



Deer Valley Unified School District No. 97

PHYSICAL EDUCATION CURRICULUM ALIGNMENT TO STATE STANDARDS

HIGH SCHOOL ADVANCE FITNESS CENTER



Deer Valley Unified School District No. 97

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

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: 10th -12th
Advance 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: 10th -12th
Advance Fitness
Center**

Suggested Activities/Units

Strategies/Terminology

1. Circuit Training

1. Rules – Apply and demonstrate safety rules at all stations.
2. Demonstrate and apply the proper techniques for each station.
3. Flexibility – Demonstrate proper stretching technique.
4. Toning –Demonstrate proper form for each exercise.
5. Cardiovascular – Demonstrating proper use of all cardio equipment.
6. Target Heart Rate – Monitoring Target Heart Rate.
7. Design and teach a circuit training class.

2. Cardiovascular Fitness Training

1. Rules – Apply and demonstrate safety rules for each activity.
2. Target Heart Rate – Monitoring Target Heart Rate.
3. Demonstrate and apply proper form and techniques for all activities.
4. Individual modifications and adjustment.
5. Design and teach a cardiovascular activity class.

3. Fitness Toning and Weight/Strength Training

1. Rules – Apply and demonstrate safety rules for each activity.
2. Target Heart Rate – Monitoring Target Heart Rate.
3. Toning –Demonstrate proper form for each exercise.
4. Weight Training – Demonstrate proper techniques for all weight training lifts.
5. Design a toning class activity and create a video.
6. Design a weight training workout to reach students goals.

Standard 1:

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

**Grade: 10th -12th
Advance Fitness
Center**

Suggested Activities/Units

Strategies/Terminology

4. Advance Fitness Testing

1. Rules – Apply and demonstrate safety rules for each Fitness Test.
2. Demonstrate proper techniques for each individual test.
3. Compare individual strengths and weakness for each Fitness Test.
4. Design a fitness test for each component. (Examples: mile, crunches, pushups, vertical, bench 3 lift max, pull ups, shuttle run, squat max)
5. Develop and apply goals for improvement for each Fitness Test.

5. Principles of Training and Nutrition.

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. Nutrition – Learn about nutrition and apply nutrition information to a healthy living plan and to achieve student’s goals.
7. Keep nutrition logs and use that information and apply that information to the student’s goals.

6. Goal Setting

1. Learn goal setting strategies.
2. Develop individual goals.
3. Apply goal setting strategies.
4. Monitor and adjust individual goals throughout 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: 10th -12th
Advance 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 and nutrition.

PO 2. Apply principles of training and nutrition information.

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: 10th -12th
Advance Fitness
Center**

Suggested Activities/Units	Strategies/Terminology
1. Circuit Training	<ol style="list-style-type: none">1. Explaining how participating in circuit training classes helps relieve stress and lead to a healthy lifestyles.2. Informing students about successful job opportunities in fitness related areas.3. Explain the importance of circuit training and how it helps their fitness levels.4. Have students design a circuit that they can participate in outside of school time and teach it to the class.5. Monitor heart rate before, during and after training.
2. Cardiovascular Fitness Training	<ol style="list-style-type: none">1. Explain the importance of cardiovascular training for specific sports or for lifelong activities.2. Develop specific programs or activities that will enhance fitness levels.3. Participate in various aerobic videos that will enhance their fitness levels.4. Teach proper conditioning for endurance.5. Monitor heart rate before, during and after training.6. Design and complete a personal fitness program.7. TSW design a cardiovascular fitness activity or video and teach it to the class.
3. Fitness Toning and Weight/Strength Training	<ol style="list-style-type: none">1. Explaining how participating in Fitness Toning classes or weight training programs helps relieve stress and lead to a healthy lifestyles.2. Explain the importance of Fitness Toning and or weight training for specific sports or for lifelong activities.3. Explain the importance of strength training.4. TSW design and demonstrate a fitness toning or strength training class or video.5. Develop a weight training workout card for their personal goals.6. Monitor heart rate before, during and after training.

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: 10th -12th
Advance Fitness
Center**

Suggested Activities/Units

Strategies/Terminology

4. Advance Fitness Testing

1. Explain the importance of the fitness testing and how it will help students lead a healthy lifestyle.
2. Design fitness tests for weight training, strength training and cardiovascular endurance.
3. Modify and or use some of the Fitness Gram tests.
4. Develop programs or activities that will enhance their mid, and post test scores.

5. Principles of Training and Nutrition

1. Explain how the Principles of Training will enhance athletic performance and or lifelong fitness.
2. Develop and demonstrate activities that apply to the Principles of Training.
3. Explain the different components of healthy eating and healthy diets.
4. Research and investigate the different diets on the market and discuss the information.
5. Design personal nutrition plan to reach personal goals.

6. Goal Setting

1. Explain how goal setting helps students achieve success in life.
2. Inform students of the importance of goal setting to improve fitness levels.
3. Design and apply personal fitness goals.
4. Design and apply a weight training program to meet personal goals.
5. Monitor and adjust personal fitness goals throughout 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 from previous pg)

Grade: 10th -12th
Advance Fitness
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2PA-P6. Demonstrate 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.

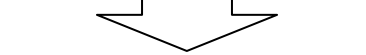
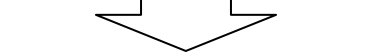
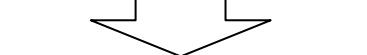
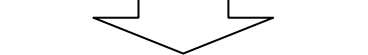
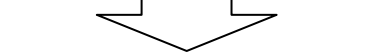
PO 1. Write program goals.
 PO 2. Design a program.

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.

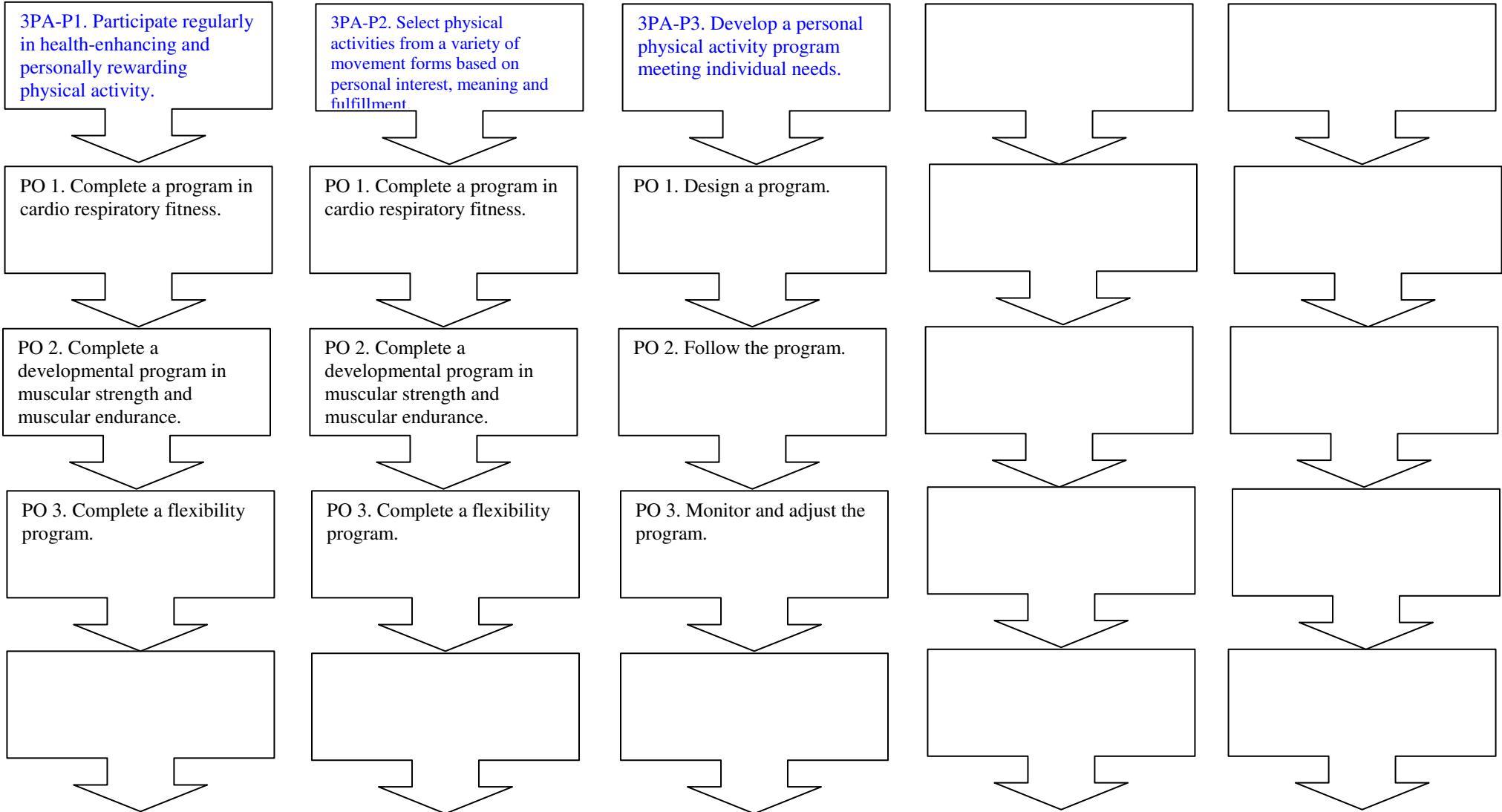
PO 8. Complete a personal fitness program.



Standard 3:

Students exhibit a physically active lifestyle.

**Grade: 10th -12th
Advance Fitness
Center**



Standard 3:

Students exhibit a physically active lifestyle.

**Grade: 10th -12th
Advance 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.
5. Design a circuit training activity or video and teach or perform it to the class.

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 to the class.
4. Develop a cardiovascular program to meet their individual goals.

3. Fitness Toning and
Weight/Strength Training

1. Inform students of opportunities for fitness toning and weight training outside of school.
2. Teach different types of fitness toning or weight/strength training activities that students can use inside and outside of school.
3. Develop and complete a strength training program.
4. Design a short toning or weight training video and have the class perform it.

Standard 3:

Students exhibit a physically active lifestyle.

**Grade: 10th -12th
Advance Fitness
Center**

Suggested Activities/Units

Strategies/Terminology

4. Advance Fitness Testing

1. Inform students the importance of adequate fitness levels for a healthy lifestyle.
2. Testing students three times a semester to monitor their fitness levels and demonstrate their improvements.
3. Teach various activities to enhance fitness test scores.

5. Principles of Training and Nutrition.

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.
4. Inform students on the importance of good nutrition and how it can help them improve their lifestyle and health.
5. TSW keep a nutrition log and use that information to write a nutrition plan for themselves.

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.
4. Develop nutrition goals.
5. Develop weight training/toning goals.

Standard 4:

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

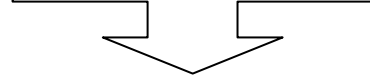
**Grade: 10th -12th
Advance Fitness
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4PA-P1. Accomplish the health-related physical fitness standards as designed by Fitness gram.

PO 1. Identify a personal level of fitness on:

(a) Cardio respiratory performance.
(b) Muscular strength.

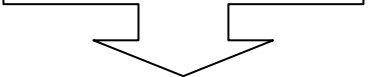
(c) Muscular endurance.
(d) Flexibility.
(e) Body composition.



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

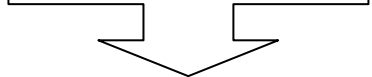
PO 1. Identify the results of the fitness testing.

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.

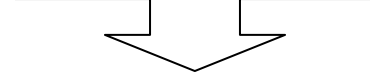
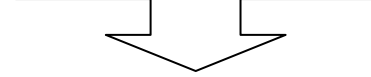
PO 1. Design and participate in a personal fitness program incorporating the FITT principle.



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 4:

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

**Grade: 10th -12th
Advance Fitness
Center**

Suggested Activities/Units	Strategies
1. Circuit Training	<ol style="list-style-type: none">1. Teach students to identify safe and risky exercises and demonstrate safe exercise alternatives through body control and movements.2. Demonstrate proper warm up and cool down techniques.3. Use the fitness testing information to develop personal fitness goals.4. Apply circuit training techniques to enhance their levels of fitness.5. Develop a circuit.
2. Cardiovascular Training	<ol style="list-style-type: none">1. Demonstrate proper warm up and cool down techniques.2. Teach student to identify safe and risky exercises and demonstrate safe exercise alternatives through body control and movements.3. Use the fitness testing information to develop personal fitness goals.4. Apply cardiovascular training techniques to enhance their levels of fitness.5. Develop an activity for cardiovascular fitness.
3. Fitness Toning and Weight Strength Training	<ol style="list-style-type: none">1. Demonstrate proper warm up and cool down techniques.2. Teach student to identify safe and risky exercises and demonstrate safe exercise alternatives through body control and movements.3. Use the fitness testing information to develop personal goals.4. Apply strength training techniques to enhance their levels of fitness.5. Design a workout to meet personal goals.

Standard 4:

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

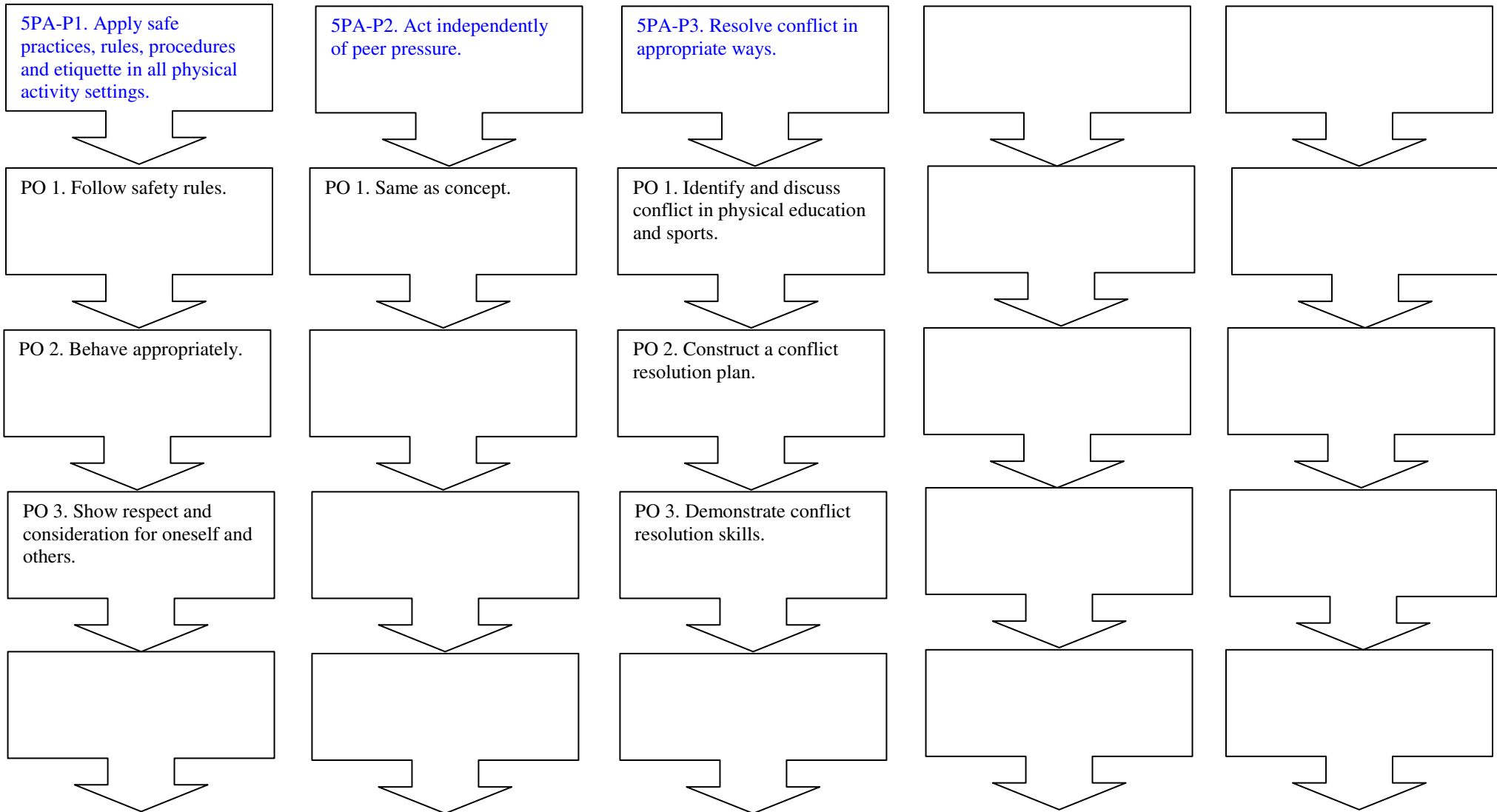
**Grade: 10th -12th
Advance Fitness
Center**

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

Standard 5:

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

**Grade: 10th -12th
Advance Fitness
Center**



Standard 5:

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

**Grade: 10th -12th
Advance Fitness
Center**

Suggested Activities/Units	Strategies/Terminology
1. Circuit Training	<ol style="list-style-type: none">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	<ol style="list-style-type: none">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.
3. Fitness Toning and Weight/Strength Training	<ol style="list-style-type: none">1. Safety rules – using equipment properly and taking care of equipment properly.2. Teach safety rules and etiquette.3. Teach lifting rules and techniques.4. Teach conflict resolution and students will use this to resolve conflicts in appropriate ways. (peer mediation)5. 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: 10th -12th
Advance Fitness
Center**

Suggested Activities/Units

Strategies/Terminology

1. Fitness Testing

1. Teach safety rules and etiquette.
2. Teach conflict resolution and students will use this to resolve conflicts in appropriate ways. (peer mediation)
3. Students will learn to respect peers, personal space, individuality, and gender.
4. Students will monitor fitness test and be honest on their results.

2. Principles of Training and Nutrition

1. Teach safety rules and etiquette.
2. Teach conflict resolution and students will use this to resolve conflicts in appropriate ways. (peer mediation)
3. Students will learn to respect peers, personal space, individuality, and gender.
4. Recognize individual differences.

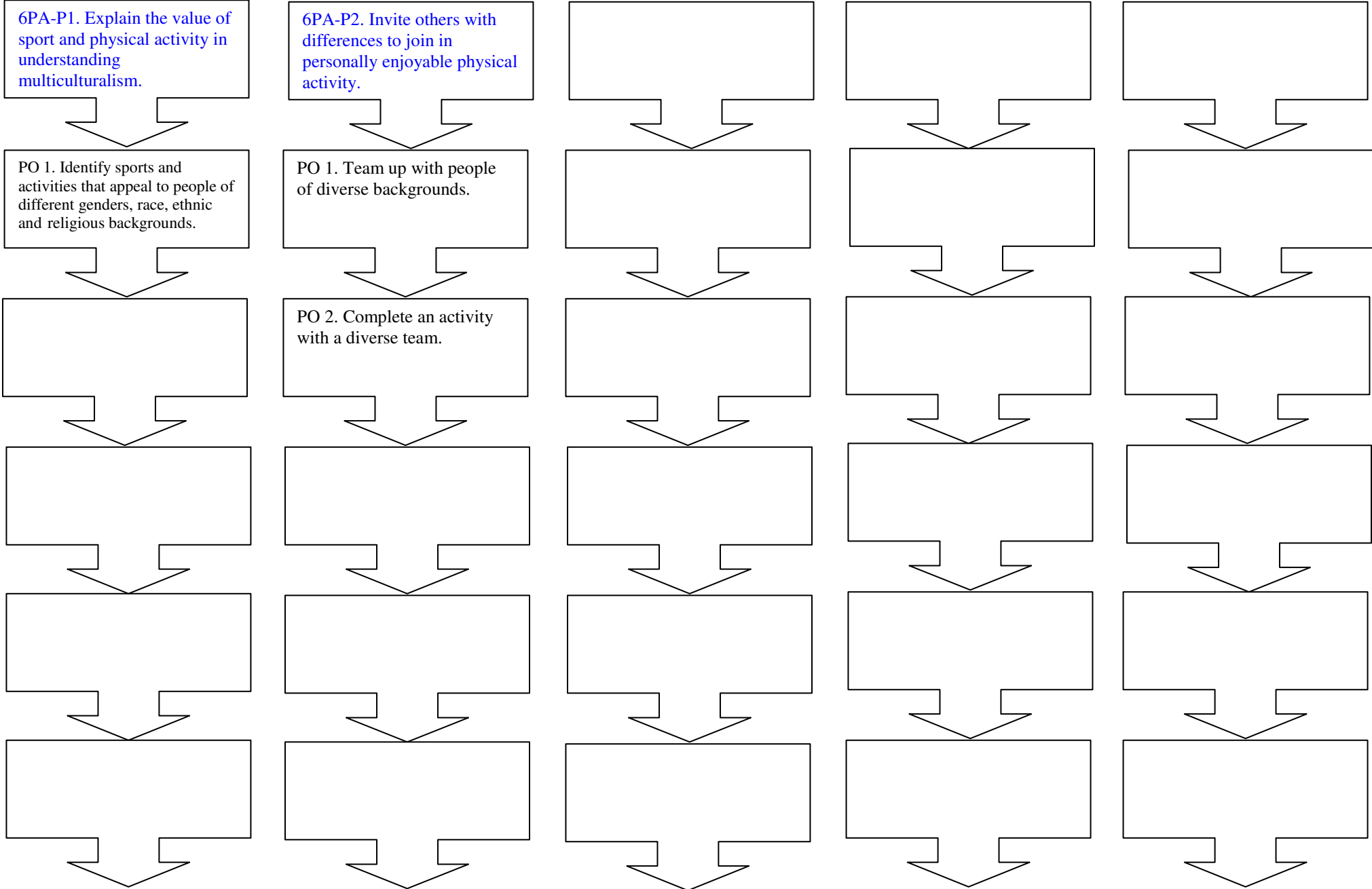
3. Goal Setting

1. Teach conflict resolution and students will use this to resolve conflicts in appropriate ways. (peer mediation)
2. Students will learn to respect peers, personal space, individuality, and gender.
3. Peer Assistance for goal setting- monitor/adjust.

Standard 6:

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

**Grade: 10th -12th
Advance Fitness
Center**



Standard 6:

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

**Grade: 10th -12th
Advance 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
Weight/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: 10th -12th
Advance Fitness
Center**

Suggested Activities/Units

Strategies/Terminology

1. Advance Fitness 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 and Nutrition

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.

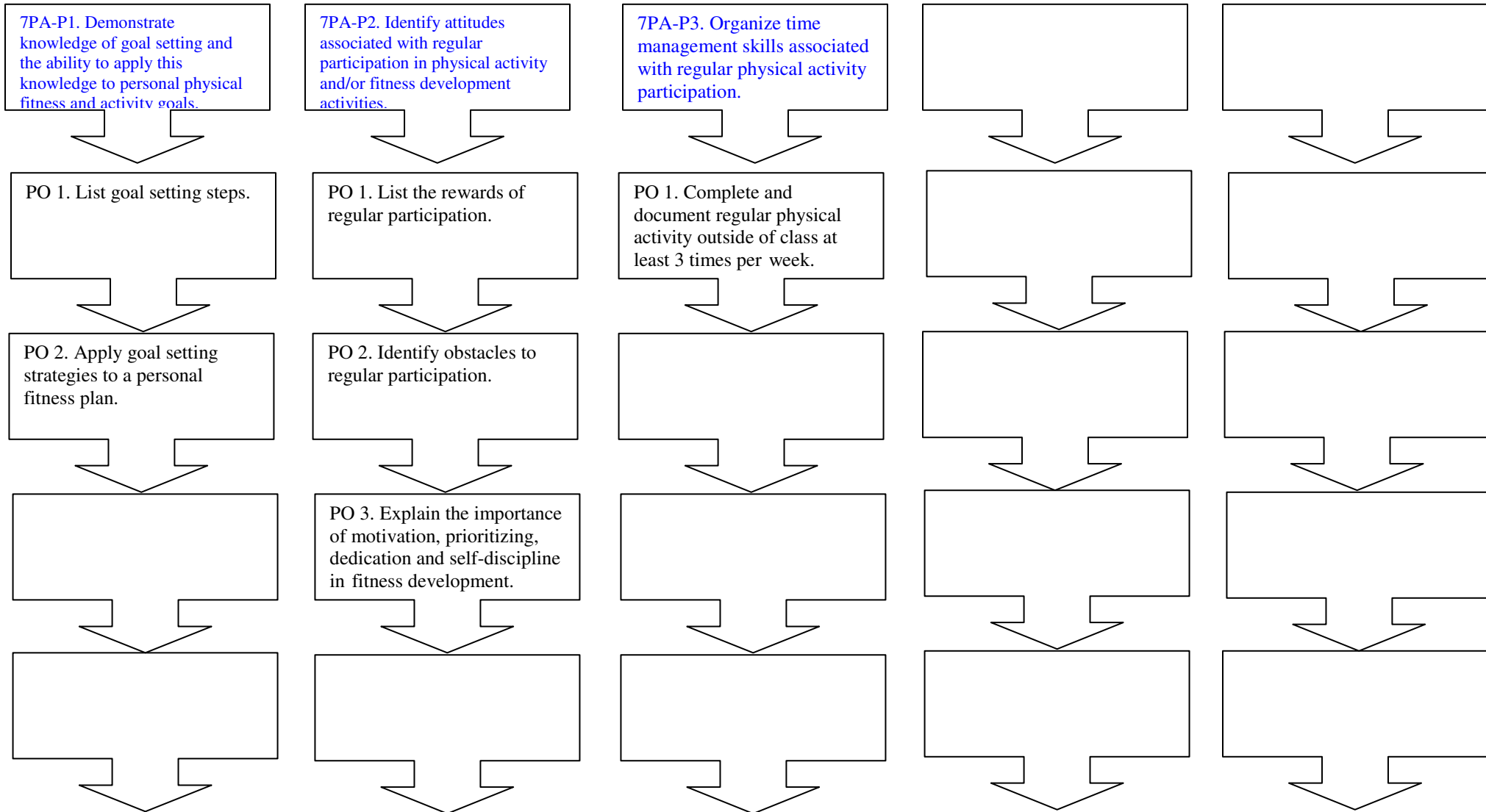
3. Goal Setting

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: 10th -
12th
Advance Fitness**



Standard 7:

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

**Grade: 10th -12th
Advance 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.
4. TSW record their daily mileage on their workout cards, and they can apply this information to their weekly workout program.

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.
4. TSW record their daily mileage on their workout cards, and they can apply this information to their weekly workout program.

3. Fitness Toning and
Weight/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.
4. TSW record their lifts on their workout card. This will allow them to monitor their progress.

Standard 7:

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

**Grade: 10th -12th
Advance Fitness
Center**

Suggested Activities/Units

Strategies/Terminology

4. Advance Fitness 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 and Nutrition

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.
4. Apply nutrition information to monitor and adjust short term and long term nutrition goals.

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 testing information to develop personal fitness goals.
4. Develop, monitor, and adjust personal fitness goals.
5. Develop, monitor, and adjust personal nutrition goals.

Suggested Activities:

- 4 - 8 Minute rotating circuit
- Plyometrics circuit
- Medicine Ball Circuit
- Dumbbell Circuit
- Jump Rope Circuit
- Speed and Agility Circuit
- Strength Training Circuit
- Cardio. Circuit
- Race Track Circuit / Four Corners
- Boot Camp Training Circuit

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 and how to modify the workout for the facility.
- TSW recognize student differences and demonstrate proper etiquette.
- TSW accept everyone’s diversity regardless of background or ability.
- TSW design a Circuit Training video or activity and teach or show it to the class.

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
- Strength Training

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
- Jump Rope Routine
- Speed and Turn-over Training

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.
- TSW develop an cardiovascular activity for the class.

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 Running Technique
- Step Technique
- Aerobic and Anaerobic Zones
- Jump Rope Techniques
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Vocabulary:

- Aerobic
- Anaerobic
- Plyometrics
- Target Heart Rate
- Core Strength
- Cardiovascular Fitness
- Endurance

Suggested Activities:

- Functional Training
- Medicine Balls
- Resistant Bands / Tubing
- Boot Camp Training
- Weight Training Programs
- Plyometrics
- Yoga
- Pilates and Abdominal Exercises
- Stability Balls
- Dumbbell Strength Training

Resources:

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

Unit Name or Activity

Fitness Toning and Weight/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.
- TSW design a weight training workout card that meets and aims for their goals.
- TSW develop a Toning activity or video for the class.

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 and Form
- Lifting Techniques
- Body Alignment
- Biomechanical Skills
-

Vocabulary:

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

Suggested Activities:

- 300 Shuttle Test
- Vertical Jump
- Mile Test
- Body Composition
- Abdominal strength & endurance Test
- Upper Body Strength & endurance test
- Body Mass index
- Bench Press and Squat Test
- Box Jumps
- Pacing Test

Resources:

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

Unit Name or Activity

Advance Fitness Testing

Learning Objectives:

TSW apply and demonstrate the rules and testing strategies.
 TSW demonstrate the proper biomechanical skills of Fitness 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 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 Testing Rules
- Proper Pacing Techniques
- Recording results
- Body Composition
- BMI
- Muscles

Vocabulary:

- BMI
- Shuttle
- Abdominal strength & endurance
- Pacing
- Body Composition
- Flexibility
- Aerobic and Anaerobic

Suggested Activities:

Suggested Classroom Topics

- Principles of Training & F. I. T.T
- Cardiovascular Fitness
- Target Heart Rate & worksheet
- Body Composition
- Flexibility

Nutrition Information and Topics

- Fats, Protein, Carbohydrates, Calories - Metabolic Rate Measurements
- Water Intake / Hydration
- Energy Balance
- BMI

Resources:

-PE Central
 -DVNET/PE Lessons
 -AAPHERD
 -Quality Lesson Plans for Secondary Physical Education by Dorothy Zakrajsek

Unit Name or Activity
PRINCIPLES OF TRAINING AND NUTRITION

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.
 TSW develop a nutrition plan for themselves.
 TSW monitor and adjust their nutrition plans as needed.

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:

- Benefits of Cardio. Activities
- Risks of not being Active
- Fitness Components
- Application of Components
- Calorie intake and output
- F.I.T.T
- Measuring Body Composition
-
-
-

Vocabulary:

- Principles of Training
- Overload
- Specificity
- Fats, Proteins and Carbs.
- Target Heart Rate
- Flexibility
- Body Composition

Suggested Activities:

7 Steps of Goal Setting

Writing Personal Goals

Writing Fitness and weight training Goals

Revisit or Adjust Goals Often

Write a Goal Reflection Paper

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

Vocabulary:

Goals

Realistic Goal Setting

Specific Goal Setting

Personalize Goals

Short Term Goals

Long Term Goals

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: _____
