

Unit/Lesson/Activity \_\_\_\_\_

Date(s) \_\_\_\_\_

## Arizona State Comprehensive Health Education Standards

### Physical Activity Standards For the Essentials Level (Grades 6-8)

(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, strike, and kick a variety of objects demonstrating both accuracy and force.
- PO 2. Dribble and pass a variety of objects to a moving target/receiver (e.g., hands, feet, equipment).
- PO 3. Perform a variety of rhythmic movements.

##### **1PA-E2. Apply more advanced movement and game strategies.**

- PO 1. Utilize basic offensive and defensive skills in a modified version of a team sport.
- PO 2. Adapt and combine locomotor and nonlocomotor and manipulative skills to meet the demands of increasingly complex movement activities.

##### **1PA-E3. Identify the critical elements of more advanced movement skills.**

- PO 1. Identify the critical elements of a more advanced movement (e.g., golf swing, cartwheel, tennis serve) 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 which differentiate a highly skilled performer from other performers.

##### **1PA-E5. Apply more advanced discipline-specific knowledge (e.g., conditioning and fitness in a selected sport).**

- PO 1. Apply specialized movement skills that similar patterns and transfer concepts from one to another (e.g., follow-through, opposition, force).

#### **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. Explain that success in physical activities leads to recognition.
- PO 2. Explain the value of exercise in relieving stress.

##### **2PA-E2. Apply basic principles of training to improve physical fitness.**

- PO 1. Participate in physical activities at home for personal enjoyment and benefit.
- PO 2. Describe principles of training and conditioning for specific physical activities.

##### **2PA-E3. Describe physiological indicators of exercise during and after physical activity.**

- PO 1. Demonstrate ability to calculate resting and target heart rate.
- PO 2. Maintain a record of moderate to vigorous physical activity.
- PO 3. Monitor heart rate before, during and after vigorous physical activity.

##### **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 in an individualized physical activity program designed with the help of the teacher.
- PO 2. List long-term physiological, psychological, and cultural benefits that may result from regular participation in physical activity.

##### **3PA-E2. Participate in a variety of physical activities of personal interest.**

- PO 1. Participate in activities both in and out of school based on individual interests and capabilities (e.g., aquatics, self-defense, gymnastics, games, sports, dance, and outdoor pursuits).
- PO 2. Design a program to improve skills in a favorite activity.

**❑ 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. Correctly demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, cardiorespiratory functioning, and proper body composition.
- ❑ 4PA-E2. Apply basic principles of training to improve or maintain health-related physical fitness.**
  - ❑ PO 1. Demonstrate proper warm-up and cool-down techniques and the reasons for using them.
  - ❑ PO 2. Engage in physical activity at the target heart rate for a minimum of 10 minutes.
  - ❑ PO 3. Calculate heart rate before, during, and after vigorous physical activity.
  - ❑ PO 4. Examine the impact of such factors as nutrition, relaxation, stress, and substance abuse on the body.
  - ❑ PO 5. Incorporate the FITT principle into a regular activity program to improve or maintain fitness.

**❑ 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. Identify positive and negative peer influence.
  - ❑ PO 2. List positive ways to exert independence.
- ❑ 5PA-E2. Identify potential consequences when confronted with a behavior choice.**
  - ❑ PO 1. Remain on task without close teacher monitoring.
  - ❑ PO 2. Solve problems by analyzing causes and potential solutions.
- ❑ 5PA-E3. Cooperate with a group to achieve group goals in competitive as well as cooperative settings.**
  - ❑ PO 1. Participate in establishing rules, procedures, and etiquette that are safe and effective for specific activity situations.
  - ❑ PO 2. Resolve interpersonal conflicts with a sensitivity to rights and feelings of others.
- ❑ 5PA-E4. Identify the social benefits of participation in physical activity.**
  - ❑ PO 1. Demonstrate appropriate sportsmanship.

**❑ 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 role of games, sports, and dance in getting to know and understand others of like and different backgrounds.
  - ❑ PO 2. Demonstrate an understanding of the ways sport and dance influence American culture.
- ❑ 6PA-E2. Identify behaviors that are supportive and inclusive in physical activity settings.**
  - ❑ PO 1. Display sensitivity to the feelings of others during interpersonal interaction.
  - ❑ PO 2. Demonstrate cooperation (through verbal and nonverbal behaviors) with peers of different gender, race, and ethnicity in a physical activity setting.
- ❑ 6PA-E3. Participate in physical activities with others regardless of diversity and ability.**
  - ❑ PO 1. Same as concept.

**❑ 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. Establish personal health-related fitness status and develop goals to meet health-related fitness.
  - ❑ PO 2. Participate daily in some sort of physical activity.
- ❑ 7PA-E2. Explore a variety of new physical activities for personal interest.**
  - ❑ PO 1. Identify opportunities for participation in physical activity in the community.
- ❑ 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.