ALIGNMENT TO THE CALIFORNIA PHYSICAL EDUCATION MODEL CONTENT STANDARDS:
HIGH SCHOOL COURSE 1

Resource Title: Fitness for Life 7E

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Core Subject Area: 04020000030: Fitness for Life

Standard 1: Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

Standard	Where taught (page numbers)
1.1 Combine and apply movement patterns, simple to complex, in aquatic, rhythms/dance, and individual and dual activities.	pp. 10-11 (Table 1.1 Warm-Up Types and Benefits: "Benefits: May aid performance by rehearsing movement patterns and adapting to environmental conditions) p. 183 (Aerobic Dance: "Aerobic dance involves continuously performing various dance steps to music.") p. 470 (9. Hydrodynamics: "Factors that affect movement in water include water resistance, turbulence (water movement patterns), and temperature.") pp. 183-184 (Dance) p. 184 (Swimming and Water Activities) p. 292 (Science in Action: Dynamic Movement Exercise) pp. 479-480 (Hydrodynamics) p. 499 (Dance Education)

1.2 Demonstrate proficient movement skills in aquatic, rhythms/dance, and individual and dual activities.	pp. 10-11 (Table 1.1 Warm-Up Types and Benefits: “Benefits: May aid performance by rehearsing movement patterns and adapting to environmental conditions) p. 183 (Aerobic Dance: “Aerobic dance involves continuously performing various dance steps to music.”) p. 470 (9. Hydrodynamics: “Factors that affect movement in water include water resistance, turbulence (water movement patterns), and temperature.”) pp. 478-479 (Complex Skills: “Many activities, however, require complex skills. Some complex skills require the use of several basic skills in sequence, such as running, catching, and quickly throwing a softball.”) p. 483 (Taking Action: Applying Principles: “Take action by trying several different skills and describing the principles that apply to the performance of each one.”) p. 292 (Science in Action: Dynamic Movement Exercise) pp. 479-480 (Hydrodynamics)
1.3 Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatic, rhythms/dance, and individual dual activities.	p. 9. (The Five Parts of Skill-Related Fitness: Agility: “Agility is the ability to change the position of your body quickly and control your body’s movements.”) p. 9 (The Five Parts of Skill-Related Fitness: Balance: “Balance is the ability to keep an upright posture while standing still or moving.”) p. 9 (The Five Parts of Skill-Related Fitness: Coordination: “Coordination is the ability to use your senses together with your body parts or to use two or more body parts together.”) p. 9 (The Five Parts of Skill-Related Fitness: Reaction Time: “Reaction time is the amount of time it takes for you to move once you recognize the need to act.”) p. 9 (The Five Parts of Skill-Related Fitness: Speed: “Speed is the ability to perform a movement or cover a distance in a short time.”) Self-Assessment: Physical Fitness Challenges p. 15 (Knees-To-Feet: power) p. 15 (Line Jump: agility) p. 15 (Double Heel Click: speed) p. 16 (Double Ball Bounce: coordination) p. 16 (Backward Hop: balance) p. 16 (Coin Catch: reaction time)

	p. 42 (Standing Long Jump: leg power or explosive strength) pp. 210-211 (Muscle Fitness Interactions: Strength and Power: "As you learned earlier, power is sometimes referred to as *explosive strength* (strength x speed).") p. 317 (Science in Action: Improving Speed and Agility: "The most common training techniques appropriate for teens interested in improving speed include resisted speed drills (e.g., sled pushing or pulling, parachute sprinting, uphill running) and assisted sprint drills (e.g., downhill running). p. 317 (Science in Action: Improving Speed and Agility: "Like speed, improvement in agility requires improved skills (e.g., coordinating upper- and lower-body movements) and specialized training (e.g., agility course drills, step pattern drills). pp. 318-320 (Building a Skill-Related Fitness Profile) p. 319 (Table 13.2 Skill-Related Benefits of Sports and Other Activities)
1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies in aquatic and individual and dual activities.	p. 99 (Table 5.1 Leadership Skills: Strategy and Planning—Creating a strategy requires creating a clear vision of your goals. It also involves developing tactics for carrying out the plan.") pp. 99-100 (Teams and Teamwork: *"Adapt as necessary.* If a team's strategy and tactics are not working, adjustments need to be made, and those adjustments could mean a change in some team members' roles.") p. 329 (Tactics: "In team sports, a coach or team captain develops the strategy. For example, a basketball team might decide to adopt a defensive strategy—that is, emphasize defense in order to force the other team to make errors.") pp. 329-331 (Planning a Strategy and Developing Tactics) p. 331 (Table 13.5 Examples of Strategies and Tactics) pp. 333-334 (Self-Management: Skills for Developing Tactics)
1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, opposition, and buoyancy); apply the principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities; and evaluate the performance based on the use of the principles.	p. 89 (Applying Biomechanical Principles: "Understanding and applying biomechanical principles can also help you avoid risky exercises.") pp. 190-191 (Self-Assessment: Assessing Jogging Techniques: "The following guidelines for jogging have been developed on the basis of the principles and concepts of biomechanics (e.g., leverage, stability) and exercise physicology (e.g.,

	overload.)") pp. 467-470 (Biomechanics and Skill Learning: "Biomechanics is a branch of kinesiology that uses principles of physics to help us understand the human body in motion.") pp. 260-261 (Biomechanical Principles for Lifting, Carrying, and Moving Objects) p. 483 (Taking Action: Applying Principles)
1.6 Examine the physical, emotional, cognitive, and scientific factors that affect performance and explain the relationship based on those factors.	pp. 200-201 (Self-Management: Skill for Improving Performance: "Experts in sport pedagogy and motor learning have studied the best ways to learn sport skills and developed guidelines that can help you as you work to improve your skills.") pp. 321-322 (Three Stages of Skill Learning: "When learning to perform a motor skill, you typically move through three stages (figure 13.3). The first stage is called the cognitive stage because you have to think about how to apply knowledge to help you perform the skill.") pp. 329-331 (Planning a Strategy and Developing Tactics: "You can use steps similar to those in the scientific method and those used in program planning.") p. 420 (Taking Charge: Managing Competitive Stress: "[T]he effects of too much stress can interfere with your performance, especially during a competition.") pp. 131-132 (Factors Influencing Physical Fitness) p. 480 (Motor Learning)
1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in aquatic, rhythms/dance, individual activities, and dual activities.	pp. 200-201 (Self-Management: Skills for Improving Performance: "Get good instruction. . . . Good instructors provide feedback that you can use to correct errors and improve your performance.") p. 321 (Feedback: "Feedback refers to information (also called knowledge of results) you receive about your performance that helps you make changes in order to perform better.") p. 323 (Tech Trends: Motion Analysis Systems: "Movement sequences can be studied to provide feedback for improved performance." [caption]) p. 334 (Taking Action: Skill Learning Experiment: "Keep a record of each of your performances. Then have your friend or coach offer feedback about how to improve

	your skill performance.")
1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.	p. 179 (Taking Action: Target Heart Rate Workouts: "[Y]ou must do vigorous physical activity above your threshold of training and in your target zone to build cardiorespiratory endurance.") pp. 193-194 (Interval Training: "Interval training is a form of intermittent activity that typically involves repeated bouts of anaerobic exercise alternated with rest periods or bouts of lower-intensity exercise.") pp. 194-195 (Circuit Training: "Circuit training involves performing several different exercises one after another, with only a brief transition between exercises.") pp. 195-196 (Cross-Training: "Cross-training was originally a type of training program that "crossed" or combined several different types of fitness activities in one workout—for example, jogging, jump rope, plyometrics, and calisthenics.") p. 317 (Science in Action: Improving Speed and Agility: "The most common training techniques appropriate for teens interested in improving speed include resisted speed drills (e.g., sled pushing or pulling, parachute sprinting, uphill running) and assisted sprint drills (e.g., downhill running).")
1.9 Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.	pp. 49-50 (Taking Charge: Self-Assessment: "Self-assessment is a self-management skill that enables you to test yourself to see where you are succeeding and what needs improvement.") pp. 50-51 (Self-Management: Skills for Self-Assessment) pp. 190-191 (Self Assessment: Assessing Jogging Techniques: "This self-assessment not only will help you jog more efficiently but also can reduce your risk of injury.") pp. 200-201 (Self-Management: Skills for Improving Performance) pp. 324-327 (Self-Assessment: Assessing Skill-Related Physical Fitness: "You can assess your skill-related fitness abilities by using the following tests.") p. 334 (Taking Action: Skill Learning Experiment)
1.10 Analyze situations and determine appropriate strategies for improved performance in aquatic, rhythms/dance, and	pp. 329-331 (Planning a Strategy and Developing Tactics: "Using strategies and tactics can help you be successful in sports and games.")

individual and dual activities.	p. 334 (Taking Action: Skill Learning Experiment: “Record and analyze your results. Did the practice improve your performance? Did the feedback help?”) p. 478 (Tech Trends: Movement Analysis Apps: “In chapter 13 you learned how coaches and athletes use motion analysis systems to study sports performance and identify areas for improvement.”)
1.11 Assess the effect/outcome of a particular performance strategy in aquatic, rhythms/dance, and individual and dual activities.	pp. 49-50 (Taking Charge: Self-Assessment: “Self-assessment is a self-management skill that enables you to test yourself to see where you are succeeding and what needs improvement.”) pp. 50-51 (Self-Management: Skills for Self-Assessment) pp. 190-191 (Self Assessment: Assessing Jogging Techniques: “This self-assessment not only will help you jog more efficiently but also can reduce your risk of injury.”) pp. 200-201 (Self-Management: Skills for Improving Performance) pp. 324-327 (Self-Assessment: Assessing Skill-Related Physical Fitness: “You can assess your skill-related fitness abilities by using the following tests.”) pp. 329-331 (Planning a Strategy and Developing Tactics: “Using strategies and tactics can help you be successful in sports and games.”)
1.12 Demonstrate independent learning of movement skills.	p. 200 (Taking Charge: Improving Performance Skills: “Performance skills such as kicking, throwing, hitting, and swimming can usually be learned with practice.”) pp. 200-201 (Self-Management: Skills for Improving Performance: “Experts in sport pedagogy and motor learning have studied the best ways to learn sport skills and developed guidelines that can help you as you work to improve your skills.”) pp. 321-322 (Three Stages of Skill Learning: “When learning to perform a motor skill, you typically move through three stages . . .”) p. 473 (Self-Assessment: Analyzing Basic Skills) p. 480 (Motor Learning: “Motor learning involves practicing movements in order to improve motor skills.”)

Standard 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

Standard	Where taught (page numbers)
2.1 Participate in moderate to vigorous physical activity at least four days each week.	p. 124 (Moderate Physical Activity: "Moderate physical activity, the first step in the Physical Activity Pyramid, should be performed daily or nearly every day. It involves physical activities equal in intensity to brisk walking.") p. 124 (Vigorous Aerobics: "Step 2 of the Physical Activity Pyramid represents vigorous aerobics, such as jogging, swimming, biking, and aerobic dance. Activities at this step are intense enough to increase your breathing and heart rate and make you sweat . . .") pp. 124-125 (Vigorous Sports, Recreation, Anaerobics, and Mixed Fitness Activities: "[V]igorous recreation and sport activities (represented in step 3 of the Physical Activity Pyramid) require your heart to beat faster than normal and cause you to breathe faster and sweat more.") p. 143 (Table 7.1 Moderate Physical Activities for Teens) p. 145 (Table 7.2 FIT Formulas for Health and Wellness Benefits of Moderate Physical Activity) pp. 184-186 (Vigorous Sport) pp. 186-189 (Vigorous Recreation Activities p. 364 (Table 15.2 Alicia's Physical Activity Profile) p. 405 (Taking Action: Burn It Up Workout: "Moderate and vigorous activity can both be beneficial—moderate activity can be performed over a longer span of time, whereas vigorous activity burns more calories in the same amount of time.")
2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.	p. 124 (Moderate Physical Activity: "Moderate physical activity, the first step in the Physical Activity Pyramid, should be performed daily or nearly every day. It involves physical activities equal in intensity to brisk walking.") p. 124 (Vigorous Aerobics: "Step 2 of the Physical Activity Pyramid represents vigorous aerobics, such as jogging, swimming, biking, and aerobic dance. Activities at this step are intense enough to increase your breathing and heart rate and make you sweat . . .")

	pp. 124-125 (Vigorous Sports, Recreation, Anaerobics, and Mixed Fitness Activities: "[V]igorous recreation and sport activities (represented in step 3 of the Physical Activity Pyramid) require your heart to beat faster than normal and cause you to breathe faster and sweat more.") pp. 6-8 (What Is Physical Fitness?) p. 7 (The Six Parts of Health-Related Fitness) pp. 142-143 (What Are Moderate Physical Activities? p. 143 (Table 7.1 Moderate Physical Activities for Teens) pp. 182-184 (Vigorous Aerobic Activity) pp. 184-186 (Vigorous Sport) pp. 186-189 (Vigorous Recreation Activities) pp. 192-194 (Anaerobic Physical Activity) pp. 194-196 (Mixed Fitness Activities) pp. 196-199 (Preparing a Vigorous Physical Activity Program Plan) p. 197 (Table 9.3 Health-Related Fitness Benefits of Selected Vigorous Physical Activities)
2.3 Meet health-related physical fitness standards established by a scientifically based health-related fitness assessment.	p. 37 (Tech Trends: FitnessGram: "FitnessGram is a fitness assessment program developed by a group of science advisors at the Cooper Institute in Dallas, Texas.") pp. 38-43 (Self-Assessment: Practicing Physical Fitness Tests) pp. 58-61 (Self-Assessment: Assessing Muscle Fitness: "In this self-assessment, you'll perform four tests that measure your muscle fitness: curl-up, push-up, handgrip strength, and long jump.") pp. 126-128 (Self-Assessment: PACER and Trunk Lift) pp. 129-130 (The Types of Health-Related Fitness Assessments: "This book includes many different types of health-related fitness self-assessments, most of which are part of formal fitness test batteries such as FitnessGram, ALPHA-FIT,

	and Eurofit.") p. 130 (Fitness Standards and Rating Categories: "Experts agree that you should judge fitness using **criterion-referenced health standards**.") p. 131 (Figure 6.4 Rating zones for health-related fitness) pp. 168-169 (Self-Assessment: Step Test and One-Mile Run Test) pp. 293-295 (Self-Assessment: Arm, Leg, and Trunk Flexibility) pp. 347-350 (Self-Assessment: Body Measurements)
2.4 Use physical fitness test results to set and adjust goals to improve fitness.	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. Later you will perform each test in FitnessGram.") pp. 38-43 (Self-Assessment: Practicing Physical Fitness Tests: "In this book, you'll read about many physical fitness tests. The overall goal is to be able to select appropriate self-assessments to use now and throughout your life.") p. 54 (SMART Goals) p. 55 (SMART Short-Term Goals) pp. 55-56 (SMART Long-Term Goals) p. 68 (Taking Charge: Setting Goals) pp. 68-69 (Self-Management: Skills for Setting Goals: "*Revise if necessary.* If you find that a goal is too difficult to accomplish, don't be afraid to revise it. It's better to revise your goal than to quit.") pp. 81-83 (Self-Assessment: Body Composition and Flexibility: "In this activity, you'll perform two self-assessments: the back-saver sit-and-reach and the body mass index (BMI).") pp. 126-128 (Self-Assessment: PACER and Trunk Lift) pp. 134-135 (Self-Management: Skills for Self-Monitoring: "*Use your current activity pattern to help you determine your goals and plans*."
2.5 Improve and maintain physical fitness by adjusting	pp. 89-93 (Risky Exercises: "Some exercises are considered risky because they

physical activity levels according to the principles of exercise.	cause your body to move in ways that violate basic biomechanical principles.") pp. 119-120 ("[L]et's look at the three principles of exercise: overload, progression, and specificity.") pp. 120-122 (Applying the FITT Formula: "To help you apply the principles of exercise, you can use the **FITT formula** to determine the right amount of physical activity.") pp. 209-210 (Repetitions (Reps) and Sets) pp. 211-212 (Muscle Fitness: Principles: "The basic principles of exercise you learned earlier can also be applied to muscle fitness exercise.") p. 227 (PRE for Muscular Endurance: Resistance Machines and Free Weights) pp 266-269 (Planning a Muscle Fitness Exercise Program) p. 267 (Table 11.3 Molly's Muscle Fitness Exercise (Physical Activity) and Fitness Profiles)
2.6 Identify the physical fitness requirements of an occupation.	p. 143 (Table 7.1 Moderate Physical Activities for Teens: "Occupational activities") pp. 156-157 (Taking Action: Performing Your Moderate Physical Activity Plan: "[C]onsider moderate activities from each activity category: lifestyle activity, moderate sports and recreation, moderate fitness activities, and occupational or school activity.") pp. 167-168 (How Much Cardiorespiratory Endurance Is Enough?: "Some people aim for especially high cardiorespiratory endurance because they want to perform at a high level in a sport or a physically demanding job, such as being a Marine or a police officer.") p. 257 (Back Problems: "Back injuries are the number one source of work-related injury in the United States . . .") pp. 346-347 (What Is My Ideal Body Weight?: "It is important for all people to eat well, especially people who want to be athletes or perform jobs that require high levels of fitness.")
2.7 Develop and implement a one-month personal physical fitness plan.	pp. 62-69 (Lesson 3.2 Program Planning: "In this lesson, you'll learn the five steps that will help you prepare personal plans for adopting a healthy lifestyle."

	pp. 68-69 (Self-Management: Skills for Setting Goals) pp. 362-369 (Lesson 15.1 Preparing a Comprehensive Physical Activity Plan: “In this lesson, you’ll . . . use the plans you’ve previously developed to create your own comprehensive personal physical activity program.”) p. 377 (Taking Action: Performing Your Physical Activity Plan)
2.8 Analyze consumer physical fitness products and programs.	p. 64 (Consumer Corner: Too Good to Be True: “As a student of Fitness for Life, you’re in the process of becoming a critical consumer of fitness, health, and wellness information. Use the tips presented here to make good decisions and avoid falling victim to false claims.”) pp. 270-272 (Ergogenic Aids: Supplements: “For centuries, people have tried to find methods of enhancing performance . . . An ergogenic aid is something that is designed to help you increase your ability to do work, including performing vigorous exercise.”) pp. 272-274 (Facts About Supplements: “Many products sold as ergogenic aids are classified as food supplements. . . . Be aware of the following facts about food supplements.”) p. 273 (Consumer Corner: Supplements and the Internet: “Be aware that Internet searches often lead you to websites that pay to appear at the top of the search list.”) pp. 274-275 (Ergogenic Aids: Performance Enhancing Drugs (PEDs): “Several dangerous supplements and PEDs are discussed in the section that follows.”) pp. 447-449 (Detecting Quackery and Fraud) p. 449 (Consumer Corner: Reliable Consumer Groups) pp. 449-450 (Guidelines for Preventing Quackery and Fraud) pp. 450-452 (Health and Fitness Quackery) p. 452 (Tech Trends: Quack Machines) pp. 455-457 (Evaluating Health and Fitness Clubs) p. 458 (Evaluating Internet Resources),

	pp. 458-459 (Evaluating Exercise Videos and Magazine Articles) p. 462 (Taking Action: Your Health and Fitness Club)
2.9 Explain the inherent risks associated with physical activity in extreme environments.	pp. 76-77 (Readiness for Hot and Humid Weather: “Performing physical activity in high heat and humidity can cause your body temperature to rise too high—a situation referred to as hyperthermia, or overheating.”) pp. 77-79 (Readiness for Cold, Windy, and Wet Weather: “Heat and humidity are two conditions that can affect safety and performance in physical activity. It can also be dangerous to exercise in cold, windy, and wet weather.”) p. 79 (Pollution and Altitude) pp. 80-81 (Consumer Corner: Dressing for Physical Activity) pp. 89-93 (Risky Exercises: “Some exercises are considered risky because they cause your body to move in ways that violate basic **biomechanical principles**.” p. 91 (Science in Action: Protecting Your Skin: “Excessive exposure to the sun can put you at risk for skin-related injuries.”) p. 189 (Guidelines for Safe Vigorous Activity: “Participation in vigorous physical activities is not without risk. The following guidelines can help you perform these activities more safely.”)
2.10 Identify and list available fitness resources in the community.	p. 462 (Taking Action: Your Health and Fitness Club) p. 487 (Finding Opportunities to Participate: “One of the first steps in finding ways to be active is to find out what’s available.”) pp. 487-490 (Taking Advantage of Opportunities: “Some ideas for taking advantage of physical activity opportunities are described in the paragraphs that follow.”) p. 489 (Table 21.1 Finding Opportunities for Physical Activity in the Community) pp. 492-493 (Self-Assessment: Opportunities for Physical Activity Participation Questionnaire)
2.11 Explain the role of physical activity in the prevention of disease and the reduction of health care costs.	pp. 34-38 (Stairway to Lifetime Fitness, Health, and Wellness: “[Y]ou need to begin developing a lifetime plan for practicing a healthy lifestyle.”) p. 109 (Physical Activity, Cardiovascular Disease, and Stroke: “Regular physical

	activity not only reduces your risk of heart attack and stroke but is often prescribed by doctors to help people recovering from these conditions.") p. 212 (Health Benefits of PRE and Muscle Fitness: "[M]uscle fitness exercises are very important for bone health (preventing osteoporosis), prevention of heart disease and diabetes, and rehabilitation from chronic diseases such as cancer.") pp. 428-429 (Factors Influencing Fitness, Health, and Wellness)

Standard 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Standard	Where taught (page numbers)
Self-Responsibility	
3.1 Accept personal responsibility to create and maintain a physically and emotionally safe and non-threatening environment for physical activity.	p. 99 (Table 5.1 Leadership Skills) pp. 99-100 (Teams and Teamwork) pp. 100-102 (Rules, Etiquette, and Sportspersonship: "In an orderly society, consideration for all group members is important. The same is true in physical activity settings such as sports and recreation.") pp. 101 (Science in Action: Group Cohesiveness: "Research also shows that it's important for group members to recognize that everyone makes mistakes sometimes. . . . It's crucial to support fellow team members when they're down.") pp. 102-104 (Respect for Others: Bullying: "Bullying is a serious problem among teens. Bullying shows disrespect for individuals and for the rules of the group.") p. 418 (Tech Trends: Preventing Cyberbullying) p. 425 (Project: "Use the information from your journal to create a brochure to help

	teens manage stress or prevent bullying and cyberbullying.")
3.2 Act independently of negative peer pressure during physical activity.	pp. 409-412 (Step 1: Identify Stress and Stressors: "Common stressors for teenagers include grades and schoolwork, family arguments, peer pressure . . ." Step 2: Identify Causes of Stress—Social Stressors. Steps 4 and 5: Learn Coping Skills and Get Help) p. 420 (Taking Charge: Managing Competitive Stress) pp. 420-421 (Self-Management: Skills for Managing Competitive Stress)
3.3 Identify and evaluate personal psychological responses to physical activity.	pp. 372-374 (Building Positive Attitudes: "A physical activity plan is worthwhile only if you carry it out and that is determined in large part by your attitude.") p. 373 (Table 15.7 Self-Management Skills for Fitness, Health, and Wellness) pp. 374-375 (Changing Negative Attitudes: "Negative attitudes can be a reason why people fail to carry out their physical activity plan.") p. 375 (Taking Charge: Changing Attitudes) p. 376 (Self-Management: Skills for Building Positive Attitudes)
3.4 Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities.	pp. 5-6 (What Is Health? What Is Wellness?: "[4th para.] The bottom line is this: Health is freedom from disease and debilitating conditions as well as optimal wellness in all five components (physical, emotional-mental, social, intellectual, and spiritual).") p. 5 (Figure 1.2 The total health and wellness chain) p. 18 (Physical Literacy: "[A] physically literate person has the skills, knowledge, confidence, and motivation to be active and fit; values activity; and exhibits responsible personal and social behavior in physical activity and everyday life.") p. 18 (Figure 1.4 The characteristics of physical literacy: "values physical activity for health, enjoyment, challenge, self-expression, and social interaction.") pp. 33-34 (Healthy Lifestyle Choices) pp. 34-38 (Stairway to Lifetime Fitness, Health, and Wellness) p. 58 (Science in Action: Optimal Challenge)

	pp. 99-100 (Teams and Teamwork) p. 501 (Taking Charge: Choosing Good Activities) pp. 501-502 (Self-Management: Skills for Choosing Good Activities)
3.5 Develop personal goals to improve one's performance in physical activities.	pp. 65-66 (Step 3: Set Goals: "The next step in your [exercise program] planning is to set SMART goals." pp. 68-69 (Self-Management: Skills for Setting Goals: "Use the following guidelines to help you as identify and develop your personal goals.") p. 134 (Taking Charge: Learning to Self-Monitor: "An activity log is a written account of your physical activities during a specified time. It's a way to keep track of what you do so that you can tell whether you're meeting your activity goals.")
Social Interaction	
3.6 Discuss the changing psychological and sociological needs of a diverse society in relation to physical activity.	p. 93 (Taking Charge: Overcoming Barriers: "When some people face a problem beyond their control, they use it as an excuse for not being physically active.") p. 94 (Self-Management: Skills for Overcoming Barriers: "People face many barriers to becoming and staying active. Some barriers . . . are psychological (low self-confidence, perceived lack of time.") p. 103 (Diversity, Equity, and Inclusion)
3.7 Analyze the role that physical activity plays in social interaction and cooperative opportunities in the family and the workplace.	p. 276 (Taking Charge: Finding Social Support: "Social support involves your family members, friends, teachers, and community members joining or encouraging your physical activities.") p. 276 (Self-Management: Skills for Finding Social Support: "Experts indicate that people who experience support from others are more likely to participate in regular physical activity, especially over the course of a lifetime.") p. 376 (Self-Management: Skills for Building Positive Attitudes: "*Make new friends through participation in physical activities.")* pp. 486-487 (Staying Active After High School: "They decided to do some type of physical activity together to help them be more active and have fun at the same time.") p. 491 (Helping Others in Physical Activity: "Family activities. As the saying goes,

	'families that play together stay together.'")
3.8 Recognize the value of physical activity in understanding multiculturalism.	p. 102-103 (Respect for Others: "The ACSM notes that all people deserve the right to be able to safely participate in physical activities, receive proper nutrition, have appropriate health care, and have access to other basic human needs.") p. 103 (Diversity, Equity, and Inclusion) p. 103 (Sensitivity and Trust) p. 376 (Self-Management: Skills for Building Positive Attitudes: "*Be considerate of differences.* The popularity of physical activities varies from culture to culture."
Group Dynamics	
3.9 Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.	pp. 99-100 (Teams and Teamwork) p. 101 (Science in Action: Group Cohesiveness) p. 276 (Taking Charge: Finding Social Support: "Social support involves your family members, friends, teachers, and community members joining or encouraging your physical activities.") p. 276 (Self-Management: Skills for Finding Social Support: "Experts indicate that people who experience support from others are more likely to participate in regular physical activity, especially over the course of a lifetime.")
3.10 Identify and utilize the potential strengths of each individual in physical activities.	p. 99 (Table 5.1 Leadership Skills: "Leaders help group members work together to meet goals.") p. 276 (Taking Charge: Finding Social Support: "Social support involves your family members, friends, teachers, and community members joining or encouraging your physical activities.") p. 276 (Self-Management: Skills for Finding Social Support: "Experts indicate that people who experience support from others are more likely to participate in regular physical activity, especially over the course of a lifetime.")

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