

CORRELATION TO TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR PE, LIFETIME FITNESS AND WELLNESS PURSUITS

Subject Area: Physical Education **Textbook Title:** Fitness for Life, Seventh Edition

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(1) Movement patterns and movement skills. While participating in physical activity, the physically literate student applies physiological and biomechanical principles to improve health-related fitness. The student is expected to:			
Student Expectation	Breakout	Narrative Citation	Activity Citation
(A) Apply physiological and fitness principles related to exercise and training, including warm-up and cool-down, overload, frequency, intensity, time, specificity; and	(i) Apply physiological principles related to exercise, including warm-up.	p. 10 (The Warm-up) pp. 10-11 (Table 1.1 Warm-Up Types and Benefits) p. 11 (Table 1.2 Which Warm-Up Is Best?) p. 285 ("Sometimes people confuse a warm-up with a flexibility workout, but they are two different things.")	NOTE re ABBREVIATIONS: "TG" = "Teacher's Guide" p. 12 (Science in Action: The Warm-Up) p. 26 (Taking Action: The Warm-Up) TG Chapter 1, Activity Lesson Plan 1: Health- and Skill-Related Fitness Challenges (Participate in a warm-up and cool-down) TG Chapter 1, Activity Lesson Plan 2: Getting Warmed Up TG Activity Lesson Plans for each chapter include the warm-up.
	(ii) Apply physiological principles related to exercise, including cool-down.	p. 10 (What Are the Parts of a Physical Activity Session?) pp. 11-12 (The Cool-Down)	p. 305 (Taking Action: Performing Your Flexibility Exercise Plan—"...consider doing your flexibility exercise during the cool-down portion of your workout.")

			<p>TG Chapter 1, Activity Lesson Plan 1: Health- and Skill-Related Fitness Challenges (Participate in a warm-up and cool-down)</p> <p>TG Chapter 1, Activity Lesson Plan 2: Getting Warmed Up (“Take the students through a cool-down routine by having them walk and talk with a partner for 2 to 3 minutes.”)</p> <p>TG Activity Lesson Plans for for each chapter include the cool-down.</p>
	<p>(iii) Apply physiological principles related to exercise, including overload.</p>	<p>p. 120 (Principle of Overload)</p> <p>p. 211 (Principle of Overload)</p> <p>p. 123 (Figure 6.2 The new Physical Activity Pyramid for Teens: muscle overload and stretch overload)</p> <p>The FIT Formula for each type of activity is an application of the overload principle (see sections iv, v, vi, and vii below).</p>	<p>pp. 190-191 (Self-Assessment: Assessing Jogging Techniques)</p> <p>TG Chapter 6, Activity Lesson Plan 1: Physical Activity Pyramid Circuit 2</p> <p>TG Chapter 6, Activity Lesson Plan 3: The IT Workout</p> <p>TG Chapter 8, Activity Lesson Plan 1: Vigorous Aerobic Activity Session</p> <p>TG Chapter 8, Activity Lesson Plan 3: Target Heart Rate Workout</p> <p>TG Chapter 9, Activity Lesson Plan 1: Jogging Self-Assessment and Fartlek Training</p> <p>TG Chapter 9, Activity Lesson Plan 2: Vigorous Sports Activity</p> <p>TG Chapter 9, Activity Lesson Plan 3: Vigorous Aerobic Dance</p>

			<p>TG Chapter 10, Activity Lesson Plan 1: Muscle Fitness Circuit.</p> <p>TG Chapter 12, Activity Lesson Plan 1: Flexibility Circuit.</p>
	<p>(iv) Apply physiological principles related to exercise, including frequency.</p>	<p>p. 121 (The FITT Formula: “Frequency refers to how often you do physical activity.”)</p> <p>p. 145 (Table 7.2 FIT Formulas for Health and Wellness Benefits of Moderate Physical Activity)</p> <p>p. 171 (How Much Vigorous Activity Is Enough?)</p> <p>p. 171 (Table 8.3 Threshold of Training and Target Heart Rate Zones (FIT Formula))</p> <p>p. 226 Table 10.6 Threshold of Training and Target Zone for Isotonic Strength (FIT Formula))</p> <p>p. 227 Table 10.7 Threshold of Training and Target Zone for Isotonic Muscular Endurance (FIT Formula))</p> <p>p. 228 Table 10.9 Threshold of Training and Target Zone for Isotonic Calisthenics (FIT Formula))</p> <p>p. 230 Table 10.910 Threshold of Training and Target Zone for Plyometrics (FIT Formula))</p> <p>p. 230 Table 10.9 Threshold of Training and Target Zone for Isometric PRE (FIT Formula))</p>	<p>TG Chapter 6, Activity Lesson Plan 1: Physical Activity Pyramid Circuit 2</p> <p>TG Chapter 8, Activity Lesson Plan 1: Vigorous Aerobic Activity Session</p> <p>TG Chapter 8, Activity Lesson Plan 3: Target Heart Rate Workout</p> <p>TG Chapter 9, Activity Lesson Plan 1: Jogging Self-Assessment and Fartlek Training</p> <p>TG Chapter 9, Activity Lesson Plan 2: Vigorous Sports Activity</p> <p>TG Chapter 9, Activity Lesson Plan 3: Vigorous Aerobic Dance</p> <p>TG Chapter 10, Activity Lesson Plan 1: Muscle Fitness Circuit.</p> <p>TG Chapter 12, Activity Lesson Plan 1: Flexibility Circuit.</p> <p>p. 134 (Taking Charge: Learning to Self-Monitor)</p> <p>pp. 134-135 (Self-Management: Skills for Self-Monitoring)</p>

		<p>p. 289 Table 12.1 Threshold of Training and Target Zone for Stretching Exercises (FIT Formula))</p> <p>p. 352 (FIT Formula for Maintaining a Healthy Body Composition)</p>	<p>p. 179 (Taking Action: Target Heart Rate Workouts)</p>
	<p>(v) Apply physiological principles related to exercise, including intensity.</p>	<p>p. 173 (Determining Physical Activity Intensity)</p> <p>pp. 175-176 (Monitoring Vigorous Physical Activity Intensity)</p> <p>p. 121 (The FITT Formula: "Intensity refers to how hard you perform physical activity.")</p> <p>p. 145 (Table 7.2 FIT Formulas for Health and Wellness Benefits of Moderate Physical Activity)</p> <p>p. 171 (Table 8.3 Threshold of Training and Target Heart Rate Zones (FIT Formula) for People Who Are Physically Active)</p> <p>p. 226 Table 10.6 Threshold of Training and Target Zone for Isotonic Strength (FIT Formula))</p> <p>p. 227 Table 10.7 Threshold of Training and Target Zone for Isotonic Muscular Endurance (FIT Formula))</p> <p>p. 228 Table 10.9 Threshold of Training and Target Zone for Isotonic Calisthenics (FIT Formula))</p> <p>p. 230 Table 10.910 Threshold of Training and Target Zone for Plyometrics (FIT Formula))</p>	<p>TG Chapter 6, Activity Lesson Plan 1: Physical Activity Pyramid Circuit 2</p> <p>TG Lesson 6, Activity Lesson Plan 3: The IT Workout ("...students will participate in vigorous aerobic, muscle fitness, and flexibility exercises at the intensity (I) and time (T) specified by the FITT formula.").</p> <p>TG Chapter 8, Activity Lesson Plan 1: Vigorous Aerobic Activity Session</p> <p>TG Chapter 8, Activity Lesson Plan 3: Target Heart Rate Workout</p> <p>TG Chapter 9, Activity Lesson Plan 1: Jogging Self-Assessment and Fartlek Training</p> <p>TG Chapter 9, Activity Lesson Plan 2: Vigorous Sports Activity</p> <p>TG Chapter 9, Activity Lesson Plan 3: Vigorous Aerobic Dance</p> <p>TG Lesson Plans for Classroom Activity, Lesson 10.1 and 10.2.</p>

		<p>p. 230 Table 10.9 Threshold of Training and Target Zone for Isometric PRE (FIT Formula))</p> <p>p. 289 Table 12.1 Threshold of Training and Target Zone for Stretching Exercises (FIT Formula))</p> <p>p. 352 (FIT Formula for Maintaining a Healthy Body Composition)</p>	<p>TG Chapter 10, Activity Lesson Plan 1: Muscle Fitness Circuit.</p> <p>TG Lesson Plans for Classroom Activity, Lesson 12.2.</p> <p>TG Chapter 12, Activity Lesson Plan 1: Flexibility Circuit.</p> <p>p. 176 (Tech Trends: Smart Watches and Heart Rate Monitors)</p> <p>p. 194 (Science in Action: Energy Sources for Physical Activity)</p> <p>p. 405 (Taking Action: Burn It Up Workout)</p>
	<p>(vi) Apply physiological principles related to exercise, including time.</p>	<p>p. 121 (The FITT Formula: “Time refers to how long you do physical activity.”)</p> <p>p. 145 (Table 7.2 FIT Formulas for Health and Wellness Benefits of Moderate Physical Activity)</p> <p>p. 171 (Table 8.3 Threshold of Training and Target Heart Rate Zones (FIT Formula) for People Who Are Physically Active)</p> <p>p. 226 Table 10.6 Threshold of Training and Target Zone for Isotonic Strength (FIT Formula))</p> <p>p. 227 Table 10.7 Threshold of Training and Target Zone for Isotonic Muscular Endurance (FIT Formula))</p>	<p>TG Chapter 6, Activity Lesson Plan 1: Physical Activity Pyramid Circuit 2</p> <p>TG Chapter 8, Activity Lesson Plan 1: Vigorous Aerobic Activity Session</p> <p>TG Chapter 8, Activity Lesson Plan 3: Target Heart Rate Workout</p> <p>TG Chapter 9, Activity Lesson Plan 1: Jogging Self-Assessment and Fartlek Training</p> <p>TG Chapter 9, Activity Lesson Plan 2: Vigorous Sports Activity</p> <p>TG Chapter 9, Activity Lesson Plan 3: Vigorous Aerobic Dance</p>

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	<p>(vii) Apply physiological principles related to exercise, including specificity.</p>	<p>p. 120 (Principle of Specificity)</p> <p>p. 211 (Principle of Specificity)</p>	<p>TG Chapter 6, Activity Lesson Plan 1: Physical Activity Pyramid Circuit 2</p> <p>pp. 324-327 (Self-Assessment: Assessing Skill-Related Physical Fitness—“Due to the principle of specificity, you may excel in some and do less well in others.”)</p>

	<p>(viii) Apply fitness principles related to exercise, including warm-up.</p>	<p>p. 10 (The Warm-up)</p> <p>pp. 10-11 (Table 1.1 Warm-Up Types and Benefits)</p> <p>p. 11 (Table 1.2 Which Warm-Up Is Best?)</p> <p>p. 285 (“Sometimes people confuse a warm-up with a flexibility workout, but they are two different things.”)</p>	<p>p. 12 (Science in Action: The Warm-Up)</p> <p>p. 26 (Taking Action: The Warm-Up)</p> <p>TG Chapter 1, Activity Lesson Plan 1: Health- and Skill-Related Fitness Challenges (Participate in a warm-up and cool-down)</p> <p>TG Chapter 1, Activity Lesson Plan 2: Getting Warmed Up</p> <p>TG Lesson Plans for Activity Lessons for each chapter include the warm-up.</p>
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	<p>(xii) Apply fitness principles related to exercise, including intensity.</p>	<p>p. 173 (Determining Physical Activity Intensity)</p> <p>pp. 175-176 (Monitoring Vigorous Physical Activity Intensity)</p> <p>p. 121 (The FITT Formula: "Intensity refers to how hard you perform physical activity.")</p> <p>p. 145 (Table 7.2 FIT Formulas for Health and Wellness Benefits of Moderate Physical Activity)</p> <p>p. 171 (Table 8.3 Threshold of Training and Target Heart Rate Zones (FIT Formula) for People Who Are Physically Active)</p> <p>p. 226 Table 10.6 Threshold of Training and Target Zone for Isotonic Strength (FIT Formula))</p> <p>p. 227 Table 10.7 Threshold of Training and Target Zone for Isotonic Muscular Endurance (FIT Formula))</p> <p>p. 228 Table 10.9 Threshold of Training and Target Zone for Isotonic Calisthenics (FIT Formula))</p> <p>p. 230 Table 10.910 Threshold of Training and Target Zone for Plyometrics (FIT Formula))</p> <p>p. 230 Table 10.9 Threshold of Training and Target Zone for Isometric PRE (FIT Formula))</p> <p>p. 289 Table 12.1 Threshold of Training and Target Zone for Stretching Exercises (FIT Formula))</p>	<p>TG Chapter 6, Activity Lesson Plan 1: Physical Activity Pyramid Circuit 2</p> <p>TG Chapter 6, Activity Lesson Plan 3: The IT Workout</p> <p>TG Chapter 8, Activity Lesson Plan 1: Vigorous Aerobic Activity Session</p> <p>TG Chapter 8, Activity Lesson Plan 3: Target Heart Rate Workout</p> <p>TG Chapter 9, Activity Lesson Plan 1: Jogging Self-Assessment and Fartlek Training</p> <p>TG Chapter 9, Activity Lesson Plan 2: Vigorous Sports Activity</p> <p>TG Chapter 9, Activity Lesson Plan 3: Vigorous Aerobic Dance</p> <p>TG Chapter 10, Activity Lesson Plan 1: Muscle Fitness Circuit.</p> <p>TG Chapter 12, Activity Lesson Plan 1: Flexibility Circuit.</p> <p>p. 176 (Tech Trends: Smart Watches and Heart Rate Monitors)</p> <p>p. 194 (Science in Action: Energy Sources for Physical Activity)</p> <p>p. 405 (Taking Action: Burn It Up Workout)</p>
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	<p>(xiv) Apply fitness principles related to exercise, including specificity.</p>	<p>p. 120 (Principle of Specificity)</p> <p>p. 211 (Principle of Specificity)</p> <p>p. 121-126 Type in FITT refers to specific type of activities for application of FIT</p> <p>p. 123 Physical Activity Pyramid refers to specific type of activities for application of FIT</p>	<p>TG Chapter 6, Activity Lesson Plan 1: Physical Activity Pyramid Circuit 2</p> <p>TG Chapter 6, Activity Lesson Plan 3: The IT Workout</p> <p>pp. 324-327 (Self-Assessment: Assessing Skill-Related Physical Fitness—“Due to the principle of specificity, you may excel in some and do less well in others.”)</p>
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			<p>TG Chapter 6, Activity Lesson Plan 1: Physical Activity Pyramid Circuit 2</p> <p>TG Chapter 6, Activity Lesson Plan 3: The IT Workout</p> <p>TG Chapter 8, Activity Lesson Plan 1: Vigorous Aerobic Activity Session</p> <p>TG Chapter 8, Activity Lesson Plan 3: Target Heart Rate Workout</p> <p>TG Chapter 9, Activity Lesson Plan 1: Jogging Self-Assessment and Fartlek Training</p> <p>TG Chapter 9, Activity Lesson Plan 2: Vigorous Sports Activity</p> <p>TG Chapter 9, Activity Lesson Plan 3: Vigorous Aerobic Dance</p> <p>TG Chapter 10, Activity Lesson Plan 1: Muscle Fitness Circuit.</p> <p>TG Lesson Plans for Classroom Activity, Lesson 12.2.</p> <p>TG Chapter 12, Activity Lesson Plan 1: Flexibility Circuit.</p> <p>pp. 190-191 (Self-Assessment: Assessing Jogging Techniques)</p> <p>TG Chapter 6, Activity Lesson Plan 1: Physical Activity Pyramid Circuit 2</p>
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	<p>(xix) Apply physiological principles related to training, including intensity.</p>	<p>p. 173 (Determining Physical Activity Intensity)</p> <p>pp. 175-176 (Monitoring Vigorous Physical Activity Intensity)</p> <p>p. 121 (The FITT Formula: "Intensity refers to how hard you perform physical activity.")</p> <p>p. 145 (Table 7.2 FIT Formulas for Health and Wellness Benefits of Moderate Physical Activity)</p> <p>p. 171 (Table 8.3 Threshold of Training and Target Heart Rate Zones (FIT Formula) for People Who Are Physically Active)</p> <p>p. 226 Table 10.6 Threshold of Training and Target Zone for Isotonic Strength (FIT Formula))</p> <p>p. 227 Table 10.7 Threshold of Training and Target Zone for Isotonic Muscular Endurance (FIT Formula))</p> <p>p. 228 Table 10.9 Threshold of Training and Target Zone for Isotonic Calisthenics (FIT Formula))</p> <p>p. 230 Table 10.910 Threshold of Training and Target Zone for Plyometrics (FIT Formula))</p> <p>p. 230 Table 10.9 Threshold of Training and Target Zone for Isometric PRE (FIT Formula))</p>	<p>TG All Activity and Classroom Lesson Plans for Planning Personal Programs include application of intensity (Chapters 7, 9, 11, 12, 15).</p> <p>TG Chapter 6, Activity Lesson Plan 1: Physical Activity Pyramid Circuit 2</p> <p>TG Chapter 6, Activity Lesson Plan 3: The IT Workout</p> <p>TG Chapter 8, Activity Lesson Plan 1: Vigorous Aerobic Activity Session</p> <p>TG Chapter 8, Activity Lesson Plan 3: Target Heart Rate Workout</p> <p>TG Chapter 9, Activity Lesson Plan 1: Jogging Self-Assessment and Fartlek Training</p> <p>TG Chapter 9, Activity Lesson Plan 2: Vigorous Sports Activity</p> <p>TG Chapter 9, Activity Lesson Plan 3: Vigorous Aerobic Dance</p> <p>TG Chapter 10, Activity Lesson Plan 1: Muscle Fitness Circuit.</p>

		<p>p. 352 (FIT Formula for Maintaining a Healthy Body Composition)</p>	<p>TG Chapter 12, Activity Lesson Plan 1: Flexibility Circuit.</p> <p>p. 176 (Tech Trends: Smart Watches and Heart Rate Monitors)</p> <p>p. 194 (Science in Action: Energy Sources for Physical Activity)</p> <p>p. 405 (Taking Action: Burn It Up Workout)</p> <p>TG Lesson 6, Activity Lesson Plan 3: The IT Workout (“...students will participate in vigorous aerobic, muscle fitness, and flexibility exercises at the intensity (I) and time (T) specified by the FITT formula.”)</p>
	<p>(xx) Apply physiological principles related to training, including time.</p>	<p>p. 121 (The FITT Formula: “Time refers to how long you do physical activity.”)</p> <p>p. 145 (Table 7.2 FIT Formulas for Health and Wellness Benefits of Moderate Physical Activity)</p> <p>p. 171 (Table 8.3 Threshold of Training and Target Heart Rate Zones (FIT Formula) for People Who Are Physically Active)</p> <p>p. 226 Table 10.6 Threshold of Training and Target Zone for Isotonic Strength (FIT Formula))</p> <p>p. 227 Table 10.7 Threshold of Training and Target Zone for Isotonic Muscular Endurance (FIT Formula))</p>	<p>TG All Activity and Classroom Lesson Plans for Planning Personal Programs include application of time (Chapters 7, 9, 11, 12, 15).</p> <p>TG Chapter 6, Activity Lesson Plan 1: Physical Activity Pyramid Circuit 2</p> <p>TG Chapter 6, Activity Lesson Plan 3: The IT Workout</p> <p>TG Chapter 8, Activity Lesson Plan 1: Vigorous Aerobic Activity Session</p> <p>TG Chapter 8, Activity Lesson Plan 3: Target Heart Rate Workout</p>

		<p>p. 228 Table 10.9 Threshold of Training and Target Zone for Isotonic Calisthenics (FIT Formula))</p> <p>p. 230 Table 10.910 Threshold of Training and Target Zone for Plyometrics (FIT Formula))</p> <p>p. 230 Table 10.9 Threshold of Training and Target Zone for Isometric PRE (FIT Formula))</p> <p>p. 352 (FIT Formula for Maintaining a Healthy Body Composition)</p> <p>p. 171 (Table 8.3 Threshold of Training and Target Heart Rate Zones (FIT Formula) for People Who Are Physically Active)</p>	<p>TG Chapter 9, Activity Lesson Plan 1: Jogging Self-Assessment and Fartlek Training</p> <p>TG Chapter 9, Activity Lesson Plan 2: Vigorous Sports Activity</p> <p>TG Chapter 9, Activity Lesson Plan 3: Vigorous Aerobic Dance</p> <p>TG Chapter 10, Activity Lesson Plan 1: Muscle Fitness Circuit.</p> <p>TG Chapter 12, Activity Lesson Plan 1: Flexibility Circuit.</p> <p>p. 134 (Taking Charge: Learning to Self-Monitor)</p> <p>pp. 134-135 (Self-Management: Skills for Self-Monitoring)</p> <p>pp.168-169 (Self-Assessment: Step Test and One-Mile Run Test)</p> <p>p. 176 (Tech Trends: Smart Watches and Heart Rate Monitors)</p> <p>TG Lesson 6, Activity Lesson Plan 3: The IT Workout (“...students will participate in vigorous aerobic, muscle fitness, and flexibility exercises at the intensity (I) and time (T) specified by the FITT formula.”)</p>
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	<p>(xxi) Apply physiological principles related to training, including specificity.</p>	<p>p. 120 (Principle of Specificity)</p> <p>p. 211 (Principle of Specificity)</p> <p>p. 121-126 Type in FITT refers to specific type of activities for application of FIT</p> <p>p. 123 Physical Activity Pyramid refers to specific type of activities for application of FIT</p>	<p>TG All Activity and Classroom Lesson Plans for Planning Personal Programs include application of specificity (Chapters 7, 9, 11, 12, 15).</p> <p>Chapter 6, Classroom Lesson Plan 6:1, Worksheet “How Much Physical Activity Is Enough?” Student is asked to name three principles of exercise, including principle of specificity.</p> <p>324-327 (Self-Assessment: Assessing Skill-Related Physical Fitness—“Due to the principle of specificity, you may excel in some and do less well in others.”)</p>
	<p>(xxii) Apply fitness principles related to training, including warm-up.</p>	<p>p. 10 (The Warm-up)</p> <p>pp. 10-11 (Table 1.1 Warm-Up Types and Benefits)</p> <p>p. 11 (Table 1.2 Which Warm-Up Is Best?)</p> <p>p. 285 (“Sometimes people confuse a warm-up with a flexibility workout, but they are two different things.”)</p>	<p>p. 12 (Science in Action: The Warm-Up)</p> <p>p. 26 (Taking Action: The Warm-Up)</p> <p>TG Chapter 1, Activity Lesson Plan 1: Health- and Skill-Related Fitness Challenges (Participate in a warm-up and cool-down)</p> <p>TG Chapter 1, Activity Lesson Plan 2: Getting Warmed Up</p> <p>TG Lesson Plans for Activity Lessons for each chapter include the warm-up.</p>

	<p>(xxiii) Apply fitness principles related to training, including cool-down.</p>	<p>p. 10 (What Are the Parts of a Physical Activity Session?)</p> <p>pp. 11-12 (The Cool-Down)</p>	<p>p. 305 (Taking Action: Performing Your Flexibility Exercise Plan—“...consider doing your flexibility exercise during the cool-down portion of your workout.”)</p> <p>TG Chapter 1, Activity Lesson Plan 1: Health- and Skill-Related Fitness Challenges (Participate in a warm-up and cool-down)</p> <p>TG Chapter 1, Activity Lesson Plan 2: Getting Warmed Up (“Take the students through a cool-down routine by having them walk and talk with a partner for 2 to 3 minutes.”)</p> <p>TG Lesson Plans for Activity Lessons for each chapter include the cool-down.</p>
	<p>(xxiv) Apply fitness principles related to training, including overload.</p>	<p>p. 120 (Principle of Overload)</p> <p>p. 211 (Principle of Overload)</p> <p>p. 123 (Figure 6.2 The new Physical Activity Pyramid for Teens: muscle overload and stretch overload)</p>	<p>TG All Activity and Classroom Lesson Plans for Planning Personal Programs include application of overload principle (Chapters 7, 9, 11, 12, 15).</p> <p>TG Chapter 6, Activity Lesson Plan 3: The IT Workout</p> <p>TG Chapter 8, Activity Lesson Plan 1: Vigorous Aerobic Activity Session</p> <p>TG Chapter 8, Activity Lesson Plan 3: Target Heart Rate Workout</p>

			<p>TG Chapter 9, Activity Lesson Plan 1: Jogging Self-Assessment and Fartlek Training</p> <p>TG Chapter 9, Activity Lesson Plan 2: Vigorous Sports Activity</p> <p>TG Chapter 9, Activity Lesson Plan 3: Vigorous Aerobic Dance</p> <p>TG Chapter 10, Activity Lesson Plan 1: Muscle Fitness Circuit.</p> <p>TG Chapter 12, Activity Lesson Plan 1: Flexibility Circuit.</p> <p>190-191 (Self-Assessment: Assessing Jogging Techniques)</p> <p>TG Chapter 6, Activity Lesson Plan 1: Physical Activity Pyramid Circuit 2</p>
	<p>(xxv) Apply fitness principles related to training, including frequency.</p>	<p>p. 121 (The FITT Formula: "Frequency refers to how often you do physical activity.")</p> <p>p. 145 (Table 7.2 FIT Formulas for Health and Wellness Benefits of Moderate Physical Activity)</p> <p>p. 352 (FIT Formula for Maintaining a Healthy Body Composition)</p> <p>p. 171 (Table 8.3 Threshold of Training and Target Heart Rate Zones (FIT Formula) for People Who Are Physically Active)</p> <p>p. 226 Table 10.6 Threshold of Training and Target Zone for Isotonic Strength (FIT Formula))</p>	<p>TG All Activity and Classroom Lesson Plans for Planning Personal Programs include application of frequency (Chapters 7, 9, 11, 12, 15).</p> <p>TG Chapter 6, Activity Lesson Plan 1: Physical Activity Pyramid Circuit 2</p> <p>TG Chapter 6, Activity Lesson Plan 3: The IT Workout</p> <p>TG Chapter 8, Activity Lesson Plan 1: Vigorous Aerobic Activity Session</p>

		<p>p. 227 Table 10.7 Threshold of Training and Target Zone for Isotonic Muscular Endurance (FIT Formula))</p> <p>p. 228 Table 10.9 Threshold of Training and Target Zone for Isotonic Calisthenics (FIT Formula))</p> <p>p. 230 Table 10.910 Threshold of Training and Target Zone for Plyometrics (FIT Formula))</p> <p>p. 230 Table 10.9 Threshold of Training and Target Zone for Isometric PRE (FIT Formula))</p>	<p>TG Chapter 8, Activity Lesson Plan 3: Target Heart Rate Workout</p> <p>TG Chapter 9, Activity Lesson Plan 1: Jogging Self-Assessment and Fartlek Training</p> <p>TG Chapter 9, Activity Lesson Plan 2: Vigorous Sports Activity</p> <p>TG Chapter 9, Activity Lesson Plan 3: Vigorous Aerobic Dance</p> <p>TG Chapter 10, Activity Lesson Plan 1: Muscle Fitness Circuit.</p> <p>TG Chapter 12, Activity Lesson Plan 1: Flexibility Circuit.</p> <p>p. 134 (Taking Charge: Learning to Self-Monitor)</p> <p>pp. 134-135 (Self-Management: Skills for Self-Monitoring)</p> <p>p. 179 (Taking Action: Target Heart Rate Workouts)</p>
	<p>(xxvi) Apply fitness principles related to training, including intensity.</p>	<p>p. 173 (Determining Physical Activity Intensity)</p> <p>pp. 175-176 (Monitoring Vigorous Physical Activity Intensity)</p> <p>p. 121 (The FITT Formula: "Intensity refers to how hard you perform physical activity.")</p> <p>p. 145 (Table 7.2 FIT Formulas for Health and Wellness Benefits of Moderate Physical Activity)</p>	<p>TG All Activity and Classroom Lesson Plans for Planning Personal Programs include application of intensity (Chapters 7, 9, 11, 12, 15).</p> <p>TG Chapter 6, Activity Lesson Plan 1: Physical Activity Pyramid Circuit 2</p> <p>TG Chapter 8, Activity Lesson Plan 1: Vigorous Aerobic Activity Session</p>

		<p>p. 171 (Table 8.3 Threshold of Training and Target Heart Rate Zones (FIT Formula) for People Who Are Physically Active)</p> <p>p. 226 Table 10.6 Threshold of Training and Target Zone for Isotonic Strength (FIT Formula))</p> <p>p. 227 Table 10.7 Threshold of Training and Target Zone for Isotonic Muscular Endurance (FIT Formula))</p> <p>p. 228 Table 10.9 Threshold of Training and Target Zone for Isotonic Calisthenics (FIT Formula))</p> <p>p. 230 Table 10.910 Threshold of Training and Target Zone for Plyometrics (FIT Formula))</p> <p>p. 230 Table 10.9 Threshold of Training and Target Zone for Isometric PRE (FIT Formula))</p> <p>p. 352 (FIT Formula for Maintaining a Healthy Body Composition)</p>	<p>TG Chapter 8, Activity Lesson Plan 3: Target Heart Rate Workout</p> <p>TG Chapter 9, Activity Lesson Plan 1: Jogging Self-Assessment and Fartlek Training</p> <p>TG Chapter 9, Activity Lesson Plan 2: Vigorous Sports Activity</p> <p>TG Chapter 9, Activity Lesson Plan 3: Vigorous Aerobic Dance</p> <p>TG Chapter 10, Activity Lesson Plan 1: Muscle Fitness Circuit.</p> <p>TG Chapter 12, Activity Lesson Plan 1: Flexibility Circuit.</p> <p>p. 176 (Tech Trends: Smart Watches and Heart Rate Monitors)</p> <p>p. 194 (Science in Action: Energy Sources for Physical Activity)</p> <p>p. 405 (Taking Action: Burn It Up Workout)</p> <p>TG Lesson 6, Activity Lesson Plan 3: The IT Workout (“...students will participate in vigorous aerobic, muscle fitness, and flexibility exercises at the intensity (I) and time (T) specified by the FITT formula.”)</p>
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	<p>(xxvii) Apply fitness principles related to training, including time.</p>	<p>p. 121 (The FITT Formula: “Time refers to how long you do physical activity.”)</p> <p>p. 145 (Table 7.2 FIT Formulas for Health and Wellness Benefits of Moderate Physical Activity)</p> <p>p. 352 (FIT Formula for Maintaining a Healthy Body Composition)</p> <p>p. 171 (Table 8.3 Threshold of Training and Target Heart Rate Zones (FIT Formula) for People Who Are Physically Active)</p> <p>p. 226 Table 10.6 Threshold of Training and Target Zone for Isotonic Strength (FIT Formula))</p> <p>p. 227 Table 10.7 Threshold of Training and Target Zone for Isotonic Muscular Endurance (FIT Formula))</p> <p>p. 228 Table 10.9 Threshold of Training and Target Zone for Isotonic Calisthenics (FIT Formula))</p> <p>p. 230 Table 10.910 Threshold of Training and Target Zone for Plyometrics (FIT Formula))</p> <p>p. 230 Table 10.9 Threshold of Training and Target Zone for Isometric PRE (FIT Formula))</p>	<p>TG All Activity and Classroom Lesson Plans for Planning Personal Programs include application of time (Chapters 7, 9, 11, 12, 15).</p> <p>TG Chapter 6, Activity Lesson Plan 1: Physical Activity Pyramid Circuit 2</p> <p>TG Chapter 8, Activity Lesson Plan 1: Vigorous Aerobic Activity Session</p> <p>TG Chapter 8, Activity Lesson Plan 3: Target Heart Rate Workout</p> <p>TG Chapter 9, Activity Lesson Plan 1: Jogging Self-Assessment and Fartlek Training</p> <p>TG Chapter 9, Activity Lesson Plan 2: Vigorous Sports Activity</p> <p>TG Chapter 9, Activity Lesson Plan 3: Vigorous Aerobic Dance</p> <p>TG Chapter 10, Activity Lesson Plan 1: Muscle Fitness Circuit.</p> <p>TG Chapter 12, Activity Lesson Plan 1: Flexibility Circuit.</p> <p>p. 134 (Taking Charge: Learning to Self-Monitor)</p> <p>pp. 134-135 (Self-Management: Skills for Self-Monitoring)</p>
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			<p>pp. 168-169 (Self-Assessment: Step Test and One-Mile Run Test)</p> <p>p. 176 (Tech Trends: Smart Watches and Heart Rate Monitors)</p> <p>TG Lesson 6, Activity Lesson Plan 3: The IT Workout (“...students will participate in vigorous aerobic, muscle fitness, and flexibility exercises at the intensity (I) and time (T) specified by the FITT formula.”)</p>
	<p>(xxviii) Apply fitness principles related to training, including specificity.</p>	<p>p. 120 (Principle of Specificity)</p> <p>p. 211 (Principle of Specificity)</p> <p>p. 121-126 Type in FITT refers to specific type of activities for application of FIT</p> <p>p. 123 Physical Activity Pyramid refers to specific type of activities for application of FIT</p>	<p>TG All Activity and Classroom Lesson Plans for Planning Personal Programs include application of specificity (Chapters 7, 9, 11, 12, 15).</p> <p>Chapter 6, Classroom Lesson Plan 1: Activity Worksheet “How Much Physical Activity Is Enough?”</p> <p>TG Chapter 6, Activity Lesson Plan 1: Physical Activity Pyramid Circuit 2</p> <p>pp. 324-327 (Self-Assessment: Assessing Skill-Related Physical Fitness—“Due to the principle of specificity, you may excel in some and do less well in others.”)</p>

<p>(B) Apply basic biomechanical principles related to exercise and training, including force, leverage, and type of contraction.</p>	<p>(i) Apply basic biomechanical principles related to exercise, including force.</p>	<p>p. 467 (2. Force: “To make a body or object move or to stop a moving body or object, force must be applied.”)</p> <p>p. 89 (Applying Biomechanical Principles)</p> <p>p. 467 (Biomechanics and Skill Learning)</p> <p>pp. 474-477 (Skills That Move Objects)</p>	<p>TG Chapter 11, Activity Lesson Plan 1: Core Exercise Circuit.</p> <p>TG Chapter 20, Classroom Lesson Plan 1: Worksheet: Moving Your Body</p> <p>p. 482 (Academic Connection: Multiple Meanings—Force)</p> <p>p. 483 (Taking Action: Applying Principles)</p> <p>TG Chapter 20, Activity Lesson Plan 1: Modified Speedball—biomechanics of throwing, catching, and jumping.</p>
	<p>(ii) Apply basic biomechanical principles related to exercise, including leverage.</p>	<p>p. 468 (6. Levers: “In your body, bones act as levers, and muscle contractions create the force that moves the levers (overcomes a resistance.”))</p> <p>p. 89 (Applying Biomechanical Principles)</p> <p>p. 467 (Biomechanics and Skill Learning)</p> <p>p. 87 (Figure 4.8 Your bones act as levers to allow body movement)</p>	<p>TG Chapter 20, Activity Lesson Plan 1: Modified Speed Ball.</p> <p>TG Chapter 20, Activity Lesson Plan 2: Analyzing Basic Skills.</p> <p>TG Chapter 20, Activity Lesson Plan 2: Table Tennis and Other Striking Games.</p> <p>pp. 190-191 (Self-Assessment: Assessing Jogging Techniques—leverage)</p> <p>p. 483 (Taking Action: Applying Principles)</p>
	<p>(iii) Apply basic biomechanical principles related to exercise, including type of contraction.</p>	<p>p. 89 (Applying Biomechanical Principles)</p> <p>p. 467 (Biomechanics and Skill Learning)</p>	<p>TG Chapter 10, Take It Home</p> <p>Chapter 10 Activity Lesson Plan 1: Muscle Fitness Circuit: Supplemental Activities—kinds of contractions.</p>

		<p>pp. 214-215 (Types of Progressive Resistance Exercise (PRE): muscle contraction)</p> <p>p. 227 (Fit Fact: electromyograph to measure contractions)</p> <p>pp. 423-424 (Contract-Relax Method of Muscle Relaxation)</p>	<p>TG Chapter 10, Take It Home, Chapter 10 Activity Lesson Plan 1: Free Weight Exercises.</p> <p>p. 292 (Science in Action: Dynamic Movement Exercise—Prepare a brochure explaining dynamic movement exercise and contractions)</p> <p>p. 483 (Taking Action: Applying Principles)</p> <p>TG Chapter 10, Take It Home, Chapter 10 Activity Lesson Plan 1: Muscle Fitness Circuit: Supplemental Activities—kinds of contractions.</p>
	<p>(iv) Apply basic biomechanical principles related to training, including force.</p>	<p>p. 467 (2. Force: “To make a body or object move or to stop a moving body or object, force must be applied.”)</p> <p>p. 89 (Applying Biomechanical Principles)</p> <p>p. 467 (Biomechanics and Skill Learning)</p> <p>pp. 474-477 (Skills That Move Objects)</p>	<p>TG Chapter 11, Activity Lesson Plan 1: Core Exercise Circuit.</p> <p>TG Chapter 20, Activity Lesson Plan 1: Modified Speed Ball.</p> <p>p. 482 (Academic Connection: Multiple Meanings—Force)</p> <p>p. 483 (Taking Action: Applying Principles)</p> <p>TG Chapter 20, Activity Lesson Plan 1: Modified Speedball—biomechanics of throwing, catching, and jumping.</p>
	<p>(v) Apply basic biomechanical principles related to training, including leverage.</p>	<p>p. 468 (6. Levers: “In your body, bones act as levers, and muscle contractions create the force that moves the levers (overcomes a resistance.”))</p>	<p>TG Chapter 11, Activity Lesson Plan 1: Core Exercise Circuit.</p> <p>TG Chapter 20, Classroom Lesson Plan 1: Worksheet: Moving Your Body</p>

		<p>p. 89 (Applying Biomechanical Principles)</p> <p>p. 467 (Biomechanics and Skill Learning)</p> <p>p. 87 (Figure 4.8 Your bones act as levers to allow body movement)</p>	<p>TG Chapter 20, Activity Lesson Plan 1: Modified Speed Ball.</p> <p>pp. 190-191 (Self-Assessment: Assessing Jogging Techniques—leverage)</p> <p>p. 483 (Taking Action: Applying Principles)</p> <p>TG Chapter 20, Classroom Lesson Plan 1: Worksheet: Moving Your Body</p>
	(vi) Apply basic biomechanical principles related to training, including type of contraction.	<p>p. 89 (Applying Biomechanical Principles)</p> <p>p. 467 (Biomechanics and Skill Learning)</p> <p>p. 483 (Taking Action: Applying Principles)</p> <p>pp. 214-215 (Types of Progressive Resistance Exercise (PRE): muscle contraction)</p> <p>p. 227 (Fit Fact: electromyograph to measure contractions)</p> <p>pp.423-424 (Contract-Relax Method of Muscle Relaxation)</p>	<p>TG Chapter 11, Activity Lesson Plan 1: Core Exercise Circuit.</p> <p>p. 292 (Science in Action: Dynamic Movement Exercise—Prepare a brochure explaining dynamic movement exercise and contractions)</p> <p>p. 483 (Taking Action: Applying Principles)</p> <p>TG Chapter 10, Take It Home, Chapter 10 Activity Lesson Plan 1: Muscle Fitness Circuit: Supplemental Activities—kinds of contractions.</p>

(2) Performance strategies. During physical activity, the physically literate student applies skills, techniques, and safety practices associated with physical activity. The student is expected to:

Student Expectation	Breakout	Narrative Citation	Activity Citation
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<p>(A) Apply appropriate procedures to ensure safety.</p>	<p>(i) Apply appropriate procedures to ensure safety.</p>	<p>pp. 74-81 (Lesson 4.1 Readiness for Physical Activity)</p> <p>pp. 84-93 (Lesson 4.2 Safe and Injury-Free Physical Activity)</p> <p>p. 189 (Guidelines for Safe Vigorous Activity)</p> <p>pp. 430-434 (Adopt Good Safety Practices)</p>	<p>TG Chapter 4, Activity Lesson Plan 1: Safety Scavenger Hunt</p> <p>pp. 80-81 (Consumer Corner: Dressing for Physical Activity)</p> <p>p. 91 (Science in Action: Protecting Your Skin)</p> <p>p. 92 (Consumer Corner: Evaluating Online Videos)</p> <p>p. 94 (Taking Action: Safe Exercise Circuit)</p> <p>p. 279 (Exercise Chart 1: Core Muscle Fitness Exercises: Safety Tip)</p>
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<p>(B) Apply appropriate practices and procedures to improve skills in various fitness activities.</p>	<p>(i) Apply appropriate practices to improve skills in various fitness activities.</p>	<p>pp. 194-196 (Mixed Fitness Activities)</p> <p>p. 196 (Finding the Best Vigorous Activities for You)</p> <p>pp. 316-318 (Skill-Related Fitness)</p> <p>pp. 318-320 (Building a Skill-Related Fitness Profile)</p> <p>pp. 320-321 (Physical or Motor Skills)</p> <p>pp.321-322 (Three Stages of Skill Learning)</p> <p>p. 322 (Figure 13.3 The three stages of skill learning)</p>	<p>TG Chapter 13, Activity Lesson Plan 1: Skill-Related Fitness Circuit</p> <p>TG Chapter 20, Classroom Lesson Plan 1: Worksheet: Moving Your Body</p> <p>TG Chapter 20, Activity Lesson Plan 1: Modified Speed Ball.</p> <p>TG Chapter 20, Activity Lesson Plan 2: Analyzing Basic Skills.</p> <p>TG Chapter 20, Activity Lesson Plan 2: Table Tennis and Other Striking Games.</p> <p>p. 200 (Taking Charge: Improving Performance Skills)</p>
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			<p>pp. 200-201 (Self-Management: Skills for Improving Performance)</p> <p>p. 317 (Science in Action: Improving Speed and Agility)</p> <p>p. 323 (Tech Trends: Motion Analysis Systems)</p> <p>pp. 324-327 (Assessing Skill-Related Physical Fitness)</p> <p>p. 334 (Taking Action: Skill Learning Experiment)</p>
	<p>(ii) Apply appropriate procedures to improve skills in various fitness activities.</p>	<p>pp. 194-196 (Mixed Fitness Activities)</p> <p>p. 196 (Finding the Best Vigorous Activities for You)</p> <p>pp. 316-318 (Skill-Related Fitness)</p> <p>pp. 318-320 (Building a Skill-Related Fitness Profile)</p> <p>pp. 320-321 (Physical or Motor Skills)</p> <p>pp. 321-322 (Three Stages of Skill Learning)</p> <p>p. 322 (Figure 13.3 The three stages of skill learning)</p>	<p>TG Chapter 13, Activity Lesson Plan 1: Skill-Related Fitness Circuit</p> <p>TG Chapter 20, Classroom Lesson Plan 1: Worksheet: Moving Your Body</p> <p>TG Chapter 20, Activity Lesson Plan 1: Modified Speed Ball.</p> <p>TG Chapter 20, Activity Lesson Plan 2: Analyzing Basic Skills.</p> <p>TG Chapter 20, Activity Lesson Plan 2: Table Tennis and Other Striking Games.</p> <p>p. 200 (Taking Charge: Improving Performance Skills)</p> <p>pp. 200-201 (Self-Management: Skills for Improving Performance)</p> <p>p. 317 (Science in Action: Improving Speed and Agility)</p>

			<p>p. 323 (Tech Trends: Motion Analysis Systems)</p> <p>pp. 324-327 (Assessing Skill-Related Physical Fitness)</p> <p>p. 334 (Taking Action: Skill Learning Experiment)</p>
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<p>(C) Perform skills and appropriate techniques at a basic level of competency.</p>	<p>(i) Perform skills at a basic level of competency.</p>	<p>pp. 316-318 (Skill-Related Fitness)</p> <p>pp. 318-320 (Building a Skill-Related Fitness Profile)</p> <p>pp. 320-321 (Physical or Motor Skills)</p> <p>pp. 321-322 (Three Stages of Skill Learning)</p> <p>p. 322 (Figure 13.3 The three stages of skill learning)</p>	<p>TG Chapter 13, Activity Lesson Plan 1: Skill-Related Fitness Circuit</p> <p>TG Chapter 20, Classroom Lesson Plan 1: Worksheet: Moving Your Body</p> <p>TG Chapter 20, Activity Lesson Plan 2: Analyzing Basic Skills.</p> <p>p. 200 (Taking Charge: Improving Performance Skills)</p> <p>pp. 200-201 (Self-Management: Skills for Improving Performance)</p> <p>p. 317 (Science in Action: Improving Speed and Agility)</p> <p>p. 323 (Tech Trends: Motion Analysis Systems)</p> <p>pp. 324-327 (Assessing Skill-Related Physical Fitness)</p> <p>p. 334 (Taking Action: Skill Learning Experiment)</p>
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	<p>(ii) Perform appropriate techniques at a basic level of competency.</p>	<p>pp. 316-318 (Skill-Related Fitness)</p> <p>pp. 318-320 (Building a Skill-Related Fitness Profile)</p> <p>pp. 320-321 (Physical or Motor Skills)</p> <p>pp. 321-322 (Three Stages of Skill Learning)</p> <p>p. 322 (Figure 13.3 The three stages of skill learning)</p>	<p>TG Chapter 13, Activity Lesson Plan 1: Skill-Related Fitness Circuit</p> <p>TG Chapter 20, Activity Lesson Plan 2: Analyzing Basic Skills.</p> <p>p. 200 (Taking Charge: Improving Performance Skills)</p> <p>pp. 200-201 (Self-Management: Skills for Improving Performance)</p> <p>p. 317 (Science in Action: Improving Speed and Agility)</p> <p>p. 323 (Tech Trends: Motion Analysis Systems)</p> <p>pp. 324-327 (Assessing Skill-Related Physical Fitness)</p> <p>p. 334 (Taking Action: Skill Learning Experiment)</p>
<p>(D) Modify movement during performance using appropriate internal and external feedback;</p>	<p>(i) Modify movement during performance using appropriate internal feedback.</p>	<p>Improving Performance Skills: 200-201</p> <p>Three stages of learning: P 321-322</p> <p>Analysis paralysis: P 321</p> <p>Applying biomechanical principles: P 466-472</p> <p>Self-Assessment: Analysis of basic skills: P 473</p> <p>Positive Self-Talk: P 481-482</p> <p>Self-reward System: P 490</p> <p>Learning to Self-Monitor: P 134-135</p>	<p>Self-Assessment: Analysis of basic skills: P 473</p> <p>Taking Action: Applying Principles: P 483</p> <p>TG, Activity Lesson Plan 13.1</p> <p>TG, Striking Games: Activity Lesson Plan 20.3</p> <p>TG, Analyzing Basic Skills: Activity Lesson Plan 20.2</p>

		Managing Competitive Stress: P 420-421 Self-Reward System: P 490	
	(ii) Modify movement during performance using appropriate external feedback.	Improving Performance Skills: 200-201 Assessing Jogging Techniques: P 190-191 Feedback and Practice: P 321 Analysis paralysis: P 321 Tech Trends: Motion Analysis Systems: P 323 Skill Learning Experiment: P 334 Taking Action: Applying Principles: P 483	Skill Learning Experiment: P 334 Self-Assessment: Analysis of basic skills: P 473 Assessing Jogging Techniques: P 190-191 TG, Jogging Self-Assessment: Activity Lesson Plan 9.1 TG, Skill Analysis, Community Connections: Activity Lesson Plan 13.1 TG, Analyzing Basic Skills: Activity Lesson Plan 20.2

(E) Explain various methods to achieve personal fitness, including interval training, circuit training, high-intensity interval training (HIIT), and functional fitness training.	(i) Explain various methods to achieve personal fitness, including interval training.	pp. 122-126, Physical Activity Pyramid and different activity type descriptions. Chapters 7, 8, 9, 10, 11, 12, 17 each include detailed descriptions of the many types of physical activity. pp. 192-193 (Anaerobic Physical Activity) p. 193 (Anaerobic Capacity and Interval Training) pp. 193-194 (Interval Training)	TG All Activity and Classroom Lesson Plans for Planning Personal Programs include application of various methods of training (Chapters 7, 9, 11, 12, 15). TG Chapter 8, Activity Lesson Plan 1: Vigorous Aerobic Activity Session TG Chapter 8, Activity Lesson Plan 3: Target Heart Rate Workout TG Lesson Plans for Classroom Activity, Lesson 9.1 and 9.2.
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			<p>TG Chapter 9, Activity Lesson Plan 1: Jogging Self-Assessment and Fartlek Training—Participate in a fartlek (interval) training session)</p> <p>p. 194 (Science in Action: Energy Sources for Physical Activity—analyze how energy systems are involved in interval training)</p>
	<p>(ii) Explain various methods to achieve personal fitness, including circuit training.</p>	<p>p. 194 (Mixed Fitness Activities)</p> <p>p. 194 (Circuit Training)</p> <p>pp. 196-199 (Preparing a Vigorous Physical Activity Program Plan)</p>	<p>Chapter 6, Activity Lesson Plan 1: Physical Activity Pyramid Circuit 2</p> <p>Chapter 10 Activity Lesson Plan 1: Muscle Fitness Circuit</p> <p>Chapter 11, Activity Lesson Plan 1: Core Exercise Circuit.</p> <p>Chapter 12, Activity Lesson Plan 1: Flexibility Circuit.</p> <p>p. 201 (Taking Action: Performing Your Vigorous Physical Activity Plan)</p> <p>TG Chapter 9, Classroom Lesson Plan 2: Anaerobic Activities, Mixed Fitness Activities, and Vigorous Activity Planning, Worksheet “Anaerobic Activities, Mixed Fitness Activities, and Vigorous Activity Planning”</p>
	<p>(iii) Explain various methods to achieve personal fitness, including high-intensity interval training (HIIT).</p>	<p>pp. 193-194 (Interval Training: “One of the most common forms of interval training, high-intensity interval training (HIIT), is a type of anaerobic training that uses very short and intense bouts of</p>	<p>Chapter 9, Activity Lesson Plan 2: Vigorous Sports Activity</p> <p>p. 194 (Science in Action: Energy Sources for Physical Activity—analyze how energy</p>

		activity followed by rest periods of low-intensity exercise.”) pp. 196-199 (Preparing a Vigorous Physical Activity Program Plan)	systems are involved in interval training) p. 201 (Taking Action: Performing Your Vigorous Physical Activity Plan) TG Chapter 9, Activity Lesson Plan 1: Jogging Self-Assessment and Fartlek Training—Participate in a fartlek (interval) training session)
	(iv) Explain various methods to achieve personal fitness, including functional fitness training.	p. What is Functional Fitness. pp. 296-297 (Alternative Methods of Building Flexibility—Neuromotor Exercise: “This type of training is also called <i>functional fitness training</i> because it helps people perform the functions of normal daily living.”) pp. 299-303 (Planning a Flexibility Exercise Program)	pp. 303-304 (Taking Charge: Building Knowledge and Understanding) p. 304 (Self-Management: Skills for Building Knowledge and Understanding) TG Chapter 12, Activity Lesson Plan 1: Flexibility Circuit—“Encourage students to be aware of flexibility in their everyday activities...”, TG Chapter 12, Activity Lesson Plan 2: Assessing Flexibility

(3) Health, physical activity, and fitness. The physically literate student applies fitness principles that encompass personal fitness programs, nutrition, technology, and environmental awareness. The student is expected to:

Student Expectation	Breakout	Narrative Citation	Activity Citation
(A) Demonstrate appropriate safety procedures, including wearing proper attire, using equipment safely, practicing exercise etiquette, and recognizing situational environmental hazards.	(i) Demonstrate appropriate safety procedures, including wearing proper attire.	pp. 76-77 (Readiness for Hot and Humid Weather: <i>Wear proper clothing</i>) pp. 77-79 (Readiness for Cold, Windy, and Wet Weather: <i>Dress properly</i>)	pp. 80-81 (Consumer Corner: Dressing for Physical Activity) TG Chapter 4, Activity Lesson Plan 1: Safety Scavenger Hunt—“Reinforce the need for comfortable clothing and safety

		p. 79 (Fit Fact: head covering in cold weather)	equipment for physical activities.”
	(ii) Demonstrate appropriate safety procedures, including using equipment safely.	<p>p. 189 (Guidelines for Safe Vigorous Activity: <i>Wear proper safety equipment; Use safe equipment</i>)</p> <p>p. 457 (Evaluating Exercise Equipment)</p>	<p>pp. 80-81 (Consumer Corner: Dressing for Physical Activity)</p> <p>p. 460 (Taking Charge: Learning to Think Critically—correct use of PRE equipment)</p> <p>pp. 460-461 (Self-Management: Skills for Thinking Critically)</p> <p>p. 462 (Taking Action: Your Health and Fitness Club)</p> <p>TG Chapter 4, Activity Lesson Plan 1: Safety Scavenger Hunt—“Reinforce the need for comfortable clothing and safety equipment for physical activities.”</p> <p>TG Chapter 4, Activity Lesson Plan 3: Safe Exercise Circuit</p>
	(iii) Demonstrate appropriate safety procedures, including practicing exercise etiquette.	<p>pp. 100-102 (Rules, Etiquette, and Sportsmanship: Etiquette in Physical Activity)</p> <p>pp. 102-104 (Respect for Others)</p>	<p>p. 101 (Science in Action: Group Cohesiveness)</p> <p>p. 104 (Self-Assessment: Modifying Rules in Games)</p> <p>TG Chapter 5, Classroom Lesson Plan 1: Benefits of Social Interactions in Physical Activity—“Define <i>rule, etiquette, and sportsmanship</i> and explain</p>

			<p>how they are important in sport and physical activity”</p> <p>TG Chapter 5, Activity Lesson Plan 2: Modifying Rules in Games</p>
	<p>(iv) Demonstrate appropriate safety procedures, including recognizing situational environmental hazards.</p>	<p>pp. 75-76 (Readiness for Physical Activity in Different Environmental Conditions: “With appropriate preparation you can be ready to safely navigate environmental factors such as heat, cold, wind, precipitation, air quality, and altitude . . .”)</p> <p>pp. 76-77 (Readiness for Hot and Humid Weather: <i>Wear proper clothing</i>)</p> <p>p. 76 (Table 4.1 Heat-Related Conditions)</p> <p>pp. 77-79 (Readiness for Cold, Windy, and Wet Weather: <i>Dress properly</i>)</p> <p>p. 77 (Figure 4.2 Heat index chart)</p> <p>p. 79 (Figure 4.3 Windchill chart)</p> <p>p. 79 (Pollution and Altitude)</p> <p>p. 79 (Fit Fact: head covering in cold weather)</p>	<p>80-81 (Consumer Corner: Dressing for Physical Activity)</p> <p>TG Chapter 4, Activity Lesson Plan 1: Safety Scavenger Hunt—“Reinforce the need for comfortable clothing and safety equipment for physical activities.”</p>
<p>(B) Identify and describe exercise techniques that may be harmful or unsafe.</p>	<p>(i) Identify exercise techniques that may be harmful or unsafe.</p>	<p>pp. 229-230 (Plyometric PRE: “Although this form of PRE can be effective at reducing athletic injury, plyometrics and other power-building techniques can</p>	<p>92 (Consumer Corner: Evaluating Online Videos: “...it is important to check if the video includes risky exercises, if the</p>

		<p>also result in injury when performed excessively.”)</p> <p>pp. 230-232 (Guidelines for Safe and Effective PRE: “<i>Make sure that your workout area is safe; Never use weights carelessly; Do not compete when you do PRE...</i>”)</p> <p>p. 321-322 (Three Stages of Skill Learning: “Practice is the most important factor in skill learning, but practicing a skill incorrectly can be harmful to your learning because it may cause you to perform the skill incorrectly.”)</p> <p>p. 113 (Exercise Addiction)</p> <p>p. 121 (The FITT Formula: “But remember—extremely vigorous activity can be harmful if you don’t work up to it gradually.”)</p> <p>p. 132 (Fit Fact: “...but, as with medicine, too many doses of activity can be harmful.”)</p>	<p>exercises are performed properly...”)</p> <p>p. 237- Exercise Chart 1: Seated Arm Press—“Caution: Do not arch your back. Do not lock your elbows.” Bench Press—“Caution: Do not place your feet on the bench if it is so narrow that your feet might slip off the bench or if the bench is unstable.”</p> <p>TG Chapter 4, Classroom Lesson Plan 2: Safe and Injury-Free Physical Activity: “Identify risky exercises and explain why they are risky.”</p>
	<p>(ii) Describe exercise techniques that may be harmful or unsafe.</p>	<p>pp. 229-230 (Plyometric PRE: “Although this form of PRE can be effective at reducing athletic injury, plyometrics and other power-building techniques can also result in injury when performed excessively.”)</p> <p>pp. 230-232 (Guidelines for Safe and Effective PRE: “<i>Make sure that your workout area is safe; Never use weights carelessly; Do</i></p>	<p>92 (Consumer Corner: Evaluating Online Videos: “...it is important to check if the video includes risky exercises, if the exercises are performed properly...”)</p> <p>p. 237- Exercise Chart 1: Seated Arm Press—“Caution: Do not arch your back. Do not lock your elbows.” Bench Press—“Caution: Do not place your feet on the bench if it is so narrow</p>

		<p><i>not compete when you do PRE...</i>")</p> <p>p. 321-322 (Three Stages of Skill Learning: "Practice is the most important factor in skill learning, but practicing a skill incorrectly can be harmful to your learning because it may cause you to perform the skill incorrectly.")</p> <p>p. 113 (Exercise Addiction)</p> <p>p. 121 (The FITT Formula: "But remember—extremely vigorous activity can be harmful if you don't work up to it gradually.")</p> <p>p. 132 (Fit Fact: "...but, as with medicine, too many doses of activity can be harmful.")</p>	<p>that your feet might slip off the bench or if the bench is unstable."</p> <p>TG Chapter 4, Classroom Lesson Plan 2: Safe and Injury-Free Physical Activity: "Identify risky exercises and explain why they are risky."</p>
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<p>(C) Explain the relationships among hydration, physical activity, and environmental conditions.</p>	<p>(i) Explain the relationships among hydration, physical activity, and environmental conditions.</p>	<p>76 (Readiness for Hot and Humid Weather)</p> <p>452 (Dehydration: "Restricting fluid intake, taking products that cause water loss, and wearing garments that do not allow sweat to evaporate and cool the body (e.g., rubber or plastic clothing) can lead to dehydration.")</p> <p>452 (Figure Wraps)</p>	<p>78 (Science in Action: Sport and Energy Drinks— Student Activity: Research a sport or energy drink)</p>
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<p>(D) Explain the relationship between physical fitness and wellness.</p>	<p>(i) Explain the relationship between physical fitness and wellness.</p>	<p>p. 112 (Physical Activity and Wellness)</p> <p>p. 112 (Figure 5.8 The wellness benefits of regular physical activity)</p> <p>p. 112 (Fit Fact: Studies... show that teens who are fit and active are less likely to be absent or cause discipline problems than unfit, inactive teens.)</p> <p>pp. 5-6 (What Is Health? What Is Wellness?)</p> <p>p. 5 (Figure 1.2 The total health and wellness chain)</p> <p>pp. 6-8 (What Is Physical Fitness?)</p> <p>p. 7 (The Six Parts of Health-Related Fitness)</p>	<p>435-436 (Self-Assessment: Healthy Lifestyle Questionnaire)</p> <p>TG Chapter 5, Classroom Lesson Plan 2: Health and Wellness Benefits of Physical Activity, Worksheet “Health and Wellness Benefits of Physical Activity”</p> <p>TG Chapter 5, Activity Lesson Plan 3: Reducing My Risk Factors Circuit—“Physical activity can reduce your risk factors for several diseases and conditions.”</p>
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<p>(E) Participate in a variety of activities that develop health-related physical fitness.</p>	<p>(i) Participate in a variety of activities that develop health-related physical fitness.</p>	<p>pp. 6-8 (What Is Physical Fitness?)</p> <p>p. 7 (The Six Parts of Health-Related Fitness)</p> <p>p. 8 (What Is Functional Fitness?: “Functional fitness is the ability to function effectively in daily life, and it requires all parts of physical fitness.”)</p> <p>pp. 10-12 (What Are the Parts of a Physical Activity Session?)</p>	<p>pp. 13-16 (Self-Assessment: Physical Fitness Challenges)</p> <p>p. 32 (Science in Action: Heredity and Fitness, Health, and Wellness: Student Activity: “Choose a component of health-related fitness and describe how you think your heredity influences it.”)</p> <p>TG Chapter 1, Activity Lesson Plan 3: Health-Related Fitness Workout—“Participate in a health-related fitness workout; Match the appropriate health-</p>
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			related fitness component to each activity station.”
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(F) Describe training principles appropriate to enhance cardiorespiratory endurance, muscular strength and endurance, and flexibility.	(i) Describe training principles appropriate to enhance cardiorespiratory endurance.	<p>pp. 170-171 (Physical Activity and Cardiorespiratory Endurance: top of p. 171: “Vigorous aerobics, represented on the second step of the Physical Activity Pyramid, is the most effective way to build cardiorespiratory endurance.”)</p> <p>p. 171 (How Much Vigorous Activity Is Enough?)</p> <p>p. 171 (Table 8.3 Threshold of Training and Target Heart Rate Zones (FIT Formula) for People Who Are Physically Active)</p> <p>pp. 172-173 (Determining Resting and Maximal Heart Rate: “To determine your threshold of training and target heart rate zone using the personal method (HRR), you need to know your resting heart rate and your maximal heart rate.”)</p> <p>pp. 173-177 (Determining Physical Activity Intensity)</p>	<p>p. 176 (Tech Trends: Smart Watches and Heart Rate Monitors: “Use a variety of sources to evaluate smart watches and heart rate monitors.”)</p> <p>p. 179 (Taking Action: Target Heart Rate Workouts: “Take action by doing vigorous activity that fulfills the FIT formula: at least three days each week (frequency), in your target heart rate zone (intensity), and for at least 20 minutes each session (time).”)</p>
	(ii) Describe training principles appropriate to enhance muscular strength.	<p>pp. 208-210 (Muscle Fitness Definitions)</p> <p>p. 210 (Figure 10.4 Muscular endurance-strength continuum)</p>	p. 216 (Tech Trends: Muscle Fitness Exercise Machines—Using Technology: “If your school has muscle fitness exercise machines with high-

		<p>pp. 210-211 (Muscle Fitness Interactions: “The exercises used to develop muscular endurance and strength differ only in the number of repetitions and the amount of resistance.”)</p> <p>pp. 214-215 (Types of Progressive Resistance Exercise (PRE))</p> <p>pp. 216-217 (Muscle Fitness Assessment: Strength Assessments: “It is generally agreed that determining your one-repetition maximum (1RM) is a good way to assess isotonic strength.”)</p> <p>pp. 225-226 (PRE for Strength: Resistance Machines and Free Weights)</p>	<p>tech features, ask for a demonstration and try it out.”)</p> <p>pp. 217-224 (Self-Assessment: Muscle Fitness Testing)</p>
	<p>(iii) Describe training principles appropriate to enhance muscular endurance.</p>	<p>pp. 208-210 (Muscle Fitness Definitions)</p> <p>p. 210 (Figure 10.4 Muscular endurance-strength continuum)</p> <p>pp. 210-211 (Muscle Fitness Interactions: “The exercises used to develop muscular endurance and strength differ only in the number of repetitions and the amount of resistance.”)</p> <p>pp. 214-215 (Types of Progressive Resistance Exercise (PRE))</p> <p>pp. 216-217 (Muscle Fitness Assessment: Muscle Endurance and Power Assessments:</p>	<p>p. 216 (Tech Trends: Muscle Fitness Exercise Machines—Using Technology: “If your school has muscle fitness exercise machines with high-tech features, ask for a demonstration and try it out.”)</p> <p>pp. 217-224 (Self-Assessment: Muscle Fitness Testing)</p> <p>p. 226 (Science in Action: The Double Progressive System of PRE)</p> <p>TG Chapter 10, Activity Lesson Plan 1: Muscle Fitness Circuit—Lesson Objective 3: “Determine whether muscle fitness exercises</p>

		<p>“Muscular endurance tests typically include calisthenics, such as the push-up, curl-up, and trunk lift exercises...as well as the side stand, trunk extension, sitting tuck, leg change, and flexed-arm hang.”)</p> <p>p. 227 (PRE for Muscular Endurance: Resistance Machines and Free Weights: “Teens interested in building muscular endurance can use resistance machines or perform free weight exercises.”)</p>	<p>targeted strength or muscular endurance.”</p>
	<p>(iv) Describe training principles appropriate to enhance flexibility.</p>	<p>pp. 284-285 (What Is Flexibility?)</p> <p>pp. 287-291 (Different Types of Flexibility Exercises: Range-of-Motion (ROM) Exercise, Static Stretching, PNF Stretching, Ballistic Stretching)</p> <p>289 (Table 12.1 FIT Formula and Fitness Target Zones for Stretching Exercise)</p> <p>296-297 (Alternative Methods for Building Flexibility)</p> <p>297-298 (Appropriate Use of Flexibility Exercise)</p> <p>298-299 (Flexibility Exercise Guidelines)</p> <p>299-303 (Planning a Flexibility Exercise Program)</p>	<p>p. 291 (Tech Trends: Goniometers: Measuring flexibility)</p> <p>p. 292 (Science in Action: Dynamic Movement Exercise)</p> <p>pp. 293-295 (Self-Assessment: Arm, Leg, and Trunk Flexibility)</p> <p>p. 305 (Taking Action: Performing Your Flexibility Exercise Plan)</p>

<p>(G) Exhibit a basic level of competency in two or more aerobic and two or more anaerobic activities.</p>	<p>(i) Exhibit a basic level of competency in two or more aerobic activities.</p>	<p>Jogging Technique: P 190-191 Jogger's Workout: P 191 Performing Your Moderate Physical Activity Plan: P 156 FITT Formula for Aerobic Activity: P 171-176 Target Heart Rate Workout: P 179 Vigorous Aerobic Activities: P 182-184 Vigorous Sports: P 184-186 Vigorous Recreation: 186-188</p>	<p>Performing Your Moderate Activity Plan: Activity Lesson Plans 7.2 and 7.3 Vigorous Aerobics Activity Session: Activity Lesson Plan 8.1 Target Heart Rate Workout: Activity Lesson Plan 8.3 Jogging Self-Assessment and Fartlek Training: Activity Lesson Plan 9.1 Vigorous Activity Planning: Activity Lesson Plan 9.2 Vigorous Sports Activity: Alternate Activity Lesson Plan 9.2 Vigorous Aerobic Dance: Activity Lesson Plan 9.3 Performing Your Comprehensive Activity Plan: Activity Lesson 15.3</p>
	<p>(ii) Exhibit a basic level of competency in two or more anaerobic activities.</p>	<p>FITT Formula for Anaerobic Activity: P 193-194 Anaerobic Activities: P 192-194 Mixed Fitness Activities: P 194-196 Performing Your Vigorous Physical Activity Plan: P 201</p>	<p>Jogging Self-Assessment and Fartlek Training: Activity Lesson Plan 9.1 Vigorous Activity Planning: Activity Lesson Plan 9.2 Performing Your Comprehensive Activity Plan: Activity Lesson 15.3</p>

<p>(H) Select and use appropriate technology tools to evaluate, monitor, and improve health-related fitness.</p>	<p>(i) Select appropriate technology tools to evaluate health-related fitness.</p>	<p>p. 37 Tech Trends. FitnessGram, students perform self-assessments throughout the book and are encouraged to enter scores to get a FitnessGram report.</p> <p>p. 38. Self-Assessment. Practicing FitnessGram and ALPHA-FIT Tests</p> <p>Tech devices that can be used in self-assessing fitness.</p> <p>p. 146, accelerometers</p> <p>p. 146, pedometers</p> <p>p. 176 Apple watch</p> <p>p. 176 heart rate monitors</p> <p>p. 176 smart watches</p> <p>p. 345 body fat scales</p> <p>p. 369, swim watches</p> <p>p. 37 (Tech Trends: FitnessGram)</p> <p>p. 146 (Tech Trends: Pedometers and Activity Trackers (Accelerometers))</p> <p>p. 258 (Tech Trends: Exercise Machines with Memory)</p> <p>p. 345 (Tech Trends: Smart Scales), Using Technology</p>	<p>p. 37 (Tech Trends: FitnessGram) Using Technology, “Practice each of the health-related fitness tests in FitnessGram using the directions in this chapter’s Self-Assessment feature.”</p> <p>p. 146 (Tech Trends: Pedometers and Activity Trackers (Accelerometers)) Using Technology, “Then wear a pedometer to see how many steps you actually take on these days. See if you’re as active as you think you are!”</p> <p>p. 258 (Tech Trends: Exercise Machines with Memory) Using Technology, “Identify and describe an exercise machine or app that can be used to self-monitor muscle fitness exercise.”</p> <p>p. 345 (Tech Trends: Smart Scales), Using Technology</p>
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		342-345, Laboratory Measurements for Assessing Body Composition (bioelectrical impedance analysis devices, calipers, smart scales, bod pod displacement chamber)	
(ii) Select appropriate technology tools to monitor health-related fitness.	<p>Tech devices for self-monitoring.</p> <p>p. 146, accelerometers</p> <p>p. 146, pedometers</p> <p>p. 176 Apple watch</p> <p>p. 176 heart rate monitors</p> <p>p. 176 smart watches</p> <p>p. 345 body fat scales</p> <p>p. 369, swim watches</p> <p>p. 37 (Tech Trends: FitnessGram)</p> <p>p. 146 (Tech Trends: Pedometers and Activity Trackers (Accelerometers))</p> <p>p. 258 (Tech Trends: Exercise Machines with Memory)</p> <p>p. 345 (Tech Trends: Smart Scales), Using Technology</p>	<p>p. 57 (Tech Trends: Software Applications (Apps)) Using Technology, "Create an idea for a fitness or health app" for monitoring health and performance.</p> <p>p. 176 (Tech Trends: Smart Watches and Heart Rate Monitors) Using Technology, "Use a variety of sources to evaluate smart watches and heart rate monitors..."</p> <p>p. 258 (Tech Trends: Exercise Machines with Memory) Using Technology, "Identify and describe an exercise machine or app that can be used to self-monitor muscle fitness exercise."</p> <p>p. 345 (Tech Trends: Smart Scales), Using Technology</p> <p>p. 430 (Tech Trends: Sleep Tracking) Using Technology, "Investigate sleep-tracking devices and evaluate their pros and cons."</p>	
(iii) Select appropriate technology tools to improve health-related fitness.	<p>Devices for self-monitoring and determining if FIT formula is met.</p> <p>p. 146, accelerometers</p>	<p>p. 323: (Tech Trends: Motion Analysis Systems), Student Activity, "If your school has a motion analysis system for student athletes, ask for a demonstration.... Write a brief</p>	

		<p>p. 146, pedometers</p> <p>p. 176 Apple watch</p> <p>p. 176 heart rate monitors</p> <p>p. 176 smart watches</p> <p>p. 345 body fat scales</p> <p>p. 369, swim watches</p> <p>p. 37 (Tech Trends: FitnessGram)</p> <p>p. 146 (Tech Trends: Pedometers and Activity Trackers (Accelerometers))</p> <p>p. 258 (Tech Trends: Exercise Machines with Memory)</p> <p>p. 345 (Tech Trends: Smart Scales), Using Technology</p>	<p>report summarizing your investigation.”</p> <p>p. 330 (Tech Trends: Computers Keep Getting Smarter) Using Technology, “Prepare a report explaining some ways that computers can be used to help people who have physical disabilities.”</p> <p>p. 345 (Tech Trends: Smart Scales), Using Technology</p> <p>p. 430 (Tech Trends: Sleep Tracking) Using Technology, “Investigate sleep-tracking devices and evaluate their pros and cons.”</p> <p>p. 478 (Tech Trends: Movement Analysis Apps) Using Technology, “Search the web for sports analysis apps. If possible, download a free app and use a tablet or smartphone to analyze a sport performance.”</p>
	<p>(iv) Use appropriate technology tools to evaluate health-related fitness.</p>	<p>p. 38. Self-Assessment. Practicing FitnessGram and ALPHA-FIT Tests</p> <p>Tech devices that can be used in self-assessing fitness.</p> <p>p. 146, accelerometers</p> <p>p. 146, pedometers</p>	<p>p. 37 (Tech Trends: FitnessGram) Using Technology, “Practice each of the health-related fitness tests in FitnessGram using the directions in this chapter’s Self-Assessment feature.”</p> <p>p. 146 (Tech Trends: Pedometers and Activity Trackers (Accelerometers)) Using Technology, “Then wear a pedometer to see how many</p>

		<p>p. 176 Apple watch</p> <p>p. 176 heart rate monitors</p> <p>p. 176 smart watches</p> <p>p. 345 body fat scales</p> <p>p. 369, swim watches</p> <p>p. 37 (Tech Trends: FitnessGram)</p> <p>p. 146 (Tech Trends: Pedometers and Activity Trackers (Accelerometers))</p> <p>p. 258 (Tech Trends: Exercise Machines with Memory)</p> <p>p. 345 (Tech Trends: Smart Scales), Using Technology</p>	<p>steps you actually take on these days. See if you're as active as you think you are!"</p> <p>p. 258 (Tech Trends: Exercise Machines with Memory) Using Technology, "Identify and describe an exercise machine or app that can be used to self-monitor muscle fitness exercise."</p> <p>p. 345 (Tech Trends: Smart Scales), Using Technology</p>
	<p>(v) Use appropriate technology tools to monitor health-related fitness.</p>	<p>Tech devices for self-monitoring.</p> <p>p. 146, accelerometers</p> <p>p. 146, pedometers</p> <p>p. 176 Apple watch</p> <p>p. 176 heart rate monitors</p> <p>p. 176 smart watches</p> <p>p. 345 body fat scales</p> <p>p. 369, swim watches</p> <p>p. 37 (Tech Trends: FitnessGram)</p>	<p>p. 57 (Tech Trends: Software Applications (Apps)) Using Technology, "Create an idea for a fitness or health app" for monitoring health and performance."</p> <p>p. 176 (Tech Trends: Smart Watches and Heart Rate Monitors) Using Technology, "Use a variety of sources to evaluate smart watches and heart rate monitors..."</p> <p>p. 258 (Tech Trends: Exercise Machines with Memory) Using Technology, "Identify and describe an exercise machine or</p>

		<p>p. 146 (Tech Trends: Pedometers and Activity Trackers (Accelerometers))</p> <p>p. 258 (Tech Trends: Exercise Machines with Memory)</p> <p>p. 345 (Tech Trends: Smart Scales), Using Technology</p>	<p>app that can be used to self-monitor muscle fitness exercise.”</p> <p>p. 345 (Tech Trends: Smart Scales), Using Technology</p> <p>p. 430 (Tech Trends: Sleep Tracking) Using Technology, “Investigate sleep-tracking devices and evaluate their pros and cons.”</p>
	<p>(vi) Use appropriate technology tools to improve health-related fitness.</p>	<p>Devices for self-monitoring and determining if FIT formula is met.</p> <p>p. 146, accelerometers</p> <p>p. 146, pedometers</p> <p>p. 176 Apple watch</p> <p>p. 176 heart rate monitors</p> <p>p. 176 smart watches</p> <p>p. 345 body fat scales</p> <p>p. 369, swim watches</p> <p>p. 37 (Tech Trends: FitnessGram)</p> <p>p. 146 (Tech Trends: Pedometers and Activity Trackers (Accelerometers))</p> <p>p. 258 (Tech Trends: Exercise Machines with Memory)</p> <p>p. 345 (Tech Trends: Smart Scales), Using Technology</p>	<p>p. 323: (Tech Trends: Motion Analysis Systems) Student Activity, “If your school has a motion analysis system for student athletes, ask for a demonstration.... Write a brief report summarizing your investigation.”</p> <p>p. 330 (Tech Trends: Computers Keep Getting Smarter) Using Technology, “Prepare a report explaining some ways that computers can be used to help people who have physical disabilities.”</p> <p>p. 345 (Tech Trends: Smart Scales), Using Technology</p> <p>p. 430 (Tech Trends: Sleep Tracking) Using Technology, “Investigate sleep-tracking devices and evaluate their pros and cons.”</p> <p>p. 478 (Tech Trends: Movement Analysis Apps) Using Technology, “Search</p>

			the web for sports analysis apps. If possible, download a free app and use a tablet or smartphone to analyze a sport performance.”
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<p>(I) Design and implement a TGpersonal fitness program that includes health-related fitness components.</p>	<p>(i) Design a personal fitness program that includes health-related fitness components.</p>	<p>pp. 62-67 (Chapter 3, Lesson 2) Program Planning—entire lesson) include the steps in personal program planning.</p> <p>pp. 149-156 (Chapter 7, Lesson 2), Preparing a Moderate Physical Activity Plan.</p> <p>pp. 196-199. (Chapter 9, Lesson 2), Preparing a Vigorous Physical Activity Program.</p> <p>pp. 266-269 (Chapter 11, Lesson 2), Planning a Muscle Fitness Exercise Program.</p> <p>pp. 296-305 (Chapter 12, Lesson 2), Planning a Flexibility Exercise Program.</p> <p>pp. 362-370 (Chapter 15, Lesson 1), Preparing a Comprehensive Physical Activity Plan.</p>	<p>TG Chapter 8, Activity Lesson Plans 2 and 3: Performing a Moderate Activity Plan</p> <p>TG Chapter 9, Classroom Activity Lesson Plan 2: Planning a Vigorous Physical Activity Program.</p> <p>TG Chapter 9, Activity Lesson Plans 2 and 3: Performing Vigorous Activity</p> <p>TG Chapter 11, Activity Lesson Plans 3: Execuitng Your Muscle Fitness Plan.</p> <p>TG Chapter 12, Activity Lesson Plans 2 and 3: Performing Flexibility Exercises</p> <p>TG Chapter 15, Activity Lesson Plan 3: Performing Your Physical Activity Plan.</p> <p>p. 68 (Taking Charge: Setting Goals)</p> <p>pp. 68-69 (Self-Management: Skills for Setting Goals)</p> <p>TG Chapter 3, Activity Lesson Plan 1: Assessing Strength and Muscular Endurance—Lesson Objective 3: “Perform self-</p>
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			<p>assessments of strength and muscular endurance and determine fitness ratings”; Worksheet: Assessing Strength and Muscular Endurance.</p>
	<p>(ii) Implement a personal fitness program that includes health-related fitness components.</p>	<p>p. 156, Taking Action: Performing Your Moderate Physical Activity Plan.</p> <p>p. 201, Taking Action: Performing Your Vigorous Physical Activity Plan.</p> <p>p. 277, Taking Action: Performing Your Muscle Fitness Exercise Plan.</p> <p>p. 305, Taking Action: Performing Your Flexibility Exercise Plan.</p> <p>p. 378 Taking Action: Performing Your Comprehensive Physical Activity Plan.</p>	<p>TG Chapter 8, Activity Lesson Plans 2 and 3: Performing a Moderate Activity Plan</p> <p>TG Chapter 9, Activity Lesson Plans 2 and 3: Performing Vigorous Activity</p> <p>TG Chapter 11, Activity Lesson Plans 3: Executing Your Muscle Fitness Plan.</p> <p>TG Chapter 12, Activity Lesson Plans 2 and 3: Performing Flexibility Exercises</p> <p>TG Chapter 15, Activity Lesson Plan 3: Performing Your Physical Activity Plan.</p> <p>p. 68 (Taking Charge: Setting Goals)</p> <p>pp. 68-69 (Self-Management: Skills for Setting Goals)</p> <p>p. 69 (Taking Action: Exercise Circuits)—“Take action to create an exercise circuit using the following tips:”</p>

<p>(J) Measure and evaluate personal skill-related components of physical fitness, including agility, balance, coordination, power, reaction time, and speed,</p>	<p>(i) Measure personal skill-related components of physical fitness, including agility.</p>	<p>Fitness Challenges: P 15</p>	<p><i>TG:</i> Skill-Related Fitness Challenges: Activity Lesson Plan 1.1</p> <p>Skill-Related Fitness Circuit: Activity Lesson 13.1</p> <p>Assessing Skill-Related Fitness: Activity Lesson Plan 13.2</p> <p>Assessing Power: Activity Lesson Plan 10.2</p>
	<p>(ii) Measure personal skill-related components of physical fitness, including balance.</p>	<p>Fitness Challenges: P 16</p>	<p><i>TG:</i> Skill-Related Fitness Challenges: Activity Lesson Plan 1.1</p> <p>Skill-Related Fitness Circuit: Activity Lesson 13.1</p> <p>Assessing Skill-Related Fitness: Activity Lesson Plan 13.2</p> <p>Assessing Power: Lesson Plan 10.2</p>
	<p>(iii) Measure personal skill-related components of physical fitness, including coordination.</p>	<p>Fitness Challenges: P 16 Self-Assessment: P 326</p>	<p><i>TG:</i> Skill-Related Fitness Challenges: Activity Lesson Plan 1.1</p> <p>Skill-Related Fitness Circuit: Activity Lesson 13.1</p> <p>Assessing Skill-Related Fitness: Activity Lesson Plan 13.2</p> <p>Assessing Power: Activity Lesson Plan 10.2</p>

	<p>(iv) Measure personal skill-related components of physical fitness, including power.</p>	<p>Fitness Challenges: P 16 Self-Assessment: P 61</p>	<p><i>TG:</i> Skill-Related Fitness Challenges: Activity Lesson Plan 1.1</p> <p>Skill-Related Fitness Circuit: Activity Lesson 13.1</p> <p>Assessing Skill-Related Fitness: Activity Lesson Plan 13.2</p> <p>Assessing Power: Lesson Plan 10.2</p>
	<p>(v) Measure personal skill-related components of physical fitness, including reaction time.</p>	<p>Fitness Challenges: P 16 Self-Assessment: P 326</p>	<p><i>TG:</i> Skill-Related Fitness Challenges: Activity Lesson Plan 1.1</p> <p>Skill-Related Fitness Circuit: Activity Lesson 13.1</p> <p>Assessing Skill-Related Fitness: Activity Lesson Plan 13.2</p> <p>Assessing Power: Lesson Plan 10.2</p>
	<p>(vi) Measure personal skill-related components of physical fitness, including speed.</p>	<p>Fitness Challenges: P 15 Self-Assessment: P 324</p>	<p><i>TG:</i> Skill-Related Fitness Challenges: Activity Lesson Plan 1.1</p> <p>Skill-Related Fitness Circuit: Activity Lesson 13.1</p> <p>Assessing Skill-Related Fitness: Activity Lesson Plan 13.2</p> <p>Assessing Power: Activity Lesson Plan 10.2</p>

	<p>(vii) Evaluate personal skill-related components of physical fitness, including agility.</p>	<p>Rating Chart: P 326</p>	<p><i>TG:</i> Skill-Related Fitness Challenges: Activity Lesson Plan 1.1</p> <p>Skill-Related Fitness Circuit: Activity Lesson 13.1</p> <p>Assessing Skill-Related Fitness: Activity Lesson Plan 13.2</p> <p>Assessing Power: Lesson Plan 10.2</p>
	<p>(viii) Evaluate personal skill-related components of physical fitness, including balance.</p>	<p>Rating Chart: P 326</p>	<p><i>TG:</i> Skill-Related Fitness Challenges: Activity Lesson Plan 1.1</p> <p>Skill-Related Fitness Circuit: Activity Lesson 13.1</p> <p>Assessing Skill-Related Fitness: Activity Lesson Plan 13.2</p> <p>Assessing Power: Lesson Plan 10.2</p>
	<p>(ix) Evaluate personal skill-related components of physical fitness, including coordination.</p>	<p>Rating Chart: P 326</p>	<p><i>TG:</i> Skill-Related Fitness Challenges: Activity Lesson Plan 1.1</p> <p>Skill-Related Fitness Circuit: Activity Lesson 13.1</p> <p>Assessing Skill-Related Fitness: Activity Lesson Plan 13.2</p> <p>Assessing Power: Activity Lesson Plan 10.2</p>

	<p>(x) Evaluate personal skill-related components of physical fitness, including power.</p>	<p>Rating Chart: P 61</p>	<p><i>TG:</i> Skill-Related Fitness Challenges: Activity Lesson Plan 1.1</p> <p>Skill-Related Fitness Circuit: Activity Lesson 13.1</p> <p>Assessing Skill-Related Fitness: Activity Lesson Plan 13.2</p> <p>Assessing Power: Activity Lesson Plan 10.2</p>
	<p>(xi) Evaluate personal skill-related components of physical fitness, including reaction time.</p>	<p>Rating Chart: P 327</p>	<p><i>TG:</i> Skill-Related Fitness Challenges: Activity Lesson Plan 1.1</p> <p>Skill-Related Fitness Circuit: Activity Lesson 13.1</p> <p>Assessing Skill-Related Fitness: Activity Lesson Plan 13.2</p> <p>Assessing Power: Activity Lesson Plan 10.2</p>
	<p>(xii) Evaluate personal skill-related components of physical fitness, including speed.</p>	<p>Rating Chart: P 327</p>	<p><i>TG:</i> Skill-Related Fitness Challenges: Activity Lesson Plan 1.1</p> <p>Skill-Related Fitness Circuit: Activity Lesson 13.1</p> <p>Assessing Skill-Related Fitness: Activity Lesson Plan 13.2</p> <p>Assessing Power: Activity Lesson Plan 10.2</p>

<p>(K) Measure and evaluate personal fitness in terms of health-related fitness components.</p>	<p>(i) Measure personal fitness in terms of health-related fitness components.</p>	<p>pp. 6-8 Health-Related Physical Fitness</p> <p>pp. 129-130 (The Types of Health-Related Fitness Assessments)</p> <p>pp. 130-131 (Fitness Standards and Rating Categories: “Experts agree that you should judge fitness using criterion-referenced health standards.”)</p>	<p>pp. pp 13-15 Self-Assessment: Health-and Skill-Related Fitness Challenges</p> <p>TG Chapter 6, Activity Lesson Plan 2: Cardiorespiratory Endurance, Muscle Fitness, and Flexibility</p> <p>TG Chapter 1, Activity Lesson Plan 1: Health- and Skill-Related Fitness Challenges.</p>
	<p>(ii) Evaluate personal fitness in terms of health-related fitness components.</p>	<p>pp. 129-130 (The Types of Health-Related Fitness Assessments)</p> <p>pp. 130-131 (Fitness Standards and Rating Categories: “Experts agree that you should judge fitness using criterion-referenced health standards.”)</p> <p>pp. 38-43 Practicing Physical Fitness Tests</p> <p>pp. 49-50. Self-Assessment self-management skill.</p> <p>pp. 58-61 Self-Assessment: Assessing Muscle Fitness</p> <p>pp. 126-128 Self-Assessment: PACER and Trunk Lift</p> <p>pp. 148 Self-Assessment: Walking Test</p> <p>pp. 168-169 Self-Assessment: Step Test and Mile Run</p>	<p>pp. pp 13-15 Self-Assessment: Health-and Skill-Related Fitness Challenges</p> <p>TG Chapter 6, Activity Lesson Plan 2: Cardiorespiratory Endurance, Muscle Fitness, and Flexibility</p> <p>TG Chapter 1, Activity Lesson Plan 1: Health-and Skill-Related Fitness Challenges</p> <p>TG Chapter 2, Activity Lesson Plan 2: Practicing Physical Fitness Tests</p> <p>TG Chapter 3, Activity Lesson Plan 1: Assessing Strength and Muscular Endurance</p> <p>TG Chapter 4, Activity Lesson Plan 2: Assessing Body Composition and Flexibility</p> <p>TG Chapter 6, Activity Lesson Plan 2: Cardiorespiratory Endurance, Muscle Fitness, and Flexibility Self-Assessments.</p>

		<p>pp. Self-Assessment: Muscle Fitness Testing</p> <p>pp. 263-265 Self-Assessment: Healthy Back Test</p> <p>pp. Self-Assessment: Arm, Leg and Trunk Flexibility</p> <p>pp. 347-350 Self-Assessment: Body Measurements</p> <p>pp. 369-370 Self-Assessment: Your Personal Fitness Test Battery</p> <p>pp. 58-61 Self-Assessment: Assessing Muscle Fitness</p> <p>pp. 129-130 (The Types of Health-Related Fitness Assessments)</p> <p>pp. 130-131 (Fitness Standards and Rating Categories: "Experts agree that you should judge fitness using criterion-referenced health standards.")</p>	<p>TG Chapter 7, Activity Lesson Plan 1: Walking Test</p> <p>TG Chapter 8, Activity Lesson Plan 2: Step Test and Mile Run</p> <p>TG Chapter 11, Activity Lesson Plan 2: Assessing Muscle Fitness</p> <p>TG Chapter 12, Activity Lesson Plan 2: Assessing Flexibility</p> <p>TG Chapter 14, Activity Lesson Plan 2: Assessing Body Composition</p> <p>TG Chapter 15, Activity Lesson Plan 2: Your Personal Fitness Test</p>
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(4) Social and emotional health. During physical activity, the physically literate student develops positive self-management and social skills needed to work independently and with others. The student is expected to:

Student Expectation	Breakout	Narrative Citation	Activity Citation
(A) Describe and analyze the relationship between physical activity and social and emotional health.	(i) Describe the relationship between physical activity and social and emotional health.	<p>pp. 5-6. What is Fitness? What is Wellness?</p> <p>P 5, Figure 1.2 The total health and wellness chain.</p>	TG Activity Lesson Plans for Chapters 4, 5, 7, 11, 15 and 17 include information for overcoming barriers, conflict resolution, finding social support,

		<p>pp. 98-104 (Lesson 5.1 Benefits of Social Interactions in Physical Activity: entire lesson)</p> <p>p. 112 (Physical Activity and Wellness: “Being active helps you to become physically fit, which in turn leads to other physical benefits such as effective and efficient daily functioning.”)</p> <p>p. 112 (Fit Fact: “Studies...show that teens who are fit and active are less likely to be absent or cause discipline problems than unfit, inactive teens.”)</p> <p>p. 428, Factors Influencing Fitness, Health, and Wellness</p> <p>p. 435, Social Environment</p> <p>p. 93-94 Overcoming barriers</p> <p>p. 114 Conflict Resolution</p> <p>p. 276 Finding Social Support</p> <p>p. 375-376 Changing Attitudes</p> <p>p. 420 Managing Competitive Stress</p>	<p><u>changing attitudes, and managing competitive stress. Included are student worksheets for developing all of these self-management skills.</u></p> <p>p. 115 Taking Action: Team Building</p> <p>p. 116 Project: “Investigate the programs in your school designed to promote social-emotional learning. Work with others to create a plan to expand these programs...”</p>
	<p>(ii) Analyze the relationship between physical activity and social and emotional health.</p>	<p>pp. 98-104 (Lesson 5.1 Benefits of Social Interactions in Physical Activity: entire lesson)</p> <p>p. 112 (Physical Activity and Wellness: “Being active helps you to become physically fit, which in turn leads to other physical</p>	<p>TG Activity Lesson Plans for Chapters 4, 5, 7, 11, 15 and 17 include information for overcoming barriers, conflict resolution, finding social support, <u>changing attitudes, and managing competitive stress. Included are student worksheets for</u></p>

		<p>benefits such as effective and efficient daily functioning.”)</p> <p>p. 112 (Fit Fact: “Studies...show that teens who are fit and active are less likely to be absent or cause discipline problems than unfit, inactive teens.”)</p> <p>p. 428, Factors Influencing Fitness, Health, and Wellness</p> <p>p. 435, Social Environment</p> <p>p. 93-94 Overcoming barriers</p> <p>p. 114 Conflict Resolution</p> <p>p. 276 Finding Social Support</p> <p>p. 375-376 Changing Attitudes</p> <p>p. 420 Managing Competitive Stress</p>	<p><u>developing all of these self-management skills.</u></p> <p>p. 115 (Taking Action: Team Building)</p> <p>p. 116 (Project: “Investigate the programs in your school designed to promote social-emotional learning. Work with others to create a plan to expand these programs...”)</p>
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(B) Discuss how improvement is possible with appropriate practice.	(i) Discuss how improvement is possible with appropriate practice.	<p>p. 317 Improving Speed and Agility</p> <p>p. 318 (Building a Skill-Related Fitness Profile: “Sue’s profile helped her determine her areas of need. She then used table 13.2 to choose activities that provided the most benefit for areas she wanted to improve.”)</p> <p>p. 318 (Table 13.1 Sue’s Skill-Related Fitness Profile)</p> <p>P. 319 (Table 13.2 Skill-Related Benefits of Sports and Other Activities)</p>	<p>TG Activity Lesson Plan 13.1 Skill-Related Fitness and Skills</p> <p>TG Activity Lesson Plan 13.2 Assessing Skill-Related Fitness</p> <p>TG Chapter 13, Activity Lesson Plan 1: Skill-Related Fitness Circuit, “Social-Emotional Learning Skills: Self-awareness: Students will identify their strengths and weaknesses; Social awareness: Students will recognize that individual skill level varies and work together to improve.”</p>
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		<p>p. 320 Skill Learning</p> <p>p. 321 Skill Learning: Factors that Promote. Knowledge, Practice, Feedback, Guidelines for Skill Learning.</p> <p>pp. 321-322 (Three Stages of Skill Learning)</p> <p>p. 473 Analyzing Basic Skills</p> <p>p. 501 Skills for Choosing Good Activities.</p>	<p>p. 317 (Science in Action: Improving Speed and Agility, Student Activity)</p>
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<p>(C) Identify and respond to challenges, successes, conflicts, and failures in physical activities in socially appropriate ways.</p>	<p>(i) Identify challenges in physical activities.</p>	<p>Overcoming Barriers: p 93</p> <p>Skills for Overcoming Barriers: p 94</p> <p>Time Management: p 155</p> <p>Teams and Teamwork: pp 99-100</p> <p>Group Cohesiveness: p 101</p> <p>Bullying: p 104</p> <p>Building Positive Attitudes: pp 372-373</p> <p>Competitive Stress: p 420</p> <p>Thinking Success: p 440</p> <p>Skills for Thinking Success: pp 440-441</p> <p>Optimal Challenge: p 490</p>	<p>TG, General Note: All Lesson Plans Include a Social Emotional Skills Feature that addresses 4C.</p> <p>TG, Worksheets Available for the following:</p> <p>Overcoming Barriers: Classroom Discussion Activity: Classroom Lesson Plan 4.2</p> <p>Managing Time: Classroom Discussion Activity: Classroom Lesson Plan 7.2</p> <p>Changing Attitudes: Classroom Discussion Activity: Classroom Lesson Plan 15.2</p> <p>Competitive Stress: Classroom Discussion Activity: Classroom Lesson Plan 17.2</p> <p>Thinking Success: Classroom Discussion Activity: Classroom Lesson Plan 18.2</p>
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			<p>Small-Sided Ultimate: Activity Plan 5.1</p> <p>Modifying Rules in Games: Activity Plan 5.2</p> <p>Vigorous Activity Session, Ratings of Perceived Exertion, Activity Lesson Plan 8.1</p> <p>Energy Balance Workout: Activity Lesson 14.1</p>
	(ii) Identify successes in physical activities.	<p>Team Building: P 115</p> <p>Leaders and Leadership: 98-99</p> <p>Group Cohesiveness: P 101</p> <p>Self-Perceptions: P 357-358</p> <p>Skills for Improving Self-Perceptions: P 358</p> <p>Building Positive Attitudes: 372-373</p> <p>Optimal Challenge: P 490</p> <p>Thinking Success: P 440</p> <p>Skills for Thinking Success: P 440-441</p>	<p>TG, Worksheets Available for the following:</p> <p>Self-Perceptions: Classroom Discussion Activity: Classroom Lesson Plan 14.2</p> <p>Changing Attitudes: Classroom Discussion Activity: Classroom Lesson Plan 15.2</p> <p>Thinking Success: Classroom Discussion Activity: Classroom Lesson Plan 18.2</p>
	(iii) Identify conflicts in physical activities.	<p>Conflict Resolution: P 114</p> <p>Skills for Conflict Resolution: P 114-115</p> <p>Group Cohesiveness: P 101</p> <p>Respect for Others: P 102-103</p> <p>Sensitivity and Trust: P 103</p> <p>Empathy: P 103</p> <p>Social Justice, Diversity, Equity, and Inclusion P 103</p> <p>Bullying: P 104</p>	<p>TG, Worksheets Available for the following:</p> <p>Conflict Resolution: Classroom Discussion Activity: Classroom Lesson Plan 5.2</p>

	<p>(iv) Identify failures in physical activities.</p>	<p>Team Building: P 115 Leaders and Leadership: 98-99 Group Cohesiveness: P 101 Self-Perceptions: P 357-358 Skills for Improving Self-Perceptions: P 358 Changing Negative Attitudes: P 374-375 Skills for Building Positive Attitudes: P 376 Optimal Challenge: P 490 Preventing Relapse: P234 Skills for Preventing Relapse: 234-235 Thinking Success: P 440 Skills for Thinking Success: P 440-441</p>	<p>TG, Worksheets Available for the following:</p> <p>Self-Perceptions: Classroom Discussion Activity: Classroom Lesson Plan 14.2</p> <p>Changing Attitudes: Classroom Discussion Activity: Classroom Lesson Plan 15.2</p> <p>Thinking Success: Classroom Discussion Activity: Classroom Lesson Plan 18.2</p>
	<p>(v) Respond to challenges in physical activities in socially appropriate ways.</p>	<p>Overcoming Barriers: P 93 Skills for Overcoming Barriers: P 94 Time Management: P 155 Self-Confidence: P 127 Skills for Building Self-Confidence P 128 Social Justice, Diversity, Equity, and Inclusion P 103 Bullying: P 104 Managing Competitive Stress: 420-421 Optimal Challenge: P 490 Thinking Success: P 440 Skills for Thinking Success: P 440-441 Positive Self-Talk: P 481 Skills for Positive Self-Talk: 481-482 Saying No: P 403</p>	<p>TG, Worksheets Available for the following:</p> <p>Overcoming Barriers: Classroom Discussion Activity: Classroom Lesson Plan 4.2</p> <p>Saying No: Classroom Discussion Activity: Classroom Lesson Plan 16.2</p> <p>Managing Time: Classroom Discussion Activity: Classroom Lesson Plan 7.2</p> <p>Self-Confidence: Classroom Discussion Activity: Classroom Lesson Plan 8.2</p> <p>Competitive Stress: Classroom Discussion Activity: Classroom Lesson Plan 17.2</p>

		<p>Thinking Success: Classroom Discussion Activity: Classroom Lesson Plan 18.2</p> <p>Positive Self-Talk: Classroom Discussion Activity: Classroom Lesson Plan 20.2</p>
(vi) Respond to successes in physical activities in socially appropriate ways.	<p>Leaders and Leadership: 98-99</p> <p>Group Cohesiveness: P 101</p> <p>Daring to Try: P 488</p> <p>Optimal Challenge: P 490</p> <p>Self-Reward System: P 490</p> <p>Thinking Success: P 440</p> <p>Skills for Thinking Success: P 440-441</p> <p>Positive Self-Talk: P 481</p> <p>Skills for Positive Self-Talk: 481-482</p>	<p>Social Support: Classroom Discussion Activity: Classroom Lesson Plan 11.2</p> <p>Thinking Success: Classroom Discussion Activity: Classroom Lesson Plan 18.2</p> <p>Positive Self-Talk: Classroom Discussion Activity: Classroom Lesson Plan 20.2</p>
(vii) Respond to conflicts in physical activities in socially appropriate ways.	<p>Conflict Resolution: P 114</p> <p>Skills for Conflict Resolution: P 114-115</p> <p>Respect for Others: P 102-103</p> <p>Sensitivity and Trust: P 103</p> <p>Empathy: P 103</p> <p>Social Justice, Diversity, Equity, and Inclusion P 103</p> <p>Bullying: P 104</p>	<p>TG, Worksheets Available for the following:</p> <p>Conflict Resolution: Classroom Discussion Activity: Classroom Lesson Plan 5.2</p> <p>Physical Activity Plan for Stress Management: Activity Lesson Plan 17.1</p> <p>Identifying Signs of Stress: Activity Lesson Plan 17.2</p> <p>Relaxation Exercises for Stress Management (P 421) and Activity Lesson Plan 17.3</p>

	<p>(viii) Respond to failures in physical activities in socially appropriate ways.</p>	<p>Leaders and Leadership: 98-99 Group Cohesiveness: P 101 Daring to Try: 488 Optimal Challenge: P 490 Self-Reward System: P 490 Preventing Relapse: P234 Skills for Preventing Relapse: 234-235 Thinking Success: P 440 Positive Self-Talk: P 481 Skills for Positive Self-Talk: 481-482 Skills for Thinking Success: P 440-441 Social Support: P 276</p>	<p>TG, Worksheets Available for the following:</p> <p>Preventing Relapse: Classroom Discussion Activity: Classroom Lesson Plan 10.2</p> <p>Social Support: Classroom Discussion Activity: Classroom Lesson Plan 11.2</p> <p>Thinking Success: Classroom Discussion Activity: Classroom Lesson Plan 18.2</p> <p>Positive Self-Talk: Classroom Discussion Activity: Classroom Lesson Plan 20.2</p>
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<p>(D) Explain how to accept successes and performance limitations of self and others by exhibiting appropriate behavior and response</p>	<p>(i) Explain how to accept successes of self by exhibiting appropriate behavior.</p>	<p>Heredity and Fitness, P 32 Disabilities, 31 Building Self-Awareness, P 49 Etiquette and Sportsmanship, 102 Empathy, 103 Sensitivity and Trust, 103 Team Building: P 115 Confidence P 128 Self-Perceptions: P 357-358 Optimal Challenge: P 490 Self-Reward System: P 490 Skills for Thinking Success: P 440-441 Positive Self-Talk: P 481 Skills for Positive Self-Talk: 481-482</p>	<p>Generate Note: All Lesson Plans include a Social Emotional Skills feature that addresses Student Expectation D and breakouts i-viii.</p> <p>TG, Worksheets available for the following:</p> <p>Self-Confidence: Classroom Discussion Activity: Classroom Lesson Plan 8.2 Self-Perceptions: Classroom Discussion Activity: Classroom Lesson Plan 14.2 Positive Self-Talk: Classroom Discussion</p>
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			Activity: Classroom Lesson Plan 20.2
(ii) Explain how to accept successes of self by exhibiting appropriate response.	<p>Making Responsible Decisions, P 48 Teams and Teamwork, P 99-100 Empathy, 103 Sensitivity and Trust, 103 Team Building: P 115 Optimal Challenge: P 490 Self-Reward System: P 490 Skills for Thinking Success: P 440-441 Daring to Try: 488 Self-Confidence: P 127 Skills for Building Self-Confidence P 128 Overcoming Barriers: P 93 Self-Perceptions: P 357-358 Manage Competitive Stress, P 42 Positive Self-Talk: P 481 Skills for Positive Self-Talk: 481-482</p>	<p><i>TG, Worksheets available for the following:</i></p> <p>Overcoming Barriers: Classroom Discussion Activity: Classroom Lesson Plan 4.2 Conflict Resolution: Classroom Discussion Activity: Classroom Lesson Plan 5.2 Self-Perceptions: Classroom Discussion Activity: Classroom Lesson Plan 14.2 Competitive Stress: Classroom Discussion Activity: Classroom Lesson Plan 17.2 Thinking Success: Classroom Discussion Activity: Classroom Lesson Plan 18.2 Positive Self-Talk: Classroom Discussion Activity: Classroom Lesson Plan 20.2</p>	
(iii) Explain how to accept successes of others by exhibiting appropriate behavior.	<p>Establishing Positive Relationships, P 49 Rules, Etiquette, and Sportspersonship, P 100-102 Empathy, 103 Sensitivity and Trust, 103 Team Building: P 115 Modifying Rules of Game, 104 Social Support: P 276</p>	<p><i>TG, Worksheets available for the following:</i></p> <p>Social Support: Classroom Discussion Activity: Classroom Lesson Plan 11.2</p>	

	<p>(iv) Explain how to accept successes of others by exhibiting appropriate response.</p>	<p>Making Responsible Decisions, P 48 Establishing Positive Relationships, P 49 Teams and Teamwork, P 99-100 Rules, Etiquette, and Sportspersonship, P 100-102 Empathy, 103 Sensitivity and Trust, 103 Team Building: P 115 Group Cohesiveness: P 101 Conflict Resolution: P 114 Skills for Conflict Resolution: P 114-115 Social Support: P 276</p>	<p><i>TG, Worksheets available for the following:</i></p> <p>Social Support: Classroom Discussion Activity: Classroom Lesson Plan 11.2</p>
	<p>(v) Explain how to accept performance limitations of self by exhibiting appropriate behavior.</p>	<p>Heredity and Fitness, P 32 Building Self-Awareness, P 49 Rules, Etiquette, and Sportspersonship, P 100-102 Empathy, 103 Sensitivity and Trust, 103 Confidence P 128 Team Building: P 115 Optimal Challenge: P 490 Self-Reward System: P 490 Skills for Thinking Success: P 440-441 Manage Competitive Stress, P 420 Positive Self-Talk: P 481 Skills for Positive Self-Talk: 481-482</p>	<p><i>TG, Worksheets available for the following:</i></p> <p>Self-Confidence: Classroom Discussion Activity: Classroom Lesson Plan 8.2 Competitive Stress: Classroom Discussion Activity: Classroom Lesson Plan 17.2 Thinking Success: Classroom Discussion Activity: Classroom Lesson Plan 18.2 Positive Self-Talk: Classroom Discussion Activity: Classroom Lesson Plan 20.2</p>
	<p>(vi) Explain how to accept performance limitations of self by exhibiting appropriate response.</p>	<p>Rules, Etiquette, and Sportspersonship, P 100-102 Empathy, 103 Sensitivity and Trust, 103 Team Building: P 115 Optimal Challenge: P 490 Self-Reward System: P 490 Skills for Thinking Success: P 440-441</p>	<p><i>TG, Worksheets available for the following:</i></p> <p>Overcoming Barriers: Classroom Discussion Activity: Classroom Lesson Plan 4.2</p>

	<p>Self-Confidence: P 127 Skills for Building Self-Confidence P 128 Overcoming Barriers: P 93 Social Support: P 276 Positive Self-Talk: P 481 Skills for Positive Self-Talk: 481-482</p>	<p>Overcoming Barriers: Classroom Discussion Activity: Classroom Lesson Plan 4.2 Self-Confidence: Classroom Discussion Activity: Classroom Lesson Plan 8.2 Thinking Success: Classroom Discussion Activity: Classroom Lesson Plan 18.2 Positive Self-Talk: Classroom Discussion Activity: Classroom Lesson Plan 20.2</p>
(vii) Explain how to accept performance limitations of others by exhibiting appropriate behavior.	<p>Rules, Etiquette, and Sportspersonship, P 100-102 Team Building: P 115 Group Cohesiveness: P 101 Social Support: P 276 Manage Competitive Stress, P 420</p>	<p><i>TG, Worksheets available for the following:</i> Social Support: Classroom Discussion Activity: Classroom Lesson Plan 11.2 Competitive Stress: Classroom Discussion Activity: Classroom Lesson Plan 17.2 Competitive Stress: Classroom Discussion Activity: Classroom Lesson Plan 17.2</p>
(viii) Explain how to accept performance limitations of others by exhibiting appropriate response.	<p>Rules, Etiquette, and Sportspersonship, P 100-102 Empathy, 103 Sensitivity and Trust, 103 Team Building: P 115</p>	<p><i>TG, Worksheets available for the following:</i> Conflict Resolution: Classroom Discussion</p>

		<p>Group Cohesiveness: P 101 Conflict Resolution: P 114 Skills for Conflict Resolution: P 114-115 Social Support: P 276</p>	<p>Activity: Classroom Lesson Plan 5.2 Social Support: Classroom Discussion Activity: Classroom Lesson Plan 11.2</p>
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<p>(E) Evaluate the impact of the use of technology on social and emotional health.</p>	<p>(i) Evaluate the impact of the use of technology on social and emotional health.</p>	<p>p. 110 (Diabetes: "...new technology allows some people with diabetes to wear a computerized watch that automatically tests blood sugar without having to draw blood.")</p>	<p>p. 330 (Tech Trends: Computers Keep Getting Smarter—Using Technology: "Prepare a report explaining some ways that computers can be used to help people who have physical disabilities.")</p> <p>p. 418 (Tech Trends: Preventing Cyberbullying—Using Technology: "Assess the extent of bullying and cyberbullying in your school. Assessment tools are available on anti-bullying websites.")</p> <p>p. 430 (Tech Trends: Sleep Tracking—Using Technology: "Investigate sleep-tracking devices and evaluate their pros and cons.")</p> <p>p. 491 (Tech Trends: Finding Support for Active Living—Using Technology: "Work with a group of friends to form a support network. Outline ways in which the group will use technology to support each other in meeting their goals.")</p>
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(5) Lifetime wellness. The physically literate student comprehends practices that will impact daily performance, physical activity, and health throughout the lifespan. The student is expected to:

Student Expectation	Breakout	Narrative Citation	Activity Citation
<p>(A) Describe how sleep is essential to optimal performance and recovery.</p>	<p>(i) Describe how sleep is essential to optimal performance.</p>	<p>p. 150, Healthy 24-Hour Activity Patterns, top of second column: “the American Academy of Pediatrics recommends that teens regularly get 8 to 10 hours of sleep each night.”</p> <p>p. 416, bulleted list under heading of “Physical Coping” skills for managing stress: “Get enough sleep . . . at least 8 hours a night.”</p> <p>pp. 18-19, starting with last paragraph on p. 18: “Health literacy goes hand in hand with physical literacy.... A person with health literacy adopts sound personal health habits (e.g. oral care, adequate sleep) . . .”</p> <p>p. 34, under subhead “Learning Better,” first sentence.</p> <p>p. 429, Adopt Good Personal Health Habits: “. . . getting a healthy amount of sleep.”</p>	<p>pp. 155-156 Self-Management: Skills for Managing Time. Bulleted list item “Keep track of your time”: “. . . Record when you sleep . . .” Analyze your use of time; Decide purposefully what to do with your time; Schedule your time.</p> <p>p. 430, Tech Trends, “Sleep Tracking.” Activity under “Using Technology.”</p>
	<p>(ii) Describe how sleep is essential to optimal recovery.</p>	<p>pp. 108-109, Risk Factors for Cardiovascular Disease and Stroke. Top paragraph on p. 109: “. . . other modifiable risk factors include getting adequate sleep . . .”</p> <p>p. 124, second paragraph: “We all need to recover . . . so periods of rest and sleep are important for good health.”</p>	<p>pp. 155-156 Self-Management: Skills for Managing Time. Bulleted list item “Keep track of your time”: “. . . Record when you sleep . . .” Analyze your use of time; Decide purposefully what to do with your time; Schedule your time.</p>

		<p>p. 150, Healthy 24-Hour Activity Patterns, top of second column: “the American Academy of Pediatrics recommends that teens regularly get 8 to 10 hours of sleep each night.”</p> <p>p. 416, bulleted list under heading of “Physical Coping” skills for managing stress: “Get enough sleep . . . at least 8 hours a night.”</p> <p>p. 429, Adopt Good Personal Health Habits: “. . . getting a healthy amount of sleep.”</p>	<p>p. 430, Tech Trends, “Sleep Tracking.” Activity under “Using Technology.”</p>
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<p>(B) Identify myths associated with physical activity and nutritional practices.</p>	<p>(i) Identify myths associated with physical activity.</p>	<p>pp. 232-233, Myths and Misconceptions related to muscle fitness exercise.</p> <p>p. 232 Fit Fact. Myth that resistance training is not appropriate for teens.</p> <p>p. 357, Table 14.8, Myths and Facts about Fat Loss</p> <p>p. 120, Principle of Progression, first paragraph in right hand column: “. . . the principle of progression makes clear that ‘no pain, no gain’ is a myth.”</p> <p>p. 79, Fit Fact. “A popular myth suggests . . .”</p> <p>p. 450-451 Food and Sports Supplements. Myth that supplements are regulated and</p>	<p>TG Lesson Plans for Activity Lesson 14.1 Energy Balance Workout.</p> <p>p. 405, Taking Action: Burn It Up Workout</p> <p>TG Lesson Plans for Activity Lesson 16.1 Build MyPlate Workout.</p> <p>TG Lesson Plans for Activity Lesson 16.2 Body Composition Chaos.</p> <p>TG Lesson Plans for Activity Lesson 16.3 Burn It Up Tabata Workout.</p> <p>p. 134, Self-Management: Skills for Self-Monitoring. (“Most adults tend to underestimate how much they eat and overestimate how much physical activity they get.”)</p>
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		<p>necessary for effective performance and sound</p> <p>p. 451 Sports drinks. AAP recommends against sports drinks—myth that they are necessary for adequate hydration.</p>	
	(ii) Identify myths associated with nutritional practices.	<p>p. 400-402, Common Food Myths p. 401, Table 16.12, Myths and Facts about Nutrition</p> <p>p. 357, Table 14.8, Myths and Facts about Fat Loss: Second item RE overeating</p> <p>p. 450-451 Food and Sports Supplements. Myth that supplements are regulated and necessary for effective performance and sound nutrition.</p> <p>p. 451-452 Fad Diets. Myth that they are effective.</p> <p>p. 451 Sports drinks. AAP recommends against sports drinks—myth that they are necessary for adequate hydration.</p>	<p>TG Lesson Plans for Activity Lesson 14.1 Energy Balance Workout.</p> <p>p. 405, Taking Action: Burn It Up Workout</p> <p>TG Lesson Plans for Activity Lesson 16.1 Build MyPlate Workout.</p> <p>TG Lesson Plans for Activity Lesson 16.2 Body Composition Chaos.</p> <p>TG Lesson Plans for Activity Lesson 16.3 Burn It Up Tabata Workout.</p> <p>p. 400, Academic Connection: Calculating Fat Content in Food, Student Activity.</p>

(C) Explain the relationship between nutritional practices and physical activity.	(i) Explain the relationship between nutritional practices and physical activity.	<p>p. Energy Balance Basics. p. 352, Table 14.5 FIT Formula for Maintaining a Healthy Body Composition.</p> <p>p. 353-354, Calories In and Calories Out including: Physical Activity and</p>	<p>TG Lesson Plans for Activity Lesson 14.1 Energy Balance Workout.</p> <p>p. 405, Taking Action: Burn It Up Workout</p>
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		<p>Calories, Calories Expended in Specific Physical Activities, Gaining Muscle Weight, Physical Activity and Weight Loss.</p> <p>p. 355, Table 14.6 Energy Expenditure in Physical Activity.</p> <p>p. 356, Academic Connection: Calculating Your Calorie Expenditure in Physical Activity.</p> <p>p. 382-384, Nutrients that Provide Energy.</p> <p>p. 396, FIT formula for Healthy Eating. Second item RE Intensity.</p>	<p>TG Lesson Plans for Activity Lesson 14.1 Energy Balance Workout.</p> <p>TG Lesson Plans for Activity Lesson 14.2 Elastic Band Workout.</p> <p>TG Lesson Plans for Activity Lesson 16.1 Build MyPlate Workout.</p> <p>TG Lesson Plans for Activity Lesson 16.2 Body Composition Chaos.</p> <p>TG Lesson Plans for Activity Lesson 16.3 Burn It Up Tabata Workout.</p> <p>p. 391-394, Self-Assessment: Energy Balance</p> <p>p. 405, Taking Action: Burn It Up Workout</p>
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(D) Explain the risks of over training.	(i) Explain the risks of over training.	<p>p. 85, Overuse injuries.</p> <p>p. 85, Microtrauma</p> <p>p. 89, Risky Exercises, including hyperflexion, hyperextension, joint twisting, compression, and friction exercises.</p> <p>p. 89, Fit Fact, DOMS (soreness)</p> <p>p. 113 Hyperkinetic Conditions. Overuse Injuries, Exercise Addiction, Body Image Disorders.</p>	<p>TG Lesson Plans for Activity Lesson 4.3, Safe Exercise Circuit.</p> <p>p. 235, Taking Action: Resistance Machine Exercises, “Be sure to follow the guidelines for PRE described in the chapter” (Chapter 10).</p> <p>p. 95, Project. Include advice about avoiding overtraining in presentation.</p>
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<p>(E) Evaluate consumer issues and trends related to physical fitness such as marketing claims promoting fitness and nutritional products, services, and supplements, and</p>	<p>(i) Evaluate consumer issues related to physical fitness.</p>	<p>p. 61, Consumer Corner: Too Good to Be True</p> <p>p. 80, Consumer Corner: Dress for Physical Activity, bulleted list items “Wear proper socks,” “Wear proper shoes,” “Consider clothing made from high-tech fabrics,” and Figure 4.4, “Characteristics of proper shoes.”</p> <p>pp. 445-463 all of Chapter 10, especially:</p> <ul style="list-style-type: none"> - pp. 450-452, Health and Fitness Quackery - pp. 447-449, Detecting Quackery and Fraud <p>pp. 449-450, Guidelines for Preventing Quackery and Fraud;</p>	<p>TG Lesson Plans for Activity Lesson 19.1, Think It Through Workout</p> <p>p. 81, Consumer Corner, Consumer Activity.</p> <p>p. 92, Consumer Corner: Evaluating Online Videos, Student Activity.</p> <p>p. 452, Tech Trends: Quack Machines. “Using Technology” activity.</p>
	<p>(ii) Evaluate consumer trends related to physical fitness.</p>	<p>p. 332 Consumer Corner: TV Strategies and Tactics, including “Another technique used . . . especially to teens, is for companies to track web searches or “likes” on social media so they can send you specific advertisements for things you like. Nutrition scientists and dietitians want to make you aware of these strategies . . .”</p>	<p>p. 273, Consumer Corner: Supplements and the Internet, Student Activity.</p> <p>p. 439, Consumer Corner: School-Based Consumer Communities, Student Activity.</p>

		<p>p. 273, Consumer Corner: Supplements and the Internet.</p> <p>p. 439, Consumer Corner: School-Based Consumer Communities</p>	<p>p. 332: Consumer Corner: TV Strategies and Tactics, Student Activity.</p>
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<p>(F) Analyze how nutrition, exercise, and other factors impact body composition.</p>	<p>(i) Analyze how nutrition impacts body composition.</p>	<p>pp. 351-357. Lesson 14.2, Energy Balance</p> <p>p. 351 Energy Balance Basics.</p> <p>p. 352, Table 14.5 FIT Formula for Maintaining a Healthy Body Composition.</p> <p>p. 353-354, Calories In and Calories Out including: Physical Activity and Calories, Calories Expended in Specific Physical Activities, Gaining Muscle Weight, Physical Activity and Weight Loss.</p> <p>p. 355, Table 14.6 Energy Expenditure in Physical Activity.</p> <p>p. 356, Academic Connection: Calculating Your Calorie Expenditure in Physical Activity.</p> <p>Lesson 14.2, Energy Balance, especially: p. 352, Table 14.5, FIT Formula for Maintaining a Healthy Body Composition</p>	<p>TG Lesson Plans for Activity Lesson 16.1 Build MyPlate Workout.</p> <p>TG Lesson Plans for Activity Lesson 14.1 Energy Balance Workout.</p> <p>p. 405, Taking Action: Burn It Up Workout</p> <p>TG Lesson Plans for Activity Lesson 14.1 Energy Balance Workout.</p> <p>TG Lesson Plans for Activity Lesson 16.2 Body Composition Chaos.</p> <p>TG Lesson Plans for Activity Lesson 16.3 Burn It Up Tabata Workout.</p> <p>p. 345, Tech Trends: Smart Scales, Using Technology.</p> <p>p. 347-350, Self-Assessment: Body Measurements</p> <p>p. 405, Taking Action: Burn It Up Workout—relates to energy balance.</p>
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		<p>p. 353, Calories in the Food You Eat</p> <p>p. 126, Balancing Energy, “Energy Balance is essential to maintaining a healthy body composition.”</p> <p>p. 7, The Six Parts of Health-Related Physical Fitness: Body Composition</p>	
	<p>(ii) Analyze how exercise impacts body composition.</p>	<p>Lesson 14.2, Energy Balance, especially: p. 352, Table 14.5, FIT Formula for Maintaining a Health Body Composition p. 353, Physical Activity and Calories p. 355, Table 14.6, Energy Expenditures in Physical Activities</p> <p>p. 82, Body Mass Index, “BMI is not a definitive tool for assessing body composition . . . BMI does not take muscle mass into account . . .”</p> <p>p. 126, Balancing Energy, “Energy Balance is essential to maintaining a healthy body composition.”</p> <p>p. 7, The Six Parts of Health-Related Physical Fitness: Body Composition</p>	<p>TG Lesson Plans for Activity Lesson 14.1 Energy Balance Workout.</p> <p>p. 405, Taking Action: Burn It Up Workout</p> <p>TG Lesson Plans for Activity Lesson 14.1 Energy Balance Workout.</p> <p>TG Lesson Plans for Activity Lesson 14.2 Elastic Band Workout.</p> <p>TG Lesson Plans for Activity Lesson 16.1 Build MyPlate Workout.</p> <p>TG Lesson Plans for Activity Lesson 16.2 Body Composition Chaos.</p> <p>TG Lesson Plans for Activity Lesson 16.3 Burn It Up Tabata Workout.</p> <p>p. 235, Taking Action: Resistance Machine Exercises, “Developing muscle fitness through resistance training will</p>

			<p>build your muscle mass and bone density and can help you develop a healthy body composition.”</p> <p>p. 345, Tech Trends: Smart Scales, Using Technology.</p> <p>p. 347-350, Self-Assessment: Body Measurements</p> <p>p. 356, Academic Connection: Calculating your Energy Expenditure in Physical Activity</p>
	<p>(iii) Analyze how other factors impact body composition.</p>	<p>p. 31 Personal and Environmental Determinants including body composition: Heredity, Age, Sex, Disability, Environment.</p> <p>p. 31 Determinants of Fitness, Health, and Wellness.</p> <p>p. 32, Science in Action: Heredity and Fitness, Health. and Wellness.</p> <p>p. 32, Health Care and Social Determinants.</p> <p>p. 339-340, Factors Influencing Body Fatness, entire passage.</p> <p>p. 342, Science in Action: Media Misrepresentation</p> <p>p. 357, Table 14.8: Myths and Facts About Fat Loss</p>	<p>p. 342, Science in Action: Media Misrepresentation, Student Activity.</p> <p>p. 345, Tech Trends: Smart Scales, Using Technology.</p> <p>p. 347-350, Self-Assessment: Body Measurements</p> <p>p. 358, Self-Management: Skills for Improving Physical Self-Perception</p>

		p. 7, The Six Parts of Health-Related Physical Fitness: Body Composition	
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