



Deer Valley Unified School District No. 97

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

**HIGH SCHOOL FITNESS CENTER**



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: 9<sup>th</sup>  
Fitness  
Center**

1PA-P1. Demonstrate competency in at least three different types of movement forms.

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 1:**

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

**Grade: 9<sup>th</sup>  
Fitness  
Center**

<b>Suggested Activities/Units</b>	<b>Strategies/Terminology</b>
1. Circuit Training	<ol style="list-style-type: none"><li>1. Rules – Apply and demonstrate safety rules at all stations.</li><li>2. Demonstrate the proper techniques for each station.</li><li>3. Flexibility – Demonstrate proper stretching technique.</li><li>4. Toning – Demonstrate proper form for each exercise.</li><li>5. Cardiovascular – Demonstrating proper use of all cardio equipment.</li><li>6. Target Heart Rate – Monitoring Target Heart Rate.</li></ol>
2. Cardiovascular Fitness Training	<ol style="list-style-type: none"><li>1. Rules – Apply and demonstrate safety rules for each activity.</li><li>2. Target Heart Rate – Monitoring Target Heart Rate.</li><li>3. Demonstrate proper form and techniques for all activities.</li><li>4. Individual modifications and adjustment.</li></ol>
3. Fitness Toning and Strength Training	<ol style="list-style-type: none"><li>1. Rules – Apply and demonstrate safety rules for each activity.</li><li>2. Target Heart Rate – Monitoring Target Heart Rate.</li><li>3. Toning – Demonstrate proper form for each exercise.</li></ol>

**Standard 1:**

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

**Grade: 9<sup>th</sup>  
Fitness  
Center**

**Suggested Activities/Units**

**Strategies/Terminology**

4. Fitness Gram Testing

1. Rules – Apply and demonstrate safety rules for each Fitness Gram Test.
2. Demonstrate proper techniques for each individual test.
3. Compare individual strengths and weakness for each Fitness Gram Test.
4. Develop and apply goals for improvement for each Fitness Gram Test.

5. Principles of Training

1. Principles of Training – Learn and apply the strategies.
2. Flexibility – Learn, demonstrate and apply proper stretching techniques learned for each stretching activity.
3. Strength Training – Learn, demonstrate and apply proper strength training techniques in class.
4. Body Composition and Weight Control – Learn, demonstrate and apply specific strategies for Body Composition and Weight Control.
5. Target Heart Rate – Learn, demonstrate, apply and adjust activities according to heart rate.

6. Goal Setting

1. Learn goal setting strategies.
2. Develop individual goals.
3. Apply goal setting strategies.
4. Monitor and adjust individual goals through out the semester.

**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: 9<sup>th</sup>  
Fitness  
Center**

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 to become self-directed lifelong learners who are informed physical activity consumers.**

**Grade: 9<sup>th</sup>  
Fitness  
Center**

<b>Suggested Activities/Units</b>	<b>Strategies/Terminology</b>
1. Circuit Training	<ol style="list-style-type: none"><li>1. Explaining how participating in circuit training classes helps relieve stress and lead to a healthy lifestyles.</li><li>2. Informing students about successful job opportunities in fitness related areas.</li><li>3. Monitor heart rate before, during and after training.</li><li>4. Explain the importance of conditioning.</li></ol>
2. Cardiovascular Fitness Training	<ol style="list-style-type: none"><li>1. Explain the importance of cardiovascular training for specific sports or for lifelong activities.</li><li>2. Develop sports specific programs or activities that will enhance fitness levels.</li><li>3. Participate in various aerobic videos that will enhance their fitness levels.</li><li>4. Teach proper conditioning for endurance.</li><li>5. Monitor heart rate before, during and after training.</li><li>6. Design and complete a personal fitness program.</li></ol>
3. Fitness Toning and Strength Training	<ol style="list-style-type: none"><li>1. Explaining how participating in Fitness Toning classes helps relieve stress and lead to a healthy lifestyles.</li><li>2. Monitor heart rate before, during and after training.</li><li>3. Explain the importance of Fitness Toning for specific sports or for lifelong activities.</li><li>4. Explain the importance of strength training.</li></ol>



**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.**

**Grade: 9<sup>th</sup>  
Fitness  
Center**

Suggested Activities/Units	Strategies/Terminology
4. Fitness Gram Testing	<ol style="list-style-type: none"><li>1. Explain the importance of the Fitness Gram testing and how it will help students lead a healthy lifestyle.</li><li>2. Develop programs or activities that will enhance their mid, and post test scores.</li></ol>
5. Principles of Training	<ol style="list-style-type: none"><li>1. Explain how the Principles of Training will enhance athletic performance and or lifelong fitness.</li><li>2. Develop and demonstrate activities that apply to the Principles of Training.</li></ol>
6. Goal Setting	<ol style="list-style-type: none"><li>1. Explain how goal setting helps students achieve success in life.</li><li>2. Inform students of the importance of goal setting for fitness.</li><li>3. Design and apply personal fitness goals.</li><li>4. Monitor and adjust personal fitness goals throughout the semester.</li></ol>

**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: 9<sup>th</sup>  
Fitness  
Center**

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 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. 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.

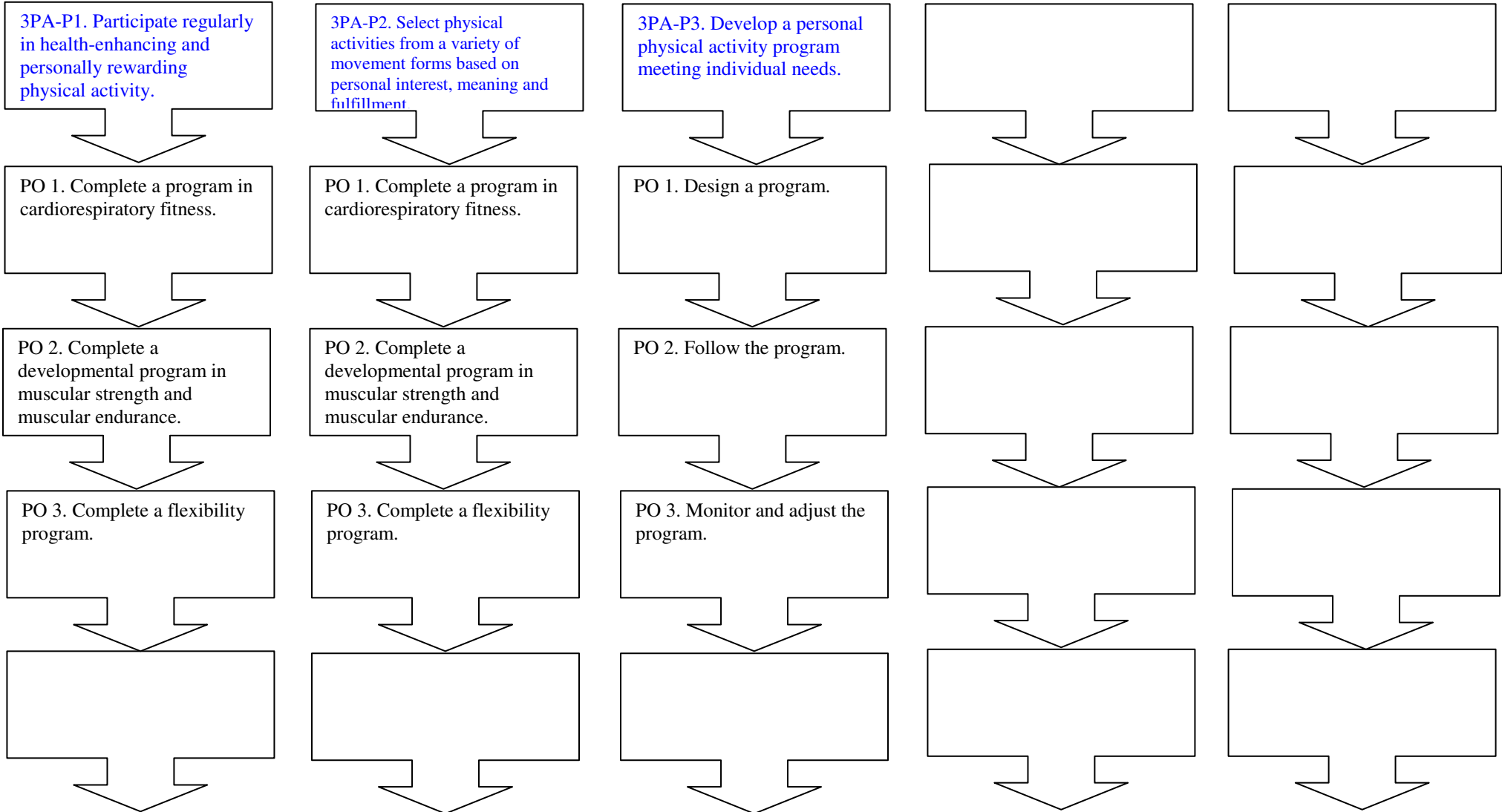
PO 7. Participate regularly in a personal fitness program.

PO 8. Complete a personal fitness program.

**Standard 3:**

**Students exhibit a physically active lifestyle.**

**Grade: 9<sup>th</sup>  
Fitness  
Center**



**Standard 3:**

**Students exhibit a physically active lifestyle.**

**Grade: 9<sup>th</sup>  
Fitness  
Center**

**Suggested Activities/Units**

**Strategies/Terminology**

1. Circuit Training

1. Inform students of opportunities for circuit training outside of school.
2. Teach different types of circuit training activities that students can use inside and outside of school.
3. Develop and complete a circuit training program.
4. Assisting in circuit set up for a better understanding of circuit training classes.

2. Cardiovascular Training

1. Inform students of opportunities for cardiovascular training outside of school.
2. Teach different types of cardiovascular activities that students can use inside and outside of school.
3. Develop and teach a cardiovascular activity.

3. Fitness Toning and  
Strength Training

1. Inform students of opportunities for Fitness toning/strength training outside of school.
2. Teach different types of fitness toning or strength training activities that students can use inside and outside of school.
3. Develop and complete a strength training program.

**Standard 3:**

**Students exhibit a physically active lifestyle.**

**Grade: 9<sup>th</sup>  
Fitness  
Center**

**Suggested Activities/Units**

**Strategies/Terminology**

4. Fitness Gram Testing

1. Inform students the importance of adequate fitness levels for a health lifestyle.
2. Teach various activities to enhance fitness test scores.

5. Principles of Training

1. Inform students the importance of using the Principles of Training that leads to a physically active lifestyle.
2. Develop and complete a program using the Principles of Training techniques.
3. Teach students the importance of each area of the Principles of Training and how they can lead a healthy life style.

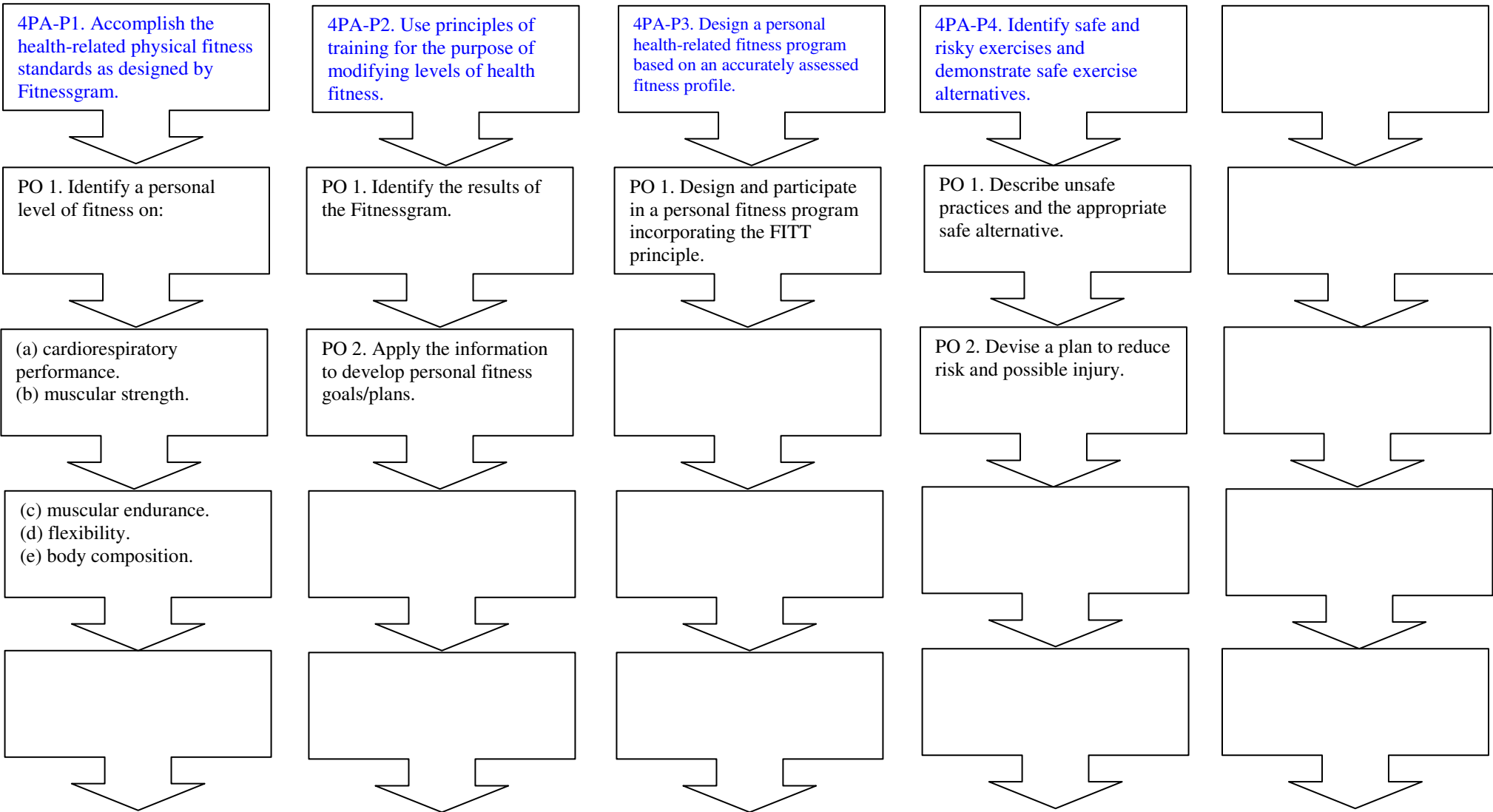
3. Goal Setting

1. Inform students the importance of setting goals that will enhance their physical fitness levels.
2. Teach students goal setting strategies.
3. Design a fitness program based on individual goals.

**Standard 4:**

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

**Grade: 9<sup>th</sup>  
Fitness  
Center**



**Standard 4:**

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

**Grade: 9<sup>th</sup>  
Fitness  
Center**

<b>Suggested Activities/Units</b>	<b>Strategies</b>
1. Circuit Training	<ol style="list-style-type: none"><li>1. Teach students to identify safe and risky exercises and demonstrate safe exercise alternatives through body control and movements.</li><li>2. Demonstrate proper warm up and cool down techniques.</li><li>3. Use the fitness gram test information to develop personal fitness goals.</li><li>4. Apply circuit training techniques to enhance their levels of fitness.</li></ol>
2. Cardiovascular Training	<ol style="list-style-type: none"><li>1. Demonstrate proper warm up and cool down techniques.</li><li>2. Teach student to identify safe and risky exercises and demonstrate safe exercise alternatives through body control and movements.</li><li>3. Use the fitness gram test information to develop personal fitness goals.</li><li>4. Apply cardiovascular training techniques to enhance their levels of fitness.</li></ol>
3. Fitness Toning and Strength Training	<ol style="list-style-type: none"><li>1. Demonstrate proper warm up and cool down techniques.</li><li>2. Teach student to identify safe and risky exercises and demonstrate safe exercise alternatives through body control and movements.</li><li>3. Use the fitness gram test information to develop personal.</li><li>4. Apply strength training techniques to enhance their levels of fitness.</li></ol>

**Standard 4:**

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

**Grade: 9<sup>th</sup>  
Fitness  
Center**

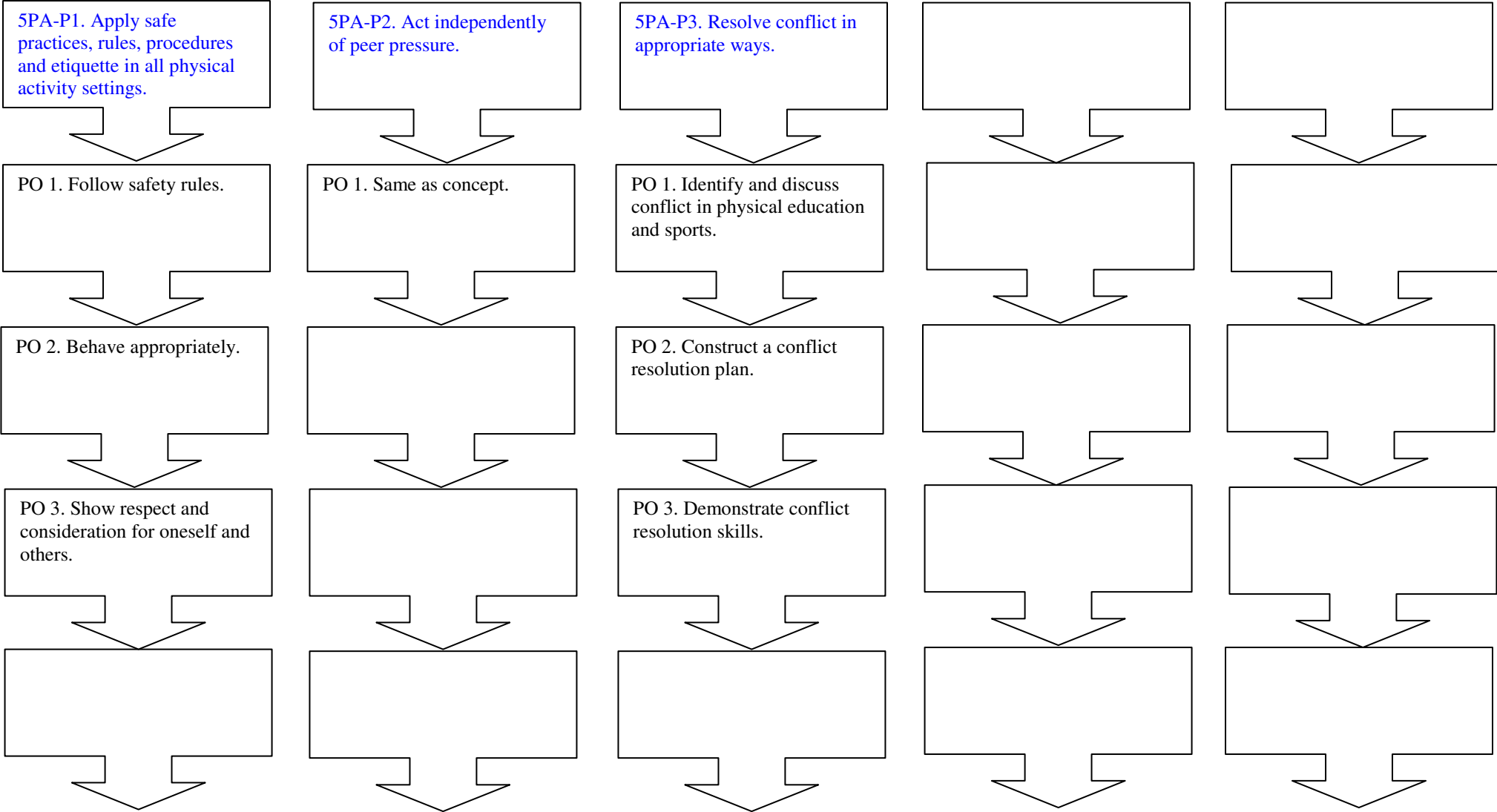
Suggested Activities/Units	Strategies
4. Fitness Gram Testing	<ol style="list-style-type: none"><li>1. Teach students the importance of fitness gram testing as it relates to their physical fitness.</li><li>2. Demonstrate sport specific warm up and cool down techniques and activities.</li><li>3. Use the fitness gram test information to develop personal fitness goals/plan.</li></ol>
5. Principles of Training	<ol style="list-style-type: none"><li>1. Demonstrate warm up techniques.</li><li>2. Demonstrate cool down techniques.</li><li>3. Teach student to identify safe and risky exercises and demonstrate safe exercise alternatives through body control and movements.</li><li>4. Apply Principles of Training methods to enhance daily workouts.</li></ol>
6. Goal Setting	<ol style="list-style-type: none"><li>1. Use goal setting techniques to improve their fitness gram scores.</li><li>2. Monitor and adjust goals to continually improve their fitness levels.</li></ol>



**Standard 5:**

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

**Grade: 9<sup>th</sup>  
Fitness  
Center**



**Standard 5:**

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

**Grade: 9<sup>th</sup>  
Fitness  
Center**

**Suggested Activities/Units**

**Strategies/Terminology**

1. Circuit Training

1. Safety rules – using equipment properly and taking care of equipment properly.
2. Teach safety rules and etiquette.
3. Teach conflict resolution and students will use this to resolve conflicts in appropriate ways. (peer mediation)
4. Students will learn to respect peers, personal space, individuality, and gender.

2. Cardiovascular Training

1. Safety rules – using equipment properly and taking care of equipment properly.
2. Teach safety rules and etiquette.
3. Teach conflict resolution and students will use this to resolve conflicts in appropriate ways. (peer mediation)
1. Students will learn to respect peers, personal space, individuality, and gender.

3. Fitness Toning and Strength Training

1. Safety rules – using equipment properly and taking care of equipment properly.
2. Teach safety rules and etiquette.
3. Teach conflict resolution and students will use this to resolve conflicts in appropriate ways. (peer mediation)
4. Students will learn to respect peers, personal space, individuality, and gender.

**Standard 5:**

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

**Grade: 9<sup>th</sup>  
Fitness  
Center**

Suggested Activities/Units	Strategies/Terminology
1. Fitness Gram Testing	<ol style="list-style-type: none"><li>2. Teach safety rules and etiquette.</li><li>3. Teach conflict resolution and students will use this to resolve conflicts in appropriate ways. (peer mediation)</li><li>4. Students will learn to respect peers, personal space, individuality, and gender.</li></ol>
2. Principles of Training	<ol style="list-style-type: none"><li>1. Teach safety rules and etiquette.</li><li>2. Teach conflict resolution and students will use this to resolve conflicts in appropriate ways. (peer mediation)</li><li>3. Students will learn to respect peers, personal space, individuality, and gender.</li><li>4. Recognize individual differences.</li></ol>
3. Goal Setting	<ol style="list-style-type: none"><li>1. Teach conflict resolution and students will use this to resolve conflicts in appropriate ways. (peer mediation)</li><li>2. Students will learn to respect peers, personal space, individuality, and gender.</li><li>3. Peer Assistance for goal setting- monitor/adjust.</li></ol>

**Standard 6:**

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

**Grade: 9<sup>th</sup>  
Fitness  
Center**

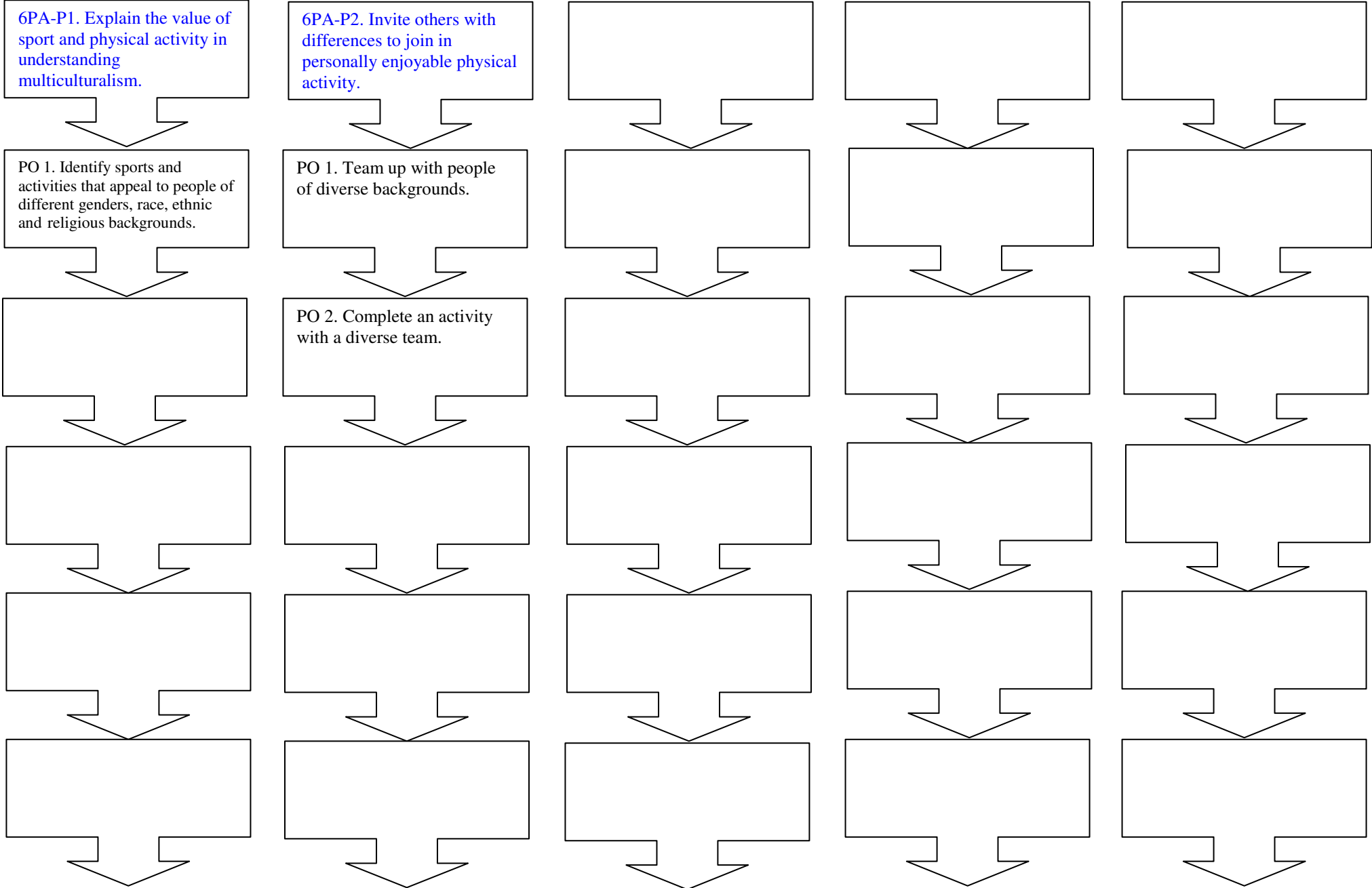
6PA-P1. Explain the value of sport and physical activity in understanding multiculturalism.

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: 9<sup>th</sup>  
Fitness  
Center**

**Suggested Activities/Units**

**Strategies/Terminology**

1. Circuit Training

1. Developing citizenship – treating others with respect.
2. Small group activities – working together in varying groups for social interaction.
3. Acceptance of all classmates regardless of physical ability.
4. Students whenever possible will work with special needs students in class or volunteer outside of class.

2. Cardiovascular Training

1. Developing citizenship – treating others with respect.
2. Small group activities – working together in varying groups for social interaction.
3. Acceptance of all classmates regardless of physical ability.
4. Students whenever possible will work with special needs students in class or volunteer outside of class.

3. Fitness Toning and Strength Training

1. Developing citizenship – treating others with respect.
2. Small group activities – working together in varying groups for social interaction.
3. Acceptance of all classmates regardless of physical ability.
4. Students whenever possible will work with special needs students in class or volunteer outside of class.

**Standard 6:**

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

**Grade: 9<sup>th</sup>  
Fitness  
Center**

**Suggested Activities/Units**

**Strategies/Terminology**

1. Fitness Gram Testing

1. Developing citizenship – treating others with respect.
2. Small group activities – working together in varying groups for social interaction.
3. Acceptance of all classmates regardless of physical ability.
4. Students whenever possible will work with special needs students in class or volunteer outside of class.

2. Principles of Training

1. Developing citizenship – treating others with respect.
2. Small group activities – working together in varying groups for social interaction.
3. Acceptance of all classmates regardless of physical ability.
4. Students whenever possible will work with special needs students in class or volunteer outside of class.

3. Goal Setting

1. Developing citizenship – treating others with respect.
2. Peer group activities – working together in varying groups for social interaction.
3. Acceptance of all classmates regardless of physical ability.

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

**Grade: 9<sup>th</sup>**  
**Fitness**  
**Center**

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: 9<sup>th</sup>  
Fitness  
Center**

**Suggested Activities/Units**

**Strategies/Terminology**

1. Circuit Training

1. Set individual goals to increase and enhance student achievement throughout the semester.
2. Re-evaluate student goal at the end of the unit.
3. Demonstrate self motivation by working out to the best of their ability each day.

2. Cardiovascular Training

1. Set individual goals to increase and enhance student achievement throughout the semester.
2. Re-evaluate student goal at the end of the unit.
3. Demonstrate self motivation by working out to the best of their ability each day.

3. Fitness Toning and  
Strength Training

1. Set individual goals to increase and enhance student achievement throughout the semester.
2. Re-evaluate student goal at the end of the unit.
3. Demonstrate self motivation by working out to the best of their ability each day.



**Standard 7:**

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

**Grade: 9<sup>th</sup>  
Fitness  
Center**

**Suggested Activities/Units**

**Strategies/Terminology**

4. Fitness Gram Testing

1. Set individual goals to increase and enhance student achievement throughout the semester.
2. Re-evaluate student goal at the end of the unit.
3. Use test scores to develop a fitness program that will help maintain a physically healthy lifestyle.

5. Principles of Training

1. Set individual goals to increase and enhance student achievement throughout the semester.
2. Re-evaluate student goal at the end of the unit.
3. Apply the Principles of Training methods into daily workouts.

6. Goal Setting

1. Set individual goals to increase and enhance student achievement throughout the semester.
2. Re-evaluate student goal at the end of the unit.
3. Use the fitness gram test information to develop personal fitness goals.
4. Develop, monitor, and adjust personal fitness goals.

### Suggested Activities:

- 4 - 8 Minute rotating circuit
- Plyometric circuit
- Medicine Ball Circuit
- Continuity Exercises
- Jump Rope Circuit
- Speed and Agility Circuit
- Strength Training Circuit
- Cardio. Circuit
- Race Track Circuit
- Four Corners

### Resources:

- PE Central
- DVNET/PE Lessons
- Pangrazi
- AAPHERD
- NASPE – National Assoc. of Sport and Physical Educ.

# Unit Name or Activity **CIRCUIT TRAINING**

### Learning Objectives:

- TSW apply and demonstrate the rules.
- TSW demonstrate the proper biomechanical skills, such as proper form, stance and footwork.
- TSW identify personal strengths and weaknesses.
- TSW self evaluate their performance levels.
- TSW be able to identify the difference between indoor/outdoor facilities.
- TSW recognize student differences and demonstrate proper etiquette.
- 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 3**- Students exhibit a physically active lifestyle.
- Standard 4**- Students achieve and maintain a health-enhancing level of physical fitness.
- 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 Skills/Knowledge:

- Warm Up
- Proper Form
- Foot Work
- Jump Rope Techniques
- Equipment Orientation
- Safety Orientation
- Proper Rotation
- Class Procedures
- Target Heart Rate Monitoring
- Etiquette

### Vocabulary:

- Circuit
- Plyometrics
- Speed and Aqility
- Aerobic and Anaerobic
- Core Strength
- Strength Training
- Cardiovascular Fitness

**Suggested Activities:**

- Tae Bo
- Step Aerobics
- Boot Camp Training
- Plyometrics
- Fitness/cardio. Room Workouts
- Fun Run
- Fitness Games
- Bleacher Workout
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**Resources:**

- PE Central
- DVNET/PE Lessons
- Pangrazi
- AAPHERD
- NASPE – National Assoc. of Sport and Physical Educ.

**Unit Name or Activity**  
**Cardiovascular Training**

**Learning Objectives:**

- TSW apply and demonstrate the rules.
- TSW demonstrate the proper biomechanical skills, such as proper arm techniques and footwork patterns.
- TSW identify the strengths and weaknesses.
- TSW self evaluate their daily performance levels.
- TSW be able to identify the difference between indoor/outdoor facilities.
- TSW demonstrate proper etiquette.
- TSW work in diverse teams during small group activities.
- 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 3**- Students exhibit a physically active lifestyle.
- Standard 4**- Students achieve and maintain a health-enhancing level of physical fitness.
- 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 Skills/Knowledge:**

- Safety Rules
- Equipment Orientation
- Target Heart Rate Monitoring
- Pacing techniques
- Proper Technique
- 
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**Vocabulary:**

- Aerobic
- Anaerobic
- Plyometric
- Target Heart Rate
- Core Strength
- Cardiovascular Fitness
-

**Suggested Activities:**

- Upper Body Strength Training
- Medicine Balls
- Resistant Bands / Tubing
- Lower Body Strength Training
- Abdominal Workouts
- Plyometrics
- Yoga
- Pilates
- Functional Training
- Stability Balls

**Resources:**

- PE Central
- DVNET/PE Lessons
- Pangrazi
- AAPHERD
- NASPE – National Assoc. of Sport and Physical Educ.

**Unit Name or Activity**  
**Fitness Toning and Strength Training**

**Learning Objectives:**

- TSW apply and demonstrate the rules.
- TSW demonstrate the proper biomechanical skills in upper and lower body lifting.
- TSW identify the strengths and weaknesses in each activity.
- TSW self evaluate their performance levels.
- TSW work in diverse groups during small group activities.
- 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 3**- Students exhibit a physically active lifestyle.
- Standard 4**- Students achieve and maintain a health-enhancing level of physical fitness.
- 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 Skills/Knowledge:**

- Safety Rules
- Equipment Orientation
- Target Heart Rate
- Core Strength
- Plyometrics
- Proper Technique
- 
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**Vocabulary:**

- Yoga
- Strength Training
- Resistance
- Overload
- Plyometrics
- Functional Training
- Stability

### Suggested Activities:

- 300 Shuttle Test
- 12 minute Walk / Run Test
- Mile Test
- Pacer Test
- Abdominal strength & endurance Test
- Upper Body Strength & endurance test
- Sit and Reach Flexibility Test
- Body Composition
- Body Mass index

### Resources:

- PE Central
- DVNET/PE Lessons
- FITNESSGRAM 8.0
- AAPHERD
- STATE STANDARDS

## Unit Name or Activity

# FitnessGram Testing

### Learning Objectives:

TSW apply and demonstrate the rules and testing strategies.  
 TSW demonstrate the proper biomechanical skills of Fitness Gram testing, such as footwork, and proper body alignment.  
 TSW identify the strengths and weaknesses of each test performed.  
 TSW use their first health-related fitness test to use criterion-referenced standards to determine their fitness levels.  
 TSW use their first health-related fitness test to use criterion-referenced standards, to determine their fitness levels.  
 TSW work in diverse groups during small group activities.  
 TSW accept everyone's diversity regardless of background or ability.  
 TSW print a long-term tracking reports of fitness test results and keep in portfolios.  
 To stimulate students to be intrinsically motivated to be physically active and fit for a lifetime.

### 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 3**- Students exhibit a physically active lifestyle.  
**Standard 4**- Students achieve and maintain a health-enhancing level of physical fitness.  
**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 Skills/Knowledge:

- Testing Norms
- Running Form
- Proper Techniques
- Fitness Gram Testing Rules
- Fitnessgram 8.0
- Fitnessgram Logging Chart
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### Vocabulary:

- FitnessGram
- Shuttle
- Abdominal strength & endurance
- Pace
- Body Composition
- Flexibility
- Aerobic and Anaerobic

**Suggested Activities:**

Suggested Classroom Topics

- Principles of Training

- Cardiovascular Fitness

- Target Heart Rate

- Body Composition

- Flexibility

Target Heart Rate Worksheets

F. I. T

**Resources:**

- PE Central
- DVNET/PE Lessons
- Pickleball for Player & Teacher  
By Joyce M. Curtis
- AAPHERD
- Quality Lesson Plans for Secondary  
Physical Education by  
Dorothy Zakrajsek

**Unit Name or Activity**  
**PRINCIPLES OF TRAINING**

**Learning Objectives:**

TSW apply and demonstrate the Principles of Training Strategies.  
 TSW work in diverse group during small group activities.  
 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 3**- Students exhibit a physically active lifestyle.
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- Standard 6** – Students demonstrate understanding and respect for differences among people in physical activity settings.

**Key Skills/Knowledge:**

Benefits of Cardio. Activites

Risks of not being Active

Fitness Components

Application of Components

**Vocabulary:**

Principles of Training

Overload

Specificity

F.I.T

Target Heart Rate

Flexibility

Body Composition

**Suggested Activities:**

- 7 Steps of Goal Setting
- Carousel Teaching Activity
- Writing Personal Goals
- Writing Fitnessgram Goals
- Revisit or Adjust Goals Often
- Write a Goal Reflection Paper
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**Resources:**

- PE Central
- DVNET/PE Lessons
- www.goal-setting-guide.com
- AAPHERD
- NASPE – National Assoc. of Sport and Physical Educ.

**Unit Name or Activity**  
**GOAL SETTING**

**Learning Objectives:**

TSW identify the strengths and weaknesses to develop goals.  
 TSW work in diverse group during small group activities.  
 TSW accept everyone’s diversity regardless of background or ability.  
 To introduce the students to goal setting and why it is important.  
 To introduce students to why it is important to exercise throughout their lives.  
 TSW recognize what it takes to write realistic goals that they can achieve.

**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 3**- Students exhibit a physically active lifestyle.
- Standard 4**- Students achieve and maintain a health-enhancing level of physical fitness.
- 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 Skills/Knowledge:**

- 7 steps to goal setting
- Fitness Components
- Write Specific Fitness Goals
- Setting Realistic Goals
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**Vocabulary:**

- Goals
- Realistic Goal Setting
- Specific Goal Setting
- Personalize Goals
- Short Term Goals
- Long Term Goals
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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:** \_\_\_\_\_  
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