-12.PE.CC-6.0** Evaluate the relationship between access to healthcare and health status.
- 9-12.PE.CC-7.0** Analyze how heredity and family history can impact personal health.
- 9-12.PE.CC-8.0** Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.

Internal and External Influence – Analyze the Influence of Family, Peers, Culture, Media, Technology, and Other Factors on Health Behaviors

- 9-12.PE.IE-1.0** Analyze how the family influences the health of individuals.
- 9-12.PE.IE-2.0** Compare how peers influence healthy and unhealthy behaviors.
- 9-12.PE.IE-3.0** Assess how the school and community can affect personal health practice and behaviors.
- 9-12.PE.IE-4.0** Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
- 9-12.PE.IE-5.0** Evaluate the effect of media on personal and family health.
- 9-12.PE.IE-6.0** Evaluate the impact of technology on personal, family, and community health.
- 9-12.PE.IE-7.0** Analyze how culture supports and challenges health beliefs, practices, and behaviors.
- 9-12.PE.IE-8.0** Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 9-12.PE.IE-9.0** Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.

HEALTH LITERACY PROMOTION

Self-Management – Demonstrate the Ability to Practice Advocacy, Health-Enhancing Behaviors, and Avoidance or Reduction of Health Risks for Oneself

- 9-12.PE.SM-1.0** Analyze the role of individual responsibility in enhancing health.
- 9-12.PE.SM-2.0** Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.

Advocacy – Demonstrate the Ability to Advocate for Individual, Peer, School, Family, and Community Health

- 9-12.PE.AD-1.0** Demonstrate how to influence and support others in making positive health choices.
- 9-12.PE.AD-2.0** Utilize current, accurate data/information to formulate a health-enhancing message.
- 9-12.PE.AD-3.0** Work cooperatively as an advocate for improving personal, family, and community health.
- 9-12.PE.AD-4.0** Adapt health messages and communication techniques to a specific target audience.

HEALTH LITERACY RESPONSIBLE BEHAVIOR

Accessing Information – Demonstrate the Ability to Access Valid Health Information, Products, and Services to Enhance Health

- 9-12.PE.AI-1.0** Verify the validity of health information, products, and services.
- 9-12.PE.AI-2.0** Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.
- 9-12.PE.AI-3.0** Justify the validity of a variety of technologies to gather health information.
- 9-12.PE.AI-4.0** Justify when professional health services or providers may be required.

Interpersonal Communication – Demonstrate the Ability to Use Interpersonal-Communication Skills to Enhance Health and Avoid or Reduce Health Risks

- 9-12.PE.IC-1.0** Explain skills needed to communicate effectively with family, peers, and others to enhance health.
- 9-12.PE.IC-2.0** Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- 9-12.PE.IC-3.0** Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 9-12.PE.IC-4.0** Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.

Decision Making – Demonstrate the Ability to Use Decision-Making Skills to Enhance Health

- 9-12.PE.DM-1.0** Determine the value of applying a thoughtful decision-making process in health-related situations.
- 9-12.PE.DM-2.0** Generate alternatives to health-related issues or problems.
- 9-12.PE.DM-3.0** Appraise the potential short-term and long-term outcomes of each alternative on self and others.
- 9-12.PE.DM-4.0** Assess whether individual or collaborative decision making is needed to make a healthy decision.
- 9-12.PE.DM-5.0** Examine barriers that can hinder healthy decision making.

Goal Setting – Demonstrate the Ability to Use Goal-Setting Skills to Enhance Health

- 9-12.PE.GS-1.0** Evaluate personal health practices and overall health status to include all dimensions of health.
- 9-12.PE.GS-2.0** Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.
- 9-12.PE.GS-3.0** Implement strategies and monitor progress in achieving a personal health goal.
- 9-12.PE.GS-4.0** Formulate an effective long-term personal health plan.

COGNITIVE ABILITIES**Identify, Analyze and Evaluate Movement Concepts, Mechanical Principles, Safety Considerations and Strategies/Tactics Regarding Movement Performance in a Variety of Physical Activities**

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- 9-12.PE.MCMP-1.0** Identify and describe the critical elements of a basic water rescue.
- 9-12.PE.MCMP-2.0** Apply terminology and etiquette in dance.
- 9-12.PE.MCMP-3.0** Analyze the movement performance of self and others.
- 9-12.PE.MCMP-4.0** Choreograph complex dance sequences individually, with a partner or in a small group.
- 9-12.PE.MCMP-5.0** Analyze the relationship between music and dance.
- 9-12.PE.MCMP-6.0** Compare and contrast the health-related benefits of various physical activities.
- 9-12.PE.MCMP-7.0** Evaluate the effectiveness of specific warm-up and cool-down activities.
- 9-12.PE.MCMP-8.0** Differentiate between the three different types of heat illnesses associated with fluid loss.
- 9-12.PE.MCMP-9.0** Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
- 9-12.PE.MCMP-10.0** Analyze long-term benefits of regularly participating in physical activity.
- 9-12.PE.MCMP-11.0** Explain how each of the health-related components of fitness are improved through the application of training principles.
- 9-12.PE.MCMP-12.0** Compare and contrast aerobic versus anaerobic activities.
- 9-12.PE.MCMP-13.0** Document food intake, calories consumed and energy expended through physical activity and analyze the results.
- 9-12.PE.MCMP-14.0** Compare and contrast the skill-related components of fitness used in various physical activities.
- 9-12.PE.MCMP-15.0** Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
- 9-12.PE.MCMP-16.0** Explain the methods of monitoring levels of intensity during aerobic activity.
- 9-12.PE.MCMP-17.0** Assess physiological effects of exercise during and after physical activity.
- 9-12.PE.MCMP-18.0** Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs.
- 9-12.PE.MCMP-19.0** Choreograph complex sequences individually, with a partner or in a small group.
- 9-12.PE.MCMP-20.0** Identify appropriate methods to resolve physical conflict.
- 9-12.PE.MCMP-21.0** Diagram, explain and justify the use of advanced offensive, defensive, and transition strategies and tactics.
- 9-12.PE.MCMP-22.0** Explain the skill-related components of fitness and how they enhance performance levels.
- 9-12.PE.MCMP-23.0** Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.

- 9-12.PE.MCMP-24.0** Analyze the mechanical principles as they apply to specific course activities.
- 9-12.PE.MCMP-25.0** Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
- 9-12.PE.MCMP-26.0** Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
- 9-12.PE.MCMP-27.0** Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.
- 9-12.PE.MCMP-28.0** Interpret and apply the rules associated with specific course activities.

LIFETIME FITNESS

Participate Regularly in Physical Activity

- 9-12.PE.PRPA-1.0** Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.
- 9-12.PE.PRPA-2.0** Participate in a variety of activities that promote the health-related components of fitness.
- 9-12.PE.PRPA-3.0** Identify a variety of activities that promote effective stress management.
- 9-12.PE.PRPA-4.0** Identify the in-school opportunities for participation in a variety of physical activities.
- 9-12.PE.PRPA-5.0** Identify the community opportunities for participation in a variety of physical activities.
- 9-12.PE.PRPA-6.0** Identify risks and safety factors that may affect physical activity throughout life.

Develop and Implement a Personal Fitness Program to Achieve and Maintain a Health-Enhancing Level of Fitness

- 9-12.PE.PFP-1.0** Design a personal fitness program.
- 9-12.PE.PFP-2.0** Identify ways to self-assess and modify a personal fitness program.
- 9-12.PE.PFP-3.0** Identify strategies for setting goals when developing a personal fitness program.
- 9-12.PE.PFP-4.0** Use available technology to assess, design and evaluate a personal fitness program.
- 9-12.PE.PFP-5.0** Apply the principles of training to personal fitness goals.
- 9-12.PE.PFP-6.0** Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.
- 9-12.PE.PFP-7.0** Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.

MOVEMENT COMPETENCY

Demonstrate Competency in Many, and Proficiency in a Few, Movement Forms from a Variety of Categories

- 9-12.PE.COMP-1.0** Demonstrate critical elements of basic skills relating to aquatics.
- 9-12.PE.COMP-2.0** Demonstrate proficiency in combination of motor skills related to aquatics.
- 9-12.PE.COMP-3.0** Perform a basic water rescue, with or without equipment, without entering the water.
- 9-12.PE.COMP-4.0** Perform refinement of one or more swim strokes to enhance efficiency, power, and cardiorespiratory endurance in a variety of aquatics settings.
- 9-12.PE.COMP-5.0** Apply strategies for self-improvement based on individual strengths and needs.
- 9-12.PE.COMP-6.0** Select appropriate music for dance forms and choreograph dance movements to music.
- 9-12.PE.COMP-7.0** Perform advanced dance sequences from a variety of dances accurately.
- 9-12.PE.COMP-8.0** Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
- 9-12.PE.COMP-9.0** Demonstrate complex skills and advanced rhythmic movements in dance.
- 9-12.PE.COMP-10.0** Apply sport specific skills in simulation and in real-life applications.
- 9-12.PE.COMP-11.0** Demonstrate competency in two or more extreme sports activities.
- 9-12.PE.COMP-12.0** Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
- 9-12.PE.COMP-13.0** Perform a student-designed cardiorespiratory enhancing workout.
- 9-12.PE.COMP-14.0** Utilize technology to assess, enhance and maintain health and skill-related fitness levels.
- 9-12.PE.COMP-15.0** Select and apply sport/activity specific warm-up and cool-down techniques.
- 9-12.PE.COMP-16.0** Apply the principles of training and conditioning to accommodate individual needs and strengths.
- 9-12.PE.COMP-17.0** Demonstrate basic cardiopulmonary resuscitation (CPR) procedures.
- 9-12.PE.COMP-18.0** Demonstrate a variety of gymnastics skills with a level of control.
- 9-12.PE.COMP-19.0** Use correct body alignment, strength, flexibility, and coordination in the performance of technical movements.
- 9-12.PE.COMP-20.0** Perform complex combinations and sequences demonstrating smooth transitions while alone, with a partner or in a small group.
- 9-12.PE.COMP-21.0** Demonstrate the relationship between complex dance elements and rhythmic movements related to educational gymnastics skills and sequences.
- 9-12.PE.COMP-22.0** Demonstrate proficiency in advanced combinations of motor skills for a variety of individual and dual sports.
- 9-12.PE.COMP-23.0** Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
- 9-12.PE.COMP-24.0** Apply a combination of complex movement patterns in a game setting.
- 9-12.PE.COMP-25.0** Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking, or kicking.

- 9-12.PE.COMP-26.0** Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.
- 9-12.PE.COMP-27.0** Demonstrate proficiency in a variety of outdoor pursuit activities.
- 9-12.PE.COMP-28.0** Apply strategies and tactics in a variety of outdoor pursuits.
- 9-12.PE.COMP-29.0** Demonstrate proficiency in self-defense movement skills.
- 9-12.PE.COMP-30.0** Combine and apply movement patterns from simple to complex.
- 9-12.PE.COMP-31.0** Demonstrate advanced offensive, defensive, and transition strategies and tactics.
- 9-12.PE.COMP-32.0** Apply sport specific skills in a variety of game settings.
- 9-12.PE.COMP-33.0** Practice complex motor activities in order to improve performance.
- 9-12.PE.COMP-34.0** Demonstrate use of the mechanical principles as they apply to specific course activities.
- 9-12.PE.COMP-35.0** Select proper equipment and apply all appropriate safety procedures necessary for participation.

RESPONSIBLE BEHAVIORS AND VALUES

Exhibit Responsible Personal and Social Behavior that Respects Self and Others in Physical-Activity Settings

- 9-12.PE.RPSB-1.0** Describe ways to act independently of peer pressure during physical activities.
- 9-12.PE.RPSB-2.0** Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
- 9-12.PE.RPSB-3.0** Demonstrate sportsmanship during game situations.
- 9-12.PE.RPSB-4.0** Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.
- 9-12.PE.RPSB-5.0** Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.

Value Physical Activity for Health, Enjoyment, Challenge, Self-Expression and/or Social Interaction

- 9-12.PE.VPAH-1.0** Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
- 9-12.PE.VPAH-2.0** Analyze physical activities from which benefits can be derived.
- 9-12.PE.VPAH-3.0** Analyze the roles of games, sports and/or physical activities in other cultures.