

**Michigan Department of Education  
HIGH SCHOOL PHYSICAL EDUCATION ALIGNMENT RECORD**

<b>HEALTH-RELATED FITNESS</b>			
<b>UNIT TITLE:</b> _____			
<b><u>Expectations</u></b>	<b><i>Advanced Skills &amp; Tactics</i></b>	<b><i>Basic Skills &amp; Tactics</i></b>	<b><u>District Curriculum</u></b>
A.3.PA.1 Accumulate time in physical activities that are moderate to vigorous in intensity level (i.e., a minimum of 60 minutes per day for 7 days a week while maintaining 75% of target heart rate) while participating primarily in physical activities that focus on combining locomotor and manipulative skills and applying strategies in modified game play outside of physical education.			
A.4.HR.2 Meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).			
A.4.HR.3 Meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).			
A.4.HR.4 Meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).			
A.4.HR.5 Meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).			
A.4.HR.6 Develop and implement a plan for improving or maintaining health-related fitness.			
A.4.HR.7 Self-assess and evaluate health-related fitness for muscular strength and endurance, flexibility, and body composition.			

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A.4.HR.8 Apply the principles of training (frequency, intensity, type, time, overload, specificity).			
A.4.AN.1 Analyze and evaluate the effects of physical activity and nutrition on the body.			
A.4.AN.4 Analyze and evaluate the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones).			
K.2.FB.1 Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.			
K.2.PA.1 Analyze and assess individual physical activity goals formulated for a physical activity program that meets national guidelines.			
K.2.HR.2 Evaluate cardiorespiratory fitness level using the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).			
K.2.HR.3 Evaluate muscular strength and endurance fitness levels using the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).			

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K.2.HR.4 Evaluate flexibility levels using the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).			
K.2.HR.5 Evaluate body composition using the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).			
K.2.HR.6 Develop and implement a plan for improving or maintaining health-related fitness status.			
K.2.HR.7 Self-assess and evaluate health-related fitness for muscular strength and endurance, flexibility, and body composition.			
K.2.HR.8 Apply the principles of training (frequency, intensity, type, time, overload, specificity).			
K.2.AN.1 Analyze and evaluate the effects of physical activity and nutrition on the body.			
K.2.AN.2 Analyze and evaluate the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones).			
K.2.RP.2 Choose to exercise regularly outside of physical education for personal enjoyment and benefit in dynamic settings.			

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K.2.ID.1 Choose to participate with community members of varying skill and fitness levels in dynamic settings.			
B.5.FB.1 Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.			
B.6.RP.2 Choose to exercise regularly outside of physical education for personal enjoyment and benefit in dynamic settings.			
B.6.ID.1 Participate and demonstrate respect for community members of varying skill and fitness levels in dynamic settings.			