



Deer Valley Unified School District No. 97

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# **PHYSICAL EDUCATION CURRICULUM ALIGNMENT TO STATE STANDARDS**

## **SYSTEMATICS**



Deer Valley Unified School District No. 97

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## *Physical Education Mission Statement*

*The Deer Valley School District makes a commitment to align with National and State Standards for Physical Education by creating curriculum and activities designed to instill within students a desire to be active for life. The focus of the Physical Education Program is to offer activities in a safe environment which meets the physical, emotional, social, intellectual, and ethical potential for all students.*



Deer Valley Unified School District No. 97

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# ***PHYSICAL EDUCATION***

## ***Belief Statement***

*A Quality Physical Education Program:*

- *is an integral part of the total educational program.*
  - *meets the needs of all students.*
  - *is developmentally appropriate-both in age and individually.*
  - *includes movement, fitness and concepts.*
  - *teaches our students the how and why of fitness.*
  - *provides the skills necessary for participation in lifelong activity.*
- believes that a qualified, certified teacher plays a vital role in the success of the physical education program*

**Standard 1:  
Students demonstrate proficiency and the achievement of higher order cognitive skills  
necessary to enhance motor skills.**

**Grade:  
Systematics  
9-12**

IPA-P1. Demonstrate competency in at least three different types of movement forms

IPA-P2. Use specialized knowledge to develop movement competence/proficiency

IPA-P3. Identify and apply critical elements to enable the development of movement competence/proficiency

IPA-P4. Identify and apply characteristics of highly skilled performance to enable the development of movement competence/proficiency

IPA-P5. Apply discipline-specific information to individual performance

PO 1. Demonstrate competency (basic skills, strategies and rules) in an increasing number of more complex versions of at least three different movement forms

PO 1. Demonstrate improved skills by applying the critical elements to competent performance

PO 1. Identify the critical elements of a skill

PO 1. Identify strengths and weaknesses of highly skilled performances

PO 1. Same as concept

PO 2. Demonstrate and apply the biomechanical concepts and principles to the skills

PO 2. Identify skills needed to improve performance

**Standard 1:**  
**Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.**

**Grade:**  
Systematics  
**9-12**

**Suggested Activities/Units**

**Strategies / Terminology**

Strength

- Classroom safety rules
- Spotting
- Breathing techniques
- Loading weights
- Calculating percentages
- Functional

Power

- Core of muscle
- Fast twitch fibers
- Slow twitch fibers
- Abdominals
- ATP
- Muscle fibers

Flexibility

- Dynamic warm ups
- Static stretches
- Partner stretches
- Isometric

Conditioning

- Anaerobic
- Aerobic
- Plyometrics
- Agility
- Speed

**Standard 2:  
Students comprehend basic physical activity principles and concepts that enable them to make decisions,  
solve problems and become self-directed lifelong learners who are informed physical activity consumers.  
(continued on next page)**

**Grade:  
Systematics  
9-12**

2PA-P1. Explain the difference between facts and myths (e.g., the validity of marketing claims promoting fitness products and services) related to physical activity

PO 1. Identify various products and their marketing claims

PO 2. Explain value of consumer items

2PA-P2. Identify consumer issues related to selection, purchase, care and maintenance of personal fitness equipment

PO 1. Identify personal needs

PO 2. Identify similarities and differences among products

PO 3. Identify use

PO 4. Explain cost quality

2PA-P3. Identify appropriate individual requirements for physical activity prescription concerning the mode, intensity, duration, frequency and progression

PO 1. Explain principles of training

PO 2. Apply principles of training

2PA-P4. Demonstrate ability to self-assess each area of health-related physical fitness and interpret test scores

PO 1. Match fitness components and tests

PO 2. Administer self-tests

PO 3. Explain results

PO 4. Prescribe needs and identify strengths

2PA-P5. Identify different sports and activities and their contributions to specific health-related physical fitness components

**Standard 2:**  
**Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and become self-directed lifelong learners who are informed physical activity consumers.**  
 (continued from previous pg)

**Grade:**  
 Systematics  
**9-12**

2PA-P6. Demonstrate a knowledge of physiological changes that result from physical activity participation

2PA-P7. Identify safety principles associated with physical fitness development

2PA-P8. Design a personal fitness program that will lead to, or maintain, an acceptable level of health-related fitness and is based on an understanding of training principles, individual skill levels and availability

PO 1. Identify positive physical changes that affect the heart, circulatory, respiratory and other systems as a result of active participation in sports

PO 1. Same as concept

PO 1. Write program goals  
 PO 2. Design a program

PO 3. Follow the program  
 PO 4. Monitor and adjust

PO 5. Complete a program  
 PO 6. Design a personal fitness program

PO 7. Participate regularly in a personal fitness program

PO 8. Complete a personal fitness program

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

**Grade:**  
Systematics  
**9-12**

**Suggested Activities/Units**

**Strategies / Terminology**

Strength

- Explaining how weight training helps relieve stress and leads to a healthy lifestyle
- Explain the importance of strength training
- Equipment safety checks
- Sets and repetitions
- Periodization

Power

- Video tape student's technique
- Peer coaching
- Equipment safety checks
- Explosiveness
- Sets and repetitions
- Types of lifts

Flexibility

- Identify problem areas of flexibility
- Apply knowledge to enhance flexibility outside the classroom
- Use of training tools, ie: stability balls, bands, etc.

Conditioning

- Monitor heart rate before, during, and after conditioning
- Interval training
- Circuit Training
- Aerobic and anaerobic activity



**Standard 3:**  
**Students exhibit a physically active lifestyle.**

**Grade:**  
Systematics  
**9-12**

3PA-P1. Participate regularly in health-enhancing and personally rewarding physical activity

PO 1. Complete a program in cardio respiratory fitness

PO 2. Complete a developmental program in muscular strength and muscular endurance

PO 3. Complete a flexibility program

3PA-P2. Select physical activities from a variety of movement forms based on personal interest, meaning and fulfillment

PO 1. Complete a program in cardiorespiratory fitness

PO 2. Complete a developmental program in muscular strength and muscular endurance

PO 3. Complete a flexibility program

3PA-P3. Develop a personal physical activity program meeting individual needs

PO 1. Design a program

PO 2. Follow the program

PO 3. Monitor and adjust the program

**Standard 3:**

**Students exhibit a physically active lifestyle.**

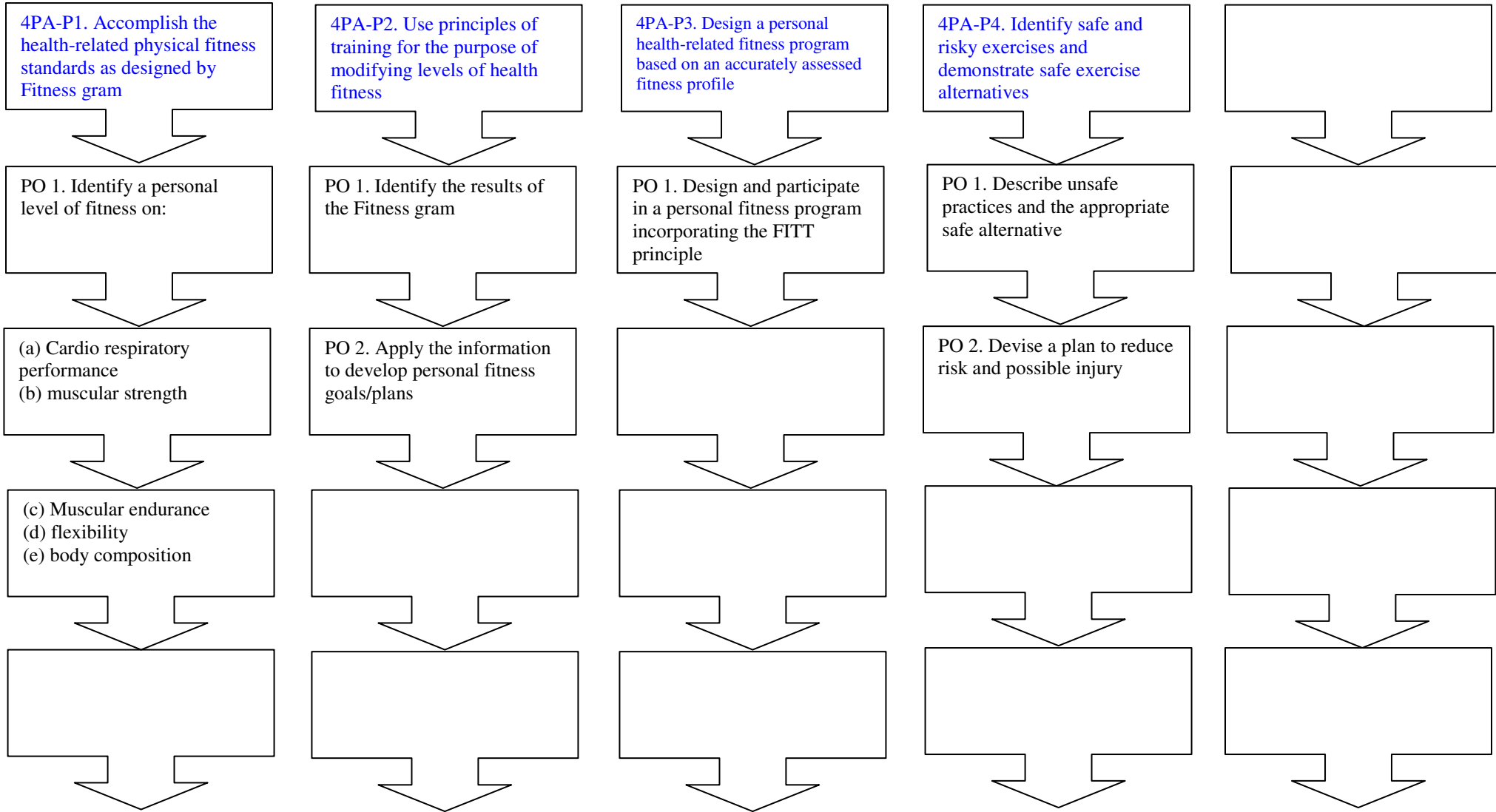
**Grade:**  
Systematics  
**9-12**

<b>Suggested Activities/Units</b>	<b>Learning Skills</b>
1. Strength	<ul style="list-style-type: none"><li>• Inform students of opportunities outside of class</li><li>• Apply knowledge in activities outside the classroom</li><li>• Portfolio of outside of school workouts</li></ul>
2. Power	<ul style="list-style-type: none"><li>• Inform students of opportunities outside of class</li><li>• Apply knowledge in activities outside the classroom</li></ul>
3. Flexibility	<ul style="list-style-type: none"><li>• Develop a daily stretching routine</li><li>• Create benchmarks for portfolio</li></ul>
4. Conditioning	<ul style="list-style-type: none"><li>• Incorporate various conditioning techniques</li><li>• Portfolio of outside of school workouts</li><li>• Inform students of opportunities outside of class</li></ul>

**Standard 4:**

**Students achieve and maintain a health-enhancing level of physical fitness.**

**Grade:**  
Systematics  
**9-12**



**Standard 4:**

**Students achieve and maintain a health-enhancing level of physical fitness.**

**Grade:**  
Systematics  
**9-12**

**Suggested Activities/Units**

**Learning Skills**

1. Strength

- Use the fitness gram test information to develop personal fitness goals/plan
- Demonstrate training specific warm up and cool down techniques and activities
- Use a variety of strength training tests to assess levels of physical fitness

2. Power

- Use the fitness gram test information to develop personal fitness goals/plan
- Demonstrate training specific warm up and cool down techniques and activities
- Use a variety of power training tests to assess levels of physical fitness

3. Flexibility

- Use the fitness gram test information to develop personal fitness goals/plan
- Demonstrate training specific warm up and cool down techniques and activities
- Use a variety of flexibility tests to assess levels of physical fitness

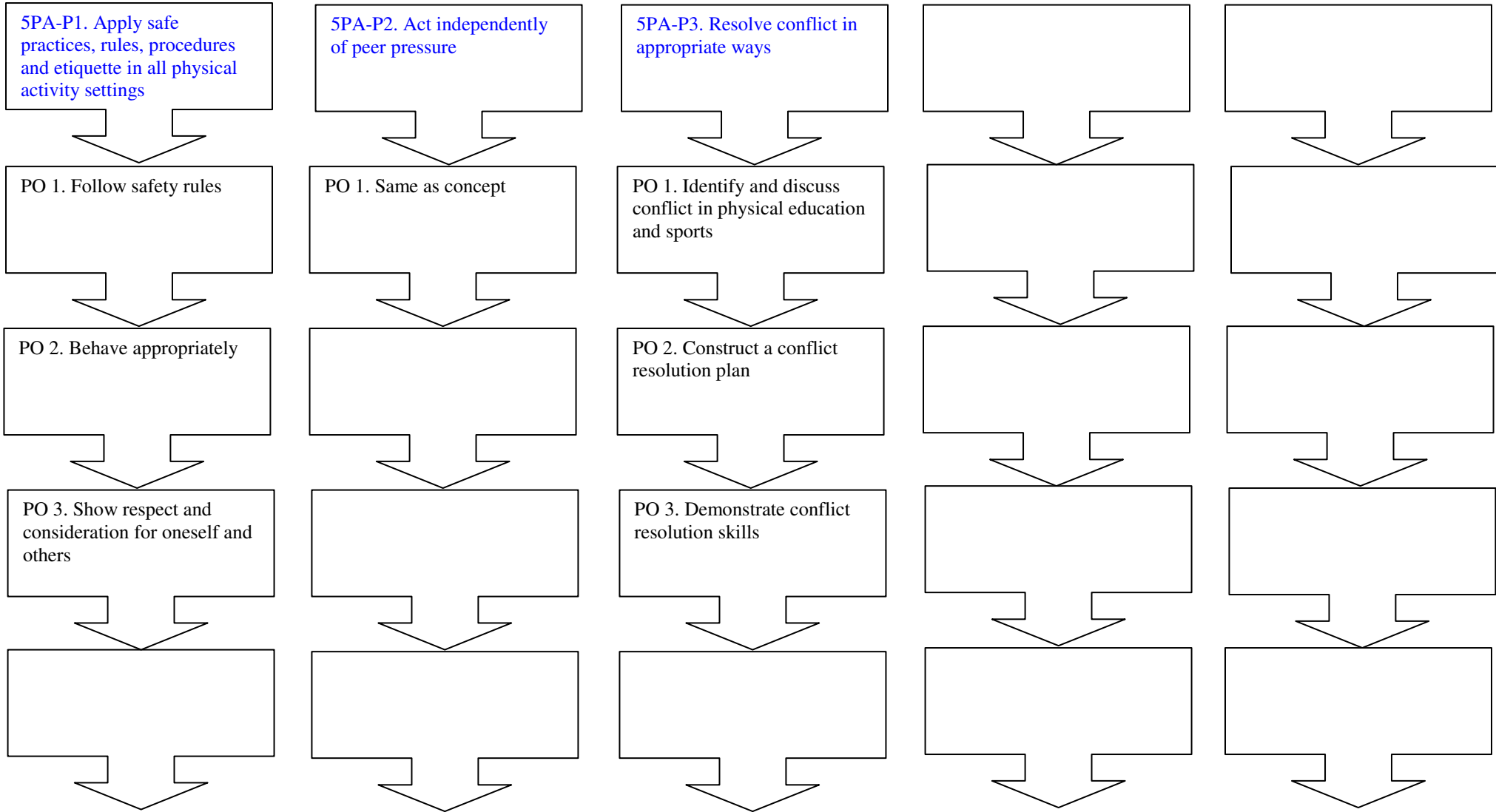
4. Conditioning

- Use the fitness gram test information to develop personal fitness goals/plan
- Demonstrate training specific warm up and cool down techniques and activities
- Use a variety of conditioning tests to assess levels of physical fitness

**Standard 5:**

**Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.**

**Grade:**  
Systematics  
**9-12**



**Standard 5:**

**Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.**

**Grade:**  
Systematics  
**9-12**

<b>Suggested Activities/Units</b>	<b>Learning Skills</b>
1. Strength	<ul style="list-style-type: none"><li>• Students will learn to respect peers, personal space, individuality, and gender</li><li>• Effective spotting</li><li>• Verbal motivation</li><li>• Cooperative learning</li></ul>
2. Power	<ul style="list-style-type: none"><li>• Students will learn to respect peers, personal space, individuality, and gender</li><li>• Effective spotting</li><li>• Verbal motivation</li><li>• Cooperative learning</li></ul>
3. Flexibility	<ul style="list-style-type: none"><li>• Students will learn to respect peers, personal space, individuality, and gender</li><li>• Work with partners on various stretches</li><li>• Cooperative learning</li></ul>
4. Conditioning	<ul style="list-style-type: none"><li>• Students will learn to respect peers, personal space, individuality, and gender</li><li>• Team work</li><li>• Cooperative learning</li></ul>

**Standard 6:**

**Students demonstrate understanding and respect for differences among people in physical activity settings.**

**Grade:**  
Systematics  
**9-12**

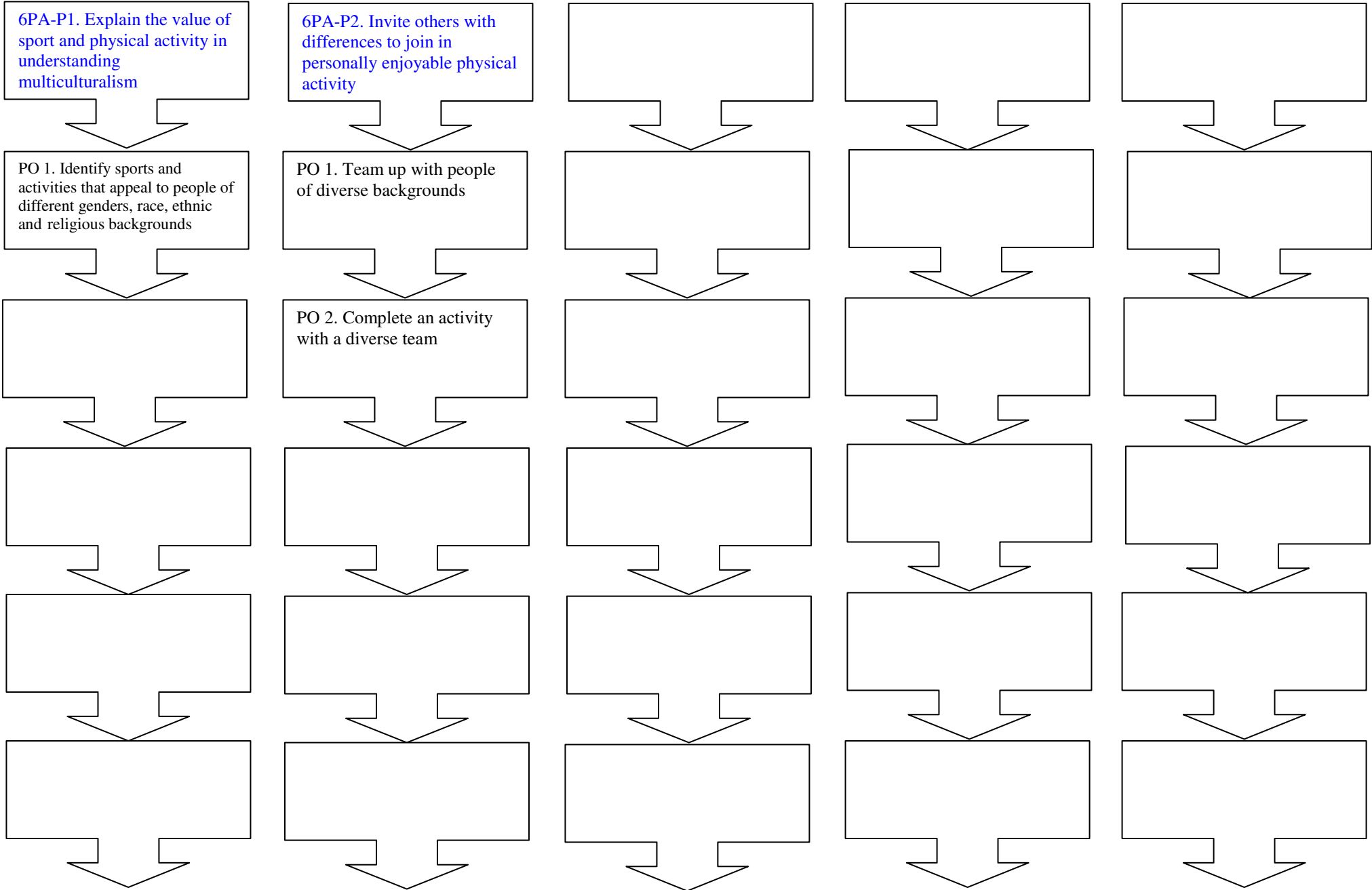
6PA-P1. Explain the value of sport and physical activity in understanding multiculturalism

6PA-P2. Invite others with differences to join in personally enjoyable physical activity

PO 1. Identify sports and activities that appeal to people of different genders, race, ethnic and religious backgrounds

PO 1. Team up with people of diverse backgrounds

PO 2. Complete an activity with a diverse team



**Standard 6:**

**Students demonstrate understanding and respect for differences among people in physical activity settings.**

**Grade:**  
Systematics  
**9-12**

**Suggested Activities/Units**

**Learning Skills**

1. Strength

- Developing citizenship – treating others with respect
- Acceptance of all classmates regardless of physical ability
- Students are encouraged whenever possible to work with the special Olympic athletes on campus
- Apply the six pillars of character

2. Power

- Developing citizenship – treating others with respect
- Acceptance of all classmates regardless of physical ability
- Students are encouraged whenever possible to work with the special Olympic athletes on campus
- Apply the six pillars of character

3. Flexibility

- Developing citizenship – treating others with respect
- Acceptance of all classmates regardless of physical ability
- Apply the six pillars of character
- Rotate partners often

4. Conditioning

- Developing citizenship – treating others with respect
- Acceptance of all classmates regardless of physical ability
- Apply the six pillars of character
- Peer motivation for all levels of fitness



## Standard 7:

Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.

Grade:  
Systematics  
**9-12**

7PA-P1. Demonstrate knowledge of goal setting and the ability to apply this knowledge to personal physical fitness and activity goals

7PA-P2. Identify attitudes associated with regular participation in physical activity and/or fitness development activities

7PA-P3. Organize time management skills associated with regular physical activity participation

PO 1. List goal setting steps

PO 1. List the rewards of regular participation

PO 1. Complete and document regular physical activity outside of class at least 3 times per week

PO 2. Apply goal setting strategies to a personal fitness plan

PO 2. Identify obstacles to regular participation

PO 3. Explain the importance of motivation, prioritizing, dedication and self-discipline in fitness development

**Standard 7:**

**Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.**

**Grade:**  
Systematics  
**9-12**

<b>Suggested Activities/Units</b>	<b>Learning Skills</b>
1. Strength	<ul style="list-style-type: none"><li>• Set individual goals and enhance student achievement ( at the beginning and during performance )</li><li>• Re-evaluate through testing at the end of the unit</li><li>• Use the fitness gram test information to develop personal fitness goals/plan</li><li>• Use a variety of strength training tests to assess levels of physical fitness</li></ul>
2. Power	<ul style="list-style-type: none"><li>• Set individual goals and enhance student achievement ( at the beginning and during performance )</li><li>• Re-evaluate through testing at the end of the unit</li><li>• Use the fitness gram test information to develop personal fitness goals/plan</li><li>• Use a variety of power training tests to assess levels of physical fitness</li></ul>
3. Flexibility	<ul style="list-style-type: none"><li>• Use the fitness gram test information to develop personal fitness goals/plan</li><li>• Use a variety of flexibility training tests to assess levels of physical fitness</li><li>• Develop a daily stretching program</li></ul>
4. Conditioning	<ul style="list-style-type: none"><li>• Use the fitness gram test information to develop personal fitness goals/plan</li><li>• Use a variety of conditioning training tests to assess levels of physical fitness</li><li>• Develop a healthy nutrition plan</li></ul>

**Suggested Activities:  
Skills/Knowledge:**

Bench
Incline
Power Clean
Squat
Leg Extension
Leg Curls
Dumbbells
Military
Decline
Dips

**Resources:**

PE Central
-DVNET/PE Lessons (our goal)
- Pangrazi
- AAPHERD
-NASPE – National Assoc. of Sport and Physical Educ.
- <a href="http://www.bodybuildingforyou.com">www.bodybuildingforyou.com</a>
- <a href="http://www.nasca-cc.org">www.nasca-cc.org</a>
- <a href="http://exercise.about.com">http://exercise.about.com</a>

<p align="center"><b>Unit Name or Activity</b></p> <p align="center"><b>Strength</b></p>
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**Learning Objectives:**

1. **TSW: Apply and demonstrate the proper safety rules.**
2. **TSW: Apply and demonstrate the proper lifting techniques.**
3. **TSW: Apply and demonstrate the proper spotting techniques.**
4. **TSW: Self evaluate both themselves and others while performing both during lifting and spotting.**
5. **TSW: Work in diverse groups whenever possible.**
6. **TSW: Accept everyone’s diversity regardless of background or ability.**

**Arizona State Physical Activity Standards:**

**Standard 1** – Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor 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.

**Standard 5** – Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

**Standard 6** – Students demonstrate understanding and respect for differences among people in physical activity settings.

**Key**

Spotting
Breathing
Balance
Safety procedures
Lifting techniques
Rest period
Lunges
Sets
Repetitions
Type

**Vocabulary:**

Concentric
Eccentric
Fast Twitch
Slow Twitch
Hypertrophy
Anatomy (muscles)

**Suggested Activities:  
Skills/Knowledge:**

- Bench
- Incline
- Power Clean
- Squat
- Leg Extension
- Leg Curls
- Dumbbells
- Military
- Decline
- Dips

**Resources:**

- PE Central
- DVNET/PE Lessons (our goal)
- Pangrazi
- AAPHERD
- NASPE – National Assoc. of Sport and Physical Educ.
- [www.bodybuildingforyou.com](http://www.bodybuildingforyou.com)
- [www.nasca-cc.org](http://www.nasca-cc.org)
- <http://exercise.about.com>

**Unit Name or Activity**

# Power

- Learning Objectives:**
1. **TSW: Apply and demonstrate the proper safety rules.**
  2. **TSW: Apply and demonstrate the proper lifting techniques.**
  3. **TSW: Apply and demonstrate the proper spotting techniques.**
  4. **TSW: Self evaluate both themselves and others while performing both during lifting and spotting.**
  5. **TSW: Work in diverse groups whenever possible.**
  6. **TSW: Accept everyone’s diversity regardless of background or ability.**

- Arizona State Physical Activity Standards:**
- Standard 1** – Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor 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.
- Standard 5** – Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.
- Standard 6** – Students demonstrate understanding and respect for differences among people in physical activity settings.

**Key**

- Spotting
- Breathing
- Balance
- Safety procedures
- Lifting techniques
- Rest period
- Lunges
- Sets
- Repetitions
- Type

**Vocabulary:**

- Concentric
- Eccentric
- Fast Twitch
- Slow Twitch
- Hypertrophy
- Anatomy (muscles)
- Explosive

**Suggested Activities:  
Skills/Knowledge:**

- Partner stretch
- Dynamic warm up
- Static stretch
- Isostatic stretching
- Isometric stretching
- Functional
- Bi-lateral movement
- Pre & Post Workout
- Yoga
- Pilates

**Resources:**

- PE Central
- DVNET/PE Lessons (our goal)
- Pangrazi
- AAPHERD
- NASPE – National Assoc. of Sport and Physical Educ.
- [www.bodybuildingforyou.com](http://www.bodybuildingforyou.com)
- [www.nasca-cc.org](http://www.nasca-cc.org)
- <http://exercise.about.com>

**Unit Name or Activity**  
**Flexibility**

**Learning Objectives:**

1. **TSW: Apply and demonstrate the proper safety rules.**
2. **TSW: Self evaluate both themselves and others while performing during stretching exercises.**
3. **TSW: Work in diverse groups whenever possible.**
4. **TSW: Accept everyone’s diversity regardless of background or ability.**

**Arizona State Physical Activity Standards:**

**Standard 1** – Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor 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.

**Standard 5** – Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

**Standard 6** – Students demonstrate understanding and respect for differences among people in physical activity settings.

**Key**

- Identify muscle groups
- Breathing
- Balance
- Safety procedures
- Communication
- Time
- Technique
- Full body
- Type
- Listening skills

**Vocabulary:**

- Muscle
- Dynamic
- Static
- Anatomy (muscles)
- Isostatic
- Isometric
- Ballistic

**Suggested Activities:**  
**Skills/Knowledge:**

- Plyometrics
- Jump rope
- Boxes
- Sprints
- Interval training
- Circuit training
- Dot Drills
- Speed
- Agility
- Power

**Resources:**

- PE Central
- DVNET/PE Lessons (our goal)
- Pangrazi
- AAPHERD
- NASPE – National Assoc. of Sport and Physical Educ.
- [www.bodybuildingforyou.com](http://www.bodybuildingforyou.com)
- [www.nasca-cc.org](http://www.nasca-cc.org)
- <http://exercise.about.com>

**Unit Name or Activity**  
**Conditioning**

**Learning Objectives:**

1. **TSW: Demonstrate knowledge of Endurance training.**
2. **TSW: Demonstrate the difference between aerobic and aerobic exercise.**
3. **TSW: demonstrate an understanding of a timed circuit training weight or conditioning program.**

**Arizona State Physical Activity Standards:**

**Standard 1** – Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor 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.

**Standard 5** – Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

**Standard 6** – Students demonstrate understanding and respect for differences among people in physical activity settings.

**Key**

- Agility training
- Measure heart rate
- Cool down
- Rest period
- Vertical exercise
- Safety expectations
- Warm up
- F.I.T.T.
- Interval
- Team work

**Vocabulary:**

- Plyometrics
- Aerobic
- Anaerobic
- Anatomy (muscles)
- Interval
- Circuit
- Dynamic

Unit/Lesson/Activity \_\_\_\_\_ Date(s) \_\_\_\_\_

## Arizona State Comprehensive PE Standards

### Physical Activity Standards for the Proficiency Grades 9-12.

(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-P1. Demonstrate competency in at least three different types of movement forms (e.g., aquatics, team sports, individual and dual sports, outdoor pursuits, self-defense, gymnastics, dance)

- PO 1. Demonstrate competency (basic skills, strategies and rules) in an increasing number of more complex versions of at least three different movement forms
- 1PA-P2. Use specialized knowledge to develop movement competence/proficiency
- PO 1. Demonstrate improved skills by applying the critical elements to competent performance

1PA-P3. Identify and apply critical elements to enable the development of movement competence/proficiency

- PO 1. Identify the critical elements of a skill
- PO 2. Demonstrate and apply the biomechanical concepts and principles to the skills

1PA-P4. Identify and apply characteristics of highly skilled performance to enable the development of movement competence/proficiency

- PO 1. Identify strengths and weaknesses of highly skilled performances
- PO 2. Identify skills needed to improve performance

1PA-P5. Apply discipline-specific information to individual performance

- PO 1. Same as concept

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-P1. Explain the difference between facts and myths (e.g., the validity of marketing claims promoting fitness products and services) related to physical activity

- PO 1. Identify various products and their marketing claims
- PO 2. Explain value of consumer items

2PA-P2. Identify consumer issues related to selection, purchase, care and maintenance of personal fitness equipment

- PO 1. Identify personal needs

- PO 2. Identify similarities and differences among products
- PO 3. Identify use
- PO 4. Explain cost quality

2PA-P3. Identify appropriate individual requirements for physical activity prescription concerning the mode, intensity, duration, frequency and progression

- PO 1. Explain principles of training
- PO 2. Apply principles of training

2PA-P4. Demonstrate ability to self-assess each area of health-related physical fitness and interpret test scores

- PO 1. Match fitness components and tests
- PO 2. Administer self-tests
- PO 3. Explain results
- PO 4. Prescribe needs and identify strengths

2PA-P5. Identify different sports and activities and their contributions to specific health-related physical fitness components

- PO 1. Explain the value of various sports/activities on fitness components

2PA-P6. Demonstrate a knowledge of physiological changes that result from physical activity participation

- PO 1. Identify positive physical changes that affect the heart, circulatory, respiratory and other systems as a result of active participation in sports

2PA-P7. Identify safety principles associated with physical fitness development

- PO 1. Same as concept

2PA-P8. Design a personal fitness program that 1) will lead to, or maintain, an acceptable level of health-related fitness and 2) is based on an understanding of training principles, individual skill levels and availability of resources

- PO 1. Write program goals
- PO 2. Design a program
- PO 3. Follow the program
- PO 4. Monitor and adjust
- PO 5. Complete a program



- PO 6. Design a personal fitness program
- PO 7. Participate regularly in a personal fitness program

**PO 8. Complete a personal fitness program**

**STANDARD 3 - Students exhibit a physically active lifestyle.**

3PA-P1. Participate regularly in health-enhancing and personally rewarding physical activity

- PO 1. Complete a program in cardio-respiratory fitness
- PO 2. Complete a developmental program in muscular strength and muscular endurance
- PO 3. Complete a flexibility program

3PA-P2. Select physical activities from a variety of movement forms based on personal interest, meaning and fulfillment

- PO 1. Complete a program in cardio-respiratory fitness
- PO 2. Complete a developmental program in muscular strength and muscular endurance
- PO 3. Complete a flexibility program

3PA-P3. Develop a personal physical activity program meeting individual needs

- PO 1. Design a program
- PO 2. Follow the program
- PO 3. Monitor and adjust the program

**STANDARD 4 - Students achieve and maintain a health-enhancing level of physical fitness.**

4PA-P1. Accomplish the health-related physical fitness standards as designed by Fitness-gram

- PO 1. Identify a personal level of fitness on:
  - (a) cardio-respiratory performance
  - (b) muscular strength
  - (c) muscular endurance
  - (d) flexibility
  - (e) body composition

4PA-P2. Use principles of training for the purpose of modifying levels of health fitness

- PO 1. Identify the results of the Fitness-gram

- PO 2. Apply the information to develop personal fitness goals/plans

4PA-P3. Design a personal health-related fitness program based on an accurately assessed fitness profile

- PO 1. Design and participate in a personal fitness program incorporating the FITT principle

4PA-P4. Identify safe and risky exercises and demonstrate safe exercise alternatives

- PO 1. Describe unsafe practices and the appropriate safe alternative
- PO 2. Devise a plan to reduce risk and possible injury

STANDARD 5 - Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

5PA-P1. Apply safe practices, rules, procedures and etiquette in all physical activity settings

- PO 1. Follow safety rules
- PO 2. Behave appropriately
- PO 3. Show respect and consideration for oneself and others

5PA-P2. Act independently of peer pressure

- PO 1. Same as concept

5PA-P3. Resolve conflict in appropriate ways

- PO 1. Identify and discuss conflict in physical education and sports
- PO 2. Construct a conflict resolution plan
- PO 3. Demonstrate conflict resolution skills

STANDARD 6 - Students demonstrate understanding and respect for differences among people in physical activity settings.

6PA-P1. Explain the value of sport and physical activity in understanding multiculturalism

- PO 1. Identify sports and activities that appeal to people of different genders, race, ethnic and religious backgrounds

6PA-P2. Invite others with differences to join in personally enjoyable physical activity

- PO 1. Team up with people of diverse backgrounds
- PO 2. Complete an activity with a diverse team

**☐ STANDARD 7 - Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.**

7PA-P1. Demonstrate knowledge of goal setting and the ability to apply this knowledge to personal physical fitness and activity goals

- ☐ PO 1. List goal setting steps
- ☐ PO 2. Apply goal setting strategies to a personal fitness plan

7PA-P2. Identify attitudes associated with regular participation in physical activity and/or fitness development activities

- ☐ PO 1. List the rewards of regular participation
- ☐ PO 2. Identify obstacles to regular participation
- ☐ PO 3. Explain the importance of motivation, prioritizing, dedication and self-discipline in fitness development

7PA-P3. Organize time management skills associated with regular physical activity participation

- ☐ PO 1. Complete and document regular physical activity outside of class at least 3 times per week

**Comments:** \_\_\_\_\_  
\_\_\_\_\_