ALIGNMENT TO THE CALIFORNIA PHYSICAL EDUCATION MODEL CONTENT STANDARDS:
HIGH SCHOOL COURSE 2

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, from simple to complex, in combative, gymnastic/tumbling, and team 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. 101 (Science in Action: Group Cohesiveness) pp. 184-185 (Team Sports: "Even though baseball and softball involve some vigorous activity and training for these sports is often vigorous, they are often considered to be moderate activities that include intermittent vigorous components.") p. 195 (Martial Arts Exercise: "Some forms of martial arts, however, have been combined with aerobic dance to create martial arts exercises, such as Tae Bo and cardio kickboxing.") p. 297 (Tai Chi: "[Tai Chi's] basic movements have been shown to increase flexibility and reduce symptoms of arthritis in some people.") p. 471 (Locomotion: Jumping and Leaping: "Leaps are common in dance and gymnastics.)

1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team 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. 101 (Science in Action: Group Cohesiveness) pp. 184-185 (Team Sports: “Even though baseball and softball involve some vigorous activity and training for these sports is often vigorous, they are often considered to be moderate activities that include intermittent vigorous components.”) p. 195 (Martial Arts Exercise: “Some forms of martial arts, however, have been combined with aerobic dance to create martial arts exercises, such as Tae Bo and cardio kickboxing.”) p. 297 (Tai Chi: “[Tai Chi’s] basic movements have been shown to increase flexibility and reduce symptoms of arthritis in some people.”) p. 471 (Locomotion: Jumping and Leaping: “Leaps are common in dance and gymnastics.)
1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.	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 and tactics in combative, gymnastic/tumbling, and team 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, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on 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 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.	p. 115 (Taking Action: Team Building) 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 (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.") 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 combative, gymnastics/tumbling, and team 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 combative, gymnastic/tumbling, and team 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 from skill acquisition and performance in combative, gymnastic/tumbling, and team 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: “You can assess your current fitness and physical activity in order to help you learn where you need to improve and make your plans for doing so.”) p. 115 (Taking Action: Team Building) 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: “Get good instruction. . . . Good instructors provide feedback that you can use to correct errors and improve your performance.”) p. 323 (Tech Trends: Motion Analysis Systems: “Movement sequences can be studied to provide feedback for improved performance.” [caption]) 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 to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.	pp. 329-331 (Planning a Strategy and Developing Tactics: "Using strategies and tactics can help you be successful in sports and games.") p. 331 (Table 13.5 Examples of Strategies and Tactics) pp. 333-334 (Self-Management: Skills for Developing Tactics: "You will have opportunities to use strategies and tactics in the future. Use the following guidelines to help you succeed.")
1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team 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. 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.") p. 331 (Table 13.5 Examples of Strategies and Tactics)
1.12 Evaluate 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. 462 (Taking Action: Your Health and Fitness Club: "Evaluate the effectiveness of your health and fitness club.") 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. 156-157 (Taking Action: Performing Your Moderate Physical Activity Plan) 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 challenging physical fitness activities using the principles of exercise to meet individual needs and interests.	pp. 119-120 (Principles of Physical Activity: "[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. 122-126 (The Physical Activity Pyramid: "Each step of the Physical Activity Pyramid includes descriptions and examples of the five types of physical activity. A summary of the FIT formula is provided for each type of activity to help you decide how much activity to perform." p. 123 (Figure 6.2 The new Physical Activity Pyramid for Teens) pp. 196-199 (Preparing a Vigorous Physical Activity Program Plan) p. 201 (Taking Action: Performing Your Vigorous Physical Activity Plan)
2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the standards established by scientifically based health-related fitness assessments.	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. 196-199 (Preparing a Vigorous Physical Activity Program Plan) p. 201 (Taking Action: Performing Your Vigorous Physical Activity Plan) pp. 293-295 (Self-Assessment: Arm, Leg, and Trunk Flexibility) pp. 347-350 (Self-Assessment: Body Measurements)
2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.	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: "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.") pp. 118-119 (Physical Activity Guidelines for Americans: "Every 10 years the U.S. Department of Health and Human Services releases its Physical Activity Guidelines for Americans. . . . Some guidelines for people of different ages are described in table 6.1.") p. 119 (Table 6.1 Physical Activity Guidelines for Americans)
2.5 Justify the use of particular physical activities to achieve desired fitness goals.	pp. 10-11 (Table 1.1 Warm-Up Types and Benefits) p. 11 (Table 1.2 Which Warm-Up Is Best?) p. 55 (SMART Goals: "*S: Specific.* Your goal should include specific details of what you want to accomplish.") pp. 62-67 (Lesson 3.2 Program Planning [entire lesson]: "In this lesson, you'll learn the five steps that will help you prepare personal plans for adopting a healthy lifestyle.") pp. 122-126 (The Physical Activity Pyramid: "The second T in FITT is for the type of activity that you perform. . . . A summary of the FIT formula is provided for each type of activity to help you decide how much activity to perform.") p. 123 (Figure 6.2 The new Physical Activity Pyramid for Teens) p. 136 (Taking Action: Physical Activity Pyramid Circuit: The Physical Activity Pyramid illustrates how much of each type of physical activity you need in order to build fitness, health, and wellness.")

	p. 179 (Taking Action: Target Heart Rate Workouts) pp. 362-369 (Lesson 15.1 Preparing a Comprehensive Physical Activity Plan [entire lesson]: “Do you have a personal fitness and physical activity plan? . . . In this lesson, you’ll read about the comprehensive program that Alicia developed, then use the plans you’ve previously developed to create your own comprehensive personal physical activity program.”)
2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.	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. 151-154 (Preparing a Moderate Physical Activity Plan: “You can now prepare your own personal moderate physical activity plan using the five planning steps. Your instructor will provide you with worksheets that you can use to plan a two-week program.”) pp. 156-157 (Taking Action: Performing Your Moderate Physical Activity Plan) pp. 196- (Preparing a Vigorous Physical Activity Program Plan: “[Lin Su] used the five steps of program planning to prepare a vigorous physical activity program. Her program is described in the following sections of this chapter.”) p. 201 (Taking Action: Performing Your Vigorous Physical Activity Plan: “Take action by preparing a vigorous physical activity plan using the five steps described in lesson 9.2.”)
2.7 Develop and implement an appropriate personal physical fitness program for a family or community member.	pp. 151-154 (Preparing a Moderate Physical Activity Plan: “You can now prepare your own personal moderate physical activity plan using the five planning steps. Your instructor will provide you with worksheets that you can use to plan a two-week program.”) pp. 156-157 (Taking Action: Performing Your Moderate Physical Activity Plan) pp. 196- (Preparing a Vigorous Physical Activity Program Plan: “[Lin Su] used the five steps of program planning to prepare a vigorous physical activity program. Her program is described in the following sections of this chapter.”) p. 201 (Taking Action: Performing Your Vigorous Physical Activity Plan: “Take action by preparing a vigorous physical activity plan using the five steps described in lesson 9.2.”)

2.8 Explain how to evaluate 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 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance.	pp. 270-272 (Ergogenic Aids: Supplements: “An **ergogenic aid** is something that is designed to help you increase your ability to do work, including performing vigorous exercise.”)

	p. 271 (Science in Action: Before (Pre-) and After (Post-) Workout Supplements: “IN recent years, taking supplements before and after a workout has become common, especially among active adults.”) pp. 272-274 (Facts About Supplements: “Many products sold as ergogenic aids are classified as food supplements. Although many people think that the FDA tests food supplements to make sure they are safe, supplements are in fact unregulated by the government.”) pp. 274-275 (Ergogenic Aids: Performance Enhancing Drugs (PEDs))
2.10 Evaluate the availability and quality of 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 Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness.	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. It provides instructions for self-assessing your fitness using a variety of health-related test items.” 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.”) 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. 378 (Project: “Build a FitnessGram profile by summarizing your results on all of the FitnessGram self-assessments. Create you own profile summary sheet or use a worksheet provided by your teacher.”)

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 Participate in physical activities for personal enjoyment.	pp. 80-81 (Consumer Corner: Dressing for Physical Activity: "But even under normal circumstances, the way you dress has a lot to do with your comfort and enjoyment.") p. 171 (Fit Fact: "Activity guidelines for teens emphasize the importance of enjoyment and variety.") pp. 234-235 (Self-Management: Skills for Preventing Relapse: "Select activities that you enjoy. . . . "[I]t is especially important to find vigorous activities that you enjoy. Building skills helps to improve enjoyment.") pp. 501-502 (Self-Management: Skills for Choosing Good Activities: "*Practice, practice, practice.* Becoming skilled in a sport or activity increases your enjoyment.")
3.2 Examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime.	pp. 34-38 (Stairway to Lifetime Fitness, Health, and Wellness: "Many teens are active and eat well, but will you continue to do so when you're older and on your own?") p. 35 (Figure 2.2 The Stairway to Lifetime Fitness, Health, and Wellness) p. 501 (Taking Charge: Choosing Good Activities: "You can help yourself be active by choosing activities you're likely to do both now and throughout your life.") pp. 501-502 (Self-Management: Skills for Choosing Good Activities)
3.3 Evaluate the psychological benefits derived from regular participation in physical activity.	p. 18 (Figure 1.4 The characteristics of physical literacy) p. 21 (Exercise Psychology: "Exercise psychology can help motivate people to be active, set realistic goals, and perform better in sports.") pp. 177-178 (Taking Charge: Self-Confidence) p. 178 (Self-Management: Skills for Building Self-Confidence: "A recent study of

	teenagers found that one of the best indicators of who will be physically active is self-confidence.") pp. 372-374 (Building Positive Attitudes: "Active people have more positive attitudes toward physical activity than negative ones.") pp. 374-375 (Changing Negative Attitudes) p. 376 (Self-Management: Skills for Building Positive Attitudes)
3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.	pp. 372-374 (Building Positive Attitudes: "Active people have more positive attitudes toward physical activity than negative ones.") pp. 374-375 (Changing Negative Attitudes) p. 375 (Taking Charge: Changing Attitudes: "What are some other negative attitudes that keep people from being active, and how can they be changed? What are some positive attitudes that help people stay active?") p. 376 (Self-Management: Skills for Building Positive Attitudes) pp. 488-490 (Daring to Try: "Intrinsic motivation is personal and comes from within the individual (for example, fun, joy of participation).")
3.5 Evaluate and refine personal goals to improve performance in physical activities.	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.") p. 134 (Taking Charge: Learning to Self-Monitor: "An activity log is . . . a way to keep track of what you do so that you can tell whether you're meeting your activity goals." pp. 134-135 (Self-Management: Skills for Self-Monitoring: *"Use your current activity pattern to help you determine your goals and plans."*) pp. 440-441 (Self-Management: Skills for Thinking Success: "Use self-assessments to help you set goals and evaluate your progress.")
Social Interaction	
3.6 Identify the effects of individual differences, such as age, gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity.	pp. 21-22 (Exercise Sociology: "Exercise sociology has helped people understand teamwork and cooperation, social responsibility, and cultural and ethnic differences in physical activity.")

	p. 31 (Personal Determinants: “You have little or no control over personal determinants, which include heredity, age, sex, race or ethnicity, and disability . . . Nonetheless, these factors can greatly affect your fitness, health, and wellness.”) p. 287 (Sex and Age: “Generally, females tend to be more flexible than males. . . . Younger people also tend to be more flexible than older people.”) p. 376 (Self-Management: Skills for Building Positive Attitudes: “Be considerate of differences. The popularity of physical activities varies from culture to culture.”)
3.7 Explain how to select and modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs.	pp. 118-119 (Physical Activity Guidelines for Americans: “Some guidelines for people of different ages are described in table 6.1.”) p. 119 (Table 6.1 Physical Activity Guidelines for Americans) p. 376 (Self-Management: Skills for Building Positive Attitudes: “*Be sensitive to people with special needs.* Some people need certain accommodations or modifications when performing physical activity.”) p. 491 (Helping Others in Physical Activity: “You can give back by volunteering to coach children in your neighborhood or your own children.”) pp. 501-502 (Self-Management: Skills for Choosing Good Activities: “Use the following guidelines to help you find a physical activity (or activities) especially good for you.”)
Group Dynamics	
3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.	p. 98 (Leaders and Leadership Skills: “You can’t be a leader just because you want to be; becoming a leader requires leadership skills.”) p. 99 (Table 5.1 Leadership Skills)
3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.	p. 376 (Self-Management: Skills for Building Positive Attitudes: “*Help others build positive attitudes.* The ways in which others react can affect a person’s feelings about physical activity. Consider the following when you interact with others in physical activity.”) pp. 488-490 (Daring to Try) p. 491 (Helping Others in Physical Activity: “In the years ahead, you’ll find that having active people around you helps you be more active. You’ll also have the opportunity to help others be physically active.”)

	p. 491 (Tech Trends: Finding Support for Active Living)

Signature of Company Signee and Job Position of Author