

Unit/Lesson/Activity _____

Date(s) _____

Arizona State Comprehensive Health Education Standards

Physical Activity Standards **For the** **Essentials Level (Grades 4-5)**

(e.g. 1PA-E1: #=# of Standard; PA=Physical Activity; E = Essentials; # = # of substandard) (PO = Performance Objective)

STANDARD 1 - Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

- 1PA-E1. Demonstrate competence in a variety of movement forms.**
 - PO 1. Throw, catch, strike and kick using mature form in a variety of physical activity settings.
 - PO 2. Dribble and pass a variety of objects to a stationary target/receiver (e.g., hands, feet, equipment).
 - PO 3. Balance with control on a variety of objects.
 - PO 4. Transfer weight from feet to hand at fast and slow speeds, using large extensions (e.g., mule kick handstand, cartwheel).
 - PO 5. Travel, changing speeds and directions, in response to a variety of rhythms.
- 1PA-E2. Apply more advanced movement and game strategies.**
 - PO 1. Use basic offensive and defensive strategies in small group games.
- 1PA-E3. Identify the critical elements of more advanced movement skills.**
 - PO 1. Identify the critical elements of a basic movement made by a fellow student and provide feedback to that student.
- 1PA-E4. Identify the characteristics of highly skilled performance in a few movement forms.**
 - PO 1. Identify the characteristics of a highly skilled performer in a few movement forms.
- 1PA-E5. Apply more advanced discipline-specific knowledge (e.g., conditioning and fitness in a selected sport).**
 - PO 1. Demonstrate specialized movement skills.

STANDARD 2 - Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

- 2PA-E1. Describe the relationship between a healthy lifestyle and feeling good.**
 - PO 1. Give examples of the benefits derived from regular physical activity.
 - PO 2. Identify several moderate to vigorous physical activities that provide personal pleasure.
- 2PA-E2. Apply basic principles of training to improve physical fitness.**
 - PO 1. Engage in appropriate activity that results in the development of muscular strength and endurance.
 - PO 2. Apply the concepts that impact the quality of physical fitness.
- 2PA-E3. Describe physiological indicators of exercise during and after physical activity.**
 - PO 1. Demonstrate ability to calculate heart rate.
 - PO 2. Monitor intensity of exercise (e.g., heart rate, respiration, body temperature).
- 2PA-E4. Explain the concept of target zones for health-related physical fitness.**
 - PO 1. Same as concept.

STANDARD 3 - Students exhibit a physically active lifestyle.

- 3PA-E1. Participate regularly in health-enhancing physical activities to accomplish personal health goals.**
 - PO 1. Participate regularly in a physical activity that develops a healthy lifestyle.
 - PO 2. Describe health benefits that result from regular and appropriate participation in physical activity.
- 3PA-E2. Participate in a variety of physical activities of personal interest.**
 - PO 1. Identify at least one enjoyable activity he/she participates in daily (formal or informal).
 - PO 2. Identify opportunities for more formal participation in physical activities in the community.
 - PO 3. Design games, gymnastics, and dance sequences based on personal interests.

- ❑ **STANDARD 4 - Students achieve and maintain a health-enhancing level of physical fitness.**
 - ❑ **4PA-E1. Accomplish the health-related fitness standards as defined by Fitnessgram.**
 - ❑ PO 1. Engage in appropriate activities that result in the development of muscular strength and endurance, flexibility, appropriate body composition, and aerobic endurance.
 - ❑ **4PA-E2. Apply basic principles of training to improve or maintain health-related physical fitness.**
 - ❑ PO 1. Participate in moderate to vigorous physical activities at least four days per week.
 - ❑ PO 2. Accumulate 30-60 minutes of moderate activity per day at least four days per week.
 - ❑ PO 3. Maintain continuous aerobic activity for a specified time and activity (e.g., 10 minutes or more).
 - ❑ PO 4. Demonstrate how to balance food intake with physical activity.
- ❑ **STANDARD 5 - Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.**
 - ❑ **5PA-E1. Explain the influence of peer pressure in physical activity settings.**
 - ❑ PO 1. Explain the difference between acts of courage and reckless acts.
 - ❑ PO 2. Demonstrate responsibility when teaching or learning an activity with a partner or small group.
 - ❑ **5PA-E2. Identify potential consequences when confronted with a behavior choice.**
 - ❑ PO 1. Act in a safe manner during physical activity.
 - ❑ **5PA-E3. Cooperate with a group to achieve group goals in competitive as well as cooperative settings.**
 - ❑ PO 1. Work independently and on task for partner, small, or large group activities.
 - ❑ PO 2. Participate in establishing rules and procedures that are safe and effective for specific activities.
 - ❑ **5PA-E4. Identify the social benefits of participation in physical activity.**
 - ❑ PO 1. Explain the difference between compliance and noncompliance of game rules and demonstrate compliance
 - ❑ PO 2. Identify one's own performance problems without blaming others.

- ❑ **STANDARD 6 - Students demonstrate understanding and respect for differences among people in physical activity settings.**
 - ❑ **6PA-E1. Explain the role of sports, games, and dance in modern culture.**
 - ❑ PO 1. Explain the validity of games and activities reflecting one's own and others' heritage.
 - ❑ **6PA-E2. Identify behaviors that are supportive and inclusive in physical activity settings.**
 - ❑ PO 1. Demonstrate fairness in games and activities.
 - ❑ PO 2. Demonstrate acceptance of the skills and abilities of others through verbal and nonverbal behavior.
 - ❑ **6PA-E3. Participate in physical activities with others regardless of diversity and ability.**
 - ❑ PO 1. Identify the attributes that individual differences can bring to group activities.
- ❑ **STANDARD 7 - Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.**
 - ❑ **7PA-E1. Establish personal physical activity goals.**
 - ❑ PO 1. Explain how appropriate practice improves performance.
 - ❑ PO 2. Use information from internal (self-evaluation) and external sources to set physical activity goals to improve performance.
 - ❑ **7PA-E2. Explore a variety of new physical activities for personal interest.**
 - ❑ PO 1. Identify opportunities for participation in physical activity in the school.
 - ❑ **7PA-E3. Participate in new and challenging activities.**
 - ❑ PO 1. Participate in a variety of physical activities, both in and out of school, based upon individual interests and capabilities.