

Physical Education CR

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
1	Students shall demonstrate competency in motor skills and understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.		
MSMP.1.PEL.1	Participate in a variety of traditional and adventure activities using strategies, tactics, and fundamental movement patterns to perform complex skills (e.g., dance, team and individual sports, aerobics, strength training, casting a fishing rod, canoeing, hiking, cycling)	Lifetime Activities	Covered throughout unit
MSMP.1.PEL.2	Evaluate movement in a variety of activities by utilizing technology (e.g., video, digital camera, stop watch, heart monitors, pedometers, computer programs)	Physical Fitness	Target Heart Rate
MSMP.1.PEL.3	Identify and apply safety principles associated with participation in lifetime sports and adventure activities (e.g., proper weightlifting techniques, components of workout, stretching, safety equipment – helmets, life-vests, fitness journal entries)	Physical and Emotional Wellness	Yoga Breathing Exercises
MSMP.1.PEL.4	Participate in traditional and adventure activities that promote fitness (e.g., video exercises, yoga, spinning, mountain biking, canoeing, hiking, repelling)	Physical and Emotional Wellness	Yoga
MSMP.1.PEL.5	Exhibit a basic level of competency, advancing to a level of proficiency, in a variety of	Lifetime Activities	Golf

Physical Education CR

	lifetime activities (e.g., golf skills, racquet sports, camping skills, fishing skills)		
2	Students shall achieve and maintain a health-enhancing level of physical fitness.		
HRF.2.PEL.1	<p>Assess personal fitness status through participation in at least one nationally recognized fitness assessment item for each component:</p> <ul style="list-style-type: none"> • cardio-respiratory (e.g., mile run, step test, recovery rate, pacer) • muscular strength (e.g., pull-ups, push-ups, modified push-ups, flexed arm hang, grip and bicep strength) • muscular endurance (e.g., curl-ups, push-ups, step-ups, grip endurance) • flexibility (e.g., V-sit, sit and reach, shoulder stretch, trunk lift, body rotation) • body composition (e.g., BMI, body fat percentage, waist-hip ratio, skin fold) <p>(e.g., President’s Challenge, other nationally recognized health-related fitness tests)</p>		
HRF.2.PEL.2	<p>Engage in a variety of health-enhancing activities that promote improvement in each health-related component of fitness:</p> <ul style="list-style-type: none"> • cardio-respiratory • muscular strength • muscular endurance • flexibility • body composition <p>(e.g., circuit training, heart-rate monitoring, stretching, nutrition logs)</p>	Physical Fitness	Target Heart Rate

Physical Education CR

HRF.2.PEL.3	Create and monitor health fitness goals based on a variety of physical activities, fitness profiles and nutritional guidelines	Physical Fitness	Goal Setting
HRF.2.PEL.4	Refine personal health and fitness plans to include potential lifetime activities that promote health-related fitness, relieve tension, and maintain a healthy weight in both school and non-school settings (e.g., weekly fitness journal entries, visit fitness facilities, regular fitness evaluation to show maintenance or improvement)	Physical Fitness	Goal Setting
HRF.2.PEL.5	Assess the dangers of performance enhancing products		
HRF.2.PEL.6	Analyze sports specific training versus lifetime fitness		
3	Students shall have an understanding of the importance and health benefits of participating in lifetime sports and recreation.		
LSR.3.PEL.1	Investigate and utilize local, state, national, and/or international fitness and recreational resources and organizations (e.g., trails, wilderness areas, rivers, lakes, fitness clubs, community fitness organizations)		
LSR.3.PEL.2	Compare and contrast skill related fitness with health related fitness while participating in lifetime sports and recreation during the life-cycle		

Physical Education CR

LSR.3.PEL.3	<p>Evaluate the benefits of participating in regular physical activity to reduce chronic disease risks:</p> <ul style="list-style-type: none"> • reduce blood lipids • lower blood pressure • improve weight loss • reduce stress • lessen colon cancer risk • lessen risk for diabetes 		
LSR.3.PEL.4	<p>Examine the health benefits of lifetime participation in traditional, adventure, or leisure activities:</p> <ul style="list-style-type: none"> • stress reduction • maintain muscle mass • maintain cardiovascular • maintain body weight • promote social interaction 	Covered throughout course	Covered throughout course
LSR.3.PEL.5	<p>Discuss personal health and fitness as it relates to:</p> <ul style="list-style-type: none"> • leisure • employment • daily activities • economic impact (healthcare costs) 		
4	Students shall demonstrate responsible personal and social behavior that respects self and others in physical activity settings.		
PSB.4.PEL.1	Identify and employ responsible and considerate personal behaviors in physical activity (e.g., accepts constructive feedback, courteous to others, works independently)		
PSB.4.PEL.2	Exhibit appropriate safe behaviors when participating in all physical activities (e.g., care of equipment, wear helmet, wear mouth piece, wear life vest, hunter and boating safety education course)		

Physical Education CR

PSB.4.PEL.3	Assess the risks involved with the use of anabolic steroids and performance-enhancing supplements (e.g., mood swings, liver damage, sterility, legalities)		
PSB.4.PEL.4	Discuss and display positive social behaviors associated with physical activity (e.g., peer interaction, team work, sportsmanship)		
PSB.4.PEL.5	Appraise economic factors associated with a physically active lifestyle (e.g., lower health care costs, cost to participate in activities)		
PSB.4.PEL.6	Identify ways to modify activities in order to include persons from diverse backgrounds and persons with diverse abilities (e.g., modification of activities, modification of equipment, modification of rules, multicultural activities)		
PSB.4.PEL.7	Demonstrate behaviors that promote a physically active lifestyle (e.g., walking to school, riding a bike, taking the stairs)		